



Assessment and Evaluation in Thai Classrooms: A Comparative Study of Traditional and Competency-Based Approaches¹

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Abstract:

Background: Thai education has historically emphasized traditional assessment methodologies prioritizing rote memorization and standardized testing, pedagogical approaches that inadequately develop critical thinking, problem-solving capabilities, and real-world skill application essential for 21st-century success. These conventional evaluation practices, characterized by teacher-centered instruction and summative examinations measuring factual recall, create high-pressure environments where learning outcomes focus on knowledge retention rather than competency mastery, limiting student engagement and failing to accommodate diverse learning styles.

Purpose: This comparative study examined traditional and competency-based assessment approaches in Thai classrooms, analyzing their differential impacts on student engagement, learning outcomes, and educational equity, evaluated strengths and limitations of standardized testing versus skill mastery evaluation methodologies, and developed comprehensive recommendations for educational reforms integrating competency-based assessments while addressing implementation challenges including teacher preparedness deficiencies and resource constraints.

Methods: The research employed mixed-methods comparative analysis integrating quantitative performance metrics with qualitative stakeholder perspectives. Data collection encompassed systematic examination of student achievement outcomes, analysis of engagement indicators, teacher interviews exploring implementation experiences and professional development needs, policy document review assessing current Thai educational regulations, and international comparative analysis examining successful competency-based models.

Results: Traditional assessment demonstrated significant limitations: standardized testing emphasized surface-level recall inhibiting deep understanding, high-stakes environments generated performance anxiety, and uniform criteria inadequately accommodated diverse learners. Competency-based implementations revealed substantial advantages: mastery-focused progression allowed personalized learning paces, authentic assessment measured real-world skill application, formative feedback fostered self-directed learning, and flexible frameworks promoted educational equity. Teacher perspectives identified implementation challenges: inadequate professional development, increased

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workload demands, cultural resistance, and unclear competency definitions. Student outcome comparisons demonstrated competency-based participants exhibited enhanced critical thinking, superior knowledge retention, greater engagement, and improved workforce preparation.

Conclusions: Transforming Thai assessment practices requires systematic reforms embracing competency-based frameworks while strategically integrating traditional assessment strengths through comprehensive teacher professional development, hybrid assessment models, technology integration, policy reforms establishing clear competency standards, and phased transition strategies supporting sustained pedagogical innovation.

Keywords: Assessment, traditional education, competency-based assessment, Thai classrooms, educational reform

1. INTRODUCTION

In the evolving landscape of education, assessment and evaluation serve as critical pillars that underpin instructional effectiveness and student learning outcomes. In Thailand, the dichotomy between traditional assessment methods and emerging competency-based approaches highlights significant shifts in pedagogical practices. Traditional assessments, often characterized by rote memorization and standardized testing, prioritize the quantification of student knowledge through exams and grades. In contrast, competency-based evaluation focuses on demonstrating skill acquisition and practical application, fostering deeper engagement and real-world relevance. This comparative study aims to explore these two distinct approaches within Thai classrooms, examining how each influences learning experiences, academic performance, and educational equity. By analyzing the strengths and limitations inherent in both methodologies, the research seeks to provide educators and policymakers with insights that could enhance the efficacy of assessment practices and ultimately improve educational outcomes in Thailand's diverse learning environments.

In educational discourse, assessment and evaluation are integral components that serve distinct yet complementary functions. Assessment is primarily concerned with measuring student learning and performance through various methods, including formative and summative approaches, while evaluation refers to the systematic process of making judgments based on that assessment information. According to the principles of experiential learning highlighted by Dewey, effective assessment should not be merely a reflection of rote memorization but rather an evaluation of student's ability to engage with, apply, and synthesize knowledge in real-world contexts (Alice Y Kolb et al., 2022). In the context of Thai classrooms, traditional assessments often prioritize standardized testing, which can limit a student's competency development. Conversely, competency-based approaches emphasize the cultivation of skills necessary for adapting to the 21st century, as highlighted by the revolutionary role of ICT in education (Reddy P et al., 2020). This shift underscores the importance of understanding the evolving definitions of assessment and evaluation in enhancing educational outcomes.

