

Examination of the Extent to which Continuous Assessment is implemented in English Classes at Gesuba preparatory School.

Zewudu Paulos

Addis Ababa University College of Humanities, Language Studies, Journalism and Communication Department of Foreign Languages and Literature

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ABSTRACT

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The aim of this study is to examine the extent to which continuous assessment is implemented in English classes at Gesuba preparatory School. The study employed both qualitative and quantitative methods. Data were gathered from 40 sample students who were nearly 25% of the total population of 164 grade eleven students in the school. The sample students were selected using simple random sampling technique. The instruments used for data collection were a questionnaire, interview and classroom observation. Data analysis as done through tabulations methods, frequency distributions and percentage. The finding of the study exposed that teachers were not employing continuous assessment techniques effectively in English classes. The teachers' uses of various continuous assessment strategies were somewhat low. They were applying it sometimes and even rarely in the class. The study recommends that it is important to familiarize sufficiently the purpose of continuous assessment strategies to teachers and students, how they should approach it so as to make continuous assessment techniques effective. The findings of this study will be of great significance to teachers as it will help them to know the benefit of implementing continuous assessment for the quality of education and help learners to know how continuous assessment improve learners' knowledge and develop skills.

1. Introduction

Ethiopian high schools have experienced heavy use of traditional summative and more judgmental approaches to assessments. The assessments (tests, examinations) have been considered as the termination or bottom line of a unit of work that was covered. This system of assessment is criticized in its irrelevant character of ascertaining student development. Currently, there is a move away from using assessment to measure performance to a more dynamic alternative of determining what learners know and can do (Puhl, 1997: 2). The shift is influenced by the underlying assumption that assessment processes change instructional processes and as a result of learning. To ensure the level of education among society it is necessary to assess and evaluate the learner progressively. Thus, continuous assessment plays a significant role in the educational development of person and of course, a nation. Continuous assessment provides the necessary feedback we require in order to maximize the outcomes of educational efforts.

Greaney and Kellagham (2001, p. 25) defined continuous assessment as any activity that is designed to collect information unbrokenly, about the knowledge, attitudes, or skills of the learner or a group of learners. Continuous assessment is a method in which the students' performance determined by using a series of different assessing techniques and other instruments

administered on the students at various time during the term, session, or course. It is therefore a process through which the quality of individuals work or performance is judged.

According to Aggrawal (1999), continuous assessment is not simply continuous testing. It is beyond giving a test. It involves every decision made by the teacher in a class to improve students' achievement. Giving test every month and accumulating pupils for final grading is an insignificant aspect of the assessment package. Continuous assessment is a demanding task that requires the use of various assessment tools in order to assure the achievement of curricular objectives by each and every student (Desalengn, 1994).

According to Ugodulunwa (1996, p.16) the term continuous assessment refers to a systematic, comprehensive, cumulative, a guidance oriented technique of evaluation rather than single terminal evaluation of an individual. Continuous assessment is systematic in the sense that it involves an operational plan that specifies in an advance the type of assessment to make the frequency of an assessment and assessment instrument to be used. Its comprehensive nature refers to the use of variety of instruments for assessing behavior in the cognitive, effective, and psychomotor domains. It is cumulative in the sense that it involves repeated measurements of the learners' performance, the results of which are subsequently used in determining the final performance. The guided oriented nature of continuous assessment implies that it provides important information which helps teachers in the guiding of the learners.

According to the above scholar's view, the implication of these four characteristics of continuous assessment that are systematic, comprehensive, cumulative, and a guided oriented nature of continuous assessment is it can only achieve its purpose if the teachers at varies school levels are able to have a uniform operational plan. Continuous assessment is the most crucial in teaching and learning practice in order to form meaningful learning. This means successful implementation of continuous assessment program could lead to improve standard of teachinglearning in the school. Every teacher at all level of education particularly at secondary school must work continuous assessment properly to improve education quality. In particular in English education, assessment is a critical issue in teaching and learning and one that require careful consideration by the teachers and stakeholders. Especially a teacher must engage his/ her students in ongoing assessment of the work to determine the effectiveness of their strategies and the creativeness of their results. Since assessment is integral to teaching and learning, teachers are dependent on information gathered through assessment for the improvement of their practice. Learning is an ongoing (continuous process) and learners learn in different ways and at different steps. Assessment needs to be responsive to the improvement of students' progress. Therefore, this study has been designed to describe the extent to which the important assessment techniques are implemented in English classes in Gesuba preparatory school.

