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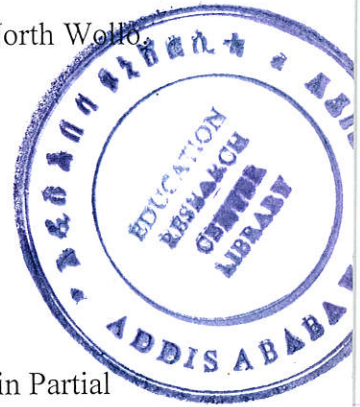
School of Graduate Studies

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Strengths and Pitfalls in the Practice of Student Learning Assessment in Relation to Minimum Learning Competency: The Case of Three Second Cycle Primary Schools in North Wollo

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List of Abbreviations

- ETP-Education and Training Policy
- GEQAEA- General Education Quality Assurance and Examination Agency
- MLA-The Monitoring Learning Achievement
- MLC-Minimum Learning Competence
- NAEP-National Assessment for Education Progress
- NOE-National Organization for Examination
- QSAE-Quality and Standards Authority of Ethiopia
- SACMEQ-The South Africa Consortium for Monitoring Educational Quality

Abstract

The purpose of the study was to investigate the practice of student learning assessment in three-second cycle primary schools in North Wollo Zone. The method employed was descriptive survey method. 292 respondents from the three selected schools and Woreda Education office were used as sources of data. The instruments employed were Questionnaire, Interview and observation checklist. The study revealed that the dominant assessment tools used by teachers in the schools are individual work, homework, group work, oral questioning, a short answer, discussion, tests, completing sentences and presentation. Project work, fieldwork and laboratory work are the least practiced tools in the schools. Checklist, rating scale and anecdotal record are the neglected or unknown assessment tools in the schools. Factors influencing the assessment practice in the schools were lack of commitment of teachers, training and skills, overload, lack of administrative support, lack of laboratory equipments and surface supervision, neglecting (not attention given) to the guide line materials such as minimum learning competency (MLC) material and assessment guideline for primary school teachers prepared by ICDR as well as absence of evaluating mechanism for assessment practice in the schools by Woreda education office. Supporting teachers with MLC material and assessment guideline which are found in the Woreda education office and in the schools, giving continuous short trainings to teachers, school principals and vice principals, motivating teachers and students to make them committed to practice student learning assessment, developing awareness of parents about assessment practice and their participation and other recommendable recommendations were forwarded, which the researcher has assumed valuable to improve the practice of student learning assessment in the schools.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Education is the key element for the development of a country and betterment of life of individuals. Kalu (2002:17) states that Education is the most potent factor that significantly changes the life of an individual and empowers him/her to contribute to national development. It is the engine that largely drives the economic development through out the world as well as facilitates personal success at all levels. One of the aims of education is to strengthen the individuals and society's problem solving capacity, ability and culture and starting from basic Education and at all levels (TGE, 1994).

Students are the center of education system for which it is designed. Students should pass through the education system to achieve the desired objective. This means in the education process, there is student learning.

Regarding student learning and how students learn, Brown et al. (2003) describe that student learning is changes in knowledge, understanding, skills and attitudes. Students learn through reading, thinking, writing, listening to others and note taking, observing, talking to and with others and doing things.

In any education system, there is student learning. The student learning should be checked whether its desired result is achieved. This is through assessment mechanism. James, et al (2007) defines assessment as a general term that includes the full range of procedures used to gain information about student learning (observation, ratings of performance or projects, paper pencil and tests) and the formation of value judgments concerning learning progress. Assessment improves the quality of education in the teaching learning process. Brown and Knight (1994) point out that evaluating pupils learning on a continuous basis by emphasizing basic (mastery) instructional objectives plays a significant role in maintaining the quality of education.

Realizing the role of assessment for quality education, UNESCO (2000) in GEQAEA (2008:7) points out that the Dakar conference stressed the importance of having “a clear definition and accurate assessment of learning outcomes (knowledge, skills, attitudes and values)” as governments need to ensure basic education of quality for all, for their citizens.

While assessment has been believed to influence quality learning, what type of assessment technique to be employed has divided scholars and policy makers. The answer for the appropriate assessment mechanism in exploring the status of learning may fall on plausible factors such as learning information, financial, political and logistic considerations of each country (GEQAEA, 2008:8).

The assessment section of the Ethiopian Education and Training Policy (1994) envisages that there is a continuous assessment procedure in academic as well as practical learning including the use of aptitude tests in order to ascertain in the formation of learning profiles at each level (GEQAEA, 2008:31).

To ensure the assessment processes to be valid and reliable, they should be directed by a reference point (guideline) which is called assessment standard. Assessment standards are statements that specify what would be taught and what student should learn. Standards specify goals or expectations for students (Linn and Miller, 2005:6). Syllabus, contents and Minimum Learning Competency (MLC) set for each subject serve as guidelines (Assessment standards) to assess student learning in Ethiopia (GEQAEA, 2008:36). Assessment requires teachers to have a deep understanding of the content of knowledge, the syllabus, and the assessment standards at each level (Haines, 2005).

However, various studies indicate that student learning is poorly assessed. Haines (2005) describes that assessment is one of the most powerful tools in teaching, yet it is rarely measured in effort, time and effectiveness and it is usually done alone and against the clock.

As it is stated in the Ethiopian Education and Training Policy (1994), the assessment type to be

implemented in the second cycle primary school is continuous assessment. Teachers are expected to employ different assessment tools and minimum learning competency while assessing students.

Employing different assessment tools, active participation of students, support of schools, education experts and student parents are demanding tasks in the current assessment practice of education system of Ethiopia. These tasks need motivation and dedication on the part of teachers, students, school principals, student parents and education experts.

Therefore, based on the above discussed background, the main concern of this study was to investigate the strengths and pitfalls in the practice of student learning assessment (the extent and frequency of employing different assessment tools, participation of students, school principals, student parents and Woreda Education experts) in relation to minimum learning competency and to identify factors influencing the assessment practice in Taitu Bitul, Melka Kole and Yeju Genet second cycle primary schools in Woldia Urban Administration in North Wollo and to come up with possible recommendations to enhance effective practice of student learning assessment.

1.2. Statement of the problem

Various authors explain what assessment is. Lambert and Lines (2000), for instance, describe it as follows.

- a) The field of assessment in education is large, complex and most importantly interconnected;
- b) Learning needs to include consideration of the role of assessment in its promotion;
- c) Making connection between assessment and learning encourages a holistic approach to the analysis of assessment in education and its impact.

From the above, it is clear that learning needs to include consideration of assessment in its promotion. It can be said that without assessment one cannot know whether learning takes place or not. This demands a link between learning and assessment. So, making connections between assessment and learning encourages a holistic approach to the analysis of assessment.

Assessment is the important ingredient that fuels much the education system. The significant changes in education assessment practices employ a variety of assessment tools. Emphasizing the variety of assessment tools, Gonzalez, Brusca-vega and Yaw key (1997:117) mention that multiple assessment methods provide viable windows for viewing the students' behaviors, products, processes and environments in social context. There are no universal assessment standards in using a variety of assessment tools as countries are found in different economic, social and political development.

As part of the education system, assessment is notified in the education sector strategy. As it is cited in GEQAEA (2008:31) the need for education assessment reads, "An Evaluative system which is designed to test the achievement of the students profile consisting of academic, practical and aptitude will be instituted"

Willingness of teachers in relation to practice assessment in schools has an influence in raising quality of education. To this point, Weeden, et al.,(2005) pointed out that the evidence from assessment system reveals that real change only occurs where teachers are willing to involve themselves fully in understanding assessment principles and modify it to suit their own context which results in raising quality of education. Currently Ethiopia has given due attention to quality of education. GEQAEA (2008:22-27) in its third national learning assessment reported that teachers quality, school management, learning materials and school community relations influence the practice of student learning assessment in schools. But the report did not say anything about the practice of teachers in using assessment standards (Minimum Learning Competency material) to assess their students. Institute of Curriculum Development and Research developed Minimum Learning Competences for grades1-8 in 2004 and distributed the material to regions and thereby to Woredas as well as schools. Since then, no study has been carried out about its implementation status in second cycle primary schools of North Wollo Zone. This situation triggers the researcher to investigate the practice of student learning assessment (the extent

and frequency of employing different assessment tools, participation of students, school principals, student parents and Woreda Education experts) in relation to Minimum Learning Competences as well as to identify factors influencing it in Taitu Bitul, Melka Kole and Yeju Genet second cycle primary schools in North Wollo Zone. Therefore, the study tried to answer the following questions.

- 1 .How is student learning assessment practiced in the three selected second cycle primary schools?
2. Do teachers refer to the assessment standards (MLC) when designing and assessing student learning?
3. What kinds of assessment tools do teachers use?
4. How frequently do teachers use each assessment tool?
- 5 .Do school officials and Woreda education experts give support to schools and teachers to improve the assessment practice in the schools?
6. What factors influence the practice of student learning assessment in the schools?

1.3. Objective of the study

Assessment is a continuous collaborative effort that informs all participants in the process. The participants could be teachers, principals, education experts, students, parents and other stakeholders. All these participants directly or indirectly contribute to the practice of student learning assessment thereby driving its benefit to quality education.

Therefore, the main objective of this study was to investigate the extent of practice of student learning assessment in Taitu Bitul, Melka Kole and Yeju Genet second cycle primary schools. Emphasis was given to the employment of variety of assessment tools and Minimum Learning Competences as reference at each grade level.

Moreover, the specific objectives include:

- i) To investigate the practice of student learning assessment in the selected schools;

- ii) To evaluate the availability and utilization of MLC in the practice of student learning assessment in the schools;
- iii) To identify the strengths and pitfalls of student learning practice in the schools;
- iv) To evaluate the existing support given by the school principals and Woreda Education experts to strengthen student-learning assessment practice in the schools;
- v) To identify factors influencing the practice of student learning assessment.

1.4 Significance of the study

The researcher believes that this study would have the following significances;

1. The findings of this study will help teachers to undertake self –evaluation regarding their student learning assessment practice;
2. It will indicate the importance of the participation of teachers, students, school principals and Woreda education experts in creating favorable condition for the practice of student learning assessment;
3. It will give additional ideas for those who train and assign teachers for teaching purpose.
4. It will stimulate educational policy makers and implementers to give due attention to the practice of student learning assessment;
5. It will initiate other researchers to investigate and come up with new findings on similar issues.

1.5 Delimitation of the study

To make the study more manageable and to complete it within the available time, this study was confined to Taitu Bitul, Melka Kole and Yeju Genet second cycle primary schools in Woldia urban administration in North Wollo Zone. Emphasis was given to the employment of variety of assessment tools and Minimum Learning Competences as reference at each grade level

1.6 Limitation of the study

The limitation of this study was highly inclined to getting convenience time to interview the selected interviewees (the time scheduled to interview the teachers was one week for each

school but it took two weeks due to inconvenience time for teachers to be interviewed), shortage of local studies concerning the issue in the region or zone and the absence of one school principal during the data collection.

1.7 Organization of the study

The study has five chapters. Chapter one deals with introduction which consisted of background of study, statement of the problem, objective of the study, significance of the study, delimitation and limitation of the study as well as operational definitions of terms. Review of related literature is treated in chapter two. Chapter three focuses on methodology of the study. Data collection and interpretation are treated in chapter four. Finally chapter five deals with summary, conclusions and recommendations.

1.8 Operational definition of terms

Performance assessment: is an assessment activity in which students construct responses, create product or make demonstrations to provide evidence of their knowledge and skills;

Student learning: is change in knowledge, understanding, skills and attitudes which results from teaching learning process;

Assessment standards: are statements that specify what should be taught and what students should learn and achieve.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Assessment Theories

Educational practice is a reflection of man's understanding on nature. Assessment is an integral part of education. Hence, Assessment is reflection of concept of man on nature. Supporting this idea Gundy (1987:7) describes that "Every educational practice implies a concept of man and world-Educational practices...do not exist apart from beliefs about people and the way in which they do and ought to intent in the word".

However, Even though educational practice is a reflection of man, the reflection cannot be One and the same. Naturally, human beings have different views on understanding nature. Therefore, there are three Assessment theories:

1. Authentic Assessment theory
2. Classroom Assessment techniques theory
3. Portfolio Assessment theory (Luckett and Sutherland, 2000:102).

1. Authentic Assessment theory:-According to Pett (1990), authentic assessment is the practice of realistic students' involvement in evaluation of their own achievements. Authentic assessments are performance – based, realistic, and instructionally appropriate and use numerous assessment tools. Here, as Pett indicates authentic assessment gives students different opportunities to maximize their potential.

This theory has one basic concept; that is, student involvements in assessment practice. Students are obviously stakeholders, because they submit work for feedback and grades. Hence; their involvement in assessment practice gives them an opportunity to assess their work and helps them to develop self-confidence. Observing in practice, Butterfield (1995:28) confirmed that students' involvement in assessment practice encourages students to work and learn as far as possible at their own rate.

2 .Classroom Assessment theory – this theory is opponent to authentic theory in a part it

takes an idea from sociology of education which advocates that there are universal immutable truths and absolute facts, a single reality 'out there' which is the same for all people. Knowledge is objective and value free, i.e., it is neutral in that it does not have any significance or power beyond itself. Therefore, Assessment should be designed to assess students' achievement of the immutable truths with writing examinations or tests (ERIC, 2005).

Here, it can be argued that this assessment theory overrides two facts which have direct impacts on students' real life. The first is the fact of individual difference. There is no universal truth for everyone. Truth is a matter of value given by individual. There is no absolute truth. The second fact is that it does not give room for different assessment tools to be applied in assessment practice. Examinations or tests only can not assess different academic achievements of students and they are one snapshot that they are used in a particular time. They also do not give chances to students to assess their strengths and weaknesses. Opposing the use of single assessment tool and supporting the use of different assessment tools Hammond (1996) states that numerous assessment tools are available to schools that are developing new assessment systems. Each type of assessment brings with it different strengths and weaknesses to the problem of fair and equitable assessment which a single assessment can not do.

3. Portfolio Assessment theory –this theory has emancipated from Authentic Assessment theory focusing on portfolio of the child's work which is one component part of authentic assessment. Portfolio assessment is a cumulative and ongoing collection of entries that are selected and commented on by the student, the teacher and/ or peers to assess the student's progress in the development of a competency. As Bertrand and Cebula (1980) described, portfolio includes observation and other assessment tools like anecdotal records, checklist, rating scales, etc.

But its application has many disadvantages. According to Marin (2000) the disadvantages for the application of portfolio assessment are that teachers may find it time-consuming to individualize every element of the curriculum and record keeping takes time, skill training and commitment.

Therefore, this theory is applicable in a very small class size and by highly skilled teachers. Convincing with the characteristics of authentic assessment that it requires the integration of multiple types of knowledge and skill, relies on multiple sources of evidence collected over time and the incorporation of multiple assessment tools, the researcher takes the position of authentic assessment theory and wants to investigate the practice of student learning in second cycle primary schools.

2.2. Conceptual framework of student learning Assessment

Students engage with subject matter based in part on their expectations about how their achievement will be assessed. Assessment is a central element in the overall quality of teaching and learning in education. Teaching, learning and assessment are interrelated and interconnected as well as highly tied together. This fact can be understood from the ideas below.

2.2.1. Student learning: Learning is defined and described by scholars differently at different times. Among the scholars, Brown et al. (2003: 24-37) and Wallace (2008:46) define Learning as changes in knowledge, understanding, skills, and attitudes. Behaviorists define learning as a conditioned response to stimulus focusing on stimulus-response condition whereas Constructivists define learning as mental process that always involves analyzing and transforming any new information(James,et al. 2007:13).

Even though learning is defined in concept of different perspectives, it is commonly defined as acquisition of knowledge. Therefore the acquisition of knowledge has to be evidenced in some appropriate performance: saying, writing, making, demonstrating or showing. Regarding this point, Brown et al. (2003: 24-37) describe that student learns through reading,

thinking, writing, listening to others and note taking, observing, talking-to and with others and doing things.

Therefore, these activities of learning have to be assessed in order to promote learning. Realizing this fact, Lambert and Lines (2000:2) state that learning needs to include consideration of the role of assessment in its promotion (otherwise) and any discussion of assessment needs to take account of the kind of learning we wish to promote. Making connections between assessment and learning encourages a holistic approach to the analysis of assessment in education and its impact.

Without assessment one can not know whether learning takes place or not. This demands a link between learning and assessment. In the process of student learning searching for understanding, problem solving, creativity and evaluative thinking and various forms of remembering can be increased by the delivery of assessment practice. Confirming this point, Brown et al.(2003:25) describe that the process of student learning is augmented by using feedback to improve methods of study and delivery of assessment tasks .Students are made likely to learn effectively if they are motivated to learn through assessment.

2.2.2. ASSESSMENT-Assessment is also extensively defined and described by different scholars differently .Some of definitions and descriptions of Assessment are presented below.

The term assessment is derived from *adsedere* –to sit down beside. The implication of its etymology is that it is primarily concerned with providing guidance and feedback to the learner. Arguably, this is still its most important function .Assessment refers to any procedure used to estimate student learning for whatever purpose (Brown et al. 2003 :11).

This definition gives priority to providing guidance and feedback. But assessment is more than that. This can be understood from the following definitions.

Lambert and Lines (2000:109) define assessment as the gathering, interpreting, recoding and using information about pupils' responses to educational tasks. Assessment involves more formal contexts and procedures including written, timed tests marked under strict conditions and formal settings including reading pupils' work and listening to what they have to say.

Including the practical aspect of learning, James et al. defined Assessment as follows:

Assessment is any of a variety of procedures used to obtain information about student performance. It includes paper and pencil tests as well extended response (example essays), performances of authentic tasks (example laboratory experiments) teacher observations and student self-report. Assessment is an integrated process for determining the nature and extent of student learning and development (James et al., 2007:26-27).

According to the above definition, assessment includes both practical and theoretical learning activities of students.

GEQAEA of Ethiopia describes assessment in the Ethiopian context as follows:

Student learning assessment involves a systematic process of collecting relevant, valid and timely information about the outcomes of schooling so that decisions are made about the learning and development of students, curriculum, educational programs and educational policy. Student learning assessment provides the necessary feedback and objective evidence required to maximize the outcomes of educational efforts .Such assessments summarize what learners know, understand, and can do in relation to some or all of the learning goals determined in the curricula (GEQAEA,2008 :5).

Wiggins (1997) in Frye (1999) summarizes assessment more broadly that assessment is the first step in a continual learning cycle which includes measurement, feedback, reflection, and change. The purpose of assessment is to foster improvement. Frequent assessment of students helps them to refine concepts and deepen Understanding. Assessment is not just the measurement of learning; it is in itself an integral part of learning which further stimulates learning. Students overwhelmingly reported that the single most important ingredient for making a course effective is getting rapid response.

Therefore, there is one common concept among all the definitions of assessment, i.e., students are placed in the center of assessment. The difference lies on the focus given in assessing students. Some focus on particular students' academic progress, others give emphasis on guidance and feedback function of assessment and still others emphasize on the holistic function of assessment. Generally, it can be said that assessment is continuous collaborative effort that informs all participants (Teachers, Students, Administrators, Parents, Community members and other Stakeholders) and it is process of gathering data of Student Learning to help Students improve their learning thereby raising quality of Education.

2.3 .Evaluation and Assessment

The term Evaluation and Assessment are used synonymously in education, yet there are significant differences in what they imply. Essentially, the process of evaluation whether formal or informal is philosophical, i.e., it is an attempt to weigh and appropriately value something (such as a person, an action, a process or an object). Assessment implies to many educators a much more narrow and technical process of determining how much a student has learned (Marsh and Willis, 2007:25). This describes that evaluation is broader that encompasses assessment. But according to Wallace (2008:118) evaluation focuses on our own performance. It is concerned with the effectiveness of teaching and learning. It is based on data about how well our lesson plan works in practice whether the timings and sequencing are appropriate, whether learners find the activities engaging, whether we use differentiation effectively to meet the needs of different learners and so on. We can gather some of this data simply by careful observation and more formally by eliciting specific evaluative feedback from learners or from lesson evaluations carried out by others whereas assessment focuses on learners 'performance. It is about measuring achievement, both ongoing (formative) and at the end of the program (summative). Although we can use assessment outcomes as part of our evaluation data, we need to analyze its implications carefully.

The idea of Wallace tries to treat evaluation as it is not involved in student learning, and assessment is treated as it is only concerned on learners' performance. But both are involved in the teacher and student activities in the teaching and learning process.

2.4. PURPOSE AND PRINCIPLES OF ASSESSMENT.

PURPOSE OF ASSESSMENT: Concerning the purpose of Assessment, there are different views of different Scholars. For instance, Weeden et al. (2005:19) classified four purposes of assessment as follows:

1. Diagnostic –to identify pupils’ current performance
2. Formative –to aid learning
3. Summative – for review; transfer and certification.
4. Evaluative – to see how well teachers or institutions are performing.

Other Scholars (Brown et al., 2003:11, Lambert and Lines, 2000, Diez, 1997: Wintle and Harrison, 2008:80) give a list of the purposes of assessment. According to these scholars, assessment helps to provide feedback to students to improve their learning, to motivate students, to help students to develop their skills of self-assessment, to provide information about the level of pupils’ achievement at points during and at the end of school and to provide accountability at a number of levels.

Hence the primary purpose of assessment is to improve student learning. Assessment systems, including classroom assessment, are organized around the primary purpose of improving student learning. Assessment systems provide useful information about whether students have reached important learning goals and about the progress of each student.

PRINCIPLES OF ASSESSMENT

Assessment as part of teaching and learning process has principles to be followed. According to Wintle and Harrison (2000:5-6) some of the principles of assessment are:

1. The purpose of assessment must be clear, worthwhile and agreed by all those involved in the process;
2. Children should be involved in the assessment of their own work and progress;

3. Assessment practices should contribute towards the achievement of equal opportunities;
4. The results of assessments of pupils' progress should be reported regularly to parents with appropriate detail.

The principles of assessment tell us that in the assessing practice, students should be given orientation about the purpose of assessment and equal opportunities to participate in it. The results of assessments of students' progress should be reported regularly to parents while it is in process.

2.5. TYPES OF ASSESSMENT

Different scholars (Gronlund, 1976:428; James et al., 2007; Weeden et al., 2005:13) classified assessment as follows:

A. Based on use in classroom instruction (functional roles), assessment is classified into:

PLACEMENT ASSESSMENT-placement assessment is concerned with the student's entry performance and typically focuses on questions such as the following.

- i) Does the student possess the knowledge and skills needed to begin the planned instruction? For example, is a student's reading comprehension at a level that he she can do the expected independent reading for a unit in history or does the beginning algebra student has a sufficient command of essential mathematics concepts?
- ii) To what extent has the student already developed the understanding and skills that are the goals of the planned instruction.
- iii) To what extent do the student's interests, work habits, and personality characteristics indicate that one mode of instruction might be better than another (e.g., group instruction versus independent study)? Answers to questions like these require the use of a variety of techniques, records of past achievement, pretests on course objectives, self-report, inventories, observational, techniques, and so on. The goal of placement assessment is to determine for each student the position in the instructional sequence and the mode of instruction that is most beneficial (Airasian and Madus, 1997 in Linn and Miller, 2005:35-37).

Hence, placement assessment occurs before instruction starts. This helps students to begin a planned instruction that relates with the knowledge and skills of students.

FORMATIVE ASSESSMENT- Formative assessment is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning. Formative assessment is used to monitor learning progress during instruction .Its purpose is to provide continuous feedback to both students and teachers concerning learning successes and failures (ARG: 2002:2-3 in James et al.:2007).

According to James, et al.(2007:19), Neeson (2000) in Weeden et al.(2005:15), Brown, et al.(2003:11), Wikipedia: the free encyclopedia (2009), Capper (1996) and Cangelosi (1990:3) the ultimate goal of formative assessment is therefore to involve pupils in their own assessment so that they can reflect on where they are in their own learning ,understand where they need to go next and workout what steps to take to get there. For teachers, formative assessment can provide valuable feedback and feed forward for effective planning and classroom intervention, both individually and collectively with their colleagues.

Furthermore, there are a number of reasons why formative assessment is preferred in assessing students while learning is in process. Brown and Knight (1994:33) list the reasons why we choose formative assessment as:

- ◆ Students expect it;
- ◆ Students are motivated by assessment;
- ◆ It can provide feedback;
- ◆ It can help students remedy mistakes;
- ◆ It indicates readiness for progression;
- ◆ It can help diagnose faults;
- ◆ It provides a performance indicator for students;
- ◆ It provides a performance indicator for staff;
- ◆ It provides a performance indicator for the course and the institution.

Irrespective of the advantages formative assessment mentioned above, it is probably the most neglected assessment type due to different challenges. According to Weeden, et al (2005:28) the challenges are the clarification of teachers for themselves what they understand by formative

assessment and deciding how they can make initial change, teachers initially find formative assessment time consuming and learning how to collect and interpret data formatively.

Hence, formative assessment is carried out while student learning is in process. It does not count towards a final grade. Its main objective is to provide the learners with feedback on how they are doing and thus help them to learn more effectively. Formative assessment is used in continuous assessment for the holistic progress of students. To maximize its advantages, teachers need to have deep understanding and good skills of its application.

SUMMATIVE ASSESSMENT:- summative assessment comes at the end of a course (or unit) of instruction .It is designed to determine the extent to which the instructional goals have been achieved and is used primarily for assigning course grades or for certifying student mastery of the intended learning outcomes .The techniques used in summative assessment are determined by the instructional goals, but they typically include teacher made achievement tests, ratings on various types of performance .(e.g., theme, drawings, research reports).. Although the main purpose of summative assessment is grading or the certification of student achievement, it also provides information for judging the appropriateness of the course objectives and the effectiveness of the instruction (Linn and Miller: 2000:36).

Focusing on the function of summative assessment, other scholars like Capper (1996), Nitko (1996) and Weeden et al.(2005:13) and (Ellington et al.(1996) describe that summative assessment is used with formative assessment to determine student achievement and program effectiveness. It has no other real use except assigning grades or for certifying pupil mastery of the instructional objective

Weeden et al. (2005:28) summarized summative assessment as follows:

Summative assessment is snapshot that records what a pupil can do at a particular time. It is concerned with providing information about a pupil in simple ;summary form that can be used to review progress ;can be passed on a new teacher or school or can certificate the pupil's achievement in a formed way. This function probably dominates most teachers' view of assessment. These individual achievements are also used to evaluate teacher, school or local education authority performance.