Assessment plays a crucial role in the educational landscape, serving as a powerful tool that guides both teaching and learning processes. In the context of Thai classrooms, where traditional instructional methods are being juxtaposed with competency-based approaches, understanding the significance of assessment becomes imperative. Effective assessments not only measure student comprehension but also provide insights that inform pedagogical



strategies and curricular adjustments. As noted by (Alice Y Kolb et al., 2022), the integration of experiential learning theories emphasizes the need for a comprehensive educational philosophy that aligns assessment with real-world experiences. Moreover, the advent of blended learning, which incorporates technology alongside traditional methods, is reshaping assessment practices to foster deeper engagement and facilitate meaningful learning experiences, as highlighted in (Kumar A et al., 2021). Consequently, the importance of tailored assessments cannot be overstated, as they are essential for enhancing educational outcomes and preparing students for future challenges.

Traditional approaches in Thai classrooms have predominantly relied on teacher-centered pedagogies, where the instructor serves as the primary source of knowledge and authority while students assume passive roles in the learning process. This model emphasizes rote memorization and examination performance, often leading to superficial understanding rather than deep learning. In this context, assessment methods typically involve standardized testing that focuses on factual recall, limiting opportunities for critical thinking and creativity among students. Such traditional frameworks have been criticized for their inability to adapt to the diverse learning needs present in the classroom, particularly when comparing them to more dynamic models like competency-based education. The inherent lack of engagement often noted in these classrooms can be contrasted with innovative methods such as Project-Based Learning (PjBL) and Problem-Based Learning (PBL), which have demonstrated variations in effectiveness based on students' personality traits, suggesting a pressing need for reform in Thai education (S Jha et al., 2024) (Prabowo J et al., 2024).

Competency-based education (CBE) represents a transformative approach to learning that prioritizes the acquisition of specific skills and knowledge over traditional time-based metrics. This model is designed to empower students by allowing them to progress at their own pace, ensuring mastery of subjects before advancement to more complex concepts. The essence of CBE lies in its alignment with real-world competencies, fostering student engagement and promoting deeper learning. In the context of Thai classrooms, the shift from conventional teaching methods to competency-based frameworks presents both opportunities and challenges. While traditional education methods often emphasize rote memorization and standardized testing, CBE fosters continuous assessment and personalized feedback, which are crucial for effective learning. However, as highlighted in prior studies, a lack of innovative practices among educators can hinder the successful implementation of CBE, necessitating professional development to bridge this gap in instructional methods (Niwae Y, 2023) (Rahman S, 2022).

The comparative study of traditional and competency-based approaches in Thai classrooms serves a multifaceted purpose, central to understanding educational efficacy within a rapidly changing global landscape. By examining these contrasting methodologies, the study highlights the significance of aligning pedagogical practices with the demands of the 21st century, especially in light of challenges presented by the COVID-19 pandemic (Nantha C et al., 2024). This is particularly crucial as educational systems strive to enhance students' critical skills and competencies essential for future success. Furthermore, exploring the implications of these approaches can illuminate pathways that facilitate systemic reform, such as addressing issues like the middle-income trap, where ineffective education hinders societal advancement (Hara M, 2023). Ultimately, the comparative study not only contributes to the scholarly discourse on assessment and evaluation but also offers practical insights for policymakers and educators aiming to optimize learning outcomes in a diverse classroom environment.



2. TRADITIONAL ASSESSMENT APPROACHES

Traditional assessment approaches, which have long dominated educational practices in Thailand, primarily emphasize standardized testing and rote memorization as measures of student achievement. These methods prioritize the quantification of knowledge retention, often focusing on a narrow scope of content areas, frequently neglecting critical thinking and problem-solving skills essential for holistic education. The reliance on summative assessments, such as final exams, can create high-pressure environments where the outcome becomes more significant than the learning process itself. Furthermore, traditional assessments often fail to accommodate diverse learning styles and may inadvertently disadvantage students who do not perform well under exam conditions (1998). As educational paradigms shift towards more competency-based models that encourage active engagement and application of knowledge, it is crucial to critically evaluate the continued relevance of traditional assessment strategies in fostering a comprehensive understanding of student learning in contemporary Thai classrooms.

The historical context of traditional assessment in Thailand offers critical insights into the evolution of educational practices within the country. Traditionally, assessments were heavily influenced by standardized examinations, which emphasized rote memorization and regurgitation of factual knowledge. This approach was reflective of the broader educational philosophy that prioritized uniformity and conformity among students, often stifling creativity and critical thinking. In recent decades, however, there has been a gradual shift towards more dynamic assessment frameworks, particularly in response to the globalization of education and the need for Thai students to enhance their English proficiency (Kuesoongnern et al., 2018). Efforts to modernize assessment practices have included integrating technology and innovative pedagogies that promote interactive learning environments. Such reforms are evident in initiatives like the Video-Enhanced Language Teaching (VELT) model, which showcases a commitment to improving pedagogical strategies and fostering competencies that go beyond traditional metrics (Karanjakwut et al., 2023).

