



# ASSESSING THE PRACTICE OF CONTINUOUS ASSESSMENT STRATEGIES; THE CASE OF MAICHEW POLY TECHNIQUE COLLEGE

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*By*

*Asmelash Tesfaye*

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## List of Tables

Table 4.1.1: Distribution of Respondents according to Gender.

Table 4.1.2: Distributions of Respondents according to Level

Table 4.1.3: Students' Responses on How Teachers Assess Their Work .

Table 4.1.4: Students' Responses on the Most Strategy Used by Teacher to assess their Performance.

Table 4.1.5: Students' Responses on How Often Their Teachers Use the different continuous assessment Strategies.

Table 4.1.6: Students' Responses on When Their Teachers Use Different continuous assessment Strategies.

## Table of Contents

Dedication.....	I
Acknowledgement .....	II
Abstract .....	III
List of Tables.....	IV
Table of Contents.....	V
Chapter One: Introduction	
Introduction.....	1
1.1 Background of the Study .....	1
1.2 Statement of the Problem.....	2
1.3 Purpose of the Study.....	3
1.4 Scope of the Study.....	3
Conclusion.....	4
Chapter Two: Literature Review	
Introduction.....	5
2.1. Definition of Continuous Assessment.....	5
2.3.1. Speaking Assessment .....	7
2.3.2. Reading Assessment.....	8
2.3.3. Writing Assessment.....	9
2.4. The methods of Assessment.....	10
2.4.1. Self- assessment .....	10
2.4.2. Peer- assessment .....	11
2.5. The Strategies of Continuous Assessment .....	11
2.5.1. Oral Presentation.....	12
2.5.2. Written Test.....	13
2.5.3. Project.....	13
2.5.4. Take- home Assignment.....	13
Conclusion .....	14

### Chapter Three: Methodology

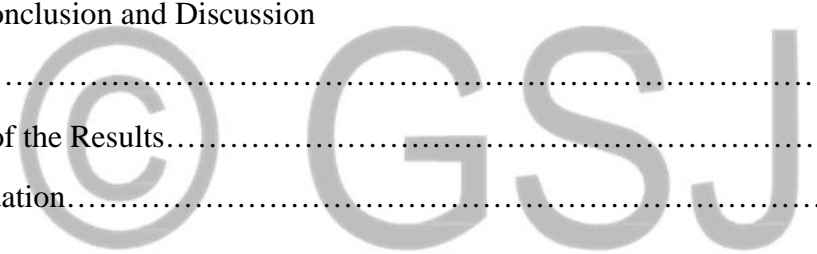
Introduction.....	15
3.1. The Research Design.....	15
3.2 .The sample Selection.....	16
3.3 .The Data Collection Method.....	16
3.4 .Date Analysis.....	17

### Chapter Four: Data Presentation, Analysis and Interpretation

Introduction.....	19
4.1. Biographic Information.....	19
4.2. Continuous Assessment Strategies.....	21
4.3 .Continuous Assessment Strategies and students’ performance.....	23
Conclusion .....	30

### Chapter Five: Conclusion and Discussion

Introduction.....	31
5.1. Discussion of the Results.....	31
5.2 .Recommendation.....	32
Conclusion .....	33
Appendix A & B.....	35
Bibliography .....	38



## Abstract

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*The study aims at assessing the practice of continuous assessment in Maichew Poly Technique College and checking the importance of continuous assessment in improving manufacturing Students' performance; the study was conducted taking the case of Maichew Poly Technique College students especially Manufacturing students in the first and the second semesters of the year. In this study, I use descriptive research design because it is the most appropriate one to describe the case of the practice of continuous assessment. The study describes the current situation of continuous assessment in Maichew Poly Technique College; I utilize qualitative and quantitative approaches then I used questionnaire for collecting data which were administered for students and teachers. All data obtained from the questionnaire were analyzed, interpreted and represented in form of tables and narrated through words. In conclusion, I present some findings of the study; one of them is that teachers of Maichew Poly Technique College use different types of continuous assessment strategies such as group and individual assignments class works, oral and written tests which are commonly used while projects are sometimes used. Also, the study reveals that tests and home assignments are the most strategies used by teachers to assess students' performance and their progress. Based on the findings; the following recommendations were provided: teachers should update themselves on the different strategies of continuous assessments, they should apply different assessment strategies in their classroom, continuous trainings should be given for teachers about different continuous assessment strategies and their application in a classroom.*

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## CHAPTER ONE: INTRODUCTION

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### *Introduction*

This chapter is the introduction of the research work. The researcher introduces the background, statement of the problem and the purpose of the study, significance, limitation and delimitation of the study. His concern in this chapter is to highlight the scope of his work. The structure of the study and samples are also explained.

### 1.1. Background of the Study

Nowadays, specific purposes of assessment is primarily concerned with facilitate students to perform particular communicative tasks, providing feedback on learning, and confirming what students have mastered and highlighting those skills needed. In addition, any ESP assessment can be classified as performance assessment assessing the skills needed to perform in the language successfully.

The Ministry of basic education and culture of republic Namibia (1999) states that continuous assessment refers to the process of gathering information about the level of students on regular and continuous basis in order to improve learning and it helps the teaching learning process. Dudley-Evan and John (1998) argue that continuous assessment is important because it provides teachers and learners with the feedback and grades of the activities done in the classroom or as homework.

Assessing students using different assessment methods is an approach that has grown to become an important part of teaching learning process. This approach has created a new generation of learners who are aware specifically why they learn, and how they learn the subject therefore, there is a need for assessing students; the back ground they have about continuous assessment and how teachers are using continuous assessment in a classroom.

Dudley-Evans and John (1998) argue that assessment occupies a prominent place in the teaching leaning process, giving teacher a wealth of information on the effectiveness and quality of learning and teaching. Continuous assessment is an assessment approach which involves the use of a variety of assessment instruments to measure learners' performance, and check various components of learning; it will take place over a period of time.

Dudley-Evan and John (1998) mention that assessment is a process of measuring students progress, the reasons they mention for using assessment are first, giving feedback for the students, the second reason is to improve learning encompasses benefits such as reinforcement and confidence building.

The terms assessment, test and evaluation are interchangeably refer to the same activity of collecting information for making decisions about the students through observation, self report and tests in order to improve their learning process; therefore, assessment plays a great role in identifying the student's areas of strength and weaknesses.

O'Malley and Pierce (1996) state that term of authentic assessment use to describe a variety form of assessment that reflect students learning process, achievement and attitudes in classroom. Kellaghan & Greaney (2001) state that; the term assessment in educational setting refers to any procedure or activity that is designed to collect information about the knowledge, attitudes, or skills of learner or group of learners.

