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Evaluating “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ Point of View

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Abstract

The purpose of the study is to evaluate Test Design and Assessment Curriculum at ThiQar University from the perspective of Iraqi 4th Year College Students. This study highlights the perception of 4th year college students on an evaluation of English language textbook.. A sample of (150) male and female 4th year college students has been chosen in order to accomplish this purpose. To evaluate the current curriculum , the researcher used a 51-item questionnaire. To assess the questionnaire's reliability, the alpha formula was utilized. The data were analyzed using descriptive statistics. Goals, content, learning and teaching methods, teaching aids, activities, and measurement and evaluation were the six main domains covered by the questionnaire. The major conclusions indicate that the present curriculum falls short of its stated goals.

تقويم منهج “Test Design and Assessment” من وجهة نظر طلبة الكلية

في المرحلة الرابعة

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قسم اللغة الإنكليزية - كلية التربية للعلوم الإنسانية - جامعة ذي قار

كلمات مفتاحية: تقويم ، طلبة المرحلة الرابعة ، تقويم منهج

الغرض من هذه الدراسة هو تقييم تصميم الاختبارات وتقييم المناهج الدراسية في جامعة ذي قار من وجهة نظر طلاب الكلية العراقية في السنة الرابعة. تسلط هذه الدراسة الضوء على تصورات طلاب السنة الرابعة جامعيين حول تقويم كتاب اللغة الإنجليزية. وقد تم اختيار عينة مكونة من (150) طالبا وطالبة من طلاب السنة الرابعة جامعية لتحقيق هذا الهدف. ولتقييم المنهج الحالي استخدم الباحث استبانة مكونة من 51 فقرة. ولتقييم ثبات الاستبيان تم استخدام صيغة ألفا. وقد تم تحليل البيانات باستخدام الإحصاء الوصفي. وكانت الأهداف والمحتوى وأساليب التعلم والتدريس والوسائل التعليمية والأنشطة والقياس والتقييم هي المجالات الستة الرئيسية التي شملها الاستبيان. وتشير الاستنتاجات الرئيسية إلى أن المنهج الحالي لا يحقق أهدافه المعلنة.

INTRODUCTION

Evaluation is a necessary part of educational advancement.. Any nation's educational system must incorporate curriculum evaluation since it forms the basis for choices about curricular policies, feedback on ongoing curriculum revisions, and implementation procedures.

In any educational context, evaluation is a crucial factor. Teachers have always been curious about what their pupils have learned. Additionally, both the public and private sectors are interested in knowing precisely what pupils are capable of, and administrators, teachers, and students all collaborate to achieve educational objectives (Farhady et al., 2019).A crucial stage of curriculum creation is curriculum evaluation. A faculty can determine whether a curriculum is serving its objective and whether students are truly learning through evaluation.

The evaluation of curricula serves vital purposes. As learners' learning outcomes are measured and evaluated, their progress is shown together with their standing among their peers. Identifying the value of the curriculum is a key component of the evaluation. The objectives' suitability, the degree to which the curriculum is carried out as intended, the curriculum's suitability for students, the learning process, the suitability of the content, and the suitability of the teaching materials are all altered with evaluation. Making a determination regarding the worth of all administrative rules and procedures is evaluation's third crucial role (Saylor et al., 1981).

Evaluating and adopting or adapting English language curriculum in Iraqi universities provide many advantages : Clear outcomes that reflect a national level of expectation, well-developed resources for teaching and evaluating the curricula that better support teachers and students, and common assessment strategies that offer an accountability framework are all provided. These factors enable educators to make well-informed decisions about the efficacy of the study programs. (Project for Developing and Updating English Language Curricula at Iraqi Universities, 2016, P.2)

To create an acceptable evaluation , Fitzpatrick, Sanders, and Worthen (2004) proposed that here should be criteria for judging quality and for deciding whether those criteria should be relative or absolute. The aims, goals, materials, teaching-learning processes, teaching activities, and evaluation framework should all be taken into account when determining if a curriculum is adequate and appropriate..

Curriculum evaluation is thought to be essential for directing educational sciences specialists in the field of curriculum development. Furthermore, this study is expected to provide vital insights to academics interested in curriculum development in Iraq, such as an overview of themes of interest and research methodology. To bridge the gap , the present study is an attempt to evaluate “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ Point of View

2. Literature Review

2.1 Evaluation

There are many different definitions for evaluation. Evaluation is the process of defining, gathering, and giving meaningful information for judging decision alternatives, according to Stufflebeam, et al. (1971). A second widely used definition of evaluation is the assessment of the consistency between performance and goals. Other definitions simply classify evaluation as professional judgment or a method that enables one to decide whether a measure is worthwhile or valuable. Banks et al., (1988 p. 489-490) argues that evaluation is a technical aspect of instruction, a part of teaching learning process that gives continuous feedback of data to keep the system in adjustment.

2.2 Curriculum Evaluation: Concept and Definition

The curriculum is a collection of plans and arrangements relating to the objectives, subject matter, and instructional materials, as well as the approaches used as guidelines for the execution of learning activities in order to meet certain educational goals. Thornbury, 2000, page 2. According to Goodson (1994, p. 111), curriculum is a multifaceted concept that is created, negotiated, and renegotiated at various levels and in various settings..