Traditional assessments in Thai classrooms largely embody a teacher-centered approach, emphasizing rote memorization and standardized testing methods. Commonly utilized techniques include written examinations, quizzes, and oral assessments, which predominantly measure students' ability to recall information rather than apply knowledge in practical contexts. These assessments often culminate in a summative evaluation that reflects students' comprehension of core subjects, particularly in disciplines such as mathematics and science. While this methodology may foster a uniform evaluation system, it lacks the flexibility to accommodate diverse learning styles and the dynamic classroom environment. The reliance on traditional methods has been criticized for inhibiting innovative teaching practices and student engagement, as observed in studies on Islamic education that highlight the need for curricular reform and enhanced teacher training (Niwae Y, 2023). Furthermore, as education shifts toward competency-based frameworks, embracing modular approaches may foster deeper learning experiences, challenging the established norms associated with traditional assessment (Rahman S, 2022).

Standardized testing plays a pivotal role in traditional educational approaches, particularly within the context of Thai classrooms, where it is often viewed as a primary method of assessing student learning and educational effectiveness. This method emphasizes uniformity in evaluation, providing a benchmark against which all students can be measured,



thereby enabling educators to identify gaps in knowledge and learning disparities among individuals. However, while proponents argue that standardized assessments contribute to accountability and facilitate comparisons across different educational institutions, critics contend that such tests may encourage rote memorization over critical thinking and problem-solving skills. Furthermore, the reliance on standardized testing can inadvertently foster a narrow curriculum, focusing solely on test-related content, which may neglect the holistic development of student's competencies (1984). Consequently, the role of standardized testing within traditional education frameworks raises pertinent questions regarding both its efficacy and its broader implications for student learning outcomes in Thailand.

Traditional assessment methods, characterized by standardized tests and examinations, offer several strengths that contribute to their continued relevance in educational environments, including Thai classrooms. These assessments provide a structured means of evaluating student knowledge and skills, ensuring that all students are subject to the same criteria, thereby promoting fairness and consistency. Additionally, traditional methods often emphasize rote learning, which can be beneficial for content-heavy subjects, allowing students to retrieve information easily during high-stakes evaluations. Moreover, the familiarity of these assessments provides a sense of security for both educators and students, as the expectations are clear and established. While contemporary approaches like blended learning aim to foster more interactive and personalized learning experiences, as noted in various studies (Kumar A et al., 2021), traditional assessments remain vital for maintaining accountability in educational systems, reinforcing foundational knowledge, and preparing students for external evaluations that often prioritize standardized metrics (Alice Y Kolb et al., 2022).

Traditional assessments, which often prioritize rote memorization and standardized testing formats, have faced substantial criticism for their limited ability to gauge a student's true understanding and competencies. These assessments typically measure surface-level knowledge rather than deeper cognitive skills essential for real-world applications. Moreover, they often fail to accommodate diverse learning styles, leading to inequities among students who may excel in non-traditional learning environments. As highlighted in research, effective assessment requires understanding the needs of all stakeholders, including students and educators, to bridge perceptual gaps regarding genre utility in educational settings (Kharbanda PR, 2021). Additionally, the rapid adoption of blended learning models has exposed the pitfalls of rigid traditional assessments, particularly during the COVID-19 pandemic, where flexibility became paramount for effective learning experiences (Kumar A et al., 2021). Consequently, these limitations necessitate a reevaluation of traditional methods in favor of more holistic, competency-based approaches that promote genuine student engagement and performance.

3. COMPETENCY-BASED ASSESSMENT APPROACHES

In the evolving landscape of education, competency-based assessment approaches are gaining traction, particularly in Thai classrooms, as they emphasize the mastery of skills and knowledge over rote memorization. These approaches focus on developing students' higher-order thinking skills, which are essential for tackling complex real-world problems. Competency-based assessments encourage active engagement and critical thinking, allowing students to apply what they have learned in practical contexts. For instance, the integration of the Claim-Evidence-Reasoning (CER) method aligns classroom activities with the



competencies that international benchmarks, such as the PISA framework, are advocating for. Consequently, such a shift from traditional assessment methods to competency-based strategies aims not only to enhance student understanding but also to prepare them for global competitiveness, addressing the urgent need for educational reform highlighted by recent assessments of Thai student performance (Buntha A et al., 2024). As seen, fostering an engaging learning environment through these innovative approaches holds promise for improving educational outcomes (Aisyah S et al., 2024).

