In a 25-year review of intercultural language learning, Byram (2014) has observed that the question of assessment remains underdeveloped. Many different conceptions and processes have been proposed, reflecting different purposes and paradigms. In this paper I begin by surveying the contested perspectives related to assessing intercultural capability. Drawing on a praxis-oriented body of research being undertaken at the Research Centre for Languages and Cultures on this theme, I then discuss complexities that pertain to (1) conceptualising the construct of intercultural capability, (2) eliciting, (3) judging or evidencing, and (4) warranting this capability. I will explain that, at a fundamental level, the assessment of intercultural capability is intricate because it requires an expansion in the conceptualisation of language and culture. It also requires a paradigm shift in assessment that recognises that the assessment of the intercultural capability entails not only the assessment of knowledge, performance or achievement but also the capability on the part of students to decentre from their own situatedness in a particular language(s) and culture(s) as they enter and engage with another.

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