



**AN INVESTIGATION OF THE ALIGNMENT
BETWEEN THE O-NET TEST ITEMS FOR GRADE 6
STUDENTS WITH THE TEST BLUEPRINT**

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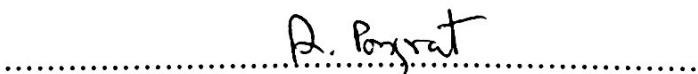


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The aims of this paper are, firstly, to prove that the test blueprint is another good guidance for the teachers to prepare the students for the O-NET test instead of using the Basic Core Curriculum as usual. And according to the test blueprint, this study will reveal the frequency of each indicator that appeared in the 2017 and 2018 O-NET tests from the most frequent indicators to the least one respectively.

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Lastly, it would be my honor if my finding is able to make a difference to people more or less.

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วัตถุประสงค์ในการวิจัยนี้เพื่อที่จะพิสูจน์ว่าตารางวิเคราะห์การออกแบบการสร้างแบบทดสอบเป็นอีกหนึ่งเครื่องมือที่ดีสำหรับครูในการเตรียมนักเรียนสำหรับการทดสอบ O-NET แทนการใช้หลักสูตรแกนกลางเป็นเครื่องมือตามปกติ การศึกษานี้จะแสดงให้เห็นความสอดคล้องกันระหว่างข้อสอบกับตารางวิเคราะห์การออกแบบการสร้างแบบทดสอบ นอกจากนี้ยังแสดงให้เห็นถึงความถี่ของตัวชี้วัดแต่ละตัวที่ปรากฏในข้อสอบโอเน็ต จากตัวชี้วัดที่พบบ่อยที่สุดไปจนถึงตัวที่พบน้อยที่สุดตามลำดับ ตัวอย่างที่ใช้ในการศึกษานี้คือข้อสอบโอเน็ตประจำปีการศึกษา 2560 และ 2561 เครื่องมือในการรวบรวมข้อมูลคือตารางจับคู่ ข้อมูลถูกแบ่งออกเป็นสองส่วน ส่วนแรกคือข้อมูลเชิงคุณภาพที่รวบรวมจากการหาความสอดคล้องกันระหว่างข้อสอบกับตารางวิเคราะห์การออกแบบการสร้างแบบทดสอบ และส่วนที่สองคือข้อมูลเชิงปริมาณเพื่อค้นหาตัวชี้วัดที่ออกข้อสอบบ่อยที่สุดโดยใช้วิธีการทางสถิติ ผลการศึกษาแสดงให้เห็นถึงความสอดคล้องของข้อสอบแต่ละข้อกับตัวชี้วัดต่างๆ และตัวชี้วัดที่ออกข้อสอบบ่อยที่สุดในข้อสอบโอเน็ตคือสาระที่ 1 มาตรฐาน ต 1.1 ตัวชี้วัด ป.6/4 (บอกใจความสำคัญและตอบคำถามจากการฟัง และอ่านบทสนทนานิทานง่าย ๆ และเรื่องเล่า) และตัวชี้วัดที่ออกข้อสอบน้อยที่สุดในข้อสอบโอเน็ตคือสาระที่ 1 มาตรฐาน ต 1.2 ตัวชี้วัด ป.6/2 (ใช้คำสั่ง คำขอร้อง คำขออนุญาต และให้คำแนะนำ)

ABSTRACT

TITLE : AN INVESTIGATION OF THE ALIGNMENT BETWEEN THE
O-NET TEST ITEMS FOR GRADE 6 STUDENTS WITH THE
TEST BLUEPRINT

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KEYWORDS : TEST BLUEPRINT, O-NETS TEST, THE ALIGNMENT
BETWEEN THE O-NET TEST ITEMS WITH THE TEST
BLUEPRINT, INDICATOR, MATCHING SHEET

The aim of this paper is to prove that a test blueprint is a good guide for teachers to prepare students for the O-NET test instead of using the more common Basic Core Curriculum. This study will show how the O- NET test items align with the test blueprint. Moreover, it will also reveal the frequency of each indicator according to the test blueprint appearing in the O-NET tests from the most to least frequent indicators respectively. The samples used in this study were 2017 and 2018 O- NET tests. A matching sheet is used as a tool to collect the data. The data is divided into two parts. The first part was collected from an investigation of the alignment between the test items and the test blueprint using a test-curriculum alignment method. And the second part involved using quantitative data to find the most popular indicator appearing in the tests from the first part by using a statistical method. The results demonstrated how the O- NET tests align with the test blueprint item by item and the most frequent indicator appearing in the O-NET tests is F1.1: Gr 6/4 (tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories) while the least frequent is F1.2: Gr 6/2 (use order/requests to give instructions).

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CHAPTER 1

INTRODUCTION

For this chapter, it describes the scope which the study is all about. The chapter is divided into five parts represented as the lists below:

- 1.1 Rationale and Background of the Study
- 1.2 Significance of the Study
- 1.3 Purposes of the Study
- 1.4 Research Questions
- 1.5 Definitions of key terms

1.1 Rationale and Background of the Study

The O-NET test plays important roles in the Thai educational system as stated by Smith and Fey (2000). According to Thailand's Ministry of Education (2008), the O-NET tests are built for students in Grade 6, 9 and 12 contained with 4 major subjects which are Thai, Mathematics, Science, Social Studies and English. And the O-NET scores are worth 20% and school-based assessments are worth 80% of the final grade for each subject. Supika (2017) also added that O-NET score reveals how well teachers teach their students and help them develop their learning performance to meet the curriculum requirements and how well school administrators manage their school, teachers, and resources to make schooling successful.

Preparing or training students before the test is a serious concern for school administrators and teachers. Ladda and Kamonthip (2017) created a standardized test to meet the requirements of the Basic Core Education Curriculum 2008 (see Appendix A) in order to let the students get familiar with the O-NET test and their students had a higher score in the next year. Nelobol and Dumrong, (2018) confirmed that the O-NET test is designed based on the framework of the 2008 Basic Education Core Curriculum. According to the Ministry of Education (2016), the test blueprint was built for the first time in 2016 and it was a short version of the Basic Core Education Curriculum. The test blueprint has just only essential standards and indicators for the O-NET test.

However, the test blueprint in 2016 will not be considered as the number of indicators are different from 2017 and 2018. In 2017-2018, while Core Curriculum contains 20 indicators in total, the test blueprint contains only 14 indicators to focus for the test. And 6 absent indicators were taken out from the blueprint (see Appendix B). Some teachers adopted test blueprint to create their lesson plans. Sirida (2017) established educational tools with lesson plan related to the indicators in the test blueprint for her Mukdahan secondary school students. And the results of the O-NET test of the Mukdahan students in academic year of 2016 were higher than the academic year 2015. Interestingly, after the test blueprint was built, the national mean scores of English O-NET test in grade 6 were 28.31 in 2017 and increased to 39.24 in 2018 (www.niets.or.th).

From my context, I have been teaching students in Grade 6 for almost 3 years. This is the reason why I would like to focus on O-NET for Grade 6. And in my opinion, the test blueprint might be another tool to promote the O-NET score as it links directly to the O-NET test with fewer indicators than Basic Core Curriculum. It might help teachers avoid time-consuming in training students for the test as they do not need to focus on all the 20 indicators in Core Curriculum but just fewer indicators in the test blueprint. Therefore, this study aims to investigate the alignment between the O-NET test and the test blueprint. Moreover, this study will reveal how frequent each indicator appeared in the test administered between 2017 and 2018, so that the teacher will know the important ones.

1.2 Significance of the Study

According to the Basic Education Core Curriculum (2008), grade 6 Thai students need to meet 20 indicators in total for foreign language subject and for taking an O-NET test. This study will reveal the alignment of O-NET test items with the test blueprint in the areas of curriculum domains, learning standards, and indicators. Fortunately, the test blueprint scopes just only important indicators with short detail that students need to know because there are 14 indicators in the test blueprint for both 2017 and 2018.

This study might shed some light on the teachers who would like to prepare their lesson plans or courses for the students to have the higher score on O-NET test. They can apply the test blueprint as useful guidance. And the most popular indicators

appeared in the tests will be the main focuses. So, the teachers can train the students productively before taking the test.

1.3 Purposes of the Study

The purpose of the study is to find out whether the test blueprint is a good guidance for the teachers to prepare the students for the O-NET test instead of using the Basic Core Curriculum as usual. And according to the test blueprint, this study will also reveal the frequency of each indicator such as Gr 6/1, Gr 6/2, and Gr 6/3 that appeared in the 2017 and 2018 O-NET tests from the most frequent indicators to the least one respectively.

1.4 Research Questions

1.4.1 How do the O-NET test items administered between 2017 and 2018 align with the test blueprint?

1.4.2 What are the most frequent indicators that appeared in the O-NET tests?

1.5 Definitions of key terms

1.5.1 *Alignment* refers to a desirable degree of matching that a single test items can reach the content area, particularly, “matching task” or “Likert-type rating scales” (Sireci and Faulkner-Bond, 2014). In this study, alignment will be applied to match between test items and the area content of indicators based on the test blueprint on Grade 6 in English subject part in 2017 and 2018.

1.5.2 *O-NET* refers to Ordinary National Educational Test to evaluate the knowledge and thinking ability of Grade 6, 9 and 12 students according to the Basic Education Core Curriculum B.E 2551 (A.D. 2008) contained with 4 major subjects which are Thai, Mathematics, Science, Social Studies and English. And in this study will focus only on Grade 6 in English subject part in 2017 and 2018.

1.5.3 *Test blueprint* refers to the test specifications that reflect the content of an assessment that the students will be tested. It contains the curriculum domains, learning standards, indicators, and a number of questions for each curriculum domain (The Ministry of Education, 2016).

1.5.4 *Curriculum domains* refer to a specific area of the teaching-learning process, and a well-defined scope for demonstrating positive teacher practices according to Buenconsejo (2016). Based on the Basic Education Core Curriculum B.E 2551 (A.D. 2008), there are four curriculum domains in the section of foreign language mentioned as 1) language for communication, 2) language and culture, 3) language and relationship with other learning areas, and 4) language and relationship with community and the world.

1.5.5 *Learning standards or strands* refer to what the learners should know and should be able to perform under the scope of curriculum domains (The Ministry of Education, 2008). These standards prescribe the observance of the principles of development of the brain and multiple intelligence which is required to achieve learners' balanced development.

1.5.6 *Indicators* refer to sub-learning standards. It reflects contents and skills that the learner is expected to learn. They are essential criteria for evaluation in order to see the learners' performance (The Ministry of Education, 2008).

CHAPTER 2

LITERATURE REVIEW

This chapter discusses the relevant information covering an overview of the research. The chapter is organized as follows:

- 2.1 Testing theories
- 2.2 Types and purposes of testing
- 2.3 O-NET Tests
- 2.4 The Basic Education Core Curriculum
- 2.5 Test blueprint
- 2.6 Test-curriculum alignment method and statistical analysis method
- 2.7 Related studies
- 2.8 Summary of the chapter

2.1 Testing theories

Testing is a process that is used to measure student's ability in a particular field in a certain time limit with some specific goal or indicators. Whenever there is learning or teaching, testing can be applied for the process of evaluation (Kedar Prasad Sah, 2012). The test can assess what students have learned after the completion of a lesson or unit. It can be described as “washback” for learning process, student performance in learning, and the test itself. To explain more, teacher can look back at the ways they teach or manage the class if it is appropriate for the students. This information may help the teacher create small groups or to apply different materials or strategies for students who have different style of learning. A teacher can analyze the results to see if the majority of students did well or need more studying. Using tests at the school can observe student strengths and weaknesses. One obvious example of this is when teacher uses pretests at the beginning of units to find out what students already know and figure out where to focus on the lesson. Moreover, in case that most of the students fail the test, the test itself might lack of validity or reliability, then, it should be adjusted (Kelly, 2019).

