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

**Principal Investigator:** Jason Merchant  
**Research Team:** Catherine A. Baumann, James McCormick, Abmet Dursun, Nicholas Swinehart

---

<table>
<thead>
<tr>
<th>Domain Definition Inference</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
<th>6.</th>
<th>7.</th>
<th>8.</th>
<th>Validation of ARCA Use &amp; Interpretation</th>
</tr>
</thead>
</table>
| **Assumption 1:** The knowledge, skills, and abilities needed for success in graduate and/or professional-level research practices required to join an international community of scholars publishing research in different languages. | **Warrant:** Observations of examinees' performance in ARCA reflect the relevant knowledge, skills, and abilities needed for success in graduate-level research practices, 
**Evidence:** Results from the think-aloud/stimulated recall protocols revealed the reading strategies and characteristics and the different levels of cognitive demands (i.e., different thinking processes) examinees use in the ARCA. |
| **Assumption 2:** The ARCA model facilitates graduate students' success in learning to read in a secondary research language. | **Warrant:** ARCA scores are useful for departments to make decisions about students' reading abilities, 
**Evidence:** ARCA scores reflect what observed scores reflect. |
| **Assumption 3:** The statistical characteristics of the ARCA tasks are appropriate for the intended inferences and generalizations. | **Warrant:** ARCA is consistent with expectations about graduate students' reading abilities, 
**Evidence:** ARCA tasks are expected to capture the relevant knowledge, skills, and abilities needed for success in graduate-level research practices. |
| **Assumption 4:** Technology does not alter the use of language during the task. | **Warrant:** ARCA is consistent with expectations about graduate students' reading abilities, 
**Evidence:** ARCA tasks are expected to capture the relevant knowledge, skills, and abilities needed for success in graduate-level research practices. |

---

The diagram below illustrates the steps involved in developing the ARCA, including the development of tasks and the validation of the assessment. The process involves gathering evidence from various sources, such as published literature, faculty surveys, and student performance data. The diagram also highlights the importance of considering the washback on exam stakeholders, which refers to the impact of the assessment on students' learning and subsequent actions. The ARCA is designed to measure the ability to read in a secondary research language, and it is intended to support academic decision-making processes, such as admissions and curriculum development. The assessment is intended to be used in various contexts, including reading for research purposes, and it is expected to align with the expectations of various stakeholders, including students, faculty, and administrators.