

**IMPLEMENTATION OF CONTINUOUS ASSESSMENT IN BOLE SUBCITY
SECONDARY SCHOOLS: PRACTICE AND CHALLENGES**

BY

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS
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**COLLEGE OF EDUCATION AND BEHARIORAL STUDIES DEPARTMENT OF
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ACRONYMS

AAU: Addis Ababa University

MOE: Ministry of Education

NGO: Non-Governmental Organization

FMEST: Federal Ministry of Education, Science & Technology

CA: Continuous Assessment

NIED: National Institute of Educational Development

USAID: United States Agency for International Development

CAFS: Continuous Assessment Feasibility Study

UNESCO: United Nation Educational, Scientific and Cultural Organization

ICT: Information Communication Technology

USA: United States of America

SBA: School Based Assessment

ABSTRACT

The purpose of this study was to assess the implementation of continuous assessment in Bole sub-city Secondary Schools, thereby analysing the practice and challenges. To this end, descriptive survey design was employed, quantitative and qualitative methods were used. Data were gathered from both primary and secondary sources. The primary sources were principals, supervisors, teachers and students. The secondary sources were relevant policy documents and school reports. Stratified sampling techniques were employed to select students and teachers. Purposive sampling was used to select principals' supervisors and education official. The data analysis led to the following major findings: it was found out that examinations were the most frequently used form of assessment; principals, it was also disclosed that there were some challenges. The major ones include ; un manageable class size, lack of training of teachers; teachers overloaded with work and students poor preparation for the proper implementation of CA. Based on the findings, it could be concluded that the implementation level in Bole sub-city secondary schools were poor. Based on the major findings and conclusion drawn, certain feasible recommendations were made. Some of these were ; Bole sub city officials and the school leadership should sensitize teachers and students on the CA; periodic refresher training in the implementation be provided for the teachers by professionals from the collage of education and behavioural studies of AAU.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Education is a means of transferring knowledge to the generation, it provide the generation the tools that enables them to be effective productive members of their society; socially, politically, technically & economically. Formal education needs a curriculum to be developed. Once the curriculum is developed, it should be implemented. According to Saylor, et al, (1981), if there is no implementation there will be no reason for developing curriculum.

Assessment in general and continuous assessment in particular has to become critical components of educational issue. Educational leaders, policy makers, communities and stakeholders often consider assessment result to Judge Student's capacity and teachers' performance. Continuous assessment is a means to improve the success of learners.

According to Federal Ministry of Education, Science & Technology (FMEST 1985) Continuous assessment is a class room strategy implemented by teachers to ascertain knowledge, understanding, skills, and mechanism whereby the final grading of learners on cognitive, affective, and psychomotor domains of learning systematically takes account of all their performances during given period of schooling. Such an assessment involves the use the variety of modes of evaluation for the purpose of guiding and improving learning and performance of the student. This mode of assessment is considered adequate for assessment of students' because its comprehensive, cumulative, systematic, guidance and diagnostic oriented. In consequence,

the results obtained, are more valid and more inductive of the overall ability of the Learner. Continuous Assessment is a powerful diagnostic tool that enables learner to understand the areas in which they have difficulty and to concentrate their efforts in those areas.

Airasion (1991) cited in ICDR (1999) stated that assessment is a process of collecting, interpreting and synthesizing information to help teachers understanding, their pupils, plan and monitor instruction, and establish a conducive classroom atmosphere accordingly. Therefore, from classroom assessment information teachers can modify their pedagogical strategies to include the construction of remediation activities for pupil who are not working at the expected grade level and the creation of enrichment activities for pupils who are working at or above the expected grade level. Hence, continuous assessment process supports a cycle of self-evaluation and pupils specific activities by both pupils and teachers.

Alausha (1991) contends that continuous assessment begins 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.

The implementation of Continuous Assessment means more work and teachers commitment. Fulman and Maler (1991) stated that successful implementation of continuous assessment approach means more marking. Teachers need to evaluate the effectiveness of their teaching strategies as dictated by the need of their pupils, evaluate the curriculum as implemented in the classroom and observe the learners more keenly to assess their affective out comes and thereby keep more records on learners.

In our country Ethiopia, the practical task of implementing the new curriculum at all schools level requires continuous assessment as part of the curriculum in particular and instructional

process in general (MOE 1994). Policy makers are now considering integrating continuous assessment to all schools level. These movements reflect the change in the nature of assessment and its purpose.

Based on the above scholars suggestion on the merit of employing continuous assessment Mulu, (2005) remarks that, one time final examination or test doesn't bring a complete or true picture of students performance including the higher order thinking skills, that is to say examinations cannot measure all that the student learns, their effectiveness is limited to assess the entire complete learning out comes. To overcome this, it will be much more helpful if the assessment is employed on a continuous basis using different strategies.

It is believed to be more valid reliable and motivating than the traditional assessment mechanism (Mulu, 2005). These days advanced counties America, Australia, England and others are applying continuous assessment in their curricula (Heaton, 1990).

Among curriculum change implemented at schools the most important elements is the application of continuous assessment of students' achievement. The Ethiopian education and training policy (1994:8) state the following:- “continuous assessment in academic and practical subjects including aptitude tests will be conducted to ascertain the formation of all round profile of student at all level.”

This shows special attention was given by Ethiopian transitional government towards the implementation of continuous assessment.

However, to the knowledge of the researcher there are only quit few researches were done at secondary school level in the country Ethiopia and abroad, but almost none of the study conducted on the bole sub-city secondary schools regarding the problem under study. Hence, this

study would contribute to closing the existing research gap. These inspire the researcher to look into Addis Ababa city administration of bole sub-city public secondary schools. Therefore, on the bases of the above facts stated, this study intends to investigate the implementation of continuous assessment in Bole sub-city secondary schools: practice and challenges.

1.2 Statement of the problem

In our country Ethiopia, the practical task of implementing the new curriculum at all schools level requires continuous assessment as part of the curriculum in particular and instructional process in general (MOE 1994). Policy makers are now considering integrating ccontinuous assessment to all schools level. These movements reflect the change in the nature of assessment and its purpose.

Continuous assessment policy is aimed to bring out a paradigm shift in educational assessment in several ways. The central characteristic of this shift is the moving of assessment from a judgmental role to a developmental role (Republic of South Africa National Educational Ministry (1996).

Continuous assessment is an assessment approach which involves using variety of assessment instruments, assessing various components of learning not only the thinking processes, but also behaviours, personality traits and ability to perform manual activities quickly.

It is difficult to judge that always the implementation of continuous assessment is successful or effective, and many challenges faced, because it could be affected by many factors.

A few studies were conducted on the implementation of CA in schools. For instance, Birhanu (2004) indicated that proper handling of student assessment in general and continuous

assessment in particular at secondary school level in selected high schools are poor and not up to the standard compared to the contemporary assessment system.

Research findings by Tamene (2007); lack of time, lack of facilities, teachers knowledge and commitment, class size and attitude of teachers were the major problems of assessing students continuously.

Likewise, Derebssa (2004) suggest that the teacher related factors and inadequacy of resources are among the major factors; hindering proper implementation of CA.

The above research findings are conducted in secondary school level and clearly show the problem of assessment in general and the poor implementation of continuous assessment in particular.

Although, Continuous assessment is said to be effectively implemented and applied when there are variety of assessment mechanisms used by all teachers, as well as to give regular and timely assessment in order to evaluate students' progress and performance in learning. Hence, depending on the nature of subject, the assessment techniques to be used vary from one subject to the other even in the same subject between different unit content. Gray C: et al. (2004) on his part argued that there are a number of types of assessments, which can be appropriate for different assessment purposes. These assessment techniques are: - Class assignments, interviews, peer reviews, portfolios, speaking test, survey of student services, focus groups, case study, mid-term test, final test in a course, and examination.

Research done on CA at secondary school level is very limited in number and also from those findings it had seen that there are many problems and the problems are still alive on the area.

However, to the knowledge of the researcher there isn't any study conducted on CA in secondary schools of bole sub-city. Hence, this study would contribute to closing the existing research gap.

To this end, the following basic research questions were set:

1. What does the implementation of continuous assessment in Bole sub-city secondary schools look likes?
2. What are the major challenges faced in the implementation of continuous assessment of Bole sub- city Secondary schools?
3. What should be done to improve the implementation of continuous assessment in Bole sub-city secondary schools?

1.3 Objective of the study

1.3.1 General objective

The overall objective of this study was to assess the practice and challenges hindering effective implementation of continuous assessment of Bole Sub city secondary schools.

1.3.2 Specific objectives

In order to attain its purpose the study focused on the following specific objectives:

1. To assess how ccontinuous assessment is implemented in Bole sub-city secondary schools;
2. To identify the challenges that hinder the implementation of continuous assessment in Bole sub-city secondary schools;

3. To find out ways for improving the implementation of continuous assessment in Bole sub-city secondary schools.

1.4 Significance of the study

The findings of the study would have the following significance:

- i. It may help Bole sub -city education officials to have useful information regarding their implementation of continuous assessment;
- ii. It may help principals and teachers of Bole sub-city secondary schools to improve the practice of continuous assessment;
- iii. It may help students of secondary schools to get more awareness about the uses of continuous assessment;
- iv Help researchers to conduct further research in broad areas of continuous assessment

1.5 Delimitation of the study

It would have been more comprehensive, if more sub cities and more secondary schools had been included in this study. However, to make the study manageable and there by investigate the problem deeper, the scope of this study was confined to public secondary schools of Bole Sub City Furthermore; it was delimited to the practice and challenges of continuous assessment implementation.