According to Brown (2004), tests are a part of assessment to measure the ability, knowledge, or performance in given domain of a person. The test must be explicit and structured to be qualified as a test, for example, multiple choice questions need to have correct answers, writing tests need to have scoring rubric, or an oral interview relies on a question script.

In Thai context, apart from testing in school, there are national tests. The organization which is responsible for measurement and evaluation at the national level is the National Institution of Educational Testing Service (NIETS). It is assigned to develop national tests, for example, O-NET for grades 6, 9, and 12, GAT (General Aptitude Test), PAT (Professional and Academic Aptitude Test), or even 9 subjects (www.niets.or.th). These nation tests play the role to reflect students, teachers, schools, and policymakers. Moreover, the O-NET can be used for admission (Nelobol, 2017).

2.2 Types and purposes of testing

2.2.1 Achievement tests

The test designed to test students after learning process in order to access and measure students or their learning behaviors. The results will reveal the performance of the students and give information in order to see students' comprehension in the lesson. Moreover, the test is used in order to measure a lesson plan for specific learning objectives. The students should have an opportunity to learn what they are supposed to learn with productive activities, materials, or sources. And after learning, students should have a better understanding in the lesson. If the lesson plan is designed in a proper way related to the objectives, there might be a good reflection on the students' outcome according to the achievement test. On the other hand, if the students' outcome is unsatisfying, there might be some mismatch between lesson plan, learning objectives or even the test itself (Brown, 2004).

2.2.2 Diagnostic tests

The test is used as a purpose to diagnose what the learners need to develop after they have been taught, for example, a test in pronunciation diagnoses the phonological features of English. Usually, these tests offer a checklist of features for the teacher to specify difficulties (Brown, 2004).

2.2.3 Placement tests

The purpose of this test is to help a student to be in a particular level or section of a language curriculum or school. Mostly, it includes a sampling of the material to be covered in the various courses in a curriculum; a student's performance should indicate the point at which the student will find material neither too easy nor too difficult but appropriately challenging. There are various kinds of tests, such as assessing comprehension and production, responding through written and oral performance, open-ended and limited responses, and selection and gap-filling formats (Brown, 2004).

2.2.4 Proficiency tests

It is not necessarily based on certain courses that students may have previously taken. Most students take this type of tests to admit to a foreign university, get a job or obtain some kind of certificate. It is designed to measure students' knowledge and ability in a language (Brown, 2004).

2.2.5 Aptitude tests

It is designed to discover whether a student has a talent or basic ability for learning a new language or not (Brown, 2004). Particularly, the achievement test was used for the same purpose as O-NET test designed in forms of multiple-choice test. According to Cashin (1987), the two most important characteristics of an achievement test are its content validity and reliability. A test's validity is determined by how well it samples the range of knowledge, skills, and abilities that students were supposed to acquire in the period covered by the exam. Test reliability depends on grading consistency and discrimination between students of differing performance levels. Well-designed multiple choice tests are generally more valid and reliable than essay tests because, 1) they sample material more broadly, 2) discrimination between performance levels is easier to determine, and 3) scoring consistency is practically guaranteed (Cashin, 1987).

The validity of multiple choice tests depends on systematic selection of items with regard to both content and level of learning. Although most teachers try to select items that sample the range of content covered by an exam, they often fail to consider the level of the questions they select. Moreover, since it is easy to develop items that require only recognition or recall of information, they tend to rely heavily on this type

of question. Multiple-choice tests in the teacher's manuals that accompany textbooks are often composed exclusively of recognition or recall items (Cashin, 1987).

2.3 O-NET Tests

2.3.1 The scope of O-NET tests

O-NET (Ordinary National Educational Test) , known as a Thai state-mandated test, is designed based on the framework of the 2008 Basic Education Core Curriculum which identifies the learning standards and indicators for students in Grade 6, 9 and 12 contained with 4 major subjects which are Thai, Mathematics, Science, Social Studies and English. The O-NET test for the English subject for the primary level (Grade 6) is developed with 40 items for 100 scores (Ministry of Education, 2008).

2.3.2 Curriculum domains

For English language, it contains 4 domains prescribed in the 2008 Basic Education Core Curriculum (see Appendix A):

Language for Communication (F1): use of foreign languages for listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately

Language and Culture (F2): use of foreign languages harmonious with culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application

Language and Relationship with Other Learning Areas (F3): use of foreign languages to link knowledge with other learning areas, forming the basis for further development, seeking knowledge and broadening learners' world views

Language and relationship with Community and the World (F4): use of foreign languages in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further education, livelihood and exchange of learning with the global society

2.3.3 Learning Standards

The standards serve as the goals to be achieved in developing learners' quality. These standards prescribe what the learners should know and should be able to perform. They also indicate moral and ethical values as well as desirable characteristics upon completing education at basic level (Ministry of Education, 2008). Learning Standards are subsets of curriculum domain, to illustrate, language for communication (F1) contains 3 learning standards which are F1.1, F1.2, and F1.3 (see Appendix A).

2.3.4 Indicators

Indicators specify what learners should know and be able to practise as well as their characteristics for each level. Indicators reflect the standard of learning. Being specific and concrete, they can be utilised for prescribing contents, determining learning units and organising teaching-learning activities. They serve as essential criteria for evaluation in order to verify the learners' quality. Key Stage Indicators specify the goals to be achieved for upper secondary education, for example, in Grade 6, the indicator will be described as Gr.6. According to the curriculum, indicators are subsets of the learning standards, to illustrate, the domain of language for communication (F1) contains 3 learning standards which are F1.1, F1.2, and F1.3. And within F1.1, it contains of 4 indicators which are Gr.6/1, Gr.6/2, Gr.6/3, and Gr.6/4 (see Appendix A).

2.3.5 The importance of the O-NET in Thailand

The O-NET test plays two important roles in the Thai educational system: holding accountability and gatekeeping for students at a higher level (Smith and Fey, 2000). Teachers and school administrators are expected to provide a high quality of education and motivating learning environment for all students (Wall, 2000). And the overall scores of students on the O-NET tests can reflect the quality of education provided to the students. It reveals how well teachers teach their students and help them develop their learning performance to meet the curriculum requirements and how well school administrators manage their school, teachers, and resources to make schooling successful (Supika, 2017). According to Thailand's Ministry of Education (2008), the O-NET scores will also be significant as it is worth 20% and school-based assessments are worth 80% of the final grade of each subject for grade 6, 9, and 12 Thai students.

Pensiri and Adunyarittigun (2019) also pointed out that the O-NET score is an effective instrument for recruiting students to English major program, a bachelor's degree in English at a public university in Bangkok. The students need to have at least 75 out of 100 scores on the O-NET in foreign language (English) in order to be admitted to the program. The test related to academic achievements which could predict the English skill of the students throughout the academic years.

However, there is no clear evidence for validity and reliability of the O-NET test. There must be test specification to cross-check the content that the test writers aim to measure. Even the test blueprint is a good guidance, it is still broad to focus. In this study, the test writers were anonymous for the 2017 and 2018 O-NET tests. Thus, it was not possible to verify the test content with specification.

2.4 The Basic Education Core Curriculum

Compared with the 1999 National Education Act, the 2008 Basic Education Core Curriculum was a better version with clear and proper standards and indicators while the previous one contained only the general objectives and principles (Nelobol, 2017). The new curriculum has two main objectives concerning measurement and evaluation which are improving learners' capacities and assessing learning outcomes (Ministry of Education, 2008). Measuring and assessing learners' achievements is very essential for educational decisions, administration, teaching, testing, and guidance and counseling decisions by providing necessary information for education policy for the nation (Suwathanpoornkul, 2013).

2.5 Test blueprint

According to the Ministry of Education in Thailand (2016), the test blueprint was first created as guidance and desirable standards and indicators which will be assessed in the O-NET tests. The indicators which are not listed in the test blueprint are unnecessary ones to focus or prepare for a test. Based on the basic core curriculum (2008), there are 20 indicators in total for English Language. However, in the test blueprint contained just only 14 indicators in both 2017 and 2018.

2.6 Test-curriculum alignment method and statistical analysis method

The test-curriculum alignment method according to Andrea and Stephen (2009) is used to demonstrate or evaluate the connection between testing, content standards (i.e., curriculum), and instruction. If these components work together to deliver a consistent message about what should be taught and assessed, students will have the opportunity to learn and to truly demonstrate what they have achieved. And for statistical analysis explained by the Statistical Service Centre (2006), it is used to summarize and describe quantitative data. Graphs or tables can be used to present the data.

2.7 Related studies

The study of “An Investigation of Content Validity in O-NET (English Subject) for the Upper Secondary Level (Matthayom 6)” by Nelobol and Dumrong (2018) was conducted in order to investigate content validity of the O-NET tests in the subject of English for the upper secondary level by using the test-curriculum alignment method. The test samples used in this study were the 2009 and 2010 O-NET tests. Five participants were purposively selected to match the O-NET test items with the Basic Education Core Curriculum. Additionally, having five participants for rating is less time-consuming. This is a good point of rating because the participants will not be too exhausted while rating the test items with the linked objectives. The results demonstrated that the O-NET test items were partially aligned with the national curriculum. This is similar to D’Agostino et al. (2008) as study that compared the rating and matching item-objective alignment methods. The researchers used the rating and matching techniques to analyze the test items and content standards. The methodology employed in D’Agostino et al. (2008) was practical in terms of collecting and interpreting the data. They used tables to match the test items with the learning standards that were understandable and easy to calculate for data analysis. Additionally, the matching was less time-consuming. This is a good point because the researcher would not be too exhausted while matching the test items with the linked objectives.

According to Pensiri and Adunyarittigun (2019), they had done the research under the topic “Behind the Scores: In Search of the Predictive Validity of O-NET Scores to Academic Achievements of English Major Students”. This study was conducted in order to investigate 1) the relationship between O-NET scores and academic achievements,

2) its predictive validity and 3) lecturers' attitudes towards the use of the O-NET for recruiting students into an English major program of a public university in Thailand. The samples were the O-NET scores in foreign language (English) and academic achievements from academic years 2010 to 2014. Nine lecturers were selected purposively to participate in the semi-structured interview. The results demonstrated that the O-NET score was related to academic achievements and could predict academic achievements of English major students. Moreover, the lecturers believed that the O-NET was an effective instrument for recruiting students to English major program.

However, Pariwat (2020) conducted the research under the topic "Voices from Thai EFL Teachers: Perceptions and Beliefs towards the English Test in the National Examination in Thailand." He believed that the national examination in Thailand played as a high-stakes test at an upper secondary school level as it could be used as a tool for several purposes in education such as gatekeepers for the university entry and measures for the teaching quality evaluation. The study aimed to explore what Thai EFL teachers at an upper secondary school level thought about the English test in the O-NET. The mixed-methods approach was applied to conduct the research. A hundred teachers completed the questionnaires and 10 of them took part in the follow-up interviews. The main findings revealed that the majority of teachers were not satisfied with the English O-NET although they tended to focus on the test paper and taught to the test due to some pressures from other stakeholders in educational settings. The findings suggested that the test should include other aspects of language skills, such as listening and speaking, to avoid dependence on rote-learning and memorization.