2. Literature Review

2.1. The Concept of Continuous Assessment

Many scholars wrote about the definition of continuous assessment in different ways. Regarding this Greaney and Kelladhan (2001, p.6) state that continuous assessment “is used in education to refer to any procedure or activity that is designed to collect information about the knowledge, attitudes, or skills of a learner or a group of learner progressively”. Webb and Briars also argue (1990,P. 23) continuous assessment must be an interaction between the teacher and students, with the teacher continually seeking to understand, what a student can do and how a student is able to do it. It can be understood from this continuous assessment is a method of evaluating the progress and achievement of students in educational institutions. This means that continuous assessment could be used to predict future students’ performance in the final examinations and the possible success at the work place. Indeed, in secondary schools, assessment of students; learning in the classroom has been an integral component of the teaching-learning process especially at high level because there is much effort by the teacher to teach a lot of content to students. Continuous assessment involves the systematic collection of data on all aspects of an educational industry. This means that the data collected about students’ academic achievement is used on a continuous basis in a systematic way, to take meaningful decisions on what should happen. Graume and Naidoo (2004) have also indicated that, in a global economy, assessment of students achievement is changing mainly because in an ever-changing knowledge based society, students would not only be required to learn and understand the basics but also to think critically, to analyze, and to make inference for making decisions.

Continuous assessment is process of obtaining information that is used to make educational decision about students, to give feedback to the students about his or her progress, strengths and weakness or to judge instructional effectiveness and circular adequacy and to inform policy”. Again according to Brown (2004) continuous assessment is any act of interpreting information about students’ performance collected through any of multitude of means or practice.

It the procedure through which information about pupils is obtained by any method or procedure that is formally or informally. Others have strengthened this view: Assessment is assented in the never ending cycle of formulating goal of development, which emerge as a result of new notices (p.132). Airasian (1991), continuous assessment is a systematic collection of marks or grades over a period of time and their aggregation in to a final grade. There are a lot of terms that can be used to describe continuous assessment. In some country people refers continuous assessment as teacher grading. Sometimes it referred as running records, or curriculum based assessment. In all cases, teachers are given responsibility to find out what students in their class know, understand and are able to do. When this is done is variety of ways over time and used to improve instruction and then it is considered to be CA Joy (2003). From above scholars arguments it can be understood that continuous assessment is an assessment approach which should depict the full range of sources and methods teachers use to gather, interpret and synthesize information about learners; information that is used to help teachers understand their learners, plan and monitor instruction, and establish available classroom culture.

2.2 The purpose of continuous assessment

When more of the students are given a chance to attend school, the range of abilities of the learners in a classroom is greater. In the past, tests were used to find the best students and pass them on to the next grade or level. Now, in many countries, the

emphasis is on helping all learners succeed in school. By helping all learners succeed, the country will benefit because of the increased skills and knowledge of the people.

Continuous assessment is a way to ensure that all learners have opportunities to succeed in school. In most classrooms, the range varies from slow to average to fast learners. By using continuous assessment, the teacher can adapt his or her instruction to the needs of all the learners so all of them will have the chance to learn and succeed. By continually observing the learners to see what they know and can do, the teacher can make sure no learner fails. Everyone is given a chance to succeed when continuous assessment is used well.

There are many reasons for using continuous assessment in the classroom. Some of them are described below. Continuous assessment is done by the classroom teacher to find out what learners know, understand and can do. The assessments a teacher uses to get a better understanding of the students' needs. The teacher uses CA to find out if the learners are learning what has been taught. Continuous assessment is done on an on-going basis instead of at the end of the semester or year so that teachers can find out which learners are not learning and help them learn. When assessment is done only at the end of a semester by giving a test or exam then it is not continuous assessment. Assessment done only at the end of the year is too late to help the learner.