Therefore, summative assessment is used to grade or certify students after instruction has taken place. It is not planned to improve instruction while it is in process. This fact indicates summative assessment does not help students their academic performance while learning is in process .Teachers should not depend on summative assessment to assess their students and to improve their students academic performance.

DIAGNOSTIC ASSESSMENT: –is a highly specialized procedure. It is concerned with the persistent or recurring learning difficulties that are left unresolved by standard corrective prescriptions of formative assessment. If a student continues to experience failure in reading, mathematics, or other subjects despite the use of prescribed alternative methods of instruction, then a more detailed diagnosis is indicated .Formative assessment provides first –aid treatment for simple learning .Diagnostic assessment searches for the underlying causes of those problems that do not respond to first-aid treatment. Thus, diagnostic assessment is much more comprehensive and detailed (Linn and Miller: 2005:36).

Black (1996) cited in Weeden et al.(2005:19) also explained that diagnostic assessment indicates how current performance differs from expected performance .Diagnostic assessment can be used to identify specific problems that a pupil may be experiencing

CLASSROOM ASSESSMENT – According to Popham (2002:96) classroom assessment may be employed to identify certain students' areas of deficiency so that the teacher can more effectively target attention at those contents or skill areas where there is a greatest need.

Another important function of classroom assessment is to help teachers, prior to the design of an instructional sequence, understand more clearly what their end-of – instruction targets really are. Anglo and Cross(1993) describe that Classroom assessment works best when students are actively involved in the process of developing feedback strategies and when teachers share results with them and respond to their concerns .In this way, classroom assessment can provide continuous feedback with the learning environment.

Therefore, Classroom assessment is assessment of students' learning in classroom by both the teachers and students themselves. Class assessment can help teachers to investigate the weakness and strong points of students in the teaching process and to take remedy for the weaknesses.

PERFORMANCE ASSESSMENT:-is an assessment activity in which students construct responses, create products or make demonstrations to provide evidence of their knowledge and skills. According to Marzano et al., (2003:13) performance assessment refers to variety of tasks and situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills and habits of mind in a variety of context .These assessments often occur over time result in a tangible product or observable performance. They encourage self-evaluation and revision, requiring judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria.

Nitko (2001) also stated that performance assessment is an assessment, which provides students with the chance to apply their learning to specific realistic situation.

As described above, performance assessment connects students with the real life. Teachers are required to give attention to it.

B. Based on the method of interpreting results, assessment can be classified into two groups. These are:

Norm-Referenced Assessment: - is a test or other type of assessment designed to produce a measure of performance that is interpretable in terms of an individual's relative standing in some known group. It describes the performance in terms of the relative position held in some known group of the class members (Linn and Miller, 2005:37). Norm-Referenced assessment (colloquially known as 'grading on the curve') is not measured against defined criteria. This type of assessment is relative to the body undertaking the assessment. It is effectively a way of comparing students (wikipedia: encyclopedia, 2009). The major reason for using a Norm –Referenced assessment is to classify students and is designed to high-light achievement differences between and among students to produce a dependable rank order of students across a continuum of achievement from high achievers to low achievers (Bond, 1996)

CRITERION- REFERENCED ASSESSMENT: - is a test or other type of assessment designed to provide a measure of performance that is interpretable in terms of a clearly defined and delimited domain of learning tasks. It compares the test performance to a set performance standard and makes a decision that the student meets or fails to meet a given standard and students are assessed against pre-determined criteria (Linn and Miller, 2005:37-41, Brown and Knight (1994:180).

Educators or policy makers may choose to a Criterion Referenced assessment when they wish to see how well students have learned the knowledge and skills which they are expected to have mastered. This information may be used as one piece of information to determine how well the student is learning the desired curriculum and how well the school is teaching that curriculum (Bond, 1996).

Weeden, et al.(2005:141) compare Criterion- Referenced and Norm-Referenced that Criterion –Referenced assessment is concerning with assessing whether pupils performance satisfies specified criteria whereas Norm-Referenced assessment provides standardized comparisons of individuals in terms of normal expectations of achievement.

C. Based on the way continuous assessment is carried out, assessment is divided into:

INFORMAL ASSESSMENT: -is a procedure for gathering information about learning that the teacher uses frequently or usually during classroom but not necessarily planned (Nitko, 1996)

FORMAL ASSESSMENT: - is a procedure for gathering information about the learners that is created with special thoughtfulness and care should be closely matched to the basic competencies in the syllabus. Formal assessment may include a variety of techniques such as short tests; quizzes; oral examinations; performance assessment projects and portfolios, are recorded, and graded (Alause, 2004:2).

2.6. WEAKNESSES IN ASSESSMENT SYSTEMS

According to Brown et al (2003:8-90) the followings are some of weaknesses in assessment:

- It may be over-weighted towards particular skills or methods.
- Overload of student and staff.
- Too many assignments with the same deadline set in the school.
- Insufficient time for students to complete the assignments in the time available.
- Insufficient time for staff to make the assignments before the next semester.
- Inadequate or superficial feedback provided to students.
- Wide variations in marking by demonstrators.
- Fuzz or non-existent criteria.
- Undue precision and specificity of making schemes or criteria
- Students do not know what is expected of them.
- Students do not know what counts as a good or bad assignments /projects.
- Assessment viewed by some schools as an extra rather than a recognized use of staff time.

Hence, to avoid or to minimize the weaknesses in the assessment practice, short training on the weaknesses and their remedy should be given to teachers so that teachers can be aware of them. As the result, there will be quality assessment practice that can assess students as it is designed to assess students.

2.7. INSTRUCTION AND ASSESSMENT

Instruction touches the mind, assessment touches the heart. Assessment, formal or informal, considered or causal, intentional or not, powerfully affects people, particularly students. The assessment climate that students experience is a critical component of instruction and learning. Students' assessment experiences remain with them for a life time and substantially affect their capacity for future learning (Reinke, 1998:7 in Weeden et al., 2005:14-15).

Realizing the link between instruction and assessment, Linn and Miller (2005:29) explain that the main purpose of classroom instruction is to help students achieve a set of intended learning goals. These goals should typically include desired changes in the intellectual, emotional, and physical spheres. When classroom instruction is viewed in this light, student assessment is often regarded as being essentially for the benefit of teachers and administrators. This attitude overlooks the direct contribution that assessment can make to students.

By giving understandable example, Wiggins (1998:15) explains that instruction and assessment must be designed to function more like using training wheels than like riding a tricycle for years. The aim is to get the student to understand and attempt to master the whole performances that give purpose and direction to isolated skill and knowledge. Because assessment must anchor teaching and because it enables learning, if done well, we must make time for it if we are ever to meet our goals. Assessment is central, not peripheral, to instruction.

The negative influences of assessment on instruction may also lead to the following undesirable results: Teachers and students might be misinformed about students' learning progress and learning difficulties. Students' motivation for learning could be decreased.

Dangerous decisions about students might be made unfairly and the effectiveness of instruction may be evaluated incorrectly (Nitko, 1996: 448-450).

The description given about the link between instruction and assessment clearly indicates that assessment guides and informs the status of students.

Based on the information obtained from assessment, the instruction is changed to fit the level of students.

2.8. TOOLS OF ASSESSMENT

There are different assessment tools that are used by teachers to assess students. Some of them are presented below.

TESTS-Test is a particular type of assessment that typically consists of a set of questions administered during a fixed period under reasonably comparable conditions for all students. It is an instrument or systematic procedure for measuring a sample of behavior by posing a set of questions in a uniform manner. (James et al., 2007:26).

PROJECTS – projects may be laboratory-based; library-based or community-based activities .The primary purpose of projects is to develop enquiry-based skills .These skills are generally held to be transferable to other contexts and be useful in most work situations. The advantages claimed for projects are that they:

- enable a student to explore deeply a field or topic.
- develop initiative and resourcefulness
- enhance time and project management skills.
- provide personal ownership of learning.
- foster independence and creative problem-solving.

The disadvantages of projects are that they may be time –consuming to set up, monitor; and provide feedback on and difficult to assess fairly (Brown et al., 2003).

PRACTICAL WORK –practical work has a time-honored place in education .The main principle underlying the laboratory and other practical work is that students learn more effectively when engaged actively in practical tasks .However, this principle has limitations. First, the task has to be perceived as meaningful and relevant by the students, Otherwise involvement is minimal. Second, students need constructivist guidance and feedback on their performance .The goals of practical work are to:

- improve technical skills relevant to the subject.
- improve understanding of methods of scientific enquiry.
- reinforce theory with practice.
- develop problem-solving skills.
- nurture professional attitudes.
- familiarize with important standard apparatus and measuring techniques.
- train in making deductions from measurements and interpretations of experimental data.
- improve report writing (Brown et al., 2003:98-101).

GROUP WORK-is an activity practiced by group of students .Regarding assessing group work, Wallace (2008:175) explained that a teacher has to be able to identify exactly what each learner has contributed to the group effort .This kind of assessment needs careful forward planning if the teacher is to be saved unnecessary work and worry after the event because discovering exactly who did how much of what is very difficult in retrospect .And forwarded some strategies that can be put into place before the work begins which are:

When setting out the briefing the project :the first task required of the learners should always be to draw up an action plan for each member of the group setting out clearly what that member's role and contribution to the group work will be .

The learners should be required to indicate clearly on all written work submitted as part of the group work which group member is responsible for writing each section and which group member is responsible if appropriate, for carrying out the work.

A final requirement for every learner involved in the group work should be to evaluate how well the group succeeded in working together and to identify any problems that arise over the allocation or carrying out of tasks .This will not only help the teacher who is acting as assessor but it will also provide the learners with the opportunity to demonstrate some of the key skills involved in working with others.

PORTFOLIO- portfolios are collections of relevant works that reflect students' individual

efforts, development and progress over a designated period of time. Portfolios provide students, teachers, parents and administrators with a broad picture of each student's growth overtime, including abilities, knowledge, skills, processes and attitudes . Students should be involved in selecting the items to be included, setting goals for further personal learning, and self-assessment and reflection some guidelines for developing and using portfolio assessment include:

- brainstorm with students to discover what they already know about portfolios.
- explain the purpose of portfolio assessment and share samples of portfolios with students.
- collaborate with students to develop guidelines for the contents of their portfolios; and to establish assessment (Kumari and Srivastava,2005:7).

OBSERVATION-Lewis (1974: 64) described that observation is the most common assessment tool used by teachers. The complex task of meeting children's needs combines close attention to the physical, emotional and intellectual development of each child. Therefore –

- ◆ Observation should be systematic;
- ◆ Observation should be objective .Teachers perceive every child with some degree of emotion such as affection and sympathy;
- ◆ Observation should be selective –Teachers are hard-pressed to find enough time to systematically watch even important behavior;
- ◆ observation should be unobtrusive. Letting observation become apparent may well defeat its purpose .Nothing causes some children to avoid certain responses more than knowing someone is watching;
- ◆ Observation should be carefully recorded .It is not enough to watch carefully the behavior of a youngster and then try to remember each event later on.

QUESTIONING, LISTENING and DISCUSSION:-These are the most important and natural ways by which teachers form assessment judgments; particularly of individual pupils.

Their advantages are that they are immediate: interactive and can be used for both formative and summative purposes (Weeden et al., 2005:137).

CHECKLIST –is a method of recording used to check where a characteristic is present or absent ‘or where an action was taken or not taken .It is an instrument used to collect data on curriculum implementation and its impacts. (Gronlund: 1976).

The checklist is the easiest one and requires only that a teacher develops a simple chart with enough spaces in which to list performances or behaviors and to make the checkmarks (Lewis: 1974:64).

ANECDOTAL RECORDS- Anecdotal records are factual descriptions of the meaningful incidents and events, which the teacher has observed in the lives of his /her students .Each incident is described shortly after it happens. They are records of teachers’ daily observations. For instance: student’s mispronunciations of simple words (would, should, know, knife, knee, etc) can be recorded. They also provide records of factual behavior The major problems of Anecdotal records are related to-the amount of time required to maintain an adequate system of records, the difficulty of being objective and difficulty of obtaining an adequate sample of factual behavior (Gronlund,1976).

Lewis (1974:71) describes the guidelines which help in making anecdotal record effective are

- ◆ keep the Anecdote record in context –recording a given behavior in isolation from the surrounding scene will not tell very much about the reasons for child’s behavior;
- ◆ keep the Anecdote record specific –the more precisely and simply a teacher reports behavior; the easier it will be to recall it clearly and precisely;
- ◆ keep the Anecdote objective –objectively forces teachers to concentrate on the child they wish to study and to avoid clouding the picture with irrelevant material;
- ◆ keep the recording process simple –keeping Anecdotal records should not become a clerical night mare that takes valuable time from the teaching process .It should be kept only when there is something important to observe and record.

RATING SCALE: -Rating scale consists of a set characteristics or qualities to be judged and some type of scale for indicating the degree to which each attribute is present. There are different kinds of rating scales. Numerical rating scales are the simplest types of rating scales where the rater checks or circles a number to indicate the degree to which a characteristic is present.

Graphic Rating scale –is a scale where each characteristic is followed to class discussions placing a check on the line makes the rating clear.

Descriptive Graphic scale –uses descriptive phrases to identify the points on the graphic scale.

Ranking methods –the rater ranks the students or products being rated as the rater estimates as they possess the characteristic being judged. The products are ranked in a relative order from high to low (Gronlund, 1976).

ORAL ASSESSMENT:-Oral assessment is used to assess knowledge, understanding, and the use of language. Oral assessment may be particularly useful with younger pupils: or specific learning difficulties such as dyslexia, whose written skills are poor. It is also important for assessing verbal communication skills. It allows teacher to check knowledge and understanding in an extremely flexible manner. Oral assessments can be also used to aid learning through role play or discussion.

Using a wide variety of assessment tools allows a teacher to determine which instructional strategies are effective and which need to be modified. In this way, assessment can be used to improve classroom practice, plan curriculum and research one's own teaching practice (Badders, 2000:2).

The assessment tools which are described above strongly remind us that they have their own advantage and disadvantage while using them to assess students. Therefore, to give wide opportunities to students, teachers are required to use variety of them.

Ambaye (1999) pointed out the assessment tools and their related domains in table form as follows:

Table1.Assessment tools and their related domains

Evaluation and techniques	Cognitive behavior	Affective behavior	Psychomotor behavior
Tests	*		
Projects	*	*	*
Assignments	*	*	*
Interviews		*	
Rating scales		*	*
Observation		*	
Question		*	
Anecdotal records		*	
Sociometric technique		*	

Adopted from Ughamadu (1991) in Heinemann (2005)-Schools Teaching Tips assessment strategies [http:// www.heinemann.com/schools/teaching tips/assessment](http://www.heinemann.com/schools/teaching_tips/assessment).

Regarding the inappropriate usage of Assessment Tools in relation to Assessment purpose, Porter (1995) mentions that:

There is also potential for harm when decisions affecting students' futures are being made based on results of assessments made with tools that are not appropriate for the purpose. Performance-based assessment, portfolios ,student-designed assessment , etc, are regarded by many educators ,as more reflective of new curricular goals and methods of instruction .Some educators view alternative assessment as a better way to determine how well students are learning (and how effective instruction is) than traditional forms of assessment like multiple choice test.

Aggarwal (1994) mentions that a single evaluation technique is not adequate for appraising pupil's progress toward all of the important outcomes of instruction. Traditional assessment practices focus in large on the individual and fail to account for knowledge –building and learning in context.As researchers in the field of assessment consider the cultural shifts that arise from the emergence of a more participatory culture; they will need to find new methods of

applying assessments to learners (wikipedia: the free encyclopedia, 2009).

Table 2. Traditional vs Authentic Assessment methods

Traditional Assessment	Authentic Assessment
Promotes integration of various assessment methods.	Generally relies on forced choice; written measures. Written and performance measures.
Relies on proxy measures of student learning to represent target skills.	Relies on direct measures of target Skills.
Encourages memorization of correct answers.	Encourages divergent thinking in generating possible answers.
Goal is to measure acquisition of knowledge.	Goal is to enhance development of knowledge.
Curriculum directs assessment.	Assessment directs curriculum.
Emphasizes on developing a body of knowledge.	Emphasizes on ensuring proficiency at real world tasks.
Promotes 'what' knowledge.	Promotes 'how' knowledge.
Provides a one-time snapshot of student understanding	Provides an examination of learning
Emphasizes competition.	Emphasizes cooperation.
Targets simplistic skills or tasks in a concrete; singular fashion	Prepares students for ambiguities and exceptions that are found in realistic problem settings.
Prioritizes on summative outcomes or products.	Prioritizes on the learning sequence or Process.

Source: Lombardi, M.M.-Making the Grade; The role of Assessment in Authentic Learning (2008:6)

Badders (2000:60) confirmed that assessment methods traditionally focus on testing which was effective in encouraging rote and superficial learning but did not assess the wider skills of team-work, initiatives and cooperation in problem solving capacities for self-expression, social qualities and other important skills in education.

Hence, to make student learning more realistic, both traditional and authentic assessments can be employed.

2.9. ASSESSMENT FEEDBACK

The purpose of giving feedback to students is to help them learn. They need feedback on whatever they are doing, saying or writing to help them understand where it is right or wrong, conform to the expected standards, is acceptable or exemplary. Feedback has to be useful and acceptable to the receiver. Feedback has to be specific, accurate, timely, and clear, focused upon the attainable and expressed in a way which encourages a person to think and if he or she thinks that it is necessary, to change. Do not just give students all the bad points, as this can be demotivating. (Haines, 2004:19, Brown et al., 2003:171). Here, it is clear that in the feedback process there has to be transparency between teachers and students so that feedback helps students to be motivated to perform better.

Moreover, assessment feedback has many roles to students. Some of them are pointed out by Clifford (1981:98-99) as follows: feedback generally increases motivation.

- ◆ feedback usually improves subsequent performance;
- ◆ generally, the more specific the knowledge of performance, the more rapidly performance improves;
- ◆ noticeable decreases in feedback often result in a marked decline in performance;
- ◆ feedback given punctually is usually more effective than the one given long time after a task had been completed.

From the above description it can be said that without feedback information, one can not assess his/her mastery in any given task. Thus, assessment feedback must:

- ◆ provide data and commentary that are rich, clear, and direct enough to enable students and teachers to self-assess accurately and self-correct their own performances increasingly overtime. It must not center on praise and blame;
- ◆ Provide ample opportunities to get and use timely and ongoing feedback.

2.10. STANDARD OF ASSESSMENT- Standard is a document established by consensus and approved by recognized body, that provides for common and repeated use, rules, guidelines or characteristics for activities or their results, aimed at the achievement of optimum degree of order(QSAE:2008).

Focusing on the student learning, Linn and Miller (2005:6) define that Standards are statements that specify what should be taught and what student should learn. Standards specify goals or expectations for students.

Regarding the characteristics of assessment standards, Shaker (1995:11 and Wiggins 1998:110) describe that assessment standards are:

1. credible to all stakeholders; but especially depend on
 - ❖ authenticity of the work
 - ❖ technical soundness of the measures
 - ❖ justifiable and validated standards, that is, school measures and standards linked to the schools' valued institutional customers, or the wider world of performance.
2. useful meaning user friendly and helpful to the student performers and their coaches; namely teachers.
3. balanced in the use of all assessment methods, to provide a rich, defensible and feasible profile of achievement, but anchored in authentic and complex performance tasks.
4. honest yet fair-so we report how each student is doing against important standards but do not usually rank novices and experts against each other.
5. intellectually rigorous and thought provoking focused on core ideas, questions problems; texts and knowledge, but also designed to be engaging and stimulating of inquiry and interest in intellectual work.
6. feasible in terms of resources of logistics, politics and redeployment of time for collaboratively designing, debugging, using, evaluating and effectively reporting student work.

Therefore, assessment standards provide the necessary information about the level of knowledge, skills and abilities expected from students of the respected grades. They are guidelines for designing, implementing, assessing and improving the identified form of evaluation.

2.11. STUDENTS INVOLVEMENT IN ASSESSMENT. If the goal of an assessment system is to educate, to improve performance on difficult tasks, then getting students to self-assess and self-adjust their performance effectively is key (Wiggins 1998:15).

2.11.1 SELF-ASSESSMENT:-Self-assessment is a basic meta-cognitive function .It is important that students have opportunities to develop the skills necessary for self – assessment. Self –assessment by learners will help teachers make better conclusions relating to the actual learning taking place. Self-assessment can help to raise standards by placing the whole, initiative in a structure (Wintle and Harrison, 2000:145, Kumari and Srivastava: 2005:3).

2.11.2. PEER-ASSESSMENT- Peer-assessment is assessment of the work of others by people of equal status and power .Peer- assessment in the context of student learning may be divided into giving and receiving feedback. If students are engaged in giving and receiving feedback then one should encourage them to reflect upon these processes and on use of different forms of evidence to support their views .The main uses of peer-assessment are to help student to:

- develop their skills of assessment.
- deepen their understanding of the processes of assessment.
- deepen their understanding of a topic or method.
- develop their skills of group and task management.
- facilitate the development of self-assessment and reflective learning (Brown et al.:2003:171).

Therefore, Self and peer assessment help pupils think about their own learning and understand it better. Self-and peer-assessment give learners a greater ownership of the learning they are undertaking. Self and peer assessment enable learners to develop their own transferable personal skills in such areas as group work, leadership, team work, creative thinking and problem solving. Students will need a great deal of practice in preparation for self and peer assessment; they can not just be thrown in at the deep-end.

2.12. ROLE OF PARENTS IN ASSESSMENT AND REPORTING ASSESSMENT RESULTS TO PARENTS

Parents have two major responsibilities in the area of assessment.

1. Actively participating in making decisions about which types of information are needed.
2. Assisting the assessment professional in obtaining the most comprehensive information about their children, and the changes that the parents have seen over the years in their

children functioning. It is extremely helpful to provide the assessment professional with specific questions or concerns that the parent may have about his /her child. For example, the feeling that the development of daily living skills, whether they are progressing as rapidly as the parent has hoped or not, child Social interactions with peers; etc. parents have always a critical role to play in the Assessment process (Loftin: 2003).

Besides, the above mentioned two functions, written reports are important sources of information to parents about their academic achievements. Confirming this point, Weeden et al., (2005:146) state that written reports to parents are important documents which contain a range of types of information that have complex purposes. For parents, they are the principal means of obtaining 'official' information about the progress of their children and they implicitly provide information about the school, its teachers and their values and emphases.

The relationship between schools and the community is considered as having an important role not only for student's achievement but also for the motivation of teachers. It contributes greatly to school effectiveness as the school is able to grow in symbiosis with its milieu.

2.13. ISSUES RELATED TO STUDENT LEARNING ASSESSEMENT

Factors that significantly affect student learning assessment may be classified as school level inputs and out of school ones. The school-level inputs include teacher quality, school management, teaching materials, class size and related ones. The out of school factors are related to family background and the learner and the school-community relationship (GEQAEA, 2008:22). Brown and Knight (1994:143-148) further explain that lack of the technical knowledge, economy (assessment processes are seen to be time-consuming, in turn represents an opportunity cost) and standards (which means being no standardized assessment practice in a certain institution) are factors influencing assessment practice.

2.13.1. Students' attitude- pupils need convincing that they have a role in assessment of their work. Pupils feel more confident when they understand what they have to do and how the outcomes will be assessed (Weeden and Winter, 1999: in Weeden et al.:2005:80).

2.13.2. Teachers' attitude and quality –Teachers should be convinced and should have competence in student learning assessment. Different educators described that assessment to be effective; it requires teachers to accept it. For instance, Gronlund and Linn (2000) evidenced that a new assessment program can succeed only if teachers accept it. Teachers are more likely to assess students successfully if they accept the basic inputs of the program.

The quality of teachers constantly influences school achievement. Teacher's level was most strongly related achievement of primary school students and pupils from lower income families (Fuller, 1986:63). School library and class are also influencing factors in the assessment practice. School library is instructional resource that significantly influences pupil achievement (Fuller, 1986:32). The size of students in the classroom is significant factor in day to day decisions academics and making about the design of assessment (James and McInnis, 2001:7).

2.13.3. Validity and Reliability: –The more clearly the criteria for assessment are stated, the less difficulty the teacher will be faced with in terms of reliability and validity (Wallace: 2008:172). Plessis (2003:70) stated that valid and reliable assessments can make the results of the schools and regions more comparable and help to ensure the same standard of teaching across the country. Validity refers to the extent which the results of assessment procedures serve the particular uses for which they are intended (Gronlund, 1981:75, Joseph: 1980:11, Wallace, 2008:172). Valid measures relate to what students have done –to the delivered curriculum rather than to some notion of what they should have done. Reliability refers to the attempt to make sure that any assessment result describes the phenomenon being assessed and is not a product of the measurement instrument used. Reliability is about consistency of measurement and comes in several forms (Brown and Knight: 1994:14).

2.13.4. Table of Specification:–Table of specification can simplify test preparation and make more professional .The specifications table list the major topics that will be included in the test. It forces teachers to relate their testing procedures to the material they taught (Lewis, 197:80).

Therefore, the above mentioned factors should be taken into consideration. Otherwise, assessment practice can not be effective and can be influenced negatively.

2.14. EXPERIENCES OF STUDENT LEARNING ASSESSMENT IN PRIMARY SCHOOLS OF OTHER COUNTRIES

The impact of summative assessment on students' achievement, on teaching and on the curriculum in primary schools has been researched and reviewed by Brookhart (2004), Crooks (1988), Linn et al. (1982), Shepard (1991), and Stiggins (1999) showed the negative picture of the impact of summative assessment that the increase in test scores in research was due to greater familiarity of teachers and students with the tests rather than the increase in real learning (Black, 1993, Shepard, 2003 in Haren (2004). This indicates how summative assessment was perceived and lost the validity it was designed to measure. The Ethiopian summative assessment could not be out of this fact and it has to be researched.

According to Haren (2004:58) nowadays, there is a growing awareness of the limitations on teaching and learning of some traditional forms of assessment (Paper-pencil assessment). There is a fast-growing interest, especially in more formative, holistic and contextualized forms of assessment in schools, often described as authentic or competence-based assessments. It was given much weight by politicians in the 1980's and exhibited the various functions of assessment such as formative, diagnosis, summative and evaluative. For instance, in USA, the National Assessment for Education Progress (NAEP) is mandated by the national congress to measure Students' achievement at specified grades (4, 8, and 12) on 11 instructional areas (Greaney and Kellaghan, 1996: in GEQAEA, 2008:10).

