

## ***Validating an L2 integrated writing assessment: Linking process, product and scoring data***

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Integrated writing tasks are commonly used in language assessment for academic purposes. Yet, it is often an issue of debate which factors account for the performance, i.e. to what extent writing ability, reading skills, or an integrated reading-writing-factor contribute to the test results. In recent years, many studies in the context of EFL have tried to shed light on this issue. They investigated the underlying construct of integrated writing tasks from different perspectives, either focusing on the cognitive processes during writing (e.g. Plakans 2008; 2009), the use of source material (Plakans & Gebril 2013) and paraphrasing in the written products (Shi 2004) or the evaluation and scoring of written performances (e.g. Shin & Ewert 2014). The present paper reports on a validation study in the context of the newly developed digital Test of German as a foreign language (Test Deutsch als Fremdsprache; TestDaF), a university entrance language test for international students who want to enter HE in Germany. The study uses a mixed methods design to link process data to the written products, using a combination of eye-tracking, stimulated recalls and text analysis. Eye-movements of 19 international university applicants were recorded while writing a summary from written and graphical input. Recordings were then used as a stimulus for retrospective interviews. The analysis of process data focused on viewing behaviour in relation to different Areas of Interest (AOIs) on the screen. The written products were analysed linguistically, building on Keck's (2006) approach of "attempted paraphrase", and with respect to content. Results show that process data can explain to some extent the quality of the written summaries. The paper finally discusses a possible linking with the scoring of the written products, to see if differences in processing are evident in the scores.