



STAMP for Latin

The STAMP for Latin Test

The STAMP for Latin test is an automatically scored, computer-adaptive test that assesses the Reading proficiency of language learners of Latin. Examinees must demonstrate their ability to comprehend written Latin by answering 30 multiple-choice comprehension questions. The Reading section is scored on the STAMP proficiency scale, with scores ranging from Novice-Low to Advanced-High. Figure 1 below shows the multi-stage, computer-adaptive design employed in the Reading section of STAMP for Latin:

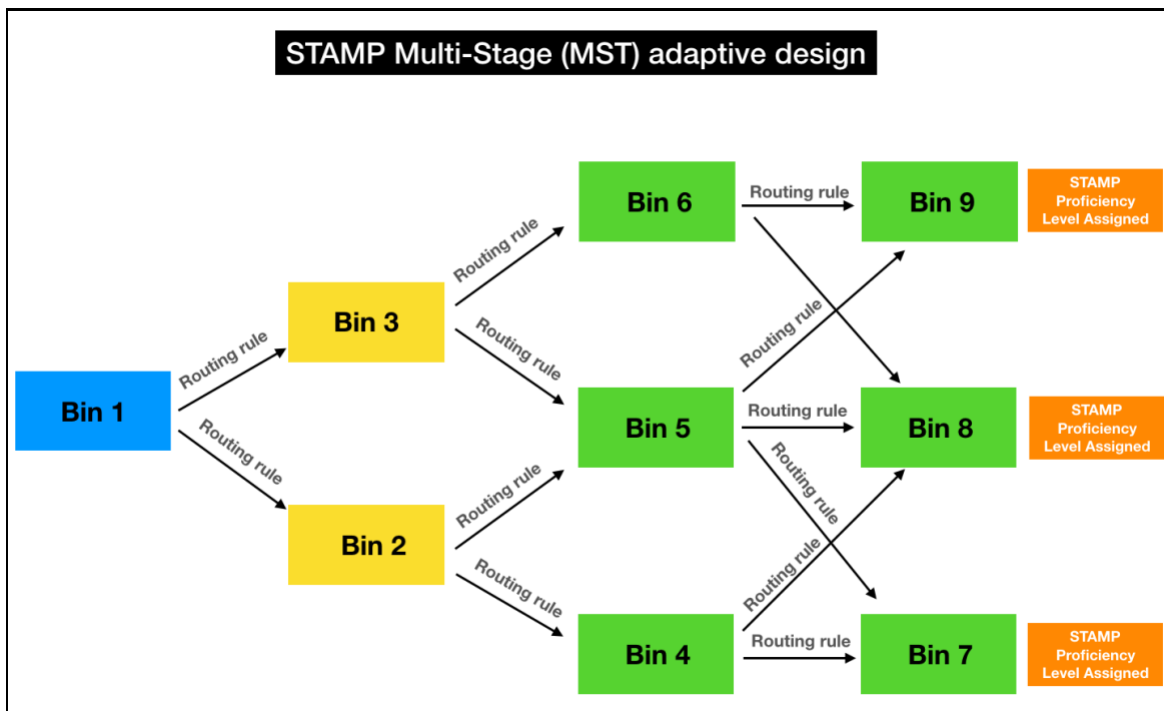


Figure 1. *The Multi-Stage, Computer-Adaptive STAMP Latin Design*

Hierarchy of Item Difficulty in the Reading Section of STAMP for Latin

For a language assessment such as the STAMP for Latin test, whose scores are aligned to the ACTFL Proficiency Guidelines (ACTFL, 2012), to be defensible, it's vital that developers can show, based on real, operational statistical data, that the average difficulty of Novice items on the test is lower than that of Intermediate items, which in turn should be lower, on average, than that of items written to target the Advanced level (Cox & Clifford, 2014). As can be seen in Figure 2



below, this hierarchy is supported by the average Rasch difficulty of Novice, Intermediate, and Advanced items, indicated by the green horizontal line.