The word curriculum evaluation describes the process of acquiring information from which the worth and effectiveness of a particular program may be assessed. Making those judgments is obviously necessary in order to decide whether to preserve the program as is, make changes to it, or stop it entirely (Hussein et al., 2011).In general, curriculum evaluation is important for developing, implementing, and maintaining curricula. Ideally, evaluation establishes the worth of a certain activity or program, as well as the extent to which it aids students in meeting standards(Frechting,2008 p.104).There are four major

decision-making processes that go into curriculum evaluation: Some of their work is useful as a framework for investigating curriculum evaluation. These varieties provide the option of:

1. Selecting the objectives to pursue.
2. Creating processes, including the people, processes, and tools to be employed.
3. Executing procedure, like choosing whether to maintain utilizing, modify, or discard a procedural plan.
4. Results, including the manner in which and by whom the goals are accomplished(Hussein et al.,2011).

2.3 Aims of Curriculum Evaluation

If the program's success is to be determined, evaluation is required. Several parts of the program must be evaluated, including the acceptability of each component, the sequencing, and the input-process-output. Evaluation has multiple functions. These are the main objectives of curriculum evaluation, in brief:

To ascertain a program's results; To assist in selecting whether to accept or reject a program;

c) To determine whether the course's content needs to be revised; d) To assist in the further development of the curriculum materials for ongoing improvement.

According to (Finney, 2002, p. 70) The evaluation of curricula fulfills important functions. Learning outcomes are monitored and evaluated in order to gauge a student's development and place in the class. Determining the value of the curriculum is a crucial aspect of the evaluation. With evaluation, the objectives' suitability, the curriculum's effectiveness, the curriculum's suitability for students, the learning process, the suitability of the content, and the teaching materials are all revised. To express a judgment on the value of all administrative regulations and procedures is the third crucial responsibility of evaluation.

2.4 Qualities of an effective Curriculum

A strong curriculum is essential for engaging instruction, and a "good" course may contain the following:

1. draws numerous students
2. pleases the students
3. appeases the instructors; 4. appeases the sponsors
5. enables students to do well in external tests
6. leads to significant learning
7. uses cutting-edge understanding of language teaching and learning
8. is highly respected by the local or global community
9. adheres to well recognized standards for curricular design (Nation & Macalister, 2010, p. 11)

2.5 Test Design and Assessment Curriculum : General overview

Course Description :

Desired Learning Objectives :

Because testing is more than just a technical endeavor, it is also an ethical one, this course is intended for teacher-students. This course focuses on defining, outlining, and evaluating testing and evaluation methods for English language learners. This course emphasizes theoretical and practical approaches for planning and grading students in a communicative way while presenting authentic content.

By the end of this course , students can

1. gain the information, abilities, and attitudes required for creating effective language tests by the end of the course.
2. List the fundamental guidelines for language assessment.
3. Demonstrate to aspiring English instructors how to create a variety of exams and test items and how to choose those that are most appropriate for their unique needs.

4. Provide adequate practice in the various procedures for creating a variety of helpful test items.

5. Gaining a deeper understanding of the principles and methods used in evaluating and instructing English as a foreign language. (English Language Curriculum Development and Updating Project in Iraqi Universities, 2016, p. 70.)

3. Methodology

3.1 Population and Sample

This research is designed by using descriptive research model. The population of the present study includes(250)Iraqi EFL 4th year university students at the department of English language in the university of ThiQar \ morning studies who are studying during the academic year 2022-2023. The sample of the present study involves (150) students .

3.2 Data Collection Instrumentation

Using a questionnaire adapted from Nation & Macalister, J. 2010, Alharbi, 2019, and Ahin 2020, the researchers examined the textbook in order to evaluate it. Some criteria for goals, content teaching and learning techniques, activities, assessment, and evaluation are included in the evaluation questionnaire.

According to Richards and Schmidtt (2002, p. 196-7), face validity describes how well a test appears to measure the information or skills it claims to measure.

By submitting the questionnaire to a panel of TEFL specialists and asking them to assess its applicability, face validity has been verified. The experts thus concurred on the questionnaire's validity with 80% agreement .

According to Hopkins (1989, p. 80), reliability is the stability and consistency of the assessment of test scores. The Alpha-Cronbach Formula was used to calculate the reliability coefficient. Using the aforementioned formula, data have been computed. It was discovered that the dependability coefficient was 0.84. According to Lehmmen and Mehrens (1991, p. 255), it is deemed appropriate.

4. Results & Conclusions

4.1 Results

To achieve the this objective, which states (Evaluating “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ Point of View), the frequencies of each domain were calculated and for each items of the

questionnaire, and then the weighted means and percentage weights were calculated and arranged according to their values from the most used to the least used . The researcher calculated the frequencies of the Evaluate “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ Point of View academic year 2022 – 2023 to the questionnaire that was prepared in the current research and according to all of its Sixth fields :To a Strongly Agree extent if the mean ranges between (4.001 - 5.000) with a weight percentile ranging between (81% - 100%).

- To a Agree extent if the mean ranges between (3.001 - 4.000) with a weight percentile ranging between (61% - 80%).
- To a Partially Agree extent if the mean ranges between (2.001 - 3.000) with a weight percentile ranging between (41% - 60%).
- To a Disagree extent if the mean ranges between (1.001 - 2.000) with a weight percentile ranging between (21% - 40%).
- To a Strongly Disagree extent if the arithmetic mean ranges between (0.000 - 1.000) with a weight percentile ranging between (0% - 20%), and the table (4-1) shows that .

