

The Development of an Assessment Bank in Accordance with Foreign Language Standards for Basic Education Curriculum

นพเก้า ณ พัทลุง

ศย.ด. (หลักสูตรและการสอน)

Noppakao Na-Phatthalung

Ph.D. (Curriculum and Instruction)

ภาควิชาหลักสูตรและการสอน คณะศึกษาศาสตร์ มหาวิทยาลัยทักษิณ

Department of Curriculum and Instruction, Faculty of Education, Thaksin University.

Abstract

The objectives of this research were to develop and study the results of an assessment bank in accordance with foreign language standards at grade levels 1 and 2 for Basic Education Curriculum. The subject of this study was Bannamkrachai School, Office of Songkhla Educational Service Zone 1 where 6 English teachers and 480 Prathomsuksa (Primary Grade) 1-6 students were involved.

The results of the research were 103 assessment activities for grade level 1 and 114 assessment activities for grade level 2 in accordance with foreign language standards for Basic Education Curriculum. The study showed that English teachers found most of assessment activities as being relevant to benchmarks, clear and practical. It was found also that developed assessment bank was perceived to be useful and convenient for English teachers as assessment activities could be selected for curriculum development. According to the students, the implementation of the assessment activities was interesting and satisfactory.

Statement of the Problem

At the heart of standards-based education lie academic content standards. Content standards specify what students should know at each grade level and, by extension, what should be taught. Ideally, these standards are rigorous and based on widely-held agreement about the educational goals of the system. From these high, commonly-held content standards, educators develop a framework for the curriculum that should be taught. The framework, a blueprint for schools to use to implement the state-adopted content standards, guides the selection of curriculum materials and actual classroom instruction and assessment. Teachers in turn must have a firm grasp of this more demanding content in order to teach it to their students. They must also know how to develop curriculum to help all students achieve the standards.

An assessment bank is a group of activities appropriate to each standard. The development of an assessment bank in accordance with foreign language standards at grade levels 1 and 2 for Basic Education Curriculum is an innovation that helps and benefits elementary English teachers in choosing assessment activities for developing curriculum that fits student's and society's needs. The results of the assessment could be used to support students in achieving the standards of the curriculum

Objectives of the Study

1. to develop an assessment bank in accordance with foreign language

standards at grade level 1 and 2 for Basic Education Curriculum.

2. to study the results of the assessment bank in accordance with foreign language standards at grade levels 1 and 2 for Basic Education Curriculum.

Delimitation of the Study

1. The subject of this study was Bannamkrachai School, Office of Songkhla Educational Service Zone 1 where 6 English teachers and 480 students at grade level 1 and 2 (Prathomsuksa 1-6 : Primary Grades 1-6) were involved.

2. Strand is the body of knowledge for foreign language substance consisting of

Strand 1 : Communication
Strand 2 : Cultures
Strand 3 : Connections
Strand 4 : Communities

Instruments

1. The developed assessment bank in accordance with foreign language standards at grade level 1 and 2 for Basic Education Curriculum.

2. Lesson plans for each of the 6 English teachers to teach for 1 semester.

3. Questionnaire for 6 English teachers about the developed assessment bank in accordance with foreign language standards at grade level 1 and 2 for Basic Education Curriculum.

4. Interview form for 6 English teachers about the developed assessment bank in accordance

with foreign language standards at grade levels 1 and 2 for Basic Education Curriculum.

5. Interview form for students about the developed assessment bank in accordance with foreign language standards at grade levels 1 and 2 for Basic Education Curriculum.

Data Collection

Data were collected from February to October 2004 through the following steps:

1. Contacted the principal of Bannamkrachai School, Office of Songkhla Educational Service Zone 1 to discuss the objective of the research.

2. Trained 6 English teachers at Bannamkrachai School, Office of Songkhla Educational Service Zone 1 in May 2004 on curriculum development and the developed assessment bank in accordance with foreign language standards at grade level 1 and 2 for Basic Education Curriculum.

3. English teachers developed English curriculum by choosing activities from the developed assessment bank in accordance with foreign language standards at grade levels 1 and 2 for Basic Education Curriculum.

4. English teachers taught following the developed English curriculum in the first semester, academic year 2004, during May to October 2004.

5. Used questionnaire and conduct an interview with the 6 English teachers about the developed assessment bank in accordance with foreign language standards in range 1 and 2 for Basic Education Curriculum.

6. Conducted an interview with students about the developed assessment bank in accordance with foreign language standards at grade level 1 and 2 for Basic Education Curriculum.

Results of the Study

1. The results of the research were the developed 217 assessment activities in accordance with foreign language standards for Basic Education Curriculum. Within these, there were 103 assessment activities for grade level 1 comprising 63 activities of strand 1, 27 activities of strand 2, 6 activities of strand 3 and 7 activities of strand 4 and 114 assessment activities for grade level 2 comprising 65 activities of strand 1, 28 activities of strand 2, 9 activities of strand 3 and 12 activities of strand 4

2. The results of the most selected assessment activities of each strand of foreign language standards for curriculum development was follows.

Grade Level 1 (Prathomsuksa 1-3 : Primary Grades 1-3)

Strand 1 : Students pronounce vocabulary such as animals.

Strand 2 : Students play language games.

Strand 3 : Students find the meanings of words that relate with other disciplines.

Strand 4 : Students use English
to communicate
with people in
school.

Grade Level 2 (Prathomsuksa 4-6 :
Primary Grades 4-6)

Strand 1 : Students pronounce
vocabulary such as
animals.

Strand 2 : Students play
language games.

Strand 3 : Students collect
words that relate
with other
disciplines.

Strand 4 : Students work in
groups.

3. The results from the questionnaire was
that the English teachers found most of
assessment activities as being relevant to
benchmarks, clear and practical.

4. The results from the interview with
the English teachers showed that the developed
assessment bank was useful and convenient for
English teachers to selected assessment
activities for curriculum development.

5. The results from the interview with

students showed that implementation of
assessment activities were interesting and
satisfactory.

Recommendations

Recommendations from this research

Teachers are required to know about :

1. Standard-based education.
2. Principles of using assessment activities to develop curriculum that is appropriate to the community.
3. Standard- based assessment.
4. Constructing unit plans and lesson plan construction.
5. Preparing educational media appropriate to the assessment activities.

Recommendations for other research

An assessment bank could be developed in
accordance with other discipline standards for
Basic Education Curriculum or alternatively an
assessment Bank could be developed into a website
or CD-Rom. It was also suggested that unit plan
bank, an educational media bank or a scoring
rubric to use with other assessments could be
developed.