

**THE PRACTICE AND CHALLENGES OF CONTINUOUS  
PRACTICAL PHYSICAL EDUCATION ASSESSMENT  
AT AWI ZONE PREPARATORY SCHOOLS**

**By**

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**A THESIS SUBMITTED TO THE SCHOOL TO GRADUATE  
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**ADDISS ABABA**

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**APPROVED BY:**

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## **Declaration**

I, the undersigned, declare that this thesis is my original work and that all sources used for the thesis have been dully acknowledged.

Name: Dessalegn Admas

Signature \_\_\_\_\_

April 2012

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

Mebratu Belay (Ass.Prof.)

Signature \_\_\_\_\_

April 2012

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# APPENDIX ONE

Addis Ababa University

School of graduate studies college of life science

Department of sport science

Questionnaire for teachers

The purpose of this questionnaire is to obtain information about the practice and challenges of practical continuous PE assessment implementation in Awi zone preparatory schools. The researcher asked you to cooperate in giving your response towards the stated questions.

Thank you very much

In advance

## Part 1

General information

1. Name of the school

2. Sex

3. age

i. 20 - 25 years

ii. 26-30 years

iii 31-35 years

IV 36-40 years

v. 41 years and above

4. Your qualification

A. Diploma area of study \_\_\_\_\_





A. Always    B. Sometimes    C. Rarely    D. Not at all

9. In the practical lesson, do you assess your students every day?

A. Yes    B. No

10. If your answer for quotation 9 is “yes” at which stage of the instructional process do you assess?

A. At the beginning of lesson    B. while the lesson is going on  
C. After the end of the lesson    D. at each stage (before, during and after the lesson)

11. Do you involve your students in the assessment process?

A. Yes    B. NO

12. Do you communicate the instructional objectives with your students?

A. Yes    B.NO

13. How often do you use tests and examinations to assess your pupils in one semester?

A. two-times    B. three times    C. four times    D. more than four times

14. How often do you employ active learning methods in your class?

A. Always    B. Sometimes    C. Rarely    D. Not at all

15. Do you provide feedback to your students?

A. yes    B. No

16. If your response for question 15 “yes” how did you rate the frequency?

A. In each CPA tasks    B. In each practical test

C. At the end of the semester

D. If any other \_\_\_\_\_

17. If your response for question 15 “No” please describe your reasons?

A. lack of time to cover practical class

B. No need for feedback

C. Students are not interested you told their weakness

D. If any other\_\_\_\_\_

18. When assessing your student’s performance, is there any guiding principles supplied by the school?

A. Yes      B. No

19. To what extent the school administrating help teachers in implementing CA?

A. Very high    B, high    C. Average    D. Below average    E. never

20. What are the major problems have you faced in using continuous practical Assessment to assess your student’s learning?

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21. What are the impacts of those problems on teaching and learning process?

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22. What should be done for those problems to make CPA more effective?

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---

---

23. What is the role of CPA for most functional Improvement?

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**Part III Indicate tick the assessment method you use for teaching in the space provided.**

No	Assessment method	Use always	Some times	When necessary	Don't use
1	class work				
2	Homework				
3	Observation				
4	Oral question				
5	Group desiccation				
6	Presentation				
7	Reflection				
8	Peer assessment				
9	Self assessment				
10	Practical work				
11	Quizzes				
12	Practical Test				
13	Interview				
14	Exam				
15	Other				

# APPENDIX TWO

Addis Ababa University

School of graduate studies college of life science

Department of sport science

Questionnaire for students

This questionnaire is designed collect information about the practice and challenges of continuous practical assessment in Awi zone preparatory schools your genuine response contribute much to the success of the research to be under taken Vance, you are kindly requested to fill the questionnaire.

## Part One General information

1. Name of the school
2. sex
3. Age A. 15-17 B. 18-20 C. 21-23 D. more than 24
4. Grade level
5. Area of training
  - A. social
  - B. Natural

## Part II main data information

1. Are you willing to do practical assessment activities?
  - A. Yes
  - B. No
2. If you are not willing to do practical assessment activities what is your reasons?
  - A. CPA is time consuming
  - B. No effective way to measure different assessment methods in it
  - C. All group members did not provide equal contribution in different group works.

D. practical Tests and final exams are better than CPA to measure individual progress in learning.

3. If your response to question No 1 is yes what is your reason.

A. Because the teacher motivate slow learners to learn from active learners.

B. It provides practice to apply knowledge and skills.

C. It gives time to correct mistakes and to improve academic performance.

D. It provides opportunity to change learning and teaching methods.

E. all

4. Do your teachers use different types of continuous practical assessment in their lesson?

A. yes

B. No

5. Do teachers inform you about the assessment process?

A, Yes

B, NO

6. Which assessment do most teachers use regularly?

A. Practical observation

B. practical test

C. Peer assessment

D. self assessment

E.If any other \_\_\_\_\_

7. Do your physical education teacher provide peer assessment tasks to evaluate students?

A. yes

B. No

8. Is there timely feedback for students in relation to their continuous practical assessment results?

A. yes

B. No

# **APPENDIX THREE**

ADDIS ABABA UNIVERISTY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF LIFE SCIENCE

DEPARTMENT OF SPORT SCIENCE

Semi structured Interview of Administrations of the school

1. Sex \_\_\_\_\_ Qualification
2. Age \_\_\_\_\_ Years of service
1. As you already know it is clearly stated in the MOE (1994) that CA should be practical in school.
  - a. In relation to this what mechanisms you have to check it if teachers are implementation the CA or not?
  - b. What support do you provide them to encourage Implementation?
2. What do you think are the attitude of most of the teachers towards CA implementing?
3. What are the major barriers for full implementation of CPA in the PE teachers in the school
4. What do you say about the contribution of CA for instructional improvement?

# APPENDIX FOUR

Addis Ababa University

School of graduate studies

College of life science

Department sport Science

Practical class observation check list for the implementation of CPA

General information

1. Name of the school
2. Observers name
3. Date
4. year/grade

Teacher's information

2-1 Sex \_\_\_\_\_

2-2 Age \_\_\_\_\_

2-3 Qualification

2-4 Area of study major \_\_\_\_\_ minor \_\_\_\_\_

2-5 years of experience \_\_\_\_\_

Part III practical observation check list Put ✓ mark on the space provided for your response y (yes) Ns (not sure) N (No)

No	Item observation	Y	Ns	No
1	Teacher used appropriate CPA planning			
2	Teacher used variety of CPA			
3	CPA are related to the lesson object			
4	Teacher communicated instructional activities to the students			
5	Teacher gave information about the practical assessment process			
6	Teacher used appropriate time process for assessment activities			
7	Giving feedback following levels of assessment			
8	Encouraged students to assess their own work			
9	Record the assessment results of the lesson			
10	Information assessment tools employed			
11	Formal assessment tools employed			
12	Practical class environment is suitable for CA			
	A. Appropriate arrangement of field			
	B. Reasonable student teacher ratio			
	C. Reasonable material ratio			
	D. Prevalence of active learning methods			
	E. Motivation of teaching learning			



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## **ACRONYMS**

1. **CA-** continues assessment
2. **CPA-** Continues Practical Assessment
3. **PE-** Physical Education
4. **MOE -** Ministry of Education

## ABSTRACT

The purpose of this study was to assess the current practice and challenges of continuous practical assessment with emphasis on the implication to improve instructing at Awi Zone preparatory school. The method of study was descriptive survey. The participants in this study were 249 students, 16 physical education teachers and three academic administrators of the school. Data were collected through questionnaire, interview and observation percentage was used as a main technique of analysis for quantitative data and qualitative data were analyzed quantitatively (in words). The findings of the study depicted that the status of CPA implementation was low because the awareness level of students and physical education teachers towards CPA and its implementation was low. Physical educating teachers used CPA results for marking purpose and their activities for giving feedback was very low concerning hindering for giving feedback was very low concerning hindering factors that affected CPA, the study should that large class size, misconceptions of overall concepts of CPA by physical education teachers and students time constrains, number of class to teach one teacher and few or no instructional media, the following recommendation were forwarded the provision of practical training on the use of CPA the preparation of CPA guides for physical education teachers instructional materials should be prepared motivating PE teachers by giving moral incentives, hiring adequate number of PE teachers by giving moral incentives, hiring adequate number of PE teachers and allocating appropriate budget for instructional media this implies that CPA should be implemented based on the three levels of instruction (before, during & after) appropriately in order to improve instructional activities.

**Key words:** Continuous, practical, assessment, Descriptive, observation, Feedback, Motivation



# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

Education, in its technical sense, is any act or experience that has a formative effect on the character or physical ability of an individual. Education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another (Wikipedia, 2011).

Physical education is one part of education in general that part of children through the use of movement experience. Physical education activities are valuable education activities which deserve a fair share of the school time. Assessment is one of the major elements of educational activity. Assessment can be defined as the process of gathering data and fashioning them into interpretable form for decision making. It involves collecting data with a view to making value judgment about the quality of a person, objects, groups or events. Assessment is not necessarily integral to all teachings, but it is integral to good or effective teaching and learning (S.Piotrowski, 2005).

Assessment is very vital in helping the learners because it is effective, to collect different strategies which are believed to make students become competent in their learning. Many of the scholars in the field of education point out that without assessment it is difficult to identify or pin point the student's achievement or their failure to achieve their learning, due to this their learning is provided to be less rewarding, regarding this described that assessment is the process of collecting, interpreting and synthesizing information that help teachers understand their pupils plan and monitor instruction and establish a conducive classroom atmosphere and also that assessment is the process of gathering and synthesizing information to make decisions about learners and instruction. Assessment provides much more detailed information about the

learning of and Achievement of individuals, specifically as they relate to the learning objectives of the lesson or the unit of work.

D.Sidentop(1991) identified three fundamental reasons of assessment: feedback, progress and motivation. Feedback provides information about pupil's progress, which allows teachers to evaluate the effectiveness of their teaching by assessing how well the learning objectiveness has been achieved. Finally assessment is a key factor in encouraging pupils to strive to succeed and improve their skills, knowledge and understanding, and as such is an effective mechanism for future improvement and motivation.

## **1.2 Statement of the Problem**

Assessing students in the teaching learning process has a lot of benefits. It can expose learners to experience creative reflections through which the teacher proves their understanding to elicit answers for the quotations he or she poses. Concerning this S.Anyanwn (1981) define continuous assessment as practical judgment of the quality of individuals work or performance on a-day-to day basis.

Students do not learn much just by listening to teachers memorizing prepackaged items and spitting out answers. Rather they need to be continuously assessed by their teachers. While continuous assessment is a student evaluation system that operates at a class room level and it's integrated with the instructional process; it is important to determine the relationship between what is attended and what is achieved (A.Anglo 1990).

