

**CURRENT STATUS, PRACTICE AND PROBLEMS OF
CONTINUOUS ASSESSMENT IN SECONDARY
SCHOOLS IN SOUTH GONDAR**

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This is to certify that the thesis prepared by Diensa Muluken, entitled: *Current Status, Practice and Problems of Continuous Assessment in Secondary Schools in South Gondar* and submitted in partial fulfillment of the requirements for the Degree of Master of Education (Educational Policy and Planning) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Abstract

Current Status, Practice and Problem of Continuous Assessment in Secondary Schools in South Gondar

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Addis Ababa University, 2012

The purpose of this study was to assess the practices that were carried out by South Gondar secondary schools in implementing continuous assessment, and to investigate those factors that were constraining such endeavors. To this effect, descriptive survey method was employed. The data were collected from 87 teachers, 400 students, in order to get sufficient data, 6 school principals, 6 educational supervisors and 2 zonal supervisors of 6 high schools were also interviewed. Questionnaire, interview and document analysis were used as instruments of data collection. Gathered data were analyzed using frequency counts and percentage. Qualitative data were also analyzed qualitatively. The findings of the study revealed that both the teachers and students have positive attitude towards continuous assessment implementation. However, the practice of continuous assessment was very low because the awareness level of teachers and student were low. Majority teachers were mostly used class work, homework as continuous assessment technique however, most important assessment techniques project work, field work were rarely used by teachers. This implies that teachers are not effectively implemented continuous assessment in assessing their students educational performance. Finally, recommendations were put forward based on the major findings to minimize the problems affecting the effective implementation of continuous assessment. Firstly, provision of training should be held on how to practice CA to guide teachers in preparing tasks and activities and to equip them with skills to carry out quality continuous assessment. Secondly, School principals and management should distributed clear continuous assessment guidelines to all teachers. In addition, school administration supervises and support implementation of continuous assessment.

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Acronyms/Abbreviations

CA-Continuous Assessment

ETP-Education and Training Policy

ICDR- Institute of Curriculum Development and Research

MBEC- Ministry of basic education and culture of Namibia

MOE- Ministry of Education

NOE- National Organization for Examination

SADC- Southern African Development Community

TESO- Teacher Education System Overhaul

TVET-Technical Vocational Education and Training

USAID-United States Agency for International Development

Chapter One: Introduction

This chapter deals with the problem and its approach. It generally deals with background of the study, statement of the problems, objectives of the study, significant of the study, delimitation of the study, limitations of the study, operational definition of key terms and organization of the study.

1.1 Back Ground of the Study

In today's education system, quality assessment plays an important role to maximize the outcomes of educational efforts. Continuous assessment provides the necessary feedback we require, in order to maximize the outcomes of educational effort. The assessment of learners provides objective evidences necessary in the decision making process in education. As a competent of the instructional process, it is a basic to develop a reliable picture of each individual learner's progress to all concerned bodies. As Njabili (1999, p.115) continuous, assessment is useful and getting attention in that it provides a measure of attainment or performance in terms of clearly defined learning tasks or intended outcome.

In tradition examination quality of education cannot assessed as required and it was not possible give immediate constructive feedback on performance of learning to redirect as soon as possible. To answer the questions and bridge up shortcomings of examinations, educational measurement experts and educational policy makers have come up with the concept of continuous assessment. Today many-advanced nation such as America, Spain, England, Australia and others are applying continuous assessment in particularly or whole school in the educational system (Heaton, 1990, P.15).

This is because continuous assessment approach can help on rectify the problem of mismatches between test and classroom activities. In addition, assessment is built in to the instructional process, the confusion and frustration that test takers often face is reduced (Chappell and Douglas, 1993, p.23).). Enough attention is given towards the implementation of continuous assessment in Ethiopia too. As a result, ministry of education in its curriculum introduced continuous assessment at different levels of educational institutions (MOE, 1994, p. 18).

Moreover, in Namibia, the Ministry of basic education and culture has directed that continuous assessment be widely used in the educational system (MBEC, 1996, p. 33). Regarding to this Njabili (1999, p.114) indicate that continuous assessment can be an alternative to the traditional forms of assessment which, currently is gaining wide recognition at almost all levels of education. Moreover, As Ministry of basic education and culture of Namibia (MBEC, 1999, p. 7) continuous assessment is meant to be integrated with teaching in order to improve learning and to help shape and direct the teaching-learning process. Njabili (1999, p.115) explained that continuous assessment can give a valid indication of students achievement, because it was felt that no student who works conscientiously fail. In support of this Hoste and Bloomfield, (as quoted by Njabili 1999, p. 125) indicated that students who are assessed continuously obtain better results than those of equal ability, assessed through a single examination. This is because continuous assessment allows more opportunity to test a wide range of abilities over a longer period than through a single examination.

As MOE (2002, p. 127) explained:

Continuous assessment provides chance for students to be tested not only twice a year, but to be continuously assessed and where necessary; to repeat lessons to them until they understand them. This way, students can be automatically promoted from class to class. This enables them not to be terror-stricken by exams, and to have lessons repeated to them when they become problematic.

Grange and Reddy, (1998) (as cited in Eimann2002, p. 8) stated that continuous assessment makes it possible to assess qualities that are not assessed in traditional examinations and provide the teacher with additional information about learners. In line with this, Alausa (2004, p.2) explained that continuous assessment is an approach that would capture the full range of learners' performance. Teachers and administrators would thus be able to assess learners' progress and would have time to correct the problems. This implies that the teacher and learner provided with ongoing feedback about the learner's progress. This is because individual monitoring is required and teachers and learners work closely, as a result, the teacher-learner relationships enhanced this also help to provides regular information about teaching, learning and the achievement of learning objectives and competencies.

Harry Black and Broadfoot (1982, p. 37) said that, continuous assessment also provides teachers and students with feedback that help to make important decision on how best to move forward. In addition, the information provided relates to the specific intentions of the course and not to general attainment in the subject, which so often hides the specific strength and weakness of the students.

Using assessment to keep track of learning are not in the hands of school reporting system or even examination boards , but under the direct control of the teachers in his/her

own classroom (Harry Black and Broadfoot,1982, p. 35). In support of this Ministry of basic education and culture of Namibia (1999, p. 37) indicated that accreditation takes place when teachers have obtained the necessary knowledge and skills through training or relevant experience for implementing continuous assessment. Moreover, Tamene (2007, p. 4) stated that for successful implementation of continuous assessment approach across all the schools teachers need to be equipped with skills of test construction and administration.

Therefore, for the successful implementation of the continuous assessment approach, the perception of the teachers is a very important factor that has to consider in the provision of the necessary educational service in the continuous assessment approach. In similar way, teachers need to be equipped with knowledge and skills of continuous assessment. In support of this Alausa (2004, p. 3) stated that teachers should be made aware of the requirements of the system, its importance and how to implement it.

In light of the above-mentioned facts implementation of continuous assessment especially the awareness level of teachers that required implementing the system play a key role in raising the quality of education rendered in schools. Therefore, in the area under study, as it is a change from the familiar traditional ways of testing that teachers have experienced, the researcher expected some resistance because of the lack of information and misunderstanding of the new performance of assessment.

However, there are only quality few researches done at primary and secondary educations, and on TVET in the country regarding the issue under consideration. This inspired the researcher to look in to the issue on secondary schools, in South Gondar to

find out if there are problem in implementation and conceptualization of continuous assessment.

Therefore, this study generally attempted to assess the current practices that under taken and the problems faced by south Gondar secondary schools teachers at time of implementing continuous assessment.

1.2 Statement of the Problem

Today's increasing attention is given to the quality of classroom assessment, because more than any of its aspects assessment plays central role in determining the quality of education (Airasian, 1991, p. 78). In support of this (MOE, 2002, p. 127) stated that continuous assessments evaluate the performance of students on weekly or monthly basis and help to correct weaknesses and ensure that they have learnt what they must learn. Continuous assessment is typical classroom based strategy, which provides an on-going picture of how individual student develops and matures as he/she works their way through a course. This is specially so in high school where the developmental pace of a learner is rapid.

Traditionally continuous assessment understood as testing and measuring of the outcomes of learning. However teaching learning process requires continuous follow up and use different assessment techniques (like observation, class work, field work, laboratory work, test and assignments) to assess students learning progress. In support of this Alaussa (2004, p. 2) stated, various dimensions of learning activities of the learners assessed by various methods this shows that too frequent or periodic assessment using one method does not signify that continuous assessment implemented. If assessment is to

be continuous, it should involve various methods and tools like, homework, class work, fieldwork, project work, laboratory work, assignments, test etc.

To realize this, the role of the teacher is paramount importance. Individual teacher should well inform about the concept and procedures of practice continuous assessment before making to implementing it. Supporting this Tamene (2007, p. 6) teachers need to have profound knowledge of the application as well as the theoretical concepts such as types, forms, purpose and methods of continuous assessment in order to apply it effectively. Alausa (2003, p. 3) in his research finding stated that schoolteachers demonstrated poor knowledge of the elementary concepts of continuous assessment.

Teacher need to observe the learners more keenly to assess their affective out comes, and there will be more records to be kept on the learners and they must be professionally and attitudinally prepared for operating the system (Alausa 2004, p. 3).

Lack of proper training in continuous assessment resulted in teaches' confusion and anxiety as explained by Dimitropoulos(1989).Choitakis(1993) and Movrommatis (1995) cited in Emann (2002, p. 19). Therefore, teachers need to be clear about understanding of why and what they are assessing in order to find the most appropriate techniques or procedures to fulfill a certain purpose in daily tasks to apply it effectively and help to increase quality education. In addition to these Teshome (2001, p. 67) in his findings mentioned some factors, which make it difficult for teachers effectively implement continuous assessment in schools; as insufficient training, lack of adequate materials, lack of moral support and lack of orientation and assistance from concerned bodies.

As Tamene (2007, p. 87) explained, most hindering factors which limited effective implementation of continuous assessment are teachers work load, large class size, lack of resource and facilities, dependency of the majority on the minority in group assignment, absence of ground rules (standards to measure group and individual assignments in practical and skill activities).

Various researchers carried out a research in the issue of implementing continuous assessment in schools, most researcher focus on primary schools, few on TVET institution and few on secondary schools. To give more emphasis and depth analysis as continuous assessment play crucial role in increasing quality education, the researcher focus on the current practice and problem of implementing continuous assessment by south Gondar secondary schools teachers in some selected schools.

More over the researcher experience in the area under study show that teachers rarely used different types/methods of continuous assessment. The class tests are mainly paper and pencil test, thus allowing a very small share to continuous assessment. Perception of teacher towards continuous assessment, lack of professional materials and school facilities, seem to hinder the effectiveness of it. This is an assumption, which initiated the researcher to conduct the study on the topic. Therefore, in this study the researcher wants to investigate the current status and major problems hindering the effective implementation of continuous assessment in South Gondar secondary schools and to find out the impact of such factor on the teaching learning process and look for relevant and applicable alternative solutions that might have help avoiding the problems under the study.

Therefore, this study attempts the extent to which continuous assessment currently implementing by South Gondar Secondary Schools teachers and problem that they encountered in its practical application.

Therefore, the following are basic question, which guide the study:

1. How do teachers in secondary schools currently practice continuous assessment?
2. What are teachers' background perception and understanding to implement continuous assessment?
3. What types of continuous assessment techniques do teachers currently practice?
4. What are the factors affecting the implementation of continuous assessment and what impacts do such factors have on learning and teaching process?

1.3 Objective of the Study

The general objective of this study was to investigate the current status and practice of continuous assessment and factors hindering implementation of continuous assessment by secondary school teachers in south Gondar secondary schools.

Specific objectives of this study:-

1. To investigate whether south Gondar secondary school teacher implement continuous assessment in line with the curriculum needed
2. To find out the perception and understanding of teacher on implementing continuous assessment
3. To identify the continuous assessment techniques that teachers currently practice.

4. To identify the problems or factors hindering the implementation of continuous assessment
5. To identify the impact of such factors on learning and teaching process

1.4 Significance of the Study

In the preceding section, the important of implementing continuous assessment in secondary schools was discussed clearly. Therefore conducting this study at this time has the following significance from different perspective.

1. The results of this study have valuable awareness of professionals in south Gondar secondary schools so that continuous assessment will be effectively implement in teaching and learning process. The result helps teachers to create awareness about types, forms, purpose and tools used to implementing continuous assessment.
2. It can help the concerned bodies to check the current practice and problems that hindering the effective implementation of continuous assessment in schools and to take action to solve the problem.
3. The finding may significant initiating the authorities at various levels of educational management to create conducive working environment for proper implementation of continuous assessment in school and take action that will assure quality education.
4. The study may also encourage and help as initial reference for other researchers who want to conduct in depth further study on such similar matter.

1.5 Delimitation of the Study

Investigating the implementation process of continuous assessment at Regional or National level is very useful for the quality of education. However, to make the research manageable in time and cost, the study was restricted to identifying the extent to which the continuous assessment is applied and problems affecting the implementation process of continuous assessment in south Gondar senior secondary schools that is in grade nine and ten. For the purpose of the study six high schools selected these are three schools from high land area and three from low land area.

