

Curriculum Vitae

James Enos Purpura, PhD.

Professor Emeritus of Linguistics & Education
The Applied Linguistics & TESOL Program

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Revised Sept 19, 2025

1. EDUCATIONAL BACKGROUND

Ph.D. Applied Linguistics, University of California, Los Angeles, CA, 1990-1996
(Specialization: Second and Foreign Language (L2) Assessment; L2 Pedagogy)

M.A. French Linguistics, University of Colorado, Boulder, CO, 1973-1976

B.A. French Language and Literature, Marietta College, Marietta, OH 1969-1973

2. OTHER ACADEMIC CREDENTIALS

Diploma di Lingua Italiana, Italian Cultural Institute of Barcelona, 1985

Certificate of Completion, Arabic Language 1, Kuwait University, Kuwait, 1981

Instructor Credential in ESL & French. California Community Colleges, 1980

Certificate of Completion, Farsi, Iran-American Society, Esfahan, Iran, 1978

Diplôme d'Etudes Françaises, University of Nantes, Nantes, France, 1972

Certificat Pratique de Langue Française, University of Nantes, Nantes, France, 1972

French Language & Literature, The Institute of European Studies, Junior Year Abroad, Nantes, France, 1971-72

Certificate of Completion, Italian Language, The Italian University for Foreigners, Perugia, Italy, Summer 1972

3. ACADEMIC AND PROFESSIONAL HISTORY

Teachers College

Sept. 1995 to Aug. 2022 (retired but still supervising dissertations) **Professor Emeritus of Linguistics & Education**, Applied Linguistics & TESOL Program. Conduct research in L2 assessment. Created the Second/Foreign Language (L2) assessment concentration. Taught: Introduction to L2 Assessment, History of L2 Assessment Research; Classroom-Based L2 Assessment; SLA & L2 Assessment; L2 Performance Assessment (MFRM), L2 Test Validation (EFA & Structural Equation Modeling), L2 Assessment Policy in the Global Context; Internship in L2 Assessment; Doctoral Seminar in L2 Assessment, and Research Methods in TESOL & Applied Linguistics. *Also taught:* Pedagogical English Grammar, Intro to SLA, Conversation Analysis.

- 2017
to present **Director of the Scenario-Based Language Assessment Lab.** Provide intellectual leadership on the design, development, and validation of scenario-based assessments in five languages (English, Italian, Korean, Persian, & Arabic). Oversee staff and budget. Write research proposals for funding.
- Sept. 2008
to
Sept. 2011;
&
Jan. 2013
to
Sept. 2013 **Director of the Applied Linguistics & TESOL Programs.** Provided intellectual leadership for the Applied Linguistics & TESOL Programs. Served as internal & external representative of the programs. Spearheaded new program development initiatives. Oversaw the day-to-day administrative operations of the programs including admissions, financial aid, scheduling, certification, search committees, & student/faculty issues. Prepared and/or oversaw the annual budget. Supervised lecturers & mentored junior faculty members.
- Sept. 2000
to Aug. 2008 **Director of the TESOL Program.** Same responsibilities as above, but with respect to the TESOL Program only.
- Sept. 1995
to Aug. 2001 **Assistant Professor of Linguistics & Education.** Similar responsibilities to those above.

Beyond Teachers College

- Spring
2017 **Fulbright Scholar,** The University for Foreigners of Siena, Italy. Received a Teaching & Research Fulbright Grant from the Fulbright Foreign Scholar Program to teach a course on learning/scenario-based assessment. Taught Intro to Language Assessment and a Learning-Oriented Approach to Scenario-Based Assessment.
- 2009 to
present **Invited Professor,** Applied Linguistics Program, Hellenic-American University, Athens, Greece. Designed the L2 assessment doctoral track. Have taught Intro to L2 Assessment, Advanced L2 Assessment, L2 Performance Assessment, L2 Assessment Policy in the Global Context. External member of 3 dissertations.
- March
2015 **Distinguished Visiting Professor,** The American University in Cairo, Egypt. Spent one week at the AUC. Gave talks on learning-oriented assessment, scenario-based L2 assessment, and the cognitive underpinnings of L2 assessment. Met with faculty on their research.
- Summer
2014 **Invited Professor,** The University for Foreigners of Siena, Italy. Taught Intro to L2 assessment in the Summer Institute of the European Association of Language Testing and Assessment (EALTA).
- Summer
2012, 2013,
2014 **Invited Professor,** The University of Modena and Reggio Emilia, Italy. Co-coordinated the academic program for the Summer Language Assessment Institute. Taught Intro to L2 Assessment, Advanced Principles of L2 Assessment, Intro to L2 Acquisition, & Learning-Oriented Language Assessment.

- Spring 2012 **Invited Professor--Distinguished Lecture Series**, TESOL Program, Temple University in Tokyo and Osaka. Taught a learning orientation to classroom-based assessments of grammar and meaning.
- Summer 2007, 2011 **Invited Professor**, Department of English & German Philology, University of Barcelona, Spain. Taught Introduction to L2 Assessment.
- Summer 1998 **Invited Professor**, ESADE Idiomas, Spain. Taught Introduction L2 Assessment for Spanish & Catalan Schoolteachers.
- Jan. 1995 to May 1995 **Adjunct Assistant Professor**, TESOL Program, Soka University of America, Calabasas, CA. Taught Introduction to L2 Assessment.
- Mar. 1994 to Mar. 1995 **Adjunct Instructor**, TESOL Program, California State University, Los Angeles, CA. Taught Introduction to L2 Assessment.
- Sept. 1993 to Sept. 1995 **Coordinator of the ESL Placement Exam (ESLPE)**, Dept. of TESL/Applied Linguistics, UCLA. Oversaw the administration of the ESLPE given to approximately 1,200 students annually; oversaw ongoing validation efforts; participated in the development of new test forms.
- Sept. 1992 to Sept. 1994 **Instructor in the TESOL Certificate Program**, UCLA & UC Santa Barbara Extension. Taught Introduction to L2 Testing; ESL Methods & Materials; Grammar for L2 Teachers; L2 Listening & Speaking Methodologies; Supervised Student Teaching.
- Sept. 1991 to June 1994 **Research Assistant in L2 Assessment** (for Lyle Bachman), TESL/Applied Linguistics, UCLA. In cooperation with the University of Cambridge Local Examination Syndicate (UCLES), participated in the development of a bank of research questionnaires to examine socio-psychological characteristics of exam candidates.
- Sept. 1990 to Mar. 1993 **ESL Teaching Associate**, Dept. of TESL/Applied Linguistics, UCLA. Taught Intermediate & Advanced Oral Communication Skills & Developmental Composition for ESL Students; taught Intermediate & Advanced ESL in a content-based program. Administered the ESLPE & rated essays.
- Sept. 1991 to June 1992 **TA Consultant for the TESL Service Courses**, Office of Instructional Development, UCLA. Organized the pre-service orientation sessions for TAs; served as liaison between the faculty & TAs; served on the ESL Placement Exam development committee; troubleshoot problems.
- Sept. 1990 To Sept. 1992 **ESL Instructor**, Santa Monica College, Santa Monica, CA. Taught Freshman Composition & Pronunciation Improvement for ESL Students.

- Dec. 1986 to Aug. 1990 **Academic Director**, Institute of North American Studies, Barcelona, Spain. Provided leadership and oversaw the academic program of the Binational Center's language school; responsible for curricular reforms, the teacher mentorship and professional development programs, and the yearly lecture series; oversaw the day-to-day administrative operations of the Academic Office, including hiring, faculty and staff supervision, scheduling, budgeting, etc.
- Oct. 1986 to Aug. 1990 **Test Center Supervisor at the Institute of North American Studies in Barcelona**, Educational Testing Service, Princeton, NJ. Administered the TOEFL, TSE, TWE, SAT, GRE, GMAT & other exams.
- Sept. 1984 to Dec. 1986 **Assistant Academic Director**, Institute of North American Studies, Barcelona. In collaboration with the Academic Director, assisted with the academic program including the administration of the placement exam, the development of new forms of the exam and standardized final exams, teacher supervision, etc. Also assisted with the day-to-day operations of the Academic Office.
- Sept. 1982 to Sept. 1990 **EFL Instructor**, Institute of North American Studies, Barcelona. Taught Beginning, Intermediate, Advanced Skill-based EFL courses & TOEFL & Michigan Exam Preparation courses.
- Jan. 1981 to June 1982 **Technical Writing Course Coordinator**, Kuwait University, Faculty of Engineering, Kuwait. Coordinated the curriculum & assessment of the Technical Report Writing courses; wrote a technical writing textbook for EFL engineering students; trained teachers in technical writing pedagogy; coordinated the development & scoring of the final exam; performed administrative duties.
- Sept. 1980 to June 1982 **Instructor of English for Specific Purposes (ESP)**, Kuwait University, Kuwait. Taught Technical Report & Term Paper Writing in the Faculty of Engineering; Oral Communication Skills, Intermediate ESL & Business ESL.
- Mar. 1979 to Sept. 1980 **English for Specific Purposes (ESP) Curriculum Writer/Instructor**, Telemedia, Inc., San Diego, CA. Developed the grammar component of an ESP curriculum for Saudi naval personnel; field-tested the materials in Saudi Arabia.
- Feb. 78 to Feb. 79 **ESP Curriculum Writer**, Telemedia, Inc., Esfahan, Iran. Developed the grammar/vocabulary exercises component of an ESP curriculum for Iranian helicopter pilots; field-tested the materials in Iran.
- July 77 to June 78 **ESP Instructor**, Telemedia, Inc., Esfahan, Iran. Taught all four skills, technical vocabulary & graphology in an ESP program for helicopter pilots.
- Sept. 1976 to June 1977 **EFL Instructor**, Ecoles Georges V, Paris, France. Taught General and Business English.

- Summer 1976 **Group Leader**, the Experiment in International Living, Brattleboro, VT. Coordinated a 2-week pre-stay orientation program for American students preparing for French cultural immersion. Accompanied high school students to France for the summer. Organized a 15-day excursion for French & American teens. Evaluated students' summer projects for university credit. Prepared final reports.
- Jan. 1974 to May 1976 **French Instructor**, French Dept., University of Colorado, Boulder, CO. Taught Beginning & Intermediate French.

4. PUBLICATIONS

Scholarly Books

1. Purpura, J. E., & Turner, C. E. (Forthcoming). *Learning-oriented assessment in language classrooms: Using assessment to gauge and promote language learning*. New York: Routledge.
2. Purpura, J. E., & Kunnan, A. J. (Eds.) (2024). *The writings of L. F. Bachman: "Assuring that what we count counts."* New York: Routledge.
3. National Academies of Sciences, Engineering, and Medicine. (2020). *A Principled Approach to Language Assessment: Considerations for the U.S. Foreign Service Institute*. Washington, DC: The National Academies Press. doi: <https://doi.org/10.17226/25748>. (Co-author as member of the Committee on Foreign Language Assessment for the U.S. Foreign service Institute).
4. Purpura, J. (2004). *Assessing grammar*. Cambridge: Cambridge University Press.
5. Purpura, J. (1999). *Strategy use and second language test performance: A structural equation modeling approach*. Cambridge: Cambridge University Press.

Scholarly Editorships

1. Kunnan, A. J., & Purpura, J. E. (Series Editors), *New Perspectives in Language Assessment*. New York, NY: Routledge. (Contracted: 2013 to present).
2. Purpura, J. E. (Editor-in-Chief or Co-Editor: 2014 to 2019). *Language Assessment Quarterly*. (Associate Editor: 2007 to 2013).
3. Norris, J., Purpura, J. E., Ross, S., & Xi, X. (Series Editors). *Innovations in Language Learning and Assessment at ETS*. New York, NY: Routledge (Co-editor: 2014 to 2019).

Refereed Articles & Chapters

1. Purpura, J. E., Joo, S.H., Eskin, D., & Beltrán, J. (submitted). Using a LOA framework to validate claims related to a B1 English scenario-based assessment of situated second and foreign language proficiency. *Language Assessment Quarterly*.

