



การสำรวจการประยุกต์ใช้เกณฑ์การประเมินผลย่อย โดยครูผู้สอนและความสัมพันธ์กับผลสัมฤทธิ์ทางการเรียนของนักเรียน

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บทคัดย่อ

วัตถุประสงค์ของงานวิจัยนี้คือ เพื่อศึกษาอัตราความตระหนักและการประยุกต์ใช้เกณฑ์การประเมินผลย่อยโดยครูผู้สอน วิธีการวิจัยเป็นการบันทึกเทปการสำรวจเชิงบรรยาย ผู้รับการทดลองเป็นครูผู้สอนระดับเกรด 3 ในโรงเรียนประถมศึกษาตอนปลายในมณฑลรัฐของราชาวี โคราชาน กลุ่มประชากรเป็นครูและนักเรียน จำนวน 15,748 คน และกลุ่มตัวอย่างเป็นครูผู้สอน 736 คน แบ่งเป็นเพศหญิง 362 คนและเพศชาย 374 คน ได้มาโดยวิธีการสุ่มตัวอย่างแบบแบ่งชั้น กเครื่องมือ ได้แก่แบบสอบถามที่มี 24 คำถาม มีค่าสัมประสิทธิ์แบบแอลฟ่าความเชื่อมั่นทั้งฉบับ 0.89 ทำการวิเคราะห์ข้อมูลโดยใช้ค่าสัมประสิทธิ์สหสัมพันธ์, การวิเคราะห์ความแปรปรวน และไค-สแควร์

ผลการวิจัยปรากฏว่า มีความแตกต่างระหว่างครูผู้สอนกับผู้มีส่วนเข้าร่วมเรียนวิชาการประเมินผลย่อย มีความตระหนักมากกว่าของกลุ่มอื่นเกี่ยวกับเกณฑ์ในการประเมิน ในขณะที่ครูผู้สอน 60.5 % มีความคุ้นเคยกับกฎเกณฑ์ต่างๆ ของการประเมินผลรวม, 39.5% มีความตระหนัก, 27% ไม่ได้ประยุกต์ใช้เกณฑ์การประเมินผลย่อยในชั้นเรียน ครูจำนวน 11.9% ในการวิจัยนี้ได้ใช้เกณฑ์เหล่านี้ในชั้นเรียน มีความสัมพันธ์อย่างมีนัยสำคัญทางสถิติระหว่างภูมิหลังด้านการสอน, ผลสัมฤทธิ์ทางวิชาการ และอัตราของความตระหนักในเกณฑ์การประเมินผลย่อย มีความสัมพันธ์ระหว่างการมีส่วนร่วมในวิชาการประเมินผลย่อย กับการประยุกต์ใช้เกณฑ์การประเมินผลย่อย

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Introduction

Recent years have been years of transformations in the systems of education in the world. Since 1990 UNESCO called all Education systems for reform by announcing the credit of "Education for all" ,the goal was improvement of the quality of education (Rezaee 2004) so many countries made transformations in their education and evaluation systems .In European countries new forms of evaluations were formed which based on the definition of national standard were transiting from knowledge — based assessment to competency — based assessment (West & Crighion) (Ahmadi 2003) Following transformation in education system , methods of assessment have also been changed from quantity and result — oriented assessment to quality ,constant ,descriptive and process-oriented assessment.

According to official statistics (Education Book 2004-05) Of the total number of 4536336 non adult students attending in the examinations of three grades of junior high school in year 2003-04 411326 students i.e.(9/07) have failed and the number of failed boys were 2.9 times more than girls.

This educational failure can have two reasons. The first factor should be looked for in the education system (teaching and evaluation) of primary school and the next one is the difficulty of the instructional material in junior school and inefficiency of the methods of teaching and learning and above all the difficulty of final examinations and inappropriate methods of assessment (Hooman and Touraine, 2006).The authorities of education have offered at least three trends to solve the problem of failure in short term:

1. Upgrading the quality of educational activities
2. Creating flexibility in educational regulations and bylaws
3. Improvement of methods of formative assessment at schools

Assessment will lead to realization of educational goals if only the goals are clear, suitable methods are used, any favoritism in the process of assessment is prevented and the results of assessment acquire the required validity and reliability.

