



Phuket Has Been Good To Us Foundation March 2009 Assessment Report

About Testing

The following results chart students' progress at Kalim and Kamala School over the second semester of the 2009 school year.* Students were tested at the end of the first semester in September 2008 and again at the end of the second semester in March 2009. The test is the same for both March and September, so we can accurately track the student's improvement over the semester.

*The first semester ran from May 2008 to September 2008. There is a school holiday in the month of October. The second semester began in November 2008 and ended in March 2009.

Oral Testing

On the test, points are awarded to students based on their listening and speaking skills. For example, in the Grade 1 and 2 test, students are asked to point to the banana card, answer questions about the banana's color and quantity, and group the banana with other edible items.

The oral test for Grades 1 and 2, 3 and 4, and 5 and 6 are the same. They are cumulative, so as students progress through the grades, more cards and questions are added on the same topics. For example, in the Grade 5 and 6 test, students are asked which foods have to be cooked before eating. One point is awarded to each correct answer; in some cases they must vocalize the answer rather than point, hold up fingers, or nod.

At Kamala School, we chose not to evaluate the students using the oral tests; instead we gauged learning through informal methods of assessment. We had concluded that the test, which had been used for three years, did not appropriately correspond to the actual content of the students' English language education in our program. In this year's second semester, we changed the curriculum placing more of an emphasis on phonics, which we felt students needed more of. Students were tested weekly on their knowledge by asking and answering questions, identifying and verbalizing phonetic sounds, following directions, etc.

Through this we have learned that our oral tests need to better demonstrate the knowledge and progress of our students. We are currently working on developing a new oral test for both Kamala and Kalim, which will have more of an emphasis on phonics, conversation skills, and vocabulary needed for industries specific to Phuket Island.

Results Overview

The Thai Ministry of Education has not set a national target for the progress of students in English speaking and listening skills. Our objective is for students to improve by 10 points or more (out of 100) in their oral tests. We achieved that goal with 63% of the students at Kalim School. The average increase for the entire school was 12 points.

The greatest increase was in Grade 1 with an average of 35, with the least in Grade 6 with an average decrease of 10 points. We have learned that Grade 1 has the highest aptitude for progress because they move from no English to a beginner level. Once the building blocks are in place, scores remain fairly consistent with a considerable decline in Grade 6. For students in

Grade 6, it is their last semester at Kalim. We can attribute their regression to a lack of effort as they have already applied to secondary schools for the next year. We are working on ways to inspire Grade 6's efforts in the classroom for the next year.

Results

Kalim School Overall

- 100 students were tested
- 74 improved over the course of the semester, 63 students had a significant increase in their scores by 10 points or more
- The average increase was 12 points with a 29% increase in score over the school' performance on tests given at the beginning of the semester

Year One

- 19 students were tested
- 18 students improved over the course of the semester, 17 students had a significant increase in their scores by 10 points or more
- The class's average increase was 35 points with a 128% increase in score over the class' performance on tests given at the beginning of the semester

Year Two

- 15 students were tested
- 12 improved over the course of the semester, 9 students had a significant increase in their scores by 10 points or more
- The class's average increase was 13 points with a 30% increase in score over the class' performance on tests given at the beginning of the semester

Year Three

- 17 students were tested
- 16 improved over the course of the semester, 13 students had a significant increase in their scores by 10 points or more
- The class's average increase was 15 points with a 37% increase in score over the class' performance on tests given at the beginning of the semester

Year Four

- 15 students were tested
- 11 improved over the course of the semester, 10 students had a significant increase in their scores by 10 points or more
- The class's average increase was 10 points with a 5% increase in score over the class' performance on tests given at the beginning of the semester

Year Five

- 16 students were tested
- 12 improved over the course of the semester, 9 students had a significant increase in their scores by 10 points or more
- The class's average increase was 12 points with a 25% increase in score over the class' performance on tests given at the beginning of the semester

Year Six

- 18 students were tested

- 5 improved over the course of the semester, 5 students had a significant increase in their scores by 10 points or more
- The class's average decrease was 10 points with a 20% decrease in score over the class' performance on tests given at the beginning of the semester

Written Testing

On the test, points are awarded to the students based on their reading and writing skills. The test for each grade is adapted to the topics covered in the semester. The written test is similar in format for both the March 2009 and September 2008 test, but is adapted to reflect the curriculum.

