

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY



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DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

**EXPLORING GRADE 11 ENGLISH LANGUAGE TEACHERS' PRACTICE OF
CONTINUOUS ASSESSMENT: THE CASE OF METTU AND ALGE SACHI
PREPARATORY SCHOOLS**

By

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**A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE AND
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Exploring of Grade 11 English Language Teachers' Practice of Continuous
Assessment Classes: The Cases of Mettu and Alge Sachi Preparatory Schools

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Declaration, confirmation, approval and evaluation

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Declaration

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any Universities, and that all the sources used for it are duly acknowledged.

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Acronyms

CA: Continuous Assessment

ETP: Educational Training Policy

MOE: Ministry of Education

NIED: National Institute for Educational Development

OEB: Oromia Education Bureau

WEO: Woreda Education Office

ZEO: Zonal Education Office

Abstract

The research aimed at exploring grade 11 English language teachers' practice of continuous assessment (CA) in language classes of two Preparatory schools which are found in Ilu Aba Bor Zone, namely, Mettu and Alge Sachi Schools. To attain this objective, a descriptive survey research method was employed. The sample consisted of 6 grade 11 English language teachers and 98 students drawn from 489 grade 11 students of the respective schools. Purposive sampling technique was used to select the target schools while comprehensive and simple random sampling techniques were employed to select the sample teachers and students respectively. To gather the necessary data, questionnaire, interviews, document analysis, and observations were employed. In analyzing the data, percentage and mean were used. The results of the study indicated that teachers' understanding of the principles and purposes of CA were insufficient. Besides, there was a gap in the implementation of CA in their language classes properly. From the results of the study, teachers had experience in supplying feedback for their students based on the effect of the assessment but the provision was below expected. Even though there are various assessment devices in assessing language skills, a few of them were only implemented in the language classes, namely tests and group work predominantly. Furthermore, the finding of the study indicated that large class size and lack of sufficient time to assess were identified as the main impeding factors of the implementation of CA in their classes. Thus, based on the findings of the study, recommendations are forwarded to alleviate the aforementioned problems in the schools under study.

Key terms: *Continuous Assessment, Practice, Feedback, Implementation*

Chapter One: Introduction

This study assesses the practice of continuous assessment of Grade 11 EFL teachers both in Mettu and Alge Sachi preparatory schools. This chapter highlights the background of the study, problem of the study, objectives and research questions. The scope of the study and significance of the study are also explained in this chapter.

1.1 Background of the Study

In one way or the other, the importance of assessment in assuring quality education is indispensable. Rink (2006, as cited in Abera, 2012) has also confirmed that current directions of educational reform gives emphasis of assessment in teaching learning process. It is true that assessment plays a vital role in adding significant value to our students learning. Luckett & Sutherland (2000, as cited in Clever.N&Cosmas M, 2013) show critical relationship between assessment and students learning that where the change in methods of assessment appears, there is a change in students learning. In other words, we cannot change the instructional process unless we change the assessment process.

Obviously, one of the drawbacks of the traditional mode of assessment that are given at the end of course or semester does not assure the learners' excellence in different aspects. In line with this, Mulu(2005),suggested that a onetime final examinations or mid examination does not bring a complete or true picture of students' performance including the higher order thinking skills that is to say, examinations cannot measure all that the student learns because their effectiveness is limited to assess the entire complex learning outcomes. To resolve this, it will be much more helpful if the assessment is employed on a continuous basis using different strategies.

Indeed, the current perspective regarding assessment shows that there is paradigm shift and many scholars even believe that where proper implementation of continuous assessment occurs there is progress in learners' learning.

Similarly, in our country's Education and Training Policy (ETP), the concept of CA has been taken into account, "Continuous assessment in academic and practical subjects, including

aptitude tests will be conducted to ascertain the formation of all round profile of students at all levels” (MOE, 1994, p.18).

The practices of continuous assessment in the classrooms help teachers to ascertain the knowledge, understanding, and skills attained by pupils.

Continuous assessment (CA) occurs frequently during the academic year and is part of regular teacher-student interactions. Students receive feedback from teachers based on their performance and this allows them to focus on topics they have not yet mastered. Teachers also identify which students need review and remedial teaching and which learners are ready to move on to more complex work. Therefore, the practices of CA help to ensure that all students make learning progress throughout the school or education cycle thereby increasing their academic achievement.

English language teachers in the preparatory schools under investigation were expected to put this mode of assessment into practice. As one of the institutions which are expected to implement CA since the new education and training policy of the country has been put into practice, both Mettu and Alge Sachi Preparatory school English language teachers were supposed to be equipped with the skills and knowledge of this mode of assessment. The two schools are found in Ilu Aba Bor Zone, which is located in the South West of Oromia National Regional State.

1.2 Statement of the problem

The idea of making assessment an integral part of the teaching- learning process has been a vital issue as the newly designed educational and training policy of Ethiopia has been put into practice (MOE, 1994).

It is believed that continuous assessment is being implemented with the intention of improving learning and guiding teaching in particular, and raising the standard of education in general. As a result, continuous assessment is widely used through the system of any school level of our country.

According to Nitko (2005, as cited in Dagne, 2009), assessment information is essential particularly for teachers to improve learning and guide their teaching. It is not enough to

administer assessment to students and mark papers. Teachers must use assessment results for guiding learning and teaching.

This implies that teachers are expected to handle continuous assessment in an effective way. If they do so, they will equip their students with knowledge and skills of the targeted language in their classes. However, when the researcher was observing the practices of this assessment being in the setting as a teacher, she felt that the practices of CA in the schools need to be researched.

There was a reason that motivated the researcher to embark on this topic. The researcher was a head of English Department at that time; she had good opportunities to observe the learning process of different language classes. This was basically through class supervision, which is a task commonly carried out at school level in order to verify teaching learning process is done in the right way, in relation to the principles already set and to deliver technical support where necessary. Here, real classroom circumstances and every document can be seen easily. Consequently, continuous assessment was considered as it was only tests given at different intervals and pair or group works. Besides, nothing special had been done as a remedial for those students who do not succeed in continuous assessment, but rather only they are provided with re-exam.

These observations inspired the researcher to look into the exploration of the practice of continuous assessment among grade 11 English language teachers exhaustively.

Different studies have been conducted on the practice of continuous assessment in language learning and teaching in different institutions from the lower to the higher ones. As a result, they came up with several recommendations in line with varied problems of the institutions.

For instance, the research which was conducted by Dagne (2009) was concerned with the practice of continuous assessment in Jimma Teachers' College and came up with findings that indicate the instructors did not always use continuous assessment in order to assess students' English language performance. In connection with this, teachers did not get adequate training on it. In the same year, Habtamu (2009) conducted a study on Dilla University EFL instructors implementation of continuous assessment. Lack of adequate knowledge, limited use of assessment devices and different challenges during implementation are identified in his research. Besides, Yidnekachew (2014) conducted an investigation of grade 9 English language teachers'

practices of CA in reading classes of two high schools. His finding identified that there were lack of awareness of the principles and purposes of CA. And there was a gap in the implementation of CA in the reading classes. The teachers' experience in feedback provision was also below expected. Lack of deploying various assessment devices was also identified as well.

What makes this study unique was the more attention given to the practice of continuous assessment of two preparatory school teachers, particularly grade 11 English language teachers. Certainly, grade 11 is the beginning of preparatory school in which students need a great support for the rest of their career. It is where we equip them properly to let them join higher institutions. Moreover, the focus area of the study was two government preparatory schools namely, Mettu and Alge Sachi Preparatory schools which are found in Ilu Aba Bor Zone.

1.3 Objectives of the Study

1.3.1 Major Objective

The main objective of the study was to assess the practice of continuous assessment of Grade 11 EFL teachers both in Mettu and Alge Sachi preparatory schools.

1.3.2. Specific Objectives

The specific objectives of this study were to:

1. assess grade 11 English teachers' knowledge of principles and purposes of continuous assessment;
2. identify the extent to which teachers implement continuous assessment in their language classes;
3. identify factors hindering implementation of CA in language classes.

In light of these objectives, the following research questions have been formulated.

1.4 Research Questions

1.4.1 Major Question

- How do the Grade 11 English language teachers in Mettu and Alge Sachi Preparatory Schools practice continuous assessment?

1.4.2 Specific Questions

1. To what extent do grade 11 English language teachers have ample awareness regarding the principles and purpose of continuous assessment?
2. To what extent do grade 11 English language teachers implement CA?
3. What major problems do the English language teachers face in implementing Continuous assessment in language classes?

1.5 Significance of the Study

This study investigated the practice of English Language teachers' classroom assessment. It explored the extent to which the principles of continuous assessment were effectively put into practice every day in the English classrooms.

Thus, the result of the study will have importance to English language teachers or other concerned bodies in the following ways.

1. It may help English language teachers to be more aware of the impact of assessment on teaching.
2. It will create a better understanding of what continuous assessment entails and enables the teachers to design and implement continuous assessment effectively in their classes.
3. Supervisors to see to what extent grade 11 English language teachers use the varied devices of continuous assessment in teaching learning process
4. This study can also be as a reference for those who want to conduct a study in similar area in the future. By assessing this and the earlier ones, and by identifying problems which are not well treated, researchers can conduct other studies in the future.

1.6 Scope of the Study

The study was delimited to two preparatory government schools, namely Mettu and Alge Sachi Preparatory Schools. The study was also delimited to the assessing of the practices of continuous assessment by grade 11 English language teachers and problems associated with it.

1.7 Limitation of the Study

The study focused on only two government Preparatory schools which are found in Ilu Aba Bor Zone, Mettu and Alge Sachi Preparatory Schools.

Besides, the sample size of the study was limited to only six English language teachers who were teaching grade 11 from the two schools for the purpose of this research. As a result, the finding of the study may not be sufficient to make generalization about the situation in the wider context. It was better and more effective if more number of schools and participants were included in the study to gather adequate information to make broader generalization.

Chapter Two: Review of Related Literature

This chapter deals with the review and presentation of related literature which includes meaning and features of continuous assessment, purpose of assessment, principles of Continuous assessment and types of continuous assessment devices. Finally, the research findings on continuous assessment are presented based on the review of literature.

2.1. Meaning and Features of Continuous Assessment

It is very essential at first to understand the meaning and features of continuous assessment before we proceed to other topics to be reviewed in the study.

2.1.1. Meanings of Continuous Assessment

Many scholars define CA from different perspectives. Thus, attempt has been made to delineate from scholars view as follow.

As to Puhl, (1997) continues assessment is a way of collecting information about learners and on regular basis in order to improve the teaching learning process.

Capper (1996, as cited in Dagne, 2009), explains continuous assessment that,

It is a systematic way that teachers can determine how well their students have learnt what has been taught. It may consist of various measures that a teacher can use to tell whether his or her instruction has been effective and to pinpoint students who have or have not mastered particular skills (p.7).

Continuous assessment is a school based assessment process of gathering valid and reliable information about learner performance (on an ongoing basis). It involves assessment activities that are undertaken throughout the year, using various kinds of assessment forms that ensure a fair and representative sampling of the learning outcomes and assessment standards covered in languages. In Languages, all speaking, listening, reading/viewing, writing, thinking and reasoning, and grammar should be assessed on an ongoing basis.

As to a policy and information guide of Republic of Namibia (1999) showed that when both formal and informal assessments are done on a regular and continuous basis, they are referred to

as continuous assessment. Continuous assessment is meant to be integrated with teaching in order to improve learning and help, shape, and direct teaching learning process.

Moreover, Continuous assessment is not a mere process of collecting information about learners; rather it is a way that informs language teachers how students are progressing in their learning. In other words, continuous assessment enables language teachers know what the learners have acquired and what they have not mastered yet.

Continuous Assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding and skills attained by students (USAID, 2003). The news letter of Education Quality (EQ) Review which was published by USAID explained that teachers make an assessment in a variety of ways over time to allow them to observe tasks and to collect information about what students know, understand and can do.

According to Aggarwal cited in Mwebaza (2010), continuous assessment is not simply continuous testing. Continuous assessment does not solely depend on formal tests. Continuous assessment is more than giving a test; it involves every decision made by the teacher in class to improve students' achievement.

2.1.2. Features of Continuous Assessment

Continuous assessment by its nature is systematic, comprehensive and cumulative and guidance oriented activity and that its effective implementation needs to fulfill these peculiar features (Adebowale et.al 2008, Eggen and kauchak ,Hounesell et,al.1996 cited in Birhanu 2004).

In the guide for the National Professional Diploma in Education NPDE (1995 as cited in Zakhe, 2007) outlined the characteristics of continuous assessment as follow:

- Continuous assessment is not concerned only with giving learners a mark and a place in class. But to help educators in identifying areas in which learners do not achieve well. Educators could then decide on the type of remedial work that would assist learners in the areas in which they do not perform well.

