



Addis Ababa University

Department of Sports Science

**Challenges and Practices of Continuous Assessment in Teaching-Learning Physical
Education Practical Classes: The Case of Middle Schools in Addis Ketema Sub-City, Addis
Ababa**

Thesis Presented to the Teacher Education Department at Addis Ababa University as Partial
Fulfillment of the Requirements for a Master of Education Degree in Teaching Physical
Education.

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To Tesfaye Asgedom (PhD)

July 2025

Addis Ababa, Ethiopia

Addis Ababa University

Department of Sports Science

Master of Education in Teaching Physical Education

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DECLARATION

I, Zelalem Goshu, declared that this thesis entitled *"Challenges and Practices of Continuous Assessment in Teaching-Learning Physical Education Practical Classes: The Case of Middle Schools in Addis Ketema Sub-City, Addis Ababa"* is my original work, conducted as part of the requirements for the Master of Education Degree in Teaching Physical Education at Addis Ababa University.

I affirm that this work has not been submitted for any other degree or qualification at any other institution. All sources of information and references used in this research have been appropriately acknowledged. I have adhered to the ethical standards and practices of academic integrity throughout this study.

I take full responsibility for the content of this thesis and confirm that it accurately reflects my research efforts and findings.

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CERTIFICATE OF APPROVAL

This is to certify that the thesis entitled: *"Challenges and Practices of Continuous Assessment in Teaching-Learning Physical Education Practical Classes: The Case of Middle Schools in Addis Ketema Sub-City, Addis Ababa"* submitted by *Zelalem Goshu*, ID: GSK/0155/11, has been evaluated and approved as a part of the requirements for the Master of Education Degree in Teaching Physical Education at Addis Ababa University.

The examination committee acknowledges thorough research, comprehensive analysis, and the valuable contributions made by the candidate towards understanding the challenges and practices surrounding Continuous Assessment in Physical Education.

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LIST OF ACRONYMS

CA: Continuous Assessment.....	12
MoE: Ministry of Education	13
PE: Physical Education.....	12

ABSTRACT

Continuous Assessment (CA) is an ongoing evaluation method supporting the teaching-learning process by providing constant feedback to improve students' performance. In Physical Education (PE), CA helps track skill acquisition and participation in practical classes, aligning assessment with active learning. The main purpose of this study was to explore the challenges and practices of implementing CA in teaching-learning PE practical classes in middle schools of Addis Ketema Sub-City, Addis Ababa. The total population included 275 students, 25 PE teachers, and 11 school leaders from government middle schools. A sample of 165 students, 20 PE teachers, and 8 school leaders was selected using stratified random sampling for students and purposive sampling for teachers and school leaders to ensure representativeness. Instruments for data collection included structured questionnaires, semi-structured interviews, classroom observations, and document analysis for gathering quantitative and qualitative data. Data analysis methods involved quantitative descriptive statistics (frequency, percentage, mean, standard deviation) and qualitative thematic analysis to interpret and triangulate findings. Findings revealed that despite recognizing the importance of CA, large class sizes, limited time, inadequate resources, and insufficient teacher training hinder effective implementation. The study concluded that addressing institutional, resource, and capacity-related challenges is essential for effective CA implementation in PE practical classes. Recommendations include establishing clear frameworks, training teachers, reducing class sizes, providing resources, and aligning policy with practice to ensure consistent CA in PE.

Keywords: Continuous Assessment, Teaching-Learning, Physical Education, Practical Class, Sport

CHAPTER I: INTRODUCTION

1.1. Background of Study

Physical Education (PE) plays a central role in students' holistic development, fostering not only physical fitness but also vital life skills such as teamwork, discipline, and resilience (Tadesse, 2020; Alemayehu, 2019). Recognizing its importance, education systems worldwide advocate for practical PE lessons that go beyond traditional instruction, emphasizing active participation, motor skill development, and lifelong wellness habits (Hardman, 2011). In this context, Continuous Assessment (CA) is increasingly recommended as a core component of effective teaching-learning in PE, allowing for regular feedback, tailored instruction, and tracking progress over time (Black & Wiliam, 1998; Hattie & Timperley, 2007).

In Ethiopia, the Ministry of Education (MoE) has introduced policy reforms that mandate CA across all subjects, including PE, with the aim of enhancing the quality of teaching and ensuring a more inclusive learning process (MoE, 2021). The rationale behind this shift is to move away from one-off examinations toward a process that regularly observes students' performance in practical sessions, assesses skill mastery, and supports personal improvement (Bekele, 2020). According to Guskey (2003), CA practices can significantly improve students' learning outcomes and encourage greater motivation by making assessment more constructive, less stressful, and focused on individual progress.

Despite these aspirations, research indicates that implementation of CA in PE classes, especially in urban middle schools, faces serious obstacles that limit its effectiveness (Kebede, 2022). Many PE teachers report insufficient training on CA strategies and tools, making it difficult to design and implement valid, reliable, and practical assessments during physical activities (Addebowale & Alausa, 2008; Gordon, 2021). Furthermore, logistical challenges such as large class sizes, lack of

adequate facilities and equipment, and inadequate instructional time have also been shown to restrict teachers' ability to conduct meaningful assessments and provide actionable feedback to students (Capper, 1996; Fikirte, 2021).

In the Addis Ketema Sub-City of Addis Ababa, these implementation gaps have become even more pronounced due to rapid urbanization and increased enrollment in middle schools. Teachers often feel overwhelmed with administrative responsibilities and limited support for their continuous assessment practices in PE, resulting in inconsistencies and varied levels of engagement and performance among students (Jones & Taylor, 2021). Given that physical education is fundamentally experiential and skill-based, without effective CA processes, students may lose valuable learning opportunities that enhance not only their physical competencies but also their lifelong attitudes toward fitness and healthy living (Black & Broadfoot, 1982; Wiliam, 2011).

This study, therefore, investigates the practices and challenges of implementing continuous assessment in teaching-learning practical PE classes at middle schools in Addis Ketema Sub-City. It aims to provide empirical evidence that can inform school-based solutions and contribute to policy development for more sustainable CA strategies in PE.

1.2. Statement of the Problem

Physical Education (PE) is recognized as a vital component of holistic education, contributing significantly to students' physical, cognitive, and psychosocial development (Tadesse, 2020; Alemayehu, 2019). To enhance teaching and learning in PE, Continuous Assessment (CA) has been promoted as an effective alternative to traditional one-time examinations because it provides ongoing feedback, supports individualized instruction, and improves student engagement (Black & Wiliam, 1998; Ministry of Education [MoE], 2021). However, despite policy emphasis on CA as a core strategy for improving quality education, the implementation of CA in practical PE

classes continues to face numerous challenges in Ethiopian middle schools (Bekele, 2020; Smith, 2019).

In Addis Ketema Sub-City, Addis Ababa, many middle schools experience difficulties in effectively implementing CA in PE practical sessions due to multiple contextual and institutional constraints (Kebede, 2022). Inadequate facilities, limited sporting equipment, and congested learning spaces restrict teachers from conducting diverse and meaningful practical assessments (Fikirte, 2021). Furthermore, large class sizes and tight schedules make it difficult for teachers to assess all students continuously and provide constructive feedback (Alausa, 2003; Jones & Taylor, 2021). The problem is further aggravated by insufficient teacher training and lack of pedagogical skills in designing and managing CA, resulting in inconsistent assessment practices and student dissatisfaction (Guskey, 2003; Addebowale & Alausa, 2008).

Administrative and supervisory support also remains weak, with school leaders often providing minimal guidance or resources to assist teachers. At the same time, students show low motivation and engagement, partly due to unclear performance standards and irregular feedback (Brown, 2022; Hattie & Timperley, 2007). Without structured, well-supported implementation, continuous assessment fails to accurately reflect students' progress, thereby limiting the development of essential motor and life skills intended in physical education (William, 2011; Gordon, 2021).

Despite these documented challenges, little empirical research has specifically examined how CA is practiced and managed in PE practical classes within Addis Ketema Sub-City. Most previous studies on continuous assessment in Ethiopia have focused on academic subjects or theoretical aspects of PE rather than its practical dimensions. Therefore, this study is distinct in its focus on the *practical* implementation of CA in middle school PE classes, exploring not only the challenges but also the methods, teacher practices, and support mechanisms unique to this setting.

Addis Ketema Sub-City was chosen because it represents one of the most densely populated and resource-constrained areas of Addis Ababa, where schools face diverse challenges related to infrastructure, student population, and administrative oversight. Understanding how CA is practiced in this context is crucial for generating realistic, context-based recommendations that can guide teachers, administrators, and policymakers toward more effective and sustainable assessment practices.

Hence, this study seeks to explore the existing practices, identify challenges encountered by teachers, and assess the perceptions of key stakeholders toward continuous assessment in PE practical classes thereby contributing new, localized insights that can strengthen implementation efforts both within the Sub-City and in similar urban school settings across Ethiopia.

1.3. Objectives of the Study

1.3.1. General Objective of the Study

To explore the Challenges and Practices of Continuous Assessment in Teaching-Learning Physical Education Practical Classes: The Case of Middle Schools in Addis Ketema Sub-City, Addis Ababa.

1.3.2. Specific Objective of the Study

- a. To assess the background methods of assessment the PE teacher used during practical classes
- b. To examine the major challenges facing PE teachers in implementing CA in practical classes
- c. To investigate the students' performance since the CA was implemented during practical classes
- d. To assess the support and control mechanisms of school directors to PE teachers in using CA

1.4. Research Questions

The following questions guide the study:

- a. What background methods do PE teachers use when conducting assessments during practical classes?
- b. What are the major challenges facing PE teachers in implementing continuous assessment (CA) in practical classes?
- c. How the students' performance changed since the implementation of continuous assessment (CA) in practical classes?
- d. What supporting and controlling mechanisms do school directors provide to PE teachers in using continuous assessment (CA)?

1.5. Significance of Study

This study is expected to contribute meaningfully across multiple levels of the education system supporting students' learning, guiding teachers' assessment practices, informing school leadership, and shaping policy decisions by educational authorities and researchers alike.

- Students: The study will provide insights that can enhance their learning experiences through more effective continuous assessment practices in physical education.
- Teachers: It will offer valuable information to educators on best practices for implementing continuous assessment, helping them to evaluate student performance and engagement better.
- Schools: The findings can help school administrators understand the complexities of continuous assessment, allowing them to create supportive environments that facilitate its effective implementation.

