

MANUAL FOR
BASIC
EDUCATION INSTITUTIONS
THE THIRD-ROUND OF EXTERNAL
QUALITY ASSESSMENT (2011-2015)

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Your
Quality
Your **IMAGE**





Your Quality Your Image

Manual for
BASIC
EDUCATION INSTITUTIONS
The Third-Round of External Quality Assessment
(2011-2015)



The Office for National Education Standards and
Quality Assessment (Public Organization)





Manual for
BASIC
EDUCATION INSTITUTIONS
THE THIRD-ROUND OF EXTERNAL QUALITY
ASSESSMENT (2011-2015)

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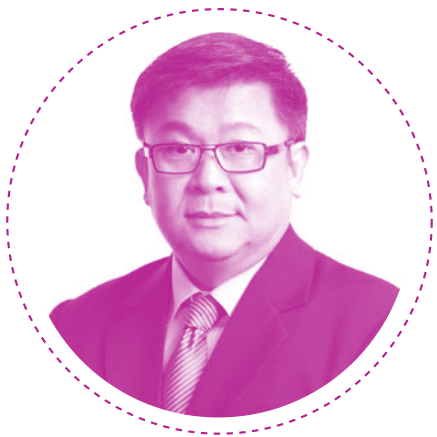
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Preface

The Office for National Education Standards and Quality Assessment (Public Organization), ONESQA, has been established in accordance with Chapter 6 of the National Education Act 1999 as amended by Act (No. 2) 2002. ONESQA is a public organization that aims to develop criteria, establish methods of external quality assessment and conduct the assessment of educational management. Its purpose is to inspect the educational quality of academic institutions regarding the specific goals, principles and guidelines of educational management at each educational level.

ONESQA performed the First-Round External Quality Assessment (2001-2005) to verify the actual situations at educational institutions. The assessment aimed to help educational institutions understand and correctly operate the quality assurance system. The Second-Round External Quality Assessment (2006-2010) was based on the ONESQA objectives stipulated in the Royal Decree on the Establishment of the Organization. The results of the First-Round External Quality Assessment were used for educational quality development while the Second-Round Assessment was used for educational quality accreditation. The Third-Round Assessment (2011-2015) is aiming to raise the educational quality standards concerning outputs, outcomes and impacts rather than processes. These also take account of differences between educational institutions. The Third-Round External Quality Assessment must be completed by September 2015.

(Prof. Dr. Channarong Pornrungraj)
Director of ONESQA
10 November 2011

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Introduction

Pursuant to Chapter 6 of the National Education Act 1999 as amended by Act (No. 2) 2002 on Educational Standards and Quality Assurance, it is stipulated that “all educational institutions shall receive external quality evaluation at least once every five years since the previous exercise” and that “the results of the evaluation shall be submitted to the relevant agencies and made available to the general public.” ONESQA has already concluded the First-Round (2001-2005) and the Second-Round (2006-2010) Assessments. It is currently conducting the Third-Round External Quality Assessment (2011-2015). This round maintains the key principles of the external quality assessment corresponding to Section 3 of the 2010 Ministerial Regulation on Educational Quality Assessment System, Criteria and Methods. This assessment corresponds with the following objectives and principles:

1. Developing the quality of education;
2. Maintaining impartiality, accountability and transparency based on verifiable evidence and data;
3. Maintaining a balance between academic freedom and national education policy leading to uniform strategic planning; encouraging each educational institution to set definite goals and improve the quality of education based on the potential of their institution and students;
4. Supporting educational institutions to develop their own internal quality assurance systems;
5. Encouraging participation and collaboration in quality assurance and educational development among the state, private sectors, local administrative organizations, individuals, families, local communities, professional associations, religious sectors, entrepreneurs and other societal institutions;
6. Taking into account academic freedom as well as educational identity, philosophy, goal, vision, mission and objectives.

Moreover, the Ministerial Regulation stipulates that ONESQA conducts the external quality assessment of every educational institution based on the national education standards in the following areas:

1. Educational achievement of all educational levels and types
2. Educational administration
3. Educational management focusing on the student-centered learning approach
4. Internal quality assurance

For the Third-Round External Quality Assessment of Basic Education, ONESQA has specified 12 indicators. These cover the 4 standards as imposed by the Ministerial Regulation, comprising 3 groups: 8 basic indicators, 2 identity indicators and 2 social responsibility indicators.

Chapter

1

The

Third-Round
External Quality
Assessment

1

The Third-Round External Quality Assessment

The external quality assessment is the assessment of educational administration and management to inspect the quality of educational institutions by the external units or persons. The ultimate goal of the assessment is to develop the educational institutions' quality and standards. This policy would stimulate educational institutions to develop their own internal assessment systems to design and implement their educational quality development plans, including quality monitoring and control. Educational institutions' internal self-assessment systems need to be established prior to the ONESQA external quality assessment. Then, ONESQA examines and analyzes data derived from the institutions' internal assessment results. Therefore, the internal and external quality assessments should be aligned and correspond with each other so as to enhance educational quality and standards for the benefits of students. The purposes of the external quality assessment are as follows:

1.1 Purposes of the external quality assessment

The general purposes

1. To evaluate the quality of educational institutions' operations in all aspects.
2. To stimulate educational institutions to continuously improve their educational quality and management.
3. To monitor the progress of the institutions' educational quality development.
4. To inform the relevant organizations and the public of the institutions' educational standards and quality development.

The specific purposes

1. To examine and verify the actual circumstances of the educational institutions' operations and internal assessment based on the standards, frameworks, and guidelines as specified by ONESQA, which correspond to the internal assessment systems of the institutions and their parent organizations.
2. To reflect the differences among educational institutions with regards to their identities and the achievement of implementing the nation's social advancement measures.
3. To improve the standards of the institutions' educational quality with concerns of outputs, outcomes, and impacts rather than processes.
4. To encourage the institutions' ongoing development of educational quality and internal assessment system.
5. To promote the institutions' alignment of external and internal assessments.
6. To build collaboration with the shared objectives of quality development among the parent organizations, other relevant sectors, and all stakeholders.
7. To report and disseminate the results of the institutions' educational quality and management assessment to the pertinent organizations and the public.

The expected outcomes

1. Educational institutions will have an efficient and effective administration and resource management to meet the needs of society and nation, particularly in terms of the production of graduates at all academic levels, research projects, and academic services.
2. Educational institutions, educational offices, and the government will have valid and systematic data to make the policies on the institutions' educational quality development.
3. Educational institutions will be able to continuously develop their educational quality into worldclass standards and academic excellence based on their identities.

1.2 Purposes of this manual

The manual for the Third-Round Quality Assessment of Basic Education is designed to be the reference for educational institutions' operations. This manual has the purposes as follows:

1. To be guidelines in specifying individual institutions' indicators to cover all aspects of operation;
2. To be guidelines for efficient database management necessary for the external quality assessment;
3. To be guidelines for the institutions' self assessment prior to external quality assessment; the report of the self assessment is corresponding to their parent organizations' format.

1.3 Relationships between the internal and external quality assessments

Section 48 of the National Education Act 1999 as amended by Act (No.2) 2002 stipulates that "parent organizations with jurisdiction over educational institutions and the institutions themselves shall establish a quality assurance system in the institutions. Internal quality assurance shall be regarded as part of educational administration, which must be a continuous process." Also, Section 49 of the Act, on the external quality assessment, states that "an Office for National Education Standards and Quality Assessment shall be established as a public organization, responsible for development of criteria and methods of external evaluation, conducting evaluation of educational achievements in order to assess the quality of institutions"

Accordingly, the internal assessment must be a regular process of ongoing educational management that entails controlling the quality-related factors as well as examining, monitoring, and assessing the institutions' performance for educational quality development on a regular basis. The internal assessment system, therefore, concerns the factors related to the inputs, processes, and outputs/outcomes. On the contrary, the external quality assessment focuses on assessment of the educational management results. The connection between the internal and external quality assessments is shown in Figure 1.

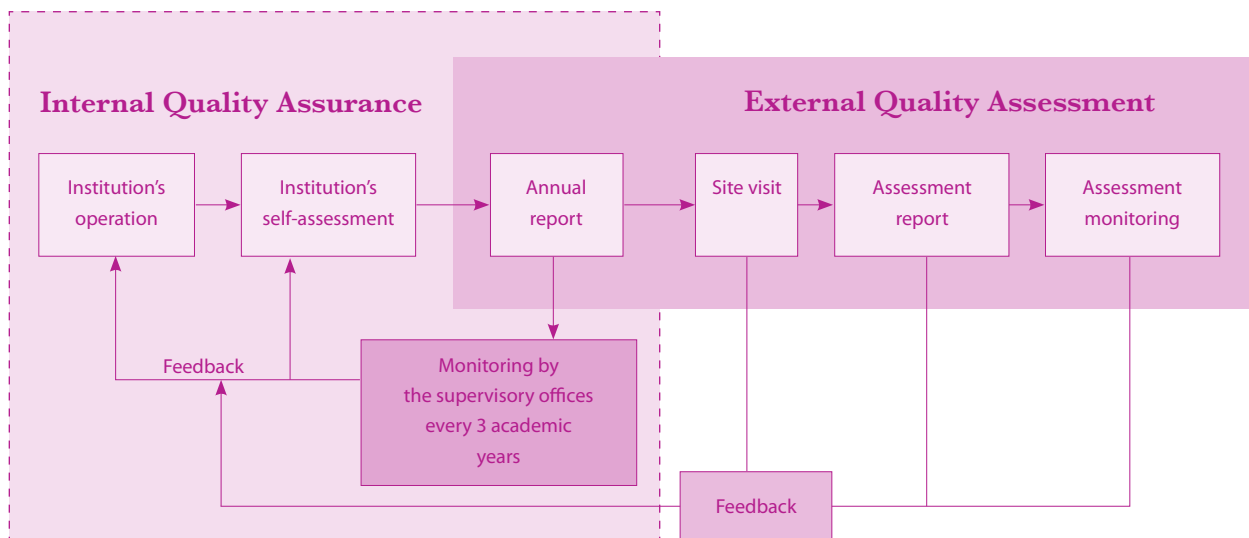


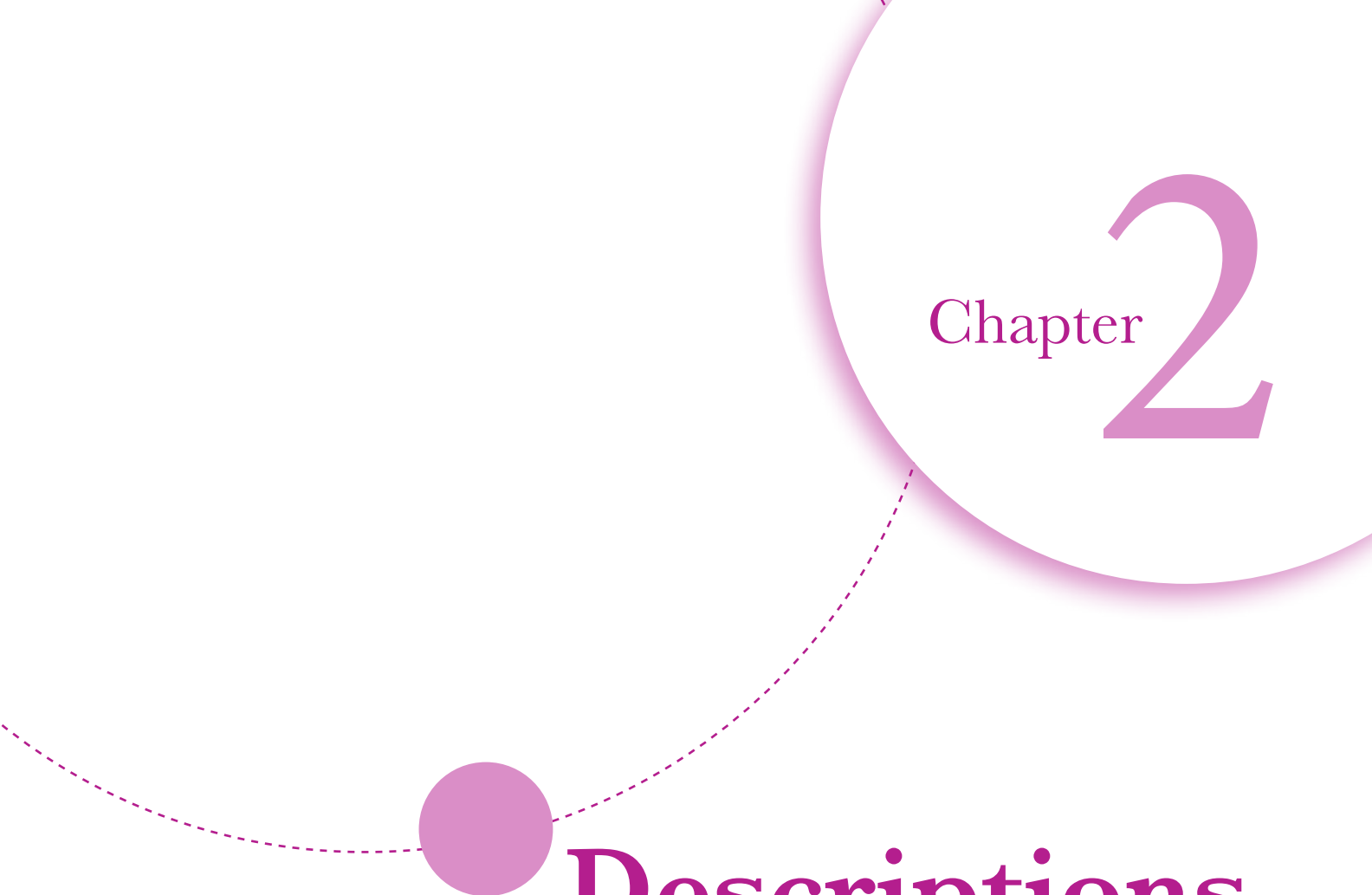
Figure 1 The relationships between the internal quality assurance and the external quality assessment.