2.8 Summary of the Chapter

In this chapter, testing theories, types and purposes of testing were reviewed as they were the nature of the test. O-NET Tests, and the basic education core curriculum were mentioned to show how it related to each other. And test blueprint was described as guidance for O-NET. However, there is no evidence to make use of the test blueprint. Therefore, this study attempts to fill this gap and prove if the test blueprint is practical.

Test-curriculum alignment method and statistical analysis method were also described as those were parts of the research methodology. Related studies were

mentioned to be examples of matching and rating techniques to analyze the test items and learning standards. Also, the studies suggested the ideas to apply and build a practical matching sheet.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter will show the processes of how the O-NET test items align with the test blueprint. Moreover, it will also show the processes to reveal the frequency of each indicator according to the test blueprint that appeared in the O-NET tests from the most frequent indicators to the least one respectively. This chapter is divided into parts as follow:

- 3.1 Research Instrument
- 3.2 Data Collection
- 3.3 Data Analysis

3.1 Research Instrument

A matching sheet was used as a tool to collect the data. It was created to investigate the overall result of the alignment between O-NET test items and indicators according to the test blueprint. The matching sheet was adapted from D'Agotino et al. (2008) which is in the form of tables. The first column was the test item number. The second, third, and fourth columns were curriculum domain 1, 2, and 4 respectively. In these columns, there were sub-standards in each curriculum domain with sub-indicators so that the matcher could put a check mark on the table easily. The matcher had to put a check mark on the indicators' box that each test item is aligned. Then, the number of the marks for each indicator would be counted in total at the end of the table.

3.2 Data Collection

This study includes two collections of English O-NET for grade 6 Thai students from the years 2017 and 2018. There are 40 items for each collection (80 items in total) which were created by the Thai National Institute of Educational Testing Service under the framework of the 2008 Basic Education Core Curriculum. Moreover, this study adopted the test blueprints of English O-NET for grade 6 from the years 2017 and 2018. They are guidelines containing the curriculum domains, learning standards, indicators,

and a number of test items for each domain under the same framework of the Core Curriculum as the tests. The test blueprint was used to investigate the alignment with the tests by matching each test item to its indicators under learning standards and curriculum domains. As previously stated, there are only O-NET tests with its test blueprint during 2017 and 2018 because 1) the O-NET tests are the most up-to-date test at the present time and 2) for 2017 and 2018, the test blueprints contain the same number of indicators which are 14 indicators.

The data is divided into two parts. The first part is the quantitative data collected from the investigation of the alignment between the test items and the test blueprint using test-curriculum alignment method. The O-NET test contains 40 items for each year and 80 items in total. And the second part is also quantitative data to find out the most frequently used indicator in the tests during the years 2017 and 2018 by using a statistical method.

3.3 Data Analysis

3.3.1 Process of Test-curriculum alignment method

The first part of the data which is quantitative one obtained by using Test-curriculum alignment method to identify the alignment of test items with the test blueprint. There are three dimensions which are curriculum domains, learning standards, and indicators to be analyzed.

The alignment between the test items and the test blueprint of 2017 O-NET test would be described as followed.



1. Maya is an exchange student. Your teacher introduces her to the class.



What should you say to Maya?

- | | |
|----------------------|--------------------|
| 1. Never mind. | 2. You are new. |
| 3. Nice to meet you. | 4. You're welcome. |

Matched Indicators	Descriptions	Example
F 1.2 Gr.6/4	Speak and write to ask for and give data about themselves, their friends, families and matters around them.	<ul style="list-style-type: none"> - What should you say to Maya? - Maya is an exchange student. - Your teacher introduces her to the class.

<p>2. You throw the ball to your friend, but it accidentally hits her face.</p>  <p>What should you say to her?</p> <p>1. It's too bad. 2. I'm sorry. 3. No problem. 4. Don't worry.</p>		
Matched Indicators	Descriptions	Example
F 1.2 Gr.6/5	Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications.	- It's too bad. - I'm sorry. - No problem. - Don't worry.
<p>3. An old man gets on the bus. There is no seat for him. You want to give him your seat.</p>  <p>What should you say to him?</p> <p>1. Is this your seat? 2. Can you sit down? 3. Would you like to sit? 4. Do you like your seat?</p>		
Matched Indicators	Descriptions	Example
F 1.2 Gr.6/3	Speak/write to express needs, ask for help and agree and refuse to give help in simple situations.	- Is it your seat? - Can you sit down? - Would you like to sit? - Do you like your seat?

4. Look at the picture.



What does the woman want to do?

- | | |
|--------------------|---------------------|
| 1. Call a waiter. | 2. Ask a question. |
| 3. Raise her hand. | 4. Show her ticket. |

Matched Indicators	Descriptions	Example
F 1.1 Gr.6/3	Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read.	- Call a waiter. - Ask a question. - Raise her hand. - Show her ticket.

5. You are waiting for a bus. You want to know when the bus comes.

What should you ask?

1. What bus goes downtown?
2. Is that the time? I must go.
3. I'm sorry. Do you have time?
4. Excuse me. What time is the next bus?



Matched Indicators	Descriptions	Example
F 1.3 Gr.6/3	Speak/write to express opinions about various matters around them.	<ul style="list-style-type: none"> - What bus goes downtown? - Is that the time? I must go. - I'm sorry. Do you have time? - Excuse me. What time is the next bus?

6. Look at the picture.



What do you think will happen after this?

1. The place will be cleaner.
2. There will be less grass.
3. The trees will be greener.
4. There will be more leaves.

Matched Indicators	Descriptions	Example
F 1.3 Gr.6/3	Speak/write to express opinions about various matters around them.	<ul style="list-style-type: none"> - What do you think will happen after this? - The place will be cleaner.

7. Look at the picture.



Which of the following is correct about the picture?

1. You can talk freely.
2. You have to talk noisily.
3. You must not speak quietly.
4. You should not speak loudly.

Matched Indicators	Descriptions	Example
F 1.1 Gr.6/3	Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read.	<ul style="list-style-type: none"> - You can talk freely. - You have to talk noisily. - You must not speak quietly. - You should not speak loudly.

8. Clara made a card like this:



When should Clara give her aunt the card?

1. The last day in October
2. The fourteenth of February
3. The twenty-fifth of December
4. The fourth Thursday in November

Matched Indicators	Descriptions	Example
F 2.2 Gr.6/2	Compare the differences/ similarities between the festivals, celebrations and traditions of native speakers and those of Thais.	- Happy Valentine's Day. - The fourteenth of February.

11. Which of the following is an American breakfast?

1. bacon, eggs, and sausages
2. sticky rice and grilled pork
3. steamed rice and beef curry
4. roasted chicken and papaya salad

Matched Indicators	Descriptions	Example
F 2.1 Gr.6/2	Give data about the festivals/ important days/ celebrations/ lifestyles of native speakers.	<ul style="list-style-type: none"> - Which of the following is an American breakfast? - Bacon, eggs, and sausages - Sticky rice and grilled pork - Steamed rice and beef curry - Roasted chicken and papaya salad

12. Which month has the same number of days as “March”?

1. June

2. August

3. February

4. November

Matched Indicators	Descriptions	Example
F 1.3 Gr.6/1	Speak/write to give data about themselves, their friends and the environment around them.	- Month - March - June - August - February - November
<p>13. What should a driver do when he sees the red traffic light?</p> <p>1. Park the car.</p> <p>2. Move the car.</p> <p>3. Stop the car.</p> <p>4. Watch the car.</p>		
Matched Indicators	Descriptions	Example
F 2.2 Gr.6/2	Compare the differences/ similarities between the festivals, celebrations and traditions of native speakers and those of Thais.	- The red traffic light

<p>14. Which word has the same vowel sound as “do”?</p> <p>1. go</p> <p>2. no</p> <p>3. to</p> <p>4. so</p>		
Matched Indicators	Descriptions	Example
F 2.2 Gr.6/1	Tell similarities/ differences between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with structures of sentences in foreign languages and Thai language.	- The same vowel sound
<p>15. Which question has a different intonation from the others?</p> <p>1. Is it okay?</p> <p>2. What is it?</p> <p>3. Can you go?</p> <p>4. Are you all right?</p>		
Matched Indicators	Descriptions	Example
F 2.2 Gr.6/1	Tell similarities/ differences between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with structures of sentences in foreign languages and Thai language.	- A different intonation

16. Which of the following is correct?

1. You can me hear.
2. You hear me can.
3. Can me hear you?
4. Can you hear me?

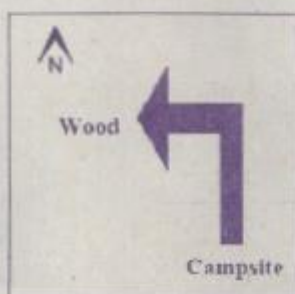
Matched Indicators	Descriptions	Example
F 1.2 Gr.6/1	Speak/write in an exchange in interpersonal communication.	- Can you hear me?
<p>17. Which of the following punctuation marks is <u>not</u> correct?</p> <ol style="list-style-type: none"> 1. How are you? 2. How do you do? 3. How did you get here? 4. How beautiful you are? 		
Matched Indicators	Descriptions	Example
F 2.2 Gr.6/1	Tell similarities/ differences between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with structures of sentences in foreign languages and Thai language.	- How are you? - How do you do? - How did you get here?

18. Students have to get wood for a campfire.

The map says, "From the campsite, go 400 metres to the north, and another 200 metres to the west. The wood is there."

Which map is correct?

1.



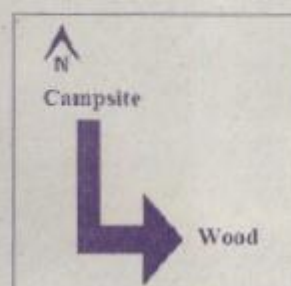
2.



3.



4.



Matched Indicators	Descriptions	Example
F 1.3 Gr.6/2	Draw pictures, plans, charts and tables to show various data heard or read.	- From the campfire, go 400 metres to the north, and another 200 metres to the west. The wood is there.

19. Look at the table.

Students' Favorite Pets

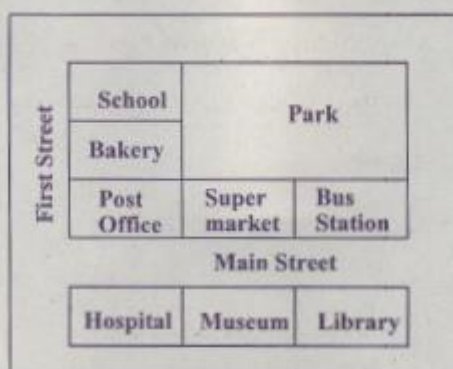
Pets	Number of Students
hamsters	8
rabbits	2
birds	10
fish	12
dogs	13
cats	12

Which of the following is correct?

1. None of the students like dogs.
2. Most of the students like rabbits.
3. More students like fish than cats.
4. More students like birds than hamsters.

Matched Indicators	Descriptions	Example
F 1.3 Gr.6/2	Draw pictures, plans, charts and tables to show various data heard or read.	<ul style="list-style-type: none"> - None of the students like dogs. - Most of the students like rabbits. - More students like fish than cats. - More students like birds than hamsters.