Assessment is the process of gathering and discussing information from different sources in order to improve the level and the knowledge of the learners. In addition to that, assessment is the process by which an individual's work or performance is judged. Richardas and Renandya (2002) argue that assessment has come to be termed alternative assessment, authentic assessment, or informal assessment, all of those varieties of assessment focus on measuring learners' ability to use language in real life situations and it carried out continuously over a period of time. Bachman (2004) describes assessment as the process of collecting information about something that we are interested in. Sarosdy et al (2006) argue that assessment focuses on testing, measuring or judging the progress and the achievement or the language proficiency of the learners. Bachman and Palmer (2010); state that assessment is used to provide a description of the progress of individuals such as language use.

There is also continuous assessment that refers to formative evaluation that helps the teacher to find out what the student has learned and help teacher to evaluate the student's performance in a systematic manner. Continuous assessment takes the shape of specific tasks that are given to the students based on what has been taught. The teacher observes students doing these tasks and then makes a judgment on how well they are doing.

Plessiss and Prouty (2007) state that continuous assessment refer to collecting information and making observations about students periodically to find out what students know, understand, and can do.

## 1.2. Statement of the Problem

Assessment is one essential component of curriculum practice that has great contribution for effective curriculum operation and implementation. Assessment is process for obtaining information in order to make decision about students learning. Also, assessment evaluates the progress of learners and improves their performance and it helps in determining if the student has completed the required grade or course successfully.

Now days, college students are assessed by a continuous assessment and a final exam, (60% using continuous assessment and 40% final exam). And as I see from my experience, most of the students scored good results in the continuous assessment when compared with the score of their final exam. That means the students' performance is better in the continuous assessment. But if the students' performance is good in the continuous assessment, their result is expected to be good in the final exam; unfortunately this is not the reality. There is a big gap between the students' continuous assessment and final exam result; that is, they scored good result on the continuous assessment. Even from the continuous assessment itself, the students result is high in assignments, projects etc. than in the tests (we have a mid exam out of 20%).

When teachers assess the students in a continuous assessment, they see that the groups' assessment are mostly done by a single student, the individual and the project works may be copied from other students or done by other people. And mostly teachers give them similar mark for the group or the individual students; they don't assess their students properly.

But when the students take a test, they don't score good result (most of them failed). Therefore; this study attempts to check whether the continuous assessment is important or not in improving the students' performance and checks how teachers assess their students, how often they assess their students and how many assessments they use.



Even though there are different types continuous assessment strategies, most teachers often apply only few of them in a classroom. The teachers give different reasons for this; such as shortage of time, large class size, lack of sufficient materials and others. I get this information by asking them orally and from my own experience. The main reasons for selecting 2<sup>nd</sup> year students are that:

- The researcher teaches there and knows most of their problems, for example their group work result was not good. So he wanted to check if varieties of assessment tools and proper use of the assessments by teachers can change their result or if it is important for their improvement.
- Most of the students are well changed in the desirable way, so I become eager to see if continuous assessment can make them better.

Therefore; this study attempts to explore the continuous assessment strategies implemented by teachers in a classroom specially, on 2nd year manufacturing students by answering the following research questions.

- ❖ **Does continuous assessment have an impact on learners' performance?**
- ❖ **What are the appropriate methods of assessment for learners'?**
- ❖ **What are the main strategies of continuous assessment used by teachers in the college?**

## **1.1. Objective of the study**

### **1.3.1. General objective**

- ✚ The general objective of the study is to explore the continuous assessment strategies implemented by teachers in a classroom.

### **1.3.2. Specific objectives**

**The specific objectives of this study are:**

- ✓ To assess if teachers use varies continuous assessment methods to improve their students' overall performance.

- ✓ To check the importance of continuous assessment in improving students' overall performance.
- ✓ To establish to which extent there is relationship between the continuous assessment and student's performance.

#### **1.4. Scope of the Study**

This study on the exploring the continuous assessment strategies used by teachers will cover only the manufacturing students and teachers who teach satellite degree students in Maichew Poly Technique College.

The main focus of this study is examining the implementation of different continuous assessment strategies by teachers especially on 2<sup>nd</sup> year manufacturing students. It doesn't include other students of the college, and other variables.

#### **1.5. Significance of the study**

This study will have the following significances

- ✚ It will help teachers to use variety of continuous assessment methods in their classroom.
- ✚ It will help learners to know that there are different kinds of continuous assessment techniques.
- ✚ It may help the college to check if teachers are using varieties of assessment strategies to assess their students
- ✚ It may give hint other researchers to conduct researches on other assessments strategies.
- ✚ It may help policy makers in checking whether different continuous assessment methods are applied in a classroom.
- ✚ It may help universities to check their training systems on assessment strategies.

## **1.6. Limitations of the study.**

This study is limited in that it doesn't include enough literature review because of shortage of materials and lack of literatures from similar researches.

## **1.7. Structure of the Study**

The first chapter includes the background, the purpose of the study, and the statement of the problem and the scope of the study. The second chapter focuses on literature review related to the study; the main themes which include the nature of continuous assessment, the effect of continuous assessment in improving manufacturing students' performance.



## CHAPTER TWO: LITERATURE REVIEW

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### *Introduction*

This chapter is the literature review of this study. The researcher introduces the definition, the nature and the effect of continuous assessment in improving English specialist students' performance. My concern is also to tackle the areas of assessment of English specialist students (writing, reading and speaking and listening). In this chapter, my focus is on the methods of continuous assessment that are used in the English classroom.

### 2.1. The Definition of Continuous Assessment

Nowadays, specific purposes of assessment is primarily concerned with facilitate students to perform particular communicative tasks, providing feedback on learning, and confirming what students have mastered and highlighting those skills needed. In addition, any ESP assessment can be classified as performance assessment assessing the skills needed to perform in the language successfully.

The Ministry of basic education and culture of republic Namibia (1999) states that continuous assessment refers to the process of gathering information about the level of students on regular and continuous basis in order to improve learning and it helps the teaching learning process. Dudley-Evan and John (1998) argue that continuous assessment is important because it provides teachers and learners with the feedback and grades of the activities done in the classroom or as homework.

In addition, continuous assessment is the periodic and systematic method of assessing and evaluating a person's progress. Also, information collected from continuous assessment of students will help the teacher to better understand their strengths and weaknesses, in addition to providing a comprehensive picture of each student over a period of time by using certain strategies. Godfrey (2011) argues that continuous assessment refers to practice of continuously checking on learner's attainments with an aim of building an assessment profile.

The shape of assessment takes the form of working through learning activities; learners demonstrate their capacities in developing their level.

Garrison and Ehrighaus (2007) mention that formative assessment is any assessment made during the class year that mean to improve learning process, and provides the information needed to adjust teaching and learning while they are happening, also helps teachers in determining next steps during the learning process.

As well as, Sarosdy et al (2004) argue that formative assessment has many purposes which are used to monitor students' progress during the course and to check how much they have learned of what they should have learned. It can be carried out the form of informal tests and quizzes and it is the basis for feedback to the students. Hyland (2006); states that formative assessment refers to the way used to evaluate information about the learners, allowing the teacher to advice students, monitor learning process.

Continuous assessment is an assessment approach which involves the use of a variety of assessment instruments to measure learners' performance, and check various components of learning; it will take place over a period of time.

