

Thesis Title	Construction of Instruments for Learning Objectives Assessments on the Topic of Growing, Maintaining, and Harvesting of Vegetables at Prathom Suksa 4 Level	
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Abstract

The purpose of this study was to construct instruments for learning objective assessments on the topic of growing, maintaining and harvesting of vegetables at Prathom Suksa 4 level. The instruments were designed to evaluate three assessment domains: cognitive domain, affective domain and psychomotor domain. There were cognitive domain for the learning objective assessments number one, two and three, psychomotor domain for the learning objective assessments number four and five, and affective domain for the learning objective assessments number six and seven. One hundred and five students of Prathom Suksa 4 level in elementary schools of Krabi Provincial Primary Education office in the academic year 1998 were selected as the sample trial group. The results were as follows:

(1) There were three forms of cognitive domain assessment. The first form could account for the advantages and disadvantages of method their work and the way. The second form could analyze the students' principles of work and the third form could show identify of procedure of students' performance. All three cognitive domain assessment forms were content valid. The difficulty levels were .51, .57 and .53 respectively. The

discrimination values were .70, .64 and .66 respectively. The reliability values were .86, .87 and .84 respectively. The standard error of measurement values were 1.54, 1.48 and 1.48 respectively.

(2) There were nine forms of psychomotor domain assessment: tillage of vegetables, seeding, tranplanting, planting, irrigation, plowing, fertilizing, methods of pest control and harvesting of vegetables. All nine psychomotor domain assessment forms were content valid and concurrent valid. In addition, the reliability values for one observer were .97, .97, .94, .91, .93, .92, .96, .92 and .95 respectively. The reliability values for two observers were .98, .98, .97, .95, .96, .96, .98, .96 and .98 respectively. The standard errors of measurement for one observer were .1.20, 1.29, 1.08, 1.10, 1.28, 1.15, .80, .73 and 1.06 respectively. The standard errors of measurement for two observers were .85, .92, .78, .80, .91, .83, .57, .53 and .76 respectively.

(3) There were two forms of affective domain assessment. The first form could classify the students' attention and satisfaction of their performance and the second form could categorize the students' dedicate and self-dependent in working. All two affective domain assessment forms were content valid and concurrent valid. In addition, the reliability values for one observe were .96 and .95. The reliability values for two observers were .98 and .97, The standard errors of measurement for one observer were 3.53 and 3.17, The stand errors of measurement for two observers were 2.51 and 2.27

(4) The assessment handbook set is comprised of the goal of the assessment set, characteristic of assessment forms, quality, procedure of administration of the assessment forms, cognitive domain assessment forms, psychomotor domain assessment forms, affective domain assessment forms and the sample document.