Besides the goals and results of assessment should be clarified for students and their parents and give them the opportunity to comprehend what is measured in the process of evaluation as well as the concept of poor function and realize the



relationship between assessment and the process of teaching-learning. The data resulting from assessment should describe the real function of the student for teacher, student and his parents (Lotfabadi, 2006).

Assessment of educational progress is mainly done in two forms of Formative and summative .The formative assessment is done during the educational course and at the end of each subject unit in order to measure the amount of its success to obtain the educational goals of that subject unit.

(Serif, 2000) In formative assessment the goal is not to give scores and privilege or reprimand but to become aware of the amount and manner of the students learning in order to determine the points of strength and weakness in learning as well as determining the problems in the teachers' method of teaching when there's still time to correct them.

Formative assessment has moved in the direction of new trends in assessment and has had results including : improvement of learning ,establishing a favorite look toward school ,enhancing mental hygiene in class, enhancing the spirit of accepting criticism and cooperation in learning ,growing the skill of self- correction and self- regulation ,growing the skill of self assessment , enhancing self — esteem and

self- confidence of the students (Hasani and Ahmadi , 2005).

In evaluation of educational progress, today the emphasis is on formative assessment.

The superiority of this kind of assessment mostly in quantities form has problems the most significant ones is not realizing the goals of education and results such as desire to get degrees anxiety, cheating, restricting students' creativity ,negative look toward school and so on.(Khosh Kholgh , 2005).

Formative assessment refers to all methods performed at schools to officially measure the students function constantly throughout the educational period and controlling the quality and quantity of teacher's lesson plan.(Poufam , 2005and Mc Milan , 2004) performance assessment, sample work, class activities, portfolio assessment (including written works, handmade works, film, reports,...) observation assessments, check lists, behavior grading scale, recording events, interview assessment, self assessment, and tests of educational progress are among types of this assessment. Studies have shown that students learn more the lessons in which they are assessed regularly than lessons without assessment.



Dampster (1990) Shepard (2000) sees formative assessment as an evolutionary and dynamic approach that relies on modern constructivism theories in the fields of psychology, assessment and curriculum . Constructivism theory is based on this principle that knowledge is formed with the learner .Formative assessment has two characteristics; quality based and function-based both referring to the learner transformations in best learning. Here the teacher is the creator of learning opportunities and remover of learning obstacles i.e., he is mainly a guide.

(Ahmadi 2003) Cross and Cross (1980-81) found that students who receive written feedback besides score ,believe more than others that their efforts determine their success at school (not external factors or chance) .

Teachers also receive feedback of effectiveness of their teaching with the help of assessment .regular report of the function of students to parents and asking them to reinforce positive reports, will improve their manner and progress (Baret ,1949).

Boston (2002) has offered several benefits for formative assessments including determining quality and quantity of the students past knowledge, guiding teachers

for minor or basic corrections for success in future plans, adjusting the subjects with suitable individual or group activities, offering information of the students' current progress to teacher and to the student himself for fixing goals of educational progress. Franchez et.al (1985) and Bloom et.al (1971) have observed high correlation between formative assessment and educational progress in students. They found that learners who were formatively assessed showed better function and activity in class.

A group of authorities of educational assessment in England (1977) after a vast study found that the strategy of formative assessment upgrades the standards of academic achievement. What is important in successful learning is the learners' self confidence.

Improvement in teaching through assessment depends on factors like understanding and attention to effect of assessment method on creating interest and self confidence in learners(Mohammadi & Akhavan Tafti, 2006) .

Block and William (1998) have mentioned positive effect of formative assessment on students with low progress or inability in learning . Ferrari et.al (1993) and Zang and Bouri (1995) have pointed to teachers' instruction in performing formative



assessment.

They expressed teachers who have received special training in this field show more skill and knowledge compared with their colleagues.

Thus passing training courses of assessment as well as record of service are considered as two important and influential varieties in creating proficiency and enhancing efficiency of teachers in assessing learners' knowledge.

Haghia (2000) refers to traditional methods of assessment in Iran and hence more attention to lower levels of cognitive domain in this assessment.