Assessment is a way of observing and collecting information and making decisions based on the information. In schools, assessment is concerned with observing learners and collecting information about those observations. Assessment of learners is a way of finding out what learners know, understand, and can do. There are different ways to assess learners; this manual focuses on teachers' classroom assessment which is embedded in daily lessons. This is called continuous assessment

### 2.1.1. Principles of assessment

Continuous assessment helps inform teachers if they need to re teach something, which pupils need to be re taught, and what the pupils need in order to improve their learning. There are a lot of terms that can be used to describe continuous assessment. In some countries, people refer to *continuous assessment* as *teacher grading*. Sometimes *continuous assessment* is referred to as *running records* or *curriculum-based assessment*. In all cases, teachers are given the responsibility to find out what pupils in their classes know and are able to do. When this is done in a variety of ways over time and used to improve instruction, then it is considered continuous assessment.

In the United Kingdom the Association for Achievement and Improvement through Assessment (AAIA) 2006 offered a set of principles for assessment, recording and reporting which include:

- ✚ The primary objective of assessment is to support learning

- ✚ Assessment should embrace and reflect the academic, social, emotional and moral development of students
- ✚ Students should be fully involved in assessment processes so that they understand how to improve and become independent learners
- ✚ Assessment should help motivate students and enhance self-esteem
- ✚ Teachers should use assessment processes that are appropriate to the learning activities in which students are engaged
- ✚ Teachers should employ a range of assessment strategies on a day to day basis and base their judgments on a wide range of evidence in order to obtain a holistic view of students' achievement
- ✚ As an integral part of their continuing professional development, teachers should have opportunities to moderate the assessments they make in order to ensure that they apply consistent judgments and thereby establish professional and public confidence in standards
- ✚ The information from assessment should primarily be for supporting day to day learning and teaching but over time should generate information that contributes to the institution's self-evaluation process
- ✚ All members of staff have a responsibility for assessment and should be involved in the development of practice across the institution and the use of the information generated

## 2.2. The Effect of Continuous Assessment in improving learners' Performance

The purpose of assessment is conveying student's expectations about what is important to learn, providing information about the students' progress and helping students to judge their own learning. Also the performance is defined in term of results.

Plessis and prouty (2003) mention that there are many reasons for using continuous assessment, Some of them are to find out what students know and can do and to provide all the students with opportunities to show what they know, to improve teaching because it tells the teacher whether what they taught was effective and to identify the strengths and weaknesses of learners.

Kellaghan and Greany (2003) argue that continuous assessment has important consequences attached to performance; they are likely to impact directly on teaching and learning process.

Alausa (2004) argues that the expected advantages of continuous assessment lie in its being guidance oriented since it will involve data gathering over a long period of time. This could play a vital role in diagnosing and remediating areas of learners' weaknesses. Continuous assessment is an approach that would capture the full range of learners' performance.

Quanash (2005) argues that the major purposes of continuous assessment are to improve the results of pupils' performance on tests and exercises, and to help pupils to develop effective learning and work habit.

Hyland (2006) argues that there are many reasons for evaluating and assessing students which are identifying students' strengths and weakness areas, to enable learners to demonstrate the progress they made in a course and to indicate students' ability to perform target academic tasks and to assess general competence for certification or university study.

### *2.3. THE AREAS OF ASSESSMENT OF LEARNERS*

#### *2.3.1. Speaking Assessment*

In present day; speaking is considered to be the essential skills of real life. Sarosdy et al, (2006) state that speaking belongs to the out stage of language teaching process; when students are working on their language production; they are operating toward the communicative competence.

Celce Murcia and Olshtain (2000) assume that speaking is the most difficult skills to acquire since it requires commands of both listening comprehension and speech production sub skills in unpredictable.

Speaking skill is the ability to communicate to each other and involves the negotiation of the meaning between two or more persons and it is the interaction between people. Speaking assessment of English language learners aims to capture a student's ability to communicate for both basic communicative and academic purposes. In addition, O'Malley and Pierce(1996) argue that speaking assessment should focus on a students' ability to interpret and convey meaning for authentic purposes in interactive context and should assessing speaking interaction and should

include both accuracy and fluency, so the teacher have to use assessment activities that are as authentic as possible in educational setting by using certain activities such as using authentic language in listening and speaking activities because listening and speaking are interdependent oral language processes and need to be taught and assessed in an integrated manner; organize real –world activities e.g. giving direction, giving opinions, also another important task which is giving a student opportunities to use language in situations based on everyday life .

Teacher should asses authentic language use in context ,both communicative and academic language functions, the ability to communicate meaningful, this assessment take various forms of activities such as oral interview, information gab, oral report and debates and conversation classes that are very common at advanced level , it is the best way to improve oral fluency .

In addition to that, Sarosdy et al, (2006) mention that there are great varieties of tasks that are employed to assess oral production. There are tasks that can be found at different language proficiency examinations such as reading aloud, role play, interview and discussion of topics.

O'Malley and Pierce, (1996) mention that we should assess oral language at least twice for each student during each quarter or semester. This provides baseline data as well as information on improvement of language proficiency on a continuous basis.

### *2.3.2. Reading Assessment*

Reading is a private complex process; it means that you are not face to face interaction. Also, reading is task reconstruction we are trying to get the meaning by the writer.

Celce-Mercia and Olshtain, (2000) argue that reading is the process of trying to understand a written text. The reader has to perform a number of simultaneous tasks: decode the message by recognizing the written signs, interpret the message by assigning meaning to the string of words, and finally, understand what the author's intention was.

In addition, reading is producing literal comprehension. In reading comprehension, readers construct new knowledge from the interaction between texts and their own background knowledge.

Any assessment requires planning and organization. O'Malley and Pierce, (1996) mention that Assessment of reading must begin with the purposes of the assessment which are monitoring



student progress, obtaining information not available from other sources, studying, evaluating or diagnosing reading behavior. In assessing reading skills, first teachers identify learners' needs, also teachers need to assess both reading strategies and comprehension level of reading by identifying tasks and activities used in the class that serve for assessment, it means that teachers must provide a choice of reading selections and ensure that students are reading text, encourage them to reread the texts, and allow students to discuss what they read with the others to encourage social negotiation of meaning.

Moreover, teacher is responsible for how to collect information about the reading process taking into consideration the number of the students he teach and the time for assessment and monitoring their own learning, in order to monitor student progress in reading teacher should collect information at least twice or several time during the semester because the more collect information the better the teacher will be able to adjust the instructional goal to meet the students' need. Also teacher should provide students with feedback in systematic manner.

In addition, students can assess themselves; this method helps both students and teachers become aware of students' attitudes, strengths and weaknesses in reading. It also encourages students become independent learners and it can take various formats such as checklists and question/answer.

Moreover, students can also assessed each other (peer assessment); teachers can ask them to rate their peers' reading comprehension and attitudes toward reading.