- Educators do not only assess learners by means of tests and examinations but can exploit various methods of assessment. For example: Evaluating written work and homework on a daily basis.
- Observation of learners' oral performance. e.g. oral presentations. Debates. Role-play and other oral work.
- Monitoring learners working in pairs. Groups and individuals.
- Questioning learners to find out what they know and can do. Taking note of the questions learners asked and the comments they make.
- The educator assesses the learner on a daily basis. While normal teaching and learning take place instead of waiting until the end of a section of work. the end of the term or the end of the year.
- The information obtained by the educator on a continuous basis can help him to adjust his teaching methods accordingly in order for learners to improve their performance.

According to Jamaican Ministry of Education, youth and culture (2004 as cited in Takele, 2012) the characteristics of Continuous Assessment has been described as follow:

- Continuous assessment allows for timely feedback to the major stakeholders in the systems. When continuous assessment method is used, the teacher can regularly monitor and report on the program that students are making to words the achievement targets and objectives set out in the official curriculum. If a teacher does not recognize a student's learning errors until the end of the term or the end of the year, it is usually too late for any corrective as well as its time lines significantly impact on how a student responds to it.
- The continuous assessment model makes it easier to use a variety of assessment methods. For example, a teacher can use a class discussion, oral questioning, a project, class work, assignments, and student's observation to help him gather different types of information he/she needs to plan, teach, decide and report. The validity of our decision is greatly improved when we use a variety of assessment methods for gathering and interpreting students' information.

- Continuous assessment gives opportunities for collaboration including students in the assessment process through self evaluation and for evaluations and asking for reflection on what they have learned motivates them.
- Continuous assessment occurs throughout the teaching learning process. A teacher who has more understanding of continuous assessment, required to realize that assessment information should be used through all the teaching learning process.

Similarly, NOE (2004, as cited in Dagne, 2009) outlined these features as follow:

Systematic

In using continuous assessment, teachers are expected to systematically observe, evaluate, and record learning outcomes in a planned and periodic manner.

Diagnostic

Continuous assessment gives an opportunity for teachers to identify learners' problems and set programs for remedial action.

Cumulative

Based on variety of assessment procedures and techniques, continuous assessment shows overall results of the learners' achievement through time.

Guidance Oriented

The information obtained from continuous assessment needs to be used as a means of providing feedback to learners about their strength and weakness.

Comprehensiveness

Unlike paper and pencil tests, continuous assessment involves measuring the cognitive and non cognitive aspects of the learner as a whole.

2.2.Purposes of Continuous Assessment

Language teachers are supposed to know the purposes of continuous assessment for proper and better implementation in their classroom.

Ellington and Earl (1997, as cited in Tefera, 2014) outlined the educational advantage of Continuous Assessment as follows:

- The fact continuous assessment involves data gathering over a longer period of time enables teachers to get more accurate data that is important to modify instruction. This in turn, is helpful in diagnosing and remediating areas of learners weaknesses.
- Continuous assessment encourages regular, systematic study and discourages last minute cramming. Thus, it rewards students who have been actively engaged throughout the course.
- Continuous assessment generally provides a more natural assessment environment type of assessment that is better fitted to the situations in which students will find themselves working in later life.

Reddy (1998) is also stated the following advantages

- CA makes it possible to assess qualities that are not assessed in traditional examinations and provides the teacher with complementary information
- Both the teacher and learner are provided with ongoing feedback about the learner's progress
- Individual monitoring is required and teachers and learners have to work very closely; in this way, teacher-learner relationships may be enhanced
- A variety of assessment methods are possible.
- A wide range of abilities, skills and attitudes are assessed, which engenders more authentic assessments
- Less emphasis is placed on memory work.
- Examinee stress that usually accompanies formal written examinations is alleviated.

Brown (2004) has identified the following advantages:

- Periodic assessment aid in the reinforcement and retention of information
- Assessment can provide a sense of periodic closure to modules within in a curriculum
- Assessment can promote students autonomy by encouraging students' self-evaluation of their progress.

- Assessment can spur learners to set goals for themselves
- Assessment can aid in evaluating effectiveness

Here, the purpose of assessment in language teaching is to gather information about the learners' development. Since assessment is integral to teaching and learning and teachers are dependent on assessment for the improvement of their practice, assessment needs to be continuous. Learning is a continuous process and learners learn in different ways and at different paces. We will only get a good picture of the learners' development if we assess the learning process on an ongoing basis informally and formally. And, as language teachers we are interested in finding out how the learners are progressing in the language learning areas in terms of their development of skills, knowledge and values.

2.3.Principles of Continuous Assessment

Hopkins and Harris (2000, as cited in Yidnekachew, 2014) summarize the fundamental principles that underpin continuous assessment. These include:

1. **Diagnosis:** Teachers are required to know what their students are able to do or capable of doing. This will provide them with the opportunity to know the ability of individual learners in their class.
2. **Goals:** Teachers are required to have a clear idea about the learning objectives of the language program in general and each lesson/activity in particular.
3. **Diversity of assessment:** Continuous assessment requires the use of a range of different assessment methods to gather valid and reliable information about the students' language ability.
4. **Shared criteria:** Teachers are required to share assessment criteria with their students.
5. **Feedback:** Feedback is an essential component of continuous assessment
6. **Self reflection:** continuous assessment creates opportunity for learners to manage their own learning and reflect back on their performance.

As to James (2003, cited in Fisseha, 2010) in implementing continuous assessment the following can be used as guiding principles:

- Ensure that assessment procedures promote and reward desired learning activities and outcomes,
- Communicate assessment requirement clearly to students, and
- Strive for providing effective feedback and comment to students on a continuous basis

According to the National Institute for Educational Development (NIED), Ministry of Basic Education and Culture (1999), Republic of Namibia, good continuous assessment has the following principles. Continuous assessment is expected:

- to inform teaching and improve learning while there is still time to do so.
- to use graded assessments that are based on several methods of assessment; for different purposes and
- to be valid, reliable and fair.

2.4. Continuous Assessment Devices

There are different kinds of assessment devices which can be involved in continuous assessment. Specifically, the assessment devices which are used in language teaching process can be of different kinds. The classification depends on the purposes for which the assessment is designed to serve. Using these devices teachers collect reliable information about the knowledge and skills of students. (Nitko, 2005 and Plessis et.al.2003, as cited in Habtamu, 2009) One assessment device may enable teachers to assess a certain learning objective than another assessment device.

Since it is impossible to discuss all the different kinds of continuous assessments devices identified by many scholars in here, only some of them will be explained in this part.

2.4.1. Project work

As to Ministry of Basic Education and Culture of Namibia (1999) Project work involves giving the students a project to complete in a specified amount of time. It provides a great chance to use and practice what they have learned in real life situation.

It encourages students to bring real problems in to language classrooms. Project can involve various kinds of the activities students do in a project work. In project work, students have to use their initiative to identify problems they wish to solve or questions they wish to explore, decide

on the information, materials, equipments which they need and-how they can obtain them use this information to plan the work, attempt to solve the problem or answer the question and present their results coherently.(ibid)

2.4.2. Observation

Clear behavior or students' performance can be directly accessed through observation. It helps the teacher to document and reflect systematically upon classroom interactions and events as they actually occur rather than as we think they occur. (Burns, 1999 as cited in Dagne, 2009)

As to Harmer(2001) observation enables the teachers to decide how to collect the data they need. Besides, he stated:

When we observe, we can record who speaks when in class, how many times each individual student asks for the teachers help ... count how many times certain specific items of language are used We can watch and make written records of student's language production in general. (p.364)

2.4.3. Interview and Conference

Conferences and interviews, according to Smith (1996), Allerson and Grabe (1986) and Shaaban (2001) as cited in Mbea (2008), provide opportunities for one-on-one interactions where the teacher can learn about a student's communicative abilities.

As Spandel and Stiggins(1990, cited in Dagne, 2009) individual achievement and needs can be assessed by teacher- student interviews or conference. Teachers can see students' perceptions of their own processes and products of learning. Short conference can occur while students are reading, writing, listening and speaking. Extended interviews about their processes and products can be organized in to each class period. The questions asked by teachers promote students reflection up on what they understand and how they work and learn.

2.4.4. Reflective Journals

As to Burke (1999, cited in Habtamu, 2009) reflective journals are responses to pieces of literature, description of events, reactions to events, reflections on personal experiences and feelings, and connection of lesson learned with life outside the classroom.

According to Genesee and Upshur (1996, as cited in Dagne, 2009), journals are written conversations between students and teachers. Richards and Lockhart (1996) stated that keeping a journal has two main purposes. These are:

- Events and ideas are recorded for the purpose of later reflection.
- The process of writing itself helps trigger insights about what has been learned

2.4.5. Oral Questioning

Certainly, the use of open-ended oral questions during instruction is a vital continuous assessment procedure. Elliot et al.(2000, cited in Dagne, 2009) oral questioning in instructional process joins assessment and instruction, stimulates participation in instruction, provides teacher immediate feedback on effectiveness of teaching. And also these scholars suggest three basic factors for the successful implementation of oral questioning in the assessment procedure. These are the use of clear questions, representative sample of questions to each student, and provision of enough time for students' response.

2.4.6. Portfolio Assessment

Portfolio is a meaningful collection of students, work that demonstrates the knowledge and skills students require in English language classroom. In similar way, Puhl (1997) explains that portfolio is a meaningful collection of student's work to give a complete picture of what a learner has achieved. Puhl also adds that portfolio consists of peer and self-assessment and these may become a workhouse of continuous assessment.

Portfolios also enable students to become actively involved in assessment and learning. Gottlieb (1995) cited in Phul (1997) additionally lists six advantages of portfolio assessment in their descending order of complexity. These are collecting, reflecting, assessing, documenting, thinking and evaluating.

2.4.7. Self-assessment

Puhl (1997) says self-assessment is an assessment method which offers, among other things, numerical scales and checklists. It can also use a 'yes' 'no' checklist or it can have an open ended format. On the basis of the learning outcomes expected of him/her, a student can assess him/her self using the given lists of checklist.

Furthermore, student can be given materials which guide them in making their own judgment about their performance. They can also be asked to explain how well they think they have been performing in their learning. In self-assessment process, a teacher can also tell his students to add a written comment on their performance, giving their own assessment of that performance. (Harmer, 2001, p.103)

2.4.8. Peer-Assessment

One way to obtain information about students' learning is to use peer assessment. It is an assessment type that allows students to assess their classmate's work. Puhl (1997) defines peer assessment as:

...is a response in some form to other work. It can be given by a group or an individual and it can take any of a variety of coding system: the spoken word, the written word, checklists, questionnaires, non verbal symbols, numbers along a scale, colors etc (p.7)

Peer assessment can promote the building of learners' ability of making independent judgment of their own and others' work.

It also enables students to take control of their own learning. In line with this, Brown & Hudson (1998, as cited in Brown, 2000,p.415) stated that there are a number of advantages of self and peer assessment: speed, direct involvement of students, the encouragement of autonomy, and increased motivation because of self-involvement in the process of learning.

2.4.9. Quizzes and Tests

These are the widely used CA devices in language classrooms. Their difference is in the purpose for which they are designed rather than their item content. Students are informed about tests in advance in order to prepare well. Tests also cover a limited unit or part of instruction. However,

quizzes may not be announced or told beforehand. They can be given in written form or in oral medium.

With regard to good tests and quizzes and their values, Headge (2000) contends the following:

... the opportunity for learners to show how much they know about language structure and vocabulary, as well as how they are able to use these formal linguistic features to convey meanings in classroom language activities through listening, speaking, reading and writing, is identified by the results students get from tests and quizzes. (p.378)

2.5.Feedback in Continuous Assessment

Ellington and Earl (1997 as cited in Dagne, 2009) the crucial seek of continuous assessment is to give feedback to learners. On the basis of the results of continuous assessment the teacher can provide feedback to students in order to improve learners' weaknesses. If assessment and feedback go together, the teaching-learning process produces greatest effect.

Nitko (2004) cited in Fisseha (2010) continuous assessment is a good practice if assessment procedures provide feedback and comments to students about their learning. In order to improve learning by feedback, learners must be given chance to review both correct and incorrect performances. Feedback should always contain ways for improving learning in the future.

Hedge (2000) cited in Yidnekachew(2014) pointed out that the feedback from classroom based CA has an important role to play. Continuous feedback should try to provide students with an indication of where they are in relation to achieving learning outcomes where they need to growth to and how they will be able to reach the expected level.

Therefore, teachers who show only grades or marks are not providing enough feedback to help improve student learning

The purpose of feedback is also described by Lissitz and Sehater (2002 as cited in Habtamu 2009) Feedback is a powerful tool in helping students' development. Teachers should guides innovative feedback related to the criteria for the tasks so that students will know where they stand and those areas they need to work on so that students revise their work.

2.5.1. Giving and Receiving Feedback in Continuous Assessment

The aim of continuous assessment is to provide feedback. According to Broun, Bull and Pendlebury(1987) as cited in Habtamu (2009), is to help students to improve his or her learning; to realize this objective, feedback has to be useful and acceptable to the receiver; to meet these criteria, again feedback has to be specific, accurate, timely, clear, focused up on the specific, accurate, focused up on the achievable and expressed in a way which will encourage a student to think and change his mind.