1.6 limitation of the Study

In an attempt to produce this study, the researcher encountered a number of problems. Out of these problems, the major ones were time, shortage of up to date reference materials. It would have been better if observation in class room assessment had been made however the researcher attempted to make the study as complete as possible by using different instruments like questionnaire, document analysis and interview.

1.7 Definition of Terms

Assessment: is a going process of collecting, synthesizing, and interpreting information to aid in decision-making of students educational performance.

Continuous assessment: is as an on-going, process, which involves a systematic collection of marks or grades by the teachers using variety of assessment tools to measure learners performance.

Implementation of continuous assessment: is the use of continuous assessment by high school teachers in assessing students.

Attitude: refers to the tendency to respond positively; that is favorably or negatively; that is unfavorably.

Knowledge: the acts of having or showing awareness on the concept, characteristics, type and implementation of continuous assessment

Feedback: giving information about learners' performance or products back to the learners and it informs them what should do next.

1.8 Organization of the Study

This study organized into five chapters. The first chapter deals with the problem and its approach. The second chapter addresses review of literature related to the topic under study. In chapter three, the methodologies employed to gather interpret and analyze data are included. The fourth chapter deals with the analysis and interpretation of data. The last chapter treats summary, conclusion and recommendation. Moreover, the paper contained relevant information in the appendices.

Chapter Two: Review of Related Literature

In this section of the paper previous study associated with assessment and its implementation were examined and discussed in relation to research question.

2.1. Assessment and Evaluation

2.1.1. Definition of Assessment:

Assessment includes the full range of information teacher gather in their classrooms information that helps them understand their pupils, monitor instruction, and establish available classroom community. It also includes the variety of ways teachers gather, synthesize and interpret that information (Airasian 1997, p. 3).

In addition, assessment is concerned with the totality of the educational setting and is an inclusive term, that is, it subsumes measurement and others that cannot directly measured. Assessment focuses not only on the nature of the learner, but also on what is to be learned and how (Payne, 1997 cited in Quansah 2005, p. 20).

The assessment of learners and learning is a regular practice in education and used to determine how far learners have learnt or mastered an educational task or knowledge or how well an educational process has addressed its set objectives. Anikweze (2005, p. 2) cited in Onjewu (p.5) precisely refers to assessment as the process of investigating the status or standard of learners attainment, with reference to expected outcomes that must have been specified as objective when it concerns learners' output.

Generally, assessment is an attempt to build on existing good practice by making feedback on students' learning more systematic, more flexible, and more effective. Teachers ask questions; react to students' questions, read homework and tests, and so on. Classroom assessment provides a way to integrate assessment systematically and seamlessly into the traditional classroom teaching and learning process.

2.1.2. Definition of Evaluation:

Evaluation is the process of making judgment about student's performance, instruction, or classroom climate based on the data we gathered through various techniques. It occurs after assessment MBEC, (1999, P .3). It depends on the information that has collected, synthesized and thoroughly interpreted. This is an important aspect of the teaching-learning process. It is the point where the teacher is in a position to make informed judgments about students' learning progress and the effectiveness of teaching. More over Joshua (2004) also explained evaluation in education (or educational evaluation) is the systematic process of determining the effectiveness of educational endeavors in the light of evidence (2004, p. 6).

2.1.3. Types of Assessment

Assessment can be formative and summative as Getachew (2008, p. 16).

Formative assessment is any assessment made during the school year that is means to improve learning and to help shape and direct the teaching-learning process

Formative assessment is most useful part way through a course or module and involves giving the students feedback based on the ongoing observations which teachers make use of regarding the student progress. Such kind of assessment provides vital feedback for the student, which they can use to, improves their future performance. It also gives

information on pupils' Strength and weakness to teachers' parents and students themselves.

Summative assessment: This type of assessment occurs at the end of unit of instruction at term or at the end of a year to evaluate students' achievement of the curriculum objectives (Nitko, 2004 cited in Getachew, 2008, p. 18). On the other hand copper (1996) argues that summative assessment has two aspects. First takes place at the end of a unit, chapter or semester exams to measure progress during a given time span. However, it is primarily used for grading or certifying students for the completion of the set course or year. Summative assessment is used, for grading, promoting and certifying purpose. It is also helpful for providing information based on the assessment of the effectiveness of a program of instruction (ICDR, 2004).

Greaney (2001) defines assessment as any procedure or activity that is designed to collect information about the knowledge, attitude, or skills of the learner or group of learners. Assessment is therefore a process through which the quality of an individuals' work or performance is judged. When carried out as an on-going process, assessment is known as Continuous Assessment. Continuous Assessment is a formative evaluation procedure concerned with finding out, in a systematic manner, the over-all gains that a student has made in terms of knowledge, attitudes and skills after a given set of learning experience (Ogunnyi, 1984) as cited (Micheal 2010, p. 5).

Moreover according to Hedge (2000) cited Meba (2008, p. 7), assessment is said to be formative if the purpose is pedagogically motivated, whereas it is said to be summative if

the purpose is product-oriented. This means that formative assessment is ongoing feedback during the learning. Summative assessment, on the other hand, summarizes the process at the end.

According to TESO (2003), formative continuous assessment refers to any assessment made during the academic year that is meant to improve learning, help shape, and direct the teaching learning process. This is to say that formative assessment is informal and meant to collect information about learning during the lesson. On the other hand, Summative assessment made at the end of a unit of instruction semester based on the cumulative progress and achievement of the learners.

In general, it seems vital to recognize that formative assessment is very much concerned with collecting information about the students' progress and finding a way of helping them with their learning difficulties. The focus is, therefore, on the process of learning. With summative assessment, however, the focus of attention is on the outcome of learning it helps to final decision. Therefore it shows that assessment –evaluation-action are cyclic phenomena, one following the other and not dependent.

2.2. Continuous Assessment

2.2.1. Definition of Continuous Assessment

Many scholars define continuous assessment in different ways. In addition, these means those words vary from place to place and person-to-person .Therefore, without common understanding of the term assessment and process of assessment it becomes very difficult

to discuss the implementation of continuous assessment in schools. In Zambia, continuous assessment defined as an on-going, diagnostic, classroom-based process that uses a variety of assessment tools to measure learner performance (MOE, 2005:5.as cited in Kapambwe 2010, p. 999)

Airasian, (1991) as cited in Alausa, (2004, p. 2) describes continuous assessment as an assessment approach which should depict the full range of sources and methods teachers use to gather, interpret and synthesize information about learners; information that is used to help teachers understand their learners, plan and monitor instruction and establish a viable classroom culture.

Another definition by Faleyalo, (1986) continuous assessment of learners' progress could also be defined as a mechanism whereby the final grading of learners in the cognitive; affective and psychomotor domains of learning systematically takes account of all their performances during a given period of schooling. The affective domain applies to characteristics such as attitudes, motives, interests, and other personality traits. Assessment in the psychomotor domain involves assessing the learners' ability to use his or her hands (e.g. in handwriting, construction and projects).

In Namibia, continuous assessment fulfills formative as well as summative purposes. That is, it provides the learner with information that guides learning from day-to-day (Nitko, 1995, p. 327 cited in Eimam1999, p.7). The formative purpose can summed up as motivating learners, promoting good study habits, allowing for creativity, promoting positive self-esteem and improving teaching methods and learning materials. The

summative purpose of continuous assessment achieved by providing teachers, students, parents and school officials with information they may use to draw conclusions about student's attainment of the learning targets.

As Barcikwiski (1979) cited in Tamene (2007. p.13) continuous assessment will begin with the decisions that the teachers perform on the first day of school and end with the decisions that the teachers and administrators make on the learners regarding end-of-year grading and promotion.

Continuous assessment has been defined in a variety of ways by different authors but they all agree on the following. Continuous assessment occurs on a regular and continuous basis; it is an ongoing process; involves the monitoring of pupils; integrated with teaching. It involves a systematic collection of marks or grades into a final score, may be used to determine the candidates' final grades, reflects students' abilities over a period of time, allows for improvement, and it is a cumulative process. Continuous assessment is the periodic and systematic method of assessing and evaluating a person's attributes. Information collected from continuous behavior of students will help teachers better understand their strengths and weaknesses in addition to providing a comprehensive picture of each student over a period. Continuous assessment will afford student ready to see his or her developmental pattern through the data.

Continuous assessment is new system of assessing students; conducted in daily bases ,it employs a variety of techniques being integrated from various sources such as written tests, observation, term papers, portfolios, project work, class-work/ homework, group-work, quizzes, self-assessment and peer assessment to make sound instructional decision.

To support this Nitko, (1996); and Airasian, (1996, p. 5) assessment is a general term that includes all the different ways teachers gather information in their classrooms from their students. Continuous assessment includes observations, oral questions, paper-and-pencil tests, homework, laboratory work, research paper, project works, field reports, and the like. It is a process of collecting, synthesizing, and interpreting information to aid in decision-making

As Ministry of Basic Education and Culture of Namibia (1999, p. 7) when both formal and informal assessments are done on a regular and continuous basis they are referred as *continuous assessment*. Continuous assessment is means to being integrate with teaching in order to improve learning and to help shape and direct the teaching-learning process. The assessment is *continuous* because: (1) it occurs at various times as a part of instruction, (2) may occur following a lesson, (3) usually occurs following a topic and (4) frequently occurs following a theme.

We have to get rid of ambush type of examination. The excessive emphasis placed on written examinations must reduce and that student's progress in the classroom plus his/her performance of other functions and the work, which he will do as part of his education, must all continuously assess. In addition, the combined result is what should constitute his/her success or failure (TANU, 1974, p. 21 cited in Najibili 1999, p. 115).

Airasian,(1997, p. 20) explained that Since any single assessment provides only a limited sample of a pupil's behavior, no single assessment procedure or instrument can be expected to provide perfectly reliable and error free information. Judgment of pupils' ability must be based more than one test, assessment should make in different areas of the syllabus, and at different times using a variety of assessment techniques (Nitko, 1996,

Thorndike, 1997 as cited in Brhanu, 2004, p. 38). Therefore, judging pupils ability and performance by administering one test at the end of a term, course or semester is not advisable and can be very misleading.

As Harry Black and Broadfoot,(1982, p. 3) explained Paper and pencil tests can measure only a limited portion of the outcomes of instruction and types of pupil behavior about which the teacher and other school officers need information.

A record of assessment over a longer period is like to give a more accurate picture of the ability of student. Ideally, such a record or profile should include copies of class work, ongoing teacher comment, comment from the student and parents and not merely a list of test marks. The most distinctive feature of continuous assessment, in general, is that it is a cumulative process, developing as the pupil develops and reflecting his/her changes in response to the course. Therefore, continuous assessment is evidently better suited to secondary school pupils as compared to a single end of semester examination to assess their progress and achievements in learning.

To find out if students are learning or having problems we must assess often or assess continuously. However, continuous assessment does not mean testing often; rather it means communicating with the students often to find out whether they are truly learning or not (Capper, 1996 as cited in Tamene 2007, p. 27).

Continuous assessments consistently provide information to improve teaching and learning while end-of-year examinations assess the achievement of the learning

objectives of the grade or school-phase at its completion. Both continuous assessment and examination grades contribute to the final promotion grade.

2.2.2. Importance of Continuous Assessment

General importance of implementing continuous assessment in schools discussed here under:

One of the expected advantages of continuous assessment lies in its being guidance oriented. Since it will involve data gathering over a long period, it will yield more accurate data reaching the teachers early enough to modify instruction. This could play a vital role in diagnosing and remediating areas of learners' weaknesses if properly anchored in what occurs in classrooms.

Another advantage of continuous assessment is that it places teachers at the centre of all performance-assessment activities. It encourages more teacher participation in the overall assessment or grading of his/her learners. As suggested by Paris et al. (1991 cited in Alausa, 2004, p. 2) teachers must be given opportunities to select and review assessments so that they become involved and knowledgeable in the process. Through this approach, teachers would be able to integrate assessment and assessment results into instructional practice.

The continuous assessment infers that both teacher and students made accountable for achieving the goals of instruction. Since continuous assessment monitors growth of student knowledge, perceptual ability and internalization of ideas, the teacher made accountable for the cognitive development of the students and their achievements. At the

same time, the student made accountable to the teacher about the learning objectives established for the class. Continuous assessment test used to induce student's accountability for what he has taught. If a student knows that he will be examined on concepts and principles developed in class, he is more likely to listen attentively to the teacher, in order to be able to perform well in a continuous assessment test. With continuous assessment, students made to read their books daily without waiting for an end of term or year examination before memorizing the principles or concepts learned in class.

As Adaramaja, (1998, p. 9-13) some of the importance of continuous assessment are:

(a) An assessment procedure, which takes into account the learner's performance throughout the entire period of schooling, is likely to be valid and more indicative of the learner's overall ability than a single examination.

(b) An important aspect of instruction is the appropriate guidance of the Learner in his or her both learning and preparation for a career. A continuous assessment procedure facilitates such guidance functions in a school.

(c) A teacher also needs to assess his or her own instructional methods from time to time in order to improve his or her performance. Data from continuous assessment can be useful to the teacher for such self- assessment.

(d) Continuous assessment is means for assessing cognitive, affective and psychomotor.

Written test is the best method that can use for assessing cognitive domain while observation technique, questionnaires etc are best for assessing non-cognitive domains.

