

THE DEVELOPMENT OF MATHAYOMSUKSA 3
ENGLISH PORTFOLIO ASSESSMENT

AN ABSTRACT
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The major purpose of this study was to develop the process of Portfolio Assessment and to find effect, validity and reliability of Portfolio Assessment. The sample was 43 Mathayomsuksa 3 students in KeasaiWitaya school Ratchaburi Province, first semester 1996 academic year.

Statistics used included percentage, mean, standard deviation, alpha-coefficient and G-coefficient. The results are as follows:

1. The English Portfolio Process is applied by Portfolio Assessment Model. (COSDEC Model) Which consist of the following process:

- (i) Studing Context
- (ii) Setting Portfolio Objective
- (iii) Analysis Portfolio Structure
- (iv) Developing Portfolio
- (v) Evaluating Portfolio
- (vi) Connecting and Exhibiting Portfolio

2. Students' English skills were increased and they were taking a greater responsibility for their learning while Portfolio Assessment strategies were used in the classroom.

3. As regards concurrent validity of English Portfolio Assessment was found to be valid with its values being .94, the reliability values of Raters was .97 and G-coefficient was .6517. This assessment was high quality, according to Linn's criteria for judging the quality of an assessment on fairness, transfers and generalizability, cognitive complexity, content quality, content coverage and meaningfulness.