And also as Sadler (1998) cited in Habtamu(2009), feedback must be for both teacher and learners. The information gained from the students by using alternative tools of assessment is a feedback for a teacher. A decision made by a teacher or peer and provided to the student to improve his or her learning is a feedback to the student

2.5.2. Strategies for providing feedback

Race (2001 as cited in Dagne,2009) outline the strategies for providing feedback as follow:

Timely

Feedback will be more helpful if it is given right away. This is a process in continuous assessment. When feedback is received very quickly, it is much more effective as students can still remember exactly what they were thinking as they addressed each task

Intimate and individual

Feedback needs to fit each student's achievement, individual character and personality.

Empowering

If feedback is intended to strengthen and consolidate learning, we need to make sure it doesn't reduce learning down.

Oriented to Opening doors, not closing them

The words we use when giving feedback can affect the communication between the evaluator and the student negatively, so we should be careful with the words we use when giving feedback to students. (e.g. words like poor, weak, stupid etc should not be used)

Manageable

Providing and producing feedback to students can take all the time and energy of teachers. it is an endless task. From students' side, as well, getting too much feedback can make students unable to select or sort the important feedback from the routine feedback

In general, when the issue of using CA is raised, the idea of giving feedback to learners will also be raised. If the feedback which we give students is needed to bring the intended learning outcome, it should be handled and used carefully.

2.6.Research Findings on Continuous Assessment

Different scholars have contributed in different studies regarding Continuous Assessment from different perspectives. They came up with

2.6.1. International Research Findings on Continuous Assessment

Various researches have been conducted in different countries regarding continuous assessment. For the purpose of this study the findings of some studies have been dealt with.

The aim of the study conducted by Zakhe's (2007) was to pursue an investigation into the role of continuous assessment in the primary school. From the findings of the empirical research it emerged that educators need to be adequately qualified for the successful implementation of continuous education in the primary school. Educators must have the necessary skills to manage continuous assessment. As to the recommendation of the study the effectiveness of continuous assessment mainly depends on adequately equipped educators. As a result, training has to be provided in different ways. Besides, sufficient material resources should be made available to educators for the successful implementation of continuous assessment

The study which was carried out by Mwebaza (2010) was to explore the assessment practice in “A” level secondary schools with the major focus on Continuous Assessment Strategies. The study specifically sought to find out the different assessment strategies and their contribution to students’ performance. It was conducted in Masaka district of Kampala. The findings of the study revealed that numerous Continuous Assessment Strategies (i.e. the written tests, recap exercises, take-home assignments, check lists, observation, presentations and projects) were being used in “A” level secondary schools. Findings of the study also showed a positive relationship between some of the continuous assessment strategies used and students’ performance. Many teachers of “A” level secondary schools in Masaka utilized various continuous assessment strategies to enhance their students’ performance. The researcher concluded that continuous assessment strategies positively contribute to the performance of students. It was recommended that regulations and policies should be put in place so that all schools can benefit from the practice and a uniform policy should be emphasized. Also training for teachers should be encouraged especially in the use of continuous assessment strategies.

2.6.2. National Research Findings on Continuous Assessment

Different researchers from different parts of our country have conducted their study on continuous assessment. As a result, the findings of some researchers have been seen as follow.

As to Takele(2012) the main purpose of his study was to investigate the State of Continuous Assessment Practice in secondary schools of Oromia Special Zone Surrounding Finfinne. And his study major findings were: Most teachers had incomplete understanding about continuous assessment in that they concentrated on summative components of assessment; they didn’t include a variety of continuous assessment tools in their plan and did not use in the class room activities. Thus, the practice of continuous assessment is low. Moreover, it was found that most of the teachers considered continuous assessment as a series of paper and pencil test activities to measure students’ performance. Most teachers see continuous assessment as tiresome and more time consuming. Regarding continuous assessment guideline, almost the majority of teachers replied that there was no continuous assessment guideline to measure practical skills. There was a great difference among schools in practicing continuous assessment from planning up to implementation.

Tefera's(2014) study examined teachers' perceptions and practices of continuous assessment in mathematics class of four general and preparatory schools found in North Shoa zone, Dera Woreda. Based on his findings, it was concluded that the mathematics teachers were not used different assessment method and techniques of continuous assessment in their Schools. Finally, he recommended that the principals and education office should frequently organize workshop and seminars for serving teachers on the perception and practice of continuous assessment in their schools.

In the same year, Yidnekachew(2014) conducted his research with the intention to investigate grade 9 English language teachers' practice of continuous assessment (CA) in reading classes of two secondary schools which are found in Ilu Aba Bor Zone. The results of his study indicated that teachers' understanding of the principles and purposes of CA were insufficient. Besides, there was a gap in the implementation of CA in their reading classes properly. From the results of the study, teachers had experience in supplying feedback for their students based on the effect of the assessment but the provision was below expected. Even though there are various assessment devices in assessing reading skills, a few of them were only implemented in the reading classes, namely tests and quizzes, group assignment and think aloud predominantly. Furthermore, the finding of the study indicated that large class size and high teaching loads were identified as the main impeding factors of the implementation of CA in their reading classes.

Chapter Three: Research Design and Methods

This part focuses on the methods that were used in the study. It includes the research design, the instruments of data collection, the sampling techniques and the method of data analysis. The study was conducted in Ilu Aba Bor Zone, (Mettu and Alge Sachi towns), which is located in south west of Ethiopia, at a distance of 600kms from Addis Ababa.

3.1.The Research Design

This research employed a descriptive survey research design. In descriptive survey method attitude, practices, opinions, etc can be seen. In line with this, Kumar(2006) states that descriptive surveys or studies also serve as direct sources of valuable knowledge concerning human behavior. Thus, as the study aimed at exploring the practice of CA among English Language teachers, descriptive survey method was used to reveal their practice.

3.2.Participants of the Study

The study was carried out in Mettu and Alge Sachi Preparatory schools in Ilu Aba Bor Zone which is located in the south west part of Ethiopia. The primary sources of the data for the study were all grade 11 English language teachers and grade 11 students. Whereas the secondary sources were school documents, such as teachers' mark list, students' profile, lesson plans and other policy documents.

3.3.Sampling Technique

Based on the data taken from Ilu Aba Bor Education Office, there were ten preparatory schools. Out of them, Mettu and Alge Sachi preparatory schools were selected purposively because they contain high number of grade 11 students and the location of these schools is the nearest to the researcher's work place.

Table 1: School Sample Size Determination

No	Name of Preparatory Schools in Ilu Aba Bor Zone	Total No of Grade 11 Students
1	Mettu	369
2	Alge Sachi	120
3	Gore	65
4	Yayo	63
5	Dorenni	36
6	Bure	35
7	Becho	31
8	Hurumu	29
9	Nonno Selle	26
10	Darimu	26

(Source: Ilu Aba Bor Zone Education Office 2009 E.C Educational Statistics)

Moreover, the number of grade 11 English language teachers was greater when it was compared with others. Henry (1990) confirmed that the larger the sample the more accurate the results.

Based on that fact, six English language teachers were taken for this study by comprehensive sampling as they are available in the schools. Regarding students', there were 369 and 120 found in the respective schools. Totally, there were 489 students in both schools in 9 sections. Out of them, 20%, that is, 98 students were selected using random sampling technique, as they were in the same class level under the same school curriculum. As Kumar (2006) describes that descriptive research typically uses larger samples; it is suggested that one should select 10-20 percent of the accessible population for the sample.

3.4.Data Collection Instruments

The instruments used to collect data for the study were questionnaire, interview, classroom observation and document analysis. In order to supplement the data gathered using questionnaires, interview questions were prepared. These questionnaires and interviews were developed on the basis of the objectives. In addition to this, classroom observation was conducted to see the realization of continuous assessment in the language classrooms. The classroom observation was also intended to verify if the responses given to the questionnaires and the interviews were actually seen in the real language classroom situations. And, also document analysis was used so as to see their CA practice with evidences.

3.4.1. Questionnaire

To triangulate the data what was obtained through teachers' interview, class room observation and document analysis questionnaire was used to collect data only from the students. There were 21 items which include both close-ended and open-ended types. The close-ended questions were formulated to obtain information about the general views regarding the current practice of implementing continuous assessment in language classes. Besides, the open-ended questions were prepared to produce honest and personal comments from the respondents concerning the impacts of CA on students' language learning and investigating the problems that face the language teachers in their implementation of CA.

Before the questionnaire was administered to the sample 98 students, it was translated in to their vernacular (Afan Oromo). This was done to help students understand the questions easily (See Appendix-B).

The students' questionnaire has four parts consisting of 21 items (see Appendix-A). The first part contains eleven close-ended items which were framed in Likert scale type with five points (strongly agree, agree, uncertain, disagree, strongly disagree). This part focuses on understanding of the principles and purposes of CA. In the second part of the questionnaire, five close-ended items with five options (Always, usually, sometimes, rarely and never) focuses on teachers' implementation of CA. The third part of the questionnaire consists three close-ended items which focuses on how frequent teachers CA devices. The fourth part includes two open-ended items that focus on whether their English language teachers implementation of CA bring

improvement on their language learning and the major hindering factors affecting the implementation CA in language classes.. All close ended and open ended questionnaires were analyzed through qualitative and quantitative methods. Before administering it, the purpose of the study was briefly discussed to minimize low response rate in order for the study to be valid

3.4.2. Classroom Observation

The goal of the class room observation was to check whether the teachers practice continues assessment in their real class room or not. The use of the results from observation was more accurate than other research instruments .In line with this, as to Kothari (2004), observations are important tools that can be employed in descriptive research and other qualitative research types for gathering genuine and pertinent data on teachers' and students' behaviors in the actual setting. As a result, structured observation checklist which consists of main categories with two scales showing agreement and disagreement, i.e. "Yes" and "No" was designed to examine the practice of CA. This is because of structured observation enables to observe all language class setting mainly the assessment mode of the teachers. It uses coding method to identify whether the intended practice of CA is implemented based on the guide line and also makes easy to quantify the data. Accordingly, the classrooms of three teachers were observed for two periods each.

3.4.3. Interview

Interview is one important research tool employed in order to get in depth information from the respondents. For this reason, Semi-structured interview was used for all English language teachers. Basically, semi-structured interviews provide some kind of comparison across the participants' responses to the same questions. In addition, it is likely to find out about some things in more depth and so will get richer information.

In line with this, Burns (2010) confirmed that this tool is likely to find out some things in more depth and so will get richer information. The interview prepared for the teachers consists of thirteen semi-structured questions. The questions required to explain their awareness about continuous assessment and how often they implement it. Besides, their feedback provision and challenges during implementation were in focus.

3.4.4. Document Analysis

Document analysis is one of the tools used when current documents and issues are the focuses. Likewise, in this study, in addition to the information that was obtained from the respondents with reference to the implementation of continuous assessment in language classes, document analysis was conducted in order to get confirmation across other tools.

This instrument was especially designed to see whether or not English language teachers used different assessment tools to collect assessment information. The aim of developing this instrument was to see the documents used by the teachers such as mark lists, student's notebooks, daily lesson plan and tutorial given formats so as to see the implementation of CA. So, the researcher developed criterion which helps to analyze teachers' documents of CA. The questions consisted of eight items with "Yes and No" answer mode.

3.5.Data Collection Procedure

Firstly, to test the validity and reliability of the instruments, a draft of the questionnaires, interview guidelines, classroom observation checklist and document analysis checklist were sent to the adviser and also distributed for senior graduate students and to the researcher colleagues. They commented that the instruments were lacks consistency, and clarity in some aspects. Based on their comment the necessary correction was done to improve the validity and reliability of the instruments.

Then, the researcher contacted the schools directors' and explained the purpose of the study before conducting it. This helped the researcher in order to collect the data effectively.

To collect reliable data, observation was carried out before the teachers were interviewed and students filled in the questionnaire. Then, the researcher requested the teachers to show their continuous assessment documents, lesson plan, tutorial given formats and sample students note books. Then, the questionnaire prepared for the students was translated into their vernacular language (Afan Oromo). This was done to enable the students understand the questions well and to help them to give the exact responses required, and it was distributed for 98 students. Next, for the interview which was tape-recorded while it was being conducted, the selected informants were asked for their cooperation and an appointment was set to meet on the convenient time.

3.6.Methods of Data Analysis

Data was analyzed through qualitative and quantitative methods. The responses of close-ended questions and observation checklist were tabulated and analyzed using statistical tools such as percentages and mean values. However, the analysis of the data that was collected using semi-structured interview, open-ended items of the questionnaires and document analysis were analyzed using qualitative method of data analysis since these tools comprise the respondents' ideas, beliefs and views which cannot statistically analyzed.