- Education Bureau: The research will provide data and recommendations that can inform the education bureau's strategies and policies regarding assessment practices in schools.
- Ministry of Education: The study's findings can guide the Ministry in formulating policies that align with the actual needs of schools, teachers, and students, potentially leading to more effective educational frameworks.
- Policy Makers: It will offer insights that can help policy makers design and implement regulations or guidelines to improve educational assessment practices at various levels.
- Researchers: The research will serve as a basis for future studies in the field, contributing to a deeper understanding of continuous assessment in physical education within diverse contexts.

1.6. Delimitation of the Study

This study is delimited to the implementation of Continuous Assessment (CA) in Physical Education (PE) practical classes within middle schools in Addis Ketema Sub-City, Addis Ababa. This geographical focus was selected because the sub-city has a relatively large number of government middle schools, making it feasible to access sufficient participants, and because CA implementation in PE has received limited scholarly attention in this area.

The study targets Grades 7 and 8 students (275 in total) and 25 PE teachers from 11 government schools. These grade levels were chosen because they represent a critical stage in students' physical and skill development, where CA is expected to play a significant role. The selected schools—such as Gelila, Felege Hiwot, and Sefere Selam—were included due to their accessibility and willingness to participate, ensuring smooth data collection. This may, however, limit the generalizability of the findings.

The study further focuses only on the perspectives of students and PE teachers. Administrators and parents were excluded because the primary aim is to understand CA practice within the teaching–learning process, and teachers and students are the main actors directly involved. Similarly, the study is limited to PE practical classes because CA is believed to face distinct challenges in skill-based subjects compared to theoretical subjects, making it a suitable focus.

The findings may not apply to other subjects, school levels, or private institutions. In addition, because data were collected within a specific time frame, future policy changes or resource improvements may affect the relevance of the results.

1.7 Limitations of Study

This study faced several practical limitations that may have influenced the accuracy, depth, and generalizability of its findings. First, time constraints restricted data collection to a single academic term. Since continuous assessment (CA) practices may vary across different seasons, terms, or school cycles, the short time frame limited the ability to capture such variations. As a result, the findings may not fully reflect long-term trends or changes in CA implementation.

Second, the lack of adequate materials and reference documents such as student performance records, assessment checklists, teacher portfolios, and school-level guidelines significantly affected the study. Because these sources were limited or unavailable in several schools, the researcher could not fully verify whether CA practices reported by teachers matched written evidence. This reduced the ability to triangulate data or evaluate the consistency and authenticity of practices over time. Consequently, some findings relied more heavily on self-reports, which may not fully represent actual practices.

Third, the unwillingness of some respondents to return questionnaires on time resulted in partial responses and reduced participation rates. This delayed the data collection process and limited the representativeness of the sample, making it more difficult to fully capture diverse perspectives among teachers, students, and administrators.

Fourth, shortages of financial resources limited opportunities for repeated school visits, extended observations, and in-depth follow-up interviews that could have strengthened the accuracy of the findings. This constraint prevented the researcher from exploring contextual factors—such as administrative support or practical class conditions in greater detail.

Collectively, these limitations reduced the breadth and depth of evidence available for analysis, particularly regarding how CA was documented and practiced in real classroom settings. Nevertheless, the researcher used multiple data-collection methods to enhance validity. Future studies with longer timeframes, improved access to school records, and greater financial support are recommended to generate more comprehensive and reliable evidence on CA implementation in physical education practical classes.

1.8. Organization of the Study

This study is organized into five main chapters, each contributing to an exploration of continuous assessment in Physical Education (PE).

Chapter One serves as the introduction, providing background information on the study's context and significance. It outlines the research objectives and questions while defining the scope and limitations of the research.

Chapter Two presents a literature review rooted in Constructivist Learning Theory, discussing how students actively construct knowledge through experiences. It examines existing literature on continuous assessment in PE, identifying current practices and gaps in research.

In Chapter Three, the research methodology is detailed, including the design, participant selection, data collection methods, and analytical techniques. This chapter describes the sample population of students and PE teachers involved in the study.

Chapter Four presents the results and discussion, analyzing challenges faced by PE teachers, current assessment practices, and perceptions of their effectiveness among students and teachers. The findings are linked back to the literature reviewed.

Finally, Chapter Five summarizes the key findings and discusses their implications for stakeholders in education, offering practical recommendations for improving continuous assessment in PE and suggesting areas for future research. Together, these chapters provide valuable insights into continuous assessment in Physical Education.

1.9. Definition of Terms

Continuous Assessment: A formative approach to evaluating students' learning by regularly collecting data on their performance using a variety of tools such as observations, tasks, and feedback to improve learning outcomes. Physical Education includes practical skill evaluation, participation, and improvement tracking (Brookhart, 2017).

Physical Education (PE): An educational subject that uses physical activity as a medium to promote physical competence, health-related fitness, and social responsibility. It focuses on cognitive, affective, and psychomotor learning domains (Hardman & Green, 2020).

Sport: A physical activity that involves competition, skill, and physical exertion, governed by a set of rules and often pursued for enjoyment, fitness, or professional reasons (Coakley, 2017).

Teaching-Learning: A dynamic, reciprocal process where educators facilitate the acquisition of knowledge, skills, attitudes, and values, and learners actively engage with content and apply learning through interaction and reflection (Biggs & Tang, 2022).

PE Teacher: A certified professional trained to instruct students in physical education by planning, delivering, and assessing physical activity programs that promote students' physical literacy and well-being (Armour, 2019).

Practical Class: A hands-on session within the PE curriculum that emphasizes physical participation, skill demonstration, and experiential learning in real or simulated sport and fitness activities (Casey & Kirk, 2020).

CHAPTER II: REVIEW OF RELATED LITERATURE

2.1. Definition of Assessment

Assessment is a systematic process for gathering and interpreting evidence about students' learning and skills (Wiliam, 2018). It goes beyond grading, serving as a guide for instruction and as a mechanism to enhance learning outcomes through timely feedback and targeted support (Heritage, 2010; Hattie & Timperley, 2007).

2.2. Assessment Approaches

Assessment can be conducted through formal, informal, traditional, and alternative approaches, each providing insights into students' learning and progress. Formal and traditional assessments use structured tools like tests and rubrics to evaluate knowledge and skills, while informal and alternative assessments, such as observations, projects, and performances, emphasize real-time feedback and practical application (Nitko & Brookhart, 2014; Rink, 2006). In physical education, combining these approaches helps teachers monitor skill development, participation, and overall performance effectively (Brookhart, 2017).

2.2.1. Formal and Informal Assessment

Formal assessments, such as standardized tests, provide structured evaluations of learning achievements, while informal assessments, like observations and discussions, offer flexible, real-time insights into students' practical skills and participation (Crisp, 2021). Both approaches complement each other, particularly in Physical Education, where practical skills and active participation require dynamic observation alongside structured performance evaluations.

2.2.2. Traditional Assessment

Traditional methods, including tests and quizzes, measure factual knowledge and conceptual understanding (Bennett, 2017). While effective for assessing theoretical knowledge, they often fall

short in evaluating practical skills essential in Physical Education, highlighting the need for diverse methods that also encourage critical thinking and problem-solving in practical settings (Wiggins, 2018).

2.2.3. Alternative Assessment

Alternative assessments involve real-life tasks, projects, and performances, aligning closely with Physical Education's practical nature. They emphasize students' ability to apply knowledge in authentic contexts while fostering deeper engagement, although they may require additional time and preparation from educators (Rink, 2006; Mitko, 2004).

2.3. Assessment Techniques, Tools, and Methods

Diverse tools and methods, including observations, rubrics, interviews, written assignments, and performance evaluations, are essential for effective continuous assessment (Black & Wiliam, 2009; Hattie & Timperley, 2007).

2.3.1. Evaluation Techniques

Techniques such as self-assessment and peer assessment play a crucial role in the educational process by enabling students to engage in critical reflection regarding their own learning and development. These strategies promote a sense of ownership and accountability for their progress, as highlighted by Boud and Falchikov (2006) and Topping (1998). By evaluating their own work and that of their peers, students develop a deeper understanding of the learning objectives and criteria for success, which can lead to enhanced motivation and improved performance.

In the context of physical education (PE), group assessments serve not only to evaluate individual capabilities but also to cultivate essential skills such as teamwork, collaboration, and collective responsibility. According to Johnson and Johnson (2009), these assessments encourage students to work together towards common goals, fostering a supportive learning environment where

individuals learn to appreciate diverse contributions and perspectives. This collaborative approach not only enhances their physical skills but also promotes social skills and interpersonal relationships among peers, preparing them for future collaborative endeavors both inside and outside of the classroom.

2.3.2. Assessment Resources

In the field of physical education, effective assessment is crucial for monitoring student progress and fostering skill development. Resources such as detailed observation records, comprehensive rubrics, and reflective journals play a vital role in this process. Observation records allow teachers to systematically document individual student performance, noting specific skills, strategies, and levels of engagement during activities. Comprehensive rubrics provide clear criteria that outline the expectations for various skills and behaviors, enabling students to understand what constitutes success. Reflective journals serve as a personal space for students to articulate their thoughts on their experiences, assess their own progress, and set goals for improvement. Collectively, these resources enable educators to cultivate a rich, data-informed understanding of student participation and skill advancement in PE classes, enhancing the overall educational experience (Wiggins & McTighe, 2005; Brookhart, 2013).

2.3.3. Assessing Methods

Utilizing a diverse array of assessment methods, including portfolios, interviews, and performance evaluations, enables students to effectively showcase their practical skills. This multifaceted approach not only provides a comprehensive picture of student abilities but also aligns seamlessly with the experiential learning environment characteristic of physical education (PE). By incorporating these varied assessments, educators can better capture the nuances of student learning and application, fostering a deeper engagement with the subject matter. The integration

of these methodologies reflects the best practices outlined by Thomas & Wilson (2023) and Anderson & Lee (2022), emphasizing the importance of aligning assessment strategies with authentic learning experiences.

