

**Research Title** Development of Instruments to evaluate Pre-School Children at  
La-or Utis Demonstration School

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The Purposes of this research were to 1) to study and develop instruments to measure and evaluate pre-school children development 2) to verify effectiveness of that instruments and 3) to evaluate pre-school children development and evaluate growth of them. Qualitative data was collected from reviewing 61 Thai and foreign related literatures, in-depth interviewing 6 experts and 20 stakeholders (teachers and parents). Quantitative data was collected from teachers and parents of 72 pre-school students at level three in La-or Utis Demonstration School. The research findings were: 1) The pre-school children evaluation method should use various ways such as measurement, evaluation and observation. Pre-school children evaluation should evaluate from all stakeholders (teachers and parents) in three parts: 1.1) the physical and movement composed of 4 indicators (health care, health habits, gross motor abilities and movement, fine motor abilities) 1.2) cognitive composed of 5 indicators (perception, language, understanding and problem solving, basic mathematical abilities, rationality abilities) and 1.3) emotional/psychological and social composed of 5 indicators (emotion/habit, social adaptation, morality, culture and environment conservation, discipline) 2) The developed instruments to measure and evaluate pre-school children methods were found reach to the frame of indicators for measuring the development of pre-school children in three parts: 2.1) the physical and movement 2.2) cognitive and

2.3) emotional/psychological and social as viewed by a group of experts with index of congruency (IOC) at 1.00 3) The effectiveness verifying results of two developed tests of pre-school childhood development (mathematic ability test and reasoning test) found that the item difficulty ranged from .38 - .80, the item discrimination ranged from .20 - .69 and reliability were .72 and .76 and the two developed assessment of early childhood development (teacher and parents assessment) as viewed by a group of expert with index of congruency (IOC) at 1.00, reliability were .9167 and .8874 and discrimination ranged from .3400 - .9216 and 4) the evaluated the growth of pre-school children development results found that all 6 models (3 indicators x 2 evaluators) had changed in linear growth model. The 3 times of growth rate analyses of pre-school children development from teachers and parents evaluators found that the growth rate of January 2009 to February 2009 ranged from 0.265-0.418 and February 2009 to March 2009 ranged from 0.509-0.827. The initial means ranged from 1.698–2.145 and the slope means ranged from 0.415–1.068. The 6 models fitted nicely to empirical data.