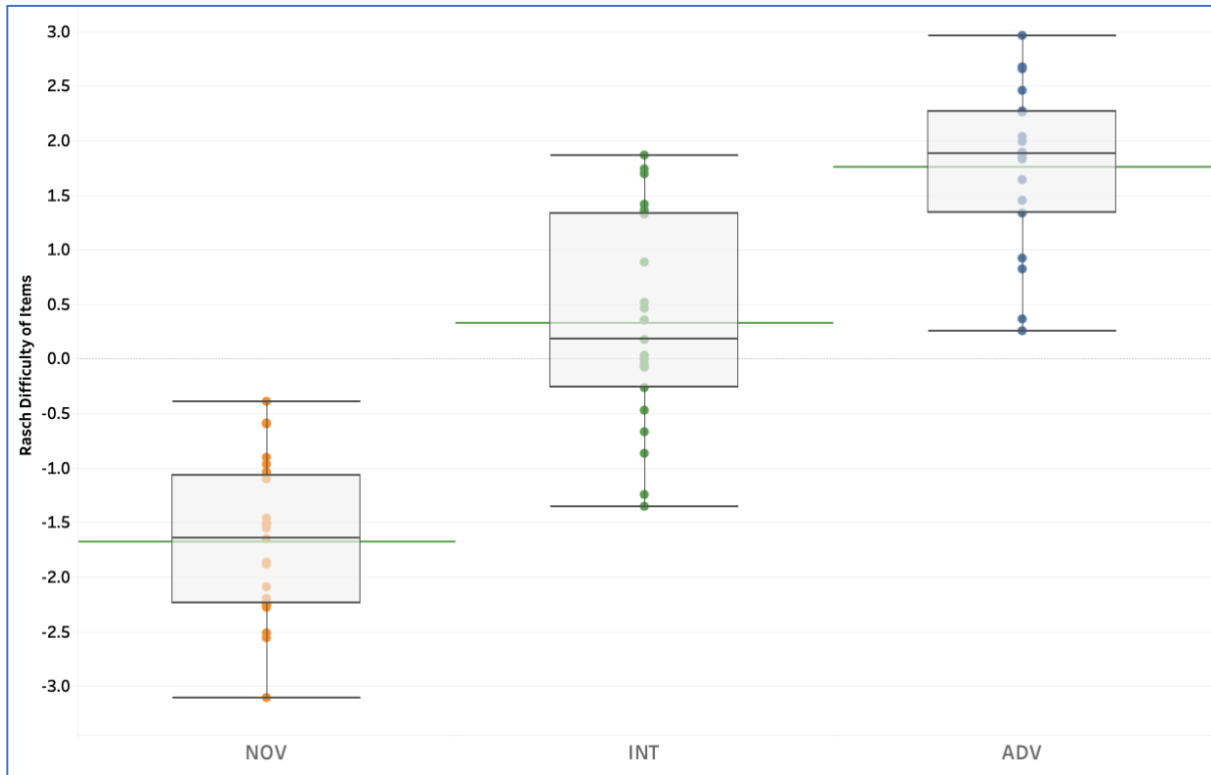


Figure 2. Average Rasch difficulty of Novice, Intermediate, and Advanced Items on STAMP for Latin.

Distribution of Awarded Scores in the Reading Section of STAMP for Latin

Another source of validity evidence for a test is that all score levels are being awarded to examinees. As seen in Figure 3, that is the case for the STAMP for Latin test.

