



جامعة المجمعة
Majmaah University

رؤية
VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS (CS)

Institution:	Majmaah University
Academic Department :	Department of English
Programme:	B.A in English
Course title and code:	Language Evaluation and Assessment (ENGL424)
Specification Approved Date :	/ / 1440 H

Course Specifications

Institution: Majmaah University	Date: / / 1440 H
College/Department : College of / Department of English	

A. Course Identification and General Information

1. Course title and code: Language Evaluation and Assessment (ENGL 424)
2. Credit hours: 2 hours
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) B.A in English
4. Name of faculty member responsible for the course Mohyeddin Abdulrahman Gadulrab Mohammad
5. Level/year at which this course is offered: Level: 9
6. Pre-requisites for this course (if any): Applied Linguistics (ENGL 313)
7. Co-requisites for this course (if any): None
8. Location if not on main campus:
9. Mode of Instruction (mark all that apply):
a. traditional classroom <input checked="" type="checkbox"/> What percentage? <input type="text" value="80%"/>

b. blended (traditional and online)

What percentage? 20%

c. e-learning

What percentage?

d. correspondence

What percentage?

f. other

What percentage?

Comments:

B Objectives

1. What is the main purpose for this course?

- * Acquaint students with the bedrock knowledge of language evaluation and testing.
- * Familiarise students with the major testing approaches and practices of various sorts.
- * Enable students to distinguish between different types of tests and along the lines of different classifications (Essay, Semi-Essay, Completion, Multiple-choice, True-False, etc.,).
- * Equip students with the relevant knowledge and tools of developing a good test.
- * Enlighten students about new trends in language evaluation and testing (e.g. the recent shift to Construct Validity to replace many types of validity).
- * Inform students of the differences between Norm-referenced and Criterion-referenced Tests.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

1. Increasing exposure to international tests;
2. Increasing use of web based test taking materials;
3. Updating textbooks and references;
4. Encouraging students to do practical tests;
5. Motivating students to use e-tests; and
6. Setting up a students' international test club.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

Language Evaluation and Assessment (ENGL 424)

Level. 9

Credit Hours: 2

This course is designed to introduce students to language testing and evaluation; theory and practice. The main objective is to introduce students to the most pivotal ideas, principles, theories, approaches and procedures of language evaluation and testing to increase their awareness and skills in developing

English language tests. Another aim is to improve the students' ability to appraise language research in which testing plays a major role. Major types of tests and assessment methods are introduced, discussed and practiced. Topics include : Evaluation, Assessment, Measurement, Test, Objectivity, Validity, Reliability, Norm-referenced vs. Criterion-referenced Tests, Standardised Tests, etc. Other test classifications include: Multiple Choice, Essay and Semi-Essay, True-false, Completion Tests, Matching. Concepts such as Feedback, Wash back, Peer and Self Assessment, etc., are also explained and discussed.

In addition, the newest and most recent developments in the theory of Validity and Reliability (Construct Validity), will be introduced among a few alternative assessment methods. The course will moreover survey key ideas in testing different types of language skills: Listening and Speaking, Reading, Writing, Vocabulary, etc.

Instructors are generally advised to vary course content, instruction, materials and evaluation, together with always incorporating a sense of practice and practicability.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Course introduction	1	2
Basic Concepts and Terms: Evaluation, Assessment and Measurement		
Formal/ informal testing		
Peer assessment and self-assessment	1	2
Test Objectivity, Validity and Reliability		
Types of test items	1	2
Various test classifications: Essay, Semi-essay, completion, Multiple-choice, True-false, Matching, etc.		
Norm-referenced vs. Criterion-referenced Tests		
Testing writing skills	1	2
Testing listening and speaking skills	1	2



Testing reading skills	1	2
Testing grammar	1	2
Testing vocabulary	1	2
Testing validity and reliability Alternative Assessment and Evaluation Methods Some recent developments (Construct Validity becoming increasingly important replacing all other types of validity)	1	2
Testing for specific purposes (Midterm Test)	1	2
Feedback and wash back effect.	1	2
Testing terminology	1	2
Types of language tests	2	4
Revision and Final Exam	1	2

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	30					30
	Actual	30					30
Credit	Planned	2					2
	Actual	3					3

3. Additional private study/learning hours expected for students per week.

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy



On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Define key ideas, concepts and terms in language evaluation and assessment.	<ol style="list-style-type: none"> 1. Lectures 2. Class discussion 3. Sample questionnaires 4. Collaborative learning/Team work 5. Use predicting skills. 6. Field work study 	<ol style="list-style-type: none"> 1. Class participation 2. Quizzes 3. Class presentations based on outside reading activities to be covered 4. Midterms/open ended and objective type questions 5. Home Assignments 6. Final written exam
1.2	Outline main types of language testing and question types Essay, Semi-Essay, Completion, Multiple-choice, True-False, etc.,).	<ol style="list-style-type: none"> 1. Lectures 2. Class discussion 3. Sample questionnaires 4. Collaborative learning/Team work 5. Use predicting skills. 6. Field work study 	<ol style="list-style-type: none"> 1. Class participation 2. Quizzes 3. Class presentations based on outside reading activities to be covered 4. Midterms/open ended and objective type questions 5. Home Assignments 6. Final written exam
2.0	Cognitive Skills		
2.1	<p>Distinguish between Norm-referenced and criterion-referenced tests.</p> <p>Write good and effective language tests of various sorts; Listening and speaking, reading, writing, etc.</p>	<ol style="list-style-type: none"> 1. Lectures by teaching students how to study and analyze data critically; 2. Class work, discussion and activities by enabling them to think independently and engage in group discussions; 3. Peer and Group Discussion by enabling students to solve matters for themselves by themselves; 	<ol style="list-style-type: none"> 1. Class participation 2. Presentations 3. Home Assignments 4. Midterms and exams 5. Group assignments 6. Quizzes