1.6 Limitation of the study

As all knows research is a tedious work, involving different subjects with a given time. As a result, the researcher encountered some problems. The major one was the fact that there is a

shortage of recent reference materials and absence of studies conducted at postgraduate level concerning the problem under study. Moreover, some of the respondents were negligent to respond the questionnaire. In addition there were a shortage of time and material resource.

1.7 Definition of operational key terms

Assessment:- is a class room strategy implemented by teachers to ascertain knowledge, understanding, skills, and mechanism whereby the final grading of learners on cognitive, affective, and psychomotor domains of learning systematically takes account of all their performances during given period of schooling. (Federal Ministry of Education, Science & Technology (FMEST 1985).

Continuous assessment:- Continuous assessment can be regarded as a method of ascertaining what a student gains from schooling in terms of knowledge, industry and character development, taking into account all his/her performances in tests, assignments, projects and other educational activities during a given period of term, year, or during the entire period of an educational level (Onuka, 2005, 2006).

Informal assessments: - are procedures for gathering information about learning that you frequently use on the spur of the moment or casually during classroom activities.

Formal assessments: - are procedures for gathering information about the learners that are created with special thoughtfulness and care and should be closely matched to the basic competencies in the syllabus.

Diagnostic assessments: - stated by Airasian (1997; 20) diagnostic mentions how performance is at variance from anticipated performance and spots out particular problems that a students may be experiencing.

1.8 Organization of the Study

This research has been organized in to five chapters. The first chapter dealt with the background, highlights the problems and their approach; the second chapter dealt with the review of related literature; the third chapter discussed the research design and methodology; fourth chapter was about the presentation, interpretation and analysis of the data. The fifth chapter presented findings, conclusion and recommendations. At the end the list of reference, questionnaires and interview guides were indicated.

CHAPTER TWO

2. REVIEW OF RELATED LITRATURE

This chapter is about what is known in the areas of continuous assessment. Here controversies, concepts, theories, definitions, practices, principles and so on of different scholars in the areas of continuous assessment are elucidated. Here the definitions, purposes, principles and characteristics of effective continuous assessment presented as follows:

2.1 Definitions of Continuous Assessment

Many scholars define continuous assessment differently but the concept about it is all the same in one way or another. Accordingly the definitions of continuous assessment by different scholars are presented here under:

Continuous assessment is defined as a classroom strategies implemented by teachers to ascertain knowledge, understanding, skills, and mechanism whereby final grading of the learners on cognitive, affective and psychomotor domain of learning systematically takes account of all their performance during a given period of schooling. Assessment associated cognitive domain is the process of knowledge and understanding. The affective domain considered to character like, attitudes, emotions, interests and motives. Whereas assessment in psychomotor domain involved assessing the learners' ability to use their muscular for example performing musical instruments.

Such an assessment includes the use of varieties of modes of evaluation for the purpose of guiding and improving learning and performance of the students. These assessment strategies are considered adequate for assessment of students because it is comprehensive, cumulative,

systematic, guidance and diagnostic oriented. In consequence the result obtained is more valid and more inductive of the overall abilities of the learners. It helps student as a powerful diagnostic tools that enables them to understand the areas in which they have difficulties and to concentrate their efforts in those areas.

Continuous assessment is also a daily base assessment process by which you gather and interpret information about aspects of students learning achievement and teachers teaching. From all the above definitions one can conclude that continuous assessment is an assessment approach which involves varieties of pedagogical strategies to assess varies components of learning not only knowledge, understanding but also thinking process, behaviours, personalities, traits and abilities to perform muscular activities effectively. Continuous assessment is to be conducted on the daily basis as an ongoing process. It employs of a varieties of evaluation techniques being integrated from varieties of sources such as: written, oral tests, self report observation, rating scales, checklists, project work, laboratory work assignments and so on to make sound instructional decisions. This decision involves such as assigning grade, re teaching topic, providing supplementary instruction (Eggen and Kawchak 1997). Continuous assessment also helps as a feed back to learners, to find out if students are learning or having problem we must assess often or continuously. Continuous assessment does not mean testing often, rather it means communicating with students to find out where they are truly learning or not (Coppen 1996).

2.2 Purpose of Continuous Assessment

Different purpose of continuous assessment benefits both teachers and implementers to help their teaching learning process and other decision making purposes. There are the expecting purposes of continuous assessment are:

It's being guidance oriented, since it will involve data gathering over a long period of time, it will yield more accurate data the teachers early enough to modify instruction. This could play a vital role in doing diagnosing and remediation of learners' weakness. Teachers and administrations would thus be able to assess learners, program and would have time to correct problems.

It places teachers at the centre of all performance assessment activities. It encourages more teachers' participating in the overall assessment or grading his /her learners/. As suggested by Paris et al, (1991) teachers must be given the opportunities to select and review assessments so that they become involved and knowledgeable in the process. Through this approach teachers should be able to integrate assessment and assessment results into instructional practices.

According to Yoloye, (1984) continuous assessment is a method of evaluating the process and achievement of students in educational institutions. It aims at getting the truest possible picture of each student's ability and helping each student to develop his or her abilities:

Moreover, it helps to approve learning and to help shape and improve the teaching learning process. In this role continuous assessment provides each learner with individual feedback that allows them and their teachers to take actions best suited to improve learning: Furthermore, continuous assessment focuses on maintaining learning progress diagnosing learning difficulties while teaching/learning process is being undertaken:

- It also insures healthy acquisitions and development of knowledge and skills by learners.
- It helps to identify learner's needs and problems in order to take appropriate remedial measures in the learning process:

- It also provides ongoing feed back to the learners and the teacher regarding success and failure in which specific learning errors could be corrected, and the learner is motivated for further learning activities:
- Help parents to be informed about their children's progress and must actively support their children's at home;
- Help curriculum developers see the level of difficulties and the appropriateness of the curriculum and make necessary improvements and adjustments (Kellghan and Greaney 1992). The rationale for using continuous assessment can be viewed from different directions i.e. pedagogically.

2.3 Principles of continuous assessment

The Ministry of Basic Education and Culture of the Republic of Namibia (1999) identified the following as principles of good continuous assessment;

Use graded assessments that are based on several methods of assessments for various purposes;

Inform teaching and to improve learning while there is still time to do so; be valid, reliable and fair.

2.4 Characteristics of effective Continuous Assessment

Over the years since 1980 a number of assessment practitioners define effective continuous assessment (Ploma and Banta, 1999). According to Manitoba education and training (1997; 53) there are seven characteristics of effective continuous assessment. Effective continuous assessment is;

- ♣ Congruent with instruction and integral to it;
- ♣ Based on authentic task and meaning full learning process and context;
- ♣ Multi-dimensional and uses a wide range of tools and methods;
- ♣ Based on criteria that students know and understand, appealing to their strength;
- ♣ A collaborative process involving students;
- ♣ Focuses on what students have learned and can do; ongoing and continuous.

Tesfaye (2005; 194) in addition confirmed that effective continuous assessment is characterized in being systematic, guidance oriented, and diagnostic, comprehensive and cumulative.

2.5 Advantages of continuous assessment

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. 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.

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), 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. 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), 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.

More specifically as of Hein and Lee (2000) on large scale, administrators and policy makers use continuous assessment to determine how well their schools are educating the next generation. Similarly, USAID (2006:6) further mentioned that continuous assessment reduce students' fear of testing and provides feedback to students.

According to McTighe and Ferrara (1994; 61) continuous assessment is important in education because it provides information about learning that can be used to:

- Diagnose learner's strength and needs;
- Provide feedback on teaching and learning;
- Provide basis for instructional placement;
- Inform and guide instruction;
- Communicate learning expectations;
- Motivate and focus learner attention and effort;
- Provide practice applying knowledge and skills;

- Provide a basis for learner (e.g. grading) and
- Measure program effectiveness.

2.5.1 The use of continuous assessment for learners

Research finding in South African National Education document in (1996), concluded the uses of continuous assessment for ability development of students;

- Reflect on and use of a variety of learning strategies and enhance lifelong learning;
- Solve problems and make responsible decision using critical and creative thinking;
- Work with others as a member of team /group/organization/community;
- Deal with information critically; communicate effectively using visual mathematical and language skills;
- Use science and technology critically, showing responsibility towards the environment and the health of others;
- Participate as a responsible citizen locally, nationally and globally;
- Show culture and aesthetic sensitivity;
- Make wise and safe choices for healthy living;
- Explore education and career opportunities;
- Appreciate the links between mental conceptions of knowledge and manual tasks informed by such knowledge and

- Act in a way that reflects justice, democratic values, and respect for human dignity (National Education Ministry, 1996).

2.5.2 Uses of continuous assessment for teachers in the classroom

In summary, Stiggins (1998), Oosternof (1999), Popham, (1999) concluded the use of continuous assessment for teachers in the classroom by the following nine points. The reasons for using continuous assessment in the classroom are:-

1. To find out what students know and can do;
2. To gain confidence in what we say our students know and can do;
3. To provide all children with opportunities to show what they know;
4. To promote learning for understanding;
5. To improve teaching;
6. To help to determine what kind of remediation and enrichment activities to provide, and to identify which student need assistance;
7. To let the students know how well they are progressing in their own learning;
8. To let parents know how their children are progressing and
9. To lead to overall evaluation.

2.6 Challenges of continuous assessment

It is difficult to attempt to cover all the problems that could be associated with continuous assessment practice in schools. Rather, it will mainly concentrate on the problems of continuous assessment that could be associated with the teachers. This is because they are the main implementers of the program. The problems of continuous assessment that could be associated with the teachers include: their skills in test construction and administration, and their attitudes toward the continuous assessment approach and record keeping.

One of the important aspects of continuous assessment is the availability of valid and reliable tests which could be used in all schools. There is a need to construct these tests following established procedures and practices. To make the results comparable across all the schools, teachers need to be equipped with skills of test construction and administration. This could be done through teacher training institutions so that teachers are equipped with such skills as part of their training and certification.