### *2.3.3. Writing Assessment*

Celce-Murcia and Olshtain (2000) state that writing is the production of the written word that results in a text but the text must be read and comprehend in order for communication to take place.

Writing is production language skill that enables a language user to express ideas and communicate with each other. Writing assessment can be used for a variety of appropriate purposes which monitor what students actually do while writing and providing feedback to students on specific aspects of their writing and providing assistance to students, also it is useful primarily as means of improving teaching and learning by using multiple assessment of writing activities including written summaries and written letters.

O'Malley and Pierce (1996) mention that in assessing writing skills, first teacher should evaluate more aspects of writing which are the knowledge of the context, the procedural knowledge to organize the content and the knowledge of the convention of writing rather than grammar. Second, writing assessment should capture some of the complexity involved in writing so that teachers can know in which aspects of writing students are having difficulty.

As well as, students can assess themselves because self- assessment encourages students to think about their purposes in writing and to reflect on what and how much they are learning, also students can evaluate each other's writing through peer assessment, this involves the students in evaluation of writing of each student, it is not necessary to rate or grade everything. Each student produces but it want to ensure that students receive some form of regular feedback.

Writing assessment play an important role in identifying student weakness and strengths, educational needs and determine what works most effectively for each student.

#### *2.4. The Methods of Continuous Assessment*

Continuous assessment has certain methods to evaluate students. Teachers should have a sound knowledge about appropriate methods for assessing their students that provide a range of opportunities for students to demonstrate knowledge, skills. Moreover, assessment methods relate to the procedures the teacher wishes to follow in order to assess the students, these procedures include self and peer assessment which are key strategies to involve students in taking more responsibility for their own learning and involve them in monitoring and making judgment about aspects of their own and peer's learning. Miker (2010) argue that when the students participate in peer and self assessment it helps to involve student to explicit what is implicit, not just checking for error or weakness.

##### *2.4.1. Self-Assessment*

Self assessment is process of involving students in assessing their own performance and students are guided to take responsibility of their own learning. Harris (1997) mentions that self-assessment seen as one of the pillars of learner autonomy one of the fundamental elements of self-directed language learning is the opportunity for learners to assess their own learning. O'Malley and pierce (1996) argue that self assessment is an effective assessment which involves students and enables them to see their possibility for redirection of their own learning efforts. In

addition, the primary objective for self assessment is to improve the capacity of the individuals to understand and what and how they are learning and take responsibility for their own learning, also increase the understanding of the students of the subject matter being studied.

Through self-assessment method students can learn from their previous mistakes, identify their strengths and weakness and monitor their progress. Moreover, self-assessment can help learner to locate their own strengths and weakness and then get them to think about what have to do in order to improve their level. Through self –assessment method, students become more effective independent and confident learners.

#### *2.4.2. Peer Assessment*

Peer assessment refers to the process of involving students in assessing the performance of their other colleagues. It is a form of innovation assessment which aims to improve the quality of learning and empower of learners, peer assessment helps students to making judgments on the work of the other students. Orsmond (2004) mentions that peer assessment can be useful in helping students to develop their ability to make judgment on the performance of the other students. Miker (2010) argues that peer assessment is an important component in assessment that helps to realize curricular targets for students' learning.

In addition, peer assessment is a process that involves students grading or giving feedback on their students' work, and making judgment on what they made. Peer assessment is an effective process in developing students' critical thinking, and communication among the other students. Through peer assessment method, students are encouraged to involve in assessing students and be responsible for learning, encourage students to reflect on their role and contribution to the process of the group work. Peer assessment focuses on the development of the student's judgment skills, also providing more relevant feedback to students. In addition to that, self assessment encourages students to help each other in peer activities.

#### *2.5. Strategies of Continuous Assessment*

Continuous assessment includes a range of different assessment strategies and techniques which are used in classroom in order to gather information about students' learning and used to measure students' performance or achievement. O'Malley and Pierce (1996) mention that different strategies of assessment can be selected by teachers to meet specific purposes and

students' needs but when teachers do not use it in a formal way they cannot provide systematic information about the students' learning.

In addition, the teacher needs to have strategies and activities for ESP students in the same class in order to differentiate between the levels of the students by engaging them in project work. Miker (2010) 19 argues that different assessment procedures must be used by the teacher in any educational setting to help students attain learning targets in the course curriculum. In addition, good assessment strategies provide students with opportunities to show what they have learned. Therefore; there are many different kinds of assessment strategies that can be given to the student to find out what they know and can do.

### *2.5.1. Oral Presentation*

Oral presentation is a way for learners to practice speaking and interacting with the teacher and peer. So, students call upon to present a project in form of an oral presentation, it offer a real-life speaking and giving students opportunities to use language in situations based on everyday life. Oral presentation can be used to develop the public speaking skills of the speaker as well as to provide practice to listeners in asking questions and discussion.

Oral presentation requires preparation by students, interaction and discussion between learners and use of language functions: describing, explaining and giving information. As well as, oral presentation focus on student's ability to interpret and convey meaning for authentic purposes. Through this strategy students are able to communicate for basic communicative and academic purposes. So, we can say that strategy is authentic because it involves language use in interactive context.

A presentation is an activity where students present a topic in front of their class. This can be done individually, as pairs or as a group. Students need good public presentation skills. With a presentation, you are not just presenting the topic, but are also practicing presentation skills. When giving the presentation assignment, also give clear criteria about what makes an effective presentation and whether or not it is to be assessed. Explain how they are to deliver the information (organization, visual aids, voice, clarity of expression, and body language). Also give criteria about the content of the presentation (evidence of research, originality of ideas, effectiveness of argument, ability to answer questions).

### *2.5.2. The Written Test*

The written test is an activity designed to test and measure the knowledge, skills and ability of test –takers. There are two types of questions often used in written tests first multiple –choice questions in which candidates are given a set answers for each question, and the candidate must choose which answer is correct but there are different forms multiple-choice question. Second, essay question and written exercises, candidates answer on form of essay, the test should specify the time students will have to complete the writing. Written tests have many purposes which are evaluating; diagnosing writing behavior, information and knowledge of the students, also it helps in monitoring students’ progress and to check progress of the students.

### *2.5.3. Project*

Project is an activity undertaken over a period of time and includes both individual and group work and it is often presented through an oral or written report. Project focuses mostly on learners’ ability to recall and comprehend the material they have studied. Project is generally longer and more complex than the usual kind of classroom activities.

Projects help students to practice and extend their language skills for real purposes, incorporate students’ previous knowledge and personal experience and also motivate students to work better.

Projects have an important purpose which is providing a context for collaboration and shared learning among students; also, project stimulate students’ creativity and imagination. In addition, projects give students a sense of achievement and self –esteem by providing them with the opportunity to produce something which they can show to others. Projects are thus considered as a practical and vital strategy of continuous assessment. Project work involves giving the students a project to complete in a specified amount of time. Projects can be done individually or in groups.

