



JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCES
DEPARTEMENT OF SPORT SCIENCE

**THE PRACTICE AND CHALLENGES OF CONTINUOUS ASSESSMENT
IN PHYSICAL EDUCATION IN CASE OF BORECHA WOREDA
SECONDARY AND PREPARATORY SCHOOL OF BUNO BEDELE ZONE**

By
ASNAKE TEKALIGN

OCTOBER, 2017
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**OCTOBER, 2017
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ABSTRACT

The purpose of study is to make a survey on the current status of continuous practical assessment in physical education in Borecha woreda secondary and preparatory schools. To achieve the intended objective of this study descriptive research method was used. The primary data were collected through questionnaire from students and from teachers through observations. The collected primary data were analyzed in percentage, mean and standard deviations as well as the qualitative data that collected through interview and observation were analyzed qualitatively with text explanations. The needed data was obtained by means of questionnaires distributed to 12 physical education teachers and 222 students in three secondary and one preparatory school. Interview which was designed for physical education teachers and finally observation was used. The data was analyzed using both quantitatively and qualitatively.

Accordingly the research revolved the following results. Mostly schools indicate the following problems; large class size, shortage of time, lack of teaching aids, lack of availability of a few or no instructional media, lack of awareness about continuous practical assessment, high teachers class load and the students negative attitude towards subject matter. As the result, it is difficult to practice continuous practical assessment in physical education. Therefore, physical education teachers were not carrying to full fill materials and generally they did not show their commitment. If these problems are to be met forth rightly and directly, then careful planning and study are necessary. If success solutions with successful answers are to be arrived at, cooperative action is desired between physical education teacher and students.

Key words: *challenges, physical education, continuous practical assessment, practical activity.*

ACRONYMS

ACHPE -The Australian council for Health, Physical Education and Recreation.

ACT- American College Test.

CA- Continuous Assessment.

GCS-General Certificate Secondary School.

IEP- Individualized Education Plan.

IFSP-Individualized Family Service Plan.

MEAP -Michigan Educational Assessment Program.

NASPE - National Association for Sport and Physical Education.

NHS- New Hampshire Standards

OEB -Oromia Educational Bureau.

PE - Physical Education.

ROH- Researcher Owner Association. .

MOE-Ministry of Education.

CHAPTER ONE

1. INTRODUCTOIN

1.1 Background of the study

The process of education should not be haphazard; rather it should be planned and organized. Curriculum may be taken broadly as a plan for the education process. In curriculum planning, there is a continuum consisting of planning at the beginning and implementation at the end. It is at the implementation level that the desired behavioral changes on the part of the learner take place. The statement of good behavioral objectives, the selection and organization of content will not bring about the desired behavioral changes in themselves. There are other factors among which are the selection of appropriate teaching methods, teaching material and infrastructure. selection of appropriate teaching methods Regarding to this idea Honey born, Hill and moors (1996:155) stated that “there are many different styles that can be adopted by teachers, each instructor has his or her own way of presenting information and the style each chooses depends on several variables such as; the teachers’ personality and ability, the type of activity to be taught, the ability of those being taught, the level of motivation those being taught , the age range of the students and environmental factors and so on.

Teacher’s effort is coordinated and focused on fulfilling their program. These teachers reflect strong commitment to their students and a sense of pride. The programs and teachers indicate that there are many exciting direction in school physical education today. Outstanding program and exemplary teachers provide their students with quality physical education. As Teshome Alemayehu (1981:18) Noted; the teaching process in physical education means a joint activity of the management of the teacher and conscious participation of the learners. It is directed to acquiring of knowledge, habits, development motor cal and moral to lead quality of life and this in turn raises the status of physical education.

By the same sound Nelson *etal.* (1996), described that physical education is one part of education in general that part of children through the use of movement experience. Physical education activations are valuable education activities which deserve a fair share of the school time.

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 agree 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 collection, interpreting and synthesizing information the help teachers understand their pupils plan and monitor instruction and establish a conducted classroom atmosphere.