Apart from the skills of test construction measuring cognitive aspects of learning, teachers should also be able to measure the learners' affective attributes such as attitudes, motives, interests, values and other personality characteristics. Such characteristics could be as important as others associated with intelligence. They could assist the teachers and administrators in understanding the learners better, both in the process of education and in the practical affairs of everyday life. They could help as answer questions such as why learners perceived to have high academic abilities do not do well at school. They also provide clues about the interest patterns of learners which could be used in their placement into schools of higher learning and for

employment purposes. According to Obemeata (1988) it is believed that anti-social behaviours such as truancy, lying, cheating, stealing and poor attitude to work could be corrected by providing affective education in schools.

They need to observe the learners more keenly to assess their affective outcomes, and there will be more records to be kept on the learners. All these could mean more work to the teacher, more demand on his or her time and more responsibility on him or her. This means they must be professionally and attitudinally prepared for operating the system. If the teacher is not adequately prepared for operating the system, it may lead to a tendency to merely 'cook up' scores in the name of continuous assessment.

The problems of continuous assessment that could be associated with the teachers include: their skills in test construction and administration, and their attitudes toward the continuous assessment approach and record keeping. One of the important aspects of continuous assessment is the availability of valid and reliable tests which could be used in all schools. There is a need to construct these tests following established procedures and practices. To make the results comparable across all the schools, teachers need to be equipped with skills of test construction and administration. This could be done through teacher training institutions so that teachers are equipped with such skills as part of their training and certification. Apart from the skills of test construction measuring cognitive aspects of learning, teachers should also be able to measure the learners' affective attributes such as attitudes, motives, interests, values and other personality characteristics. Such characteristics could be as important as others associated with intelligence. Teachers could help us answer questions such as why learners perceived to have high academic abilities do not do well at school. They also provide clues about the interest patterns of learners which could be used in their placement into schools of higher learning and for employment

purposes. According to Obemeata (1988) it is believed that antisocial behaviors such as truancy, lying, cheating, stealing and poor attitude to work could be corrected by providing affective education in schools. They need to observe the learners more keenly to assess their affective outcomes, and there will be more records to be kept on the learners. All these could mean more work to the teacher, more demand on his or her time and more responsibility on him or her. This means they must be professionally and attitudinally prepared for operating the system. If the teacher is not adequately prepared for operating the system, it may lead to a tendency to merely 'cook up' scores in the name of continuous assessment. Thus, teachers should be encouraged to form favorable attitudes toward the practice. They should be made aware of the requirements of the system, its importance and how to implement it. Another problem with continuous assessment is the issue of record keeping. Learners' records have to be adequately and meticulously kept over a long period of time. They should be properly stored and easily retrievable. A related issue is that of collation. Scores may have to be combined from different sources using various weights. Teachers will need basic arithmetical operations of addition and multiplication; calculators may be handy here. So that scores are not misplaced, marks books or registers for learners could be used.

According to Kapambwe, (2006); the following are major challenges faced by in the implementation of CA;

2.6.1 Large class size

One of the major challenges was the large class sizes. Teachers cited the large class sizes in schools as major challenge. Teachers indicated that the workload became higher as they were required to mark and keep records of the progress of all learners.

2.6.2 Staffing

The high pupil to teacher ratio was another challenge. Due to lack of adequate staffing levels, some teachers were found to handle more than one class. Coupled with the low staffing level is the constant change in the staffing levels at the schools.

2.6.3 Pupil absenteeism

Absenteeism also posed an obstacle to the smooth management of pupil performance continuous assessment records as some pupils' attendance was irregular. Some absenteeism eventually leads to pupils dropping out of schools completely.

2.6.4 Teaching and learning resources

The majority of the teachers complained that they had inadequate teaching and learning materials. The difficulty with learning materials mainly affected the availability of appropriate teaching and learning materials in new curriculum. There was a complete lack of materials in some learning areas. It was clear that they needed a lot of support in form of materials and equipment such as stationery, computers and photocopiers.

2.6.5 Teacher networking

Schools experienced difficulties in coming together due to various reasons. Some of the reasons were due to lack of materials and coordination.

2.6.6 Monitoring and feedback

Monitoring was another area in which the overall implementation experienced challenges. When there is inadequate monitoring and feedback implementation of Continuous Assessment is

challenged. There was need for the district offices to closely monitor the teachers' implementation so that they could be given the necessary support.

2.7. Good practices of continuous assessment

To make continuous assessment to achieve its goal, it should be practiced appropriately. In doing this there are values for best practices in continuous assessment. Among these, five of them are discussed below;

Assessment should be valid: - between the objectives and assessment method there must be a match. In accordance to this the Joint Advisory Committee of Canada (1993; 4) affirms that assessment method should be in harmony with the instructional objectives to which they are referenced in order to enhance validity. Besides Ministry of Education and Culture of Namibia (1999;10) Stated that the nature of the learning task, e.g. the ability to apply knowledge or the mastery of a practical skills like typing, will determine which assessment type will be suitable to use to attain the objectives of the lesson.

Assessment should be transparent;-assessment has to be clearly articulated, if students have not clear about assessment they will have confusion about it. The Joint Advisory Committee of Canada (1993; 6) emphasized that lack of understanding of the assessment task may prevent maximum performance or display of the behaviour called for.

Assessment should provide immediate and meaningful feedback to the students;-Feedback should give to students immediately as possible it is considered as a right medicine for the right diseases on time. According to Rowntree (1987) feedback is the life blood of learning. So, giving meaning full feedback is mandatory for teachers.

Assessment should be given adequate time; - appropriate time has to be allotted for the implementation of assessment. This is because if there is no adequate time allotted for assessment, there is no feedback and effective assessment. Phil (2005; 4) said that even where there is only end-point formal assessment, earlier opportunities should be provided for rehearsal and feedback.

Assessment should be fair: - it is best for teachers using more than one assessment methods so, that students of all ability levels will be able to demonstrate what they know and can do. Gardner (1985) has found that students have nine learning styles that demand varies teaching strategies to let them successfully and fairly exhibit their potential and get their best out of them. Phil (1005; 3) also stated that students should have equivalent of opportunities to succeed even if their experience are not identical. To this end, as Tesfaye (2005:199) enlightened assessment can take many forms and it could be argued that the more divers the method of assessment, the more fair the assessment of students.

2.8 Types of Continuous assessment activities

Using varieties of continuous assessment activities allow students learn things differently and different styles of learning. Using several activities of assessment provides a broad and more general picture of learning and teaching process of secondary schools. In fact, test and exams are also one part of continuous assessment.

Activities commonly used as an exam and tests are classified in to two these are; - Selected response questions and brief constructed response activity. Selected response questions include; - multiple choice questions, true /false and matching. Brief constructed response: this includes ‘fill

in the blank', 'short answer and labelling drawing. Activities commonly used for continuous assessment are also classified in to two these are; - Performance and Product activities.

2.8.1. Performance assessment activities: are Oral presentation, Movement, Science activities, Athletics skills, Dramatic reading, Role play, Debate, Song, Practical test and Interviews of learners Adopted from McTighe,J. and Ferrara, s.(1998). During performance assessment learners expected to perform something, what they know and can do.

As of McGirk(2002;3) performance assessment is defined as direct, systematic observation of an actual students performance according to pre-established criteria. In accordance with McTighe (1998;13) performance assessments encourages self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria.

2.8.2 Product assessment activities: can be defined as a tangible objects created by the students and can be viewed by the teacher. According to Plessis (2003; 20) product assessment differ from performance assessments because they are physical pieces of students that can be touched. Performances need to be observed or heard in order to assess them. Product activities are; Illustration /drawing, Invented dialog, Making models, Essay /composition /short story Report, and Project.

2.9 Assessment rights and responsibilities of teachers, students and parents.

It is clear that teachers, have rights and responsibilities on the practice of continuous assessment. Being responsible is a base for securing of their rights. Maxwell (2000;62) stated that stopping fret about right will turn ones focuses to the right direction, and let focuses on what one can control-her/his/ responsibilities. Thus every teacher always need to ask themselves 'what is

expected of me?', and long as the teacher makes a move to satisfy this question, he/she will accomplish their responsibilities. Then, they might solicit their rights keeping the rights and responsibilities of the other bodies – the principals, parents and students, in mind.

2.9.1 Summary of the right and responsibilities of teachers, students and parents

According to CODE (2006; 18),

| Students right | Teachers right | Parents right |
|--|---|---|
| <p>To know how they are performing</p> <p>To receive timely marking/grading</p> <p>To have opportunities to improve their work</p> <p>To get feedback which is formative</p> | <p>To have students take charge of their own learning as active partners</p> <p>To receive student submission on time</p> <p>To reasonably expect students and parents to accept a teacher's professional judgment regarding assessment</p> | <p>To know on regular and frequent basis how their child is performing</p> <p>To know how their child is assessed</p> <p>To be able to contact teachers for advice or information regarding their Childs progress</p> <p>To be informed through their</p> |
| Students responsibility | Teachers responsibility | Parents responsibility |
| <p>To complete all work to the best of their ability</p> <p>To submit wok to teachers on time</p> | <p>To prepare all of students fully for evaluation and assessment</p> <p>To grade and return students work on timely manner</p> | <p>To initiate contact with teachers if and when difficulties arise</p> <p>To insure that their child complete all works assigned for</p> |

| | | |
|---|--|--|
| <p>To be active participant in learning process</p> <p>To take all responsibilities to improve work after receiving feedback</p> <p>To assist other students</p> <p>To learn by providing focused feedback to them.</p> | <p>To be familiar with and implement, assessment and evaluation practices those are consistence with ministry and board policies.</p> <p>To implement and evaluation practices that are fair to all students</p> <p>To keep parents fully informed regarding the progress of their child to report to parents as required.</p> | <p>home work</p> <p>To monitor the in the learning process</p> <p>To take the advantages of interview opportunities provided at parent interview night</p> <p>To insure that students spent time at home preparing for evaluation</p> <p>To know about, and monitor, due date for summation of work.</p> |
|---|--|--|

2.9.2 Assessment rights and responsibilities of principals

Assessment is ever to reach its immense potential as a force for good in schools, principals across the country must fulfil critically important assessment leadership responsibilities. As of Stiggins (2000; 24-25) the following responsibilities are considered:

Principals have to crucial responsibilities regarding assessment literacy.