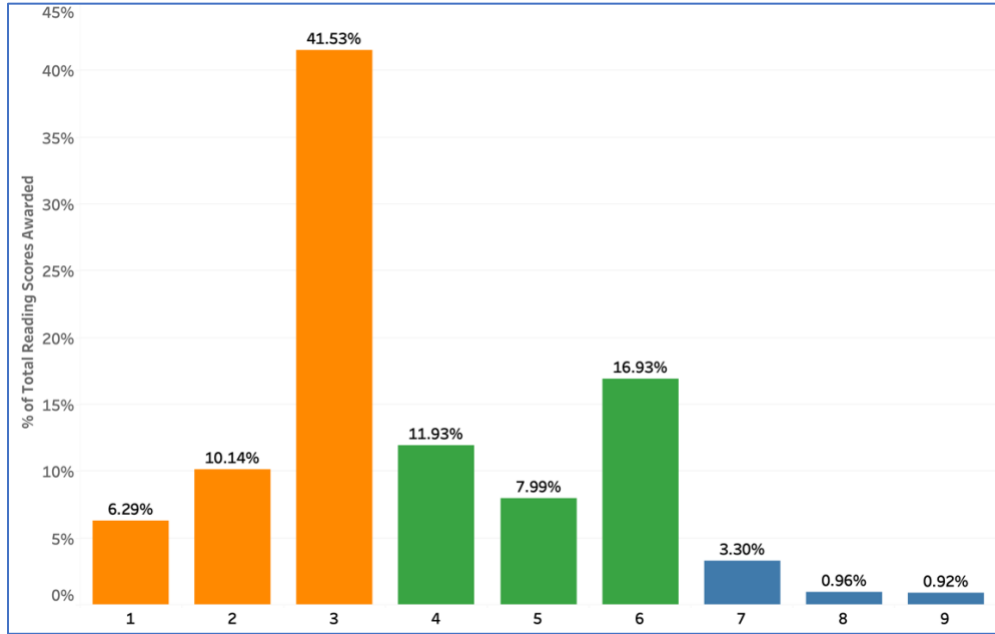


Figure 3. Score Distribution for Reading Section of STAMP for Latin.

STAMP for Latin Reading Scores and Proficiency

At the foundation of any good test is the idea that an increase in scores is a reflection of actual increase in the ability (*e.g.* construct) measured by the test. In Figure 4, we can see that the average score in the Reading section of STAMP for Latin increases as examinees move up levels in formal Latin instruction:

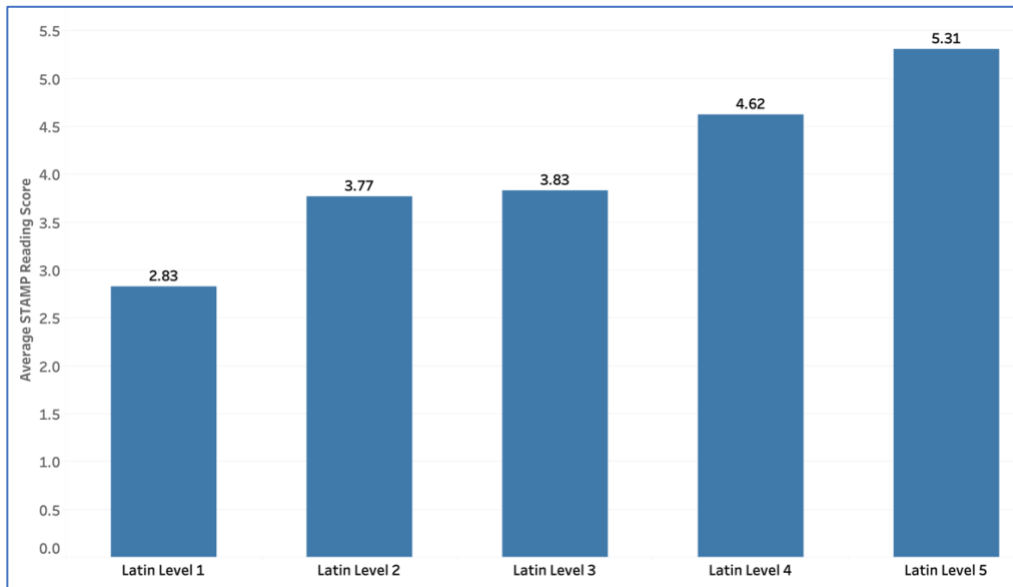


Figure 4. Average STAMP for Latin Reading Level for Examinees at Different Levels of Formal Latin Instruction



Finally, Figure 5 provides additional, statistical support to the fact that higher STAMP levels on the Reading section of the STAMP for Latin test indicate higher levels of Latin Reading proficiency, as shown by the monotonically increasing scaled scores¹. The scaled scores on the STAMP test are a numerical representation (derived from Rasch measurement) of the estimated amount of knowledge an examinee has of the construct of the test (in this case, Reading proficiency in Latin). As seen in Figure 5, the higher the STAMP score they receive on the STAMP for Latin test, the higher their estimated proficiency in Latin Reading.

