

Course Description Form

1. Course Title:	
Measurement & Evaluation	
2. Course Code	
MJ-14-SW	
3. Semester/Year	
Semester One / Phase Four / 2025-2026	
4. Date this description was prepared	
8/8/2025	
5. Available Forms of Attendance	
Morning , evening	
6. Number of Hours (Total) / Number of Credits (Total)	
30	
7. Course administrator name (if more than one name mentioned)	
Eng. Abbas Adnan Kamel Email :	
8. Course Objectives	
	- Spreading the culture of developing student evaluation systems. - Raising awareness of the importance of evaluation in all aspects of the student's personality (cognitive, emotional, and skillful). - Preparing questionnaires and opinion polls to evaluate the student's professor, course, and exam. - Training students to perform course evaluations. - Training faculty members and assistant staff on the development and administration of the test. - Introduce students to how to perform and evaluate practical tests. - Prepare the note card for oral and practical tests.

	- Measuring the impact of continuous evaluation on the target groups and the extent to which learning outcomes are achieved. - Training faculty members on self-assessment. Prepare a guide for the students' calendar.
9. Teaching and Learning Strategies	
A. Cognitive Objectives 1- Remembering: - It is a time of reflection in which the student can remember certain rules or retrieve certain information from his memory. - When a student is faced with a question, he thinks about solving it, and this is the situation we are talking about, which is information retrieval, and memory search, such as the student mentioning what are the rules necessary to do a photoconstructive process, for example. 2- Understanding: - It is the second stage in which the learner activates each part of his brain so that he can understand what is meant by the question. 3- Application: - Application is the most important stage of knowledge in which the student remedies everything he has learned, harnesses it, and applies it to the question in front of him so that he can deduce the final solution to the calculation process or the question he has. 4- Analysis:	Strategy

- Analysis is also one of the most important molecules in cognitive skills, analysis is the stage in which the learner can interpret a certain text or divide the question or information he has, so that he can solve it and reach a correct ideal result. 5- Installation: - Composition is the stage in which the learner reaches his ability to combine some parts of a text or a specific question with each other so that he can interpret and think about them, and then reach a specific and correct solution to them. 6- Evaluation: The evaluation stage is one of the most important stages of cognitive abilities, in which the learner is able to form a certain idea, or know the criteria that came up with the idea of solving the question or derive the answers necessary to solve it, for example, the student would say his opinion on a certain thing in his own style.					
10. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Formative Assessment: This type of assessment occurs during the learning process, acting as a guiding compass to ensure learners stay on track. It involves continuous feedback, monitoring, and adjustments to improve the learning experience as it unfolds. Concluding	There is no optimal method of teaching, but the variety of teaching methods is related to the nature of the study material as well as the age stage (the method of lecturing, the method of discussion,	A brief overview of the development of the concept of measurement, evaluation and testing	I. Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession. II. Document evidence of student learning, based on the actual outcomes they have	2	1

Assessment: It occurs at the end of a learning program or training initiative. It focuses on evaluating effectiveness and outcomes in general, allowing us to measure the extent to which learning objectives have been achieved. Impact assessment: This assessment is minimized to examine the long-term effects and real-world application of the knowledge gained. It delves into the question, "Have our efforts made a tangible difference in the lives of learners?"	the method of brainstorming, the method of question and answer, and effective teaching).		achieved, for accreditation and accountability purposes. III. Ensure that students communicate expectations clearly and that they understand them. IV. Allow the college to improve program effectiveness based on the student's actual achievement. V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students. Emphasize current institutional priorities for teaching and learning.		
Formative Assessment: This type of assessment occurs during the learning process, acting as a guiding compass to ensure learning.	There is no optimal method of teaching, but the variety of teaching methods is related to the nature of the study material as well as the age stage (the method).	The Importance of Measurement and Evaluation in the Educational Process	I. Ensure that students learn the most important skills, ideas, perspectives, and values related to the	2	2

stay on track involves continuous ,feedback monitoring, adjustments improve the learning experience as unfolds. Concluding Assessment: occurs at the end of a learning program or training initiative. It focuses on evaluating effectiveness and outcomes, in general allowing us to measure the extent to which learning objectives have been achieved	of lecturing, the method of discussion, the method of brainstorming, method of question and answer, and effective teaching).		discipline or profession. II. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes. III. Ensure that students communicate expectations clearly and that they understand them. IV. Allow the college to improve program effectiveness based on the student's actual achievement. V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students. Emphasize current institutional priorities for teaching and learning.		
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Impact assessment This assessment minimized to examine the long-term effects and relevance to the world application of the knowledge gained. It delves into the question, "Have our efforts made a tangible difference in the lives of learners?"	There is no optimal method of teaching, but the variety of teaching methods is related to the nature of the study material as well as the age stage (the method of lecturing, the method of discussion, the method of brainstorming, method of question and answer, and effective teaching).	The relationship between the calendar and the curriculum, the types of the calendar	I. Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession. II. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes. III. Ensure that students communicate expectations clearly and that they understand them. IV. Allow the college to improve program effectiveness based on the student's actual achievement. V. Highlight the quality of the program, make graduates desirable to employers and the program is	2	3
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			attractive to new students. Emphasize current institutional priorities for teaching and learning.		
Formative Assessment: This type of assessment occurs during the learning process, acting as a guiding compass to ensure learners stay on track. It involves continuous feedback, monitoring, and adjustments to improve the learning experience as it unfolds. Concluding Assessment: This occurs at the end of a learning program or training initiative. It focuses on evaluating effectiveness and outcomes, in general, allowing us to measure the extent to which learning objectives have been achieved.	There is no optimal method of teaching, but there is a variety of teaching methods. The method used is related to the nature of the study material as well as the age stage (the method of lecturing, the method of discussion, the method of brainstorming, the method of question and answer, and effective teaching).	Planning and preparation for the achievement test	I. Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession. II. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes. III. Ensure that students communicate expectations clearly and that they understand them. IV. Allow the college to improve program effectiveness based on the student's actual achievement.	2	4