2. Purpura, J. E., Eskin, D., & Joo, S.H., (submitted). Test-taker reactions to the SBLAs as a measure of situated second and foreign language proficiency. *Language Assessment Quarterly*.
3. Purpura, J.E. & Banerjee, H. (submitted). Developing a B1 English Scenario-Based Assessment using a Learning-Oriented Approach to Assessment as Conceptual Framework for Design and Validation. *Language Assessment Quarterly*.
4. Purpura, J. E. (Submitted). The affordances of scenario-based language assessment for measuring 21st century language competencies. *Language Assessment Quarterly*.
5. Purpura, J. E. (2024). Learning-oriented assessment. In A. J. Kunnan (Ed.), *Companion to Language Assessment* (pp. 100-124). Oxford, UK: John Wiley & Sons.
6. Purpura, J. E., & Oh, S. (2024). Assessing the linguistic resources of meaningful communication. In A. J. Kunnan (Ed.), *Companion to Language Assessment* (pp. 100-124). Oxford, UK: John Wiley & Sons.
7. Purpura, J. E. (2024). An Interview with Timothy Francis McNamara. *Language Assessment Quarterly*, 21(2). 123-124.
8. Purpura, J. E. (2024). In Memoriam: Timothy Francis McNamara. *Language Assessment Quarterly*. 21(2). 125-140.
9. Joo, S. H., Seong, Y., Suh, J., Jung, J. Y., & Purpura, J. E. (2023). Assessing writing through a scenario-based Korean proficiency test. *Assessing Writing*, Vol 58: <https://doi.org/10.1016/j.asw.2023.100766>
10. Purpura, J. E. (2021). A Rationale for using a scenario-based assessment to measure competency-based, situated second and foreign language proficiency. In M. Masperi, C. Cervini, & Y. Bardière (Eds.), *Évaluation des acquisitions langagières : Du formatif au certifiatif*. MediAzioni 32: A54-A96, <http://www.mediazioni.sitlec.unibo.it>. ISSN 1974-4382.
11. Xi, X., Norris, J., Ockey, G., Fulcher, G., & Purpura, J. E. (2021). Assessing academic speaking. In X. Xi, & J. M. Norris (Eds.), *Assessing English for Higher Education Admissions*. New York, NY: Routledge.
12. Purpura, J. E., Davoodifard, M., & Voss, E. (2021). *Conversion to Remote Proctoring of an Online Language Placement Exam*. *Language Assessment Quarterly*, <https://doi.org/10.1080/15434303.2020.1867145>
13. Purpura, J. E., & Dakin, J. W. (2019). Assessment of the linguistic resources of communication. In C. Chapelle (Ed.), *The Concise Encyclopedia of Applied Linguistics: Assessment and Evaluation* (pp. 1-10). Oxford, UK: Wiley.
14. Leung, C., Davison, C., East, M., Evans, M., Green, A, Hamp-Lyons, L., Liu, L., & Purpura, J. E. (2018). Using assessment to promote learning: Clarifying constructs, theories, and practices. In J. Davis, J. M. Norris, M. E. Malone, T. McKay, & Y. A. Son (Eds.), *Useful assessment and evaluation in language education*. Washington, D.C.: Georgetown University Press.
15. Purpura, J. E. (2016). [Assessing meaning](#). In E. Shohamy & L. Or (Eds.), *Encyclopedia of Language and Education, Vol. 7. Language Testing and Assessment*. New York, NY: Springer International Publishing. DOI 10.1007/978-3-319-02326-7_1-1
16. Purpura, J. E. (2016). [Second and foreign language assessment](#). *Modern Language Journal*, 100 (Supplement 2016), pp. 190-208. (Centennial Issue).

17. Turner, C. E. & Purpura, J. E. (2016). [Learning-oriented assessment in second and foreign language classrooms](#). In D. Tsagari & J. Baneerjee (Eds.), *Handbook of Second Language Assessment* (pp. 255-272). Boston, MA: De Gruyter, Inc.
18. Purpura, J. E., & Christison, M. A. (2016). A lifetime of language testing: An interview with Adrian S. (Buzz) Palmer. *Language Assessment Quarterly*, 14(2), <http://dx.doi.org/10.1080/15434303.2016.1166228>.
19. Hanrrahan, D., Sexton, P., Hui, K., Teitcher, J., Klitzman, R. & Purpura, J. E. (2015). Linguistic and cultural challenges in communication and translation in US-sponsored HIV prevention research in emerging economies. *PloS one*, 10(7), e0133394.
20. Purpura, J. E., Brown, J. D., & Schoonen, R. (2015). Improving the validity of quantitative measures in applied language research. *Language Learning*, 65(1), pp. 36-73.
21. Purpura, J. (2014). [Cognition and language assessment](#). In A. J. Kunnan (Ed.), *Companion to Language Assessment* (pp. 1452-1476). Oxford, UK: John Wiley & Sons.
22. Purpura, J. (2014). Language learner styles and strategies. In M. Celce-Murcia, D. Brinton, & A. Snow (Eds.), *Teaching English as a Second or Foreign Language* (4th ed.) (pp. 532-549). Boston, MA: National Geographic Learning/Cengage Learning.
23. Purpura, J. (2014). Assessing grammar. In A. J. Kunnan (Ed.), *Companion to Language Assessment* (pp. 100-124). Oxford, UK: John Wiley & Sons. DOI: 10.1002/9781118411360.wbcla147
24. Purpura, J. (2013). Assessment of grammar. In C. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics: Assessment and Evaluation* (pp. 1-10). Oxford, UK: Wiley. DOI: 10.1002/9781405198431.wbeal0045
25. Purpura, J. E. (2011). Quantitative research methods in assessment and testing. In C. Chapelle & E. Hinkel (Eds.), *Validation in language assessment. Handbook of Research in Second Language Teaching and Learning, Volume 2* (pp. 731-751). Mahwah, NJ: Lawrence Erlbaum Associates.
26. Purpura, J. E. (2009). The impact of large-scale and classroom-based language assessments on the individual. In C. Weir & L. Taylor (Eds.), *Language testing matters: Investigating the wider social and educational impact of assessment* (pp. 301-325). Cambridge: Cambridge University Press.
27. Purpura, J. E. (2008). Assessing communicative language ability: Models and components. In N. Hornberger & E. Shohamy (Eds.), *Encyclopedia of Language and Education, Vol. 7. Language Testing and Assessment* (pp. 53-68). New York, NY: Springer Science+Business Media LLC.
28. Bachman, L. F., & Purpura, J. E. (2008). [Language Assessments: Gatekeepers or door openers?](#) In B. Spolsky & F. M. Hult (Eds.), *The Handbook of Educational Linguistics* (pp. 456-468). Oxford: Blackwell Publishing.
29. Purpura, J. E. (2005). Challenges and new directions in assessing grammatical ability. In C. Irvine & A. Nebel (Eds.), *EFL Best Practices in Testing: Proceedings of the 2004 Forum on Testing and Evaluation* (pp. 42-48). Athens: Hellenic American Union.
30. Purpura, J. E. (2005). Michigan English Language Assessment Battery (Review). In N. Andersen, C. Chapelle & S. Stoyhoff (Eds.), *Recent Trends in Language Testing* (pp.87-91). Alexandria, VA: TESOL Publications.

31. Purpura, J. E. (2004). Validating Questionnaires to examine personal factors in L2 test performance. In M. Milanovich & C. Weir (Eds.), *European Language Testing in a Global Context* (pp. 93-115). Cambridge: Cambridge University Press.
32. Purpura, J. E & Graziano-King, J. (2004). Investigating the foreign language needs of professional school students in international and public affairs: A case study. *Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics*, 4(1), 1-33.
33. Purpura, J. E. (1998). Investigating the effects of strategy use and second language test performance with high- and low-ability test takers: A structural equation modeling approach. *Language Testing*, 15(3), 333-379.
34. Purpura, J. E. (1998). The development and construct validation of an instrument designed to investigate the cognitive background characteristics of test-takers. In A. J. Kunnan (Ed.), *Validation in Language Assessment* (pp. 111-139). Mahwah, NY: Lawrence Erlbaum Associates, Inc.
35. Purpura, J. E. (1997). An analysis of the relationships between test takers' cognitive and metacognitive strategy use and second language test performance. *Language Learning*, 47(2), pp. 289-294.
36. Purpura, J. E. (1992). A Review of Bialystok's *Communication Strategies*. *Issues in Applied Linguistics*, 4(2), 348-53.

Monographs & Technical Reports

1. Purpura, J. E. (Editor and Chair of the Algerian Conceptual Framework Committee) (2024). [*A Conceptual Framework for Strengthening Integrated Content and Language Programming in Algerian Higher Education*](#).
2. McCloy R. A., Everson H. T., & Purpura, J. E. (2023). *Next Steps to Support CAT ECL 2.0: Report from a Workshop*. HumRRO Technical Report 166. Alexandria, VA: Human Development Resources Research Organization.
3. Cumming, A., Everson, H., Kenyon, D., Purpura, J., & Reckase, M. (November 15, 2021). *Potential revisions to the Interagency Language Roundtable's Skill Level Descriptors: Implications for test score consistency*. HumRRO Technical Report 076. Alexandria, VA: Human Development Resources Research Organization.
4. Green, J. P., McCloy, R. A., Purpura, J. E., Oppler, Scott, H., Wilmot, M. P., & Zweifel, M. J. (2020). *Addressing the Need for a two-Skill Assessment of Speaking and Participatory Listening*. Technical Report 2020 No. 021, prepared for the Defense Language and National Security Education Office under the US Department of Defense. Alexandria, VA: Humrro.
5. Purpura, J. E., Brinton, D. M., & Dakin, J. W. (2009). *A needs assessment for an English as a foreign language teacher education program in Gyeonggi-do secondary schools*. Document submitted to Global English Village via a grant from GEV Gyeonggi-do Province, Seoul, Korea.
6. Purpura, J., Graziano-King, J., Chang, J., Cook, K., Kim, J., Krohn, N., & Wiseman, C. (2003). *An Analysis of the Foreign Language Needs of SIPA Students at Columbia University: The SIPA Needs Assessment Project*. Monograph submitted to the Mellon

Foundation via a grant from the Graduate School of Arts and Sciences at Columbia University

7. Bachman, L., Cushing, S., & Purpura, J. (1993). *Development of a research questionnaire to explore test taker characteristics*. Interim Report Submitted to the University of Cambridge Local Examinations Syndicate.

Internet

1. Purpura, J. E. (2011). *The Development of the Oxford Online Placement Test*. Retrieved July 12, 2011 at <http://www.oxfordenglishtesting.com/DefaultMR.aspx?id=3034&menuId=1>
2. Purpura, J. E. (2010). *Interview with Jim Purpura on the place of grammar in L2 testing. Podcasts for Language Testing, Number 3*. http://ltj.sagepub.com/site/podcast/podcast_dir.xhtml.

Newsletter Articles

1. Briggs, S., Christison, M. A., Efstathiadis. S., Palmer, A., Purpura, J. E., & Taylor, L., (2004). *Testing. TESOL Greece Newsletter*, 83(3), 12-15.
2. Purpura, J. E. (2001). The collaborative construction of a research culture in TESOL. *TESOL Research Interest Section Newsletter*, 8(1), 1-2,5 &7.
3. Purpura, J. E. (2000). The Research Interest Section in the year 2000. *TESOL Research Interest Section Newsletter*, 7(2), 1-2,11.
4. Purpura, J. E. (2000). Research Interest Section Academic Session: Qualitative and quantitative research on second language learner strategies. *TESOL Research Interest Section Newsletter*, 7(1), 4, 6.
5. Purpura, J. E. (1991). Creativity and Materials Design. *TESOL Materials Writers Interest Section Newsletter*, 6(1), 3-4.

