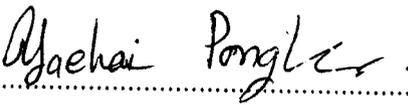
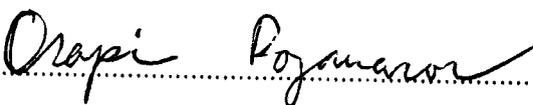


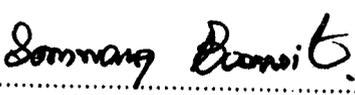
THESIS TITLE : THE DEVELOPMENT OF PORTFOLIO ASSESSMENT IN ENGLISH  
WRITING SKILLS FOR MATHAYOMSUKSA I STUDENTS

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ABSTRACT

The purpose of this research were : 1) to develop the portfolio assessment in English writing skills for Mathayomsuksa I students. 2) to examine the effectiveness of using portfolio assessment on words and grammatical writing ability including interaction between teacher and students during teaching and learning activity 3) to study the quality of portfolio assessment on concurrent validity and reliability. The population used in this research were 26 Mathayomsuksa I students of A-oyama II school , Amphur Potak , Changwat Nong Khai in the second semester of the academic year 1999.

The research tools were classified into 3 categories: 1) experimental tools which were 24 lesson plans and worksheets 2) reflecting tools which were the teaching observation form , the learning observation form , the students' note on learning experience, the parents' assessment form , the verbal interaction questionnaire and 3) evaluative tools for obtaining the quality of portfolio assessment which were the showcase portfolios and the english writing ability test.

The action research principles were used in this study, in which there were 3 operational reflecting cycles. Each cycle was consisted of lesson plans 1 - 8 , 9 - 16 and 17 - 24 consecutively . The development of Portfolio assessment were inclusively integrated with instruction model. Through the data collection, the researcher and two researcher assistants recorded teaching - learning activities in the record - keeping portfolio. At the end of each action research cycle, the reflecting operations data were consequently brought up for critical analyzing in order to improve activities in the next lesson plan and the portfolio assessment.

The results of this study revealed the following findings.

1. The portfolio assessment in English writing skills for Mathayomsuksa I students was effectively developed with 6 steps : 1) the project purpose 2) the collection and organization 3) the select key artifacts 4) the metacognitive reflection 5) the perfect evaluation and 6) the connection and conference.

2. The effectiveness of using portfolio assessment in English writing skills for Mathayomsuksa I students revealed that the students of the study achieved on the words and grammatical writing ability with the average of portfolio score at 3.33 points which was higher than the determined mastery learning criterion at 3.00 points. Most students showed progressively development through three cycles. The verbal interaction between teacher and students in the classroom were :English language frequently used, the teacher mostly gave advising learning activities and made the least commanding the student, on the students' part, they frequently repeated teacher's words and rarely unresponded to teacher's questions.

3. The quality of portfolio assessment were : the validity by using the Spearman's Rank Order Correlation Coefficient between the students' total showcase portfolio scores and the English Writing ability test scores, was 0.98 and for the reliability by using the Kendall Coefficient of Concordance among raters on total showcase portfolio scores was 0.98 .