From Figure 1, having the accomplishment of internal quality assurance, educational institutions need to submit annual reports in the form of the internal self-assessment reports (SAR) to the institution council, the parent organizations, and other relevant organizations, as well as to the public. These documents connect the institutions' internal assessment, their parent organizations' assessment monitoring, and ONESQA's external quality assessment. Hence, educational institutions need to make their comprehensive self-assessment reports that truly reflect the institutions' educational quality in every aspect.



Chapter

2



Descriptions
of the Indicators for the
Third-Round External
Quality Assessment

2

Descriptions of the Indicators for the Third-Round External Quality Assessment

In the external quality assessment as regulated by the National Education Act, ONESQA focuses on the quality of learners in order to ensure that the learners no matter where they are can attain the same high-quality education. The quality assessment system is the tool to promote and support ongoing and sustainable educational quality development.

2.1 Principles and guidelines

- 1) Assess the criteria involving individual educational institution's focus.
- 2) 75% of the assessment is on the educational management results as stipulated in Section 49 of the National Education Act.
- 3) 25% of the assessment is on the administrative processes concerning the institution council, administrators, faculty, facilities, student-centered instructional management, good governance, and internal quality assurance.
- 4) Assess with focus on peer review using data derived from both quantitative and qualitative methods.
- 5) Assess to verify self-assessment reports and strengthen the internal assurance system.
- 6) Reduce the number of indicators and standards for the external quality assessment by transferring the indicators and standards related to the inputs and processes to the internal assurance system.

2.2 Principles for the development of indicators

- 1) Indicators are designated for the assessment of outputs, outcomes, and impacts, rather than inputs and processes.
- 2) The nature and type of each educational institution is taken into consideration.
- 3) The emphases are on both qualitative and quantitative assessment as well as positive and negative impacts.
- 4) Factors, limitations, culture, and Thainess are taken into consideration.
- 5) The basic indicators are reduced in number to assess fundamental elements, while maintaining the indicative power with additional indicators of identity and social responsibility.
- 6) The connection between the internal and external quality assurance is accounted for.

2.3 Criteria for the indicators

In the Third-Round External Quality Assessment at the primary and secondary levels, there are 3 groups of indicators: basic indicators, identity indicators, and social advancement indicators. These indicators are in line with the National Education Act 1999 as amended in 2002 (No. 2) and Section 38 of the 2010 Ministerial Regulation on the System, Criteria, and Methods of Quality Assurance, which stipulate that ONESQA must conduct external quality assessment of each educational institution in accordance with the national education standards as follows: 1) the standard of educational achievement, 2) the standard of educational administration, 3) the standard of student-centered classroom management, and 4) the standard of internal quality assurance. The connection between the indicators and the standards is shown in Table 1.

Table 1: The connection between the indicators and the standards.

Group of Indicators	Indicator	Ministerial Standard
<i>Basic Indicators</i>	<ol style="list-style-type: none"> 1. Good physical and mental health 2. Morals, ethics and good attitude 3. Enthusiasm for continuing learning 4. Development of thinking skills 5. Students' learning achievement 6. Effectiveness of student-centered classroom management 7. Effectiveness of administration and development to achieve of the educational institution 8. Development of internal quality assurance by the educational institution and its parent organizations 	Educational management achievement
<i>Identity Indicators</i>	<ol style="list-style-type: none"> 9. Results of the educational institution's development its philosophy, goals/vision, missions and objectives 10. Results of the educational institution's development based on its focus and strengths reflecting its identity 	Educational management achievement
<i>Social responsibility indicators</i>	<ol style="list-style-type: none"> 11. Results of the educational institution's operations of special projects to promote the institution's roles 12. Results of educational institution's improvement and maintaining of the standards leading to excellence corresponding to direction of the National Education Reform 	Educational administration

Basic indicators are used to assess an educational institution's fundamental exercises, which can clearly indicate the outcomes and impacts of its operation and are connected to the internal quality assurance.

Identity indicators are applied when assessing the outputs corresponding to an institution's philosophy, rationale/vision, mission, and objectives of its establishment, as well as the achievement based on its specialty and strength embodying uniqueness as approved by the institution council.

Social responsibility indicators are for the assessment of each educational institution's operation concerning different social issues identified by each individual educational institution, which can be adjusted through time and as new concerns arise. Following the national policy such issues involve collaborative work in solving social problems through guidance and proposal of preventive measures. The purpose of this indicator is to evaluate an educational institution in a guiding role in society towards nationalism, religious practice, loyalty to the monarchy, support of the Royal Projects, observing sufficiency economy, enhancing peace and harmony, preparation for the ASEAN Community, advocating for environment, energy, economics, health, good attitude, social-mindedness, as well as recommending solutions to social conflict, disasters, narcotics, and so on.

The basic indicators are in line with the ministerial education standards, the relationship of which is illustrated as a chain of quality.

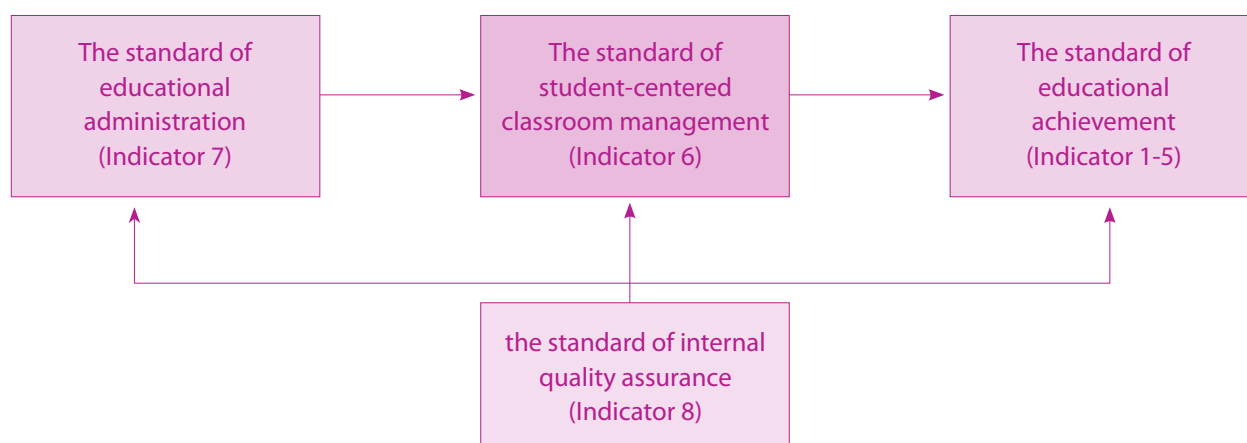


Figure 2 The relationship between the ministerial education standards and the indicators as a chain of quality.

2.4 The indicator's weight

In the Third-Round External Quality Assessment, the weight of each indicator is as follows:

Table 2: The indicator's weight.

Group of Indicators	Indicator	Weight (Points)
<i>Basic Indicators</i>	1. Good physical and mental health	10
	2. Morals, ethics, and good attitude	10
	3. Enthusiasm for continuing learning	10
	4. Development of thinking skills	10
	5. Students' learning achievement	20
	6. Effectiveness of student-centered classroom management	10
	7. Effectiveness of administration and development of educational institution	5
	8. Development of internal quality assurance by the educational institution and its parent organizations	5
	Total	80

Group of Indicators	Indicator	Weight (Points)
<i>Identity Indicators</i>	9. Results of the educational institution's development with regard to its philosophy, goals/vision, missions and objectives of the establishment	5
	10. Results of the educational institution's development based on its focus and strengths reflecting its identity	5
	Total	10
<i>Social responsibility indicators</i>	11. Results of educational institution's operations of special projects to promote the institution's roles	5
	12. Results of educational institution's improvement and maintaining of the standards leading to excellence that are denoted in the national education reforms	5
	Total	10
	Total weight of 12 indicators	100

2.5 Data of an educational institution's operations used for the assessment

In The Third-Round External Quality Assessment of Basic Education (2011-2015), the data of an educational institution's operations derive from the average of three-year operation results prior to the year of assessment. (In case an educational institution has been established 2 years or 1 year prior to the assessment, the data derives from the average of the operation results of 2 years and 1 year, respectively.)

2.6 Format of the assessment

There are 5 formats of the assessment of basic education in the third round as follows:

- 1) The quantitative assessment for indicators 2.1, 2.3, 3.1, 3.2, 4.1, 4.2, and 6.2.
- 2) The quantitative and developmental assessment for indicators 1.1, 5.1-5.8, and 8.
- 3) The quantitative and qualitative assessment for indicators 1.2 and 2.2.
- 4) The qualitative assessment for indicators 6.1, 7, 9, 10, and 12.
- 5) The qualitative and developmental assessment for indicator 11.

2.7 Description of the indicators and criteria for the Third-Round External Quality Assessment

The group of basic indicators

Basic Indicators are used to assess an educational institution's fundamental exercises, which can clearly indicate the outcomes and impacts of its operation and are connected to the internal quality assurance. There are 8 indicators (total weight of 80 points).

Number	Indicator	Weight (Points)
1	Good physical and mental health	10
2	Morals, ethics, and good attitude	10
3	Enthusiasm for continuing learning	10
4	Development of thinking skills	10
5	Students' learning achievement	20
6	Effectiveness of student-centered classroom management	10
7	Effectiveness of administration and development of educational institution	5
8	Development of internal quality assurance by educational institution and its parent organizations	5

Indicator 1 Good physical and mental health

Weight 10 points

Description

Good physical and mental health: students have healthy weight and height, are physically competent, and are capable of taking safety precautions. In addition, they have acquired aesthetics and appreciation of beauty.

Number	Indicator	Weight (Points)
1.1	Students have healthy weight and height, are physically competent, and are capable of taking safety precautions	5
1.2	Students have aesthetics	5

Indicator 1.1 Students have healthy weight and height, are physically competent, and are capable of taking safety precautions

Weight 5 points (quantitative assessment: 4 points and developmental assessment: 1 point)

Description

Students have healthy weight and height, are physically competent, and are capable of taking safety precautions: the students have healthy weight and height with reference to the criteria of the Department of Health, and are physically competent with reference to the criteria of the Department of Physical Education or Thai Health Promotion Foundation (ThaiHealth.) In addition, they learn to avoid the problems about sex, drugs, and addictions such as, alcohol, cigarettes, games, etc.

1. Criteria for the quantitative assessment (4 points)

- 1.1 The percentage of students who have healthy weight, height, and physical competence.
- 1.2 The percentage of students free from the problems about sex, drugs, and addictions to alcohol, cigarettes, games, etc.

Calculation method

Use the Rule of Three in arithmetic, 100% equals 4 points.

$$\frac{\text{The average percentage of the students who achieve the criteria 1.1 and 1.2}}{100} \times 4$$

2. Criteria for the developmental assessment (1 point)

To account for the development (1 point), the institution must have attained the average percentage of the most recent academic year higher than that of the previous year or the average percentage of the most recent academic year is “excellent” (90% or higher).

Data for the assessment

1. The evidence from observing the students.
2. The institution’s internal quality assessment result.
3. Physical health records, records of height and weight measurements, and the results of physical competence tests with reference to the criteria of the Department of Health, the Department of Physical Education, or Thai Health Promotion Foundation (ThaiHealth).
4. Data of activities, planning, projects, and results of students’ physical development, particularly of those who have problems with height, weight, physical competence, and taking safety precautions.
5. The institution’s statistics such as data of the student affairs division about problems with sex, drugs, and addictions to alcohol, cigarettes, games, etc.
6. Data of the results of drug tests from reliable sources.
7. Results from observation of environments inside and outside the institution.
8. Results from interviews with relevant persons.

Indicator 1.2 Students have aesthetics

Weight 5 points (quantitative assessment: 2 points and qualitative assessment: 3 points)

Description

Students have aesthetics: the students experience and appreciate cultural and artistic qualities through learning activities in regular and extracurricular courses such as art, music/traditional dance, literature, and recreation.

1. Criteria for the quantitative assessment (2 points)

The percentage of the students who participate in regular and extracurricular activities such as art, music/traditional dance, literature, and recreation.

Calculation method

$$\frac{\text{The number of the students participating in art, music, traditional dance, literature, and recreation activities}}{\text{The total number of students}} \times 100$$

Use the Rule of Three in arithmetic, 100% equals 2 points.

$$\frac{\text{The percentage of the students participating in art, music, performing arts, literature, and recreation activities}}{100} \times 2$$

2. Criteria for the qualitative assessment (3 points)

This assessment focuses on the school administrators' policy-based processes and students' works, based on 3 criteria as follows:

1. Having made the policy to promote aesthetics in the institution;
2. Having had the operations following the PDCA quality cycle;
3. Having achieved at least "good" for the evaluation of satisfaction of relevant parties.

Scoring rubric

1 point	2 points	3 points
Achieving 1 criterion	Achieving 2 criteria	Achieving 3 criteria

Data for the assessment

1. The number of students participating in aesthetic activities such as art, music, traditional dance, literature, and recreation.
2. Works of students participating in regular and extracurricular activities.
3. Documents, certificates, honor cards, and awards for students' aesthetic works.
4. Results from interviews with relevant persons.
5. Policies, planning, projects, and activities related to aesthetics promotion.