English as a Second or Foreign Language Achievement Tests

1. Purpura, J. E., Ameriks, Y., Dakin, J. W., & Grabowski, K. (2009). *The Oxford Online Placement Test Design*. Oxford: Oxford University Press.
2. Purpura, J. E., Cook, K, Kim, J., Kim, H., McCormack, M, Regan, M., & Wagner, E. (2003). *Achievement Tests for In Charge 2*. White Plains, NY: Pearson Publishers.
3. Purpura, J. E., Cook, K, Kim, J., Kim, H., McCormack, M, Regan, M., & Wagner, E. (2003). *Achievement Tests for In Charge 1*. White Plains, NY: Pearson Publishers.
4. Purpura, J. E., Bino, A., Gallagher, J., Ingram, M., Kim, H-Jin, Kim, H-Joo, Kim, J-Wha, & Tsai, C. (2001). *Achievement Tests for On Target 2*. White Plains, NY: Pearson Publishers.
5. Purpura, J. E., Bino, A., Gallagher, J., Ingram, M., Kim, H-Jin, Kim, H-Joo, Kim, J-Wha, & Tsai, C. (2001). *Achievement Tests for On Target 1*. White Plains, NY: Pearson Publishers.

English as a Second or Foreign Language Textbooks

1. Purpura, J. E., & Pinkley, D. (2000). *On Target 2* (2nd Ed.). White Plains, NY: Addison Wesley Longman, Inc. (Pearson Publishers). Came with a separate exercise book, a teachers' book and a CD.
2. Purpura, J. E., & Pinkley, D. (1999). *On Target 1* (2nd Ed.). White Plains, NY: Addison Wesley Longman, Inc. (Pearson Publishers). Came with a separate exercise book, a teachers' book and a CD.
3. Purpura, J. E., & Brenzy, P. (1992). *In Charge 2*. White Plains, NY: Addison-Wesley Longman (Pearson Publishers). Came with a separate exercise book, a teachers' book and a CD.
4. Purpura, J. E., & Pinkley, D. (1991). *On Target 2*. White Plains, NY: Addison-Wesley Longman (Pearson Publishers). Came with a separate exercise book, a teachers' book and a CD.
5. Purpura, J. E., & Pinkley, D. (1990). *On Target 1*. White Plains, NY: Addison-Wesley Longman (Pearson Publishers). Came with a separate exercise book, a teachers' book and a CD.
6. Purpura, J. E. (1982). *A functional approach to technical writing*. Kuwait: Kuwait University Press.
7. Purpura, J. E. (1980). *English language training - Grammar and vocabulary*. Chicago: Telemedia, Inc.
8. Purpura, J. E., & Pavlik, C. (1979). *Learning About helicopters - Exercise Books 1-4*. Chicago: Telemedia, Inc.
9. Purpura, J. E. (1978). *Working with helicopters – Exercise Books 1-4*. Chicago: Telemedia, Inc.

ESL/EFL Textbooks: Consulting Author

1. With D. Pinkley for Dimitrova, E. & Galaczi, A. (2002). *In Charge 1* (2nd edition). White Plains, NY: Pearson Publishers. Came with a separate exercise book, a teachers' book and a CD.
2. With D. Pinkley for Daise, D. (2002). *In Charge 2* (2nd edition). White Plains, NY: Pearson Publishers. Came with a separate exercise book, a teachers' book and a CD.

Publications In Progress

1. Purpura, J. E., Beltrán, J, Liu, H., & Stabler-Havener, M. (To be submitted). Examining L2 learning and learning outcomes as a result of embedded classroom assessments. (to be submitted to *Language Assessment Quarterly*).
2. Purpura, J. E., Brinton, D., & Dakin, J. (To be submitted). Language needs assessment in the Korean context: A case study. (to be submitted to *System* or *Language Teaching*).
3. Purpura, J. E., & Liu, H. (In preparation). A learning-oriented assessment approach to understanding the complexities of classroom-based language assessment. (to be submitted to *TESOL Quarterly*).

5. FUNDED RESEARCH

SCENARIO-BASED ASSESSMENT LAB (\$595,000 total)

This research investigates the use of scenarios to measure L2 learners' ability to use the L2 to collaboratively solve a problem online. The assessments are designed to simulate real-world conditions for this activity, where team members would be able to display their competencies and learn something along the way. The English assessments are targeting three levels of L2 proficiency. This same technique is being used to develop parallel assessments of L2 Korean, Persian, Italian, and Arabic to exam performance characteristics cross-linguistically.

- 2021 Gift from an anonymous donor towards the development of scenario-based language assessments (PI: \$150,000)
- 2019 Gift from an anonymous donor towards the development of scenario-based language assessments (PI: \$200,000)
- 2016 Gift from an anonymous donor towards the development of scenario-based language assessments (PI: \$200,000)
- 2016 Gift from an anonymous donor towards the development of scenario-based language assessments (PI: \$25,000)
- 2012-2013 Learning-oriented assessment in second language (L2) classrooms: A place where models of socio-cognition and L2 processing integrate with L2 assessment, instruction, and classroom interaction (Provost's Grant at TC, PI, \$20,000)

GRANTS (\$1,451,851)

- 2023 Strengthening English Language Programing for ESP Educators in Algeria, States State Department. (PI: with Vivian Lindhardsen, \$300,000)
- 2021 Strengthening English Language Programing for ESP Educators in Algeria, States State Department. (PI: \$474,707)
- 2021 Strengthening English Language Programing, United States State Department. (PI: \$137,144)
- 2009 An Assessment of the Pedagogical Needs of English Language Teachers in Korea in Gyeonggi-do Province. (PI, \$150,000)
- 2009 Designing a Template for Foreign Language Education Programs (Provost's Grant at TC, PI, \$20,000)
- 2008 A TESOL Certificate Program to train Jordanian English Language Teachers (PI, \$300,000) (Awarded by Columbia University in conjunction with the Queen's Academy in Jordan).
- 2000-2002 An Investigation into the Foreign Language Needs of Students in the School of International and Public Affairs at Columbia University. Awarded \$65,000 by the Columbia University Graduate School of Arts and Sciences (PI).

1999 An Examination into the Nature of Second Language Grammatical Ability. The Dean's Grant for Untenured Faculty Research at Teachers College, Columbia University (Competitive) (PI), \$5,000.

6. PROFESSIONAL PRESENTATIONS

1. Purpura, J. E. (2025). (Lecture) Using the LOLA Framework to Design and Develop SBLAs in Classroom and Standardized Testing Language Assessment Contexts—Part 2. **Sapienza University, Rome**
2. Purpura, J. E. (2025). (Lecture) Using the LOLA Framework to Design and Develop SBLAs in Classroom and Standardized Testing Language Assessment Contexts—Part 1. **Sapienza University, Rome**
3. Purpura, J. E. (2025). (Keynote). Validity Evidence to Support the Use of a Collaborative Problem-Solving Scenario to Measure Situated Foreign Language Proficiency: A Case Study. **Language Assessment Research Conference, Cal State Fullerton.**
4. Purpura, J. E. (2024). (Keynote) Using a Learning-Oriented assessment Approach to Measure 21st Century Language Competencies by Means of Scenarios. **International Measurement, Selection and Placement Symposium, Bilkent, Turkey.**
5. Purpura, J. E. & Everson, H. (2024). A Workshop for Applying the Meaning-Oriented Model of L2 Proficiency to the Development of Higher-Level Pragmatic Items for the French Defense Language Proficiency Test (DLPT-5). **Defense Language Institute's English Language Center, Monterey, CA.**
6. Purpura, J. E., Vafae, P., & Voss, E. (2024). (Paper). Reflecting on opportunities and challenges presented by technology in scenario-based second and foreign language assessments. **American Association for Applied Linguistics.** Houston, TX.
7. Purpura, J. E. & Everson, H. (2023). (Full day workshop). Improving the section of the ECL exam. **Defense Language Institute's English Language Center, San Antonio, TX.**
8. Purpura, J. E. & Cumming, A. (2023). (Full day workshop). Using a meaning-oriented model of second and foreign language proficiency to examine the higher-level French and Chinese DLPT5 exams. **Defense Language Institute's Foreign Language Center, Monterey, CA.**
9. Purpura, J. E. (2023). (Keynote) The Intriguing Complexities of Classroom Based Assessment through the Lens of a Competency-Based, Learning-Oriented, Professional Development Initiative in Algeria. **Language Testing Research Colloquium, the Davies Lecture, NYC.**

10. Beltran, J., Joo, S., Este, D., Vafae, P, Purpura, J.E. (2023). (Paper) Examining the use of a test of linguistic resources to stream candidates into proficiency-level appropriate scenario-based assessments of situated second & foreign language proficiency. **Language Testing Research Colloquium, NYC.**
11. Purpura, J. E. (2022). (Invited webinar) [Using an LOA Framework to Reimagine Classroom Assessments by Means of Scenarios](#). **Duolingo Webinar Series.** Duolingo Inc., Pittsburgh, PA.
12. Purpura, J. E. & Cumming, A. (2022). (Invited three-part workshop). Re-imagining the Defense Language Institute's *English Comprehension Exam*. **Defense Language Institute's English Language Center**, Lackland Airforce Base, San Antonio.
13. Purpura, J. E. (2022). (Invited two-part workshop). Part 1: Building and Consolidating Understandings of Using LOA as a Conceptual Framework for Scenario-Based Language Assessment; Part 2: Applying understandings: Transitioning from Traditional Language Assessments to Scenario-Based Assessments of Situated L2 Proficiency. **The American University in Cairo**, Cairo, Egypt.
14. Purpura, J. E. (2022). (Keynote). Using a Learning-Oriented Approach to design assessments of situated L2 proficiency in standardized and classroom contexts. **The Asian Association of Language Assessment**, Chennai, India.
15. Purpura, J. E. (2022). (Invited Workshop). Using a Learning-Oriented Approach to design assessments of situated L2 proficiency in standardized and classroom contexts. **The Asian Association of Language Assessment**, Chennai, India.
16. Purpura, J. E. (2022). (Keynote). Using a Learning-Oriented Assessment Framework to Conceptualize the Assessment of "Situated" Foreign Language Proficiency by Means of Collaborative Problem-Solving Scenarios. **The Korean Association of Foreign Languages Education**, Seoul, Korea.
17. Purpura, J. E. (2022). Invited Plenary. Using an LOA Framework to Reimagine Foreign Language Classroom Assessments by Means of Scenarios. **VII Congresso della Società di Didattica delle Lingue e Linguistica Educativa (DILLE)**. Pisa Italy.
18. Purpura, J. E. (2022). Invited Lecture. Using an LOA Framework to Reimagine Classroom Assessments by Means of Scenarios. **The University for Foreigners of Siena**. Siena Italy.
19. Purpura, J. E. (2022). Invited Plenary. What Scenario-Based Assessment Offers that Traditional or Task-Based Language Assessment Don't. **Twentieth Anniversary of the CILS Exam, University for Foreigners of Siena**, Siena Italy.
20. Purpura, J. E., & Miliani, M. (2022). Keynote. Developing a Conceptual Framework

for Strengthening Integrated Content and Language (ICL) Instruction in the Algerian Higher Education Context. **Roundtable on Strengthening ICL Instruction in the Algerian Higher Education Context, University of Algiers, 1**, Algiers, Algeria.