Table (4-1)

The results of the chi-square test for Evaluate “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ Point of View academic year 2022 – 2023 according to the questionnaire domain

No.	Domain	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile	Rank order
Second	C. The language of the book	15	-	10	30	70	1.880	38%	1
sixth	Measurement & Evaluation	5	-	90	185	230	1.755	35%	2.5
First	Goals	15	60	135	355	610	1.736	35%	2.5
Second	A. Content selection	20	5	15	285	325	1.631	33%	4
	B. Organizing the content	-	20	5	160	190	1.613	32%	5

Third	Teaching and learning methods	15	-	25	165	295	1.550	31%	6
Fourth	Teaching aids	5	0	20	255	345	1.504	30%	7.5
Fifth	Activities	10	-	-	105	185	1.483	30%	7.5

Figure (4-1) shows the frequencies of Evaluate “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ according to the questionnaire.

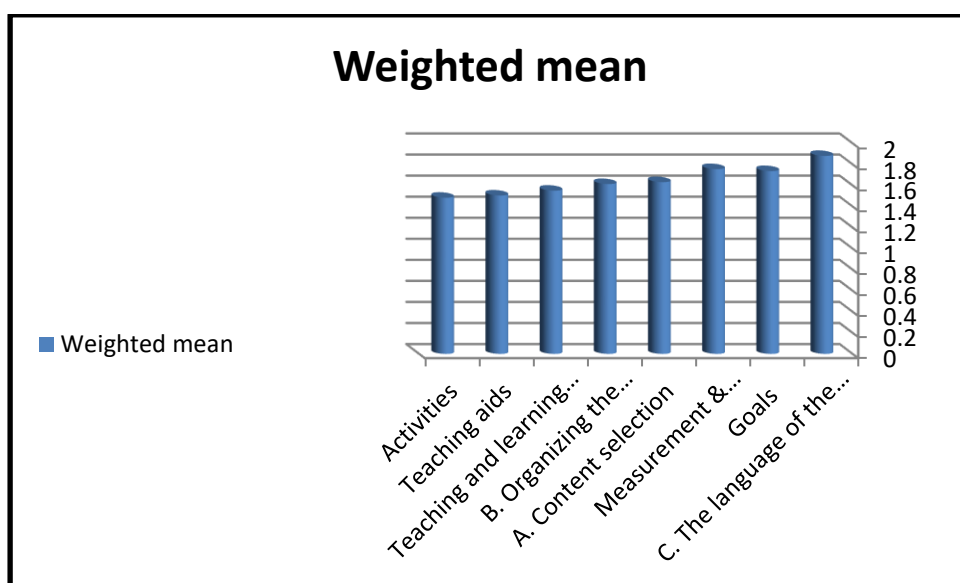


Figure (4-1) shows the frequencies of Evaluate “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ according to the questionnaire.

The following can be seen from table (4-1):

1. The Second domain , C. The language of the book : The weighted average for this domain was (1.880) with a weight percentile of (38%), And ranked first among the areas of the questionnaire, which indicates that is the Second domain , C. The language of the book , according to the questionnaire to a disagree extent.
2. The sixth domain , Measurement & Evaluation : The weighted average for this domain was (1.755) with a weight percentile of (35%) And ranked second and half among the domains of the questionnaire, which indicates that is the sixth domain , Measurement & Evaluation , according to the questionnaire to a disagree extent.
3. The first domain , Goals : The weighted average for this domain was (1.736) with a weight percentile of (35%), And ranked second and half among the

domains of the questionnaire, which indicates that is the first domain , Goals , according to the questionnaire to a disagree extent.

4. The second domain , A. Content selection : The weighted average for this domain was (1.631) with a weight percentile of (33%), And ranked second and half among the domains of the questionnaire, which indicates that is the second domain , A. Content selection , according to the questionnaire to a disagree extent.

5. The second domain , B. Organizing the content : The weighted average for this domain was (1.613) with a weight percentile of (32%), And ranked fourth among the domains of the questionnaire, which indicates that is the second domain , B. Organizing the content, according to the questionnaire to a disagree extent.

6. The third domain , Teaching and learning methods : The weighted average for this domain was (1.550) with a weight percentile of (31%), And ranked fourth among the domains of the questionnaire, which indicates that is the sixth domain , Teaching and learning methods , according to the questionnaire to a disagree extent.

7. The Fourth domain , Teaching aids : The weighted average for this domain was (1.504) with a weight percentile of (30%), And ranked seventh and half among the domains of the questionnaire to a disagree extent.

8. The fifth domain , Activities : The weighted average for this skill was (1.483) with a weight percentile of (30%), And ranked seventh and half among the domains of the questionnaire to a disagree extent.

To achieve the objective, which states (Evaluate “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ Point of View) for each items in a questionnaire , the frequencies of each items of the questionnaire, and then the weighted means and percentage weights were calculated and arranged according to their values from the most used to the least used , and Table (4-2) show this.

Table (4-2)

weighted means and percentage weights were calculated to Evaluate “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ Point of View for each items in a questionnaire

1. Goals

No.	Item	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile	Rank order
1	The general objectives of the curricula relate to the general objectives of education.	10	15	15	60	25	2.400	48%	1
3	The general objectives of the curricula relate to the general objectives of the academic subjects.	-	-	30	55	65	2.120	42%	2.5
7	realism of the goals and the possibility of achieving them.	-	10	10	60	70	2.080	42%	2.5
2	The general objectives of the curricula relate to the objectives of the educational stage.	-	-	40	25	60	1.840	37%	4
4	The specific objectives of these curricula derive from their general objectives.	-	10	10	40	65	1.720	34%	5.5
8	the goals cover aspects of knowledge, skill and	5	10	5	25	80	1.680	34%	5.5

	emotional experience.								
6	clarity and formulation of objectives.	-	-	20	35	70	1.600	32%	7
5	consistency between the objectives and the level of maturity of the students.	-	10	-	35	80	1.520	30%	8
9	The interest of the objectives in all aspects of the student's development.	-	5	5	20	95	1.360	27%	9