According to GEQAEA (2008:10) in Africa, there have been four major assessment categories where three of them were carried out in many countries in the 1990's. These are:

- i) The Monitoring Learning Achievement (MLA) Project.
- ii) The Southern Africa Consortium for Monitoring Educational Quality (SACMEQ) project.
- iii) The Program d' Analysis des Systemes Educatifs des pays de la CONFEMEN (PASEC)
- iv) Assessments carried out in individual countries.

Furthermore, UNESCO (2003b:11) in GEQAEA (2008:11) described that MLA assessments

have been carried out in 47 countries in Africa, SACMEQ assessments in 15 while PASEC, in 9 and the four national assessment categories share a number of common features:

- ◆ All are policy oriented involving planners and managers and designed to provide information for policy making.
- ◆ All of them are required to assess student achievements in basic curriculum areas.
- ◆ All of the assessments employ an input-output model of education system and attempt to identify factors associated with achievement.
- ◆ All of the assessment programs provide reports as related to impact in policy debate and formation.

Subsequently, from a research done on assessment particularly in Science assessment in Botswana, Kenya, Lesotho, Malawi, Swaziland, Tanzania, Uganda, and Zambia, Dunne and Lewin (2002:389) reported that:

- Tension between assessment strategies and curriculum are apparent.
- None of the countries uses anything for assessment purpose but externally set, closed book, fixed time examinations for assessment purpose.
- The range of assessment techniques used are narrow and getting narrower.

Many scholars view that one of the problems in Africa is that most of the National Learning Assessments carried out are sponsored or supported by non government agencies. As a result, it seems that the assessments were not based on felt needs to be integrated in to the formal structures and activities of Education Ministries. (GEQAEA, 2008:12).

2.15. STUDENT LEARNING ASSESSMENT PRACTICE IN ETHIOPIA

Regarding the practice of student learning assessment system in Ethiopia, ICDR (1994:125) states that past experience of student assessment was not laid the basis for the provision of quality education. Instead of encouraging students to be self-reliant and critical problem solving, it has caused them to engage in rote learning to be concerned only with passing a certain grade level. Hassen (1998:276) strengthened that, in Ethiopia assessment is/was mainly achieved through formal examinations that have served severely very different and conflicting purpose.

In with the above point, Ambaye (1999), from his research finding, found that the examination papers uniformly focus on five types of items namely True/False, Multiple choice, Matching, Completion and Short answers. MOE (2002) in GEQAEA (2008:31) also confirmed that teachers still use the traditional paper-pencil evaluation method.

Therefore, being convinced with assessment role in education, Ethiopia has incorporated assessment system as part of the New Education and Training Policy. The assessment section of the Education and Training Policy (ETP, 1994:16) document envisages that there is a continuous assessment procedure in academic as well as practical learning including the use of aptitude tests in order to ascertain the formation of learning profits at each level.

Ethiopia has gone through two National Learning Assessments across the country. The National Learning Assessment is emphasized as a mechanism to monitor student learning progress for policy intervention. According to the two National Learning Assessment findings, no one region scored above the acceptable minimum level (50%) of achievement (NOE, 2002:31).

GEQAEA (2008:32) described that student background factors; teacher variables, school structure and curricular materials language of instruction, school management and instructional support services play a significant role in the variability of student achievement scores in Ethiopia.

2.16. ASSESSMENT STANDARDS IN ETHIOPIA

ICDR (2004:1) describes that Minimum Learning Competency serves as a standard to be fulfilled by any student coming from government or non-government school, through the formal or non-formal mode of study. This instrument helps to bridge the gap between the varied quality and standard of education offered by the different regions and various NGOs throughout the country. Minimum Learning Competencies (MLC) provide a baseline standard against which progress in different subjects can be made at grade level and a valuable tool to help achieve the target of universal enrolment in primary education. The ICDR has designed MLC for subjects of grades 5-8. It is summarized as follows in table 3.

Table 3. MLC of each subject for grades 5-8

Grade	Competencies
1. Mathematics(grades 5-8)	-develop abilities in ordering and performing the four fundamental operations of calculating with rational numbers. -develop skills on numbers and operations, sets, inequalities ratios, graphs and plane geometry. -develop a sense of appreciation and interest towards the subject 'Mathematics' by becoming aware of its applications in our day-to-day life problems and in the other sciences.
2. English and Amharic (5-8)	Within the four skills of areas, all students Should be able to listening, speaking, reading and writing.
3. Science (5-6) and Physics, Biology and Chemistry (7-8)	Students are expected to deal with many biological science concepts and a considerable number of physical science.
4. Social Science (5-8)	Students are expected to deal with geological and historical concepts of their environment, region, Ethiopia and the world.
5. Physical Education (5-8)	Students are expected to deal with the history, Principle and application of physical education.
6. Art (5-6)	Students are expected to develop skill of drawing and reading works of arts.
7. Music (5-6)	Develop the skill to play musical instruments, appreciate work of traditional and modern music of local as well as International music.

Therefore, based on the review of the related literature and preference of the researcher, the researcher would like to use questionnaire, observation, interview and teacher assessment document to investigate how the assessment of student learning is practiced in relation to the minimum learning competencies in Taitu Bitul, Melka Kole and Yeju Genet second cycle primary schools in Woldia Urban Administration, North Wollo Zone.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Method of the study

The main objective of this study was to investigate the practice of student learning assessment in relation to assessment standards (Minimum Learning Competencies) in second cycle primary schools of Woldia Urban Administration in North Wollo Zone. Descriptive survey quantitative research method was employed on the assumption that it could help to collect vast information from a large number of respondents as well as it is believed to be relevant to gather detail descriptions of the current practice of student learning assessment in relation to Minimum Learning Competency.

3.2 Sources of Data

The sources of this study were the following.

- 3.3.1.** Students from Taitu Bitul, Melka Kole and Yeju Genet second cycle primary schools were selected and used as primary sources of data;
- 3.3.2** All teachers from Taitu Bitul, Melka Kole and Yeju Genet were served as primary sources of data;
- 3.3.3** All the school principals and vice principals of the selected schools were used as valuable sources of data;
- 3.3.4** Woreda Education experts and Zone Education experts were served as sources of information.
- 3.3.5** Documents such as mark lists, test papers, and other formats related to student learning assessment were used as sources of information. Schools of the sources of data were selected by purposive sampling technique because of its relative advantages to collect relevant and detail information from respondents.

3.3 Sample size and sampling population

The total target population which encompassed the respondents was 2092 students, 70 teachers, 6 school principals and vice principals, 7 Woreda Education experts and 5 Zone Education experts in Woldia Urban Administration in North Wollo Zone. The sample size for students was determined to be 10% on the assumption that this 10% sample of the students could represent the

students' population in the selected schools. Hence, the sample size was 209 students, i.e., 112 students from Taitu Bitul, 74 students from Melka Kole and 23 students from Yeju Genet were selected (see table 5). All the 70 teachers, 6 school principals and vice principals, 7 Woreda Education experts and 5 Zone Education experts were selected by purposive sampling to get relevant and detail information.

3.4 Sampling Techniques

From 2092 students of the three second cycle primary schools, 10%, i.e., 209 students (112 students from Taitu Bitul 74 students from Melka Kole and 23 students from Yeju Genet) were selected by stratified sampling since the students had more than two characteristics. According to Kothari (2007:62) stratified sampling is used when members of the target population have two and above characteristics such as sex, age, grade level, etc. The selection of the respondents was done using the following steps

Step 1. The sample size was determined to be 10% (209 students).

Step 2. The proportion of the sample size for selection from each school was determined by computing the ratio of the required sample (n) to the population of the study (N), $n/N=209/2092=0.0999$.

Step 3. The number of members in each stratum (students in each sample school) was multiplied by the obtained proportion (0.0999) to get the number of members from each sample school. Then, simple random sampling (Lottery system from lists of students from each grade level) was employed since simple random sampling gives each element in the population equal chances. Kothari (2007:61) describes that simple random sampling gives each element in the population an equal probability of getting into the sample and all choices are independent of one another.

Table 4. Number of sample selected and practically obtained students.

No	Name of school	Grade	Actual number of students			Number of selected sample students			Number of practically obtained students		
			M	F	T	M	F	T	M	F	T
1	Taitu Bitul		M	F	T	M	F	T	M	F	T
		5	104	104	208	10	10	20	10	10	20
		6	125	129	254	12	13	25	12	13	25
		7	178	147	325	18	15	33	18	15	33
		8	180	152	332	18	16	34	18	16	34
2	Melka Kole	5	76	79	155	8	8	16	8	8	16
		6	83	93	176	8	9	17	8	9	17
		7	95	132	227	9	13	22	9	13	22
		8	85	99	184	9	10	19	9	10	19
3	Yeju Genet	5	42	38	80	4	4	8	4	4	8
		6	30	25	55	3	3	6	3	3	6
		7	21	25	46	2	2	4	2	2	4
		8	24	26	50	2	3	5	2	3	5
Total			1043	1049	2092	103	106	209	103	109	209

As indicated above in table1, the study was intended to conduct on 209 students and practically the number of participant students was 209 and this becomes 100 percent as it was intended.

The other respondents such as all teachers, school principals, vice principals, Woreda and Zone Education experts were selected by purposive sampling thinking that they would give relevant and detailed information due to their position they have in the practice of student learning assessment.

Table 5. Number of participant teachers, school principals, vice principals, Woreda and Zone Education experts

N0	Participants	Actual number of participants			Practically obtained No of participants			
			M	F	T	M	F	T
1	Teachers							
		Taitu Bitul	24	8	32	23	8	31
		Melka Kole	23	8	31	22	7	29
		Yeju Genet	4	3	7	4	3	7
2	School principals and vice principals	Taitu Bitul	2	-	2	1	-	1
		Melka Kole	1	1	2	1	1	2
		Yeju Genet	2	-	2	2	-	2
3	Woreda Education experts	-	6	1	7	6	-	6
4	Zone education experts	-	4	1	5	4	1	5
Total		-	66	22	88	63	20	83

In light of the above information (Table2), the study was intended to conduct on 209 students, 70 teachers, 3 school principals, 3 vice school principals, 7 Woreda education experts and 5 zone education experts. As it was intended, the number of student participants was 209 (100%) and zone education experts were 5 (100%). But the teachers were 67 (95.7%), school principals (2) and vice principals (3) both (83.3%), 6 Woreda education experts (85.7%)

Generally, the study was intended to conduct on 297 informants but practically the number of informants was 292 (98.3%). Five expected participants were not available while the data was collected. One school principal from Taitu Bitul and one teacher from Melka Kole were not available due to regional sport competition. One teacher from Melka Kole was sick ,one teacher from Taitu Bitul was not available due to personal problem and one Woreda education expert was not available due to field trip.

3.5 Tools of data collection

Questionnaire

To investigate the practice of student learning assessment in relation to assessment standards, four kinds of similar questionnaires (for teachers, students, school principals and Woreda education experts) were prepared. Questionnaire was used to collect the desired data because of its advantages it has. According to Kothari (2007:100), in using questionnaire

- A) There is low cost even when the population is large;
- B) It is free from bias; answers are in respondents' own words;
- C) Large samples can be made use of and the results can be made more dependable and reliable.

The questionnaires had two parts-closed ended and open-ended questions. The questionnaires to teachers, school principals and Woreda education experts were prepared in English Language thinking that they could communicate in English Language due to their academic background (expected to be certificate and above graduates). But the questionnaire for students was initially prepared in English Language and then was translated to Amharic to alleviate any unnecessary complication in responding to the items as well as to make communication easier.

Pilot test

Subsequently a pilot test was conducted in two second cycle primary schools (namely Woldia and Adengur) which were not part of the actual study. During the pilot study, 8 students (4 students from each school), 4 teachers (2 teachers from each school) were selected by simple random sampling. Two school principals school, two vice principals of Woldia and Adengur second cycle primary schools and two Gubalafto Woreda education experts (from neighboring Woreda) were selected. Discussion was held with the respondents of the pilot test. Two colleagues who were conducting Master's theses in same study area were invited to comment on the instruments. Then, the collected data was analyzed. Based on analysis of the pilot test data and comment of colleagues, 12 items were revised. This was because, 6 questions were found combining two issues in a single question, 4 questions were found to be ambiguous for students

and 2 questions contained alternatives that were immeasurable. Finally, the instrument was administered to the actual respondents.

Interview

In addition to the questionnaire, interview was prepared and carried out with all school principals, vice principals, 16 purposively selected teachers (one from each department of each sample school), 6 Woreda and 5 Zone education experts. The data obtained through interview was narrated (See appendix-G)

Observation checklist

By informing subject teachers in advance and getting permission from them, classroom observation was carried out in the normal classes of all subjects. Educational documents like mark lists, test papers, and other formats related to student learning assessment were used to collect information related to the issue under investigation.

Information related to the availability of materials and other facilities pertinent to student learning assessment was collected. All the information gathered through the interview, observation and document was used as supplementary information during the analysis of the data which was gathered through questionnaires.

3.6 Data presentation and Analysis

The data collected by applying the questionnaire has been organized, tabled and critically analyzed using percentage method of analysis separately for each item. Percentage helped to determine the proportion of the total respondents who had similar responses and to compare the result. The data collected interview was narrated. Regarding the harmony of the assessment tools used by teachers in the three second cycle primary schools; student textbooks were used to cross-check and analyze the finding.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of the data gathered through questionnaire administered to 209 students, 67 teachers, 2 school principals, 3 vice school principals and 6 Woreda Education experts as well as information gathered through interview with 16 teachers, 2 school principals, 3 vice school principals, 6 Woreda and 5 Zone Education experts. First semester examination papers of all subjects in the three schools, mark lists and assessment tools suggested in textbooks of the second cycle primary schools were included to triangulate the information in the analysis of the data. Totally, 287 questionnaires were administered and all were returned.

The presentation and analysis of the data consist of nine sections. They are:

1. General characteristics of participants,
2. Assessment tools teachers used
3. Participation of students in the assessment practice,
4. Assessment standards (MLC),
- and 5. Assessment feed back,
6. Assessment results reporting,
7. School support to student learning assessment practice,
- 8 Challenges to the practice of student learning assessment, strength and pitfalls of student learning assessment practice and
9. Suggestions to improve student learning assessment in the second cycle primary schools.

4.1 General characteristics of participants

This study was carried out in three second cycle primary schools (Taitu Bitul, Melka Kole and Yeju Gene) and the total number of informants was 292 (166males and 126 females) as indicated in table 3.

Table 6. Teacher and Student respondents by school

school	Students by grade												Teachers		
	5			6			7			8			M	F	T
Taitu Bitul	M	F	T	M	F	T	M	F	T	M	F	T	23	8	31
	10	10	20	12	13	25	18	15	33	18	16	34			
Melka Kole	8	8	16	8	9	17	9	13	22	9	10	19	22	7	29
Yeju Genet	4	4	8	3	3	6	2	2	4	2	3	5	4	3	7
Total	22	22	44	23	25	48	29	30	59	29	29	58	49	18	67

It is evident that from the student and teacher respondents, 209 (75.5%) were students (37.3% males and 38.4% females) and 67 (24.3%) were teachers (17.8% males and 6.5% females).

From the student respondents, 44 (16%) were grade 5 (8% males and 8% females), 48(17.4%) were grade 6 (8.3% males and 9.1%females), 59 (21.4%) were grade 7 (10.5% males and 10.9 % females) and 58 (21%) were grade 8 (10.5% males and 10.5% females).

This implied that more information was gathered as the number of student respondents increased from grade 5to grade as well as grade 7 and 8 students had more experience than grades 5and 6 students.

It is also observed that 112 (53.6%), 74 (35.4%) and 23 (11%)of the participant students were from Taitu Bitul, Melka Kole and Yeju Genet second cycle primary schools respectively.

Table 7. School Principal and Education expert respondents by sex.

No	Respondents	M	F	T
1	School principals and vice principals	4	1	5
2	Woreda education experts	6	-	6
3	Zone education experts	4	1	5
Total		14	2	16

The sex of school principals and Education experts (table 7) reveals that 5 (31% from which 25% males and 6% female) were school principals and vice school principals, 6 (38%, i.e.100% males) were Woreda Education experts and 5 (31% from which 25% males and 6% female) were Zone Education experts. Generally, the breakdown of respondents of the study in terms of sex (Tables 6&7 above) indicates that male and female student respondents constituted of similar percent. But male teacher, school principal and Education expert respondents constituted an overwhelming majority of males 63 (75.9%) while females made up a small minority 20 (24.1%)

Table 8. Teacher respondents by age and qualification

No	School	Sex	Age				Qualification		
			20-30	31-40	41-50	51-60	certificate	Diploma	Summer in service degree
1	Taitu Bitul								
		M	5	-	8	10	4	15	4
		F	-	5	3	-	-	8	-
		T	5	5	11	10	4	23	4
2	Melka Kole	M	1	1	13	7	4	16	1
		F	-	5	2	-	-	7	1
		T	1	6	15	7	4	23	2
3	Yeju Genet	M	-	1	3	-	-	2	2
		F	-	3	-	-	-	3	-
		T	-	4	3	-	-	5	2
Grand Total		M	6	2	24	17	8	33	7
		F	-	13	5	-	-	18	1
		T	6	15	29	17	8	51	8

As regards of the age of respondents, 6 (9%) of the teachers fell within 20-30 year, 15 (22.4%) within 31-40 year, 29 (43.2%) within 41-50 year and 17 (25.4%) within the age of 51-60. Majority of the teachers were above 30 years old. It could be taken that they are matured and are believed to give the necessary and relevant information for the study.

The qualification of teacher respondents indicates that 8 (11.9%) were TTI graduates, 51 (76.2%) were college diploma graduates and 8 (11.9%) were summer in-service degree trainees. Hence the majority of teacher respondents were diploma graduates and this made them to be competent as well as proficient to the grade levels (grades 5-8) in assessing students.

Table 9. Teacher Respondents by Teacher Training attended and Service year.

School	Sex	Type of teacher training attended			Teachers' Service in Teaching			
		Pre-service training	In-service training	Both pre-service and In-service training	Below 5 year	5-10year	11-20year	Above 20year
Taitu Bitul	M	10	-	13	1	3	5	14
	F	2	-	6	-	2	4	2
	T	12	-	19	1	5	9	16
Melka Kole	M	5	-	17	1	3	5	13
	F	-	-	7	-	-	5	2
	T	5	-	24	1	3	10	15
Yeju Genet	M	-	-	4	-	-	3	2
	F	1	-	2	-	-	2	-
	T	1	-	6	-	-	5	2
Grand Total	M	15	-	34	2	6	13	29
	F	3	-	15	-	2	11	4
	T	18	-	49	2	8	24	33

Regarding the type of teacher training, 18(26.9%) of the teacher respondents attended pre-service teaching training and 49(73.1%) of them attended both pre-service and in-service teacher training.

The teaching service of teacher respondents shows that 2(3%) had below 5 year teaching service, 8(11.9%) had within 5-10 years, 24(35.8) % had within the range of 11-20 years and 33(49.3%) had above20 years teaching service. Therefore, most of the teachers attended both pre-service and in-service teacher training and had long teaching experiences which could make them to have rich experience to practice student learning assessment in the schools.

Table10. Teacher respondents by career structure

N o	School	Sex	Teachers' Career Structure					
			Beginner	Junior teacher	teacher	Senior teacher	Associate teacher	Principal teacher
1	Taitu Bitul	M	1	2	1	3	-	16
		F	-	-	-	2	3	3
		T	1	2	1	5	3	19
2	Melka Kole	M	1	1	1	1	2	16
		F	-	-	-	-	3	4
		T	1	1	1	1	5	20
3	Yeju Genet	M	-	-	-	-	1	3
		F	-	-	1	-	2	-
		T	-	-	1	-	3	3
Grand Total		M	2	3	2	4	3	35
		F	-	-	1	2	8	7
		T	2	3	3	6	11	42

The career structure of teacher informants shows that 2 (3%) of the teacher respondents were beginners, 3 (4.5%) junior teachers, 3 (4.5%) teachers, 6 (9%) senior teachers, 11 (16.4%) associate principal teachers and 42 (62.6%) principal teachers.

Therefore, it is evident that majority of teacher respondents had reached the highest career structure and had got both pre-service as well as in-service teacher training. This makes them to be in a position to practice student learning assessment in the second cycle primary schools.

Table 11. Class Size of Students by Grade and Work Load of Teachers by Department

No			Taitu Bitul		Melka Kole		Yeju Genet	
			Average class size	No of teachers	Average class size	No of teachers	Average class size	No of teachers
1	Average class size of students by grade level	5	50-55		40		36-40	
		6	50-55		42-45		55	
		7	54-56		42-46		46	
		8	47-48		36-38		50	
2	Teachers weekly work load by department	Amharic	16-24	2	20-26	3	21-25	1
		English	27-28	7	20-26	5	21-25	1
		Maths	21-28	5	21-25	4	28-29	1
		Natural science	20-28	7	20-24	6	28-29	1
		Social science	16-24	3	20-23	3	18-20	1
		Aesthetics	18-24	5	20-24	6	18-20	1
		Civics	20-24	3	21-24	4	18-20	1

As shown in table 8 above the average class size by grade level in the three schools was not the same even in the same school. In Taitu Bitul, the average class size from grades 5-7 was above the class size standard of the Amhara Education Bureau class size standard in the second cycle primary education (the standard is 50 students per class). Except grade 8 in Yeju Genet, the average class size in both Melka Kole and Yeju Genet, was below the class size standard of the Regional Education Bureau. But all teachers in the three schools in the open ended questionnaire claimed that the class size in their respective schools is a challenge to practice student learning assessment. The response teachers implied that still the class size of students influenced the practice of student learning negatively.

This claim was also shared by the interviewee teachers. James and McInnis (2001:7) describe that the size of students in the classroom is significant factor in day to day decisions of academics and making about the design of assessment.

The analysis evidenced that the weekly teachers work load was different among the departments of the same school and among departments of the three schools. The teacher respondents expressed that the overload made teachers run out of time to practice student learning assessment. This implied that the overload of teachers could be taken as a major influence that made teachers not to practice student learning assessment timely in the schools.

Table 12. School principals and vice principals by sex, age qualification and service year.

No	School	Sex			Age			Service year			Qualification			
		M	F	T	31-40	41-50	51-60	10-20	21-30	31-40	certificat e	dipl oma	In- service degree	
1	School princip als	Taitu	-	-	-	-	-	-	-	-	-	-	-	-
		Bitul	-	-	-	-	-	-	-	-	-	-	-	-
		Melka Kole	-	1	1	1	-	-	-	1	-	-	-	1
		Yeju Genet	1	-	1	-	1	-	-	1	-	-	1	-
2	School vice princip als	Taitu	1	-	1	-	-	1	-	1	-	-	-	1
		Bitul	1	-	1	-	-	1	-	-	1	1	-	-
		Melka Kole	1	-	1	-	-	1	-	-	1	1	-	-
		Yeju Genet	1	-	1	-	1	-	-	1	-	-	-	1
			80 %	20 %	100 %	20%	40%	40%	-	80%	20%	20%	20%	60%

The sex of principals and vice principals shows that 4 (80%) of the school principals and vice principals were males and 1(20%) of the school principal was female.

As regards of the age, 1 (20%) of the school principal was within the age of 31-40, 2 (40%) of school principal and vice principals were within 41-50 and, 2 (40%) of the school vice principals were within 51-60 age range. Hence, the unbalanced sex of school principals could have a negative influence on female students to be motivated in the practice of assessment. But the age of school principals and vice school principals was good as age is a factor to treat to students in their learning process and assessment practice.

Concerning the service year, 4 (80%) of the school principal and vice principals had service year within 21-30 and 1 (20%) of the school vice principal was within 31-40 year.

The qualification of school principals and vice principals depicts that 1 (20%) of school vice principal was TTI graduate, 1(20%0 of school principal was diploma holder and 3 (60 %) of the school principal and vice principals were in-service degree trainees. Hence, 4 (80%) the school principals and vice principals had long service year and diploma and above education level which could be expected to make them rich in the practice of student learning assessment

Table13. Education Experts by Sex, Age, Qualification and Service Year.

Education experts	Sex			Age			Qualification		Service Year			
	M	F	T	21-30	31-40	41-50	Diplom a	Degree	1-5 year	6-10 year	11-20 year	Above 20 year
Woreda education experts	6	-	6	1	2	3	2	4	4	-	1	1
Zone education experts	4	1	5	-	-	5	-	5	-	-	1	4
%	91 %	9%	100 %	9%	18%	73%	18%	82%	36%	-	18%	46%

As can be seen from table13, 6 (100%) of the Woreda and 4 (80%) of the Zone Education experts were males whereas 1 (20%) of the Zone Education expert was female. Age of the Education experts shows that 2 (33%) of the Woreda Education experts were within the age range of 31-40, 1 (17%) in 21-30, 3 (50%) in the range of 41-50 and 5 (100%) of the zone education were within 41-50 range of age.

Qualification of the Education experts indicates that 2(33.3%) of the Woreda Education experts were diploma, 4 (66.7%) Woreda and 5 (100%) of Zone Education experts were first degree holders respectively.

As the age of the Education experts reveals, 4 (66%) of the Woreda Education experts had a range of 1-5 service year, 1 (17%) of the Woreda and 1 (20%) of the Zone Education experts had within 11-20 service year and 1(17%) of the Woreda and 4(80%) of the Zone Education experts had 20 and above service year respectively.

Majority of the Woreda Education experts, 4(66%) had low service experience (1-5 year) whereas 5(100%) of the Zone Education experts had long service year (11 and above). Therefore, the low service year of the Woreda Education experts could affect the support given by the Woreda Education experts to schools to practice student learning assessment in the schools. This was confirmed by teacher, school principals and Woreda Education expert interviewees during the interview.