To design a good project, you have to consider the following. First, identify a suitable topic and the components of the project. What will the students be expected to complete? Second, outline the marking scheme of the project. How many marks are you allocating for each component of the project? Third, what are you expectations? What kind of work are you expecting from your students? Carefully outline the criteria and what you expect. Last, be sure that every student has

a project plan, complete with due dates, a mark scheme, and a clear list of all things to be completed.

#### *2.5.4. Assignment or Home work*

Homework is an assignment to be completed outside of the classroom by the students. Homework should allow the students to practice the ideas, revise the knowledge, and exercise skills learned in class. Sometimes you may choose to mark your students' homework, but it is not always necessary. Homework should be linked to the objectives of the session. It should be challenging to the students, while at the same time, be within their abilities to complete. An instructor should also consider time, and how long it will take to complete the homework for the student. Most importantly, the instructor must consider how they will collect and check the homework.

An assignment is an active learning activity that may be completed outside the classroom as homework. Assignments can be individual or group based. Essentially, an assignment is a task that can be used to practice skills or to investigate a topic. Assignments can take many forms. They can be tasks to be completed, written records, questions that must be answered, essays, reports, summaries of knowledge, or results of research completed. Assignments are very useful assessment tools that allow the teacher to assess the level of a student's learning.

It is important to explain the purpose of a particular assignment to the students, and to explain the marking scheme clearly. Ministry of basic education and culture of republic of Namibia (1999) mentions that take home assignment is a way for learners to practice what they have studied. It reinforces their learning; the primary purpose of home assignment is to teach, i.e. to help students to develop their English language skills.

It is also considered as an opportunity for gathering information about class's learning and to assess students' progress in achieving the learning outcome for listening, speaking, reading, and writing. Take home assignment is generally more suited to assessment of reading and writing although it can be used as a preparation for classroom activities involving speaking and listening.

Therefore, the teacher should take steps to ensure that any homework used for assessment purposes is the work of the individual concerned, or at least that any collaboration which has taken place.

## 2.6. ASSESSMENT TOOL KIT

Assessment Tool Kit The variety of methods available for collecting, interpreting, and reporting information about what students know and can do is endless, and there are many excellent resources for teachers.<sup>3</sup> Although some methods have come to be associated with assessment during instruction and learning, and others with assessment at the end of a unit or term, there are a variety of methods that can be used for all three purposes: assessment for learning, assessment as learning, and assessment of learning. What is important is that teachers first clarify the purpose of assessment and then select the method that best serves the purpose in the particular context.

The lists in the next table are examples of the kinds of methods that teachers can use for assessment purposes. Although the methods have been organized by function—gathering information, interpreting information, keeping records, and communicating—there are indeed interrelationships among them, and it is important to note that some methods belong in multiple categories

Methods	Description
Questioning	asking focused questions in class to elicit understanding
Observation	systematic observations of students as they process ideas
Homework assignments	to elicit understanding
Learning conversations or interviews	investigative discussions with students about their understanding and confusions
Demonstrations, presentations	opportunities for students to show their learning in oral and media performances, exhibitions
Quizzes, tests, examinations	opportunities for students to show their learning through written response
Rich assessment tasks	complex tasks that encourage students to show connections that they are making among concepts they are learning
Simulations, docudramas	simulated or role-playing tasks that encourage students to show connections that they are making among concepts they are learning
Projects and investigations	opportunities for students to show connections in their learning through investigation and production of reports or artifacts
Reflective journals	reflections and conjecture students maintain about how their learning is going and what they need to do next
Self-assessment	process in which students reflect on their own performance and use defined criteria for determining the status of their learning
Video or audio tapes, photographs	visual or auditory images that provide artifacts of student learning

## *2.7. Types of continuous assessment*

Teachers can use many different types of continuous assessment activities to assess learning classroom.

- Quizzes and tests that examine pupil knowledge or proficiency in a particular subject and are usually completed independently by pupils,
- Class projects that can be assigned to be completed either independently or in groups, and
- educational games that include a fun component or competition but have a learning component.

Classroom observation is a process in which teachers gather information by watching learners interacting, conversing, working, or playing. A teacher can use observation to collect data on behaviors that are difficult to assess by other methods, including pupils' attitudes towards problem solving, ability to work effectively in a group, persistence, concentration, and completion of tasks.

The following sections are divided into different continuous assessment techniques, with step-by-step instructions for ways to adapt each technique to different grade levels and to meet different MLCs, as well as ways to assess the learning. **Dramatization and role play, drawing and modeling, games, jigsaw group, oral presentation, oral questioning, project, puzzles, quiz** are other examples of kinds of continuous assessment

## *2.8. Advantages of Continuous Assessment*

### **Serves instruction while monitoring growth**

By implementing continuous assessment, teachers can capture what pupils are doing with or without intervening. By observing this information, teachers can determine what the next steps in teaching will be. For example, if a teacher identifies a misconception, then he or she can plan to tackle that topic in the following lesson. This also enables the teacher to plan how to support pupils' long-term development.

### **Enhances pupil learning**

Continuous assessment can help pupils understand and think at a deeper level by having them reflect on their own processes and experience through reviewing their work and receiving feedback from teachers. Feedback helps pupils see where they are in relation to the learning goal and what they need to do to bridge the gap.

### **Enables teacher's professional growth**

By understanding and driving pupils' thinking and learning, teachers can become more reflective about their practices and improve their teaching strategies. By sharing their experiences with



other teachers, they can develop new perspectives about how teaching, assessment, and learning interact and adjust their teaching accordingly.

### **Provides information to report pupil's progress**

By recording pupils' work over time, teachers are able to provide an accurate description of what a pupil knows and is able to do at the end of the school year. Also, during the school year teachers are able to provide useful feedback to pupils and their parents about how well the pupils are progressing in their learning.

## *2.9. Challenges of Continuous Assessment*

### **Large class size**

In many cases teachers are assigned to teach several subject areas to large classes. Under this condition, it becomes difficult to continually assess individual pupils and to maintain accurate records for each one. Teachers must therefore adopt continuous assessment techniques geared towards large classes.

### **Time constraints**

Even though the syllabus of each content area is created taking into consideration time for instruction and time for assessment, when working in the context of large class sizes, teachers may find it difficult to get through the syllabus while continually assessing pupils, providing feedback, and devising remedial activities. In this case, it helps to remember that the purpose of schooling is not just to get through the syllabus. A teacher may cover the entire syllabus without pupils actually learning or understanding the required concepts. Continuous assessment is a tool to help teachers see when a concept may need more time or, in other cases, less time. If an assessment shows that everyone has grasped a concept, there is no need to spend the full time covering it. The teacher can then move on to other lessons.

### **Lack of training on continuous assessment**

Learning how to properly implement continuous assessment in the classroom so that learners are continually being assessed against the learning goals is not a simple task. Professional development is required at both the pre- and in-service levels, as is support from other teachers, principals, and supervisors, to continue to develop good practices. Because these opportunities are not always available, this guide is intended to help fill the gap.

