

**THE CHALLENGES OF IMPLEMENTING CONTINUOUS
ASSESSMENT IN PHYSICAL EDUCATION CLASSES IN
SOME SELECTED ADDIS ABABA HIGHSCHOOLS**

By

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
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APPROVED BY BOARD OF EXAMINERS

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Acronyms

CA – Continuous Assessment

FCA – Formative Continuous Assessment

MOE – Ministry of Education

MOES – Ministry of Education and Sport

NIED – National Institute for Education and Development

SCA – Summative Continuous Assessment

PA – Performance Assessment

USAID – United States Agency for International Development

CPA – Continuous Performance Assessment

Acknowledgment

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Abstract

The purpose of this study was to explore the challenges of implementing students' continuous assessment and suggests potential solutions to the challenges. Five basic questions were raised to achieve the objectives of the study. To answer these basic research questions, descriptive survey research method was employed.

Teachers, school directors and students were participants of the study. The schools and participants were selected by stratified random sampling method. The major findings of this study include very weak document handling and poor record keeping of learners' continuous assessment achievement. Many assessment techniques were used improperly. The study also found that large class sizes inadequacy of school infrastructure, lack of manuals, weak follow up support and feedback system on the implementation of continuous assessment, lack of material and playground in the schools were the major challenges of continuous assessment.

For further improvement, continuous on the job training, adequate and updated manuals, support and immediate feedback on the learners' continuous assessment implementation, fulfillment of facilities and materials and also adequate playground were suggested as potential solutions to the proper implementation of continuous assessment.

Keywords:Physical education, Assessment, continuous assessment, implementation, practical assessment, progress.

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CHAPTER ONE

Introduction

1.1 Background

Sustainable national development is unthinkable without education (Birhanu, 2004). He further argued that in modern society, education is increasingly viewed as the primary means of solving social, economic and political problems.

One of the major activities in the teaching-learning process is assessment of students. Assessment, according to the views of some scholars, is inseparable from the teaching-learning process. “Like a design that waves into a fabric by a weaver. Instruction and assessment are interconnected. They are part of the teaching-learning process and one naturally leads to the other.

No one can hesitate that assessment is part of the teaching-learning process and it helps educators, teachers and school officials to make sound decision on the students’ progress. What should be considered there is that weather this assessment is able to provide a complete picture of the students’ progress. How this approach of assessment should be practiced? What materials and resources are required to assess student? And others can be raised here.

The assessment approach that is intended to be practiced by schools is continuous assessment. This is because it is dependable in revealing the real changes in students’ behavior. Continuous assessment in addition to being more powerful and more inclusive, as highlighted by Mitko (2004) has the following merits.

- ✓ It promotes frequent interaction between students and teachers that enable teachers to know the strengths and weaknesses of learners and identify which student need review and remediation.
- ✓ Students receive feedback from teachers based on performance that allows them to focus on topics they have not yet mastered.

Similar idea was formulated in **copper(1996)** that this in turn promotes a student-teacher relationship based on individual interactions, students learn that the teachers value their achievements and that their assessment outcomes have an impact on the instruction that they receive and one-to-one communication between the teacher and the student can motivate learners to continue attending school and to work hard to achieve higher level of mastery. In the same article, it is stated that, continuous assessment helps teachers to assess the curriculum as implemented in teaching learning process. It allows evaluating the effectiveness of their teaching strategies relative to the curriculum and changes these strategies as directed by their students.

Considering the very advantages of continuous assessment in Ethiopia, teachers are expected to implement continuous assessment. However, from the experience of the researcher, it seems that continuous assessment is not being used. Some of the reasons may be lack of awareness of the important feature and uses of continuous assessment by teachers, lack of professional competency, absence of positive attitude to it, and irresponsibility of teachers.

Good leadership capacity and teaching methods are always seen as basic development tools in schools concerning the application of continuous assessment. Leaders are important because they serve as anchors, provide guidance in times of change, and are responsible for the effectiveness of

organization. On the basis of the foregoing, the researcher argues that the successful implementation of continuous assessment policy in the Further Education and training band requires the objective perspective of the manager as well as the flashes of vision and commitment wise leadership provides. Furthermore, the researcher argue that the successful implementation of CA in schools will depend, among other things, on an ability by the school managers to influence staff' actions as well as efficiently and effectively maintaining organizational structures. The challenges confronting the continuous assessment policy have always betrayed the purpose it intended to achieve in many Ethiopian schools. In order to address these challenges, this research suggests that the leadership and management perspective is crucial to optimize utilization of staff potential. This research is an attempt to investigate and explain the role that should be played by school managers in the implementation of the continuous assessment policy in the various schools of Addis Ababa, and further examines the extent at which the school managers and teachers perform leadership and management roles such as the instructional leadership, management of parent involvement, learner management, motivation, and monitoring and support.

1.2 Statement of the problem

The process of continuously assessing students' performance and progressing learning level is hard and trying task. Teachers have to continuously try to identify whether their students have mastered the required skills for the respected course. The teachers use the information gained through assessment to decide whether to provide an extra help for students assessed as under qualified based on the criteria and can also be used for evaluating the educational methods used. For continues assessment to be most effective there

must be an operational linkage between curricular goals, instructional methods and the assessment process.

But there are some problems that may be obstacles to effectively applying this continuous assessment method in schools. This particular research aims to investigate and determine the challenges of continuous practical assessment in physical education and sport classes in some selected schools of Addis Ababa.

1.3 Objective of the study

1.3.1 General objective

The main objective of the research was to investigate challenges facing the effective application of continuous assessment in physical education and sport in some selected schools in Addis Ababa.

1.3.2 Specific objective

The study specifically intends to:

- Identify the challenges of implementing continuous assessment in physical education and sport class.
- Examine how continuous assessment affects educational programs.
- Investigate the attitude of trainers and school administration towards the continuous assessment in physical education class.
- To find out the perception of student on the advantage of continuous assessment.
- Suggest how continuous assessment should be effectively conducted.

1.4 Research question

Based on the problem stated and the objectives outlined this particular study tries to answer the following basic research questions.

1. What are the challenges of continuous assessment during physical education and sport class?
2. Do students perceive in continuous assessment to improve their performance?
3. What are the major factors that influence teachers in assessing their students' performance?
4. What type of continuous assessment techniques do teachers use to assess student performance?
5. Is continuous assessment a modern teaching style?

1.5 Significance of the study

Assessment is a general concept indicating a consistent level of performance. In order to make an important assessment one must know the desired objectives, know which tools and techniques are used in the continuous assessment and make unbiased judgments concerning educational significance. In this paper such points and other related important ideas will be raised to give hint to the physical education teachers. It should also be pointed out that it is through research that the physical educator is able to determine effective means of continuous assessment. So through this research study the physical education

teacher will get idea to correct their errors made during the process of continuous assessment in using various tools and techniques of measurement.

- The result would also help to create awareness among physical education teachers about tools and procedure used in the continuous assessment.
- The result should shed light on the current physical education assessment approaches in the school by clarifying the extent to which continuous assessment has been practiced in the school.

The research work tries to give some relevant information to physical education teachers to improve their teaching activity and their continuous practical assessment mechanisms. And also develop teachers' awareness on the use of continuous practical assessment method in physical education.

1.6 Delimitation of the study

The scope of the study is limited to identifying the challenges facing the application of continuous physical education practical class assessment in some selected schools of Addis Ababa. However, to make the study more manageable and to complete within the available time, it is limited to 3 selected secondary school of Addis Ababa. These selected schools include **Yekatit 12 senior secondary school, Minilk secondary school and NewEra Elementary and Secondary school** from **Arada** sub city. And the results found are used as reference values for pointing generalized conclusion about how physical education classes of continuous assessment is conducted and how it affects the performance of students in the many other schools.

1.7 Limitation of the study

Some teachers did not have willingness to be observed in classroom teaching while other teachers and students were not cooperative to complete the questionnaires on time. The above mentioned problems were some of the limitations the researcher faced during the study. Despite the above mentioned problems, the researcher tried to create awareness about the purpose of the study, motivated the respondents and has made a lot of effort to bring the paper to its complete form.

1.8 Definition of terms

Assessment: the use of various techniques to gather information about participants' achievement and make decision based on the outcomes that will enhance the overall program.

Continuous assessment: refers to the process of collecting information on how students are progressing in their learning and using this information to make an instructional decision.

Formative continuous assessment: an ongoing daily process by which teachers and educators gather and interpret information about aspects of students' learning and their own teaching.

Summative continuous assessment: a procedure for gathering information about the students' achievement of the curriculum goals or objectives at the end of the instruction or unit.

Performance assessment: the process of using student activities or products as opposed to tests or surveys to evaluate students' knowledge, skills and development. Methods include essays, oral presentation, exhibitions, performance and demonstrations.

1.9 Organization of the study

This study consists of 5 chapters. Chapter one deals with introduction, whereby background of the study, statement of the problem, significance, delimitation, limitation and definition of terms. Chapter two treats review of related literature that lays conceptual frame work of the study. Chapter three deals on the research design and methodology. Chapter four is concerned with the analysis and interpretation of data and discussion on important issues. Whereas chapter five presents summary of findings, conclusion and recommendation of the study. Finally list of reference material used for conducting the study, sample questionnaire, interview and observation checklists are annexed at the end.

Chapter Two

Review of Related Literature

2.1 Definition and Principles of Continuous Assessment

2.1.1 Definition of Continuous Assessment(CA)

CA is a formative mode of assessment that used multiple ways and format. It combines the scores obtained from paper pencil, assignment projects, discussion and presentations, oral paper penal, observation, etc. this and suit a lot of definition have been given by many scholars /researchers, educators, psychomotricions, etc.

However, it may not be feasible, need impossible to mention all here, and rather those related to the domain of the study i.e. continuous assessment of learners' overage progress are given emphasis.

Continuous assessment is a process of collection and interpretation of information to make decisions about learners based on what they know and can demonstrate as a result of classroom instruction (copper, 1996)

Thus, from the above definitions continuous assessment is a process that is used in collecting information about students' performance with regard to all learning domains made throughout the teaching learning process

From those definitions we can derive the following main points.

- CA is a tool to collect information about learners
- It involves interpretation of information to have objective ground to make decisions with regard to learners learning status

The change in the assessment policy was introduced in the South Africa schools in 2001 by the former Minister of Education, Prof. Kader Asmal. Alausa (2003:2) ascribed one advantage of CA to the fact that it places teachers at the center of all performance-assessment activities and that it encourages more teacher participation in the overall assessment or grading of learners. He further states that this new assessment model is used to determine the learner's achievement during the course of the grade or level, and to provide information that is used to support a learner's development and enable improvements to be made in the learning and teaching process. Although the change in the assessment policy was intended to improve the quality of teaching, learning and assessment, it also introduced schools to the challenges associated with the implementation of educational change. The argument presented in this study is simply that every change produces new information and concepts which create challenges. The change in assessment policy calls for a realignment of existing values, practices and outcomes (Morrison, 1998:11). Alausa (2003:3) identified some of the problems working against the proper implementation of CA which calls for the realignment of values, practices and outcomes in schools. Some of the challenges that are associated with educators include a lack of skills in test construction and test administration, attitudes towards CA, and record keeping. For CA implementation to succeed, Alausa (2003:3) argues that teachers need to give

more tests and that will result in more marking for the teachers. They are expected to constantly observe learners to see if they are progressing towards the set outcomes. All these could mean more work for the teachers, greater demands on their time, and increased responsibility.

2.1.2 Principles of Continuous Assessment

CA is an ongoing process in teaching and learning but not *episodic*. This process like other processes is most effective when based on sound operational principles. These principles provide to the tutor a framework within which the process of assessment is practiced. They include:

Determining and clarifying what to be assessed

There is need for a tutor to determine an assessment device after defining the purpose (s) of assessment. Assessment works best when the programmer seeks to improve have clear, explicitly stated purposes. As a tutor critically identify the education values you intend to assess on **who** in terms of **what** and **how** alongside **where**.

The assessment techniques strategies or tools should be selected in terms of the purpose to be served

Each assessment technique tool is appropriate in one instance and in appropriate to another, therefore as a tutor consider the appropriateness of the technique or tool for the intended purpose prior to its selection.

Comprehensive assessment requires a variety of assessment techniques for triangulation purposes

No single assessment tool or technique is good or adequate enough for appraising learner progress towards all the important outcomes of instruction. Assessment requires attention to outcomes but also equally to experiences that lead to those outcomes therefore assessment is most effective when it reflects on understanding of learning as multi-dimensional, integrated and revealed in performance over time

Proper use of assessment techniques, tools requires awareness of their limitations strengths and appropriateness

All measuring instruments tools are subject to one or more types of errors as tutors you need to use proper and accurate assessment results aware of such instrument errors; use the most appropriate tool for a specific learning outcome

Assessment is a means to an end but not an end in itself

The use of assessment techniques, tools means that some useful purpose will be served and the tutor will be clearly aware of the purpose. The type of decisions made should be identified before assessment procedures are selected.

Good assessment practices promote ethical academic conduct

Ethical academic conduct is both a staff and students' responsibility. Good assessment design can both educate students about appropriate academic conduct and minimize academic misconduct.

Assessment practice allows students to receive timely feedback on their learning

High quality feedback is clear and constructive, and enables students to make sensible judgments about modifying aspects of their academic performance in order to meet the objectives of the course. Such feedback should enable students to understand their level of development of the required skills, their mastery of understanding embedded in the assessment activity and how their performance in each domain could be improved in subsequent learning activities.

Assessment methods should be valid reliable and consistent

Tutors should make effort to ensure that assessment methods are valid and reliable, recognizing that professional judgment is a significant and reasonable element in the indicators of achievement. It is also reasonable that such judgment is regularly subjected to peer review and discussion.

Assessment fosters wider improvement when representatives from across the educational community are involved.

Teacher trainee learning is a-campus-wide responsibility, and assessment is a way of enacting that responsibility. As a tutor you should involve individuals from beyond the campus whose experience can enrich the sense of appropriate aims and standards for learning. Therefore treat assessment as a collaborative activity by all parties with a stake in its improvement.

2.2 Purpose of Continuous assessment

Understanding the purpose of continuous assessment has its own importance this is because such a knowledge with help those who are going to implements this techniques of assessment to give due consideration and increase their effort towards its proper implementation.

From the perspectives of measurement expertise, continuous assessment is purposely designed to improve teaching and learning for all students, not for filter students out of educational opportunities (pop an, 1981) continuous assessment is a dues purpose diagnostic instrument that is useful for both the students and teachers. It enable students to understand the are as in which there are having difficulties and to concentrate their effort in those areas mean while it allows teachers to monitor the impact of the lesson on the students understanding (Desalegne, 2004). This idea is strongly supported

“Teachers can modify their pedagogical strategies to include the construction of remediation activities for pupils who are not working at the expected grade level and the creation of enrichment activities for pupils who are at or above the excepted grade levels Hence, continuous assessment supports a cycle of self evaluation and pupil specific activities by both pupils and teachers.”

The other important purpose of continuous assessment to be considered is that it is intended to assess the curriculum as implemented in the class room. It allows teachers to evaluate that effectiveness of their teaching strategies relative to the curriculum and to change those strategies as dictated by the need of their students (Desalegn 2004)

Different scholars mentioned the purpose of assessment in different ways but (Nitrio, 1996) mentions purposes of assessment in general as to

❖ **Improve instruction**

Assessment activities then about the teachers whether what they thought was effective. If learners are learning what is expected it will show in the assessment. If the assessment show that the learners are not doing well on a particular topic or skill then this tells the teachers must find a new way of teaching the lesson or topic, in turn to improve instruction.

❖ **Feed back for students and teacher**

Simply assessing students and reporting the result is not likely to affect students performance. Assessment result should review both correct and incorrect performance of students and in addition, be able to correct students incorrect performance.

❖ **Improve student learning**

Both teachers and students need to know how students are doing first, of course they hold know what the goal is toward which the students are studying what they eventually need to know or to be able to do. It though assessment teacher and students get feedback as to what students already know, have learned or do not know yet, then teacher can direct students study appropriately to learn the remaining material.

❖ **Motivate students**

Students at any level have to be encouraged during teaching and learning process and necessary motivation and follow up system has to be designed and practiced of assessment is very important.

❖ **Assign grades**

One of the most obvious reason for giving assessment is to assign grades to students although teacher continually assess their students' progress in informal ways, it is necessary for them to "officially" records their evaluation of students' progress through grades (Mitko, 1996). Because of strong relationship of assessment and instruction good teaching is inseparable from good assessment

❖ **Teaching as activities:-** if appropriately planned and used, can be powerful learning activities, self-tests, for students placing in special group or ranking student for specially purpose sometimes teachers

choose to group students according to their ability, student are selected for special experience or honors, or contents assessment is used to help teacher make the decisions.

❖ **To provide all children with opportunities to show what they know**

As assessment provides all children with opportunities to show what they know in addition, each children has many different qualities using only one type of assessment may not give learners a chance to show what they know. All learners get a chance to show what they know when teachers use continuous assessment because there are different types of assessment activities when a teacher uses continuous assessment, learners are asked to show what they know indifferent ways.

❖ **To let parents know how their** children are progressing parents wants to know how well their children are doing in school. Reports based on continuous assessment by the teacher help parents to know about their Childs progress on regular basis not just of the end of the year.

❖ **To lead to overall evaluation**

Efforts to determine a student should pass from grade to grade relying on an exam to tell us what students know and can do may not provide us with a well-developed and accurate picture of the learned with well- designed and ongoing continuous assessment carried out throughout the year the teacher has a strong basis from which to evaluate a learners' overall progress.

2.3 Advantages and Challenges of Continuous Assessment

2.3.1 Advantages of Continuous Assessment

Continuous Assessment if used properly has the following advantages:

- Enables gathering information about a wide range of students' characteristics as a feedback for decision making. This information is more reliable than examinations.
- So as to accumulate records of students' progress. This builds up a picture of a student's performance over a prolonged and representative period. The learner has the opportunity to monitor own progress.
- Provides information from which teachers and tutors can obtain insights into their own effectiveness. This is emphasized by kothori (2004:249).

“It gives the teacher chance to assess his/her performance and hence the opportunity to improve the techniques of teaching and improve the standards and quality of education”

- Continuous Assessment strategies are embedded within learning activities to avoid situations that appear threatening and cause panic. Assessment is done immediately the learning task is accomplished.
- The element of competitiveness amongst learners is reasonably reduced.
- Allocates students to sets or groups. This is done in grading to assign students to a particular set or group by looking at how they have been performing.

