

## A case for scenario-based language assessment

Antony John Kunnan

Assessment development in past and present practices have generally focused on task development of random texts or passages for listening and reading assessments respectively. Test takers as a result are taken from random topic to topic and random task to task for their performance which determines their proficiency level. This practice has been shown to have low situational and interactional authenticity (see Bachman and Palmer, 2010, for definitions and analysis). To remedy this situation, Purpura (2019) and others proposed a scenario-based language assessment (SBLA) as an example of a Learning-Oriented Assessment (LOA) framework. SBLA has been defined by Purpura (2019) as an “internally consistent set of naturally occurring, imagined scenes or events in which characters carry out actions and interact with each other until they bring the overarching scenario goal to conclusion.”

In operational practice, SBLA could be a digitally delivered assessment technique that utilizes scenarios to provide test takers with a purposeful, real-life-like situations in which they are expected to act as a participant to achieve an overarching goal with their imaginary team, until the goal of the scenario is fulfilled. Purpura (2023) listed eight interrelated, yet independent, dimensions, the LOA framework addresses. These include the (1) the Contextual dimension, (2) the proficiency dimension, (3) the elicitation dimension, (4) the socio-cognitive dimension, (5) the instructional dimension, (6) the social-interaction dimension, (7) the affective dimension, and (8) the technology dimension.

In this talk and discussion, I will present how a SBLA was conceptualized for a university admission and placement in an ESL program, how it was operationalized and delivered online, how tasks were selected and presented, how they were scored and how feedback was provided. The published journal article describing the various aspects of this SBLA is available in *Language Assessment Quarterly* (in Kunnan, et al., 2022).

### Reference

Kunnan, A. J., Qin, C. Y., & Zhao, C. G. (2022). Developing a Scenario-Based English Language Assessment in an Asian University. *Language Assessment Quarterly*, 19(4), 368–393.  
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### Bio

**Antony John Kunnan** holds a PhD from UCLA and is currently a Senior Research Fellow at Carnegie Mellon University. He has had a long and distinguished career in language testing and assessment, covering many parts of the globe. His trajectory was already marked with distinction when he won the Jacqueline Ross Outstanding TOEFL Dissertation Award for his research. Since that time, he has held academic posts/professorships in California, Hong Kong, Armenia, Singapore, Taiwan, China, and Macau as well as visiting posts at the UCLA, USC, Chulalongkorn University and Carnegie Mellon University. He has published 11 books and over

80 journal articles or book chapters. His initial work on validity and structural equation modelling has led to a more recent focus on ethics, fairness, and policy. During his career, Dr Antony Kunnan has given over 125 invited talks and workshops across 36 countries, demonstrating his considerable international reputation and impact.

Other highlights include that he was the founding editor of *Language Assessment Quarterly*; the founding President of the Asian Association for Language Assessment; the editor of the four-volume *Companion to Language Assessment*; a former ILTA President, Vice President and Treasurer; and a prominent thinker in conceptualizing test fairness. His editorial activities continue as he remains involved with *Language Assessment Quarterly*, is Editor-in-Chief of *The Journal of Asia TEFL*, co-editor of the Routledge book series *New Perspectives in Language Assessment* and is working on a second edition of the landmark *Companion to Language Assessment*. In 2024, he was awarded the Cambridge/ILTA Distinguished Achievement Award.

#### 情境導向語言評量：理念、設計與實例分享

「情境導向語言評量」為近年廣受倡議的「學習導向評量」方式之一。這項評量方式強調透過情境需求分析，設計目標明確的任務，評量學生使用語言進行實境溝通的能力。本場演講特別邀請國際知名評量學者 Antony John Kunnan 介紹此評量方式的理念、特色與設計原則，以實例說明如何設計情境任務、評分標準、學習回饋，同時也探討數位科技的運用。

**Antony John Kunnan 教授**為國際知名語言評量學者，頃獲 2024 年國際語言測驗學會 (International Language Testing Association) 終身成就獎之肯定。Kunnan 教授目前為美國 Carnegie Mellon University 資深研究員，曾任教於美國與亞洲地區多所大學，創辦 *Language Assessment Quarterly* 期刊及 Asian Association for Language Assessment 組織，近年致力於探討測驗倫理與公平性、評量政策規劃、教師評量識能提升、數位科技運用於評量等議題。