2.4. Principles of Assessment

- **Clear Objectives:** It is crucial to align assessment methods with clearly defined learning goals to ensure that students are evaluated on the competencies they are expected to acquire. This alignment not only helps in measuring student performance accurately but also fosters a deeper understanding of the subject matter (Gonzalez & Sireci, 2017). By establishing explicit connections between what is taught and what is assessed, educators can create a more focused and effective learning environment.
- **Diverse Methods:** Utilizing a variety of assessment tools is essential for comprehensive evaluation, as it accommodates different learning styles and provides a more holistic view of student progress. From formative assessments, such as quizzes and reflections, to summative assessments like projects and exams, incorporating multiple methodologies allows educators to capture a wider range of student abilities and competencies (Yorke, 2003). This diversity enriches the assessment process and enables more nuanced feedback.
- **Ethical Practice:** Upholding principles of fairness and transparency in assessment practices is paramount to fostering an environment where all students feel valued and supported. Promoting ethical assessments involves not only providing constructive feedback that guides student improvement but also ensuring that assessments are free from bias and discrimination. This ethical approach cultivates trust between educators and students, facilitating a more effective learning experience (Hattie & Timperley, 2007).

- **Reliability and Validity:** It is critical to ensure that assessments consistently measure the intended outcomes so that they accurately reflect student learning and achievement. Reliability refers to the consistency of assessment results over time, while validity pertains to the degree to which an assessment accurately measures what it claims to measure. By focusing on these aspects, educators can enhance the integrity of their assessments, thereby providing stakeholders with confidence in the evaluation process (Brookhart, 2013).

2.5. Assessment Methods in Physical Education

2.5.1. Analytical Evaluation

This form of assessment is utilized to evaluate students' baseline skills prior to the introduction of new activities. By understanding each student's starting point, teachers can effectively tailor their instructional planning and strategies to meet the diverse needs of their students. Brookhart (2013) emphasizes the importance of this method in helping educators create targeted learning experiences.

2.5.2. Formative Assessment

Formative assessment serves as a continuous feedback mechanism throughout lessons, allowing instructors to monitor student progress in real time. This approach not only guides student learning but also provides insight into areas where students may need additional support or practice, ultimately enhancing their practical skills. According to Wiliam (2011), the iterative nature of formative assessment empowers both teachers and students to adapt their learning strategies effectively.

2.5.3. Diagnostic Assessment

Diagnostic assessments are designed to identify specific challenges and learning obstacles that students may encounter. By pinpointing these difficulties, educators can offer tailored instructional

support that addresses individual needs and maximizes learning outcomes. Fuchs et al. (2003) highlight that this targeted approach is essential in fostering student growth and overcoming barriers to learning.

2.5.4. Summative Assessment

Conducted after an instructional unit, summative assessments evaluate the extent of overall student learning and their readiness to progress to the next level of the curriculum. These assessments provide a comprehensive overview of students accumulated knowledge and skills, serving as a critical checkpoint in the educational process. Guskey (2003) notes that this type of assessment can also inform future curriculum development and instructional design.

2.5.5. Norm-Referencing

Norm-referenced assessments compare a student's performance with that of their peers, establishing a benchmark for evaluation. While this method can indicate how a student measures up against their classmates, it may not fully capture individual progress, particularly in practical physical education (PE) settings, where personal growth is paramount. Hancock et al. (2020) suggest that reliance solely on this approach can overlook unique student trajectories and development.

2.5.6. Criterion-Referencing

Criterion-referenced assessments evaluate student performance against predefined standards or learning objectives. This method ensures that each assessment is clear and fair, as it focuses on specific criteria rather than comparisons with other students. Andrade and Brookhart (2016) argue that this approach not only promotes equity in evaluation but also provides students with explicit goals to strive toward in their practical skill development.

2.5.7. Self-Assessment

Self-assessment encourages students to engage in reflective practices regarding their skills and participation in activities. By fostering a sense of ownership and responsibility, students are more likely to identify their strengths and areas for improvement. Boud and Falchikov (2007) emphasize the role of self-assessment in developing metacognitive skills, which are crucial for lifelong learning and personal growth in physical education.

2.5.8. Peer Assessment

Peer assessment facilitates opportunities for students to offer constructive feedback to their classmates, thereby enhancing engagement and collaboration within the learning environment. This method not only provides valuable insights for the student receiving feedback but also reinforces the skills of the student giving feedback, creating a supportive community focused on collective skill development in PE classes. Topping (2009) highlights the benefits of peer assessment in developing critical thinking and communication skills among students.

2.6. Continuous Assessment

Continuous Assessment (CA) involves systematic, ongoing evaluation throughout the learning process, emphasizing practical activities and skills over isolated examinations (Black & Wiliam, 2018; Wiliam, 2011). In PE, CA aligns with the active nature of learning by continuously tracking participation, skill acquisition, and fitness development while providing timely feedback (Crystal, 1994; Cooper, 1996).

2.7. Aspects of a Successful Continuous Assessment

- **Valid:** Ensuring measurements accurately reflect the intended outcomes and effectively capture the constructions they are designed to assess, as discussed by Airasian and Russell (2008). This involves aligning assessment tools with specific learning objectives to provide meaningful data about student performance and understanding.

- **Reliable:** Achieving consistency in measurement results across different instances of assessment, which is crucial for establishing trustworthiness. As highlighted by Gulliksen (2019), reliability can be gauged through various methods, including test-retest reliability, inter-rater reliability, and internal consistency, ensuring that results are stable and reproducible.
- **Objective:** Striving to minimize bias in assessment processes, thereby enhancing fairness and equity in evaluations. Miller et al. (2020) emphasize that objective assessments are designed to mitigate personal interpretations or subjective judgment, allowing for a clearer comparison of results among diverse populations.
- **Feasible:** Evaluating the practicality of assessment methods concerning available resources such as time, financial constraints, and logistical implementation. Kothari (2004) notes that a feasible assessment should be adaptable to varying educational contexts and must consider the capabilities of both educators and learners to ensure effective execution and sustainability.

2.8. The Goals of Continuous Assessment

1. Enhance instruction by utilizing data-driven insights to inform and adapt teaching strategies, ensuring that they meet diverse learning needs and maximize student engagement (Smith & Johnson, 2021).
2. Provide timely and constructive feedback that not only highlights areas for improvement but also offers specific, actionable suggestions for students to enhance their understanding and skills (Brown, 2022).

3. Motivate students to excel by delivering consistent, positive reinforcement along with constructive criticisms, creating a supportive learning environment that encourages growth and resilience (Lee & Kim, 2022).
4. Support grading as a comprehensive component of overall learning evaluation, integrating various methods of assessment to provide a holistic view of student performance and progress (Mitko, 1996).
5. Encourage active participation and skill demonstration through a range of varied, hands-on activities that cater to different learning styles and promote practical application of knowledge (Nitro, 1996).

2.9. Merits of Continuous Assessment in Physical Education

Continuous assessment (CA) offers a comprehensive overview of student progress, addressing various dimensions of learning beyond traditional testing methods. By frequently evaluating student performance, CA helps to alleviate anxiety often associated with high-stakes testing, which in turn fosters a more encouraging and supportive learning environment (Kothari, 2004). This ongoing feedback mechanism enhances student motivation by recognizing incremental improvements and efforts, allowing learners to set personal goals and experience a sense of achievement as they develop their skills. Furthermore, CA equips educators with the ability to make informed instructional adjustments based on real-time data, thereby tailoring lessons to better meet the diverse needs of their students. This adaptive approach can lead to more effective teaching strategies and improved student outcomes (Stiggins, 2005). In addition to promoting individual skill development, continuous assessment also encourages greater parental involvement through regular updates on student progress. This collaboration between educators and families enhances communication and support, creating a stronger foundation for student success. Moreover, CA

plays a pivotal role in identifying and nurturing student potential for future pathways, whether in academic pursuits, sports, or other extracurricular activities. By systematically tracking progress and skill acquisition, teachers can better recognize emerging strengths and talents, guiding students in making informed decisions about their future endeavors (Kothari, 2004; Stiggins, 2005).

2.10. Practical and Theoretical Difficulties with Continuous Assessment in PE

Educator Attitudes and Skills: The successful implementation of innovative practices in physical education often faces obstacles due to educators' resistance and a lack of adequate training. This resistance can stem from a variety of factors, including fear of change, unfamiliarity with new methodologies, or a belief that existing practices suffice. Without proper professional development that addresses these concerns, teachers may struggle to adopt new strategies effectively (Capper, 1996).

Resource Constraints: Effective curriculum adaptation is frequently hampered by resource limitations, such as large class sizes that challenge individual attention and insufficient access to teaching materials and equipment. These constraints restrict educators' ability to provide differentiated instruction, which is crucial for meeting the diverse needs of students in physical education classes (Capper, 1996).

Data Management: The task of managing and analyzing continuous assessment records presents a significant challenge for educators. Maintaining accurate and detailed records of student performance while ensuring timely feedback can be overwhelming, particularly in busy school environments. This challenge is exacerbated by the need for sophisticated data analysis skills, which may not be a part of training programs for many physical education teachers (Capper, 1996).

2.11. Challenges of Continuous Assessment in PE

Inconsistent Grading Practices: One of the predominant challenges stems from the subjective nature of assessments, which can lead to varied interpretations of student performance. Research by Capper (1996) highlights how the lack of standardized criteria results in inconsistency among educators, making it difficult to ensure fairness and accuracy in student evaluations.

Limited Teacher Training in Assessment Techniques: Many physical education teachers have not received adequate training in effective assessment strategies. According to Alausa (2003), this gap in professional development can result in educators feeling unprepared to design and implement robust assessment systems, ultimately affecting the quality of feedback provided to students and their overall learning experiences.

Heavy Workloads and Administrative Demands: The pressures of administrative responsibilities and large class sizes often leave teachers with insufficient time to devote to continuous assessment practices. As noted by Addebawalo and Alausa (2008), the combination of extensive documentation and reporting obligations can overwhelm educators, detracting from their ability to engage in meaningful assessment and reflection on student progress.

Resource Inequalities: The disparity in resources available to different schools can also compromise the fairness of assessments. Capper (1996) emphasizes that schools with limited funding may not have access to adequate facilities, equipment, or support services, which can create significant inequalities in the assessment of student performance and hinder a level playing field for all learners.

2.12. Factors Affecting the Use of Continuous Assessment in Physical Education

Large Class Sizes: The presence of large class sizes significantly restricts the opportunities for individualized assessment and feedback, hindering teachers' ability to tailor instruction to meet the unique needs of each student (Kapambwe, 2010).

Inadequate Teaching Materials and Facilities: The lack of essential teaching materials and appropriate facilities compromises the quality of PE instruction. When resources such as equipment, space, and technology are insufficient, it limits the variety and effectiveness of activities that can be offered (Black & Broadfoot, 1982).