The written test is cumulative, so as students progress through the grades their knowledge is tested more in-depth. For example, Grade 1 students put the days of the week in their correct order, while Grade 6 students write the days correctly and put the days of the week in their correct order. Students are awarded points for correct answers with proper capitalization, spelling, and letter formation.

Results Overview

The Thai Ministry of Education has not set a national target for the progress of students in English speaking and listening skills. However, the national average for improvement in English classes, based on written testing is 5 points per year, which is 2.5 points a semester. We are proud to say that we have exceeded the standard; Kalim students improved by an average of 9 points and Kamala students improved by an average of 7 points. At Kalim this was nearly four times the national average and at Kamala it was almost three times the national average.

In addition to seeing the average class score increase, we like to see great improvements by individual students. Our objective is for students to improve by 10 points in their written tests. We achieved that goal with 43% of the students at Kalim School and 41% of the students at Kamala School.

Kalim School

At Kalim, the greatest improvement was in Grade 1 with 18 points, with the least in Grade 6 with 0 points. We have learned that Grade 1 has the highest aptitude for progress because they move from no English to a beginner level. For students in Grade 6, it is their last semester at Kalim. We can attribute their regression to a lack of effort as they have already applied to secondary schools for the next year. We are working on ways to inspire Grade 6's efforts in the classroom for the next year. In Grade 4, most of the class improved over the semester, but there were fewer significant increases. Only 29% percent of students had a significant increase. We are working on recruiting volunteers to tutoring individual children in Grade 4 for next year. We are hoping that with more individual attention, student's scores will increase more significantly.

Kamala School

At Kamala, the greatest improvement was in Class 5-2 with 15 points with the least in Class 4-2 with a decrease of 1 point. Grade 5 had a very high aptitude for progress this year, because it was their first year in the program*. Class 4-2 had many low level and learning disabled students in the class. It is evident that we must make our approach more accessible to low level students, by varying our approaches to education. Also, we are working on recruiting volunteers to assist students who need more assistance with the material. We find that one-on-one tutoring is extremely beneficial to low level and learning disabled students.

Kamala School has two classes for each grade level, for example, Grade 3 is divided into Class 3-1 and Class 3-2. Kamala School places the students into the classes by their academic aptitude. This is evident in the results; for example, Class 3-1 did not show improvement in their average score while Class 3-2 improved by 5 points. It is expected that in each grade, one class will do better on the testing than the other. We are looking at ways to cater our curriculum to the level of our students, by challenging the classes with a high academic aptitude and making it more accessible to the lower classes.

*Grade 1, 5, and 6 at Kamala School entered the Phuket Has Been Good To Us English classes for the first time this academic year. This was their second semester with the program.

Results

Kalim School

- 106 students were tested
- 86 improved over the course of the semester, 45 students had a significant increase in their scores by 10 points or more
- The school's average increase was 9 points with a 14% increase in score over the school's performance on tests given at the beginning of the semester

Year One

- 19 students were tested
- 19 improved over the course of the semester, 13 students had a significant increase in their scores by 10 points or more
- The class's average increase was 18 points with a 29% increase in score over the class' performance on tests given at the beginning of the semester

Year Two

- 19 students were tested
- 15 improved over the course of the semester, 11 students had a significant increase in their scores by 10 points or more
- The class's average increase was 10 points with a 22% increase in score over the class' performance on tests given at the beginning of the semester