21. Purpura, J. E., Carroll, B., & Tan, K. (2022). A Domain Analysis of Competency-Based Instruction and the Role of English in the Algerian Higher Education Context. **Roundtable on Strengthening ICL Instruction in the Algerian Higher Education Context, University of Algiers, 1**, Algiers, Algeria.
22. Purpura, J. E. & Banerjee, H. L. (2022). (Invited AAAL/ILTA Joint Colloquium). Exploring the Cross-Linguistic Insights of Using Scenario-Based Assessment across Four Typologically Different Languages. **The American Association for Applied Linguistics**, Pittsburgh, PA.
23. Beltran, J., Eskin, D., Joo, S-H, Purpura, J. E., & Liu Banerjee, H. (2022). SL learners' situated language proficiency and topical learning through a scenario-based assessment. **The American Association for Applied Linguistics**, Pittsburgh.
24. Akbari-Saneh, N, Machetti, M., Purpura, J., & Suh, J. (2022). **Comparing learners' situated language proficiency, topical learning, and perceptions in cross-linguistic scenario-based assessments**. American Association for Applied Linguistics, Pittsburgh.
25. Purpura, J. E. (2021). Invited Plenary. The affordances of using learning-oriented assessment as an assessment design framework for complex assessments. **The Asian Association of Language Assessment, Seoul, Korea**
26. Joo, H-Y, Seong, Y., Suh, J., Jung, J-Y, & Purpura, J. (2021). Developing a scenario-based Korean proficiency assessment using learning-oriented assessment. **The Asian Association of Language Assessment, Seoul, Korea** (Paper)
27. Purpura, J. E. & Banerjee, H. L. (2021). **Rethinking Second Language Proficiency Assessment Using a Scenario-Based Assessment Approach: Opportunities and Challenges (Symposium)**. Language Testing Research Colloquium, Tunis, Tunisia.
28. Purpura, J. E., & Davoodifard, M. (2020). Invited Webinar. Converting to a secure administration of an online English language placement exam: Lessons learned. **International Language Testing Association's Inaugural Webinar**: <https://www.iltaonline.com/page/ILTAWebinarExploringthefuture>
29. Purpura, J. E. (2020). Invited Lecture. A Learning-Oriented Approach to Classroom Based Assessment, **University of Veracruz, Mexico**, Veracruz, Mexico.
30. Purpura, J. E. (October 2019). Invited Plenary. Investigating the Effects of Assistance on Performance in a Scenario-Based Writing Assessment Designed from a Learning-Oriented Approach to Assessment. **Evaluation and Language Acquisition: From**

Formative to Certification Conference, Grenoble, France.

31. Purpura, J. E. (Summer, 2019). A Bootcamp on Scenario-Based Assessment (9 days). **University for Foreigners of Siena**, Siena Italy.
32. Purpura, J. E. (2019). Invited Plenary. Questioning the Currency of Language Certification Exams as Measures of 21st Century Competencies. **International Conference on Student Assessment**, Istanbul, Turkey.
33. Purpura, J. E. (2019). Invited Plenary. Insights Gained from Using a Learning -Oriented Approach to Scenario-Based Assessment. **British Council New Directions in English Language Assessment**, Mexico City, Mexico.
34. Purpura, J. E. (2019). Invited Workshop. The Foundations of Language Assessment. **USIA/Ministry of Education in the Dominican Republic**, Santo Domingo, Dominican Republic.
35. Purpura, J. E. (October 2019). Invited Plenary. Investigating the Effects of Assistance on Performance in a Scenario-Based Writing Assessment Designed from a Learning-Oriented Approach to Assessment. **Evaluation and Language Acquisition: From Formative to Certification Conference**, Grenoble, France.
36. Purpura, J. E. (2018). Learning-oriented language assessment: A framework for considering the nexus of instruction, learning, and assessment in classroom contexts (Invited Plenary). Roundtable on Teaching Assessment to L2 Teachers. **Language Testing Research Colloquium**, Auckland, New Zealand.
37. Purpura, J. E., & Turner, C. E. (2018). Using Learning-Oriented Assessment in Test Development (Invited workshop) **Language Testing Research Colloquium**, Auckland, New Zealand.
38. Purpura, J. E., & Liu Banerjee, H. (2018). Organizer of the Symposium on “The Affordances of Scenario-Based Assessment for Broadening Measurement Opportunities in Second or Foreign Language Assessment” at the **American Association for Applied Linguistics**. Chicago, IL.
39. Purpura, J. E. (2018). Invited Plenary. What Scenario-Based Assessment Offers that Traditional or Task-Based Language Assessment Don’t. **Twentieth Anniversary of the CILS Exam**, **University for Foreigners of Siena**, Siena Italy.
40. Everson, H., & Purpura, J. E. (2018). Reexamining the Measurement of the DLI ELC Exam. **Defense Language Institute, English Language Center**, San Antonio, TX.
41. Purpura, J. E. (2018). Invited Plenary. Building an Argument for a Meaning-Oriented Model of L2 Proficiency. **University of Macau Language Assessment Conference**, Macau.

42. Purpura, J. E. (2018). The Affordances of Using Scenario-Based Assessment for a Comprehensive Measurement of Content and Language-Integrated Learning Outcomes (Invited plenary). **The Lingua e Nuova Didattica (LEND) Conference**, Portonovo, Italy.
43. Purpura, J. E. (2018). Using a Learning-Orient Assessment Framework to Design Scenario-Based Assessments of CLIL (Invited Workshop). **The Lingua e Nuova Didattica (LEND) Conference**, Portonovo, Italy.
44. Machetti, S., & Purpura, J. E. (2018). Examining Claims Underlying the B1 Level CILS Exam—A Certification Test of Italian as a Foreign Language. **University of Macau**, Macau.
45. Purpura, J. E. (2017). A Learning-Oriented Approach to Language Assessment (Two-day Invited Workshop). **School of Foreign Languages, Zhejiang University**, Hangzhou, China.
46. Purpura, J. E. (2017). Reexamining the English Language Proficiency construct of the Defense Language Institute’s English Comprehension Exam (Two-day workshop). **DLIELC**, Lackland Airforce Base, San Antonio, TX.
47. Purpura, J. E. (2017). Validation Framework Options for the CLES. Scientific Committee for the CLES, **French Ministry of Education**, Paris, France.
48. Purpura, J. E. (2017). Unpacking the Process of L2 Test Validation for Certification Decisions. **Società Dante Alighieri**. Rome, Italy.
49. Purpura, J. E. (2017). Shifting the language assessment paradigm through the use of scenario-based assessment (Lecture). **Università per gli Stranieri di Perugia**, Perugia, Italy.
50. Purpura, J. E. (2017). Essentials of Language Assessment (Lecture). **Università per gli Stranieri di Perugia**, Perugia, Italy.
51. Purpura, J. E. (2017). What does it mean to assess “meaning” through propositional content and context in CLIL contexts? **Associazione Italiana dei Centri Linguistici Universitari (AICLU)**, Siena, Italy.
52. Purpura, J. E. (2017). Learning-oriented language assessment: A framework for considering the nexus of instruction, learning, and assessment in large-scale and classroom assessment contexts (Lecture). **International Week**, University of Ghent. Ghent, Belgium.

53. Purpura, J. E. (2017). Shifting the language assessment paradigm through the use of scenario-based assessment (Lecture). **International Week**, University of Ghent. Ghent, Belgium.
54. Purpura, J. E. (2017). The Process of Validation for Certification Decisions: DITALS for Level II (Plenary). **Giornata sulla Valutazione delle competenze didattiche in L2: l'esame DITALS di II livello**. University for Foreigners of Siena, Siena.
55. Purpura, J. E. (2017). Rethinking Language Assessment: A Learning-Oriented Approach to Scenario Based Assessment (Keynote). **British Council & NEEA Conference** (Ministry of Education), Shanghai, China.
56. Purpura, J. E. (2017). New Perspectives on Learning Oriented Assessment (Keynote). **Classroom Assessment for Language Teachers Conference (CALT)**. University of Arizona, Tucson.
57. Purpura, J. E. (2017). Discussant for a Symposium on "The challenges of a learning oriented and multilingual school assessment policy." **Association of Language Testers of Europe (ALTE)**, Bologna, Italy.
58. Purpura, J. E. (2016). Reading for Understanding (R4U) Assessments (Discussant); Policy and Practice Panel Discussion (Discussant). (Webinar on ELLs and R4U). Keynote Speaker. **Invitational National Symposium on Reading for Understanding**, Washington, D.C.
59. Purpura, J. E. (2016). Discussant for a Symposium on "Classroom-Based Assessment. "What's in a name? New Constructs for Language Assessment" at the **Georgetown University Roundtable**, Washington, D.C.
60. Purpura, J. E., Beltrán, J, Liu, H., & Stabler-Havener, M. (2016). Examining L2 learning and learning outcomes as a result of embedded classroom assessments. **Language Testing Research Colloquium**. Palermo, Sicily.
61. Purpura, J. E. (2016). A learning-oriented approach to scenario-based assessment. Invited half-day workshop for the **Direction Scientifique IDELFI Innovalangues** at the University of Grenoble Alpes, France.
62. Sabatini, J., O'Reilly, T., & Purpura, J. E. (2016). Workshop on: Scenario-based assessments in educational settings: theoretical foundations, prototype examples and future applications. **Language Testing Research Colloquium**. Palermo, Sicily.
63. Purpura, J. E. (May 2016). Workshop on: Creating Classroom-Based, Scenario-Based Language Assessments as part of the Costa Rican National Educational Reform. **Ministry of Education**, San José, Costa Rica.

64. Purpura, J. E. (January 2016). Workshop on: Scenario-Based Language Assessment for the Costa Rican National Educational Reform. **Ministry of Education**, San José, Costa Rica.
65. Purpura, J. E. (2015). Workshop on Learning-oriented language assessment. Invited workshop as the Distinguished Visiting Professor at the **American University in Cairo General Lecture Series**. Cairo, Egypt.
66. Purpura, J. E. & Waring, H. (2015). Using a learning-oriented approach to understanding the assessment of participation in graduate seminars. **Language Testing Research Colloquium**. Toronto, CA.
67. Purpura, J. E. & Turner, C. E. (2014). A learning-oriented assessment approach to understanding the complexities of classroom-based language assessment. **Teachers College, Columbia University Roundtable in Second Language Studies**. NYC.
68. Purpura, J. E., Liu, H., Tsuwagawa, F., & Woodson, S. (2014). Tracking the development of learning outcomes in a learning-oriented approach to classroom-based language assessment. **Language Testing Research Colloquium**. Amsterdam, Netherlands.
69. Purpura, J. E. (2015). Broadening the construct of second and foreign language proficiency through scenario-based language assessment. **East Coast Organization of Language Testers**. Washington, D.C.
70. Purpura, J. E. (2015). Innovations in language assessment: Incorporating Learning in Scenario-Based Language Assessments. **LEND (Lingua e Nuova Didattica) Conference**, Rome, Italy.
71. Purpura, J. E. (2015). Broadening the construct of second and foreign language proficiency through scenario-based language assessment. **TC/ETS Forum on Teaching, Learning and Assessment of English Language Learners**. Teachers College, Columbia University, NYC.
72. Purpura, J. E. (2015). Innovations in the development of language assessment: Incorporating learning in scenario-based assessments. Invited plenary at the **Lingua e Nuova Didattica (LEND)**, Rome, Italy.
73. Purpura, J. E. (2015). Learning-oriented language assessment: Making assessments learning-oriented. Invited lecture as the Distinguished Visiting Professor at the **American University in Cairo General Lecture Series**. Cairo, Egypt.
74. Purpura, J. E. (2015). Scenario-based language assessment: Broadening the construct. Invited lecture as the Distinguished Visiting Professor at the **American University in Cairo General Lecture Series**. Cairo, Egypt.

75. Purpura, J. E. (2015). The cognitive underpinnings of foreign language assessment. Invited lecture as the Distinguished Visiting Professor at the **American University in Cairo General Lecture Series**. Cairo, Egypt.
76. Purpura, J. E. (2015). Organizer of the Symposium on “Scenario-based language assessment in large-scale and local contexts” at the **East Coast Organization of Language Testers**. Washington, D.C.
77. Purpura, J. E. (2015). Organizer of the Forum on “Scenario-based language assessment” at the **TC/ETS Forum on Teaching, Learning and Assessment of English Language Learners**. Teachers College, Columbia University.
78. Purpura, J. E. (2014). Faculty sponsor for the **Teachers College, Columbia University Roundtable in Second Language Studies** on the topic of Learning-Oriented Assessment in Large-Scale and Classroom Contexts.
<http://www.tc.columbia.edu/tccrisls/>
79. Purpura (2014). A learning-oriented assessment approach to L2 assessment in scenario-based assessments. Invited plenary at **Association of Language Testers in Europe (ALTE) Meeting**, London, UK.
80. Purpura (2014). Workshop on measuring pragmatics. Invited workshop at the **Association of Language Testers in Europe Meeting**. London, UK.
81. Purpura, J. E. (2013). Validation: The explanation claim. **The 2nd Annual Symposium on “Validation Theory in Language Assessment,” University of Modena and Reggio Emilia**. Modena, Italy.
82. Purpura, J. E. (2013). Approaches to validating measures for L2 research. Invited plenary at the **Georgetown University Language Learning Roundtable** on “Improving the quantitative reasoning in second language research.” Washington, DC.
83. Purpura, J. E. (2013). Rethinking the Community English Program at TC: The role of assessment. **Teacher College, Columbia University**. NYC.
84. Lindhardsen, V. & Purpura, J. E. (2013). The evaluation claim. **The 2nd Annual Symposium on “Validation Theory in Language Assessment,” University of Modena and Reggio Emilia**. Modena, Italy.
85. Turner, C. E., & Purpura, J. (2013). A proposed model of learning-oriented L2 assessment. **International Language Testing Association (ILTA)/American Association for Applied Linguistics (AAAL) Joint Symposium** on “Learning-Oriented Assessment in Classrooms: A Place Where SLA, Interaction, and Language Assessment Interface.” Chicago, IL.