3.7.Ethical Consideration of the Study

During my research, some ethical considerations were taken. To undertake this research in the target schools, first, the researcher needed to get official permission from different bodies before data was collected. To obtain permission from head teachers or principals of the schools the researcher contacted with them. Second, the purpose of the study was explained before the data collection process would begin. Then participants got sufficient information about the research. Therefore, they could participate or non-participate, or had the right to withdrawal from the study at any time without being penalized. The participants were oriented briefly about the purpose of the research and data collection method. When the results presented, teachers' names and the names of the respective schools were exchanged with numbers and letters to protect their privacy.

Chapter Four: Results and Discussions

The primary objective of this study was to assess the practice of continuous assessment of Grade 11 EFL teachers both in Mettu and Alge Sachi preparatory schools. To achieve this, questionnaires consisting of closed and open-ended items were distributed to sample of grade 11 students of the mentioned schools. Moreover, these were supplemented by semi-structured interview, document analysis and classroom observation results.

Accordingly, 98 grade 11 students responded to the questionnaires and this was assumed to be adequate for the analysis. The data collected through the questionnaire were first categorized and depicted on various tables so that it could be understood easily, and then various statistical tools were used for analysis. The data obtained from the interview of six English language teachers, document analysis and observations were also narrated or quoted so as to substantiate the data obtained from questionnaires.

The analysis was made in terms of the following basic research questions raised in the first chapter of the study.

4.2 Results of the Study

4.2.1 Regarding Understanding of the Principles and Purposes of CA

4.2.1.1 Teachers Responses Regarding Understanding of the Principles and Purposes of CA

Certain questions were forwarded for the teachers in order to see the extent of their understanding of the principles and purposes of CA. The items particularly focused on general principles and purposes of CA.

Under the basic concept, how they understood CA was raised and all of the participants indicated that they had adequate understanding of the principles and purpose of CA in their language classes. As one of the respondents replied (T6):

As a teacher our main task is to ensure that all learners learn. And this can be realized through various teaching methods. However, to know whether the learners are learning, we, language teachers require continuous assessment to inform us the learners' progress in their language skills. (Interviewed on March 13, 2017)

The interviewed teachers (T2) also indicated that CA is a process of getting information about students' performance on a daily basis. Besides, one of the teachers (T3) told, "As to my understanding, CA is a way of assessing how the process of teaching and learning is progressing." (Interviewed on March 14, 2017)

As they made clear, CA helps teachers to assess their teaching methodology and their students' learning in order to take the right measure at the right time. Thus, it is easier for one to understand that the EFL teachers in the schools had awareness of CA.

However, certain misunderstandings are revealed within data obtained using other devices which was used for triangulation to confirm the result. For instance, in other interview question it was requested to react on what they do if their students fail in the first CA. The direct responses of all the respondents were as follow:

As to one of the respondents (T1)

"Practically, it expected from all teachers to organize tutorial classes for those students. But this is not always applicable. Sometimes we may do but doesn't have in regular way. Rather I give re-exam. "

The other respondent replied (T2)

"Frankly speaking, I always prepare myself for two different grades. This by itself takes more time. In addition, I participate in different committee works. There is no sufficient time. The only thing I do is retest them."

And again the other respondent replied (T3)

"From my experience, when I call on tutorial program for less performing students, only few of them attend the class. For this reason, I would rather give other test than teaching the students again. "

Similarly the other respondent replied (T4)

"As I said earlier, I teach 25 periods per week, so it is difficult to give them supplementary class. And I simply prepare some questions and give them again."

The other respondent (T5) said the he arranged re-exam for them.

From the above responses of the informants, majority of them (5 out of 6) 83.3% replied that they only give re-exam or re-test for those who could not succeed in the assessment.

On the contrary one of the respondent said (T6)

“In fact, I arrange tutorial classes to revise what the students did not understand and assess them again.”

In general, from the above, one can easily understood that most of the teachers did not use CA to diagnose and remediate areas of learners weakness.

In addition, the teachers were asked whether CA can guide (reshape) their teaching method. Most of them (5 out of 6) 83.3% assured that CA could direct their language teaching methodology. And they believed that CA is indispensable in their language teaching. The result they obtained from CA enabled them to judge to what extent how they presented the content made the lesson understood among the students. (See Appendix F)

However, what they told contradicted with the response they gave for other question within the same tool. For instance, all the teachers (100%) did not give opportunity for the students to comment on their teachers’ language teaching-learning process. For instance, the response of all the informants discussed as follow:

The first respondent (T1) told:

“I teach in different grade and this needs daily preparation by itself. If I take students written comments, it adds another burden upon me. So, I do not give the chances.”

The second (T2) told:

“I think students comment is valuable for improving class room lesson but I haven’t implemented it yet.”

The third (T3) told:

“I do not give a chance for them. I simply teach on my way.”

The fourth (T4) respondent told:

“No, it is difficult to read all the comments of the students. They are many in number. I think it is not good way to check the effectiveness of my teaching.”

The fifth (T5) respondent told:

“In my side, I have not given the chance to write comments because when I request students to write comments, as such valuable ideas are not forwarded from my experience.”

The sixth (T6) respondent told:

“In fact it is good to take students comments to improve teaching learning process, but I have not tried to give this opportunity for them.”

This implies that the teachers fail to understand the importance of students' comments in improving the teaching learning process. From the above Even though students are first line beneficiaries and their comments are vital for better teaching learning process, all of the teachers were considered as if students did not know anything about their language learning and teaching.

4.2.1.2 Students' Responses regarding their English Language teachers Understanding of the Principles and Purposes of CA to assess their Performances.

In this section of the questionnaire, 11 items were presented which focus on teachers' practice as to why they use CA from students' perspectives. Table 2 shows the students' responses to the extent their teachers' practical implement CA in line with the basic principles.

Table 2: Summary of Students' Responses Regarding CA

No	Items	Response in	Alternatives			
			Agree	Neutral	Disagree	Total
1	My teacher usually encourages me to make self assessment.	F	17	19	62	98
		%	17.4	19.4	63.3	100
2	My teacher gives me feedback on my progress in continuous assessment	F	31	18	49	98
		%	31.6	18.4	50	100
3	I feel that my teacher uses CA to label or grade us, not to see our language learning progress.	F	59	6	33	98
		%	60.2	6.1	33.7	100
4	If I don't pass in one CA, my teacher gives me other supplementary activities.	F	12	9	77	98
		%	12.2	9.2	78.6	100
5	I feel that my teacher and I negotiate how our assessment results are going to be scored and graded.	F	7	3	88	98
		%	7.1	3.1	89.8	100
6	I believe that my teacher uses CA to identify my strong and weak sides in my language learning.	F	10	14	74	98
		%	10.2	14.3	75.5	100
7	To improve my learning in English better than my performance in summative assessment, my teacher gives me different CA devices.	F	8	7	83	98
		%	8.2	7.1	84.7	100
8	I feel that my teacher uses CA device to make me feel responsible and self motivated.	F	10	12	76	98
		%	10.2	12.2	77.6	100
9	My teacher has given me the chance to work on tasks cooperatively with my peers.	F	83	5	10	98
		%	84.7	5.1	10.2	100
10	I am not worried when my teacher gives me more tasks in CA than in conventional assessment.	F	80	3	15	98
		%	81.7	3.1	15.3	100
11	I feel that my teacher uses CA in English class in order to make students depend on the work of others	F	66	8	24	98
		%	67.4	8.2	24.5	100

N.B (f=Frequency and %= Percentage)

Self and peer-assessment encourage learners to become more responsible for their own learning (Wilkes, 1995). However, as can be seen from Table 2, the data revealed that regarding item 1 more than 50% of the respondents were not being encouraged to make self assessment. And this reduces accountability of their learning. Moreover, as to responses from teachers' interview except one interviewee, almost all of them (5 out of 6) 83.3% replied that they did not give much emphasis on encouraging their students to take part in self assessment. For instance one of the teachers (T4) said:

*I do not give a chance for them to assess themselves because the number of the students per class is above standard and this may cause the class noisy.
(Interviewed on March 13, 2017) (See Appendix F)*

Besides, in real classroom observations it was noticed that students were not inspired to assess themselves. All the observed teachers did not let their students in assessing themselves. Furthermore, sample students' notebooks were taken in document analysis so as to see whether their teachers made them mark their friends' activities on their notebooks. And students were not reinforced to do so.

As can be seen from Table 2, in item 2 out of the 98 students, 50% of them disagreed with their teachers' provision of feedback on their progress in CA. And 18.4% replied that they were uncertain whether their teachers provided them feedback on their English language learning progress. It was only 31% of them that agreed that they were given feedback on their progress with CA.

It is possible to understand from this that teachers didn't often give feedback to their students. One of the objectives of using CA to assess students' performance is to give feedback which helps to improve learners learning and teachers' teaching.

Similarly, it was attempted to see whether sample teachers provide oral or written feedback through real classroom observation and document analysis respectively. And the provision was not duly addressed. In line with this, sample note books of the students were seen and no significant feedback was provided. However, if feedback provision is not given with due consideration, the teaching learning process may not be successful in the intended way. Hopkins and Harris (2000) confirmed that feedback is an essential component of CA which leads students to recognize their next steps and how to take them. Besides, Nitko(1994) stated that one of the objective of using CA is to assess students performance.

In item 3, 60% of the respondents disagreed that their teachers did not use CA to see their language learning progress but rather to label or grade them. Such practice, however, contradicts with Murphy (1995) who states that the basic purpose of using CA is to continuously follow students' learning progress so as to identify those students who have and have not mastered a particular knowledge and skills and respond quickly and efficiently to students' learning problems and hence improve their learning. In other words, continuous assessment enables language teachers know what the learners have acquired and what they have not mastered yet.

It is true that supplementary activities enable learners to distinguish what they fail to understand, and let the students to give emphasis as much as possible. However, in item 4, 77% of the respondents have responded that their teachers did not give them other supplementary activities as an alternative when they did not succeed.

In item 5, 89.8 % of the respondents replied that they did not negotiate with their teachers how their assessments were going to be scored and graded. As to NIED (1999) when students are involved in the setting of grading criteria, and are told what part of the assessment activity the teachers will give marks for, they work hard to achieve those criteria. They come to know or guess which part of their work fulfilled the criteria set and which did not.

Theoretically as well as in practice, continuous assessment provides a great deal for both the learners and teachers. Particularly, it is where students ascertain their strong and weak sides in their language learning indeed. On contrary, in item 6, more than 70% of the respondents replied that their teachers did not use CA so as to help them to identify their strong and weak sides.

On the teachers' part, all of the teachers under study were asked how they identified strong and weak sides of learners' language learning. All most all replied that they identified and classified their students based on their achievement. For instance one of the respondents (T1) said:

*I classified my students into high, medium, and low achievers based on their performance. And, gave them support where their weak sides appeared.
(Interviewed on March 13, 2017)*

Similarly, all the teachers (100%) responded that they grouped their students based on the result they achieved because it is expected from all of them to do so (See Appendix F). In fact, teachers' document revealed that the whole class students were classified under three (Low, Medium and High) categories. (See Appendix H)

On contrary, the document analysis of teachers' tutorial class did not show whether the teachers arrange any tutorial classes for less performing students, especially regarding their language skills. Obviously, teachers are expected to assess their learners daily in order to find out their weaknesses and strengths and to give remedial and enrichment activities. Likewise Nitko (2005) also asserts that teachers need to have an understanding about assessment information so as to use for improving learning and guiding teaching.

Item 7 in the above table revealed that 84.7% of the respondents replied that they disagreed in their teachers' usage of various types of continuous assessment devices. It is also confirmed that most of EFL teachers in the interview told that large class hindered them not to use a range of devices with the intention of addressing the expected needs. Five of the teachers told that they have used mainly group work and tests as CA device to assess the language performance of their students. And said that they did not use other alternative CA tools like self assessment and individual presentation, etc to make students show their potential because the time allotted and the number of the students per class was not proportional.(See appendix F)

However, different scholars in this area assured that deploying various continuous assessment devices systematically enable learners to advance their language proficiency. Along the lines of this, Alastair(2008) states that teachers' using formative assessment approaches and techniques better meet diverse students' needs through differentiation and adaptation of teaching in which high level of student' achievement and greater equity of students' outcomes are realized.

The majority of the respondents, 77.6%, told that their teachers usage of CA devices did not make them feel responsible and self motivated. According to the scholars of the field, making students aware of what is expected of them in CA process is vital in helping the students to become responsible for their own learning and in monitoring the progress they are making in their learning. (Item 8.)

In item 9, 10.2% of the respondents reported that they did not get chance in CA to work on tasks cooperatively, with their peers. 84.7 % of the student respondents reported that they get chance in CA to work on tasks cooperatively, with their peers.

Most of the respondents, 81.7% of them reported that they were not worried when their teachers assess them CA as it addresses the students' needs and interest more than conventional assessment (item 10). Obviously, from its very nature of conventional assessment it sums up what has been happening and too infrequent and come too late for action.

In item 11, 67.4 % of the respondents responded that there is no individual accountability in CA, students depend on work of others where as 24.5 % of the respondents disagree with this. However, Plessis et al. (2003) ascertain that CA encourages students to be autonomous and accountable for their learning if it is well planned organized, and implemented.