Table14. Student respondents by grade and age

School	Age	5			6			7			8		
		M	F	T	M	F	T	M	F	T	M	F	T
Taitu Bitul	11	2	2	4	1	1	2	-	-	-	-	-	-
	12	4	2	6	3	8	11	2	1	3	-	-	-
	13	2	2	4	4	3	7	1	5	6	1	3	4
	14	-	2	2	2	1	3	7	6	13	3	8	11
	15	1	-	1	-	-	-	4	3	7	8	5	13
	Above 15	1	2	3	2	-	2	4	-	4	6	-	6
	Melka Kole	11	1	1	2	-	-	-	-	-	-	-	-
12		4	5	9	3	4	7	2	-	2	-	-	-
13		2	1	3	3	4	7	4	5	9	3	-	3
14		1	1	2	1	-	1	3	8	11	3	7	10
15		-	-	-	-	-	-	-	-	-	2	3	5
Above 15		-	-	-	1	1	2	-	-	-	1	-	1
Yeju Genet	11	-	1	1	2	-	2	-	-	-	-	-	-
	12	2	2	4	1	3	4	1	1	2	1	2	3
	13	1	-	1	-	-	-	-	1	1	-	-	-
	14	-	-	-	-	-	-	-	-	-	-	1	1
	15	-	-	-	-	-	-	-	-	-	-	-	-
	Above 15	1	1	2	-	-	-	1	-	1	1	-	1
Total		22	22	44	23	25	48	29	30	59	29	29	58

The sex of student respondents shows that almost there was equal sex (male and female) representation in all grade levels. In age wise, 4 (20%), 13 (52%), 9 (27.3%), 15 (44%) of grades 5-8 respectively, in Taitu Bitul, 1 (6%), 7 (41%), 11 (50%), 13 (68%) in Melka Kole and 1 (12.5%), 4 (100%), 3 (75%), and 4 (80%) in Yeju Genet were below the expected age level of grades 5, 6, 7, and 8 (12,13, 14 and 15 years old respectively). This means 41 (36.6%) in Taitu Bitul, 32 (43.24%) in Melka Kole and 12 (52.17%) in Yeju Genet of student respondents made 85 (40.66%) of total students who were below the expected age level. In the other way, 2 (13%) grade 5 student respondents in Melka Kole were age of 13-and above, 3 (18%) grade 6 age of 13- and above 1 (5.3%) grade 8 age of were above 15. 10 (50%), 5 (20%), 11 (33.3%) 6 (18%) in Taitu Bitul and 1 (12.5%) 1 (25%), 1 (20%), in Yeju Genet, were above the expected

age level in each grade level (5,6,7 and 8) respectively which was 6 (5.4%) in Melka Kole, 32 (43%) in Taitu Bitul and 3 (13%) in Yeju Genet. Totally, this made 41 (19.6%) of student respondents who were above the expected age level. Its implication to student learning assessment is that below and above the expected age level could influence the assessment practice not to be practiced it as it was intended.

4.2 Assessment Tools teachers used

Table15. Assessment tools preferred to assess student learning by teachers

N0	Assessment tools	School	Teacher respondents													
			Every day		Every three day		Every week		Every month		Once a semester		Not used		Total	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	Individual work	Taitu Bitul	15	48	14	45	1	3	1	3	-	-	-	-	31	100
		Melka Kole	9	31	7	24	5	17	-	-	8	28	-	-	29	100
		Yeju Genet	3	43	2	29	1	14	1	14	-	-	-	-	7	100
2	Group work	Taitu Bitul	5	16	8	26	11	36	7	22	-	-	-	-	31	100
		Melka Kole	11	38	8	28	7	24	3	10	-	-	-	-	29	100
		Yeju Genet	4	57	2	29	1	14	-	-	-	-	-	-	7	100
3	Home work	Taitu Bitul	8	26	18	58	4	13	1	3	-	-	-	-	31	100
		Melka Kole	9	31	8	28	6	20	4	14	-	-	2	7	29	100
		Yeju Genet	4	57	3	43	-	-	-	-	-	-	-	-	7	100
4	Observation	Taitu Bitul	6	19	11	36	8	26	4	13	2	6	-	-	31	100
		Melka Kole	8	28	11	38	5	17	4	14	1	3	-	-	29	100
		Yeju Genet	-	-	2	29	1	14	-	-	4	57	-	-	7	100
5	Laboratory work	Taitu Bitul	-	-	-	-	1	3	1	3	3	10	26	84	31	100
		Melka Kole	-	-	-	-	-	-	1	3	2	7	26	90	29	100
		Yeju Genet	-	-	-	-	-	-	-	-	-	-	7	100	7	100
6	Test(multiple choice ,matching ,True/False	Taitu Bitul	2	6	-	-	3	10	21	68	5	16	-	-	31	100
		Melka Kole	-	-	-	-	4	14	12	41	13	45	-	-	31	100
		Yeju Genet	-	-	-	-	1	14	2	29	4	57	-	-	7	100
7	Discussion	Taitu Bitul	19	61	3	10	8	26	1	3	-	-	-	-	31	100
		Melka Kole	18	62	4	14	6	21	1	3	-	-	-	-	29	100
		Yeju Genet	6	86	-	-	1	14	-	-	-	-	-	-	7	100
8	Presentation	Taitu Bitul	8	26	4	13	10	32	1	3	3	10	5	16	31	100
		Melka Kole	7	24	4	14	8	28	3	10	-	-	7	24	29	100
		Yeju Genet	-	-	2	29	-	-	4	57	-	-	-	-	7	100
9	Check list	Taitu Bitul	-	-	-	-	-	-	-	-	-	-	31	100	31	100
		Melka Kole	-	-	-	-	1	3	-	-	-	-	28	97	29	100
		Yeju Genet	-	-	-	-	-	-	1	14	-	-	6	86	7	100
10	Rating Scale Anecdotal record	Taitu Bitul	-	-	-	-	-	-	2	6	-	-	29	94	31	100
		Melka Kole	-	-	-	-	-	-	-	-	-	-	-	-	29	100
		Yeju Genet	-	-	-	-	-	-	-	-	-	-	-	-	7	100
11	Library work	Taitu Bitul	-	-	-	-	-	-	3	10	-	-	28	90	31	100
		Melka Kole	-	-	-	-	1	3	-	-	-	-	28	97	29	100
		Yeju Genet	-	-	-	-	-	-	-	-	-	-	7	100	7	100
12	Project work	Taitu Bitul	1	3	-	-	3	10	1	3	4	13	22	71	31	100
		Melka Kole	-	-	-	-	-	-	8	28	1	3	20	69	29	100
		Yeju Genet	-	-	-	-	-	-	2	29	1	14	4	57	7	100
13	Oral questioning	Taitu Bitul	22	71	8	16	1	3	-	-	-	-	-	-	31	100
		Melka Kole	25	86	-	-	-	-	-	-	-	-	4	14	29	100
		Yeju Genet	7	100	-	-	-	-	-	-	-	-	-	-	7	100
14	Short answer	Taitu Bitul	9	29	4	13	3	10	5	16	-	-	10	32	31	100
		Melka Kole	5	16	3	10	4	13	2	6	-	-	17	55	29	100
		Yeju Genet	1	14	-	-	2	29	1	14	-	-	3	43	7	100
15	Complete sentences	Taitu Bitul	3	10	6	19	1	3	5	16	-	-	16	52	31	100
		Melka Kole	9	31	-	-	-	-	4	14	-	-	16	55	29	100
		Yeju Genet	-	-	3	43	-	-	1	14	-	-	3	43	7	100
16	Field work	Taitu Bitul	-	-	1	3	-	-	2	6	3	10	25	81	31	100
		Melka Kole	-	-	-	-	-	-	-	-	3	10	26	90	29	100
		Yeju Genet	-	-	3	43	-	-	1	14	-	-	3	43	7	100

Key= N is number of respondent, % is percent of respondents

The analysis indicates that teacher respondents replied that oral questioning 22 (71%),

discussion 19 (61%) and individual work 15 (48%) in Taitu Bitul, oral questioning 25 (86%), discussion 18 (62%) and group Work 11 (38%) in Melka Kole and oral questioning 7 (100%), discussion 6 (86%) and home work 4 (57%) in Yeju Genet were the assessment tools mostly used every day in the three schools respectively. Home work 29 (43.3%), observation 24 (36%) and individual work 23 (34%) were the three assessment tools used in every three day in the three schools. Group work 19 (28%), presentation 18 (27%), observation 14 (21%) and discussion 15 (22.4%) were the assessment tools used every week. Test 35 (52%), both group work and project work 11 (16%) each and field work 6 (9%) were used once in a semester. Both check list and anecdotal record 65 (97%) each and laboratory work 59 (88%) were the assessment tools that were not used by most teachers.

Generally, the findings show that discussion, individual work, oral questioning, group work, presentation, home work, test and field work were the assessment tools used by teachers of the three schools. Laboratory work was the least practiced assessment tool by science teachers. From laboratory documents of the schools, the researcher observed that three experiments in Biology, five experiments in Chemistry and 14 experiments in Physics in Taitu Bitul and one experiment in Biology, two experiments in Chemistry, four experiments in Physics and one experiment in Science in Melka Kole were practiced and documented. But the experiments suggested in the text books to be conducted are 47 in Biology 19 in Chemistry 55 in physics and 43 in Science in the year. Therefore, the numbers of conducted experiments were insignificant.

Badders (2000:2) stated that using a wide of assessment tools allows a teacher to determine which instructional strategies are effective and which need to be modified.

Table16. Responses of school principals, vice principals and Woreda Education experts on the assessment tools employed by teachers.

Assessment tools	Taitu Bitul		Melka Kole		Yeju Genet		Woreda education experts		Total	
	N	%	N	%	N	%	N	%	N	%
A. Home work	1	100	2	100	2	100	6	100	11	100
B Class work	1	100	2	100	2	100	4	66.6	9	81.8
c. Oral questioning	2	100	2	100	2	100	5	83.3	10	90.9
D. Observation	1	100	2	100	-	-	2	33.3	5	45.4
E. Laboratory work	1	100	1	50	-	-	1	16.6	3	27.3
F. Field work	-	-	1	50	-	-	1	16.6	2	18.1
G. Library work	-	-	-	-	-	-	1	16.6	1	9
H. Objective items	1	100	2	100	2	100	6	100	11	100
I. Short answer	1	100	2	100	2	100	2	33.3	7	63.6
J. Completing sentences	1	100	2	100	2	100	1	16.6	6	54.5
K. Project work	-	-	2	100	2	100	-	-	4	36.3
L. Group work	1	100	2	100	2	100	4	66.6	10	90.9
M. Anecdotal record	-	-	-	-	-	-	-	-	-	-
N. Rating scale	-	-	-	-	-	-	-	-	-	-
O. Check list	-	-	-	-	-	-	2	33.3	2	18.1

N= number of respondents, %= percent of respondents

It can be observed that home work 11 (100%), objective items 11 (100%), oral questioning 10 (90.9%), groupwork 10 (90.9%), glasswork 9 (81.1%) short answer 7 (63.6%), completing sentences 6 (54.5%) and observation 5 (45.4%) were the assessment tools mostly used in the schools which was in line with teachers' responses. School principals and vice principals responded that library work was not used totally. But 4 teacher respondents replied that they used library work every month. The difference in response could result from the lack of follow up by school principals and vice principals. Anecdotal record and rating scale were the two assessment tools which were not used by teachers.

Table 17. Students observation of assessment tools used by teachers while teaching

Amharic(Am) and English (En)

No	Assessment tools	Teacher	Every day		Every three day		Every week		Every month		Once in a semester		Not used		Total	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
2.1	Individual work	Am	137	65.5	70	33.5	-	-	2	1	-	-	-	-	209	100
		En	153	73.2	50	23.9	5	2.4	-	-	1	0.5	-	-	209	100
2.2	Group work	Am	24	11.5	43	20.5	117	56	25	12	-	-	-	-	209	100
		En	70	33.5	124	59.3	15	2	-	-	-	-	-	-	209	100
2.3	Home work	Am	149	71.3	43	20.6	17	8.1	-	-	-	-	-	-	209	100
		En	150	72	5928	-	-	-	-	-	-	-	-	-	209	100
2.4	Observation	Am	56	26.8	62	29.7	18	8.6	56	26.8	8	3.8	9	4.3	209	100
		En	77	37	69	33	21	10	27	13	-	-	15	7	209	100
2.5	Oral questioning	Am	73	34.9	92	44.1	32	15.3	12	5.7	-	-	-	-	209	100
		En	163	78	46	22	-	-	-	-	-	-	-	-	209	100
2.6	Laboratory work	Am	-	-	-	-	-	-	-	-	1	0.5	208	99.5	209	100
		En	-	-	-	-	-	-	1	0.5	1	0.5	207	99	209	100
2.7	Field work	Am	-	-	-	-	-	-	5	2.4	7	3.3	197	94.3	209	100
		En	-	-	-	-	-	-	-	-	23	11	186	89	209	100
2.8	Library work	Am	58	27.8	72	34.4	42	20.1	20	9.7	-	-	17	8.1	209	100
		En	70	33.5	19	9.1	42	20.1	-	-	-	-	78	37.3	209	100
2.9	Project work	Am	1	0.5	-	-	1	0.5	1	0.5	-	-	206	98.5	209	100
		En	1	0.5	1	0.5	1	0.5	1	0.5	-	-	205	98	209	100
2.10	Test(multiple choice, matching, True/False	Am	4	2	5	2.4	9	4.3	183	87.5	8	3.8	-	-	209	100
		En	5	2.4	9	4.3	8	3.8	167	79.9	20	9.6	-	-	209	100
2.11	Short answer	Am	41	19.6	24	11.5	71	34	14	6.7	37	17.7	22	10.5	209	100
		En	46	22	121	57.9	10	4.8	32	15.3	-	-	-	-	209	100
2.12	Completing sentences	Am	74	35.4	109	52.1	-	-	15	7.2	5	2.4	6	2.9	209	100
		En	106	50.7	60	28.7	17	8.1	22	10.5	4	2	-	-	209	100
2.13	Presentation	Am	69	33	53	25.4	3	1.4	84	40.2	-	-	-	-	209	100
		En	54	25.8	3	1.4	88	42.1	2	1	-	-	62	29.7	209	100
2.14	Discussion	Am	157	75.1	22	10.5	7	3.3	4	2	-	-	19	9.1	209	100
		En	96	46	46	22	32	15.3	27	12.9	-	-	8	3.8	209	100
2.15	Check list	Am	50	24	21	10	7	3.3	20	9.6	-	-	111	53.1	209	100
		En	93	44.5	3	1.4	-	-	-	-	-	-	113	54.1	209	100
2.16	Rating scale	Am	53	25.4	33	15.8	12	5.8	26	12.4	3	1.4	82	39.2	209	100
		En	64	30.6	23	11	17	8	17	8	3	1.4	85	41	209	100
2.17	Anecdotal record	Am	55	26.3	16	7.7	21	10	-	-	-	-	117	56	209	100
		En	43	20.6	19	9.1	22	10.5	8	3.8	-	-	117	56	209	100

Key-Am stands for Amharic teachers, En stands for English teachers

The frequency of assessment tools indicates that individual work 137 (65.5%), home work 149 (71.3%), and discussion 157 (7.15%) were the most daily practiced assessment tools by Amharic teachers whereas oral questioning 163 (78%), home work 150 (72%), completing sentences 106 (50.7%) individual work 153 (73.2%) discussion 96 (46%) and observation 77 (37%) were the most daily practiced assessment tools by English teachers. Completing sentences 109 (52.1%), oral questioning 92 (44.1%) library work 72 (34.4%), individual work 70 (33.5%) by Amharic

teachers, group work 124 (59.3%), short answer 121 (57.9%), observation 69 (33%) completing sentences 60 (28.7%) by English teachers were assessment tools which were practiced every three days. Group work 117 (56%), short answer 71 (34%) by Amharic teachers, presentation 88 (42.1%) by English teachers were practiced weekly. Test 183 (87.5%), presentation 84 (40.2%) by Amharic teachers and test 167 (79.9%) by English teachers were practiced monthly. Project work, check list, rating scale and anecdotal record were assessment tools that were not practiced by both Amharic and English teachers. The assessment tools used by Amharic and English teachers were in line with the assessment tools suggested in both Amharic and English student text books of grades 5-8.

From the teachers' responses in line with the textbooks, it could be inferred that both Amharic and English teachers were in a position to employ the assessment tools suggested in the textbooks of grades 5-8 which in turn was believed that helped their student to pass through the assessment tools.

Table 18. Student observation of assessment tools used by teachers while teaching Mathematics (Ma) and Physics (P).

No	Assessment tools	Teacher	Every day		Every three day		Every week		Every month		Once in a semester		Not used		Total	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
2.1	Individual work	Ma	132	63.2	54	25.8	5	2.4	3	1.4	-	-	15	7.2	209	100
		P	17	14.5	11	9.4	51	43.6	22	18.8	7	6	9	7.7	117	100
2.2	Group work	Ma	72	34.4	22	10.5	24	11.5	62	29.7	-	-	29	13.9	209	100
		P	50	42.7	11	9.4	41	35	-	-	3	2.6	12	10.3	117	100
2.3	Home work	Ma	119	57	50	24	11	5.2	-	-	-	-	29	13.8	209	100
		P	18	15.4	4	3.4	46	39.3	8	6.8	9	7.7	32	27.4	117	100
2.4	Observation	Ma	37	17.7	69	33	13	6.2	29	13.9	-	-	61	29.2	209	100
		P	13	11.1	9	7.7	55	47	20	17.1	-	-	20	17.1	117	100
2.5	Oral questioning	Ma	71	34	62	29.7	41	19.6	-	-	-	-	35	16.7	209	100
		P	43	36	39	33.3	11	9.4	-	-	-	-	24	20.5	117	100
2.6	Laboratory work	Ma	-	-	2	1	-	-	-	-	-	-	207	99	209	100
		P	-	-	3	2.6	5	4.3	21	17.9	88	75.2	-	-	117	100
2.7	Field work	Ma	-	-	2	1	-	-	-	-	-	-	207	99	209	100
		P	-	-	-	-	-	-	-	-	-	-	117	100	117	100
2.8	Library work	Ma	29	13.9	-	-	-	-	2	1	-	-	178	85.1	209	100
		P	-	-	1	0.8	4	3.4	8	6.8	-	-	104	89	117	100
2.9	Project work	Ma	30	14.4	23	11	64	30.6	-	-	-	-	92	44	209	100
		P	-	-	6	5.1	26	22.2	28	24	-	-	57	48	117	100
2.10	Test(multiple choice, matching, True/False	Ma	44	21	41	19.6	15	7.1	101	48.3	-	-	8	4	209	100
		P	16	13.7	11	9.4	6	5.1	84	71.9	-	-	-	-	117	100
2.11	Short answer	Ma	84	40.2	27	13	61	29.2	16	7.6	-	-	21	10	209	100
		P	-	-	20	17.1	13	13.7	53	45.3	22	18.8	6	5.1	117	100
2.12	Completing sentences	Ma	97	46.4	29	13.9	23	11	30	14.3	15	7.2	15	7.2	209	100
		P	26	22.2	22	18.8	13	11.1	35	30	13	11.1	8	6.8	117	100
2.13	Presentation	Ma	55	26.3	66	31.6	39	18.7	33	15.8	-	-	16	7.6	209	100
		P	11	9.4	41	35	49	42	8	6.8	-	-	8	6.8	117	100
2.14	Discussion	Ma	116	55.5	58	27.8	12	5.7	-	-	-	-	23	11	209	100
		P	39	33.3	28	24	17	14.5	10	8.5	-	-	23	19.7	117	100
2.15	Check list	Ma	46	22	20	10	41	19	-	-	-	-	102	49	209	100
		P	38	32.5	9	7.7	3	2.6	3	2.6	3	2.6	61	52	117	100
2.16	Rating scale	Ma	69	33	35	16.7	9	4.3	-	-	-	-	96	46	209	100
		P	31	26.5	12	10.2	23	19.7	8	6.8	-	-	43	36.8	117	100
2.17	Anecdotal record	Ma	31	15	39	19	15	7	23	11	-	-	101	48	209	100
		P	11	9.4	11	9.4	21	18	-	-	-	-	74	63.2	117	100

Key: Ma stands for Mathematics teachers, P for Physics teachers

Individual work 132 (63.2%), home work 119 (57%) short answer 84 (40.2%) and discussion 116 (55.5%) were practiced daily by Mathematics teachers. Group work 50 (42.7%) was practiced daily by Physics teachers. Observation 55 (47%), individual work 51 (43.6%), presentation 49 (42%) and home work 46 (39.3%) were practiced weekly by Physics. Test 101 (48.3%) and 84 (71.9%) were practiced monthly by Mathematics and Physics teachers respectively. Short answer 53 (45.3%) was also practiced monthly by Physics teachers. Laboratory work 88 (75.2) was practiced by Physics teachers once in a semester. Field work, library work, project work, check list, rating scale and anecdotal record were not practiced by both

Mathematics and Physics teachers. The assessment tools used by Mathematics teachers were in line with the assessment tools suggested in Mathematics student text books from grades 5-8. But the assessment tools used by physics teachers were not in line with the assessment tools suggested in physics student text books since there are project works, completing sentences, and more laboratory works (experiments) which are suggested in the student text books of grades 7-8 to be practiced

The assessment practice in physics indicated that students did not get opportunities to be assessed through assessment tools that were intended to connect students with the real life situations.

Table 19. Students observation off assessment tools used by teachers while teaching Biology (Bio) and Chemistry (Ch).

No	Assessment tools	Teacher	Every day		Every three day		Every week		Every month		Once in a semester		Not used		Total	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
2.1	Individual work	Bio	3	2.6	30	25.6	3	2.6	57	48.7	10	8.5	14	12	117	100
		Ch	3	2.6	41	35	27	23.1	33	28.2	5	4.3	8	6.8	117	100
2.2	Group work	Bio	11	9.4	17	14.5	21	18	32	27.3	21	18	15	12.8	117	100
		Ch	37	31.6	26	22	24	20.5	18	15.4	-	-	12	10.3	117	100
2.3	Home work	Bio	13	11.1	48	41	11	9.4	14	12	10	8.5	21	18	117	100
		Ch	43	36.7	14	12	28	24	25	21.3	-	-	7	6	117	100
2.4	Observation	Bio	55	47	12	10.3	6	5	32	27.4	-	-	12	10.3	117	100
		Ch	38	32.4	28	24	9	7.7	23	19.6	14	12	5	4.3	117	100
2.5	Oral questioning	Bio	70	60	13	11.1	11	9.4	-	-	6	5	17	14.5	117	100
		Ch	41	35	36	30.7	18	15.3	-	-	-	-	22	19	117	100
2.6	Laboratory work	Bio	-	-	5	4.3	9	7.7	18	15.4	85	72.6	-	-	117	100
		Ch	-	-	15	12.8	10	8.6	24	20.5	68	58.1	-	-	117	100
2.7	Field work	Bio	-	-	-	-	-	-	-	-	-	-	117	100	117	100
		Ch	-	-	-	-	-	-	-	-	-	-	117	100	117	100
2.8	Library work	Bio	-	-	-	-	-	-	1	0.9	-	-	116	99.1	117	100
		Ch	-	-	-	-	-	-	2	1.7	1	0.9	114	97.4	117	100
2.9	Project work	Bio	2	1.7	-	-	25	21.4	-	-	22	18.8	68	58.1	117	100
		Ch	-	-	23	19.7	-	-	-	-	-	-	94	80.3	117	100
2.10	Test(multiple choice, matching, True/False)	Bio	5	4.3	6	5.1	30	25.6	69	59	7	6	-	-	117	100
		Ch	7	6	13	11.1	23	19.7	65	55.5	9	7.7	-	-	117	100
2.11	Short answer	Bio	27	23.1	4	3.4	7	5.9	43	36.8	4	3.4	32	27.4	117	100
		Ch	28	23.9	6	5.1	45	38.5	22	18.8	3	2.6	13	11.1	117	100
2.12	Completing sentences	Bio	10	8.5	12	10.3	21	17.9	42	35.9	23	19.7	9	7.7	117	100
		Ch	14	12	23	19.7	26	22.2	41	35	-	-	13	11.1	117	100
2.13	Presentation	Bio	15	12.8	5	4.3	63	53.8	24	20.5	-	-	10	8.6	117	100
		Ch	10	8.6	10	8.6	68	58.1	-	-	-	-	29	24.7	117	100
2.14	Discussion	Bio	51	43.6	23	19.7	21	17.9	-	-	16	13.7	6	5.1	117	100
		Ch	64	54.7	27	23	5	4.3	5	4.3	5	4.3	11	9.4	117	100
2.15	Check list	Bio	43	36.7	7	6	3	2.6	-	-	-	-	64	54.7	117	100
		Ch	45	38.5	9	7.7	4	3.4	-	-	-	-	59	50.4	117	100
2.16	Rating scale	Bio	35	30	13	11.1	9	7.7	-	-	4	3.4	56	47.8	117	100
		Ch	30	25.6	12	10.3	7	6	4	3.4	-	-	64	54.7	117	100
2.17	Anecdotal record	Bio	31	26.5	5	4.3	5	4.3	20	17.1	-	-	56	47.8	117	100
		Ch	27	23.1	14	12	7	6	-	-	-	-	69	58.9	117	100

Students were asked to tell the assessment tools Biology and Chemistry teachers used. Accordingly, Oral questioning 70 (60%), Observation 55 (47%), discussion 51 (43.6%) by

Biology teachers, discussion 64 (54.7%), and home work 43 (36.7%), oral questioning 41 (35%) and group work 37 (31.6%) were practiced by Chemistry teachers daily. Home work 48 (41%) and individual work 41 (35%) were practiced every three day by Biology and Chemistry teachers respectively. Presentation 63 (53.8%) by Biology teachers, short answer 45 (38.5%) and presentation 68 (58.1%) by Chemistry teachers were practiced every week. Individual work 57 (48.7%), group work 32 (27.3%), test 69 (59%), short answer 43 (36.8%) and completing sentences 42 (35.9%) by Biology teachers, individual work 33 (28.2%), test 65 (55.5%), completing sentences 41 (35%) by Chemistry teachers were practiced monthly. Laboratory work 85 (72.6%) by Biology teachers and 68 (58.1%) by Chemistry teachers was practiced once in a semester. Field work, library work, project work, check list, rating scale, and anecdotal record were not practiced by both Biology and Chemistry teachers.

The findings showed that Biology and Chemistry teachers also did not give emphasis to assessment tools that could connect students with the real life situations. This situation influenced students negatively not to pass through the way they were expected to pass.