Recognizing the importance of continuous assessment the MOE in our country introduced it at different levels of the educational institutions. As stated in education and training policy the practical task of implementing the new curriculum at different educational levels (high school, colleges and Universities) requires continuous assessment as part of the curriculum in general and instructional process in particular. To realize this, the role of

teachers and student has paramount importance. This means that teachers and student should be well informed and have the awareness about the concept and procedures of practicing continuous assessment before they are made to implement it. Besides, from the observation and experience of the writer of this paper, most teacher seems that they do not have a clear understanding of the continuous practical assessment as continuous testing, This wrong conceptualization of the term will even affect the need to employ a variety of techniques the assess the learner's progress. It is worthwhile, therefore, on the part of the investigator to look in to the practice of continuous practical assessment and the challenges Of physical education teachers face at Awi Zone preparatory schools.

### **1.3 Research Questions**

1. What are perceptions of physical education teachers about continuous practical assessment?
2. What types of continuous practical assessment techniques do physical education teachers use during practical PE lessons?
3. What do teachers do with the result of continuous practical assessment?
4. What are the major factors that influence teachers practice related to continuous practical assessment in physical education?

### **1.4. Objective of the Study**

#### **1.4.1 General Objective**

The general objective to the study is to investigate the currents status of continuous practical assessment in PE practical class in Awi zone preparatory schools.

### **1.4.2 Specific Objectives**

The specific objectives of the study are to:-

1. Investigate the extent of the awareness of continuous practical assessment in physical education a many members of Awi zone preparatory School.
2. Identify the continuous practical assessment techniques practiced by physical education teachers in the school.
3. Examine how continuous practical physical education assessment in the school.
4. The research aims at assessing the practice and challenges of continuous practical assessment in pe Awi Zone preparatory school.

### **1.5. Significance of the Study**

It is hoped that this study would contribute to the concerned bodies in general and a teachers of Awi zone preparatory PE teachers in particular in the following ways.

1. Identifying the teachers to improve their assessments approach.
2. Giving insight on how to solve the problems hindering the effective implementation of practical continuous assessment in physical education.
3. In study may also contribute to initiate further and depth research on the problem under study.

### **1.6 Delimitation of the Study**

The researcher believes that it could have been better if the study had been conducted in wider scope.

The study also focuses on describing what the PE teacher is practice related to continuous assessment looks like at Awi zone preparatory schools. It also

attempts to give insights in to the challenges of physical education teachers' face in implementing continuous practical assessment at class room level. This is due to the researcher's wiser experience of the school and various constraints, particularly time and other resources

### **1.7. Operational Definitions/Terminologies**

**Assessment** is concerned with observing learners and collecting information above how they are progressing in their learning

**Continuous assessment** done formally and informally on a regular and continuous basis it is integrated with instruction to improve learning help, shape, and direct teaching learning process.

**Observations** a technique for assessment of student's practical work where teachers watch the completion of given task and assess the process and the products.

### **1.8. Organization of the Study**

The final research paper organized into five chapters. The first chapter will deal on introduction, and consists of background of the research, statement of the problem, objectives, significance, delimitation and operational definitions of the study. The second chapter will deal with review of related literature pertinent to the research; the third chapter covers research methodology, which includes research design, sample size, sampling technique, and data collection instruments and data analysis method. While the fourth chapter deals on research results and discussions, the fifth and the last chapter summarize the research and highlight the way forward. References and appendix, which include questionnaire, checklists, glossary and other related materials, will be part of the document.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter consist various literature which are masseuse to have relevance to the topic under investigation

#### **2.1. Assessment in education**

There is virtually universal agreement among writers and policy makers that sound assessment lays at the very heart of effective teaching and learning (L.Marth and eteal, 2001)

In an educational context, Assessment can be defined as a process which involves an attempt to make relevant, appropriate, and accurate judgments about pupils' achievements' (S.capel & S.piotrowski. 2001). These judgments are typically made by the teacher (teacher assessment), by pupils about their own performance (self assessment) or one another's' performance (peer assessment), or by an external examining body (e.g. as in General Certificate of Education (GCSE) or Advanced (A) level physical education). The kind of judgments involved in educational assessment involves making comparisons of a pupil's achievement against pre-determined criteria (criterion referenced assessment); against the achievements of others (norm referenced assessment); or against the individual's own previous achievement in the same activity (ipsative assessment). These judgments provide evidence of the extent to which any intended learning is achieved. Such judgments are crucial to educational contexts, including physical education, where the development of pupils' learning is a defining characteristic. While learning can occur, in principle, without assessment, the progression of learning is likely to be more effective when outcomes are assessed and feedback given. The role of assessment in effective teaching and learning is explored in the following section. (S.capel & S.piotrowski. 2001).and also the word "assessment" has taken on a variety of meanings within higher education. The term can refer to the process faculty

use to grade student course assignments, to standardized testing imposed on institutions as part of increased pressure for external accountability, or to any activity designed to collect information on the success of a program, course, or University curriculum. These varied uses have, unfortunately, moved us away from a focus on the central role that assessment should play in educational institutions, the gathering of information to improve institutional practices. Therefore, Assessment is the systematic collection and analysis of information to improve student learning ([www.umass.edu/cft](http://www.umass.edu/cft))

### **2.1.1 The concept of the class room Assessment**

Class room assessment is both a teaching approach and a set of assessment techniques which refers to all the activities under taken by teaching and by their pupils in assessing themselves. It provides information which serves as feedback to modify teaching and learning activities (Hamilton, 2008, cited Selamneh, 2010) classroom assessment can also be defined as a process of gathering evidences of what pupils know, understand and are able to do (Be. Home, 2008, cited to Selamneh, 2010)

Recently, educators advocates that assessment going on at the class room level should surpass high stake tests, because, the former since it operates in the context in which instruction is going on, is better, surfed to monitor and guide the teaching learning process so ass to continuously improve teaching and learning (NOE, 1995, USAID/BEP, 2066 cited to Selamneh, 2010)

In the emerging view, therefore, the main purpose of classroom assessment is guide pupils learning and teacher's instruction. Because, it offers a mechanism how curriculum, instructional activities and assessment impact pupil's effort and achievement and provides appropriate information about the progress and competence of pupils to stake holders (Brook hart, 1997, Hassen 1998, USAIO, BEP, 2006 cited to Selamneh 2010)

Hence, it is recommended that including the new approaches to assessment is a vital to improve instruction and help educational stake holder's benefits from the process. Realizing this fact, (Hassen 1998, NOE 1995, cited to Selamnah 2010:9) pointed out that class room assessment has how become the most crucial frequent and pervasive issue in education system to determine the quality of learning how much pupils know, How efficiently they perform and what attitudes they have developed for future learning.

Classroom assessment as explained above is usually carried out by teachers to improve pupils learning and teacher's instruction on the basis of impressions gained through a variety of assessment techniques they employ. However, this part of educational assessment is the most difficult aspect of learning. Because judging a pupil's work with respect is the different educational domains is difficult since it is continuous process highly takes teacher's knowledge, skills, time and energy. (CCSRI, 2006: cited to Selamneh 2010:9)

### **2.1.2 Assessment in physical Education**

Recent educational changes have spurred the need for assessment within the Physical Education Field. Although it has always been part of the instructional process, Plan, Teach, Evaluate. It has not received the attention of many physical educators until recently. In the past it was not necessary to use assessment techniques for several reasons. Educators were not required to provide information on student performance to anyone. Both practically of useful instruments and time needed to complete such assessments appeared to take away from the more relevant parts of teaching. In addition, professionals in the physical education field were not required to have defined learning outcomes for their students. Today, with the increased emphasis on accountability, physical education teachers in New Hampshire must rethink the place of assessment within their programs. The newly revised NHSTANDARDS for Public School Approval addresses assessment in physical education as part of section. It states: In the area of physical education, the



local school board shall require that each school physical education provides Sound assessment practices in physical education that ([www.ed.state.nh.us](http://www.ed.state.nh.us)):

1. Match goals and objectives;
2. Require evaluation and synthesis of knowledge and skills;
3. Emphasize higher-order thinking skills;
4. Clearly indicate what the student is asked to do;
5. Are at an appropriate skill level according to:
  - a. State standard; and
  - b. The needs of the individual;
6. Have criteria that are clear to students and teachers;
7. Are engaging and relevant to students;
8. Link to ongoing instruction;
9. Provide feedback to students;
10. Provide cost-effective benefits to students;
11. Reflect real-world situations; and
12. Emphasize use of available knowledge and skills in relevant problem

And also, Assessment refers to the process of testing and evaluating students to determine progress towards program goals. It is an important part of any sound physical education program because it helps teachers to measure students' current levels of ability, progress, and their own teaching effectiveness (L.Rudner and W.Schafer, 2002).

### **A quality assessment model in physical education involves**

1. Formally stating the instructional objectives (cognitive, psychomotor, affective)
  2. Pre-assessing the students
  3. Measuring the achievement of objectives using valid and reliable tests during and after the delivery of appropriate instructional activities
  4. Evaluating student progress towards meeting the objectives
- ([www.ed.state.nh.us](http://www.ed.state.nh.us)) this model is guided by on three principles:

1. Establish appropriate instructional objectives using national, state, and local standards or guidelines.
2. Select/use appropriate measures to determine student progress towards meeting instructional objectives. Assessment can take many forms. Both formal and informal tools can be used.
3. Develop an evaluation scheme that reflects the attainment of instructional objectives.

While grading is part of the evaluation scheme, it should not be the only outcome. Three assessment categories are suggested (D.Siedentop, 1991)

### **1. Teacher process variables**

These include teaching skills such as giving instructions questioning providing feedback, stopping his behaviors, and praising appropriate behavior. Teacher process variables also include strategies for organizing the class, managing behavior, helping students make transitions, and dealing with instructions in to the flow of an activity.

### **2. Student process variables**

These variables begin to shift attention away from the teacher and toward the learner. Student's process variables relate to those actions performed by students that potentially contribute to or detract from learning. Examples of such variable include the amount of time it takes for students to move from one place to another. The level of his behavior in a class period, the amount of appropriate learning time an individual'sde students pets in a 40 minute period, the number of skills attempts a squad gets during a volley ball lesson, the percentage of time a class is on task during a lesson, and the amount of time students receiving information. These variables are linked directly to learning.

### **3. Student outcome variables for student product variables**

Compare with previous performances, and the teacher can evaluate his teaching and work. It is motivational for both pupil and teacher. . (Bob Carroll, 2005)

Such variables indicate student achievement changes learners that are considered to be evidence of learning and growth. Generally speaking these variables are typically more familiar to physical educators than the preceding two categories because they concise of increased skill, better game playing ability, and improved attitudes toward physical education.