20-21 Look at the map.



20. Which sentence is correct?

1. The bakery is next to the bus station.
2. The museum is opposite the supermarket.
3. The library and the school are on the same road.
4. The park is between the post office and the hospital.

Matched Indicators	Descriptions	Example
F 1.3 Gr.6/2	Draw pictures, plans, charts and tables to show various data heard or read.	<ul style="list-style-type: none"> - The bakery is next to the bus station. - The museum is opposite the supermarket. - The library and the school are on the same road. - The park is between the post office and the hospital.

<p>21. Sutee is at school. How can he get to the post office?</p> <ol style="list-style-type: none"> 1. Take First Street and turn right at the library. 2. Take Main Street and turn left at the supermarket. 3. Walk along First Street. The post office is on the corner. 4. Walk along Main Street. The post office is straight ahead. 		
Matched Indicators	Descriptions	Example
F 1.3 Gr.6/2	Draw pictures, plans, charts and tables to show various data heard or read.	<ul style="list-style-type: none"> - Sutee is at school. - How can he get to the post office? - Take First Street and turn right at the library. - Take Main Street and turn left at the supermarket. - Walk along First Street. The post office is on the corner. - Walk along Main Street. The post office is straight ahead.
<p>22. Read the conversation.</p> <p>Liam: Are you ready to order, sir?</p> <p>Ken: Yes. I'd like a tomato soup and a tuna salad, please.</p> <p>Where are Liam and Ken?</p> <ol style="list-style-type: none"> 1. At a garden 2. In a kitchen 3. At a fish farm 4. In a restaurant 		
Matched Indicators	Descriptions	Example
F 1.1 Gr.6/4	Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.	<ul style="list-style-type: none"> - Where are Liam and Ken? - In the restaurant.

23-28 Read the email and answer the questions.

19 January 2018

Subject: science project

Hi Ping,

My group is staying at a hotel near the science exhibition hall. Bad news! Some test tubes got broken while we were getting off the train. As you know, we need the tubes for the project. We didn't know where to find them in a short time. And the traffic was very busy during rush hour. The hotel staff suggested that we take the BTS train to a store. It was our first time to take the BTS. It's easier and faster than I thought. We got the tubes in less than an hour!

Wish me luck on the project presentation tomorrow.

Cheers!

Kan

23. Who are Ping and Kan?

1. Friends

2. Parents

3. Tourists

4. Drivers

Matched Indicators	Descriptions	Example
F 1.1 Gr.6/4	Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.	- Who are Ping and Kan?

<p>28. Which of the following is correct?</p> <ol style="list-style-type: none"> 1. Kan wrote the email. 2. Ping was in the store. 3. Ping took a BTS train. 4. Kan stayed at the exhibition hall. 		
Matched Indicators	Descriptions	Example
F 1.1 Gr.6/4	Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.	- Which of the following is correct?
<p>Directions:</p> <p>Items 29-40 Choose the correct answer to complete the conversations.</p> <p>ข้อ 29-40 จงเลือกคำตอบที่เหมาะสมที่สุดมาเติมลงในบทสนทนา</p> <p>29. Teacher: _____</p> <p>Student: I'm in Prathom 6.</p> <ol style="list-style-type: none"> 1. Which school is it? 2. Who is in that room? 3. Where do you study? 4. What class are you in? 		
Matched Indicators	Descriptions	Example
F 4.1 Gr.6/1	Use language for communication in various situations in the classroom and in school.	<p>- I'm in Prathom 6.</p> <p>- Which school is it?</p> <p>- Who is in that room?</p> <p>- Where do you study?</p> <p>- What class are you in?</p>

32. Brad: I failed my math test. What should I do?

Doug: _____

Brad: Yeah, you're right.

1. You can hurry.
2. You can go to a gym.
3. You should play more.
4. You should study harder.

Matched Indicators	Descriptions	Example
F 4.1 Gr.6/1	Use language for communication in various situations in the classroom and in school.	- I failed my math test. - You should study harder.

33. Molly: _____	Nancy: I like science.	
1. What does she teach?	2. Are you doing homework?	3. What is your favorite subject?
4. Are you studying for the tests?		

Matched Indicators	Descriptions	Example
F 4.1 Gr.6/1	Use language for communication in various situations in the classroom and in school.	- I like science. - What does she teach? - Are you doing homework? - What is your favorite subject? - Are you studying for the tests?

<p>34. Robin: _____</p> <p>Henry: It's sunny.</p> <p>1. What is the weather like?</p> <p>2. What is like the weather?</p> <p>3. Do you like the weather?</p> <p>4. Does the weather like you?</p>		
Matched Indicators	Descriptions	Example
F 1.3 Gr.6/1	Speak/write to give data about themselves, their friends and the environment around them.	<ul style="list-style-type: none"> - It's sunny. - What is the weather like? - What is like the weather? - Do you like the weather? - Does the weather like you?
<p>35. Son: Please Mom, _____</p> <p>Mom: No, dear. You can't. It's time for bed.</p> <p>1. may you get up late?</p> <p>2. can you read a story?</p> <p>3. may I try to sleep early?</p> <p>4. can I use the smartphone?</p>		
Matched Indicators	Descriptions	Example
F 1.2 Gr.6/3	Speak/write to express needs, ask for help and agree and refuse to give help in simple situations.	<ul style="list-style-type: none"> - You can't. - may you get up late? - can you read a story? - may I try to sleep early? - can I use the smartphone?

<p>36. Anek is looking for a seat in the canteen. There is an empty seat near a boy.</p> <p>Anek: Excuse me. _____</p> <p>Boy: Yes, it is. Go ahead.</p> <ol style="list-style-type: none"> 1. Is this table all right? 2. Is it okay if I sit here? 3. Would you mind if I sat here? 4. Would you mind sitting there? 		
Matched Indicators	Descriptions	Example
F 1.2 Gr.6/3	Speak/write to express needs, ask for help and agree and refuse to give help in simple situations.	<ul style="list-style-type: none"> - Excuse me. - Yes, it is. Go ahead. - Is this table all right? - Is it okay if I sit here? - Would you mind if I sat here? - Would you mind sitting there?
<p>37. At the reception desk</p> <p>Receptionist: _____</p> <p>Guest: I'm trying to find a toilet.</p> <ol style="list-style-type: none"> 1. Can I help you? 2. May I tell you? 3. May you tell me? 4. Can you help me? 		
Matched Indicators	Descriptions	Example
F 1.2 Gr.6/2	Use orders requests and give instructions.	<ul style="list-style-type: none"> - I'm trying to find a toilet. - Can I help you? - May I tell you? - May you tell me? - Can you help me?

38. Greg: Could you pass me the pepper, please?

Jenny: _____

Greg: Thank you.

1. No, thanks.

2. Yes, please.

3. Here you are.

4. Another time.

Matched Indicators	Descriptions	Example
F 1.2 Gr.6/3	Speak/write to express needs, ask for help and agree and refuse to give help in simple situations.	<ul style="list-style-type: none"> - Could you pass me the pepper, please? - Thank you. - No, thanks. - Yes, please. - Here you are. - Another time.

39-40 At a Thai temple

Sook: Hey, Tom! You can't go in wearing ____ (39) ____.

They are not allowed in the temple.

Tom: Oops, I'm sorry. I didn't know that. In my country, we can wear them in church. But men take off their ____ (40) ____ when they go in.

Sook: Yeah, most Thai people don't wear them in the temple, either.

39.

1. socks


2. shoes



3. a shirt

4. a skirt

Matched Indicators	Descriptions	Example
F 2.1 Gr.6/2	Give data about the festivals/ important days/ celebrations/ lifestyles of native speakers.	-You can't go in wearing shoes. They are not allowed in the temple. - In my country, we can wear them(shoes) in church.
<div> <div>40.</div> <div>1. hats</div> <div>2. socks</div> <div>3. shoes</div> <div>4. shirts</div> </div>		
Matched Indicators	Descriptions	Example
F 2.1 Gr.6/2	Give data about the festivals/ important days/ celebrations/ lifestyles of native speakers.	- Men take off their hats when they go in (church). - Most Thai people don't wear them (hats) in temple.

And the alignment between the test items and the test blueprint of 2018 O-NET test would be described as followed.

<p>1. The floor is wet. Your brother is walking on it.</p>  <p>What should you say to him?</p> <p>1. Be quiet. 2. Hurry up.</p> <p>3. Be careful. 4. Step down.</p>		
Matched Indicators	Descriptions	Example
F 1.2 Gr.6/2	Use orders requests and give instructions.	- Be quiet. - Hurry up. - Be careful. - Step down.
<p>2. Your friend is in hospital. What should you say to him?</p> <p>1. Get out. 2. Get ready.</p> <p>3. Get up now. 4. Get well soon.</p>		
Matched Indicators	Descriptions	Example
F 1.2 Gr.6/1	Speak/write in an exchange in interpersonal communication.	- What should you say to him?

<p>3. In the classroom</p>  <p>You want to go to the toilet. What should you say to your teacher?</p> <p>1. Can I get up, please? 2. May I go out, please?</p> <p>3. Can you go up, please? 4. May you get out, please?</p>		
Matched Indicators	Descriptions	Example
F 4.1 Gr.6/1	Use language for communication in various situations in the classroom and in school.	- You want to go to the toilet. What should you say to your teacher? - May I go out, please?
<p>4. Look at the sign.</p>  <p>You can see this sign in _____.</p> <p>1. a library 2. a canteen</p> <p>3. a restaurant 4. a coffee shop</p>		
Matched Indicators	Descriptions	Example
F 1.1 Gr.6/3	Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read.	- Library - Canteen - Restaurant - Coffee shop

5. In a zoo

Beth: Let's sit on this bench.

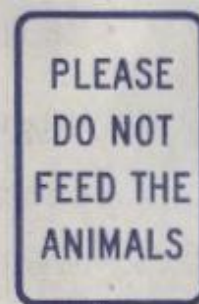
Tan: No, we can't. Look at the sign.

Which sign do Beth and Tan see?

1.



2.



3.



4.



Matched Indicators	Descriptions	Example
F 1.1 Gr.6/3	Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read.	<ul style="list-style-type: none"> - Quiet zone - Please do not feed the animals - Wet paint -Think green. Do your part, conserve Energy!

6. Your friend gave you this card.



Dress up and join us for
a spooky night of trick or treat.

Which party are you invited to?

1. Easter

2. Christmas

3. New Year

4. Halloween

Matched Indicators	Descriptions	Example
F 2.1 Gr.6/2	Give data about the festivals/ important days/ celebrations/ lifestyles of native speakers.	- Trick and treat - Halloween
<p>7. What do Americans say to their family on February 14?</p> <p>1. Trick or Treat! 2. Merry Christmas!</p> <p>3. Happy Thanksgiving! 4. Happy Valentine's Day!</p>		
Matched Indicators	Descriptions	Example
F 2.1 Gr.6/2	Give data about the festivals/ important days/ celebrations/ lifestyles of native speakers.	- What do American say to their family on February 14? - Happy Valentine's Day!

