

# Stanford

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## Youngsun Moon

Postdoctoral Scholar, Education

 Curriculum Vitae available Online

### Bio

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#### BIO

Sun (Youngsun) Moon is a postdoctoral scholar at Stanford University. Her research centers on literacy development, especially how reading and spelling interact over time, and how assessment data can be used to better understand and support students' literacy growth across diverse linguistic and educational backgrounds. Ultimately, her goal is to translate research into tools and practices that improve how we assess and support students' reading and writing development.

At Stanford, she is part of the Rapid Online Assessment of Reading (ROAR) team at the Graduate School of Education, which develops silent, group-administered reading assessments that are open-source, research-based, efficient, and scalable for use in schools. With the ROAR team, she is currently working on expanding the ROAR suite and examining measurement bias (i.e., whether the assessments function differently for students from certain backgrounds).

#### PROFESSIONAL EDUCATION

- Doctor of Philosophy, University of California Irvine , Education (2025)
- Master of Education, University of California Irvine , Education (2023)
- Master of Arts, Korea University , English Education (2019)
- Bachelor of Arts, Korea University , English Education (2016)

#### LINKS

- Stanford Impact Labs 2025-2026 Postdoctoral Fellow: <https://impact.stanford.edu/people/youngsun-moon>

### Research & Scholarship

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#### LAB AFFILIATIONS

- Jason Yeatman, ROAR (Rapid Online Assessment of Reading) (3/24/2025)

### Publications

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#### PUBLICATIONS

- **Developmental relations of Spanish and English spelling in emergent bilinguals between grade 1 and grade 3: exploring scoring methods and instructional contexts** *READING AND WRITING*  
Moon, Y., Kim, Y.  
2026

- **Does composition mode matter? Comparing students' handwriting, keyboarding, and speech-to-text dictation performance** *READING AND WRITING*  
Zajic, M. C., Hebert, M., Hines, H., Moon, Y., Lovett, B. J.  
2025
- **Do the relations of vocabulary and attentional control with word reading and spelling change as a function of development and spelling scoring method?** *Journal of experimental child psychology*  
Moon, Y., Grace Kim, Y. S.  
2024; 246: 106019
- **Effective writing instruction for students in grades 6 to 12: a best evidence meta-analysis** *READING AND WRITING*  
Graham, S., Cao, Y., Kim, Y., Lee, J., Tate, T., Collins, P., Cho, M., Moon, Y., Chung, H., Olson, C.  
2024
- **Comparing the quality of human and ChatGPT feedback of students' writing** *LEARNING AND INSTRUCTION*  
Steiss, J., Tate, T., Graham, S., Cruz, J., Hebert, M., Wang, J., Moon, Y., Tseng, W., Warschauer, M., Olson, C.  
2024; 91
- **A Meta-Analysis of Writing Treatments for Students in Grades 6-12** *JOURNAL OF EDUCATIONAL PSYCHOLOGY*  
Graham, S., Kim, Y., Cao, Y., Lee, W., Tate, T., Collins, P., Cho, M., Moon, Y., Chung, H., Olson, C.  
2023; 115 (7): 1004-1027
- **Does reading mediate the relation between productive vocabulary and writing or is it the other way around?** *English Teaching*  
Moon, Y., Kang, Y.  
2023; 78 (4): 249-270
- **Predicting the Difficulty of EFL Tests Based on Corpus Linguistic Features and Expert Judgment** *LANGUAGE ASSESSMENT QUARTERLY*  
Choi, I., Moon, Y.  
2020; 17 (1): 18-42
- **Does Reading and Vocabulary Knowledge of Advanced Korean EFL Learners Facilitate Their Writing Performance?** *JOURNAL OF ASIA TEFL*  
Moon, Y., Choi, J., Kang, Y.  
2019; 16 (1): 149-162