One more principle could be added to car rolls list assessment should always be practical Assessment procedures that are valued, reliable objective and involve clear criteria, but which are also massively time consuming or which take the teacher away from proper supervision of the lesson, are not advisable. The challenge for teachers of physical education is to find a system of assessment that fulfils the principals of good practice without preventing them carrying out their other responsibilities (R. Bailey 2001).

#### **2.1.3 Purposes of Assessment**

Most teachers would concerns that the overriding purpose of assessment in PE should be to encourage improvement, progress, achievement, confidence and feelings of competence, and better attitudes to learning (H.Grout and G.Long, 2009). The problems start emerging in the interpretation of these purposes, and how they are translated into specific contexts (e.g. different teachers may have different views on what is ‘progresses in a specific gymnastics lesson). ‘Purpose’ is context bound depending on pupils’ stage of learning and the ‘direction’ in which you would like pupils to progress. In short, assessment can be used for a range of purposes and, therefore, choices need to be made in order to fit an appropriate assessment strategy for the purpose to which the assessment is to be put (H.Grout&G.Long,2009)and also, Assessment fulfils a

number of functions some researchers categories these functions under two main headings. These are formative and summative.

**The purpose of formative assessment;** is to give pupils guidance as to how they can move on from their current stage of understanding or mastery. Typically formative assessment is given in the ongoing teaching situation. No records are kept of the detail of this assessment. Formative assessment is also given in the comments written on a piece of homework or an examination script.

**The purpose of summative assessment:** is to record attainment at a particular time, usually the end of a unit, term or year. Summative assessment records learning. This is often a formal process and records are kept of these marks or grades. Summative assessments often appear in pupils' school reports. In both these cases assessment is in the interest of subsequent pupil learning (S.capel & M.Whithead)

### **Diagnosis**

Diagnostic assessment is the formal identification of strengths and weaknesses, and is usually done for correction purposes. Hence it is usually carried out in relation to children with special needs and often by educational psychologists or specialists. The more common reference to diagnosis in the analysis and correction of techniques is included under the concept feedback. Here it is used in a more clinical sense. In PE, diagnostic assessment has been used to assess movement problems and with the mainstreaming of special needs pupils after Warnock there are more pupils with special needs in PE than previously. PE teachers need to be acutely aware of their difficulties and needs. The advent of the National Curriculum would suggest that special consideration will have to be given to these children and perhaps more diagnostic facilities or training for PE teachers need to be available. The diagnosis of physical fitness needs has long been a use of fitness tests. The

concern expressed about children's fitness levels would suggest a more widespread use of diagnosis, and testing for fitness. However, the limitations and inadequacies of the presently and easily controlled tests have been voiced. If these limitations can be overcome, perhaps through modern technology, then a more widespread use of fitness testing could be forecast. However, the need for quick and easy usage and low cost is essential if they are to be used widely in schools. Perhaps more community based and resource schemes would be the answer to the fitness needs of the community. (Bob Carroll, 2005)

### **Motivation of Pupils**

Motivation of pupils is the most pervasive and ubiquitous purpose, and we have already mentioned it under other headings. It can be the purpose behind the purpose so to speak, or at least a purpose which goes hand in hand with others. Thus certification, selection, feedback, selection of school teams is also motivational and is used as a motivational force by teachers. Even the way accountability works in the form of GCSE National Curriculum testing, ROA and reporting to parents are all motivating to the teacher in some way and used by them to motivate pupils. The teacher is constantly working at motivating the pupil as it is the intervening factor between pupil abilities and pupil attainments. It must not be forgotten that assessment is a double edged word as far as motivation is concerned. If assessment is not positive, such as failure to get a qualification, gaining a low grade, negative feedback, diagnosis showing many weaknesses, failure to get into teams, it can be a demotivating force. So the assessment can quite easily fulfill the other purposes but fail to motivate. In PE the activities and sports themselves are often thought to be their own motivation. For many people this is so, though clearly, this is not the same for everyone.

Furthermore, the development of abilities and performance in most activities is enhanced by and thrives on competition, the results and evaluation of which are used to compare and judge performances against others (norm reference)

and standards (criterion) and to motivate to further success and learning. Sport competitions are particularly used in this way. However, competition can emphasize pupils' lack of abilities or success, particularly when comparisons are made with others. Assessment and qualifications may also provide an additional source of motivation for those who are enthusiastic about PE activities, and may be the incentive needed for some pupils to achieve their best performances and fulfill their potential and increase their knowledge. However, it must also be remembered that motivation is an individual affair and that it must be related to the individual not to the activity as a whole. The forgot this when putting forward an argument against examinations, (Bob Carroll, 2005:31)

### **Selection**

The most obvious examples of this purpose are selection for school teams and selection for employment or further/higher education based on examination results. It is also used within PE curriculum time itself for internal groupings for teaching purposes. There are clearly times when it is preferable to have homogeneous groupings of ability/performance for teaching or playing/performing in the interests of all standards of pupils. Informal assessment is usually carried out to make the groupings.

As Selection for school teams is the only purpose peculiar solely to PE. I have already indicated the importance to the PE teacher of school teams. There have been many claims for their virtues, for example, standards and excellence, pupils reaching their potential, social objectives and leisure opportunities (Glew, 1983). However, some of the claims would not stand up to close scrutiny, and they often involved a small proportion of the school population. Small primary schools did give opportunities for larger percentages of children to take part, but the larger secondary schools could not provide the same opportunities and many children who had represented the school at primary level were disappointed. School fixtures and competitions came under attack in and their importance declined. However, as indicated earlier, the prevailing

market economy approach to schooling means that extra-curricular activities including school fixtures may play an important role in the public image of the school. In the past selection has caused problems because the emphasis was often on winning rather than participation, selecting the 'best' team rather than widening the participation rate. This emphasis changed to some extent in the 1980s with the attack on competition. However, many people would agree with that competition and selection are part of everyday life and pupils must be prepared for it. After all, they will meet them in work and leisure. (Bob Carroll, 2005)

### **Feedback**

By feedback I am referring only to the classroom level, as the more general level of overall results has been dealt with under accountability. This is where assessment is an integral part of teaching and learning and feedback is used to show the pupil how he/she is doing, learning and progressing. It is used by the teacher to see whether teaching points have been learnt and to move on to the next point. From the teacher's point of view feedback is the most central and important purpose of formative assessment but usually gets the least public attention. In PE where the emphasis is on physical skills and practical performance, it is essential for the pupil to know the results and effectiveness of techniques and skills, often in the immediate situation, so times and distances are given in athletics and in swimming, technical and tactical points are made in games skills, and technical and compositional advice given in gymnastics and dance. The pupil can then work at the skill and can see his / her targets.

### **To MEASURING PUPILS' ACHIEVEMENT**

The purpose for which you are carrying out the assessment should determine the yardstick against which you measure achievement. All assessment involves comparison and there are three types of comparison usually associated with assessment (S.Capel and M.Whitehead,2010):

- Comparison with the attainment of others (Norm referenced assessment).
- Measurement against predetermined criteria (*criterion-referenced* assessment).
- Comparison with a previous attainment in the same activity or task (*ipsative* assessment)

**Student Learning:** Assessment is a way for educators to measure progress, strengths, and areas of growth. Many teachers assess their students using a pre-test, mid-term, and post test to judge student learning. This may take place throughout a unit or the entire school year.

**Improvement of Teaching:** Teachers use assessment to determine what is effective in their teaching practices; what is working and what needs improvement. A variety of assessment tools may be used in order to determine what types of instruction are most beneficial in meeting the needs of students.

**Communication:** Assessment should serve as a means of communication between educators, Students, administrators, and parents. Parents and students often look at assessment to see WHAT is being learned, HOW progress is being measured, and the TYPE of instruction being received. Educators and administrators use assessment to evaluate teaching practices and to determine if there are gaps in the curriculum.

**Program Evaluation:** Assessment can prove a good measure of one's program, revealing Evidence of the effectiveness of that program, throughout the year, assessment can offer direction to the program and modifications can be made to increase both student and Instructional success.

**Program Support:** Consistent assessment can be used to validate one's program. Data gained is objective and can show evidence of goals and



objectives being met by both student and Teacher. With clear data presented, a strong measure of program support may follow

### **2.1.4 Components of an Effective Assessment Measure**

As stated (J.Lynch, 2007) for an assessment measure to be effective, it needs to include:

1. **Validity** – Does it measure what it claims to measure?

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.

2. **Reliability** – Does it measure consistency?

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.

3. **Objectivity** – Does the measurement yield highly similar results when administered by others? 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.

4. **Feasibility** – Is the measure straight forward and easy to set up and administer? 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 the objectivity of the scoring? (For example: A person is needed to pitch the ball to the hitter in a softball hitting assessment.)

**5. Usefulness** – Can the results be used for valid educational purposes such as self-appraisal, program planning, or reporting progress?

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-appraisal), to determine where in the lesson this information should be covered (program planning), and/or as part of calculating students grades (reporting progress).

### **2.1.5 Types of Assessment**

**Formative Assessment** on going assessment that takes place during the learning process, and involves describing progress, giving pupils constructive feedback and identifying pupil's future learning needs.

**Summative Assessment** at the end of a specified period such as a unit of work) which identifies the standard of attainment achievement by an individual.

**Criteria referenced- assessment** of whether or not an Assessment pupil can do a specific task or set of tasks.

**Norm referenced assessment** of an individual's Assessment performance in relation to that of others in the group. ipositive referenced comparing pupils assessment current and previous performances.

**Internal assessment** devised and carried out by the teacher apart of his or her own teaching programmer.

**External Assessment** devised by external groups, such as examination boards and national Governing bodies.

**Informal assessment;** - that takes place as part of the normal PE lesson.

**Formal Assessment** – Assessment made following prior warning to allow pupils to prepare. (D.osler, 2001)

### **2.1.6 Steps in the Assessment Process**

Regular assessment is crucial to the improvement of teaching. Some assessment can be made by the teacher while teaching, even without the aid of systematic observation. If teachers can be watch carefully for certain things that happen (or do not happen) during a teaching episode, they can at least get some information about how they are doing. For teaching to improve dramatically in short periods of time, however, it needs to be more systematically assessed, as and end-class sequences, but a level of transition time that is too high. You have many provide good explanations and demonstrations, but the ALT of your students may be too low. Baseline data will be also help to set criteria for improvement. If your management time during baseline sessions is 37 percent of total class time, then setting an initial criterion of 25 percent is realistic. Eventually, you might be able to manage well enough to achieve 10 to 15 percent, but that should come gradually.