Continuous assessment is important to gain confidence in what we say our students know and can do. Assessing learners continuously in different ways, a teacher can be confident in her knowledge of what the learners know and can do. If a teacher has only one assessment of learners, this will not be enough to tell her what the learner knows and can do. A number of different assessments will give the teacher a better picture of the knowledge and skills of the learners. It provides all learners with opportunities to show what they know and it provides all learners with opportunities to show what they can do. In general the approach is holistic; that is the overall grading of learners performance is determined from cognitive, affective and psychomotor domains. There are many researchers which wrote about the benefit of continuous assessment. We can claim from idea that continuous assessment is a powerful diagnostic tool that enables pupils to understand the areas in which they are having difficulty and to concentrate their efforts in those areas. It helps both the teachers and the learners to concentrate on the topic which require great concentration and make the learned concept more easy and simple. Continuous assessment has also a great contribution to strength the relation between the learners and the teachers.

According to Tamene (2007:pp.3-4) continuous assessment is a proper evaluation procedure which enable pupils to understand the areas in which they are having difficulty and to concentrate their efforts in those areas, allow teachers to monitor the impact of their lesson on pupil understanding, allow teachers to evaluate the effectiveness of their teaching strategies as indicated by the needs of their pupils and help teachers to 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 working at or above the expected grade level.

2.2.1 Use of Continuous assessment for teachers

Continuous assessment has also a great function for teachers. A teacher's profession is to ensure that all learners learn. He /she do this by teaching them in variety of ways. If the learners are learning, the teacher needs continuous assessment to inform him/her about the learning progress. Stiggins (1998), Osterhof (1999), Popham (1999) as cited in Tamena (2007, p.45) pointed out the use of continuous assessment for teachers. These are to find out what students know and can do, to gain confidence in what we say our students know and can do, to provide all students with opportunities to show what they know, to promote learning for understanding, to improve teaching, to help determine what kind of remediation and enrichment activities to provide and to identify which student need assistance, to let the students know how well they are progressing in their assistance, to let parents know how their children are progressing and to lead to overall evaluation. Continuous assessment may tell a teacher which learners are struggling with a topic or skill, what aspects of the topic is difficult for the learners, which learners are grasping the topic and skill well and whether the teaching was effective at helping learners learn. In general teachers are dependent on information gathered through assessment for improvement of their practice. Due to this ongoing or continues assessment is significant mirror for teacher.

2.2.2 Use of Continuous assessment for students

Primarily continuous assessment helps students in variety of ways. We know that students are the primary beneficiary of Continuous assessment.

According to Ebhomien, Paul, Oriahi, Christie, Diah and Smart (2012) "continuous assessment involves the use a great varieties of modes of evaluation for the purpose of guiding and improving the learning and performance of students." From this quote it is possible to deduce that continuous assessment help students to develop their abilities to the fullest and in order to provide every student with the best learning opportunity traditional way of assessment should be replaced by alternative forms of assessment. Plessis.et.al (2003) stated that continuous assessment helps learners as a feedback. That is feedback to the learners from the teachers tells the students how to improve, and learners see their own progress. Learners start thinking about the quality of their work.

2.3 Principles and characteristics of continuous assessment

Continuous assessment has become popular and widespread in modern educational evaluation method (Ugodulunwa, 1996, P.30) Contrary to the teacher-centered assessment approach, in which teachers are regarded as knowledge-givers and learners as receivers. Continuous assessment reflects a more interaction and relationship between the teacher and learner.

Continuous assessment is learner-centered approach because learners involved on activities and participates highly and it gives students a greater sense of "ownership" of their learning and enhances their motivation to learn a given texts (Brown, 1994, p.57). Continuous assessment provides much more extensive syllabus coverage than terminal assessment by assessing more things, it uses a range of different assessment techniques, it places more emphasis on meaningful learning, and it encourages regular and systematic study. The role of the learner is participant and negotiator. Learners are actively engaged in negotiating meaning by trying to make them understood and in understanding others within the classroom procedures and activities (Richards & Rodgers, 1986:126). Teachers also take particular roles in the CA approach. First, the teacher facilitates and assesses the evaluation process

between all participants in the classrooms. Continuous assessment should include varieties of techniques to employ in and out of the class room such as homework, class work, individual, pair and group assignment, role play, drama, presentations, debate, portfolios and others different assessment ways to consider the students variety understanding levels and the development skills.

