

# Formative assessment and its consequential validity: A practice yet to be truly implemented in Saudi higher education



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# AGENDA

- Introduction
- Purpose of the study
- Research design and methods
- Data analysis
- Results
- Discussion
- Food for thought



# INTRODUCTION

- Assessment (two types: Summative & Formative)
- Assessment affects what and how students learn
- An assessment instrument has to be valid
- Types of validity: face validity, content validity, construct validity and/or consequential validity
- A test is valid if it serves the purpose it is supposed to serve (e.g., administrative or learning purposes)



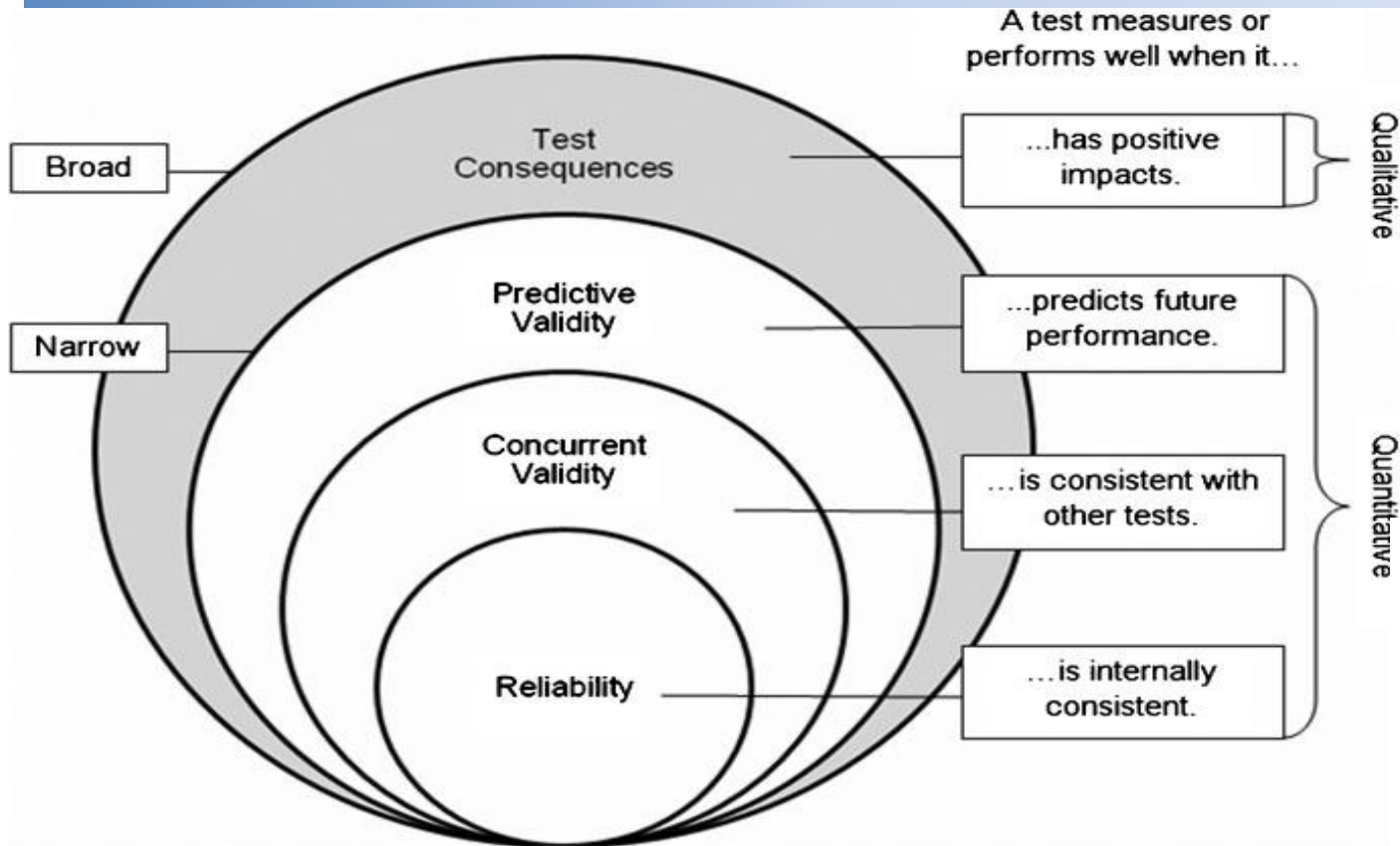
# THE LITERATURE

- Washback of high-stake tests explored
- Consequential validity (CV) largely undiscovered
- It refers to.....
- CV of FA
- FA in Saudi Higher Education
- Consequential validity studies in KSA