4.2.2 Students Response Regard to “How Frequent Teachers use CA”

Table 3: Students’ Response of why Teachers Implement CA

No	Items	Response in	Alternatives					Mean (X)
			Always	Usually	Sometimes	Rarely	Never	
1	Giving remedial teaching	N	2	9	10	29	48	1.86
		%	2	9.2	10.2	29.6	49	
2	Planning instruction for the next lesson	N	14	21	28	19	16	2.98
		%	14.3	21.4	28.6	19.4	16.3	
3	Evaluating his/her teaching methodology	N	10	15	26	24	23	2.64
		%	10.2	15.3	26.5	24.5	23.5	
4	Monitoring students learning	N	33	24	19	17	5	3.64
		%	33.7	24.5	19.4	17.3	5.1	
5	Evaluating the extent to which I can put what I learnt into practice in real world situation	N	9	10	28	16	35	2.41
		%	9.2	10.2	28.6	16.3	35.7	
Average Mean								2.71

N.B (N=numbers, %= Percentage and x=mean)

In Table 3, almost the nearest of half (49%) of respondents confirmed that their teachers never use CA to identify which students need review and remedial teaching (Item 1). Similarly, while analyzing teachers’ document, the researcher had seen that all the teachers classified their students into three: low, medium and high achievers (See Appendix H). However, nobody was designed nothing to improve the low achievers but rather they gave tutorial classes based on the school schedule. In other words, the tutorial program is not need based. In spite of this, NOE (2004) outlined that continuous assessment gives an opportunity for teachers to identify learners' problems and set programs for remedial action. Furthermore, Mulu (2005) reported that continuous assessment is a vehicle for improving students’ learning through remedial assistance. It is true that EFL teachers are supposed to assess their students daily so as to find out their weaknesses and strengths and to give remedial and enrichment activities.

In item 2, it was indicated that 28 (28.6%) of the respondents told that their teachers sometimes used CA results to make decisions on the planning of instruction for the next lesson. The other 19(19.4%) of the sample students showed that their teachers rarely used the information they got from CA results to plan their next instruction

The table also shows that 26(26.5%) and 24(24.5%) respondents confirmed that their teachers used the information from CA results to evaluate their teaching methodology sometimes and rarely respectively.

The result of the data analysis also made clear that 33 (33.7%) of the respondents replied that their teachers always used the information obtained through CA results to monitor students' English language learning. 24(24.5%) students responded that their English language teachers usually use CA result for their language learning. The other 5(5.1%) of the respondents said that their English language teachers never monitored their language learning based on the information obtained from CA results.

35.7% of respondents told that their teachers did not evaluate the extent to which learners put the lesson into practice in real world situation (item5). Obviously, the main intention of language teaching is to enable learners to use the target language on their day to day basis.

The results in Table 3 show that the mean value above 3 indicates that CA was implemented adequately to the purpose mentioned. Whereas the mean value below 3 indicates that the CA was not implemented so as to address the listed purposes sufficiently. Besides, the overall mean score ($\bar{x}=2.71$) shows that the purpose CA was implemented in the language classes is below the intermediate value($\bar{x}=3$). This is to mean that the purpose as to why CA is implemented in language class might not lead to the expected learners' success. As to Plessis et al. (2003) continuous assessment is a way to ensure that all learners have opportunities to succeed in school.

Likewise, the sample teachers were asked as to why they use CA in their classes. As the teachers interviewed stated, when the practical aspect of CA in the school is considered, most of the time the results of CA was used only to record students results/grade and to decide their promotion to the next grade of learning. The teachers explained that they couldn't put the results of CA to the right purpose for which it should be put. All of them (100%) indicated that they used it only to accumulate learners' marks and to identify students who were in a position to promote to the next grade (See Appendix F).

From this finding, it is easy to understand that language teachers in the schools were not using CA for English language teaching learning improvement. But CA is the source of information for both the teachers and the students. The result helps teachers to give feedback to students, to identify learners who need special help, to give remedial teaching, and to improve one's own teaching methodology.

4.2.2.1 Realization of CA in Language Class

While implementing CA in language classes, different aspects like the alignment with the objectives, students' involvement in the process and so forth should be taken into account in planning and organizing CA.

In the interview, the respondents were asked whether they incorporate CA in their lesson plan and use it accordingly. And almost all they replied that they integrated CA in their lesson plan. (See appendix F). On the other hand, in the analysis of teachers' lesson plan, CA was not planned well and even the objectives were not clearly stated (See appendix G).

From this analysis, one can infer that CA was not integrated with instruction to be conducted on regular and systematic basis. As a result, it could not give clear image of the learners for sound instructional decision making, as well as to provide an evaluation tool for teachers to assess their teaching. Consequently, for assessment to support pupils' learning, it should be recognized as an integral part of teaching, an essential part of an effective teacher's repertoire of skills (Harrison & Salinger, 1998).

Table 4: Summary of the results of Classroom Observation on the Practice of CA

No	Items(Checklist)	Rating Scale alternatives		Total	
		Yes	No	No	%
1	The teacher tells the objectives of the lesson properly	-	3	3	100
2	The teacher informs which assessment device to be used and explain assessment criteria	-	3	3	100
3	The teacher inspires the students to assess themselves.	-	3	3	100
4	The teacher encourages students to assess their peers.	3	-	3	100
5	The teacher uses CA as the part of the teaching learning process.	-	3	3	100
6	The teacher uses different assessment tools.	-	3	3	100
7	Students are being given feedback	-	3	3	100
8	Class Size				
	8.1 Large	3	-	3	100
	8.2 Standard	-	-	-	-
	8.3 Small	-	-	-	-

In the above table, all the observed teachers were not seen encouraging the students to take responsibilities for their own learning in the classes observed. For instance, all of teachers (100%) did not encourage students to assess themselves. From this one can understand that the students were not responsible for their own learning because self assessment brings accountability.

Even though one of the purposes of assessing students' performance is to provide constructive feedback which helps the students to improve their learning performance, none of the observed teachers were doing this throughout the observations conducted.

It is also believed that teachers should inform their students about the objectives of assessment and what assessment procedures will be used. During the 6 classroom observations in which three teachers were observed two times, the teachers didn't explain to the students the kind of CA planned to be used and the criteria to be used in the assessment process.

4.2.2.2 Frequency and types of CA devices usage

From this bar graph, the result from the students' response verified that their EFL teachers were not using different assessment devices as much as possible on average. As it can be seen, the

nearest 48% and 45% respondents replied that their teachers were predominantly using group work and tests respectively.

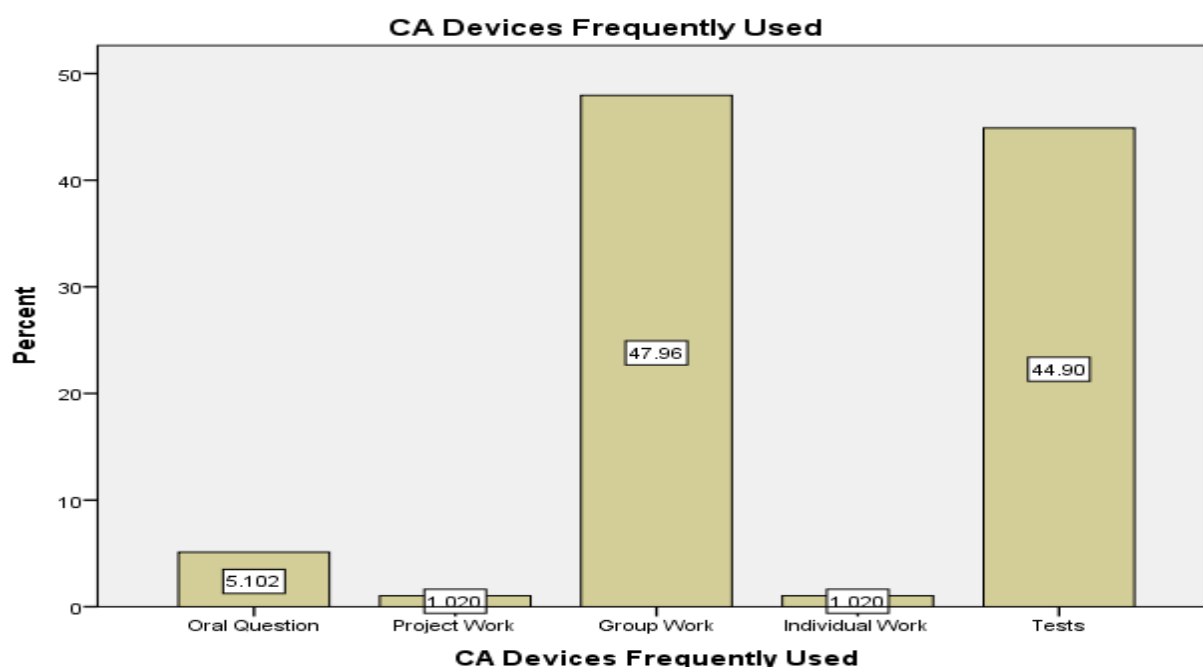


Figure 1: Students' Response of Frequency of CA Devices used

Moreover, the result from document analysis, specifically the lesson plan, has also confirmed that most of the teachers used group work in their language classes. (See Appendix G) And also the type of tool and interval of the assessment were not clearly stated in their document. (See Appendix G)

Besides, from the interview responses, majority of the teachers replied that they prefer group work to assess their students. As they said, currently education development army (which is related with cooperative learning or collaborative learning) has been initiated and used across the schools. As a result, they were mostly expected to assess them through group work as it enables them. (See Appendix F)

The findings from observation supported this result. During observation, teachers were seen to have used group work. They did not intend to use the other CA devices. (See Table 4)

Table 5 below shows how often EFL teachers use different CA in their language classes.

Item 1		Responses in	Always	Usually	Sometimes	Rarely	Never
How often does your teacher use different types of continuous assessment		%	2	3	15	73	5

In the above table, 73% of the respondents replied that their teachers rarely use different types of continuous assessment devices in their language classes.

From these all, one can infer easily that varied types of assessments were not utilized in order to develop their language skills. Using various CA devices assist teachers to find out what students have already known and can do, which part of the lesson is difficult, for students, which students are lagging behind and the strength and weakness of the students. As a result, focusing on limited CA devices may not allow students to show their language performance.

Corresponding to the above idea, in the first item of open-ended questions the students were asked whether the usage of CA by their language teachers had brought improvement in their language learning or not. In this, the students gave wide varieties of answers. However, their responses generally focused on some basic points summarized below.

Most of the students replied that their teachers' implementation of CA did not bring significant effect on their language learning. In line with this, they suggested different reasons. One of the reasons chiefly indicated by the students was lack of various assessment devices employed in their language classes. For instance one of the respondents replied

We do most of the tasks in groups, and all of the members do not take part in equally. Only active learners dominate the discussion, and we can obtain good mark. However, that doesn't increase our understanding of the topic.

Their teachers were frequently using tests and group work assignments. So, they said there was less opportunity to use the target language for communication purpose.

Accordingly it can be easily understood that their teachers' lack of various use of assessment methods did not create opportunities for a variety of learners to demonstrate their mastery of the objectives. This is to mean that the more different devices used in the language classes, the better students' mastery of language skills can exist.

4.2.3 Major Problems Affecting the Implementation of Continuous Assessment in Language Classes

The other item of open-ended question dealt with problems encounter in the implementation of continuous assessment.

Table 6 shows Students' response on the open-ended question regarding the impeding factors.

Item	Major factors frequently raised							
	Large class		Lack of sufficient time		Lack of teachers interest		Teachers work load	
	No	%	No	%	No	%	No	%
What kinds of problems encounter your teacher in the implementation of continuous assessment?	42	42.9	49	50	5	5.1	2	2

Accordingly, most of the students (50%) explained that they need to be assessed by their teachers, but insufficient time allocated to assess their language skills hinder them not to be assessed as they want. The other reason which was remarked by many students (42.9%) was large class size as the other impeding factors. Similarly, the class observation had also confirmed that the number of students in a class goes up to 60.

Likewise, one of the interviewees' teachers (T1) stated:

Because of large class, giving individual attentions to the students in the assessment process would be difficult and tiresome for the teachers. Therefore, I usually preferred to give a test, mid exam and final exam only to record mark/grade to the students. As a result, I cannot say I am in a position of practicing CA properly. (Interviewed on March 13, 2017)

Other language teacher (T4) has also confirmed:

In our school for example there are 60 students in one class. Imagine you, if a teacher wants to assess his students with in one period giving a one-minute chance for single student, nearly he needs two periods to cover the whole assessment of a single subject. (Interviewed on March 13, 2017)

In relation to this, other of the respondent (T3) said:

From many challenges related to the implementation of learners' CA in large classroom is; it takes more time to ask oral question, written, class work or any related activities to access the learners' one by one or in group. (Interviewed on March 13, 2017)

Similarly, other teacher (T6) told:

As a language teacher, I need to see my learners' progress on their language skills, but because of large class I could not do as much as possible. (Interviewed on March 13, 2017)

In general, the result of the above shows that problem of large class size hindered to implement continuous assessment. In conformity with these findings, Ellington & Earl (1997); Papworth (2005) as cited in Tefera (2014) stated that large class size is the major limiting factor that affects the use of continuous assessment. In addition, kapamblue (2006) as cited in Tefera (2014) stated that the major challenge to give continuous assessment in the classes is large class size.