Figure (4-2) shows the frequencies of Evaluate “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ according to the questionnaire (Goals)

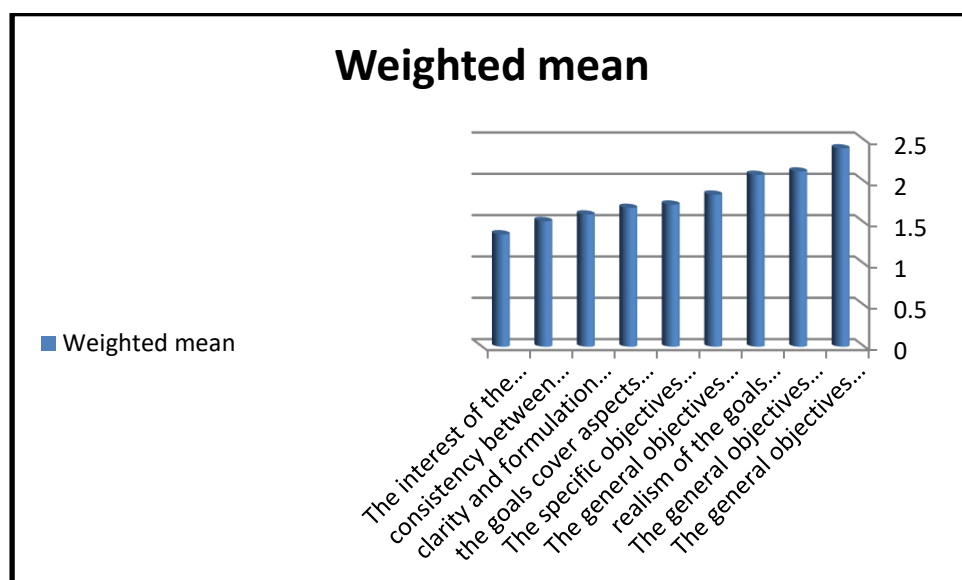


Figure (4-2) shows the frequencies of Evaluate “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ according to the questionnaire (Goals)

The following can be seen from the table for the items related to the domain **(Goals)**:

* The item (The general objectives of the curricula relate to the general objectives of education) The weighted average for this skill was (2.400) with a weight percentile of (48%), and ranked first among the items of the questionnaire to a Partially Agree extent.

* The item (The general objectives of the curricula relate to the general objectives of the academic subjects) The weighted average for this skill was (2.400) with a weight percentile of (42%), and ranked second and half among the items of the questionnaire to a Partially Agree extent.

* The item (realism of the goals and the possibility of achieving them) The weighted average for this skill was (2.080) with a weight percentile of (42%), and ranked second and half among the items of the questionnaire to a Partially Agree extent.

* The item (The general objectives of the curricula relate to the objectives of the educational stage) The weighted average for this skill was (1.840) with a weight percentile of (37%), and ranked fourth among the items of the questionnaire to a disagree extent.

* The item (The specific objectives of these curricula derive from their general objectives) The weighted average for this skill was (1.720) with a weight percentile of (34%), and ranked fifth and half among the items of the questionnaire to a disagree extent.

* The item (The goals cover aspects of knowledge, skill and emotional experience) The weighted average for this skill was (1.680) with a weight percentile of (34%), and ranked fifth and half among the items of the questionnaire to a disagree extent.

* The item (Clarity and formulation of objectives) The weighted average for this skill was (1.600) with a weight percentile of (32%), and ranked seventh among the items of the questionnaire to a disagree extent.

* The item (Consistency between the objectives and the level of maturity of the students) The weighted average for this skill was (1.520) with a weight percentile of (30%), and ranked eighth among the items of the questionnaire to a disagree extent.

* The item (The interest of the objectives in all aspects of the student's development) The weighted average for this skill was (1.360) with a weight

percentile of (27%), and ranked ninth among the items of the questionnaire to a disagree extent.

2.Content

A. Content selection:

No.	Item	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile	Rank order
11	The content is related to the desired objectives.	10	-	-	55	60	1.760	35%	1.5
14	Extent of validity and evidence.	-	5	10	60	50	1.760	35%	1.5
13	The appropriateness of the content to the level of the student	5	-	-	50	70	1.560	31%	3
16	student's tendencies and needs are taken into consideration	-	-	-	55	70	1.440	29%	4
12	The content relates to the cultural reality.	5	-	5	20	95	1.400	28%	5
15	a balance is observed between comprehensiveness and depth	-	-	-	45	80	1.360	27%	6

Figure (4-3) shows the frequencies of Evaluate “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ according to the questionnaire (A. Content selection)