Teacher Expertise and Attitudes: The level of expertise among PE teachers and their attitudes towards the subject play a crucial role in the implementation of programs. Teachers who are well-trained and passionate about physical education are more likely to engage students and foster a positive environment conducive to learning (Argali, 2001).

Time Constraints within PE Schedules: Often, PE is allocated a limited time within the overall school curriculum, leading to rushed lessons and insufficient time for skill development and assessment. This can negatively impact on students' physical literacy and overall engagement in physical activity (Black & Broadfoot, 1982).

Student Motivation and Readiness: The motivation levels and readiness of students to participate in physical activities are vital for success in PE. Students with higher intrinsic motivation are more likely to engage fully and enjoy the process of learning new skills, while those who are less prepared may struggle to keep up and thus disengage (Ayalew et al., 2009).

Teacher Professionalism and Collaboration: Teachers' engagement in professional development and collaboration with colleagues is crucial for improving instructional quality and sharing best practices in physical education (Argali, 2001).

CHAPTER III: RESEARCH METHOD

3.1 Research Design

This study employed a descriptive survey design using a mixed-methods approach to investigate the prevailing practices and challenges of continuous assessment (CA) in physical education (PE) practical classes. The quantitative component involved collecting numerical data, such as performance metrics and statistical indicators of assessment effectiveness, through structured questionnaires. Simultaneously, the qualitative component gathered rich insights from open-ended responses, interviews with school leaders and curriculum coordinators, and observations of classroom practices.

By integrating these quantitative and qualitative data sources, the study enabled triangulation, enhancing the credibility and validity of the findings. This mixed-methods strategy allowed for a comprehensive understanding of CA implementation, revealing both successful practices and obstacles faced by PE teachers in real classroom contexts. The approach provided a nuanced view of the factors influencing assessment effectiveness and informed context-specific recommendations for improving CA in middle schools of Addis Ketema Sub-City.

3.2 Sample Size and Sampling Technique

The study focused on Physical Education (PE) teachers from 11 selected government middle schools in Addis Ketema Sub-City, chosen for their involvement in the PE curriculum and insights into teaching methods. It also included Grade 7 and Grade 8 students, as these grades represent a critical stage where physical education is more structured and continuous assessment (CA) practices are actively implemented. Students at this level have acquired foundational skills and can participate meaningfully in practical sessions, allowing for accurate evaluation of both skill development and the effectiveness of assessment practices. Additionally, these grades provide

insights into how CA influences learning outcomes before students' progress to higher education levels. Additionally, school principals, curriculum coordinators, and education experts were consulted to gain perspectives on the educational framework, assessment procedures, and supervision effectiveness. The selected schools Gelila, Felege Hiwot, Sefere Selam, Mirchaye Eweket, Edget, Birhan Ber, Ewuket Amba, Shawul Dema, Dagemawi Twoderos, and Eshet were chosen to reflect diverse demographics and socio-economic backgrounds in the area.

The estimated total student population in Grades 7 and 8 across the 11 schools was approximately:

Estimated total student population: 11 schools $\times$ 300 students = 3300.

The sample size was calculated using the following formula:

$$n = N / (1 + N(e)^2)$$

Where $N = 3300$, $e = 0.05$

$$\Rightarrow n = 3300 / (1 + 3300 \times 0.0025) = 3300 / 9.25 \approx 357$$

Practical sample chosen: 25 students $\times$ 11 schools = 275, using stratified random sampling.

Due to logistical constraints like class scheduling, supervision, and gender balance, a practical sample of 275 students was selected using stratified random sampling. This process ensured proportional representation across grade levels (7 and 8), gender, and school size, with larger schools contributing slightly more students.

Each school contributed approximately 25 students, selected randomly from PE class rosters.

Each school typically employed 2 to 3 PE teachers, making the total teacher population:

$$N_{\text{teachers}} \approx 11 \times 2.5 = 28 \quad \{ \text{teachers} \} \approx 11 \times 2.5 = 28$$

Due to this small population, total population sampling (or census sampling) was used. All available PE teachers were invited to participate. A total of 25 teachers responded to the

questionnaire, representing almost 90% of the target teacher population, thus minimizing sampling bias.

3.3 Source of Data

a) Primary Sources of Data

The primary data sources utilized in this study comprised a variety of research instruments designed to capture both quantitative and qualitative information. Structured questionnaires were developed for both teachers and students, with carefully crafted questions aimed at assessing their perceptions, experiences, and attitudes towards the implementation of continuous assessment in physical education (PE) practical classes. Additionally, semi-structured interviews were conducted with school leaders, allowing for in-depth exploration of their perspectives, challenges encountered, and strategies employed in the continuous assessment process. Classroom observations were also carried out to provide a real-time understanding of instructional practices, student engagement, and the effectiveness of assessment techniques in a practical setting. Finally, an analysis of relevant documents, including assessment rubrics, lesson plans, and feedback forms, was performed, enabling the researcher to triangulate findings and enhance the validity of the data collected.

b) Secondary Sources of Data

For the secondary data sources, a comprehensive review of existing literature was conducted, encompassing academic journal articles, policy documents, and curriculum guides related to continuous assessment in physical education. This literature review served to build a theoretical framework for the study and provided essential context regarding ongoing debates and trends in the field. Previous studies and meta-analyses were examined to identify gaps in the current research and to inform the methodological approach of the current study. By synthesizing insights

from these secondary sources, the researcher was able to enhance the understanding of the landscape of continuous assessment practices and their implications for teaching-learning in physical education.

3.4 Instruments of Data Collection

Selecting appropriate instruments for data collection is crucial to ensure the accuracy, reliability, and comprehensiveness of the study. To provide clarity on what was being measured, continuous assessment (CA) is defined here as an ongoing and multifaceted process of evaluating students' learning and performance throughout the academic year, offering continuous feedback to guide improvement. Including this definition helps readers understand the focus of the study and the rationale for choosing the instruments.

To thoroughly capture the implementation of CA in physical education (PE) practical classes, four instruments were employed: questionnaires, interviews, observations, and document analysis. The use of multiple instruments allowed for triangulation, enhancing the credibility of the findings by providing different perspectives on the same phenomenon. All instruments were carefully prepared by the researcher, based on established frameworks and literature, and pilot-tested to ensure clarity, relevance, and reliability before full implementation.

3.4.1 Questionnaires

Structured questionnaires were administered to PE teachers and Grade 7–8 students to collect quantitative data on their experiences, perceptions, and practices related to CA. The questionnaires included closed-ended items and Likert-scale statements. Teachers were asked to report the frequency and types of assessment methods they applied during practical lessons, while students were asked to indicate their agreement with statements regarding feedback, engagement, and

learning support. The questionnaires provided standardized data that could be systematically analyzed to identify trends and patterns in CA practices across the sample.

3.4.2 Interviews

Semi-structured interviews were conducted with school leaders, curriculum coordinators, and education experts to obtain in-depth qualitative insights. The interviews were designed with open-ended questions, allowing participants to elaborate on their experiences, challenges, and observations regarding the implementation of CA in PE classes. This approach provided a deeper understanding of contextual factors, such as school policies, teacher support, and administrative oversight, which could not be captured through questionnaires alone. Interviews were audio-recorded and transcribed to facilitate detailed analysis and ensure that all relevant information was accurately documented.

3.4.3 Observation

Observation was used to directly assess the implementation of CA during live PE lessons. The researcher prepared structured observation checklists with predefined categories, such as the provision of feedback, student engagement, participation levels, and the use of assessment tools. This approach allowed for systematic and consistent recording of classroom practices across different schools. Observations provided real-time evidence of how CA strategies were applied, helping to verify and complement the information collected through questionnaires and interviews.

3.4.4 Document Analysis

Document analysis involved reviewing lesson plans, curriculum guides, grading rubrics, and continuous assessment records. This instrument was used to examine the alignment between school-level policies and actual classroom practices. It also helped to identify gaps between planned and implemented assessment strategies, providing additional insight into the effectiveness

and challenges of CA in PE classes. Document analysis supported triangulation by linking qualitative and quantitative findings, ensuring a holistic understanding of the assessment practices. Overall, the combination of these four instruments allowed the researcher to gather comprehensive and reliable data on the practices, challenges, and outcomes of continuous assessment in physical education practical classes. Using multiple tools ensured that the study captured both the teachers' and students' perspectives, as well as objective evidence of classroom practices and policy alignment.

3.5 Validity and Reliability of the Tests

Ensuring the validity and reliability of research instruments is crucial for producing trustworthy findings in educational research (Creswell, 2014). Validity refers to the extent to which an instrument measures what it is intended to measure (Fraenkel & Wallen, 2009). In this study, content validity was established by designing the questionnaires, observation checklists, and interview guides based on the research objectives and relevant literature on continuous assessment (CA) in Physical Education (PE). These instruments were reviewed by experienced instructors and a research expert.

Reliability refers to the consistency of measurement over time (Ary et al., 2010). To enhance reliability, the questionnaires were structured with straightforward items and Likert-scale statements. Cronbach's alpha assessed internal consistency, with the result indicating good reliability ($\alpha = 0.82$). Qualitative instruments, such as interviews and observations, followed standardized protocols to maintain consistency during data collection.

Triangulation of data sources combining questionnaires, interviews, observations, and document analysis strengthened the credibility of the findings, ensuring an accurate representation of the

practices, challenges, and outcomes of continuous assessment in PE practical classes in Addis Ketema Sub-City.

3.6 Procedure of Data Collection

Ethical clearance was obtained from Addis Ababa University, and permissions were secured from the Sub-City Education Office and school principals. Questionnaires were administered to students and teachers during arranged school visits, while interviews with school leaders were conducted in Amharic and later transcribed into English. Observations were conducted during practical PE classes using structured checklists, and relevant documents were reviewed to triangulate the data collected.

3.7 Method of Data Analysis

Data analysis employed both quantitative and qualitative approaches. Quantitative data collected from questionnaires were analyzed using descriptive statistics, including frequency, percentage, mean, and standard deviation, and were presented using tables for clarity. Qualitative data from interviews and observations were analyzed using thematic analysis to identify patterns and themes related to continuous assessment practices and challenges. This mixed-methods approach ensured a comprehensive analysis aligned with the study objectives.