According to Gardner and Stuarts, (2008) cited in <http://www.nuffieldfoundation.org>. The main principles of continuous assessment include the following major ones. These are: assessment of any kind should ultimately improve learning, assessment methods should enable progress in all important learning goals to be facilitated and reported, assessment procedures should include explicit processes to ensure that information is valid and is as reliable as necessary for its purpose, assessment should promote public understanding of learning goals relevant to students' current and future lives. Moreover, assessment of learning outcomes should be treated as approximations, subject to unavoidable errors, assessment should be part of a process of teaching that enables students to understand the aims of their learning and how the quality of their achievement will be judged, and assessment methods should promote the active engagement of students in their learning and its assessment. It is also argue that assessment should enable and motivate students to show what they can do, assessment should combine information of different kinds, including students' self-assessments, to inform decisions about students' learning and achievements. Finally, it is stated as assessment methods should meet standards that reflect a broad consensus on quality at all levels from classroom practice to national policy. Thus, from these principles it can be understood that, the implementation of above raised principles may expose both learners and teachers to effective achievement

2.4 How to use Continuous Assessment in the Classroom

During teaching and learning the teacher has to consider how to assess his or her students. This means in order to implement continuous assessment the teachers has to consider the necessary pre-conditions. As it is mentioned in the back ground of this proposal continuous assessment is not simply continuous testing. According to Terefe (2012, p.178) the main thing to be considered while using continuous assessment is classroom include assessment question practice and documentation, the way of keeping records in the learners' portfolios, using varieties of assessment techniques to assess the learners' performances properly and direct involvement of the learner in his or her own assessment etc.

On the importance of continuous assessment continuous evaluation rather than judging a single moment in time as does an exam. Portfolios emphasize individual progress toward goals, which the learners themselves help each other. In that sense portfolios offer a collaborative assessment, an assessment partly determined by the instructor and partly determined by the learner.

Additionally Phul (1997) as cited in Terefe (2012, p .78) mentioned the important classroom device in continuous assessment as: We used classroom continuous assessment devices such as self-assessment, peer assessment and assessment by the lecturer, portfolio, and reflective statement. From this we can deduce that by using different assessment techniques we can easily accomplish continuous assessment and one can gain the required quality education.

3. Methodology

3.1 Research Design

The main objective of the study, as mentioned in chapter one was to describe the extent to which CA techniques are implemented in English classes. In order to achieve this objective, a descriptive method was employed. Descriptive study is helpful when a researcher wants to look into a phenomenon or process in its natural contexts in order to get its overall picture instead of taking one or some of its aspects and manipulating it in a simulated or an artificial setting (Seiliger and Shohamy 1989, p.22). Thus, descriptive study was chosen to describe the extent to which the implementation of continuous assessment in English classes from a holistic perspective in its natural settings. Moreover, in order to achieve the proposed objective, both qualitative and quantitative methods were chosen.

3.2 Sampling size and sampling techniques

In conducting the study, data were gathered from 40 sample students who were nearly 25% of the total population of 164 grade eleven students in the school. The sample students were selected using simple random sampling technique. For the purpose of incorporating students taught by different teachers, sample students were selected randomly from every section taking ten students from each of four sections. Whereas, regarding the teacher respondents of the study, all of (20) English language teachers were fulfilled questionnaire since their number was small enough to be included in the study. In another way four teachers participated for interview by simple random sampling method and three English teachers' classes (periods) observed four times. Thus, all of English teachers in the school, twenty in number, were taken as respondents.

3.3 Research Instruments

The instruments used for data collection were determined by the needs of a given research and research questions. The research needs wide quantitative description and there are things related to the implementation of continuous assessment which needs to be described qualitatively. Therefore, through the use of multiple instruments; relevant data for the study were collected. Three data instruments were used to gather relevant information for the purpose of the study. There were a questionnaire, interview and classroom observation as supportive instruments to triangulate the data found through questionnaire. As a result, at the beginning a total of 20 questions were prepared in the questionnaire for both teachers and students. The researcher decided to use questionnaire to both teachers and students in three tables. In addition, interview obtained to English teachers and finally classroom observation partaken to conduct in the study.

3.4 Data Analysis and Presentation

The study took the analysis of the data have both quantitative and qualitative in nature. To process the data from different angles, the researcher used all the necessary data and finally, the raw data were organized and grouped on the basis of common characteristics. Tabulations methods, frequency distributions and percentage value with explanations were interpreted after considering relevant factors.

