In the current paper, first,

Theoretically, Japanese junior high school and high school students of any school grade can take any of the four GTEC versions

Table 4

Overview of Speaking Section of GTEC Advanced version

interpretive argument is unique and therefore the associated validity argument will be also unique” óKane, нллм, p. ооло́.

As shown in Figure 1, adopted from Ch

16 domain. Criterion-related validity studies can dejonmine the sturdiness of the assumpoml/s behind this inference.

## Multifaceted Rasch Measurement (MFRM)

MFRM, which incorporate1t6(multiplRa)ateh eh , etcrer-5 [(M)] TJ ET Q q 0.00000912 0 612



A

which these measures are estimated. The reliability of separation index for each facet ranges from

# Results

## TheMFRMProcedures and Findings

FACETS 3.82.3 (Linacre, 2019) was used to carry out the MFRM

## Table9

Summary Statistics for the MFRM Analysis on the Speaking Section Scores

| Statistics | Examinees | |
|---|---|---|

Table11

Figure 3 also shows that most of the examinees were located above the difficulty level of the majority of the scores (criteria). The mean ability of examinees was .77 logits, whereas the mean criteria difficulty was zero (Min = -2.41, Max = 2.23, SD= 1.61).

As seen in the table above, there were 89% of bias pan  Q  Ep79G  [wm-6mFw6(s6e)5(n )rginng

provide answers to

**Table 19**

Fit Indices for the CFA Model for the Writing Section of the GACE Advanced Version

| | |
|---|---|
| $\chi^2$ | |

### Model 1: Correlated Traits and Correlated Methods (CTCM)

As noted earlier, the specification of this model includes both trait and method factors

In testing for evidence of discriminant validity among traits, we compare a model in which traits correlate freely (Model 1) with one in which they are perfectly correlated (Model 3); the larger the discrepancy between the $\chi^2$ and CFI values, the stronger the support for evidence of discriminant validity.

Based on the same logic, albeit in reverse, evidence of discriminant validity related to method effects can be tested by comparing a model in which method factors are freely correlated (Model 1) with one in which they are uncorrelated (Model 4).

Table 20 summarizes the information about the alternative models, their fit, and the

To recap and answer **research question 1** (i.e. To what extent did the independent

As explained befo942,o94(d )-the[( )] TJ  ET  Q  q  0.00000912 0 612 792 re  W* n  BT  /F2 12

writing abilities of the test takers and divide the examinees into

# References