Indicator 2 Morals, ethics, and good attitude

Weight 10 points

Description

Morals, ethics, and good attitude are desirable attributes of students who are good children, good students, and good citizens.

Number	Indicator	Weight (points)
2.1	Good children	4
2.2	Good students	4
2.3	Good citizens	2

Indicator 2.1 Good children

Weight 4 points (quantitative assessment: 4 points)

Description

Good children: Students have the following characteristics of good children to their parents or guardians:

1. Taking care of, being grateful, and bringing comfort to their parents or guardians appropriately for their age such as preparing food for or giving cards or presents to the parents or guardians on special occasions.
2. Helping out voluntarily such as cleaning, doing house work or other tasks assigned to them.
3. Staying away from drugs, alcohol, and gambling, and refraining from making any trouble to the parents or guardians.
4. Being good children; for example, being obedient to the parents or guardians, following their instructions, studying hard, and paying respect to them.

Criteria for the quantitative assessment

The percentage of the students with an average score on being good children in accordance with the criteria of the parent organization or the institution is at the level of “good” or above. In the case of a boarding institution, a house supervisor may perform the assessment instead of the parents or guardians.

Calculation Method

$$\frac{\text{The number of students with a level of "good" or above}}{\text{The total number of students}} \times 100$$

Scoring rubric

Use the Rule of Three in arithmetic, 100% equals 4 points.

$$\frac{\text{the percentage of students with a level of "good" or above}}{100} \times 2$$

Data for the assessment

Data about students’ characteristics of good children derive from the educational institution (based on the criteria of the parent organization or the institution).

Indicator 2.2 Good students

Weight 4 points (quantitative assessment: 2 points and qualitative assessment: 2 points)

Description

Good students are well-mannered, compassionate, helpful, considerate, honest, and studious. They also help keep the school facilities and personal belongings of their own and others in good condition. They adhere to self sufficiency, nationalism, constitutional monarchy, and democratic way of life. Moreover, they maintain perfect attendance: no absenteeism or tardiness. They do not drop out of school due to problems with behavior or school regulation.

1. Criteria for the quantitative assessment (2 points)

- 1.1 The percentage of the students with no absenteeism, tardiness, or dropout.
- 1.2 The percentage of the students with no school regulation problems.

Calculation method

Use the Rule of Three in arithmetic, 100% equals 2 points.

$$\frac{\text{The average percentage of the students who achieve the criteria 1.1 and 1.2}}{100} \times 2$$

2. Criteria for the qualitative assessment (2 points)

This assessment focuses on the following desired characteristics of good students:

- 2.1 Politeness and humbleness means being able to respect others, to be friendly, sincere, and considerate; for example, greeting or paying respect to the elderly.
- 2.2 Kindness and helpfulness means willingly to help others such as voluntarily offering help to other students or teachers, or sharing things with friends.

- 2.3 Open-mindedness means understanding and accepting other people's opinions such as attentively listening to their classmates' debates, recounting experiences, or giving presentation without interruption.
- 2.4 Honesty means conducting themselves appropriately and sincerely such as no cheating, deceiving, stealing, or copying others' homework.
- 2.5 Perseverance in studying means diligently studying, spending free time for learning benefits, acquiring new knowledge from various sources, regularly reviewing the lessons, and eagerly accomplishing the assignments.
- 2.6 Maintaining and preserving public and personal places and things means helping maintain and preserve the school environments, as well as taking care of personal assets; for example, cleaning the classrooms, turning off the lights when not in use, and not scribbling on the desk.
- 2.7 Living moderately means utilizing the existing resources efficiently and effectively as well as understanding the principle of Sufficiency Economy for Balanced Living.
- 2.8 Protecting the nation, religion, and constitutional monarchy and taking pride in Thainess means having knowledge and understanding of Thailand's history, important people in the history, culture, and wisdom, as well as having moral conduct, having high respect for the constitutional monarchy, and preserving Thainess.
- 2.9 Upholding the democratic way of life under the constitutional monarchy means having knowledge and understanding of Thailand's current political system of democracy under the constitutional monarchy.

Scoring rubric

0 point	1 points	2 points
90% of the students achieving 1-3 criteria	90% of the students achieving 4-6 criteria	90% of the students achieving 7-9 criteria

Data for the assessment

1. Statistical data of the educational institution such as statistics of student absences, fights, violations of the institution's rules, lost items, and disciplinary problems.
2. The number of students who achieve the criteria as recorded in the teacher's entries or a log book of virtues.
3. Students' portfolios in regular and extracurricular programs.
4. Results of observing and interviewing students and other relevant persons.
5. Records of students' learning achievement.

Indicator 2.3 Good citizens

Weight 2 points (quantitative assessment: 2 points)

Description

Good citizens refer to students who, as members of society, have formed the habit of helping others or making contributions to the public such as making a donation for the public benefit, cleaning public places, taking care of the elderly or the disadvantaged, etc.

Criteria for the quantitative assessment

The percentage of the students participating in on-campus or off-campus community service activities, which have been organized through strategic processes with specific details and operated continually by the institution or students.

Calculation method

$$\frac{\text{The number of students participating in on - or - off campus community service activities}}{\text{The total number of students}} \times 100$$

Use the Rule of Three in arithmetic, 100% equals 2 points.

$$\frac{\text{The percentage of students participating in on - or - off campus community service activities}}{100} \times 2$$

Data for the assessment

1. The institution's annual operation plans and educational quality development plans.
2. Teachers' educational management plans and their relevant assignments.
3. Documentation or evidence of students' participation in the community service activities such as undertakings for social and public benefits, scouting, Thai Red Cross Youth's activities, and student clubs' activities.
4. Students' logs of virtues.
5. Results from observing and interviewing students and other relevant persons.

Indicator 3 Enthusiasm for continuing learning

Weight 10 points

Description

Enthusiasm for continued learning is a desirable attribute that students who are keen to gain knowledge from reading and through the use of information and communication technology (ICT) as well as learning by doing together with others both inside and outside school.

There are 2 subsets of this indicator.

Number	Indicator	Weight (points)
3.1	Students acquire new knowledge through reading and ICT usage	5
3.2	Students learn from hands-on experience with others inside and outside the school	5

Indicator 3.1 Students acquire new knowledge through reading and ICT usage

Weight 5 points (quantitative assessment: 5 points)

Description

Students acquire new knowledge through reading and ICT usage: By reading, watching, listening, and writing, the students acquire new information, knowledge, and perspectives as recorded in printed materials, tablets of stone, palm leaves, billboards, digital media, etc.

Criteria for the quantitative assessment

The percentage of the students who have acquired new knowledge through reading and ICT at least once a week and is evidenced from observation.

Calculation method

The number of students who have acquired new knowledge through reading and ICT usage at least once a week

$$\frac{\text{The number of students who have acquired new knowledge through reading and ICT usage at least once a week}}{\text{The total number of students}} \times 100$$

Scoring rubric

Use the Rule of Three in arithmetic, 100% equals 5 points.

The percentage of students who have acquired new knowledge through reading and ICT usage at least once a week

$$\frac{\text{The percentage of students who have acquired new knowledge through reading and ICT usage at least once a week}}{100} \times 5$$

Data for the assessment

1. Students' learning records.
2. Plans for learning activities, assignments involving reading, writing, watching, listening, and the development plan to form the students' habits of reading.
3. Students' portfolios deriving from reading, writing, watching, listening, and exploring knowledge to support their learning in side and outside the classrooms.
4. Results from observing and interviewing students and other relevant persons.

Indicator 3.2 Students learn from hands-on experience with others inside and outside school

Weight 5 points (quantitative assessment: 5 points)

Description

Students learn from hands-on experience with others inside and outside school: the students participate in and are co-responsible for the activities, as specified in their institution's operation plans, which the students learn by doing inside and outside the institutions.

Criteria for the quantitative assessment

The percentage of the students who have learned from hands-on experience with others inside and outside school, as well as watching, listening, and having field trips, is at least at the "good" level with concrete evidence to support the data.

Calculation method

the number of students learn from hands-on experience with others at the "good" level and above

$$\frac{\text{the number of students learn from hands-on experience with others at the "good" level and above}}{\text{The total number of students}} \times 100$$

Scoring rubric

Use the Rule of Three in arithmetic, 100% equals 5 points.

The percentage of students who learn by doing together at the "good" level and above

$$\frac{\text{The percentage of students who learn by doing together at the "good" level and above}}{100} \times 5$$

Data for the assessment

1. The institution's annual plan of activities.
2. Teachers' educational management plans and their relevant assignments.
3. Data concerning the operations of activities, festivals, special events, and field trips.
4. Records of learning behaviors, performances with others, and results of students' quality development.
5. Students' portfolios of the activities' accomplishment inside and outside the classroom.
6. Evaluation results of students' satisfaction of activities.
7. Results from interviewing students and other relevant persons.

Indicator 4 Development of thinking skills

Weight 10 points

Description

Development of thinking skills: Students have skills in thinking analytically, synthetically, systematically, creatively, considerately and are able to adjust themselves into society.

Number	Indicator's Name	Weight (points)
4.1	Students have thinking skills	5
4.2	Students are capable of adjusting themselves into society	5

Indicator 4.1 Students have thinking skills

Weight 5 points (quantitative assessment weight: 5 points)

Description

Students who have thinking skills: The students have the ability to think analytically, synthetically, systematically, creatively, and considerately leading to knowledge or information necessary for appropriate decision making and problem solving (Basic Education Core Curriculum 2008).

Criteria for the quantitative assessment

The percentage of students who pass the thinking skills test with "good" or above as specified in the Basic Education Core Curriculum 2008 with concrete evidence to support the data.

Calculation method

$$\frac{\text{The number of the students who pass the test with "good" or above on the tinking skills test}}{\text{The total number of students}} \times 100$$

Scoring rubric
Use the Rule of Three in arithmetic, 100% equals 5 points.

$$\frac{\text{The percentage of the students who pass the test with "good" or above on the tinking skills test}}{100} \times 5$$

Data for the assessment

1. Recorded data of the number of students who pass the thinking skills test with “good” or above as specified in the Basic Education Core Curriculum 2008.
2. Students’ works reflecting their thinking abilities.
3. Teachers’ instructional plans.
4. Results from observing and interviewing students at each educational level.

Indicator 4.2 Students are capable of adjusting themselves into society

Weight 5 points (quantitative assessment weight: 5 points)

Description

Students are capable of adjusting themselves into society: The students are capable of using life skills and problem solving techniques to deal with problems and conflicts appropriately, as required by the Basic Education Core Curriculum 2008. They also have the ability to work and live in society, building good relationships with others, adjusting themselves to the changing society and environment, and avoiding socially undesirable behaviors, which is part of student development to reach the educational standards as specified in the Basic Education Core Curriculum 2008.

Criteria for the quantitative assessment

The percentage of students who pass the test on capability of adjusting to society with “good” or above as specified in the Basic Education Core Curriculum 2008 with concrete evidence to support the data.

Calculation method

$$\frac{\text{The number of students who pass the test with "good" or above on capability of adjusting to society}}{\text{The total number of students}} \times 100$$

Scoring rubric

Use the Rule of Three in arithmetic, 100% equals 5 points.

$$\frac{\text{The percentage of students who pass the test with "good" or above on capability of adjusting to society}}{100} \times 5$$

Data for the assessment

1. Recorded data of the number of students who pass the test on capability of adjusting to society with “good” or above as specified in the Basic Education Core Curriculum 2008.
2. School student records.
3. Plans, projects, and activities promoting students’ life skills.
4. Results from observing and interviewing students at each educational level.

Indicator 5 Students' learning achievement

Weight 20 points

Description

Students' learning achievement: The students' learning achievement is at the level of "good" standing and the students demonstrate their learning development in every learning area at Grades 6, 9, and 12.

"Good" learning achievement: The percentage of the students who have the O-NET score higher than the minimum required score in every learning area at Grades 6, 9, and 12. The computation is performed by ONESQA using its calculation formula.

Learning development: The institution has the average percentage of students with O-NET's "good" learning achievement in every learning area higher than that in the previous year.

This indicator consists of 8 sub-indicators:

Number	Indicator	Weight		
		Quantitative (points)	Developmental (points)	Total (points)
5.1	Students have their learning achievement in the learning area of Thai language in Grades 6, 9, and 12	2.0	0.5	2.5
5.2	Students have their learning achievement in the learning area of mathematics in Grades 6, 9, and 12	2.0	0.5	2.5
5.3	Students have their learning achievement in the learning area of science in Grades 6, 9, and 12	2.0	0.5	2.5
5.4	Students have their learning achievement in the learning area of social studies in Grades 6, 9, and 12	2.0	0.5	2.5
5.5	Students have their learning achievement in the learning area of health and physical education in Grades 6, 9, and 12	2.0	0.5	2.5
5.6	Students have their learning achievement in the learning area of arts in Grades 6, 9, and 12	2.0	0.5	2.5
5.7	Students have their learning achievement in the learning area of occupations and technology in Grades 6, 9, and 12	2.0	0.5	2.5
5.8	Students have their learning achievement in the learning area of foreign languages in Grades 6, 9, and 12	2.0	0.5	2.5

Indicator 5.1 Students have their learning achievement in the learning area of Thai language in Grades 6, 9, and 12

Weight 2.5 points (quantitative assessment: 2 points; and developmental assessment: 0.5 point)

Description

Learning area of Thai language: This learning area, as specified in the Basic Education Core Curriculum 2008, involves the study of Thai language as the national identity for unity and better attitude toward Thainess, as well as being used as a communication tool to understand and have good relationships with others, explore knowledge, and develop professional skills. In addition, Thai language embodies the ancestors' wisdom, which is important to learn and preserve. Thus, Thai language skills (i.e., to read, write, listen, and speak), their rules, as well as Thai literature, are important to study and practice.