## CHAPTER THREE: METHODOLOGY

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### *Introduction*

In the preceding chapter, the researcher presented the literature review of the study. This chapter discusses the methodology part. First, the researcher presents the research design used in his work. The sample selection and data collection method are also highlighted. Finally, the researcher presented the data analysis.

### **1. The Research Design**

The main aim of this work as stated in chapter one is to assess the situation of the implementation of continuous assessment strategies particularly on manufacturing students and to cast light on the strong relationship between the two variables. The sample of the study is 2nd year manufacturing students at Maichew poly Technique College in Maichew. The choice of design was influenced by the need to collect the most appropriate data that would help to achieve the aim of the work.

In his work, the researcher has used a descriptive research design utilizing quantitative and qualitative approaches, for the researcher describes the situation of the implementation of the continuous assessment in a manufacturing classroom using the descriptive design and it is suitable. Marczuk et al (2005) state that descriptive research refers to the process of defining, classifying or categorizing the subject; and it is useful because it can provide important information regarding the average number of the group.

Kothari (2004) argues that descriptive research refers to the study which deals with describing the characteristics of a particular individual or a group. In addition, descriptive research studies deal with collecting data and testing hypotheses or answering questions concerning the current status of the subject.

Therefore, this research design is seen as an appropriate one because the study describes the current situation in the manufacturing students in terms of the effect of continuous assessment in improving the students' performance.

### **2. The Sample selection**

Tayie (2005) argues that a sample is a subset of the population which is all individuals of interest to the research that is taken to be representative of the entire population. This study involved the sample of students of manufacturing students in Maichew poly Technique College which was randomly selected. There are four sections of second year degree program students; manufacturing department is randomly chosen which contains 15 students. All satellite degree program teachers are included in the study.

### **3. The Data Collection Methods**

Data collection is an integral part of the research design and it is an important aspect of any type of research study. Data collection refers to the process of collecting data from the sample of the

study using different methods such as questionnaires and interviews. In this study, I use one of the data collection methods which is the questionnaire that is administered to the target students and teachers.

A questionnaire is a set of questions dealing with a specific topic given to the selected sample of the study in order to gather data about the related topic. Kothari (2004) states that questionnaire consists of number of questions in definite order given to the individuals concerned with the request to answer the questions and return the questionnaire. Blaxter et al (2006) state that questionnaire is one of the most widely used social research techniques, they have the form of written questions for those whose opinions or experience they are interested in, and then tried to interpret the responses, the questionnaire is distributed to the students and language teachers.

In addition, a questionnaire is a set of questions dealing with some topics given to sample selection of individuals in order to gather data about a certain problem for the purpose of analyzing data and interpretation. Cohen, Manion and Marrison (2007) argue that the questionnaire is an instrument for collecting data about the problem of statement from the respondents.

Dawson (2002) states that questionnaire is the most appropriate data collection method for the research for gathering information required in the study from the respondents.

The aim of the questionnaire is to obtain information from students and from teachers about the importance of continuous assessment in improving English specialist students' performance and the practices of continuous assessment by English teachers. The questionnaire is divided into four sections. The first section deals with the biographical information of the respondents, gender and the level. It consists of four questions. The second section deals with continuous assessment strategies consists of four questions; the respondents have to answer questions and on the continuous assessment strategies used in classroom, and about the time of assessment. The third section consists of eight questions related to the effect of continuous assessment in improving English specialist students' performance and the fourth section contains teachers' questionnaire (See the appendix).

The questionnaire of the teachers; focus on how and what assessment methods (varieties) they use and how often they use assessment methods.

#### **4. Data Analysis**

All data are obtained through the data collection method in this study and all the information from the questionnaire is entered into Microsoft Excel spreadsheets. Microsoft Excel program is used to generate descriptive statistics, tables and also percentages that reflect the number of the responses to certain questions in relation to the total number of responses are used.

The interpretation of descriptive statistics made it possible to make appropriate inferences in terms of determine the influence of continuous assessment on the students' performance.

Conclusion

In this chapter I have discussed the practical part and the issues of choosing the appropriate methods of the study. In addition, I have given a justification for using quantitative methods, and I have also described the sample of the study and the instrument for data collection. In the following chapter, the data obtained from the completed questionnaire will be analyzed.

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## CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

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### *Introduction*

This chapter presents data presentation, analysis and interpretation. The data is collected from the questionnaire which will be analyzed and interpreted to draw conclusion about the subject. The questionnaire is conducted on the sample of 20 students and all the English teachers. The students' and teachers' responses represent biographic information, the strategies of continuous assessment used in the classroom and also their perception about the effect of continuous assessment on the students' performance and the practice of continuous assessment by teachers.

#### **4.1. SECTION A: BIOGRAPHIC INFORMATION**

In this section, the following tables provide the biographic information of the respondents who participated in the questionnaire.

##### **4.1.1. Gender of the Respondents**

Gender	Count	Percent
Male Students	15	75%
Female Students	5	25%
Total	20	100%
Teachers (Male)	10	100%

Table 4.1 shows that from the respondents (75%) are male and (25%) are female students.

##### **4.1.2. Level of the respondents**

Current class	Count	Percent
students	20	100
Teachers	10	100

Table 4.1.2: shows that all the respondents of the questionnaire are second year manufacturing students and teachers.

#### **4.2. Section B: Continuous Assessment Strategies**

In this section, the following tables and figures provide us with the continuous assessment strategies used in classroom and responses of teachers and students. Let me begin with students.

##### **1. HOW DO YOUR TEACHERS CHECK /ASSESS YOUR WORK? (TICK THOSE THAT ARE APPLIED ON YOU.)**

**Table 4.2.1. STUDENTS’ RESPONSES ON HOW TEACHERS ASSESS STUDENTS’ WORK.**

By using Oral tests	2
By using Written tasks	2
By using Take- home Assignment	3
By using Projects	2
By using Reading tasks	----
By using Class works	2
By using Conversations or Interviews	----
By using Recap exercises	----
By using Self assessment	----
By using Observation	----
By using Presentation/Reflection	2
By using Quizzes	2
By using Peer assessment	----
By using Simulation/Role playing	----
By using Written testes	3
By using Listening tests	----
Others	

Table 4.2.1. Shows how the teachers assess the students in a continuous assessment. Based on the students’ response oral test, take home assignments (individual and group), written tasks, , projects, quizzes, presentation reflections, projects class works and written tests are the most common types of assessments used by their teachers. So, from 20 of the students, 18 of them or 90% of the students said that out of the type of continuous assessment type oral test, take home assignments (individual and group), written tasks, , projects, quizzes, presentation reflections, projects class works and written tests are used by their teachers.