3.8 Ethical Considerations

Participants were informed about the purpose of the study and assured that their participation was voluntary, with the right to withdraw at any stage without consequences. Confidentiality and anonymity were maintained by using codes instead of names during data analysis, and the data collected was used solely for academic purposes. Ethical approval was obtained from the Addis Ababa University Sports Science Department and the Addis Ketema Sub-City Education Office.

CHAPTER IV: DATA ANALYSIS

4.1 Demographic Characteristics of Respondents

4.1.1 PE Teachers

A total of 25 physical education (PE) teachers from 11 government middle schools participated in the study. The demographic data is presented in the table below.

Table 1: Demographic Characteristics of PE Teachers (n = 25)

Variable	Category	Frequency	Percentage
Gender	Male	14	56%
	Female	11	44%
Teaching Experience	1–5 years	6	24%
	6–10 years	10	40%
	11+ years	9	36%
Educational Qualification	Diploma	7	28%
	Degree	15	60%
	Master’s Degree	3	12%

The data reveals that a significant majority of teachers, specifically 72%, possess over five years of teaching experience. This suggests a strong and stable foundation within the educational framework, indicating that these educators have had ample time to refine their teaching skills and methodologies. However, a concerning aspect is that only 12% of these teachers have attained a postgraduate qualification. This lack of advanced training points to a potential gap in expertise, particularly in contemporary classroom assessment (CA) methodologies. It highlights the necessity for professional development opportunities aimed at enhancing teachers' qualifications and equipping them with modern assessment techniques.

4.1.2 Students

275 students from Grades 7 and 8 were surveyed using stratified random sampling.

Table 2: Demographic Characteristics of Students (n = 275)

Variable	Category	Frequency	Percentage
Gender	Male	138	50.2%
	Female	137	49.8%
Grade Level	Grade 7	136	49.5%
	Grade 8	139	50.5%

Interpretation: The nearly equal distribution of participants allows for a comprehensive understanding of student viewpoints, considering both gender diversity and various grade levels. This balanced representation facilitates a deeper exploration of how different demographics experience and perceives the educational environment, providing valuable insights that are crucial for fostering an inclusive school atmosphere.

4.2 Practices of Continuous Assessment

This section examines how PE teachers implement continuous assessment (CA) in practical classes, focusing on the strategies, techniques, and tools they use to evaluate students' skills, participation, and performance, as well as students' engagement and responses to feedback.

4.2.1 Frequency of Assessment

Table 3: Frequency of CA Implementation by PE Teachers (n = 25)

Response Option	Frequency	Percentage
Every session	15	60%
Weekly	6	24%
Occasionally	3	12%
Never	1	4%

A significant majority of educators, approximately 84%, indicated that they incorporate Continuous Assessment (CA) into their instructional practices regularly, either during every teaching session or every week. This high percentage points to a robust implementation of CA techniques in various classrooms. However, in-depth qualitative interviews highlighted a concerning lack of uniformity in the way “assessment” is understood and applied among teachers. This variability suggests that educators have differing interpretations of what constitutes CA, resulting in inconsistencies in its implementation across various settings.

4.2.2 Tools and Methods Used

This section describes the specific tools and methods used by PE teachers to implement continuous assessment (CA) in practical classes. It highlights instruments such as observation checklists, performance rubrics, tests, and quizzes, as well as assessment techniques like self-assessment, peer assessment, and teacher-led evaluations. The discussion focuses on how teachers apply these tools to monitor students’ skills, participation, and progress, and how students engage with the assessments to improve their learning and performance.

Table 4: Tools Used for Assessment in PE Classes

Tool	Frequency	Percentage
Observation checklists	10	40%
Performance rubrics	8	32%
Peer evaluation forms	4	16%
No formal tools	3	12%

Although a significant majority of educators rely on structured assessment tools such as detailed checklists and well-defined rubrics to evaluate student performance, there exists a notable minority, approximately 12% who reported that they do not utilize any formal assessment frameworks. This lack of formal tools may lead to inconsistencies in grading practices and could

jeopardize the fairness and objectivity of the evaluation process, ultimately affecting student outcomes.

4.2.3 Timing and Feedback Approaches

This section explains how PE teachers schedule continuous assessments and provide feedback in practical classes. It focuses on the frequency and timing of evaluations, how feedback is delivered to students, and the ways in which students respond to and use this feedback to improve their skills, participation, and overall performance.

Table 5: Timing of Performance Assessments (Teachers' Perspective)

Timing Option	Frequency	Percentage
During activity	16	64%
At the end of the activity	6	24%
Only during competitions	2	8%
Not conducted	1	4%

Table 5 reveals teachers' preferences for timing performance assessments. A substantial 64% of teachers support assessing students during the activity, highlighting the value of real-time feedback for adjusting teaching strategies. In contrast, 24% prefer assessments at the end of activities, indicating a lesser inclination to wait for evaluations. Only 8% believe assessments should occur solely during competitions, suggesting that they view competitions as a limited context for evaluation. Overall, the data emphasizes the importance of ongoing assessments in enhancing student outcomes and informing instructional methods.

Table 6: Type of Feedback Given to Students

The table below presents the different types of feedback provided to students in PE practical classes. It highlights who delivers the feedback, the method or format used, and how frequently

each type is applied. This overview helps to understand how teachers and students interact during continuous assessment and how feedback supports skill development, participation, and overall learning outcomes.

Feedback Method	Frequency	Percentage
Verbal feedback during the activity	17	68%
Written feedback post-class	3	12%
Group discussions	4	16%
Rarely provide feedback	1	4%

In this context, it's evident that verbal feedback plays a pivotal role as the primary method of assessment, overshadowing the use of written or formal feedback mechanisms. This reliance on immediate oral communication may restrict students' opportunities to engage in meaningful reflection about their performance over time. Without the availability of written records or structured feedback systems, students might find it challenging to track their progress, identify patterns in their work, or integrate feedback into their learning processes effectively. Consequently, this approach could hinder their ability to develop a deeper understanding of their strengths and areas for improvement, ultimately affecting their overall academic growth.

4.3 Challenges in Implementing Continuous Assessment

This section examines the key challenges PE teachers face in implementing continuous assessment (CA) in practical classes. It focuses on factors such as limited resources, large class sizes, insufficient training, time constraints, and students' motivation. The discussion highlights how these challenges affect the frequency, quality, and effectiveness of assessments, as well as the overall teaching and learning process in PE practical sessions.

4.3.1 Key Barriers Identified

Table 7: Major Challenges Faced by PE Teachers in CA Implementation

Challenge Type	Frequency	Percentage
Large class sizes	10	40%
Limited time for each session	7	28%
Inadequate assessment tools	5	20%
Unclear criteria for evaluation	3	12%

The challenges educators face is largely structural. Teachers frequently mention overcrowded classrooms, which hinder effective instruction due to a high student-to-teacher ratio, and time constraints that limit their ability to plan lessons and support students effectively. School administrators acknowledge a significant gap in formal teacher training, which leaves many educators unprepared for the challenges of modern teaching. Additionally, inadequate classroom support, such as teaching aids and resources, further complicates their efforts to provide quality education.

4.3.2 Use of CA Results in Instructional Planning

The study examined how frequently PE teachers use continuous assessment (CA) results to inform and adjust their instructional practices. The responses from the teachers' questionnaires revealed that CA outcomes are not consistently applied in planning and teaching. Specifically, 32% of teachers reported that they frequently use CA results to guide instruction, while 28% admitted to using them rarely. This indicates that a significant portion of educators do not fully integrate assessment findings into their teaching strategies, potentially limiting the effectiveness of CA in improving student learning outcomes.

Table 8: Frequency of Using CA Results in Instructional Planning

Frequency of Using CA Results	Number of Teachers	Percentage (%)
Regular (frequently)	8	32
Occasionally	10	40
Rarely	7	28
Total	25	100

The table highlights that while some teachers use CA outcomes regularly, a notable number either use them occasionally or rarely. This underutilization suggests that opportunities to leverage CA data for enhancing teaching and learning in PE practical classes are being missed.

4.4 Student Perceptions and Engagement

This section explores how students perceive continuous assessment (CA) in PE practical classes and how it influences their engagement and participation. It highlights students' views on the fairness, usefulness, and clarity of assessments, as well as their motivation to improve skills and performance based on feedback. The discussion draws on students' responses to questionnaires, observations, and interviews to provide a comprehensive understanding of how CA affects learning experiences in practical PE sessions.

4.4.1 Understanding of Assessment Criteria

Table 9: Students' Understanding of CA Criteria (n = 275)

Understanding Level	Frequency	Percentage
Very clear	76	27.6%
Somewhat clear	96	34.9%
Not very clear	61	22.2%
Not at all	42	15.3%

Nearly 38% of students report that they struggle to grasp the specific criteria used to evaluate their performance. This gap in understanding highlights a critical need for enhanced communication and transparency in the assessment process. Clearly defining the evaluation metrics and providing detailed explanations can empower students to engage more effectively with their coursework and improve their overall academic experience. Communication strategies may include standardized rubrics, more frequent feedback sessions, and workshops aimed at demystifying assessment criteria, ensuring that all students are equipped to meet expectations.

4.4.2 Feedback and Motivation

This section analyzes students' perceptions of feedback and its influence on motivation in PE practical classes. It highlights how timely, clear, and constructive feedback affects students' willingness to participate, improve skills, and engage actively in learning activities. The discussion emphasizes the role of feedback in fostering a positive learning environment and promoting continuous development in practical physical education.

Table 10: Student Motivation Due to Assessment

Response	Frequency	Percentage
Very motivated	102	37.1%
Somewhat motivated	85	30.9%
Not affected	55	20.0%
Less interested	33	12.0%

Numerous students have observed that assessments in physical education (PE) play a significant role in boosting their motivation levels. This observation underscores the critical role of ongoing and constructive feedback, which serves not only to enhance students' engagement in physical activities but also fosters a deeper connection to their personal growth and skills development. By receiving regular evaluations, students can identify their strengths and weaknesses, allowing them

to set achievable goals and strive for improvement, thereby enriching their overall experience in PE classes.

4.5. Observation

Observation was conducted to explore how continuous assessment is carried out in PE practical classes. It focused on teachers' assessment methods, the types and timing of feedback provided, and students' participation and engagement during lessons. This approach allowed the researcher to capture real-time classroom dynamics, verify the implementation of assessment strategies, and identify strengths and gaps in practical teaching and learning processes.

A total of 11 practical sessions (one per school) were observed using structured checklists.