86. Purpura, J. E. (2013). Organizer of the 2nd Annual Symposium on “Validation theory in language assessment,” at the **Institute on Language Assessment** at the University of Modena and Reggio Emilia. Modena, Italy.
87. Purpura, J. E. (2013). Organizer in conjunction with C. Turner, & N. Saville of the Joint Symposium of the **International Language Testing Association (ILTA)/American Association for Applied Linguistics (AAAL)** on the topic of “Learning-oriented assessment in classrooms: A place where SLA, interaction, and language assessment Interface.” Dallas, TX.
88. Purpura, J. E., & Grabowski, K. (2013). Advanced course on language test development. **Institute on Language Assessment**, University of Modena and Reggio Emilia. Modena, Italy.
89. Purpura, J. E. (2012). Understanding and implementing learning-oriented language assessments in English language learner classrooms. Invited workshop for ELL teachers at **Annual Workshop Series, The College of New Jersey**. Ewing, NJ.
90. Purpura, J. E., & Kunnan, A. J. (2012). An introduction to language assessment. Invited course at the **Institute on Language Assessment at the University of Modena and Reggio Emilia**. Modena, Italy.
91. Purpura, J. E. (2012). Organizer with Marc Silver of the “Symposium on Language Testing in the Italian Context” at the **Institute on Language Testing**, University of Modena and Reggio Emilia, Modena, Italy.
92. Purpura, J. E. (2012). Rethinking the Community English Program at TC—Making it better. **Teacher College, Columbia University**. NYC
93. Purpura, J. E. (2012). What is the role of strategic competence in a processing account of L2 learning or use? **The Joint Symposium of the International Language Testing Association (LTRC) & the American Association for Applied Linguistics (AAAL)** on the topic of “Determinants of language proficiency.” Boston, MA.
94. Purpura, J. E. (2012). Making classroom-based language assessments learning-oriented. Invited lecture at the **University of Foreign Studies of Perugia**. Perugia, Italy.
95. Purpura, J. E. (2012). A learning orientation to classroom-based language assessments. Invited lecture at the **National Institute of Testing and Evaluation**. Jerusalem, Israel.
96. Purpura, J. E. (2012). Assessing meaning in task-based language assessments. Keynote address at the **Academic Committee for Research on Language Testing**. Tel Aviv, Israel.
97. Purpura, J. E., Morgan, S., & Woodson, S. (2012). A survey of current language assessment needs in the Italian higher education context. **European Association of**

Language Testing and Assessment, Salzburg, Austria & at the Symposium on “Language Testing in the Italian Context” at the **Institute on Language Testing**, University of Modena and Reggio Emilia, Modena, Italy.

98. Purpura, J. E. (2011). A processing approach to learning-oriented, classroom-based assessment. Keynote at the **17th Annual Conference of the National Association of Foreign Language Education, The Chinese Society of Education**, Beijing, China.
99. Purpura, J. E. (2011). Assessing meaning in language assessments. Invited lecture at the **School of Foreign Languages, Zhejiang University**, Hangzhou, China.
100. Purpura, J. E. (2011). The sociocognitive underpinnings of learning-oriented assessment. Invited lecture at the **School of Foreign Languages, Zhejiang University**, Hangzhou, China.
101. Purpura, J. E. (2011). A comparative analysis of the fundamental resources of communicative effectiveness in the ACTFL/ILR and CEFR frameworks. Invited plenary at the **American Council of Teacher of Foreign Languages (ACTFL)/Interagency Language Roundtable (ILR)/Common European Framework of Reference Conference (CEFR)**, Provo, Utah.
102. Purpura, J. E. (2011). A learning orientation to classroom-based language assessment. Invited Lecture at the **American Language Program, Columbia University**. NYC.
103. Purpura, J. E. (2011). Learning-oriented language assessments in classroom contexts. Keynote at the **NY State TESOL Applied Linguistics Winter Conference**. NYC.
104. Purpura, J. E. (2011). Making classroom-based language assessments learning-oriented. Invited workshop for the **Temple University Distinguished Lecture Series**, Tokyo & Osaka, Japan.
105. Purpura, J. E. (2010). Assessing meaning in language assessments. Invited plenary at the **Conference on Standardized Language Testing in Teaching and Research, University of Modena & Reggio Emilia**, Modena, Italy.
106. Purpura, J. E. (2010). The sociocognitive underpinnings of learning-oriented assessment. Keynote at the **East Coast Association of Language Testers**. Washington, DC.
107. Purpura, J. E. (2010). Assessing meaning in task-based language assessments. Symposium on “Task-Based Language Assessment.” **The 33rd Annual Second Language Research Forum** held at the University of Maryland. College Park, MD.
108. Purpura, J. E. (2010). Overview of issues in measuring grammatical and pragmatic knowledge. **Language Testing Research Colloquium**, Cambridge, UK.

109. Purpura, J. E., & Dakin, J. W. (2010). How do we define grammatical knowledge in terms of form and meaning dimensions at six different CEFR proficiency levels: **Language Testing Research Colloquium**. Cambridge, UK.
110. Purpura, J. E., Ameriks, Y., Dakin, J. W., & Grabowski, K. (2010). What is the nature of grammatical knowledge in the CEFR proficiency scales? **American Association for Applied Linguistics**. Atlanta, GA.
111. Purpura, J. E., Ameriks, Y., Dakin, J. W., & Grabowski, K. (2010). Measuring pragmatic knowledge at multiple proficiency levels. **American Association for Applied Linguistics**. Atlanta, GA.
112. Purpura (2010). A learning-oriented approach to assessing grammar in classroom contexts. Invited plenary at **The Joint TESOL/ILTA Session at the TESOL International Conference**. Boston, MA.
113. Purpura, J. E. (2010). Assessing grammar for learning. Invited workshop at the **East Coast Association of Language Testers**. Washington, DC.
114. Purpura (2009). A workshop on assessing grammar in classroom contexts. **Association of Language Testers in Europe Meeting**. Maynooth, Ireland.
115. Purpura, J. (2009). Workshop on assessing grammar. **International Language Assessment Conference**. Yerevan, Armenia.
116. Purpura, J. E. (2009). A workshop on a learning-oriented approach to assessing grammar in classroom contexts (2 days). **Duke University Foreign Language Department**. Durham, NC.
117. Purpura, J. Grabowski, K, Dakin, J.W., di Gennaro, K., & Ameriks, Y. (2009). What is the nature of grammatical knowledge in the Common European Framework of Reference Proficiency Scales? **East Coast Association of Language Testers**. Washington, DC.
118. Purpura, J. (2009). A learning-oriented approach to assessing grammar in classroom contexts. Keynote at the **International Language Assessment Conference**, Yerevan, Armenia.
119. Purpura, J. E. (2008). The impact of language assessment on the individual. Invited plenary at **the 3rd International Conference of the Association of Language Testers of Europe (ALTE)**, Cambridge, UK.
120. Purpura, J. E. (2007). Conceptualizing and measuring meaning in SLA Research. Invited plenary at the **30th Annual Second Language Research Forum**, University of Illinois, Champaign-Urbana.

121. Purpura, J. E. & Turner, C. (2007). Exploring diverse methodologies and conceptualizations in language testing research. **Language Testing Research Colloquium**. Barcelona, Spain.
122. Purpura, J. E. (2006). Organized a colloquium on the topic of “Assessing L2 grammar and pragmatics” at the **East Coast Organization of Language Testers**, Washington, DC.
123. Purpura, J. E. (2006). Organized with R. DeKeyser of **the Joint Symposium of the International Language Testing Association (ILTA) and the American Association for Applied Linguistics (AAAL)** on the topic of “Towards theoretically meaningful L2 assessments for SLA research.” Montreal, Canada.
124. Purpura, J. E. (2006). Re-examining the measurement of grammatical and pragmatic knowledge. **East Coast Organization of Language Testers**. Washington, DC.
125. Purpura, J. E. (2006). Comparing dichotomous and polytomous scoring methods on multiple-choice and gap-fill grammar tasks. **Language Testing Research Colloquium**. Melbourne, Australia.
126. Purpura, J. E. (2006). Issues and challenges in measuring SLA. **The Joint Symposium of the International Language Testing Association (ILTA) and the American Association for Applied Linguistics (AAAL)**. Montreal, Canada.
127. Purpura, J. E. (2005). Re-examining grammar assessment in multiple choice response format exams. **Association of Language Testers of Europe Conference**. Berlin, Germany.
128. Purpura, J. E. (2005). Issues in assessing grammar. Invited keynote at the **Southern California Association of Language Assessment Research (SCALAR)**, Los Angeles, CA.
129. Purpura, J. E. (2005). Implementing learning-oriented grammar assessment in the classroom: Challenges and new directions. Invited lecture at the **Asociació de Professors d’Anglès de Calalunya**. Barcelona, Spain
130. Purpura, J. E. (2005). Learner-oriented grammar assessment in the classroom. Invited lecture at the **Department of Education of Catalonia**, Barcelona, Spain.
131. Purpura, J. E. (2005). Re-examining grammar assessment in multiple choice response format exams. Invited lecture at the **Department of Education of Catalonia**, Barcelona, Spain.
132. Purpura, J. E. (2005). Challenges and new directions in grammar assessment. Invited lecture at the **University of Leuven, Center for Language and Migration**, Leuven, Belgium.

133. Purpura, J. E. (2005). Re-examining grammar assessment in multiple choice response format exams. Invited lecture at the **University of Leuven, Center for Language and Migration**, Leuven, Belgium.
134. Purpura, J. E. (2005). Re-examining grammar assessment in the multiple choice response format exams: The case of the Examination for the Certificate of Proficiency in English (ECPE). Invited lecture at the **English Language Institute at the University of Michigan**, Ann Arbor, MI.
135. Purpura, J. E. (2005). Challenges and new directions in grammar assessment. Invited lecture at the **English Language Institute at the University of Michigan**, Ann Arbor, MI.
136. Purpura, J. (2005). Assessing grammar. Invited workshop at the **Southern California Association of Language Assessment Research**. Los Angeles, CA.
137. Purpura, J. E. (2004). Generating accountability questions in the validation of language tests. Invited workshop at the **Association of Language Testers in Europe Meeting**. Bilbao, Spain.
138. Purpura, J. E. (2004). Implementing learning-oriented assessment of grammar: Challenges & New Directions. Invited workshop at the **United States Information Agency Testing Institute** at Istanbul University. Istanbul, Turkey.
139. Purpura, J. E. (2004). New considerations and directions in learning-oriented assessment of grammar. Invited workshop at the **Middle Eastern Technical University**. Ankara, Turkey.
140. Purpura, J. E. (2004). Implementing learning-oriented assessment of grammar: Challenges & new directions. Invited plenary at the **Association of Language Testers in Europe (ALTE)**, Bilbao, Spain.
141. Kim, H., Kim, J. W., Liao, A., Park, T., Purpura, J. E., Regan, M., & Wagner, E. (2004). The design, development, and validation of a placement test for the Community English Program at Teachers College, Columbia University (Poster). **Language Testing Research Colloquium**, Temecula, CA.
142. Purpura, J. E. (2004). Challenges and new directions in assessing grammatical ability. Invited lecture at the **University of Cambridge Local Examinations Syndicate, Test Validation Unit**. Cambridge, UK.
143. Purpura, J. E. (2004). Challenges and new directions in assessing grammatical ability. Invited plenary at the **Testing and Evaluation Forum at the Hellenic American Union**, Athens, Greece.