Assessment is important in education because it provides information about learning that can use to:

1) Diagnose learner strengths and needs, 2) Provide feedback on teaching and learning 3) provide a basis for instructional placement, 4) Inform and guide instruction, 5) communicate learning expectations, 6) Motivate and focus learner attention and effort, 7) provide practice applying knowledge and skills, and 8) Provide a basis for learner evaluation (e.g., grading) (McTighe and Ferrara, 1994 cited in MBEC 199,p. 7).

Continuous assessment is important because it provides regular information about teaching, learning and the achievement of learning objectives and competencies. Continuous assessment also allows you to assess, in a classroom environment, performance-based activities that cannot or are difficult to assess in an examination. For example, there is not enough time for a learner to create a sculpture during an examination, but a sculpture can be completed and assessed over one or more terms. The main purpose of implementing continuous assessment, as an integral component of assessment procedure in schools is to eliminate /minimize the element of risk associated with a single examination. classroom assessment diagnosing pupil problems, judging pupils academic performance ,providing feed back to pupils placing pupils planning conducting instruction and establishing the classroom and establishing the classroom society.

2.2.2.1. Importance of Continuous Assessment to Teachers

Continuous assessments provide crucial information to teachers that enable them to take action during the teaching-learning process. It should be teachers' goal, therefore, to make all of their assessments as reliable and valid as possible.

Grange & Reddy (1998) cited in Eimann, (1999, p. 9) Continuous assessment also allows the teacher to concentrate to use a wide variety of assessment methods and that less emphasis is placed on memory work. Continuous assessment also allows the teacher to concentrate not only on the basic skills but also on the higher cognitive levels of thinking.

The Continuous assessment process allows and encourages teachers to improve their teaching progressively throughout the year. This includes skills in classroom management as well as pedagogy in literacy and numeracy. (Miske, 2003, p. 11)

Continuous assessment makes it possible to assess qualities that are not assessed in traditional examinations and provides the teacher with additional information about learners (Grange & Reddy, 1998:34 as cited in Eimann, 1999, p. 8). Further, the teacher and learner are providing with ongoing feedback about the learner's progress. This is because individual monitoring is required and teachers and learners work closely together. In this way, the teacher-learner relationships are enhancing.

2.2.2.2. Importance of Continuous Assessment to Students

Continuous assessment creates more assessment opportunities and the use of more assessment methods, creating opportunities for a variety of learners to demonstrate their mastery of learning objectives.

The importance of the continuous assessment model is that student induced to read whether examination is going to give in class or not. In the higher educational institution, the continuous assessment model imposed by the semester system has started to show positive results in terms of student-learning achievements. It appears, the students are more conscious of class attendance than ever before. Research is yet to verify empirically the differences in learning achievements between the old system and the new one (Ehiametalor, 1997, p. 7).

Continuous assessment increases the accountability of continuous assessment results from one teacher to another. The above-indicated advantages of continuous assessment should view in a favorable light against traditional examinations. The use of a wide variety of assessment methods and accountability of teachers makes continuous assessment a better indicator of learners' performance than one of final examination.

2.2.3. Characteristics of Continuous Assessment

Continuous assessment has a number of characteristics that overlaps with other type of assessment. To assess students' progress correctly teachers should understand the characteristics of continuous assessment. Regarding to this, Adaramaja (1998, p. 5-6) pointed out that, continuous assessment should be systematic, comprehensive, cumulative and guidance-oriented.

The Continuous assessment scheme was designed so as take into consideration both the formative and summative aspects of continuous assessment. The formative assessment aspects consist of the class-based assessments and the summative aspects are derived

from the end of terms tests and the final examinations (Nitko, 1995 cited in Kapambwe 2010, p. 100)

Continuous assessment scheme is one, which involves a systematic collection of marks or grades by the teacher over a period and the consolidation of the marks or grades in to a final score taken in to account in deciding the candidates' final grades. The most distinctive feature of continuous assessment, in general, is that it is accumulative process, developing as the pupil develops and reflecting his /her changes in response to the course (Najibli, 1999, p.114).

Adaramaja argues continuous assessment is systematic in the sense that it requires an operational plan which indicates what measurements are to be made of the students performance, at what time interval during the school year should be administered, and how the results are recorded, Adaramaja further notes that continuous assessment is comprehensive in the sense it utilizes many types of methods(e.g. test, observation, project, interview and periodic assignments) in determining students' performance. Added to that, it takes place over a period of time and it requires regular teacher-student interaction. On top of that, it refers to the past, the present and the future and synthesizes information about student's progress.

Its being comprehensive lies, according Adamaraja, related the task of keeping of up-to-date records of each student. The record can be used to guide students' placement and further progress. Chan (2004), on his part the characteristics of continuous assessment as follows: it uses a variety of tasks, it employs a variety of assessment activities determined by the teacher; it can be provided different formats such as group work, oral questions,

short test, project work and field work. The result of the activities which are done by students should be recorded and put in students portfolio. In addition, the activities should measure the ability of the learner.

In addition to the above good continuous assessments, have the following Characteristics:

1. Assess the impact of the instruction provided to students;
2. Help teachers to ensure that all students are making progress;
3. Help teachers and students to focus on areas of lessons or lesson topics not yet mastered or learnt well enough to act as solid prerequisites for further learning.
4. Enable students to recognize the areas in which they are having difficulty and to concentrate their efforts in those areas
5. Provide opportunities to investigate into the thinking behind students' answers, not just when the answers are wrong but also when they are correct.
6. Provides fuel for teaching and learning by offering descriptive feedback
7. Has the potential, not only to measure and to report learning but also, to promote it.
8. Provides the kind of specific, personalized and timely information needed to guide both teaching and learning.
9. Help teachers to understand importance of feedback.

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Therefore, good continuous assessment can help teachers and students to focus on areas of lessons, recognize the areas in which they are having difficulty and through timely feedback redirect the teaching learning process to solve their difficulty.

2.3. Feedback and Assessment

Feedback is information about how a person did in light of what he/she attempted-intent versus effect, actual versus ideal performance (Wigging, 1998, p. 46). The main purpose of assessment is to develop a reliable picture of each individual learner's progress and level of achievement in relation to minimum competencies specified in the subject syllabuses (Ministry of Education and Culture of Namibia, 1993, p.128). Continuous assessment could also be helpful to the teacher in that it informs him or her what a learner should do next.

Testing and teaching are inseparable aspects and not two different enterprises as one might be lead to believe by current practice in teaching, frequent information about student performance is used as a basis on which the teacher decides on the next instructional step: and equally important it also serve as a feedback to the student. It is also invaluable data for the design and redesign of the teaching materials (Harry Black and Broadfoot, 1982, p. 39-40).

The feedback serves various functions. First, it informs both the teacher and the student of the students' current level of performance in the course. Second, it provides diagnostic information that can use in planning. Further, and/or remedial, instruction here, analysis of errors what they where and why they were made-is of particular value. Third, by considering the results of several tests, we can obtain a measure of a student's progress and improvement (Brown cited in Harry Black and Broadfoot, 1982, p. 4).

In relation to the usefulness of feedback, that follows tests or any continuous assessment tasks. Heaton (1990, p. 7) as quoted by Brhanu (2004, p. 26): if details of their

performance are given as soon as possible after the test, students should be able to learn from their weakness.

According to Wiggling (1998, p.46) feedback in healthy systems is thus always timely, continual and user friendly. In general, if feedback is timely and constructive it helps to know students performance and redirect teaching learning process accordingly.

2.4. Necessary Skills Required of Teachers in Implementing

Continuous Assessment

Teachers need to be clear about what and why they are assessing learners in order to identify and use the most appropriate techniques or procedures to fulfill a certain purpose in their daily tasks to ensure that quality learning occurs in Studies (Ministry of Education, Sport and Culture of Namibia 1999, p. 34).

Teachers will be expected to incorporate assessment into the larger learning framework and possibly to provide evidence regarding how assessment information is used to inform and guide instruction for individual learners. According to Lewis (1997 cited in Alausa, 2004, p. 2) with continuous assessment teachers must embed the assessment in their instructions. Score the assessments and discuss standards for good learners' work with colleagues, parents and learners.

A clear concomitant of the knowledge constrain in a first development is the degree of skill which the teacher has developed for using the various techniques (Harry Black and Broadfoot, 1982, p. 16). The need for teachers to have as full as possible an understanding of the principles of assessment, and in particular a clear notion of relating assessment Techniques to specific criteria and not to broad generalization (Harry Black

and Broadfoot,1982, p.142). The teacher may build into the objectives of a subject several assessment techniques to determine students' achievement.

Moreover, Considerable evidences demonstrates that attitude plays an important role in determining the successful implementation of continuous assessment. Educators and researchers agree that teachers' low interest or negative attitude towards continuous assessment has been one of the factor that contribute to an ineffective assessment implementation. In view of this, some researchers (e.g., Gronlund & Linn, 2000, Nitko(1996), note continuous assessment can succeed only if teachers accept it. If teachers do not have positive attitude and interest about the philosophy of the assessment program, one cannot expect its effective implement. On the other hand, teachers' positive attitude towards continuous assessment alone cannot enough to implement continuous assessment. Glatthorn, Jones & Bullock (2006) argued that teachers who are competent in teaching and who possesses essential skill and able to demonstrate a high level of planning, teaching learning strategies and feedback and whose subject skills are demonstrated through effective learning and assessing students attainment.

Taking the above view in to account, in Ethiopian context, Teshome (2001) has evidenced that, teachers must understand the assessment process, feel secure about it and accept it as their own responsibility for its effective implementation. But, lack of training, lack of orientation and assistance from concerned bodies, lack of sufficient material have made it difficult for teachers to appreciate and apply continuous assessment properly

2.5. The role of Teacher in Implementing Continuous Assessment

In the process of curriculum implementation, including continuous assessment, the role of the teacher is very high. According to R.Nacino Brown(1990), the teacher's role in the curriculum can be described in this way:

The curriculum is not so much what is found in the printed guide / syllabus or a scheme of work/it is what the teacher makes of it in the classroom. It is his/her adaptation of the curriculum to meaningful learning experience that the teacher really and must feel free to express his/her teaching methods in the way that can be best help make him/her success in the classroom.(Brown1990,P.16-17).

Hugh (1979) explained that there is no conceivable way in which curriculum implementation can be divorced from process of teachers education. The teacher in school interprets the objectives and content in the curriculum plan and manages the learning situation through which intention is transformed in actual practice.

The implementation of curriculum change and the continuation of the new approaches in the schools depend not only on the retaining of teachers but also on knowledge, skills and attitudes fostered during the initial training (Hugh,1979). Indeed,said Hugh, the relationship between initial training and teacher and curriculum development must be close and constant.

According to Nitko (1995), any plan for continuous assessment is only as strong as the teachers' ability to use it appropriately. The same writer also stated that those implementing continuous assessment must consider methods of educating in-service and

pre-service teachers about the carrying out of continuous assessment in their classrooms.

(Available online)

If the teacher is capable in the necessary skills, knowledge and attitude towards continuous assessment, he/she will implement it in his/her classroom struggling with all hindering factors. Therefore, necessary attention should be given for teachers development.

2.6. The Experience of Other Countries in Implementing Continuous Assessment

Today educational systems, both in developing and the developed world are searching for more suitable modes assessment. To this effect, various studies have been undertaken in recent years on assessment (evaluation) systems.

The major findings of these studies reveal that system of assessment in some societies of advanced level of development reflects special concern about the assessment system of their students. Brhanu (2004,p.41) argued that current aspirations for formative assessment are extremely ambitious as teachers' understanding of their role in formative assessment and their theoretical understanding of how to integrate assessment with the teaching /learning process is problematic.

A number of African countries, have introduced the system of continuous assessment as a way of determining academic attainment. Many African countries have even gone to the extent of substituting one final examination with continuous assessment. For instance, Zambia, Ghana, Nigeria, Malawi and Namibia introduced the system of continuous assessment in the 1970s and the 1980s.

For instance in the Southern African Development Community (SADC) region the history of continuous assessment can be traced back to 1976 when it was implemented in Tanzania for the first time after the Musoma resolution (Njabili, 1991,p.118).

As Eimann (1999,p.15) in Papua New Guinea, syllabus-based examinations in core subjects have been held at the end of Grade 10, since 1982. Continuous assessment and examination marks have both carried 50% of the weighting for the students' results, with statistical moderation based on the examination marks.

In Tanzania, the continuous assessment score contributes 50% of the total weighting of the students' results. Njabili (1987,p.115) argued that the main purpose of having a continuous assessment scheme as an integral component of assessment procedures in the Tanzanian education system, was to minimize the element of risk associated with a single examination, and to give a valid indication of student achievement. In addition Njabili (1987, p. 116) argues that no student who has worked conscientiously throughout the year should fail.

In 1995, a new curriculum blue print developed in Botswana. The blue print addressed the acquisition of knowledge and problem-solving skills. Implementation strategies were also developed and one of its components: assessment of student learning through continuous assessment. Assessment blue prints for all subjects developed to facilitate proper achievement and assessment of learning (Eimann, 1999, p. 16-17).

When we see Nigeria, continuous assessment introduced in 197; The National Policy on Education in Nigeria laid strong emphasis on continuous assessment, because it was

believed that it would give the teacher greater involvement in the overall assessment of his or her learners (Nigeria, 1985 cited in Eimann, 1999, p. 15).