1. Criteria for the quantitative assessment (2 points)

1. The percentage of the students with "good" national test scores in the learning area of Thai language in Grade 6.
2. The percentage of the students with "good" national test scores in the learning area of Thai language in Grade 9.
3. The percentage of the students with "good" national test scores in the learning area of Thai language in Grade 12.

Calculation method

1. The calculation for the percentage of the students with "good" national test scores in the learning area of Thai language at each educational level (noted that the number of the educational levels varies depending on the institution).

$$\frac{\text{The number of students with "good" national test scores in the learning area of Thai language at an educational level}}{\text{The total number of students taking the O-NET at that educational level}} \times 100$$

2. The calculation for the average percentage of the students with "good" national test scores in the learning area of Thai language in Grade 6, 9, and 12.

$$\frac{\text{Sum of the percentages of students with "good" national test scores in the learning area of Thai language in Grades 6,9 and 12}}{\text{The number of the educational levels}} \times 5$$

Scoring rubric

Use the Rule of Three in arithmetic, 100% equals 2 points.

$$\frac{\text{The average percentage of students in the criteria}}{100} \times 5$$

2. Criteria for the development assessment (0.5 point)

Learning development	Point
The institution has an average percentage of students' learning achievement in the learning area of Thai language in Grades 6, 9, and 12 higher than that in the previous year.	0.5
The institution has an average percentage of students' learning achievement in the learning area of Thai language in Grades 6, 9, and 12 the same as that in the previous year.	0.25
The institution has an average percentage of students' learning achievement in the learning area of Thai language in Grades 6, 9, and 12 lower than that in the previous year.	0

Data for the assessment

The national test scores in the learning area of Thai language in Grades 6, 9, and 12.

Indicator 5.2 Students have their learning achievement in the learning area of mathematics in Grades 6, 9, and 12

Weight 2.5 points (quantitative assessment: 2 points; and developmental assessment: 0.5 point)

Description

Learning area of mathematics: This learning area, as specified in the Basic Education Core Curriculum 2008, has a crucial role in developing thinking skills including creative, logical, systematic, and formal thinking. It enables the students to carefully and accurately analyze, predict, plan, make decisions, solve problems, and apply mathematics into daily life. More importantly, the learning area of mathematics is the tool for studying science, technology, and other disciplines. It is useful in life and helps improve the quality of life so as to enhance living with others happily.

1. Criteria for the quantitative assessment (2 points)

1. The percentage of students with "good" national test scores in the learning area of mathematics in Grade 6.
2. The percentage of students with "good" national test scores in the learning area of mathematics in Grade 9.
3. The percentage of students with "good" national test scores in the learning area of mathematics in Grade 12.

2. Criteria for the development assessment (0.5 point)

Calculation method

1. The calculation for the percentage of students with "good" national test scores in the learning area of mathematics at each educational level (noted that the number of educational levels varies depending on the institution).

$$\frac{\text{The number of students with "good" national test scores in the learning area of mathematics at an educational level}}{\text{The total number of students taking the O-NET at that educational level}} \times 100$$

- The calculation for an average percentage of students with “good” national test scores in the learning area of mathematics in Grade 6, 9, and 12

Sum of the percentages of students with “good” national test scores in the learning area of mathematics in Grades 6, 9 and 12

The number of educational levels

Scoring rubric

Use the Rule of Three in arithmetic, 100% equals 2 points.

The average percentage of students in the criteria

X 2

100

Data for the assessment

Learning development	Point
The institution has an average percentage of an students’ learning achievement in the learning area of mathematics in Grades 6, 9, and 12 higher than that in the previous year.	0.5
The institution has an average percentage of an students’ learning achievement in the learning area of mathematics in Grades 6, 9, and 12 the same as that in the previous year.	0.25
The institution has an average percentage of an students’ learning achievement in the learning area of mathematics in Grades 6, 9, and 12 lower than that in the previous year.	0

The national test scores in the learning area of mathematics in Grades 6, 9, and 12.

Indicator 5.3 Students have their learning achievement in the learning area of science in Grades 6, 9, and 12

Weight 2.5 points (quantitative assessment: 2 points; and developmental assessment: 0.5 point)

Description

Learning area of science: This learning area, as specified in the Basic Education Core Curriculum 2008, is important in the present and future since it involves living and working. The results of science have improved lifestyle and experiences such as technological inventions, equipment, and various products. Science enables development of logical thinking as well as creative, analytical, and critical thinking. It supports a search for knowledge, ability to solve problems systematically and making decisions based on different pools of information and solid evidence. It is also part of the global culture of learning a knowledge-based society. It is imperative that everyone develop the knowledge of science so as to understand nature and man-made innovation and to utilize the knowledge with logics, creativity, and morals.

1. Criteria for the quantitative assessment (2 points)

- The percentage of students with “good” national test scores in the learning area of science in Grade 6.
- The percentage of students with “good” national test scores in the learning area of science in Grade 9.
- The percentage of students with “good” national test scores in the learning area of science in Grade 12.

Calculation method

1. The calculation for the percentage of students with “good” national test scores in the learning area of science at each educational level (noted that the number of the educational levels varies depending on the institution).

$$\frac{\text{The number of the students with "good" national test scores in the learning area of science at an educational level}}{\text{The total number of students taking the O-NET at that educational level}} \times 100$$

2. The calculation for the average percentage of the students with “good” national test scores in the learning area of science in Grade 6, 9, and 12

$$\frac{\text{Sum of the percentages of the students with "good" national test scores in the learning area of science in Grade 6,9 and 12}}{\text{The number of the educational levels}} \times 5$$

Scoring rubric

Use the Rule of Three in arithmetic, 100% equals 2 points.

$$\frac{\text{The average percentage of students in the criteria}}{100} \times 5$$

2. Criteria for the development assessment (0.5 point)

Learning development	Point
The institution has an average percentage of students' learning achievement in the learning area of science in Grades 6, 9, and 12 higher than that in the previous year.	0.5
The institution has an average percentage of students' learning achievement in the learning area of science in Grades 6, 9, and 12 the same as that in the previous year.	0.25
The institution has an average percentage of students' learning achievement in the learning area of science in Grades 6, 9, and 12 lower than that in the previous year.	0

Data for the assessment

The national test scores in the learning area of science in Grades 6, 9, and 12.

Indicator 5.4 Students have their learning achievement in the learning area of social studies, religion, and culture in Grades 6, 9, and 12

Weight 2.5 points (quantitative assessment: 2 points; and developmental assessment: 0.5 point)

Description

Learning area of social studies, religion, and culture: This learning area, as specified in the Basic Education Core Curriculum 2008, involves studies that embody living together with others in society, self-adaptation to the changing environment, and management of limited resources. It helps the student to understand changes through different times and contexts, to gain perception of self and

others, to be tolerant and acknowledge differences, to have morals, and to be able to apply knowledge to their living so as to become good citizens of the nation and of the world.

1. Criteria for the quantitative assessment (2 points)

1. The percentage of students with “good” national test scores in the learning area of social studies, religion, and culture in Grade 6.
2. The percentage of students with “good” national test scores in the learning area of social studies, religion, and culture in Grade 9.
3. The percentage of students with “good” national test scores in the learning area of social studies, religion, and culture in Grade 12.

Calculation method

1. The calculation for the percentage of students with “good” national test scores in the learning area of social studies, religion, and culture at each educational level (noted that the number of the educational levels varies depending on the institution).

$$\frac{\text{The number of students with "good" national test scores in the learning area of social studies, religion, and culture at an educational level}}{\text{The total number of students taking the O-NET at that educational level}} \times 100$$

2. The calculation for the average percentage of the students with “good” national test scores in the learning area of social studies, religion, and culture in Grade 6, 9, and 12

$$\frac{\text{Sum of the percentages of students with "good" national test scores in the learning area of social studies, religion, and culture in Grades 6, 9 and 12}}{\text{The number of educational levels}} \times 5$$

Scoring rubric

Use the Rule of Three in arithmetic, 100% equals 2 points.

$$\frac{\text{The average percentage of students in the criteria}}{100} \times 5$$

2. Criteria for the development assessment (0.5 point)

Learning development	Point
The institution has an average percentage of students' learning achievement in the learning area of social studies, religion, and culture in Grades 6, 9, and 12 higher than that in the previous year.	0.5
The institution has an average percentage of students' learning achievement in the learning area of social studies, religion, and culture in Grades 6, 9, and 12 the same as that in the previous year.	0.25
The institution has an average percentage of students' learning achievement in the learning area of social studies, religion, and culture in Grades 6, 9, and 12 lower than that in the previous year.	0

Data for the assessment

The national test scores in the learning area of social studies, religion, and culture in Grades 6, 9, and 12.

Indicator 5.5 Students have their learning achievement in the learning area of health and physical education in Grades 6, 9, and 12

Weight 2.5 points (quantitative assessment: 2 points; and developmental assessment: 0.5 point)

Description

Learning area of health and physical education: The learning area, as specified in the Basic Education Core Curriculum 2008, helps the students to become healthy physically, mentally, socially, intellectually and spiritually. Being healthy is essential for leading a good life. Everybody needs to learn about health and attitude, morals, and appropriate social values. Also, the students will learn a good habit of taking care of themselves resulting in a quality society.

1. Criteria for the quantitative assessment (2 points)

1. The percentage of students with “good” national test scores in the learning area of health and physical education in Grade 6.
2. The percentage of students with “good” national test scores in the learning area of health and physical education in Grade 9.
3. The percentage of students with “good” national test scores in the learning area of health and physical education in Grade 12.

Calculation method

1. The calculation for the percentage of students with “good” national test scores in the learning area of health and physical education at each educational level (noted that the number of the educational levels varies depending on the institution).

$$\frac{\text{The number of students with "good" national test scores in the learning area of health and physical education at an educational level}}{\text{The total number of students taking the O-NET at that educational level}} \times 100$$

2. The calculation for the average percentage of students with “good ” national test scores in the learning area of health and physical education in Grade 6, 9, and 12.

$$\frac{\text{Sum of the percentages of students with "good" national test scores in the learning area of health and physical education in Grade 6, 9, and 12}}{\text{The number of educational levels}}$$

Scoring rubric

Use the Rule of Three in arithmetic, 100% equals 2 points.

$$\frac{\text{The average percentage of students in the criteria}}{100} \times 2$$

2. Criteria for the development assessment (0.5 point)

Learning development	Point
The institution has an average percentage of students' learning achievement in the learning area of health and physical education in Grades 6, 9, and 12 higher than that in the previous year.	0.5
The institution has an average percentage of students' learning achievement in the learning area of health and physical education in Grades 6, 9, and 12 the same as that in the previous year.	0.25
The institution has an average percentage of students' learning achievement in the learning area of health and physical education in Grades 6, 9, and 12 lower than that in the previous year.	0

Data for the assessment

The national test scores in the learning area of health and physical education in Grades 6, 9, and 12.

Indicator 5.6 Students have their learning achievement in the learning area of arts in Grades 6, 9, and 12

Weight 2.5 points (quantitative assessment: 2 points; and developmental assessment: 0.5 point)

Description

Learning area of arts: the learning area, as specified in the Basic Education Core Curriculum 2008, is aimed to develop creativity, artistic knowledge, and imagination, enabling the students to appreciate beauty and aesthetic values resulting in the quality of life. Activities in arts improve the students physically, mentally, intellectually, and socially. They are contributive to a better environment and builds confidence of the students. This learning area is also the foundation of further study or future career.

1. Criteria for the quantitative assessment (2 points)

1. The percentage of students with "good" national test scores in the learning area of arts in Grade 6.
2. The percentage of students with "good" national test scores in the learning area of arts in Grade 9.
3. The percentage of students with "good" national test scores in the learning area of arts in Grade 12.

Calculation method

1. The calculation for the percentage of students with "good" national test scores in the learning area of arts at each educational level (noted that the number of the educational levels varies depending on the institution).

$$\frac{\text{The number of students with "good" national test scores in the learning area of arts at an educational level}}{\text{The total number of students taking the O-NET at that educational level}} \times 100$$

2. The calculation for an average percentage of students with "good" national test scores in the learning area of arts in Grade 6, 9, and 12

$$\frac{\text{Sum of the percentages of students with "good" national test scores in the learning area of arts in Grade 6, 9, and 12}}{\text{The number of educational levels}}$$

Scoring rubric

Use the Rule of Three in arithmetic, 100% equals 2 points.

$$\frac{\text{The average percentage of students in the criteria}}{100} \times 2$$

2. Criteria for the development assessment (0.5 point)

Learning development	Point
The institution has an average percentage of students' learning achievement in the learning area of arts in Grades 6, 9, and 12 higher than that in the previous year.	0.5
The institution has an average percentage of students' learning achievement in the learning area of arts in Grades 6, 9, and 12 the same as that in the previous year.	0.25
The institution has an average percentage of students' learning achievement in the learning area of arts in Grades 6, 9, and 12 lower than that in the previous year.	0

Data for the assessment

The national test scores in the learning area of arts in Grades 6, 9, and 12.