Pouladi (2001), Maleki (2001), Ghadimi Moghadam and Hosseini Tabatabaee (2001, 2003 & 2004) studying the amount of instructors and teachers' knowledge and proficiency of professional information in the field of assessment.

They found that the majority of them lack enough knowledge of the principles of assessment and measurement. They observed no difference between female or male teachers or between close educational degrees (diploma in compare with associate or association compare with undergraduate).

While they observed significant relationship between records of service, field of study and special courses with

teachers' knowledge and proficiency. These results show importance of special training courses during education or work.

Sepasi (1994), Heydari (1996), Kord (2002) and Haghighi (2005) have referred to the direct and positive effect of formative assessment and its feedback on students' educational progress and see it as the factor of learning improvement through creating motivation, intensifying self confidence, consolidating previous learning, developing the spirit of researching and reducing anxiety. Foroughi Abri and Kave poor (2004), Karimi (2005), Mohammadi and Akhavan Tafti (2006) and Khosh Kholgh and Sharifi (2006) have referred to positive effects of formative assessment including:

Providing mental health for learning-teaching environment, creating interest and Motivation in learners, extending learners' activity, increasing cooperation and interaction and their academic achievement. Meanwhile Khosh Kholgh and Sharifi remind that a number of predicted goals for assessment including :

Enhancement of durability of information in the mind and consistency of learning, reducing sensitivity to grades, using process feedbacks in learning creating opportunities of correction for teachers and



students to remove the deficits of teaching –learning process haven't yet realized.

The aim of this research was investigating the rate of applying formative assessment indexes by teachers of third grade of junior school and its effective factors .

So studied the manner of using this assessment in different subjects, by male or female teachers with different educational background in different fields as well as the relationship between formative assessment and working background with The aim of this research was investigating the rate of applying formative assessment indexes by teachers of third grade of junior school and its effective factors .Meanwhile it tries to answer the following questions:

1. How many teachers of third grade are familiar with formative assessment criteria?
2. Is there any relationship between teachers' knowledge of formative assessment and their record of service?
3. What are the advantages of formative assessment from third grade teachers' view?
4. What are the disadvantages of formative assessment from third grade teachers' view?
5. What are the obstacles of applying

formative assessment from third grade teachers' view?

Research Method

In each research, method is the way which leads the researcher to the answers of his questions. Selecting method depends on the nature of research subject, goals and executive facilities (Naderi and Seif Naraghi 1989).

The present research is of descriptive survey type and its goal was investigating and regular describing of applying indexes of formative assessment by third grade teachers and factors affecting it.

Statistical universe in this research were all third grade teachers of Khorasan province in educational year 2006 – 07 .Statistical sample included 736 teachers that selected according to Krejcie and Morgan table with 0/05 alpha with division of sex.



Table 1: T-Test for comparison of knowledge of teachers familiar and not familiar with formative assessment criteria

Group Statistics

Groups	N	Mean	Std. Deviation	Std. Error Mean
familiar with formative assessment criteria	180	5.23	1.51	.11
not familiar with formative assessment criteria	566	4.34	1.63	6.923E-.2

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.039	.427	6.501	734	.000	.8943	.1374	.6236	1.1632
Equal variances not assumed			6.773	325.76	.000	.8934	.1319	.6339	1.1529

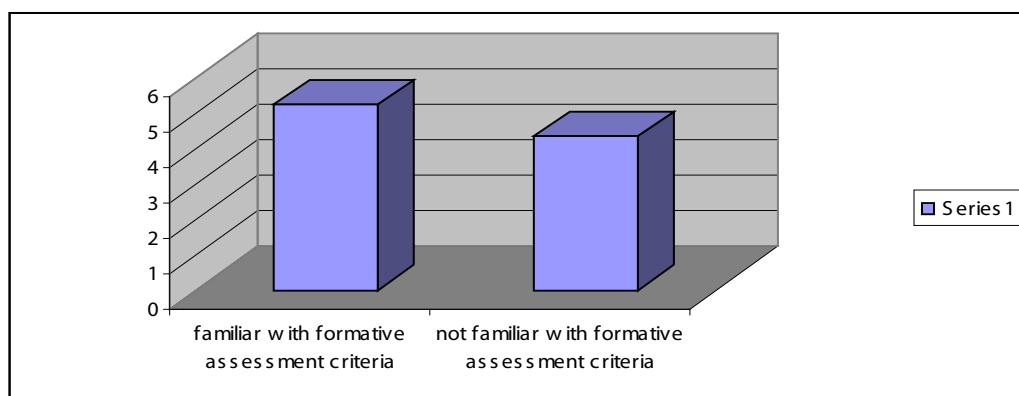


Chart 1: T-Test for comparison of knowledge of teachers familiar and not familiar with formative assessment criteria