12. Which question has a different intonation from the others?

1. How far is it?
2. How much is it?
3. Have they just left?
4. How many are they?

Matched Indicators	Descriptions	Example
F 2.2 Gr.6/1	Tell similarities/ differences between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with structures of sentences in foreign languages and Thai language.	- Different intonation - Have they just left?
<p>13. Which of the following punctuation marks is <u>not</u> correct?</p> <ol style="list-style-type: none"> 1. The questions are difficult. 2. The questions are not easy. 3. They cannot answer the questions. 4. Can the students answer the questions. 		
Matched Indicators	Descriptions	Example
F 2.2 Gr.6/1	Tell similarities/ differences between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with structures of sentences in foreign languages and Thai language.	- Which of the following punctuation marks is not correct? - Can the students answer the questions.

16. Look at the table.

Animal Speed	
Animals	Speed (km/hr)
Elephant	40
Giraffe	52
Cheetah	120
Horse	88
Boar	24
Lion	80

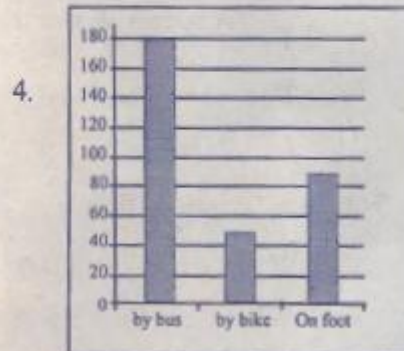
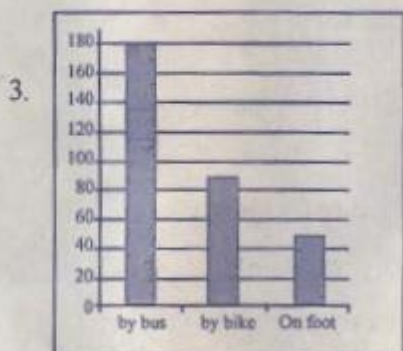
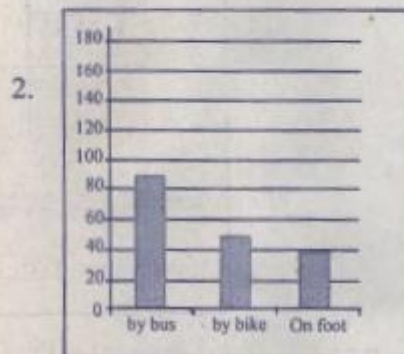
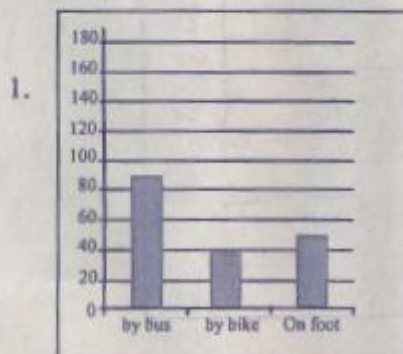
Which sentence is correct?

1. A horse is the fastest.
2. An elephant is the slowest.
3. A lion is faster than a cheetah.
4. A boar is slower than a giraffe.

Matched Indicators	Descriptions	Example
F 1.3 Gr.6/2	Draw pictures, plans, charts and tables to show various data heard or read.	- A boar is slower than giraffe.

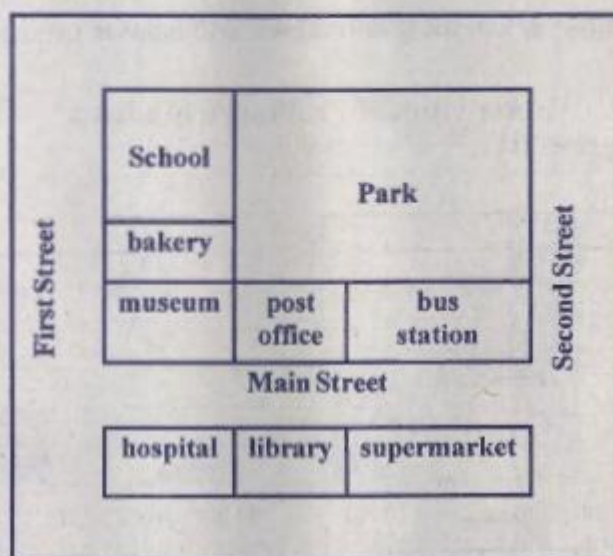
17. There are one hundred and eighty students. Half of them go to school by bus. More students ride a bicycle than walk to school.

Which diagram is correct?



Matched Indicators	Descriptions	Example
F 1.3 Gr.6/2	Draw pictures, plans, charts and tables to show various data heard or read.	- There are one hundred and eighty students. Half of them go to school by bus. More students ride a bicycle than walk to school.

18-19 Look at the map.



18. Which sentence is correct?

1. The hospital is next to the library.
2. The museum is opposite the supermarket.
3. The school is between the park and the bus station.
4. The post office and the bakery are on the same road.

Matched Indicators	Descriptions	Example
F 1.3 Gr.6/2	Draw pictures, plans, charts and tables to show various data heard or read.	- The hospital is next to the library.

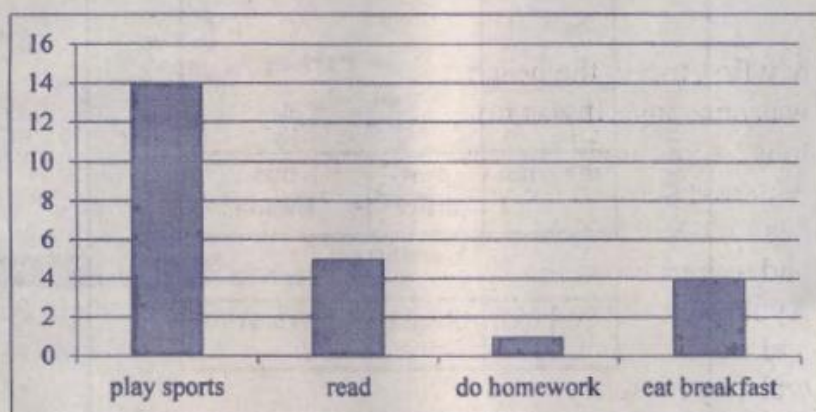
19. Sean is at the post office. How can he get to the library?

1. Walk past the park. The library is on the left.
2. Walk along First Street. The library is on the right.
3. Walk across Main Street. The library is in front of him.
4. Walk along Second street. The library is opposite the museum.

Matched Indicators	Descriptions	Example
F 1.3 Gr.6/2	Draw pictures, plans, charts and tables to show various data heard or read.	- Walk across Main Street. The library is in front of him.

20-22 Look at the chart which shows activities each Prathom 6 student does in the morning at school before class, and answer questions 20-22.

Activities of Prathom 6 Students



20. How many students are there in Prathom 6?

1. Thirty
2. Fourteen
3. Twenty-four
4. Twenty-eight

Matched Indicators	Descriptions	Example
F 1.3 Gr.6/2	Draw pictures, plans, charts and tables to show various data heard or read.	- How many students are there in Prathom 6?

21. What do most of the Prathom 6 students do at school before class in the morning?

- | | |
|----------------|------------------|
| 1. Play sports | 2. Read books |
| 3. Do homework | 4. Eat breakfast |

Matched Indicators	Descriptions	Example
F 1.3 Gr.6/2	Draw pictures, plans, charts and tables to show various data heard or read.	- What do most of the Prathom 6 students do at school before class in the morning?

22. Which of the following is correct?

1. Four students read books.
2. One student eats breakfast.
3. More students eat breakfast than play sports.
4. More students read books than do homework.

Matched Indicators	Descriptions	Example
F 1.3 Gr.6/2	Draw pictures, plans, charts and tables to show various data heard or read.	- More students read books than do homework.

23-27 Read Maria's diary and answer the questions.

Maria's Diary
26 January 2019

My first trip to the beach was amazing. It was my longest journey! The bus windows showed me very beautiful green fields. We had a short break in Ayutthaya. It took about six hours to get to the beach in Petchburi, and we had lunch at noon near the beach! I learned how to open crabs by myself.



We had fun staying at the Rama VI training center, near the beach. I was very happy breathing the sea breeze. I had a lot of fun on this trip.

23. What is the diary about?

- | | |
|----------------------------|--------------------------------|
| 1. Beautiful green fields | 2. The beach in Petchburi |
| 3. Maria's longest journey | 4. The Rama VI training center |

Matched Indicators	Descriptions	Example
F 1.1 Gr.6/4	Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.	- What is the diary about?

24. What time did Maria probably start the journey?

1. 6.00 a.m.
2. 8.00 a.m.
3. 8.00 p.m.
4. 10.00 p.m.

Matched Indicators	Descriptions	Example
F 1.1 Gr.6/4	Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.	- What time did Maria probably start the journey?

25. Which province could be Maria's hometown?

- | | |
|-------------|----------------|
| 1. Phuket | 2. Suratthani |
| 3. Chumphon | 4. Phitsanulok |

Matched Indicators	Descriptions	Example
F 1.1 Gr.6/4	Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.	Which province could be Maria's hometown?

26. What does *breeze* mean?

1. sand 2. wind
3. light 4. water

Matched Indicators	Descriptions	Example
F 1.1 Gr.6/4	Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.	- What does breeze mean?

<p>27. Which sentence is correct?</p> <ol style="list-style-type: none"> 1. Maria had lunch in Ayutthaya. 2. Maria's house is near the seaside. 3. Maria had new experiences on her trip. 4. The Rama VI training center keeps crabs. 		
Matched Indicators	Descriptions	Example
F 1.1 Gr.6/4	Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.	- Which sentence is correct?
<p>Directions:</p> <p>Items 28 - 40 Choose the best answer to complete the conversations.</p> <p>28. Teacher: _____</p> <p> Student: I'm eleven.</p> <ol style="list-style-type: none"> 1. How old are you? 2. How much do you weigh? 3. How often do you exercise? 4. How many books do you have? 		
Matched Indicators	Descriptions	Example
F 4.1 Gr.6/1	Use language for communication in various situations in the classroom and in school.	- How old are you? - I'm eleven.

<p>29. Mark: _____</p> <p>Pang: Thailand.</p> <p>1. What can you do?</p> <p>2. Why are you going?</p> <p>3. When do you arrive?</p> <p>4. Where are you from?</p>		
Matched Indicators	Descriptions	Example
F 1.2 Gr.6/4	Speak and write to ask for and give data about themselves, their friends, families and matters around them.	- Where are you from? - Thailand
<p>30. Samuel: How did you go to the cave?</p> <p>Wayne: _____</p> <p>1. I rode my bike.</p> <p>2. It was very dark.</p> <p>3. It was very nice there.</p> <p>4. I wanted to see the rocks.</p>		
Matched Indicators	Descriptions	Example
F 1.2 Gr.6/4	Speak and write to ask for and give data about themselves, their friends, families and matters around them.	- How did you go to the cave? - I rode my bike.

<p>31. Ping: _____</p> <p>Tek: I like collecting coins. I have a lot in my album.</p> <p>1. What is your hobby?</p> <p>2. Where are your coins?</p> <p>3. Where is your coin album?</p> <p>4. What is your favorite subject?</p>		
Matched Indicators	Descriptions	Example
F 1.2 Gr.6/4	Speak and write to ask for and give data about themselves, their friends, families and matters around them.	- What is your hobby? - I like collecting coins.
<p>32. Amy: Let me introduce myself. I'm Amy.</p> <p>Prim: Hi Amy. I'm Prim.</p> <p>Amy: _____</p> <p>1. I'm all right.</p> <p>2. Fine, thank you.</p> <p>3. I have to go, bye.</p> <p>4. Nice to meet you.</p>		
Matched Indicators	Descriptions	Example
F 1.2 Gr.6/1	Speak/write in an exchange in interpersonal communication.	- Hi, Amy. I'm Prim. - Nice to meet you.