Indicator 5.7 Students have their learning achievement in the learning area of occupations and technology in Grades 6, 9, and 12

Weight 2.5 points (quantitative assessment: 2 points; and developmental assessment: 0.5 point)

Description

Learning area of occupations and technology: This learning area, as specified in the Basic Education Core Curriculum 2008, is aimed to holistically develop knowledge and skills of occupations and technology, which are important for living and understanding changes. The students are encouraged to apply the knowledge to working creatively and competitively in the Thai and world markets as well as to perceive approaches to career, to be eager to work, and to have good attitude towards working. They will be able to lead a sufficient and happy life in society.

1. Criteria for the quantitative assessment (2 points)

1. The percentage of the students with "good" national test scores in the learning area of occupations and technology in Grade 6.
2. The percentage of the students with "good" national test scores in the learning area of occupations and technology in Grade 9.
3. The percentage of the students with "good" national test scores in the learning area of occupations and technology in Grade 12.

Calculation method

1. The calculation for the percentage of students with “good” national test scores in the learning area of occupations and technology at each educational level (noted that the number of the educational levels varies depending on the institution.)

$$\frac{\text{The number of students with “good” national test scores in the learning area of occupation and technology at an educational level}}{\text{The total number of students taking the O-NET at that educational level}} \times 100$$

2. The calculation for an average percentage of students with “good” national test scores in the learning area of occupations and technology in Grade 6, 9, and 12.

$$\frac{\text{Sum of the percentages of students with “good” national test scores in the learning area of occupations and technology arts in Grade 6, 9, and 12}}{\text{The number of educational levels}}$$

Scoring rubric

Use the Rule of Three in arithmetic, 100% equals 2 points.

$$\frac{\text{The average percentage of students in the criteria}}{100} \times 2$$

2. Criteria for the development assessment (0.5 point)

Learning development	Point
The institution has an average percentage of students’ learning achievement in the learning area of occupations and technology in Grades 6, 9, and 12 higher than that in the previous year.	0.5
The institution has an average percentage of students’ learning achievement in the learning area of occupations and technology in Grades 6, 9, and 12 the same as that in the previous year.	0.25
The institution has an average percentage of students’ learning achievement in the learning area of occupations and technology in Grades 6, 9, and 12 lower than that in the previous year.	0

Data for the assessment

The national test scores in the learning area of occupations and technology in Grades 6, 9, and 12.

Indicator 5.8 Students have their learning achievement in the learning area of foreign languages in Grades 6, 9, and 12

Weight 2.5 points (quantitative assessment: 2 points; and developmental assessment: 0.5 point)

Description

Learning area of foreign languages: The learning area, as specified in the Basic Education Core Curriculum 2008, is vital in daily life as it is a tool for communication, study, knowledge acquisition, profession, and comprehension about different cultures and beliefs, which, in turn, will enhance friendship and cooperation among other countries. The students are enabled to better understand

themselves and other people, to be ready to learn and understand the differences of various languages, cultures, traditions, mindsets, societies, economies, and politics. The students will have a better attitude towards using foreign languages for communication and access to various branches of knowledge to develop a positive perspective of leading a life.

1. Criteria for the quantitative assessment (2 points)

1. The percentage of students with “good” national test scores in the learning area of foreign languages in Grade 6.
2. The percentage of students with “good” national test scores in the learning area of foreign languages in Grade 9.
3. The percentage of students with “good” national test scores in the learning area of foreign languages in Grade 12.

Calculation method

1. The calculation for the percentage of the students with “good” national test scores in the learning area of foreign languages at each educational level (noted that the number of the educational levels varies depending on the institution).

$$\frac{\text{The number of students with "good" national test scores in the learning area of foreign languages at an educational level}}{\text{The total number of students taking the O-NET at that educational level}} \times 100$$

2. The calculation for the average percentage of the students with “good” national test scores in the learning area of foreign languages in Grade 6, 9, and 12.

$$\frac{\text{Sum of the percentages of students with "good" national test scores in the learning area of foreign languages in Grade 6, 9, and 12}}{\text{The number of educational levels}}$$

Scoring rubric

Use the Rule of Three in arithmetic, 100% equals 2 points.

$$\frac{\text{The average percentage of students in the criteria}}{100} \times 2$$

2. Criteria for the development assessment (0.5 point)

Learning development	Point
The institution has an average percentage of students’ learning achievement in the learning area of foreign languages in Grades 6, 9, and 12 higher than that in the previous year.	0.5
The institution has an average percentage of students’ learning achievement in the learning area of foreign languages in Grades 6, 9, and 12 the same as that in the previous year.	0.25
The institution has an average percentage of students’ learning achievement in the learning area of foreign languages in Grades 6, 9, and 12 lower than that in the previous year.	0

Data for the assessment

The national test scores in the learning area of foreign languages in Grades 6, 9, and 12.

- In the case that an educational institution has only the O-NET scores of 2010, the quantitative assessment will apply with the weights of indicators 5.1-5.8 totaled 2.5 points each. The scoring rubric is as follows:

Scoring rubric

Use the Rule of Three in arithmetic, 100% equals 2 points.

The average percentage of students in the criteria

100

X 2.5

- In the case of a new establishment with no O-NET scores of 2009 and 2010, there is no assessment for indicator 5. The assessment is based on the 13 indicators under the following terms and conditions: 1) the total result of the external quality assessment at the institutional level is more than 64 points 2) at least 9 out of 13 indicators are assessments with the “good” standing or above 3) there must be no indicator with “improvement” or “improvement immediately” standing.

Indicator 6: Effectiveness of student-centered classroom management (10 points)

Description

Effectiveness of student-centered classroom management involves the institution’s operations to successfully accomplish its educational management with a focus on individual students’ competence and self-development based on their natures and potentials.

Number	Indicator	Weight (points)
6.1	Effectiveness of the institution’s operations	5
6.2	Teachers’ instructional management processes	5

Indicator 6.1 Effectiveness of the institution’s operations Weight 5 points (qualitative assessment: 5 points)

Description

Effectiveness of the institution’s operations: The results of an institution’s educational management are assessed according to 5 criteria:

1. The institution has promoted the teachers to develop their competence in the subjects they have taught or teaching profession as specified by the Teacher Council (at least 20 hours per year.)
2. The institution has regularly assessed all of the teachers’ lesson plans at least once per academic term.
3. The institution has regularly assessed all of the teachers’ classroom management and performance at least once per academic term.
4. The institution has assessed all of the teachers’ evaluation forms and tests every academic term.
5. The institution has systematically applied the assessment results of Criteria 1-4 for each individual teacher’s professional development.

Criteria for the qualitative assessment

The achievement of the institution’s operations based on the 5 criteria above.

Scoring rubric

1 point	2 point	3 point	4 point	5 point
The institution’s operations achieve 1 criterion	The institution’s operations achieve 2 criteria	The institution’s operations achieve 3 criteria	The institution’s operations achieve 4 criteria	The institution’s operations achieve 5 criteria

Data for the assessment

1. Documents or evidence showing that the institution's operations have achieved the 5 criteria.
2. The teachers' classroom management plans and results.
3. The results from interviewing the administrators, teachers, students, and other relevant persons.
4. Explicit evidence from observation of classroom management.

Indicator 6.2 Teachers' instructional management process

Weight 5 points (quantitative assessment: 5 points)

Description

Teachers' instructional management process refers to the efficiency of the teacher's student-centered classroom management based on 8 criteria:

1. There are specified goals for students to achieve in terms of knowledge acquisition, comprehensive thinking skills, principles and relationships, and desired characteristics.
2. Each individual student's analysis is used for planning instructional processes that challenge the student's competence.
3. There are instructional designs and procedures that respond to differences among students and their intellectual development and lead them to the learning targets.
4. The teacher provides conducive atmosphere and facilitates the students to learning.
5. The teacher prepares and uses media suitable to learning activities, and applies relevant local wisdom and technologies into the instructional plans.
6. There is a variety of achievement tests appropriate to the nature of a particular subject and the level of the students' learning development together with provisions for students' self assessment and improvement.
7. There is an analysis of assessment results implemented in designing supplemental learning activities and student development as well as improving instructional management.
8. There is research geared towards improvement of instructional media usage and student-centered classroom management.

Criteria for the quantitative assessment

The achievement of the teachers' operations based on the 8 criteria.

Scoring rubric

1 point	2 point	3 point	4 point	5 point
Fewer than 50% of the teachers achieve all the 8 criteria	50 - 59% of the teachers achieve all the 8 criteria	60 - 74% of the teachers achieve all the 8 criteria	75 - 89% of the teachers achieve all the 8 criteria	90% of the teachers or higher achieve all the 8 criteria

Data for the assessment

1. Documents or evidence of the teachers' operations achieving the 8 criteria.
2. Teachers' student-centered lesson plans, projects, programs, and activities.
3. Data derived from the supervision and monitoring of the teachers' operations based on the 8 criteria.
4. Summary reports on the teachers' operation results.
5. Results from classroom observation.
6. Interviews with relevant persons.

Indicator 7 Effectiveness of administration and development of the educational institution

Weight 5 points (qualitative assessment: 5 points)

Description

Effectiveness of administration and development of the educational institution refers to the roles and responsibilities of the administrators and the institution board with regard to sustainable quality development.

Criteria for the qualitative assessment

1. Effectiveness of administration by the institution's administrators

Weight 2 points

Description

Effectiveness of an administration by the institution's administrators refers to the success of the administrators in efficiently managing the institution to be stronger academically as stipulated in the National Education Act 1999 as amended by Act (No.2) 2002, the Act on the administrative procedures of the Ministry of Education 2003, the Ministerial Regulations on Decentralization of Educational Administration 2007, and the bylaws issued by the parent organization. The administrators are capable of setting up a management system appropriate for their institution emphasizing on participation of all relevant parties, utilizing information technology in goal-driven management, including PDCA quality management, school-based management, and achievement-based management. Such educational administration must also be in line with the parent organization, which divides the administration into 4 components: academic, budgetary, human resources, and general administration.

1. Academic administration: The institution's administrators have a good knowledge of basic education management, take leadership in curriculum design for the institution and the community, make academic plans, provide instructional supervision, monitor evaluation and testing and counseling. They also evaluate the achievement of the curricula, develop and support learning sources, promote activities that improve the quality of students, procure learning resources suitable for the students and the local community, improve academic collaboration through the internal quality assessment system, and employ educational standards as part of the operation.

2. Budgetary control: The institution's administrators set up an efficient budgetary system that is transparent and accountable. The budget control is based on goal-achievement. All the tasks are related to budget proposals, allocation, financial control, inventories and assets, monitoring and evaluation, and expenditure report so as to maximize the benefit for all. The campaigns for financial prudence are a cost-effective use of resources that is encouraged in accordance with the law or the regulations specified by the parent organization.

3. Human resources management: The institution's administrators set up an efficient system on personnel recruitment and placement, job assignment, personnel development concerning work ethics and professional standards. They also establish an evaluation system and support the personnels career advancement.

4. General administration: The administrators provide the information system development to be sufficient and cover all necessary areas of their institution. The system is utilized in making policies, planning educational management, and improving relevant units such as human resources, students, administrative work, maintenance of the facilities and equipment. In addition, a network is set up with public and private sectors and relevant parties inside and outside the institution. The monitoring system is made available for checking and evaluating the operations for the benefit of the institution.

0.5 point	1.0 point	1.5 point	2.0 points
The administrators gain "excellent" for efficiency of administration in 1 component	The administrators gain "excellent" for efficiency of administration in 2 components	The administrators gain "excellent" for efficiency of administration in 3 components	The administrators gain "excellent" for efficiency of administration in 4 components

Scoring rubric

Data for the assessment

1. Educational quality development plans with the goals, missions, visions, covering the operations based on the standard of the internal quality assurance.
2. Annual operation plans corresponding to the educational development plans of each year.
3. Annual calendars of operations corresponding to the educational development plans of each year.
4. Meeting reports showing the results of the meetings of the basic education institution board or other executive committees, such as the curriculum committee, having been disseminated to personnel in the institution to implement and practice.
5. Programs/projects/activities corresponding to the educational development plans of each year.
6. Summaries of the programs, projects, or activities that show that the programs, projects, or activities' operation results have reached the goals and achievement indicators of the educational quality development plans.
7. Summaries of the results of assessing the stakeholders' satisfaction of the institution's operation results.
8. Journals, booklets, or other media informing the stakeholders of the institution's operation results.
9. The institution's information system about the overall administration and management in academic, budget, human resource, and general administration.
10. The results of the institution's internal quality assurance in institutional administration, management, and development.
11. Results from observation on relevant issues.
12. Results from interviews with relevant persons.

2. Effectiveness of the basic education institution board

Weight 1 point

Description

Effectiveness of the Basic Education Institution Board: The emphasis is on the formation of the Basic Education Institution Board in accordance with the 2003 Ministerial Regulation concerning the selection process, the number of the board members, the qualifications, the appointment of the chair and the members, terms of office, termination of terms; and the Ministry of Education's Order on Basic Education Institution Board 2000 on its performance as follows:

1. The elements and formation of the Basic Education Institution Board follow the designated criteria.
2. The Basic Education Institution Board specifies the institution's identity, policies, and development plans.
3. The Basic Education Institution Board approves the institution's annual operation plans.
4. The Basic Education Institution Board approves the institution's curricula corresponding to local demands.
5. The Basic Education Institution Board supervises and monitors the institution's operations as planned.
6. The Basic Education Institution Board promotes and supports all children in its service area to acquire quality basic education.
7. The Basic Education Institution Board promotes the protection of children's rights, and nurturing of children with disabilities or disadvantages, as well as gifted children, to get full development based on their potential.
8. The Basic Education Institution Board provides guidelines of and participates in the institution's administration and management in academic, budgetary, human resource management, and general administration.
9. The Basic Education Institution Board promotes the mobilization of educational resources, as well as external experts and local wisdoms to enhance student development in every aspect, and preserve the national and local customs, arts, and cultures.