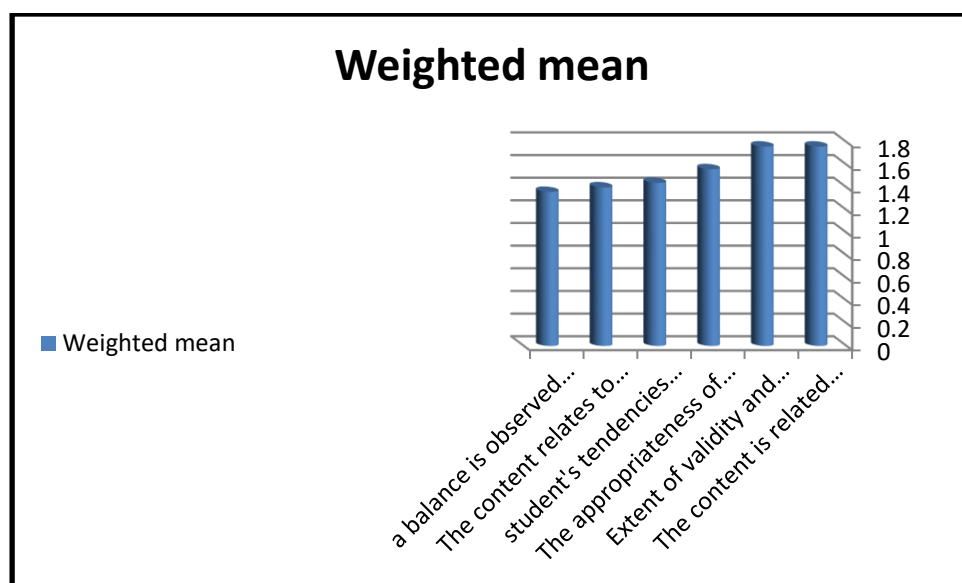


Figure (4-3) shows the frequencies of Evaluate “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ according to the questionnaire (A. Content selection)

The following can be seen from the table for the items related to the domain (A. Content selection):

* The item (The content is related to the desired objectives) The weighted average for this skill was (1.760) with a weight percentile of (35%), and ranked first and half among the items of the questionnaire to a disagree extent.

* The item (Extent of validity and evidence) The weighted average for this skill was (1.760) with a weight percentile of (35%), and ranked first and half among the items of the questionnaire to a disagree extent.

* The item (Extent of validity and evidence) The weighted average for this skill was (1.560) with a weight percentile of (31%), and ranked third among the items of the questionnaire to a disagree extent.

* The item (Student's tendencies and needs are taken into consideration) The weighted average for this skill was (1.440) with a weight percentile of (29%), and ranked fourth among the items of the questionnaire to a disagree extent.

* The item (The content relates to the cultural reality) The weighted average for this skill was (1.400) with a weight percentile of (28%), and ranked fifth among the items of the questionnaire to a disagree extent.

* The item (A balance is observed between comprehensiveness and depth) The weighted average for this skill was (1.360) with a weight percentile of (27%), and ranked sixth and half among the items of the questionnaire to a disagree extent.

B. Organizing the content:

No.	Item	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile	Rank order
18	A balance is observed between the logical and psychological arrangement.	-	15	-	60	50	1.840	37%	1
17	the organization takes into account the topics.	-	5	5	40	75	1.520	30%	2.5
19	flexibility is taken into account in organizing content.	-	-	-	60	65	1.480	30%	2.5

Figure (4-4) shows the frequencies of Evaluate “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ according to the questionnaire (B. Organizing the content)

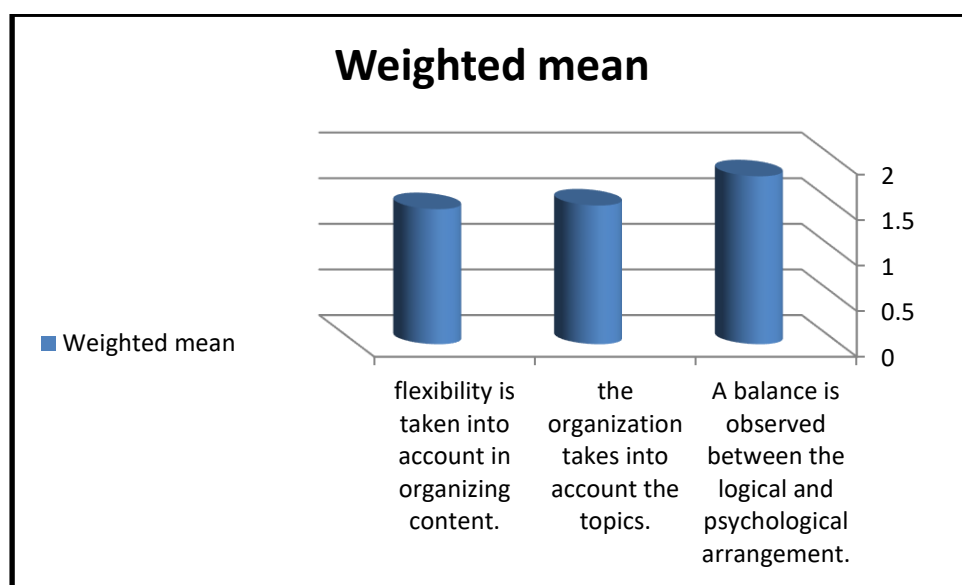


Figure (4-4) shows the frequencies of Evaluate “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ according to the questionnaire (B. Organizing the content)

The following can be seen from the table for the items related to the domain (B. Organizing the content):

* The item (A balance is observed between the logical and psychological arrangement) The weighted average for this skill was (1.840) with a weight percentile of (37%), and ranked first and half among the items of the questionnaire to a disagree extent.

* The item (The organization takes into account the topics) The weighted average for this skill was (1.520) with a weight percentile of (30%), and ranked second and half among the items of the questionnaire to a disagree extent.

* The item (Flexibility is taken into account in organizing content) The weighted average for this skill was (1.480) with a weight percentile of (30%), and ranked second and half among the items of the questionnaire to a disagree extent.