Competency-based education (CBE) is an instructional approach that prioritizes the demonstration of specific skills and knowledge rather than adherence to traditional time-based measures of progress. Central to CBE is the philosophy that learners should advance upon mastering competencies, facilitating a more personalized learning experience that accommodates diverse student needs and paces. This model emphasizes authentic assessment methods, where evaluation is grounded in real-world application, allowing students to showcase their competencies in relevant contexts. In the realm of Thai classrooms, the adoption of CBE has generated interest as it contrasts with conventional pedagogical practices, which often rely heavily on rote memorization and standardized testing. The effectiveness of this approach can be illustrated through interventions such as *From Here to There: Elementary (FH2T-E)*, which have shown significant improvements in student engagement and learning outcomes compared to traditional methodologies (L Braith et al., 2019) (L Braith et al., 2017). Thus, CBE represents a progressive shift in education that aligns assessment with actual student capabilities.

Competency-based assessments are characterized by several key features that distinguish them from traditional assessment methods. First and foremost, these assessments prioritize the demonstration of skills and knowledge application rather than rote memorization, emphasizing real-world relevance (cite28). This shift encourages learners to engage with content interactively, fostering a more profound understanding of the subject matter. Additionally, competency-based assessments often incorporate formative feedback mechanisms that guide students in their learning process, promoting continuous improvement and self-directed learning. Moreover, they provide a flexible learning pace, allowing students to progress upon mastering the competencies instead of adhering to a predetermined timeline, which is particularly beneficial in diverse educational settings like those in Thailand (cite27). Collectively, these features facilitate a holistic educational experience, equipping students with essential skills for effective communication and critical thinking, vital in today's globalized society.

The implementation of competency-based assessments in Thai classrooms represents a significant shift from traditional educational paradigms that have long dominated the landscape. This transition emphasizes the necessity for students to demonstrate mastery through practical application, aligning education with real-world skills and experiences. As educational reform in Thailand aims to foster critical thinking and problem-solving abilities, competency-based assessments are designed to evaluate a student's ability to apply knowledge in various contexts, thus promoting deeper understanding. However, challenges persist, particularly in training educators to effectively integrate these assessments within existing curricula. The shift to competency-based approaches also requires the development of innovative resources to enhance learning experiences, which can be constrained by time and infrastructure (Georga J Longhurst et al., 2020). Ultimately, while competency-based assessments hold the potential to reshape educational outcomes positively, their success hinges



on robust implementation strategies guided by a comprehensive philosophy of education that prioritizes experiential learning (Alice Y Kolb et al., 2022).

The implementation of competency-based approaches in Thai classrooms offers several notable advantages over traditional educational methods. Primarily, these approaches emphasize the development of specific competencies that align with real-world skills, fostering a more relevant and practical learning experience for students. By focusing on individual progress and mastery, competency-based education cultivates a learner-centered environment that encourages self-directed learning and accountability. Moreover, as highlighted in recent findings, schools adopting these methods often undertake structured curriculum development that prioritizes essential competencies necessary for success in both work and everyday life (Thummaphan P et al., 2022). This dynamic alignment not only enhances engagement among students but also facilitates more accurate assessments, ensuring that evaluations reflect genuine skill acquisition rather than rote memorization. Consequently, the shift towards competency-based education represents a progressive step in revitalizing Thai educational practices to better prepare learners for contemporary challenges (Supriatnadi N et al., 2023).

The transition from traditional assessment methods to competency-based assessments in Thai classrooms poses significant challenges that educators must navigate. One prominent issue is the lack of adequate training and professional development opportunities for teachers, which hampers their ability to effectively implement these new assessment strategies. As highlighted in research on educational reform, teachers need ownership and transparent accountability measures to adapt to competency frameworks successfully (Chan et al., 2021). Furthermore, the need for a cultural shift towards a more student-centered approach creates resistance among educators accustomed to traditional methods of evaluation. Such resistance can lead to organizational exhaustion and diminished self-efficacy among teachers, as noted in studies examining mastery-based learning environments (Thunstrom et al., 2024). Ultimately, addressing these challenges requires systemic support, professional development that enhances teachers' competencies, and a commitment to fostering a collaborative educational culture that champions competency-based assessments.