First, they must become assessment literate themselves. Without this basis of professional expertise, principals remain unable to bring the issue of effective assessment to the fore as a

school priority or provide the support teachers need to develop and use assessments productively in their classroom.

Second, principals must remove all barriers to the development of teachers' assessment literacy. These include personal, institutional and community barriers. Personal barriers may include the anxiety that accompanies trying new assessments before one is certain that they will work. The principals need to assure teachers that initial failure to assess dependably or to use assessment effectively will not lead to directive to stop trying. Institutional barriers may include a lack of professional of time to learn and to experiment with new assessment ideas. Teachers need to know that school resources will be allocated for these purposes-and the principal need to make sure that they are. Community barriers may include parents who question changes in assessment and communication procedures. Principals need to be sufficiently assessment literate to be able to ease community concerns in this regard and to support teachers in their relationships with parents during the process of change.

2.10 The Practice and International Research Findings on the Implementation of Continuous Assessment

Findings from an exploratory study of teachers' belief and practices about pupils assessment in Malawi especially about continuous assessment feasibility study (CAFS) varies radically from most assessment model in Malawi, and much of sub-Saharan Africa that rely on terminal examination to assess pupil and that depend, for continuous assessment, on "continuous tasting". In these more pervasive models, teachers prepare and administer tests on somewhat regular basis in order to find out what pupils know and can do. Pupils mark or scores on these examinations are combined and averaged, they are assigned a rank or position in the class and they are

promoted or retained based on these marks. To this study, the above practices continued year after year. Teachers were constrained by tradition, large class, limited resources, and their own training. In Malawi, assigning pupils a rank or position in class beginning in primary standard one is the strong tradition, an expected outcome of assessment (Miskle, Schmidt and Santhe, E, .2003).

2.10.1 Continuous assessment in Nigeria

The Nigeria's national policy on education (NPE) recommended the use of continuous assessment for taking summative decisions on the students' level of attainment at the end of any level of schooling. The Federal Government through Ministry of Education (MOE) equally provided policy guide lines aimed at streamlining the assessment practices in Nigerian schools. The experience of the country is an example of poor continuous assessment practice though there are encouraging results in some of its state (Anikweze, 2005).

Research findings in relation to problems associated with implementation of continuous assessment in Nigerian schools shows two major problem areas;

Standard comparability and record keeping in the former single national examinations there was a basis for comparing students' performance across schools in different parts of the country. According to the study, this problem could be attributed to;

Variation in the quality of tests and other assessment instruments being used in schools and variation in the procedures for scoring and grading of the different assessment instruments in different schools. It is a common knowledge that the standard of all assessments by different teachers across the country, states and local government areas cannot be assumed to be the same.

Comparability of standards in a situation in which schools and students within the system differ considerably in terms of programs offered, tradition, inputs, teacher's qualifications, students' abilities, entry behaviour, etc becomes questionable. The problem of comparability of standards notwithstanding the issue of record keeping and continuity of records is of great concern to all associated with the school. Schools are not used the same pattern of record keeping. In fact record keeping is one of the most problems of continuous assessment. According to this finding record were not properly kept in schools and workload of teachers and increase in students' enrolment do not give room for effective record keeping.

2.10.2 Continuous assessment in South Africa

The new policy of CA is aimed to bring out a paradigm shift in educational assessment in several ways. The central characteristics of this shift are the moving of assessment from judgmental role to a developmental role. This move reflects evolving ideas on the nature of assessment and its purposes (Puhl, 1997).

2.10.3 Continuous assessment in Zambia

In Zambia, over the years, examinations have been used for selection and certification, without formal consideration on school-based continuous assessment as a component in the final examinations at grade seven levels. The Ministry of Education introduced school based continuous assessment for two reasons (Zambian MOE, 2008)

To improve teaching and learning and to collect school based marks to be added to the final examination marks for certification and selection

Notably the education policy makers in Zambia had acknowledge the inherent benefit of continuous assessment in improving educational quality as reflected in the 1977 education reforms. The educational reforms' recommended that continuous assessment be introduced as an integral part of the examination result was not implemented at the secondary schools level due to a number of reasons, one of which is public apprehension. In particular the competencies of teachers in carrying out objective assessment and the perception of teachers toward the coupled with managing large class size at secondary school level. The introduction of the outcome based curriculum in 2001 and the demand for more comprehensive assessment systems that impacts positively on learning achievement, has prompted educational policy to re-affirm the importance of school based CS in the enhancing educational quality. In addition to the above reports of research findings on the monitoring result of education for all (UNESCO 2005) indicates that, in many countries, children were not mastering basic skills, and low achievements are widespread. According to the report of the study, national assessment in four Latin American countries, Nicaragua, (2002), in Uruguay (1999), in Salvador (1999), and in Honduras (2002), the performance of students in language, mathematics. Science and social studies were proved unsatisfactory.

2.10.4 Continuous assessment in Ethiopia

The concept of CA is first incorporated in the policy and introduced in primary schools of Ethiopia with the launching of education and training policy in 2002. However before the introduction of the policy, test and examination are the most dominant mode of assessment of students at all level. After stressing of the need of continuous assessment in schools of the country, Ministry of Education. MOE (2002; 126-127) has expanded continuous assessment for students, teachers and to education system as a whole.

Bearing in mind those all facts a great number of documents encompassing of details, rules and guidelines about continuous assessment has been prepared since the commencement of Education and Training Policy. One of these documents was 'A National Curriculum Guideline for Pre-service Teacher Education Program'. MOE (2003; 9) in this document, under the subsection competencies for Ethiopian teachers, there is an evident detail that divulges the responsibilities of teachers in practicing classroom continuous assessment.

On the other verge of these efforts, but many problems in the implementation of continuous assessment. Since teachers are the major implementers of continuous assessment it is affected by teachers in one way or another. But implementing of continuous assessment is not only the responsibilities of teachers alone but also students, and parents.

Research findings by Tamene (2007); lack of time, lack of facilities, teachers knowledge and commitment, class size and attitude of teachers were the major problems of assessing students continuously.

Birhanu (2004) indicated that proper handling of students assessment in general and continuous assessment in particular at high school level in selected high school of Arsi zone is poor and not up to the standard compared to contemporary assessment system. In his findings further indicated that, major problems in implementing continuous assessment includes; lack of awareness about the techniques and procedures, lack of guidelines/directives, in adequate preparation of teachers, lack of technical support, unmanageable large class size, lack of adequate learning materials, lack of adequate supervisors who can guide practitioners, lack of students motivation and learners negative attitudes towards and project and assignments.

To this end the above research are conducted on primary and secondary school and at college level and clearly shows the problems of assessment in general and continuous assessment in particular.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

For the successful investigation of the study descriptive survey, method is used to determine the practical implementation and challenges faced in continuous assessment at Bole Sub city secondary schools.

3.1. Data sources

For this research, data was collected through questionnaire and interview from primary and secondary source from teachers', students, principals, education supervisors, officials and educational documents.

The rationale behind using questionnaire and interview were because its possibility to collect more than adequate information and opinions from the respondents within a short period of time and because it allows the researchers to probe particular responses, clarifications and confirmations of information from the respondents respectively.

3.2 Sample Population and Sampling Techniques

In Bole Sub City there are four public secondary schools namely, Dr. Hadis Alemayehu, Beshale, Lem and Bole. Among these, two of them namely, Beshale and Lem secondary schools are selected randomly as sources of data for the study. The rationale behind selecting randomly is to avoid biases. Teachers were selected by using systematic sampling, whereas students were selected by using stratified random sampling techniques. The numbers of girls and boys students are proportional and at the same time their number at both schools are almost equal. According

to Krejcie & Morgan (1970) sample determination table is formulated. But because the respondents were homogeneous, which were students and teachers, 200 students and 62 teachers would represent the population. Students and teachers were selected using stratified random sampling. The stratification is only to secure proportional sample students and teachers from the schools from “grade 9” and “grade 10”. 2 education office supervisors and 2 school principals and 1 education official were selected as a source of data by using purposive sampling techniques. Hence, a total of 267 respondents were used as sources of data in the study.

3.2.1 Summary of sample size

Table 1 Summary of sample size used for the study

| S. no. | Name of school | Teachers | | Supper visors | | Students | | principals | | Education official | | Total |
|--------|--------------------------|----------|--------|---------------|---------|----------|--------|------------|---------|--------------------|---------|-------|
| | | Male | Female | Male | Femal e | Male | Female | Male | Femal e | Mal e | Fem ale | |
| 1 | Beshale secondary school | 19 | 12 | - | - | 50 | 50 | 1 | - | | | 132 |
| 2 | Lem secondary school | 18 | 13 | - | - | 50 | 50 | 1 | - | | | 132 |
| 3 | Educatio | - | - | 2 | - | - | - | - | - | 1 | - | 3 |

| | | | | | | | | | | | | |
|---|----------|----|----|---|---|-----|-----|---|---|--|--|-----|
| | n office | | | | | | | | | | | |
| 4 | Total | 37 | 25 | 2 | - | 100 | 100 | 2 | - | | | 267 |

3.3 Data gathering tools

To obtain information about the practice of continuous assessment and challenges faced during implementation, two different set of questionnaires one for the teachers and the other for the students have been prepared. Both open and close ended items were included but very limited number of open ended. Ones Interviews guide questions were prepared for school directors and education office supervisors. Both the questionnaires and interview guide were initially prepared in English. However, for the sake of convenience, the researcher translated them in to Amharic for the students while filling the data.