4. Results and Discussion

4.1 Presentations and analysis of data obtained from questionnaire

Table1. English teachers' response on the frequency of implementation of some important continuous assessment strategies
(N=20)

s.no	Items	5:Always		4:Usually		3:Some times		2:Rarely		1:Never	
		F	%	F	%	F	%	F	%	F	%
1	Home work	8	40	10	50	2	10				
2	Class work			4	20	10	50	6	30		
3	Self-assessment					7	35	9	45	4	20
4	Project work					3	15	9	45	8	40
5	Debate and discussion							2	10	18	90
6	Questioning/dialogue-based assessment			1	5	6	30	8	40	5	25
7	Performance-based assessment			1	5	10	50	4	20	5	25
8	Presentation(interview-based) assessment			1	5	6	30	7	35	6	30
9	Drama or play-based assessment			1	5	6	30	10	50	4	20
10	Developing portfolios					3	15	6	30	11	55

'F' - stands for frequency and

'%' -stands for valid percentage value

As shown in table 1 different continuous assessment techniques were listed and the teachers were asked how frequently each technique was used. Accordingly, the frequency distribution and percentage value of the use of these methods by respondents is presented as follows.

One of the continuous assessment techniques as shown above table is home work. As everyone can see from the above result of questionnaire, 8 (40%) of the respondents indicated that homework is always used and 10(50%) and 2 (10%) said that it is used usually and sometimes respectively.

This shows that homework is used quite frequently. Furthermore, the result found from the class room observation shows that teachers tend to use homework continuous assessment technique frequently. This is not the only result that indicates teachers and students used this assessment technique but also the result which is obtained from the interviews with English teachers and it also reveals that the method mentioned above is usually employed to students. Hence, from this result we can deduce that homework assessment technique was employed quite frequently in the classes.

The second common continuous assessment techniques presented in the same table1 is class work. From total respondents 10 (50%) responded sometimes and 6(30%) said rarely as it is strategies of continuous assessment implementation. Only 4(20%) of the teachers responded that the technique is practiced usually. So, this result implies that teachers were not greatly employing class work sometimes in their classes.

The data obtained from teachers' interview on the other hand said that "we use class work when the number of students in a class is less or absent to carry out this continuous assessment technique is given because as they responded, it is easy to carry out and simple to check when the students number medium or less." Besides, the result obtained from class room observation accords with the information found by questionnaire and interview. That means there was a little chance given to students' a class work and practice what they learned and remember in the classroom tasks, as result of the researcher and other co-observers of an ELF teachers observation reported.

Generally speaking, as the data found from questionnaire, interview and class room observation imply the practice of class work technique in English class was unlike homework use so, it needs enhancement.

According to the above table, item number 3, 'self-assessment' is also answered by 9(45%) and 7(35%) respondents which shows this continuous assessment method is employed in English classes rarely and sometimes respectively. Insignificant number of students 4(20%) also gave their responses on this continuous assessment method is never employed in their class while they learn English. Such apparent lack of using certain techniques may have a tremendous impact on their learning.

As mentioned in the review of related literature for learners to be successful in their learning, they need to involve in self-assessment continuous assessment techniques (Abera, 2007:32). However, the subjects of this study were not successful I doing so. We can get this evidence from the respondents' result as it can be revealed from the above table. In follow up teachers' interview, one interviewee reported that he uses frequently. However, the majority of the interviewee used it sometimes in their classes for different reasons. To mention some of the reasons as it was said by the interviewee students are not interested in involving themselves such kind of task. So, if there is no interest, things will not be done well in a given time, it will be time consuming rather. Teachers said they ignore this activity not to employ for this reason. The result obtained from the class room observation also indicates that the continuous assessment technique mentioned above in the table was not observed in the class

while the actual teaching learning process was carried out. Therefore, all in all the information obtained from the respondents may show us those students of Gesuba secondary school, less use of self- assessment continuous assessment techniques with the intention to improve their English language classes.

The other item shown in the above table is item number 4 which asserts „project work“. As can be seen from that table, some of the respondents 3(15%) replied that they used project work continuous assessment methods sometimes and 9(45%) rarely. From the above data, it is therefore, possible to say that project work continuous assessment method as one not practiced in English classes of the respondents. Thus, from the respondents“ responses it shows that project work in the English class was not taken or used as continuous assessment strategies.