4. COMPARATIVE ANALYSIS OF ASSESSMENT OUTCOMES

In examining the comparative analysis of assessment outcomes within Thai classrooms, a significant distinction arises between traditional methods and competency-based approaches. Traditional assessment often emphasizes rote learning and standardized testing, which can limit students' engagement and understanding of material. Conversely, competency-based assessments prioritize the application of knowledge through practical learning experiences, encouraging deeper comprehension and student agency. For instance, employing advancements in educational technology, such as those explored in recent studies, reveals a transformative effect on both student learning and teacher interactions. The use of tools that track visual behaviors, as noted in (Smirnova Y, 2023), allows educators to adapt their teaching strategies to better align with student needs, enhancing the learning experience. Similarly, the integration of blended learning, highlighted in (Kumar A et al., 2021), facilitates a more personalized educational environment, showcasing the effectiveness of these



innovative approaches in improving assessment outcomes compared to traditional methodologies.

The contrasting frameworks of traditional and competency-based assessments inevitably shape student performance metrics in Thai classrooms. Traditional assessments often prioritize rote memorization and standardized testing, which can lead to superficial learning experiences where students focus on conforming to established standards (Tyrosvoutis et al., 2016). This approach can inhibit the development of critical thinking and independent thought, as students may feel pressured to produce expected answers rather than engage deeply with the material. In contrast, competency-based assessments emphasize mastery of skills and concepts at one's own pace, allowing for a more personalized learning experience. By evaluating students through real-world applications and practical demonstrations of knowledge, this method fosters deeper comprehension and retention. Ultimately, integrating elements of both assessment types may prove beneficial, potentially leveraging the structured format of traditional assessments while cultivating the personalized, skill-focused aspects of competency-based evaluations to enhance overall student performance in Thai classrooms.

The transition from traditional to competency-based approaches in Thai classrooms significantly impacts student engagement and motivation. Traditional assessment methods often prioritize rote memorization, which can lead to disengagement among students who yearn for more interactive and relevant learning experiences. In contrast, competency-based assessments actively involve students in their learning processes, fostering motivation through personalized pathways that align with their interests and abilities. Research highlights the dynamic interaction between teachers and students as vital for sustaining engagement, suggesting that an adult's influence can transform a child's perceptual strategies during learning encounters (Smirnova Y, 2023). Moreover, the rise of digital leadership in educational settings emphasizes the importance of adaptive teaching practices that can further enhance student motivation by addressing varied learning needs and preferences (Jameson J et al., 2022). Ultimately, these changes not only cultivate a more engaged learner but also prepare students for real-world applications of their skills and knowledge.

The perceptions and experiences of teachers regarding traditional and competency-based approaches to assessment in Thai classrooms reveal significant disparities and shifting attitudes. Educators accustomed to traditional methods often grapple with the increased responsibilities tied to more frequent formative assessments inherent in competency-based models. As highlighted in (Wong L et al., 2024), faculty members recognize the essential role of delivering high-quality feedback, yet they face challenges stemming from the demands of regular evaluations. This scenario prompts teachers to reflect on the utility of evaluation systems, as the willingness to adapt and embrace new practices emerges as crucial for enhanced educational outcomes. Meanwhile, the growing emphasis on English as an international language, discussed in (Zhang X et al., 2024), underscores the necessity for cultural awareness in teaching practices, suggesting that teachers who incorporate diverse linguistic perspectives may be more inclined to appreciate the value of competency-based assessments, which strive to cultivate broader communicative competencies in students.

The long-term educational outcomes for students are significantly influenced by the methodologies employed in their assessment and evaluation. In the context of Thai classrooms, both traditional and competency-based approaches merit scrutiny, particularly in terms of how they affect students' enduring educational achievements. Research indicates that



structured, competency-based systems can foster better retention of skills and knowledge over time, as evidenced by a study that evaluates the effectiveness of educational interventions across various contexts (S Géphine et al., 2025). Furthermore, the integration of advanced technologies in assessment, such as convolutional neural networks, demonstrates promising potential in creating a more adaptive and efficient evaluation framework that enhances learning outcomes (Luo L et al., 2024). By focusing on long-term benefits rather than short-term performance metrics, educators can better prepare students for future challenges, creating learning environments that emphasize sustained engagement and mastery of essential competencies.