From the teachers' interview response, 16.6% replied that even though the concept of CA put into operation in the schools system, there were still lack of uniformity as to how CA could be implemented and its result to be used for intended purpose. In other words, continuous assessment has not made the expected contribution to students' English language performance due to the way it was conceptualized and due also to some other inherent problems in its operation.

Chapter Five: Summary, Conclusions and Recommendations

5.1 Summary

The main intention of the study was to explore grade 11 English language teachers' practice of Continuous Assessment. To attempt this, the following specific objectives were formulated: (a) to assess grade 11 English teachers' knowledge of principles and purposes of continuous assessment; (b) to identify the extent to which teachers implement continuous assessment in their language classes and (c) to identify factors hindering implementation of CA in language classes. In order to meet the major objectives raised, efforts were also made to review the literature related to the topic of this study properly.

To achieve these ends, the following three basic questions were raised to be answered:

1. To what extent do grade 11 English language teachers have ample awareness regarding the principles and purpose of continuous assessment?
2. To what extent do grade 11 English language teachers implement CA?
3. What major problems do the English language teachers face in implementing continuous assessment in language classes?

In order to address these basic questions, two preparatory schools: Mettu and Alge Sachi Preparatory Schools which are found in Ilu Aba Bor Zone were selected purposively. From these two preparatory schools, 6 grade 11 English language teachers were selected as samples using availability sampling technique. Regarding students' participation, out of 489 grade 11 students in both schools in 9 sections 20 % (98) of them were selected using random sampling technique (Lottery method) , as they were in the same class under the same school curriculum.

To gather the necessary data, questionnaire containing 21 items were administered to the sample students. Besides, all the teachers were interviewed. Furthermore, apart from the data obtained from the respondents regarding planning assessment, assessment devices and arranged tutorial classes; document analysis was conducted. In addition, observation was carried out to see the availability of expected practice of various assessment devices and to cross-check the

responses secured from the respondents through the other data collection tools with reference to impeding factors especially class size.

Accordingly, the responses obtained from the sample students through the close-ended items of the questionnaire were tabulated and analyzed using SPSS version 20. Furthermore, the data collected through the open-ended items of the questionnaire, interviews of the sample teachers, document analysis, and observation were incorporated to substantiate the data obtained using the close-ended items of the questionnaire. Finally, after analyzing and interpreting the data, the findings were identified in order to conclude and forward recommendation.

On the basis of the review of literature and the analysis of the data, the following major findings were obtained from the study.

Regarding English language teachers understanding of the principles and purposes of CA from the students' point of view discussed with related items from teachers' interview, classroom observation and document analysis as follow:

1. The findings from data analysis indicated that 63.3% of students replied that their teachers did not usually encourage them to make self assessment. More than half of the respondents in interview, 5(83.3%) of the English language teachers did not give much emphasis on encouraging their students to take part in self assessment.
2. Half percent of the respondents replied that their teachers did not give them feedback on their progress in CA. From the three teachers being observed while they are teaching, no one provided feedback timely. Besides, from document analysis, nothing was seen as feedback.
3. 60.2% of the students felt that their teacher uses CA to grade them, and all (100%) the six English language teachers responded that they use CA to label them rather than to see their language learning process.
4. The findings of the study showed that 78.6% of the students replied that their teachers did not give them other supplementary activities to support them when they did not pass in CA. And also 83.3% (5 out of 6) of the teachers replied that they only give them re-exam

when their students could not succeed. In document analysis all (100%) of the teachers did not arrange tutorial classes so as to help less performing students in language skills.

5. 89.8% of respondents replied that their teachers did not negotiate with them how their assessment results were going to be scored and graded.
6. 75.5 % of the students did not believe that their teachers used CA to identify their strong and weak sides in their language learning. However, all (100%) the teachers replied that they identified and classified their students based on their achievement using the format.
7. As 84.7% of the respondents replied, their teachers did not use various CA devices to improve their language learning. Similarly, 48% and 45% of the respondents showed that their teachers were predominantly use group work and test respectively. Five of the teachers (83.3%) told that they have used mainly group work and tests as CA device to assess the language performance of their students.
8. The findings of the study showed that 84.7 % of the student respondents reported that they get chance in CA to work on tasks cooperatively, with their peers. However, in other item 67.4 % of the respondents responded that there is no individual accountability in CA; students depend on work of others.
9. The various purposes as to why CA was implemented in language class were below the average (see Table 3). Similarly, of different purpose of CA, all the teachers (100%) replied that they mostly used CA for grading purpose.
10. The study revealed that 50% of the respondents replied that insufficient time allocation and 42.9% of them also identified large class size as hindering factors in the main.

With regard to classroom observation, much of the items were summarized in line with the students' response above and the rest summed up as follow.

All the three observed teachers:

11. did not tell the objective of lesson properly.
12. did not inform which assessment device to be used and explain assessment criteria.
13. did not use CA as a part of teaching learning process

The findings of the some interview items were reviewed in agreement with the students' questionnaire responses where it coincides above and the rest were indicated separately as follow:

14. Under the basic concepts, how they understood CA was raised and all (100%) of the participants indicated that they had adequate understanding of the principles and purpose of CA in their language classes. Besides, they all confirmed that CA was essential for students' language learning.
15. All (100%) the interviewed teachers replied that they were not in a position to practice CA in language class properly.
16. The findings of the interview also showed that all (100%) the teachers did not give chances to write comments about English language teaching learning process.
17. All the six teachers responded that CA can guide (reshape) their teaching methods and they distinguished assessing students through CA and giving final exam at the end.
18. 66.6% of respondents listed out large class size as the main impeding factor and 16.6% replied that the time given did not allow assessing all the students and giving feedback on time. And also 16.6% replied that there was lack of uniformity as to how CA could be implemented and its result to be used for intended purpose.

The findings of the document analysis indicated that:

19. Students mark list did not show the type of tools used for assessment, time provided and continuity of the assessment were not indicated.
20. The teachers did not encourage the students to assess themselves.
21. CA was not planned well and even the objectives were not clearly stated.
22. From the format developed, all the teachers identified low achieving students, but nothing was done for them to improve their level of performance.

5.2 Conclusions

On the basis of the major findings of the study, the following conclusions were made.

1. The teachers under the study area had some understanding of the principles and purposes of continuous language assessment. However, there were still confusions in certain aspects of the principles and purposes of CA in language classes.
2. Even though the integration of continuous assessment mode into all school curriculum is considered by policy makers as shown in MOE (2002) policy document, most of the English language teachers in the schools were disregarding its practices. They used only tests and group works to assess their students' performance and to record grades. This negatively influences the English language teaching-learning process as teachers lack the information that CA provides about the teaching learning process.
3. The English language teachers in the school didn't give timely and constructive feedback to the students.
4. Almost all the English language teachers did not plan CA properly by stating the objectives clearly and even did not inform the students primarily.
5. All the English language teachers had experienced problems with the large number of students per class. As a result of this, the teachers found it difficult to give individual attention to the learners. Lack of sufficient time to assess all the students and lack of uniformity as to how CA could be implemented and its result to be used for intended purpose were also identified as the most impeding factors to the effective practices of continuous assessment by the English language teachers in the school.

5.3 Recommendations

On the basis of the findings of the study and the conclusions drawn, the following recommendations are provided to improve the practices of continuous assessment by English language teachers in the schools.

1. The schools and other concerned bodies should provide adequate trainings and workshop to the teachers to fill the gap they have with regard to the practices of continuous assessment. This might raise the English language teachers' awareness about the importance of planning and integrating CA into the teaching-learning process.

2. English language teachers should be made aware by the schools and other concerned bodies about the fact that CA is not only aimed at giving grade to students and making decision about the students' promotion to the next level. This could enable the teachers to use the results of CA to improve their own teaching methods and their students' performance in their learning.
3. The schools should provide up-to-date information and useful materials to the English language teachers so that they can improve their practices of continuous assessment.
4. The large number of students in a class should be minimized in order that:
 - the English language teachers can easily control the class during CA,
 - learners are given the necessary individual attention in the CA processes by their teachers,
 - the English language teachers can give timely and specific feedback to their students.
5. The schools should encourage experience sharing on CA inside the schools within and across departments. This could help teachers to share useful practices and to avoid unnecessary discrepancy in performance among the schools teachers in different departments. Experience sharing might also help to find solutions to problems that are related to the practices of continuous assessment.
6. Finally, the researcher would like to recommend other investigators to carry on their research on continuous assessment practices by identifying the areas which this study didn't address.

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Appendix A: Student's Questionnaire

Adama Science and Technology University

School of Humanities and Law

Department of Foreign Language and Literature

The main purpose of this questionnaire is to gather data for a study. The aim of the study is to assess teachers' implementation of continuous assessment in English classes. Thus the responses obtained from the questionnaire are highly important to reach a reliable result. Thus you are kindly requested to fill in the questionnaires carefully and honestly. Your response will be confidential.

Part I: General information

Sex: _____ Age: _____ Year: _____

Part II: For the following statements, please indicate your agreement or disagreement by putting a (✓) mark in the box according to the following scale.

SA (Strongly agree) **A** (Agree) **U**(Uncertain) **D** (Disagree) **SD** (Strongly disagree)

No	Items	SA	A	U	D	SD
1	My teacher usually encourages me to make self and assessment.					
2	My teacher gives me feedback on my progress in continuous assessment					
3	I feel that my teacher uses CA to label or grade us, not to see our language learning progress.					
4	If I don't pass in one CA, my teacher gives me other supplementary activities.					
5	I feel that my teacher and I negotiate how our assessment results are going to be scored and graded.					
6	I believe that my teacher uses CA to identify my strong and weak sides in my language learning.					
7	To improve my learning in English better than my performance in summative assessment, my teacher gives me different CA devices.					
8	I feel that my teacher uses CA device to make me feel responsible and self motivated.					
9	My teacher has given me the chance to work on tasks cooperatively with my peers.					
10	I am not worried when my teacher gives me more tasks in CA than in conventional assessment.					
11	I feel that my teacher uses CA in English class in order to make students depend on the work of others					

Part III: By putting a (✓) in one of the columns, show how often your English teacher uses CA for the purpose indicated in numbers 13-16.

5=Always, 4 =Usually, 3=Sometimes, 2=Rarely, 1=Never

No	Items	Frequency Degree				
		5	4	3	2	1
1	Giving remedial teaching					
2	Planning instruction for the next lesson					
3	Evaluating his/her teaching methodology					
4	Monitoring students learning					
5	Evaluating the extent to which I can put what I learnt into practice in real world situation					

Part V: For the following questions, put a tick (/) in the box to the right of the options to show your responses.

1/How often does your teacher use different types of continuous assessment like (Tests and quizzes, presentation, peer assessment, project work etc) in his/her lesson?

A) always ☐ B) sometimes ☐ C/ rarely☐ D/ never☐

2/Which of the following CA devices does your teacher use regularly?

A) Oral questions ☐ B) project work ☐ C) group work ☐ D) individual work ☐
E) tests☐

3/ How often does your teacher use the following as the main purposes of CA in your English language classes?

	always	sometimes	rarely	never
A. to decide on my English language scores	☐	☐	☐	☐
B. to decide on how to improve the teaching-learning process	☐	☐	☐	☐
C. to identify my weakness and to give me support	☐	☐	☐	☐

Part IV: Write your views for the following questions

1/Does your English teacher implementations of CA bring improvement on your language learning? Discuss

2/ What kinds of problems encounter your teacher in the implementation of continuous assessment?

Appendix B: Students' Questionnaire into Afan Oromo

Kabajamtoota Barattootaa,

Kaayyoon gaaffilee kanaa barreeffama qo'annoo (Research) barnoota digirii 2^{ffaa} (MA) tiif dhiyaatu ilalchisee odeeffannoo barbaachisaa sassaabuufi. Qo'annoon (Research) kun haalli barsiisonni Afaan Ingilizii M/B keessan barsiisanu madaallii walitti fufaa daree Afaan Ingiliizii keessatti akka hojiirra oolchan maal akka fakkaatu iyyaafachuuf fi yaada furmaataa kennuuf gargaaraa. Fiixaan bahiinsa qo'annoo kanaatiif deebiin isin gaaffilee kanaaf kennitanu murteessaadha. Kanaaf, atooma keessaniif dursee isin galateeffachaa deebii keessan haluma qajeelfama kennamaniitiin akka guttanu kabajaan isin gaafadha. Abbabach Taaddalaa

Galatoomaa!

