Course Specification

— (Postgraduate Programs)

Course Title: Language Assessment and Testing

Course Code: 6525 ENG-3

Program: Master of Arts in Applied Linguistics

Department: English

College: College of Languages and Translation

Institution: King Khalid University

Version: 1

Last Revision Date: September 28, 2024

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A. General information about the course:

1. Course Identification:

1. Credit hours: (3)

2. Course type

A.	☐University	☐College	☒ Department	☐Track	
B.	☒ Required			☐Elective	

3. Level/year at which this course is offered: (2nd /1)

4. Course General Description:

This course provides an in-depth exploration of the key concepts and principles that form the foundation of effective language assessment. It emphasizes the crucial alignment between assessment practices and classroom instruction, offering practical strategies for educators to design, implement, and evaluate meaningful assessments. Topics covered include various types of assessments, measurement reliability and validity, and the integration of both formative and summative approaches. The course also addresses standards-based evaluation and the assessment of key language skills such as listening, speaking, reading, and writing. By the end of the course, educators will be equipped with the tools and knowledge needed to enhance student learning, ensure fairness, and foster effective language assessment practices in diverse educational contexts..

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

6521 ENG-3 Concepts in Applied Linguistics

6. Co-requirements for this course (if any):

NA

7. Course Main Objective(s):

The Language Assessment and Testing course aims to

- **Provide educators with a thorough understanding of the principles and practices of language assessment.**
- **Equip educators with the skills to design, implement, and evaluate effective language assessments that align with curriculum goals.**
- **Foster the ability to develop reliable and valid assessment tools for classroom use.**
- **Support the integration of standards-based assessments to enhance student learning outcomes.**
- **Address contemporary issues in language assessment and the implications of standardized testing.**
- **Offer practical strategies for assessing key language skills, including listening, speaking, reading, writing, grammar, and vocabulary.**

- **Promote the use of fair grading and evaluation methods that encourage student growth and provide actionable feedback.**

2. Teaching Mode:

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
3	Hybrid • Traditional classroom • E-learning		
4	Distance learning		

3. Contact Hours: (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	45
2.	**Laboratory/Studio**	
3.	**Field**	
4.	**Tutorial**	
5.	**Others (specify)……**	
	Total	45

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

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	Demonstrate a critical and comprehensive understanding of advanced concepts, theories, and terminology in language assessment, to evaluate, design, and implement sophisticated assessment	K1	• backward design • explicit instruction on assessment design • modeling and scaffolding • collaborative learning • differentiated instruction	• final assessment project • rubric-based evaluation • reflective journals/portfolios • oral presentations

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	frameworks in diverse educational contexts.		• task-based learning reflective practice	
1.2	Demonstrate a deep and comprehensive understanding of the fundamental principles of language assessment, including validity, reliability, and practicality, and their critical role in shaping effective and ethical assessment practices in various educational contexts.	K3	• explicit instruction on assessment principles • modeling valid, reliable, and practical assessments • scaffolding assessment design • collaborative learning and peer review • task-based learning for real-world assessment •	• design and evaluation of assessment tools • essays/research papers • presentations • exams • class participation and case study discussions
1.3	Interpret various frameworks and standards for designing language assessments, including the role of standards-based assessments and standardized testing, and critique their effectiveness in ensuring alignment with educational goals and student outcomes.	K2	• backward design • explicit instruction on assessment principles • scaffolding assessment development • collaborative learning • task-based learning • use of exemplars • reflective practice • differentiated instruction in	• peer review of assessment designs • rubric-based evaluation • checklists for validity and reliability • final assessment project • exams

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			assessment design • peer review and feedback • integration of technolog	
2.0	Skills			
2.1	Design and implement a variety of formative and summative language assessments that are rigorously aligned with educational standards and learning objectives, ensuring they accurately measure diverse language skills and promote holistic student development..	S2	• lectures and presentations • case study analysis • workshops on assessment design • group discussions • hands-on practice with assessment tools	• case study reports • presentations • quizzes/exams • peer and instructor feedback on assessment design
2.2	Critically evaluate the appropriateness and effectiveness of standardized tests and classroom assessments by applying key assessment principles, such as validity, reliability, fairness, and practicality, to ensure accurate, equitable, and meaningful measures of student learning.	S3	• lectures and presentations on key assessment principles • case study analysis of standardized and classroom assessments • group discussions and debates on assessment fairness and practicality • workshops on evaluating validity and reliability • peer review of assessment tools	• case study evaluations • presentations on assessment critiques • exams on key assessment principles

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
2.3	Implement practical strategies for assessing specific language skills, creating tailored assessment tools and techniques for each area to ensure accurate and meaningful evaluation of student performance.	S1	• lectures and presentations on language skills assessment • hands-on workshops for developing assessment tools • case study analysis of language skill assessments • group discussions on tailoring assessment techniques • peer review and feedback sessions	• creation and evaluation of language skill assessment tools • case study reports on assessment strategies • presentations of tailored assessment approaches • exams on assessment techniques
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate a commitment to equitable assessment practices that respect the diverse backgrounds and abilities of all learners, ensuring that assessments are inclusive and accessible.	V1	• lectures and presentations on equity in assessment • case study analysis of inclusive assessment practices • group discussions on accessibility and diversity in assessments • workshops on designing inclusive and accessible assessments • peer review of assessment	• Case Study Evaluations • Presentations on Inclusive Assessment Design • Exams on Equity in Assessment Principles • Peer and Instructor Feedback on Assessment Inclusivity