C- The language of the book:

No.	Item	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile	Rank order
20	the language of the book is adequate.	15	-	10	30	70	1.880	38%	1

The following can be seen from the table for the items related to the domain (B. Organizing the content):

* The item (The language of the book is adequate) The weighted average for this skill was (1.880) with a weight percentile of (38%), and ranked first and half among the items of the questionnaire to a disagree extent.

Third: teaching and learning methods:

The extent to which teaching and learning observe the following educational conditions:

No.	Item	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile	Rank order
24	The link between methods of teaching, learning and assessment.	10	-	-	45	70	1.680	34%	1
22	closely related to the content.	5	-	5	45	70	1.600	32%	2
21	Consistent with the desired educational goals.	-	-	15	40	70	1.560	31%	3
23	It includes the use of appropriate teaching aids.	-	-	5	35	85	1.360	27%	4

Figure (4-5) shows the frequencies of Evaluate “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ according to the questionnaire (teaching and learning methods)

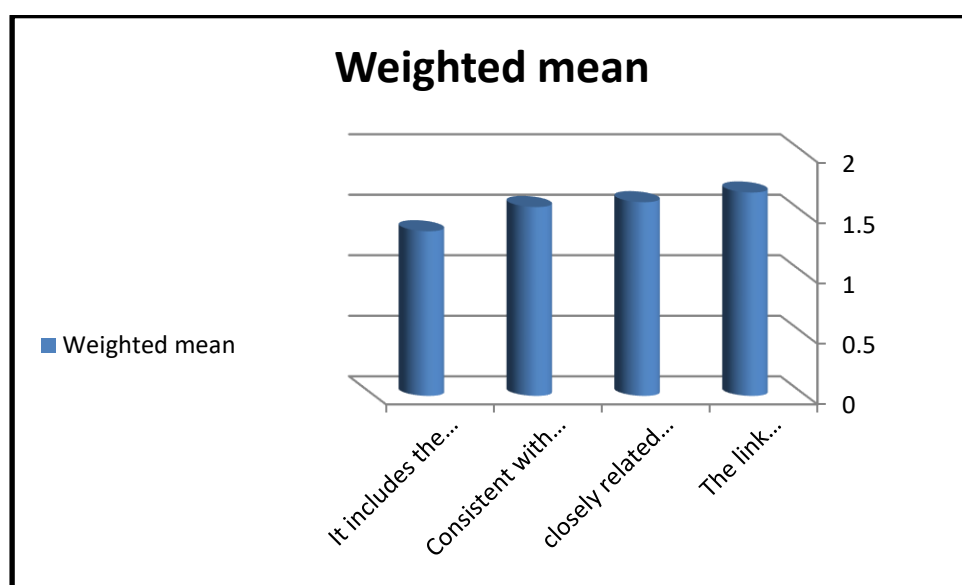


Figure (4-5) shows the frequencies of Evaluate “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ according to the questionnaire (teaching and learning methods)

The following can be seen from the table for the items related to the domain (teaching and learning methods):

* The item (The link between methods of teaching, learning and assessment) The weighted average for this skill was (1.680) with a weight percentile of (34%), and ranked first among the items of the questionnaire to a disagree extent.

* The item (Closely related to the content) The weighted average for this skill was (1.600) with a weight percentile of (32%), and ranked second among the items of the questionnaire to a disagree extent.

* The item (Consistent with the desired educational goals) The weighted average for this skill was (1.560) with a weight percentile of (31%), and ranked third among the items of the questionnaire to a disagree extent.

* The item (It includes the use of appropriate teaching aids) The weighted average for this skill was (1.360) with a weight percentile of (27%), and ranked fourth among the items of the questionnaire to a disagree extent.

Fourth: Teaching aids:

The extent to which educational means observe the following educational conditions:

No.	Item	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile	Rank order
28	help learners to connect the learning experience in the classroom to their own life outside the course.	-	-	-	80	45	1.640	33%	1
29	Appropriate for the student's level	-	-	20	35	70	1.600	32%	2
27	Availability of teaching aids .	5	-	-	50	70	1.560	31%	3

25	Achieving the goal for which it is set.	-	-	-	45	80	1.360	27%	4.5
26	Appropriateness of the content	-	-	-	45	80	1.360	27%	4.5

Figure (4-5) shows the frequencies of Evaluate “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ according to the questionnaire (Teaching aids)

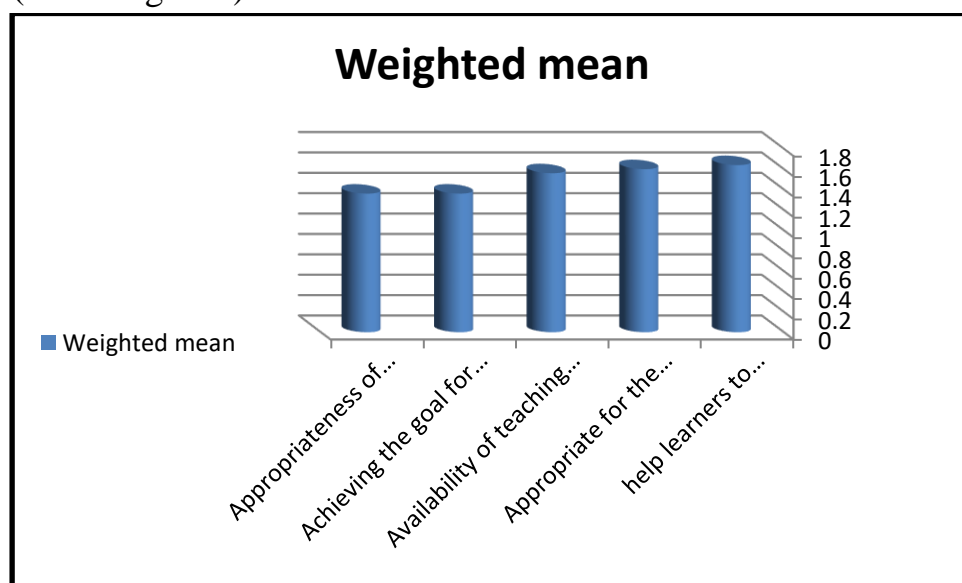


Figure (4-5) shows the frequencies of Evaluate “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ according to the questionnaire (Teaching aids)