33. In the classroom

Jan: Mary, could I borrow your pen, please?

Mary: _____ I'm not using it.

1. What?
2. Of course.
3. Never mind.
4. How come?

Matched Indicators	Descriptions	Example
F 4.1 Gr.6/1	Use language for communication in various situations in the classroom and in school.	- Mary, could I borrow your pen, please? - Of course.

34. In the classroom

Sam: It's hot in here. _____

Bob: Certainly.

1. How would it be?
2. What is the weather like?
3. What are students doing?
4. Can you turn on the fan, please?

Matched Indicators	Descriptions	Example
F 4.1 Gr.6/1	Use language for communication in various situations in the classroom and in school.	- It's hot in here. Can you turn on the fan, please? - Certainly.

<p>35. Doug: Oh, no! It's very heavy. I can't lift it up. Ethan: _____</p> <p>1. Let me help you. 2. You're very heavy. 3. The lift is over there. 4. Show me your hands.</p>		
Matched Indicators	Descriptions	Example
F 1.2 Gr.6/3	Speak/write to express needs, ask for help and agree and refuse to give help in simple situations.	- I can't lift it up. - Let me help you.

<p>36. Raul: Would you like a drink? Tony: _____ I'm very thirsty now.</p> <p>1. Yes, please. 2. No, thanks. 3. No, I wouldn't. 4. Yes, you would.</p>		
Matched Indicators	Descriptions	Example
F 1.3 Gr.6/3	Speak/write to express opinions about various matters around them.	- Would you like a drink? - Yes, please. I'm very thirsty now.

37. This school vacation, Ann is going to Singapore with her family.

Ann: I am leaving for Singapore tomorrow.

Pim: _____

1. Well done!
2. You'll be okay!
3. Have a nice trip!
4. Congratulations!

Matched Indicators	Descriptions	Example
F 1.3 Gr.6/3	Speak/write to express opinions about various matters around them.	- I'm leaving for Singapore tomorrow. - Have a nice trip!
<p>38. Ming: Would you like to go to the party tonight?</p> <p>Chai: _____ I have to do my homework.</p> <ol style="list-style-type: none"> 1. I'm sorry. 2. I'd love to. 3. You're sorry. 4. You'd like to. 		
Matched Indicators	Descriptions	Example
F 1.2 Gr.6/5	Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications.	- Would you like to go to the party tonight? - I'm sorry. I have to do my homework.

<p>39. At a department store</p> <p>Customer: I'm looking for a shirt.</p> <p>Assistant: _____</p> <p>Customer: Medium, please.</p> <p>1. How much is it?</p> <p>2. What color is it?</p> <p>3. What size do you want?</p> <p>4. How many shirts do you want?</p>		
Matched Indicators	Descriptions	Example
F 1.2 Gr.6/3	Speak/write to express needs, ask for help and agree and refuse to give help in simple situations.	- I'm looking for a shirt. - What size do you want? -Medium, please.
<p>40. Wandee: What do you think about April in Thailand?</p> <p>Tourist: _____</p> <p>1. It comes after March.</p> <p>2. I like it. It's in Thailand.</p> <p>3. It is not the fourth month.</p> <p>4. I don't like it. It's too hot.</p>		
Matched Indicators	Descriptions	Example
F 1.2 Gr.6/5	Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications.	- What do you think about April in Thailand? - I don't like it. It's too hot.

3.3.2 Process of statistical analysis method

And another quantitative data was analyzed by using statistical analysis method by looking at the matching sheet to see the frequencies of each of the test indicator found in the test during the years 2017 and 2018. Matching sheet between the test items and the test blueprint in 2017 and 2018 would be shown in table 3.1 and 3.2.

Table 3.1 Matching sheet between the test items and the test blueprint in 2017

Matching Sheet														
Academic Year 2017														
Domain	1 Language for Communication										2 Language and Culture		4 Language and Relationship with Community and the World	
Standard	F1.1		F1.2					F1.3			F2.1	F2.2		F4.1
Indicator Item	Gr. 6/3	Gr. 6/4	Gr. 6/1	Gr. 6/2	Gr. 6/3	Gr. 6/4	Gr. 6/5	Gr. 6/1	Gr. 6/2	Gr. 6/3	Gr. 6/2	Gr. 6/1	Gr. 6/2	Gr.6/1
1						✓								
2							✓							
3					✓									
4	✓													
5										✓				
6										✓				
7	✓													
8													✓	
9													✓	
10								✓						
11											✓			
12								✓						
13													✓	
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34								✓						
35					✓									
36					✓									
37				✓										
38					✓									
39											✓			
40											✓			
Total (Indicator)	2	7	1	1	4	1	2	3	4	2	3	3	3	4
Total (Standard)	9		9					9			3	6		4

Table 3.2 Matching sheet between the test items and the test blueprint in 2018

Matching Sheet														
Academic Year 2018														
Domain	1 Language for Communication										2 Language and Culture			4 Language and Relationship with Community and the World
Standard	F1.1		F1.2					F1.3			F2.1	F2.2		F4.1
Indicator Item	Gr. 6/3	Gr. 6/4	Gr. 6/1	Gr. 6/2	Gr. 6/3	Gr. 6/4	Gr. 6/5	Gr. 6/1	Gr. 6/2	Gr. 6/3	Gr. 6/2	Gr. 6/1	Gr. 6/2	Gr.6/1
1				✓										
2			✓											
3														✓
4	✓													
5	✓													
6											✓			
7											✓			
8											✓			
9													✓	
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33														✓
34														✓
35					✓									
36										✓				
37										✓				
38							✓							
39					✓									
40							✓							
Total (Indicator)	3	5	2	1	2	2	3	1	7	2	3	4	1	4
Total (Standard)	8		10					10			3	5		4

CHAPTER 4

RESULTS AND DISCUSSION

This chapter demonstrates the results obtained after trying to answer the research questions. The research questions are restated. However, the content will be divided as the lists below.

4.1 Review of the Research Questions

4.2 Results and Discussion

4.1 Review of the Research Questions

The research questions are as follows:

4.1.1 How do the O-NET test items administered between 2017 and 2018 align with the test blueprint?

4.1.2 What are the most frequent indicators that appeared in the O-NET tests?

4.2 Results and Discussion

4.2.1 Results of the first question

To answer the first question, “how do the O-NET test items administered between 2017 and 2018 align with the test blueprint?”, the results were gained from the matching process by using Test-curriculum alignment method to identify the alignment of test items during the year of 2017 to 2018 with the test blueprint.

There were 3 dimensions to be analyzed which were 1) curriculum domains referring to a specific area of the teaching-learning process, and a well-defined scope for demonstrating positive teacher practices. There are four curriculum domains in the section of foreign language mentioned as language for communication (F1), language and culture (F2), language and relationship with other learning areas (F3), and language and relationship with community and the world (F4). 2) Learning standards, it refers to what the learners should know and should be able to perform under the scope of curriculum domains, to illustrate, language for communication (F1) contains 3 learning standards which are F1.1, F1.2, and F1.3. And 3) Indicators, it refers to sub-learning standards, to illustrate, the domain of language for communication (F1) contains 3

learning standards which are F1.1, F1.2, and F1.3. And within F1.1, it contains 4 indicators which are Gr.6/1, Gr.6/2, Gr.6/3, and Gr.6/4.

According to the Basic Core Education Curriculum (see Appendix A), the curriculum domains were the biggest area of all the dimensions for foreign language. It was the first thing to consider in matching process. However, looking at the test blueprint (see Appendix B), there were only 3 domains: Language for Communication (F1), Language and Culture(F2), and Language and Relationship with Community and the World(F4). The domain of Language and Relationship with other Learning Areas (F3) was missed because it focused more on speaking skills. The matching results for all test items were shown in data analysis section. And the tables of how the test items matched with each curriculum domain in the test blueprint were shown domain by domain as in the Table 4.1 – 4.3.

Table 4.1 Test item number 4 of the 2017 O-NET test aligned with Curriculum Domain: Language for Communication (F1), Learning Standard: F1.1, and Indicator: Gr.6/3


<p>4. Look at the picture.</p>  <p>What does the woman want to do?</p> <p>1. Call a waiter. 2. Ask a question. 3. Raise her hand. 4. Show her ticket.</p>		
Matched Indicators	Descriptions	Example
F 1.1 Gr.6/3	Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read.	<ul style="list-style-type: none"> - Call a waiter. - Ask a question. - Raise her hand. - Show the ticket.
Comparing the Curriculum Domains		
<p>Curriculum Domain: Language for Communication (F1)</p> <p>Use of foreign languages for listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately</p> <p>Learning Standard: F1.1</p> <p>Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning</p> <p>Indicator: Gr.6/3</p> <p>Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read</p>		

Table 4.1 presented the test item number 4 of the 2017 O-NET test compared with the curriculum domain F1 which was language for communication. For this item, the woman in the picture raised her hand, and this sign needed to be interpreted according to the descriptions of the domain. Getting into smaller scale, the item matched the standard F1.1. The researcher decided to match it with this standard as the purpose of this item appropriately matched to the description of the standard that the student needed to interpret what the woman wanted to do in the environment provided. And for the smallest scale which was the matching in agreement with the indicator, considering the short texts corresponding to the picture appeared in the question, it was obvious to be matched with the indicator Gr. 6/3.

According to table 4.2, it showed the test item number 9 of the 2017 O-NET test aligned with the curriculum domain F2 which was language and culture. Considering the item, the question asked for the similarities of the cultures between Thai and British involved in language and culture domain. For the learning standard, the item matched the standard F2.2 as the content was related to the appreciation of similarities between culture of native and Thai speakers as described above. And for the indicator, the item obviously aligned with the Gr.6/2 that the students needed to know the festivals, celebrations and traditions of native speakers and Thais.

Table 4.3 Test item number 3 of the 2018 O-NET test aligned with Curriculum Domain: Language and Relationship with Community and the World (F4), Learning Standard: F4.1, and Indicator: Gr.6/1


<p>3. In the classroom</p>  <p>You want to go to the toilet. What should you say to your teacher?</p> <p>1. Can I get up, please? 2. May I go out, please?</p> <p>3. Can you go up, please? 4. May you get out, please?</p>		
Matched Indicators	Descriptions	Example
F 4.1 Gr.6/1	Use language for communication in various situations in the classroom and in school.	- You want to go to the toilet. What should you say to your teacher? - May I go out, please?
Comparing the Curriculum Domains		
<p>Curriculum Domain: Language and Relationship with Community and the World (F4)</p> <p>Use of foreign languages in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further education, livelihood and exchange of learning with the global society</p> <p>Learning Standard: F4.1</p> <p>Ability to use foreign languages in various situations in school, community and society</p> <p>Indicator: Gr.6/1</p> <p>Use language for communication in various situations in the classroom and in school</p>		

Table 4.3 presented the test item number 3 of the 2018 O-NET test aligned with the curriculum domain F4 which was language and relationship with community and the world. Looking at the picture in the question, it took place in a classroom and the student was trying to ask permission in a polite way. This also led the item to match the standard F4. 1. And lastly, this item was certainly aligned with the indicator Gr. 6/3 because the situation occurred in the classroom and in school as mentioned in the table above.