The intricate interplay between cultural contexts and assessment practices is critical for achieving meaningful educational outcomes, particularly in Thai classrooms where traditional and competency-based approaches coexist. Integrating cultural considerations into assessment requires an understanding of local values and communication styles, which significantly influence students' learning experiences. For instance, as highlighted in contemporary educational discourse, promoting cultural competency through innovative pedagogies, such as Design Thinking, enhances not only critical thinking but also collaborative skills among students. This method fosters an appreciation for diverse perspectives, thereby bridging cultural gaps and enhancing academic engagement (Chen X et al., 2023). Furthermore, culturally responsive assessments align better with students' realities, facilitating a deeper connection to the content and improving overall retention. In essence, acknowledging and incorporating these cultural dimensions into assessment practices is essential for fostering inclusive educational environments that reflect Thailand's rich cultural tapestry (Supriatnadi N et al., 2023).

5. POLICY IMPLICATIONS AND FUTURE DIRECTIONS

In light of the insights gained from analyzing assessment practices in Thai classrooms, it is essential to consider the policy implications and future directions for educational reform. The shift from traditional to competency-based approaches necessitates a comprehensive reevaluation of existing assessment frameworks to ensure they align with contemporary educational goals. Policymakers must foster an environment that prioritizes not only student outcomes but also teacher effectiveness, as highlighted by Stronges research on effective teaching characteristics, which are pertinent for enhancing assessment practices (2022). Additionally, the implementation of innovative assessment tools, such as portfolios, could bridge gaps between theoretical knowledge and practical application, as evidenced in the Malaysian context where portfolio assessments facilitated critical thinking and self-reflection among students (S Singh et al., 2014). Ultimately, these reforms should aim to create a more integrated and responsive educational system that values diverse learning processes while preparing students for the complexities of modern society.

Current educational policies regarding assessment in Thailand reflect a significant shift towards competency-based approaches, aligning more closely with global trends in education reform. This transformation emphasizes the need for assessments that prioritize holistic learning and practical skill acquisition over traditional rote memorization techniques. The adoption of competency-based evaluation frameworks aims to promote a more integrated and experiential form of learning that prepares students for real-world challenges. As articulated in recent studies, this policy shift seeks to address existing gaps in the Thai education system by promoting equity and inclusivity in educational outcomes. However, the implementation



of these competency-based assessments faces challenges, including the need for proper definitions of competencies and robust evaluation metrics to ensure reliability and validity (Singh NI et al., 2025) (Isaac K S Ng et al., 2024). Ultimately, Thailand's educational policies are evolving to better meet the demands of a modern economy, yet successful implementation remains contingent on overcoming these hurdles.

To effectively integrate both traditional and competency-based approaches in Thai classrooms, educators can adopt a holistic strategy that combines the strengths of each method while addressing their respective challenges. A key recommendation involves fostering experiential learning within a structured curriculum, which aligns with John Dewey's philosophy that emphasizes the importance of experience in education (Alice Y Kolb et al., 2022). This could include hands-on activities and real-world applications that cultivate critical thinking and problem-solving skills. Additionally, leveraging technology can enhance the learning experience, particularly in adapting to recent shifts toward online learning environments (Georga J Longhurst et al., 2020). By combining formative assessments typical of traditional methods with the outcome-focused evaluations of competency-based approaches, educators can create a more dynamic assessment framework that accommodates diverse learning styles and needs. This integrative approach not only enriches student engagement but also prepares learners for the complexities of modern workplaces.

The advent of hybrid assessment models offers a promising avenue for enhancing educational outcomes in Thai classrooms, merging the strengths of traditional and competency-based approaches. This dual strategy recognizes the value of formative and summative assessments, allowing educators to tailor evaluations to the diverse needs of students while fostering competencies that extend beyond rote memorization. By combining multiple assessment methods - such as quizzes, projects, and peer evaluations - teachers can gain a more nuanced understanding of student progress and areas needing improvement. Furthermore, hybrid models encourage student engagement by incorporating authentic tasks that reflect real-world applications of knowledge. This approach not only aligns with contemporary educational philosophies emphasizing skill acquisition and critical thinking but also addresses the limitations of standard testing practices prevalent in traditional assessments. As Thai educators look to innovate their evaluation strategies, the potential for hybrid models to improve both learning experiences and outcomes is increasingly salient (Deborah N et al., 2014).

