

THESIS TITLE : DEVELOPMENT OF MEASUREMENT AND EVALUATION PROCESS
OF A THAI LANGUAGE SUBJECT IN A FOUNDATION
EDUCATIONAL EXTENSION OPPORTUNITY SCHOOL : A CASE STUDY
IN CHANGWAT ROI-ET

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ABSTRACT

The purpose of this study was to develop measurement and evaluation process for a Thai Language subject in Mathayomsuksa 1 in a foundation educational extension school . The implementation concentrated on utilization of appropriate measuring instruments and evaluation methodologies concurrently with learning and instructional process in specified learning objectives. The research and development process was summarized as follows :

The author participated in learning and instruction activities conducted in the selected school by taking a role as an instructor of the Thai Language subject (Thai 101) for the peroid of one semester. Learning and instruction activities were managed in accord with those stipulated in the 20 learning objectives by the School Cluster Committee.

Before the class began , a pre-evaluation was conducted for grouping students with regards to their basic skill in Thai Language. This was done in order to help facilitate students' learning. Measurement techniques applied in determining information and data for evaluation of each basic skill are as follows : a multiple choice test for grammatical skill ; and oral test for listening skill ; a behavioral observation for speaking skill ; and performance tests for writing skill respectively .

As for a formative evaluation for each learning objective , it was done concurrently with learning and instruction process. The following measurement techniques provided information and data for diagnosis of students' learning difficulties : an interview for evaluation of listening skill , e.g. , listening for main idea of a story and for differentiation of facts . The criterion for scoring was set in advance for each response . It was found that interviewing was a favorable technique in detecting those who have difficulties in listening and reading .

Behavioral observation was used as a means to identify speaking and reading skills, and to assess noted affective domain behaviors in the learning objectives concerns with story telling , discussion , story and poem readings . An evaluation process for these skills and behaviors was separated into two stages : first , setting up lists of observable behaviors to be evaluated in advance and second , recording the observed behaviors in a numerical rating scale , in a checklist , or in an anecdotal record .

Measurement and evaluation of a student's writing skill was done through performance tests . The activities included copying sentences, dictation , letter writing , abstraction , note taking and essay writing. The process and product of the work was recorded in a checklist and a specified performance scale .

For measurement and evaluation on Thai grammar , a paper and pencil test was utilized . This technique was considered as a favorable one since learning topics such as voices in Thai Language , Thai letter , learning how to use dictionaries , and pronunciation can be derived into a variety types of test items. * The tests developed for use in this study had been thoroughly reviewed for content validity by an expert in teaching Thai language who is a committee for this thesis .

When learning and instruction activities were terminated , the test scores accumulated during the formative evaluation period were combined with final test scores . The composite scores were calculated with regards to the defined ratio stipulated by the School Cluster Committee and compared to the set criterion in order to judge students' learning outcomes . It was evident that all the students in the experiment classroom passed the minimum criterion while nine students in the other classroom , the conventional one , failed .

With regards to the product of this R & D activity , the manual for teachers in conducting measurement and evaluation in the course instruction was developed . Details of steps of implementations were described as guidelines in each learning objective . This developed manual can be adjusted for use in classes with similar learning context to this selected case .