Table 20. Students observation of assessment tools used by teachers while teachers Social Science (SS) and Civics(C)

No	Assessment tools	Teacher	Every day		Every three day		Every week		Every month		Once in a semester		Not used		Total	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
2.1	Individual work	SS	20	9.5	65	31.1	46	22	52	25	13	6.2	13	6.2	209	100
		C	33	15.8	54	25.8	34	16.3	42	20.1	17	8.1	29	13.9	209	100
2.2	Group work	SS	42	20	31	15	83	39.7	26	12.4	9	4.3	18	8.6	209	100
		C	52	24.9	35	16.7	29	13.9	81	38.8	-	-	12	5.7	209	100
2.3	Home work	SS	36	17.2	82	39.2	46	22	18	8.6	-	-	27	13	209	100
		C	38	18.2	57	27.2	48	23	48	23	-	-	18	8.6	209	100
2.4	Observation	SS	75	35.9	8	3.8	33	15.8	43	20.8	8	3.8	42	20.1	209	100
		C	105	50.2	16	7.7	31	14.8	27	13	17	8.1	13	6.2	209	100
2.5	Oral questioning	SS	107	51.1	36	17.2	48	23	6	3	-	-	12	5.7	209	100
		C	113	54.1	61	29.2	-	-	-	-	18	8.6	17	8.1	209	100
2.6	Laboratory work	SS	-	-	-	-	-	-	-	-	2	1	207	99	209	100
		C	-	-	-	-	-	-	-	-	1	0.5	208	99.5	209	100
2.7	Field work	SS	-	-	-	-	-	-	67	32.1	-	-	142	67.9	209	100
		C	-	-	-	-	8	3.8	13	6.2	4	2	184	88	209	100
2.8	Library work	SS	-	-	15	7.2	-	-	17	8.1	-	-	177	84.7	209	100
		C	15	7.1	50	24	17	8.1	6	3	-	-	121	57.8	209	100
2.9	Project work	SS	-	-	19	9.1	10	4.8	-	-	-	-	180	86.1	209	100
		C	35	16.7	9	4.3	-	-	8	4	-	-	157	75	209	100
2.10	Test(multiple choice, matching, True/False	SS	11	5.3	48	23	32	15.3	118	56.4	-	-	-	-	209	100
		C	58	27.7	22	10.5	25	12	104	49.8	-	-	-	-	209	100
2.11	Short answer	SS	61	29.2	27	12.9	47	22.5	67	32.1	-	-	7	3.3	209	100
		C	117	56	42	20.1	50	23.9	-	-	-	-	-	-	209	100
2.12	Completing sentences	SS	84	40.2	-	-	-	-	97	46.4	16	7.7	12	5.7	209	100
		C	52	25	31	14.8	42	20.1	64	30.6	13	6.2	7	3.3	209	100
2.13	Presentation	SS	42	20.1	29	14	91	43.5	26	12.4	-	-	21	10	209	100
		C	31	15	21	10	12	5.7	115	55	11	5.2	19	9.1	209	100
2.14	Discussion	SS	90	43	61	29.2	33	15.8	10	4.8	-	-	15	7.2	209	100
		C	139	66.5	23	11	31	14.8	10	4.8	-	-	6	2.9	209	100
2.15	Check list	SS	64	30.6	27	13	-	-	-	-	-	-	118	56.4	209	100
		C	70	33.5	23	11	31	14.8	-	-	-	-	85	40.7	209	100
2.16	Rating scale	SS	35	16.7	9	4.3	44	21.1	17	8.1	-	-	104	49.8	209	100
		C	18	8.6	32	15.3	23	11	17	8.1	-	-	119	57	209	100
2.17	Anecdotal record	SS	83	39.7	-	-	-	-	10	4.8	-	-	116	55.5	209	100
		C	77	36.8	11	5.3	-	-	-	-	-	-	121	57.9	209	100

Student respondents replied that Observation 75 (35.9%), discussion 90 (43%), oral questioning 107 (51.1%), by social science teachers, observation 105 (50.2%), oral questioning 113 (54.1%), short answer 117 (56%), and discussion 139 (66.5%) were practiced by Civics teachers daily. Individual work 65 (31.1%) and home work 82 (39.2%) by social Science teachers, individual work 54 (25.8%) and home work 57 (27.2%) by Civics teachers were practiced every three day. Group work 83 (39.7%) and presentation 91 (43.5%) were practiced weekly by Social science teachers.

Test 118 (56.4%), short answer 67 (32.1%) and completing sentences 97 (46.4%) by social science teachers, group work 81 (38.8%), test 104 (49.8%) and completing sentences 64(30.6%) were practiced by civics teachers monthly. Field work, library work, project work, check list, rating scale and anecdotal record were not practiced by both social science and civics teachers. But project work and field work were suggested to be practiced in the student text books of grades 5-8 in both subjects.

The analysis indicated that both Social science and Civics teachers were in a position to give chances for their students to practice the assessment tools suggested in the textbooks of grades 5-8. Lack of opportunities to practice assessment tools made students passive to be illiterate in assessment tools that were intended to be practiced in the respective grades in the schools.

Table 21. Students observation of assessment tools used by teachers while teaching Health and Physical education (PE) and Science (Sc).

No	Assessment tools	Teacher	Every day		Every three day		Every week		Every month		Once in a semester		Not used		Total	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
2.1	Individual work	PE	-	-	-	-	114	54.5	-	-	38	18.2	57	27.3	209	100
		Sc	-	-	56	60.9	8	8.7	-	-	-	-	28	30.4	92	100
2.2	Group work	PE	-	-	78	37.3	32	15.3	56	26.8	-	-	43	20.6	209	100
		Sc	-	-	19	20.6	3	3.3	44	47.8	-	-	26	28.3	92	100
2.3	Home work	PE	-	-	-	-	42	20.1	31	14.8	-	-	136	65.1	209	100
		Sc	20	21.7	22	24	-	-	-	-	-	-	50	54.3	92	100
2.4	Observation	PE	-	-	14	6.7	42	20.1	97	46.4	-	-	56	26.8	209	100
		Sc	18	19.6	-	-	4	4.3	18	19.6	-	-	52	56.5	92	100
2.5	Oral questioning	PE	-	-	-	-	-	-	32	15.3	-	-	177	84.7	209	100
		Sc	42	45.6	25	27.2	15	16.3	-	-	-	-	10	10.9	100	100
2.6	Laboratory work	PE	-	-	-	-	-	-	-	-	-	-	209	100	209	100
		Sc	-	-	-	-	-	-	6	6.5	23	25	63	68.5	92	100
2.7	Field work	PE	8	3.8	11	5.3	6	2.9	-	-	-	-	184	88	209	100
		Sc	2	2.2	-	-	-	-	1	1.1	4	4.3	85	92.4	92	100
2.8	Library work	PE	-	-	-	-	6	2.9	8	3.8	-	-	195	93.3	209	100
		Sc	-	-	-	-	-	-	-	-	-	-	92	100	92	100
2.9	Project work	PE	19	9.1	16	7.6	9	4.3	39	18.7	-	-	126	60.3	209	100
		Sc	-	-	9	9.8	-	-	-	-	-	-	83	90.2	92	100
2.10	Test(multiple choice, matching, True/False)	PE	-	-	35	16.8	105	50.2	-	-	52	24.9	17	8.1	209	100
		Sc	-	-	16	17.4	28	30.4	48	52.2	-	-	-	-	92	100
2.11	Short answer	PE	127	60.8	32	15.3	-	-	33	15.8	-	-	17	8.1	209	100
		Sc	64	69.6	7	7.6	6	6.5	-	-	-	-	15	16.3	92	100
2.12	Completing sentences	PE	-	-	-	-	13	6.2	31	14.8	-	-	165	79	209	100
		Sc	-	-	10	10.9	15	16.3	31	33	-	-	36	39.1	92	100
2.13	Presentation	PE	13	6.2	20	9.6	11	5.3	5	2.4	-	-	160	76.5	209	100
		Sc	17	18.5	-	-	8	8.7	-	-	-	-	67	72.8	92	100
2.14	Discussion	PE	116	55.5	35	16.7	-	-	-	-	-	-	58	27.8	209	100
		Sc	57	62	6	6.5	-	-	-	-	-	-	29	31.5	92	100
2.15	Check list	PE	18	8.6	-	-	-	-	-	-	-	-	191	91.4	209	100
		Sc	12	13	1	1.1	3	3.3	-	-	-	-	76	82.6	92	100
2.16	Rating scale	PE	43	20.6	12	5.7	42	20.1	-	-	-	-	112	53.6	209	100
		Sc	25	27.2	-	-	8	8.7	17	18.5	-	-	42	45.1	92	100
2.17	Anecdotal record	PE	30	14.4	-	-	-	-	-	-	-	-	179	85.6	209	100
		Sc	6	6.5	6	6.5	3	3.3	-	-	-	-	77	83.7	92	100

Students responded that oral questioning 4 (45.6%), short answer 64 (69.6%) and discussion 57 (62 %) by Science teachers, short answer 127 (60.8%) and discussion 116 (55.5%) were practiced by Health and Physical Education teachers daily. Individual work 56 (60.9%) by Science teachers

and group work 78 (37.3%) by Health and Physical Education teachers were practiced every three day. Individual work 114 (54.5%) and test 105 (50.2%) were practiced by Health and Physical Education teachers every week. Group work 44 (47.8%) and test 48 (52.2%) by Science teachers, observation 97 (46.4%) by Health and Physical Education teachers were practiced every month. Laboratory work 23 (25%) was practiced by Melka Kole science teacher. It was evidenced that one science experiment was conducted Melka Kole. Home work, field work, library work, project work, completing sentences, presentation, check list, rating scale and anecdotal record were not practiced by both Science and Health and Physical Education teachers. Laboratory work was also not practiced by Science teachers. But laboratory work is suggested to be practiced in the student Science text books of grades 5-6.

Similarly, students did not get opportunities to practice the assessment tools that were intended to be practiced by students in their respective grades. Lack of opportunities to practice assessment tools that were intended to be practice by students could be said that it hindered students from developing their skills in their grade levels.

Table 22. Students observation of assessment tools used by teachers while teaching Art (Ar) and Music (Mu).

No	Assessment tools	Teacher	Every day		Every three day		Every week		Every month		Once in a semester		Not used		Total		
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	
2.1	Individual work	Ar	-	-	-	-	13	14.1	9	9.8	19	20.7	51	55.4	92	100	
		Mu	-	-	10	10.9	7	7.6	14	15.2	17	18.5	44	47.8	92	100	
2.2	Group work	Ar	14	15.2	7	7.6	18	19.6	28	30.4	11	12	14	15.2	92	100	
		Mu	-	-	-	-	-	-	-	-	15	16.3	77	83.7	92	100	
2.3	Home work	Ar	-	-	13	14.1	11	12	4	4.3	-	-	64	69.6	92	100	
		Mu	-	-	-	-	-	-	-	-	28	30.4	64	69.6	92	100	
2.4	Observation	Ar	22	24	6	6.5	14	15.2	-	-	-	-	50	54.3	92	100	
		Mu	-	-	-	-	-	-	-	-	-	-	92	100	92	100	
2.5	Oral questioning	Ar	18	19.6	42	45.7	20	21.7	12	13	-	-	-	-	92	100	
		Mu	2	2.3	61	66.3	-	-	-	-	-	-	6	6.5	92	100	
2.6	Laboratory work	Ar	-	-	-	-	-	-	-	-	-	2	2.2	90	97.8	92	100
		Mu	-	-	-	-	-	-	-	-	-	-	92	100	92	100	
2.7	Field work	Ar	-	-	-	-	-	-	-	-	2	2.2	90	97.8	92	100	
		Mu	-	-	-	-	-	-	-	-	-	-	92	100	92	100	
2.8	Library work	Ar	-	-	-	-	-	-	-	-	-	-	92	100	92	100	
		Mu	-	-	-	-	-	-	-	-	-	-	92	100	92	100	
2.9	Project work	Ar	-	-	-	-	-	-	-	-	-	-	92	100	92	100	
		Mu	-	-	-	-	-	-	-	-	-	-	92	100	92	100	
2.10	Test(multiple choice, matching, True/False	Ar	-	-	-	-	-	-	-	-	92	100	-	-	92	100	
		Mu	-	-	-	-	-	-	-	-	92	100	-	-	92	100	
2.11	Short answer	Ar	-	-	-	-	46	50	28	30.4	-	-	18	19.6	92	100	
		Mu	-	-	-	-	46	50	23	25	-	-	23	25	92	100	
2.12	Completing sentences	Ar	-	-	-	-	-	-	-	-	-	-	92	100	92	100	
		Mu	-	-	-	-	-	-	-	-	-	-	92	100	92	100	
2.13	Presentation	Ar	-	-	6	6.5	12	13	25	27.2	-	-	49	53.3	92	100	
		Mu	-	-	-	-	-	-	-	-	-	-	92	100	92	100	
2.14	Discussion	Ar	-	-	-	-	57	62	-	-	-	-	35	38	92	100	
		Mu	-	-	-	-	-	-	-	-	-	-	92	100	92	100	
2.15	Check list	Ar	-	-	-	-	12	13	-	-	-	-	80	87	92	100	
		Mu	-	-	4	4.3	16	17.4	-	-	-	-	72	78.3	92	100	
2.16	Rating scale	Ar	-	-	21	22.8	-	-	-	-	-	-	71	77.2	92	100	
		Mu	-	-	-	-	-	-	-	-	-	-	92	100	92	100	
2.17	Anecdotal record	Ar	-	-	-	-	-	-	-	-	-	-	92	100	92	100	
		Mu	-	-	-	-	-	-	-	-	-	-	92	100	92	100	

In Art and Music teaching, oral questioning 42 (45.7%) and 61 (66.3%) were practiced by both Art and Music teachers every three day. Short answer 46 (50%) each was practiced by both Art and Music teachers every week. Group work 28(30.4%) was practiced by Art teachers. Test 92 (100%) each was practiced by both Art and Music teachers once in a semester. Individual work, home work, observation, field work, library work, project work, completing sentences, presentation, check list, rating scale, and anecdotal record were not practiced by both Art and Music teachers. Group work and discussion were also not practiced by music teachers. But individual work and group work (for both Art and Music), and discussion (for Art) were suggested to be practiced in the student text books of Art and Music educations of grades 5-6.

From the analysis of table 22, it could be inferred that both Art and Music teachers neglected the assessment tools that were intended to be practiced in both subjects which made Students were unable to develop their music and art skills through individual and group work assessment tools.

Table 23. Assessment tools suggested in the student text books of grades 5-8 to be practiced at each grade level

No	Subject	Grade	Individual work	Group work	Pair work	Discussion	Project work	Field work	Complete sentences	Experiment
1	Amharic	5	36							
		6	29	6						
		7	48	12						
		8	42	6						
2	English	5	120	5	16				49	
		6	81	20	133				18	
		7	75	17	101				30	
		8	73	21	69				17	
3	Mathematics	5	45							
		6	54							
		7	59							
		8	41							
4	Biology	7	84	7			2		12	38
		8	67	10					3	9
5	Chemistry	7	42	23					2	15
		8	80	6					3	4
6	Physics	7	26							20
		8	28				5		5	35
7	Social Science	5	62	1						
		6	79	20						
		7	67	10						
		8	60	6						
8	Health and physical education	5	16							
		6	57	19						
		7	15	3						
		8	12	12						
9	Civics	5	92	2						
		6	52	8						
		7	115	3						
		8	55	23						
10	Science	5	15	3						27
		6	21	6					3	16
11	Art	5	65	17						
		6	10	10		6				
12	Music	5	13	1						
		6	15							

The assessment tools suggested in the text books are individual work, group work, pair work, discussion, project work, field work, completing sentences and experiment (laboratory work).

Generally, it could be inferred that assessment tools such as fieldwork, project work and experiment were not practiced as they were intended to be practiced in the respective grade

levels. Therefore, students were not given opportunities to develop the desired skills in the respective grade levels in the three schools.

Table24. Assessment formats and the weight (mark) given to each assessment tool

N0	Assessment Tools used	School	Weight (mark) in %	Frequency of the assessment tools scheduled to be practiced		Remark
				In 1 st semester	2 nd semester	
1	Class Participation	Taitu Bitul	4	3	3	
		Melka Kole	5/4*	3	4	
		Yeju Genet	4	3	3	
2	Class work	Taitu Bitul	6	3	3	
		Melka Kole	4	3	4	
		Yeju Genet	6	3	3	
3	Group work	Taitu Bitul	5	3	3	
		Melka Kole	5/10*	3	4	
		Yeju Genet	5	3	3	
4	Home work	Taitu Bitul	5	3	3	
		Melka Kole	6/4*	3	4	
		Yeju Genet	5	3	3	
5	Handling and caring of education materials	Taitu Bitul	3	2	2	
		Melka Kole	3	3	4	1&5 in Maths
		Yeju Genet	3	2	2	
6	Attendance	Taitu Bitul	4	-	-	
		Melka Kole	4/3*	3	4	
		Yeju Genet	4	-	-	
7	Conduct	Taitu Bitul	3	-	-	
		Melka Kole	3	3	4	6&7 in Maths
		Yeju Genet	3	-	-	
8	Test	Taitu Bitul	10	3	3	
		Melka Kole	10/5*	3	4	
		Yeju Genet	10	3	3	
Total in %			40			
9	Final Examination	Taitu Bitul	60	1	1	
		Melka Kole	60	1	1	
		Yeju Genet	60	1	1	

*weight given to Mathematics

In the three schools (Table24), the scheduled frequencies of assessing students by using each assessment tool ranges from two- four times in a semester. But in the text books of grades 5-8, the frequencies of assessing students by using the assessment tools range from 5-120.

This shows that students were not assessed even to the minimum frequency intended to be done in the textbooks. The assessment format shows that all teachers irrespective of the subjects they taught were subjected to use a uniform assessment format. Interviewees from science teachers expressed that they asked to use a modified assessment format that could suite their subjects. But school officials and Woreda Education experts did not allow them (made them down) and science teachers were forced to use the school prepared assessment format.

The final Examinations in the three schools included true/false, matching, multiple choice, fill in the blank space, short answer and work out items. This agrees with the research findings of Ambaye (1999) and GEQAEA (2008). This indicates that the assessment practice in the schools did not give variety of opportunities for students to be assessed in the schools. This in turn affected the quality of education which was desired to be achieved.

4.3. Students participation in the assessment practice

Table 25. Participation of students in assessment.

Item	Students						Teachers						School principals and vice principals	
	Taitu Bitul		Melka Kole		Yeju Genet		Taitu Bitul		Melka Kole		Yeju Genet			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Do teachers discuss with their students how their students should be assessed?														
A. Yes	94	83.9	65	87.8	17	73.9	21	67.7	23	79.3	5	71.4	3	60
B. No	18	16.1	9	12.2	6	26.1	10	32.3	6	20.7	2	28.6	2	40
Total	112	100	74	100	23	100	31	100	29	100	7	100	5	100
If your answer to question No. 3.1 is 'B' (No), what do you is/are the reason/reasons?														
A. Lack of guide line	-	-	-	-	-	-	4	40	2	33.3	-	-	-	-
B. Lack of time	7	39	3	33.3	4	66.7	6	60	4	66.7	-	-	-	-
C. Large class size	-	-	1	11.1	-	-	-	-	-	-	-	-	2	100
D. Lack of motivation.	11	61	5	55.6	2	33.3	-	-	-	-	2	100	-	-
Total	18	100	9	100	6	100	10	100	61	100	2	100		
How often do teachers orient their students about the role they have in the assessment practice?														
A. Once in a week.	22	19.6	13	17.6	2	8.7	7	22.5	6	20.7	3	43	-	-
B. Once in a month.	66	59	44	59.4	11	47.8	20	64.5	20	69	4	57	4	80
C. Once in a semester.	24	21.4	15	20.3	8	34.8	4	13	3	10.3	-	-	1	20
D. Not at all.	-	-	2	2.7	2	8.7	-	-	-	-	-	-	-	-
Total	112	100	74	100	23	100	31	100	29	100	7	100	5	100
What assessment methods do teachers use to let students participate in the assessment practice?														
A. Peer- assessment	18	16.1	7	9.4	2	8.7	3	9.7	4	14	-	-	-	-
B. Self- assessment	69	61.6	46	62.2	12	52.2	18	58.1	21	72	4	57.1	2	40
C. Group assessment	25	22.3	19	25.7	7	30.4	10	32.2	4	14	2	28.6	3	60
D. No method used.	-	-	2	2.7	2	8.7	-	-	-	-	1	14.3	-	-
Total	112	100	74	100	23	100	31	100	29	100	7	100	5	100

In the item 3.1 of table 25, majorities of the respondents, i.e., 94(83.9%) students and 21(67.7%) teachers of Taitu Bitul, 65(87.8%) students and 23(79.3%) teachers of Melka Kole, 17(79.3%) students and 5(71.4%) teachers of Yeju Genet and 3(60%) of school principals and vice principals replied that teachers discussed with their students how their students should be assessed.

In item 3.2, 11(61%) students of Taitu Bitul, 5 (55.6%) students of Melka Kole and 2 (100%) teachers of Yeju Genet responded that teachers lacked motivation to discuss with their students how their students should be assessed. But 4 (66.7%) students of Yeju Genet, 6 (60%) teachers of Taitu Bitul and 4 (66.7%) teachers of Melka Kole responded that teachers lacked time to discuss with their students how their students should be assessed. Taking the number of respondents in item 3.2, teachers lacked motivation to discuss with their students how their students should be assessed.

In item 3.3, majority of respondents, i.e., 66 (59%) students and 20 (64.5%) teachers of Taitu Bitul, 44 (59.4%) students and 20 (69%) teachers of Melka Kole, 11 (47.8%) students and 4 (57%) teachers of Yeju Genet as well as 2(80%) school principals replied that teachers oriented their students about the role they had in assessment practice once in a month.

In item 3.4, 69 (61.6%) students and 18 (58.1%) teachers of Taitu Bitul, 46 (62.2%) students and 21 (72%) teachers of Melka Kole, 12 (52.2%) students and 4 (57.1%) teachers of Yeju Genet replied that teachers used self-assessment method to let their students participate in the assessment practice. But 3 (60%) school principals said that teachers used group work assessment to let their students participate in the assessment practice. Practically, the researcher observed that self-assessment method was not practiced in its practical sense.

Regarding this point, Pack (1992) in Weeden et al.,(2007:73) described that self-assessment involves students in sharing responsibility for organization of their work, keeping records of activities they have undertaken and making decisions about future actions and targets. It covers a range of strategies and teaching approaches which can be used in many learning contexts.

4.4. Assessment Standards (MLC)

Table 26. Responses to Assessment Standards (Minimum Learning Competencies-MLC).

No	Item	Students					
		Taitu Bitul		Melka Kole		Yeju Genet	
		N	%	N	%	N	%
4.1	Do students know the expected Minimum Learning Competencies from them? A .Yes B .No	8	7.1	33	44.6	18	78.3
		104	92.9	41	55.4	5	21.7
Total		112	100	74	100	23	100
4.2	If your answer to question No. 4.3 is 'B' (No) what do you think is / are the reason/s? A. Students have no interest to know it. B .No MLC. Material to orient students. C. Lack of awareness D. Students are not expected to know it. IF any other specify-	3	37.5	-	-	1	20
		5	62.5	18	49.3	1	20
		-	-	23	56.1	2	40
		-	-	-	-	1	20
		-	-	-	-	-	-
Total		8	100	41	100	5	100
4.3	Does the school make students to read MLC material by putting it in the library or other place where students can get it easily? A. Yes B. No	25	22.3	22	29.7	10	43.5
		87	77.7	52	70.3	13	56.5
Total		112	100	74	100	23	100
4.4	What reference material do teachers use to assess students? A. Student text book. B. Test item bank. C .School- based criteria. D. MLC prepared by Ministry of Education.	58	51.8	31	41.9	11	47.8
		10	8.9	8	10.8	4	17.4
		19	17	18	24.3	8	34.8
		25	22.3	17	23	-	-
		Total		112	100	74	100

Students were asked about the Minimum Learning Competency implementation in the schools. Accordingly, in item 4.1, 104 (92.9%) students of Taitu Bitul, 41 (55.4%) students of Melka Kole and 18 (78.3%) students of Yeju Genet responded that students did not know the expected MLC from them.

Regarding item 4.2 of table 26, 5(62.5%) students of Taitu Bitul said that lack of MLC material was the reason why students did not know the expected MLC from them. But 23 (56.1%)

students of Melka Kole and 2 (40%) students of Yeju Genet replied that lack of awareness was the reason.

In the table 26 item 4.3, it is evident that 87 (77.7%) students of TaituBitul, 52 (70.3%) students of Melka Kole and 13 (56.5%) students of Yeju Genet reported that the schools had not made students to read the MLC material.

Concerning reference material, 58 (51.8%) students of Taitu Bitul, 31 (41.9%) students of Melka Kole and 11 (47.8%) students of Yeju Genet responded that teachers used student's text books to assess their students. ICDR (2004:) pointed out that Minimum Learning Competencies in Ethiopia are intended to make available a standard against which any student moving into the system can be judged to enable the schools to place them in the right grade for them and make the process of education more transparent and accountable.

But the analysis indicated that the assessment practice was not practiced in line with the MLC material which was intended to provide the necessary information about the level of knowledge, skills and abilities expected from students of each grade levels. This condition ensured that the standard and quality of education was endangered in the schools.

Table 27. Teachers and Schools principals' Responses to assessment Standards (Minimum Learning Competencies-MLC).