The following can be seen from the table for the items related to the domain (Teaching aids):

* The item (help learners to connect the learning experience in the classroom to their own life outside the course) The weighted average for this skill was (1.640) with a weight percentile of (33%), and ranked first among the items of the questionnaire to a disagree extent.

* The item (Appropriate for the student's level) The weighted average for this skill was (1.600) with a weight percentile of (32%), and ranked second among the items of the questionnaire to a disagree extent.

* The item (Availability of teaching aids) The weighted average for this skill was (1.560) with a weight percentile of (31%), and ranked third among the items of the questionnaire to a disagree extent.

* The item (Achieving the goal for which it is set) Achieving the goal for which it is set) The weighted average for this skill was (1.360) with a weight percentile of (27%), and ranked fourth and half among the items of the questionnaire to a disagree extent.

* The item (Appropriateness of the content) The weighted average for this skill was (1.360) with a weight percentile of (27%), and ranked fourth and half among the items of the questionnaire to a disagree extent.

Fifth: Activities:

The extent to which educational activities observe the following educational conditions:

No.	Item	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile	Rank order
30	The link between the activity and the learner.	10	-	15	50	50	1.960	39%	1
31	The appropriateness of the activity to the level of maturity of the student Diversity to meet individual differences.	5	10	10	40	60	1.880	38%	2
29	The link between the activity and other elements of the curriculum.	-	10	15	25	75	1.680	34%	3

Figure (4-6) shows the frequencies of Evaluate “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ according to the questionnaire (Activities)

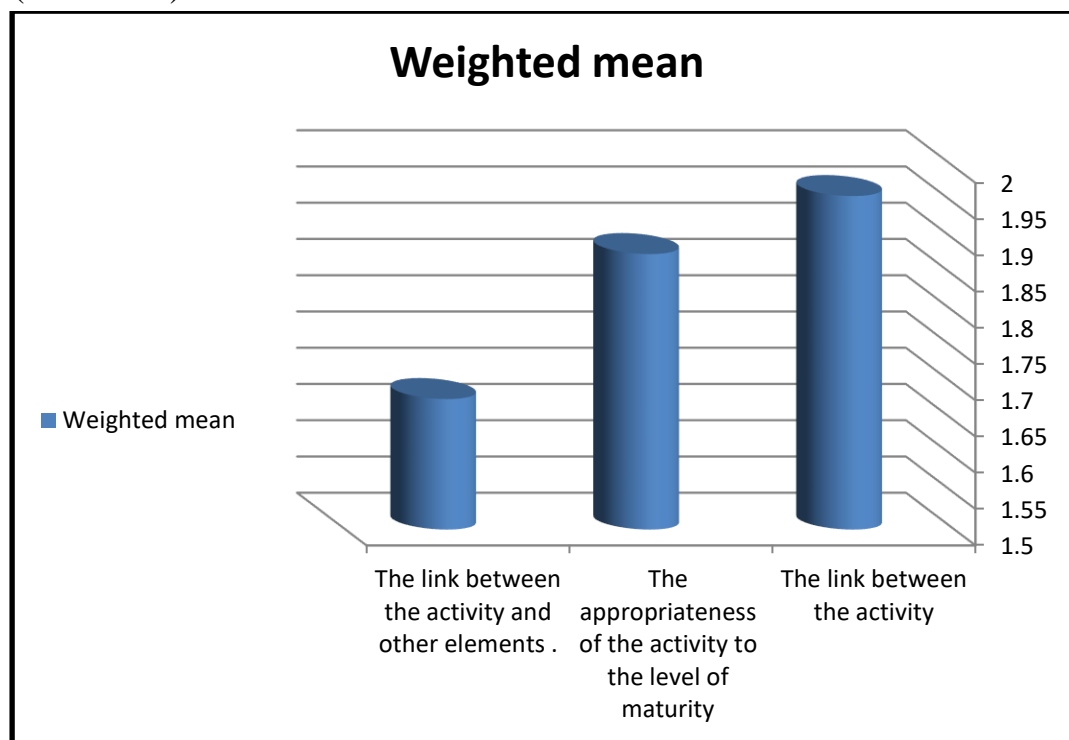


Figure (4-6) shows the frequencies of Evaluate “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ according to the questionnaire (Activities)

The following can be seen from the table for the items related to the domain (Teaching aids):

- * The item (The link between the activity and the learner) The weighted average for this skill was (1.960) with a weight percentile of (39%), and ranked first among the items of the questionnaire to a disagree extent.
- * The item (The appropriateness of the activity to the level of maturity of the student Diversity to meet individual differences) The weighted average for this skill was (1.880) with a weight percentile of (38%), and ranked second among the items of the questionnaire to a disagree extent.
- * The item (The link between the activity and other elements of the curriculum) The weighted average for this skill was (1.680) with a weight percentile of (34%), and ranked third among the items of the questionnaire to a disagree extent.

