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Abstract

Title: *Validating Writing and Speaking Assessments for Korean Heritage Learners: An Argument-Based Approach*

This qualitative case study explores the interpretive validity of writing and speaking assessment tasks for university-level Korean heritage learners using an argument-based framework developed through Kane's theory of validity (2006). Heritage learners present unique linguistic profiles, often exhibiting asymmetrical proficiency across modalities such as speaking vs writing, which poses challenges for assessment validity. This study explores the interpretive validity of writing and speaking assessment tasks for a Korean heritage learner using an argument-based framework developed through Kane's theory of validity (2006). Heritage learners present unique linguistic profiles, often exhibiting asymmetrical proficiency across modalities, which poses challenges for assessment validity. While research on heritage language assessment has grown, studies focusing on languages like Korean remain limited, leaving gaps in understanding how current assessment frameworks apply to less commonly taught languages. Through qualitative analysis of task performance, self-reflections, and rater evaluations, this study investigates how well these assessments capture the learner's actual communicative abilities. The argument-based framework provides a structured approach to evaluating the claims underlying assessment inferences, drawing on evidence from task design, scoring criteria, and score interpretations. Findings reveal potential validity threats, such as construct-irrelevant variance and construct underrepresentation, emphasizing the need for assessments that account for heritage learners' linguistic experiences. This research contributes to the broader discussion on equitable assessment practices in second language acquisition and heritage language education.