Table 2: The relationship between of familiarity with formative assessment criteria and record of service

		familiar with formative assessment criteria	Record of service
familiar with formative assessment criteria	Pearson Correlation	1.000	.564**
	Sig. (2-tailed)	.	.000
	N	736	736
Record of service	Pearson Correlation	.564**	1.000
	Sig. (2-tailed)	.000	.
	N	736	736

** Correlation is significant at the 0.01 level (2-tailed).

Table 3: Regression analysis of variance prediction of variables application formative assessment

Model	Sum of squares	df	Mean Square	F	Sig.
Regression	3627.40	5	725.50	3.025	.010
Residual	175058.43	730	239.81		
Total	178685.83	735			

a Predictors: (Constant) Removing error, recognizing of pupil, correct score, make ready more and be competitive
Dependent Variable: application formative assessment

Table 4: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	51.23	4.00		12.807	.000
Removing errors	.208	.097	.084	-2.144	.032
Recognize of pupil	6.905E-02	.153	.018	.451	.652
Correct score	.583	.205	.110	-2.843	.005
make ready more	.114	.107	.043	-1.059	.290
Be competitive	2.654E-02	.107	.010	.248	.804

a Dependent Variable: : application formative assessment



Today the emphasis is on integration of education and assessment.

Valid assessment encourages students to learn how to learn. In such an atmosphere the learner turns into an active, risky researcher who constantly enjoys learning. The sequence of teaching -assessment — teaching process grows the qualification and self confidence of individual and makes him learn how to use his learning. This enhances the ability of decision making and recognizing the situation, making the assessment active and developing (Rastegar, 2003).

The present research findings indicate that there is a relationship between professional education of assessment methods and knowing of its criteria. knowledge and proficiency in formative assessment requires instruction and attendance in professional courses. Research findings of Fleming and Chambers (1984), Ferrari et.al (1993) and Marso and Peyg (1991) all emphasis on the necessity of professional education in the field of assessment. Zang and Bouri (1995) also studying teachers' capability and qualification in assessment have stated that passing assessment training courses have a considerable effect on enhancing teachers' efficiency in assessment. Findings of various studies in Iran either indicate inefficiency

of formative assessment Niknezhad (1993) and Daneshpajoo (1999) or consider its application as poor and imperfect.

Haghia (2000) and maleki (2001) These researches as well as other studies like Ghadimi Moghadam and Hosseini Tabatabaee (2002,2004) point out the importance of professional education in this field as well as the effect of the variety of field of study (because of related subjects). Experience can also be considered as an important factor in enhancing knowledge and proficiency in assessment.

There are also numerous studies such as Zang and Bouri who stated the rate of teachers' capability and efficiency in assessment as a function of "passing training courses" and "educational background". We can also refer to researches of Pouladi, (2001), Ghadimi Moghadam (2002, 2003) and (2004) who have found a significant difference between teachers' knowledge and proficiency with different record of service. These findings indicate that record of service can be the reason of increasing knowledge and proficiency in assessment if moderator variables like age acquiring experience in life, the manner of school management, principle's expectation of teachers, attendance in educational classes and interaction with colleagues



have sufficient and positive effect.

Boston (2002), Franchez et.al (1985), English researchers (1997), Block and William (1998), Sepasi (1994), Heydari (1996), Kord (2002), Foroughi Abri and Kaveh Poor (2004) Mohammadi and Akhavan Tafti (2006) and Khosh Kholgh and Sharifi (2006) all showed that formative assessment has been able to end in learners 'further progress because of consistency in performance, activity during learning, reducing delays, creating self – confidence and psychic security, students' interaction with teacher and with themselves.