		4. Student meetings and consultations to discuss relevant issues.	
2.2	Explain and discuss the new and most recent developments in the concept of Validity (esp. the growing centrality of Construct Validity).		
3.0	Interpersonal Skills & Responsibility		
3.1	<p>1. Students can complete test assignments in due time;</p> <p>2. 3. Students can act responsibly and ethically in conducting their work;</p> <p>4. Students can communicate, negotiate and evaluate their strengths and weaknesses as team members.</p>	<p>1. Lectures wherein students learn how to manage time;</p> <p>2. Class discussions with students on ethical behavior in doing research;</p> <p>3. Individual counseling on language study difficulties;</p> <p>4. Group work activities and assignments with students explaining, discussing and defending their own ideas with their peers.</p>	<p>1. Performance on quizzes, mid-term test and final written exam shows how students recall and synthesize information;</p> <p>2. Individual and group assignments as evidence to accomplishing tasks and meeting deadlines;</p> <p>3. Active class participation as evidence of students' ability to handle the course readings and assignments;</p> <p>4. Professor's assessment of students' performance and serious inside and outside class</p>
3.2	Students can actively and critically participate in class activities in the context of writing and evaluating tests.	<p>students learn how to manage time;</p> <p>2. Class discussions with students on ethical behavior in doing research;</p> <p>3. Individual counseling on language study difficulties;</p> <p>4. Group work activities and assignments with students explaining, discussing and defending their own ideas with their peers.</p>	<p>. Performance on quizzes, mid-term test and final written exam shows how students recall and synthesize information;</p> <p>2. Individual and group assignments as evidence to accomplishing tasks and meeting deadlines;</p> <p>3. Active class participation as evidence of students' ability to handle the course readings and assignments;</p> <p>4. Professor's assessment of students' performance and serious inside and outside class</p>
4.0	Communication, Information Technology, Numerical		
4.1	<p>1. Using electronic/web-based test data bases;</p> <p>2. Using the multimedia in studying international tests;</p> <p>3. Using language labs,</p>	1. Encourage students to use audio, video and web-based material;	1. Allot marks for the use of audio, video and web-based material in

	4. Using laptops and associated activities.	2. Encourage students to consult a computer lab specialist for assistance with web-based material; 3. Require students to use audio and/or video recordings of different texts, esp. in listening and speaking; 4. Require students to use PowerPoint in their presentations	students' assignments and presentations; 2. Notify students about the scale(s) to be used in evaluating their assignments
4.2			
5.0	Psychomotor		
5.1	Not Applicable	Not Applicable	Not Applicable
5.2			

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	1 st midterm	Week 8	10 %
2	Participation	All along	5 %
3	Home Assignments	All along	5%
4	2 nd midterm	Week 12	10 %
5	2 Presentations	During Semester	10 %
6	Final	Final Term	60 %
7			Total : 100%
8			



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D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

4 hours/week

E Learning Resources

1. List Required Textbooks

Assessment, Harris and McCann, Heinemann, 1994

Brown, Douglas and Abeywickrama, P. (2010). Language Assessment: Principles and Classroom Practices. New York: Pearson Longman.

2. List Essential References Materials (Journals, Reports, etc.)

Classroom Testing, Heaton, J.B. Longman, 1990

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

<https://cft.vanderbilt.edu/guides-sub-pages/cats/>

www.learnalberta.ca/content/mewa/html/assessment/types.html

<https://www.cmu.edu/teaching/assessment/assesslearning/CATs.htm>

<https://www.slideshare.net/rocelaalegado/classroom-assessment-29900285>

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Lecture rooms should be large enough to accommodate the number of registered students.



2. Technology resources (AV, data show, Smart Board, software, etc.)

Laptop – data show are available

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

None

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Midterm evaluation feed-back form to increase instructor’s awareness of the weak and strong points of the class
- End of term college evaluation of course by students to be collected by the department)
- End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
- Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other students on specific points outlined by the department and the instructor being evaluated

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

- Peer observation to benefit from colleagues’ objective feedback and suggestions for improvement

3. Processes for Improvement of Teaching

- Training sessions
- Workshops to facilitate the exchange of experiences amongst faculty members
- Regular meetings where problems are discussed and solutions given
- Discussion of challenges in the classroom with colleagues and supervisors
- Encouragement of faculty members to attend professional development conferences
- Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester’s teaching strategies and results

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- Check marking of a sample of examination papers either internal or external member
- Students who believe they are under graded can have their papers checked by a second reader

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Compare syllabi and course description with other universities
- Meetings of faculty members to discuss improvement
- Have a curriculum review committee to review the curriculum periodically and suggest improvements

Name of Course Instructor: **Mohyeddin Abdulrahman Gadulrab Mohammad**

Signature: *Mohyeddin* Date Specification Completed:

Program Coordinator:





Signature: **Date Received:**

