

THE MODEL TO SUPPORT TEACHERS' CAPACITY IN ASSESSMENT FOR LEARNING

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Abstract

Educational quality is the most important goal for managing the educational system of the nation that expects schools are proficient and prepared to evenly and thoroughly provide an educational service to its people. Modern education reform began in Thailand with the 1999 National Education Act, which was Thailand's first education reform legislation. The results from educational reform for the first ten years have seen that the educational quality of the country has still not yet reached its target.

As we have heard about one study that triggered interest in raising students' learning achievements by using assessment concepts in classes among academic experts throughout the world is the "Inside the Black Box: Raising Standards through Classroom Assessment" study by Black and William in 1998 who found formative assessments to have an effect size of 0.40 – 0.70 on capabilities and learning achievement. Therefore, teacher improvement models concerning assessment for learning are an interesting topic of study.

In addition, we have known that New Zealand's education is interesting because New Zealand is classified as one of the ten countries with the best education in the world. Furthermore, the aforementioned country gave importance to education from a shared belief that "education is an important foundation in national economic and social development". So, we learn a lesson from the two countries.

The result of the research will represent a model for promoting teachers' capacity in assessment for learning which is suitable in the Thai context.

Keywords: Education; Classroom Assessment; Economic and Social Development.