Assessment can be defined as any planned technique used to measure, judge or diagnose a student's achievement and to make inferences based on that evidence for a variety of purposes, including planning (Doolittle, 1996). Physical educators should use assessments that are authentic, focus on the process, and are formative. Authentic assessment is designed to take place in a real-life setting and emphasize validity, fairness and the enhancement of learning (Panicucci, 2002). Process assessments focus on the form of the movement, not the successful completion of attempts. Formative assessments provide information to provide feedback to teachers and students about the students' progress toward a learning goal.

Assessment is crucial for students. It provides feedback to the student on their progress and mastery of the skill. Assessment allows students to understand, and interpret information regarding their performance. Utilizing various types of assessment allows each student an opportunity to excel. Students develop an understanding of their own strengths and weaknesses, thus allowing them to gain an understanding of how to improve. Students actually develop a cognitive understanding of all aspects and components of each skill being assessed. For example, the use of peer assessment requires the student-evaluator to understand the skill components cognitively. By developing cognitive understanding of skills, students gain a better understanding of the components necessary for proper psychomotor execution.

Regarding to this idea AEB (2002) stated that 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.

Now a day in Ethiopian teacher's education system there have been continual changes in the curriculum since 1994. The documents also stated that in the teacher education, traditional ways of assessing students like giving final exams only as to be replaced by continuous assessment that

develops and includes higher order thinking skills at different levels of the educational system in selecting area.

1.2 Statement of the Problem

The continuous assessment is very important for teachers and student. The teachers and students should be well informed and have the awareness about the concept and procedures of practicing continuous assessment before they are made implement it. Most teachers seem that they do not have a clear understanding of the continuous practical assessment as continuous testing Derje (2010) as cited to in Seiamenh (2010:22). The part of the investigator to look in to the practice of continuous practical assessment and the challenges of PE teachers faced at Borecha Woreda secondary and preparatory schools.

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 student evaluation system that operates at 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 schools, colleges and universities) requires continuous assessment as a part of curriculum in general and instructional process in particular. To realize this, the role of teachers and students has paramount importance. This means that teachers and student should be well informed and have the awareness about concept and procedures of practicing continuous assessment before they are made to implement it. Besides, from the observation and experience of the writer of the paper, most teacher seems that they do not have a clear understanding of the continuous testing, this wrong conceptualization of the term will even affect the need to employ a variety of techniques the assess the learners progress. It is worthwhile, therefore, on the part of the investigator to look in to the practice of continuous practical assessment and challenges of physical education teachers' face at Borecha woreda Secondary and Preparatory schools.

1.3 Research Questions

1. What is the interest of physical education teachers and students in implementing continuous assessment in their physical education practical class?
2. What are the major factors that affect teachers activity practice related to continuous practical assessment in physical education?
3. What is the contribution of practical continuous assessment to evaluate students in physical education?
4. What types of continuous practical assessment techniques do physical education teachers uses during practical physical education lesson?

1.4 Objective of the study

The study attempted to meet the following research objectives:

1.4.1 General objective

The general objective of this study was to assess the currents status of continuous practical assessment in physical education practical class in BorechaWoreda Secondary and preparatory schools.

1.4.2 Specific objectives

The specific objectives of the study are:-

1. To investigate the interest of physical education teachers and students in implementing continuous assessment in their physical education practical class.
2. To identify the major challenges that affect teacher's activity in continuous practical assessment in physical education.
3. To examine the contribution of continuous practical assessment to evaluate students in physical education
4. To identify the major types of continuous practical assessment techniques this were used by teacher during practical physical education class.

1.5 Significances of the study

The significance of this study is:

1. Motivate the teachers to improve their assessments techniques
2. Give clues how to solve the problem hindering the effective implementation of practical continuous assessment in physical education.

3. Use as a reference for other researchers who want to study further and depth on this research or other related works.

4. Identifying the teachers to improve their assessments approach.

5. Finally this research document was used as basic source of information for those who need to conduct research on similar thematic area.