- To compare teaching materials for effective implementation. The learner does not progress on to the next learning task unless requirements for the current level are satisfied.
- Gives incentives to learning. Students are anxious to know how they are progressing in the process of learning.
- To inform parent/guardians about the performance of their children/students and advise them accordingly.
- Predicting the suitability of individual students for particular course or careers. This helps teachers and tutors to discover potential abilities and aptitudes which enable them to predict probable future success whether in school or outside.
- CA results are a basis for mentoring, support supervision, guidance and counseling.
- The CA process aids documentation using reflective journals, action research and portfolio on learning, teaching and practice.

2.3.2 Challenges of Continuous Assessment

Teachers in primary schools and tutors in PTCs experience several challenges towards effective implementation of the respective curricular. Some of these include:

- Teachers' and tutors' attitudes to Continuous assessment are more of an overload than part of their practice.

- Teachers and tutors and the school/ college administrators need to have a conviction of the advantages of CA so that they plan to set sufficient resources that may be required for CA.
- Overcrowding/large enrollment classrooms vs. learning materials and their appropriateness hinder effective CA.
- Teachers, tutors and administrators lack or have inadequate competences for designing and administer appropriate tools.
- Continuous Assessment strategies are narrowly focused on cognitive domain.
- Interpreting CA records, results, reports • and using Continuous Assessment results.

2.4 Problems of continuous assessment

In contrast to the usefulness of continuous assessment with regard to its effectiveness in measuring all aspects of learning domains, improving instruction, serving as a means to provide immediate feedback and providing a measurement which is reliable and free from cheating there are problems too

One problem attributed to it by Capper (1996), is the marks assigned by teachers for equivalent trials of students are not consistent. This is because some of the tools used in continuous assessment require subjective decision of teachers. He added that, many teachers have not been trained well in assessment, so they may not be doing an adequate job of using continuous assessment in the class. As Alauso (2003), cited in Adebawale and Alauso (2008) outlined the frequent requirements of increased number of paper pencil are recurring marking, frequent observations of learners to assess effective outcomes and keeping more records on learners. All these could mean more work

for the teacher, greater demands on time and increased responsibility. He further examines the problem of continuous assessment from the viewpoints of learners that continuous assessment can mean too many projects from too many instructors of the same time and the fact that well to do learners are given unfair advantage over poorer learners as they would have greater access to resource.

Solutions to the underlined problems as pointed out by Adebowole and Alauso (2008) are that, teachers should be prepared professionally and meaty to operate in the system. If the teacher is not prepared adequately to operas in the system,, it may lead to a tendency to manufacture scores in the name of continuous assessment. And in relation to this capper (1996) stated that teachers should be encouraged to form favorable attitude towards the practice of continuous assessment and pinpointed that teachers who are not well trained may have difficulties in the criteria for judging students on the objective outlined, which is one of the benefits of centrally developed continuous assessment system. Continuous assessment recognizes teachers as professionals having integrity and expertise to judge student's abilities (capper, 1996) however it seems that teachers are making decisions on students learning development based on information obtained through one or two shots of examinations in the name of continuous assessments

2.5 Teachers attitude towards continuous assessment

Attitude has been defined by different scholars in a relatively different way never the less, there is no single universally definition of attitude on the other hand all definitions are bound with two integrated elements that come in to one's mind these integrated elements in every definition of attitude are the attitude itself and the attitude object one common definition for example, is "it is a relatively enduring tendency to respond to someone or something in a way that reflects a positive evaluation of that person or thing social psychologist as

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cited by (Alauso, 2003:2) in the same way it is essential to think of the awareness and positive feeling of teachers (attitude) and the (attitude object) that is the program or more specifically continuous assessment that is going to be implemented.

From the above ideas teachers may bear negative attitude toward the continuous assessment because of the absence of adequate orientation and training, lack of skill and knowledge without which they can not appreciate and implement it which is practiced international with this regards, Isaac (1995), as cited in Elvi (2008), contended teachers until liability in continuous assessment scores is an international problem the study mentioned that gross inflation is usually detachable when continuous assessment scores are compared with examination scores in south Africa. It was also claimed that issues facing 3rd mold countries in terms of implementation of continuous assessment are very different from those facing 1st world countries

This is because, teachers in developing countries are underpaid unrestrained, and over worked manu have two shifts of classes, often with too many students per class, so they may be disinclined to spend additional time out side of their normal class in developing paperpencil tests, quizzes, or other approaches to assess their students. Another concern is that when course grades begin to count toward selection decisions, teachers are vulnerable to corruptions capper (1996), and (Elui, 2008).

As to the viewpoints of educators, proper training of teachers are reduced workload may alleviate the problems. In divisively who receive appropriate training and have time to develop the assessment would be able to develop

more creative, pedagogically and technically sound assessment they could develop assessment, which support.

- Independent and resourceful learning, higher order thinking and problem solving that are consistent with the principle of learner centered instruction
- That have objective criteria for evaluating student performance
- That involve students in applying knowledge, skill and concepts to solving real life problems in their communities
- And that captivate students interest and imagination (Capper 1996)

2.6 Factors affecting the Implementation of Continuous Assessment In physical education

2.6.1 Large Class Size

One of the major challenges was the large class sizes. Teachers cited the large class sizes in most schools as major challenge. Teachers indicated that the workload became higher as they were required to mark and keep records of the progress of all learners. It was also observed that despite the intensive in service training and the availability of the guidelines encouraging teachers to practice continuous assessment, a good number of teachers in the pilot schools continued to practice continuous testing by administering assessment or tests at the end of the first month and the end of the second month. A good number of teachers failed to appreciate the need to administer assessments on an on-going basis such as weekly, fortnightly or after a topic. (Kapambwe (2010))

2.6.2 Teaching and learning resources

The majority of the teachers complained that they had inadequate teaching and learning materials. The difficulty with learning materials mainly affected the availability of appropriate teaching and learning materials in new curriculum. It was clear that they needed a lot of support in form of materials and equipment.

2.6.3 Knowledge and Skill of Teacher

One of the most basic obstacles to the uptake of assessment practice and development is that the people who matter, and that means practicing teachers, do not have any easy access to the many interesting idea and resource which they might choose to try out if they were aware of their existence. A clear concomitant of the knowledge constraint in assessment development and practice is the degree of skill which the teacher has developed for using the various techniques. There tends to be mystique about assessment technique which is largely unwarranted (Black and Broadfoot,1982).

2.6.4 Lack of Time

Teachers are very poorly supported by service and facilities to back up their teaching. Many paper and pencil test yield doubtful results, not because of the nature of the content, but because they are scribbled in the teacher. The implication of all this is that if new ideas in assessment are to work, rather than join the pile of good ideas on the (rejected)good ideas heap, then they must be tailored to fit the time and facilities which are available in school. The

problem is that available time is a contentious issue. (Black and Broadfoot,1982).

2.6.5 Students Attitude

For learning to take place effectively and for students to become successful, they should be ready and motivated to learn materials offered by their teachers. Student readiness and motivation refers to the extent to which they are willing to do assignments, and participate in practical projects and other tasks (Ayalew et al., 2009). No learning will take place unless the student is willing and committed. No potential will be realized unless the student responds to a challenge. No matter how good the curriculum, how cognitively correct the teaching methods, unless the teacher is able to motivate his/her students to stimulate about their teaching and make commitment in it, he/she will have given them little of lasting importance (Black & BroadFoot, 1982).

2.6.6 Teachers Attitude

The factors related to teachers may include inadequate professional skills, poor subject matter, unfair evaluation and lack of interest in their profession, punctuality, and respect for students. These may result in developing negative attitude, and it becomes difficult to make student-centered method practical. Positive teachers' attitude exists when teachers have confidence in their ability to teach, and committed to teaching and cooperate with each other. Teachers are committed to teaching learning and care about their students, when they set high standard of work and behavior and model themselves. Teachers are co-operative when they plan school activities and teach collaboratively and when they share ideas with each other and when teachers and administrators work together on whole school issues.(Argali, MW 2001)

2.7 Component, Domain and Approaches of effective assessment

2.7.1 Components of Continuous Assessment

For an assessment measure to be effective, it needs to include:

- **Validity**–There needs to be agreement between what the assessment measures and the performance, Skill, or behavior the assessment is designed to measure. For example, if a test is designed to measure cardiovascular endurance, one must be confident it does so. It is important to remember that validity is specific to a particular use and group. An assessment might be valid for one age group, but not valid for a different age group.
- **Reliability**–A reliable assessment should obtain approximately the same results regardless of the number of times it is given. For example, an assessment given to a group of students on one day should yield approximately the same results if it is given to the same group on another day.
- **Objectivity**–For example, an assessment has high objectivity when two or more people can administer the same assessment to the same group and obtain approximately the same results.
- **Feasibility**–The following administrative considerations may help one determine the feasibility of an assessment.
 - A. **Cost:** does the assessment require expensive equipment that one does not have or cannot afford to purchase?
 - B. **Time:** does the assessment take too much instructional time?

- C. **Ease** of administration: Does one need assistance to administer the assessment? If so, how will these people be trained? Are the instructions easy to follow? Is the assessment reasonable in the demands that are placed on those being assessed?
- D. **Scoring**: If another person is needed to help administer the assessment, will it affect objectivity of the scoring? (For example: A person is needed to pitch the ball to the hitter in a softball hitting assessment.
- **Usefulness**—For example: A worksheet is given to a student so one can demonstrate knowledge of skills/games. The results could provide to the student an idea of how much is known about skills/games (self-), to determine where in the lesson this information should be covered (program planning), and/or as part of calculating students grades (reporting progress). Kothari(2004)

2.7.2 The Three Domains of Learning

Throughout a child's development there are three domains of learning that existing in order to educate the whole child. Psychomotor, cognitive, and the affective domains give meaning to learning. These are essential in allowing a child to explore the learning environment and obtain as much information about the world as possible. The three Domains are:

- ❖ **Psychomotor**- The performance component; exploring one's environment and gaining skills throughout the process.

- ❖ **Cognitive**-The knowledge component; thinking, associating experiences with learning.
- ❖ **Affective**-Personal and social development. Providing children with opportunities to interact with others in order to gain a sense of themselves and those around them.(Mitko A.J (2004))

Incorporation of the 3 Domains in Physical Education

According to Nitiko 2004, in physical education the three domains are interwoven to give meaning to movement. When children understand WHY their body functions the way it does(cognitive), they can begin to attain skill competency (psychomotor) and associate positive feelings with physical activity (affective).

- A. **Psychomotor domain** -the heart of physical education is developing competent motor skill abilities.
- B. **Cognitive domain**- an understanding of movement concepts and principles that allow children to become more efficient movers and learners through movement.
- C. **Affective domain** – development of acceptable social and personal behaviors in physical activity settings that allow for a productive learning environment with students working responsibly both individually and as members of a group.

Assessment of the Three Domains in Physical Education

When assessing the psychomotor domain, one is measuring the development of motor skills and health related fitness. For example, at the primary level, students demonstrate skipping by performing the skill using the step, hop pattern or at the intermediate level, students participate in the Fitness Gram assessment program. When assessing the cognitive domain, one is measuring student knowledge of movement concepts, principles, strategies and tactics. For example, at the middle school level students articulate the skill pattern of the underhand throw (“ready, swing back, step, follow through”) or describe a Strategy used to defend territory during an activity. When assessing the affective domain, one is measuring the development of acceptable social and personal behaviors in physical activity settings. For example, at the high school level, students fallout a self-reflection about their performance, complete a peer evaluation or identify, follow and, when appropriate, create safety guidelines for participation in physical activity settings.(Mitko A.J (2004))

2.7.3 Approaches to Assessments

2.7.3.1 Formal and Informal Assessment

Teachers can collect information using either formal or informal evaluation. Formal assessment is usually standardized. This standardization allows the teacher to interpret student performance and provides an objective way to

assess learning. Informal assessment, sometimes termed alternative/authentic assessment, often relies on observation techniques.

2.7.3.2 Traditional Assessment

The term traditional assessment is used to describe the means of gathering information on student learning through techniques such as multiple-choice, fill-in-the-blank, and matching questions, as well as essays. These approaches are particularly useful in assessing students' knowledge of information, concepts, and rules. They are also appropriate for assessing students' knowledge of the terms and processes involved in a career. Because factual knowledge of information is one important aspect of applied technology, carefully designed multiple-choice and matching questions can enable the teacher to quickly assess student mastery of content knowledge. However, an effective assessment evaluates knowledge of facts as well as the connection to a broader body of knowledge. Proficiency in applied technology depends on the ability to know and integrate facts about all aspects of industry into useful constructs. (Mitko A.J (2004))

2.7.3.3 Alternative Assessment

Teachers from all academic fields are now being held accountable for the performance of their students. This level of accountability requires teachers to document student learning. In addition to traditional assessment, more physical education teachers are incorporating "real-life" learning in their classes. These alternative or authentic assessments focus on the use of what is

learned in real-life settings. “Alternative assessment techniques can be applicable to using assessment as a” learning experience” that is part of the instructional process rather than something that is “done to” students (Rink, 2006). Alternative assessment takes time. The teacher must balance the need for reliable and valid information against the practical issues involved in limited program time and too many students. Yet these assessments are gaining in popularity because they tend to focus on more meaningful “real-life” learning. Authentic assessment focuses on the use of what is learned in real-life settings. Alternative assessments techniques can be used for all of the learning domains and are most applicable to using assessment as a “learning experience” that is part of the instructional process. Most alternative assessment relies heavily on the assessor making a judgment about some performance. This performance could be about a physical skill or ability, an affective or cognitive behavior.(Mitko A.J (2004))

2.8 Different Types of Assessment in Physical Education

Many types of assessments can be used by educators to collect information and provide students with a variety of learning experiences. The following are a few types of assessments used in physical education. After each type, the approach (formal or informal) is noted in *italics*. Observation is one of the most common forms of assessment used in physical education. Observational data is a useful form of assessment for the teacher to assess student performance. It is also one of the most useful self and peer assessment activities. When the students are provided a set of criteria to assess their performance or the performance of others, they are learning what is important in what you are trying to teach them and learn to focus their efforts on improvement. (Rink, 2006).

- Checklist: associate with observation data; used to identify a particular behavior or characteristic of performance with established criteria
- Performance task: are meaningful “culminating” experiences that can be accomplished within as single instructional period. Examples would include a dance routine, warm-up routine, locomotor skill sequences, skit, role playing, and oral report.
- Rating scale: associated with observation data; determines degree
Informal
- Record of performance: ‘Snapshot’ of performance from daily tasks (i.e. win/loss, fitness scores, skill assessments) *Formal*
- Rubric: used to assess complex behavior; a multidimensional rating scale. *Formal*
- Student interview, survey and questionnaire: used to gather information on student thinking and feeling. *Informal*
- Student journal: are often used as a “notebook” where students are asked to reflect on their performance/ express their feelings, perceptions and attitudes about their experiences in physical education. *Informal*
- Student log: Establish a record of participation or some other behavior or characteristic over time. *Formal*
- Student project: designed as a learning and assessment experience. Students are asked to investigate, design/construct, and present their work in some form. *Formal*

- Written test/worksheet: Is the most common form of assessment in all content areas. It is considered the best way for teachers to determine student knowledge. *Formal*

A portfolio has not been listed above as a type of student assessment. Although it may mean many things to some, within this document a portfolio is considered a representative collection of learning over time. It should demonstrate progress and learning. Students today are part of a highly technological world. Therefore, assessments might include audio-visuals

(Posters, white boards, easels) and computer-assisted techniques (i.e. mind mapping, Movie, Power Point, movement skill videos). These knowledge or performance assessments can be compiled in an electronic Portfolio that would demonstrate learning over time.

2.9 CHARACTERISTICS AND MANAGING OF CONTINUOUS ASSESSMENT

2.9.1 CHARACTERISTICS OF CONTINUOUS ASSESSMENT

In the guide for the National Professional Diploma in Education (NPDE) the following characteristics of continuous assessment are described {DESP•

1995:14):

- 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 perform 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 utilize 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.
- ❖ Listening to learners' responses to questions.
- ❖ 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.

2.9.2 MANAGING CONTINUOUS ASSESSMENT

The management of continuous assessment is one of the educator's responsibilities. The basic principles underlying management of continuous assessment are (DoE, 2000a:18):

- **Designing down.** This concept refers to planning backwards. The outcome to be addressed through teaching and learning are first clearly stated before developing the teaching and learning activities the learners will be engaged in. In their planning educators should start by identifying outcomes to be assessed from those to be addressed through teaching and. should then choose appropriate assessment techniques and activities to be used when assessing the chosen outcomes.
- **Clarify of focus.** According to this principle everyone involved should have a clear picture of what is expected at the end. This implies that educators must ensure that learners are clear about the criteria against which they are to be assessed and what they ore expected to demonstrate.
- **High expectations.** This implies that educators must assist learners to their full potential.
- **Expanded opportunities.** This refers to the fact that educators should find multiple ways of exposing leaders to learning opportunities that will help them demonstrate their full potentials in terms of knowledge. skills. Values and attitudes.

2.10 TYPES OF ASSESSMENT

Assessment strategies entail the utilization of a variety of methods to give learners ample opportunity to demonstrate their abilities more fully. The choice of what assessment strategies to use is a Subjective one, unique to each educator, grade and school, and dependent on the educator's professional judgment.

The availability of space and resources influences this assessment decision; however, even when resources are similar educators differ in the way they make their assessment choices. The methods chosen for assessment activities must be appropriate to the

assessment standards and the purpose of the assessment must be clearly understood by all learners and educators involved (RNCS, 2002:54). Educators utilize various types of assessment to evaluate the performance of learners. Among these types of assessment are the following:

- Evaluative assessment.
- Formative assessment.
- Diagnostic assessment.
- Summative assessment.
- Norm referencing.
- Criterion referencing.

- Self-assessment.
- Peer assessment.

2.10.1 Evaluative assessment

According to Hawkins (1998:155) the term evaluative means to estimate the value of something. Evaluative assessment is usually applied at the beginning of a new set of activities, usually at the beginning of the new year. The purpose of this type of assessment is to enable the educator to establish the amount of knowledge learners are already equipped with and the skills they have. Evaluative assessment also assists the educator to compare the aggregate information about the learner's achievements so that it can be used to assist in curriculum development and evaluation of teaching and learning (Parker, 1998:19). This type of evaluation helps to inform the educator of the learner's previous knowledge which will serve as foundation on which to impose new knowledge.