3.4 Procedures of data collection

The data-gathering instrument was drafted based on objectives of the study and review of related literature. The questionnaires were distributed for the respondents on face-to-face situation. The face- to face situation was preferred because it allows further explaining the objective and avoiding problems that may arise in comprehending and ways of responding. However, since some teachers claimed that they were unable to fill in the questionnaire on the spot, the researcher agreed to collect the questionnaire back on some other days. Finally, the questionnaires were collected accordingly.

3.5 Method of analysing data

The data collected using questionnaire was tallied and systematically organized. Depending on the nature of the data collected quantitative and qualitative analytical procedures were employed. Information gathered through questionnaires is interpreted quantitatively and information gathered through interviews is interpreted qualitatively. Percentage frequency and rank are used. Finally, the major findings, summary, conclusions and recommendation were drawn.

CHAPTER FOUR

4. PRESENTATION ANALYSIS AND INTERPRETATION OF DATA

In this chapter, findings of this study were presented based on the research questions. These findings are based on the data gained from students, teachers, principals and supervisors using questionnaire and interview. The first part of this chapter presents the general characteristics of the respondents, whereas the second part describes about the practice, challenges and solutions of continuous assessment implementation based on the data obtained through questionnaire and interview. The data gathered through questionnaire were analyzed using frequency and percentage and the data obtained through interview was narrated thematically.

4.1 General characteristics of respondents

In order to assess the characteristics of respondents, issues related to their school name, sex, age and so on are commonly considered. Specific to teachers' items related to their educational qualifications, teaching experience, teaching load per week and whether they are engaged in extra responsibility in addition to teaching load. Specific to the students' issues related to their age, sex and grade they are learning were made part of the analysis.

4.1.1 Characteristics of students' respondents

Table 2 Background of Student respondents

| Schools name | Sex | | Age | | | | Grade | | Grand total |
|-----------------|------|--------|-------|-------|-------|-----|-----------------|------------------|----------------|
| | Male | Female | 14-15 | 16-17 | 18-19 | >19 | 9 th | 10 th | |
| Beshale | 50 | 50 | 34 | 56 | 10 | - | 59 | 41 | 100 |
| Lem | 50 | 50 | 37 | 54 | 9 | - | 61 | 39 | 100 |
| Total | 100 | 100 | 71 | 110 | 19 | - | 120 | 80 | 200 |
| Percent (%) | 50 | 50 | 35.5 | 55 | 9.5 | - | 60 | 40 | 100 |

A total of 200 students are included in the study. As it is shown in the above table 2 100 (50%) of the respondents were males while the remaining 100 (50%) were females. According to the above table there is equal number of male and female students included in the study. One can conclude that the study is free from gender bias.

The second item in the table 2 reveals that the age of the student respondents. 110 (55%) were in the age range of 16-17. about 71(35.5%) were in the age category of 14-15. Only 19 (9.5%) were between the age group of 18-19 years old. There is none of the respondents were beyond 19 years old. This shows that most of the student respondents were within the age limit of secondary education, which is below 19 years since the problem under study is secondary school

concerned. From the above data, one can conclude that all respondents were matured enough to provide adequate and reliable information on the issue under investigation.

The third issues in the above table 2 represent the grade level of students. Accordingly the majority of the respondents students were 120 (60%) of them were grade 9 and the remaining 80 (40%) were grade 10 students. Half of 100 (50%) are learning at Beshale secondary school, and the rest 100 (50%) of students are learning at Lem secondary school. It shows the data obtained from respondents are a good representative of grade levels and sample school.

4.1.2 Characteristics of Teachers

Table 3 Status of teacher respondents

| Schools name | Sex | | Qualification | | Teaching Experience | | | Extra responsibility | | Training opportunities | | Teaching Load weak | | |
|-----------------|-----|----|---------------|--------|---------------------|------|-----|----------------------|-----|------------------------|----|--------------------|------|-----|
| | M | F | Degree | Master | 0-5 | 6-10 | >10 | yes | no | yes | no | 1-4 | 5-16 | >16 |
| Beshale | 19 | 12 | 27 | 4 | 14 | 6 | 11 | 21 | 10 | 7 | 24 | 2 | 28 | 1 |
| Lem | 18 | 13 | 29 | 2 | 15 | 4 | 12 | 17 | 14* | 4 | 27 | 3 | 23 | 5 |
| Total frequency | 37 | 25 | 56 | 6 | 29 | 10 | 23 | 38 | 24 | 11 | 51 | 5 | 51 | 6 |

| | | | | | | | | | | | | | | |
|---------|-----|-----|-----|-----|-----|------|-----|------|------|------|------|---|------|-----|
| Precent | 59. | 40. | 90. | 9.7 | 46. | 16.1 | 37. | 61.3 | 38.7 | 17.7 | 82.3 | 8 | 82.3 | 9.7 |
| (%) | 7 | 3 | 3 | | 8 | 3 | 09 | | | | | | | |

Specific to teachers, items related to their educational qualifications, teaching experience, sex, teaching load per week and whether they are engaged in extra responsibility in addition to teaching load are commonly considered in general back ground of teachers' respondents. 62 teachers were included in the study. As shown in the table above, 31(50%) of them were teaching at Beshale secondary school. The rest 31(50%) of them are teaching at Lem secondary school. 37(59.7%) of the respondents are male and the remaining 25(40.3%) are females. Moreover, the female and male teachers were implementing CA at secondary school.

The second item in the table above reveals the qualification of teachers' respondents. The majorities of them 56 (90.3%) holds 1st degree and the rest 6(9.7%) hold master's degree. Adequately qualified teachers are crucial to ensure quality of education. To indicate the importance of qualified teachers (Ayalew 1991.1) has indicated that whatever the curriculum changes are introduce and whatever reforms are made all will be no avail without qualified teachers. On the basis of this the collected data depicted that there are no teachers with qualification below first degree in both schools, which seems fair to teach secondary school students. In line with this, MOE, (1995) suggests that to teach or lead at secondary school level, the minimum required qualification is holding first degree Cited in (Muluaten 2012).

As it is presented in the above table 3 the teaching experience of teachers, the majority 29(46.8%) of teachers experienced teaching between 0-5. While 10(16.1%) of them have 6-10 teaching experience. 23(37.09%) also had 10 years and above teaching experience. This shows

that the majority of teachers have less teaching experience in the secondary schools. Whereas, many research findings indicate that experienced teachers would have well developed knowledge that could be more relevant to the teaching situation than beginners' (Calliods, 1989: Fuller 1987: and Lehman cited in Desta, 2006:19).

Regarding extra responsibility in the school environment, it was revealed that 38 (61.3%) of secondary school teachers had extra responsibilities in addition to teaching load which is they are members in different clubs, committee, other social issues, departmental heads, gender representatives and so on. The rest 24(38.7%) of them did not engaged in extra responsibilities at school in addition to teaching load. The study shows that most of teachers are engaged in many extra activities other than over regular duties. Continuous assessment is a daily base ongoing assessment process by which teachers gathers and interpret information about aspects of students learning achievement and teachers teaching approach which involves varieties of pedagogical strategies employing of a varieties of evaluation techniques, giving adequate time and due attention is a favourable condition for the CA. It can be concluded that extra responsibility in the school environment affect directly or indirectly the implementation of continuous assessment.

As indicated in above table 51(82.3%) of the teachers respondents replied that they have not received training on how to implement continuous assessment. whereas, 11(17.7%) of them get training opportunities on how to implement continuous assessment. Capacity building and awareness creation for school partners are key inputs needed for proper implementation of continuous assessment. As with any educational innovation, the implementation process for continuous assessment is both deliberate and creative and involves continuous understanding.

Schoolteachers have significant roles in implementing continuous assessment. From this we can conclude that there is lack of capacity and awareness on how to CA at secondary school level.

The next item in table 3 presents the teaching load of teachers per week. Accordingly the majority 51(82.3%) of teachers respondents having between 5-16 teaching load per week and 6(9.7%) having above 16 teaching load per week. the remaining 5(8%) are teaching between 1-4 per week. This implies that the majority of them teach between 5-16 periods per week. As it were known teachers workload affect directly or indirectly the implementation of continuous assessment.

4.2 Practices of continuous assessment implementation

Table 4 Assessment methods used by teachers (as reported by teacher respondents)

| No | Item | Use always | | When necessary | | Not use | | Total | |
|----|------------------|------------|------|----------------|------|---------|-----|-------|-----|
| | | F | % | F | % | F | % | F | % |
| 1 | Assignment | 9 | 14.5 | 50 | 80.6 | 3 | 4.8 | 62 | 100 |
| 2 | Class Activities | 14 | 22.6 | 48 | 77.4 | - | - | 62 | 100 |
| 3 | Presentation | 8 | 12.9 | 54 | 87.1 | - | - | 62 | 100 |
| 4 | Examination | 32 | 51.6 | 30 | 48.4 | - | - | 62 | 100 |
| 5 | Homework | 22 | 35.5 | 40 | 64.5 | - | - | 62 | 100 |

Their responses from the above table 4 can be summarized as follows.