1.6. Delimitation of the study

Even though, continuous practical assessment in physical education common challenges in all schools at national, regional, zonal, woreda and school level to make the study manageable and feasible the researcher restricted himself on three of selected secondary and one preparatory schools in Borecha Woreda.

1.7. Limitation of the study

In conduction the research, the limitation which were encountered mostly related shortage of reference books, shortage of internet access, participant's knowledge, financial problem and time.

1.8. Operational definition terms

Assessment;- is the process of gathering, interpretation, using information about students progress & achievement to improve teaching and learning (S. capel & S. piotrowski, 2001).

Continuous; -assessment; is assessing aspects of learners' throughout this course and then producing a final evaluation results from these assessment Oguneye, W. (2002).

Observation: - techniques for assessment of student's practical work where teachers watch the completion of given task and assess the process and the products (Burns, 1999).

Practical Lesson;- an assignment or exercise in which something is to be learned Challenge: (Peter Meaney, 2003).

1.9. Organization of the study

The final research paper organized into five chapter;- The first chapter was deal on introduction, and consists of background of the research, statement of the problem, research question, general and specific objectives, significance, scope and limitation of the study and operational terms.

The second chapter was deal with review of related literature pertinent to the research which concerns about the issue assessment in education, the concept of classroom assessment,

assessment in physical education, major factors that affect teacher's activities in physical education, attitudes of students and teachers continuous practical assessment, the advantages and drawbacks of continuous practical assessment, etc.

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, was part of the document.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Assessment in Education

Assessment is essential not only to guide the development of individual students but also to monitor and continuously improve the qualities of programs, and provide evidence of accountability to those who pay our way. Educational assessment seeks to determine how well students are learning and is an integral part of the quest for improved education. It provides feedback to students, educators, parents, policy makers and public makers and public about the effectiveness of educational service. Assessment and feedback are crucial for helping people learn. Assessment should mirror good instruction; happen continuously as part of instruction and provide information about the levels of understanding that students are reaching. In order for learners to gain insight in to their learning and their understanding, frequent feedback is critical; students need to monitor their learning and actively evaluate their strategies and their current levels of understanding. Different scholars and educational philosophers explain this idea in the following way:-

Individuals acquire a skill much more rapidly if they receive feedback the correctness of what they have done. One of the most important roles for assessment is the provision of timely and informative feedback to students during instruction and learning so that their practice of a skill and its subsequent a question will be effective and efficient. (Pellegrino, *etal.*, 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' (Department of Education and Science/Welsh Office 1991:42). 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 (impassive assessment). These judgments provide evidence of the extent 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. (Capel&Piotrowski. 2001:100). And also the word assessment has taken on a variety of meaning within higher education.

2.1.1 The Concept of the Classroom Assessment

As I have searched different research and literature the concepts of classroom assessment summarized the following main point;- 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 in addition to this classroom assessment provides information which serves as feedback to modify teaching and learning activities. It can also be information which serves as feedback to modify teaching the learning activities. It can also be defined as a process of gathering evidences of what pupils know, understand and are able to do.

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 assess to continuously improve teaching and learning.

This idea also supported by some scholars' context in the following way;

Classroom assessment is the process, usually conducted by teachers, of designing, collection, interpreting, and applying information about student leaning and attainment to make educational decisions. There are four interrelated steps to the classroom assessment process. The first step is to define the purpose for the information. During this period, the teacher considers how the information will be used and how the assessment fits in the students' educational program. The teacher must consider if the primary purpose of the assessment is diagnostic, formative, or summative. Gathering information to detect student learning impediments, difficulties, or prerequisite skills are examples of diagnostic assessment. Information collected on a frequent basis to provide student feedback and guide either student learning or instruction are formative purposes for assessment, and collecting information to gauge student attainment at some point in time, such as at the end of the school year or grading period, is summative assessment.