4.2.2 Results of the second question

To answer the question, “What are the most frequent indicators that appeared in the O-NET tests?”, the most frequent indicators in both 2017 and 2018 were revealed after applying the matching sheet (see Table 3.1-3.2). In 2017, the most frequent indicators in the test would be shown from the most appeared indicator to the least ones with its explanations in Table 4.4.

Table 4.4 The results of statistical process showing the frequency of each indicator appeared in the 2017 O-NET test

Rank	Indicators	Explanations of Indicators	Frequency (40 items)
1	F1.1 Gr.6/4	Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.	7 (17.5%)
2	F1.2 Gr.6/3	Speak/write to express needs, ask for help and agree and refuse to give help in simple situations.	4 (10%)
2	F1.3 Gr. 6/2	Draw pictures, plans, charts and tables to show various data heard or read.	4 (10%)
2	F4.1 Gr. 6/1	Use language for communication in various situations in the classroom and in school.	4 (10%)
5	F1.3 Gr. 6/1	Speak/write to give data about themselves, their friends and the environment around them.	3 (7.5%)
5	F2.1 Gr. 6/2	Give data about the festivals/ important days/ celebrations/ lifestyles of native speakers.	3 (7.5%)

Table 4.4 The results of statistical process showing the frequency of each indicator appeared in the 2017 O-NET test (Continued)

Rank	Indicators	Explanations of Indicators	Frequency (40 items)
5	F2.2 Gr. 6/1	Tell similarities/ differences between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with structures of sentences in foreign languages and Thai language.	3 (7.5%)
5	F2.2 Gr. 6/2	Compare the differences/ similarities between the festivals, celebrations and traditions of native speakers and those of Thais.	3 (7.5%)
9	F1.1 Gr. 6/3	Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read.	2 (5%)
9	F1.2 Gr. 6/5	Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications.	2 (5%)
9	F1.3 Gr. 6/3	Speak/write to express opinions about various matters around them.	2 (5%)
12	F1.2 Gr. 6/1	Speak/write in an exchange in interpersonal communication.	1 (2.5%)
12	F1.2 Gr. 6/2	Use orders requests and give instructions.	1 (2.5%)
12	F1.2 Gr. 6/4	Speak and write to ask for and give data about themselves, their friends, families and matters around them.	1 (2.5%)

In Table 4.4, it could be seen that the most frequent indicators that appeared in the 2017 O-NET test was F1.1: Gr6/4 with the frequency of 7 items out of 40. This indicator according to the basic core curriculum (2008) was designed to measure the performance of the students whether they are able to “tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories”. And the least ones were F1.2: Gr.6/1, F1.2: Gr. 6/2, and F1.2: Gr. 6/4 with the frequency of only one item in the test. Another results according to 2018 O-NET test, the most frequent indicators that appeared in the test would be shown from the most appeared indicator to the least ones together with its explanations in Table 4.5.

Table 4.5 The results of statistical process showing the frequency of each indicator appeared in the 2018 O-NET test

Rank	Indicators	Explanations of Indicators	Frequency (40 items)
1	F1.3 Gr.6/2	Draw pictures, plans, charts and tables to show various data heard or read.	7 (17.5%)
2	F1.1 Gr.6/4	Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.	5 (12.5%)
3	F2.2 Gr. 6/1	Tell similarities/ differences between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with structures of sentences in foreign languages and Thai language.	4 (10%)
3	F4.1 Gr. 6/1	Use language for communication in various situations in the classroom and in school.	4 (10%)
5	F1.1 Gr. 6/3	Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read.	3 (7.5%)

Table 4.5 The results of statistical process showing the frequency of each indicator appeared in the 2018 O-NET test (Continued)

Rank	Indicators	Explanations of Indicators	Frequency (40 items)
5	F1.2 Gr. 6/5	Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications.	3 (7.5%)
5	F2.1 Gr. 6/2	Give data about the festivals/ important days/ celebrations/ lifestyles of native speakers.	3 (7.5%)
8	F1.2 Gr. 6/1	Speak/write in an exchange in interpersonal communication.	2 (5%)
8	F1.2 Gr. 6/3	Speak/write to express needs, ask for help and agree and refuse to give help in simple situations.	2 (5%)
8	F1.2 Gr. 6/4	Speak and write to ask for and give data about themselves, their friends, families and matters around them.	2 (5%)
8	F1.3 Gr. 6/3	Speak/write to express opinions about various matters around them.	2 (5%)
12	F1.2 Gr. 6/2	Use orders requests and give instructions.	1 (2.5%)
12	F1.3 Gr. 6/1	Speak/write to give data about themselves, their friends and the environment around them.	1 (2.5%)
12	F2.2 Gr. 6/2	Compare the differences/ similarities between the festivals, celebrations and traditions of native speakers and those of Thais.	1 (2.5%)

Based on Table 4.5, it was noticed that the most frequent indicators that appeared in the 2018 O-NET test was F1.3: Gr6/2 with the frequency of 7 items out of 40. This indicator according to the basic core curriculum (2008) was designed to measure the performance of the students whether they are able to “draw pictures, plans,

charts and tables to show various data heard or read”. And the least ones were F1.2: Gr.6/2, F1.3: Gr. 6/1, and F2.2: Gr. 6/2 with the frequency of only one item in the test.

Nevertheless, if we considered the most frequent indicators that appeared in both 2017 and 2018 O-NET test, it was the different indicator. The table showing the number of each indicator appeared in both years would be presented to compare as follows.

Table 4.6 The frequency of each indicator appeared in the 2017 and 2018 O-NET tests

Indicators	Explanations of Indicators	2017 Frequency (40 items)	2018 Frequency (40 items)	Total (80 items)	Rank
F1.1 Gr. 6/3	Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read.	2	3	5 (6.25%)	7
F1.1 Gr. 6/4	Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.	7	5	12 (15%)	1
F1.2 Gr. 6/1	Speak/write in an exchange in interpersonal communication.	1	2	3 (3.75%)	12
F1.2 Gr. 6/2	Use orders requests and give instructions.	1	1	2 (2.5%)	14
F1.2 Gr. 6/3	Speak/write to express needs, ask for help and agree and refuse to give help in simple situations.	4	2	6 (7.5%)	5

Table 4.6 The frequency of each indicator appeared in the 2017 and 2018 O-NET tests (Continued)

Indicators	Explanations of Indicators	2017 Frequency (40 items)	2018 Frequency (40 items)	Total (80 items)	Rank
F1.2 Gr. 6/4	Speak and write to ask for and give data about themselves, their friends, families and matters around them.	1	2	3 (3.75%)	12
F1.2 Gr. 6/5	Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications.	2	3	5 (6.25%)	7
F1.3 Gr. 6/1	Speak/write to give data about themselves, their friends and the environment around them.	3	1	4 (5%)	9
F1.3 Gr. 6/2	Draw pictures, plans, charts and tables to show various data heard or read.	4	7	11 (13.75%)	2
F1.3 Gr. 6/3	Speak/write to express opinions about various matters around them.	2	2	4 (5%)	9
F2.1 Gr. 6/2	Give data about the festivals/ important days/ celebrations/ lifestyles of native speakers.	3	3	6 (7.5%)	5

Table 4.6 The frequency of each indicator appeared in the 2017 and 2018 O-NET tests (Continued)

Indicators	Explanations of Indicators	2017 Frequency (40 items)	2018 Frequency (40 items)	Total (80 items)	Rank
F2.2 Gr. 6/1	Tell similarities/ differences between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with structures of sentences in foreign languages and Thai language.	3	4	7 (8.75%)	4
F2.2 Gr. 6/2	Compare the differences/ similarities between the festivals, celebrations and traditions of native speakers and those of Thais.	3	1	4 (5%)	9
F4.1 Gr.6/1	Use language for communication in various situations in the classroom and in school.	4	4	8 (10%)	3

As could be seen in Table 4.6, it presented the frequency of each indicator appeared in the 2017 and 2018 O-NET tests. The most appeared indicator was F1.1: Gr 6/4 which was the top ranking indicator appeared in 2017 test. The next one was followed by the F1.3: Gr6/2 which was the top ranking indicator appeared in 2018 test.

In this case, the result was possible that the top ranking in 2017 and 2018 would have high possibilities to be on top in the next year.

4.2.3 Discussion

To be considered, all indicators mentioned in the test blueprint appeared in the test. Some items partly aligned with its indicator. It seemed to be matched with other indicators as well or needed more areas of knowledge to choose the correct answer. However, few items could be seen to have perfect match with its indicator with specific areas of knowledge to answer the question.

As seen in the table 4.7 below, the item matched the indicator F1.1, Gr.6/4. The objective was to let the student tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories. However, it also required the knowledge out of the text. Even the student could understand the text, they could still not answer the question if they did not know the answers.

Another point to be considered in the table 4.7 was that the story was unseen. It was pretty broad to prepare for the test as the story could be anything unpredictable. In this case, the test blueprint was useless.

Table 4.7 Test item number 25 of the 2018 O-NET test


<p>23-27 Read Maria's diary and answer the questions.</p> <div style="border: 1px solid black; padding: 10px;"> <p>Maria's Diary 26 January 2019</p> <p>My first trip to the beach was amazing. It was my longest journey! The bus windows showed me very beautiful green fields. We had a short break in Ayutthaya. It took about six hours to get to the beach in Petchburi, and we had lunch at noon near the beach! I learned how to open crabs by myself.</p> <p>We had fun staying at the Rama VI training center, near the beach. I was very happy breathing the sea <u>breeze</u>. I had a lot of fun on this trip.</p>  </div>		
<p>25. Which province could be Maria's hometown?</p> <div style="display: flex; justify-content: space-around;"> <div>1. Phuket</div> <div>2. Suratthani</div> </div> <div style="display: flex; justify-content: space-around;"> <div>3. Chumphon</div> <div>4. Phitsanulok</div> </div>		
Matched Indicators	Descriptions	Example
F 1.1 Gr.6/4	Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.	Which province could be Maria's hometown?

Table 4.8 Test item number 33 of the 2018 O-NET test

<p>33. In the classroom</p> <p>Jan: Mary, could I borrow your pen, please?</p> <p>Mary: _____ I'm not using it.</p> <p>1. What?</p> <p>2. Of course.</p> <p>3. Never mind.</p> <p>4. How come?</p>		
Matched Indicators	Descriptions	Example
F 4.1 Gr.6/1	Use language for communication in various situations in the classroom and in school.	- Mary, could I borrow your pen, please? - Of course.

As could be seen in the table 4.8, the items matched the indicator F4.1, Gr.6/4 (use language for communication in various situations in the classroom and in school). However, it was also possible to be partly matched with other indicators which were F1.2, Gr.6/1(speak/write in an exchange in interpersonal communication) and F1.2, Gr. 6/3 (Speak/write to express needs, ask for help and agree and refuse to give help in simple situations).

CHAPTER 5

CONCLUSIONS

This chapter is divided into 4 points view listed below:

5.1 Conclusions of the Study

5.2 Suggestions of the Study

5.3 Limitations of the Study

5.1 Conclusions of the Study

Based on the results of the study, it was found that the alignment of test items during the year of 2017 to 2018 with the test blueprints contained three dimensions which were curriculum domains, learning standards, and indicators to be analyzed.