Today in Nigeria continuous assessment is practicing and it improve teaching learning process. In support of this Onuka (2006,P.11) cited by Micheal (2010, p. 15) found out that in Nigeria there was a comprehensive implementation of continuous assessment and feedback for the improvement of the education system for the accomplishment of learning objectives effectively according to students. In addition, Onuka and Oludipe (2005) found that there was a significant remediation for poor performance because of the application of the feedback mechanism resulting from formative evaluation of learners.

Different countries move towards continuous assessment and in some countries continuous assessment replace public examination. Because of this education, reform in Swaziland took place in 1985 as a result continuous assessment introduced throughout the primary level (grades 1 to 7) in the same year. The award of the Swaziland Primary Certificate based on the record of the continuous assessment and the student's performance in the national examinations (Magalula, 1990 cited in Eimann; 1999, p. 16). More over as Njabili (1991, p. 117) explained in Namibia continuous assessment replace international general certificate of secondary education.

Some these countries, were not, however, successful implementing continuous assessment because of intrinsic problem in its operation. As reported by Kapambwe (2010), Zambian school calendar has three terms in a year. The continuous assessment term mark is derived from two classroom-based assessments. The first term constitute

two classroom assessments. One classroom assessment is done at the first month of the term and the second one is administered at the end month of the term and the second term. Moreover, the third mark is external test. Each mark accumulated from the assessment in the first month and second month of the first term and the second term. So the total weight of the two classroom based assessment will be two thirds of the total mark and the external test weight is one third. However, Kapambwe found out, that continuous assessment has not achieved its target due to some problems such as, the past influence of traditional way of assessment. Teachers find it difficult to assess students' progress regularly. In the processes of implementation various challenges were faced such as, lack of standardized assessment procedure in the schools, large class size, lack of collaboration mechanism for teachers such as workshops to enable teachers meet regularly and share experience about the implementation of continuous assessment and lack of regular support of stationery as well as provision of printing facility. Because of various problems in its implementation did not bring the expected result.

Quansah (2005) records that in Ghana continuous assessment has not made the expected contribution to students' performance due to the way it was conceptualized somewhat other inherent problem in its operation. Continuous assessment in the school system currently comprises 4 times class tests: 40%, 3 times test/quiz= 40% and 4 times project work=20%. Students are expected to complete 11 assignments in each of the three terms. The total number of assignment at secondary school Level per student is 33 per year, per subject. Because of the too many assessment proposed, the practice of continuous assessment was reported to have been found to be problematic

The ministry of basic education and culture (1998) stated that, In Namibia the national institute for educational development 1996 provides some guiding principles for the assessment practice as a continuous process. The practice encourages student learning rather than final judgment. The majority of teachers seem to be hesitant and need assistance to implement CA with confidence implementation. Because teachers have trying to implement continuous assessment without adequate training and practical guidelines, the practice was reported to be ineffective

2.7. Prevalent Assessment Methods in Ethiopia High School

The integrated curriculum, self-contained classroom, student centered learning, communicative methodology, interactive teaching learning, all these are skills being encouraged with in Ethiopia classrooms, all symptomatic of moving away from the judgmental approaches. A constant factor in all the activities taking place behind the abstract terminology is that if they are to be successful they all need to assess. Therefore, that assessment has to be regular rigors and revealing. In other words, some form of continuous assessment is necessary adjunct to which process. Nevertheless, so far there is a problem in place to give a true assessment of what learners know and can do.

Classroom decision of this nature cannot be in the abstract or guide the wish of the teachers. Each decision based on various type of information, which gathered through different assessment methods at different times and organized interpreted properly. The most commonly used method of assessment in Ethiopia high school is the periodic and/or terminal assessment (Anbesu and Getachew, 1997 cited in Brhanu, 2004, p. 32). That is to say, teacher make graded assessment of their pupil with a

series of test mainly monthly and semester bases of the course. However, the use of different form of assessment like homework, project work, fieldwork, does not seem to get attention by the school administration and teachers.

On the other hand, the curriculum change (start in 1994) that being implementing in the country must accompanied by corresponding changes in the system of assessment. The general method of assessment to following in the school as indicated in the education and training policy. In the policy it is stated that “continuous assessment in academic and practical subjects, including aptitude test will be conducted to ascertain the formation of all rounded profile of students at all level” (MoE 1994, P. 18). However, to put this in to practice continuous assessment needs to fulfill one urgent prerequisite. First high school teachers have to get some form of training other theories and practices of continuous techniques in general and continuous assessment in particular. In support of this Radnor (1987) as cited in Njabili (1987) observed that the task of preparing teachers well enough to be able to implement educational innovations with confidence should not be underestimated. This statement gives an indication that teachers need training to carry out their teaching and assessment tasks with confidence. Lack of prior preparation before introducing new ways of doing something in the school curriculum may result in implementing the change in the way that was not intended.

2.8. Challenges in Implementation of Continuous Assessment

As discussed earlier, continuous assessment is one of the major means of determining students' level of academic achievement. In classroom, teachers gather information on

students understanding and adjust teaching to meet identified learning needs. However, like other educational issues, continuous assessment has its own problems. Many researches revealed that teachers encounter various challenges in implementing continuous assessment. For effective implementation of continuous assessment, teachers are required to have adequate knowledge and capability about different assessment methods. Adaramaja (2004) reported that, the major problems to the successful implementation continuous assessment are: lack of fund, lack of training for teachers, lack of materials for record keeping, the required equipment as well as book for doing laboratory and project work. The absences of these materials are likely to result in great problem to the successful implementation. On the other hand, adaptation to change is also a problem. Since the program of continuous assessment might be new to teachers, teachers may resist to the practicing it.

Kapambwe (2010) on his part reported, large class size, time for remediation and enrichment, lack of teaching and learning resource, provision of regular feedback, and students' absenteeism are the main problems for the effective implementation of continuous assessment. Similarly, Chan (2004) stated that, less feedback, lack of moderation and over assessment, lack of teachers' attitude towards continuous assessment and inadequate record keeping they are main problems for effective implementation of continuous assessment. Beside this, fears that teachers consider continuous assessment as resource intensive and time consuming to be practiced. In a locally conducted study, Tamene (2007, p. 87), reported the following as constraints interfering with implementing continuous assessment: lack of time, lack of facility,

teachers' knowledge and commitment, class size and negative attitude of teachers towards continuous assessment.

Regarding to the impact of class size, research findings are quite mixed. Some researchers claim that class size might not have a negative effect on continuous assessment. Scholars like Locastro (2001), for example, argue that large class size might not be a problem for students' assessment if teachers use different method of teaching. Papworth (2005), on the other hand, asserts that large class size is the major hindering factor that affects the effective implementation of continuous assessment. Continuous assessment requires assessing students regularly to see what progress the learners are achieving. This can be time consuming in a large class.

Teshome (2001,p. 68) in his findings mentioned some factors which make it difficult for teachers to effectively implement continuous assessment in schools; as insufficient training, lack of adequate materials, lack of moral support and lack of orientation and assistance from concerned bodies.

Chapter Three: Research Design and Methodology

This chapter includes the research design, sample selection procedures and methodology applied in the study.

3.1 Research Design

The study used both qualitative and quantitative approach; this is because applying the mixed approach helps to converge or confirm findings from different data sources (Creswell, 2003). Descriptive survey method is help full to describing what is happening currently and appropriate to gather large variety of data. In addition, Anderson (1990) emphasized the appropriateness of this method in describing what is happening currently and dealing with a great many questions in education.

Providing quality education is the aim of national educational policy. Effective implementation of continuous assessment is one of the key to quality education. Therefore, to investigate the status, practice and problems of implementing continuous assessment by south Gondar secondary school teachers, the researcher felt that the selected method was appropriate.

3.2 Source of Data

The data for this study obtained from both primary and secondary sources. The primary source of data comprised teachers, students, schools principals of six high school, woreda education and zonal education supervisors. The secondary source of data also collected from published and unpublished documents like regional educational abstracts, zonal and woreda educational reports and school base documents.

3.3 Sampling Techniques

South Gondar zone has 33 secondary schools. For the purpose of this study, using proportional stratified sampling technique only six schools selected these are three schools from high land area and three from low land area. To select the respondent teachers and students from samples schools selected by stratified random sampling techniques to give equal chance to all respondent. In addition, principals of schools were purposefully selected and the respondent from woreda educational officers and zonal education office was selected purposefully by researcher who best meets the purpose of this study. 427 teachers stratified under schools and male, female 10,478 students also stratified under school, grade, male and female ;using stratified random sampling technique 87 sample teachers selected and 400 students also selected.

Generally 6 school principals, 6 woreda educational supervisors and 2 zonale education supervisors were purposefully selected for answering the interview questions and also about 4% (400) of students and about 20% (87) of teachers were selected to fill in the questionnaires as indicated in table here under:

Table.1 Sample of Students by School and Grade Level

School	Students population						Students sample selected						Total sample selected
	Grade 9 th			Grade 10 th			Grade 9 th			Grade 10 th			
	M	F	T	M	F	T	M	F	T	M	F	T	
Gaynt	613	552	1165	484	357	841	23	20	43	18	14	32	75
Gassay	399	267	666	368	336	704	15	10	25	14	13	27	52
Fert	467	581	1048	313	285	598	18	22	40	12	11	23	63
Ebnat	326	294	620	288	201	489	13	12	25	11	9	20	45
Woreta	702	634	1336	513	425	938	27	24	51	19	16	35	86
Addis zemen	647	524	1171	503	399	902	25	20	45	19	15	34	79
Total	3154	2652	6006	2469	2003	4472	121	108	229	93	78	171	400

Table.2 Sample Teacher by Schools

No	School name	Teacher population			Teacher sample selected		
		Male	Female	Total	M	F	T
1	Gaynt	43	17	60	9	3	12
2	Gassay	40	7	47	8	2	10
3	Fert	36	13	49	7	3	10
4	Ebnat	37	10	47	7	2	9
5	Woreta	98	23	121	20	5	25
6	Addis zemen	83	20	103	17	4	21
	Total	337	90	427	68	19	87

3.4 Data Gathering Tools

For the purpose of data collection, three basic instruments namely, questionnaire, interview and document analysis were used. The questionnaire made up of close and

open-ended item questions, close ended questions was designed by using a 1-5 likert scale, where 1 indicates strongly disagree, 2 indicates disagree, 3 stands for uncertain, 4 indicates agree and, 5 is for strongly agree. The items are based entirely on the literature. Moreover, to obtain information about teacher educators' familiarity with different continuous assessment methods, questionnaires were developed by using a binary yes/no checklist. According to Kumar (1996), this technique is appropriate for gathering information about facts and alternative questions also used. Moreover, according to Kumar (1996, p.111), open-ended questions are useful for "seeking opinions, attitudes, and perceptions". So, using this technique was found to be of paramount importance in generating data on issues related to the subjects' perceptions, views and opinions about the importance and challenges of assessing students' performance through continuous assessment. Finally, questionnaires prepare in English language, and given to the advisors to comment based on the comments the contents were modified. Then the questionnaire for students was prepared in Amharic language as the respondents speak and write the language. 487 respondents were participated in filled out the questionnaire.

As Anderson (1990, p. 256) interview had many advantages, people are more easily engaged in the interview than completing a questionnaire and providing more complete information was available. To secure such advantage interview was conducted with 6 principals, 6 woreda educational supervisors and 2 zonal educational supervisors; in addition, documents analysis was made in order to get information that does not collect through questionnaire and interview.

3.5 Pilot Test

Instruments prepared for data collecting were given to advisor for comment and based on the comment instruments were modified in order to fulfill the purpose of the research. To further check, Pilot test of all instruments carried out in a non-sample school Medhaniyalem secondary school it was administered to 20 volunteer's respondents and the result examined in order to avoid errors related to language, idea and contents, and to validate the framed items. Accordingly based on comments and information obtained from the feedback of the respondents during pilot test and from my advisor 2 questions from teacher respondents restated as required. In order to test the reliability of the instrument, Cronbach's Alpha methodology employed to calculate the coefficient of internal consistency. Therefore the calculated reliability of the instrument was resulted as 0.81.

3.6 Procedures of Data Collection

The questionnaire for students prepared in Amharic language to make easy for the respondents as they speak and write the language and others as it is, then pilot test of all instruments were made in a none sampling school. Using the comments and suggestions of the respondents at time of pilot test corrections of two questions for teachers were made. After all, in order to get full support first, contact to the zonal and woreda educational office, principals of the schools. Then select teachers and students who filled the questionnaires and distributed it to them. Finally, the filled questionnaires collected analyzed and interpreted through percentage and frequency count. In addition, interview conducted from principals, zonal and woreda education supervisors. Relevant documents

(that has relations with continuous assessment implementation) and assessment formats reviewed.

3.7 Data Analysis

In order to analyze the mass of data collected through questionnaire descriptive method employed. Percentage and frequency counts were used to analyze the item of the questionnaires. Qualitative data obtained from semi-structured interview, open-ended questions and documents were transcribed, edited and analyzed around the sub topics derived from research questions. Beside this, findings were discussed, analyzed and interpreted in relation to basic questions.