			V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students. Emphasize current institutional priorities for teaching and learning.		
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			IV. Allow the college to improve program effectiveness based on the student's actual achievement. V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students. Emphasize current institutional priorities for teaching and learning.		
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learning objectives have been achieved.			III. Ensure that students communicate expectations clearly and that they understand them. IV. Allow the college to improve program effectiveness based on the student's actual achievement. V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students. Emphasize current institutional priorities for teaching and learning.		
Impact assessment This assessment minimized the long-term effects and real-world application of the knowledge gained. It delves into the question, "Have our efforts made a tangible	There is no optimal method of teaching, but the variety of teaching methods is related to the nature of the study material as well as the age stage (the method of lecturing, the method of discussion, the method of brainstorming, method of	Choice-based tests	I. Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession. II. Document evidence of student learning, based on the	2	7

difference in the lives of learners”	question and answer, and effective teaching).		actual outcomes they have achieved, for accreditation and accountability purposes. III. Ensure that students communicate expectations clearly and that they understand them. IV. Allow the college to improve program effectiveness based on the student's actual achievement. V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students. Emphasize current institutional priorities for teaching and learning.		
Formative Assessment This type of assessment occurs during the learning process, acting as a guiding compass to ensure learners stay on track. It involves	There is no optimal method of teaching, but the variety of teaching methods is related to the nature of the study material and	Construction of Standardized Achievement Tests	I. Ensure that students learn the most important skills, ideas, perspectives, and values	2	8

,continuous feedback monitoring, and adjustments to improve the learning experience as it unfolds. Concluding Assessment: It occurs at the end of a learning program or training initiative. It focuses on evaluating effectiveness and ,outcomes in general allowing us to measure the extent to which learning objectives have been achieved.	well as the age stage (the method of lecturing, the method of discussion, the method of brainstorming, method of question and answer, and effective teaching).		related to the discipline or profession. II. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes. III. Ensure that students communicate expectations clearly and that they understand them. IV. Allow the college to improve program effectiveness based on the student's actual achievement. V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students. Emphasize current institutional priorities for teaching and learning.	
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Formative Assessment: This type of assessment occurs during the learning process, acting as a guiding compass to ensure learners stay on track. It involves continuous feedback, monitoring, and adjustments to improve the learning experience as it unfolds. Concluding Assessment: It occurs at the end of a learning program or training initiative. It focuses on evaluating effectiveness and outcomes in general, allowing us to measure the extent to which learning objectives have been achieved.	There is no optimal method of teaching, but there is a variety of teaching methods. This is related to the nature of the study material as well as the age and stage (the method of lecturing, the method of discussion, the method of brainstorming, the method of question and answer, and effective teaching).	Statistical analysis of test paragraphs	I. Ensure that students learn the most important skills, ideas, perspectives, and values related to the discipline or profession. II. Document evidence of student learning, based on the actual outcomes they have achieved, for accreditation and accountability purposes. III. Ensure that students communicate expectations clearly and that they understand them. IV. Allow the college to improve program effectiveness based on the student's actual achievement.	2	10

			V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students. Emphasize current institutional priorities for teaching and learning.		
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			IV. Allow the college to improve program effectiveness based on the student's actual achievement. V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students. Emphasize current institutional priorities for teaching and learning.		
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learning objectives have been achieved.			III. Ensure that students communicate expectations clearly and that they understand them. IV. Allow the college to improve program effectiveness based on the student's actual achievement. V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students. Emphasize current institutional priorities for teaching and learning.		
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	question and answer, and effective teaching).		actual outcomes they have achieved, for accreditation and accountability purposes. III. Ensure that students communicate expectations clearly and that they understand them. IV. Allow the college to improve program effectiveness based on the student's actual achievement. V. Highlight the quality of the program, make graduates desirable to employers and the program is attractive to new students. Emphasize current institutional priorities for teaching and learning.		
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			attractive to new students.		
			Emphasize current institutional priorities for teaching and learning.		
11. Course Evaluation					
Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. etc.					
12. Learning and Teaching Resources					
A- Measurement and evaluation for the university student, Razouqi and Yassin Hamid Eyal 2- Psychometric and Educational Evaluation, Sabah Al-Ajili, and Anwar Hussein 3- Measurement and Evaluation in the Educational Process, Ahmed Suleiman Odeh 4- Principles of Educational Measurement and Evaluation, Al-Tarihi, Fahim Hussein Hammadi, Hussein Rabie. 2001			Required Textbooks (Methodology, if any)		
1- Measurement and Evaluation: Prof. Dr. Fahem Al-Tarihi and Prof. Dr. Hussein Rabih Hammadi 2- Measurement and Evaluation in the Humanities: Dr. Amin Ali Mohamed Suleiman Reviewed: Dr. Raja Mahmoud Abu Allam Raja Mahmoud Abu Allam.			Main References (Sources)		
Psychometrics and Educational Evaluation Sabah Al-Ajili, and Anwar Hussein			Recommended books and references (scientific journals, reports...)		
Comprehensive Library			Electronic References, Websites		

Authentication of the Head of the Department Approval of the Dean of the College


 م. د. فهد علي جواد
 رئيس قسم الفقه والدراسات


 د. فهد علي جواد