KUTAA 1^{FFAA}

Odeeffannoo Waliigalaa

Korniyaa:_____ Umurii:_____

Kutaa:_____ Bara:_____

KUTAA 2^{FFAA}

Himoota Kanaan gaditti tarreeffamaniif hangam akka itti walii galtanii fi itti walii hin galle mallattoo (✓) saanduqa qixa himoota sanaatti jiran keessa kaa'uun deebisaa. Filannoowwan isaanii lakkoofsaan kan bakka bu'aanii fi hanga waliigaltee kan mul'isaniidha.

5= Baay'een itti waliigalaa 4=Waliin galaa 3=Murteessu hin danda'u 2= itti walii hin galuu

1=Tasuma itti walii hin galuu

T/ L	Gaaffilee	Sadarkaa Waliigalamee				
		5	4	3	2	1
1	Barsiisaan koo yeroo hundumaa akkan of madaaluuf na kakaasaa					
2	Barsiisaan koo duubdeebii fooyya'insa madaallii walitti fufaa koo irratti naaf kennaa.					
3	Ani akkan yaaduutti barsiisaan koo madaallii walitti fufaa kan fayyadamuuf qabxii nuu kennuun ala fooyya'ina barachuu Afaan Ingilizii keenyaa ittiin madaaluuf miti					
4	Yoon madaallii walitti fufaa tokkoon kufe, barsiisaan koo dabalataan battallee ykn gilgaala naaf kennaa					
5	Anii fi barsiisaan koo haala sirreeffamaa fi kenniinsa qabxii iyyafannoo irratti walii ni gallaa					
6	Barsiisaan koo madaallii walitti fufaa kan fayyadamu ciminaa fi hanqina koo barachuu Afaan Ingilizii irratti ani qabu adda baasuuf akka ta'e nan amanaa					
7	Barsiisaan koo qormaata xumuraa irraa madaallii walitti fufaa garaagararaa kan kennuuf dandeettii barachuu Afaan Ingilizii akkan fooyyeeffadhuufii					
8	Akka natti dhagaa'amutti barsiisaan koo kan madaallii walitti fufaa kan naa kennuuf itti gaafatamummaa ofitti amanamummaa akkan horadhuuf					
9	Barsiisaan koo carraa garee wajjin hojjachuu naaf kennaa					
10	Tooftaalee madaallii walitti fufaan iyyaafannoo taasifaman irra akka qormaata xumuraa barreeffamaa nan dhiphisanii					
11	Barsiisaan koo madaallii walitti fufaa daree Afaan Ingiliziitti kan fayyadamuuf barataan barataa biro irratti hirkatee akka hojjetuuf					

KUTAA 3^{FFAA}

Kanneen Kanaan gaditti tarreeffaman madaallii walitti fufaa hangam barsiisaan keessan faayidaalee ka'aaman yoom yoom akka hojiirra oolchan kan haammatedha. Deebii keessan mallattoo (✓) kaa'uun deebisaa. Filannoowwan isaanii lakkoofsaan kan bakka bu'aanii fi hanga irra deebii kan mul'isaniidha.

5= Yeroo hunda 4=Yeroo baay'ee 3=Yeroo tokko tokko 2= Darbee darbee 1=Tasuma

T/L	Gaaffilee	Sadarkaa Irra deebii				
		5	4	3	2	1
1	Kutaa barnootaa ati hanqina irratti agarsiiste irra deebi'ee barsiisuu					
2	Haala barnoota itta aanuuf karoofachuu					
3	Akkaataa barsiisuu isaa/ishee madaaluuf					
4	Barachuu barattootaa irratti hordoffii gochuuf					
5	Hangam waanan baradhe qabatamaan dareen alatti akkan hojiirra oolchu madaaluuf					

KUTAA 4^{FFAA}

Gaaffilee kanaan gadiitiif deebii keessan qixa saanduqa ka'aameen mallattoo (✓) kaa'uun deebisaa.

1/ Barsiisaan kee gosa madaallii walitti fufaa garaa garaa (kan akka battallee, calaqqee, hojii garee. kkf.) yoom yoom fayyadamaa ?

A) Yeroo hunda ☐ B) Yeroo baay'ee ☐ C/ Yeroo tokko tokko ☐ D/ Tasuma ☐

2/ Kan kanaan gadii keessaa barsiisaan kee gosa madaallii walitti fufaa garaa garaa kan yeroo hundumaa fayyadamu kami?

A/ Gaaffii Afaanii ☐ B/ Hojii Piroojektii ☐ C/ Hojii garee ☐ D/ Hojii dhuunfaa ☐ E/Battallee

3/ Kutaa barumsaa Afaan Ingiliizii keessatti kaayyoo madaallii walitti fufaa kanaa gadiitti tarraa'ee barsiisaan yoom yoom fayyadama? Yeroo hunda Yeroo baay'ee Yeroo tokko tokko
Tasuma

A/ Qabxii qormaata kootii murteessuuf	☐	☐	☐	☐
B/ Adeemsa baruuf barsiisuu murtee irra gahuuf	☐	☐	☐	☐
C/ Odeeffanno fooyya'insa barumsa koof	☐	☐	☐	☐

gargaaruu argachuuf

KUTAA 5^{FFAA}

Gaaffilee Kanaan gadiitiif yaada kee barreessii

1/ Haalli madaallii walitti fufaa barsiisaan Afaan Ingilizii fayyadamu fooyya'insa ykn jijjiirama barachuu kee irratti fideeraa? (ibsi)

2/ Madaallii walitti fufaa barumsa Afaan Ingilizii keessatti hojii irra oolchuuf rakkoo kan ta'aan maalfaa jettee yaaddaa?

Appendix C: Interview Guide for Teachers

Adama Science and Technology University

School of Humanities and Law

Department of Foreign Language and Literature

The purpose of this interview is to obtain information about exploring of grade 11 English language teachers' practice of continuous assessment classes; The case of Mettu and Alge Sachi Preparatory schools. The researcher asked you to cooperate in giving your response towards the stated question. Your responses contribute much to the success of the research to be undertaken. And your responses are only used for the purpose of this study.

Thank You!

1. How do you understand continuous assessment?
2. Do you think that continuous assessment helps students' language learning? How?
3. Do you feel that you are in a position to practice continuous assessment in language classes properly? How?
4. What kind of devices do you often use to assess your students?
5. Why should you use CA in your language class?
6. Do you encourage your students to assess themselves and their peers?
7. What do you do, if your students fail in the first CA?
8. How do you identify your students' strong and weak sides of their language learning?
9. Do you give chances for your students to write comments about English language teaching learning process?
10. Do you think that CA can guide (reshape) your teaching method? How?
11. What would you say about the main difference between assessing students through CA and giving final exam at the end of a term?
12. Do you often incorporate CA in your lesson plan preparation and use it accordingly?
13. What factors hinder your implementation of CA in an English class?

Appendix D: Document Analysis Checklist

Adama Science and Technology University

School of Humanities and Law

Department of Foreign Language and Literature

Name of the School _____

Teacher's Code _____

No	List of documents		Yes	No	Remark
1	Students Mark list				
	1.1	Does the students mark list show the list of tools used to assess students' language ability?			
	1.2	Is the time provided indicated?			
	1.3	Is the assessment given continuously?			
2	Students Note Book				
	2.1	Does the teacher give any feedback for students on their notebook?			
	2.2	Does the teacher make students to assess each other in their notebook?			
3	Written Assessment Tools				
	3.1	Does the teacher use different assessment tools?			
4	Teachers' Lesson Plan				
	4.1	Is CA planned in the teacher lesson plan?			
	4.2	Are the objectives clearly stated?			
5	Tutorial Class Format				
	5.1	Does the teacher identify low achieving students?			
	5.2	Does the teacher arrange tutorial classes so as to help less performing students in language skills?			

Appendix E: Class Room Observation Checklist

Adama Science and Technology University

School of Humanities and Law

Department of Foreign Language and Literature

Name of the School _____

Date of Observation _____

Topic of the lesson _____

Teacher's Code _____

No	List of activities	Yes	No	Remark
1	The teacher tells the objectives of the lesson properly			
2	The teacher informs which assessment device to be used and explain assessment criteria			
3	The teacher inspires the students to assess themselves.			
4	The teacher encourages students to assess their peers.			
5	The teacher uses CA as the part of the teaching learning process.			
6	The teacher uses different assessment tools.			
7	Students are being given feedback			
8	Class Size			
	8.1 Large			
	8.2 Standard			
	8.3 Small			

Appendix F: Transcription of English language teachers Interviews

The following is the transcription of the interviews conducted with English language teachers in the schools. All of them were teaching English language in both Mettu and Alge Preparatory Schools.

The interviewees will be referred to as follows:

- Teacher 1 (T1)
- Teacher 2 (T2)
- Teacher 3 (T3)
- Teacher 4 (T4)
- Teacher 5 (T5)
- Teacher 6 (T6)

Teacher 1(T1)

1. Q: *How do you understand continuous assessment?*

A: A technique that we use to check the daily progress of the learners

2. Q: *Do you think that continuous assessment helps students' language learning? How?*

A: Of course, yes. Well, when each and every student participates in speaking, then it helps you to know which student is speaking well and which student is not ... and because you deal with the group, normally CA helps you to identify each and every student and you can assess their skills... their four skills on the basis of each and every individual in group/in whatever way you like.

3. Q: *Do you feel that you are in a position to practice continuous assessment in language classes properly? How?*

A: I cannot say I am in a position of practicing CA properly because of certain factors like large class size.

4. Q: *What kind of devices do you often use to assess your students?*

A: I give test individually and much group works are common.

5. Q: *Why should you use CA in your language class?*

A: To see the progress my students are making on the basis of their grades.

6. Q: *Do you encourage your students to assess themselves and their peers?*

A: I haven't tried because it may take much time.

7. Q: *What do you do, if your students fail in the first CA?*

A: Practically, it expected from all teachers to organize tutorial classes for those students. But this is not always applicable. Sometimes we may do but doesn't have in regular way. Rather I give re-exam.

8. Q: *How do you identify your students' strong and weak sides of their language learning?*

A: I classified my students into high, medium, and low achievers based on their performance. And, gave them support where their weak sides appeared.

9. Q: *Do you give chances for your students to write comments about English language teaching learning process?*

A: I teach in different grade and this needs daily preparation by itself. If I take students written comments, it adds another burden upon me. So, I do not give the chances.

10. Q: *Do you think that CA can guide (reshape) your teaching method? How?*

A: Yes, Certainly. I manage my lesson based on CA result of my students. I mean that, if my students couldn't succeed in CA, it is a good opportunity in which I evaluate my methodology for students' better learning.

11. Q: *What would you say about the main difference between assessing students through CA and giving final exam at the end of a term?*

A: As the name implies, final exam comes at the end of the semester; however, CA is continuous and there is no fixed time.

12. Q: *Do you often incorporate CA in your lesson plan preparation and use it accordingly?*

A: Yes, when I have continuous assessment, I plan ahead of time.

13. Q: *What factors hinder your implementation of CA in an English class?*

A: Because of large class, giving individual attentions to the students in the assessment process would be difficult and tiresome for the teachers. Therefore, I usually preferred to give a test, mid exam and final exam only to record mark/grade to the students.

Teacher 2 (T2)

1. Q: *How do you understand continuous assessment?*

A: CA is a process of getting information about students' performance on a daily basis.

2. Q: *Do you think that continuous assessment helps students' language learning? How?*

A: Exactly students learn from each other. Based on the students' result, I can also reshape my teaching method.

3. Q: *Do you feel that you are in a position to practice continuous assessment in language classes properly? How?*

A: Even though, it is difficult to say properly, I am still trying my best to practice CA in some selected classes. Large class, workload and other extra responsibilities don't allow me to properly put CA into practice.

4. Q: *What kind of devices do you often use to assess your students?*

A: As it is known, all the students in the class are organized in cooperative way and it is supposed to assess them as they are organized. So, group work is used mostly.

5. Q: *Why should you use CA in your language class?*

A: I use CA in my language class for distinguishing students based on their grade.

6. Q: *Do you encourage your students to assess themselves and their peers?*

A: Yes, it is very important but the classroom condition in relation to number students and the time we have to teach do not allow me to do so.

7. Q: *What do you do, if your students fail in the first CA?*

A: Frankly speaking, I always prepare myself for two different grades. This by itself takes more time. In addition, I participate in different committee works. There is no sufficient time. The only thing I do is retest them.

8. Q: *How do you identify your students' strong and weak sides of their language learning?*

A: There is a format in which teachers classify students of the class using their grade range. The format contains three category namely 0-4.5, 5-7 and 7.5-10. These help us to identify the weak ones from the rest.

9. Q: *Do you give chances for your students to write comments about English language teaching learning process?*

A: I think students comment is valuable for improving class room lesson but I haven't implemented it yet.

10. Q: *Do you think that CA can guide (reshape) your teaching method? How?*

A: Yes of course. I believe that good result is the consequence of relevant teaching methodology. If the lesson is taught properly using relevant teaching method, it produces good result in CA.

11. Q: *What would you say about the main difference between assessing students through CA and giving final exam at the end of a term?*

A: Their difference is on their purpose. Final exam is used to record marks (grade) only, whereas, CA is used to improve students' learning.