According to the above table 4 the majority 32(51.6%), of teachers respondents replied that examination is used by teachers as an assessment mechanism frequently. 22(35.5%) Next to examination homework was the most frequently assessment mechanism used.

As a result of table 4 shows teachers were frequently using examination as an assessment mechanism. This shows because of large class size and time constraint teachers couldn't use varieties of assessment techniques at school.

Continuous assessment is said to be effectively implemented and applied when there are variety of assessment mechanisms used by all teachers, as well as to give regular and timely assessment in order to evaluate students' progress and performance in learning. Hence, depending on the nature of subject, the assessment techniques to be used vary from one subject to the other even in the same subject between different unit content. Saying this in support of this Gray C: et al. (2004) on his part argued that there are a number of types of assessments, which can be appropriate for different assessment purposes. These assessment techniques are: - Class assignments, interviews, peer reviews, portfolios, speaking test, survey of student services, focus groups, case study, mid-term test, final test in a course, and examination.

In recognition of this fact, teachers and students were asked about assessment mechanisms how frequently and which were used by them.

Their responses from the above table 5 can be summarized as follows:

This finding is in agreement with the report of (Obasi, 1995). More teachers use the essay test more than the other forms which one of the fundamental principles that continuous assessment

should be comprehensive. Teachers hardly use a variety of instruments such as test, class-work, homework, project, observation, interview, questionnaire, anecdotal report, checklist, rating scale, inventory and practical work.

Table 5 Assessment methods used by teachers (as reported by student respondents)

| No | Item | Use always | | When necessary | | Not use | | Total | |
|----|------------------|------------|------|----------------|------|---------|---|-------|-----|
| | | F | % | F | % | F | % | F | % |
| 1 | Assignment | 13 | 6.5 | 187 | 93.5 | - | - | 200 | 100 |
| 2 | Class Activities | 44 | 22 | 156 | 78 | - | - | 200 | 100 |
| 3 | Presentation | 29 | 14.5 | 171 | 85.5 | - | - | 200 | 100 |
| 4 | Examination | 134 | 67 | 66 | 33 | - | - | 200 | 100 |
| 5 | Homework | 48 | 24 | 152 | 76 | - | - | 200 | 100 |

Their responses from the above table 5 can be summarized as follows:

According to the above table,5 the majority 143(67%), of students respondents replied that examination is used by teachers as an assessment mechanism frequently. 48(24%) of students respond that next to examination homework were the most frequently used assessment mechanism used by teachers.

As a result of table 5 shows teachers were frequently using examination as an assessment mechanism. The problem of relying on examination for assessing pupils progress might have

emanated from lack of materials and understanding of teachers about the necessity of continuous assessment techniques.

Continuous assessment is said to be effectively implemented and applied when there are variety of assessment mechanisms used by all teachers, as well as to give regular and timely assessment in order to evaluate students' progress and performance in learning. Hence, depending on the nature of subject, the assessment techniques to be used vary from one subject to the other even in the same subject between different unit content. Saying this in support of this Gray C: et al. (2004) on his part argued that there are a number of types of assessments, which can be appropriate for different assessment purposes. These assessment techniques are: - Class assignments, interviews, peer reviews, portfolios, speaking test, survey of student services, focus groups, case study, mid-term test, final test in a course, and examination. In recognition of this fact, teachers and students were asked about assessment mechanisms how frequently and which were used by them. Their responses from the above tables 4 and 5 can be summarized as follows:-

This finding is in agreement with the report of (Obasi, 1995). More teachers use the essay test more than the other forms which one of the fundamental principles that continuous assessment should be comprehensive. Teachers hardly use a variety of instruments such as test, class-work, homework, project, observation, interview, questionnaire, anecdotal report, checklist, rating scale, inventory and practical work.

4.3 Challenges of Continuous assessment implementation

4.3.1 Teachers challenge

Table 6 Teachers' challenges of implementing Continuous assessment

| No. | Challenges | Response in No. | % of the Response | Rank |
|-----|-------------------------------------|-----------------|-------------------|------|
| 1 | Large class size | 29 | 46.8% | 1st |
| 2 | Demand on teachers' time | 19 | 30.6% | 2nd |
| 3 | Poor Preparation of students for CA | 8 | 12.9% | 3rd |
| 4 | Teachers' level of motivation | 4 | 6.5% | 4th |
| 5 | Heavy teaching workload | 2 | 3.2% | 5th |

According to the above table 6 the challenges of implementing Continuous Assessment were ranked by teachers are large class size; demand teachers' time to implement and poor preparation of students for the continuous assessment are the major challenges of continuous assessment. Accordingly the majority 46.8% of teachers believed that large class size are presented as 1st rank for the challenges of continuous assessment implementation. 30.6% of teacher's respondents replied that because of time constraint implementing continuous assessment is very difficult. According to their prioritization, 12.9 % of teachers respondents revealed that the third most challenges of teachers that are hindering effective implementation of continuous

assessment were poor preparation of students for Continuous assessment considered as the teachers' challenges in Continuous assessment implementation.

According to the standard of the MOE (2002), the standard class size is 50 students in a class of 46.08m². As we observed from the above table most of the teachers consider class size as a series problem of poor implementation of continuous assessment. In large class size situation, it is very difficult to use varieties of continuous assessment techniques, and actively involve each student in continuous assessment.

From this, we can conclude that as a result of large class size teachers consume much time assessing students in one class.

Concerning poor preparation of students, learning to take place the interest and motivation of students generally and continuous assessment particularly a major factor. According to this research poor preparation of students also found that the major challenges of continuous assessment. As mentioned in Tewodros (2009:65) Most of the educators like Harmer, 1983; and grander 1985 belief that it is extremely difficult to deal with poorly prepared, motivated, and uninterested students. On the other hand Trooboff (2003:16) asserted that teachers are also tantalizing for the lack of interest and de motivation of students.

Heavy teaching work load is another fourth challenge of continuous assessment implementation in this research. This findings shows that heavy teaching work load of teachers negatively affect continuous assessment practice. As mentioned in Tewodros (2009:65) considering the effect of heavy teaching work load Muluken (2006:47) emphasized the high workload contributes to the poor assessment practice of teachers.

Similarly, Bogale (1994; 70-71) and Tamene (2007) explain lack of time, lack of facilities, teachers knowledge and commitment, teachers attitude are the major challenges of students assessment.

On the other hand, scholars like Rego (2007:63) wrote that a man who always complain being busy of workload is a man who can't manage his work.

Another challenges effective implementation of continuous assessment is teachers' motivation. The finding of Onuka and Obialo (2004) that effective implementation of continuous assessment can consume much of the teachers' time and its administration can be unmanageable as well as inadequate funding of the system leading to poor execution of noble innovation in educational evaluation. The findings of previous research's done in Ethiopia also revealed that lack of time, lack of facilities, teachers knowledge and commitment, class size and attitude of teachers were the major problems of assessing students continuously Tamene (2007).

4.3.2 Students challenge

Table 7 Students' challenges in Continuous assessment

| No. | Challenges of Students | No. of stud. | %(percent) | Rank |
|-----|---|--------------|-------------|-----------------|
| 1 | Insufficient time to write the tests | 140 | 70 | 1 st |
| 2 | Fear of failure | 82 | 41 | 2 nd |
| 3 | Inadequate information to students on test time table | 64 | 32 | 3 rd |
| 4 | Insufficient time to prepare for tests | 60 | 30 | 4 th |
| 5 | Scoring and feedback to students | 54 | 27 | 5 th |

The percent is more than hundred because students gave a number of responses.

140 (70%) of students responded that the first most challenge were the time given to them for writing continuous assessment papers.

Closely 82(41 %) of them revealed that fear of failure is the second most challenge. 64(32 %) of students claim that teachers don't provide adequate information about test time table.

According to the data obtained from students the fourth most challenges of continuous assessment on student's side were 60 (30 %) of them indicate that the teachers seem to be in a rush to conduct their tests as required by authorities rather than to use tests to achieve instructional objectives.

The last but not the least the most fifth challenges 53(27 %) of students revealed that was teachers doesn't properly register the result/marks/ of the students so that due to the subjective matter there is a bias between students score and teachers doesn't provide proper feedback to students at the end of each assessment.

These conclusions are in conformity with the views of Wosanju (2005,); Wiggins (1998) and the finding of Onuka and Obialo (2004) that continuous assessment implementation can be very time consuming and its administration can be burdensome and so may be poorly implemented.

4.4 Result from open-ended items

Table 8 Teachers' response regarding the challenges of continuous assessment

| No. | Challenges | Frequency | Percent | Rank |
|-------|-----------------------------|-----------|---------|-----------------|
| 1. | Time consuming | 31 | 49.78% | 1 st |
| 2. | Large class size | 19 | 30.25% | 2 nd |
| 3. | Burden to teachers | 16 | 25.65% | 3 rd |
| 4. | Students lack of interest | 10 | 16.14% | 4 th |
| 5. | Unable to cover annual plan | 9 | 15.13% | 5 th |
| 6. | Teacher's commitment | 7 | 11.54% | 6 th |
| Total | | 96 | 155.6% | |

The percent is more than hundred because teachers gave a number of responses. According to the above table 8 challenges of continuous assessment from open ended items were;-

With respect to the challenges of school's continuous assessment implementation 31(49.78%) teachers elaborated that time consuming nature of continuous assessment is the 1st most challenge to implement.

19 (30.25%) of teachers explain that class size is the 2nd most challenges of teachers to implement continuous assessment. They also said that it is difficult to apply it in large classes

16(25.65) of the respondents teachers respond that burden to teachers is the 3rd critical problem for the effective continuous assessment implementation in secondary school.

10(16.14%) of the respondents express that lack of students interest is the 4th most challenge of implementing continuous assessment.