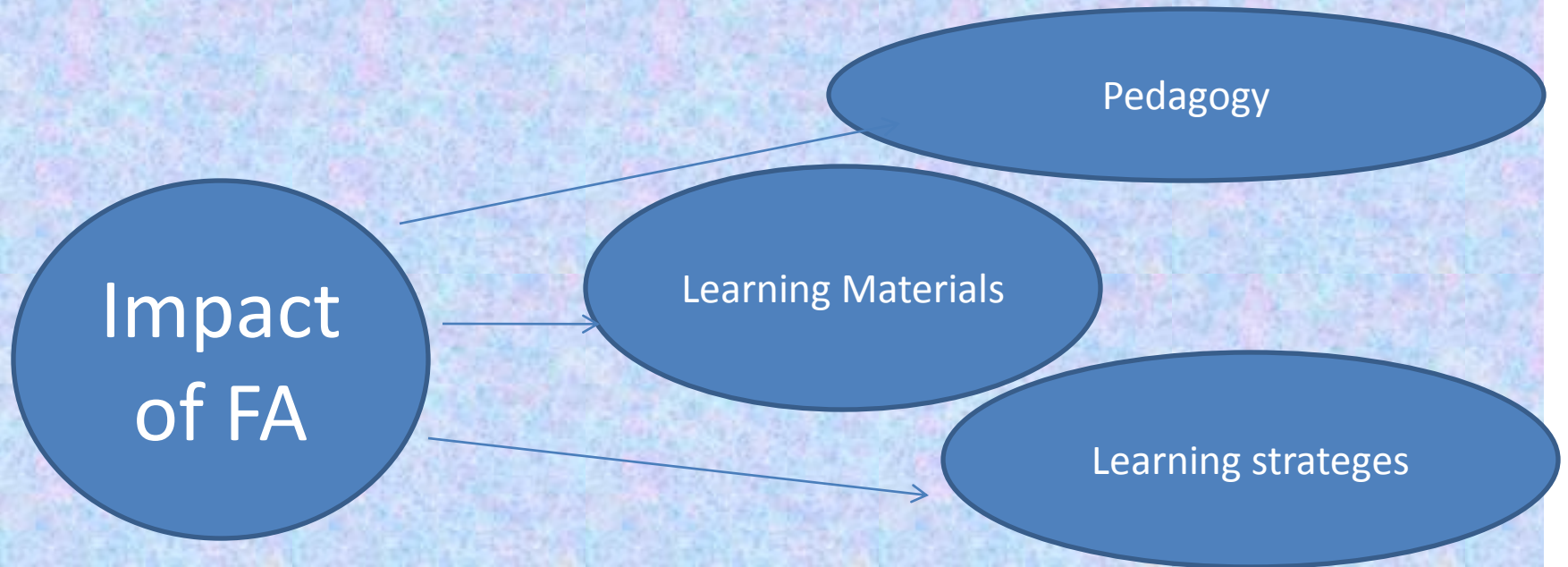




# The Literature



# PURPOSE OF THE STUDY



# My Study: Research Questions

- Does formative assessment play its role of a teaching tool in the context of this study?
- To what extent does formative assessment influence English-major students' scope of learning at TU?
- What is the impact of formative assessment on how English-major students' at TU learn?



# PARTICIPANTS

- English-major studying at TU
- Age –20....26
- Different levels/semesters
- Male and female (females excluded from interviews and observations)





# COLLECTING DATA

- Survey
- Observations
- Focus-group interviews



# DATA ANALYSIS

- Quantitative analysis for frequencies and percentages
- Qualitative Analysis
- recording
- Transcriptions
- Coding and summarizing
- Looking for correlations