**2. WHICH STRATEGIES OF CONTINUOUS ASSESSMENT ARE MOST USED BY TEACHERS? TICK YOUR ANSWER.**

**Table 4.2.2. STUDENTS’ RESPONSES ON MOST STRATEGY USED BY TEACHER TO ASSESS THEIR PERFORMANCE**

A. Oral tests	2
B. Written tasks	2
C. Take- home Assignment	3
D. Projects	2
E. Reading tasks	----
F. Class works	2
G. Conversations or Interviews	----
H. Recap exercises	----
I. Self assessment	----
J. Observation	----
K. Presentation/Reflection	2
L. Quizzes	2
M. Peer assessment	----
N. Simulation/Role playing	----
O. Written testes	3
P. Listening tests	----
Q. Others	

Table 4.2.2. Shows how which strategies of continuous assessment teachers use. Based on the students’ response take home assignments (individual and group), written tasks, , projects, quizzes, presentation reflections, projects class works and written tests are the most common types of assessments used by their teachers. So, from 20 of the students, 18 of them or 90% of the students said that out of the type of continuous assessment type take home assignments (individual and group), written tasks, , projects, quizzes, presentation reflections, projects class works and written tests are used by their teachers.

### **3. HOW OFTEN DO YOUR TEACHES USE DIFFERENT CONTINUOUS ASSESSMENT STRATEGIES?**

**TABLE 4.2.3. STUDENTS’ RESPONSES ON HOW OFTEN THEIR TEACHERS USED DIFFERENT CONTINUOUS ASSESSMENT STRATEGIES. PUT A THICK MARK IN FRONT OF YOUR RESPONSE.**

Strategies	Very often	Often	Not often	Never
A. Oral tests		✓		
B. Written tasks	✓			
C. Take- home Assignment	✓			
D. Projects		✓		
E. Reading tasks				✓
F. Class works		✓		
G. Conversations or Interviews			✓	
H. Recap exercises		✓		
I. Self assessment			✓	
J. Observation			✓	
K. Presentation/Reflection		✓		
L. Quizzes		✓		
M. Peer assessment			✓	
N. Simulation/Role playing				✓
O. Written testes	✓			
P. Listening tests				✓
Q. Others				

Table 4.2.3: shows students’ responses on how often their teachers used different continuous assessment strategies. From the responses of the students written tests assignments (group and individual) and written tasks are used by their teachers very often. Oral tests, class works, conversations/interviews, recap exercises, projects, presentations/reflections, and quizzes are continuous assessment strategies often used by their teachers. However, self assessment, observation and peer assessment are not often used by their teachers. In addition to this reading tasks, simulation or role playing and listening tests are never used by teachers according to the students’ response.



#### 4. WHEN DO YOUR TEACHERS USE DIFFERENT CONTINUOUS ASSESSMENT STRATEGIES?

**TABLE 4.2.4. STUDENTS' RESPONSES ON WHEN DO THEIR TEACHERS USE DIFFERENT CONTINUOUS ASSESSMENT STRATEGIES**

Strategies	Daily	Weekly	Monthly	Perterm/Ins emester	Never
A. Oral tests	✓				
B. Written tasks			✓		
C. Take- home Assignment			✓		
D. Projects				✓	
E. Reading tasks					✓
F. Class works	✓				
G. Conversations or Interviews					✓
H. Recap exercises				✓	
I. Self assessment					✓
J. Observation				✓	
K. Presentation/Reflection				✓	
L. Quizzes			✓		
M. Peer assessment				✓	
N. Simulation/Role playing					✓
O. Written testes				✓	
P. Listening tests					✓
Q. Others					

Table 4.2.4: shows students' responses on when their teachers use different continuous assessment strategies. So, from their response, we can see that two students say their teachers assess them daily using oral test and class works. Three students again say that their teachers asses them monthly by using continuous assessment strategies of written task, assignments and quizzes. On the other hand, six students say their teachers use projects, recap exercises, observation, presentation, peer assessment and written tests to assess them per semester. But, five students say that their teachers never assess them using reading tasks, conversations, self assessment, simulation/role playing and listening tests.

### 4.3 SECTION C: CONTINUOUS ASSESSMENT STRATEGIES AND STUDENTS' PERFORMANCE

In this section, the following tables and figures provide us with the effects of continuous assessment on students' performance.

#### 5. WHAT IS THE EFFECT OF CONTINUOUS ASSESSMENT ON YOUR PERFORMANCE?

**TABLE. 4.2.5. STUDENTS' RESPONSES ON THE EFFECTS OF CONTINUOUS ASSESSMENT ON STUDENTS' PERFORMANCE**

Statement	Strongly agree	agree	Disagree	Strongly disagree
1. CA improves my understanding and identifies the strengths and the weaknesses of students.	✓			
2. CA helps students to assess themselves.	✓			
3. CA enables students to demonstrate the progress they have made in the course.	✓			
4. When teacher gives a quick feedback, students devise ways of working better.	✓			
5. CA helps students to interact with each other and with the teacher.	✓			
6. CA improves the communicative competence.	✓			
7. CA helps students in answering technique and question approach methods to get ready for the final exam.		✓		
8. CA improves the results of students' performance on final exam.	✓			

The table 4.2.5 shows students' responses on the effects of continuous assessment on students' performance. As we can see from the table, almost the students (99% of them) strongly agree that CA improves my understanding and identifies the strengths and the weaknesses of students, CA helps students to assess themselves, CA enables students to demonstrate the progress they have made in the course, When teacher gives a quick feedback, students devise ways of working

better, CA helps students to interact with each other and with the teacher, CA improves the communicative competence, CA improves the results of students' performance on final exam. But they agree that CA helps students in answering technique and question approach methods to get ready for the final exam.

**Section D: Teachers' Responses on Continuous Assessment and analysis.**

1. What do you think is the importance of continuous assessment for students?  
\_\_\_\_\_
2. Would you please list the type of continuous assessments that you use to assess your students?  
-----
3. Do you check individual students' performance in a group assignment?
4. If your answer is yes for number 2, how do you check the students' performance?
5. If your answer for number 2 is no, why not?
6. How often do you assess your students?  
A. Monthly      B. weekly      C. daily      D. Every three months      E. other
7. Do you think continuous assessment improves students' performance?
8. If your answer for number 7 is yes, how can it improve?
9. If your answer is no for number 7 why not?

10. From the type of continuous assessment you listed in number 1 Which of the assessment/s do you use

- Mostly \_\_\_\_\_

- Often \_\_\_\_\_

- Sometimes \_\_\_\_\_

- Never \_\_\_\_\_

11. How do you check the students' performance in an individual assignment?

## Conclusion

This chapter has provided a range of information provided by the respondents. The responses are organized in tables to simplify the interpretation of the data. The next chapter will give a summary of the study and offer a number of recommendations.

## Chapter Five: Discussions, Conclusion and Recommendations

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### *Introduction*

This research has focused on investigating the importance of the continuous assessment in improving manufacturing students' performance in particular Maichew Poly Technique College.

The purpose of this study was to show the effect of continuous Assessment in improving Manufacturing students' performance and also to find out whether there is relationship between continuous assessment and students' performance, moreover to check what continuous assessment methods teachers use mostly.