Chapter Four: Data Presentation and Analysis

This chapter deals with the presentation analysis and interpretation of data. The chapter consists of two sections, the first section; deals with features of respondents with regard to sex, age, educational qualification and carriers structure. The second section deals with analysis and interpretation of data related to the topic under study collected through questionnaire, interview and document analysis. And the collected data analyzed and interpreted through different methods, more of frequency counts and percentage used for questionnaires and qualitative analysis were used information obtained through the open ended items and document analysis was qualitatively analyzed and interpreted based on this overall interpretation are presented.

4.1 Characteristics of Respondents

Based on response obtained from teachers, their characteristics were examined in terms of sex, age, level of education and carrier structure.

In order to obtain relevant data with regarded to the topic under study, 89 questionnaires were prepared and distributed to teachers. From these questionnaires, 87(97.7 %) filled in out and returned. In addition, 400 questionnaires prepared and distributed to students of these schools. All questionnaires filled out and returned. Besides interview were conducted with 6 school principals, 6 woreda education supervisors and 2 zonal education supervisors of these six schools to cross check the data obtained through questionnaires and to get more detail information with regard to the question items that were not well answered by the teachers and students. Document analysis also analyzed.

Table 3.Characteristics of Respondent Teachers

No.	Item	Frequency	Percentage (%)
1	Sex		
	a. Male	61	70.2
	b. female	26	29.8
	Total	87	100
2	Age in years		
	a. 20-25 years	17	19.2
	b. 26-30	37	42.6
	c. 31-35	15	17
	d. 36-40	12	14.8
	e. 41 and above	6	6.4
	Total	87	100
3	Level of education		
	a. College diploma 12+2	1	1.1
	b. 12+3 B.A/BSC	86	98.9
	c. MA/MSC		
	Total	87	100

As depicts in the table above among 87 respondents 70.2% were males and 29.8% were females this shows that, there is less proportion of females to that of males in these schools. The researcher sampled proportion of respondents by their proportion in the sampled school.

Regarding age distribution in same table 19.1%, 48.9%, 10.6%, 14.9% and 6.4% of respondents found in the age group 20-25, 26-30, 31-35, 36-40, and 41and above years respectively. As the table depicts, the majority of respondents were in the age group 26-30 years this shows that majority of teachers are youngsters, because of this, they are less experienced and unable to implement continuous assessment in assessing their students.

With respects to the level of education of respondents, as shown in the table above, while 2.1 % were college diploma holders and 97.9% was bachelor degree holder. This can

show us that majority of the respondents in these schools are degree holders. In addition, satisfy the minimum requirement to be high school teacher.

Table4. Characteristics of Student Respondents

No	Item	Frequency	Percentage (%)
1	School name		
	a. Gaynt	75	18.75
	b. Gassay	52	13
	c. Fert	63	15.75
	d. Ebnat	45	11.25
	e. Woreta	86	21.5
	f. Addis Zemen	79	19.75
	Total	400	100
2	Grade level		
	9 th	229	57.25
	10 th	171	42.75
	Total	400	100
3	Sex		
	Male	214	53.5
	Female	186	46.5
	Total	400	100

As table 4 above shows that 18.75% of students were from Gaynt, 13% from Gassay, 15.75% from Fert, 12.25% from Ebnat, 21.5% from woreta and 19.75% were from addis zemen. On the same table item 2 depicted 57.25% of student respondents were 9th grade students and 42.75% were 10th grade level students. Regarding sex composition, 53.5%of students were Male.

4.2 Presentation and Analysis of Problems of Continuous Assessment in Schools

This section addressed variables that related to the current practice of continuous assessment in south Gondar secondary schools. In addition to this, factors that hamper the effective implementation of continuous assessment in these schools are deal.

Table5. Current Practice of Continuous Assessment in Classroom by teachers

No	Item	Alternative	F	%
1	Do you include types of continuous assessment like test, group work, project work, homework, etc. and their frequency in your course plan?	a) yes	74	85.1
		b) no	13	14.9
		Total	87	100
2	If your answer for question no. 1. is "yes" how the assessment is done	a) according to the schedule and guideline of the school	23	30
		b) according to guide line/instructions in the textbooks and manuals	36	48.2
		C) according to personal arrangement of the teachers	12	17.5
		d) only by final exam at the end of the semester	3	4.3
		total	74	100
3	What are the continuous assessment techniques you have conducted in this semester?	a) class work	25	28.7
		b) home work	25	28.7
		c) observation	11	12.7
		d) laboratory	10	11.5
		e) test	11	12.6
		f) project work	5	5.8
		Total	87	100
4	Do you have schedule of continuous assessment in your school?	a) Yes	54	62
		b) no	33	38
		Total	87	100
5	If your answer to question no. 4. Is "yes" what is the frequency of the schedule?	a) twice a week	4	6.9
		b) within 15 days	13	24.1
		c) once a week	2	3.5
		d) at mid semester	35	65.5
		Total	54	100

As indicated in first chapter of this paper (p. 1) MOE, (1994 P. 18) in our country Ethiopia introduced continuous assessment at different levels of educational institutions. Taking this in to account, respondents asked where they included different types of continuous assessment like test, group work, homework, assignments etc and their frequency in course plan. 85.1% of respondents replied depicts in table above they prepared their course plan having different continuous assessment types with their frequency. This shows that majority of the teachers practicing to prepare continuous assessment format this also helpful effectively implement continuous assessment. Accordingly, as 48.2%, respondents replied the assessment done according to guideline or instructions given in the textbooks on the other hand 30% of respondents assess students based on the guideline prepared by their school. When interview were conducted with principals and educational supervisors of these schools, regarding guidelines and format distributed to teachers they clearly indicated that the school prepared one assessment format and distributed to every teachers but no any assessment guideline distribute to them or reserved in library. In time of interview were conducted all school prepare assessment format by each department depending subject matter that is for language department it includes listening, writing, reading and speaking skills for other departments also like project work, assignment, laboratory etc, these also, helpful for teachers and students to solve their weakness in different area.

As item 3 in table 5 above shows that 28.7% of the respondents cited class work, 28.7% cited homework, 12.7% used observation, 12.6% used test, 11.5% cited laboratory, while 5.8% cited project work as ways of assessing learners' work. This shows that no attention

given for project work, which is the most important assessment technique, that allows pupils to take active part in their own learning. Continuous assessment includes testing and other ways of gathering information about the students' educational performance in general and their progress in particular. Similarly,

Namara (1999) adds as quoted by Meba (2008, p. 7):

...assessment is the set of processes through which we make inferences about a learner's learning process, skills, knowledge and achievements. Thus, testing is only one instrument out of several (including port folio assessment, exhibitions, performances, group projects, self and peer assessment, etc.) (199-220).

Testing is thus one of the various forms of continuous assessment that can be used for gathering information about the students' achievement on the subject.

As indicating in item 4, table 5 majorities (61.7%) of respondents replied that there was the schedule of continuous assessment in their school. While as item 5 in the same table 65.5% of the respondent replied that, the frequency of the schedule is at mid semester. This shows that their schedule is not helpful for implementing continuous assessment, because continuous assessment is continuously assessing students' learning progress using different continuous assessment techniques rather than giving mid semester exam.

Table6. Teachers' Perception in Implementation of Continuous Assessment

No	Item	Respondents							
		Agree		Undecided		Disagree		Total	
		F	%	F	%	F	%	F	%
1	Continuous assessment is time consuming so I do not like using it	39	44.7			48	55.3	87	100
2	There is no effective way to measure students' achievements	24	27.6			63	72.4	87	100
3	I believe that continuous assessment is beyond testing regularly	63	72.4			24	27.6	87	100
4	I believe that students do not like being assessed continually	58	66.1			29	31.9	87	100
5	Different assessment procedures must be employs for students with different background	79	91.5			8	8.5	87	100
6	Test and final exams are better than continuous assessment to measure individual progress in learning	41	46.8			46	53.2	87	100
7	Continuous assessment gives time to correct mistakes and help to improve academic performance	65	74.5			22	25.5	87	100
8	Continuous assessment provides opportunity to change learning and teaching method	78	89.3			9	10.7	87	100

Schoolteachers' perceives continuous assessment differently worldwide. Teachers' perception or understanding of continuous assessment is one factor that has an influence on the effective implementation for it. With this point in mind, respondents asked to what extent they are interested for the implementation of continuous assessment. Besides, they were asked is continuous assessment time consuming, is students interested being assed continuously and is continuous assessment similar with testing regularly. The assessment

was made and the result is shown at a 5-point likert scale (SA=strongly agree, A=agree, UD=undecided, D=disagree, SD=strongly disagree). However, for the sake of convenience, the opinion of respondents on the impact of the implementation of continuous assessment taken were interpreted as, disagree and strongly disagree showing negative impact, undecided remain as it is and strongly agree and agree showing positive impact.

As shown in item 1 of table 6 above, 55.3% respondents responded disagree for question that states continuous assessment is time consuming so I do not like using it. Moreover, 44.7% agree this shows that most teachers were interested in using continuous assessment to assess their students. In addition to the above, in time of principals and educational supervisors replied some teachers are boride by continuous assessment to give immediate feedback to students and to record marks.

With regard to item 2 in table, 6; 72.4% respondents disagree for the question; there is no effective way to measure students' achievements. This shows that there is effective way to measure students' achievement one is continuous assessment. Assessment is an element in the process of teaching and learning and an instrument at the disposal of this process. In line with this in USAID (2003) cited in Getachew, (2007, P. 51) assessment is an important and powerful diagnostic tool that enables teacher to assess the curriculum as implemented in the class room and it provides information on achievement of particular level of skills, understanding and knowledge rather than achievement of certain marks or scores etc.

As Airasian,(1997,p.20) explained that Since any single assessment provides only a limited sample of a pupil's behavior, no single assessment procedure or instrument can be expected to provide perfectly reliable, error free information.

With regard to the issue discussed above the teachers were asked whether continuous assessment beyond testing regularly as shown in table 6 above 66% responded agree as item 6 on the same table majority of respondents 53.2% replied continuous assessment is better than test and final exam to measure individual progress in teaching and learning process. From this, one can understand that majority of respondent teachers have understanding of what is continuous assessment and it is beyond testing regularly. In support of the above idea Kapambwe (2010), described about good practice of continuous assessment

The focus of the implementation process should be based on making teachers understand the difference between continuous assessment (assessing students learning progress using different assessment techniques) and continuous testing (testing is one technique of assessment). Teachers should obtain orientation and training about the practice of continuous assessment. The heart of the correct continuous assessment implementation entails that the teacher give several assessments tasks or activities at different times. The accumulated marks obtained from several assessments during each month should be recorded as one at the end of the month. That does not mean that the teacher administer one package of assessment at the end of the month. (p. 101)

As depicted in table 6 item 4, 66.1% respondents replied that student's do not like assessed continually. This shows that, teachers understand that their student do not like continuous assessment. In addition, this can negatively affect the effective

implementation of continuous assessment and its positive effect on increasing quality education. Continuous assessment increase workload for students but, Continuous assessment creates more assessment opportunities and the use of more assessment methods, creating opportunities for a variety of learners to demonstrate their mastery of learning objectives.

In line with the issues discussed above in table 6 item 5, teachers were asked whether they employed different assessment procedures for students with different background. 91.5% respondents showed their agreement on employing different assessment procedures for students with different background. This enables all students to involve in different assessment procedures and able to learn more from their weakness.

As it was discussed in chapter two, continuous assessment provides teachers and students with feedback that help to make important decision on how best to move forward, and the information provided relates to the specific intentions of the course and not to general attainment in the subject, which so often hides the specific strength and weakness of the students. In addition, it provides regular information about teaching, learning and the achievement of learning objectives and competencies. In this regard as shown in table 6 item 7, 74.5% of respondents agree that continuous assessment gives time to correct mistakes and help to improve academic performance. 25.5% of respondents, on the other hand disagree, on the importance of continuous assessment. This might be because they heard about it and they may be face difficulty to practice it. The teacher must be capable in the necessary skills, knowledge and attitude towards continuous assessment, otherwise it might change teacher and students perception to wrong side.

In addition, 89.3% respondents agree that continuous assessment provide opportunity to change learning and teaching method. This shows that majority of respondents aware the importance of continuous assessment to redirect their teaching and leaching style and procedure uses.

Table7. Teachers Interest in Implementing Continuous Assessment as Teacher Respondents

No	Item	Alternative	Responding	
			f	%
1	1. To what extent are you interested for the application of continuous assessment?	a) Strongly agree	8	9
		b) agree	40	46
		c) undecided	16	17
		d) disagree	23	27
		e) strongly disagree	-	-
		Total	87	100

As depicted in table 7 above, reveals that 55% of respondents replied, as they are interested for the application of continuous assessment in classrooms. On the other hand, 27% replied, as they are not using it at all. Generally, this implies that even if 55% respondents were interested to implement it around 45% teacher respondents were not interested to implement continuous assessment. This also negatively affect the effectiveness of continues assessment

Table 8 Participation in Workshop and Training in Assessment and Evaluation

No	Item	Alternative	Responding	
			f	%
1	To what extent do you participate in workshops or awareness creation of procedures (ways) of implementing continuous assessment?	a) high	-	-
		b) average	26	30.1
		c) below average	61	69.9
		Total	87	100
2	Have you taken a course in assessment and evaluation particularly on continuous assessment in your college/university time?	a) yes	50	57.4
		b) no	37	42.6
		Total	87	100
3	I feel well trained to properly implement continuous assessment in classrooms	a) agree	35	40
		b) undecided	7	8.1
		c) disagree	45	51.9
		Total	87	100

Radnor (1987) and Nitko (1995 as cited in Brhanu 2004, p.44) indicated that training of teachers could add value to the quality of teaching and learning outcomes in a school setting. In-service training is important in equipping teachers with skills and knowledge to implement the new policy changes. As Nitko (1995) stated that competencies needed to develop in, carrying out continuous assessment included the creation of the teachers' own assessment exercises, performance assessments and other alternative techniques such as projects and portfolio's. Taking this in to account, respondents were asked concerning the kind of participation in workshops or any awareness creation of procedures and ways of implementing continuous assessment.