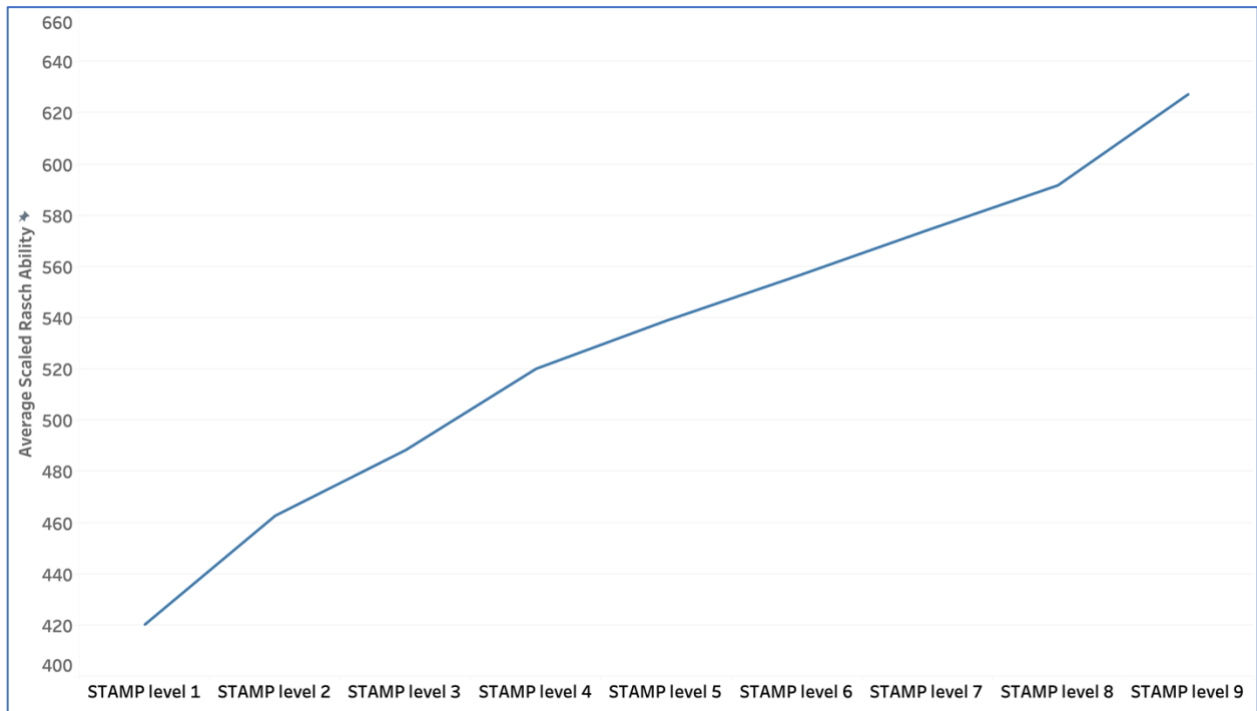


Figure 5. *Higher STAMP scores in the Reading Section of STAMP for Latin Indicate Higher Reading Proficiency in Latin, as shown by Increasing Scaled Scores.*

REFERENCES

- ACTFL. (2012). ACTFL Proficiency Guidelines. Retrieved October 10, 2019, from ACTFL:
https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf
- Cox, T. L. & Clifford, R. (2014). Empirical validation of listening proficiency guidelines. *Foreign Language Annals*, 47, 379–403.

¹ If examinees who received a STAMP score of 5, let's say, had lower estimated proficiency (scaled scores) than those who received a STAMP score of 4, for example, that would be a serious issue.