The next step in the assessment process is to measure student learning or attainment. Measurement involves using tests, surveys, observation or interviews to produce either numeric or verbal descriptions of the degree to which a student has achieved academic goals. The third step is to evaluate the measurement data, which entails making judgments about the information. During this stage, the teacher interprets the measurement data to determine if students have certain strengths or limitations or whether the student has sufficiently attained the learning goals. In the last stage, the teacher applies the interpretations to fulfill the aims of assessment that were defined in first stage. The teacher uses the data to guide instructions, render grades, or help students with any particular learning deficiencies or barriers. (Agostino, 2009).

2.1.2 Classroom Assessment Techniques

The following tips may be helpful to physical education teacher who are using assessment techniques in their classrooms.

- Be very clear about WHAT is being assessed (Is it worth learning and demonstrating?).
- Know WHY you are assessing (what will you do with the information? It is feedback for students, parents, your instruction, and program?).
- Assessment is more than grading! Assessments should demonstrate what students know or are able to do. Assessment can “show off” learning in your program.
- SHARE the information with students, administrators, other teacher, and parents as appropriate. (This will lend credibility to your program.)
- Start small (your most cooperative group, one group, one class, one grade level, a few students).
- Be CLEAR about the criteria (rubric standard, exemplary model, etc) for making judgments.
- Allow students in on the process. (a. Using your criteria they can evaluate self, partner or others; b. allows students some choices in the manner in which they want to be assessed include the criteria for each assessment.)
- Performance assessments are assessments involving students doing a task; they can be products, performances, or processes.
- Authentic assessment can be real or perceived. The more real-life, the more authentic.

- There are many TYPES of assessments (peer, group, projects, oral response, observation, debate, video, and paper/pencil).

2.1.3 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, professional 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 teacher in New Hampshire must rethink the place of assessment within their programs. The newly revised NHSstandards for public School Approval address 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. (Marcia McCaffrey, 2012).

- Match goals and objectives;
- Require evaluation and synthesis of knowledge and skills;
- Emphasize higher-order thinking skills;
- Clearly indicate what the student is asked to do;
- Are at an appropriate skill level according to:
- State standard; and
- The needs of the individual
- Have criteria that are clear to students and teacher;
- Are engaging and relevant to students;
- Link to ongoing instruction;
- Provide feedback to students;
- Provide cost-effective benefits to students;
- Reflect real-world situations; and
- 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 teacher to measure students' current levels of ability, progress, and their own teaching effectiveness (Runder and Schfer, 2002).

A quality assessment model in physical education involves:

The researcher believed assessment model quality is important;

- Formally stating the instructional objectives (cognitive, psychomotor, affective)
- Pre-assessing the students
- Measuring the achievement of objectives using valid and reliable tests during and after the delivery of appropriate instructional activities
- Evaluating students progress towards meeting the objectives
- This model is guided by on three principles:
- Establish appropriate instructional objectives using national, state, and local standards or guidelines.
- Select/use appropriate measures to determine student progress towards meeting instructional objective. Assessments can take make many forms. Both formal and informal tools can be used.
- 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. 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 principles of good practice without preventing them carrying out their other responsibilities (Bailey 2001). The primary goal of assessment should be seen as the enhancement of learning, rather than simply the documentation of learning". (NASPE, 1995).However, when physical educators assess students on their dress, attendance, effort, or attitude what is it that we are enhancing (Johnson, 2008). Do these assessment criteria really show us what the student has learned or what skill criteria the assessment to they have met? Of course not... these criteria tell the physical educator that a student can get dressed, can show up for class,

can participate, and/or has a good or poor attitude. These criteria tell us nothing regarding the students' development within the psychomotor, cognitive, affective or health-related fitness domains. If the goal of a physical educator is to enhance learning through student assessment then it is important for the assessment to measure objective criteria. This paper provides descriptions for what is assessment, why teacher should assess, and the steps a teacher can take to create appropriate assessments.