2.10.2 Formative assessment

Formative assessment *aims* at informing the educator about the learning experience of each learner and takes place during the learning process (Jacobs & Gawe, 1996:280). This means that formative assessment aims at helping learners grow and progress. Formative assessment involves a developmental approach and is designed to monitor and support the learning process. It builds on learning activities on a continuous basis, guiding the learner and the educator through constructive feedback (DoE, 1998b:27). According to Raggatt (1994:18) formative assessment can motivate learners through the admission of

personal experience as a relevant source of learning and of data for assignment, and through feedback from the educator which can help learners to develop self-esteem and confidence in their development. Formative assessment is applied so that the positive achievements of the learner may be

recognized and discussed and the appropriate next steps may be planned. In other words this type of assessment enables the educator to discover the learner's strengths and weaknesses and address them, and to do remedial work. 23

2.10.3 Diagnostic assessment

Certain learners have certain leaning difficulties and diagnostic assessment

aims at discovering and addressing these difficulties. This is done by identifying the nature and cause of these leaning difficulties. The educator can consult with other or previous educators or parents of the learner to learn more about his learning difficulties. After the learning difficulties have been identified and scrutinized. The educator endeavors to provide appropriate remedial assistance and guidance.

2.10.4 Summative assessment

Jacobs and Gcrvve (1996:280) describe summative assessment as the type of assessment which takes place at the end of learning experiences and is always norm referenced. This usually means a major test or examination written at the end of a school term or a school year. Summative assessment aims at finding out how much subject content a learner can remember. Traditionally the promotion of learners to the next grade depended on summative assessment. Summative assessment encompasses a series of assessment activities taken simultaneously resulting in an overall report on the performance of the learner. It should be seen as formative feedback to the learners and educator. The result should feed into the next planning stage (Freiberg, 1996:87).

2.10.5 Norm referencing

Manna (1995:720) maintains that a norm is a standard or yardstick which implies that the educator assesses a learner's competence by comparing it to the competence of other learners. Traditionally norm referencing was done by means of class averages. Individual learners' marks are calculated and

compared to the performance of all the learners in that particular class. Norm referencing does not indicate what the learner has already learnt or what has not yet been learnt.

2.10.6 Criterion referencing

Criterion referencing refers to the practice of assessing a learner's performance against an agreed set of criteria. In case of OBE the learner is assessed against agreed criteria derived from the specific outcomes (DoE. 1997c:14). Criterion referencing uses criteria as reference points (Wolf. 1995:9). Criteria are reference points against which other things can be assessed. The criteria as reference points are specified beforehand and the learner is only assessed according to these criteria. Some examples of specified criteria may be punctuality, self-control, responsibility, cooperation, respect, leadership, cleanliness and good manners.

2.10.7 Self-assessment

One of the aims of assessment is to develop learners to become loyal and responsible beings. The relevant type of assessment to be applied in achieving this goal is self-assessment. Vogel (1997:3) maintains that learners need to be taught how to assess their own work. This practice encourages learners to assume more responsibility for their own work. Educators are expected to involve learners in the selection of assessment criteria to be used. However, educators should be more alert when criteria are chosen. Assessment criteria chosen should *arwcrsbe* in line with what the educator expects his learners to achieve in a lesson. Jacobs and Gawe (1996:285) *say* the important role played by self assessment is that:

- It helps learners to think critically about their own work;
 - If done property learners have a good idea about their progress;
 - It encourages learners to take more responsibility for their own learning;
- and

- Educators can give learners much more meaningful feedback.

2.10.8 Peer assessment

According to Hawkins (1998:320) the term peer refers to someone who is equal to another in rank or merit. ArgaH (200J:72) sees a peer as someone who is either the same age or in a similar position as oneself. Peer assessment refers to the process whereby learners assess one another's work. This can be an individual task where learners assess one another or how another learner performed in a group task {DoE. 1998b:36}. Educators have to teach learners how to conduct peer assessment.

- It is a real attempt of involving learners in assessment.
- It is a more transparent form of assessment as it involves more than one person.
- Group and paired activities are designed to suit peer and self assessment.
- learners are encouraged to help each other in peer activities.

2.11 ASSESSMENT METHODS, TOOLS AND TECHNIQUES

As stated by the Department of Education (DoE. 1997a:3) continuous assessment must be undertaken using assessment tools and techniques. Educators should have a sound knowledge of what each technique offers. A variety of methods, appropriate tools and techniques which commensurate with the learners' needs; must be used. Chosen methods, tools and techniques must provide a range of opportunities for learners to demonstrate knowledge, skills, values and attitudes. There is a wide range of assessment strategies that may be used to measure learners performance or the achievement of learners. An assessment tool that is chosen must be aligned to fit the identified purpose of the assessment. and the educator's choice of method depends to a great extent on what is to be assessed (Facilitator's Guide, 2000:22). The

Department of Education discuss the following assessment methods, tools and techniques in their assessment policy (DoE. 1998b:25): 27

2.11.1 Assessment methods

Assessment methods relate to the procedures the educator wishes to follow in order to assess the learners. These procedures include self-assessment, peer assessment and group assessment.

Self assessment: In self-assessment are guided to take responsibility for their own learning. A learner assesses his own performance against the desired outcomes and is then able to decide what he needs to do in order to improve his own performance.

Peer assessment: Peer assessment is the process of using learners to determine one another's achievement against clearly defined outcomes (Torrance, 1995:87). This can involve individual tasks where learners assess one another or group tasks where one learner assesses how another learner performed in a group task.

Group assessment: Group assessment can be used for a task where a group of learners work together to achieve an outcome. This is when groups within one class assess each other's performance on a given task with specified criteria (Lazarus, 1997:123). The second critical outcome in OBE stresses the

of group work. Learners should be encouraged to work effectively with others in a team, group, organization and community. Some activities are better done in pairs or groups of learners. Some of the activities that can work well when done in pairs or groups are role-play, drama, acting, debates, discussions, brainstorming and sharing ideas (Lorraine. 1996:287).:zg

2.11.2 Assessment tools

An assessment tool may be an instrument that the educators use when assessing the learners and which is appropriate to the method of assessment.

The following are some of the assessment tools suggested in the Facilitator's Guide (2000:29):

- Observation sheets.
- Rubrics or assessment grids.
- Class lists.
- Journals.

Observation sheets: This is an assessment tool in which the educator records his observations about a learner. The educator observes the learner against a criterion. The specific skills, Behavior, pattern and achievements that the learner demonstrates must be linked to the learning program outcomes and be readily observable (Le Grange &Reddy. 1998:67).

Rubrics or assessment grids: A rubric is a set of criteria that is used. To ensure that different parts of a task are assessed. A rubric can be assigned in the form of a grid. It can however. Simply be a list of what is assessed. Who assesses and what assessment key is used. for example "not yet achieved". A rubric is a handy tool for gathering information. It can seldomlybe used on its own to determine whether an assessment diterion or a specific outcome has been achieved. Thus other rubrics and assessment tools could be used in a given learning experience to contribute towards formal recording (Brown. 1998:118). 29

2.11.3 Assessment techniques

A technique may be a special way in which the educator uses a method and a tool to provide opportunities for learners to demonstrate their performance. It may also be the way the learner chooses to demonstrate evidence of attainment

(Artel&Spandel. 1991:72). Assessment techniques include. among others. Interviews.Conferencing.Written assignments.Oral questions and answers.portfolios and performance assessments. The Department of Education explains these assessment techniques as follows (DoE. 2000a:28):

Interviews.Interviews can be held between learner and educator. Or learner and learner.or they can involve parents as well. Interviews can be both formal and informal and can include discussions. for example. on a research project or a scientific experiment. –

Conferencing refers to a group of learners having an effective dialogue about a project. It is a common binding interest to reach a certain targeted outcome. With this technique educators act as 30 consultants or coaches. They have control over the meeting and have the responsibility of directing the communications. Conferencing demands a thorough and thoughtful preparation on the part of the educator (Van der Horst &MacDonald. 1997:94).

Written assignments.Written assignments should be assessed using a set of criteria or a marking memorandum. This should be given to the learners for them to note their performance and to know how to improve their future levels of performance.

Oral questions and answers.This is where learners listen attentively. Interact with the educator or other role players and respond with interest. Peacock (1990:128) suggests the following questions:

- Open ended questions.
- Questions to stimulate creative thinking.
- Problem solving questions.
- Application questions.

Portfolios: A portfolio is a purposeful confection of a learner's work such as projects, Journals, assignments etc. This exhibits to the learner, Parent educator and other interested bodies the progress of the learner in relation to expected outcomes (Artel&Spondel. 1991 :87).

Performance assessment: Performance assessment focuses on the process as well as the product. The learner' to think, imagine. solve problems and to produce an acceptable performance or product are assessed. This technique can also be used to assess the learner's growth towards achieving the outcomes (Van der Horst &MacDonafd, 1997:169).

2.12 Research findings on continuous assessment

Although researches, specifically on CA are scarce there are abundant researches on the continuous assessment in this schools. A few will be discussed here to give a sense of the international and national content in relation to primary and secondary school laves.

2.12.1 International findings on the continuous assessment

School based continuous assessment (A) in Zambia

Inzombie, CA is defined as an ongoing diagnostic cross room based process that used a variety of assessment tools to measure learner performance (NoE, 2004-5) the ministry of education introduced school based continuous assessment for two reasons: certification and selection.

There has been an increasing criticism in the educational Field on high stakes examination of having harmful effect on student learning and that it should be reduced to a minimum (horien 1994 indicated that formative assessment if properly implemented in schools is a powerful means to improve student rearming in the international scenarios, formative assessment has already beer

practiced in schools in various western countries including Australia, Canada, Denmark, England, Italy, nether and Scotland (OEGD, 2005)

The major challenges

- Large class size
- Staffing
- Remediation and enrichment
- Teaching and learning resources
- Teacher networking
- Monitoring and Feedback, etc

The major Benefits are

- CA offers a way to cater for diversity of learners in a large class
- Help to standardize the assessment procedure in the school
- Help for continuous in service training
- Provision of different teaching and learning masteries
- Help for proper record keeping and easily transferable etc

2.12.2 Notional research finding on continuous assessment

From research finding to the Ethiopian context, birhanu 2004 indicated that proper handling of student assessment in general and continuous assessment in particular as hi school level in selected high school assessment in particular of hi school level in selected high school in Addis Ababa is poor and not up to the standard competed to the contemporary assessment system. High findings further indicate that the major problem in implementing continuous

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assessment include lack of awareness' about the technique and procedure lack of guidelines inadequate preparation of teachers on continuous assessment lack of technical support, unmanageable large class size lack of adequate learning materials, lack of adequate supervisors who can guide practitioners, lack of student motivation and learners negative attitude towards project and assignment.

According to his study, these were found to be practical problem in implementing continuous assessment in high schools

The above research findings or conducted in primary and secondary school level and clearly show the problem of assessment in general and the poor implementation of continuous assessment in particular. And recommendations were also forwarded for better improvement of the teaching learning process in general and the assessment method in particular even though out those efforts were made the problem seems to be continued at high schools were the implementation of CA is a recent phenomenon. Thus, this study tried to investigate if similar of different problems of high school level may be found in order to cite necessary recommendation for the concerned bodies.

By assessing the students continuously their ability to achieve the competency can be monitored day by day, they can be informed of their achievement and encouraged to perform better, the result obtained can be used for promotion similarly information on their achievement of can be five to parents administration and others new plan for effective teaching and earning can be made records can be kept of students progress through bout the term and the year finally, those with learning difficulties can be identifies, so that remedial work can be provided and those who are talented and gifted can be provided with enrichment work moe (2010,P.59)

CHAPTER THREE

Research Methodology

The purpose of the study was to assess the challenges of continuous assessment in physical education and sport class in some selected school of Addis Ababa to this end a qualitative and quantitative method was employed

3.1. The Source of data

The necessary data for the study were obtained from primary and secondary sources. Primary sources collected from physical education teachers, students and school management the secondary source refers or collected the data from recent publication relevant books, journals and relevant documents.

3.2 Method of sampling

3.2.1 Sample and Sampling techniques

The sample population of the study was obtained from Arada sub city. There are 11 secondary schools around Arada sub city from which the researcher selected 3 schools randomly by lottery method namely:

- Minilk secondary school
- Yekatit 12 secondary school
- New Era Elementary and secondary school

Regarding the respondents, all physical education teacher were included in the sample and school management are selected to give the response and there are a total number of 2800 students from grades 10, 11 and 12. The researcher were expected to select 200 students randomly by lotory method, for the applicability of the objectives set for the study a total of 228 respondents

(school management, physical education teacher and students) were required to give their response in relation to the challenges of continuous assessment in physical education class.

3.3 Data gathering instruments and procedures

3.3.1 Data gathering instruments

In order to gather information the researcher used three main instruments for data collection namely questionnaire, interview and observation were employed. (Best, 2004).

3.3.1.1 Questionnaire

In the study questionnaires were used to collect information from teachers and students and mainly contained close ended and open ended items. Depending up on the type of question items, choices and rating scale were used in questionnaire.

3.3.1.2 Interview

Interview is one of the commonly used instruments for collecting data kothori (2006) and koul (2002) explained it as a method of collecting data trough oral communication (verbally), interview was one of the major tools employed in this in the study to acquire qualitative data.

3.3.1.3 Observation

Observation entails gathering data through vision as its main source, a method by which information is sought by way of investigators on observation without asking from respondent (kothari, 2004). The real instructional activities are manifested in the classroom while teachers teach in the classroom and students learn. And also observation was used as the third complementary technique employed by the researcher in such aspects of the schools as teaching learning process.

3.4 Data gathering procedure

Review of related literature was made in advance to get information on what has been done in relation to the problem. Then basic questions were formulated and data gathering instruments were prepared. Questionnaire was prepared in English for teachers and student questionnaires were translated in to Amharic in order to make them easier.

The researcher validated the instruments that were developed as follows; before the actual data collection was started the instruments were given to colleagues to get valuable comment and criticism on the strengths and weakness of the item. Based on the comment obtained necessary modification were made and given to the thesis advisor for further comments, criticism and evaluation. A brief orientation about the whole purpose of the study was given for the respondents and the distribution and collection of the questionnaires were done in collaboration with the physical education teachers of the school and finally the interviewing with the school management and teachers was conducted.

3.5 Method of Data analysis

Data analysis refers to the method by which the collected data through one or more of data collecting instruments are edited and organized. The collected data in the study are organized in the form of tables, charts or graphs and analyzed by applying variables well defined statistical formula based on the computation of various percentage, derivatives coefficients, etc (kothari, 2004). Then the next step is analyzing the given data qualitatively and quantitatively. The close ended questions obtained from teachers and students were analyzed quantitatively the open ended questions interview and observation were analyzed qualitatively, finally the major findings of the study were reported and realistic and feasible recommendation were forwarded.

Chapter Four

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This section provides with the analysis of the data collected through questionnaire and semi structured interview. Results of interview and open ended questions are analyzed and explained in words while the responses of the close ended questions in the questionnaire are analyzed in percentage.

This chapter is sub divided into four sub sections. The first part presents the characteristics of the teacher and student respondents by different categories while the second part analyzes data from each. The third part discusses the factors pointed out by respondents believed to be affecting the implementation of continuous assessment. And the fourth and final part presents recommendation of the respondents on the issue.

All questionnaire distributed to both teachers and students were perfectly filled out and returned. This was because all the questionnaire papers were distributed in a face to face situation by the researcher and collected with the help of physical education teachers of the schools. Most of the questions were common to both groups (teachers and students) and analyzed together while some were specific to either group. It was made so because there were questions related to professional activities and knowledge level of the teachers and experience. Besides, qualitative data were obtained through interview guides, and observation checklist.

4.1 Background of the participants

In order to tell the characteristics of the respondents, item related to their sex, age, educational background, work experience were made part of the questionnaire.

Table 1 categorizes the participated teachers and students by sex and age. It also puts teacher's qualification, teaching experience and teaching load.

No	Items	Teachers	Students		School Management						
			No	%	No	%	No	%	No	%	
1	Sex										
		M	13	86.7			116	55.3	3	100	
		F	2	13.3			94	44.7	-	-	
2	Age	20-25	1	6.66		14-17	93	44.2	-	-	
		26-30	9	60		18-20	112	53.4	-	-	
		31-35	3	20		21-23	5	2.4	-	-	
		36-40	1	6.66		Above 24				-	
		41 and above	1	6.66					3	100	
3	Qualification	M.sc	3	20					3	100	
		B.sc	12	80					-	-	
		Diploma	-						-	-	
4	Teaching experience	0-3	3	20					-	-	
		4-7	7	46.67					-	-	
		8-11	4	26.67					-	-	
		12 and above	1	6.67					3	100	

5	Teaching load per week	Below 10	-	-						
		10-15	7	46.6						
		16-21	8	53.4						
		22 and above	-	-	-					

Table 1

As can be seen from item (1) of Table 1, 86.7 % of the total number of teachers are male and only 13.3 of them are female. And item(2) of the above table shows that most of the teachers i.e. around 60% fell under the age category of 26-30 and 20% of them in the category of 31-35, and the age categories of 20-25, 36-40 and above 41 each account 6.66% of the total number of teachers.

As can be concluded from item(3) of the above table most physical education teachers which account about 80% the total have first degree and the rest 20% have masters degree.

Work experience of the teachers was one of critical concerns believed to be influencing commitment and dedication of teachers to the subject. based on the responses found, 46.67% of the teachers have taught physical education 4-7 years and 26.67% were found to have 8-11 years of teaching experience in the field where as 20% have 0-3 year of experience and only 6.67% of the teachers have taught physical education for more than 12 years.

Concerning the teaching loads of the teachers, most teachers teach the subject 10-15 and 16-21 periods per week. According to the respondents information

46.6% of the teachers are loaded with 10-15 periods per week while the rest 53.4 teach 16-21 periods per week which is, according to the respondents, very high load which can affect their performance in the teaching process.

Analyzing the data about student respondents, it is found that male students account for 55.3% of the total while female students account for 44.7%. And 53.3 % of the students fell under the age category of 18- 20 and 44.2 are under the category of 14-17 whereas only 2.4% are above the age of 21.

School management personnel are found to be all male which 100% of the respondents is. All personnel have at least Master's degree in different fields and have work experience of more than 12 years.

4.2 Analysis and interpretation of the data

The respondents of the study were asked different questions pertinent to the challenges of implementing continuous assessment in physical education class . Their responses were organized in to tables furthermore, the frequency counts and percentage were computed for the purpose of analyzing and interpreting the findings as follows.