Achieve goals through specific strategies and regular measurement getting better at teaching is like getting better in sport you have to have some specific strategies, the opportunity to practice them, and some regular measurement of the degree to which you can execute them. The various chapters in this text contain strategies for class management, discipline, instruction and supervision of practice. Wanting to improve is important. Having specific

strategies to help you improve is important. Executing those strategies will actually bring about the improvement. For example, reducing management time might be achieved by establishing an entry activity teaching signals for attention and dispersal and playing a management “game” with the students executing these managerial strategies appropriately will reduce management time significantly.

Maintain gains as new skills are attended to. Goal maintenance means that you maintain an adequate level of permanence in areas that have been achieved while you move on to new teaching goals. For example, can you maintain an adequate level of skill feedback interactions while you to try to improve your behavioral interactions Maintenance are greatly helped when? Occasional observations are made to assess goals previously worked on. Eventually, adequate levels of a number of teachings skills will be become habit you will have developed in to a truly effective professional teacher.

Take control of your own teaching. A final step in the assessment process occurs when you take responsibility for your own teaching. Full-time teachers do not have the help of a supervisory team. They are periodically evaluated by principals or supervisors but these evaluations are often poorly done and not useful for the maintenance or improvement of teaching skills. Teachers can use the process described here to maintain and continue to develop their teaching expertise. You can find ways to observe your teaching tape recorders, self-recording of events or time, even an accessional videotaping. Specific goal achievement can be accessed through reliable measurement. This is the epitome of good teaching holding you gymnasium.

You might to during teaching practice in a teacher education program. What follows are important steps in the assessment process.

### **2.1.6.1 Discover what learning goals are being thought**

Teaching is a goal oriented activity. The more specifically the teacher has defended the goals; the easier it will be to assess the effectiveness of the teaching.

### **2.1.6.2 Recast learning and teaching goals in behavioral terms.**

If being a “fair player” is a goal, what student behavior will count as an instance of appropriate or inappropriate behavior relative to the goal? If a teacher wants to improve her or his enthusiasm, what will we observe as related to this phenomenon? If student leadership is an important social goal, how will we know when leadership has been shown? To answer these questions, we would have to recast these goals in behavioral terms. The term behavioral refers to things that people do that can be observed directly by someone else. Some important behaviors how you feel about things, for example can only be observed by you and reported to someone else. Goals that are defined behaviorally are not only necessary for reliable, valid observation but are also helpful to teachers because they require them to define exactly what will teach their students.

### **2.1.6.3 Achieve specificity for teaching assessment**

The number of teaching goals assessed can be few or many, depending on the purpose of the assessment regardless of the number. However, each teaching goal needs to be stated specifically for it to be assessed fairly. Specifically is achieved in two ways first, the target for the assessment should be specific. It is not enough to suggest, “Let’s focus on improving management’s skills.” Instead, it is better to agree to try to “reduce management time,” “reduce the average length of managerial episodes,” reduce the number and length of transitional episodes,” or “spindles time in equipment changes,” The second aspect of specificity is setting a criterion by which goal achievement will be judged, for example, reduce total managerial time to fewer than 10 minutes or reduce average transitional time to less than one minute. The criterion should

be realistic, high enough to provide a challenge for improvement, yet low enough that it is achievable.

#### **2.1.6.4 Use baseline data for setting goals and criteria**

To know how much you have improved, you have to know where you started in assessing and improving teaching, it is important that through information be developed about your current efforts what we shall call the “baseline” to which future data can be compared. Baseline data can also be used to make comparisons about improvement. If possible, it is useful to have comparisons about improvement. If possible, it is useful to have more than one teaching session contribute to the establishment of a baseline. Baseline data reveal your strengths and weaknesses as well as what should be priorities for improving your teaching. You may have a low level of management time for beginning

There is virtually universal agreement among writers and policy makers that sound assessment lays at the very heart of effective teaching and learning. Assessment is not necessarily integral to all teaching but, it is integral to good or effective teaching and learning. (S.capel and S.piotrowski, 2000)

Assessment in education is concerned with obtaining and interpreting information about pupil’s skills, knowledge and understanding, and their learning needs it provides much more detailed information about the learning objectives of the lesson or the unit of work argues persuasively, assessment always involves making a judgment. Assessment does not simply note what pupils have done in a lesson, but also makes some sort of quantitative statement as well Assessment should focus upon what pupils learn and how they learn it. This information becomes the basis for future planning and target setting, and provides teachers with valuable feedback to their own performance as teachers. Assessment is part of a cycle of planning, learning and assessment, in which inform future planning, which directs their teaching and, in turn affects pupil’s performance.

## 2.1.7 Methods of Assessment

### 2.1.7.1 Guidelines for selecting assessment methods

Each department will select and develop assessment methods that are appropriate to departmental goals and objectives, i.e., methods that will provide the most useful and relevant information for the purposes that faculty in the department have identified. Not all methods work for all departments or are appropriate to all reasons for assessing. However, there are some general guidelines for selecting assessment methods:

- The **evidence you collect depends on the questions you want to answer.** In thinking about program assessment, four questions come to mind:

Does the program meet or exceed certain standards?

How does the program compare to others?

Does the program do a good job at what it sets out to do?

How can the program experience be improve

Using these assessment questions to guide method selection can help define your data collection priorities.

- **Use multiple methods to assess each learning outcome.** Many outcomes will be difficult to assess using only one measure. The advantages to using more than one method include:
  - ❖ Multiple measures can assess different components of a complex task
  - ❖ No need to try to design a complicated all-purpose method
  - ❖ Greater accuracy and authority achieved when several methods of assessment produce similar findings

- ❖ provides opportunity to pursue further inquiry when methods contradict each other
- **Include both direct and indirect measures.** Direct methods ask students to demonstrate their learning while indirect methods ask them to reflect on their learning. Direct methods include some objective tests, essays, presentations and classroom assignments. Indirect methods include surveys and interviews.
- **Include qualitative as well as quantitative measures.** All assessment measures do not have to involve quantitative measurement. A combination of qualitative and quantitative methods can offer the most effective way to assess goals and outcomes. Use an assessment method that matches your departmental culture. For example, in a department where qualitative inquiry is particularly valued, these types of methods should be incorporated into the plan. The data you collect must have meaning and value to those who will be asked to make changes based on the findings. (<http://www.umass.edu/oapa>)

### **2.1.7.2 Consideration of assessment methods**

When considering assessment methods, it is particularly useful to think first about what qualities or abilities you are seeking to engender in the learners. Nightingale et al (1996) provide eight broad categories of learning outcomes which are listed below. Within each category some suitable methods are suggested. (M. Chris, 1999)

#### **1. Thinking critically and making judgments**

(Developing arguments, reflecting, evaluating, assessing, judging)

- Essay
- Report



- Journal
- Letter of Advice to (About policy, public health matters )
- Present a case for an interest group
- Prepare a committee briefing paper for a specific meeting
- Book review (or article) for a particular journal
- Write a newspaper article for a foreign newspaper
- Comment on an article's theoretical perspective

## **2. Solving problems and developing plans**

(Identifying problems, posing problems, defining problems, analyzing data, reviewing, designing experiments, planning, applying information)

- Problem scenario
- Group Work
- Work-based problem
- Prepare a committee of enquiry report
- Draft a research bid to a realistic brief
- Analyze a case
- Conference paper (or notes for a conference paper plus annotated bibliography)

## **3. Performing procedures and demonstrating techniques**

(Computation, taking readings, using equipment, following laboratory procedures, following protocols, carrying out instructions)

- Demonstration
- Role Play
- Make a video (write script and produce/make a video)
- Produce a poster
- Lab report

- Prepare an illustrated manual on using the equipment, for a particular audience
- Observation of real or simulated professional practice

#### **4. Managing and developing oneself**

(Working co-operatively, working independently, learning independently, being self-directed, managing time, managing tasks, organizing)

- Journal
- Portfolio
- Learning Contract
- Group work

#### **5. Accessing and managing information**

(Researching, investigating, interpreting, organizing information, reviewing and paraphrasing information, collecting data, searching and managing information sources, observing and interpreting)

- Annotated bibliography
- Project
- Dissertation
- Applied task
- Applied problem

#### **6. Demonstrating knowledge and understanding**

(Recalling, describing, reporting, recounting, recognizing, identifying, relating & interrelating)

- Written examination
- Oral examination
- Essay

- Report
- Comment on the accuracy of a set of records
- Devise an encyclopedia entry
- Produce an A - Z of
- Write an answer to a client's question
- Short answer questions: True/False/ Multiple Choice Questions (paper-based or computer-aided-assessment)

## **7. Designing, creating, performing**

(Imagining, visualizing, designing, producing, creating, innovating, performing)

- Portfolio
- Performance
- Presentation
- Hypothetical
- Projects

## **8. Communicating**

One and two-way communication, communication within a group, verbal, written, and non-verbal communication. Arguing, describing, advocating, interviewing, negotiating, presenting, and using specific written forms)

- Written presentation (essay, report, reflective paper etc.)
- Oral presentation
- Group work
- Discussion/debate/role play
- Participate in a 'Court of Enquiry'
- Presentation to camera
- Observation of real or simulated professional practice.

### **2.7.3 Cognitive Assessment**

There are many ways to assess a student's knowledge of the key parts of a motor skill. In addition to actually demonstrating them to a teacher or peer, a student can communicate knowledge about the skill cognitively in a variety of ways. This provides inclusion for the student who, while understanding the how and whys of a concept or skill in physical education, as yet may be unable to demonstrate proficiency in performing them. Armed with the knowledge however, the student can become an independent learner and continue to refine his/her skills and use of concepts outside the physical education setting. Here are a couple of examples:

- ❖ Ask students to work in groups of 2 or 3 and create an article for the school newspaper that would provide instruction about a motor skill to the reader. Students can be asked to seek outside sources of information, and provide illustrations or photographs that would be helpful in clarifying their instruction.
- ❖ Students are asked to create a form, checklist or rubric that they could use to assess the qualitative performance of a peer. Critical components of the motor skill would be included and weighted. Students would explain the use of their evaluation and the support for their weightings in a short instruction to accompany the evaluation form.

### **2.7.4 Skill and Fitness Assessment**

Currently the most widely-used assessments in PE are fitness tests. As you know, with most of these tests a student score is compared to a table of norms and given a rating. This is an example of a norm-referenced or quantitative test. You probably also know that similar tests are available for sport skills. For example, counting how many times a student can rally a tennis ball against a wall in one minute is also a quantitative test. With

some skills these types of assessments provide useful indicators of student learning.