The results showed evidences that the most frequent indicator appeared in the 2017 O-NET test was F1.1: Gr6/4 with the frequency of 7 items out of 40. This indicator according to the basic core curriculum (2008) was designed to measure the performance of the students whether they were able to “accurately read aloud texts, tales and short poems by observing the principles of reading. And for 2018, the most frequent indicators that appeared in the 2018 O-NET test was F1.3: Gr6/2 with the frequency of 7 items out of 40. This indicator according to the basic core curriculum (2008) was designed to measure the performance of the students whether they were able to “draw pictures, plans, charts and tables to show various data heard or read”. Significantly, the top ranking indicator appeared in both years have high possibilities to be on top of the ranking in the next year.

5.2 Suggestions of the Study

It is suggested that the most popular indicators appeared in the tests will be the main focuses as it has high possibilities to appear with high scores again in the next year. So, the teachers can focus on these indicators in order to prepare their students for the tests. The descriptions of each indicator could be the significant guidelines.

However, each indicator cannot be isolated from each other. The major indicators should be the main focus, while the minor one cannot be ignored either.

5.3 Limitations of the Study

5.3.1 This study was conducted based on selected O-NET tests. The O-NET tests used in this study were the 2017 and 2018. Even the test blueprint was built for the first time in 2016 as a short version of the Basic Core Education Curriculum. The 2016 O-NET test was not as the number of indicators from those in 2017 and 2018 O-NET tests. Therefore, only these two were investigated.

5.3.2 In order to find a perfect match between the test items and their indicators, the indicator that matched the most with the main purpose of the items was selected. One item needed to align with only one indicator according to the specification of the test blueprint. Although there were some other indicators that partly matched with the items, those were crossed off during the matching process.

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APPENDICES

APPENDIX A
The Basic Education Core Curriculum
B.E. 2551 (A.D. 2008) for Grade 6 (Foreign Language)
(English version)

The Basic Education Core Curriculum
B.E. 2551 (A.D. 2008) for Grade 6 (Foreign Language)
(English version)

Learning Area of Foreign Languages

Why it is necessary to learn foreign languages

In the present global society, learning foreign languages is very important and essential to daily life, as foreign languages serve as an important tool for communication, education, seeking knowledge, livelihood and creating understanding of cultures and visions of the world community. Foreign languages enable learners to be aware of diversity of cultures and viewpoints in the world community, conducive to friendship and cooperation with various countries. They contribute to learners' development by giving learners better understanding of themselves and others. The learners are thus able to learn and understand differences of languages and cultures, customs and traditions, thinking, society, economy, politics and administration. They will be able to use foreign languages for communication as well as for easier and wider access to bodies of knowledge, and will have vision in leading their lives.

The foreign language constituting basic learning content that is prescribed for the entire basic education core curriculum is English, while for other foreign languages, e. g. , French, German, Chinese, Japanese, Arabic, Pali and languages of neighboring countries, it is left to the discretion of educational institutions to prepare courses and provide learning management as appropriate.

What is learned in foreign languages

The learning area for foreign languages is aimed at enabling learners to acquire a favorable attitude towards foreign languages, the ability to use foreign languages for communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels. Learners will thus have knowledge and understanding of stories and cultural diversity of the world community, and will be able to creatively convey Thai concepts and culture to the global society. The main contents include:

Language for Communication: use of foreign languages for listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately

Language and Culture: use of foreign languages harmonious with culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application

Language and Relationship with Other Learning Areas: use of foreign languages to link knowledge with other learning areas, forming the basis for further development, seeking knowledge and broadening learners' world views

Language and relationship with Community and the World: use of foreign languages in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further education, livelihood and exchange of learning with the global society

Learners' Quality

Grade 6 graduates

- Act in compliance with the orders, requests and instructions that they have heard and read; accurately read aloud sentences, texts, tales and short verses by observing the principles of reading; choose/ specify the sentences and text corresponding to the meanings of symbols or signs read; tell the main idea and answer questions after listening to and reading dialogues, simple tales and stories

- Speak/write in an exchange in interpersonal communication; use orders and requests and give instructions; speak/ write to express needs; ask for help; accept and refuse to give help in simple situations; speak and write to ask for and give data about themselves, friends, families and matters around them; speak/ write to express their feelings about various matters and activities around them, as well as provide brief justifications

- Speak/write to give data about themselves, friends and the surrounding environment; draw pictures, plans, charts and tables to show the various data that they have heard and read; speak/write to show opinions about various matters around them

- Use words, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers; give data about the festivals/ important days/ celebrations/ lifestyles of native speakers; participate in language and cultural activities in accordance with their interests
- Tell similarities/differences between the pronunciation of various kinds of sentences, use of punctuation marks and word order regarding structures of sentences in foreign languages and in Thai language; compare the similarities/ differences between the festivals, celebrations and traditions of native speakers and those of Thais
 - Search for and collect the terms related to other learning areas from learning sources and present them through speaking/writing
 - Use languages to communicate various situations in the classroom and in school
 - Use foreign languages in searching for and collecting various data
 - Are skillful in using foreign languages (with emphasis on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, selling and buying, and climate with vocabulary of around 1,050-1,200 words (concrete and abstract words)
 - Use simple and compound sentences to communicate meanings in various contexts

The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) for Grade 6
(Foreign Language) (English version)

Curriculum Domains	Learning Standards	Indicators	Explanations of Indicators
F1 Language for Communication	F1.1 Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning	Gr.6/1	Act in compliance with orders, requests and instructions heard and read.
		Gr.6/2	Accurately read aloud texts, tales and short poems by observing the principles of reading.
		Gr. 6/3	Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read.
		Gr. 6/4	Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.
	F1.2 Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions	Gr. 6/1	Speak/write in an exchange in interpersonal communication.
		Gr. 6/2	Use orders requests and give instructions.

Curriculum Domains	Learning Standards	Indicators	Explanations of Indicators
		Gr. 6/3	Speak/write to express needs, ask for help and agree and refuse to give help in simple situations.
		Gr. 6/4	Speak and write to ask for and give data about themselves, their friends, families and matters around them.
		Gr. 6/5	Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications.
	F1.3 Ability to present data, information, concepts and views about various matters through speaking and writing	Gr. 6/1	Speak/write to give data about themselves, their friends and the environment around them.
		Gr. 6/2	Draw pictures, plans, charts and tables to show various data heard or read.
		Gr. 6/3	Speak/write to express opinions about various matters around them.

Curriculum Domains	Learning Standards	Indicators	Explanations of Indicators
F2 Language and Culture	F2.1 Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places	Gr. 6/1	Use words, tone of voice, gestures and manners politely and appropriately by observing the social manners and culture of native speakers.
		Gr. 6/2	Give data about the festivals/ important days/ celebrations/ lifestyles of native speakers.
		Gr. 6/3	Participate in language and cultural activities in accordance with their interests.
	F2.2 Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language	Gr. 6/1	Tell similarities/ differences between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with structures of sentences in foreign languages and Thai language.

Curriculum Domains	Learning Standards	Indicators	Explanations of Indicators
		Gr. 6/2	Compare the differences/ similarities between the festivals, celebrations and traditions of native speakers and those of Thais.
F3 Language and Relationship with Other Learning Areas	F3.1 Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view	Gr.6/1	Search for and collect the terms related to other learning areas from learning sources, and present them through speaking/ writing.
F4 Language and Relationship with Community and the World	F4.1 Ability to use foreign languages in various situations in school, community and society	Gr.6/1	Use language for communication in various situations in the classroom and in school.
	F4.2 Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community	Gr.6/1	Use foreign languages to search for and collect various data.
Number of Indicators		20	

(Ministry of Education, 2008)

APPENDIX B
English Languages Test Blueprint for O-NET 2017 and 2018
of Grade 6 Students

English Languages Test Blueprint for O-NET 2017 and 2018 of Grade 6 Students

Test Blueprint for O-NET 2017

Curriculum Domains	Learning Standards	Indicators	Explanations of Indicators	The Number of Indicators	Number of Test Items	Points
F1 Language for Communication	F1.1 Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning	Gr. 6/3	Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read.	2	9	22.5
		Gr. 6/4	Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.			
	F1.2 Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions	Gr. 6/1	Speak/write in an exchange in interpersonal communication.	5	9	22.5
		Gr. 6/2	Use orders requests and give instructions.			
		Gr. 6/3	Speak/write to express needs, ask for help and agree and refuse to give help in simple situations.			
		Gr. 6/4	Speak and write to ask for and give data about themselves, their friends, families and matters around them.			

Curriculum Domains	Learning Standards	Indicators	Explanations of Indicators	The Number of Indicators	Number of Test Items	Points
	F1.3 Ability to present data, information, concepts and views about various matters through speaking and writing	Gr. 6/5	Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications.	3	9	22.5
		Gr. 6/1	Speak/write to give data about themselves, their friends and the environment around them.			
		Gr. 6/2	Draw pictures, plans, charts and tables to show various data heard or read.			
		Gr. 6/3	Speak/write to express opinions about various matters around them.			
F2 Language and Culture	F2.1 Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places	Gr. 6/2	Give data about the festivals/ important days/ celebrations/ lifestyles of native speakers.	1	3	7.50

Curriculum Domains	Learning Standards	Indicators	Explanations of Indicators	The Number of Indicators	Number of Test Items	Points
	F2.2 Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language	Gr. 6/1	Tell similarities/ differences between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with structures of sentences in foreign languages and Thai language.	2	6	15
		Gr. 6/2	Compare the differences/ similarities between the festivals, celebrations and traditions of native speakers and those of Thais.			
F4 Language and Relationship with Community and the World	F4.1 Ability to use foreign languages in various situations in school, community and society	Gr. 6/1	Use language for communication in various situations in the classroom and in school.	1	4	10
Total				14	40	100

Test Blueprint for O-NET 2018

Curriculum Domains	Learning Standards	Indicators	Explanations of Indicators	The Number of Indicators	Number of Test Items	Points
F1 Language for Communication	F1.1 Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning	Gr. 6/3	Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read.	2	8	20
		Gr. 6/4	Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.			
	F1.2 Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions	Gr. 6/1	Speak/write in an exchange in interpersonal communication.	5	10	25
		Gr. 6/2	Use orders requests and give instructions.			
		Gr. 6/3	Speak/write to express needs, ask for help and agree and refuse to give help in simple situations.			
		Gr. 6/4	Speak and write to ask for and give data about themselves, their friends, families and matters around them.			

Curriculum Domains	Learning Standards	Indicators	Explanations of Indicators	The Number of Indicators	Number of Test Items	Points
	F1.3 Ability to present data, information, concepts and views about various matters through speaking and writing	Gr. 6/5	Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications.			
		Gr. 6/1	Speak/write to give data about themselves, their friends and the environment around them.	3	10	25
		Gr. 6/2	Draw pictures, plans, charts and tables to show various data heard or read.			
		Gr. 6/3	Speak/write to express opinions about various matters around them.			
F2 Language and Culture	F2.1 Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places	Gr. 6/2	Give data about the festivals/ important days/ celebrations/ lifestyles of native speakers.	1	3	7.50

Curriculum Domains	Learning Standards	Indicators	Explanations of Indicators	The Number of Indicators	Number of Test Items	Points
F4 Language and Relationship with Community and the World	F2.2 Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language	Gr. 6/1	Tell similarities/ differences between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with structures of sentences in foreign languages and Thai language.	2	5	12.50
		Gr. 6/2	Compare the differences/ similarities between the festivals, celebrations and traditions of native speakers and those of Thais.			
	F4.1 Ability to use foreign languages in various situations in school, community and society	Gr.6/1	Use language for communication in various situations in the classroom and in school.	1	4	10
Total				14	40	100

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