No	Item	Teachers						School principals and vice principals	
		Taitu Bitul		Melka Kole		Yeju Genet		N	%
4.1	Does the school have Minimum Learning Competencies material? C. Yes D. No	N	%	N	%	N	%	N	%
		-	-	-	-	-	-	-	-
		31	100	29	100	7	100	5	100
Total		31	100	29	100	7	100	5	100
4.2	Do students know the expected Minimum Learning Competencies from them? A .Yes B .No	7	22.6	13	44.8	3	42.9	-	-
		24	77.4	16	55.2	4	57.1	5	100
Total		31	100	29	100	7	100	5	100
4.3	If your answer to question No. 4.2 is 'B' (No) what do you think is / are the reason/s? A. Students have no interest to know it. B .No MLC. Material to orient students. C. Lack of awareness D. Students are not expected to know it. IF any other specify-								
		4	16.7	4	25	-	-	-	-
		17	70.8	9	56.3	4	100	3	60
		3	12.5	2	12.5	-	-	-	-
		-	-	1	6.2	-	-	2	40
		-	-	-	-	-	-	-	-
Total		24	100	16	100	4	100	5	100
4.4	Does the school make students to read MLC material by putting it in the library or other place where students can get it easily? A. Yes B. No	-	-	-	-	-	-	-	-
		31	100	21	100	7	100	5	100
Total		31	100	29	100	7	100	5	100
4.5	What reference material do teachers use to assess students? A. Student text book. B. Test item bank. C .School- based criteria. D. MLC prepared by Ministry of Education.	23	74.2	19	65.5	4	57.1	5	100
		5	16.1	6	20.7	1	14.3	-	-
		3	9.7	4	13.8	2	28.6	-	-
		-	-	-	-	-	-	-	-
Total		31	100	29	100	7	100	5	100

Teachers, school principals and vice school principals were asked about the availability of MLC in the schools. 67 (100%) of teacher respondents and 5 (100%) of school principals and vice principals of each school said 'No', i.e., the schools had not MLC material.

In item 4.2 of table 27, 24 (77.45), 16(5 (100%) school principals and vice school principals said 'No' i.e., students did not know the expected MLC from them.

In item 4.3 of table 24, 17 (70.8%), 9 (56.3%), 4 (100%) teachers of Taitu Bitul, Melka Kole, and Yeju Genet respectively and 3 (60%) school principals and vice school principals responded that the reason why students did not know the expected MLC from them was due to lack of MLC material to orient students.

Similarly, 67 (100%) teachers and 5 (100%) school principals and vice school principals responded that the schools did not make students to read the MLC material in the schools.

In item 4.5, 23 (74.2%), 19 (65.5%) , 4 (57.1%), teachers of Taitu Bitul, Melka Kole, and Yeju Genet respectively and 5 (100%) school principals and vice school principals replied that teachers used students' text books as reference materials to assess their students.

The absence of MLC material in the schools influenced the assessment practice negatively in the schools. Teachers depended only on students' textbooks to assess students. They did not know the standard (MLC) each student is expected to perform at each grade level.

4.5. Assessment Feedback

Table 28. Responses to assessment feedback.

No	Item	Students						Teachers						School principals and vice principals	
		Taitu Bitul		Melka Kole		Yeju Genet		Taitu Bitul		Melka Kole		Yeju Genet			
			%	N	%	N	%	N	%	N	%	N	%	N	%
5.1	With how many days do teachers return test papers to their students?														
	A. In a week	23	20.5	3	4.1	2	8.7	3	9.7	2	6.9	-	-	1	2
	B. In two–three days.	46	41.1	41	55.4	16	69.6	13	41.9	16	55.2	7	100	4	80
	C. In a month.	38	33.9	12	16.2	-	-	7	22.6	5	17.2	-	-	-	-
	D. In 15 days.	5	4.5	18	24.3	5	21.7	8	25.8	6	20.7	-	-	-	-
	If any other specify	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total		112	100	74	100	23	100	31	100	29	100	7	100	5	100
5.2	How often do teachers give assessment result feedback to their students?														
	A .Soon after assessing students.	-	-	-	-	-	-	-	-	-	-	3	42.9	-	-
	B Two-three days after assessing.	54	48.2	59	79.7	21	91.3	22	71	22	75.9	4	57.1	4	80
	C. One week after assessing students.	23	20.5	3	4.1	2	8.7	2	6.4	2	6.9	-	-	1	20
	D. One moth after assessing students.	35	31.3	12	16.2	-	-	7	22.6	5	17.2	-	-	-	-
	If any other specify-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total		112	100	74	100	23	100	31	100	29	100	7	100	5	100
5.3	How many of the teachers do give assessment result feedback to their students?														
	A. All of them.	41	36.6	44	59.5	14	60.9							3	60
	B. Most of them.	32	28.6	12	16.2	9	39.1							2	40
	C. Few of them.	22	19.6	18	24.3	-	-							-	-
	D. None of them.	17	15.2	-	-	-	-							-	-
Total		112	100	74	100	23	100							5.	100
5.4	In what way (Method) do teachers give assessment result feedback to their students?														
	A .In written form (on exercise book or test paper).	67	59.8	42	56.8	16	69.6	19	61.3	14	48.3	4	57.1	4	80
	B. Oral telling.	31	27.7	24	32.4	4	17.4	7	22.6	12	41.4	2	28/6	1	20
	C. In the form of discussion with students	9	8	6	8.1	2	8.7	3	9.7	3	10.3	1	14.3	-	-
	D. By making students comments one another?	5	4.5	2	2.7	1	4.3	2	6.4	-	-	-	-	-	-
Total		112	100	74	100	23	100	31	100	29	100	7	100	5	100

As regards of the reason, 17 (70.8%), 9 (56.3%) 4 (100%) teachers of Taitu Bitul, Melka Kole, and Yeju Genet respectively gave the answer ' No MLC material to orient students as the main reason. But 3 (60%) school principals and vice principals responded that lack of

awareness was the main reason. During the interview and physical observation, it was recognized that the both teachers and school principals lacked awareness about MLC.

In item 4.4 of table 28, 67 (100%) teachers of and 5 (100%) school principals and vice principals said that the schools did not make students to read MLC material by putting it in the library or other place where students can get it easily.

Regarding the reference material teachers used to assess students, 23 (74.2%), 19 (65.5%) and 4 (57.1) teachers of Taitu Bitul, Melka Kole, and Yeju Genet respectively and 5(100%) school principals and vice principals replied that teachers used students' text books as reference materials to assess their students.

About students' test papers returning time,46 (41.1%) students and 13 (41.9%) teachers of Taitu Bitul,41 (55.4%) students and 16 (55.2%) teachers of Melka Kole, 16 (69.6%)students and 7 (100%) teachers of Yeju Genet and 4 (80%) school principals and vice principals responded that teachers returned test papers to their students in two-three days.

In item 5.2, 54 (48.2%) students and 22 (71%) teachers of Taitu Bitul, 59 (79.7%) students and 22 (75.9%) teachers of Melka Kole, 21 (91.3%) students and 4 (57.1%) teachers of Yeju Genet and 4 (80%) school principals and vice principals responded that teachers gave assessment result feedback to their students in two-three days after assessing their students.

In item 5.3, 41 (36.6%) students from Taitu Bitul, 44(59.5%)students from Melka Kole ,14 (60.9%) students from Yeju Genet and 3(60%) school principals and vice principals said that all teachers gave assessment feedback to their students.

In item 5.4, 67(59.8%) students and19 (61.3%) teachers of Taitu Bitul, 42 (56.8%) students and 14 (48.3%) teachers of Melka Kole,16 (69.6%)students and 4 (57.1 %) teachers of Yeju Genet and 4 (80%)school principals and vice principals responded that the method teachers used to give assessment result feedback to their students was in written form(on exercise book or test paper). Wallace (2008:177) describes that the essential elements in the giving

feedback apply to spoken feedback and to written feedback to the learner after his or her assignment or performance has been assessed.

4.6. Assessment Results Reporting

Table 29. Responses given to assessment results reporting

No	Item	Students						Teachers						School principals and vice principals	
		Taitu Bitul		Melka Kole		Yeju Genet		Taitu Bitul		Melka Kole		Yeju Genet			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
6.1	Do teachers report assessment result of students to student parents? A. Yes B. No	107 5	95.5 4.5	71 3	95.9 4.1	21 2	91.3 8.7	31 -	100 -	26 3	89.7 10.3	7 -	100 -	5 -	100 -
Total		112	100	74	100	23	100	31	100	29	100	7	100	5	100
6.2	In what way (method) do teachers report assessment result of students to student parents? A. By report card. B. By face to face discussion with student parents. C. By sending assessment result of students to parents to be commented by parents. D. They do not report.	103 3 - 6	92 2.7 - 5.3	47 13 3 11	63.5 17.6 4 14.9	17 3 1 2	74 13 4.3 8.7	29 2 - -	93.5 6.5 - -	29 - - -	100 - - -	6 1 - -	85.7 14.3 - -	5 - - -	100 - - -
Total		112	100	74	100	23	100	31	100	29	100	7	100	5	100
6.3	When do teachers discuss with student parents about student assessment results? A. Once in a week. B. Once in a month. C. Once in a semester. D. In two months. If any specify-	15 26 64 7 -	13.4 23.2 57.1 6.3 -	- 16 49 6 -	- 25.7 66.2 8.1 -	4 5 10 4 -	17.4 21.7 43.5 17.4 -	- 9 22 - -	- 29 71 - -	- 6 20 3 -	- 20.7 69 10.3 -	- 2 5 - -	- 28.6 71.4 - -	- 1 - 4 -	- 20 - 80 -
Total		112	100	74	100	23	100	31	100	29	100	7	100	5	100
6.4	When does the school report assessment results to student parents? A. Every month. B. Every two month C. Every semester. D. Every year. If any specify	10 33 60 9 -	8.9 29.5 53.6 8 -	11 3 54 6 -	14.9 4 73 8.1 -	2 4 13 4 -	8.7 17.4 56.5 17.4 -	3 1 27 - -	9.7 3.2 87.1 - -	4 2 22 1 -	13.8 6.9 75.9 3.4 -	1 - 6 - -	14.3 - 85.7 - -	- - 5 - -	- - 100 - -
Total		112	100	74	100	23	100	31	100	29	100	7	100	5	100

Respondents were asked about assessment result report to parents. Hence, 107 (95.5%) students and 31 (100%) teachers of Taitu Bitul, 71 (95.9%) students and 26 (89.7%) teachers of Melka Kole,

21(91.3%) students and 7 (100%) teachers of Yeju Genet and 5 (100%) school principals and vice principals said 'No', i.e., teachers reported assessment results of students to parents.

In item 6.2 of table 29, 10 (92%)students and 29 (93.5%)teachers of Taitu Bitul, 47 (63.5%)students and 29 (100%) teachers of Melka Kole, 17 (74%)students and 6 (85.7%) teachers of Yeju Genet, and 5 (100%) school principals vice principals said that teachers reported assessment results of students to parents by report card.

The frequency of discussion of teachers with student parents indicates that 64 (57.1%) students and 22 (71%)teachers of Taitu Bitul, 49 (66.2%)students and 20 (69%) teachers of Melka Kole,10 (43.5%)students and 5 (71.4%) teachers of Yeju Genet and 4 (80%) school principals and vice principals responded that teachers discussed with student parents about students assessment results once in a semester.

In similar way 60 (53.6%) students and 27 (87.1%) teachers of Taitu Bitul, 54 (73%) students and 22 (75.9%) teachers of Melka Kole, 13 (56.5%) students and 6 (85.7%) teachers of Yeju Genet and 5 (100%) school principals and vice principals responded that the schools reported assessment results to student parents every semester.

Here, the analysis indicated that all assessment result report and discussion with student parents were done once in a semester which could not help the assessment practice while it was in process. According to the Amhara Regional Education Bureau 2004 Guide Line, Schools should have regular meeting with the society in general and with student parents, in particular to discuss on the teaching learning process focusing in student assessment results every two month. But this was not evidenced in the schools. Weeden et al.,(2005:146) describe that assessment result reports are the principal means of obtaining 'official' information about the progress of children for parents and should be reported timely .

4.7 School support to assessment practice

Table 30. Responses given to school support to student learning assessment practice in the schools.

No	Item	Students						Teachers						School principals and vice principals	
		Taitu Bitul		Melka Kole		Yeju Genet		Taitu Bitul		Melka Kole		Yeju Genet			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
7.1	How do you describe the support of the school to improve student learning assessment?														
	A. High	34	30.4	23	31.1	6	26.1	4	12.9	2	6.9	1	14.3	-	-
	B. Medium	64	57.1	46	62.2	13	56.5	2	6.5	1	3.4	2	28.6	5	100
	C. Low	12	10.7	2	2.7	4	17.4	22	70.9	26	89.7	4	57.1	-	-
	D. Very low	2	1.8	3	4	-	-	3	9.7	-	-	-	-	-	-
Total		112	100	74	100	23	100	31	100	29	100	7	100	5	100
7.2	How often does the school orient teachers and students about student learning assessment?														
	A. Once in a week.														
	B. Once in a month.	9	8	15	20.3	2	8.7	6	19.4	1	3.4	1	14.3	-	-
	C. Once in a semester	19	17	23	31.1	4	17.4	7	22.6	10	34.5	1	14.3	1	20
	D. No training at all.	70	62.5	32	43.2	14	60.9	17	54.8	18	62.1	4	57.1	4	80
	If any other , specify-	14	12.5	4	5.4	3	13	1	3.2	-	-	1	14.3	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total		112	100	74	100	23	100	31	100	29	100	7	100	5	100
7.3	How often does the school give training on MLC to students and teachers?														
	A. Once in a week.	11	9.8	9	12.2	4	17.4	1	3.2	2	7	-	-	-	-
	B. Once in a month.	25	22.3	3	4	3	13	2	6.5	3	10.3	-	-	-	-
	C. Once in a semester	29	25.9	15	20.3	6	26.1	5	16.1	7	24.1	3	42.9	5	100
	D. Not at all	47	42	47	63.5	10	43.5	23	74.2	17	58.6	4	57.1	-	-
	If any other specify	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total		112	100	74	100	23	100	31	100	29	100	7	100	5	100

The analysis of the schools support to the assessment practice showed that 64 (57.1%)students from Taitu Bitul, 46 (62.2%) students from Melka Kole and 13 (56.5%)students from Yeju Genet and 5 (100%) school principals and vice principals said that the schools support to the

assessment practice was medium. But 22 (70.9%) teachers of Taitu Bitul, 26 (89.7%) teachers of Melka Kole and 4 (57.1%) teachers of Yeju Genet responded that the schools support to assessment practice was low.

In item 7.2 of table 30, majorities of the respondents, i.e., 70 (62.5%) students and 17 (54.8%) teachers of Taitu Bitul, 32 (43.2%) students and 18 (62.1%) teachers of Melka Kole, 14 (60.9%) students and 4 (57.1%) teachers of Yeju Genet and 4 (80%) school principals and vice principals responded that the schools oriented teachers and students about student learning assessment once in a semester.

On the case of training on assessment standard, 42 (42%) students and 23 (74.2%) teachers from Taitu Bitul, 47 (63.5%) students and 17 (58.6%) teachers from Melka Kole, 10 (43.5%) students and 4 (57.1%) teachers from Yeju Genet and 5 (100%) of the school principals and vice principals replied that no training was given on assessment standards (MLC) to students and teachers.

Therefore, the orientation to teachers and students about the assessment practice was not continuous and there was no training on assessment practice to teachers and students in the Schools.

4.8 preparation of table of specification

Table31. Responses given to preparation of table of specification

No	Item	Teachers						School principals and vice principals	
		Taitu Bitul		Melka Kole		Yeju Genet			
8.1	Do teachers prepare table of specification?	N	%	N	%	N	%	N	%
	A. Yes	1	3.2	-	-	-	-	-	-
	B. No	30	96.8	29	100	7	100	5	100
Total		31	100	29	100	7	100	5	100
8.2	If your answer to question No 8.1 is 'B' (No), what do you think is /are the reason/s?								
	A. Lack of training								
	B. Lack of motivation	20	64.5	22	75.9	-	-	-	-
	C. Lack of guide line.	8	25.8	3	10.3	7	100	5	100
	D. Lack of time	3	9.7	2	6.9	-	-	-	-
		-	-	2	6.9	-	-	-	-
Total		31	100	29	100	7	100	5	100

The critical analysis shows that 30 (96.8%) teachers from Taitu Bitul, 29 (100%) teachers from Melka Kole and 5 (100%) teachers from Yeju Genet schools responded that teachers did not prepare table of specification. 20 (64.55%) and 22 (75.9%) teachers from Taitu Bitul and Melka Kole respectively said that 'lack of training' was the reason why teachers did not prepare table of specification. But 7 (100%) teachers from Yeju Genet 5 (100%) school principals and vice school principals said that 'lack of motivation was the reason why teachers did not prepare table of specification. But the researcher observed that one teacher in Taitu Bitul had prepared table of specification.

Teachers and school principals as well as vice school principals strongly expressed that the real reason was lack of motivation. Lewis (1974:89) states that table of specification can simplify test preparation and make more professional.

4.9 Teachers' attitude towards student learning assessment practice

Table 32. Responses to teachers' attitude towards student learning assessment practice

No	Item	Teachers						School principals and vice principals	
		Taitu Bitul		Melka Kole		Yeju Genet			
		N	%	N	%	N	%	N	%
9.	What is the feeling of teachers towards student learning assessment practice in the school?								
	A. Very happy.	3	9.7	4	13.8	-	-	-	-
	B. Happy	7	22.6	6	20.7	3	42.9	2	40
	C. Unhappy	21	67.7	19	65.5	4	57.1	3	60
	D. No response	-	-	-	-	-	-	-	-
	Total	31	100	29	100	7	100	5	100

As regards of attitude of teachers towards assessment practice, 21 (66.7%) teachers from Taitu Bitul and 19 (65.5%) teachers from Melka Kole , 4 (57.1%) teachers from Yeju Genet and 3 (60%) school principals and vice principals replied that teachers are not happy in the assessment practice.

The analysis showed that teachers are not happy in student learning assessment practice due to the challenges teachers faced in the practice.

Gronlund and Linn (2000) pointed out that an assessment program can succeed only if teachers accept it. Teachers are more likely to assess students successfully if they accept the basic inputs of the program.

4.10 Woreda Education office support to assessment practice in the schools

Table33. Woreda Education office support to assessment practice in the schools

No	Item	Woreda education expert respondents	
		N	%
10.1	How often does the Woreda education office prepare short training on student learning to teachers, school principals and vices? A .Once in a two month. B. Once in a semester. C. Once in a year. D. No training at all If any other specify-	- 3 3 - -	- 50 50 - -
Total		6	100
10.2	Does the education office support Minimum Learning Competencies material to second cycle primary schools? A .Yes B. No	- 6	- 100
Total		6	100
10.3	If your answer for question No.10.2 is 'B' (No), what reference material do teachers use to assess their students? A. Student text book B. Test item Bank C. School –Based criteria. D. I have no evidence to tell.	6 - - -	100 - - -
Total		6	100
10.4	How do you describe the support of the Woreda education office to the second cycle primary schools on student learning assessment practice? A. High B. Medium C. Low D. Very low	- 6 - -	- 100 - -
Total		6	100
10.5	What checking mechanism does the Woreda education have to follow up the practice of assessment in the second cycle primary schools? A. Assessment practice check list B. General check list in which assessment practice is included in it as one component. C. General check list in which assessment practice is not included in it as one component. D. No checking mechanism.	- - 6 -	- - 100 -
Total		6	100

Woreda Education experts were asked whether Woreda Education office prepared short training or not. Hence, 3 (50%) of them said that Woreda Education office prepared short training once in a semester and 3 (50%) of them said once in a year. But the Woreda Education

expert interviewees responded that short training was prepared once in a year. Teacher respondents claimed for this idea (They expressed that no training was given by Woreda Education office).

For items 10.2 and 10.3 of table 30, 6 (100%) respondents replied that the Woreda Education office did not support MLC material and teachers used student text books as reference material to assess their students. Regarding the degree of Woreda Education support, 6 (100%) respondents said that the Woreda Education support to the second cycle primary schools on assessment practice was medium. But teacher interviewees claimed that the support was low.

Finally, the experts confirmed that the Woreda Education office had no a separate checking mechanism to the assessment practice in the schools. This idea is in line with teacher responses. Interviewees in different levels expressed their ideas that checking and supervising assessment practice by concerned bodies (school principals and experts) was the neglected part of the teaching learning process. This negligence did not enable teachers to see the strong and weak points of the assessment practice.

4.11 Student parents' participation in assessment practice

Table 34. Student parents' participation in assessment practice

No	Item	Students						Teachers						School principals and vice principals	
		Taitu Bitul		Melka Kole		Yeju Genet		Taitu Bitul		Melka Kole		Yeju Genet			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
11	What is the extent of student parents participation in the student learning assessment practice?	-	-	3	4	2	8.7	-	-	-	-	-	-	-	-
	A. High	12	10.7	5	6.8	2	8.7	-	-	-	-	-	-	-	-
	B. Medium	30	26.8	23	31.1	7	30.4	2	6.5	6	20.7	3	42.9	1	20
	C. Low	70	62.5	43	58.1	12	52.2	29	93.3	23	79.3	4	57.1	4	80
	D. Very low														
Total		112	100	74	100	23	100	31	100	29	100	7	100	5	100

The analysis indicates that 70 (62.5%) students and 20 (93.3%) teachers from Taitu Bitul, 43 (58.1%) students and 23 (79.3%) teachers from Melka Kole, 12 (52.2) students and 4 (57.1%) teachers from Yeju Genet, and 4 (80%) school principals and vice principals responded that student parents participation in the assessment practice was very low. This was confirmed by the Woreda and Zone Education experts during the interview.

4.12 Availability of school facilities

Table35 Availability of school facilities and other materials related to assessment practice

No	Facility/material	School	Available	Not available	Comment
1	Library	Taitu Bitul	√		
		Melka Kole	√		
		Yeju Genet		*	
2	Laboratory	Taitu Bitul	√		Not well-equipped
		Melka Kole	√		Not well-equipped
		Yeju Genet		*	
3	Check list prepared the school to follow up the assessment practice of teachers.	Taitu Bitul		*	
		Melka Kole		*	
		Yeju Genet		.*	
4	Minimum Learning Competencies (MLC)	Taitu Bitul		*	
		Melka Kole		.*	
		Yeju Genet		.*	

√ Indicates the presence of facility or material in the schools,* indicates the absence of facility or material in the schools

The investigation indicates that Taitu Bitul and Melka Kole have libraries and laboratories.

But, teachers in the Taitu Bitul and Melka Kole second cycle primary schools used similar assessment formats as Yeju Genet in assessing students. In the practice of library and laboratory assessment tools, the two schools did not have any difference from Yeju Genet which has not both library and laboratory. The other point is that the school principals and vice principals did not have checking mechanism for the assessment practice in the schools. As was observed, the focus given by the school officials was only to checking whether the mark lists were filled with certain marks or not.

The distribution of text books of the schools to students shows that all text books except English (1:2) in Taitu Bitul are in the ratio of 1:1. Almost the ratio in Melka Kole was 1:2 except some text books (Civics which is 1:4 and above) and Biology, Chemistry and Physical Education (which are 1:1) and in Yeju Genet the ratio is 1:1 and 1:2 except Civics, Art Music and Health and Physical Education which are totally absent. This fact would influence the assessment practice in the schools. An appendix is attached for this.

4.13 Factors Influencing Assessment Practice

Students, teachers, school principals and Woreda Education experts were asked to list challenges that influence student learning assessment practice. The responses are summarized below:

Students indicated that the challenges are lack of text book, lack of laboratory, lack of interest of teachers and students, lack of library and laboratory (in Yeju Genet), large class size, bias in assessment practice, distance of the school from home (makes unable students to participate in assessment practice as required), poor support of the school to the assessment practice, lack of student self-confidence, lack of qualified teachers, poor parent participation, and lack of English text book.

The challenges listed out by teachers are lack of time, bulky content of subjects, lack of motivation, lack of skill, lack of support, lack of library and laboratory (In Yeju Genet), lack of text books, lack of guide lines, large class size, low parent participation, lack of

students' interest, lack of competency, lack of reference material, lack of awareness, lack of follow up, and not having well equipped laboratory (In Taitu Bitul and Melka Kole).

School principals, vice principals and Woreda Education experts also enumerated that lack continuous training, lack of awareness, lack of motivation, lack of commitment, large class size , lack of textbook (English), lack of interest ,overload, lack of time and low parent participation are the challenges in the assessment practice.

Regarding the strength of assessment practice, respondents pointed out that

- It motivates students to some extent
- It gives students to develop self- confidence (few students).
- Teachers start using different assessment tools
- Makes teachers to record assessment results of different activities timely.

Similarly the pitfalls forwarded by the respondents are the followings. Group work in the assessment practice creates two extreme groups of students in a class. One group (finger counted) becomes self- confident, efficient in time management, active participant in class, able to organize and present assignments with out fear.

The other group (majority) on the opposite direction becomes dependent, inactive in class participation, unable to manage time while being given assignments.

To alleviate the problems/ challenges, respondents made suggestions as follows.

A. School principals and vice principals- should coordinate /encourage short training for teachers and students, support teachers, create good environment for the assessment practice, supervise the practice continuously, motivate teachers to use different assessment tools, avoid assessment bias of teachers.

B. Teachers-should orient their students about assessment, be committed and courageous to practice assessment, develop assessment skills, be free from assessment bias, understand

individual difference in assessment practice, record assessment results properly, discuss with students and student parents, giving feedback, encourage students to develop self-confidence.

C. Students-should participate in assessment practice actively, be ready to be assessed, have interest, develop self-confidence, discuss with their teachers, and avoid dependency.

D. Parents-should visit schools at least once in a month, cross-check assessment results of their children, and discuss with teachers and school principals and vice principals.

E. Woreda Education office-should organize and give training for teachers and school principals as well as vice principals, support assessment materials to schools, supervise schools regularly, encourage teachers to use different assessment tools, find practical solutions to facilitate the accessibility of laboratories and libraries to schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This section presents the main findings of the study and possible solutions to alleviate problems related to assessment practice in the three second cycle primary schools.

5.1 Summary

The main objective of this study was to investigate the practice of student learning assessment in relation to assessment standards (MLC) in Taitu Bitul, Melka Kole and Yeju Genet second cycle primary schools in North Wollo Zone and to suggest some possible solutions. The data relevant to the study were gathered through questionnaires from students, teachers, schools principals and vice principals and Woreda Education experts. To triangulate the information obtained through the questionnaires, interview with purposively selected teachers, all school principals and vice principals, Woreda and Zone Education experts, observation checklist and relevant documents were used. A pilot study was carried out in two second cycle primary schools which were not part of the actual study and neighboring Woreda Education office. Some items were modified and finally the actual data collection process was carried out.

The data collected through questionnaire was analyzed using percentage. And the data collected through interview was narrated. Based on the analysis of the data, the major findings of the study are presented below.