144. Purpura, J. E. (2004). New considerations and directions in learning-oriented assessment of grammar. Invited lecture at **Hacettepe University**, Ankara, & at **Istanbul University**, Istanbul, Turkey.
145. Purpura, J. E. (2004). New considerations and directions in learning-oriented assessment of grammar. Invited lecture at **Hacettepe University**, Ankara, Turkey.
146. Purpura, J. E. (2004). Rethinking the foundations of grammar assessment: Challenges and new directions. Invited plenary at **INGED International Conference at the Izmir University of Economics**, Izmir, Turkey.
147. Purpura, J. E. (2004). New considerations in classroom assessment: How can grammar and oral skills assessment be designed to support learning? Invited plenary at the **American International Education Foundation Conference**, Taipei, Taiwan.
148. Purpura, J. E. (2003). Accountability for those who do the counting. Invited plenary at the **CUNY ESL Council and the Professional Staff Congress of the City University of New York**. NYC.
149. Purpura, J. E. (2003). Organized a colloquium on “Assessing foreign language needs,” **American Association for Applied Linguistics**, Alexandria, VA.
150. Purpura, J. E., (2003). Providing a theoretical framework for assessing foreign language needs. **American Association for Applied Linguistics**. Alexandria, VA.
151. Purpura, J. E. & Graziano-King, J. (2003). Investigating the foreign language needs of professional school students. **American Association for Applied Linguistics**. Alexandria, VA.
152. Purpura, J. E. (2003). Teaching grammar in foreign language classrooms: What’s the latest? Invited workshop at the **Columbia University Graduate School of Arts & Sciences Teaching Institute**. NYC
153. Purpura, J. E. (2002). Validating questionnaires to examine personal factors in second language test performance. Keynote speaker at the **Current Trends in English Language Testing Conference**, Dubai.
154. Purpura, J. E. (2002). An overview of language testing for Spanish teaching assistants. Invited workshop at the **Spanish Department, Columbia University**. NYC
155. Purpura, J. E. (2000). Organized a colloquium on “Qualitative and Quantitative Approaches to Second Language Strategy Research,” **TESOL International Conference**, Vancouver, CA.
156. Purpura, J. E. (2000). Quantitative Approaches to L2 Strategy Research. **TESOL International Conference**. Vancouver, CA.

157. Purpura, J. E. (1998). Assessing the standards: A framework for analysis. **New York State TESOL, NYC Regional Conference**. NYC.
158. Purpura, J. (1998). Modeling the cross-cultural effects of strategy use on performance: A structural equation modeling approach. **The American Association for Applied Linguistics**. Seattle, WA.
159. Purpura, J. E. (1998). Using EQS to investigate structural models in language assessment theory. Invited workshop at the **Language Testing Research Colloquium**. Monterey, CA.
160. Purpura, J. E. (1997). Assessing discussion skills: A multi-dimensional approach. Invited workshops for the **United States Information Agency** in Sao Paulo, Salvador, & Vittoria, Brazil.
161. Purpura, J. E. (1997). An investigation into the effects of strategies on L2 test performance with high and low-ability test takers: A structural equation modeling approach. **Language Testing Research Colloquium**. Orlando, FL.
162. Purpura, J. E. (1997). Assessing discussion skills: A multi-dimensional approach. **Linguistic Society of America**, Ithaca, NY.
163. Purpura, J. E. (1997). Organized with A. Kunnan a colloquium on “Examining test taker characteristics and L2 test performance using a multiple-group structural equation modeling approach” **Language Testing Research Colloquium**, Orlando, FL.
164. Purpura, J. E. (1996). Fundamental principals in designing theme-based language tests. Invited plenary speaker at **TESOL Russia**, Moscow, Russia.
165. Purpura, J. E. (1996). What is the relationship between Turkish students' learning strategies and their performance on language tests? Invited plenary at the **Kara Harp Okulu International Conference**, Ankara, Turkey.
166. Purpura, J. E. (1996). Investigating the relationships between test-taking strategies and performance. **TESOL Russia**. Moscow, Russia.
167. Purpura, J. E. (1996). Investigating the relationships between test taker strategy use and performance on language tests through structural equation modeling. **The American Association for Applied Linguistics and TESOL International Conferences**. Chicago, IL.
168. Purpura, J. E. (1995). Validating questionnaires designed to measure test takers' selected cognitive background characteristics. **Language Testing Research Colloquium and TESOL International Conference**. Long Beach, CA.

169. Purpura, J. E. (1995). Evaluating language performance in Spanish schools according to *La Reforma*. **TESOL Spain**. Barcelona, Spain.
170. Purpura, J. E. (1995). Assessing test usefulness in content-based language tests. **TESOL Spain**. Barcelona, Spain.
171. Purpura, J. E. (1995). Utilizing audiotaped simulations to teach and test discussion skills. **TESOL Spain**. Barcelona, Spain.
172. Purpura, J. E. (1994). Teaching and testing discussion skills. Invited plenary at **TESOL Turkey**. Also given as an invited lecture in Izmir, Adana, Kayseri, & Istanbul (Turkey); & in Prague and Liberec (The Czech Republic).
173. Purpura, J. E. (1994). Fundamental considerations in the design of content-based language tests. Invited plenary at **TESOL Turkey**. Also given as an invited lecture in Izmir, Adana, Kayseri, & Istanbul (Turkey); & in Prague and Liberec (The Czech Republic).
174. Purpura, J. E. (1994). Program management issues in EFL institutions (Discussant). **TESOL International Conference**. Baltimore, MD.
175. Purpura, J. E. (1993). EFL Textbook writing: selection, grading, and continuity (Discussant). **TESOL International Conference**. Atlanta, GA.
176. Purpura, J. E. (1993): The role of learner strategies in EFL testing & training. **Thai TESOL Conference**. Bangkok, Thailand.
177. Bachman, L., Cushing, S., & Purpura, J. E. (1993). Designing a research questionnaire to explore test taker characteristics. **TESOL International Conference**. Atlanta, GA.
178. Purpura, J. E. (1993). The role of learner strategies in foreign language acquisition & testing. Invited lecture at **TESOL Turkey**, Ankara, Turkey. Talk also given in Istanbul & Izmir.
179. Purpura, J. E. (1992). Designing communicative tests of achievement. Invited workshop at **ACHNA Binational Center**. Madrid, Spain.
180. Purpura, J. E. (1992). Incorporating language learning strategy training in the classroom **Workshop for EFL teachers in schools** organized by Scott Foresman, Inc. in Barcelona, Madrid & Granada.
181. Purpura, J. E. (1992). Teaching listening. **Workshop for EFL teachers in schools** organized by ScottForesman, Inc. in Barcelona, Madrid & Granada.
182. Purpura, J. E. (1991). Designing & developing interactive materials to teach pronunciation. **TESOL International Conference**, NYC.

183. Purpura, J. E. (1991). Creativity in materials design. **TESOL International Conference**. NYC.
184. Purpura, J. E. (1990). Teaching pronunciation through communication. Workshop for teachers at the **Autonomous University of Barcelona**. Barcelona, Spain.
185. Purpura, J. E. (1990). Developing interactive pronunciation activities Workshop for teachers at the **Autonomous University of Barcelona**, Barcelona, Spain.

7. DISSERTATION AND QUALIFYING PAPERS

***Dissertation:** Modeling the Relationships between Test Takers' Reported Cognitive and Metacognitive Strategy Use and Performance on Language Tests*

Lyle F. Bachman, Chair, TESL/Applied Linguistics, UCLA

Peter M. Bentler, Member, Psychology, UCLA

Marianne Celce-Murcia, Member, TESL/Applied Linguistics, UCLA

Victoria A. Fromkin, Member, Linguistics, UCLA

***Qualifying Paper 1:** The Development and Construct Validation of an Instrument Designed to Investigate the Cognitive Background Characteristics of Test Takers*

Lyle F. Bachman, Reader, TESL/Applied Linguistics, UCLA

Russell Campbell, Reader, TESL/Applied Linguistics, UCLA

***Qualifying Paper 2:** Investigating the Role of Audiotaped Dialogue Journals in Pronunciation Improvement*

Marianne Celce-Murcia, Reader, TESL/Applied Linguistics, UCLA

Lyle F. Bachman, Reader, TESL/Applied Linguistics, UCLA

8. SHORT-TERM CONSULTING IN LANGUAGE ASSESSMENT & PROGRAM EVALUATION

U.S. Department of Defense

2010 to 2025 **Defense Language Testing Advisory Panel (DELTAP)**. Provide technical advice on issues related to the validation of the Department of Defense's English and foreign language assessments; provide training workshops on test development and validation.

English Language Specialist Fulbright Hays

2015 to 2018 **English Language Assessment Specialist**, San José, Costa Rica. Work with the Public Affairs Section of the US Embassy and the National English Language Advisors at the Ministry of Publish Education (MEP) in Costa Rica to develop a short, mid and long-term plan for designing and implementing English language

learning assessments in the public schools. Gave workshops to curriculum specialists, assessment specialists, and teacher trainers on L2 assessment.

University for Foreigners of Siena

2017 to 2019 **Language Assessment Consultant**, Siena, Italy. Consultant on language assessment for the Center for. Appointed to the Scientific Committee of the DITALS Certification Exam (Italian Language Teacher Certification), a national certification accredited by the Italian MOE. Serve as external evaluator.

The French Ministry of Education

2016 to 2019 **Language Assessment Consultant**, Grenoble, France. Appointed to the 10-member scientific committee of the Certificate of Language Competences in Higher Education (CLES), a national certification accredited by the French MOE. Serve as external evaluator of the CLES.

Educational Testing Service

2015 to 2019 **Technical Advisory Committee**. Educational Testing Service, Princeton, NJ. Member. Serve on the committee for *Developing and validating web-administered, Reading for Understanding assessments for adult education*.

2010 to 2015 **TOEFL Committee of Examiners (COE)**. Educational Testing Service, Princeton, NJ. Member. Served on the COE, an advisory committee overseeing the TOEFL family of exams.

2010 to 2014 **TOEFL Research Subcommittee of the COE**, Educational Testing Service, Princeton, NJ. Served on the TOEFL Research Subcommittee, a committee charged with soliciting and vetting proposals for research related to the TOEFL. (Chair 2012-2013).

2012 to 2014 **English Language Learners Advisory Board**, Educational Testing Service, Princeton, NJ. Member. Provided advice related to the development of domestic assessments for ELLS.

2010 to 2012 **TOEFL Young Learner Subcommittee**, Educational Testing Service, Princeton, NJ. Served on the committee overseeing the development of a TOEFL-type test for young learners (8-12).

2006 **ETS/Pearson Advisory Council**. Educational Testing Service, Princeton, NJ. Organized a panel of teachers and researchers with expertise in L2 testing and curriculum development to discuss the development of research-based products for English language learners and teachers. (Chair).

- 1997 to 2001 **Test of Spoken English.** Educational Testing Service, Princeton, NJ. Served on the committee overseeing the development of the TSE.
- 1995 **Test Item Writer,** Educational Testing Service, Princeton, NJ. Wrote items for the Test of English Proficiency Advancement.

University of Cambridge Exams (Cambridge ESOL)

- 1996 to 2006 **Test Validation** for the University of Cambridge Local Examinations Syndicate, Cambridge, England. Projects investigating EFL test-takers' socio-psychological background characteristics and performance on the *First Certificate of English*—more recently, projects related to learning-oriented assessment.

Oxford University Press

- 2007 to 2010 **Test Development & Validation.** Oxford University Press, Oxford, U.K. Designed the *Oxford Online Placement Exam*, oversaw the development and coding of items, trained item writers, and performed validation research—the UK & American Versions.