10. The Basic Education Institution Board strengthens the relationships between the educational institution and communities, and coordinates with other public and private organizations to make the institution a knowledgeable source to communities and participate in the community and local development.
11. The Basic Education Institution Board approves annual reports on the institution's operation results before public dissemination.
12. The Basic Education Institution Board appoints the advisors and/or subcommittees for particular operations according to the regulations.
13. The Basic Education Institution Board organizes meetings at least 2 times per academic term and the institution administrators submit the meeting report to the immediate supervisors within 15 days following the meeting day.
14. At least 75% of the basic education institution board knows and is satisfied with the institution's operation results.

Scoring rubric

1 point	2 point	3 point	4 point	5 point
7 items or lower have been conducted	8-9 items have been conducted	10-11 items have been conducted	12-13 items have been conducted	All 14 items have been conducted

Note: For basic educational institutions under other parent organizations than the Basic Education Commission, the criteria can be adjusted to meet with their regulations.

Calculation method

$$\frac{\text{points earned}}{5} \times 1 = \text{the weighted sum based on Criterion 2}$$

Data for the assessment

1. Documents or evidence showing the components and formation procedures of a Basic Education Institution Board.
2. Documents or evidence showing in detail the specification or review of the policies on institution supervision, as well as the review of the framework and direction of the institution's operations concerning the role and duties of the basic education institution board.
3. Documents or evidence showing in detail the institution's operations under the institution supervision system, which have been supported with documents, evidence, reports, or meeting minutes showing that the institution board has specified the tangible management process to control and inspect the institution's operations.
4. Documents or evidence showing that the institution board has monitored the institution's main operations (e.g., the systems of policies and plans, human resource management, finances and budgets), particularly the operations based on the institution's main missions as approved by the institution board.
5. Documents or evidence showing the policies as specified by the institution board on the self-assessment system and the operations of this system.
6. Institution board meeting reports.
7. Analysis reports on the institution board resolutions and policies, as well as the impacts of the institution board's decisions.
8. Results from surveying the institution board's satisfaction with the institution's operations.
9. Results from interviews with relevant persons.

3. Atmosphere and environment of the institution

Weight 2 points

Description

The institution should have the following atmosphere and environment:

1. **Cleanness** means tidiness, neatness, ease of maintenance, and convenience.
2. **Hygiene** means cleanliness, safety, no pollution, mental and physical well-being, and environmental friendliness.
3. **Beauty** means appropriate and efficient maintenance of facilities in harmony with the environment.

Scoring rubric

0.5 point	1 point	2 points
The institution's operations achieve "excellent" for 1 criterion	The institution's operations achieve "excellent" for 2 criteria	The institution's operations achieve "excellent" for 3 criteria

Data for the assessment

1. Documents, evidence, and facilities management plans
2. Observation of the facilities
3. Interviews with relevant persons

Scoring rubric for Indicator 7

The total scores for Indicator 7 =

the scores derived from Criterion 1 + the weighted sum from Criterion 2 + the scores derived from Criterion 3

Indicator 8 Development of internal quality assurance by the an educational institution and its parent organizations

Weight 5 points (quantitative assessment weight: 2.5 points; and developmental assessment weight: 2.5 points)

Description

The development of internal quality assurance by an educational institution and its parent organizations: The institution's operating the internal quality assurance, based on Item 14 of the Ministerial Regulation 2010 on the System, Criteria, and Methods of Educational Quality Assurance. This item specifies that basic educational institutions must have the internal quality assurance system based on the criteria and guidelines about the internal quality assurance at the basic education level, in regard to the participation of communities as well as public and private units, and the promotion, support, and supervision of the parent organizations. Nonetheless, the institution must operate internal quality assurance covering all of the indicators of the Ministerial Regulation, and the result of the internal quality assessment by the parent organization is the score reflecting the Effectiveness of the quality of the institution's operations in many aspects.

1. Criteria for the quantitative assessment (2.5 points)

The result of internal quality assessment by a parent organization refers to an average score of every standard for internal quality assessment conducted by a parent organization.

Use the average scores of the institution's internal quality assurance assessed by the parent organization in the previous year. (Total points of 5)

Note: If the institution has no results of its internal quality assessment, the score is 0.

Scoring rubric

$$\frac{\text{Points earned}^*}{5} \times 2.5 = \text{the weighted sum based on the quantitative assessment}$$

**Points earned* are the points gained in quality and educational standards assessment by the parent organization in the most recent year. (Total points of 5)

Data for the assessment

1. Documents and evidence showing operations that are in accordance with the ministerial regulations
2. The results of the internal quality assessment by the parent organization
3. Results from interviews with relevant persons

2. Criteria for the developmental assessment (2.5 points)

Development of internal quality assurance system of an institution refers to the development of a basic educational institution concerning internal quality assurance system in line with criteria and practices that cover the following areas stipulated by the ministerial regulations:

1. Specify its educational standards (teachers and educational personnel, curricula/textbooks, teaching methodology, instructional facilities).
2. Make educational management development plan focusing on the quality of each specified educational standard.
3. Implement the educational management development plan.
4. Organize information and technology management system with PDCA
5. Monitor educational quality.
6. Make an annual report of the internal quality assessment.
7. Provide an ongoing educational quality improvement.

The assessment is based on the quality of operations concerning internal quality assurance system of an institution in the past 3 years.

Scoring criteria

Development result	Point(s)
The quality of the institution's operations concerning internal quality assurance system has been increased and correlated to the self-assessment report	2
The quality of the institution's operations concerning internal quality assurance system has been increased but not correlated to the self-assessment report	1
The quality of the institution's operations concerning internal quality assurance system has not been increased and not correlated to the self-assessment report	0

Scoring rubric

$$\frac{\text{Points earned}}{2} \times 2.5 = \text{the weighted sum based on the developmental assessment}$$

Data for the assessment

1. Documents and evidence showing operations that are in accordance with the ministerial regulations.
2. The institution's annual reports, which are in the form of the internal assessment reports of the past 3 years.
3. Results from interviews with relevant persons.

Criteria for the total assessment score for Indicator 8

The total scores for Indicator 8 = the weighted sum for the quantitative assessment
+ the weighted score for the developmental assessment

The group of identity indicators

Identity indicators are the indicators to assess educational institution's products based on its philosophy, goals/vision, missions, and objectives of the establishment. This type of indicator includes assessing the institution's achievement based on its strengths and focuses reflecting the institution's characteristics, as approved by the institution board and the parent organization. There are 2 identity indicators (the total weight is 10 points).

Number	Indicator	Weight (points)
9	Results of educational institution's development to achieve its philosophy, goals/vision, missions, and objectives	5
10	Results of educational institution's development based on its focus and strengths reflecting the institution's identity	5

Indicator 9 Results of the educational institution's development to achieve its philosophy, goals/vision, missions, and objectives

Weight 5 points (qualitative assessment: 5 points)

Description

Results of educational institution's development to achieve its philosophy, goals/vision, missions, and objectives: The results of the educational institution's operations are based on its philosophy, goals/vision, missions, and objectives, which are specified as basic data; and the identity set down for the students' characteristic in accord with the institution board, the institution administrators, and the parent organization. Each institution's identity will be assessed by ONESQA.

Criteria for the qualitative assessment

1. The institution administrators, teachers, personnel, communities, and external organizations participate in specifying goals and strategies for production of graduates that correspond to the institution's philosophy, goals/vision, and missions, with the approval of the institution board.
2. The institution establishes a system of participation among students and personnel in implementing the designated strategies and 50% or greater of the personnel cooperate in the institution's operations.
3. There are surveys of the stakeholders' satisfaction with the graduates and at least 80% of the respondents are satisfied at the "good" level.
4. The production of graduates achieves the institution's philosophy, goals/vision, missions, and objectives.
5. The institution's production of graduates has positive impacts on local communities and well acknowledged.

Scoring rubric

1 point	2 point	3 point	4 point	5 point
The operations achieving 1 criterion	The operations achieving 2 criteria	The operations achieving 3 criteria	The operations achieving 4 criteria	The operations achieving 5 criteria

Data for the assessment

1. The institution's philosophy, goals/vision, missions, and objectives, as well as strategic plans and annual operation plans, as approved by the institution board.
2. Educational quality development plan concerning the production of graduates as approved by the institution board.

3. Annual reports of the operation results as approved by the institution board showing the institution's operation results and achievement corresponding to its philosophy, goals/vision, missions, and objectives.
4. Evidence of acknowledgement, awards, or commendation of good practice to promote the institution's identity, such as trophies, certificates, letters of acclamation, etc.
5. Results of observation and interviews with relevant persons.

Indicator 10 Results of the educational institution's development based on its focus and strengths reflecting the its identity

Weight 5 points (qualitative assessment: 5 points)

Description

Results of the educational institution's development based on its focus and strengths reflecting the institution's identity: The results of the educational institution's operations are based on its focus and strengths reflecting the institution's identity, such as a strength in sports, religion, language, environment, local culture, and academic.

Criteria for the qualitative assessment

1. The institution administrators, teachers, personnel, communities, and external organizations participate in specifying the institution's specific focus or strengths, as well as identifying the scope of the operation plans approved by the institution board.
2. The institution establishes the system of participation of students and personnel in implementing the designated strategies and 50% or greater of the personnel continually cooperate in the institution's operation.
3. There are surveys of the stakeholders' satisfaction with the institution and at least 80% of the respondents are satisfied at the "good" level.
4. The achievement of the operations is in accordance with the institution's focus or strengths, and expertise, and there are positive impacts on the local community.
5. The institution has attained its focus or strengths as indicated and is recognized by external organizations.

Scoring rubric

1 point	2 point	3 point	4 point	5 point
The operations achieving 1 criterion	The operations achieving 2 criteria	The operations achieving 3 criteria	The operations achieving 4 criteria	The operations achieving 5 criteria

Data for the assessment

1. Documents or evidence showing the designation of the institution's focus or strengths.
2. Strategic plans, annual operation plans, and educational quality development plans corresponding to the institution's focus or strengths as approved by the institution board.
3. Annual reports on operational results as approved by the institution board, showing the operation results and achievement corresponding to, or becoming the institution's accepted strengths or focuses.
4. Evidence of acknowledgement, awards, or commendation of good practice, such as trophies, certificates, letters of acclamation.
5. Results of observation and interviews with relevant persons.

The group of social-responsibility indicators

Social-responsibility indicators are the indicators to assess institution's operations focusing on cooperation with others in solving social problems, as well as make recommendations for improvement or protecting society from threats, in compliance with the national policies. For this indicator, institution's operations can be adjusted depending on changing social problems. The goal of the indicator is to show that the institution has taken the role in helping society and solving social problems: supporting education reform, the Royal Project (including Sufficiency Economy), democracy, and preventive measures against accidents and drug use, as well as preparing for the ASEAN Community. Educational institutions must individually specify their projects for this type of indicator, as approved by the parent organizations. There are 2 social-responsibility indicators (with the total weight of 10 points).

Number	Indicator's Name	Weight (points)
11	Results of the operations of special projects to promote the institution's roles	5
12	Results of the quality development to improve and maintain the standard, and develop into the excellence, corresponding to directions of the national education reforms	5

Indicator 11 Results of the educational institution's operations of special projects to promote the institution's roles

Weight 5 points (qualitative assessment: 2 points; and developmental assessment: 3 points)

Description

Results of the operations of special projects to promote the institution's roles: the institution specifies the measures to improve the institution and the surrounding communities in solving problems and organizes the projects with cooperation from the institution, parents, and local communities. In addition, the measures may include applying the philosophy of Sufficiency Economy to the project implementation.

1. Criteria for the qualitative assessment (2 points)

This assessment of the institution's operations on special projects to improve the institution and the surrounding communities and to solve problems is based on the following criteria:

1. The institution operates at least 1 special project.
2. The PDCA quality cycle is implemented in the project operations.
3. The project operations reach at least 80% of the designated goals.
4. At least 50% of the students participate in the projects.

Scoring rubric

1 point	2 point	3 point	4 point	5 point
The operations achieving 1 criterion	The operations achieving 2 criteria	The operations achieving 3 criteria	The operations achieving 4 criteria	The operations achieving 5 criteria

Weighted sum

$$\frac{\text{Points earned}}{4} \times 2 = \text{the weighted sum of the qualitative assessment}$$

2. Criteria for the developmental assessment (3 points)

This assessment focuses on the improvement in solving problems, such as the disadvantaged, malnutrition, teenage pregnancy, local or community-related issues; promotion of further education or career attainment based on each student's potentials and the institution's context, and the institution's role of educational management in accordance with the philosophy of Sufficiency Economy.

Scoring rubric

Point(s)	Assessment criteria
1.	50% - 74% of the target problems solved by the institution have improved
2.	More than 75% of the target problems solved by the institution have improved
3.	At least 1 project of the institution becomes a good model of the improvement in solving problems in the institution and/or the surrounding communities

Data for the assessment

1. The project or activity that the institution has operated and its achievement level.
2. Relevant institutional meeting reports.
3. Summary reports of each project together with the assessment results.
4. Evidence, documents, or data showing the project's operations.
5. Evidence, documents, or data showing that the projects have brought about positive outcomes and created values for the institution and the surrounding communities, and have become good models.
6. Results from interviews with relevant persons.