As shown in item 1 of table 8 above, 69.9% of respondents responded, as they were not attended awareness creation workshops or trainings. On the other hand, 30.1% replied that averagely participated in awareness creation workshops. The data obtain from school principal and educational supervisors shows that in the last 3 years there were no any formal training or awareness creation workshops for teachers but informally and at meeting time, they discussed the process (procedures) and its importance for quality education.

The data shows that teachers in problem with practicing continuous assessment because, they did not aware deeply about the procedures and different techniques used to assess students' achievement and to give immediate feedback for each continuous assessment tasks; and to redirect their teaching and learning process accordingly. This also reduces effectiveness of continuous assessment.

Regarding a course in assessment and evaluation particularly on continuous assessment in their college time, 57.4% of respondents replied as they attended a course. These help teachers to know about continuous assessment procedures and its importance, but knowing about continuous assessment only not help to implement it, teachers must get in service training how to practice it. On the other hand, 42.6% of respondents did not attend any course in their university time. This show that teachers are forced to practice what they were not well known.

At the same time, respondents were asked whether they thought well trained to practicing continuous assessment effectively, 51.9% replied disagree, they are not well trained to practice it in classroom assessment. This shows that majority of the teachers

are in problem with practicing continuous assessment in assessing their students' progress.

Table9. Using Continuous Assessment in Students Assessment and Giving Feedback

No	Item	Alternative	Respondent	
			F	%
1	Is there timely feedback for learners in relation to their continuous assessment results?	a) Yes	76	87.4
		b) no	11	12.6
		total	87	100
2	If your response for question no. 1. Is “yes” what its frequency was.	a)in each continuous assessment task	36	47.4
		b) when test papers returned to students	40	52.6
		total	76	100
3	Feedback in continuous assessment should indicate individual students' strengths and weaknesses	a) Agree	71	81.6
		b) undecided	4	4.6
		c) disagree	12	13.8
		d) total	87	100
4	Immediate feedback should be an essential component of continuous assessment	a) agree	57	65.5
		b) undecided	13	15
		c) disagree	17	19.5
		d) total	87	100
5	Full and constructive feedback is an essential feature of continuous assessment	a) agree	44	50.5
		b) undecided	26	30
		c) disagree	17	19.5
		d) total	87	100

As above table item 1 depicts that 87.4% respondents give timely feedback for their students in relation to their continuous assessment results this also help full for effective implementation of continuous assessment that increase quality education. Through continuous assessment, students informed of their continuous progress of the course. In support of this Njabili (1999, p. 125) explain those students are aware that the continuous

assessment results affect their final assessment, makes them work hard and they can be convinced to improve their level of attainment.

In addition continuous assessment makes it possible to assess qualities are not assessed in traditional examination and provides the teacher with additional information about learners there for one of the most important gain from continuous assessment is getting feedback both for teachers and students.

On the other hand, as table 9 item 2, 52.6% of respondents replied that they give feedback to their students when they returned test papers. This shows that majority of teachers not understand the importance of timely feedback or have no idea or not ready to practice the aim of continuous assessment. The main aim of continuous assessment is to redirect the teaching learning process according with that the feedback from each continuous assessment tasks. According the Joint Advisory Committee of Canada (1993), assessment should be valid, fair, transparent, provide immediate and meaning full feedback to students. If assessment is not clearly articulated, students will have different understanding. As a result they can't perform the assessment properly. And this results failure to achieve the objective of the assessment.

As items 3,4,5, of table 9 majority of respondents agree on the desire of giving immediate, full and constructive feedback for their students to indicate individual students' strengths and weaknesses that help to redirect their teaching and learning. This shows that majority of respondent teachers have good understanding of the importance of giving immediate feedback. However, they did not practice it. Njabili, (1987,p.120) add that, The fundamental role of assessment is to provide authentic and meaningful feedback

for improving student learning, instructional practice and educational options; which means assessment is not and so should not be seen as an end itself but a means to a justifiable end of learning.

In general, Race, Brown and Smith (2005) cited in Meba, (2008, p. 28) summarize the basic features and functions of feedback in continuous assessment like this:

1. Timely: students should receive feedback on their performance based on the principle of providing opportunity for students to make improvement before proceeding to the next performance.
2. Personal and individual: Feedback in continuous assessment should indicate each student's strength and weakness.
3. Articulate: Feedback given to students should be simple and easy for the Students to understand.
4. Empowering Feedback should help students make progress.
5. Manageable: Teachers need to make the necessary preparation before the delivery of feedback to students so that they can manage it easily.
6. Developmental: Feedback should be detailed and informative so that both students and teachers can use it as an input for further decisions.

Table 10 Frequency of Using Continuous Assessment in Classroom by Teachers

No	Item	Very frequently		Frequently		Rarely		Not at all		Total	
		F	%	F	%	F	%	F	%	F	%
1	Class work (individual and group)	20	23	35	40.2	26	30	6	6.8	87	100
2	Home work	18	20.6	35	40.2	26	30	8	9.2	87	100
3	Laboratory			6	6.8	18	20.6	63	72.4	87	100
4	Observation	13	14.9	28	32	25	28.7	21	24.4	87	100
5	Oral questioning	37	42.6	28	32	16	18.3	6	6.8	87	100
6	Field work	6	6.8	2	2.2	25	28.7	54	62	87	100
7	Project work			4	4.4	43	49.4	40	46.2	87	100
8	Short answer	8	17	12	25.5	25	53.2	2	4.3	87	100
9	Selected response items (multiple choice, true false, matching)	25	28.7	33	38	23	26.5	6	6.8	87	100
10	Fill in the blank	13	14.9	15	17.4	46	52.8	13	14.9	87	100

As it was discussed in chapter two continuous assessment is new system of assessing students; conducted in daily bases ,it employs a varsity of techniques being integrated from various sources such as write tests, observation, term papers, portfolios, project work, class-work/ homework, group-work, quizzes, self-assessment and peer assessment to make sound instructional decision. In this regard as shown in the table above, the respondents were asked to indicate which of the indicated methods of continuous assessment they were using frequently in their classrooms.

As can be seen in Table 10 above, the most commonly used continuous assessment methods are class work, homework, observation and oral questioning, tasks. However, continuous assessment methods that engage the students actively in the teaching and learning process seem ignored. The results in table 10 indicate that majority of the respondents, not used at all laboratory, fieldwork and project work for assessing students' performance. Similarly during the interview held with the dean of these schools for question raised to them to explain barriers affect effectively implementation of continuous assessment in their schools they responded that one of them was shortage of teaching materials like laboratory equipment and teachers work load that limited teachers from using different assessment techniques. This also reduced effectiveness of continuous assessment.

Table11 Administration Support and Assessment Guidelines for the Implementation of Continuous Assessment

No	Item	Alternative	Respondent	
			F	%
1	To what extent, the school administration helps the teacher in implementing continuous assessment.	a) very high	-	-
		b) high	9	10.6
		c) average	22	25.4
		d) below average	51	58.6
		e) never	5	5.4
		Total	87	100
	Is there assessment guideline the school distributed to teachers?	a) Yes	18	19
		b) No	69	81
		Total	87	100
2	What is the document you use to manage and implement continuous assessment in your school?	a) only assessment format given from the school	39	44.7
		b) based on assessment guideline developed at school level	35	40.7
		c) there is no assessment guideline and format at all	13	14.9
		total	87	100
3	If your answer for question no. 2. Is "a" what do you feel about the format items	a) the format given from the schools with limited score of assessment tasks are clear to me	13	14.9
		b) I feel satisfy with the school continuous assessment format because it initiated me to use a variety of assessment techniques in my subject	18	19
		c) as a teacher, I expected to have my own assessment tools according to my professional development	8	10.5
		Undecided	48	55.6
		total	87	100

The result in table 11 item 1, show that majority (58.6%) of the respondents indicated that the support they had received from the school administration was below average. This shows that school administrators were not there for teachers to facilitating things in teaching learning process. However, as the time of interview principals were asked whether they give support to help effectively implementation of continuous assessment and what type of support provided, majority replied they support teachers by distributing

assessment formats and discuss about continuous assessment at meeting time and provide pen and papers. Discussing or distributing format is not helpful to practice continuous assessment methods it needs guide line that help teachers how to practice it or need training. At the same time educational supervisors and these school principals were asked whether there was mechanism to check if teachers were implementing continuous assessment as expected by the curriculum, they said that they did not have any ways of checking they simply tried to look the format given at monthly when teachers filled it submitted to their departments.

As item 2 in the same table shows that 44.7% of respondent use assessment format given from the school while, 40.9% of respondent assess their students' performance based on assessment guideline developed at school level, on the other hand when interview conducted with principals and supervisors even if there were no any guide line they distributed assessment format to teachers.

However, as item 3 of above table majority (55.6%) of respondents undecided their filling for the format items was given from school. From this, one can understand majority of teachers did not aware of continuous assessment practice. Teachers need to be clear about what and why they are assessing learners in order to identify and use the most appropriate techniques or procedures to fulfill a certain purpose in their daily tasks to ensure that quality learning occurs.

Table12. Students' Perception in Implementation of Continuous Assessment

No	Item	Strongly agree		Agree		Disagree		Very disagree		Not at all		Total	
		F	%	F	%	f	%			F	%	F	%
1	I believe that continuous assessment is important to develop my learning skill	81	20.25	199	49.75	60	20	15	5	40	10	400	100
2	CA is giving continuous test for us to measure our achievement	4	1	200	50	120	30	16	4	60	15	400	100
3	The school help me by creating awareness on CA	6	1.5	34	8.5	300	75	48	12	12	3	400	100
4	C.A is useful to identify my weakness and strengths	30	7.5	170	42.5	50	12.5	30	7.5	120	30	400	100
5	For me tasting once or twice is better than measuring by continuous assessment	20	5	180	20	224	61	16	4	60	15	400	100
6	It is better to My teacher to use different assessment methods like class work, home work, class room observation and group discussion	15	3.75	216	50.25	140	35	20	5	24	6	400	100
7	The test paper is returned back with feedback for us not more than a week	4	1	16	4	350	87.5	18	4.5	12	3	400	100

As shown in item 1 of table above, 70% of respondents were agree that continuous assessment is important to develop learning skill. This shows that majority of respondent students are interested for the application of continuous assessment.

However as item 2 in the same table depicts 51% of respondents were agree that continuous assessment is giving continuous test for the learners to measure their achievement this also shows that majority of students did not understand the process and practice of continuous assessment.

As indicated in item 3 of table 12 above, 87% of respondents were disagree on idea that the schools help their students by creating awareness on continuous assessment. It indicates there were not any awareness creation for students by teachers or school administrators regarding importance, different methods and process of continuous assessment.

As can be seen in table above, item 4, 50% of respondents were agreed on continuous assessment is useful to identify my weakness and strengths. This shows that majority of student respondents were perceive that continuous assessment is helpful in identifying their weakness and strength. However, as item 7 in the same table depicts 92% of respondents replied that the assessment materials were not returned back with feedback for the learners timely. This shows that majority of respondents understand continuous assessment provides regular information about teaching, learning and the achievement of learning objectives and competencies but they did not got immediate and constructive feedback for their work from teachers this also negatively affect the implementation of continuous assessment. In support of this Grant (1998, p. 46) states that the best feedback is highly specific ,directly revealing or highly descriptive of what actually resulted, clear to the performer and available or offered in terms of specific targets and standards.

As Shepard (2000, p. 11) providing feedback to the learner about performance will lead to self-correction and improvement. This is to say that the teachers' comments on students' performance not only indicate the strengths and weaknesses of the students' but they may also assist students in monitoring their own progress and to develop further.

In item 5 as table above, shows that 85% of respondents were disagree upon tasting once or twice is better than measuring by continuous assessment. However, as item 6 of the same table 54% of respondents agree that it is better to their teachers to use different assessment methods like class work, homework, classroom observation and group discussion. This indicates that majority of respondents are interested for the application of continuous assessment and perceive the importance of using different assessment methods.

Table 13 Frequency of Using Continuous Assessment in Classrooms by Student Respondents

No .	Types of assessment	Use always		Use when necessary		Not at all		Total	
		F	%	F	%	F	%	f	%
1	Home work	360	90	40	10	-	-	400	100
2	Class work(individual or group)	340	85	40	10	20	5	400	100
3	Observation	80	20	120	30	200	50	400	100
4	Oral questioning	200	50	104	26	96	24	400	100
5	Project work	-	-	60	15	340	85	400	100
6	Assignment	200	50	80	20	120	30	400	100
7	Field work	12	3	60	15	328	82	400	100
8	Laboratory	20	5	40	10	340	85	400	100
9	Test	320	80	80	20	-	-	400	100

When students were asked to indicate the continuous assessment tasks and there frequency used by their teachers as shown in the table above, homework class work, oral questioning, assignments and term tests are mostly used. However, laboratory, fieldwork and project work were not used. This implies that in most cases the teaching learning

process of these schoolteachers did not integrate different continuous assessment techniques.

