Thesis Title: A Validity for Prediction Mastery Level of Students with Berk's Determination of Optimal Cutting Score Glass's Decision Theoretic Approaches and Judging Minimum Competency Approaches for Determining Cut-off Score on Criterion Multiple Choice Test, Completion Test and True-False Test

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Abstract

The purpose of this study was to compare predictive validity of mastery levels of students by Berk's determination of optimal cutting score, Glass's decision theoretic approaches and judging minimum competency approaches for determining cut-off score on criterion multiple choice, completion and true-false tests on the topic of "Plant" for Prahtom Suksa 4 by comparison with multiple choice test which is used as criterion through Z-test technique. Through the multi-stage sampling 600 Prathom Suksa 4 students in the adcademic year of 1991 under the schools of Phichit Primary Education constituted the sample of this study.

The results of this study were as follows :

1. The predictive validity for mastery levels of students with Berk's determination of optimal cutting score and Glass's decision theoretic approaches for determining cut-off score on criterion multiple choice, completion and true-false tests was not different.

2. The predictive validity for mastery level of students with Berk's determination of optimal cutting score was higher than that with judging minimum competency approaches for determining cut-off score on criterion multiple choice, completion and true-false tests significantly at the .01 level.

3. The predictive validity for mastery level of students with Glass's decision theoretic approaches was higher than that with judging minimum competency approaches for determining cut-off score on criterion multiple choice, completion and true-false tests significantly at the .01 level.