9(15.13) of respondents teachers think that the 5th most challenge of continuous assessment consuming much time.

The last but not the least challenge were according to the data 7(11.54) of the teachers explain that implementing continuous assessment is another additional burden to teachers to implement is the 6th most challenges of continuous assessment.

4.5. Characteristics of principals’ supervisors and official included in the interview

Table 9 Characteristics of principals, supervisors and official

| No | School name | Level of education | Work experience in (year) | Number of principal | Number of supervisors | Number of official | Sub total |
|----|--------------------------------|--------------------|---------------------------|---------------------|-----------------------|--------------------|-----------|
| 1 | Beshale | Ms | 5 | 1 | - | - | 1 |
| 2 | Lem | Ms | 12 | 1 | - | - | 1 |
| 3 | Bole sub city education office | BA | 18 | - | 1 | - | 1 |

| | | | | | | | |
|-------|--------------------------------------|----|----|---|---|---|---|
| 4 | Bole sub city education office | BA | 8 | - | 1 | - | 1 |
| 5 | Bole sub city official | BA | 15 | - | - | 1 | 1 |
| Total | | | | 2 | 2 | 1 | 5 |

In addition to teachers and students, education supervisors from Bole sub- city education office were 2 respondents. Principals from both schools were included in the study. School principals were Ms (masters) holders and one 5 years work experience and one 12 years experience. Supervisors were BA (degree) holders one 18 years work experience and the other had 8 years work experience. Education official had a bachelor degree holder and 15 years work experience. All of them have a bachelor degree and work experience ranges between 5 and 18 years.

4.5.1 Interview of Bole sub-city secondary schools

The interviewee revealed that *“continuous assessment was assumed to be very good opportunity, It was considered as a tool for gathering information and identifying the overall development of students’ behavior, knowledge, skills and attitude. In addition it was also assumed to be a means of checking students’ understanding of the lessons they were taught, and evaluating their progress of skills development and performance”*.

This was revealed in the following statements by one of them (p-1);

“About 75 students are accommodated per class due to this reason it is very difficult to implement continuous assessment. Even at the beginning of school year the number of students

per class reaches 80-90, finally by students dropping out it declines up to 70 to 75 still there is a problem, it is very difficult for the implementation of CA". (May 20, 2015).

The respondent mentioned that there is no pedagogical center and no teaching aid at all. According to him, during Business Process Reengineering (BPR) pedagogic center was not studied for secondary schools, even if the school believe pedagogical center is very important to facilitate effective implementation of continuous assessment implementation there is no extra room available in our school used for this purpose. . (May 20, 2015).

The information suggested that pedagogic center which is very important for the implementation of continuous assessment, doesn't work in the school. Assessment is an integral part of the curriculum, pedagogy and assessment cycle. It involves collecting evidence about students learning, interpreting information and making judgments about students' performance with a view to providing feedback to students, teachers, schools, parents, other stakeholders and to the education system.

In the absence pedagogic center it is very difficult to implement continuous assessment properly.

Discussing with departments and trying to bring behavioral changes for both teachers and students, persuading teachers and students that continuous assessment is very relevant in teaching and learning process.

To eliminate students and teachers carelessness, facilitating guidance and counseling, discussing with students' parent towards students interest and attention, providing support for careless and aim less students and teachers to use their efforts. Regarding practice how continuous assessment was conducted according to the response of (p-1) '*most of teachers starting running for*

continuous assessment implementation at the end of the school year carelessly' (December 12, 2015)

(p-1) responded that *'teachers blame that most of students are disinterested doing different activities like home work, class activities, assignment and presentation, Because of lack of due attention and carelessness they are not using their best of effort'*. (December 12, 2015)

Regarding the challenges which secondary school faced in effective implementation of continuous assessment; According to (p-1): many challenges faced during and after implementation of continuous assessment. According to him the problems are *'Teachers' students' ratio, Absence of pedagogic center, Carelessness of teachers, Students interest to do homework'*. (December 10, 2015)

Regarding how continuous assessment practice was conducted According to the response of (p-2) respondent continuous assessment was *'implementing 70 exams and 30 percent continuous assessment because there is no pedagogical center there is no teaching aid, Continuous assessment needs diverse evaluation criteria So that, it is very difficult to implement continuous assessment.* Concerning the challenges which school faced in effective implementation of Continuous assessment according to (p-2) respondent *'experience of teachers, class size, teachers' students' ratio, absence of pedagogic center, carelessness of some teachers, students interest to do homework, physical environments of the school, not sufficient books in the library, no recreation centers for teachers and Sharing schools with some communities'*. (December 12, 2015)

4.5.2 Interview of Bole sub -city education office

concerning the current status of secondary schools continuous assessment implementation of secondary school, Education office respondents, (S-1) responded that *'now a day's comparing to private school teachers public teachers are ready for change, they are ready to correct their mistakes and accept comments, feedback and suggestions from supervisors so there will be a chance to implement continuous assessment in the future* (January 2, 2015)

For the challenges observed from implementation of continuous assessment at secondary schools. The respondent (S-2) mentioned that *'secondary schools have many challenge during the implementation of continuous assessment;- these challenges are shortage of laboratory and technicians, plasma time and laboratory time is clash and inconsistency, attention and attitude of teachers, giving marks for irrelevant things as if implementing continuous assessment, For ex. Giving 10% marks for exercise book neatness, testing continuously is considered as a continuous assessment, lack of school administration checkups weather teachers are implementing continuous assessment because school administration officials had different administration and political responsibilities, lack of class and teachers man power and teacher students ratio'*.(December 21,2015) .

Likewise, education office respondent (H-1) said that *'it is very important that teachers, parents and the school leaders should closely work together for the proper implementation of continuous assessment. Of course, it is also useful to provide teachers short-term refresher training on continuous assessment'* (December 14, 2015).

4.6 Major solution forwarded

Successful assessment is directed towards improvement. Those improvements may occur in teaching students learning, academic and support programs, or institutional effectiveness.

(P-1) suggested that *'Fair distribution of schools there is no secondary school around 'CMC' area. We cannot ignore students' admission because it is a strategic plan of government. So the solution is distribution of schools.'* In addition the following suggested for the improvement of continuous assessment' (May 20, 2015).

(P-2) suggested that *'Persuading teachers and students that continuous assessment is very relevant in teaching and learning process, guidance and counseling for careless and aim less students to use their efforts, discussing with students' parent towards students interest and attention, Providing psychological support for those students and teachers and etc.'* . (May 22, 2015).

The followings were among major suggested solutions forwarded by respondents to implement continuous assessment effectively;-

- *Organizing different materials in to library;*
- *Awareness creation for teacher and students about the uses of continuous assessment;*
- *Creating recreation opportunity for teachers and providing motivational factors;*
- *Paying attention of continuous assessment implementation from school administration and concerned body;*

- *Making continuous assessment as a system and best practice;*
- *Providing teachers relief from making the extra a responsibilities;*
- *Providing continuous assessment guide lines;*
- *Motivating, recognizing, awarding and promoting of best implementers of continuous assessment were suggested as a major solution.*

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of the major findings, conclusions and recommendations.

5.1 SUMMARY

The main purpose of this study was to investigate the implementation of continuous assessment in secondary schools of Bole sub city, thereby to assess the existing practices and the challenges faced during the implementation. In this part of the study, the results obtained are discussed systematically, question by question. Thereafter, conclusions, recommendations and areas for further research are given.

The basic research questions were the following;

1. What does the implementation of continuous assessment in Bole sub-city secondary schools look like?
2. What are the major challenges faced in the implementation of continuous assessment in Bole sub- city Secondary schools?
3. What should be done to improve the implementation of continuous assessment in Bole sub-city secondary schools?

The quantitative and qualitative data gathered from various sources were analyzed and the following major findings were obtained;

MAJOR FINDINGS OF THE STUDY:

The implementation of continuous assessment in Bole sub-city secondary schools

The study revealed that a variety of CA strategies were being used in secondary schools, but due to unmanageable class size, examination was the most commonly used by teachers as an assessment mechanism frequently. Because about 75 students were accommodated per class due to this reason it is very difficult to implement continuous assessment. Even at the beginning of school year the number of students per class were reaches 80-90, finally by students dropping out it declines up to 70 to 75 still there was a problem, it was very difficult for the implementation of CA. This coincides with what Yoloye (1991), Carnoy (1999), Gaume and Naidoo (2004:101), Omoifo (2006) noted that teacher-made tests are the widely used in schools and in classroom.

They all looked at examinations as being relevant in assessing students and that they contributed to their overall academic performance. This implies that as far as teachers were concerned, CA carried out by a carefully planned testing provided them with the feedback on their own teaching and the learning of their students. This means that every aspect of performance of a student in secondary schools on a CA strategy is challenging to the teacher. When teachers were asked how often tests were administered, most of the teachers responded that tests were frequently. This meant that teachers attached a lot of meaning/ value to examinations.

Again most of the students disinterested doing different activities like home work, class activities, assignment and presentation, because of lack of due attention and carelessness they weren't using their best of effort. In addition, because of the absence of pedagogical center there isn't teaching aid. Whereas, continuous assessment needs diverse evaluation criteria.

The result of the study shows that secondary school teachers had extra responsibilities and heavy teaching workload which they were members in different clubs, committee, other social issues, departmental heads, gender representatives. Due to these extra responsibilities time constraint hinder implementation of continuous assessment.

The study shows that most of secondary school teachers didn't have training opportunities on how continuous assessment implemented effectively. Awareness, motivation attention and supervision given for the secondary school teachers and students for the implementation of CA was very poor so that it is very difficult to implement continuous assessment properly.