12. Q: *Do you often incorporate CA in your lesson plan preparation and use it accordingly?*

A: Definitely, it is one part of the lesson and I put it in my daily lesson plan and use it.

13. Q: *What factors hinder your implementation of CA in an English class?*

A: Language needs practice to be used in daily communication. However, the time given does not allow us assess all the students and give feedback on time.

Teacher 3 (T3)

1. Q: *How do you understand continuous assessment?*

A: As to my understanding, CA is a way of assessing how the process of teaching and learning is progressing.

2. Q: *Do you think that continuous assessment helps students' language learning? How?*

A: Of course, Yeah. CA helps to give feedback to students. To give remedial teaching. You know, students can work through their problems.

3. Q: *Do you feel that you are in a position to practice continuous assessment in language classes properly? How?*

A: Yes, I say I'm doing that as much as I can.

4. Q: *What kind of devices do you often use to assess your students?*

A: All the students under the school system are categorized using education development army, and almost all our assessment goes through group work.

5. Q: *Why should you use CA in your language class?*

A: CA improves teaching learning process, but more attention is given for promoting students.

6. Q: *Do you encourage your students to assess themselves and their peers?*

A: Encouraging students to assess themselves may have value on their language learning, but can it be applicable in such large class? I don't think.

7. Q: *What do you do, if your students fail in the first CA?*

A: From my experience, when I call on tutorial program for less performing students, only few of them attend the class. For this reason, I would rather give other test than teaching the students again.

8. Q: *How do you identify your students' strong and weak sides of their language learning?*

A: I classified my students into high, medium, and low achievers based on their performance. And, gave them support where their weak sides appeared.

9. Q: *Do you give chances for your students to write comments about English language teaching learning process?*

A: I do not give a chance for them. I simply teach on my way.

10. Q: *Do you think that CA can guide (reshape) your teaching method? How?*

A: Yes, CA shows us full picture of students' performance. So, it makes or reinforce teacher to evaluate his/her teaching method.

11. Q: *What would you say about the main difference between assessing students through CA and giving final exam at the end of a term?*

A: Final exam is given to see the number of questions answered by clever students. I don't believe in using final exam alone. This is used only to record students' grade. CA is used to show the teaching-learning progress

12. Q: *Do you often incorporate CA in your lesson plan preparation and use it accordingly?*

A: Yes, I do often and use it.

13. Q: *What factors hinder your implementation of CA in an English class?*

A: From many challenges related to the implementation of learners' CA in large classroom is; it takes more time to ask oral question, written, class work or any related activities to access the learners' one by one or in group.

Teacher 4 (T4)

1. Q: *How do you understand continuous assessment?*

A: CA is activities given to students to know whether they are performing well or not.

2. Q: *Do you think that continuous assessment helps students' language learning? How?*

A: Yes, students get feedback. They will know where they are. It also helps them to bring behavioral change.

3. Q: *Do you feel that you are in a position to practice continuous assessment in language classes properly? How?*

A: Teachers here are teaching up to 25 periods and more per week and it is very difficult to imagine CA when you are teaching in such a burden. There are more than 50 students in a class.

4. Q: *What kind of devices do you often use to assess your students?*

A: Even though there are different tools or devices to assess the students, mostly I give priority for group work and test.

5. Q: *Why should you use CA in your language class?*

A: I use the results of CA to give mark to the students.

6. Q: *Do you encourage your students to assess themselves and their peers?*

A: I do not give a chance for them to assess themselves because the number of the students per class is above standard and this may cause the class noisy.

7. Q: *What do you do, if your students fail in the first CA?*

A: As I said earlier, I teach 25 periods per week, so it is difficult to give them supplementary class. And I simply prepare some questions and give them again.

8. Q: *How do you identify your students' strong and weak sides of their language learning?*

A: In our department, we do have the system in which students are grouped into three. The low, medium and high achiever. For instance, those who scored below 5 are under low achievers. This is our identifying mechanism.

9. Q: *Do you give chances for your students to write comments about English language teaching learning process?*

A: No, it is difficult to read all the comments of the students. They are many in number. I think it is not good way to check the effectiveness of my teaching.

10. Q: *Do you think that CA can guide (reshape) your teaching method? How?*

A: Yes, CA is the way the teacher evaluate his/her teaching method.

11. Q: *What would you say about the main difference between assessing students through CA and giving final exam at the end of a term?*

A: Giving final exam/tests at the end of a course or term is to record the results of the students to get them pass or fail where as CA is mostly done to improve students' learning. Therefore, they are different.

12. Q: *Do you often incorporate CA in your lesson plan preparation and use it accordingly?*

A: I understand teaching and assessing go together. It means that as we plan for teaching, we should also plan for assessment.

13. Q: *What factors hinder your implementation of CA in an English class?*

A: In our school for example there are 60 students in one class. Imagine you, if a teacher wants to assess his students with in one period giving a one-minute chance for single student, nearly he needs two periods to cover the whole assessment of a single subject.

Teacher 5 (T5)

1. Q: *How do you understand continuous assessment?*

A: CA is giving different assessment techniques and identifying how the students are progressing. It is a way of enabling students to use the four language skills as the text books are classified in the same way.

2. Q: *Do you think that continuous assessment helps students' language learning? How?*

A: Yes, CA helps to assess students' daily behavior. CA gives opportunity of improvement to students

3. Q: *Do you feel that you are in a position to practice continuous assessment in language classes properly? How?*

A: Not properly, of course, but I'm trying my best. There are different constraints which prevent us from practicing it properly.

4. Q: *What kind of devices do you often use to assess your students?*

A: I mostly use group works ,a pair works and test

5. Q: *Why should you use CA in your language class?*

A: I use CA to check students understanding of the content taught, to know students' strengths and weaknesses and mainly to record their grades

6. Q: *Do you encourage your students to assess themselves and their peers?*

A: Not this much. It may waste my time.

7. Q: *What do you do, if your students fail in the first CA?*

A: I arrange re-exam test for them.

8. Q: *How do you identify your students' strong and weak sides of their language learning?*

A: It is already realized in our school. Every result of assessments is sorted using the format that put all the students into three. Low, medium and high achiever. So, we can identify in this way.

9. Q: *Do you give chances for your students to write comments about English language teaching learning process?*

A: In my side, I have not given the chance to write comments because when I request students to write comments, as such valuable ideas are not forwarded from my experience

10. Q: *Do you think that CA can guide (reshape) your teaching method? How?*

A: Most of our students don't give attention for their learning. As a teacher, I evaluate my students, but where students are not ready it is difficult to say CA can reshape my teaching method.

11. Q: *What would you say about the main difference between assessing students through CA and giving final exam at the end of a term?*

A: Yeah. There is a big difference. In CA, the main objective is to see the students' progress. If there is a problem, I use CA to solve it or to give remediation. If they are on progresses, I continue in the same way. On the contrary, tests, mid exam and final exam are simply for grading. They don't contribute to learners' performance.

12. Q: *Do you often incorporate CA in your lesson plan preparation and use it accordingly?*

A: Sure, CA is part and parcel of the lesson we present in the classroom. It is integrated in the daily lesson plan.

13. Q: *What factors hinder your implementation of CA in an English class?*

A: Even though the concept of CA put into operation in the schools system, there were still lack of uniformity as to how CA could be implemented and its result to be used for intended purpose.

Teacher 6 (T6)

1. Q: *How do you understand continuous assessment?*

A: As a teacher our main task is to ensure that all learners learn. And this can be realized through various teaching methods. However, to know whether the learners are learning, we, language teachers require continuous assessment to inform us the learners' progress in their language skills.

2. Q: *Do you think that continuous assessment helps students' language learning? How?*

A: Yes, yes. Students can see their success and get confidence. They identify their strengths and weaknesses and think over what they should do to improve.

3. Q: *Do you feel that you are in a position to practice continuous assessment in language classes properly? How?*

A: Well, I can say I can implement CA in the classroom, but I don't feel that is without problem.... The number of students in the class is very high, and the number of classes I teach is very large. Because of this, it is very difficult for me to practice CA properly.

4. Q: *What kind of devices do you often use to assess your students?*

A: There are different kinds of devices to assess students' progress. I use them by interchanging them based on my lesson.

5. Q: *Why should you use CA in your language class?*

A: As to my understanding, all things whether decision for promotion or make improvement on lesson presentation is based on CA's result. And in our context mostly I use for grading.

6. Q: *Do you encourage your students to assess themselves and their peers?*

A: Yeah, I sometimes encourage my students to assess themselves and with their peers, but it is not to the level required.

7. Q: *What do you do, if your students fail in the first CA?*

A: In fact, I arrange tutorial classes to revise what the students did not understand and assess them again.

8. Q: *How do you identify your students' strong and weak sides of their language learning?*

A: After we mark the students' assessment, we classify them under three headings such as low achievers...those who have got between zero and five, medium... between five and seven. And those who have got above seven are classified under high achievers.

9. Q: *Do you give chances for your students to write comments about English language teaching learning process?*

A: In fact it is good to take students comments to improve teaching learning process, but I have not tried to give this opportunity for them.

10. Q: *Do you think that CA can guide (reshape) your teaching method? How?*

A: Exactly. CA tells us where the students are and it encourages teacher to look back his/her teaching and reshape it.

11. Q: *What would you say about the main difference between assessing students through CA and giving final exam at the end of a term?*

A: CA doesn't really mean grading. It means helping students to improve further. It can be done formally and it can be done informally. Final exam is mainly used for grading.

12. Q: *Do you often incorporate CA in your lesson plan preparation and use it accordingly?*

A: Yes, as soon as I finish some part of the lesson, I give CA for my students. So, I arrange it in my lesson plan.

13. Q: *What factors hinder your implementation of CA in an English class?*

A: As a language teacher, I need to see my learners' progress on their language skills, but because of large class I could not do as much as possible.

Appendix G: Sample Daily Lesson Plan

New Secondary & Preparatory School Daily Lesson Plan Form

Teacher's Name: [Redacted] Subject: English Unit: English

Definition of Period: 40 Periods in a week: 5

Objectives of the lesson: Students will be able to: comprehend contrasting ideas in a discussion

Use different expressions to introduce contrasting ideas in a discussion

Date	Period	Main Content	Time	Teacher's Activities	Students' Activities	Materials	Methods
11/8/2009	22	Contrasting ideas	9:25	Introduction - revise about 'I wish' and introduce about contrasting ideas Presentation - present about how to link contrasting sentences using examples Stabilization - summarize the main point Evaluation - <u>group work</u>	- listen - take their notes - listen - <u>do group work</u>		
12/8/2009	22	Speaking Play 1 Interpret	10:15	Introduction - revise about contrasting ideas and introduce today's lesson Presentation - list down different expressions to interpret someone in a discussion Stabilization - recap (summarize) the main points of the lesson Evaluation - <u>give exercises to do</u>	- listen - Use the expressions in their conversation - <u>do group work</u>		

Signature: [Signature]

Stamp: [Circular Stamp: Ministry of Education, National Curriculum Framework, English, Grade 11, Term 1, 2009]

Appendix H: Sample Continuous Assessment Analysis Format

Mettu Preparatory School
Continuous (Test) Exam Analysis Format
 Teachers Name A/year 2004 Sem 1st
 Grade 11 Section B

Assessm ents	Date	%	Total No of Sts			Students' Test Result			Date of Result Recorded	S. Teacher's Signature	Dep. Head Signature	Ac. V.D. sin (for Recognition)	Remark (Accepted/N ot Accepted)
			M	F	T	0-4.5	5.0-7	7.5-10					
Test 1	11/3/05		33	25	58	39	16	3	16/3/05	<i>[Signature]</i>	<i>[Signature]</i>		
Test 2	8/3/05		22	22	22	31	25	2	12/3/05	<i>[Signature]</i>	<i>[Signature]</i>		
Test 3	23/3/05		22	22	22	23	34	1	23/3/05	<i>[Signature]</i>	<i>[Signature]</i>		
Test 4	24/3/05		22	22	22	44	14	-	12/4/05	<i>[Signature]</i>	<i>[Signature]</i>		
Assi 1	24/3/05		22	22	22	43	15	-	24/3/05	<i>[Signature]</i>	<i>[Signature]</i>		
Assi 2	24/3/05		22	22	22	-	-	58	5/5/05	<i>[Signature]</i>	<i>[Signature]</i>		
Project W.	}								}				
Others													

Note

- ⊙ The date should be filled by the subject teacher's soon after each successive test /assignment act. are taken,
- ⊙ It should be approved by dep. Head & Ac. Vice Director

*The Subject teacher's must use the possible information from the data to improve the student result

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Re-Test/Exam(Which not accepted Previously or at 1st test)

Assessm ents	Date	%	Total No of Sts			Students' Test Result			Date of Result Recorded	S. Teacher's Signature	Dep. Head Signature	Ac. V.D. sin (for Recognition)	Remark (Accepted/N ot Accepted)
			M	F	T	0-4.5	5.0-7	7.5-10					
Test 1													
Test 2													
Test 3													
Test 4													