Table2. Knowhow and usage of continuous assessment by teachers

No	Description	Alternatives	Teachers Responses	
1	Enough knowledge of continuous assessment	Yes	15	100%
		No	-	-
2	Enough Knowledge of the tools and methods for implementing it	Yes	9	60%
		No	6	40%
3	Sufficient courses for implementing continuous assessment	Yes	4	26.6%
		No	11	73.33%

As can be concluded from the above table concerning teachers' knowledge and usage of continuous assessment, the following analysis can be drawn. All teachers in this study which is the full 100% of them have enough knowhow of what continuous assessment is. And the responses of the teachers for item number two concerning their knowledge of the basic methods and tools for implementing continuous assessment shows that despite their good knowledge of continuous assessment, 40% of them don't know the tools and methods where as 60% have know the methods and tools well.

And most of the teachers which account about 73.33% of the total number believe, despite their knowledge and willingness to implement it, that the courses they teach are not sufficient enough for implementing continuous assessment. And only 26.6% of them think they teach enough courses to implement the methods and tools.

Table 3 frequency of CA used in practical class room activities.

No	Description	Alternatives	Teacher responses	
1	Frequency of assessing students	Daily	-	-
		Weekly	-	-
		Monthly	3	20%
		Once in Semester	12	80%
2	Purpose of assessment	Realizing Learning objectives	-	-
		Enhancing objectives	-	-
		Improving Student performance	3	20%
		Filtering students	12	80%
3	Frequency of giving feedback to	Too frequently	-	-
		Frequently	2	13.3

	students	Sometimes	8	53.3%
		Rarely	5	33.3%
		Not at all	-	-

Table 3 clearly shows that most physical education teachers assess their students once in a semester, teachers that use this assessing frequency account about 80% of the total while only 20% of teachers assess their students monthly.

Most teachers use assessment just for the purpose of filtering their students into different categories of performance levels, this accounts 80% of teachers. The rest 20% teachers take into consideration that assessment can improve students' performance and try to assess them accordingly.

And around 53.3% of teachers sometimes give feedback to their students about how they perform while 33.3% of them give feedbacks rarely. These teachers do not give feedbacks too often because they don't have enough time to giving feedbacks of the very loaded working hours. And their feedback includes demonstrating the practical exercises and makes the students repeat the activities with each other.

Table 4 . Results of Continuous Assessment in Grading of Students

No	Description	Alternatives	Teacher responses	
1	Keep Records of	Always	15	100%
		Sometimes	-	-

	Students' activities	Never	-	-
2	Include Score of CA in final Grading	yes	15	100%
		No	-	-

According to the above table all physical education teachers keep records of their students' activities and all scores are part of the final grading. Most teachers take these scores for up to 50% of the total mark.

Table 5. Guidelines and Directives of continuous assessment used by teachers

No	Description	Alternatives	Teacher responses	
1	Directives and guidelines provided by the school	Yes	-	-
		No	15	100%
2	Use of different types of Contentious assessment	yes	3	20%

		No	12	80%
3	Continuous assessment plans for lessons	Yes	3	20%
		No	12	80%

From Table 5, we can see that all physical education teachers responded that no guidelines or directives are provided by their school. And 80% of the teachers do not use different types continuous assessment methods or have any plans of continuous assessment in their lessons. While 20% of them exercise the many types of continuous assessment and include plans in their lessons. These teachers use these plans to assess their students' performance. And they also responded that the school provides them with different sport materials and budget for different purchases.

The teachers that use continuous assessment plans for their lessons responded that despite their belief that continuous assessment has great importance in the learning process, they recommend that some of the problems in the teaching learning process are misbehaved students activities.

4.3 Analysis of student responses

Table 6. Students' interest and Sport materials in School

No	Description	Alternatives	Student responses	
1	Interest in	Yes	210	100%

	Physical Education Class	No	-	-
2	Adequate sport materials in school	yes	-	-
		No	210	100%
3	Sufficient play ground in School	Yes	-	-
		No	210	100%

According to Table 6 above all students participated in answering the questionnaire of this paper are interested in physical education practical class because they believe it's entertaining and makes healthy.

All students in this study responded that they have some but not adequate sport materials and play ground/ field for different kind of sport activities. These shortages can affect both students and teachers in the process of continuous assessment.

Table 7. Frequency of continuous assessment given

No	Description	Alternatives	Student responses	
1	Frequency of assessing students	Daily	-	-
		Weekly	-	-
		Monthly	38	18%
		Once in Semester	172	82%
2	Type of assessment	Practical assessment	113	53.9
		Written assessment	97	46.1
		Practical observation	-	-
3	Frequency of written exams	Weekly	-	-
		Monthly	-	-
		Twice a semester	-	-
		Once a semester	210	100%

The above Table states that 82% person of the responding students are assessed once every semester by their teachers while 18% of them responded that their teachers assess them monthly. Assessments are of mixed type of both practical and written exams which account 53.9% and 46.1% of the total respectively.

Also all 100% of the respondents explained that they are assessed with written exam once every and each semester. And both scores of the practical and written exam scores are included in their final grades.

The respondents also explained that shortage of adequate sport materials and play ground could be problems to continuous assessment and that it is a good practice that their teachers make them work on many different types of exercises and that they inform them their next exercises prior to the next period.

Table 8. Sport outfit changing rooms and time for changing outfits

No	Description	Alternatives	Student responses	
1	Time to change sport outfits	5-10	210	100%
		10-15	-	-
		15-20	-	-
2	Availability of Sport outfit changing room	Yes	-	-
		No	210	100%

From Table 8 above, it is clearly seen that all 100% of the students responded that they do not have changing rooms and that they change their sport outfits either in the field or in their classrooms which makes it difficult for them to be

in the sport field fast because they need to use their classrooms turn by turn between male and female students. All students said that it take them 5-10 minutes to change their sport outfits.

But even though this time is the minimum time needed to change outfits, it doesn't save much of the practical class period from waste as the total time for both male and female students to change outfits sum up to be almost half of the period.

4.4 Classroom observation of Continuous Assessment teachings

The new trend of change in teaching learning process from traditional teacher centered to active learning in which student are encouraged to involve in their own learning calls for use of continuous assessment in its evaluation mechanisms. This application of continuous in classrooms in most cases can be proved by classroom observation results is more accurate than other research tools. Particularly, Nitiko argue that, observation with a clear focus and purpose is more rewarding to identify particular needs, strength and weakness in learning.

In view of this, classroom observation was conducted with the help of checklist, which include six categories of learning and assessing result with these categories resulted in the following. Out of all 15 teachers in this study, 5 of them were observed for this particular case.

No	Item	Alternatives and respondents			
		Yes		No	
		No	%	No	%

1	Teacher used appropriate CA planning	1	20	4	80
2	Teacher used variety of CA	1	20	4	80
3	CA are related to the lesson object	3	60	2	40
4	Teacher gave information about the assessment	1	20	4	80
5	Giving feedback following levels of assessment	1	20	4	80
6	Record the assessment	5	100	-	-

According to the table above, the following conclusion is drawn. Of all the teachers observed during teaching, only one of them which accounts for only 20% of the total number of teaches prepare appropriate continuous assessment plan while 80% of them do not. And as can be seen from row to of

the table, only 20% of the teachers try to use variety of continuous assessment while 80% try one common assessment techniques.

About 60% of the teachers in this observation were found to be assessing their students based on lesson objectives while 40% of them include other off objective assessments which they believe students should know by their own.

80% of the teachers were found to be giving their students information about the assessments they take and feedbacks following the assessments while 20% of the teachers, which are only one teacher in this observation, did not give information about assessment or feedback afterwards.

Finally, all teachers observed were confirmed to be recording results of each and every assessment.

4.5 Results of interview and open ended quotations

Results of Interview with school administration and teachers in response to the mechanisms which the school uses checking whether teachers implement assessment continuously. The administrators responded that they did not have any ways of checking and they had not attempted to do so. The administrations' failure to check and balance the continuous assessment process results in poor student performance as a whole.

Regarding the attitude of most teachers towards CA they responded that CA hard to implement with a classes of many students as they need to mark each students' scores every time. And also the administration and school teachers explained that they have to teach many classes per week which makes it for them to implement continuous assessment.

When the school administration asked about their teachers regarding continuous assessment, they further said that most of teachers are young and they need more experience and formal and practical training about methods and advantages of continuous assessment.

Generally, according to the administration and teachers , it is found that the following major problems are the challenges towards continuous assessment.

Large class size is one of the major issues indicated as a challenges towards implementing continuous assessment. They indicated that attempting to practice continuous practical assessment with large number of students in a big challenge. Emphasizing this issue, most teachers said that it is difficult to handle 55-65 students in the class rooms and to come up with an effective implementation of CPA. had there been less number of students, it would have been manageable for CPA to be practiced, otherwise, it is a challenge, contrary to the findings of this study that large class size might not be a problem for students achievement if teachers use a variety of learning strategies.

Teaching load per week was also noted as a major problem for teachers to implement continuous practical assessment. In addition to the many students per class, the teachers have to teach many classes per week which makes it difficult for them to give assessments continuously and mark each students' scores and give results back to the students. But they explained with relatively small teaching load per week, there could be a good implementation of continuous assessment.

The availability of few or insufficient sport materials also affects the correct implementation of continuous assessment. Most schools do not provide with adequate sport materials and enough play fields to their students which makes it harder to make assessments in practice.

Lack of awareness and willingness to implement continuous assessment which could be the result of lack of proper training and less or no supervision of the school administration.

Respondents were asked to suggest possible solutions for the stated problems and they forward the following.

- ❖ Reduction of physical education teachers working load by hiring additional physical education teachers
- ❖ Minimizing the number of students in a class or allocation of teacher student ration.
- ❖ Improve teachers' and students' awareness towards continuous assessment through continuous and proper training about the subject and improving quality of its implementation.
- ❖ Motivating teachers by giving moral incentives, such as further training and material incentives such as salary increment, etc
- ❖ The administrators should give enough budgets for instructional materials, sport outfits and constructing enough playground.
- ❖ Practical and intensive training for physical education teachers continuously.
- ❖ Discussion with students and improving the relationship between students and teachers.
- ❖ Improving the students attitude and participation in CPA activities
- ❖ Using different active learning methods
- ❖ Giving feedback for learners
- ❖ Using varieties of CPA devices
- ❖ Awareness training for students on CPA

Based on the respondents' proposed solution towards the subject, it is concluded that most of the problems facing continuous assessment can be tackled by providing students with adequate sport materials, motivational meetings and trainings with teachers and also giving them incentives as the summed up result would affect the whole continuous assessment practice in a positive direction.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

The chapter could present the short summary of the whole study and draws conclusion of the whole study; finally, it gives recommended solutions based on the following study.

5.1 Summary

The main objectives of this study were to examine the existing challenges of implementing continuous assessment to identify challenges released to the implementation of CA and finally to recommend alternative solutions for the improvement of the exiting challenges in implementing continuous assessment of high school

This study was aimed to address the following research questions

- ❖ What are the challenges of implementing continuous assessment during physical education class?
- ❖ Do students perceive in continuous assessment to improve their performance?
- ❖ What are the major factor that influence teachers in assessing their student?
- ❖ What type of continuous assessment techniques do teachers use to assess their student?
- ❖ Is continuous assessment a modern teaching style?

In other to treat the above basic question the descriptive research method was employed to gather important data for this study case end and open end questionnaire, interview and observation were applied in analyzing the collected data quantitative method percentage was employed to analyze the

data collected by questionnaire, and a qualitative method was employed for interview, open ended questions and observation.

Finding of the Study

- Implementation of continuous assessment in physical education class is highly influenced by the large number of students in a class, inadequacy of learning materials, and equipments.
- As to the major reason blamed for the low implementation of continuous assessment most teachers rated the following factors large class size, lack of facilities and materials, lack of play ground shortage of manual and guide lines for implementing continuous assessment
- Lack of follow up lack of giving support and immediate feed backs for teachers on their implementation of continuous assessment from their supervisors is one of the major challenges.
- There is no use different assessment technique no attention o assess students to improve their progress to assess learns psycho motor, cognitive and affective domains, rather marking system
- The system of using learners achievement as a feed back and reporting learners achievement for parents was less recognize
- Period allotment for physical educate teacher highly challenges the teachers to implement CA.

5.2 Conclusion

Based on the data gathered and the analyzed result the following conclusions were made interrelation to the basic research questions and that were formulated in the introduction section. There fore, based on the findings the following conclusions are drown

- From the finding it can be concluded most of the physical education teachers did not take basic assessment courses and also there is no plan for assessment implementation
- Even though CA is taken as integral part of their instructional activities but some physical education teachers and students have negative attitudes to works continuous assessment this has negative impact on implementation of continuous assessment
- As the study indicated in the study most physical education teachers focused on sum motive assessment this implies that physical education teachers were not giving attention for student progress and for instruction.
- From the finding were found to hinder physical education teacher from using continuous assessment specifically large class size, teaching loud, lack of teaching material, in centive of the school, this and affect the effectiveness of continuous assessment

The finding also shows that

- Physical education teacher use continuous assessment simply for grading not to improve their student progress.
- As the study indicates there was a lack of proper follow up and supervision from the administration which affect continuous assessment implementation negatively in the school
- According to the study, school facilities and the number of the student in the class are not conducted to improvement continuous assessment

The major contribution of implementing continuous assessment in teaching physical education in improving the quality depends on the role of the teacher, who has enough experience, knowledge and skill in handling instructional methodology in general in implementing continuous assessment.

5.3 Recommendations

Based on the findings of the study, the following recommendation are forward those recommendations are then suggested primarily attention has to be given for teachers continuous trading opportunity on the implementation of CA In addition MoE should prepare updated manuals and quid lines on the implementation of continuous assessment that could help the teachers as reference

- Teachers should avoid assessment without direct involvement of the learners and practice giving regular feed back for the learners based on every continuous assessment
- Conducive school facilities are very important for implementing continuous assessment in physical educate class. The playground, facilities and equipments are affecting the continuous assessment. Thus, it seems important that the school administrators and other stakeholders play their part in improving facilities by allocating enough budget to buy sport matrices an equipments.
- The schools and other concerned bodies give due to consideration to the area in which teachers demand for extra training in application of CA to make this practical, the schools are expected to carry awareness' and knowing about the importance and skill required to apply different CA techniques in the teaching learning process.
- Teaching learning process with out teaching aid is valueless o facilities and equipment were the main hindering factor in the implementation CA

- The allotment of period per week for physical education and large class size should be reconsidered in order to continuous assessment effectively

Finally the researcher would like to recommend other to conduct continuous research in line with CA application.

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CHAPTER ONE

Introduction

1.1 Background

Sustainable national development is unthinkable without education (Birhanu, 2004). He further argued that in modern society, education is increasingly viewed as the primary means of solving social, economic and political problems.

One of the major activities in the teaching-learning process is assessment of students. Assessment, according to the views of some scholars, is inseparable from the teaching-learning process. “Like a design that waves into a fabric by a weaver. Instruction and assessment are interconnected. They are part of the teaching-learning process and one naturally leads to the other.

No one can hesitate that assessment is part of the teaching-learning process and it helps educators, teachers and school officials to make sound decision on the students’ progress. What should be considered there is that weather this assessment is able to provide a complete picture of the students’ progress. How this approach of assessment should be practiced? What materials and resources are required to assess student? And others can be raised here.

The assessment approach that is intended to be practiced by schools is continuous assessment. This is because it is dependable in revealing the real changes in students’ behavior. Continuous assessment in addition to being more powerful and more inclusive, as highlighted by Mitko (2004) has the following merits.

- ✓ It promotes frequent interaction between students and teachers that enable teachers to know the strengths and weaknesses of learners and identify which student need review and remediation.
- ✓ Students receive feedback from teachers based on performance that allows them to focus on topics they have not yet mastered.

Similar idea was formulated in **copper(1996)** that this in turn promotes a student-teacher relationship based on individual interactions, students learn that the teachers value their achievements and that their assessment outcomes have an impact on the instruction that they receive and one-to-one communication between the teacher and the student can motivate learners to continue attending school and to work hard to achieve higher level of mastery. In the same article, it is stated that, continuous assessment helps teachers to assess the curriculum as implemented in teaching learning process. It allows evaluating the effectiveness of their teaching strategies relative to the curriculum and changes these strategies as directed by their students.

Considering the very advantages of continuous assessment in Ethiopia, teachers are expected to implement continuous assessment. However, from the experience of the researcher, it seems that continuous assessment is not being used. Some of the reasons may be lack of awareness of the important feature and uses of continuous assessment by teachers, lack of professional competency, absence of positive attitude to it, and irresponsibility of teachers.

Good leadership capacity and teaching methods are always seen as basic development tools in schools concerning the application of continuous assessment. Leaders are important because they serve as anchors, provide guidance in times of change, and are responsible for the effectiveness of

organization. On the basis of the foregoing, the researcher argues that the successful implementation of continuous assessment policy in the Further Education and training band requires the objective perspective of the manager as well as the flashes of vision and commitment wise leadership provides. Furthermore, the researcher argue that the successful implementation of CA in schools will depend, among other things, on an ability by the school managers to influence staff' actions as well as efficiently and effectively maintaining organizational structures. The challenges confronting the continuous assessment policy have always betrayed the purpose it intended to achieve in many Ethiopian schools. In order to address these challenges, this research suggests that the leadership and management perspective is crucial to optimize utilization of staff potential. This research is an attempt to investigate and explain the role that should be played by school managers in the implementation of the continuous assessment policy in the various schools of Addis Ababa, and further examines the extent at which the school managers and teachers perform leadership and management roles such as the instructional leadership, management of parent involvement, learner management, motivation, and monitoring and support.

1.2 Statement of the problem

The process of continuously assessing students' performance and progressing learning level is hard and trying task. Teachers have to continuously try to identify whether their students have mastered the required skills for the respected course. The teachers use the information gained through assessment to decide whether to provide an extra help for students assessed as under qualified based on the criteria and can also be used for evaluating the educational methods used. For continues assessment to be most effective there

must be an operational linkage between curricular goals, instructional methods and the assessment process.

But there are some problems that may be obstacles to effectively applying this continuous assessment method in schools. This particular research aims to investigate and determine the challenges of continuous practical assessment in physical education and sport classes in some selected schools of Addis Ababa.

1.3 Objective of the study

1.3.1 General objective

The main objective of the research was to investigate challenges facing the effective application of continuous assessment in physical education and sport in some selected schools in Addis Ababa.