Scoring rubric for Indicator 11

The total score of Indicator 11 =

the weighted sum of the qualitative assessment +
the score for the developmental assessment

Indicator 12 Results of educational institution's improvement and maintaining of the standards leading to excellence corresponding to direction of the National Education Reform

Weight 5 points (qualitative assessment: 5 points)

Description

Results of an educational institution's development to improve and maintain a standard, and to proceed into excellence, corresponding to directions of the National Education Reform of the Second Decade (2009-2018): the institution specifies the measures of educational improvement and development to be the high-quality institution under the cooperation agreements among the institution, the parent organization, ONESQA, and relevant offices, such as the Bureau of the Budget or stakeholders. The educational institutions have been classified into 3 groups:

1. The institutions that must raise their educational standards are the ones that have not been accredited in the second-round assessment.
2. The institutions required to maintain their educational standards are the ones that have been accredited with "good" in the second-round assessment.
3. The institutions with potential to develop into excellence are the ones that have been accredited "excellent" in the second-round assessment.

Criteria for the qualitative assessment

This assessment focuses on the results of the institution's improvement and development that conforms to the annual operation plans and measures to develop the high-quality institution based on the institution classification. There are 5 criteria for the qualitative assessment:

1. The institution specifies the annual operation plans conforming to the measures to develop the high-quality institution based on the institution classification by using recommendations derived from the second-round external and internal quality assessment results. (In case of institution that has not undergone the second-round external quality assessment, its parent organization's result of the internal quality assessment shall be used).
2. There is a cooperation agreement in writing or with solid evidence between the institution and its parent organization or supporting units, and other relevant offices.
3. The operations have conformed to the PDCA quality cycle.
4. The operation results have reached at least 80% of the goals of the annual operation plans.
5. The operation results have an impact on the institution's educational quality in line with the National Education Reform (2009-2018).

Scoring rubric

1 point	2 point	3 point	4 point	5 point
The operations achieving 1 criterion	The operations achieving 2 criteria	The operations achieving 3 criteria	The operations achieving 4 criteria	The operations achieving 5 criteria

Data for the assessment

1. The projects or activities that the institution has operated, as well as their achievement levels corresponding to the indicator.
2. Relevant institutional meeting reports.
3. Summary reports of the institution's operation results.
4. Documents, evidence, or data showing that the operations have conformed to the PDCA quality cycle.
5. Documents, evidence, or data showing positive outcomes that resulted from the institution's development.
6. Results of interviews with relevant persons.



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Chapter

3

**Quality
Accreditation**

3

Quality Accreditation

In the Third-Round External Quality Assessment of Basic Education, quality accreditation will be awarded based on 2 approaches.

3.1 Quality accreditation for basic educational institutions

An award of quality accreditation for basic educational institutions in the third-round involves the indicator-based assessment:

1. The assessment score of each indicator

In the Third-Round External Quality Assessment of Basic Education (2011-2015), there are 8 basic indicators with the total weight of 80 points (Indicators 1-4 and 6 with the weight of 10 points each, Indicator 5 with 20 points, and Indicators 7-8 with 5 points each), 2 identity indicators with the total weight of 10 points (each indicator with the weight of 5 points), and 2 social-responsibility indicators with the total weight of 10 points (each indicator with the weight of 5 points).

2. Calculation of assessment results

The Third-Round External Quality Assessment requires the calculation of assessment results in each indicator and the presentation in the format of the average score in each group of indicators. In the calculation of assessment results, all decimals shall consist of only two digits; that is, if the third digit of a decimal is 5 or more, this decimal will be rounded up; otherwise, it will be rounded down. Moreover, to make decisions on quality accreditation, the assessment results must be presented in the format of the overall picture (i.e., all of the 12 indicators). The presentation formats of the assessment results in detail are shown in the table below.

Group of indicators	Number of indicators	Total score
Basic Indicators	8	80
Identity Indicators	2	10
Social-responsibility indicators	2	10
Overall Picture	12	100

3. An award of quality accreditation for basic educational institutions

To be awarded quality accreditation by ONESQA in the Third-Round External Quality Assessment, basic educational institutions must have the assessment results as follows:

1. The total assessment score must be 80.00 or higher;
2. At least 10 out of the 12 indicators must have the educational quality level of “good” or higher;
3. Any indicators must not have the educational quality level of “improvement required” or “urgent improvement required.”

3.2 Assessment for “1 for 9” Project

In order to foster continuous development of educational institutions to achieve excellence, ONESQA has launched the “1 for 9” Project and a subsequent assessment approach. This project aims to create collaboration and mutual assistance for better educational management among educational institutions at all levels.

Principles of the “1 for 9” Project (1 institution helps another 9 institutions)

An institution applying to be the principal member offering assistance and support to another 9 members has had better average scores in the Third-Round External Quality Assessment (2011-2015) than those of the second round (2006-2010).

Conditions

- 1) An educational institution makes a request to join this project on a voluntary basis.
- 2) An eligible institution can be at higher, vocational, or basic educational level. Each must apply to be either the principal or a member of the group.
- 3) The principal institutions have to enter into contract with ONESQA to develop at least 9 member institutions. The member institutions subsequently have to enter into contract with their principal institution.

Qualifications of educational institutions participating in the project

- 1) A principal institution or “1” must have the following qualifications:
 - (1.1) Has been awarded quality accreditation by ONESQA and had the overall result of the Second-Round External Quality Assessment (2006-2010) at “excellent” or has been evaluated for the third-round external quality assessment in the fiscal year of 2011, achieving the assessment result of “excellent” and awarded quality accreditation by ONESQA;
 - (1.2) in case an institution provides education at mixed levels, such as providing childhood and basic education, the assessment results of “excellent” must be achieved and quality accreditation is awarded to all levels;
- 2) A member institution or “9” had the second-round external quality assessment result below “excellent.”

In case of a basic educational institution, the assessment result was good, fair or improvement required.

In case of a higher education or vocational institution, the assessment result was good, fair, improvement recommended or improvement required.”

Major criteria

1. A principal institution of a “1 for 9” network will be evaluated in accordance with the standards, indicators and criteria of the third-round external quality assessment.
2. Member institutions of a “1 for 9” network will undergo the third-round external quality assessment like other institutions.
3. Member institutions of a “1 for 9” network can be of the same or different levels. For example, in a network, there are 2 child development centers and 7 basic educational institutions; in another network, some are higher educational institutions and others are basic educational institutions, which are located in the same or different areas.

Only 2 member institutions with the same owner as the principal institution are allowed to be in the same network.

Processes of the Project

- 1) An institution wishing to be the principal institution for development or “1” should apply directly to ONESQA with a project proposal at least 6 months or 1 academic term in advance. The proposal must include data and operation plans, such as a list of 9 member institutions in the network, those institutions’ development plans, and timelines of the project. ONESQA will categorize those institutions and prepare for the “1 for 9” assessment.
- 2) ONESQA Executive Board approves the project, which has already been reviewed by other relevant academic committees, such as the Committee for Quality Assessment System Development of the External Quality Assessment of Basic Education, Vocational Education or Higher Education.
- 3) ONESQA announces the result of deliberation to the applying institutions.
- 4) The participating institutions implement the projects as approved by ONESQA.
- 5) ONESQA operates the third-round external quality assessment as well as the “1 for 9” assessment.
- 6) ONESQA announces the results of the third-round external quality assessment and the “1 for 9” assessment.
- 7) The participating institution that passes the “1 for 9” assessment will receive a “Sculpture of Quality” to be displayed at the institution.

It is important that the improvement of the standard of quality and competence of the member institutions of a “1 for 9” network is achieved through genuine collaboration and as proposed together with proper monitoring throughout the designated timeframe. As a result, the member institutions in the “1 for 9” network will successfully mobilize the improvement of their students, teachers, administrators, and the whole institution. They will also be able to proceed with self-development to achieve excellence without the principal institution’s assistance.

3.3 Conditions and timeframe of the Third-Round External Quality Assessment

- 1) The Third-Round External Quality Assessment (2011-2015) is scheduled to be completed by 30th September 2015. For the educational institutions where it is mandatory to be assessed in compliance with the Ministerial Regulation 2010 on Systems and Methods of the Quality Assurance, the assessment must be completed by 30th September 2015. Otherwise, ONESQA is bound to report to the Commissions of Basic Education, Vocational Education, Higher Education, or other parent organizations applicable to certain institutions for further action to be taken.
- 2) In case an educational institution is not awarded an accreditation or is awarded with conditions, that institution must submit a proposal of its quality development plan to its parent organization (and send a copy to ONESQA) for approval within 30 days after being notified of the assessment result. The parent organization has 30 days to make an objection. If there is no objection, the institution may request a re-assessment within 2 year since the submission of the proposal to the parent organization and ONESQA. If the institution does not proceed with this procedure, ONESQA will not conduct the re-assessment for that institution and will notify the Commissions of Basic Education, Vocational Education, Higher Education, or other parent organizations applicable to that institution for further action to be taken.
- 3) In case of re-assessment for an educational institution that is not awarded an accreditation or is awarded with conditions, there are 2 approaches as follows:
 - (3.1) In case the institution does not meet the criteria for quantitative assessment, it has to submit documents or evidence certified by the parent organization to ONESQA for adjustment of the results. ONESQA will not conduct a field visit.
 - (3.2) In case the institution does not meet the criteria for qualitative assessment, ONESQA will perform a field visit for verification before adjusting the assessment results. The adjustment of the results will be in accordance with the procedures, regulations, orders, or announcements stipulated by ONESQA or its Executive Board.





Chapter

4

Processes
of the Third-Round
External Quality
Assessment

4

Processes of the Third-Round External Quality Assessment

The process of the external quality assessment consists of forming a team of assessors, collecting the assessment data building steps of assessment, monitoring and assessing external assessors' operations, and monitoring educational institutions' quality improvement.

4.1 Forming a team of assessors

In the external quality assessment of each institution, ONESQA will select and certify assessment agencies with the qualified characteristics as specified in the relevant ONESQA regulations. The assessment agencies must have at least 30 ONESQA-certified external assessors and show the readiness to perform and complete the external quality assessment under the conditions and agreements designated in the contracts with ONESQA. That is, the assessment agencies must organize groups of external assessors who have been certified by ONESQA and have no benefits to the assessed institutions. In each group of external assessors, one external assessor will be selected by the group to be the coordinator. In the case that the assessed institutions have educational management at the early-childhood educational level, the assessment agencies must have external assessors with expertise in early childhood education. The number of external assessors who assess a basic educational institution depends on the size of the institution, as presented in detail in the table below.

Size of the educational institution	Number of external assessors
Small-sized educational institution (with the number of students fewer than 301)	2-4
Medium-sized educational institution (with the number of students between 301 and 1000)	3-5
Large-sized educational institution (with the number of students between 1001 and 2000)	4-6
Very-large-sized educational institution (with the number of students higher than 2001)	5-7

4.2 Collecting the assessment data

Collecting the assessment data is a crucial procedure for the external quality assessment. The procedure includes the institution to inform all personnel on campus, arrange a meeting room, and be ready to present its operational results. The team of assessors may collect the data in 3 methods:

- 1) Examination of documents: The information source includes the institution's annual report, SAR, minutes of the meetings, research findings concerning the institution, reports on the students' learning achievement. It may also take in announcement boards, maps, audio records, and videos.

- 2) Interview: It is another method of collecting data by interviewing target people and keeping records. The people in the educational field include an institution's administrators, faculty members, students, as well as graduates' employers. Since the number of the target people is quite high, the assessors have to select a few who can provide the most reliable information. Types of interview can be face-to-face conference, telephone conversation, one-on-one conversation, group conference, and in-depth discussion.
- 3) Observation: The information is gathered from reactions or gestures of the target group, incidents or events, or specific environment at one particular time, and subsequently recorded without any interviews. Such information includes physical surroundings of the institution, social ambience, or teaching/learning atmosphere.

4.3 Steps of assessment

The actual assessment of an institution consists of three steps: Step 1: Before the institution visit, Step 2: During the institution visit, and Step 3: After the institution visit.

Step 1: Before the institution visit

Stage	Responsible party	Activity	Details
1.	Team of assessors	The chair of the team calls for a meeting to assign tasks to the assessors.	<ol style="list-style-type: none"> 1. The chair of the team of assessors calls for a meeting to explain the procedures and assign tasks and SAR analysis to each assessor. 2. The assessors analyze their assigned SARs or annual reports, summarize issues for consideration and submit the summaries to the secretary of the team for a subsequent meeting for the assessment preparation.
2.	Team of assessors	The team of assessors holds a meeting for the assessment preparation for the visit.	The team of assessors holds a meeting to plan for the institution visit including work schedule, specific tasks of each assessor and dates of the visit.
3.	Team of assessors	The institution is notified to be prepared for the external quality assessment.	<ol style="list-style-type: none"> 1. The team of assessors informs the institution of the visit at least 1 week in advance. 2. The institution coordinates with the team of assessors in preparing documents and evidence for the external quality assessment.

Note: * The institution can make a petition against the team of assessors to the ONESQA committee, which will review the case. The committee's decision is final.