# RESULTS



# DISCUSSION *(to be included)*



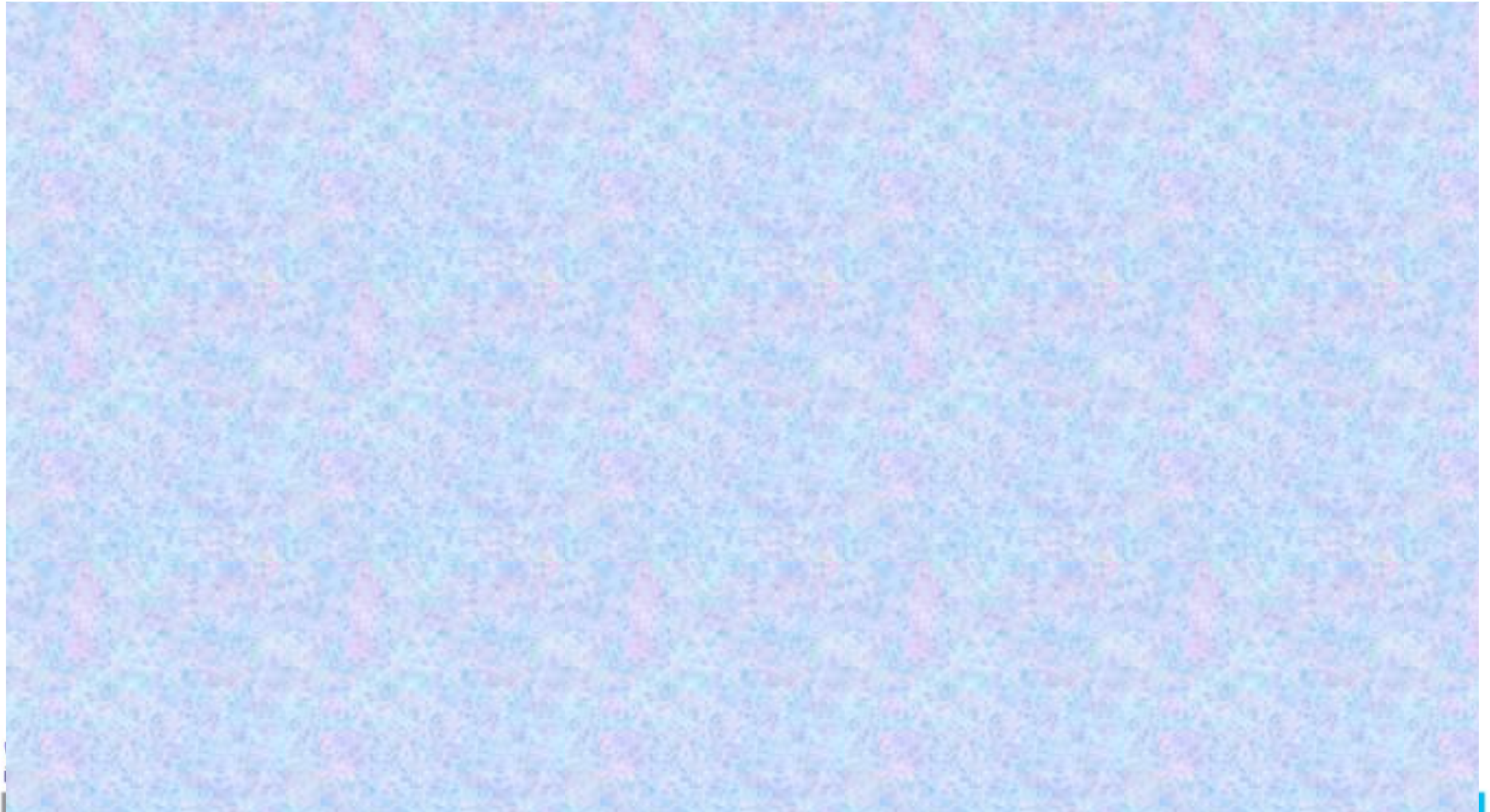


# FOOD FOR THOUGHT

## Back to our questions

1. Does formative assessment play its role of a teaching tool in the context of this study?
  2. To what extent does formative assessment influence English-major students' scope of learning at TU?
  3. What is the impact of formative assessment on how English-major students' at TU learn?
- Differentiate practically between summative and formative assessment (FA)
  - Greater focus on FA to raise students' level of learning
  - Start to believe that (formative) assessment no more a peripheral area of curriculum
  - Converting FA into assessment for learning(AfL)

# REFERENCES *(to be included)*



# Thank you



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