All said positive characteristics are obtainable if only assessment is performed formatively. As based on all educationalists, traditional assessment has two major defects. First traditional assessments are result-oriented not process – oriented Kiamanesh (2001) second the contents of most textbooks are both subject-oriented and emphasizing memorizing concepts and definitions. These two points were the main reasons of replacing formative evaluation so that it can promote real function measurement instead of parrot learning, assessment cognitive and proficiency instead of mere emphasis on field of cognitive and increasing validity and reliability.

Assessment Is a means of improvement of teaching-learning process using quality and descriptive methods instead of emphasis on quantity and numerical measurement.

Performing such conditions depends on the type of teachers' function in evaluation. The present research show that teachers get benefit of only some of formative assessment activities like student's self assessment, portfolios assessment, convincing sessions with parents, research projects, functional measurement, team activities like organizing fairs, corrective feedback and so on.

Although using these methods and criteria is still below expectation, according to teachers and their students, teachers who have attended previous courses of formative assessment have more knowledge and skill in using these methods this is also supported by findings of previous findings.

Since in present research the sample group were teaching subjects of their own field of study (based on new instruction of ministry of education) no difference was observed between teachers of different subjects.

The main point of difference is attending in professional training courses. Thus it seems necessary to make teachers familiar with methods and criteria of this type of assessment.



Formative assessment follows various goals and advantages one of them is feedback which leads to remove of teaching-learning process as stated before (Mc Milan 2004)

When learner inform of the result of his function this positive feedback helps him learn correct function and on the other hand by forming question in his mind he earns further stimulus and motivation to have more efforts. Presenting feedback to teacher as one of the goals of formative assessment leads to correction of curriculum and execution of remedial instructions.

How ever using this method in schools of Iran is not far from problems. First of all performing every new plan requires paving its way otherwise it will follow obstacles and problems preventing the goals of the plan.

There are also some problems and obstacles in performing this plan which have made some of the goals inaccessible or imperfect. Performing the process of formative assessment as suggested by Bloom et.al (1971) includes a six stage plan including:

1. Dividing the content into smaller parts
2. Etermining learning outputs based on educational goals

3. Determining amount of domination with the help of formative tests

4. Analyzing tests results and recognizing learning problems

5. Guiding learners to remove learning problems

6. Using the results of assessment in improving conditions and methods of teaching These stages require enough time even it requires repetition of the tests (which unfortunately in most classes teachers have such a definition of constant assessment).

Being time — consuming , making students tired by repeated assessments , Teachers' unfamiliarity from methods and criteria of assessment , exerting personal ideas, inequality of methods with subjects and time of class, large number of students and degrading final exams are among the most important disadvantages and obstacles of the said assessment.

A critical view will show that the main factors for creating theses faults are the following:

1. Teachers' Unfamiliarity of correct methods and criteria of formative assessment and
2. Lack of suitable ground conditions and facilities for performing these projects.
3. herefore it is recommended that the organization of education pays special



attention to the following points.

Suggestions

1. Organizing workshops of assessment and measurement for teachers, especially newly employed teachers.

2. Drawing a clear, well-defined program including suitable methods of assessment.

3. Activating learners throughout learning through interaction with environment and omission pressure and undesirable competitions in class and schools.

4. Convincing parents about the advantages of formative assessment in sessions.

5. Familiarizing teachers and students with the concept of formative assessment.

6. Concerning the importance of assessment during education, teachers should observe the following:

A. Choose a suitable method of assessment gathering required data about learners.

B. Choose the most efficient and most practical method.

C. Use multiple measurements for the most important goals.

7. Emphasize on goals of higher levels (analyzing, synthesis and assessment) and try to exit assessment from mere memorizing.

8. Using various evaluation that is, pre assessment, diagnostic and formative assessment beside final assessment.

9. Planning a clear program for training teachers in assessment.

10. Supervising on well performing of formative assessment at schools by experts.

11. Using teachers' opinions and experiences and applying them in drawing educational programs.

12. Organizing a comprehensive operational guide in the form of a systematized book for assessing students' activities formatively.

13. Correcting teachers' used methods and coordinating with education in class by educationalists.

14. Organizing educational workshops to make teachers familiar with modern educational trends.



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