



TESTS AND MEASUREMENT

การวัด และ ประเมินผล

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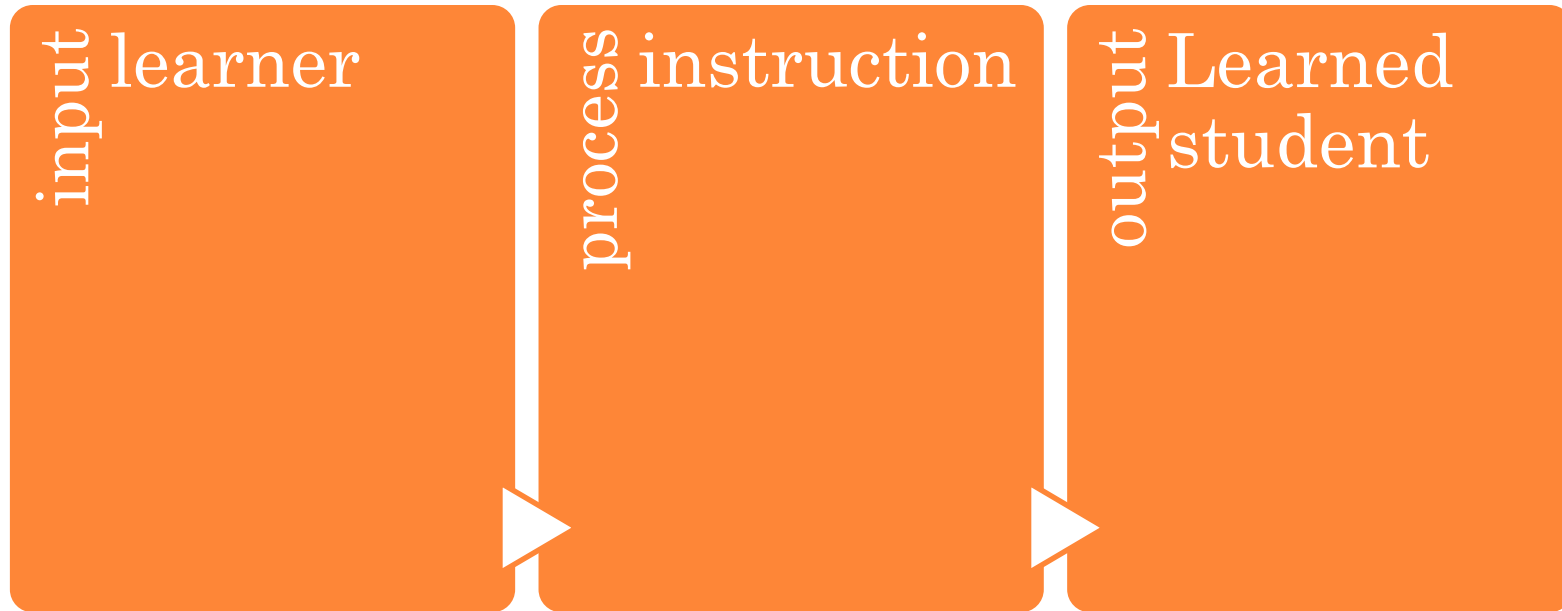


STRUCTURE OF DISCUSSION

- Educational Process
- Tests & Measurement
- TQF



EDUCATIONAL PROCESS



INSTRUCTION

- Objectives (Learning outcomes)
- Course content
- Teaching strategies (to help students achieve the goals set in the course objectives)
- Evaluation (to motivate students and to judge their achievement)



SAMPLES OF COURSE SYLLABUS

- To see instructional designs



DEFINITIONS

- **Measurement** = the process by which the attributes or dimensions of some physical object are determined, using some standard instruments
- **Assessment / Evaluation** = the process of making a judgement or measurement of worth of an entity
- Educational assessment involves gathering and evaluating data evolving from planned learning activities.



PURPOSES OF EDUCATIONAL ASSESSMENT

- Motivating and directing learning
- Providing feedback to students on their performance
- Providing feedback on instruction and/or the curriculum
- Ensuring standards of progression are met



TESTS

- Tests are only tools.
- Tools can be appropriately used or intentionally abused
- Tools can be well designed or poorly designed
- Tools in the hands of ill-trained or inexperienced users can be dangerous
- **Validity** : Does the test measure what it is supposed to measure?
- **Reliability** : Will this test yield stable scores over repeated administration?



TYPES OF TESTS

- Formative ----- Summative
- Informal ----- Formal
- Continuous ----- Final
- Process ----- Product



INTERPRETATIONS OF TEST SCORES

- Ability referenced interpretations

compare a student's performance to what the teacher feels they can do

- Growth referenced interpretations

compare a student's performance to how s/he has done in the past to look for signs of growth over time (to measure improvement)



- Norm referenced interpretations

compare a student's performance to the performance of other students (to determine what is typical)

- Criterion referenced interpretations

compare a student's performance to a well defined content domain or set of specific objectives



GRADING

- A component of assessment, usually employs a comparative standard of measurement and sets up a competitive relationship between those receiving the grades

- **TU Grading Criteria**

A = 100 – 80

B+ = 79 – 76

B = 75 – 70

C+ = 69 – 66

C = 65 – 60

D+ = 59 – 55

D = 54 – 50



- Normal curve distribution

$$A = 10$$

$$B = 20$$

$$C = 40$$

$$D = 20$$

$$F = 10$$