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			practices for inclusivity	
3.2	Cultivate a mindset of reflective practice, emphasizing the value of continuous professional growth and the ongoing refinement of assessment strategies to better meet student needs and enhance learning outcomes.	V2	• lectures and presentations on reflective practice and professional growth • group discussions on continuous improvement in assessment • workshops on self-assessment and professional development • case study analysis of evolving assessment strategies • peer feedback and reflection sessions	• reflective journals on professional growth • peer and instructor feedback on reflection and growth strategies
3.3	Lead discussions on ethical standards in assessment, highlighting the importance of integrity, transparency, and accountability in evaluating student performance fairly and equitably.	V3	• lectures and presentations on ethical standards in assessment • group discussions on integrity, transparency, and accountability • case study analysis of ethical assessment practices	• Reflective Essays on Ethical Assessment Practices Assessment • Exams on Ethical Principles in Assessment • Peer and Instructor Feedback on Ethical Evaluation

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			• workshops on fair and equitable evaluation methods • role-playing ethical scenarios in assessment	

C. Course Content:

No	List of Topics	Contact Hours
1.	Chapter 1 Assessment Concepts and Issues	6
2.	Chapter 2 Principles of Language Assessment	6
3.	Chapter 3 Designing Classroom Language Tests	6
4.	Chapter 4 Standards-Based Assessment	6
5.	Chapter 5 Standardized Testing	3
6.	Chapter 6 Assessing Listening	3
7.	Chapter 7 Assessing Speaking	3
8.	Chapter 8 Assessing Reading	3
9.	Chapter 9 Assessing Writing	3
10.	Chapter 10 Assessing Grammar and Vocabulary	3
11.	Chapter 11 Grading and Student Evaluation	3
Total		**45**

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exam	8	20
2.	Presentation	Continuous Assessment	10
3.	Case studies/Research projects	Continuous Assessment	10
4.	Assignments	Continuous assessment	20
5.	Final Exam	15	40

*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, H. D. (2018). *Language assessment: Principles and classroom practices*. Longman.
Supportive References	Bachman, L. F., & Palmer, A. S. (2010). *Language Assessment: Principles and Classroom Practices.* Pearson. Chalhoub-Deville, M., & Deville, C. (2007). *Language Testing and Assessment: An advanced resource book.* Routledge Fulcher, G., & Harding, L. (2022). *The Routledge Handbook of Language Testing.* Routledge.
Electronic Materials	KKU digital library (kku.edu.sa) Online learning tutorials for essential college skills: https://pennstatelearning.psu.edu/istudy_tutorials/testing/ Educational Assessment journal: https://www.tandfonline.com/journals/heda20 Language Testing, Assessment, and Educational Measurement Journals: https://languagetesting.info/journals/list.html
Other Learning Materials	Al-Khasawneh, F. (2020). Test taking strategies and reading comprehension of Saudi EFL learners. *Issues in Language Studies*, *9*(1), 155-165. - Funded. Huseynova, S. (2019). Assessing English Grammar Assessment and Feedback: a Case Study of King Khalid University (KKU) Students. *Arab World English Journal, Special Issue: The Dynamics of EFL in Saudi Arabia*, 44-55. https://dx.doi.org/10.24093/awej/efl1.4 Assiri, M. S., & Alodhahi, E. A. (2018). Test-taking strategies on reading comprehension tests: A review of major research themes. *Studies in English Language Teaching*, *6*(3), 207-227. https://doi.org/10.22158/selt.v6n3p207.

Mohammed, K. (2018). Training in-service teachers in test construction skills (TCS). *King Khalid University Journal of Humanities*, *27*(2).

2. Educational and Research Facilities and Equipment Required:

Items	Resources
Facilities	• Classrooms equipped with audio-visual aids to facilitate lectures and presentations. • Language labs with software for phonetic analysis, speech recognition, and forensic audio analysis. • Spaces for displaying forensic linguistic case studies, tools, and research findings. • Rooms equipped to simulate courtroom environments for mock trials and legal discourse analysis.
Technology equipment	• Projector for displaying presentations, video analyses, and case studies. • Smart Board for engaging students in collaborative analysis and case simulations. • Authorship Attribution Tools for identifying and analyzing authorship in disputed texts (e.g., JStylo). • Corpus Analysis Software such as AntConc for linguistic analysis. Speech Analysis Tools like Praat for phonetic and speech pattern analysis.
Other equipment	• Forensic linguistic software • Audio recording devices • Legal document databases

F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.
Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback.	Evaluated through analysis of exam results, project outcomes, grading

Assessment Areas/Issues	Assessor	Assessment Methods
		consistency, and student feedback.
Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.
Other	Assessed by a combination of students, faculty, program leaders, peer reviewers, and external evaluators using surveys, feedback forms, and reflective essays.	Assessed using qualitative feedback, focus groups, external reviews, and additional surveys tailored to specific concerns.

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

COUNCIL /COMMITTEE	English Department Council
REFERENCE NO.	1/5/46
DATE	October 14, 2024