1.3.2 Specific objective

The study specifically intends to:

- Identify the challenges of implementing continuous assessment in physical education and sport class.
- Examine how continuous assessment affects educational programs.
- Investigate the attitude of trainers and school administration towards the continuous assessment in physical education class.
- To find out the perception of student on the advantage of continuous assessment.
- Suggest how continuous assessment should be effectively conducted.

1.4 Research question

Based on the problem stated and the objectives outlined this particular study tries to answer the following basic research questions.

1. What are the challenges of continuous assessment during physical education and sport class?
2. Do students perceive in continuous assessment to improve their performance?
3. What are the major factors that influence teachers in assessing their students' performance?
4. What type of continuous assessment techniques do teachers use to assess student performance?
5. Is continuous assessment a modern teaching style?

1.5 Significance of the study

Assessment is a general concept indicating a consistent level of performance. In order to make an important assessment one must know the desired objectives, know which tools and techniques are used in the continuous assessment and make unbiased judgments concerning educational significance. In this paper such points and other related important ideas will be raised to give hint to the physical education teachers. It should also be pointed out that it is through research that the physical educator is able to determine effective means of continuous assessment. So through this research study the physical education

teacher will get idea to correct their errors made during the process of continuous assessment in using various tools and techniques of measurement.

- The result would also help to create awareness among physical education teachers about tools and procedure used in the continuous assessment.
- The result should shed light on the current physical education assessment approaches in the school by clarifying the extent to which continuous assessment has been practiced in the school.

The research work tries to give some relevant information to physical education teachers to improve their teaching activity and their continuous practical assessment mechanisms. And also develop teachers' awareness on the use of continuous practical assessment method in physical education.

1.6 Delimitation of the study

The scope of the study is limited to identifying the challenges facing the application of continuous physical education practical class assessment in some selected schools of Addis Ababa. However, to make the study more manageable and to complete within the available time, it is limited to 3 selected secondary school of Addis Ababa. These selected schools include **Yekatit 12 senior secondary school, Minilk secondary school and NewEra Elementary and Secondary school** from **Arada** sub city. And the results found are used as reference values for pointing generalized conclusion about how physical education classes of continuous assessment is conducted and how it affects the performance of students in the many other schools.

1.7 Limitation of the study

Some teachers did not have willingness to be observed in classroom teaching while other teachers and students were not cooperative to complete the questionnaires on time. The above mentioned problems were some of the limitations the researcher faced during the study. Despite the above mentioned problems, the researcher tried to create awareness about the purpose of the study, motivated the respondents and has made a lot of effort to bring the paper to its complete form.

1.8 Definition of terms

Assessment: the use of various techniques to gather information about participants' achievement and make decision based on the outcomes that will enhance the overall program.

Continuous assessment: refers to the process of collecting information on how students are progressing in their learning and using this information to make an instructional decision.

Formative continuous assessment: an ongoing daily process by which teachers and educators gather and interpret information about aspects of students' learning and their own teaching.

Summative continuous assessment: a procedure for gathering information about the students' achievement of the curriculum goals or objectives at the end of the instruction or unit.

Performance assessment: the process of using student activities or products as opposed to tests or surveys to evaluate students' knowledge, skills and development. Methods include essays, oral presentation, exhibitions, performance and demonstrations.

1.9 Organization of the study

This study consists of 5 chapters. Chapter one deals with introduction, whereby background of the study, statement of the problem, significance, delimitation, limitation and definition of terms. Chapter two treats review of related literature that lays conceptual frame work of the study. Chapter three deals on the research design and methodology. Chapter four is concerned with the analysis and interpretation of data and discussion on important issues. Whereas chapter five presents summary of findings, conclusion and recommendation of the study. Finally list of reference material used for conducting the study, sample questionnaire, interview and observation checklists are annexed at the end.

Chapter Two

Review of Related Literature

2.1 Definition and Principles of Continuous Assessment

2.1.1 Definition of Continuous Assessment (CA)

CA is a formative mode of assessment that used multiple ways and format. It combines the scores obtained from paper pencil, assignment projects, discussion and presentations, oral paper penal, observation, etc. this and suit a lot of definition have been given by many scholars /researchers, educators, psychomotricions, etc.

However, it may not be feasible, need impossible to mention all here, and rather those related to the domain of the study i.e. continuous assessment of learners' overage progress are given emphasis.

Continuous assessment is a process of collection and interpretation of information to make decisions about learners based on what they know and can demonstrate as a result of classroom instruction (copper, 1996)

Thus, from the above definitions continuous assessment is a process that is used in collecting information about students' performance with regard to all learning domains made throughout the teaching learning process

From those definitions we can derive the following main points.

- CA is a tool to collect information about learners
- It involves interpretation of information to have objective ground to make decisions with regard to learners learning status

The change in the assessment policy was introduced in the South Africa schools in 2001 by the former Minister of Education, Prof. Kader Asmal. Alausa (2003:2) ascribed one advantage of CA to the fact that it places teachers at the center of all performance-assessment activities and that it encourages more teacher participation in the overall assessment or grading of learners. He further states that this new assessment model is used to determine the learner's achievement during the course of the grade or level, and to provide information that is used to support a learner's development and enable improvements to be made in the learning and teaching process. Although the change in the assessment policy was intended to improve the quality of teaching, learning and assessment, it also introduced schools to the challenges associated with the implementation of educational change. The argument presented in this study is simply that every change produces new information and concepts which create challenges. The change in assessment policy calls for a realignment of existing values, practices and outcomes (Morrison, 1998:11). Alausa (2003:3) identified some of the problems working against the proper implementation of CA which calls for the realignment of values, practices and outcomes in schools. Some of the challenges that are associated with educators include a lack of skills in test construction and test administration, attitudes towards CA, and record keeping. For CA implementation to succeed, Alausa (2003:3) argues that teachers need to give

more tests and that will result in more marking for the teachers. They are expected to constantly observe learners to see if they are progressing towards the set outcomes. All these could mean more work for the teachers, greater demands on their time, and increased responsibility.

2.1.2 Principles of Continuous Assessment

CA is an ongoing process in teaching and learning but not *episodic*. This process like other processes is most effective when based on sound operational principles. These principles provide to the tutor a framework within which the process of assessment is practiced. They include:

Determining and clarifying what to be assessed

There is need for a tutor to determine an assessment device after defining the purpose (s) of assessment. Assessment works best when the programmer seeks to improve have clear, explicitly stated purposes. As a tutor critically identify the education values you intend to assess on **who** in terms of **what** and **how** alongside **where**.

The assessment techniques strategies or tools should be selected in terms of the purpose to be served

Each assessment technique tool is appropriate in one instance and in appropriate to another, therefore as a tutor consider the appropriateness of the technique or tool for the intended purpose prior to its selection.

Comprehensive assessment requires a variety of assessment techniques for triangulation purposes

No single assessment tool or technique is good or adequate enough for appraising learner progress towards all the important outcomes of instruction. Assessment requires attention to outcomes but also equally to experiences that lead to those outcomes therefore assessment is most effective when it reflects on understanding of learning as multi-dimensional, integrated and revealed in performance over time

Proper use of assessment techniques, tools requires awareness of their limitations strengths and appropriateness

All measuring instruments tools are subject to one or more types of errors as tutors you need to use proper and accurate assessment results aware of such instrument errors; use the most appropriate tool for a specific learning outcome

Assessment is a means to an end but not an end in itself

The use of assessment techniques, tools means that some useful purpose will be served and the tutor will be clearly aware of the purpose. The type of decisions made should be identified before assessment procedures are selected.

Good assessment practices promote ethical academic conduct

Ethical academic conduct is both a staff and students' responsibility. Good assessment design can both educate students about appropriate academic conduct and minimize academic misconduct.

Assessment practice allows students to receive timely feedback on their learning

High quality feedback is clear and constructive, and enables students to make sensible judgments about modifying aspects of their academic performance in order to meet the objectives of the course. Such feedback should enable students to understand their level of development of the required skills, their mastery of understanding embedded in the assessment activity and how their performance in each domain could be improved in subsequent learning activities.

Assessment methods should be valid reliable and consistent

Tutors should make effort to ensure that assessment methods are valid and reliable, recognizing that professional judgment is a significant and reasonable element in the indicators of achievement. It is also reasonable that such judgment is regularly subjected to peer review and discussion.

Assessment fosters wider improvement when representatives from across the educational community are involved.

Teacher trainee learning is a-campus-wide responsibility, and assessment is a way of enacting that responsibility. As a tutor you should involve individuals from beyond the campus whose experience can enrich the sense of appropriate aims and standards for learning. Therefore treat assessment as a collaborative activity by all parties with a stake in its improvement.

2.2 Purpose of Continuous assessment

Understanding the purpose of continuous assessment has its own importance this is because such a knowledge with help those who are going to implements this techniques of assessment to give due consideration and increase their effort towards its proper implementation.

From the perspectives of measurement expertise, continuous assessment is purposely designed to improve teaching and learning for all students, not for filter students out of educational opportunities (pop an, 1981) continuous assessment is a dues purpose diagnostic instrument that is useful for both the students and teachers. It enable students to understand the are as in which there are having difficulties and to concentrate their effort in those areas mean while it allows teachers to monitor the impact of the lesson on the students understanding (Desalegne, 2004). This idea is strongly supported

“Teachers can modify their pedagogical strategies to include the construction of remediation activities for pupils who are not working at the expected grade level and the creation of enrichment activities for pupils who are at or above the excepted grade levels Hence, continuous assessment supports a cycle of self evaluation and pupil specific activities by both pupils and teachers.”

The other important purpose of continuous assessment to be considered is that it is intended to assess the curriculum as implemented in the class room. It allows teachers to evaluate that effectiveness of their teaching strategies relative to the curriculum and to change those strategies as dictated by the need of their students (Desalegn 2004)

Different scholars mentioned the purpose of assessment in different ways but (Nitrio, 1996) mentions purposes of assessment in general as to

❖ **Improve instruction**

Assessment activities then about the teachers whether what they thought was effective. If learners are learning what is expected it will show in the assessment. If the assessment show that the learners are not doing well on a particular topic or skill then this tells the teachers must find a new way of teaching the lesson or topic, in turn to improve instruction.

❖ **Feed back for students and teacher**

Simply assessing students and reporting the result is not likely to affect students performance. Assessment result should review both correct and incorrect performance of students and in addition, be able to correct students incorrect performance.

❖ **Improve student learning**

Both teachers and students need to know how students are doing first, of course they hold know what the goal is toward which the students are studying what they eventually need to know or to be able to do. It though assessment teacher and students get feedback as to what students already know, have learned or do not know yet, then teacher can direct students study appropriately to learn the remaining material.

❖ **Motivate students**

Students at any level have to be encouraged during teaching and learning process and necessary motivation and follow up system has to be designed and practiced of assessment is very important.

❖ **Assign grades**

One of the most obvious reason for giving assessment is to assign grades to students although teacher continually assess their students' progress in informal ways, it is necessary for them to "officially" records their evaluation of students' progress through grades (Mitko, 1996). Because of strong relationship of assessment and instruction good teaching is inseparable from good assessment

❖ **Teaching as activities:-** if appropriately planned and used, can be powerful learning activities, self-tests, for students placing in special group or ranking student for specially purpose sometimes teachers

choose to group students according to their ability, student are selected for special experience or honors, or contents assessment is used to help teacher make the decisions.

❖ **To provide all children with opportunities to show what they know**

As assessment provides all children with opportunities to show what they know in addition, each children has many different qualities using only one type of assessment may not give learners a chance to show what they know. All learners get a chance to show what they know when teachers use continuous assessment because there are different types of assessment activities when a teacher uses continuous assessment, learners are asked to show what they know indifferent ways.

❖ **To let parents know how their** children are progressing parents wants to know how well their children are doing in school. Reports based on continuous assessment by the teacher help parents to know about their Childs progress on regular basis not just of the end of the year.

❖ **To lead to overall evaluation**

Efforts to determine a student should pass from grade to grade relying on an exam to tell us what students know and can do may not provide us with a well-developed and accurate picture of the learned with well- designed and ongoing continuous assessment carried out throughout the year the teacher has a strong basis from which to evaluate a learners' overall progress.

2.3 Advantages and Challenges of Continuous Assessment

2.3.1 Advantages of Continuous Assessment

Continuous Assessment if used properly has the following advantages:

- Enables gathering information about a wide range of students' characteristics as a feedback for decision making. This information is more reliable than examinations.
- So as to accumulate records of students' progress. This builds up a picture of a student's performance over a prolonged and representative period. The learner has the opportunity to monitor own progress.
- Provides information from which teachers and tutors can obtain insights into their own effectiveness. This is emphasized by kothori (2004:249).

“It gives the teacher chance to assess his/her performance and hence the opportunity to improve the techniques of teaching and improve the standards and quality of education”

- Continuous Assessment strategies are embedded within learning activities to avoid situations that appear threatening and cause panic. Assessment is done immediately the learning task is accomplished.
- The element of competitiveness amongst learners is reasonably reduced.
- Allocates students to sets or groups. This is done in grading to assign students to a particular set or group by looking at how they have been performing.

- To compare teaching materials for effective implementation. The learner does not progress on to the next learning task unless requirements for the current level are satisfied.
- Gives incentives to learning. Students are anxious to know how they are progressing in the process of learning.
- To inform parent/guardians about the performance of their children/students and advise them accordingly.
- Predicting the suitability of individual students for particular course or careers. This helps teachers and tutors to discover potential abilities and aptitudes which enable them to predict probable future success whether in school or outside.
- CA results are a basis for mentoring, support supervision, guidance and counseling.
- The CA process aids documentation using reflective journals, action research and portfolio on learning, teaching and practice.

2.3.2 Challenges of Continuous Assessment

Teachers in primary schools and tutors in PTCs experience several challenges towards effective implementation of the respective curricular. Some of these include:

- Teachers' and tutors' attitudes to Continuous assessment are more of an overload than part of their practice.

- Teachers and tutors and the school/ college administrators need to have a conviction of the advantages of CA so that they plan to set sufficient resources that may be required for CA.
- Overcrowding/large enrollment classrooms vs. learning materials and their appropriateness hinder effective CA.
- Teachers, tutors and administrators lack or have inadequate competences for designing and administer appropriate tools.
- Continuous Assessment strategies are narrowly focused on cognitive domain.
- Interpreting CA records, results, reports • and using Continuous Assessment results.

2.4 Problems of continuous assessment

In contrast to the usefulness of continuous assessment with regard to its effectiveness in measuring all aspects of learning domains, improving instruction, serving as a means to provide immediate feedback and providing a measurement which is reliable and free from cheating there are problems too

One problem attributed to it by Capper (1996), is the marks assigned by teachers for equivalent trials of students are not consistent. This is because some of the tools used in continuous assessment require subjective decision of teachers. He added that, many teachers have not been trained well in assessment, so they may not be doing an adequate job of using continuous assessment in the class. As Alauso (2003), cited in Adebawale and Alauso (2008) outlined the frequent requirements of increased number of paper pencil are recurring marking, frequent observations of learners to assess effective outcomes and keeping more records on learners. All these could mean more work

for the teacher, greater demands on time and increased responsibility. He further examines the problem of continuous assessment from the viewpoints of learners that continuous assessment can mean too many projects from too many instructors of the same time and the fact that well to do learners are given unfair advantage over poorer learners as they would have greater access to resource.

Solutions to the underlined problems as pointed out by Adebowole and Alauso (2008) are that, teachers should be prepared professionally and meaty to operate in the system. If the teacher is not prepared adequately to operas in the system,, it may lead to a tendency to manufacture scores in the name of continuous assessment. And in relation to this capper (1996) stated that teachers should be encouraged to form favorable attitude towards the practice of continuous assessment and pinpointed that teachers who are not well trained may have difficulties in the criteria for judging students on the objective outlined, which is one of the benefits of centrally developed continuous assessment system. Continuous assessment recognizes teachers as professionals having integrity and expertise to judge student's abilities (capper, 1996) however it seems that teachers are making decisions on students learning development based on information obtained through one or two shots of examinations in the name of continuous assessments

2.5 Teachers attitude towards continuous assessment

Attitude has been defined by different scholars in a relatively different way never the less, there is no single universally definition of attitude on the other hand all definitions are bound with two integrated elements that come in to one's mind these integrated elements in every definition of attitude are the attitude itself and the attitude object one common definition for example, is "it is a relatively enduring tendency to respond to someone or something in a way that reflects a positive evaluation of that person or thing social psychologist as

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cited by (Alauso, 2003:2) in the same way it is essential to think of the awareness and positive feeling of teachers (attitude) and the (attitude object) that is the program or more specifically continuous assessment that is going to be implemented.

From the above ideas teachers may bear negative attitude toward the continuous assessment because of the absence of adequate orientation and training, lack of skill and knowledge without which they can not appreciate and implement it which is practiced international with this regards, Isaac (1995), as cited in Elvi (2008), contended teachers until liability in continuous assessment scores is an international problem the study mentioned that gross inflation is usually detachable when continuous assessment scores are compared with examination scores in south Africa. It was also claimed that issues facing 3rd mold countries in terms of implementation of continuous assessment are very different from those facing 1st world countries

This is because, teachers in developing countries are underpaid unrestrained, and over worked manu have two shifts of classes, often with too many students per class, so they may be disinclined to spend additional time out side of their normal class in developing paper pencil tests, quizzes, or other approaches to assess their students. Another concern is that when course grades begin to count toward selection decisions, teachers are vulnerable to corruptions capper (1996), and (Elui, 2008).

As to the viewpoints of educators, proper training of teachers are reduced workload may alleviate the problems. In divisively who receive appropriate training and have time to develop the assessment would be able to develop

more creative, pedagogically and technically sound assessment they could develop assessment, which support.

- Independent and resourceful learning, higher order thinking and problem solving that are consistent with the principle of learner centered instruction
- That have objective criteria for evaluating student performance
- That involve students in applying knowledge, skill and concepts to solving real life problems in their communities
- And that captivate students interest and imagination (Capper 1996)

2.6 Factors affecting the Implementation of Continuous Assessment In physical education

2.6.1 Large Class Size

One of the major challenges was the large class sizes. Teachers cited the large class sizes in most schools as major challenge. Teachers indicated that the workload became higher as they were required to mark and keep records of the progress of all learners. It was also observed that despite the intensive in service training and the availability of the guidelines encouraging teachers to practice continuous assessment, a good number of teachers in the pilot schools continued to practice continuous testing by administering assessment or tests at the end of the first month and the end of the second month. A good number of teachers failed to appreciate the need to administer assessments on an on-going basis such as weekly, fortnightly or after a topic. (Kapambwe (2010))

2.6.2 Teaching and learning resources

The majority of the teachers complained that they had inadequate teaching and learning materials. The difficulty with learning materials mainly affected the availability of appropriate teaching and learning materials in new curriculum. It was clear that they needed a lot of support in form of materials and equipment.