With more complex skills or when students are introduced to new skills, learning often occurs more slowly and performance of the whole skill is not a good measure of learning and improvement. In these instances it is often more useful to use qualitative types of assessment. In qualitative tests, as the name suggests, we are looking for changes in the quality of the skill as it is performed rather than the outcome. For example, for a genuine beginner it would take a long time to be ready to rally a tennis ball against a wall for one minute using the proper forehand technique. Assessing this student's learning from a one minute rallying test would not adequately indicate what the student had really learned. A better measure might be to ask the student to demonstrate the key parts of the tennis forehand while rallying against the wall (e.g. correct grip, sideways position, keeping the racquet head up, etc.). While the student might not be ready to play the game of tennis, improvement would be evident. For physical educators, a measure of learning and conversely teaching effectiveness would become available.

In today's session you will be presented with some simple quantitative and qualitative methods for assessing the learning juggling and unicycling skills. An example of a quantitative method might be to see if you can continuously juggle 3 scarves for 30 seconds using the Cascade pattern, without stepping outside of a hula hoop. A qualitative method for assessing your scarf juggling would be to record if you are indeed tossing the scarves with your palms down, tossing the scarves above your opposite shoulder, catching downwards, and keeping a smooth regular rhythm.

One of the challenges we face in PE is providing learners with measures to show that they are improving in situations where improvement may not be indicated with quantitative assessment. For example, I suspect few participants in today's session can ride a unicycle. The obvious quantitative assessment of

your learning would be to set a distance (e.g. ride across a badminton court unaided), and measure your success accordingly. Unfortunately, learning this skill will probably take a lot longer than one instructional session. It may take several sessions. The challenge for us as teachers is to find ways to indicate to you that you are improving even though you still cannot actually ride the unicycle without assistance. By breaking down this complex skill into many smaller parts, and visibly recording your achievement of these parts on a chart, we are able to record and illustrate that learning is indeed occurring.

You can use a chart, notebook, cards, or a Personal Digital Assistant such as the now defunct Newton, or the popular Palm III. Each method has certain benefits and limitations. The good news is that you now have data to show:

1. That your students are learning and consequently that you are teaching.
2. What your students already know and what they should be practicing - useful information for teachers and students.
3. Which students are progressing and which students need assistance?
4. The value of your PE program to Principals, parents, and school boards.

Contrast this situation to one in which the PE teacher has no data other than fitness scores, and cannot produce any valid measures of student learning. In an era of program elimination, PE teachers are unwise to assume that neither they nor their subject matter could ever be replaced!

## **2.2. Continuous Assessment Methods**

Continuous Assessment is a mechanism whereby the final grading of a student in the cognitive, affective and psychomotor domains of behavior takes account, in a systematic way of all his performances during a given period of schooling; such assessment involves the use of variety of modes of evaluation for the

purpose of guiding and improving learning and performances of the student. ( S.Anyanwu,1980)

Continuous assessment refers to making observations and collecting information periodically to find out what a student knows, understands and can do. Specific tasks are given to the learners based on what has been taught. Teachers observe the learners doing these tasks and make a judgment about how well they are doing. Continuous assessment is ongoing and helps the teacher to find out what the learners have learned. Some other terms that are similar to continuous assessment are: classroom based assessment, running records, and teacher grading. (J. Plessis &etal, 2003)

### **2.2.1 Reasons for using continuous assessment**

#### ***1. To do find out what students know and can do***

Continuous assessment is done by the class room teacher to find out what a student knows, understand, and can do. The assessments a teacher uses and helps the teacher get a better understanding of the learning needs of the children. The teacher uses continuous assessment to find out if the learners are learning what has been taught. Continuous assessment is done on an ongoing 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.

#### **2. To gain confidence in what we say our student's know and can do.**

By 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.

#### **3. To provide all children with opportunities to show what they know**

Continuous assessment provides all children with opportunities to show what they know. In addition, each child has many different qualities. Using only one type of assessment may not improve educational quality. Continuous Assessment: A Practical Guide for Teachers gives 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 in different ways.

#### **4. To promote learning for understanding.**

Because continuous assessment is ongoing, a teacher can catch learners' mistakes and misunderstandings before it is too late. The teacher can find new ways to teach learners who are not learning. Continuous assessment activities focus on student understanding rather than their ability to memorize. Continuous assessment activities that are designed to ask learners to think, express their thoughts, and demonstrate their skills help learners to get a deeper understanding than if they were simply memorizing information for a test.

#### **5. To improve teaching.**

Good continuous assessment activities tell the teacher whether what they taught was effective. If learners are learning what is expected, it will show in the assessment. If the assessment shows that the learners are not doing well on a particular topic or skill, then this tells the teacher she must find a new way of re teaching the lesson or topic.

#### **6. To help determine what kind of remediation and enrichment activities to provide, and to identify which students need assistance.**

Continuous assessment can tell a teacher which students are falling behind in their understanding of particular topics. Looking at the assessment activity of a learner can help a teacher to find out where the learners are struggling and what problems they are having. The teacher can then design new learning experiences for those learners. Better learners who are able to learn new



information more quickly than the other students may need additional lessons or activities to keep them engaged in learning.

### **7. To let the students know how well they are progressing in their own learning.**

Learners benefit from receiving ongoing feedback about their learning from their teachers. Continuous assessment activities help learners to know if they are learning or not. This knowledge can help learners know what to focus on which improves their learning efforts.

### **8. To let parents know how their children are progressing.-**

Parents want to know how well their children are doing in school. Reports based on continuous assessment by the teacher help parents to know about

### **9. To evaluation no lead to overall evaluation**

Efforts to determine whether, a student should pass to the next grade or not is a difficult task. 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 learner. 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. (J. Plessis & etal, 2003)

## **2.2.2 Characteristics of Continuous Assessment**

A more complete view of continuous assessment requires that a teacher understanding information about students learning and should be used continuously during the teaching process to improve teaching and learning therefore, according to Jamaican ministry of education Youth and culture (2004, cited to selamneh, 2011) is effective classroom assessment mode there are four features of continuous assessment.

1. continuous assessment encourages the use of multiple work assessment often occurs and for different purposes and is not limited to the end of term or end of year.

2. Continuous assessment allows for timely feedback to the major stakeholders in the system.

When a continuous assessment mode is used, the teacher can regularly monitor and report on the progress that students are making towards the attainment targets and objectives set out in the official curriculum. If a teacher does not recognize student's learning errors until the end of the term or the end of the year, it is usually too late for any corrective measures to be taken.

The nature of the feedback a student receives as well as its time lines can significantly impact on how a student responds to it.

Feedback benefits students, teachers, parents and other persons during the teaching learning process.

3. The model makes it easier to use a variety of assessment methods.

For example, a teacher can use class discussion, oral questioning, projects, class work, assignments, and student observation to help him gather the different types of information he needs to plan, teach, decide and report.

The validity of your decisions is greatly improved when you use a variety of assessment methods for gathering and interpreting student's information.

4. Continuous assessment gives opportunities for celebration. Including students in the assessment process through self-evaluation and peer evaluations and asking for reflection on what they have learned motivates them. In this manner, each student can be challenged to show evidence of his/her mastery of the objectives (Jamaica Ministry of Education, Youth and Culture (2004) cited in Selameh 2010) explains the following basic characteristics of continuous assessment.

A. it is an ongoing process gathering information about student learning progress

B. it uses a variety of techniques to make decisions

- ❖ About what to teach
- ❖ About how to teach

About how well students have learned

C. it provides timely feedback to students about they need to do so improve their learning it is aligned with curriculum goods and objectives (USAID Basic Education program 2006, as cited Selamneh, 2010)

## **2.2.3 Advantages and Drawbacks of Continuous Assessment**

### **2.3.1 Advantages of Continuous Assessment**

#### **A. For learners**

Research findings in Namibia national institutions for educational development documents in (2003), concluded that the following uses of continuous assessment in developing ability of learners.

Reflect on and use a variety of learning strategies and enhance lifelong learning.

- Solve problems and make responsible decisions using criteria and creative thinking
- Work with others as a member of a team (group) organization community
- Deal with information creativity
- Communicate effectively using visual, mathematical and language skills
- Use Science and technology critically showing reasonability towards the environment and health of others.
- Participate as a responsible citizen locally, nationally and globally.
- Make wise and safe choices for health the living
- Explore education and learner opportunities
- Appreciate the links between mental conceptions of knowledge and manual tasks informed by such knowledge.

- Act in a way that reflected justice, democratic values, and respects for human dignity (Dene 2010, cited in selmneh 210:26

### **A. For Teachers**

Derje) 2010) as cited to in selmenh (2010: 22) concluded the use of continuous assessment for teachers in the classroom by the following nine points.

1. To find out what students know and can do
2. To gain confidence in what we say our students know and can do
3. To provide all children with opportunities to show what they know
4. To promote learning for understanding
5. to improve teaching
6. To help determine what kind of remediation and enrichment activities to provide, and to identity with students need assistance.
7. To let parents know how well they are progressing in their own learning
8. To let parents know how their children are progressing
9. To lead to over all evaluation

### **2.2.3.2 Draw backs of Continuous Assessment**

Even through continuous assessment is a preferred way of assessing learners for some scholars. It is not without some drawbacks which are discussed in some details below learners who are assessed continuously may feel that they are always under surveillance for every mistake they commit (Nitla, 2005, pleases, etal 2003, cited in selamnh 2010)

This may have a negative impact on the learner's performance. Continuous assessment may also bring profound negative effect if it is not well planned and properly protected regarding this stated those unless continuous assessment is carefully and coordinated, there is a very real danger that students may be grossly over assessed a particular of certain times of the year, when several lectures are asking simultaneously for assignments to be handed in continuous assessment can if not properly managed adversely and their tutors with the

latter being regarded with suspicion and (in some extreme cases) enmity and occasionally even introducing malpractice as in improving parities for seeking lip.

In order to enhance the effectiveness of continuous assessment, it is important to minimize the drawback. Point out those teachers need to have a well developed knowledge and skills to be creative in their implementation of continuous assessment. Teachers should also have a well organized plan of assessment to maximize the success of continuous assessment, and all the problems listed above can overcome by carefully planning and good practice (Ellington and Ear, 1997. cited to Selmeneh 2010)

#### **2.2.4 Some factors Affecting PE Class room assessment**

Perception of students on assessment studding how students perceive assessment is significant for it can be a powerfully source for the problems that are intervened in to the assessment process. Furthermore, exploring the intentions of students today may provide some insights on how assessment of students achievement can be improved (Crossman, 2004, cited in Zenaw, 2010)

Hughes (1998), in cross man (2004), and William and Narris (1985) cited in zenaw (2010) point out that in sights in to student perceptions contribute greater legitimacy to student knowledge, encourage partnership with learners and address suggestions that teachers tend to be unilateral decision makers.