Data Obtained Through Open-ended Question Items

Problems Encountered (face) in Implementing Continuous Assessment as Teacher Respondents:

As majority of teacher respondents replied for question raised to them to explain problem faced during, assessing their students educational performance that there are a large number of students in a class it is very difficult, in a situation like this, for teacher to continuously assess individual students' educational performance and give detailed and immediate comments.

Lack of knowledge to carry out continuous assessment is also another problem replied by majority of teacher respondents. Most teachers explained that they need continuous professional development in the area of assessment like, how to use different assessment techniques and ways of assessing student educational performance.

Additionally, large content size of text books, this limited teachers from using different continuous assessment techniques because they focus to cover the content there with in academic year and lack of zonal, woreda and administrations support and follow-up to implement continuous assessment in classrooms. There were no any supervision from concerned body how to practicing continuous assessment these also affected negatively the implementation of continuous assessment in high schools.

In addition, they indicated that they did not receive proper guidelines to enable them to implement continuous assessment and lack of funds for buying adequate teaching

materials like laboratory materials, problem in library service were major problems that affect or hinder effective implementation of continuous assessment.

In time of interview conducted with educational supervisor and principals the same question was raised and they replied that most of teachers are young and inexperienced and leave their job after getting an experience of more than year to other well payer jobs

Problems Encountered (face) in Implementing Continuous Assessment as Students' Respondents:

As majority of student respondents replied that, major problems hinder effective implementation of continuous assessment were, shortage of reference books for laboratory guideline; shortage of teachers; in-group assignments not all students participate; lack of administration support like creating awareness for students and teachers. In addition teachers change within short period for one subject; most teachers focus on class work and homework; most teachers are not interested to implement it were problems commonly mentioned by majority of respondents.

Moreover, students were asked the impact of such factors on teaching and learning process, they replied that teachers low understanding how to practice different assessment techniques and teachers work load have negative impact to implement it. These problems create difficulty to identify students strength and weakness in learning and to provide proper feedback and take remedial actions as a result quality of education decrease.

Suggestion to Improve Implementation of Continuous Assessment as Teacher Respondents:

Minimize teachers' student ratio by recruiting more teachers and decrease teachers workload as a result teachers get more time to assess students educational progress using different assessment techniques.

Give awareness creation workshop or training to teachers, give proper guideline to teachers to implement continuous assessment. The school principals have the major responsibility to ensure that teachers know exactly what is expected from them and to eliminate the possibility that continuous assessment has not been implemented effectively in schools.

Suggestion to Improve Implementation of Continuous Assessment as Student Respondents:

As majority of students suggest to improve the status of implementing continuous assessment were buy some reference books, creating awareness for teachers and students, encourage teachers through different incentives, were solutions replied by majority of them.

Chapter Five: Summary, Conclusion and Recommendations

This chapter deals with the major findings of the study and forwarded recommendations based on the findings and conclusion.

5.1 Summary

The purpose of this study was to assess the practices that have been carried out by South Gondar secondary schools in implementing continuous assessment, and to investigate those factors that had been constraining such endeavors. The study was particularly focused on addressing the following basic questions:

1. How do teachers in secondary schools currently practice continuous assessment?
2. What are teachers' background perception and understanding to implement continuous assessment?
3. What types of continuous assessment techniques do teachers currently practice?
4. What are the factors affecting the implementation of continuous assessment and what impacts do such factors have on learning and teaching process?

To answer these research questions, descriptive survey method was applied. The study was conducted with 87 teachers, 400 students, 6 school principals and 6 woreda educational supervisors and 2 zonal educational supervisors at South Gondar secondary schools. Questionnaire, interview and document analysis were used as instruments of data collection. Gathered data were analyzed using frequency counts and percentage. Qualitative data were also analyzed qualitatively.

According to the basic questions, the following were major findings:

1. The study depicted that 42.6% of teacher respondents were in age category of 26-30 years.
2. Majority of teachers (98.9%) are degree holders and 1.1% diploma holder

Regarding to Current Practice of Continuous Assessment:

3. Large proportion (74%) of teachers included types of continuous assessment like test, group work, project work, homework, etc. and their frequency in their course plan.
4. It was found out that 30% of teachers assessed their students according to the schedule and guideline of the school, on the other hand 48.2% of teachers according to guideline/instructions in the textbooks and manuals
5. As Majority (81.6%) of teachers and (50%) of students feedback in continuous assessment should indicate individual students' strengths and weaknesses.
6. The majority (86%) of teachers replied they give timely feedback for their learners in relation to their continuous assessment results. However, as large proportion (92%) of student respondents there were no immediate and constructive feedback for continues assessment work.
7. The study indicated that 50.1% of teachers accepted full and constructive feedback is an essential feature of continuous assessment

Regarding to Teachers and Students' Background Perception and Understanding to Implement Continuous Assessment

8. As the study indicated that majority (55%) of teachers were interested for implementing continues assessment.

9. The study revealed that 91.5% of teachers and 65% of students' accepted the different assessment procedures must employed for students with different background.
10. The study disclosed that large proportion (89.3%) of teachers agreed on Continuous assessment provide opportunity to change learning and teaching method.
11. Majority of teachers (69.9%) did not participated any awareness creation work shop or training to effectively implement continuous assessment
12. 57.4% of teachers did not take a course in assessment and evaluation particularly on continuous assessment in their college/university time.

Regarding Types of Continuous Assessment Techniques Teachers Currently Practice

13. As 63.2% of teachers and 85% of students class work was mostly used assessment technique, homework 60.8% however, most important assessment techniques project work 4.4 of teachers used, field work used by 9% of teachers.

Regarding to Hindering Factors to Implement Continuous Assessment:

14. As majority (64%) of teacher respondents replied the school administration, woreda and zone officials did not help the teachers in implementing continuous assessment.
15. As 81% of teachers there was no assessment guideline the school distributed to teachers but schools distributed assessment format.
16. As majority of teacher respondents replied that, there are a large number of students in a class this also made continuous assessment tiresome. As a result restricted teachers from using different assessment techniques as the subject required.
17. Majority of student respondents replied that, Shortage of reference books, shortages of teachers, in-group assignments not all students participate are problems that negatively affect implementation of CA.

5.2 Conclusions

Based on the major findings of the study the following conclusions were drawn.

As depicts in findings large proportion of teachers include types of continuous assessment like test, group work, project work, homework, etc. and their frequency in their course plan. This helps for effective implementation of continuous assessment.

Majority of teachers and students, accepted feedback in continuous assessment should indicate individual students' strengths and weaknesses. They give timely feedback for their learners in relation to their continuous assessment results. However, as large proportion of student respondents there were no immediate and constructive feedback for continues assessment work. This reflects that even if majority of teachers understand the importance of feedback they did not practice it this also limited students from benefiting merit of feedback.

The findings of the study revealed that both the teachers and students have positive attitude towards practicing continuous assessment in classrooms. This helps for effective implementation of continuous assessment. However, the practice of continuous assessment was very low because the awareness level of teachers and student that help for how to practicing it were very low. This also decrease the implementation of continuous assessment as the same time quality of education also decrease.

Based on my findings there was no any awareness creation workshop or training for teachers for effectively implement continuous assessment in classrooms. In addition,

majority of teachers did not take course in assessment and evaluation particularly on continuous assessment in their college/university time. Therefore, teachers had not understanding for practicing continues assessment techniques in assessing students' educational performance. This implies that teachers are not effectively implemented continuous assessment in assessing their students educational performance.

Majority of teachers mainly used homework, class work, test, and observation to carry out continuous assessment. However, project work, fieldwork and laboratory were found to be neglected continuous assessment techniques. Based on the finding I conclude that currently teachers are not fully implementing continuous assessment.

There was also lack of support from school principals, woreda and zonal educational officials this also hinder implementation of continuous assessment. More over There was no assessment guideline the schools distributed to teachers Finally, if training and supervision will give to teachers the continuous assessment in south Gondar secondary schools will be more effective and continuous assessment will be a reliable representation of learners' abilities. As Joshua (2004, p. 8) evaluation of secondary schools is very complex and, it requires a critical assessment of the objectives to being pursued in the schools, the curriculum that is being implemented, the quantity and quality of the facilities and teaching-learning resources available to the teachers and learners, and the personnel that are implementing the program. Largely the teachers in the terms of their qualifications, competencies, job effectiveness, orientations, adequacy of training/preparation and needs.

Moreover, as majority of students replied that the impact of hindering factors on teaching and learning process, were teachers low understanding how to practice different assessment techniques and teachers work load have negative impact to implement it. These problems create difficulty to identify students strength and weakness in learning and limited teachers to provide proper feedback and take remedial actions as a result quality of education decrease.

5.3 Recommendations

In light of the finding of the study and conclusions drawn the following recommendation are forwarded to improve the problems hindering the application of continuous assessment in the schools under study.

- 1.As the finding depicted majority of teachers did not participated any awareness creation work shop or training to effectively implement continuous assessment and majority of teachers did not take a course in assessment and evaluation particularly on continuous assessment in their college/university time.

Therefore to increase the awareness levels of teachers provision of workshops and short term training should held by zonal and woreda officials on how to practice CA to guide teachers in preparing tasks and activities and to equip them with skills to carry out continuous assessment practice in assessing students' educational performance Regional educational bureau also allocate appropriate budget for its effectiveness. Similarly, there must be awareness creation for students' on importance of continuous assessment through discussion with them.

2. To decrease teachers workload qualify teachers' student ratio by recruiting more teachers this also helpful for decreasing teachers workload and encourage to use different continuous assessment techniques.
3. Majority of teachers and students replied that class work, homework and test were mostly used assessment techniques, however, most important assessment techniques project work, fieldwork and laboratory work were rarely used by teachers. Therefore teachers must use different continues assessment techniques like, project work, class work, homework, observation, fieldwork and laboratory as the subject required to increased the quality of education.
4. Majority of teachers replied they give timely feedback for their learners in relation to their continuous assessment results. However, as large proportion of student respondents replied there was no immediate and constructive feedback for continues assessment work. As feedback, help teachers to know how to redirect learning situation and as the same time it help the students to now their weakness and strength able to prepare themselves. Therefore, teachers should give timely and constructive feedback for their learners in relation to their continuous assessment works.
5. As the study show, there was no assessment guideline the school distributed to teachers but they distributed assessment format. Therefore, Zonal, woreda officials, School principals and management and other concerning bodies should ensure that clear continuous assessment guidelines like which including different continuous assessment techniques, how to practice them and their specific importance of each techniques for

students educational progress must distributed to all teachers for effective implementation of continuous assessment. This can encourage teachers to implement it in classroom assessment.

6. Majority of student respondents replied that, Shortage of reference books, shortages of laboratory materials are problems that negatively affect implementation of CA.

To alleviate these problems education office should also address the need for materials by purchasing adequate materials as much as possible. Schools also try to get financial support from different NGOs by writing projects showing the problems or shortage of materials that are very crucial for increasing quality education.

Finally, the researcher would like to recommend others to conduct research in line with continuous assessment implementation.

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- b) According to guide line/instructions in the textbooks and manuals
- C) According to personal arrangement of the teachers
- d) only by final exam at the end of the semester
- e) If any _____

3. What are the continuous assessment techniques you have conducted in this semester?

- a) Class work (individual and group)
- b) Home work
- c) Observation
- d) laboratory
- e) test
- f) project work
- g) if any _____

4. Do you have schedule of continuous assessment in your school?

- a) Yes
- b) no

5. if your answer to question no. 4. Is "yes" what is the frequency of the schedule?

- a) Twice a week
- b) Within 15 days
- c) Once a week
- d) at mid semester
- e) If any _____

Part III Teachers and Students Perception

1. To what extent are you interested for the application of continuous assessment?

- a) Strongly agree
- b) agree
- c) undecided
- d) disagree
- e) strongly disagree

2. Continuous assessment is time consuming so I do not like using it.

- a) Strongly agree
- b) agree
- c) undecided
- d) disagree
- e) strongly disagree

3. There is no effective way to measure students' achievements

- a) Strongly agree
- b) agree
- c) undecided
- d) disagree
- e) strongly disagree

4. I believe that continuous assessment is beyond testing regularly.

- a) Strongly agree
- b) agree
- c) undecided
- d) disagree
- e) strongly disagree

5. I believe that students do not like being assess continually

- a) Strongly agree
- b) agree
- c) undecided
- d) disagree
- e) strongly disagree

6. Different assessment procedures must be employs for students with different background.

- a) Strongly agree
- b) agree
- c) undecided
- d) disagree
- e) strongly disagree

7. Test and final exams are better than continuous assessment to measure individual progress in learning.

- a) Strongly agree
- b) agree
- c) undecided
- d) disagree
- e) strongly disagree

8. Continuous assessment gives time to correct mistakes and help to improve academic performance.

- a) Strongly agree
- b) agree
- c) undecided
- d) disagree
- e) strongly disagree

9. It provides opportunity to change learning and teaching method.

- a) Strongly agree
- b) agree
- c) undecided
- d) disagree
- e) strongly disagree

Part IV Participation in Workshop and Training in Assessment and Evaluation

1. To what extent do you participate in workshops or awareness creation of procedures (ways) of implementing continuous assessment?