2.6.3 Knowledge and Skill of Teacher

One of the most basic obstacles to the uptake of assessment practice and development is that the people who matter, and that means practicing teachers, do not have any easy access to the many interesting idea and resource which they might choose to try out if they were aware of their existence. A clear concomitant of the knowledge constraint in assessment development and practice is the degree of skill which the teacher has developed for using the various techniques. There tends to be mystique about assessment technique which is largely unwarranted (Black and Broadfoot,1982).

2.6.4 Lack of Time

Teachers are very poorly supported by service and facilities to back up their teaching. Many paper and pencil test yield doubtful results, not because of the nature of the content, but because they are scribbled in the teacher. The implication of all this is that if new ideas in assessment are to work, rather than join the pile of good ideas on the (rejected)good ideas heap, then they must be tailored to fit the time and facilities which are available in school. The

problem is that available time is a contentious issue. (Black and Broadfoot,1982).

2.6.5 Students Attitude

For learning to take place effectively and for students to become successful, they should be ready and motivated to learn materials offered by their teachers. Student readiness and motivation refers to the extent to which they are willing to do assignments, and participate in practical projects and other tasks (Ayalew et al., 2009). No learning will take place unless the student is willing and committed. No potential will be realized unless the student responds to a challenge. No matter how good the curriculum, how cognitively correct the teaching methods, unless the teacher is able to motivate his/her students to stimulate about their teaching and make commitment in it, he/she will have given them little of lasting importance (Black & BroadFoot, 1982).

2.6.6 Teachers Attitude

The factors related to teachers may include inadequate professional skills, poor subject matter, unfair evaluation and lack of interest in their profession, punctuality, and respect for students. These may result in developing negative attitude, and it becomes difficult to make student-centered method practical. Positive teachers' attitude exists when teachers have confidence in their ability to teach, and committed to teaching and cooperate with each other. Teachers are committed to teaching learning and care about their students, when they set high standard of work and behavior and model themselves. Teachers are co-operative when they plan school activities and teach collaboratively and when they share ideas with each other and when teachers and administrators work together on whole school issues. (Argali, MW 2001)

2.7 Component, Domain and Approaches of effective assessment

2.7.1 Components of Continuous Assessment

For an assessment measure to be effective, it needs to include:

- **Validity**–There needs to be agreement between what the assessment measures and the performance, Skill, or behavior the assessment is designed to measure. For example, if a test is designed to measure cardiovascular endurance, one must be confident it does so. It is important to remember that validity is specific to a particular use and group. An assessment might be valid for one age group, but not valid for a different age group.
- **Reliability**–A reliable assessment should obtain approximately the same results regardless of the number of times it is given. For example, an assessment given to a group of students on one day should yield approximately the same results if it is given to the same group on another day.
- **Objectivity**–For example, an assessment has high objectivity when two or more people can administer the same assessment to the same group and obtain approximately the same results.
- **Feasibility**–The following administrative considerations may help one determine the feasibility of an assessment.
 - A. **Cost:** does the assessment require expensive equipment that one does not have or cannot afford to purchase?
 - B. **Time:** does the assessment take too much instructional time?

- C. **Ease** of administration: Does one need assistance to administer the assessment? If so, how will these people be trained? Are the instructions easy to follow? Is the assessment reasonable in the demands that are placed on those being assessed?
- D. **Scoring**: If another person is needed to help administer the assessment, will it affect objectivity of the scoring? (For example: A person is needed to pitch the ball to the hitter in a softball hitting assessment.
- **Usefulness**—For example: A worksheet is given to a student so one can demonstrate knowledge of skills/games. The results could provide to the student an idea of how much is known about skills/games (self-), to determine where in the lesson this information should be covered (program planning), and/or as part of calculating students grades (reporting progress). Kothari(2004)

2.7.2 The Three Domains of Learning

Throughout a child's development there are three domains of learning that existing in order to educate the whole child. Psychomotor, cognitive, and the affective domains give meaning to learning. These are essential in allowing a child to explore the learning environment and obtain as much information about the world as possible. The three Domains are:

- ❖ **Psychomotor**- The performance component; exploring one's environment and gaining skills throughout the process.

- ❖ **Cognitive**-The knowledge component; thinking, associating experiences with learning.
- ❖ **Affective**-Personal and social development. Providing children with opportunities to interact with others in order to gain a sense of themselves and those around them.(Mitko A.J (2004))

Incorporation of the 3 Domains in Physical Education

According to Nitiko 2004, in physical education the three domains are interwoven to give meaning to movement. When children understand WHY their body functions the way it does(cognitive), they can begin to attain skill competency (psychomotor) and associate positive feelings with physical activity (affective).

- A. **Psychomotor domain** -the heart of physical education is developing competent motor skill abilities.
- B. **Cognitive domain**- an understanding of movement concepts and principles that allow children to become more efficient movers and learners through movement.
- C. **Affective domain** – development of acceptable social and personal behaviors in physical activity settings that allow for a productive learning environment with students working responsibly both individually and as members of a group.

Assessment of the Three Domains in Physical Education

When assessing the psychomotor domain, one is measuring the development of motor skills and health related fitness. For example, at the primary level, students demonstrate skipping by performing the skill using the step, hop pattern or at the intermediate level, students participate in the Fitness Gram assessment program. When assessing the cognitive domain, one is measuring student knowledge of movement concepts, principles, strategies and tactics. For example, at the middle school level students articulate the skill pattern of the underhand throw (“ready, swing back, step, follow through”) or describe a Strategy used to defend territory during an activity. When assessing the affective domain, one is measuring the development of acceptable social and personal behaviors in physical activity settings. For example, at the high school level, students fallout a self-reflection about their performance, complete a peer evaluation or identify, follow and, when appropriate, create safety guidelines for participation in physical activity settings. (Mitko A.J (2004))

2.7.3 Approaches to Assessments

2.7.3.1 Formal and Informal Assessment

Teachers can collect information using either formal or informal evaluation. Formal assessment is usually standardized. This standardization allows the teacher to interpret student performance and provides an objective way to

assess learning. Informal assessment, sometimes termed alternative/authentic assessment, often relies on observation techniques.

2.7.3.2 Traditional Assessment

The term traditional assessment is used to describe the means of gathering information on student learning through techniques such as multiple-choice, fill-in-the-blank, and matching questions, as well as essays. These approaches are particularly useful in assessing students' knowledge of information, concepts, and rules. They are also appropriate for assessing students' knowledge of the terms and processes involved in a career. Because factual knowledge of information is one important aspect of applied technology, carefully designed multiple-choice and matching questions can enable the teacher to quickly assess student mastery of content knowledge. However, an effective assessment evaluates knowledge of facts as well as the connection to a broader body of knowledge. Proficiency in applied technology depends on the ability to know and integrate facts about all aspects of industry into useful constructs. (Mitko A.J (2004))

2.7.3.3 Alternative Assessment

Teachers from all academic fields are now being held accountable for the performance of their students. This level of accountability requires teachers to document student learning. In addition to traditional assessment, more physical education teachers are incorporating "real-life" learning in their classes. These alternative or authentic assessments focus on the use of what is

learned in real-life settings. “Alternative assessment techniques can be applicable to using assessment as a” learning experience” that is part of the instructional process rather than something that is “done to” students (Rink, 2006). Alternative assessment takes time. The teacher must balance the need for reliable and valid information against the practical issues involved in limited program time and too many students. Yet these assessments are gaining in popularity because they tend to focus on more meaningful “real-life” learning. Authentic assessment focuses on the use of what is learned in real-life settings. Alternative assessments techniques can be used for all of the learning domains and are most applicable to using assessment as a “learning experience” that is part of the instructional process. Most alternative assessment relies heavily on the assessor making a judgment about some performance. This performance could be about a physical skill or ability, an affective or cognitive behavior. (Mitko A.J (2004))

2.8 Different Types of Assessment in Physical Education

Many types of assessments can be used by educators to collect information and provide students with a variety of learning experiences. The following are a few types of assessments used in physical education. After each type, the approach (formal or informal) is noted in *italics*. Observation is one of the most common forms of assessment used in physical education. Observational data is a useful form of assessment for the teacher to assess student performance. It is also one of the most useful self and peer assessment activities. When the students are provided a set of criteria to assess their performance or the performance of others, they are learning what is important in what you are trying to teach them and learn to focus their efforts on improvement. (Rink, 2006).

- Checklist: associate with observation data; used to identify a particular behavior or characteristic of performance with established criteria
- Performance task: are meaningful “culminating” experiences that can be accomplished within as single instructional period. Examples would include a dance routine, warm-up routine, locomotors skill sequences, skit, role playing, and oral report.
- Rating scale: associated with observation data; determines degree
Informal
- Record of performance: ‘Snapshot’ of performance from daily tasks (i.e. win/loss, fitness scores, skill assessments) *Formal*
- Rubric: used to assess complex behavior; a multidimensional rating scale. *Formal*
- Student interview, survey and questionnaire: used to gather information on student thinking and feeling. *Informal*
- Student journal: are often used as a “notebook” where students are asked to reflect on their performance/ express their feelings, perceptions and attitudes about their experiences in physical education. *Informal*
- Student log: Establish a record of participation or some other behavior or characteristic over time. *Formal*
- Student project: designed as a learning and assessment experience. Students are asked to investigate, design/construct, and present their work in some form. *Formal*

- Written test/worksheet: Is the most common form of assessment in all content areas. It is considered the best way for teachers to determine student knowledge. *Formal*

A portfolio has not been listed above as a type of student assessment. Although it may mean many things to some, within this document a portfolio is considered a representative collection of learning over time. It should demonstrate progress and learning. Students today are part of a highly technological world. Therefore, assessments might include audio-visuals

(Posters, white boards, easels) and computer-assisted techniques (i.e. mind mapping, Movie, Power Point, movement skill videos). These knowledge or performance assessments can be compiled in an electronic Portfolio that would demonstrate learning over time.

2.9 CHARACTERISTICS AND MANAGING OF CONTINUOUS ASSESSMENT

2.9.1 CHARACTERISTICS OF CONTINUOUS ASSESSMENT

In the guide for the National Professional Diploma in Education (NPDE) the following characteristics of continuous assessment are described {DESP•

1995:14):

- 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 perform 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 utilize 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.
- ❖ Listening to learners' responses to questions.
- ❖ 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.

2.9.2 MANAGING CONTINUOUS ASSESSMENT

The management of continuous assessment is one of the educator's responsibilities. The basic principles underlying management of continuous assessment are (DoE, 2000a:18):

- **Designing down.** This concept refers to planning backwards. The outcome to be addressed through teaching and learning are first clearly stated before developing the teaching and learning activities the learners will be engaged in. In their planning educators should start by identifying outcomes to be assessed from those to be addressed through teaching and. should then choose appropriate assessment techniques and activities to be used when assessing the chosen outcomes.
- **Clarify of focus.** According to this principle everyone involved should have a clear picture of what is expected at the end. This implies that educators must ensure that learners are clear about the criteria against which they are to be assessed and what they are expected to demonstrate.
- **High expectations.** This implies that educators must assist learners to their full potential.
- **Expanded opportunities.** This refers to the fact that educators should find multiple ways of exposing learners to learning opportunities that will help them demonstrate their full potentials in terms of knowledge, skills, Values and attitudes.

2.10 TYPES OF ASSESSMENT

Assessment strategies entail the utilization of a variety of methods to give learners ample opportunity to demonstrate their abilities more fully. The choice of what assessment strategies to use is a Subjective one, unique to each educator, grade and school, and dependent on the educator's professional judgment.

The availability of space and resources influences this assessment decision: however, even when resources are similar educators differ in the way they make their assessment choices. The methods chosen for assessment activities must be appropriate to the

assessment standards and the purpose of the assessment must be clearly understood by all learners and educators involved (RNCS, 2002:54). Educators utilize various types of assessment to evaluate the performance of learners. Among these types of assessment are the following:

- Evaluative assessment.
- Formative assessment.
- Diagnostic assessment.
- Summative assessment.
- Norm referencing.
- Criterion referencing.

- Self-assessment.
- Peer assessment.

2.10.1 Evaluative assessment

According to Hawkins (1998:155) the term evaluative means to estimate the value of something. Evaluative assessment is usually applied at the beginning of a new set of activities, usually at the beginning of the new year. The purpose of this type of assessment is to enable the educator to establish the amount of knowledge learners are already equipped with and the skills they have. Evaluative assessment also assists the educator to compare the aggregate information about the learner's achievements so that it can be used to assist in curriculum development and evaluation of teaching and learning (Parker, 1998:19). This type of evaluation helps to inform the educator of the learner's previous knowledge which will serve as foundation on which to impose new knowledge.

2.10.2 Formative assessment

Formative assessment *aims* at informing the educator about the learning experience of each learner and takes place during the learning process (Jacobs & Gawe, 1996:280). This means that formative assessment aims at helping learners grow and progress. Formative assessment involves a developmental approach and is designed to monitor and support the learning process. It builds on learning activities on a continuous basis, guiding the learner and the educator through constructive feedback (DoE, 1998b:27). According to Raggatt (1994:18) formative assessment can motivate learners through the admission of

personal experience as a relevant source of learning and of data for assignment, and through feedback from the educator which can help learners to develop self-esteem and confidence in their development. Formative assessment is applied so that the positive achievements of the learner may be

recognized and discussed and the appropriate next steps may be planned. In other words this type of assessment enables the educator to discover the learner's strengths and weaknesses and address them, and to do remedial work. 23

2.10.3 Diagnostic assessment

Certain learners have certain leaning difficulties and diagnostic assessment

aims at discovering and addressing these difficulties. This is done by identifying the nature and cause of these leaning difficulties. The educator can consult with other or previous educators or parents of the learner to learn more about his learning difficulties. After the learning difficulties have been identified and scrutinized. The educator endeavors to provide appropriate remedial assistance and guidance.

2.10.4 Summative assessment

Jacobs and Gcrve (1996:280) describe summative assessment as the type of assessment which takes place at the end of learning experiences and is always norm referenced. This usually means a major test or examination written at the end of a school term or a school year. Summative assessment aims at finding out how much subject content a learner can remember. Traditionally the promotion of learners to the next grade depended on summative assessment. Summative assessment encompasses a series of assessment activities taken simultaneously resulting in an overall report on the performance of the learner. It should be seen as formative feedback to the learners and educator. The result should feed into the next planning stage (Freiberg. 1996:87).

2.10.5 Norm referencing

Manna (1995:720) maintains that a norm is a standard or yardstick which implies that the educator assesses a learner's competence by comparing it to the competence of other learners. Traditionally norm referencing was done by means of class averages. Individual learners' marks are calculated and compared to the performance of all the learners in that particular class. Norm

referencing does not indicate what the learner has already learnt or what has not yet been learnt.

2.10.6 Criterion referencing

Criterion referencing refers to the practice of assessing a learner's performance against an agreed set of criteria. In case of OBE the learner is assessed against agreed criteria derived from the specific outcomes (DoE. 1997c:14). Criterion referencing uses criteria as reference points (Wolf. 1995:9). Criteria are reference points against which other things can be assessed. The criteria as reference points are specified beforehand and the learner is only assessed according to these criteria. Some examples of specified criteria may be punctuality, self-control, responsibility, cooperation, respect, leadership, cleanliness and good manners.

2.10.7 Self-assessment

One of the aims of assessment is to develop learners to become loyal and responsible beings. The relevant type of assessment to be applied in achieving this goal is self-assessment. Vogel (1997:3) maintains that learners need to be taught how to assess their own work. This practice encourages learners to assume more responsibility for their own work. Educators are expected to involve learners in the selection of assessment criteria to be used. However, educators should be more alert when criteria are chosen. Assessment criteria chosen should *arwcrsbe* in line with what the educator expects his learners to achieve in a lesson. Jacobs and Gawe (1996:285) *say* the important role played by self assessment is that:

- It helps learners to think critically about their own work;
- If done properly learners have a good idea about their progress;
- It encourages learners to take more responsibility for their own learning;
and

- Educators can give learners much more meaningful feedback.

2.10.8 Peer assessment

According to Hawkins (1998:320) the term peer refers to someone who is equal to another in rank or merit. ArgaH (200J:72) sees a peer as someone who is either the same age or in a similar position as oneself. Peer assessment refers to the process whereby learners assess one another's work. This can be an individual task where learners assess one another or how another learner performed in a group task {DoE. 1998b:36}. Educators have to teach learners how to conduct peer assessment.

- It is a real attempt of involving learners in assessment.
- It is a more transparent form of assessment as it involves more than one person.
- Group and paired activities are designed to suit peer and self assessment.
- learners are encouraged to help each other in peer activities.

2.11 ASSESSMENT METHODS, TOOLS AND TECHNIQUES

As stated by the Department of Education (DoE. 1997a:3) continuous assessment must be undertaken using assessment tools and techniques. Educators should have a sound knowledge of what each technique offers. A variety of methods, appropriate tools and techniques which commensurate with the learners' needs; must be used. Chosen methods, tools and techniques must provide a range of opportunities for learners to demonstrate knowledge, skills, values and attitudes. There is a wide range of assessment strategies that may be used to measure learners performance or the achievement of learners. An assessment tool that is chosen must be aligned to fit the identified purpose of the assessment. and the educator's choice of method depends to a great extent on what is to be assessed (Facilitator's Guide, 2000:22). The

Department of Education discuss the following assessment methods, tools and techniques in their assessment policy (DoE. 1998b:25): 27

2.11.1 Assessment methods

Assessment methods relate to the procedures the educator wishes to follow in order to assess the learners. These procedures include self-assessment, peer assessment and group assessment.

Self assessment: In self-assessment are guided to take responsibility for their own learning. A learner assesses his own performance against the desired outcomes and is then able to decide what he needs to do in order to improve his own performance.

Peer assessment: Peer assessment is the process of using learners to determine one another's achievement against clearly defined outcomes (Torrance, 1995:87). This can involve individual tasks where learners assess one another or group tasks where one learner assesses how another learner performed in a group task.

