Title : A Study of Transformational Approaches for Grade Point Average Among the Approach of the Ministry of University Affairs, Standard Score, and Anchor Tests Equating

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This study aimed to study the uses of the transformational approach in order to figure Grade Point Average. These three approaches were the one used by the Ministry of University Affairs, the Standard Score Approach, and the Anchor Test Equating Approach. The sample were 1,642 students studying at Matayom Suksa six students in the 1st semester, academic year 1999 of the schools in Phitsanulok. The data was collected by using the learning report constructed by the researcher and copying the score of Thai Language proficiency test. The researcher analyzed the fundamental statistics transformed from the Grade Point Average and compared the scores which had various approach of score transformation between the different sizes of schools. The F-test was employed to compare the transformed scores using different transformational approaches, and among schools of different sizes. The correlation between the transformed scores of various approach was also calculated by using the Pearson Product Moment Correlation.

The results of this study could be summarized as follows :

1. Dispersion of Transformed Score by the Approach of the Ministry of University Affairs to that of Standard Score, and to that of Anchor Test Equating was

1.1 Overall the mean of dispersion of Transformed Score by the Approach of the Ministry of University Affairs was 36.32. Standard deviation of it was 18.40. Maximum of it was 66.52 and minimum of it was 2.17.

1.2 Overall the mean of dispersion of Transformed Score by the Approach of Standard Score was 33.58. Standard deviation of it was 6.45. Maximum of it was 55.18 and minimum of it was 17.37.

1.3 Overall the mean of dispersion of Transformed Score by the Approach of Anchor Test Equating was 36.70. Standard deviation of it was 6.70. Maximum of it was 55.99 and minimum of it was 19.90.

2. By compare on the score derived from the transformational approach of the Ministry of University Affairs to that of Standard Score, and to that of Anchor Test Equating in the different – sized school was

2.1 The scores derived from the approach of the Ministry of University Affairs of any schools with differ in both science and art program.

2.2 The score of science program students in the different sizes of the schools derived from the approach of Standard Score transformation did not differ. However, that of art program students differed significantly at 0.05. When the pair-wise tests were conducted, it was found that the means of the scores resulted from the transformational in the extra large schools and the small school were differ.

2.3 The scores of science program students in the different sizes of the schools derived from the Anchor Test Equating Approach did not differ. However, that of art program students differed significantly at 0.05. When the pair-wise tests were conducted, it was found that the means of the scores resulted from the transformational in the extra large schools and the small school were different.

3. The scores transformed by each approach and Grade Point Average had the highly relative significantly in both the sizes and the school.

4. The scores transformed by the Ministry of University Affairs's Approach the Standard Score Approach, and the Anchor Test Equating Approach were highly significantly in both the sizes and the school.