1. The study revealed that individual work, home work, group work, observation, oral questioning, short answer, discussion and tests were the most practiced assessment tools in the schools. Field work, project work, library and laboratory works were the least practiced assessment tools. Check list, rating scale and anecdotal record were the neglected assessment tools. Most of assessment tools practiced in the schools were in line with the assessment tools suggested in the students text books of grades 5-8 except laboratory work (experiment) and project work. The numbers of experiments (laboratory works) practiced by the teachers in Taitu Bitul and Melka Kole were insignificant when compared with the numbers of experiments suggested in the text books of Biology, Chemistry and Physics of grades 5-8;

2. Students had participated in the assessment practice in the form of doing activities such as group work and self- assessment. But group work in the assessment practice created two extreme groups of students in a class. One group (finger counted) became self- confident, efficient in time management, active participant in class, able to organize and present assignments with out fear. Second group (majority) on the opposite direction, became dependent, inactive in class participation, unable to manage time while being given group works (assignments);

3. The study indicated that teachers had not used the Minimum Learning Competencies material as a guide line while assessing their students. This was because the material had been put aside and no one remembered it. In the assessment practice, the purpose of MLC was not recognized even by the Woreda Education experts. Actually, according to Zone and Woreda Education expert informants, some teachers and school principals, a regional workshop was held in 2004 in different centers of the region. Two Woreda Education experts from each Woreda Education office had participated on the workshop as well as adequate MLC material was distributed to each Woreda;

4. The study evidenced that teachers gave assessment feedback to their students in two- three days after assessing students .Written form was used by teachers to give assessment feedback most of the time. Discussion with students and student parents about the assessment results was not emphasized by teachers in the three schools;

5. The study strongly indicated that the student assessment results reporting time was very late which was done once in a semester. This could not help parents and other bodies to see the weak and strong points of the assessment practice while it was in process. Assessment is continuous collaborative effort that informs all participants in the process on time. But the student assessment result reporting time in the three schools indicated that the schools provided a snapshot of the assessment results at one point in a semester;

6. The schools support to the assessment practice was low .Teachers and students were not given short training on the assessment practice .An orientation was given once in the year. Supervision service to the assessment practice was also given once in a semester.

There was one week surface supervision service once in a semester by the school principals and vice principals together with department heads;

7. In the one week supervision service, only mark lists of teachers were seen whether teachers filled them or not as concern of assessment practice;
8. The study showed that most teachers were not happy in the student assessment practice. Teachers were unable to assess their students effectively due to large class size, bulky contents of subjects, overload and lack of materials in the three schools .They lacked motivation to prepare table of specification;
9. Factors that influenced the practice of student learning assessment in the three schools were lack of skill, lack of teachers commitment to practice the student learning assessment, large class size, lack of interest of students (majority of students),lack of laboratory, lack of library (Yeju Genet), lack of awareness, lack of support, lack of time, poor student parent participation, lack of motivation of teachers and lack of continuous supervision service from the school principals , vice principals and Woreda Education experts. But according to the 2004 of Amhara Regional Education Bureau guideline, the class size standard for second cycle primary schools (5-8) is 50 students per class and the study indicated that the average class size in the three schools was below 50 students per class;
10. The study further revealed that the assessment practice resulted in some strong points such as:
 - Teachers started using variety of assessment tools to assess their students;
 - To some extent, the assessment practice gave wide opportunities to some students to develop self-confidence (for few students).

5.2. Conclusions

After thoroughly analyzed the data, the following major conclusions were drawn.

- The inefficient assessment practice in the schools made students not to get the opportunities to be assessed through the assessment tools such as laboratory work, project work and field

trip which were intended to connect students with the real life situation. Due to this reason, students were unable to develop their skills expected from them in the respected grade of the three schools;

- The findings indicated that the assessment practice was not practiced in line with the MLC material which was intended to provide the necessary information about the level of knowledge, skills and abilities expected from students of each grade levels;
- Furthermore, the assessment practice in the schools was not supported by short training for teachers. Generally, this condition ensured that the standard and quality of education was endangered in the three schools
- Hence, these require due attention to overcome these problems.

5.3. Recommendations

Based on the research findings and conclusions, the researcher forwards the following possible solutions to practice student learning assessment in the three second cycle primary schools.

1. Assessment tools are important for assessing the cognitive and none cognitive development of students in learning process. Without assessment tools, effectiveness of the student learning process can not be assured. This necessitates the employment of different assessment tools that engage students in tasks or activities that are real world or resemble the real world .The study revealed that assessment tools such as experiment, project work and field work were the least practiced assessment tools in the three schools. But these assessment tools are tools that can connect students with real- life situations and conditions. Therefore, assessment tools like conducting experiments, constructing models, doing actual work, journal writing and creating new products in the pedagogical centers or in any other places should have rooms in the assessment practices of the three second cycle primary schools to give wide opportunities to students to maximize their potentials. Using different assessment tools is heavily contextualized by the subject discipline and demands teachers to use them accordingly.

The study also revealed that check list, rating scale and anecdotal record were not recognized by Woreda Education experts, school officials and teachers due lack of training and awareness. First, the Woreda Education experts should develop awareness for themselves and then give training for school officials and teachers;

2. Assessment practice strives teachers with the knowledge and skill they will need in order to practice effective assessment in second cycle primary schools .The ultimate goal of student learning assessment is to make students participate in their own learning assessment so that they can reflect on where they are, understand where they need to go next and work out what steps to take to get there. In this regard, the study showed that student participation in the assessment practice in the three schools was poor. But it is believed that if students are given variety of opportunities to participate in the assessment practice, the assessment practice experience can motivate and encourage them to further learning and build on their strengths. Making students participate in the assessment practice helps students understand learning objectives and choose their own progress as well as take much greater responsibility for their learning. Therefore, to realize the active participation of students in the assessment practice, teachers in the three schools should recognize the power issue involved in it that the assessment practice should be thought of as a continuum from teacher controlled to student controlled. Much effort from the three school teachers and school officials should be directed to make students to be active participants in the assessment practice To minimize the dependency of students on few students in the group work, teachers of the three schools should have careful forward planning to identify exactly what each student can contribute to the group effort;

3. The most significant drawback indicated in the analysis of the data in this study was the failure in using Minimum Learning Competencies material by teachers while assessing students. According to ICDR, 2004, teachers in the second cycle primary schools are expected to use the Minimum Learning Competencies material, which was prepared and distributed to Regional Education Bureaus across the country. But practically, the material was not available for teachers in the three schools .This was because Education experts and school officials did not give attention to it. There was no follow up on its implementation.

The researcher observed that the MLC material and assessment principles material prepared by ICDR ,Assessment Evaluation Team in 2002 for primary school teachers were available in the Zone Education Department. Hence, the Woreda Education office and school officials should check for the availability of MLC material in the stores of the schools or can borrow it from the Zone Education Department and make it available for use in schools by copying it;

4. Giving assessment feedback should always be constructive irrespective of the quality of student's performance in the assessment practice. To make assessment feedback constructive, students should be told clearly what the weaknesses are in their work. They should understand what to do to improve it and they should understand what action to take to improve their performance in future assessments. In this fact, teachers in the three schools gave assessment feedback in two-three days after assessing their students. But the way they gave assessment feedback to students was not in a way that enabled students to see their weakness. There was no way of discussion among teachers and students. Hence, teachers should give attention to spoken and written assessment feedback to their students after assessing them. Teachers of the three schools should be able to tell students exactly what is wrong in a way that let them feel secure and see the opportunity for improvement. Assessment feedback needs to be approached continuously;

5. Student parents should be involved in student learning assessment practice. The parent involvement can be worked out with school officials and teachers. Here, the study indicated that parent participation in assessment practice was low and the schools reported student assessment results to student parents once in a semester .The way teachers reported student assessment result to parents was by student report card at the end of the semester. This way of reporting had no adequate description how a particular student knew his/her weakness and the mechanism by which he/she could improve it. Parents should not just be receivers, readers or listeners of student assessment result reports only. Parents should be contributing parents of student learning assessment. Therefore, to make assessment practice a collaborative work, teachers and school officials of the three schools should discuss with parents at least once in two months and do not

wait the discussion time when a need arises to consult parents concerning assessment results of students. This will help to take measures before things get worse;

6. The assessment practice invites teachers to devise their own mechanism through guided activities, through discussion with school officials, students and parents and through reading as well as refining the worthwhile practices with their existing conditions in the schools. The study revealed that teachers in the three schools were not happy in assessment practice due to large class size and lack of administrative support. A good assessment policy and structure by itself will not bring the desired assessment result unless there are practitioners at the grass root level who can understand and can implement it accordingly. So, teachers are found in the front line in the assessment practice. The attitude, motivation and commitment of teachers influence the assessment practice in the schools. Quality assessment practice is not an option. It needs extensive commitment of teachers, students, school officials and Education experts. With this in mind, teachers in the three schools are expected at least to direct the assessment practice to its right track;

7. Woreda Education experts and school officials are expected to lead the assessment practice at top in schools. Schools should have some arrangement for practicing student assessment accordingly. Because schools can not be expected to be one and the same. But the study showed that the assessment tools teachers used and assessment formats teachers had to fill marks were the same irrespective of the subjects and presence or absence of laboratory in the three schools. The schools prepared assessment formats did not give room to laboratory work assessment. Science teachers were not allowed to modify the assessment formats which the schools prepared according to their subjects. Another similar drawback was that the assessment practice of the three schools was subjected to minimal supervision by both school officials and Woreda Education experts. Even, in the minimal supervision (one week supervision), assessment practice was not given attention. The Woreda Education office and school officials did not support teachers with Minimum Learning Competencies material while they were assessing students.

Therefore, the Woreda Education office and the school principals as well as vice school principals should first check the availability of MLC material in Woreda and schools stores so as teachers in the three will have access to use it while assessing students. Schools principals and Woreda Education experts should develop checking mechanism to follow up the assessment practice;

8. Finally, other interested bodies are invited to conduct research on the effectiveness of the assessment practice.

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Addis Ababa University
School of Graduate Studies
College of Education

Department of Curriculum and Teachers Professional Development Studies.

Questionnaire to be filled by second cycle primary school teachers

The purpose of this questionnaire is to collect primary data on the study of master's thesis on the practice of student learning assessment in second cycle primary schools of North Wollo Vis-a-Vis assessment standards.

Your cooperation by giving genuine information is highly valuable to complete the study and subsequently to use its result for Academic purpose.

Thank you in advance for your heartily cooperation.

Direction: - It is not necessary to write your name on this questionnaire.

For questions from part one----part two indicate your answer by a 'tick' (√) mark in the box except for the questions that require written responses.

Part one: -

1.1. Name of school:- -----1.3 Age-----

1.2. Sex :Male Female

1.4 Education level:-

A. College diploma

C. summer in service degree

B. Certificate

D. Other

1.5 The grade level you teach:- -----

1.6 Qualification:-

A. Major area of study:- -----

B. Your Minor area of study:- -----

1.7 Your career structure

- A. Beginner teacher D. Senior teacher
B. Junior teacher E. Associate principal teacher
C. Teacher F. Principal teacher

1.8 Your service year in teaching profession at second cycle primary school is:-

- A. Below 5 year C. 11-20 year
B. 5 – 10 year B. Above 20 year

1.9. How often does the school give you short training on how to assess student learning?

- A. Always C. Rarely
B. Most of the time D. Not at all

1.10 If your answer to question No 1.10. Is 'D' ('Not at all) what do you think is/are the reason(s)? (You can choose more than one answer)

- A. Lack of experience C. Lack of prepared materials
B. Lack of awareness D. Lack of motivation

If any other reason, specify

1.11 When did you get training on student learning assessment?

- A. During pre-service training B. During both pre-service and in-service training
C. In-service D. No training at all

Part Two. Assessment Tools you use.

Below are lists of Assessment tools you are expected to you in assessing your students' academic achievement. Select and write the numbers of assessment tools they contain in the space provided for questions from 21-2.5.

- | | | |
|--------------------------|--|------------------|
| <u>1</u> Individual work | 6. Tests (Multiple choice, matching, and /or True/False) | |
| <u>2</u> Group work | 7. Discussion | 11. Library work |
| <u>3</u> Home work | 8. Presentation | 12. Field work |
| <u>4</u> Observation | 9. Check list | 13. Project work |
| <u>5</u> Laboratory work | 10. Rating scale | 14. Anecdotal |

2.1 Which of the Assessment tools do you use every day?-----

2.2 Which of the Assessment tools do you use every three day?

2.3 Which of the Assessment tools do you use every week?

2.4 Which of the Assessment tools do you use every month?

2.5 Which of the Assessment tools do you use once in a semester?

Part Three. Students' participation in Assessment practice.

3.1. Do you discuss with your students how they should be assessed?

- A. Yes B. No

3.2. If your answer to question No. 3.1 is 'B' (No) what do you think is/are the reason (s)? (You can choose more than one answer)

- A. Lack of guide line C. Large class size
B. Lack of time D. Lack of motivation

If any other reason, specify

3.3. How often do you orient your students about the role they have in their academic achievement assessment?

- A. Once in a week C. Every day
 B. Once in a month D. Once in a semester

3.4. What assessment methods do you use to let your students participate in their academic achievement assessment?

- A. Peer- assessment C Group assessment
 B. Self –assessment D. No method at all

Part Four. Assessment standard (MLC designed for each grade level)

4.1 Does the school have MLC material?

- A. Yes B. No

4.2. How often does the school give you training on Assessment Standard (M.L.C. designed for each grade level)?

- A. Once in a week C. Once in a semester
 B. Once in a month D. No training at all

If any other specify-----

4.3. Do your students know the expected minimum learning competency from them?

- A. Yes B. No

4.4. If your answer to question No 4.3 is 'B' (No), what do you think is/ are the reason/s?

- A. They have no interest to know it
 B. There is no MLC material to orient them.
 C. Lack of awareness to orient them
 D. They are not expected to know it.

If any other specify -----

4.5. Does the school make students to read the minimum learning competency by putting it in the library or other place where students can get it easily?

- A. Yes B. No

4.6. What reference material do you use to assess you students?

A. Student textbook

C. School- Based criteria

B. Test item bank

D. M.L.C. prepared by Ministry of Education

Part five. Assessment Feed back

5.1 Within how many days you return test papers to your students?

A. In a week

C. In a month

B. In two- three days

D. In 15 days

If any other, specify

5.2 How often do you give feedback to your students about their academic results?

A. Soon after assessing students

C. One week later after assessing stude

B Two-three days later after assessing

D. One moth later after assessing students

If any other specify-----

5.3 How often do you create favorable conditions for students to discuss on results of academic performance with you?

A. Always

C. Rarely

B. Most of the time

D. Not at all

If any other, specify

5.4 In what way (method) do teachers give feedback of assessment results to their students?

A. In written form (on exercise book or test papers)

B. In oral telling

C. In the form of discussion with students

D. By making students to give feedback one on another

If any other, specify

Part Six. Assessment Results Reporting

6.1 Do you report the assessment results of students to student parents?

A. Yes B. No

6.2 In what way (method) do teachers report assessment results of students to student parents?

A. By student report card

B. By face to face discussion with student parents

C By sending the assessment results of students to parents to be commented by parents.

D I do not report

6.2 When do you discuss with student parents about assessment results?

A. Once in a week

C. Once in a semester

B. Once in a month

D. In two months

If any other, specify

6.3 When does the school report assessment results to student parents?

A. Every month

C Every semester

B. Every two months

D. Every year

If any other, specify -----

Part Seven. School Support to Assessment practice

7.1 How do you describe the support of the school to improve student learning assessment in the schools?

A. High

C.Low

B. Medium

D. Very low

7.2. How often does the school orient teachers about student learning assessment?

A. E very week C. Once in a semester

B. Most of the time D. No training at all

If any other, specify

8. Do you prepare table of specification?

A. Yes B. No

9. If your answer to question No 8.is 'B' (No), what do you think is/are the reason/s?

A. Lack of training C. Lack of guide line

B. lack of motivation D. Lack of time

If any other specify-----

10. What is your feeling towards student learning assessment?

A. Very happy C. Not happy

B. Happy D. No feeling

11 .What is the extent of participation of student parents in the student learning assessment practice?

A. High C Low

B. Medium D. Very low

12. What are the factors that influence student learning Assessment practice in the school?

13. What are the strong points of student learning Assessment practice in the school?

14. What efforts do you suggest for effective student learning assessment practice at the second cycle primary school?

A. On the part of school administration?

B. On the part of teachers?

C. On the part of students

?-----

D. On the part of
parents?

E. On the part of Woreda education office

?-----

Thank you

Addis Ababa University
School of Graduate Studies
College of Education

Department of Curriculum and Teachers Professional Development Studies.

Questionnaire to be filled by second cycle primary school Principals and Vice principals

The purpose of this questionnaire is to collect primary data on the study of master's thesis on the practice of student learning assessment in second cycle primary schools of North Wollo Vis-a-Vis assessment standards.

Your cooperation by giving genuine information is highly valuable to complete the study and subsequently to use its result for Academic purpose.

Thank you in advance for your heartily cooperation.

Direction: - It is not write your name on this questionnaire.

Indicate your answer by a tick'' ("√") mark in the box or in the table except for the questions that require written responses.

Part one: -

1.1. Name of school:-

1.2. Sex :- Male Female

1.3. Age:-

1.4. Education level:-

A. Certificate C. Summer in service

B. College diploma D. Other

1.5. Qualification:-

A. Major:-

B. Minor:-

1.6. Position (Job responsibility)

A. principal

B. Vice principal

1.7. Have you got principal training education at higher education institution?

A. Yes B. No

1.8. Have you ever participated on work shop on student learning assessment?

A. Yes B. No

Part Two. Assessment methods /tools

2.1 Which assessment tools are mostly used by teachers in the school? (Show by giving rank)

A. Home work

G .Library work

M. Anecdotal

B. Class work

H.Objective items

record

C. Oral questions

I. Short answer

N. Rating scale

D. Observation

J.Completing sentences
list

O. Check

E. Laboratory work

K.Project work

F. Field work

L.Groupwork

2.2 Do you have checking mechanism whether teachers use different student learning assessment tools?

A. Yes B. No

2.3 If your answer is 'A'(Yes), specify

2.4 How many of the teachers use different student learning assessment tools?

A. All of them

C. Some of them

B. Most of them

D. None of them

2.5 When did teachers get training on student learning assessment?

- A. During pre-service training C. During both in-service and pre-service training
- B. During in-service training D. No training at all

Part Three. Student's participation in Assessment practice

3.1. Do teachers discuss with their students how their students should be assessed?

- A. Yes B. No

3.2. If your answer to question No. 3.1 is 'B' (No) what do you think is/are the reason (s)? (You can choose more than one answer)

- C. Lack of guide line C. Large class size
- D. Lack of time D. Lack of motivation

If any other reason, specify

3.3. How often do teachers orient their students about the role they have in their academic achievement assessment?

- A. Once in a week C. Once in a semester
- B. Once in a month D. Not at all

3.4. What assessment methods do teachers use to let their students participate in their academic achievement assessment?

- A. Peer- assessment C Group assessment
- B. Self -assessment D. No method used

Part Four. Assessment standard (MLC designed for each grade level)

4.1 Does the school have MLC material?

- A. Yes B. No

4.2. How often does the school give training on Assessment Standard (M.L.C. designed for each grade level) for teachers and students?

- A. Once in a week C. Once in a seme
- B. Once in a month D. No training at

4.3. Do students know the expected minimum learning competency from them?

-

A. Yes

B. No

4.4. If your answer to question No 4.3 is 'B' (No), what do you think is/ are the reason/s?

A. They have no interest to know it

B. There is no MLC material to orient them.

C. Lack of awareness to orient them

D. They are not expected to know it.

If any other specify -----

4.5. Does the school make students to read the minimum learning competency by putting it in the library or other place where students can get it easily?

A. Yes

B. No

4.6. What reference material do teachers use to assess students?

A. Student textbook

C. School- Based criteria

B. Test item bank

D. M.L.C. prepared by Ministry of Education

Part five. Assessment Feedback

5.1. With how many days do teachers return test papers to their students?

A. In a week

C. In a month

B. In two days

D. In three days

If any other specify

5.2 How often do you give feedback to your students about their academic results?

A. Soon after assessing students

C. One week later after assessing students

B Two-three days later after assessing students

D. One month later after assessing students

If any other specify-----

5.3. How many of the teachers give feedback of assessment results to their students?

A. All of them

B. Most of them

C. Few of them

D. None of them

5.4. In what way (method) do teachers give feedback of assessment results to their students?

A. In written form (on exercise book or test papers)

B. In oral telling

C. In the form of discussion with students

D. By making students to give feedback one on another

If any other, specify

Part six. Assessment Results Reporting

6.1 Do teachers report assessment results of students to student parents?

A. Yes

B. No

6.2 In what way (method) do teachers report assessment results of students to student parents?

A. By student report card

B. By face to face discussion with student parents

C. By sending the assessment results of students to parents to be commented by parents.

D. They do not report

6.3. When do teachers discuss with student parents about assessments results of students?

A. Once in a week

C. Once in two months

B. Once in a month

D. Once in a semester

If any other, specify

6.2 When does the school report assessment results of students to student parents?

A. Every month

C. Every semester

B. Every three month

D. Every

Part Seven: School Support to Assessment practice

7.1 How do you evaluate the support of the school to improve the assessment practice in the school?

- A. High C. Low
B. Medium D. Very low

7.2. How often does the school orient teachers about student learning assessment?

- A. Once in a week C. Once in a semester
B. Once in a month D. No training at all

If any other, specify

8. .What is the extent of participation of student parents in the student learning assessment practice?

- A. High C. Low
B. Medium D. Very low

9. Do teachers prepare table of specification?

- A. Yes B. No

10. If your answer to question No 8.is 'B' (No), what do you think is/are the reason/s?

- A. Lack of training C. Lack of guide line
B. lack of motivation D. Lack of time

If any other
specify-----

11. What did the Woreda Education office do to improve student learning assessment?-----

12. What are the challenges for teachers to practice student learning assessment?

13. What are the factors that influence student learning Assessment in the school?

14. What are the strong points of student learning Assessment in the school?

15. What are the weak points of student learning assessment practice in the school?

16. What efforts do you suggest for effective student learning assessment practice at the second cycle primary school?

A. On the part of school administration?

B. On the part of teachers?

C. On the part of students?

D. On the part of student parents?

E. On the part of Woreda education office?

Thank you

Appendix-C

Addis Ababa University

School of Graduate Studies

College of Education

Department of Curriculum and Teachers Professional Development Studies.

Questionnaire to be filled by Woreda Education Experts.

The purpose of this questionnaire is to collect primary data on the study of master's thesis on the practice of student learning assessment in second cycle primary schools of North Wollo Vis-a-Vis assessment standards.

Your cooperation by giving genuine information is highly valuable to complete the study and subsequently to use its result for Academic purpose.

Thank you in advance for your heartily cooperation.

Direction: - It is not necessary to write your name on this questionnaire.

Indicate your answer by a "tick" ('√') mark in the table or box except for the questions that require written responses.

Part one: -

1.1. Sex :- Male Female

1.2. Age:- -----

1.3. Education level:-

A. Certificate C. BA/BSc

B. College diploma D. MA/MSc

1.4. Service year as education expert

A. 1 – 5 years

B. 6 – 10 year

C. 11 – 20 year

D. Above 20 years

1.5. Have you got training on student learning assessment?

A. Yes

B. No

Part Two. Assessment methods/Tools

2.1 Does the Woreda education office have checking mechanism whether teachers use different student learning assessment tools or not?

A. Yes

B. No

If your answer is 'A'(Yes), specify

2.2 Which assessment tools are mostly used by teachers in the second cycle primary schools?
(show by giving rank)

A. Objective items

E. Laboratory work

B. Field work

F. Library work

C. Project work

G. Anecdotal record

D. Home work

H. Rating scale

If any other, specify

2.3. How many of the teachers give feedback of assessment results to their students?

A. All of them

C. Few of them

B. Most of them

D. None of them

Part Three- Woreda Education Support to schools in the assessment practice

3.1. How often does the Woreda Education office prepare short training on standard of Student learning assessment?

A. Once in a month

C. Once in a semester

B. Once in two months d. No training at all

3.2. Does the Woreda Education office support MLC material to the second cycle primary schools?

A. Yes B. No

3.3. If your answer to question No 3.2 is 'B' (No), what reference material do teachers use to assess their students?

A. Student textbook C. School- Based criteria
B. Test item bank D. M.L.C. prepared by Ministry of Education

3.4. How do you describe the support of the Woreda Education office to the second cycle primary schools on student learning assessment Practice?

C. High C. Low
D. Medium D. Very low

3.5. What checking mechanism does the Woreda Education office have to follow up the practice of assessment in second cycle primary schools?

A. Assessment check list
B. General checklist in which assessment practice is included in it as a component
C. General checklist in which assessment practice is not included in it as a component
D. No check list mechanism

4. What is the extent of student parents' participation in the assessment practice?

A. High C. Low
B. Medium D. Very low

5. How do you evaluate the attitude of teachers towards student learning assessment practice?

A. They are very happy C. They are unhappy
B. They are happy D. No response

6 .How often do the second cycle primary schools report assessment results to student parents?

A. Once in a week

C. Once in two months

B. Once in a month

D. Once in a semester

If any other, specify

7. What support does the Woreda Education office give to the second cycle primary schools to improve student learning assessment practice?-----

8. What are the strong points of student learning assessment practice in the second cycle primary schools?

9..What are the weak points of student learning assessment practice in the second cycle primary schools?-----

10. What are the challenges for teachers to practice student learning assessment?

11.What are the prevailing problems that influence student learning assessment in second cycle primary schools?-----

12. What efforts do you suggest for effective student learning assessment practice at the second cycle primary school?

A. On the part of Woreda education office?

B. On the part of school administration?

C. On the part of teachers?

D. On the part of students?

E. On the part of student parents?

Thank you

Addis Ababa University
School of Graduate Studies
College of Education

Department of Curriculum and Teachers Professional Development Studies.

Questionnaire to be filled by second cycle primary school students

The purpose of this questionnaire is to collect primary data on the study of master's thesis on the practice of student learning assessment in second cycle primary schools of North Wollo Vis-a-Vis assessment standards.

Your cooperation by giving genuine information is highly valuable to complete the study and subsequently to use its result for Academic purpose.

Thank you in advance for your heartily cooperation.

Direction:-

It is not necessary to write your name on this questionnaire.