Table 11: Summary of Observed CA Practices in PE Classes

Indicator	Observed (✓)	Not Observed (X)
The teacher used structured assessment tools	7	4
Feedback given during class	9	2
Assessment criteria explained	6	5
Record-keeping practices visible	5	6
Inclusive participation observed	10	1

The analysis reveals a significant inconsistency in the implementation of continuous assessment (CA) practices across various schools. During the observations, it was noted that while verbal feedback was routinely provided to students, almost 50% of the sessions lacked proper documentation of these assessments. Furthermore, there was a noticeable absence of clear assessment criteria being utilized, which could hinder the effectiveness of the feedback process and the overall evaluation of student performance. This disparity suggests a need for more

structured approaches to ensure that all educators are equipped to implement CA effectively and consistently across the board.

4.6 Insights from Open-Ended Questionnaire Responses

This section presents the key insights obtained from open-ended questionnaire responses. It highlights teachers' and students' perspectives on the implementation of continuous assessment, the challenges encountered, and suggestions for improving assessment practices in PE practical classes. The analysis provides a deeper understanding of experiences and opinions that complement the quantitative data.

4.6.1 PE Teachers' Perspectives on Challenges and Strategies

During the research, teachers shared valuable qualitative insights when responding to open-ended questions. Through a thorough thematic analysis of their answers, researcher identified several common concerns that educators face in their daily experiences, as well as various coping strategies they employ to manage these challenges. Each theme highlighted the nuanced perspectives of educators, illustrating not only their worries such as classroom management, student engagement, and work-life balance but also the inventive and practical methods they use to navigate these issues, like peer support networks, mindfulness practices, and professional development opportunities. This analysis provided a richer understanding of the teaching landscape, and the adaptive strategies teachers cultivate.

Challenge 1: Overcrowded Classes

A recurring issue identified was the challenge of managing large PE classes. A teacher from Felege Hiwot School explained, "Managing a physical education class of over 50 students within a limited timeframe poses significant challenges. With such a large group, I often find myself needing to split them into smaller, more manageable teams. This approach, while necessary, limits my ability

to conduct comprehensive assessments, as I can only focus on evaluating a handful of students in detail at a time.” This highlights that overcrowded classes reduce teachers’ capacity to conduct detailed continuous assessments, which can affect the quality of student evaluation.

Challenge 2: Lack of Assessment Materials

Another key challenge was the shortage of formal assessment resources. A teacher at Gelila School shared, “We face a considerable shortage of printed checklists and rubrics for evaluating student performance. As a workaround, I sometimes resort to using my notebook to keep informal notes on how each student is progressing. While this method helps me track their development, it lacks the structure and consistency that formal assessment materials would provide.” This statement underscores the difficulties teachers face when lacking adequate materials, which can compromise systematic assessment practices.

Challenge 3: Varying Skill Levels

Differences in students’ abilities were also reported as a significant barrier. A teacher from Birhan Ber School stated, “The disparity in skill levels among my students presents a unique challenge. Some are highly athletic and excel in the activities we conduct, while others struggle significantly. This diversity makes it difficult to create an equitable assessment system that accurately reflects the abilities of both groups, ensuring that no student feels disadvantaged.” This illustrates the complexity of conducting fair assessments in mixed-ability classes and the need for adaptable evaluation strategies.

Strategy: Informal Continuous Feedback

Providing ongoing verbal feedback was highlighted as a practical strategy. A teacher at Edget School explained, “I have found that engaging with my students after class can be incredibly beneficial. By providing them with verbal feedback and specific tips for improvement, I can offer

personalized guidance that reinforces their learning, even if I’m unable to document everything in writing during our lesson time.” This reflects how teachers use informal feedback to support student development when formal assessment tools or time constraints limit comprehensive evaluation.

4.6.2 Student Voices on Assessment Fairness and Feedback

In a bid to better understand student experiences regarding assessment in physical education, we asked them what contributes to their improvement and how they perceive the assessment process.

Fairness and Bias Concerns

“Sometimes it feels like our teacher only pays attention to the more skilled athletes. This can make those of us who struggle feel overlooked and undervalued, as we don’t receive the same acknowledgment or feedback,” describes a Grade 8 student from Sefere Selam, candidly expressing concerns about the fairness of assessments.

Value of Feedback

“When my teacher takes the time to explain how I can improve, I feel motivated to put in more effort the next time. Hearing that I’m making progress boosts my confidence and encourages me to keep trying,” shares a Grade 7 student from Ewuket Amba, illustrating the importance of constructive feedback.

Peer Learning and Support

“Practicing alongside my classmates is incredibly beneficial. We often learn from one another by observing and discussing our techniques, which helps me improve my skills significantly,” comments a Grade 8 student named Dagemawi Twodros, highlighting the value of peer collaboration in their learning process.

4.7. Thematic Analysis of Interviews with School Leaders

Interviews were conducted with 5 principals, 2 curriculum coordinators, and 1 sub-city official, revealing crucial insights into the state of Physical Education (PE) in schools. Several themes emerged from these discussions, reflecting the challenges and gaps in the educational landscape.

4.7.1 Institutional Support and Monitoring

A significant theme identified was the lack of institutional support and effective monitoring in Physical Education. One principal from Felege Birhan School pointed out, “We don’t have a strong supervision mechanism for PE like we do for core subjects. Teachers manage assessments on their own.” This statement highlights that PE lacks the structured oversight commonly afforded to core academic areas, which could undermine the quality and effectiveness of PE instruction.

Additionally, the sub-city curriculum coordinator noted, “There are no scheduled trainings for CA in PE. Most of the guidance comes from general teaching workshops.” This indicates that there is an absence of specialized professional development specifically tailored for PE, with teachers left to rely on more general training that may not adequately address the unique needs of PE curricula. The implication is that without targeted support, educators may struggle to implement effective and innovative PE practices.

4.7.2 Alignment with National Guidelines

Another theme that covered concerns the alignment of PE practices with national guidelines. A principal from Shawul Dema School reflected, “Our teachers try to follow Ministry guidelines, but there is a gap between policy and the actual classroom practice due to resource constraints.” This statement captures a critical disconnect between the educational policies mandated by the Ministry of Education and the reality faced by teachers. Resource constraints likely encompassing inadequate funding, lack of specialized teaching materials, and insufficient facilities are significant barriers to implementing these guidelines effectively.

Overall, these insights from school leaders illustrate a pressing need for enhanced support structures, targeted training, and improved resources to ensure that Physical Education can be delivered in a way that aligns with both educational standards and the needs of students.

4.8. Additional Document Analysis Findings

A review of academic documents was conducted in seven of the eleven selected schools, rather than all schools, to allow for a manageable yet representative analysis within the available time and resources. The seven schools were chosen to reflect diverse demographics, facilities, and teaching practices, ensuring that the findings capture a broad picture of continuous assessment implementation. This approach enabled a detailed examination of lesson plans, assessment logs, and student progress sheets while maintaining feasibility and depth in the analysis.

Table 12: Document Analysis Summary (n = 11 Schools)

Document Type	Presents in Schools	Not Present	Comments
Lesson plans with CA goals	4	7	Most lacked specific CA activities or criteria
Weekly/monthly logs	3	8	Inconsistent tracking across schools
Student progress sheets	5	6	Often informal, not standardized
Ministry-aligned templates	2	9	Rarely used in PE compared to academic subjects

The Document Analysis Summary reveals gaps in assessment documentation across 7 out of 11 schools: only 4 schools included CA goals in lesson plans, and just 3 maintained weekly/monthly logs, indicating inconsistent tracking of student progress. While 5 schools used student progress sheets, their informal nature may lead to assessment variability. Additionally, only 2 schools utilized ministry-aligned templates, highlighting a disconnect from standardized practices in

physical education. These findings suggest significant shortcomings that could affect curriculum delivery and student assessment.

4.9. Integration and Triangulation of Data Sources

The comprehensive integration of diverse data sources has illuminated several consistent and concerning trends regarding the implementation of Classroom Assessment (CA) within educational settings.

Quantitative Findings: The statistical analysis of assessment data revealed that while CA is being employed in a range of classrooms, the level of application varies significantly among educators. For instance, some teachers utilize CA rigorously, integrating formative assessments regularly into their teaching practices, while others apply it sporadically, often resorting to traditional assessment methods. This inconsistency raises questions about the effectiveness of CA across different learning environments and indicates a pressing need for standardized frameworks that can guide all teachers in the effective application of assessment strategies.

Qualitative Insights: Through interview, educators conveyed a common concern regarding the inadequacy of resources and training specifically designed for effective CA practices. Many teachers reported feeling overwhelmed by their responsibilities and lacking access to ongoing professional development opportunities that could enhance their understanding of CA methodologies. Furthermore, the absence of high-quality instructional materials, such as sample assessment rubrics or collaborative planning resources, has left teachers feeling ill-equipped to implement CA effectively in their classrooms.

Observational Data & Document Analysis: Observations conducted in various classrooms, accompanied by a review of existing documentation such as lesson plans and assessment records, revealed several structural gaps in the current system. Notably, many classrooms exhibited a

haphazard approach to record-keeping, making it challenging for teachers to track student progress over time. The lack of a systematic method for documenting assessment data not only hampers educators' ability to assess individual student development accurately, but it also impedes the establishment of targeted interventions for those who may be struggling.

Student and Teacher Perspectives: Both students and teachers articulated a theoretical support for the principles of CA, acknowledging its potential to foster a more personalized and engaging learning experience. However, a significant barrier: the desire for more structured tools and explicit guidelines. For instance, students expressed a need for clearer criteria on how they are evaluated, while teachers requested access to well-defined frameworks that could delineate the steps needed to implement CA seamlessly in their lessons. This collective feedback underscores that while the concept of CA is broadly endorsed, its practical execution requires concrete support and resources to be truly effective in enhancing student learning outcomes.

4.10. Summary of Key Findings

In the context of physical education (PE), formative assessment (CA) is commonly used, but its implementation is often inconsistent and lacks structured tools. Educators encounter major logistical hurdles, especially with large class sizes and limited time for sessions, which complicates the effective use of CA. While students are generally driven by the prospect of assessments, they often find themselves unclear about the specific criteria for evaluation. The feedback they receive is mostly verbal, and there is a noticeable scarcity of formal documentation and written evaluations. Observations and reviews of documents indicate a poor integration of CA tools within the curriculum, coupled with inadequate support from the institution.