United States Information Agency (USIA)

- 2004 **Assessment Consultant,** USIA, Turkey. Gave a three-day mini-course on foreign language assessment for Turkish teachers/testers; gave presentations on assessment around the country.
- 1997 **Assessment Consultant,** USIA, San Paolo, Vittoria and Salvador, Brazil. Conducted two four-day mini-courses on foreign language assessment; consulted on the Binational Centers Proficiency exam; presented a workshop on assessing foreign language discussion skills.

Miscellaneous

- 2010 **Program Evaluation (with Diane Larsen-Freeman & Sandra McKay).** Hellenic-American University, Athens, Greece. External review of the MA in Applied Linguistics Program.
- 2001 & 2007 **Research Grant Assessor,** Social Sciences and Humanities Research Council of Canada. Evaluate a research grant application for SSHRC.
- 1999 **Professional Development on Language Testing,** North Carolina Community College System. Gave a two-day workshop on the characteristics of test usefulness for Community College teachers of basic ESL skills from across the state of North Carolina.

- 1997 to 1998 **Assessment Consultant**, TESOL International. Designed and developed a test to evaluate student progress in the *Crossroads Café Program*, a 26-part, adult-level ESL course targeting non-traditional, language minority students.
- 1996 **Educational Assessment Consultant** for the Taiwanese Teachers of English Program. Taught a two-part seminar on the characteristics of tests that allow test takers, teachers & schools to judge test usefulness.
- 1996 **Test Consultant**, TESOL Program, Hunter College, NYC. Presented two workshops on the fundamental principles of communicative language assessment.
- 1995 **Summer Academic Coordinator** for the California State University Institute for Egyptian Teachers of EFL sponsored by the Fulbright Teacher Training Initiative. Collaborated with the project director to write the grant proposal & plan the training program; taught L2 testing & American Studies; Designed pre- and post-course assessments, oversaw exam administration, trained raters, analyzed the results and wrote a detailed program evaluation; contributed to the *Resource Book on communicative Teaching for Egyptian Teachers of EFL*.
- 1994 to 1995 **Test Consultant** for the CIBER-IMF Project headed by Russell Campbell, UCLA. Oversaw the design, development, scoring, reporting & analysis of the CIBER-IMF Oral Proficiency Exam for the UCLA Anderson School of Management.
- 1993 to 1995 **SPEAK Test Rater**, Office of Instructional Development, UCLA. Rated SPEAK tests.

9. PROFESSIONAL SERVICE

Service to Refereed Journals

- 2003 to present *Language Assessment Quarterly*. Editor-in-Chief: 2014 to 2019; Co-Editor: 9/13 to 12/13; Associate Editor: 2005 to 2013; Member of the Editorial Advisory Board: 2003-2005).
- 1993 to present *Language Testing, Language Learning, Applied Linguistics, TESOL Quarterly, Canadian Modern Language Review, Issues in Applied Linguistics, Scientific Studies of Reading, Educational Evaluation and Policy Analysis*. Review articles.

- 2004 to 2006 *Language Testing*. Served on the Editorial Advisory Board.
- 2001 to 2005 *TESOL Quarterly*. Served on the Editorial Advisory Board.
- 2000 & 2001 *Language Learning*. Served as referee for the small grants program.
- 1992 *Issues in Applied Linguistics*, *TESL/Applied Linguistics*, and *UCLA*. Served as Advertising Editor.

Service to Language Assessment Professional Associations

International Language Testing Association (ILTA)

- 2009 & 2010 Served as Immediate Past President of ILTA.
- 2007 & 2008 Served as first two year President of ILTA (Elected).
- 2006 Served as Vice-President of ILTA (Elected).
- 2001 to 2003 Served as member-at-large on the Executive Board of ILTA (Elected).
- 2000 to 2003 Served as chair of the ILTA committee to select the Best Article of the Year in Language Assessment.
- 2002 Served as member of the ILTA nominating committee (Elected).
- 1998 to 1999 Served as member and then chair of the nominating committee of the ILTA (Elected).

Language Testing Research Colloquium (LTRC) (ILTA's Annual Conference)

- 2016 LTRC, Palermo, Sicily. Served as Conference Co-Chair with Monica Barni.
- 2007 LTRC Barcelona. Served as the Conference Co-Chair with Carolyn Turner.
- 1997 to 2000 Coordinated the publishers' exhibit at the LTRC Vancouver (2000) (in collaboration with Jee Wha Kim & Matthew Wagner), LTRC Monterey (1998), & LTRC Orlando (1997).

1997 Served as Associate Conference Chair for LTRC, Orlando, FL.

1995 Served as Associate Local Chair for LTRC, Long Beach, CA.

Service to National Academy of Sciences, Engineering and Medicine

2019 to 2020 Appointed as member of the committee on *Foreign Language Assessment for the U.S. Foreign Service Institute* in the National Academy of Sciences, Engineering and Medicine's Division of Behavioral and Social Sciences and Education.

TC-ETS Forum on Teaching, Learning and Assessment of English Language Learners

2015 to 2019 Chair (in collaboration with Tom Van Essen from ETS). An MOU between TC and ETS on a public talk related to the teaching, learning, and assessment of ELLs.

Association of Language Testers of Europe (ALTE)

2014 to present Serve as "Expert Member" of ALTS

European Association of Language Testing and Assessment (EALTA)

2005 to present Serve as "Expert Member" of European Association of Language Testing and Assessment.

East Coast Organization of Language Testers (ECOLT)

2003 to present Serve on the steering committee of East Coast Organization of Language Tester.

Teachers College, Columbia University Roundtable in L1 Studies (TCCRISLS)

2014 Served as faculty sponsor for the 2014 Teachers College, Columbia University Roundtable in Second Language Studies on the topic of Learning-Oriented Assessment in Large-Scale and Classroom Contexts.
<http://www.tc.columbia.edu/tccrisls/>

Service to the National Council on Measurement in Education (NCME)

2005 to 2006 Served as member of the committee on diversity issues and testing.

Service to the Fulbright Commission

- 2020-2023 Served on the selection committee of candidates for Fulbright Grants related to teaching and research.
- 2009 Served on the selection committee of candidates for US Student Fulbright and foreign-sponsored awards for 2010-2011--for English Language Teaching Assistantships.

Service to TESOL International

- 2010 Served as organizer of the ILTA/TESOL International Joint session.
- 1999 to 2001 Served as chair-elect and chair of the Research Interest Section of TESOL International (Elected).
- 1997 to 2001 Served as conference proposal reviewer for TESOL International Research Interest Section.
- 1996 to 2001 Served as judge for the TESOL/Newbury House Award for Outstanding Research; currently serving as Chair of the award committee.

Service to University Programs Outside the US

- 2006 to 2008 Served as member of the advisory board for the department of English at the American University of Armenia in Yerevan.
- 2007 Served as reviewer for candidates applying for promotion to Language Lecturer at the Sultan Qaboos University in the Sultanate of Oman.

10. UNIVERSITY SERVICE

Service to the Applied Linguistics and TESOL Programs

- 1998 to 2021 Spearheaded the creation of the TESOL Certificate Program—served as faculty sponsor; supervise program quality and development initiatives, including the creation of the new Online TESOL Certificate Program and the Language Program Management Certificate.
- 1998 to present Serve as faculty sponsor of the Community Language Program (CLP); supervise program quality and development initiatives; provide leadership for curriculum and

assessment initiatives; provide workshops for in-service CLP teachers; spearheading the development of the new online scenario-based placement exam.

Sept. 2008 to 2011; & 2013 Served as Director of *both* the TESOL and Applied Linguistics Programs from Sept. 2008 to Sept. 2011 & Jan. 2013 to Sept. 2013. (Three and a half years' service as program coordinator of *two* programs).

2000 to 2011. Served as Director of the TESOL Program. (Eleven years' service as coordinator of the TESOL program).

Service to the Department of Arts & Humanities

1999 to 2001 Served on the research task force for the Department of Arts & Humanities and other committees as needed

Service to Teachers College

2019 to 2022 Served on Faculty Salary Committee

2008 to 2011 Served on TC's International Advisory Committee

1998 to 2022 Served on several search committees: **Chair222**

2010 to 2011 Served on the Finances, Facilities, Salary, & Services Committee (Elected).

2006 to 2009 Served as faculty chair of the Jordan Program Initiative (2006-7) & faculty supervisor of the TESOL Certificate Program in Jordan.

2005 to 2007 Served as the A&H Department representative on the Faculty Executive Committee (FEC) and the Academic Program Subcommittee (APS).

2005 to 2006 Served on the Ed.D. Committee. .

2003 Served on the Faculty Salary Committee.

1997 to 1998 Served on the Faculty Advisory Committee

1997 to Served on the Technology Committee

1998

1997 Gave a 2-day computer workshop on the use of EQS, Academic Computing Center

Service to Columbia University

2010 to 2015 Served on the Executive Advisory Board of the School of Continuing Studies at Columbia University

2003 Worked with Associate Dean of Columbia College & Dean of Study Abroad at Columbia to examine learning in the study abroad context.

1998 to 1999; 2000 to 2002 Served as on the Language Resource Center Advisory Committee at Columbia University.

1996 Gave a 2-day computer workshop on the use of EQS, Academic Computing Center

11. DOCTORAL DISSERTATION COMMITTEES

Dissertation Sponsor (TC)

1. Beltrán, J. L. (Ed.D. in Applied Linguistics). (2023). *Examining the role of assistance in a scenario-based test of L2 argumentative speaking ability: A learning-oriented approach to the assessment of complex competencies.*
2. Seong, Yuna (Ed.D. in Applied Linguistics). (2023). *Using a Scenario-Based Assessment Approach to Examine the Cognitive Dimension of Second Language Academic Speaking Ability Through the Assessment of an Integrated Academic Speaking Competency.*
3. Han, Qie (Chelsea). (Ed.D. in Applied Linguistics). (2020). *Investigating the Combined Effects of Rater Expertise, Working Memory Capacity, and Cognitive Functionality on the Scoring of Second Language Speaking Performance.*
4. Getman, Edward. (Ed.D. in Applied Linguistics). (2020). *Age, task characteristics, and acoustic indicators of engagement: Investigations into the validity of a technology-enhanced speaking test for young language learners.*
5. Liu Banerjee, Han-Ting (Heidi). (Ed.D. in Applied Linguistics). (2019). *Investigating the Construct of Topical Knowledge in a Scenario-Based Assessment Designed to Simulate Real-Life Second Language Use.*
6. Oh, Saehrim. (Ed.D. in Applied Linguistics). (2017). *Investigating Test-takers' Use of Linguistic Tools in Second Language Academic Writing Assessment.* (won the **ETS Best Dissertation in Language Testing Award**).
7. Kim, Ahyoung (Alicia). (Ed.D. in Applied Linguistics). (2011). *Examining Second Language Reading Components in Relation to Reading Test Performance for Diagnostic Purposes: A Fusion Model Approach.*
8. Kim, Hyun Jung. (Ed.D. in Applied Linguistics). (2011). *Investigating raters'*