For questions from part two----part seven indicate your answer by a 'tick' ('√') mark in the box except for the questions that require written responses.

Part one.

1.1. Name of school:- -----

1.3. Age: - -----

1.2. Grade: - -----

1.4. Sex male

female

Part Two. Assessment tools

Please write

B - for Biology teacher (grades7-8)

Ch- for Chemistry teacher (grades7-8)

P - for Physics teacher (grades7-8)

Ma- for Maths teachers (grades5-8)

Am – for Amharic teacher (grades5-8)

E-English teacher (grades5-8)

Al-for all teachers who use it

Nu-for not used by all teachers

Ss - for Social science teacher (grades5-8)

Sc - for Science teacher (grade5-6)

C -for Civics teacher (grades5-8)

PE- Physical Education teacher (grades5-8)

Ar- for Art teacher (5-6)

Mu- Music teacher (grade5—6)

for the assessment tools used by your teachers.

No	Assessment tools used by teachers	Daily	Every three Day	Every week	Every month	Every mid semester	Every semester	Not used
2.1	Individual work							
2.2	Group work							
2.3	Home work							
2.4	Observation							
2.5	Oral questions							
2.6	Laboratory work							
2.7	Field Trip							
2.8	Library work							
2.9	Project work							
2.10	Test (multiple choice, matching and /or true /False)							
2.11	Short answer							
2.12	Completing sentences							
2.13	Presentation							
2.14	Discussion							
2.15	Check list							
2.16	Rating Scale							
2.17	Anecdotal Record							

Part Three: - Student participation in Assessment practice

3.1 Does your teacher discuss with you how you should be assessed?

- A. Yes B. No

3.2 If your answer to question No 3.1 is 'B' (No), what do you think is/are the reason/s?

- A. Lack of assessment guide line C. Large class size
B Lack of time D. Lack teachers' motivation

If any other specify-----

3.3. How often does your teacher orient you about the role you have in your academic achievement assessment?

- A. Once in a week C. Once in a semester
B. Once in a month D. No discussion at all

3.4. What methods does your teacher use to let you participate in your academic achievement assessment?

- A. Peer Assessment C. Group Assessment
B. Self Assessment D. No method at all

Part Four. Assessment standards (Minimum learning competency in Ethiopian context)

4.1. How often does the school give training on Assessment Standard (Minimum learning competency. designed for each grade-level) to students?

- A. Once in a week C. Once in a semester
B. Once in a month D. No training at all

4.2. Do you know the expected minimum learning competency from you?

- Yes B. No

4.3. If your answer to question No 4.3 is 'B' (No), what do you think is/are the reason/s?

A. I do not have interest to know it C. Lack of awareness

B. Lack of MLC material D. I am not expected to know it

4.4. Does the school make you to read the minimum learning competency material by putting it in the library or other place where you can get it easily?

A Yes B .No

4.6. What reference material do your teachers use to assess you?

A. Student textbook C. School- Based criteria

B. Test item bank D. M.L.C. prepared by Ministry of Education

If any other

specify-----

Part five. Assessment feedback

5.1. With how many days do your teachers return your test papers to you?

A In a week C .In a month

B.In two-three days D. In a month

If any other specify

5.2 How often do your teachers give you feedback about assessment results?

A. Soon after assessing C. One week later after assessing

B Two-three days later after assessing D. One moth later after assessing

If any other

specify-----

5.3. With how many of your teachers do you discuss about your assessment results?

A. With all of them C. With few of them

B. with most of them D. With none-of them

If any other, specify

5.4. In what way (method) do your teachers give you feedback of assessment results to you?

A. In written form (on exercise book or test papers)

B. In oral telling

C. In the form of discussion with me

D. By making us to give feedback one on another

If any other, specify

Part six. Assessment results reporting

6.1 Do your teachers report your assessment results to your parents?

A. Yes

B. No

6.2 In what way (method) do your teachers report your assessment results to your parents?

A. By student report card

B. By face to face discussion with my parents

C. By sending your assessment results to your parents to be commented by them.

D. They do not report

6.3. When do your teachers discuss with your parents about your assessments results of?

A. Once in a week

C. Once in two months

B. Once in a month

D. Once in a semester

If any other, specify

6.4 How often does your school report assessment results to student parents?

A. Every month

C. Every semester

B. Every two month

D. Every year

If any other, specify

Part seven. School Support to Assessment Practice

7.1 How do you evaluate the support of the school to improve the assessment practice in the school?

A.High

C. Low

B. Medium

D. Very low

7.2. How often does the school orient students about student learning assessment practice?

A. Once in a week

C. Once in a semester

B. Once in a month

D. No training at all

If any

other, specify

8. .What is the extent of participation of your parents in your learning assessment practice?

A. High

C. Low

B. Medium

D. Very low

9. What are the factors that influence student learning assessment practice in the school?

10. What are the strong points of Assessment practice in the school?

11. What are the weak points of assessment practice in the school?

12. What efforts do you suggest for effective assessment practice at the second cycle primary school?

A. On the part of school administration? -----

B. On the part of teachers? -----

C. On the part of students? -----

D. On the part of parents?

E. On the Woreda education
office?-----

Thank you

**በአዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ት/ቤት
የስነ ትምህርት ፋኩልቲ**

ካሪኩለምና የመምህራን ትምህርት ጥናት ትምህርት ክፍል

በ2ኛ ሣይክል የመጀመሪያ ደረጃ ት/ቤት ተማሪዎች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና ዓላማ በሰሜን ወሎ ዞን በ2ኛ ሣይክል የመጀመሪያ ደረጃ ት/ቤት በተማሪዎች መማር ምዘና ትግበራ፣ ጠንካራና ደካማ ጎን ከችሎታ ደረጃ መለኪያ አንጻር የማስተርስ ቴሲስ ጥናት የመጀመሪያ ደረጃ መረጃ መሰብሰብ ነው።

በመሆኑም የአንተ/ቺ/እወነተኛ መረጃ መስጠት ለጥናቱ ትክክለኛነት ክፍተኛ ዋጋ ስላለው እንደዚሁም ውጤቱ ለትምህርት ዓላማ ስለሚውል መጠይቁን በቅንነት በመሙላት ለሚታደርግልኝ/ሊልኝ/ ትብብር በቅድሚያ አመሰግናለሁ።

አጠቃላይ መመሪያ: በዚህ መጠይቅ ስም መጻፍ አያስፈልግም።
የጽሑፍ መልስ ከሚጠይቁት ጥያቄዎች በስተቀር ከክፍል ሦስት እስከ ክፍል ሰባት ያሉትን ጥያቄዎች መልሰህን/ሽን/የቲክ/ ✓ / ምልክት በሚገኙት ውስጥ በማስቀመጥ አመልክት/ቺ/።

- ክፍል አንድ:
- 1.1. የት/ቤቱ ስም -----
 - 1.2 ክፍል-----
 - 1.3 ዕድሜ-----
 - 1.4 ጾታ:- ወንድ ሴት

ክፍል ሁለት: የምዘና መሣሪያዎች (Assessment Tools)

- የሚከተሉትን መለያዎች ማለትም
- | | |
|--------------------------|-----------------------------|
| B- ለባዮሎጂ መምህር/ት/ | Ss- ለህብረተሰብ መምህር/ት/ |
| Ch- ለኬሚስትሪ መምህር/ት/ | Sc- ለሣይንስ መምህር/ት/ (ከ5 - 6) |
| P- ለፊዚክስ መምህር/ት/ | C- ለስነገጽና ስነምግባር መምህር/ት/ |
| Ma- ለሂሳብ መምህር/ት/ | PE- ለጤናና ሰውነት-ማጎልመሻ መምህር/ት/ |
| Am- ለአማርኛ መምህር/ት/ | Ar- ለሰነጥብ መምህር/ት/ (ከ5 - 6) |
| E- ለእንግሊዝኛ መምህር/ት/ | Al- ሁሉም መ/ራን ይጠቀሙበታል |
| Mu- ለሙዚቃ መምህር/ት/ (ከ5- 6) | NU- የሚጠቀምበት መ/ር የለም |
- የሚሉትን በመጠቀም መምህራኖችህ/ሽ/ የሚጠቀሙበትን የምዘና መሣሪያ በሰንጠረዥ ውስጥ በተቀመጠው ጊዜ አንጻር አመልክት/ች/።

ተ.ቁ	መ/ራን የሚጠቁሙባቸው የምዘና መረጃ መሰብሰቢያ መሣሪያዎች	በየቀኑ	በየሦስት ቀኑ	በየሣምንቱ	በየወሩ	በየመንፈቀዓመቱ አጋማሽ	በየመንፈቀዓመቱ	የሚጠቀምበት መ/ር የለም
2.1	የግል የክፍል ሥራ							
2.2	የቡድን የክፍል ሥራ							
2.3	የቤት ሥራ							
2.4	ምልከታ							
2.5	የቃል ጥያቄ							
2.6	የቤተ መ-ከራ ሥራ							
2.7	የመስክ ጉዞ ሥራ/Field trip/							
2.8	የቤተ መጽሐፍት ሥራ							
2.9	የፕሮጀክት ሥራ							
2.10	ፈተና/ምረጫ:አዛምድ እና ወይም አውነት/ሐሰት							
2.11	አጭር መልስ ስጥ							
2.12	ዐረፍተ ነገሩን አማላ/ይ/							
2.13	አቀራረብ/presentation/							
2.14	ውይይት							
2.15	መቆጣጠሪያ መዝገብ/Check list/							
2.16	በደረጃ ዋጋ መስጫ/Rating scale/							
2.17	የድርጊት-መግለጫዎች/አጫጭር ማስተወጃ መመዝገቢያ/ Anecdotal record/							

ክፍል ሦስት : በምዘና ትግበራ የተማሪዎች ተሳትፎ

3.1 በመማር ማስተማሩ ሂደት እንዴት መመዘን እንዳለብህ/ሽ/ መ/ራኖችህ/ሽ/ ከአንተ/ቺ/ ጋር ይወያያሉ?

- A. አዎ B. አይወያዩም

3.2 ለተራ ቁጥር 3.1 ጥያቄ መልስህ/ሽ/"B"/አይወያዩም/ከሆነ ምክንያቱ/ቺ/ ምን ይመስልሃል?

- A. የምዘና መመሪያ እጥረት C በክፍል ውስጥ የተማሪ ቁጥር መብዛት
B. የጊዜ እጥረት D የመ/ህራን መነሳሳት አለመኖር

3.3 በትምህርትህ/ሽ/ የምዘና ሂደት የአንተ/ቺ/ ሚና በተመለከተ መ/ራኖችህ/ሽ/ ምን ያህል ጊዜ ግንዛቤ እንድትይዝ/ገር/ ያደርጋሉ?

- A. በሳምንት አንድ ጊዜ C. በመንፈቀ አመት አንድ ጊዜ
B. በወር እንድ ጊዜ D. ፈጽሞ አያወያዩም

3.4 አንተ/ቺ/ በትምህርትህ/ሽ/ ውጤት ምዘና እንትሳተፍ/ፊ/ መ/ራኖችህ/ሽ/ ምን ዘዴ ይጠቀማሉ?

- A የአቻ ምዘና C የቡድን ምዘና
B የራስ በራስ ምዘና D. ምንም ዓይነት ዘዴ አይጠቀሙም

ክፍል አራት: የምዘና ደረጃ መለኪያ /ዝቅተኛ/ የችሎታ ደረጃ መለኪያዎች/

4.1 ት/ቤትህ/ሽ/ የምዘና ደረጃ መለኪያ/ዝቅተኛ የችሎታ ደረጃ መለኪያዎች/ በተመለከተ ለተማሪዎች መቼ መቼ ስልጠና ይሰጣል?

- A. በየሳምንቱ C. በመንፈቀ አመት አንድ ጊዜ
B. በወር እንድ ጊዜ D. ስልጠና አይሰጥም

4.2 ከአንተ/ቺ/ የሚጠበቅ አጥጋቢ የመማር ብቃት ምን እንደሆነ ታውቃለህ/ሽ/?

- A አዎ B አላውቅም

4.3 ለተራ ቁጥር 4.3 ጥያቄ መልስህ/ሽ/"B"/አላውቅም/ከሆነ ምክንያቱ/ቺ/ ምን ይመስልሃል?

- A. ለማወቅ ፍላጎት ስለሌለኝ C. የግንዛቤ እጥረት በመኖሩ

B. የምዘና ደረጃ መለኪያ ማቴሪያል ባለመኖሩ D. ተማሪዎች የምዘና ደረጃ መለኪያ አያውቁም ተብሎ ስለምገመት

4.4 የምዘና ደረጃ መለኪያ/ ዝቅተኛ የችሎታ ደረጃ መለኪያዎች/ የያዘ ማቴሪያል/መጽሐፍ/ በቤተ መጽሐፍት ወይም አመች በሆነ ቦታ ተቀምጦ እንድታነብ/ቢ/ይደረጋል?

- A አዎ B አይደረግም

4.5 መ/ራኖችህ/ሽ የተማሪ የመማር ምዘና ሲያካሂዱ ምንን መነሻ በማድረግ ነው?

- A የመማሪያ መጽሐፍት C . በት/ቤት ደረጃ የተዘጋጀ የመማር ብቃት መለኪያ
B የፈተና ባንክ D. ት/ሚ/ር ያዘጋጀው ዝቅተኛ የችሎታ ደረጃ መለኪያዎች

ሌላ ካለ ይገለጽ:-

ክፍል አምስት: የምዘና ግብረመልስ

5.1 መ/ራኖችህ/ሽ/ የፈተና ውጤትህ/ሽ/ መቼ ይመልሱልሃል/ሻል/?

- A. በአንድ ሳምንት C በወር
B በሁለት-ሶስት ቀን D በ15 ቀን

ሌላ ካለ ይገለጽ:-

5.2 መ/ራኖች/ህ/ሽ/ ስለትምህርት ውጤት/ህ/ሽ/ ምን ያህል ጊዜ ግብረመልስ ይሰጣሉ?

- A. ወደያው ከምዘና በሐላ
- B. ምዘና ከተደረገ በሁለት ሰዓት በሐላ
- C. ምዘና ከተካሄደ ከአንድ ሳምንት በሐላ
- D. ምዘና ከተካሄደ በወሩ

5.3 ስንቶቹ መ/ራኖች ህ/ሽ/ የምዘና ውጤት ግብረመልስ ይሰጡሃል/ሻል/?

- A. ሁሉም መ/ራን
- B. ጥቂት መ/ራን
- C. አብዛሐኛዎቹ መ/ራን
- D. ምንም የሚሰጥ መ/ር የለም

ሌላ ካለ ይገለጽ:-

5.4 መ/ራኖች ህ/ሽ/ የምዘና ውጤት ግብረመልስ በምን መንገድ ይነግሩሃል/ሻል/?

- A. በጽሁፍ/በደብተርናበፈተና ወረቀት/ላይ
 - B. በቃል በመንገር
 - C. ከእነሱ ጋር እንደወያይ በማድረግ
 - D. ተማሪዎች እርስ በራሳችን አስተያየት እንድንሰጣቸው በማድረግ
- ክፍል ስድስት: የምዘና ውጤት-ቶችን ስለማሳወቅ

6.1 መ/ራኖች/ህ/ሽ/ የምዘና ውጤቶች/ህ/ሽ/ ለወላጆች/ህ/ሽ/ ያሳውቃሉ?

- A. አዎ
- B. አያሳውቁም

6.2 መ/ራኖች ህ/ሽ/ የምዘና ውጤት/ህ/ሽ/ ለወላጆች/ህ/ሽ/ በምን መንገድ ያሳውቃሉ?

- A. በተማሪዎች የውጤት መግለጫ ካርድ
- B. ከ ወላጆች/ህ/ሽ/ ጋር ፊት ለፊት በመነጋገር
- C. የምዘና ውጤት ለወላጆች በመላክና አስተያየት እንዲሰጡበት በማድረግ
- D. ምንም ሪፖርት አያደርጉም

6.3 መ/ራኖች/ህ/ሽ/ ስለየምዘና ውጤቶች/ህ/ሽ/ወላጆች/ህ/ሽ/ ጋር መቼ መቼ ይወያያሉ?

- A. በሳምንት አንድ ጊዜ
- B. በወር አንድ ጊዜ
- C. በሁለት ወር አንድ ጊዜ
- D. በመንፈቀ አመት አንድ ጊዜ

ሌላ ካለ ይገለጽ:-

6.4 ት/ቤት/ህ/ሽ/ የምዘና ውጤቶችን ለተማሪ ወላጆች መቼ ያሳውቀል?

- A. በየወሩ
- B. በየሁለት ወሩ
- C. በየመንፈቀ ዓመቱ
- D. በየዓመቱ

ሌላ ካለ ይገለጽ:-

ክፍል ስባት: በምዘና ትግበራ የት/ቤቱ ድጋፍ

7.1 ት/ቤቱ የተማሪ መማር ምዘና ሂደት እንድሻሻል ለተማሪዎችና መ/ራን የሚሰጠው ድጋፍ እንዴት ትገመግመዋለህ/ሽ/?

- A. ከፍተኛ
- B. መካከለኛ
- C. ዝቅተኛ
- D. ደካማ

7.2 የት/ ቤቱ አሥተዳደር ስለተማሪ መማር ምዘና ትግበራ ለተማሪዎች ምን ያህል ጊዜ ትምህርት ይሰጣል?

A. በሳምንት አንድ ጊዜ

C. በመንፈቀ አመት አንድ ጊዜ

B. በወር አንድ ጊዜ

D. ፈጽሞ ትምህርት አይሰጥም

ሌላ ካለ ይገለጽ:-

8. የወላጆችህ/ሽ/ በተማሪ ምዘና ሂደት ተሳትፎ ምን ያህል ነው?

A. ከፍተኛ

C. ዝቅተኛ

B. መካከለኛ

D. ደካማ

9. የተማሪ መማር ምዘና ትግበራ ላይ ተጽዕኖ የሚያሳድሩ ሁኔታዎች ምንድን ናቸው?

10. በት/ቤቱ የተማሪ መማር ምዘና ሂደት የታዩ ጠንካራ ጎኖች ምንድን ናቸው?

11. በት/ቤቱ የተማሪ መማር ምዘና ሂደት የታዩ ደካማ ጎኖች ምንድን ናቸው?

12. በ2ኛ ሣይክል የመጀመሪያ ደረጃ ት/ቤት የተማሪ መማር ምዘና ትግበራ ውጤታማ እንዲሆን ምን መደረግ አለበት ትላለህ/ሽ/?

A. በት/ቤት አስተዳደር በኩል

B. በመ/ራን በኩል

C. በተማሪዎች በኩል

D. በተማሪ ወላጆች በኩል

E. በወረዳ ት/ጽ/ቤት በኩል

አመሰግናለሁ

Appendix-F

Student – text book ratio in each subject by grade.

No	Subject	School	5				6				7				8			
			1:1	1:2	1:3	1:4 and above	1:1	1:2	1:3	1:4 and above	1:1	1:2	1:3	1:4 and above	1:1	1:2	1:3	1:4 and above
1	Amharic	Taitu Bitul	*				*				*				*			
		Melka Kole		*				*			*					*		
		Yeju Genet	*				*				*				*		*	
2	English	Taitu Bitul		*				*				*			*			
		Melka Kole				*		*			*					*		
		Yeju Genet	*				*				*				*		*	
3	Mathematics	Taitu Bitul	*				*				*				*			
		Melka Kole		*				*				*			*			
		Yeju Genet		*				*			*				*			
4	Science	Taitu Bitul	*				*								*			
		Melka Kole		*			*									*		
		Yeju Genet				*	*								*			
	Social Science	Taitu Bitul	*				*				*				*			
		Melka Kole		*			*				*				*			
		Yeju Genet			*		*				*				*			
6	Biology	Taitu Bitul									*				*			
		Melka Kole									*				*			
		Yeju Genet									*				*			
7	Chemistry	Taitu Bitul									*				*			
		Melka Kole									*				*			
		Yeju Genet									*				*			
8	Physics	Taitu Bitul									*				*			
		Melka Kole									*				*			
		Yeju Genet									*				*			

Interview

Below are questions which focus on the practice of student learning Assessment Vis -a-Vis Assessment standards in second cycle primary schools.

Therefore, you are kindly requested to give your view in relation to the practice of student learning Assessment in your Woreda.

Thank you

Guide lines for Woreda Education experts

1. How do you understand Assessment?
2. What is Minimum Learning Competence?
3. What are the frequently practiced Assessment tools in the second cycle primary schools by Teachers?
4. Does the Woreda Education office have checking mechanism to evaluate assessment practice in the second cycle primary schools?
5. In way does the Woreda Education office does support the second cycle primary schools to improve assessment practice?
6. What are the challenges of teachers to practice student learning assessment in the second cycle primary school?
7. What factors affect Assessment practice in the second cycle primary Schools?
8. What do you suggest to improve Assessment practice?

Interview

Below are questions which focus on the practice of student learning Assessment Vis -a-vis Assessment standards in second cycle primary schools.

Therefore, you are kindly requested to give your view in relation to the practice of student learning Assessment in your school.

Thank you

Guide lines for school principals and vice principals

1. How do you understand student learning Assessment?
2. What is Minimum Learning Competence?
3. What are the frequently practiced Assessment tools by teachers in the School?
4. Does the school have checking mechanism to evaluate assessment practice in the school?
5. What are the challenges of teachers to practice student learning assessment in the school?
6. Do you supply relevant materials on student learning assessment to teachers?
7. What are the strong and weak points of Assessment practice in the school?
8. What factors influence Assessment practice in the School?
9. How do you evaluate the feeling of teachers towards assessment practice?
10. What do you suggest to improve Assessment practice?

Interview

Below are questions which focus on the practice of student learning Assessment Vis -a-vis Assessment standards in second cycle primary schools.

Therefore, you are kindly requested to give your view in relation to the practice of student learning Assessment in your school.

Thank you

Guide lines for Teachers

1. How do you understand Assessment?
2. What is Minimum Learning Competence?
3. What are the frequently practiced Assessment tools by you in the School?
4. Does your school prepare short trainings on student learning Assessment System for teachers?
5. What are the challenges of teachers to practice student learning assessment in the second cycle primary school?
6. Does the Woreda Education office support teachers to update their student learning assessment practice?
7. What are the factors that affect student learning Assessment practice in the school?
8. What is your feeling towards assessment practice?
9. What do you suggest to improve Assessment practice?

Availability of School Facilities and Instructional Materials

No		Available	Not Available	Comment
1	Library			
2	Laboratory			
3	Room and furniture for teachers including boxes and cabinets for keeping assessment results			
4	Check lists of school administration to follow student learning Assessment practice of teachers			
5	Guidelines (MLC)			

Check list on Student Learning Assessment

1. Woreda -----
2. School Name:- -----
3. Types school program
 - A. One shift and full day
 - B. Two shifts
 - C. One shift and half day
4. Grade
 - A. 5 – 8
 - B. 1 - 8

No		Grade 5			Grade 6			Grade 7			Grade 8		
		M	F	T	M	F	T	M	F	T	M	F	T
5	Number of Students												
6	Number of Teachers												
7	Number of Section												

Class room Observation

Subject ----- Date ----- Class/section -----

Unit -----

Objectives of the unit

No			
		yes	no
1	Does the teacher tell to students the objective of the lesson?		
2	Does the teacher use reference material to assess students?		
3	Does the teacher use different assessment tools to assess students in class?		
4	Does the teacher give individual class work to students?		
5	Does the teacher make students to participate in the class?		
6	Does teacher give feedback of class activity to students?		
7	Does Students get opportunity to self assess their class activity?		
9	Does teacher give equal opportunity to all students in the class?		

Strong point: -

Weak point: -

Points to be improved: -

የመጠን ቁጥጥር የጥናት ዓመት 2002 ዓ.ም የጽ

ጥናት ዓይነት ፍጥነት (ተጠቃሚ ጥናት ዓይነት)

የጥናት ዓይነት	አጠቃላይ መጠን %	የሀገር ጠቅላይ			የውጭ ጠቅላይ			ጥቅም
		ጽ/ቤት			ጽ/ቤት			
		መር	አጠቃላይ	%	ጥቅም	መር	አጠቃላይ	
የጥናት ዓይነት (የጥናት ዓይነት)	4%	ጽ/ቤት	23-27	4%	መር		4%	13-17
		ጽ/ቤት	14-18	"	ጥቅም		"	18-22
		ጽ/ቤት	26-30	"	ጥቅም		"	16-20
ጥናት ዓይነት (የጥናት ዓይነት)	3%	ጽ/ቤት	23-27	3%	መር		3%	13-17
		ጽ/ቤት	21-25	"	ጥቅም		"	18-22
		ጽ/ቤት	26-30	"	ጥቅም		"	16-20
ጥናት ዓይነት	10%	ጽ/ቤት	23-27	10%	መር		10%	23-27
		ጽ/ቤት	28-25	"	ጥቅም		"	25-29
		ጽ/ቤት	26-30	"	ጥቅም		"	23-27
ጥናት ዓይነት	4%	ጽ/ቤት	23-27	4%	መር		4%	20-24
		ጽ/ቤት	21-25	"	ጥቅም		"	28-29
		ጽ/ቤት	19-23	"	ጥቅም		"	18-20
ጥናት ዓይነት	4%	ጽ/ቤት	23-27	4%	መር		4%	20-24
		ጽ/ቤት	21-25	"	ጥቅም		"	18-22
		ጽ/ቤት	26-30	"	ጥቅም		"	16-20
ጥናት ዓይነት	15%	ጽ/ቤት	23-27	15%	መር		15%	21-1
		ጽ/ቤት	21-25	"	ጥቅም		"	25-29
		ጽ/ቤት	26-30	"	ጥቅም		"	23-27
ጥናት ዓይነት	10%							

ጥናት ዓይነት የጥናት ዓይነት የጥናት ዓይነት የጥናት ዓይነት የጥናት ዓይነት

ጥናት ዓይነት

ጥናት ዓይነት 13/2/02



ጥናት ዓይነት የጥናት ዓይነት የጥናት ዓይነት የጥናት ዓይነት

Declaration

I confirm that this thesis is my original work

Name-----Girmay Shumye-----

Signature----------

Date of submission-----15/06/2010-----

This thesis has been submitted for examination by my approval as a university advisor

Name-----Woubse Kassaye-----

Signature----------

Date of submission-----15/06/2010-----