#### **Factors affecting perceptions of student on assessment**

Many factors can affect the perceptions of students about assessment applied in P.E classroom. The following are some of that can affect students perception about assessment practices employed in an educational institutions.

## **Previous Assessment Histories**

Nisbelt and Ross (1980), in Crossman (2004) cited in zenaw, 2010) stated the perceptions could be influenced by motivations such as fear which results from past painful experiences and create a kind of assessment a voidance behavior or the development defense mechanisms attributing failure to assessment irrelevance. More over students perceptions may also be the fact that they enroll in a course where assessment was unknown to them or where they had no previous experience of success.

However, (cross man. 2004, cried in 2010) claims that because of the existence of many factures that can influence students of perception of assessment it is difficult to assume causal link between assailment events and student perceptions.

## **Assessment relevance**

Crossman (2004) cited in zenaw (2010) asserts that great attention should be paid to perception of romance in assessment design. In Crossman's opinion assessment that make pod connections with the outside world of work appear to have a positive influence on student learning.

Lack of relevance in assessment may be equated with "jumping through hogs in time wasting activities that endowed experiences with transient quality (Crossman, 2004, cited in 2010) .Hence, the relevance of assessment needs to be clear to students.

Students can interpret relevance of assessment of assessment in different ways, for some assessments are relevant when they are applicable to other contents or when they are applicable to other contents or when they prepare student in dealing with real situations. Some others consider assessment as irrelevant if they are not graded. Confirm that students perceive alternative assessment as particularly relevant.

Moreover, students perceive assessment, which are totally prescribed by the academic, negatively where as those assessment that are set through negotiation are perceived positively (Crossman, 2004, cited in Zenaw, 2010)

Students Teacher relationship observation of teachers practices of assessment influenced students perceptions of assessment and their intentions for personal future practice. It is also seen that in consistencies between theory and practice has a negative influence on the perception of students about assessment claimed that feedback is found to be useful in finding out what the students think of their teacher. If there is unsatisfactory relationship b/n the teacher and the students and if there is no appropriate feedback about the performance of students formation of negative perception is likely to occur. In general, according to whether for good or bad, student's relationship with teachers is found to the important factors in the perception of assessment perceptions.

### **Assessment Anxiety**

The existence of any kind of assessment is likely to be threatening to most students However examinations. Oral presentations and laboratory assessments cause higher levels of anxiety than other forms of assessment (Crossman, 2004 cited in Zenaw 2010). Crossman (2004) points out that most students preferred courses without examinations especially in situations where examinations are graded for certification.

### **Large class size**

Teachers are often faced with the problem of teaching fundamental skills to large classes in small spaces and in adequate facilities sometimes the situations becomes so untenable that teachers assess and on desirable activities and resort to informal play, with undesirable results. In related way in large class, assessing student performance is so difficult, particularly when we used the subjective method of assessment. (Daughtry, 1979, cited in Zenaw)

# **CHAPTER THREE**

## **RESEARCH METHODOLOGY**

### **3.1 Research Design**

#### **3.1.1 Design of the study**

As indicated under the objective, this study focused on the practice and challenges of continuous practical assessment in physical education at Awi zone preparatory schools and then revealing the challenges encountered in its application. To this effect, to get reliable information of the current status of the issue under study, Descriptive method was employed on the assumption that it could help to get a great variety of the data related to the subject under investigation.

#### **3.1.2 Sources of data**

Data were gathered from participants that are claimed to have adequate proximity to the study area. Accordingly the participants included physical education teachers, students, and administrations.

**Physical education teachers:** teachers are one of the important elements in the teaching learning process. Through their experiences, they can provide useful information, many questions for teachers were include issues related to major challenges and practices of continuous practical assessment in physical education in their school.

**Students:** the problem cannot be fully comprehended and understand by single mind and method. This very fact calls to use varieties of data sources Therefore students and administrations were taking as sources of data as to furnish important information pertaining to assess practice and challenges of continuous practical assessment in physical education in their schools.



## **3.2 Research methodology**

### **3.2.1 Samples and Sampling technique**

The Awi zone has the total of five preparatory schools. For the purpose of the study, only three preparatory schools were taken as sample schools. The sample schools were selected by using purposive sampling technique. The researcher has reasons to select Awi zone and sample preparatory schools due to his long experiences in the zone; the researcher has been observed that many problems in some preparatory schools of the zone. They were in a condition that calls for investigation. In addition, since I am familiar to the research site, I believe that the stakeholders cooperative to provide the required data, so that I used to obtain detailed information about the issues under investigation.

Concerning the selection of the respondents, physical education teachers were selected and included in the sample on the base of availability sampling technique, since they are few in number. Because of the total students population of the three preparatory schools is relatively large size; simple random sampling technique which is lottery method has been employed to include students from their respective schools.

There are 16 physical education teachers and 2412 students as a population in the sample schools. However the sample size is made of 16 physical education teachers (6 from Enjibara, 6 from Dangila, 4 from addis kadam preparatory school) and 2400 students. The information from school administers indicates, there are 790 students in Enjibara preparatory 923 students dangila preparatory and 699 students in addis kadam secondary and preparatory school. Therefore the sample was drawn proportionally as such 82 students from Enjibara preparatory school, 94 students from dangila preparatory school, and 73 students from addis kadam secondary and preparatory school were selected and involved in the study. This implies that the sample size was

249. The main reason that the sample size is reduced to 249 is to make the data collection process easy and manageable.

### **3.2.2 Data collection instruments**

For this study, such data collection instruments as questionnaires interviews and field observation were used to obtain the required data.

**Questionnaire:** questionnaires were used to gather data from PE teachers and students. The questionnaire was designed as both open ended and close ended items. Some five point scale manner, and some items wise multiple choice item type were included. Open ended items were formulated in such a way that they let the respondents to freely express their ideas.

**Interview:** It is also a very useful instruments to understand reasons why and how things happen and the way they happening. Some literature indicates that interview has three forms. These are structured, semi-structured and unstructured. The semi structured interview were take as additional sources of data administered to administer.

**Field observation:** field observation was another data collecting instruments. The observation was conducted during physical education lesson. It was takes place while the teachers were teaching the practical part of the lesson. The field observation guide formant was developed by the researcher.

### **3.2.3 Data analyses procedures**

To analyze the data, both quantitative and qualitative techniques were employed. The data which were gathered through interview and open ended questioners were analyzed through qualitative techniques. The data gathered through closed ended questionnaire, and observation check lists were analyzed through percentage.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

In this section the results obtained from questionnaire, semi structured interview, and practical class observation, were analyzed, percentage as a statistical method was employed to present and analyze the structured item of the information that was drawn using questionnaire, the data from open ended questions & interview were analyzed and described in words.

## 4.1 Background of the participants

Table 1 characteristic of teacher and students participants by sex, age, qualification teaching experience and teaching load.

No	Items	teacher Respondents			Student respondantes	
			No	%	No	%
1	Sex	M	1	6.25	149	62.08
		F	15	93.75	91	37.92
2	Age	20-25	2	12.5		
		26-30	11	68.75		
		31-35	2	12.5		
		36-40	1	6.25		
		41 and above	-			
3	Qualification	Bsc	5-14	87.5		
		Msc	6-251	6.25		
		Diploma	1	6.25		
4	Teaching experience	0-3	4	25		
		4-7	9	56.25		
		8-11	3	18.75		
		12 and above	-			
5	Teaching load per week	Below 10	3	18.75		
		10-15	12	68.75		
		16-21	2	12.5		
		22 and above	-			

As can be seen from item (1) of table 1, 93.75% of teacher male where as 6.25% of teachers are female. As shown from the above table item(2).12.5% of teachers are between the age of 20-25, 68-75% of teachers are between the ages 26-30, 12-5% of teachers are between the ages 36-40 and 6.25% of teachers are above the age of 41.

As shown from the above table item (3), 87-5% of physical education teachers have first degree, 6.25% of PE teachers are diploma and 6.25% PE teachers are Master in other subject.

Work experience of the teachers was one of the most important issues that could influence commitment of teachers to their profession. Accordingly, 25% were found in the category of 0-3 years, 56.25% between 8-11years no one was found to have 12 and above teaching experience, research indicates that years of prior teaching experience is related to the professional development of teachers.

Concerning the teaching loads of the teachers, 18.75% were found in the category of having below 10 periods per week 68.75% were found in between 10-15perides,12.5% also had in between 16.21 periods per week no one was found to have 22 and above periods per week. This shows that 81.25% of the teachers were loaded, and this condition could affect their work negatively because they thought more than 12 periods per week.

## **4.2. Analysis and interpretation of the data**

The respondents of the study were asked different questions pertinent to the practice and challenges of practical continuous physical education assessment implementation in preparatory school in Awi zone. 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. In service and pre service background training of teachers on CA

No	Description	Alternatives	Teachers Respondents	
1	Training taken on CA through pre service	Yes	9	56.25
		No	7	43.75
2	Training taken on CA through in service	Yes	7	43.75
		No	9	56.25
3	Training days for CA through in service program	One day	3	28.57
		Three day	2	28.57
		A week	-	42.85
		A month	-	-
		If other		-

As shown above, Table 3 focuses on in service and preserves background training of teachers on continuous practical assessment. Thus the views from respondent summarized as follows. As indicated in item (1) of the table 56.25% of teachers responses show that training taken on CA through preserves and 43.75% of teachers responses show that not training taken on CA through preserves.

As shown their above tables of item (2) the in service training that was given in the school shows that 43.75 % of them received and 56.25% replied that they did not take any training.

Regarding the duration of the training data obtained from teachers indicated 42.57% replied that the training was for one day only, 28.57%

respond three days and 12% replied that they got for a week and no one received training for a month and above or different from the alternatives.

This shows that most of the teacher's did not take training on CA in the preserves and in service training.

Generally without having appropriate training CA cannot be effective. So the effective implementation of CA depends on continuous and practical training of PE teachers and students. If this is no, there will be progress on learning and Improvement in instructional process.

Tabel.3 Integration of assessment methods in course plan

No	Implementation of CA	Alternatives	Teacher response	
			No	%
1	Using CA plan your	yes	12	75
	Practical lesson	N o	4	25
2	Frequency of corporation practical techniques in lesson plans	always	5	31.25
		Sometimes	7	43.75
		rarely	4	25
		Not at all		

Accordingly as shown a box in item (1) of table 3 concerning usage of practical CA plan for a lesson 75% reflected that they were using CA plan and 25% respond that they were not using CA plan.

