



**TITLE :** The Development of Assessment Model in German Listening and Speaking Skills for Grade 4 Students

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### **ABSTRACT**

The purpose of this study were to develop an model of assessment German listening and speaking skills for the Grade 4 students, by research and development process, with interviewing 10 teachers about the problems in assessment; constructing the assessment model and evaluating its propriety and feasibility by 5 experts, trying out the assessment model by using 94 students from 4 schools and evaluating in terms of accuracy and utility from teachers in those 4 schools. The results of the study were as follows: the problems German listening and speaking skills assessment were lacking of various assessment models in daily life situations, could not completely assesse for all students in class because using long-time. An approach to assessment model would be using a short time but still extensive in listening and speaking skills. The new assessment model was emphasized in simulating situation for evaluation in 4 indicators, assessment methods by using authentic assessment by 4 levels of rubric scoring with rater agreement index (RAI) 0.76. The model was at a high level in propriety and feasibility. The results of German listening and speaking skills for students were at excellent level 64.89%, 24.47% at good level and 10.64% at fair level, with high level in accuracy and highest level in utility.