- development of rating ability on a second language speaking assessment.*
9. DiGennaro, Kristen. (Ed.D. in Applied Linguistics). (2011). *An exploration into the writing ability of generation 1.5 and international second language writers: A mixed methods approach.*
 10. Dakin, Jee Wha (Ed.D. in Applied Linguistics). (2010). *Investigating the Simultaneous Growth of and Relationship between Grammatical Knowledge and Civics Content Knowledge of Low-Proficiency Adult ESL Learners.*
 11. Perrone, Michael (Ed.D. in Applied Linguistics). (2010). *The Impact of the First Certificate of English (FCE) on the EFL Classroom: A Washback Study.*
 12. Grabowski, Kirby (Ed.D. in Applied Linguistics). (2009). *Investigating the Construct Validity of a Test Designed to Measure Grammatical and Pragmatic Knowledge in the Context of Speaking (Won the ETS Best Dissertation in Language Testing Award).*
 13. Kim, Hyunjoo (Ed.D. in Applied Linguistics). (2009). *Investigating the effects of context and language speaking ability.*
 14. Ameriks, Yoko (Ed.D. in Applied Linguistics). (2009). *Investigating Validity Across Two Test Forms of the Examination of Proficiency in English (ECPE): Multi-Group Structural Equation Modeling Approach.*
 15. Liao, Yen-Fen (Alick) (Ed.D. in Applied Linguistics). (2009). *Construct Validation Study of the GEPT Reading and Listening Sections: Re-examining the Models of L2 Reading and Listening Abilities and Their Relations to Lexico-grammatical knowledge.*
 16. Wiseman, Cynthia (Ed.D. in Applied Linguistics). (2008). *Examining Rater Effects and Process of Using a Holistic and Analytic Rubric.*
 17. Krohn, Nitza (Ed.D. in Applied Linguistics). (2007). *An examination of the Hebrew Language Needs of Students in the Jewish Theological Seminary.*
 18. Park, Taejoon (Ed.D. in Applied Linguistics). (2007). *Investigating the Construct Validity of the Community Language Program English Writing Test.*
 19. Wagner, Mathew (Elvis) (Ed.D. in Applied Linguistics). (2006). *Utilizing the Visual Channel: An Investigation of the Use of Videotexts on Tests of Second Language Listening Ability (Won the Best Paper in Language Testing Award).*
 20. Een, John (Ed.D. in International Educational Development). (2005). *Theme-based ESL Instruction and Attitudinal Change.*
 21. Chang, Jaehak (Ed.D. in Applied Linguistics). *Examining Models of Second Language Knowledge with Specific Reference to Relative Clauses: A Model-Comparison Approach.* (Spring 2004).
 22. Tsai, Constance (Ed.D. in TESOL). (2004). *Investigating the relationships between ESL learners' writing strategy use and writing ability.*
 23. Fen, Ho-Ping (Ed.D. in TESOL). (2001). *An analysis of the relationships between source material and EFL writing ability.*
 24. Mori, Reiko (Ed.D. in TESOL). (2000). *Two Post-Secondary ESL Teachers' Beliefs about Classroom Instruction and How their Beliefs are Reflected in their Classroom Practice.*

Dissertation Committee Member (TC)

1. Zhao, Yihan (Ph.D. in Measurement) (2020). *Studies of Rater and Item Effects in Rater Models.* (Third Member) (Sponsor: Larry T. DiCarlo)

2. Wilson, Duncan (Ed.D. in Education). (2018) *Unpacking Assessment: Understanding Teacher Agency in the Creation and Use of Local Assessments* (Member) (Outside reader) (Sponsor: Thomas Hatch).
3. Le, Rong Rong (Ed.D. in Applied Linguistics). (2018) *The pragmatic-discursive structure of Chinese compliments in naturally-occurring conversation*. (Member) (Sponsor: Leslie Beebe)
4. DelPrete, Domenica (Ed.D. in Applied Linguistics). (2015) *Mother-adolescent daughter interaction: How maternal roles affect discursive outcomes*. (Member) (Sponsor: Leslie Beebe)
5. Cristina Romeo (Ed.D. in English Education). (2015) *Negotiating our realities: A multi-case study of teachers' perceptions and implementations of the common core writing standards*. (Member) (Sponsor: Ruth Vinz)
6. Lenger Kang, Roberta (Ed.D. in English Education). (2014) *Assessment Matters: Negotiating the New York State English Regents Exam*. (Member) (Sponsor: Ruth Vinz)
7. Ronan, Briana, (Ed.D. in Bilingual/Bicultural Education). (2014). *Moving across Languages and Other Modes: Emergent Bilinguals and Their Meaning Making in an Online Space*. (Member) (Sponsor: JoAnne Kleifgan)
8. Choong, Phillip, (Ed.D. in Applied Linguistics). (2013). *Examining Reasoning in a Task-Based Language Approach*. (Second) (Sponsor: ZhaoHong Han)
9. Ekiert, Monika, (Ed.D. in Applied Linguistics). (2010). *Investigating Articles as Expressions of Definiteness in English as a Second Language* (Second) (Sponsor: ZhaoHong Han)
10. Purdy, J. D. (Ed.D. in Applied Linguistics). (2010). *Unaccusativity and Neurocognitive Indices of Second Language Acquisition: An ERP Study*. (Second) (Sponsor: Karen Froud)
11. Wagner, Santoi (Ed.D. in Applied Linguistics). (2009). *Disputants' talk in mediation: A single case study*. (Member) (Sponsor: Leslie Beebe)
12. Revesz, Andrea (Ed.D. in Applied Linguistics). (2007). *Focus on form in task-based language teaching: Recasts, task complexity, and L2 learning*. (Second) (Sponsor: ZhaoHong Han)
13. Suh, Joowon (Ed.D. in Applied Linguistics). (2006). *Other-Initiated Repair in English Lingua Franca Business Negotiation*. (Member) (Sponsor: Leslie Beebe)
14. Seol, Hee-Kyung (Ed.D. in Applied Linguistics). (2006). *The Impact of Age and L1 Influence on L2 Ultimate Attainment* (Member) (Sponsor: ZhaoHong Han)
15. Hetherman, Stephen C. (Ph.D. in Measurement). (2004) *An application of multi-faceted Rasch measurement to monitor effectiveness of the written composition test in English in the New York City Department of Education*. (Member) (Sponsor: M, Chatterji)
16. Beaumont, John (Ed.D. in TESOL). (2003). *Passing as a teacher: An ethnographic account of entering the TESOL profession*. (Second). Sponsor: Hervé Varenne)
17. Dimitrova, Evelina. (Ed.D. in TESOL). (2003). *A discourse analysis of the paired interview in the University of Cambridge First Certificate of English Proficiency Exam*. (Second) (Sponsor: Leslie Beebe)
18. Korsko, Paula (Ed.D. in TESOL). (2003) *The narrative shape of a two-party complaint: A discourse analytic study of European Portuguese*. (Second). (Sponsor: Leslie Beebe)
19. Cho, Yunkyung (Ed.D. in Applied Linguistics). (2003). *An examination of epistemic markers in Korean*. (Member) (Sponsor: Leslie Beebe)

20. Nottono, Miharuru (Ed.D. in Applied Linguistics): (2003). *Japanese hedging in friend-friend discourse*. (Member). (Sponsor: Leslie Beebe)
21. Fujita, Naomi (Ed.D. in Applied Linguistics). (2001). *Investigating Japanese politeness strategies in school meetings* (Member). (Sponsor: Leslie Beebe)
22. Zhang-Waring, Hansan (Ed.D. in Applied Linguistics). (2000). *Conversational analysis of academic discussion skills*. (Second). (Sponsor: Leslie Beebe)
23. Sanabria, Kim (Ph.D. in the Teaching of Spanish). (2000). *Trópico en Manhattan: Fotografía literaria de la comunidad puertorriqueña en Nueva York a mediados del siglo veinte*. (Member). (Sponsor: M. Rubin)
24. Bordao, Rafael (Ph.D. in the Teaching of Spanish). (1999). *La sátira, la ironía y el carnaval literario en "Leprosorio" (Trilogía Poética) de Reinaldo Arenas*. (Member). (Sponsor: M. Rubin)
25. Cavas, Margaret Rafael (Ed.D. in the Teaching of Spanish). (1999). *Second Language Learner Strategies and the Unsuccessful Second Language Writer*. (Member). (Sponsor: M. Rubin)
26. Gavis, Wendy A. (Ed.D. in Applied Linguistics). (1998). *Stative Verbs in the Progressive Aspect: A study semantic, pragmatic, syntactic and discourse patterns*. (Member). (Sponsor: Leslie Beebe)
27. Castro-Cid, Maria Isabel (Ed.D. in the Teaching of Spanish). (1998). *Diseño de un manual para enseñar inglés comercial a hispanoparlantes* (Member). (Sponsor: M. Rubin)

Dissertation/Thesis Committee Member (External to TC)

1. Peri, Giulia (Ph.D. in In Linguistics (University for Foreigners of Siena (2002). *Topical knowledge in L2 Italian speaking performances. A Scenario-Based Language Assessment for L2 Italian*
2. Jin, Shen (Ph.D. in Language in Education at the University of Hong Kong). (2000). *Mother tongue reliance and avoidance strategies in second language learning--A study of English majors at four tertiary institutions in P.R. China*.
3. Phakiti, Aek (M.A. in Applied Linguistics at the University of Melbourne). (2000). *Learning styles, strategies, and performance*.

12. GRADUATE COURSES TAUGHT (TC)

1. Second Language Assessment
2. History of Second Language Testing Research
3. Classroom-Based Language Assessment: Learning-Oriented Language Assessment/Scenario-Based Language Assessment
4. Language Performance Assessment (Item-response theory)
5. Language Assessment and Assessment Policy in the Global Context
6. Doctoral Seminar in TESOL and Applied Linguistics (Assessment Concentration)
7. Internship in Second Language Assessment (Focus on Scenario-Based Assessment)

8. Research Methods in TESOL and Applied Linguistics
9. Instructed Language Learning & Assessment of Second Language Grammatical Ability
10. Conversation Analysis
11. Second Language Acquisition
12. Problems in Contemporary English Grammar
13. Supervised Student Teaching (K7-12)

13. HONORS AND AWARDS

- 2023 Invited by the International Association of Language Testers and the British Council to deliver the [Davies Lecture](#) at Language Testing Research Colloquium.
- 2021 Featured in [Exchange: IES Abroad Alumni Magazine](#) of the Institute for the International Education of Students (IES), Chicago, IL
- 2020 Interviewed by *Language Assessment Quarterly*: [The Interface of Teaching, Research and Professional Service in Language Assessment: An interview with James E. Purpura](#), by Atta Gebril.
- 2017 U.S. Fulbright Commission (Foreign Scholar Program. Offered a 2016-2017 Fulbright Scholar Grant for Teaching and Research at the University for Foreigners of Siena, Italy.
- 2000 The International Language Testing Association (ILTA) Award for Best Paper in Language Testing for the Year 1997 (see 1997 article in *Language Learning*).
- 1996 Finalist for the TOEFL Award for Outstanding Doctoral Dissertation Research on Second/Foreign Language Testing. Educational Testing Service.
- 1996 Finalist for the ACTFL/MLJ (American Council of Foreign Language Teachers/Modern Language Journal) Award for Doctoral Dissertation Research in Foreign Language Education.
- 1985 Second Prize. Italian Language Competition for Study in Italy. Sponsored by the Società Danti Alighieri at the Italian Cultural Institute in Barcelona, Spain. Won the scholarship to study Italian at the Istituto Dante Alighieri in Venice
- 1973 First Prize French Poetry Recital, Ohio Consortium of Colleges.

14. PROFESSIONAL ORGANIZATIONS

International Language Testing
Association (ILTA)

American Association for Applied
Linguistics (AAAL)

European Association of Language Testing &
Assessment (EALTA)

15. COMPUTER SKILLS

Word Processing: Microsoft Word
Presentation Programs: PowerPoint
Database: FileMakerPro, Endnote
Online Teaching: AdobeConnect; Moodle,
Canvas, MediaThread, Skype, Zoom,
Media: iMovie, iPhoto, Garageband
Perusal, Playposit, ChatGPT5

Spreadsheets: Microsoft Excel
Statistics: SPSS, EQS, M-Plus, BigSteps,
Quest, FACETS, Winsteps, MGENOVA.
Qualitative Research: NVivo
Scenario-Based Assessment: Qualtrics and
various programs

16. FOREIGN LANGUAGES

French (fluent)	Catalan (intermediate)	Latin (beginning)
Spanish (fluent)	German (intermediate)	Arabic (basic conversational)
Italian (advanced)	Sicilian (beginning)	Persian (basic conversational)

16. THE ARTS

2024 Wrote the prologue for a Sicilian comedy (*Du' Pazzi*) and recited it
2017 Recited Ignazio Buttita's poem "Lingua e Dialettu" in English, Italian,
and Sicilian at the University for Foreigners of Siena's "Night of
Poetry" (Notte della Poesia)
1972 Played the role of the king in the *Little Prince*

17. PERSONAL INFORMATION