Step 2: During the institution visit

Stage	Responsible party	Activity	Details
1.	Team of assessors	The chair of the team calls for a meeting to assign tasks to the assessors.	The team of assessors visits the institution. The team of assessors visits the institution as scheduled. The duration of the visit is 3 days.
2.	Team of assessors	The team of assessors calls for a meeting to explain the objectives and the procedures of the external quality assessment.	On day one, the team of assessors has a meeting with the institution's administrators and personnel to explain the procedures and objectives of the assessment and to inform them of the plan and the schedule as well as the role of the institution during the visit. The institution is expected to have prepared all the documents and other evidence for the assessment.
3.	Team of assessors	The team of assessors proceeds with the assessment.	<ol style="list-style-type: none"> 1. The team of assessors assesses the institution's educational quality based on the designated scopes and issues. 2. The team of assessors shares the findings and analyzes the assessment results.
4.	Team of assessors	The team of assessors verbally presents comments and summary of the assessment results.	The assessors present their comments to the assembly **of the institution in order to obtain feedback, verify the assessment data and give them an opportunity to clarify, particularly in cases the institution deems incorrectly interpreted or incomplete. The assessors verbally summarize the assessment results, which will be included in the report of the external quality assessment.

Note: ** In hearing of the assessment results, the institution has to organize an assembly consisting of representatives of the institution council, administrators, faculties, personnel and students.

Step 3: After the institution visit

Stage	Responsible party	Activity	Details
1.	Team of assessors	The team of external assessors makes a draft of the assessment report and submits it to the institution for verification.	<ol style="list-style-type: none"> 1. The team of assessors collaboratively makes a draft of the report of the external quality assessment results based on all the collected data and evidence and following ONESQA's framework. 2. The team of assessors submits the draft to the institution within 15 days after the last day of the institution visit for the institution's review and approval. 3. The institution reviews and approves the draft within 15 days after the receiving date. If the review of the assessment results is not returned within the due date, ONESQA has the right to assume that the institution has approved the draft of the assessment report without dispute.
2.	ONESQA/ Team of assessors	The team of assessors submits the draft of the assessment report to meta-assessor.	<ol style="list-style-type: none"> 1. The team of external assessors submits the draft of the assessment report approved by the institution to the meta-assessors 2. The team of assessors revises the assessment report based on the meta-assessors' comments and submits the full assessment report to ONESQA.

Stage	Responsible party	Activity	Details
3.	ONESQA	ONESQA approves the assessment report and deliberates on accreditation.	ONESQA deliberates on quality accreditation and sends the result to the institution and its parent organization.
4.	ONESQA	ONESQA makes an annual report of the educational quality assessment results.	<ol style="list-style-type: none"> 1. ONESQA submits the report of the educational quality assessment results to the Cabinet, the Minister of Education, the relevant offices and the public. 2. In case the assessment results of a certain institution does not meet ONESQA standards, ONESQA provides recommendations for the institution's improvement to its parent organization to take due actions within the designated time period.

4.4 Monitoring and assessing external assessors' operations

During and after the external quality assessment by the team of assessors, ONESQA monitors and assesses the assessors' operations by using feedback data derived from the institutions and other relevant persons. The feedback data involve whether or not the assessors have performed the assessment appropriately based on the ONESQA objectives and criteria. Moreover, the assessors' operations can be evaluated through the reports of the external quality assessment that the team of assessors submitted to ONESQA.

4.5 Monitoring educational institutions' quality improvement

The follow-up is an important step for continual development and educational quality improvement. The monitoring of the institutions' educational quality improvement is based on their annual reports mandated by the National Education Act 1999 and Amendment 2002 (No. 2) together with the ONESQA-approved reports of the external quality assessment results by the team of assessors. In addition, the improvement can be realized through the monitoring, support, and coordination of the parent organizations regarding the internal quality assessment and ONESQA's recommendations after the external quality assessment. A case-study research is another way to monitor whether or not a certain institution has applied the assessment results for improvement within the designated timeframe.



Appendix

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Royal Decree on the Establishment of the Office for National Education Standards and Quality Assessment (Public Organization) 2000

Chapter 1 Establishment, Objectives and Functions

Section 5 A public organization shall be established under the name of “Office for National Education Standards and Quality Assessment (Public Organization)”, with an acronym of “ONESQA.”

Section 6 The headquarters of the Office shall be located in Bangkok Metropolitan Area or in a nearby province.

Section 7 The objectives of the Office shall be the development of the criteria and methods of external quality assessment and the assessment of the outcomes of educational provision in order to evaluate the quality of educational institutions, taking into account the aims, principles and direction for provision of each level of education as stipulated in the National Education Act.

Section 8 To attain the objectives stipulated in Section 7, the Office shall have the following functions:

1. To develop the external quality assessment system and set the framework, direction and methods for efficient external quality assessment in line with the quality assurance system of the educational institutions and the agencies to which such institutions are attached;
2. To develop the standards and criteria of external quality assessment;
3. To certify external assessors;
4. To supervise and set standards for external quality assessment conducted by external assessors as well as to issue certification of standards, provided that in case of necessity or for the benefit of study and research for development of the external quality assessment system, the Office may carry out an external quality assessment itself;
5. To develop and train external assessors; prepare training course curricula and encourage private, professional or academic bodies to participate in the efficient training of external assessors; and
6. To submit annual reports on the assessment of educational quality and standards to the Council of Ministers, Minister, Minister of Education, Religion and Culture and the Budget Bureau for consideration in formulating educational policy and allocating budget for education, as well as to disseminate the reports to the agencies concerned and the public.

Section 9 Other than the functions under Section 8, the Office, within the scope of its objectives, shall have the power to undertake the following:

1. To hold titles, possession and property rights;
2. To create the rights or execute juristic arts relating to property;
3. To enter into agreements and co-operate with domestic or foreign organizations or agencies or local administration organizations in matters relating to the carrying out of the objectives of the Office;
4. To procure and provide funds to support development of educational quality assessment;
5. To levy fees, contributions, remunerations or service charges for the functioning of the Office;
6. To authorize a person to carry out any act within the functions of Office;
7. To confer certificates, testimonials and credentials for activities in accordance with the objectives and functions of the Office; and
8. To take any other necessary or subsequent actions to attain the objectives of the Office and as to be assigned by the Committee.

Ministerial Regulation on the System, Criteria and Methods for the Educational Quality Assurance in 2010

Chapter 3 The External Quality Assurance

Item 37 The external quality assurance is concerned with achieving the following goal and principles:

1. The goal for educational quality development.
2. The principle of upholding the virtues of punctuality, fairness, transparency, authentic evidence and accountability.
3. The principle of making a balance between academic freedom and national regulations for the unity in educational policies. Particularly, educational institutions have autonomy to set up their own goals and implement educational quality development based on the potentials of the institutions and their students.
4. The principle of promoting, supporting and cooperating with educational institutions to develop their own internal quality assurance systems.
5. The principle of promoting the participation in educational quality assessment and development among the government institutions, private businesses and individuals (including local governments, local communities, local businesses, professional associations, religious institutions, families and other social institutions).
6. The principle of taking into account academic freedom as well as educational identities, philosophies, determinations, visions, missions and goals.

Item 38 In the external quality assurance, ONESQA conducts the external quality assessment of every educational institution based on the standards of the national education and covering the following criteria:

1. The standard of educational achievement;
2. The standard of educational administration;
3. The standard of instructional management focusing on the student-centered learning approach; and
4. The standard of internal quality assurance.

In case that the external quality assessment needs to add standards other than the designated ones, ONESQA shall publicize those standards, which are approved by the Minister.

Item 39 The methods of the external quality assessment must follow the rules specified by ONESQA.

Item 40 If an institution's educational quality did not pass the ONESQA criteria and standards, ONESQA will inform the supervisory offices and the institution, in the form of document, of having the institution improve its educational management by making and implementing the quality development plan to get the re-assessment within two years since the day that the institution has received the first assessment result. In addition, the institution must submit the quality development plan to ONESQA to review and approve within thirty days since the day that the institution has received the first assessment result.

Item 41 If an institution does not accomplish the improvement of its educational management within the designated time, as stated in Item 40, ONESQA shall report the issue to the Office of Basic Education Commission, the Office of Vocational Education Commission, or the Office of Higher Education Commission, or other relevant supervisory offices, depending on the given conditions, in order to help the institution.

Relations of Standards and Indicators of Educational Quality Assessment among Agencies

National Education Standards	Educational Standards of the Ministerial Regulation	(Draft of) the basic education standards in 2010 (the Ministry of Education), consisting of 12 standards	The ONESQA standards for the third-round external quality assessment, consisting of 12 main indicators
Standard 1 Desired Thai characteristics as citizens of the nation and the world	Standard 1 The results of educational management	Dimension of student quality (6 standards) Standard 1: Students have good health and aesthetics Standard 2: Students have desired virtues, ethics and values Standard 3: Students have skills in exploring knowledge by themselves, learning enthusiasm and ongoing self-development Standard 4: Students have the competence in thinking systematically and creatively and making decisions to solve problems carefully and rationally Standard 5: Students have necessary knowledge and skills under the core curriculum Standard 6: Students have working skills, working enthusiasm, ability to work together with others and attitudes toward honest careers	Basic Indicators (5 main indicators) Indicator 1: good physical and mental health Indicator 2: desired virtues, ethics and values Indicator 3: enthusiasm for learning Indicator 4: Development of thinking skills Indicator 5: Students' learning achievement Identity Indicators (2 indicators) Indicator 9: Results from the educational institution's development to achieve its philosophy, goals/vision, missions and objectives Indicator 10: Results of the educational institution's development based on its focus and strengths reflecting its identity Promotion-measure Indicator (1 indicator) Indicator 11: Results from educational institution's operations of special projects to promote the institution's roles
Standard 2 Educational management	Standard 3 Student-centered classroom management	Dimension of educational management quality (1 standard) Standard 7: Educational institutions provide student-centered curricula and learning processes	Basic Indicator (1 main indicator) Indicator 6: Effectiveness in student-centered classroom management
Standard 3 Building society of learning/ society of knowledge	Standard 2 Administration and management	Dimension of educational management quality (3 standards) Standard 8: Educational institutions provide a variety of activities for student development Standard 9: Educational institutions provide environments and services to promote full student development Standard 11: Educational institutions' administrators, teachers and institution boards take their roles and duties efficiently and effectively Dimension of building society of learning (1 standard) Standard 12: Educational institutions promote, support and build societies of learning in the institutions	Basic Indicator (1 main indicator) Indicator 7: Effectiveness of administration and development of the educational institution Promotion-measure Indicator (1 indicator) Indicator 12: Results of educational institution's improvement and maintaining of the standards leading to excellence corresponding to direction of the National Education Reform

National Education Standards	Educational Standards of the Ministerial Regulation	(Draft of) The basic education standards in 2010 (the Ministry of Education), consisting of 12 standards	The ONESQA standards for the third-round external quality assessment, consisting of 12 main indicators
-	Standard 4 Internal quality assessment	Dimension of educational management (1 standard) Standard 10: Educational institutions have their own Internal quality assessment as specified in the Ministerial Regulation	Basic Indicator (1 main indicator) Indicator 8: Development of internal quality assurance by the educational institution and its parent organizations

Criteria for Interpreting Institution's Assessment Scores into Educational Quality Levels

These criteria are used as the benchmarks for assessment scores in each indicator and the overall picture to consider the quality level of institution's educational management, as presented in the tables below:

Score range (total of 5 points)	Quality level
4.50 - 5.00	Excellent
3.75 - 4.49	Good
3.00 - 3.74	Fair
2.50 - 2.99	Improvement required
0.00 - 2.49	Urgent improvement required

Score range (total of 10 points)	Quality level
9.00 - 10.00	Excellent
7.50 - 8.99	Good
6.00 - 7.49	Fair
5.50 - 5.99	Improvement required
0.00 - 4.99	Urgent improvement required

Score range (total of 20 points)	Quality level
18.00 - 20.00	Excellent
15.00 - 17.99	Good
12.00 - 14.99	Fair
10.00 - 11.99	Improvement required
0.00 - 9.99	Urgent improvement required

Score range (total of 2.5 points) For Indicators 5.1-5.8	Quality level
2.00 - 2.50	Excellent
1.50 - 1.99	Good
1.00 - 1.49	Fair
0.50 - 0.99	Improvement required
0.00 - 0.49	Urgent improvement required

Score range (total of 100 points)	Quality level
90.00 - 100.00	Excellent
75.00 - 89.99	Good
60.00 - 74.99	Fair
50.00 - 59.99	Improvement required
0.00 - 49.99	Urgent improvement required

Executive Committee of the Office for National Education Standards and Quality Assessment (Public Organization) and Committees on Educational Quality Assessment System Development for Higher Education, Vocational Education, and Basic Education

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Director of ONESQA (Professor Dr. Channarong Pornrunroj)	Member and Secretary

Steering Committee on Development of the Third-Round External Quality Assessment Manuals

Following the development of external quality assessment system for the third round (2011-2015) conducted by the Office for National Education Standards and Quality Assessment (Public Organization), a manual for assessors at each educational level needs to be developed for guidance in collecting valid data and assessing educational institutions.

In order to develop this manual in line with regulations and criteria of ONESQA, a steering committee on development of the third-round external quality assessment manuals is appointed.

Steering Committee on Development of the Third-Round External Quality Assessment Manuals

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Committees on Development of the Institution's Manuals for the Third-Round External Quality Assessment (2011-2015)

The Office for National Education Standards and Quality Assessment (Public Organization) aims to develop criteria and methods of external quality assessment and to evaluate educational management achievement based on the objectives, principles and policy of each educational level stipulated in the National Education Act. In the Third-Round External Quality Assessment (2011-2015), it is required that assessment manuals be developed to be guidelines for both educational institutions and assessors to reach mutual understanding and effectiveness of performances. Consequently, a committee on development of such manuals for the Third-Round External Quality Assessment (2011-2015) have been appointed as follows:

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