Assessment can be defined as any “planned technique used to measure, judge or diagnose a student’s achievement and to make inferences based on that evidence for a variety of purposes, including planning” (Doolittle, 1996). Physical educators should use assessments that are authentic, focus on the process, and are formative. Authentic assessment is designed to take place in a real-life setting and emphasize validity, fairness and the enhancement of learning (Panicucc, 2002). Process assessments focus on the form of the movement, not the successful completion of attempts. Formative assessments provide information to provide feedback to teacher and students about the students’ progress towards a learning goal. NASPE (1998) cited appropriate and inappropriate practices related to assessment in secondary physical education. The accepts below are from the NASPE position statement regarding appropriate practices for high school education. Teachers can read the statements and then evaluate if they are adhering to the stated appropriate practices regarding assessment in physical education why should assessment occur in physical education? When teachers are asked questions regarding assessment in physical education, common responses are heard. However, these responses are normally linked to why the teacher is not assessing. Some of the teacher responses include “I don’t have time, my classes are too big, I don’t have enough equipment, or I don’t know how to assess”. If a teacher is not assessing how would they know what their students are learning? The days for finding excuses for why assessment in physical education does not occur have passed. Assessment in physical education is a key accountability measure for both the student and the teacher. Assessment of student should be viewed as an integral part of instruction not an add-on. The conducting of assessments during physical education instruction provide relevant information to teachers, students, parents, and administrators by communicating what the student are expected to learn and what learning has taken place (Hensley, 1997). On-going assessments provide a reliable reflection of students’ progress, promote consistency with grading between teacher and students, and create objective

data that can be shared with the students, parents, and/or administrators (Anderson & Goode, 1997; Wright & Vander Mars, 2004).

Assessing within a physical education environment has many benefits for the teachers and the students. First, teachers can use assessments as a guide for what they want their students to learn. Assessment guides instruction for quality and helps to improve students' ability to acquire knowledge (Wright & Mars, 2004). Second, teachers can use assessment to help re-define goals and objectives to meet the needs of all their students (Smith, 1997). Depending on how the students perform on an assessment, teachers can adjust unit plans to see what critical elements (basic movements that are needed for students to perform a skill successfully) really need to be taught (Lund, 1997; Wright & Vander Mars, 2004). Finally, teacher can use assessment to be self-reflective regarding their teaching practices. A teacher can evaluate an assessment to see if the students really 'get' the information or if the content needs to be re-taught.

Assessment is crucial for students. It provides feedback to the student on their progress and mastery of the skill. Assessment allows students to understand, and interpret information regarding their performance. Utilizing various types of assessments allows each student an opportunity to excel. Students develop an understanding of their own strengths and weakness, thus allowing them to gain an understanding of how to improve. Students actually develop a cognitive understanding of all aspects and components of each skill being assessed. For example, the use of peer assessment requires the student-evaluator to understand the skill components cognitively J. Lerner, et cetera (1998).

2.2 Practical Activities

According to (ACHPER, 1994), (Victoria, 1998) and (PeterMeaney, 2003), indicated below are some exciting activities which students will enjoy and which can be incorporated into a multitude of skill practices. With some imagination and forward planning, teachers can create a plethora of fun activities to ensure students are physically active.

A Word about safety:

Teachers are responsible for ensuring the safety of their students. When planning a lesson, the teacher should consider whether the planned activities will be safe. To assist teachers, safety tips have been included in the descriptions of some activities. Other safety advice to consider includes:

- Discuss and emphasis' safety practices and precautions with students when introducing a new activity;
- Provide proper supervision of activities at all times;
- Ensure an adequate warm-up to prepare students for physical activity;
- When dividing the class into groups, aim to create groups of equal ability;
- Watch for students becoming tired and adjust or change activities as appropriate;
- Organize activity areas so there is ample space between students, groups and obstacles (fences, poles nets, bins, walls etc);
- Pay careful attention to the suitability of the activity surface. Wet grass, wet concrete, sandy surfaces, cracked pavement and polished floors can be very dangerous to use for activities which involve student moving and changing direction quickly;
- Encourage students to wear appropriate clothing for the activity. Appropriate footwear also helps prevent accidents;
- Hoops, carpet squares and mats sometimes slip when jumped on by students;
- Be careful to select equipment that is appropriate for students' ability;
- Encourage students to drink regularly to prevent dehydration;
- Encourage students to follow sun protection practices.