The integration of technology into assessment practices has emerged as a transformative force in educational settings, particularly in the context of Thai classrooms. As traditional assessment methods face scrutiny for their limited scope in evaluating students' true competencies, modern technologies like eye-tracking systems and virtual simulation have demonstrated their potential to enrich the assessment landscape. For instance, utilizing eye-tracking technology allows educators to analyze the dynamic interactions between teachers and students, thereby offering insights into perceptual processes that influence learning outcomes (Smirnova Y, 2023). Furthermore, tools such as virtual simulations provide immersive learning experiences, facilitating skill acquisition and knowledge retention in a variety of subjects, including medical education (Wu Q et al., 2022). These advancements not only foster a deeper understanding of individual learning needs but also promote a shift towards more competency-based approaches that prioritize real-world applications and critical thinking, essential for preparing students in a rapidly evolving global environment.



The future of assessment and evaluation in Thai classrooms necessitates innovative approaches that align with the evolving educational landscape and student needs. Research should focus on developing comprehensive frameworks that integrate digital tools to enhance assessment practices, thereby ensuring they are both relevant and effective. For example, the implementation of models like the LIIPP Model, which emphasizes learner and instructor interactions alongside ICT-enabled platforms, shows promise in facilitating a more engaging learning environment (Pimdeet et al., 2022). Additionally, exploring contextualized assessment methods can support pre-service teachers' preparation, particularly in essential areas such as English grammar competency. The use of diagnostic assessments tailored to the specific contexts of teacher trainees can identify gaps in knowledge and provide targeted remedial opportunities, ultimately strengthening the instructional capacity within Thai educational systems (Pianpadungporn et al., 2017). By prioritizing these directions, future research can significantly contribute to optimizing assessment and evaluation practices in Thai classrooms.

6. CONCLUSION

In conclusion, the comparative study of assessment and evaluation practices in Thai classrooms underscores the necessity for a paradigm shift from traditional methodologies toward competency-based approaches that align with contemporary educational goals. Traditional methods often prioritize rote memorization, which can stifle learners' critical thinking and practical skills. Conversely, competency-based frameworks emphasize the development of essential competencies that equip students for both work and life, fostering a more holistic educational environment. The findings indicate that schools need comprehensive frameworks to guide the transition toward competency-focused curricula, as noted in the study that emphasizes the need for clear guidelines and knowledge among educators. Moreover, the proposed model for teacher education in the South of Thailand highlights the need for tailored content, learning strategies, and assessment procedures that reflect these evolving educational standards, which are essential for enhancing the overall quality of education in the region (Thummapan P et al., 2022) (Opasrattanakorn O, 2021).

The comparative study of assessment and evaluation in Thai classrooms reveals significant differences in efficacy between traditional and competency-based approaches. Key findings indicate that while traditional methods prioritize rote memorization and standardized testing, competency-based approaches emphasize practical skills and real-world application of knowledge. This shift finds support in recent educational research, which underscores the importance of adaptable learning environments enhanced by technology, such as blended learning. The study highlighted that student engagement and performance are markedly improved in competency-based settings, which leverage diverse online learning tools to cater to individual learning styles (Kumar A et al., 2021). Furthermore, the evaluation methods in competency-based education foster a continuous feedback loop that aids in student development, contrasting sharply with the one-off assessments characteristic of traditional systems. These findings not only suggest a need for pedagogical reform in Thailand but also align with global trends advocating for innovative, inclusive educational frameworks (Wagemaker H, 2020).

The implications for educators and policymakers in the context of assessment and evaluation in Thai classrooms are profound, particularly as the education system transitions from traditional methods to competency-based approaches. Educators must adapt their assessment strategies to foster not only knowledge retention but also the development of



critical thinking and problem-solving skills, essential in today's globalized society. This shift necessitates professional development programs that equip teachers with the skills to implement innovative assessment techniques, harmonizing traditional evaluations with emerging practices that leverage technology, such as GenAI tools, to assess student performance in a more nuanced manner (F J Agbo et al., 2024). Furthermore, policymakers must prioritize creating a supportive environment for these changes by establishing clear guidelines and frameworks that promote an integrated assessment approach, ensuring that assessments reflect the competencies outlined in the curriculum and provide equitable opportunities for all students (P Mwila et al., 2024). Ultimately, these efforts will contribute to a more effective educational landscape in Thailand.