Item number 5, ‘debate and discussion“ is one of the most popular continuous assessment strategies which is replied by almost all the respondents 18(90%) that the method was never used in English class. Only insignificant number of students 2(10%) responded as the method has been practiced rarely.

In addition to the response obtained from the students“ questionnaire the result teachers follow interview and the classroom observation revealed that as the method was not practiced in the actual class period. For instance, the English teachers during the interview said that this strategy cannot be easily implemented in areas like Gesuba secondary school where there is no time to do such a bulky tasks due to large number of students.

As shown in the same table above, item 6 ‘dialogue-based or questioning assessment“ is main part of continuous assessment technique that can be implemented in a classroom to assess students“ understanding level and the right way of teaching learning process and testified by 5(25%), 8(40%), 6(30%) and 1(5%) of respondents rating the practices of this continuous assessment technique from never, rarely, sometimes and usually respectively as result indicates above.

Item number 7; in the above table shows that ‘performance based assessment“ the result of the respondents notifies that the method is employed in the classroom sometimes. And this result is responded by 10(50%) of the respondents implies that the frequency practice of this technique almost approaches to the other scales that is never and rarely. The result of the scales can be also written as 5(25%) and 4(20%) respectively for never and sometimes only an individual respondent said the method mentioned above is implemented usually in English class. The data found from the interviews and classroom observation on the other hand indicates the same as what the result reported in the questionnaire.

For instance, the result which was found from the teachers“ interview shows that they sometimes employ performance based assessment technique in their class. What they mentioned as a reason for implementing it sometimes and not beyond that was the classroom atmosphere does not allow them to do so. It is too hot as a result students could not sit properly exchange their idea with together even for a short time. So, the teacher said that in the interview they used pen and paper exams instead of doing such kind of tasks rather they use others strategies.

As shown in the review of related literature, demonstration continuous assessment way is an activity when the teachers demonstrate how to do something in front in their class. The purpose of doing role play and demonstration is to show the students how to something in both words and actions. When a teacher demonstrates, he/she points out the process, step by step. Having written instructions on the board on a piece of chart paper is also helpful (Capel, 1995). However, with regard to the practice of this continuous assessment technique in the target populations of the study was done sometimes.

The other continuous assessment method indicated in the above table is item number 8, which states the „presentation“ or sometimes it is called interview based assessment technique responded by 6(30%), 7(35%) and 6(30%) respondents using the scales some times, rarely and never respectively to describe how often the method has been practiced in the class. In response to item 9 as shown in the table above, asserts about „drama or play“ continuous assessment technique was employed in the class rarely testified 10(50%) and 6(30%) sometimes respondents replied respectively. Some others 4(20%) participant in this item also responded and the only 1(5%) replied usually. Data gathered through classroom observation and interviews also support this result. Teachers were observed dominating the classroom through frequently giving definition and explanation about the lesson. The questions that the teachers raised didn't trigger students to think critically, rather to recall facts already presented. The data found from the interview with the teachers in a similar way reveals that presentations method was employed rarely when the lessons for teacher is too large to cover and a little time to finish tasks; we categorize the topic to students to present as one interviewee replied. As a result, students are forced to present what they unaccustomed things instead of taking presentation as useful techniques of continuous assessment.

The finding for item 10 as indicated in table 1 which deals with „developing portfolios technique“ that the majority of the respondents 11(55%) replied that the technique was employed never. As can be seen the result from the above table it portrays about 3(15%) replied sometimes and 6(30%) said rarely. Data gathered through classroom observation and interviews again support this outcome. Moreover, during the interview, one teacher said the following:

“Conducting portfolio is new idea to us, even still we teachers do not conduct portfolio and we never order our students to write portfolios or dairy, we gave only tests, quiz, mid test and other continuous assessment techniques but this is something not familiar in our school, but if we use it, it may support students to advance or improve writing, sentence construction and it makes creative or imaginary person, but we did not employ it as like other continuous assessments methods. We assess our students according to the schedule printed from school directors that includes test, quiz, mid-term and final exam”.

