

Development of Assessment Bank in Accordance with Foreign Language Standards for Basic Education Curriculum¹

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Key word: Assessment bank, Foreign language standards, Basic education curriculum

Abstract

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

The results of the research were the development of 103 assessment activities in range 1 and 114 assessment activities in range 2 in accordance with foreign language standards for Basic Education Curriculum. The results from questionnaires from English teachers found that most of assessment activities were relevant with benchmarks, clear and practical. The results of interviews with English teachers showed that the assessment bank was useful for English teachers because it was convenient for them to choose assessment activities in curriculum development. The results of interviews with students showed that they were satisfied with the implementation of the assessment activities because they were interesting for them.

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.

The assessment bank is a group of activities appropriate for each standard. The development of the assessment bank in accordance with foreign language standards in range 1 and 2 of 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 and uses the results from the assessment to support students in achieving the standards of the curriculum

Objectives of the Study

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

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Delimitation of the Study

1. The subject of this study was Bannamkrachai School, Office of Songkhla Educational Service Area Zone 1 comprised of 6 English teachers and 480 range 1 - 2 students (Prathomsuksa 1 - 6 : Primary Grades 1- 6).
2. Strand is body of knowledge for foreign language students that consists of
 - Strand 1: Communication
 - Strand 2 : Cultures
 - Strand 3 : Connections
 - Strand 4 : Communities

Instruments

1. The assessment bank in accordance with foreign language standards in range 1 and 2 for Basic Education Curriculum.
2. Lesson plans of each of the 6 English teachers for 1 semester .
3. Questionnaire of 6 English teachers about assessment bank in accordance with foreign language standards in range 1 and 2 for Basic Education Curriculum.
4. Interview form of 6 English teachers about the assessment bank in accordance with foreign language standards in range 1 and 2 for Basic Education Curriculum.
5. Interview form of students about the assessment bank in accordance with foreign language standards in range 1 and 2 for Basic Education Curriculum.

Data Collection

Collection of data from February to October 2004 in the following:

1. Contacted the principal of Bannamkrachai School, Office of Songkhla Educational Service Area Zone 1 to discuss the objective of the research.
2. Trained 6 English teachers at Bannamkrachai School, Office of Songkhla Educational Service Area Zone 1 in May 2004 about the curriculum of the development bank in accordance with foreign language standards in range 1 and 2 for Basic Education Curriculum.
3. English teachers developed English curriculum by choosing activities from the assessment bank in accordance with foreign language standards in range 1 and 2 for Basic Education Curriculum.
4. English teachers taught the developed English curriculum in the first semester, academic year 2004, in May to October 2004.
5. Questioned and interviewed the 6 English teachers about the assessment bank in accordance with foreign language standards in range 1 and 2 for Basic Education Curriculum.
6. Interviewed students about the assessment bank in accordance with foreign language standards in range 1 and 2 for Basic Education Curriculum.

Results of the Study

1. The results of the research were the development of 103 assessment activities in range 1 composing 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 in range 2 composing 65 activities of strand 1, 28 activities of strand 2, 9 activities of strand 3 and 12 activities of strand 4 in accordance with foreign language standards for Basic Education Curriculum.

2. The results of choosing the most assessment activities in each strand of foreign language standards for curriculum development..

Range 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.

Range 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 of the questionnaires from the English teachers found that most of assessment activities were relevant with benchmarks, clear and practical.

4. The results of the interviews with the English teachers showed that the assessment bank was useful for English teachers because it was convenient in choosing assessment activities in curriculum development.

5. The results of the interviews with students showed that they were satisfied with the implementation of assessment activities because they were interesting.

Recommendations

Recommendations from this research

Teacher has to know about :

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

Recommendations for other research

The assessment bank could be developed in accordance with other discipline standards for Basic Education Curriculum or alternatively the assessment Bank could

be developed into a website or CD-Rom. Other suggestions are to develop a unit plan bank, an educational media bank or a scoring rubric to use with other assessments.

Reference

Naphatthalung, N. **Development of Assessment Bank in Accordance with Foreign Language Standards for Basic Education Curriculum.** Ph.D. Thesis, Kasetsart University.

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