In this work, I have used a descriptive research design, utilizing quantitative approach. I have also used a questionnaire as a research instrument to obtain information concerning students' perceptions about the effects of continuous assessment in improving students' performance from students and from teachers, and then I have analyzed data of the questionnaire.

In this chapter, I discuss the findings of each aspect of the questionnaire, and I present some recommendations.

### 5.1. Discussion of the Results

The study has showed that teachers of Maichew Poly Technique College use different strategies of continuous assessment, assignments, oral tests and written tests that are commonly used while projects are used sometimes. Also, the study has revealed that individual and group assignments and tests are most used strategies by teachers to assess the students' performance and their progress.

Most of the respondents (65.71%) in the research sample strongly agree that continuous assessment improves their understanding and identifies their strengths and weaknesses.

Most of the respondents (60%) indicate that continuous assessment helps students to assess themselves because when students get their assessment results, they know their weaknesses and will be able to highlight the needed skills. Also; the larger percentage (57.14%) agrees that Continuous Assessment enables students to demonstrate their progress in the learning process.

Most of respondents (45, 71%) said that continuous assessment gives a quick feedback to them in order to devise ways of working better because when teachers give a feedback to their learners, they motivate them to improve their level and devise ways for working better.

Moreover, nearly half (48, 57%) of the respondents strongly agree that continuous assessment helps students to interact with each other because continuous assessment strategies motivate learners to participate in the learning process.

Most of the respondents (60%) indicate that continuous assessment improves the communicative competence because oral tests focus on their ability to convey and communicate for basic communicative purposes.

In addition, the majority of respondents (71, 42%) acknowledge that continuous assessment helps students in answering techniques to get ready for exam because continuous assessment strategies are valuable tools in order to develop learners' skills. (54,28%) of the respondents strongly agree that continuous assessment improves the results of the students' performance in the final exam because the strategies have a great role in improving their results of the exams.

## 5.2. Recommendation

Students benefit from the classroom assessment and its strategies. In this case, teachers are responsible for providing a feedback that students need. For this, teachers should get training about classroom assessment and focus on how teachers can carry out CA in the teaching and learning process.

Teachers in the classroom must use a variety of assessment procedures to help students attain the learning targets stipulated in the course. they should not restricted in conventional pencil and paper achievement tests, rather they must use another strategies (listening tests, presentation, projects and collaborative work) which are more practical in every day's classroom context.

Teachers should teach their students the habits and the skills of collaboration in peer assessment because the latter helps students in improving the quality of learning and empowers the learners.

Teacher should provide students with fruitful feedback and comments because students need to develop their weaknesses.

## 5.3. Conclusion

In this chapter, I have provided a summary of my research work. Through the study and students' perception, I have found that continuous assessment has great effects on improving students' performance and I have showed Maichew Poly Technique College teachers use different strategies to assess learners. In addition, I have discussed the findings of the study, and I have given some recommendation may be taken into consideration in order to assist in the successful implementation of continuous assessment.

## Appendix A: Students' questionnaire.

Dear Students,

The following questionnaires aims at finding out your opinion about the importance of continuous assessment in improving students' (your) performance, the practice of continuous assessment in your class by your teacher, read them carefully and give your answer accordingly.

I would be grateful if you could answer this questionnaire as frankly and truthfully as you can.

I thank you in advance for your cooperation.

### 1. How do your teachers assess your work? (Tick those that are applied on you.)

By using Oral tests	
By using Written tasks	
By using Take- home Assignment	
By using Projects	
By using Reading tasks	
By using Class works	
By using Conversations or Interviews	
By using Recap exercises	
By using Self assessment	
By using Observation	
By using Presentation/Reflection	
By using Quizzes	
By using Peer assessment	
By using Simulation/Role playing	
By using Written testes	
By using Listening tests	
Others	

**2. Which strategies of continuous assessment are most used by teachers? Tick your answer.**

A. Oral tests
B. Written tasks
C. Take- home Assignment
D. Projects
E. Reading tasks
F. Class works
G. Conversations or Interviews
H. Recap exercises
I. Self assessment
J. Observation
K. Presentation/Reflection
L. Quizzes
M. Peer assessment
N. Simulation/Role playing
O. Written testes
P. Listening tests
Q. Others



**3. How often do your teaches use different continuous assessment strategies?**

Strategies	Very often	Often	Not often	Never
A. Oral tests				
B. Written tasks				
C. Take- home Assignment				
D. Projects				
E. Reading tasks				
F. Class works				
G. Conversations or Interviews				
H. Recap exercises				
I. Self assessment				
J. Observation				
K. Presentation/Reflection				
L. Quizzes				
M. Peer assessment				
N. Simulation/Role playing				
O. Written testes				
P. Listening tests				
Q. Others				

**4. When do your teachers use different continuous assessment strategies?**

Strategies	Daily	Weekly	Monthly	Per term /In semester	Never
A. Oral tests					
B. Written tasks					
C. Take- home Assignment					
D. Projects					
E. Reading tasks					
F. Class works					
G. Conversations or Interviews					

H. Recap exercises					
I. Self assessment					
J. Observation					
K. Presentation/Reflection					
L. Quizzes					
M. Peer assessment					
N. Simulation/Role playing					
O. Written testes					
P. Listening tests					
Q. Others					

**5. What is the effect of continuous assessment on your Performance?**

Statement	Strongly agree	agree	Disagree	Strongly disagree
1. CA improves my understanding and identifies the strengths and the weaknesses of students.				
2. CA helps students to assess themselves.				
3. CA enables students to demonstrate the progress they have made in the course.				
4. When teacher gives a quick feedback, students devise ways of working better.				
5. CA helps students to interact with each other and with the teacher.				
6. CA improves the communicative competence.				
7. CA helps students in answering technique and question approach methods to get ready for the final exam.				
8. CA improves the results of students' performance on final exam.				

## Appendix B: Teachers' questionnaire

Dear Teachers,

The following questionnaire aims at finding out your opinion about the importance of continuous assessment in improving students' performance, your practice of continuous assessment (how, how often, how many . . .)

I would be grateful if you could answer this questionnaire as frankly and truthfully as you can.

I thank you in advance for your cooperation.

12. What do you think is the importance of continuous assessment for students?

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13. Would do you please list the type of continuous assessments that you use to assess your students?

-----

14. Do you check individual students' performance in a group assignment?

15. If your answer is yes for number 2, how do you check the students' performance?

16. If your answer for number 2 is no, why not?

17. How often do you assess your students?

B. Monthly      B. weekly      C. daily      D. Every three months      E. other

18. Do you think continuous assessment improves students' performance?

19. If your answer for number 7 is yes, how can it improve?

20. If your answer is no for number 7 why not?

21. From the type of continuous assessment you listed in number 1 Which of the assessment/s do you use

- Mostly \_\_\_\_\_

- Often \_\_\_\_\_

- Sometimes \_\_\_\_\_

- Never \_\_\_\_\_

22. How do you check the students' performance in an individual assignment?

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Thank You!!

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