Course Specification
— (Bachelor)

Course Title: **Language Assessment and Evaluation**	
Course Code: **ENGL 424**	
Program: **B.A in English Language**	
Department: **Department of English**	
College: **Education**	
Institution: **Majmaah University**	
Version: **2023**	
Last Revision Date: 1 October 2023	

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A. General information about the course:

1. Course Identification

1. Credit hours: (2 hours)

2. Course type

A.	□University	□College	☒ Department	□Track	□Others
B.	☒ Required			□Elective	

3. Level/year at which this course is offered: [Level 8]

4. Course general Description:

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, Standardized 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.

5. Pre-requirements for this course (if any): ENGL 313

6. Co-requisites for this course (if any): none

7. Course Main Objective(s):

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.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	25	85%
2	E-learning	5	15%
3	Hybrid • Traditional classroom • E-learning		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	25
2.	Laboratory	5
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		30

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	Identifying and demonstrating knowledge of ideas, concepts and terms of Evaluation, Assessment and Measurement and showing understanding of how to assess language skills.	**K1**	• Lecture • Structured Class discussion	**Quizzes** **Major Exams**
1.2				
...				
2.0	**Skills**			
2.1	Cognition): Design/analyze and distinguish different language test types, approaches and practices	**S2**	• Lecture • Interactive class discussion	**Quizzes** **Major Exams**
2.2	(communication): Discussing the similarities and differences between different types of assessment of language skills and presenting his own designed test.	**S1**	• Presentation • Participation • Group assignment	**Observation** **Presentation**
...				
3.0	**Values, autonomy, and responsibility**			
3.1	Show team work skills from their work on project, academic commitment, ethical principles and group discussions/presentations.	**V1 & V2**	Individual Assignment Test Portfolio	**Observation with Criteria**
3.2				

C. Course Content

No	List of Topics	Contact Hours
1.	**Course Introduction** **Basic Concepts and Key Terms** **Evaluation, Assessment , Measurement, Formal and Informal Testing**	2
2.	**Peer Assessment and self-assessment** **Test objectivity, validity and reliability , face validity, washback**	2
3.	**Types of test items** **Various test Classifications** **Norm- referenced and Criterion -referenced tests**	2
4.	**Testing Listening and Speaking Skill**	2
5.	**Testing Reading Skill**	2
6.	**Testing Writing Skill**	2
7	**Testing Grammar**	2
8.	**Testing Vocabulary**	2
9.	**Current issues in classroom setting** **Recent developments** **Alternative Assessment and Evaluation Methods**	2
10.	**Testing for Specific purposes**	2
11.	**Feedback and wash back Effect**	2
12	**Designing Classroom Language tests**	4
13	**Synthesis for the discussed topics**	2
Total		**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exam	8	30%
2.	Final Exam	16	40%
3.	Quizzes and activity worksheets	1 to 15	20%
...	Assignment and other course related works	1 to 15	10%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Brown Douglas, H. (2004). Language Assessment Principles and Classroom Practices. New York Pearson Education,Inc.
Supportive References	Harris,M and McCann, P. (1994). Assessment. Macmillan Heinemann English Language Testing Heaton,J.B. (1990) Classroom Testing. Longman Publication
Electronic Materials	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
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	• Enough space is available at college for accommodating the students: • Lecture rooms can accommodate up to 30 students. Laboratories accommodate up to 30 students.
Technology equipment (projector, smart board, software)	• Smart Boards, digital podiums and Internet facilities are available in the classrooms. • Well -equipped language labs are available at the college for students during practical lectures.
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	**Students Program Leaders**	**Direct**
Effectiveness of Students assessment	**Program Leaders Curricula Evaluators**	**Direct**
Quality of learning resources	**Faculty Program Leaders**	**Indirect**
The extent to which CLOs have been achieved	**Peer Reviewers Program Leaders Curricula Evaluators**	**Direct**
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT BOARD ACADEMIC BOARD AND COMMITTEE FOR COURSE AND CURRICULA DEVELOPMENT
REFERENCE NO.	
DATE	