Regarding the frequency usage of practical CA, 31.25% respond that they always incorporated CA in their lesson, 43.75% of item replied they sometimes

used variety of CA devices and 25% respond that they rarely used different CA types in their lesson.

Form the above table we can understand that CA planning of CA was not the major problems for teachers. However, CA plan even through the durations was not in a continuous manner. As we have seen from their responses above almost half of the teachers used CA sometimes in their lesson plan. If they do not plan continuously, there will be a problem in the instructional process and it affects the changes that will be expected from teacher and students.

Generally teachers were not in a position to use practical CA plan for their lessons.

The incorporation of CA is mostly accused sometimes in the instruction process. These facts have their own effects on CA practices and on students have their own effects on CA practices and on student's behavioral change.



Table 4 frequency of CA used in practical class room activities.

No	Level of CA implementation	Alternatives	Teacher respondents	
			No	%
1	Practical Assessment used every day	Yes	11	56.25
		No	5	43.25
2	Stage of practical assessment used	At the beginning	1	11.11
		While the lesson is going on	2	22.2
		At the end of after the lesson	4	44.44
		At each stage (before, using and after)		22.22
3	Time used for practical tests and exam	Tow times	3	18.75
		Three times	8	50
		Four times	2	12.5
		More than four times	3	18.75

As shown in table, concerning daily usage of practical assessment 56.35% teachers replied by saying yes and 43.75% responded to No.

Concerning the time when practical CA is used, 11.1% of teachers responded to the beginning of the lesson, 22.2% during the lesson, 44.4% after the lesson and 22.2% in each stage of the lesson.

Regarding the time of the practical tests and exam provision, 18.75% of the teacher's responded to two times 50% to three times, 12.5% to four times and 18.75% respond to more than four times.

From table we can understand that most teachers assessed their student's every day but during the practical observation most teachers did not do these activities this shows that their responses to the questionnaire were not supplemented by practical class room practices. On the other hand, those who said yes for every day assessment practice, their assessment was not properly implemented because most of them assessed for the sake of grading and for checking, and literature taught us that CA should be practiced in three levels in every lesson. Such that, before, during, and after the lesson. All of them have their own importance for student's progress as well as for instructional improvement.

The result of practical observation shows that most teachers used CA at the end of the lesson partially, so we can say that CA was not easy to see progress in teaching and learning.

Concerning the number use practical test three times this also affects the implementation of CA because the purpose of CA is mostly to focus on formative assessment using a variety of tools.

Table 5 student's involvements on CPA

No	Item	Alternatives	Teacher respondents	
			No	%
1	Involvement of students in practical assessment activities	Yes	10	62.5
		No	6	37.5
2	Communicate instructional objectives with your students	Yes	9	56.25
		No	7	43.75

As indicated in the above table concerning involvement of students in the practical assessment process 62.5% replied to yes, 37.5% responded to NO

Regarding the communicate instructional objectives 56.25% of the teachers replied by saying yes and 43.25 respond to No

From the above table, we can understand that involvement of students in Assessment process. To make CA more effective, students should assess their own work and their peer work in practical activities. From the finding based on the data obtained through practical observation. It is as shows that the observed teachers were judged very low in encouraging students to assess their classmates.

In item (2) of the above table we can understand that students are rarely informed the objectives of the lesson. If this is done, students could understand the aim and the process of the lesson. Then it becomes challenges of the implementation of CA. If teachers always communicate students about the objective of the lesson, students can follow and become active in the practical activities

Table.6 response of teachers and students on the provision of feedback on CPA

No	Item	Alternatives	Teacher respondents		Student respondents	
			No	%	No	%
1	Feedback used timely	Yes	14	87.5	96	40.18
		No	2	12.5	144	59.82
2	The frequency of feed back	In each, CA tasks	3	221.42		
		When each practical test	9	64.28		
		At the end of the semester	2	14.28		
		If any other	-			
3	Reasons for not using feed back	Lack of time cover the topic	2	53		
		No need for feed back	2	24		
		Student are not interested when		33		
		You told their weakness				
		Item				

As indicated in table concerning the provision of feedback timely 40.18% of the students responded to yes and 87.5% of teacher's responded to yes, and 59.82 % of the students responded to No and 12.5% of the teachers responded to No.

Regarding the frequency of feedback, 21.42% of the teachers responded to each practical tasks 64.28% of the teachers responded to when each practical tests, 14.29% of teachers to the end of semester.

Regarding the reasons opposite concerning feedback used timely but from the students' practical observation it was checked that students did not get that

feedback for every CA activity most of teacher's response the frequency of feedback used after the practical test are taken place. This practice makes certain that CA timely feedback for students was very poor on the other hand, teachers tried to reason out for not using feedback i.e. they lack of time and students are highly interested, especially when you tell their weakness they feel ashamed but the teaching learning process always heads feedback to bring a change in the instructional process.

Table.7 guidelines and support school administrator

No	Item	Alternatives	Instructor respondents	
			No	%
1	Guideline supplied by the school	yes	4	25
		No	12	75
2	Support of school administrators of CA	Very high	1	6.25
		High	2	12.5
		average	4	25.25
		Below average	7	43.75
		never	1	6.25

As indicated in table (7) the concerning the existence of CA guiding principle, 25% of teachers replied to “yes” and 75% of them responded to “No”

Regarding the extent of the support of school administration for teachers, 6.24% replied to high, 31.25% replied to average and 37.75% responded to bells average.

We can understand that assessment guideline was not common for teachers in the physical education department. There is evidence that shows that every teacher they do have their own CA guide for themselves. This has a negative influence on CA implementation because the aim of the physical education department or the school is to produce an all rounded personality from cooperative work of teachers but if teachers use different assessment guideline, they cannot come to the common aim of teaching and learning.

Regarding guidelines, most teachers responded that they did not get any specific guideline that shows how to implement CA from the school. This shows that if there is no such kind of guidelines; the work of the instruction is not well organized, systematic and coherent. This in turn, affects the progress of the learners and negatively influences the development of instruction because teachers were not guided and Supported by the necessary ways and means of teaching activities.

In item (2) in the above table we can understand that the CA support from administrators was many respondents were saying below average. However, it is true that the school administration is there for facilitating things for teachers and students in the day to day effort of the teaching and learning progress.

Generally, if there, is no common guide lines of what, how, and when, etc. for their assessment the overall objectives of the physical education department will not be achieved as assessment and instruction must be done cooperatively and collectivity rather than individually. If they were using their own guide's teachers, there would be some confusion on students and the collective nature of teaching learning could not be practiced effectively.

Table.8 Teacher alternatives and respondents

No	Item	Use always		Some times		When necessary		Don't use	
		No	%	No	%	No	%	NO	%
1	Project work			6	37.75	5	31.25	5	31.25
2	Home work			5	31.25	6	37.75	5	31.25
3	Observation	12	75	2	12.5	2	12.5		
4	Oral qualification	3	18.75	8	50	4	25		
5	Group desiccation	4	25	8	50	4	25		
6	Presentation	3	12.5	4	25	5	31.25	4	25
7	Reflection	1	6.25	4	25	5	31.25	6	37.75
8	Peer Assessment	4	25	5	31.25	3	18.75	4	25
9	Self assessment	2	12.5	6	37.75	4	25	4	25
10	Practical work	4	25	6	37.75	6	37.75		
12	Practical Test	4	25	6	37.75	6	37.75		
13	Interview			3	18.75	4	25	9	75
14	Exam			2	12.5	14	87.5		
15	Others								

As shown in table (8) physical education teacher responded that for project work is not use always ,home work not use always observation 75%used always oral question 18.75% use always presentation 12.5% use always self assessment 25% use always, practical work 12.5% use always and practical test 25% use always.

Regarding the table (8) we can use less infuses to use self assessment, peer assessment, practical work and practical test that means we can understand that physical education teachers focused on those CPA tools that help for simple knowledge or for recalling things on the contrary as we have seen they did not give more attention for attitude and skill development. This will have its own effect on student’s personality development because their potentials will develop when physical education teacher use different CPA tool that initiates them to act in some way.

Generally to use different CPA tools effectively should be practiced now and then to the teachers’ progress and instructional improvement.

Table.9 practical observation results

No	Item	Alternatives and respondents			
		Yes		No	
		No	%	No	%
1	Teacher used appropriate CPA planning	4	33.33	8	66.67
2	Teacher used variety of CPA	4	33.33	8	66.67
3	CPA are related to the lesson object	3	25	9	75
4	Teacher communicated instructional activities to the students	4	33.33	8	66.67
5	Teacher gave information about the	3	25	9	75



	assessment				
6	Teacher used appropriate time process for practical assessment activities	3	25	9	75
7	Giving feedback following levels of assessment	3		9	75
8	Encouraged students to assess their own work	3	25	9	75
9	Record the assessment results of the lesson	8	66.67	4	33.33
10	Informational assessment tools employed	4	33.33	8	66.67
11	Formal assessment tools employed	7	58.33	5	41.67
12	Practical class environment is suitable for CPA				
	A. Appropriate arrangement of field	6	50	6	50
	B. Reasonable student teacher ratio	4	33.33	8	66.67
	C. Reasonable material ratio	3	25	9	75
	D. Prevalence of active learning methods	3	25	9	75
	E. Motivation of teaching learning	5	58.33	7	41.67

Practical observation helps us to see the various interpersonal interactions between the physical education teachers and instructional aid if any and student's interactions among them in the practical class. Thus practical class observation is variable tool in providing information that consist be obtained in other ways.

Practical class observation was conducted with the help of check lists which included 12 categories of physical education practical class assessment instructions and use of instructional media.

As shown in Table (9) the observed 8 teacher did not have CPA plans 33-33% of the observed teachers have CPA in a lesson plan researchers stated that assessment and instruction are inseparable and are supports each other.

Concerning CPA tools, during observation only 33.33% of the teachers used different devices for their lesson, and 66.67% of them did not use verities of CPA tools.

Regarding whether CPA is related to the objectives of the lesson only three observed teachers were able to inform about the objectives of their lesson to their students this is very important for learners if they are informed before they tried to see other elements of the lesson because assessment is a means to check the desired objectives. This also has negative impact on students learning and instructional activities.

Concerning the assessment to be informative for learners, 25% of them tried to inform about assessment during the lesson. And the rest 75% did not inform about the assessment process. This also has negative impact on students learning and instructional activities.

Regarding the provision of feedback, in most cases it was very poor because only 16.37% use feedback for students, activities and the rest 33.33% did not use.