Table 13: Overall Findings

Thematic Area	Evidence from Data Sources
---------------	----------------------------

CA is widely used	84% of teachers use it frequently (Questionnaire)
Tools lack consistency	12% use no tools; others use informal logs (Observation, Docs)
Feedback is mostly verbal	68% give oral feedback only (Teacher & Student data)
Training gaps	Identified by teachers and administrators (Interviews)
Student motivation	68% of students feel motivated by CA (Student survey)
Barriers exist	Overcrowded classes, unclear criteria, limited tools (All data)

The summary of key findings on Continuous Assessment (CA) reveals that it is widely adopted, with 84% of teachers frequently using it; however, there are notable inconsistencies in the tools employed, as 12% of teachers do not use any formal assessment methods, and others rely on informal logs. Feedback is primarily verbal, with 68% of teachers providing oral feedback only, which may not cater to all learning styles. Additionally, both teachers and administrators have identified significant training gaps that need to be addressed for effective CA implementation. Conversely, 68% of students feel motivated by continuous assessment, indicating its positive impact on engagement. Nevertheless, the effectiveness of CA is hindered by barriers such as overcrowded classrooms, unclear assessment criteria, and limited resources, highlighting the need for improvements in these areas.

4.11. Discussions

a. Background Methods Used by PE Teachers in Assessments

The study revealed that PE teachers employ a combination of formal and informal methods, including written tests, checklists, performance rubrics, observations, and self- and peer-assessment. Traditional methods such as quizzes were occasionally used to measure theoretical understanding, while alternative assessments, such as skill demonstrations and group activities,

were more frequently applied to evaluate practical abilities. Teachers also relied on informal feedback, such as verbal guidance and in-class coaching, to monitor skill development.

These practices demonstrate awareness of CA's multifaceted nature but were inconsistently applied across schools. Variations in the frequency, detail, and depth of assessments were observed, influenced by class size, time constraints, and access to resources. This aligns with previous studies highlighting that effective assessment in PE requires a blend of methods to capture both cognitive and practical skills (Rink, 2006; Mitko, 2004).

b. Major Challenges Facing PE Teachers

Teachers reported several challenges in implementing CA effectively:

- **Overcrowded Classes:** Large class sizes limited individualized attention, forcing teachers to split students into smaller groups and assess only a few at a time.
- **Insufficient Assessment Materials:** Lack of rubrics, checklists, and structured evaluation tools impeded systematic assessment. Teachers often improvised with notebooks, which provided limited consistency.
- **Diverse Student Skill Levels:** Differences in ability made it difficult to ensure fair and equitable assessments, highlighting the complexity of evaluating mixed-ability groups.
- **Limited Professional Development and Institutional Support:** Few targeted trainings or supervision mechanisms existed for PE, leaving teachers without adequate guidance on effective CA practices.

These challenges are consistent with findings in similar contexts, where resource limitations, teacher training gaps, and administrative constraints undermine the quality of CA implementation (Kapambwe, 2010; Alausa, 2003; Capper, 1996).

c. Changes in Student Performance Since CA Implementation

The study's findings indicate gradual improvement in student participation, engagement, and practical skills. Students responded positively to regular feedback and interactive assessment strategies, showing increased motivation to improve performance. Teachers noted that structured observations and performance evaluations helped identify skill gaps and inform corrective instruction.

However, only 32% of teachers reported using CA outcomes regularly to adjust instructional planning, while the remainder applied the results rarely or inconsistently. This suggests that while CA positively impacts student engagement and learning, its full potential to drive instructional improvements remains underutilized. Prior research confirms that frequent, actionable feedback is essential for improving learning outcomes in skill-based subjects (William, 2011; Stiggins, 2005).

d. Supporting and Controlling Mechanisms Provided by School Directors

The findings showed that institutional support for CA in PE is limited. School directors provided minimal supervision, and curriculum coordinators reported few structured trainings specific to PE assessment. Teachers were left to manage CA largely independently, relying on general workshops rather than targeted professional development.

This lack of structured oversight suggests that CA in PE does not receive the same attention as core academic subjects, potentially limiting its effectiveness. Research indicates that consistent monitoring, targeted training, and administrative support are critical for sustaining high-quality CA practices (Guskey, 2003; Brown, 2022).

Overall implications The discussion highlights that while PE teachers understand CA and apply various methods, practical constraints large classes, limited materials, insufficient training, and weak administrative support impede full implementation. To enhance CA effectiveness in middle schools, the study suggests:

1. Targeted professional development for PE assessment strategies.
2. Provision of adequate materials such as rubrics and checklists.
3. Structured administrative support and supervision to ensure consistent practice.
4. Systematic integration of CA outcomes into instructional planning to maximize student learning.

Addressing these areas would improve teaching quality, foster student engagement, and ensure equitable assessment in PE practical classes, aligning practice with the educational policy framework and global best practices.

CHAPTER V: SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1 Summary

This study employed a descriptive survey design to investigate the implementation of Continuous Assessment (CA) in practical Physical Education (PE) classes in Addis Ketema Sub-City. The research combined quantitative and qualitative approaches, gathering data through questionnaires, interviews, open-ended responses, classroom observations, and document analysis to provide a comprehensive understanding of CA practices, challenges, and outcomes.

A total of 25 PE teachers participated in the study through a total population (census) sampling method, ensuring that the perspectives of all eligible educators were represented. These teachers reported using a mix of formal and informal assessment methods, including written tests, performance rubrics, skill demonstrations, self- and peer-assessment, and verbal feedback. Observations revealed that while CA was practiced consistently, its implementation varied due to factors such as large class sizes, diverse student skill levels, and limited access to assessment materials.

The study also included 275 students from Grades 7 and 8, selected via stratified random sampling to represent a range of academic backgrounds and demographics. Students generally reported positive engagement with CA practices, particularly valuing continuous feedback and opportunities to improve their skills. However, the findings showed that only a small proportion of teachers consistently used CA results to inform instructional planning, suggesting that the full potential of CA in enhancing teaching strategies was not fully realized.

Insights from seven educational leaders, including principals, curriculum coordinators, and sub-city officials, highlighted gaps in institutional support. Most schools lacked structured supervision, specialized professional development, and adequate resources for PE, indicating that teachers often

implement CA independently without sufficient guidance or monitoring. Document analysis of lesson plans, assessment logs, and student progress records corroborated these findings, revealing inconsistencies between intended curriculum objectives and actual classroom practices.

Overall, the major findings indicate that CA is recognized and practiced in PE practical classes, contributing to improved student engagement, motivation, and skill development. Yet, challenges such as overcrowded classes, insufficient materials, varied student abilities, and limited institutional support restrict its effectiveness. The study underscores the need for targeted professional development, provision of assessment resources, systematic use of CA results for instructional planning, and stronger administrative oversight to enhance the quality and impact of CA in PE.

5.2 Conclusions

1. Assessment Methods Used by PE Teachers (Research Question a): PE teachers primarily employ a combination of formal and informal assessment methods. Formal assessments, such as performance rubrics and skill tests, are used less frequently, while informal methods—particularly spontaneous verbal feedback and observation—dominate classroom practices. Self- and peer-assessments are occasionally integrated, but there is a lack of systematic and documented evaluation. This indicates that while teachers recognize the importance of CA, the implementation is inconsistent and heavily influenced by class size, available resources, and teacher expertise.

2. Challenges in Implementing CA (Research Question b): PE teachers face multiple challenges that hinder effective CA implementation. Large class sizes, limited instructional time, inadequate assessment materials, and varying student skill levels were consistently reported as barriers. Teachers often struggle to provide individualized feedback and to apply CA results to instructional planning. Additionally, limited professional development and minimal administrative support

exacerbate these difficulties, leaving teachers to rely on informal practices that may not fully capture student learning outcomes.

3. Changes in Student Performance Since CA Implementation (Research Question c):

The study revealed that CA has positively influenced student engagement and motivation. Students reported appreciating the immediate feedback and opportunities to improve practical skills. However, many students expressed uncertainty regarding assessment criteria, which reduces the effectiveness of feedback in enhancing self-awareness and skill development. While CA contributes to incremental improvements in performance, the absence of structured, consistent, and criterion-referenced assessment limits its full impact.

4. Institutional Support and Control Mechanisms (Research Question d):

School directors and curriculum coordinators provide limited support for CA in PE. Supervision and professional development are infrequent, and there are no systematic mechanisms to monitor or guide CA practices. Budgetary and resource constraints further hinder institutional support. Consequently, the intended alignment between national curriculum goals and classroom practices is weak, resulting in a gap between policy and practice.

Overall Continuous Assessment is recognized as a valuable pedagogical approach in PE practical classes, yet its effectiveness is curtailed by challenges at both the teacher and institutional levels. While CA has enhanced student engagement and motivation, inconsistent assessment methods, limited teacher capacity, and minimal administrative support prevent it from achieving its full potential. Addressing these gaps through targeted professional development, provision of resources, structured assessment tools, and stronger oversight is essential to ensure that CA fulfills its intended role in improving teaching and learning in PE.

5.3 Recommendations

1. PE Teachers

- **Diversify Assessment Methods:** Use a mix of observation, rubrics, skill evaluations, peer and self-assessments to capture cognitive, psychomotor, and affective learning.
- **Provide Timely Feedback:** Deliver immediate, specific feedback during lessons and follow up with brief written or group comments to guide improvement.
- **Document Progress Systematically:** Maintain individual and class-level records to track student performance, identify struggling students, and support evidence-based grading.
- **Encourage Effort and Improvement:** Recognize participation, teamwork, and skill development, not just raw performance, to enhance motivation and inclusivity.

2. Students

- **Engage Actively in CA:** Participate fully in skill demonstrations, self-assessments, and peer assessments to understand their progress.
- **Use Feedback Constructively:** Seek, interpret, and apply teacher feedback to improve skills and performance.
- **Reflect on Performance:** Evaluate personal and peer progress to strengthen learning, motivation, and teamwork skills.

3. School Directors

- **Support and Supervise CA:** Monitor CA practices through lesson observations and record reviews, providing guidance to teachers.
- **Provide Resources and Time:** Ensure access to assessment tools, equipment, and sufficient lesson time for CA activities.

- **Promote Professional Development:** Organize workshops on CA techniques, documentation, and differentiated assessment strategies for mixed-ability classes.

4. Education Officers

- **Provide Standardized Tools and Guidance:** Supply uniform rubrics, tracking sheets, and templates to support consistent CA practices across schools.
- **Ensure Training and Monitoring:** Conduct regular training, supervision, and evaluation to align classroom practices with national curriculum objectives.
- **Encourage School-Level Reviews:** Guide schools to analyze CA data, identify trends, and develop improvement plans collaboratively.