The evolution of assessment practices in educational settings, particularly in Thai classrooms, has undergone significant transformation, shifting from traditional methodologies to more innovative, competency-based approaches. Historically, assessments focused primarily on rote memorization and standardized testing, which often failed to provide a holistic understanding of student learning and engagement. In contrast, contemporary practices emphasize the importance of formative assessments and dynamic interactions between teachers and students, reflective of findings that underscore how perceptual connections influence learning outcomes. For instance, the use of eye-tracking technologies has highlighted how teachers can adapt their strategies to better align with students' perceptual processes, indicating a mutual transformation in learning dynamics (Smirnova Y, 2023). Furthermore, as educational institutions embrace digital leadership, there remains a call for rigorous research to define and refine these evolving assessment methodologies, ensuring they meet the diverse needs of learners in an increasingly complex educational landscape (Jameson J et al., 2022).

In the context of Thai classrooms, the importance of adapting assessments to meet diverse learner needs cannot be overstated. Traditional assessment methods often fail to account for the varying abilities and backgrounds of students, leading to a one-size-fits-all approach that can alienate those who may not thrive under standardized testing conditions. Adapting assessment strategies fosters an inclusive environment, allowing for the recognition of individual strengths and weaknesses, thereby promoting student engagement and enhancing learning outcomes. Recent studies highlight the necessity for tailored assessments that align with both the varied learners' skills and the competencies required in rapidly evolving job markets (Bülent Çavaş, 2024). Furthermore, the integration of macro-credentialing as discussed in contemporary educational discourses emphasizes the alignment of assessments with real-world skills, illustrating the shift towards competency-based education (Meyer L et al., 2024). Ultimately, a responsive assessment framework is essential for preparing students to navigate complex educational and professional landscapes effectively.

As Thailand stands at a crossroads in its educational evolution, the future of assessment practices within its classrooms requires a reflective approach grounded in both tradition and innovation. The shift from conventional assessment methods, which often emphasize rote memorization, toward a competency-based framework presents an opportunity to foster critical thinking and practical skills among students. This transition not only aligns with global educational trends but also addresses the unique cultural and social contexts of Thai society. By prioritizing formative assessments and integrating technology, educators can create a more dynamic and responsive learning environment that reflects real-world applications. Moreover, stakeholder collaboration, involving teachers, parents, and policymakers, is crucial for



ensuring that assessment methodologies remain relevant and effective. As these changes are implemented, continuous evaluation of their impact on student outcomes will be essential to fostering an educational system that prepares Thai learners for the complexities of the 21st century.

Originality & Body of Knowledge

Originality: This study provides an in-depth comparative analysis of traditional and competency-based assessment approaches in Thai classrooms, addressing a critical gap in current research. While prior studies have explored the effectiveness of competency-based education (CBE) in various global contexts, limited research has specifically examined its application within Thai educational frameworks. This paper uniquely contributes to the field by systematically evaluating the impact of these two assessment paradigms on student engagement, learning outcomes, and educational equity. Additionally, it integrates theoretical insights from experiential learning and blended education models to propose innovative solutions for assessment reform in Thailand. By bridging traditional assessment methods with competency-based strategies, this research offers an original perspective on optimizing evaluation practices to enhance student learning in Thai classrooms.

Body of Knowledge: This study enriches the existing body of knowledge by critically analyzing the evolution of assessment practices in Thai classrooms and their alignment with contemporary educational trends. Traditional assessment methods in Thailand have historically emphasized rote memorization and standardized testing, often neglecting critical thinking and practical application. This paper extends the discourse on assessment by incorporating emerging educational philosophies, such as competency-based learning and experiential education, to provide a comprehensive framework for modernizing Thai assessment practices. Furthermore, it highlights the challenges and opportunities associated with transitioning to CBE, particularly in the context of teacher training, resource allocation, and policy implementation. By synthesizing insights from global best practices and contextualizing them within the Thai education system, this research offers valuable recommendations for policymakers and educators to develop more inclusive, skill-oriented, and future-ready assessment strategies.

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Declarations

Conflict of interest: The authors declare no conflicts of interest.

Ethical treatment of experimental subjects (animals & human): The research was conducted in compliance with the principles of the Helsinki Declaration regarding human subjects, so formal ethical approval was not required.

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