Therefore, from the above result one can conclude that conducting portfolio as a technique of continuous assessment in rare cases employed in Gesuba secondary school in English class. As shown in the review of related literature, gathering purposeful examples of students' work that demonstrate their effort, progress, and level of understanding over a period to time, compose the main features of portfolio. However, what has changed through the course of time is the format and content, making portfolios meaningful and purposeful (William and Thompson (2008, pp.34). Wiggins and McTighe (2007) maintain that unlike the traditional forms of assessment that take a “snapshot” of students at one point in time, portfolios “function like a photo album containing a variety of photos taken at different times and different contexts” (p. 85).

Similarly, Herrera et al. (2007) assert that the content of portfolios, which incorporate a collection of student work, “some indications that how student rated him/herself on the process and product included and the evidences of how those products met the established criteria” (p. 29). Investigators emphasize the importance of considering the intended purposes for developing portfolios. By establishing the targets for a portfolio, an teacher can decide what kind of student work to incorporate, who should manage it, how often to review it, and more (Wiggins and McTighe, 2007). The teachers regularly assign students to include writing samples, reflections, drawings, reading logs, student self-evaluation, and progress notes, visuals and audio clips, among the many. According to Herrera et al. (2007), the common forms of portfolios contain best examples of students’ work that illustrate their learning and progress.

In addition, portfolios are considered a good alternative to traditional forms of assessment because they incorporate the perspective of students and teachers about learning and assessment. Another significance of a portfolio is that unlike the traditional synoptic evaluations, such as the final exam or any standardized test that happens once, portfolios provide a longitudinal observation of student progress as they show incremental gains in knowledge, skills, and proficiencies (Herrera et al., 2007). Portfolios are also authentic because they are driven by classroom activities; in most cases, they reflect “in-process adaptations to instructional methods and assessment”, and they assess learning which motivates students (Herrera et al., 2007, p. 32).

As can be seen from the above table in general, we can deduce that teachers tend to practice more of summative assessment techniques rather than using authentic assessment techniques. The responses for items 1 and 2, for instance depict that 50% and 20% of the respondents testified that homework and class work respectively. So, this percentage value is better than other continuous assessment techniques.

These techniques popular one in English classes especially giving homework nevertheless this is not mean that class work and homework are unnecessary but all assessment techniques should be balance enough. Because there is no best assessment techniques alone for all texts that forwarded to students; different assessment methods play their own role according to the nature of topics that can go effectively.

Thus, from above table 1, we can summarize, most of alternative (authentic) continuous assessment techniques used at lowest level, requiring only traditional way of assessment methods i.e. giving test, mid-term exam and final exams were practiced dominantly. Therefore, it is helpful to give attention on the implementation of assessment techniques measure students’ knowledge and skill level. This increases “pressure” for someone in that area to respond.

5. Conclusion

The finding of the study exposed that teachers were not employing continuous assessment techniques effectively in English classes. The teachers’ uses of various continuous assessment strategies were somewhat low. They were applying it sometimes

and even rarely in the class. This shows that they did not make efforts to be successful language learner; since, the starting point of continuous assessment implementation is acceptance of responsibility for their evaluation and put their efforts in to good result so as to enhance the implementation of continuous assessment in English class. Regarding the extent of the implementation of continuous assessment in English classes as can be obtained the result from the analysis is found to be low. The evaluation of students was dominated by assessing in summative assessment techniques.

Generally speaking, continuous assessment techniques were not sufficiently implemented in English classes at Gesuba preparatory school. The assessment time was dominated by summative one. Therefore, the result of the study concludes that recently introduced assessing techniques are not properly implemented at a classroom level and so there is still suggestion to the traditional pencil and paper assessment techniques.

5.1 Recommendations.

The following points are suggested as reconditions for the existing problem:

- 1) To make continuous assessment techniques effective it is important to familiarize sufficiently the purpose of continuous assessment strategies to teachers and students, how they should approach it.
- 2) It would seem from the findings on teacher concerns in the study that sufficient attention is not being focused to teacher training in school level. For this to be realized, however it is recommended that continuous or ongoing staff and administrative development should get attention to successful teachers' use of continuous assessment techniques. So that CA can be institutionalized and sustained. Indeed the Ministry of Education (MoE) must support the professional development change requires for the development of the students' success.

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