These recommendations directly address the challenges identified in the study large classes, limited resources, inconsistent practices, and inadequate institutional support and aim to strengthen the effectiveness, fairness, and sustainability of CA in PE practical classes.

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APPENDICES

Questionnaire for Assessing Continuous Assessment Practices in Physical Education

Title: Challenges and Practices of Continuous Assessment in Teaching-Learning Physical Education Practical Classes: The Case of Middle Schools in Addis Ketema Sub-City, Addis Ababa

Researcher: Zelalem Goshu (ID: GSK/0155/11)

Purpose: This questionnaire is designed to collect data for academic research to assess the implementation, challenges, and perceptions of Continuous Assessment (CA) practices in Physical Education (PE) practical classes. All responses will be kept strictly confidential and used solely for academic purposes as part of a master's thesis at Addis Ababa University.

Appendix A: Questionnaire for Students (Grades 7–8)

Background Information

Age: _____

Gender: ☐ Male ☐ Female

Grade Level: ☐ 7 ☐ 8

School Name: _____

Section A: Assessment Frequency and Awareness

1. How often does your PE teacher assess your performance during practical classes?

☐ In every session

☐ Weekly

☐ Occasionally

☐ Never

2. How clearly do you understand what you are being assessed on during PE activities?

☐ Very clearly

☐ Somewhat clearly

☐ Not very clearly

☐ Not at all

3. When does your teacher usually assess your performance in PE practical's?

☐ During the activity

☐ At the end of the session

☐ Only during special tests or competitions

☐ I am not sure

Section B: Feedback and Methods of Assessment

4. What kind of feedback do you usually receive about your performance in PE?

☐ Immediate verbal feedback during class

☐ Written comments or scores after class

☐ Group feedback/discussions

☐ I don't receive feedback

5. How often do you receive feedback on your performance in PE classes?

☐ After every session

☐ Weekly

☐ Occasionally

☐ Rarely or never

6. What type of assessment has your teacher used in class?

- ☐ Teacher observing and recording your performance
- ☐ Using checklists or score sheets
- ☐ Group or peer evaluation
- ☐ I don't know / Not sure

Section C: Fairness, Motivation, and Confidence

7. How fair do you think the assessments in PE practical classes are?

- ☐ Very fair
- ☐ Fair
- ☐ Unfair
- ☐ Very unfair

8. How does being assessed affect your motivation in PE practical classes?

- ☐ It motivates me a lot
- ☐ It motivates me somewhat
- ☐ It doesn't affect me
- ☐ It makes me feel less interested

9. Do you feel your effort in PE is recognized through assessments?

- ☐ Always
- ☐ Often
- ☐ Rarely
- ☐ Never

10. How confident do you feel when participating in assessed activities during PE?

- ☐ Very confident
- ☐ Somewhat confident
- ☐ Slightly confident
- ☐ Not confident at all

11. How often does your teacher talk to you about how you can improve in PE?

- ☐ Very often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

Section D: Teamwork, Reflection, and Improvement

12. How often are teamwork and cooperation assessed in your PE classes?

- ☐ In every session
- ☐ Often
- ☐ Rarely
- ☐ Never

13. Do you feel you are improving in PE practical skills over time?

- ☐ Yes, a lot
- ☐ Somewhat
- ☐ Not much
- ☐ Not at all

14. What helps you most to improve your PE performance?

- ☐ Teacher's feedback
- ☐ Practicing more
- ☐ Learning from classmates
- ☐ I am not sure

15. How often do you reflect on your own performance after PE practical sessions?

- ☐ After every session
- ☐ Rarely
- ☐ Sometimes
- ☐ Never

Appendix B: Teacher Questionnaire

Structured surveys used to collect data from Physical Education (PE) teachers regarding their use of Continuous Assessment tools, perceptions, and challenges.

Questionnaire for PE Teachers

Background Information

Name of School: _____

Gender: ☐ Male ☐ Female

Years of Teaching Experience: _____

Highest Qualification: ☐ Diploma ☐ Degree ☐ Masters ☐ Other: _____

Section A: Implementation of Continuous Assessment

1. How frequently do you implement Continuous Assessment (CA) during PE practical sessions?

☐ In every session

☐ Weekly

☐ Occasionally

☐ Never

2. Which of the following tools do you use most frequently to assess students during practical activities?

☐ Observation checklists

☐ Performance rubrics

☐ Peer evaluation forms

☐ I do not use any formal assessment tools

3. **When do you typically assess student performance during a practical session?**
- ☐ Throughout the activity
 - ☐ At the end of the activity
 - ☐ Only during competitive events
 - ☐ I do not conduct assessments during practical sessions
4. **How do you primarily provide feedback during PE practical sessions?**
- ☐ Immediate verbal feedback during the activity
 - ☐ Written notes provided after class
 - ☐ Through group feedback/discussion
 - ☐ I rarely provide any form of feedback
5. **To what extent do you evaluate students' skill execution (e.g., technique, accuracy, coordination) in practical sessions?**
- ☐ Always
 - ☐ Often
 - ☐ Rarely
 - ☐ Never

Section B: Challenges Faced in Applying CA

6. **What is the most significant challenge you face when using CA in practical PE sessions?**
- ☐ Managing many students simultaneously
 - ☐ Limited instructional time

☐ Lack of assessment tools and resources

☐ Difficulty in establishing or applying clear assessment criteria

7. How frequently do you use the results of CA to adapt or improve your practical teaching strategies?

☐ Regularly

☐ Occasionally

☐ Rarely

☐ Never

8. How well do your students understand the assessment criteria applied during practical sessions?

☐ Very well

☐ Somewhat

☐ Not well

☐ Not at all

9. How frequently do you assess students' teamwork and participation during PE practical activities?

☐ In every session

☐ Often

☐ Rarely

☐ Never

10. Which aspect of student performance is the most difficult for you to assess during practical PE classes?

- ☐ Physical skill execution
- ☐ Student effort and motivation
- ☐ Teamwork and cooperation
- ☐ Time management

Section C: Monitoring, Effectiveness & Confidence

11. How do you typically keep records of student assessment results over time?

- ☐ Individual student progress records
- ☐ Class-level assessment logs
- ☐ Occasional notes or informal tracking
- ☐ I do not maintain performance records

12. In your opinion, how effective is CA in measuring student learning outcomes during practical PE sessions?

- ☐ Very effective
- ☐ Moderately effective
- ☐ Slightly effective
- ☐ Not effective

13. How do you most commonly assess improvement in students' physical performance across time?

- ☐ Comparing performance trends over multiple sessions

- ☐ Single-event or one-time ratings
- ☐ Peer observation or reports
- ☐ I do not assess improvement over time

14. Do you adjust your assessment criteria depending on the type of practical activity (e.g., team sport vs. individual skill)?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

15. How confident are you in applying CA methods fairly and effectively in PE practical sessions?

- ☐ Very confident
- ☐ Somewhat confident
- ☐ Slightly confident
- ☐ Not confident

Appendix C: Interview Guide for School Administrators and Officials

Semi-structured interview protocol designed for school principals, curriculum coordinators, and education officials to explore institutional perspectives on CA implementation in PE.

Semi-Structured Interview Guide

For School Principals / Curriculum Coordinators / Education Officials

Introduction Prompt:

“This interview is part of a study exploring how Continuous Assessment is practiced in Physical Education (PE) classes. Your insights will help identify current strengths and areas for improvement.”

Guiding Questions:

1. Understanding and Value of CA in PE

1.1 How would you describe the importance of Continuous Assessment in PE practical classes?

1.2 In your view, how well is CA integrated into PE in your school/sub-city?

2. Supervision and Support Mechanisms

2.1 What kind of support does your school or office provide to PE teachers for implementing CA (e.g., training, resources, guidelines)?

2.2 Are there any formal structures or schedules for supervising how teachers conduct assessments in PE?

3. Teacher Capacity and Professional Development

3.1 How prepared do you think PE teachers are to apply CA effectively in practical sessions?

3.2 Are there any capacity-building programs or workshops related to CA in PE? How frequent and effective are they?

4. Challenges in Implementation

4.1 What are the most common challenges faced by teachers when conducting CA in PE practical's?

4.2 Are there specific contextual or administrative barriers affecting CA implementation (e.g., overcrowded classes, lack of tools, monitoring issues)?

5. Policy and Curriculum Alignment

5.1 How closely do current CA practices in PE align with national curriculum guidelines and Ministry of Education expectations?

5.2 Are there any discrepancies between policy intentions and classroom realities?

6. Recommendations for Improvement

6.1 What changes would you recommend improving CA in PE at the school or sub-city level?

Appendix D: PE Practical Session Observation Checklist

For Evaluating Continuous Assessment (CA) Practices in Physical Education Practical Classes

This tool is designed to help researchers or school supervisors systematically document the use of Continuous Assessment techniques during live PE practical classes in line with your study.

“Challenges and Practices of Implementing Continuous Assessment in Physical Education (PE) Practical Classes”

Observation Checklist – Continuous Assessment in PE Practical Classes

Observation Area	Indicators	Observed? (✓/✗)	Comments / Notes
Use of Assessment Tools	The teacher uses structured tools (e.g., checklists, rubrics)		
	Student performance is recorded systematically		
	Peer or self-assessment forms are used		
	Assessment occurs at the end of the activity		
Feedback Delivery	The teacher provides immediate verbal feedback		
	The teacher provides delayed/written feedback		
	Feedback is individualized based on performance		
	Feedback is clear, constructive, and motivational		
Student Engagement	Students are actively participating in tasks		
	Students understand what is being assessed		
	Students ask for clarification or feedback		

Assessment Criteria Visibility	Assessment criteria are explained before/during the activity		
	Visual aids or posters related to CA are present		
Record-Keeping Practices	The teacher marks attendance and performance logs		
	Assessment records are available for review (e.g., score sheets)		
Inclusive Assessment Practices	Both genders are assessed equally		
	Adaptations are made for students with different skill levels		
Evidence of Improvement Tracking	The teacher discusses progress with students		
	Previous performance is used to evaluate current achievement		

Overall Rating / Summary (Optional):

Strengths observed:

Challenges/Areas for improvement:

Observer's Name: _____

Date: _____

School Name: _____

Grade Level Observed: _____