Group assessment: Group assessment can be used for a task where a group of learners work together to achieve an outcome. This is when groups within one class assess each other's performance on a given task with specified criteria (Lazarus, 1997:123). The second critical outcome in OBE stresses the

of group work. Learners should be encouraged to work effectively with others in a team, group, organization and community. Some activities are better done in pairs or groups of learners. Some of the activities that can work well when done in pairs or groups are role-play, drama, acting, debates, discussions, brainstorming and sharing ideas (Lorraine. 1996:287).:zg

2.11.2 Assessment tools

An assessment tool may be an instrument that the educators use when assessing the learners and which is appropriate to the method of assessment.

The following are some of the assessment tools suggested in the Facilitator's Guide (2000:29):

- Observation sheets.
- Rubrics or assessment grids.
- Class lists.
- Journals.

Observation sheets: This is an assessment tool in which the educator records his observations about a learner. The educator observes the learner against a criterion. The specific skills, Behavior, pattern and achievements that the learner demonstrates must be linked to the learning program outcomes and be readily observable (Le Grange &Reddy. 1998:67).

Rubrics or assessment grids: A rubric is a set of criteria that is used. To ensure that different parts of a task are assessed. A rubric can be assigned in the form of a grid. It can however. Simply be a list of what is assessed. Who assesses and what assessment key is used. for example "not yet achieved". A rubric is a handy tool for gathering information. It can seldomlybe used on its own to determine whether an assessment diterion or a specific outcome has been achieved. Thus other rubrics and assessment tools could be used in a given learning experience to contribute towards formal recording (Brown. 1998:118). 29

2.11.3 Assessment techniques

A technique may be a special way in which the educator uses a method and a tool to provide opportunities for learners to demonstrate their performance. It may also be the way the learner chooses to demonstrate evidence of attainment

(Artel&Spandel. 1991:72). Assessment techniques include. among others. Interviews. Conferencing. Written assignments. Oral questions and answers. portfolios and performance assessments. The Department of Education explains these assessment techniques as follows (DoE. 2000a:28):

Interviews. Interviews can be held between learner and educator. Or learner and learner. or they can involve parents as well. Interviews can be both formal and informal and can include discussions. for example. on a research project or a scientific experiment. –

Conferencing refers to a group of learners having an effective dialogue about a project. It is a common binding interest to reach a certain targeted outcome. With this technique educators act as 30 consultants or coaches. They have control over the meeting and have the responsibility of directing the communications. Conferencing demands a thorough and thoughtful preparation on the part of the educator (Van der Horst &MacDonald. 1997:94).

Written assignments. Written assignments should be assessed using a set of criteria or a marking memorandum. This should be given to the learners for them to note their performance and to know how to improve their future levels of performance.

Oral questions and answers.This is where learners listen attentively. Interact with the educator or other role players and respond with interest. Peacock (1990:128) suggests the following questions:

- Open ended questions.
- Questions to stimulate creative thinking.
- Problem solving questions.
- Application questions.

Portfolios: A portfolio is a purposeful confection of a learner's work such as projects, Journals, assignments etc. This exhibits to the learner. Parent educator and other interested bodies the progress of the learner in relation to expected outcomes (Artel & Spondel. 1991 :87).

Performance assessment: Performance assessment focuses on the process as well as the product. The learner' to think, imagine. solve problems and to produce an acceptable performance or product are assessed. This technique can also be used to assess the learner's growth towards achieving the outcomes (Van der Horst &MacDonafd, 1997:169).

2.12 Research findings on continuous assessment

Although researches, specifically on CA are scarce there are abundant researches on the continuous assessment in this schools. A few will be discussed here to give a sense of the international and national content in relation to primary and secondary school laves.

2.12.1 International findings on the continuous assessment

School based continuous assessment (A) in Zambia

In zombie, CA is defined as an ongoing diagnostic cross room based process that used a variety of assessment tools to measure learner performance (NoE, 2004-5) the ministry of education introduced school based continuous assessment for two reasons: certification and selection.

There has been an increasing criticism in the educational Field on high stakes examination of having harmful effect on student learning and that it should be reduced to a minimum (horien 1994 indicated that formative assessment if properly implemented in schools is a powerful means to improve student rearming in the international scenarios, formative assessment has already beer

practiced in schools in various western countries including Australia, Canada, Denmark, England, Italy, nether and Scotland (OEGD, 2005)

The major challenges

- Large class size
- Staffing
- Remediation and enrichment
- Teaching and learning resources
- Teacher networking
- Monitoring and Feedback, etc

The major Benefits are

- CA offers a may to cater for diversity of learners in a large class
- Help to standardize the assessment procedure in the school
- Help for continuous in service training
- Provision of different teaching and learning masteries
- Help for proper record keeping and easily transferable etc

2.12.2 Notional research finding on continuous assessment

From research finding to the Ethiopian context, birhanu 2004 indicated that proper handling of student assessment in general and continuous assessment in particular as hi school level in selected high school assessment in particular of hi school level in selected high school in Addis Ababa is poor and not up to the standard competed to the contemporary assessment system. High findings further indicate that the major problem in implementing continuous

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assessment include lack of awareness' about the technique and procedure lack of guidelines inadequate preparation of teachers on continuous assessment lack of technical support, unmanageable large class size lack of adequate learning materials, lack of adequate supervisors who can guide practitioners, lack of student motivation and learners negative attitude towards project and assignment.

According to his study, these were found to be practical problem in implementing continuous assessment in high schools

The above research findings or conducted in primary and secondary school level and clearly show the problem of assessment in general and the poor implementation of continuous assessment in particular. And recommendations were also forwarded for better improvement of the teaching learning process in general and the assessment method in particular even though out those efforts were made the problem seems to be continued at high schools were the implementation of CA is a recent phenomenon. Thus, this study tried to investigate if similar of different problems of high school level may be found in order to cite necessary recommendation for the concerned bodies.

By assessing the students continuously their ability to achieve the competency can be monitored day by day, they can be informed of their achievement and encouraged to perform better, the result obtained can be used for promotion similarly information on their achievement of can be five to parents administration and others new plan for effective teaching and earning can be made records can be kept of students progress through bout the term and the year finally, those with learning difficulties can be identifies, so that remedial work can be provided and those who are talented and gifted can be provided with enrichment work moe (2010,P.59)

CHAPTER THREE

Research Methodology

The purpose of the study was to assess the challenges of continuous assessment in physical education and sport class in some selected school of Addis Ababa to this end a qualitative and quantitative method was employed

3.1. The Source of data

The necessary data for the study were obtained from primary and secondary sources. Primary sources collected from physical education teachers, students and school management the secondary source refers or collected the data from recent publication relevant books, journals and relevant documents.

3.2 Method of sampling

3.2.1 Sample and Sampling techniques

The sample population of the study was obtained from Arada sub city. There are 11 secondary schools around Arada sub city from which the researcher selected 3 schools randomly by lottery method namely:

- Minilk secondary school
- Yekatit 12 secondary school
- New Era Elementary and secondary school

Regarding the respondents, all physical education teacher were included in the sample and school management are selected to give the response and there are a total number of 2800 students from grades 10, 11 and 12. The researcher were expected to select 200 students randomly by lotory method, for the applicability of the objectives set for the study a total of 228 respondents

(school management, physical education teacher and students) were required to give their response in relation to the challenges of continuous assessment in physical education class.

3.3 Data gathering instruments and procedures

3.3.1 Data gathering instruments

In order to gather information the researcher used three main instruments for data collection namely questionnaire, interview and observation were employed. (Best, 2004).

3.3.1.1 Questionnaire

In the study questionnaires were used to collect information from teachers and students and mainly contained close ended and open ended items. Depending up on the type of question items, choices and rating scale were used in questionnaire.

3.3.1.2 Interview

Interview is one of the commonly used instruments for collecting data kothori (2006) and koul (2002) explained it as a method of collecting data trough oral communication (verbally), interview was one of the major tools employed in this in the study to acquire qualitative data.

3.3.1.3 Observation

Observation entails gathering data through vision as its main source, a method by which information is sought by way of investigators on observation without asking from respondent (kothari, 2004). The real instructional activities are manifested in the classroom while teachers teach in the classroom and students learn. And also observation was used as the third complementary technique employed by the researcher in such aspects of the schools as teaching learning process.

3.4 Data gathering procedure

Review of related literature was made in advance to get information on what has been done in relation to the problem. Then basic questions were formulated and data gathering instruments were prepared. Questionnaire was prepared in English for teachers and student questionnaires were translated in to Amharic in order to make them easier.

The researcher validated the instruments that were developed as follows; before the actual data collection was started the instruments were given to colleagues to get valuable comment and criticism on the strengths and weakness of the item. Based on the comment obtained necessary modification were made and given to the thesis advisor for further comments, criticism and evaluation. A brief orientation about the whole purpose of the study was given for the respondents and the distribution and collection of the questionnaires were done in collaboration with the physical education teachers of the school and finally the interviewing with the school management and teachers was conducted.

3.5 Method of Data analysis

Data analysis refers to the method by which the collected data through one or more of data collecting instruments are edited and organized. The collected data in the study are organized in the form of tables, charts or graphs and analyzed by applying variables well defined statistical formula based on the computation of various percentage, derivatives coefficients, etc (kothari, 2004). Then the next step is analyzing the given data qualitatively and quantitatively. The close ended questions obtained from teachers and students were analyzed quantitatively the open ended questions interview and observation were analyzed qualitatively, finally the major findings of the study were reported and realistic and feasible recommendation were forwarded.

Chapter Four

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This section provides with the analysis of the data collected through questionnaire and semi structured interview. Results of interview and open ended questions are analyzed and explained in words while the responses of the close ended questions in the questionnaire are analyzed in percentage.

This chapter is sub divided into four sub sections. The first part presents the characteristics of the teacher and student respondents by different categories while the second part analyzes data from each. The third part discusses the factors pointed out by respondents believed to be affecting the implementation of continuous assessment. And the fourth and final part presents recommendation of the respondents on the issue.

All questionnaire distributed to both teachers and students were perfectly filled out and returned. This was because all the questionnaire papers were distributed in a face to face situation by the researcher and collected with the help of physical education teachers of the schools. Most of the questions were common to both groups (teachers and students) and analyzed together while some were specific to either group. It was made so because there were questions related to professional activities and knowledge level of the teachers and experience. Besides, qualitative data were obtained through interview guides, and observation checklist.

4.1 Background of the participants

In order to tell the characteristics of the respondents, item related to their sex, age, educational background, work experience were made part of the questionnaire.

Table 1 categorizes the participated teachers and students by sex and age. It also puts teacher's qualification, teaching experience and teaching load.

No	Items	Teachers		School Management						
		No	Students	No	%	No	%	No	%	
1	Sex		No	%			No	%	No	%
		M	13	86.7			116	55.3	3	100
		F	2	13.3			94	44.7	-	-
2	Age	20-25	1	6.66		14-17	93	44.2	-	-
		26-30	9	60		18-20	112	53.4	-	-
		31-35	3	20		21-23	5	2.4	-	-
		36-40	1	6.66		Above 24				-
		41 and above	1	6.66					3	100
3	Qualification	M.sc	3	20					3	100
		B.sc	12	80					-	-
		Diploma	-						-	-
4	Teaching experience	0-3	3	20					-	-
		4-7	7	46.67					-	-
		8-11	4	26.67					-	-

		12 and above	1	6.67					3	100
5	Teaching load per week	Below 10	-	-						
		10-15	7	46.6						
		16-21	8	53.4						
		22 and above	-	-	-					

Table 1

As can be seen from item (1) of Table 1, 86.7 % of the total number of teachers are male and only 13.3 of them are female. And item(2) of the above table shows that most of the teachers i.e. around 60% fell under the age category of 26-30 and 20% of them in the category of 31-35, and the age categories of 20-25, 36-40 and above 41 each account 6.66% of the total number of teachers.

As can be concluded from item(3) of the above table most physical education teachers which account about 80% the total have first degree and the rest 20% have masters degree.

Work experience of the teachers was one of critical concerns believed to be influencing commitment and dedication of teachers to the subject. based on the responses found, 46.67% of the teachers have taught physical education 4-7 years and 26.67% were found to have 8-11 years of teaching experience in the field where as 20% have 0-3 year of experience and only 6.67% of the teachers have taught physical education for more than 12 years.

Concerning the teaching loads of the teachers, most teachers teach the subject 10-15 and 16-21 periods per week. According to the respondents information 46.6% of the teachers are loaded with 10-15 periods per week while the rest 53.4 teach 16-21 periods per week which is, according to the respondents, very high load which can affect their performance in the teaching process.

Analyzing the data about student respondents, it is found that male students account for 55.3% of the total while female students account for 44.7%. And 53.3 % of the students fell under the age category of 18- 20 and 44.2 are under the category of 14-17 whereas only 2.4% are above the age of 21.

School management personnel are found to be all male which 100% of the respondents is. All personnel have at least Master's degree in different fields and have work experience of more than 12 years.

4.2 Analysis and interpretation of the data

The respondents of the study were asked different questions pertinent to the challenges of implementing continuous assessment in physical education class . Their responses were organized in to tables furthermore, the frequency counts and percentage were computed for the purpose of analyzing and interpreting the findings as follows.

Table2. Knowhow and usage of continuous assessment by teachers

No	Description	Alternatives	Teachers Responses	
1	Enough knowledge of continuous assessment	Yes	15	100%
		No	-	-
2	Enough Knowledge of the tools and methods for implementing it	Yes	9	60%
		No	6	40%
3	Sufficient courses for implementing continuous assessment	Yes	4	26.6%
		No	11	73.33%

As can be concluded from the above table concerning teachers' knowledge and usage of continuous assessment, the following analysis can be drawn. All teachers in this study which is the full 100% of them have enough knowhow of what continuous assessment is. And the responses of the teachers for item number two concerning their knowledge of the basic methods and tools for implementing continuous assessment shows that despite their good knowledge

of continuous assessment, 40% of them don't know the tools and methods where as 60% have know the methods and tools well.

And most of the teachers which account about 73.33% of the total number believe, despite their knowledge and willingness to implement it, that the courses they teach are not sufficient enough for implementing continuous assessment. And only 26.6% of them think they teach enough courses to implement the methods and tools.

Table 3 frequency of CA used in practical class room activities.

No	Description	Alternatives	Teacher responses	
1	Frequency of assessing students	Daily	-	-
		Weekly	-	-
		Monthly	3	20%
		Once in Semester	12	80%
2	Purpose of assessment	Realizing Learning objectives	-	-
		Enhancing objectives	-	-
		Improving Student performance	3	20%
		Filtering students	12	80%

3	Frequency of giving feedback to students	Too frequently	-	-
		Frequently	2	13.3
		Sometimes	8	53.3%
		Rarely	5	33.3%
		Not at all	-	-

Table 3 clearly shows that most physical education teachers assess their students once in a semester, teachers that use this assessing frequency account about 80% of the total while only 20% of teachers assess their students monthly.

Most teachers use assessment just for the purpose of filtering their students into different categories of performance levels, this accounts 80% of teachers. The rest 20% teachers take into consideration that assessment can improve students' performance and try to assess them accordingly.

And around 53.3% of teachers sometimes give feedback to their students about how they perform while 33.3% of them give feedbacks rarely. These teachers do not give feedbacks too often because they don't have enough time to giving feedbacks of the very loaded working hours. And their feedback includes demonstrating the practical exercises and makes the students repeat the activities with each other.

Table 4 . Results of Continuous Assessment in Grading of Students

No	Description	Alternatives	Teacher responses	
1	Keep Records of Students' activities	Always	15	100%
		Sometimes	-	-
		Never	-	-
2	Include Score of CA in final Grading	yes	15	100%
		No	-	-

According to the above table all physical education teachers keep records of their students' activities and all scores are part of the final grading. Most teachers take these scores for up to 50% of the total mark.

Table 5. Guidelines and Directives of continuous assessment used by teachers

No	Description	Alternatives	Teacher responses	
1	Directives and guidelines provided by the school	Yes	-	-
		No	15	100%

2	Use of different types of Contentious assessment	yes	3	20%
		No	12	80%
3	Continuous assessment plans for lessons	Yes	3	20%
		No	12	80%

From Table 5, we can see that all physical education teachers responded that no guidelines or directives are provided by their school. And 80% of the teachers do not use different types continuous assessment methods or have any plans of continuous assessment in their lessons. While 20% of them exercise the many types of continuous assessment and include plans in their lessons. These teachers use these plans to assess their students' performance. And they also responded that the school provides them with different sport materials and budget for different purchases.

The teachers that use continuous assessment plans for their lessons responded that despite their belief that continuous assessment has great importance in the learning process, they recommend that some of the problems in the teaching learning process are misbehaved students activities.

4.3 Analysis of student responses

Table 6. Students' interest and Sport materials in School

No	Description	Alternatives	Student responses	
1	Interest in Physical Education Class	Yes	210	100%
		No	-	-
2	Adequate sport materials in school	yes	-	-
		No	210	100%
3	Sufficient play ground in School	Yes	-	-
		No	210	100%

According to Table 6 above all students participated in answering the questionnaire of this paper are interested in physical education practical class because they believe it's entertaining and makes healthy.

All students in this study responded that they have some but not adequate sport materials and play ground/ field for different kind of sport activities.

These shortages can affect both students and teachers in the process of continuous assessment.

Table 7. Frequency of continuous assessment given

No	Description	Alternatives	Student responses	
1	Frequency of assessing students	Daily	-	-
		Weekly	-	-
		Monthly	38	18%
		Once in Semester	172	82%
2	Type of assessment	Practical assessment	113	53.9
		Written assessment	97	46.1
		Practical observation	-	-
3	Frequency of written exams	Weekly	-	-
		Monthly	-	-
		Twice a semester	-	-
		Once a semester	210	100%

The above Table states that 82% person of the responding students are assessed once every semester by their teachers while 18% of them responded that their teachers assess them monthly. Assessments are of mixed type of both practical and written exams which account 53.9% and 46.1% of the total respectively.

Also all 100% of the respondents explained that they are assessed with written exam once every and each semester. And both scores of the practical and written exam scores are included in their final grades.

The respondents also explained that shortage of adequate sport materials and play ground could be problems to continuous assessment and that it is a good practice that their teachers make them work on many different types of exercises and that they inform them their next exercises prior to the next period.

Table 8. Sport outfit changing rooms and time for changing outfits

No	Description	Alternatives	Student responses	
1	Time to change sport outfits	5-10	210	100%
		10-15	-	-
		15-20	-	-
2	Availability of Sport outfit changing room	Yes	-	-

		No	210	100%
--	--	----	-----	------

From Table 8 above, it is clearly seen that all 100% of the students responded that they do not have changing rooms and that they change their sport outfits either in the field or in their classrooms which makes it difficult for them to be in the sport field fast because they need to use their classrooms turn by turn between male and female students. All students said that it take them 5-10 minutes to change their sport outfits.