- a) Very high b) High c) Average d) below average e) never

2. Have you taken a course in assessment and evaluation particularly on continuous assessment in your college/university time?

- a) Yes b) no

3. Do you feel you well trained to properly implementing continuous assessment in classrooms?

- a) Strongly agree b) agree c) undecided d) disagree e) strongly disagree

Part V Frequency of Using Continuous Assessment and Giving Feedback

1. Is there timely feedback for learners in relation to their continuous assessment results?

- a) Yes b) no

2. If your response for question no. 1. Is "yes" what its frequency was.

- a) In each continuous assessment task
b) When test papers returned to the students
c) If any _____

3. Feedback in continuous assessment should indicate individual students' strengths and weaknesses

- a) Strongly agree b) agree c) undecided d) disagree e) strongly disagree

4. Immediate feedback should be an essential component of continuous assessment

- a) Strongly agree b) agree c) undecided d) disagree e) strongly disagree

5. Full and constructive feedback is an essential feature of continuous assessment

- a) Strongly agree b) agree c) undecided d) disagree e) strongly disagree

6. Indicated by “✓” sign for the assessment method (types) used by teachers frequently

No	Assessment method	Scale				
		Very frequently	frequently	Use some times	Rarely	Not at all
1	Class work (individual and group)					
2	Home work					
3	Laboratory					
4	Observation					
5	Oral questioning					
6	Field work					
7	Project work					
8	Short answer					
9	Selected response items (multiple choice, true false, matching)					
10	Fill in the blank					

Others _____

Part VI Administrator Support and Assessment Guidelines

- To what extent, the school administration helps the teacher in implementing continuous assessment.
 - Very high
 - High
 - Average
 - below average
 - never
- Is there assessment guideline the school distributed to teachers?
 - Yes
 - no
- What is the document you use to manage and implement continuous assessment in your school?
 - Only assessment format given from the school
 - based on assessment guideline developed at school level
 - there is no assessment guideline and format at all
 - If any _____
- If your answer for question no. 2. is “a” what is your filling for the format items?
 - The format given from the schools with limited score of assessment tasks are clear to me.
 - I feel satisfy with the school continuous assessment format because it initiated me to

use a variety of assessment techniques in my subject

c) As a teacher, I expected to have my own assessment tools according to my professional development

d) If any_____

Part VII Factors Affecting Effective Implementation of Continuous Assessment

1. write the problems encountered (face) in an assessment of students? _____
- _____
- _____
2. From your experience, what measure do you suggest to improve factors hindering effective implementation of continuous assessment?
- _____
- _____
- _____

Thank you very much for your cooperation

Appendix B

Addis Ababa University

School of Graduate Studies

Department of Educational Planning and Management

The Questioner to be Filled out by the Students

The purpose of this questioner is to gather information about the students understanding and perception regarding to students assessment particularly on continuous assessment.

→ You are not expect to write your name on the questionnaire

Thank you

Part I Background Information

School _____

Grade _____

Sex _____

Part II

To know and measure students' understanding and perception about continuous assessment the following measuring points listed below. Please, mark "✓" on your appropriate answer

Strongly agree =5	disagree =3	not at all=1
Agree =4	very disagree =2	

No.	Items	5	4	3	2	1
1	I believe that continuous assessment is important to develop my learning skill					
2	Continuous assessment is giving continuous test for the learners to measure their achievement					
3	The school help me by creating awareness on continuous assessment					
4	Continuous assessment is useful to identify my weakness and strengths					
5	For me tasting once or twice is better than measuring by continuous assessment					
6	It is better to My teacher to use different assessment method like class work, home work, class room observation and group discussion					
7	The test paper is returned back with feedback for the learners not more than a week					

Others _____

Part III

Mark by "✓" that the teacher use those type of assessment mostly in classes

No.	Types of assessment	Use always	Use when necessary	Not at all
1	Home work			
2	Class work(individual or group)			
3	Observation			
4	Oral questioning			
5	Project work			
6	Assignment			
7	Field work			
8	Laboratory			
9	Test			

Others _____

Part IV

1. What do you think the major barriers in implementing continuous assessment in your school?

2. What are the impacts of these factors on teaching and learning? _____

3. What measure do you suggest to improve factors hindering effective implementation of continuous assessment?

Thank you very much

Appendix C

Addis Ababa University

School of Graduate Studies

Department of Educational Planning and Management

Interview Guide for Principals

This interview guide was prepared to direct the interviews for collecting information about the present assessment system and school principal fills it. The purpose of this guide was to help the interviewer and the interviewees to focus the discussion on issues related to the research questions that only relevant information would be gathered. You selected to the interview and I would like to thank you for willingness to give the interview. Your response will be kept confidential.

Thank you

1. Have you participated in any continuous assessment workshop? If so, can you briefly describe it?
 2. What system do you follow to check if teachers of grade 9 and 10 implement continuous assessment?
 3. Do you supply relevant materials for implementing continuous assessment?
 4. Have you had organized training for your teachers on how to employ continuous assessment?
 5. Do you get guideline or strategies for using continuous assessment from zonal education office or from woreda? If so how often and what specific kinds?
 6. What do you think the major barriers in implementing continuous assessment in your school?
 7. What measure do you suggest to improve factors hindering effective implementation of continuous assessment?
-

Thank you

Appendix D
Addis Ababa University

School of Graduate Studies

Department of Educational Planning and Management

Interview Guide for Educational Supervisors

The aim of this study is to identify the major factors affecting the implementation of continuous assessment in student assessment. It is to be filling by Educational supervisors. Be confidential that the information gathered will use only for the research purpose. Hence, you kindly requested to provide the necessary information, which is very helpful to the quality of the research.

Thank you very much

1. Have you participated in any continuous assessment workshop? If so, can you briefly describe it?
2. Have you had a supervisor training before you assigned as educational supervisor if so for how long?
3. In the past three years has there any seminar or work shop or etc for teachers of grade 9 and 10 in the zone /woreda on the procedures or ways of implementing continuous assessment in assessing students performance? If so can you describe them (in terms of objective, participating schools, content duration etc)?
4. What do you think the major barriers in implementing continuous assessment in your school?
5. What measure do you suggest to improve factors hindering effective implementation of continuous assessment?

Thank you very much

ተቀጥላ ለ

አዲስ አበባ ዩኒቨርሲቲ

የድህረ-ምረቃ ተቋም

የትምህርት እቅድ እና ስራ አመራር የትምህርት ክፍል

በተማሪ የሚሞላ መጠይቅ

የዚህ መጠይቅ አላማ ተማሪዎች በተከታታይ ምዘና ዘዴ ላይ ያላቸውን ግንዛቤ ለማወቅና ስለ ዘዴው ያላቸውን አመለካከት መረጃ ለመሰብሰብ ነው።

በቅድሚያ ስለሚደረግኝ ትብብር አመሰግናለሁ!!

ማሳሰቢያ

ይህን መጠይቅ ስትሞሉ ስማችሁን መሞላት አያስፈልግም

ክፍል 1

1. የት/ቤት ስም_____
2. የክፍል ደረጃ_____
3. የታታ_____

ክፍል 2

ከዚህ በታች ተማሪዎች በተከታታይ ምዘና ላይ ያላቸውን አመለካከትና ግንዛቤ ለመመዘን የሚያስችሉ የመለኪያ ነጥቦች ቀርበዋል። በተስማሚው ነጥብ ላይ «✓» ምልክት አድርጉ፤

በጣም እስማማለሁ = 5 እስማማለሁ = 4 አልስማማም = 3

በጣም አልስማማም = 2 መልስ የለም = 1

ተ.ቁ	የመመዘኛ ነጥቦች	5	4	3	2	1
1	ተከታታይ ምዘና የመማር ክህሎትን ለማሻሻል ይረዳል ብዬ አምናለሁ					
2	ተከታታይ ምዘና የተማሪዎችን ችሎታና ብቃት ለመለከት ተከታታይ ፈተና መስጠት ማለት ነው					
3	ስለ ተከታታይ ምዘና ግንዛቤ እንዲኖረኝ ት/ቤቱ እረድቶኛል					
4	ደክማም ሆነ ጠንክራ ጎኔን ለመለየት ተከታታይ ምዘና እረድቶኛል					
5	በተከታታይ ምዘና ከመመዘን ይልቅ በሙከራ ፈተና አንዴ ወይም ሁለት ጊዜ ብፈተን ይሻለኛል					
6	መምህራ በተለያዩ የምዘና ዘዴዎች በክፍል ስራ፣ በቤት ስራ፣ በክፍል ውስጥ ምልክታ እና በቡድን ስራ ቢጠቀሙ ጥሩ ይመስለኛል					
7	የፈተና ወረቀት ታታርሞና አስተያየት ተሰጥቶበት ከሳምንት ባልበለጠ ጊዜ ውስጥ ይመለሳል					

ሌላ ካለ ግለጥ/ ጭ_____

ክፍል 3

መምህሩ/ሯ የሚጠቀሙባቸው የመመዘኛ ዘዴዎች ላይ «✓» ምልክት እንዲያሰጡ ሁንታው ግለጥ/ጭ፡፡

ተ.ቁ	የመመዘኛ ዘዴዎች	ሁል ጊዜ ይጠቀማሉ	እንደ አስፈላጊነቱ ይጠቀማሉ	አይጠቀምም
1	የቤት ስራ			
2	የክፍል ስራ (በተናጠልና በቡድን)			
3	የክፍል ውስጥ ምልክታታ			
4	የቃል ጥጪቁ			
5	የፕሮጀክት ስራ			
6	የወረቀት ስራ			
7	የፊልድ ስራ			
8	ላቦራቶሪ			
9	የሙከራ ስራ			

ሌላ ካለ ግለጥ/ ጭ_____

ክፍል 4

1. ተከታታይ ምዘናን ለመተግበር እንቅፋት ይሆናሉ የምትላቸው ችግሮች እነሆ ምን ናቸው?

2. አላይ የጠቀሳችሁቸው ችግሮች በመማር ማስተማር ሂደቱ ላይ ያላቸው ተፅዕኖ ምንድን ነው?

3. ለነዚህ ችግሮች መፍትሄ ይሆናሉ ብላችሁ የምታምኑባቸውን የመፈትሄ ሀሳቦች ዘርዝሩ

አመሰግናለሁ!!!

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ADDIS ZEMEN SINIOUR SECONDARY SCHOOL

STUDENT'S MARK LIST

GRADE AND SECTION _____

SEMESTER _____

ACY2004 E.C

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SUBJECT _____

FULL NAME	A G E	S E X	MARKS OBTAINED						
			25%	MID(1 5%)			60%	40%	100%
ABDU SHAMI KEDIR									
ABDUREHIMAN AUMER YASIN									
AMARECH BEZAWERIE									
AMELEWORK BEKELE									
ASCHALEW AGEDIE									
ASCHALEW DEGU BERTA									
AYNALEM KEBERU									
BINIAM TENKER GEBRIE									
BEKALU BEKELE									
BEKALU ENGIDASHET YESHITILA									
BERHANE LETA ABATE									
BETELLEHEM GIRMA ENCHALEW									
BETELEHEM DAMTE MAMO									
BIZU ADERAW TESHALE									
DAGIMAWIT TESFAYE LEMA									
FUAD FARIS HASSEN									
HALID ARAGIE KASSA									
HANA ANDUALEM									
HANA ASMARE									
MEAZA ZEWEDU AYELE									

STATISTICS

REGISTORE D			SIT FOR EXAM.			INCOMPLE T			BELOW 40%			40≤X≤49 (%)			50≤X≤74 (%)			ABOVE 75%			BELOW 50%			ABOVE 50%		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T

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SUBJECT _____

FULL NAME	A GE	S E X	MARKS OBTIANED							
			25%			MID(1 5%)	60%	40%	100%	
ABDU SHAMI KEDIR				1						
ABDUREHIMAN AUMER YASIN										
AMARECH BEZAWERIE										
AMELEWORK BEKELE										
ASCHALEW AGEDIE										
ASCHALEW DEGU BERTA										
AYNALEM KEBERU										
BINIAM TENKER GEBRIE										
BEKALU BEKELE										
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DAGIMAWIT TESFAYE LEMA										
FUAD FARIS HASSEN				1						
HALID ARAGIE KASSA										
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STATISTICS

REGISTORE D			SIT FOR EXAM.			INCOMPLE T			BELOW 40%			40≤X≤49 (%)			50≤X≤74 (%)			ABOVE 75%			BELOW 50%			ABOVE 50%		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T

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Declaration

This thesis is my original work and has not been presented for a Degree in any other University and that all sources of material used for this thesis have been duly acknowledged.

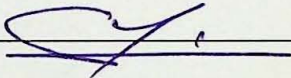
Diensa Muluken _____

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Date _____

This thesis is submitted for examination with my approval as University Advisor.

Yalew Engdayehu (PhD) _____

Signature  _____

Date _____