Year Three

- 16 students were tested
- 15 improved over the course of the semester, 9 students had a significant increase in their scores by 10 points or more
- The class's average increase was 13 points with a 24% increase in score over the class' performance on tests given at the beginning of the semester

Year Four

- 17 students were tested
- 16 improved over the course of the semester, 5 students had a significant increase in their scores by 10 points or more
- The class's average increase was 6 points with a 2% increase in score over the class' performance on tests given at the beginning of the semester

Year Five

- 16 students were tested
- 11 improved over the course of the semester, 7 students had a significant increase in their scores by 10 points or more

- The class's average increase was 8 points with a 25% increase in score over the class' performance on tests given at the beginning of the semester

Year Six

- 19 students were tested
- 10 improved over the course of the semester, no students had a significant increase in their scores by 10 points or more
- The class's average increase was 0 points with a 4% decrease in score over the class' performance on tests given at the beginning of the semester

Kamala School

- 431 students were tested
- 315 improved over the course of the semester, 174 students had a significant increase in their scores by 10 points or more
- The class's average increase was 7 points with a 13% increase in score over the school' performance on tests given at the beginning of the semester

Year One-One

- 31 students were tested
- 25 improved over the course of the semester, 11 students had a significant increase in their scores by 10 points or more
- The class's average increase was 8 points with a 13% increase in score over the class' performance on tests given at the beginning of the semester

Year One - Two

- 34 students were tested
- 27 improved over the course of the semester, 12 students had a significant increase in their scores by 10 points or more
- The class's average increase was 4 points with a 10% increase in score over the class' performance on tests given at the beginning of the semester

Year Two-One

- 34 students were tested
- 29 improved over the course of the semester, 21 students had a significant increase in their scores by 10 points or more
- The class's average increase was 10 points with a 17% increase in score over the class' performance on tests given at the beginning of the semester

Year Two-Two

- 30 students were tested
- 26 improved over the course of the semester, 11 students had a significant increase in their scores by 10 points or more
- The class's average increase was 6 points with a 6% increase in score over the class' performance on tests given at the beginning of the semester

Year Three-One

- 42 students were tested
- 18 improved over the course of the semester, 8 students had a significant increase in their scores by 10 points or more
- The class's average increase was 0 points with a 2% decrease in score over the class' performance on tests given at the beginning of the semester

Year Three-Two

- 36 students were tested
- 27 improved over the course of the semester, 13 students had a significant increase in their scores by 10 points or more
- The class's average increase was 5 points with an 8% increase in score over the class' performance on tests given at the beginning of the semester

Year Four-One

- 38 students were tested
- 21 improved over the course of the semester, 12 students had a significant increase in their scores by 10 points or more
- The class's average increase was 3 points with a 6% increase in score over the class' performance on tests given at the beginning of the semester

Year Four-Two

- 35 students were tested
- 12 improved over the course of the semester, 4 students had a significant increase in their scores by 10 points or more
- The class's average increase was -1 points with a 4% decrease in score over the class' performance on tests given at the beginning of the semester

Year Five-One

- 34 students were tested
- 29 improved over the course of the semester, 17 students had a significant increase in their scores by 10 point or more
- The class's average increase was 11 points a 27% increase in score over the class' performance on tests given at the beginning of the semester

Year Five-Two

- 33 students were tested
- 30 improved over the course of the semester, 26 students had a significant increase in their scores by 10 points or more
- The class's average increase was 15 points with a 33% increase in score over the class' performance on tests given at the beginning of the semester

Year Six-One

- 41 students were tested
- 32 improved over the course of the semester, 16 students had a significant increase in their scores by 10 points or more
- The class's average increase was 7 points with a 29% increase in score over the class' performance on tests given at the beginning of the semester

Year Six-Two

- 43 students were tested
- 39 improved over the course of the year, 23 students had a significant increase in their scores by 10 points or more
- The class's average increase was 12 points with a 40% increase in score over the class' performance on tests given at the beginning of the semester