Concerning self assessment, the practice is also very weak because 25% have used self assessment the remaining 75% did not use self assessment.

Regarding the record of assessment results, 66.67 % recorded results and 33.33% did not do and this shows they were highly concentrated on recording rather than giving feedback.

Regarding the practical class environment, most classes were not good in line with the number of student's, number of materials for teaching aid and hospitality for learning and teaching.

From the above information, we can conclude that the implementation of CPA was very poor in the following points most teachers did not prepare CPA plan, the number of students in class, and did not use variety of CPA tools. Their feedback was very limited and informal assessment did not get attention teachers followed the traditional assessment techniques even the assessment was not continuous.

Above all if the above points are not practiced, CPA could not be effective and progress in learning will be invisible and no improvement in instruction. The practical observation results is generally very weak for the desired out comes. This simply shows that the teachers are working for the purpose of fulfilling their own need not for educational needs and mostly they assess for collecting marks.

Table (10) students' response on CPA (used by their teachers)

No	Items	Students responses		
		Alternate	No	%
1	Variety of CPA tools used by teachers	yes	106	44.17
		No	134	55.83
2	CA tools used reputedly	observation	81	37.75
		Group activity	79	33
		Peer assessment	15	6.25
		Self assessment	45	18.75
		If any	20	8.33

AS indicated in table (10) regarding the use of different CPA tools, 44.17% relied yes and 58% responded by saying No

Concerning the types of assessment mostly used 37.75% of the PE teachers responded to observation 33% of the group discussion 6.75% responded to peer assessment and 18.75% responded to self assessment where 8.33% responded to other devices.

From the above data we can understand that the most commonly used assessment techniques were observation group discussion. This finding indicates that the instruments for assessing the cognitive domain were highly used by the school PE teachers and the instruments for assessing the affective and psychomotor dominos were less used or neglected in the school under study.

Table (11) Student’s response on CPA information process (provided teachers)

No	Items	Alternative	No	%
1	Teachers provision information about practical assessment	yes	80	33.33
		N o	160	66.67
2	Possibility to assess peers	Yes	64	26.33
		No	176	75.33

As shown in table (11) regarding whether PE teachers informed students about practical assessment process, 33.33% responded to yes and 66.67% responded to No respectively.

Concerning the possibilities assessment 26.33% replied to yes and 73.33% to No from the above data we can understand that most physical education teacher did not provide any information about CPA process or they did not inform them for students this shows that PE teachers were not on the right

track about CPA process because the issue need that learners should get information about practical assessment process in advance.

Concerning peer assessment we can conclude that if learners do not get chance to assess their friends they will learn and they will not share ideas. As a result the nature of instruction will be affected since the teaching learning process need collective activity, If students do not learn from their friends, the one side information will not be complete enough for the overall development of the learners.

Generally, peer and self assessment are very useful for students to learn and to share many things in their learning process and this gradually helps for their own progress and instructional activities.

### **4.3. Results of interview and open ended quotations**

Results of Interview with school administration in response to the mechanisms which the school directors used 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. One of the interviewed directors said short discussion with teachers department needs concerned to CA, but checking the class room's teachers are very difficult.

Regarding the attitude of most teachers towards CA they responded that CA as impossible for implementation they think as vague ,hard and difficult with large number of students, less understand about concepts of continuous Assessment, and have burden of work

When asked challenges or barriers were faced by teachers in the implementation of CA, what they commonly stressed was not different from what teachers on the open ended questions responded as challenges. However,

they further said that most of teachers are young and they need more experience as well as practical training on CA.

In conclusion, the directors were asked what they say for the contribution of CA for instructional improvement “If it was properly implemented, the students were shaped by three dominoes of learning objectives they were, assessed by cognitive, psychomotor, and affective demons, it was also easy to identify attitude of the students, their resemble and ability what they want to be.

#### **4.4. Major problems faced in implementing CPA**

As the evidences for opened questionnaires and interview, almost all of the respondents indicated the following major points.

**1. Large class size** was the first issue which the respondents underlined. They indicated that attempting to practice CPA 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.

**2. Time constrains.** As the finding of this study indicated teachers reported that shortage of time is a challenge for them to effectively handle CPA more specifically, the respondents justified that the number of class to teach in week is high.

**3. The availability of few or interractional media** the result from of this lack of adequate instructional materials is a challenge for teachers to implement CPA in their school. To integrate CPA with instruction the respondent added

that instructional materials are indispensable and the scarcity affects the practice of CPA.

It is evident from the above description that instructional materials are important aspects for CPA as components of the instruction to be handed effectively

#### **4. The availability of few or no instructional media**

The result from the open ended questionnaires further revealed that lack of adequate instructional materials is a challenge for physical education teachers to implement CPA in their school. To integrate CPA with instruction the respondent added that instructional materials are indispensable and scarcity affect the practice of CPA instructional materials are important aspects for CPA as component of instruction to be handed effectively.

5. Misconceptions of the overall concepts of CPA by physical education teachers. Physical education teachers wrongly conceptualize CPA equating in with continuous testing and this in turn has an impact on the practices here the respondents attributed their misconception of CPA to lack of sufficient knowledge in the area on the basis of most teachers view it can be noted that physical education teachers should be equipped with basic skills and knowledge pertaining to CPA before they start to implement.

6. Lack of awareness and readiness to implement CPA

7. Over assessment students and teachers will suffer and resent CPA if it appears that the assessment does not have a meaningful function.

8. In sufficient materials, lack of supervision, and solutions of respondents on CPA problems.

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

- ❖ Reduction of physical education teachers work load by hiring additional physical education teachers
- ❖ Minimizing the number of students in a class or allocation of teacher student ration.
- ❖ Improve teachers and student's attitude towards CPA through awareness and student's attitude towards CPA through awareness creation programs such as conducting workshops and seminars arranging regular experience and sharing program.
- ❖ 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.
- ❖ 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 respondent's solution towards CPA problems, the researcher arranged the respondent in categories. The first one is training on CPA implementation. Therefore, as they put it directly both teachers and students have to get practice based training on continuous practical assessment more over the PE teachers load and large class size also affect CPA implementation.

Teachers need motivation from the school, lastly, enough budgets should be allocated for instructional materials and supervision programs need to be practiced in order to make CPA implementation more effective.



# CHAPTER FIVE

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Summary

The main purpose of this study was to assess the practice and challenges of CPA physical education Awi zone preparatory schools for the achievement of this objective the following basic questions were raised

1. What are the perceptions of physical education teachers about CPA?
2. What types of CPA techniques do teachers use during lessons?
3. What do teachers do with the results of CPA?
4. What are the major factors that influence physical education teachers practices related to CPA?

In order to answer the above questions, descriptive research method was employed. The data relevant to the study were collected through questionnaire employed, interview and practical class observation checklists.

In analyzing the collected data quantitative method percentage was employed to analyze the data collected by questionnaire, and qualitative method was employed for interview, open ended questions and observation.

Based on the analyzed data the following major findings were obtained:

- Most participants had incomplete understanding about CPA in that they concentrated on summative components of assessment.
- Most physical education teachers did not include a variety of CPA tools in their plan did not use in the practical class activities. As a result the status of CPA implementation was far from the standard and they concentrated on few tools.

- It was found out that most of students considered CPA as a series of practical tests activities to measure student's performance.
- Most physical education teachers did not take assessment courses during their school days besides. They received training for a short period of time during the in service program to CPA as a tiresome and more time consuming.
- The study indicated that more than half of physical education teachers almost 66.67% were recording all CPA results for promotion purposes, which excludes the major aim of CPA.
- The study also revealed that there is shortage of materials for physical education teachers and students to implement CPA.
- The study indicated that inadequate guidance and supervision mechanisms were employed to make the necessary follow up on whether the physical education teachers implement CPA techniques in the instructional process or not.
- 75% of the physical education teachers were rated as low or they were poor concerning the provision of timely feedback for students.

## **5.2 Conclusion**

The following conclusions were made based on the major findings of the study

1. The collected data show that the majority of the physical education teachers did not take basic assessment courses in preserves program.

The training that was provided during the service program was very short and not sufficient for successful CPA activities, more specifically, it is very difficult to say that physical education teachers have adequate and complete understanding about CPA points they perceived that the main focus of CPA was on products of the instructional system they also understand that the emphasis of feedback in CPA was on what students could not do rather than on what they could do.

2. There were no common CPA guidelines and ground rules for instructional activities to assess learner's practical skills

3. The study indicated that the provision of timely feedback and continuously assess students was very poor on the observed physical education teachers.

4. From the finding it can be concluded that the majority of the physical education teacher used similar and simple assessment techniques but to use more assessment tools that help to bring practical skills.

5. During the observation their physical education teachers were not well planned and organized in the process of implementing CPA. They also the physical education teachers were not supportive and initiative as such.

6. Even though CPA is taken as an integral part of their instructional activities but some physical education and students still have negative attitude towards CPA application. This has negative impacts on CPA implementation in the preparatory school.

7. As indicated in the study most physical educational teachers focused on summative CPA than formative this implies that physical education teachers were not giving attention for student's progress and for instruction. Besides physical education teacher were not using a variety of CPA devices to assess the affective and psychomotor aspects of the students.

8. As the study indicated there was a lack of proper follow up and supervision from the administration, which affect CPA implementation negatively in the school.

9. Many challenges were found to hinder physical education teacher from using CPA approach to assess students learning progress, specifically large class size teaching load, Lack of teaching materials, incentives of the school.

10. Physical education teachers were using CPA (summative) results not to see the student's improvement in their learning rather for grading system

11. A lot of challenges were found to prohibit physical education teachers from using the CPA approach to assess students learning progress specifically problems related with the school context, such as large class size, lack of materials and lack of teaching aid affect the effort of physical education teachers CPA implementation.

### **5.3 Recommendations**

Based on the above findings the following recommendations were forwarded

1. Practical intensive training for both physical education teachers and students should be provided to change their knowledge attitude and practical skills of CPA.

Specifically the training should focus on

- ❖ How and when to provide feedback for students
- ❖ How and when to practice practical assessment
- ❖ How to improve instructional activities using CPA and how to integrate CPA with instruction.

2. Motivating physical education teachers by providing further education and material incentives. In addition to this by hiring adequate number of physical education teachers and by giving more academic freedom i.e. avoiding unnecessary interference on their professional activities.

3. Students should be involved more than the present practice in the process of CPA to enhance the effective implementation of CPA. Involving students in CPA process helps students to develop responsibility confidence to develop their knowledge attitude and practical skills and to know that the assessment is not the duty of the physical education teachers only.

4. Come the problems of large class size the school and the regional educational Bureau should recruit students based on the capacity of the school for effective implementation of CPA.