Sixth : Measurement & Evaluation

No.	Item	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile	Rank order
32	Shows comprehensiveness.	-	-	60	30	35	2.200	44%	1
33	recognizes the learning differences among students.	-	-	15	55	65	1.760	35%	2
35	consistent with objectives of the curriculum.	5	-	5	55	60	1.680	34%	3
34	Shows the learners that they are learning to do what they want to do.	-	-	10	45	70	1.520	30%	4

Figure (4-6) shows the frequencies of Evaluate “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ according to the questionnaire (Measurement & Evaluation)

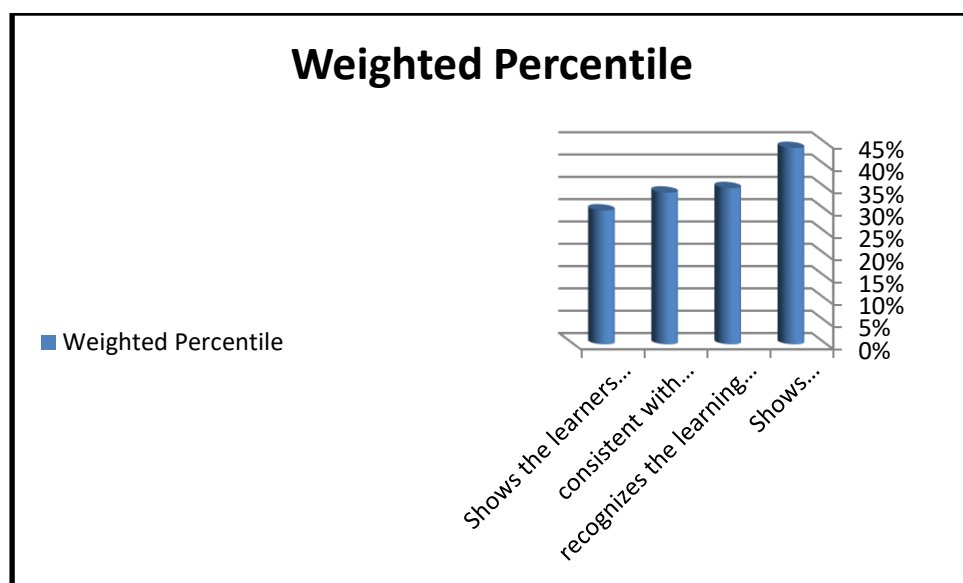


Figure (4-6) shows the frequencies of Evaluating Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ according to the questionnaire (Measurement & Evaluation)

4.2 Conclusions :

In general, the findings show that Iraqi EFL 4th year college students are not satisfied with the current curriculum for a variety of reasons, including the fact that the course book does not represent the learners' expectations and they do not meet their needs in the teaching process, the content is not enjoyable and instructive, the content does not relate to the desired objectives and it is not suited to the level of the students ,there is no balance observed between comprehensiveness and depth , students tendencies towards content selection were not taken into account and flexibility was not taken into consideration in content organization .

Regarding the curriculum's general objectives, there is no correlation between them and the students' maturity level. Additionally, the curriculum's teaching and learning methods did not align with the objectives, tools, or methods of assessment. Additionally, it fails to take into account the unique variances among students. In conclusion, the current curriculum falls short of its intended objectives.

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Appendix(1)

Questionnaire is adopted From (Nation & Macalister, J. 2010 , Alharbi,2019. Şahin 2020)to evaluate “Test Design and Assessment” Curriculum from Iraqi 4th Year College Students’ Point of View

1. Goals

No.	Item	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree
1	The general objectives of the curricula relate to the general objectives of education.					
2	The general objectives of the curricula relate to the objectives of the educational stage.					

3	The general objectives of the curricula relate to the general objectives of the academic subjects.					
4	The specific objectives of these curricula derive from their general objectives.					
6	consistency between the objectives and the level of maturity of the students.					
7	clarity and formulation of objectives.					
8	Realism of the goals and the possibility of achieving them.					
9	the goals cover aspects of knowledge, skill and emotional experience.					
10	The interest of the objectives in all aspects of the student's development.					

2.Content

A. Content selection:

11	The content is related to the desired objectives.					
12	The content relates to the cultural reality.					

13	The appropriateness of the content to the level of the student					
14	Extent of validity and evidence.					
15	a balance is observed between comprehensiveness and depth					
16	student's tendencies and needs are taken into consideration					

B. Organizing the content:

17	the organization takes into account the topics.					
18	A balance is observed between the logical and psychological arrangement.					
19	flexibility is taken into account in organizing content.					

C- The language of the book:

20	the language of the book is adequate.					
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Third: teaching and learning methods:

The extent to which teaching and learning observe the following educational conditions:

21	Consistent with the desired educational goals.					
22	closely related to the content.					
23	It includes the use of appropriate teaching aids.					
24	The link between methods of teaching, learning and assessment.					

Fourth: Teaching aids:

The extent to which educational means observe the following educational conditions:

25	Achieving the goal for which it is set.					
26	Appropriateness of the content					
27	Availability of teaching aids .					
28	help learners to connect the learning experience in the classroom to their own life outside the course.					
29	Appropriate for the student's level					

Fifth: Activities:

The extent to which educational activities observe the following educational conditions:

29	The link between the activity and other elements of the curriculum.					
30	The link between the activity and the learner.					
31	The appropriateness of the activity to the level of maturity of the student Diversity to meet individual differences.					

Sixth : Measurement & Evaluation

32	Shows comprehensiveness.					
33	recognizes the learning differences among students.					
34	Shows the learners that they are learning to do what they want to do.					
35	consistent with objectives of the curriculum.					