

Pasorn Nontapat 2012: Authentic Assessment Tool Development in Thai Subject for Mathayomsuksa 3, Assumption College, Bangkok. Master of Education (Educational Research and Evaluation), Major Field: Educational Research and Evaluation, Department of Education. Thesis Advisor: Assistant Professor Wasan Thongthai, Ed. D. 174 pages.

The purposes of this research were to develop authentic assessment tools for Thai Subject in Mathayomsuksa 3 and to study the tools result on students' learning outcomes. The target population were 50 Mathayomsuksa 3 students and 1 teacher at Assumption College, Bangkok. The research tools were consist of a test, task evaluation form, behavior evaluation form and reflective journal evaluation form. Mean, standard deviation, frequency and percentage were used for analyze data.

The research finding were 1) The authentic assessment tools: test, task evaluation form, behavior evaluation form and reflective journal evaluation form which conducted and developed by the researcher were validity, reliability, and objectivity so as to be applied in authentic assessment situations. The tools could measure students' learning outcomes in knowledge, linguistic skills and characteristics. The students could improve in learning skills including listening, speaking, reading and writing skills. Besides, the students could develop their thinking skills, colloquial language, and acquisition of language rules which were in line with the objectives of the learning content group of Thai language. 2) The results from the application of four tools could be summarized as follows: 2.1) The students could improve in knowledge, language skill and characteristics. 2.2) On perspective of the teacher, she satisfied with the tools very much. The tools were aligned with what the teachers wanted to assess, require only a simple method of using, had a clear grading system and could measure the entire students' domains: knowledge, linguistic skills and characteristics. Also, the data gained from the tools were useful for the teachers to adjust the teaching process for better learning outcomes in students. In addition, it was found that points derived from each tool which were graded by the researcher and teacher are coherent and aligned. It could be concluded that the tools were of quality having the capacity to assess students' authentic capability.

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Student's signature

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Thesis Advisor's signature