But even though this time is the minimum time needed to change outfits, it doesn't save much of the practical class period from waste as the total time for both male and female students to change outfits sum up to be almost half of the period.

4.4 Classroom observation of Continuous Assessment teachings

The new trend of change in teaching learning process from traditional teacher centered to active learning in which student are encouraged to involve in their own learning calls for use of continuous assessment in its evaluation mechanisms. This application of continuous in classrooms in most cases can be proved by classroom observation results is more accurate than other research tools. Particularly, Nitiko argue that, observation with a clear focus and purpose is more rewarding to identify particular needs, strength and weakness in learning.

In view of this, classroom observation was conducted with the help of checklist, which include six categories of learning and assessing result with these categories resulted in the following. Out of all 15 teachers in this study, 5 of them were observed for this particular case.

No	Item	Alternatives and respondents			
		Yes		No	
		No	%	No	%
1	Teacher used appropriate CA planning	1	20	4	80
2	Teacher used variety of CA	1	20	4	80
3	CA are related to the lesson object	3	60	2	40
4	Teacher gave information about the assessment	1	20	4	80
5	Giving feedback following levels of assessment	1	20	4	80
6	Record the assessment	5	100	-	-

According to the table above, the following conclusion is drawn. Of all the teachers observed during teaching, only one of them which accounts for only 20% of the total number of teachers prepare appropriate continuous assessment plan while 80% of them do not. And as can be seen from row to of the table, only 20% of the teachers try to use variety of continuous assessment while 80% try one common assessment techniques.

About 60% of the teachers in this observation were found to be assessing their students based on lesson objectives while 40% of them include other off objective assessments which they believe students should know by their own.

80% of the teachers were found to be giving their students information about the assessments they take and feedbacks following the assessments while 20% of the teachers, which are only one teacher in this observation, did not give information about assessment or feedback afterwards.

Finally, all teachers observed were confirmed to be recording results of each and every assessment.

4.5 Results of interview and open ended quotations

Results of Interview with school administration and teachers in response to the mechanisms which the school uses checking whether teachers implement assessment continuously. The administrators responded that they did not have any ways of checking and they had not attempted to do so. The administrations' failure to check and balance the continuous assessment process results in poor student performance as a whole.

Regarding the attitude of most teachers towards CA they responded that CA hard to implement with a classes of many students as they need to mark each students' scores every time. And also the administration and school teachers explained that they have to teach many classes per week which makes it for them to implement continuous assessment.

When the school administration asked about their teachers regarding continuous assessment, they further said that most of teachers are young and they need more experience and formal and practical training about methods and advantages of continuous assessment.

Generally, according to the administration and teachers , it is found that the following major problems are the challenges towards continuous assessment.

Large class size is one of the major issues indicated as a challenges towards implementing continuous assessment. They indicated that attempting to practice continuous practical assessment with large number of students in a big challenge. Emphasizing this issue, most teachers said that it is difficult to handle 55-65 students in the class rooms and to come up with an effective implementation of CPA. had there been less number of students, it would have been manageable for CPA to be practiced, otherwise, it is a challenge, contrary to the findings of this study that large class size might not be a problem for students achievement if teachers use a variety of learning strategies.

Teaching load per week was also noted as a major problem for teachers to implement continuous practical assessment. In addition to the many students per class, the teachers have to teach many classes per week which makes it difficult for them to give assessments continuously and mark each students' scores and give results back to the students. But they explained with relatively small teaching load per week, there could be a good implementation of continuous assessment.

The availability of few or insufficient sport materials also affects the correct implementation of continuous assessment. Most schools do not provide with adequate sport materials and enough play fields to their students which makes it harder to make assessments in practice.

Lack of awareness and willingness to implement continuous assessment which could be the result of lack of proper training and less or no supervision of the school administration.

Respondents were asked to suggest possible solutions for the stated problems and they forward the following.

- ❖ Reduction of physical education teachers working load by hiring additional physical education teachers
- ❖ Minimizing the number of students in a class or allocation of teacher student ration.
- ❖ Improve teachers' and students' awareness towards continuous assessment through continuous and proper training about the subject and improving quality of its implementation.
- ❖ Motivating teachers by giving moral incentives, such as further training and material incentives such as salary increment, etc
- ❖ The administrators should give enough budgets for instructional materials, sport outfits and constructing enough playground.
- ❖ Practical and intensive training for physical education teachers continuously.
- ❖ Discussion with students and improving the relationship between students and teachers.
- ❖ Improving the students attitude and participation in CPA activities
- ❖ Using different active learning methods
- ❖ Giving feedback for learners
- ❖ Using varieties of CPA devices
- ❖ Awareness training for students on CPA

Based on the respondents' proposed solution towards the subject, it is concluded that most of the problems facing continuous assessment can be tackled by providing students with adequate sport materials, motivational meetings and trainings with teachers and also giving them incentives as the summed up result would affect the whole continuous assessment practice in a positive direction.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

The chapter could present the short summary of the whole study and draws conclusion of the whole study; finally, it gives recommended solutions based on the following study.

5.1 Summary

The main objectives of this study were to examine the existing challenges of implementing continuous assessment to identify challenges released to the implementation of CA and finally to recommend alternative solutions for the improvement of the exiting challenges in implementing continuous assessment of high school

This study was aimed to address the following research questions

- ❖ What are the challenges of implementing continuous assessment during physical education class?
- ❖ Do students perceive in continuous assessment to improve their performance?
- ❖ What are the major factor that influence teachers in assessing their student?
- ❖ What type of continuous assessment techniques do teachers use to assess their student?
- ❖ Is continuous assessment a modern teaching style?

In other to treat the above basic question the descriptive research method was employed to gather important data for this study case end and open end questionnaire, interview and observation were applied in analyzing the collected data quantitative method percentage was employed to analyze the

data collected by questionnaire, and a qualitative method was employed for interview, open ended questions and observation.

Finding of the Study

- Implementation of continuous assessment in physical education class is highly influenced by the large number of students in a class, inadequacy of learning materials, and equipments.
- As to the major reason blamed for the low implementation of continuous assessment most teachers rated the following factors large class size, lack of facilities and materials, lack of play ground shortage of manual and guide lines for implementing continuous assessment
- Lack of follow up lack of giving support and immediate feed backs for teachers on their implementation of continuous assessment from their supervisors is one of the major challenges.
- There is no use different assessment technique no attention o assess students to improve their progress to assess learns psycho motor, cognitive and affective domains, rather marking system
- The system of using learners achievement as a feed back and reporting learners achievement for parents was less recognize
- Period allotment for physical educate teacher highly challenges the teachers to implement CA.

5.2 Conclusion

Based on the data gathered and the analyzed result the following conclusions were made interrelation to the basic research questions and that were formulated in the introduction section. There fore, based on the findings the following conclusions are drown

- From the finding it can be concluded most of the physical education teachers did not take basic assessment courses and also there is no plan for assessment implementation
- Even though CA is taken as integral part of their instructional activities but some physical education teachers and students have negative attitudes to works continuous assessment this has negative impact on implementation of continuous assessment
- As the study indicated in the study most physical education teachers focused on sum motive assessment this implies that physical education teachers were not giving attention for student progress and for instruction.
- From the finding were found to hinder physical education teacher from using continuous assessment specifically large class size, teaching loud, lack of teaching material, in centive of the school, this and affect the effectiveness of continuous assessment

The finding also shows that

- Physical education teacher use continuous assessment simply for grading not to improve their student progress.
- As the study indicates there was a lack of proper follow up and supervision from the administration which affect continuous assessment implementation negatively in the school
- According to the study, school facilities and the number of the student in the class are not conducted to improvement continuous assessment

The major contribution of implementing continuous assessment in teaching physical education in improving the quality depends on the role of the teacher, who has enough experience, knowledge and skill in handling instructional methodology in general in implementing continuous assessment.

5.3 Recommendations

Based on the findings of the study, the following recommendation are forward those recommendations are then suggested primarily attention has to be given for teachers continuous trading opportunity on the implementation of CA In addition MoE should prepare updated manuals and quid lines on the implementation of continuous assessment that could help the teachers as reference

- Teachers should avoid assessment without direct involvement of the learners and practice giving regular feed back for the learners based on every continuous assessment
- Conducive school facilities are very important for implementing continuous assessment in physical educate class. The playground, facilities and equipments are affecting the continuous assessment. Thus, it seems important that the school administrators and other stakeholders play their part in improving facilities by allocating enough budget to buy sport matrices an equipments.
- The schools and other concerned bodies give due to consideration to the area in which teachers demand for extra training in application of CA to make this practical, the schools are expected to carry awareness' and knowing about the importance and skill required to apply different CA techniques in the teaching learning process.
- Teaching learning process with out teaching aid is valueless o facilities and equipment were the main hindering factor in the implementation CA

- The allotment of period per week for physical education and large class size should be reconsidered in order to continuous assessment effectively

Finally the researcher would like to recommend other to conduct continuous research in line with CA application.

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Appendix A

Addis Ababa University

School of graduate studies

Department of sport science

A questionnaire to be filled by teachers

Dear teachers,

The purpose of this questionnaire is to gather information required for the research to be conducted in some selected schools in Addis Ababa concerning the challenges of continuous practical assessment in physical education and sport classes. The ultimate result of the study is determined by the response you offer. The information

Thank you for your cooperation

Part 1” Personal Data

Name of school _____

Department _____

Sex : Male _____

Educational background _____

Experience in teaching _____ years

Experience in other occupation _____ years

Additional duty _____

Working load per week in period (please specify) _____

1. Do you know what continuous assessment is?

A, yes B, No

2. Do you know the tools and methods used in implementing continuous assessment?

A, Yes B, no

3. Do you feel that the courses you teach are sufficient to implement continuous assessment?

A, Yes B, no

4. How often do you assess your student

A, Daily B, weekly C, monthly D, Termly

5. Which of the following purpose do you use students CA scores for?

A, Realizing learning objectives

B, Enhancing objectives

C, Improving students performance

D, Filtering student

6. How often do you provide feedback to your students ?

A, Too frequently B, frequently

C, Sometimes D, rarely E, Not at all

7. If your answer to Q 6 is either C or D or E what is the reason

A, Feedback has nothing to do with CA

B, Feedback has nothing to do with student learning improvement

C, I don't have time and patience to give feedback

D, I don't have basic knowledge on how to give feedback to

students

8. If your answer to Q 6 is either A or B what is the content or theme

included in your feedback

9. Do you include marks of CA in the final grading of students?

A, Yes B, No

10. If your answer to Q. 9 is yes, how much % does it account?

11. Do you keep records of students' activities?

A, Always

B, Sometimes

C, Never

12. Are there any guidelines or direct ves that are used in CA in your school?

A, Yes

B, No

C, Others

13. Do you use different type of continuous assessment?

A, yes

B, No

14. Do you use continuous assessment plan for your lessons?

A, Yes

B, No

15. If your response for Q 14 is A why

16. If your response for Q 15 is b why

17. In assessing your student performance is there any guiding principle supplied by the school?

A, Yes

B, No

18. What are the major problems have you faced in using continuous practical assessment?

19. What are the impacts of those problem on teaching and leavening?

20. Do you believe continuous assessment is important for teaching learning process?

Thank you again

Appendix B

Addis Ababa University

School of graduate studies

Department of sport science

A questionnaire to be filled by students:

Dear Students,

The purpose of this questionnaire is to obtain information about the challenges of continues practical assessment in your school. The researcher humbly asks your cooperation in giving your response towards the stated question.

Thanks in advance for your

cooperation

General information

Name of the school _____

Number of students in your class _____

Sex _____

Grade _____

Age

a) 14-17

b) 18-20

c) 21-23

d) Above 24

Area of study

a) Social Science

b) Natural Science

1. Are you interested in physical education practical class?

A.Yes b. No

2. If your answer for Q1 is yes why? _____

3. If your answer for Q1 is No why? _____

4. Do you have enough material (equipment in your school) to do the activities?

a.Yes b. No

5. Do you have sufficient playground/field in your school?

a. Yes b. No

6. Does your teacher assess you in practical class continuously?

a. Yes b. No

7. If your answer for Q6 is yes how often?

a. weekly b. monthly c. two times per semester d. at the end of each semester

8. Which assessment method does your teacher use?

a. Practical test b. peer assignment c. practical observation d. self-assessment

9. What factor do you think can hinder the continuous practical assessment?

10. If you have anything to say about the continuous practical assessment of your teacher in your school?

11. What are the major strength and weakness have you observed in your teacher during continuous practical assessment?

Strength _____

Weakness _____

12. Do you take written tests?

a. Yes b. No

13. If yes how frequently?

a. weekly b. Monthly c. two times per semester d. at the end of each semester

14. How long does it take you to dress and undress your sport outfits?

a. 5 - 10 b. 10 - 15 c. 15 -20 d. More than 20

15. Do girls and boys use the same room for dressing and undressing sport outfits?

a. Yes b. No

Thank you again

Appendixes C

በአዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ መርሃግብር

የስፖርት ሳይንስ / ክፍል

በተማሪዎች የሚሞላ መጠይቅ

ውድተማሪዎች

የዚህ መጠይቅ አላማ በአዲስ አበባ ከተማ አራዳክፍ ለከተማ በሚገኙት ምህረት ቤቶች የተከታታይ ምዘና ጥያቄዎችን ለማሟላት ለሚገቡ ሰነድ ደረጃዎች የወደፊት አቅጣጫ ምን እንደሚመስል ለማጥናት የቀረበ ጥናት የሚጠቅም መረጃ ለመሰብሰብ ነው።

የጥናቱ ውጤታማነት የሚወሰነው በሚሰጡን መረጃ ትክክለኛነት ላይ በመሆኑ እውነተኛ መረጃ በመስጠት እንዲተባበሩ እንደሚጠበቅ የሚሰጡኝ መረጃ ፍጹም ሚስጥራዊ መሆኑን እገልጻለሁ።

ለትብብራችሁ አመሰግናለሁ

መግለጫ: ስም መጻፍ አይስፈልግም

የግል መረጃ በተመለከተ

የት/ቤቱ ስም _____

የታ: ወንድ _____ ሴት _____

የት/ትደረጃ _____

በክፍላችሁ ስንት ተማሪ አለ? _____

እድሜ

ሀ. 14-17

ለ. 18-20

ሐ. 21-23

መ. ከ 23 በላይ

የትምህርት ክፍል

ሀ. ተፈጥሮ ሳይንስ

ለ. ሕብረተሰብ ሳይንስ

1. በphysical education የተግባር ትምህርት ደስተኛ ነህ/ሽ?



ሀ. አዎ ለ. አይደለም

2. መልስህ/ሽአዎከሆነለምን? _____

3. መልስህ/ሽአይደለምከሆነለምን? _____

4. በትምህርትቤታችሁበቁየሆነየስፖርትቁሳቁስአለ?

ሀ. አዎ ለ. የለም

5. በትምህርትቤታችሁበቁየሆነየስፖርት : የእግርኳስ፣መረብኳስ፣ቅርጫትኳስ፣ የእጅኳስእንዲሁምየሩጫጫዳአለ?

ሀ. አዎ ለ. የለም

6. መምህራችሁበተግባርእንቅስቃሴተከታታይምዘናያካሂዷል?

ሀ. አዎ ለ. አያካሂዱም

7. ለቁጥር 6 መልሳችሁአዎከሆነስንትጊዜ?

ሀ. በየሳምንቱ ለ. በየወሩ ሐ. በሰሜስተርሁለትጊዜ መ. በየሰሜስተሩመጨረሻ

8. መምህራቹምንአይነትተከታታይምዘናያካሂዷል?

ሀ. የተግባርፈተና ለ. የፅሁፍፈተናሐ. የተግባርምልከታ

9. ለተከታታይምዘናእንቅፋትየምትልዋቸውነገሮችምንድናቸው?

10. ስለተከታታይምዘናማለትየምትፈልጉትነገርካለ?

11. የመምህራችሁጥንካሬናድክመትበተከታታይምዘናጊዜምንድነው?

ጥንካሬ _____

ድክመት _____

12. የፅሁፍፈተናትፈተናላችሁ?

ሀ. አዎ ለ. አንፈተንም

13. መልሳችሁለቁጥር 12 አዎከሆነስንትጊዜ??

ሀ. በየሳምንቱ ለ. በየወሩ ሐ. በሰሜንተርሀ-ለትጊዜ መ. በየሰሜንተሩ-መጨረሻ

14. በስፖርት ክፍለ ጊዜ የተግባር ስራ የስፖርት ልብስ ለመቀየር ስንት ደቂቃ ይወስድባችኋል?

ሀ. 5 - 10 ለ. 10 - 15 ሐ. 15 - 20 መ. ከ 20 በላይ

15. ወንዶችና ሴቶች የስፖርት ልብስ ለመቀየር የሚሰጡ ክፍል አላችሁ?

ሀ. አዎ ለ. የለንም ሐ. ወንድም ሴትም አንድላይ

16. መምህራችሁ ለሚቀጥለው ክፍለ ጊዜ ምን ዓይነት ስራ እንደምትሰሩ ስለሮ እሱ ይነግራቸዋል?

ሀ. አዎ ለ. አይነግረንም

17. የተከታታይ ምዘናው ጤታችሁ በማጠቃለያው ጤት ውስጥ ይካተታል?

ሀ. ይካተታል ለ. አይካተትም

ለትብብራችሁ በድጋሚ አመሰግናለሁ

Appendix D



Semi structured interview for administration of the school

Interview for school Management

1. What is students' perception about continuous assessments?
2. What is teachers' perception about continuous assessments?
3. What are the major factors that affect the implementation of Continuous Assessment?
4. What is the contribution of Continuous Assessment for modern teaching style?
5. Do you support the school administration to encourage the implementation of Continuous Assessment?

Appendix E

Observation checklist

NO	Item Observation	Yes	NO
1	Equipment(facility)		
2	Playground		
3	Teacher Voice		
4	Teacher use CA Planning		
5	CA related to the lesson		

Declaration

This thesis is my original work and has not been presented for a degree in any other university and that all sources of material used for the thesis are acknowledged.

Name: Azeb Kidane

Date: _____

Signature: _____

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

Advisor Name: AtoMebratu Belay

Date: _____

Signature: _____