2.3 Purpose of Continuous Practical Assessment in PE

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. 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 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 and also, assessment fulfills a number of functions some researchers categories these functions under two main headings.

According to (S.capel&M.Whithead); - 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 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. The addition of continuous practical assessment in the instructional and testing process is intended to achieve two major purposes: to improve both the validity and reliability of the results of pupils' performance on tests and exercises, and secondly to help the pupil to develop effective learning and work habits. The present continuous practical assessments system is essentially based on frequent test taking and does not really serve the two critical purposes of continuous assessment. Classroom tests are based on assessment of lower level abilities and memorization. Where assessments are based on low level thinking skills i.e. "knowledge" and "Comprehension" pupils complete their education still unable to analyze and apply their knowledge to solve problems. Education, in effect is unable to transform the pupil from the stage of "knowledge recipient" to the status of "knowledge producer and problem solver". The central purpose of continuous assessment is to help the pupil to become a better learner and producer by encouraging pupils to improve their knowledge and skills through learning, test taking and project undertaking in the critical and important objectives of the school curriculum. (Kofi 2005)

The purposes of continuous assessments are achieved in the following ways:

- **Longer time for collecting assessment information**

Purpose of continuous assessment is to assess many times to evaluate student's performance.

- To obtain accurate and reliable assessment data on a pupil, the assessments could be spread over a longer time, time, allowing the pupil to take tests and other assignments at different times throughout the course. The average of the scores for the various assessments is a more reliable indicator of the pupil's performance in the subject than the score the pupil obtains in a one-shot examination (IBID)

- **Use of different test forms and different test situations**

One of the best purposes of continuous assessment is the test situations

By extending the time span for collecting assessment information throughout the duration of a course, different forms of testing and different assessment situations including acquisition and demonstration of practical skills can be introduced in the continuous assessment process. Practical skills such as the skills and competencies involved in conducting interviews, writing and presenting reports, presenting and analyzing data in graphical forms, and production of three-dimensional objects in a variety of subjects in a variety of subjects could be encouraged in schools to provide a more comprehensive and more valid assessment of pupil ability. (IBD)

- **Inclusion of more complex thinking skills in the testing programmed**
- By extending the period for collecting assessment data, forms of knowledge and competencies that cannot be easily assessed under strictly timed conditions can also be assessed. High level thinking skills involving analytical thinking and problem solving skills and other competencies that require extended time for learning and for test response can then be added to the continuous assessment programmed. The addition has the effect of helping pupils to acquire the habit of using high level thinking skills in a variety of situations rather than using pure memorization and other low level thinking processes. (IBID)
- **Teacher assistance and remediation**

A further purpose of the continuous assessment process is to foster cooperation between the pupil and teacher especially in the area of pupils' class projects. The process requires the teacher to provide assistance in the form of advice on various aspects of pupils' projects. The pupil learns to consult the teacher, classmates and other sources on aspects of his/her project work, while maintain his/her position as the leader in the project undertaking. This is the normal work procedure in the adult world where production is essentially based on co-operation and not on timed test situations. (Kofi, 2005)

2.3.1 Diagnosis

Diagnostic assessment is the formal identification of strengths and weaknesses, and is usually done for correction purpose. 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. 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's. (Bob Carroll, 2005:31)

2.3.2 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 (Carroll, 2005). 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 de motivating 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 (criteria) and to motivate to further success and learning. Support 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 performance 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. I forgot this when putting forward an argument against examinations, (Carroll, 2005)

2.3.3 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 grouping. However, many people would agree with that competition and selection are part of everyday life and pupils must prepare for it. After all, they will meet them in work and leisure. (Bob Carroll, 2005)

2.3.4 Feedback

By feedback the researcher referring only to the classroom level, as the more general level of overall results has been deal 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 whether to move on to the next point. From the teachers 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 him/herself targets, compare with previous performances, and the teacher can evaluate his teaching and work. It is motivational for both pupil and (Bob Carroll, 2005:31)

2.3.5 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:

- 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 (positive assessment)

Student Learning: Assessments 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. (Lunch 2007)

2.4 Components of an Effective Assessment Measure

As I have searched different literatures about component of an assessment I summarized in such away; - For an assessment measure to be effective, it needs to include:

- **Validity-** Does it measure what is 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.

