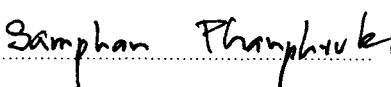
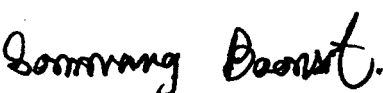


THESIS TITLE : PORTFOLIO ASSESSMENT OF ART EDUCATION STUDENTS
IN THE PAINTING 2 COURSE

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ABSTRACT

The purpose of the present study was to investigate the measurement and evaluation process as well as portfolio assessment of art education students who enrolled in the Painting 2 course. The sample consisted of 27 art education students at Khon Kaen University who enrolled in the Painting 2 course during the 1998 academic year. The tools used in the study included a self-assessment form and a rubric form for the Painting 2 course. The data were analyzed for portfolio assessment concurrent between instructors and the expert in the Painting 2 course, for interrater reliability of portfolio assessment between instructors, for correlations of portfolio assessment between the instructors and students, between the instructors and peers, and between the students and peers, correlation between the assessment made by considering all of the student's works and portfolio assessment by means of Pearson Product Moment Correlation Coefficient and to find interrater reliability of portfolio assessment between 2 different peers using the Reliability of Average Ratings.

The findings :

1. Investigation of the measurement and evaluation process of the Painting 2 course was organised into two parts. The first part was a Formative Evaluation in each of the subject content. This part was done by means of observing, questioning and criticizing the student's works before assessing marks to each of the student's works by the instructors involved. This step of holistic assessment of the student's works relied on an assessment criterion of art composition, drawing, painting and creativeness. The second part of the assessment was to assign a grade to the student's works. The

instructors relied their judgments on the marks a student made together with the results of an evaluation of the student's behavior within the affective domain.

2. The portfolio assessment consisted of 5 steps. This included : **1) The planning step of organising portfolios** in which the students were informed about assessment objectives and criteria base on their own portfolios. It was found that the student understood clearly the objectives and criteria of the assessment. **2) The step of collecting the student's works and self - assessment** which was done when the student had finished each piece of their works and the students had the opportunity to assess their own work process. **3) The step of selecting student's works.** At the end of instruction of each subject content, the students were allowed to select the works which appeared to be more advanced than their other pieces and they were proud of and could represent that particular subject content. It was found that the majority of the student were able to select their pieces of better works in line with the instructors's assessment. **4) The step of adjusting completed work.** At this step, the students were free to adjust their own pieces of works if they appeared to be not satisfactory. It was found that the students made adjustment to their own works during the step of collecting the works. **5) the step of assessing the student's works** according to the prescribed criterion. At this step, the instructors, the students and their peers were the assessors of the student's selected works kept in the portfolios. It was found that the majority of the student gave higher marks to their own works than did the instructors.

2.1 The concurrent between instructors and the expert in Painting 2 course of portfolio assessment had a value of .89 which was statistically significant at the .05 level

2.2 Interrater reliability of portfolio assessment between instructors was .87 which was statistically significant at the .05 level

2.3 Interrater reliability on portfolio assessment between peers was .93

2.4 Correlations of the portfolio assessment between the instructors and student was .71, between the instructors and the peers was .62, between student and their peers was .71 which was statistically significant at the .05 level

2.5 Correlations of the assessment between considering all of the student's works and portfolio assessment was .71 which was statistically significant at the .05 level