**Course Specification for Language Evaluation and Assessment**

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|  **College** | Zulfi College of Education |
| **Department** | English Language Department |
| **Course Name:** | Language Evaluation and Assessment | Course Code | ENGL 424 |
| **Level** | 9 | Credit Hours | 2 hrs. |
| **Course Objective**  | 1. Acquaint students with the bedrock knowledge of language evaluation and testing.
2. Familiarize students with the major testing approaches and practices of various sorts.
3. 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.).
4. Equip students with the relevant knowledge and tools of developing a good test.
5. Enlighten students about new trends in language evaluation and testing (e.g. the recent shift to Construct Validity to replace many types of validity).
6. Inform students of the differences between Norm-referenced and Criterion-referenced Tests.
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| **Course Content** | Course introductionBasic Concepts and Terms: Evaluation, Assessment and Measurement1. Formal/ informal testing
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| Peer assessment and self-assessment1. Test Objectivity, Validity and Reliability
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| Types of test itemsVarious test classifications: Essay, Semi-essay, completion, Multiple-choice, True-false, Matching, etc. 1. Norm-referenced vs. Criterion-referenced Tests
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| 1. Testing writing skills
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| 1. Testing listening and speaking skills
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| 1. Testing reading skills
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| 1. Testing grammar
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| 1. Testing vocabulary
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| Testing validity and reliabilityAlternative Assessment and Evaluation Methods1. Some recent developments (Construct Validity becoming increasingly important  replacing all other types of validity)
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| 1. Testing for specific purposes
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| Testing for specific purposes1. (Midterm Test)
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| 1. Feedback and wash back effect.
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| 1. Testing terminology
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| 1. Types of language tests
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| **Required Textbook** | Assessment, Harris and McCann, Heinemann, 1994Brown, Douglas and Abeywickrama, P. (2010 ). Language Assessment: Principles and Classroom Practices.  New York: Pearson Longman. |

