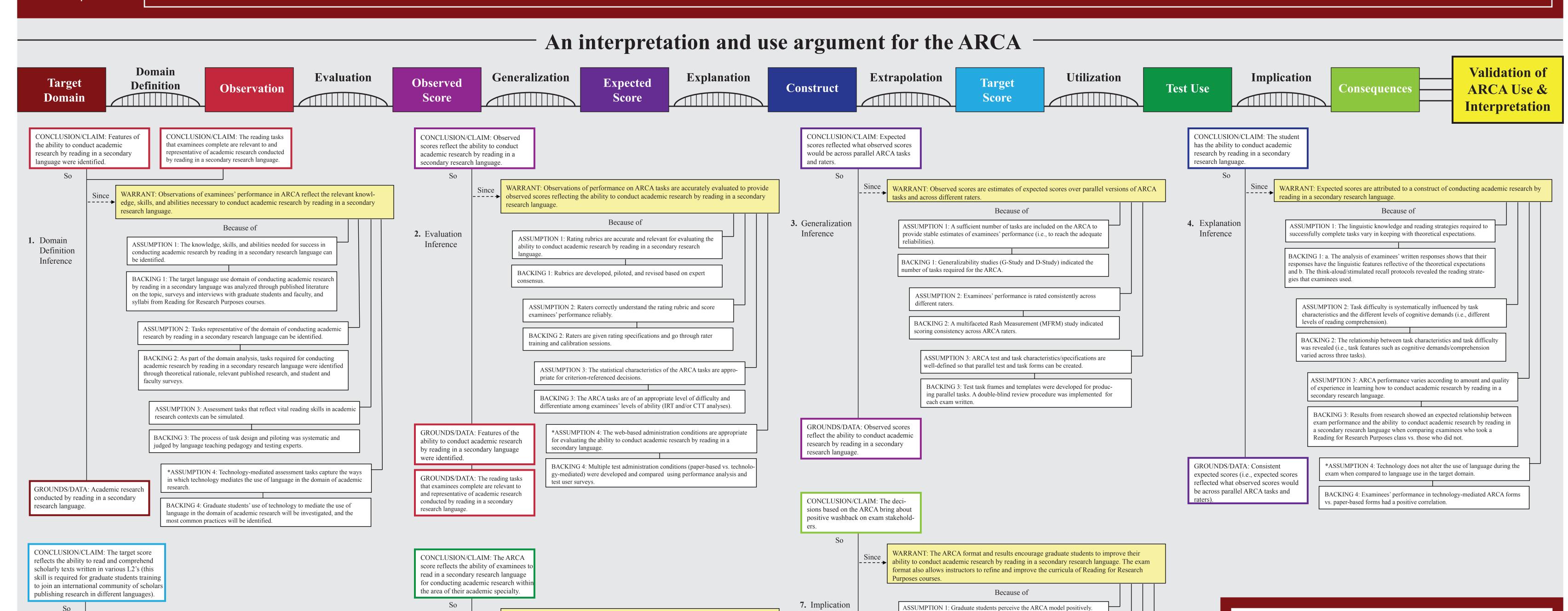
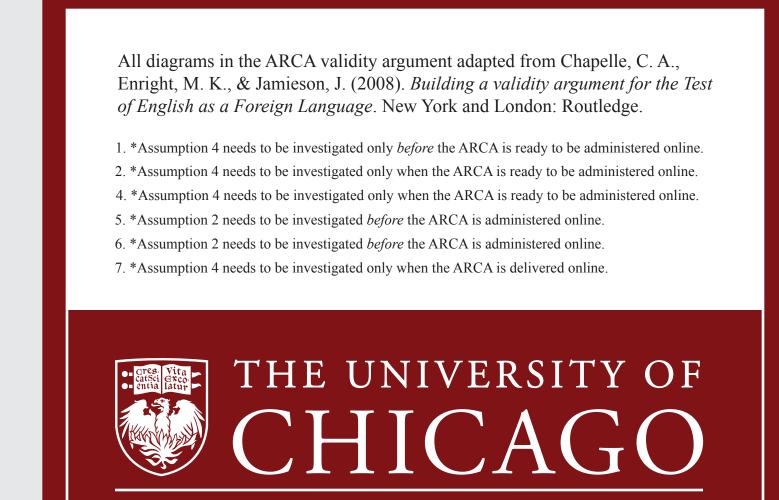
Building a Validity Argument for the Academic Reading Comprehension Exam (ARCA)

Principal Investigator: Jason Merchant

(2016-2021)

Research Team: Catherine C. Baumann **James McCormick Ahmet Dursun** Nicholas Swinehart





DIVISION of HUMANITIES

GROUNDS/DATA: Observed scores reflect the ability to conduct academic research by reading in a secondary research language.

5. Extrapolation

Inference

scholarly texts written in various L2's. Because of ASSUMPTION 1: Performance on the ARCA is related to the other criteria of performance for the ability to read and comprehend scholarly texts written in BACKING 1: Results indicate a positive relationship between ARCA performance and thesis/doctoral committee members' judgements about students as well as with students' self-assessment

*ASSUMPTION 2: The language-related technological resources that examinees use in the ARCA accurately represent those used in the domain of graduate-level research practices required to join an international community of scholars publishing research in different languages.

WARRANT: The construct of conducting academic research by reading in a secondary

research language as assessed by the ARCA accounts for the ability to read and comprehend

BACKING 2: Graduate students' use of language-related technological resources in conducting academic research was identified through survey

> GROUNDS/DATA: Target Score (representing performance of the ability to read and comprehend scholarly texts written in various L2's).

6. Utilization

Inference

WARRANT: ARCA scores are useful for departments to make decisions about students' fulfillment of language requirements.

Because of ASSUMPTION 1: The meaning of the ARCA score aligns with expectations about academic skills held by stakeholders in the departments as well as by the

BACKING 1: Results from test users' survey data indicated how students and stakeholders within various departments use the materials on the Office of Language Assessment website to accurately interpret and use the ARCA scores.

*ASSUMPTION 2: The language-related technological resources that examinees use in the ARCA are relevant to those in the domain of graduatelevel scholarly research practices within various areas of their academic

BACKING 2: Graduate students' use of language-related technological resources in conducting academic research was identified through survey esults and analysis of syllabi from Reading for Research Purposes courses.

> GROUNDS/DATA: The ARCA score as an indication of graduate students' ability to read in a secondary research

language for conducting academic research within the area of their academic specialty (as an indication of fulfilling the language requirement).

Inference

*ASSUMPTION 4: The use of technology in the ARCA fits the graduate students' existing values concerning reading for research practices.

ASSUMPTION 3: The ARCA has shifted the goals, content, and strategies of the

curriculum for the Reading for Research Purposes courses at the University of

BACKING 3: Content analysis of pre- and post-ARCA curricula and focus

group interviews with course instructors indicated a more student-centered

and authentic teaching pedagogy in reading for research classes.

BACKING 1: Graduate students found the ARCA model to be a meaningful and

ASSUMPTION 2: The ARCA model facilitates graduate students' success in

BACKING 2: A variety of factors indicated that graduate students' ability to

conduct academic research by reading in a secondary research language has

accurate reflection of graduate-level reading for research purposes

learning to read in a secondary research language

Chicago.

BACKING 4: Graduate students found the use of technology (i.e., electronic dictionaries, online annotation, typing, etc.) in the ARCA authentic to their reading for research practices in the academic domain.