The major challenges faced in the implementation of continuous assessment in Bole sub-city Secondary schools

The study emphasised that many challenges hinder the proper implementation of continuous assessment in Bole sub-city secondary schools. Unmanageable class size, heavy work load and extra responsibility given for teachers and level of motivation, awareness and lack of supervision of teachers and students, demanding teacher's time to implement, poor preparation of students teachers level of motivation, insufficient time to write the tests, and Students fear of failure and teachers lack of adequate training for teachers in continuous assessment, continuous assessment storage equipment such as computers and technological result like Internet and E-mail assess are not made available for teachers were among the major challenges hindering effective implementation of continuous assessment.

**Solutions forwarded to the improvement of implementation of continuous assessment in
Bole sub-city secondary schools**

The study draws the following major suggestions to implement continuous assessment effectively. These were: Training and awareness creation for teacher and students about the uses of continuous assessment, creating recreation opportunity for teachers and motivational factors, paying attention from school administration and concerned body, making continuous assessment as a system and best practice, providing teachers relief from making the extra responsibilities, providing continuous assessment guide lines, motivating and recognizing teachers giving award and promotion furnishing computers and technological result like Internet and E-mail access for the best implementation of continuous assessment were suggested as a major solutions to implement continuous assessment properly.

5.2 CONCLUSIONS

The following conclusions were made based on the findings of the study:

There was availability of qualified teachers in both schools. However, availability alone doesn't make sense without proper implementation of continuous assessment. Even though, there were qualified teachers they were not well experienced and got training opportunity. Almost all teachers believe that continuous assessment is useful in teaching and learning process, but examination was used by teachers as an assessment mechanism frequently.

Therefore, it has been observed that implementation of continuous assessment in bole sub-city secondary schools had encountered many problems: Which include:- Teachers are not adequately trained on continuous assessment, Continuous, assessment storage equipment such as computers and technological result like Internet and E-mail access were not made available for teachers and students, unmanageable class size, teachers' heavy work load, demanding teacher's time to implement, poor preparation of students, teachers level of motivation, students fear of failure are among the major challenges hindering effective implementation of continuous assessment.

5.3 RECOMMENDATIONS

According to the findings the following recommendations are forwarded as follows:

1. Periodic refresher training in the implementation ought to provide for the teachers by professionals from the collage of education and behavioural studies of AAU.
2. Continuous supervision and follow up should be carried out by school administrators as well as education officers to ensure that weather all teachers are implementing continuous assessment properly.
3. Educational leaders, and school administrators should consider motivational factors like, recognition, award and promotion for teachers those who implementing continuous assessment properly;
4. Inauguration of pedagogic center and furnishing facilities like computer, and internet E-mail facilities at secondary schools classroom.
5. Secondary school Teachers should given education opportunity and appropriate refresher courses on continuous aassessment;
6. Finally, the researcher suggests carrying out further, research of wide scope in the area of

continuous assessment.

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Appendix _A

Addis Ababa University

School of Graduate Studies of Education Department of Curriculum and Teacher Professional
Development studies

Teachers' questionnaire

Purpose

The purpose of this questionnaire is to collect data for the research conducted to assess the practice and challenges of continuous assessment implementation in Bole sub-city secondary schools, in order to show the practice and to indicate possible solutions for the problems encountered. Thus dear teacher your genuine response to this questionnaire has significant value for this research. Accordingly, I kindly request your cooperation to fill the questionnaire as accurately and genuinely as possible. I thank you in advance for your cooperation!

General Instruction

You are not expected to write your name. This questionnaire contains close ended and open ended. Please circle the letter of your choice for closed ended questions and then please provide answers by writing your opinion or view for open ended questions on the space provided.

Teacher Respondent's Information

Please give appropriate information about yourself by circling the letter of your choice or by writing where appropriate.

The school you are teaching in right now

a Beshale secondary school b Lem secondary school

Gender a) Male b) Female

What is your qualification? Please choose among the following

Degree

Master

g) Other, specify _____

4. Which grade are you teaching currently?

a) 9th b) 10th c) both

Please specify a subject /the subjects/ you are teaching _____

Your teaching experience

a) 0-5 b) 6-10 c) >10

7. How many periods are you teaching per/ week? a) 1-4 b) 5-16 c) >16

8. Are you engaged in extra responsibility other than teaching at your school?

a) Yes

b) No

9. If your answer is “yes” please specify the responsibility _____

10. Did you get training opportunities on the how and what of continuous assessment?

a) Yes

b) No

11. If your answer is “yes” who conducted the training? (More than one response is possible).

a) Ministry of education

c) District education office

b) Regional Education Bureau d) your school e) NGO f) if any other, please specify _____

12. When did you get the training? (More than one response is possible)

a) This year b) last year c) 2-5 years before d) 6-10 years before e) beyond 10 years

13. Have you ever evaluated for your efficiency regarding class room continuous assessment implementation? a) Yes b) No

14. If yes who is the evaluator /organization /? More than one response is possible.

a) Ministry of education

c) district education office

b) Regional Education Bureau d) your school e) NGO f) if any other specify _____

Part two

Fundamental Question

How frequently and which types of assessment mechanism you are using in your school. Please rate the extent to which you are using them by circling the alternative of your choice in the corresponding box.

| No. | Types of assessment techniques or exam types used by teachers | Rating Responses | | |
|-----|---|------------------|----------------|---------|
| | | Use always | When necessary | Not use |
| 1.1 | Assignment | | | |
| 1.2 | Home work | | | |
| 1.3 | Class activities | | | |
| 1.4 | Examination | | | |
| 1.5 | Presentation | | | |

Rank the challenges hindering effective implementation of Continuous Assessment

| Challenges | Respondents in No. | % of the Respondents | Rank |
|-----------------------------|--------------------|----------------------|------|
| Time consuming | | | |
| Large class size | | | |
| Burden to teachers | | | |
| Students lack of interest | | | |
| Unable to cover annual plan | | | |

List the most challenges of effective implementation of continuous assessment

Appendix _B

Addis Ababa University

School of Graduate Studies of Education Department of Curriculum and Teacher professional development studies

Students' Questionnaire

Purpose

The purpose of this questionnaire is to collect data for the research conducted to assess the practice and challenges of continuous assessment implementation in Bole sub-city secondary schools, in order to show the practice and to indicate possible solutions for the problems encountered. Thus dear students your genuine response to this questionnaire has significant value for this research. Accordingly, I kindly request your cooperation to fill the questionnaire as accurately and genuinely as possible. I thank you in advance for your cooperation!

General Instruction

You are not expected to write your name. This questionnaire contains close ended. Please circle the letter of your choice.

Respondent's /students/ Information

Please give appropriate information about yourself by circling the letter of your choice or by writing where appropriate.

The school you are learning in currently?

a Beshale secondary school b Lem secondary school

Gender a) Male b) Female

What is your grade a) 9th b) 10th?

2. How old are you? a) 14-15 years old b) 16 -17 years old c) 18-19 years old d) beyond 19 years

Fundamental information

How frequently and which types of assessment mechanism your teacher using in your school.

Please rate the extent to which you are experiencing them by circling your choice below

alternative in the corresponding box. You can choose more than one option.

| No. | Types of assessment techniques or exam types used by teachers | alternative Responses | | |
|-----|---|-----------------------|----------------|---------|
| | | Use always | When necessary | Not use |
| 1.1 | Assignment | | | |
| 1.2 | Home work | | | |
| 1.3 | Class activities | | | |
| 1.4 | Examination | | | |
| 1.5 | Presentation | | | |

3. Rank the challenges hindering effective implementation of Continuous Assessment

| No. | Challenges | Alternative Responses | | |
|-----|--|-----------------------|------------------|------|
| | | Respondents in number | Respondents in % | Rank |
| 2.1 | Insufficient time to write the tests | | | |
| 2.2 | Scoring and feedback to students | | | |
| 2.3 | Fear of failure | | | |
| 2.4 | Insufficient time to prepare for tests | | | |
| 2.5 | Insufficient time to write the tests | | | |

Appendix _C

Addis Ababa University

School of Graduate Studies of Education Department of Curriculum and Teacher professional development studies

Interview guide questions for school principal

Purpose

The purpose of this questionnaire is to collect data for the research conducted to assess the practice and challenges of continuous assessment implementation in Bole sub-city secondary schools, in order to show the practice and to find out problems and indicate possible solutions for the problems encountered. Thus sir, /madam/ as a school director your genuine response to this interview has significant role for this research. Accordingly, I kindly request your cooperation. I thank you in advance for your cooperation!

1. What do you think about the status of your school's continuous assessment implementation?
2. What are the major challenges of implementing of continuous assessment in your school?
3. What do you think the solution for the problems faced.

Appendix _D

Addis Ababa University

School of Graduate Studies of Education Department of Curriculum and Teacher professional development studies

Interview guide questions for Bole sub-city education office supervisors

Purposes

The purpose of this questionnaire is to collect data for the research conducted to assess the practice and challenges of continuous assessment implementation in Bole sub-city secondary schools, in order to show the practice and to find out problems and indicate possible solutions. Thus sir, /madam/ as an education office supervisor your genuine response to this interview has significant role for this research. Accordingly, I kindly request your cooperation. I thank you in advance for your cooperation!

Interview guide questions for education office supervisors.

What does the implementation of CA in beshale and lem secondary schools look like?

What are the major challenges faced in the implementation of Continuous assessment in Beshale and lem Secondary schools?

What should be done to improve the implementation of CA in secondary schools?

Declaration

I, the undersigned, declare that this thesis is my original work, has not been presented for a degree of masters in any other university and that all sources of material used for this thesis have been duly acknowledged.

Name: _____

Signature: _____

Date: _____

This thesis has been submitted for examination with my approval as University advisor.

Name: _____

Signature: _____

Date: _____