- **Reliability-** Does it measure consistently?

A reliable assessment should obtain approximately the same results regardless of the number of times it is given. For example, an assessment given to a group of students on one day should yield approximately the same results if it is given to the same group on another day.

- **Objectivity-** Does the measurement yield highly similar results when administered 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.
- **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.

- **Cost:** does the assessment require expensive equipment that one does not have or cannot afford to purchase?
- **Time:** does the assessment take too much instructional time?
- **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 assessments reasonable in the demands that are placed on those being assessed?
- **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.)
- **Usefulness-** can the results be used for valid educational purpose 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). (Lunch, 2007)

2.5 Types of Assessment

There are different types of assessment in continuous practical 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 Assessments 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. Positive referenced comparing pupil's 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 physical education lesson.

Formal Assessment- assessment made following prior warning to allow pupils to prepare. (D/osler, 2001)

According to Rd. Monore, (2014) there are three types assessment;

Formative Assessment occurs in the short term, as learners are in the process of making meaning of new content and of integrating it into what they already know. Feedback to the learner is immediate (or nearly so), to enable the learner to change his/her behavior and understandings right away. Formative assessment also enables the teacher to “turn on a dime” and rethink instructional strategies, activities, and content based on student understanding and performance. His/her role here is comparable to that of a coach. Formative Assessment can be as informal as observing the learner’s work or as formal as a written test. Formative Assessment is the most powerful type of assessment for improving students understanding and performance.

Example: a very interactive class discussion; a warm-up closure, or exit slip; a on-the –spot performance; a quiz.

Interim Assessment takes place occasionally throughout a large time period. Feedback to the learner is still quick, but may not be immediate. Interim assessments tend to be more formal, using tools such as projects, written assignments, and tests. The learner should be given the opportunity to re-demonstrate his/her understanding once the feedback has been digested and acted upon. Interim Assessments can help teachers identify gaps in student understanding and instruction, and ideally teachers address these before moving on or by weaving remedies into upcoming instruction and activities.

Example: Chapter test; extended essay’ a project scored with a rubric.

Summative Assessment takes place at the end of a large chunk of learning, with the results being primarily for the teachers’ or school’s use. Results may take time to be returned to the student/parent, feedback to the student is usually very limited, and the students usually very limited, and the student usually has no opportunity to be reassessed. Thus, summative Assessment tends to have the least impact on improving an individual students’ understanding or performance. Students/parents can use the results of summative assessments to see where the

students' performance lies compared to either a standard (MEAP/MME) or to a group of students (usually a grade-level group, such as all 6th graders nationally, such as low tests or ACT). Teachers/schools can use these assessments to identify strengths and weakness of curriculum and instruction, with improvements affecting the next year's/term's students.

Examples: standardized testing (MEAP, MME, ACT, Work Keys, Terra Nova, etc.); final exams; Major cumulative projects, research projects, and performances. (Rd. Monroe, 20014).

2.6. Stages of the Assessment Process

According to J. Lerner, (1998) there are six stages of continuous assessment process in his stages of assessments process Allyn and bacon supported this classification by their preschool children with special need; children at risk, children with disabilities. Assessment means the gathering of information to make critical decisions about a child. A variety of methods are used to gather assessment information, including observations of the child, interviews with the family, checklists and rating scales, informal tests, and standardized, formal test. Assessment information is useful for identifying the child as eligible for special services, planning instruction, and measuring progress. Six sequential stages of the assessment process for young children are illustrated in the figure below:

Stage 1: Child-Find/case finding

The initial stage, called "Child-Find" refers to procedures designed to locate those young children who might need early intervention services and programs. This stage is required because many parents do not know that services are available for young children, some parents may not realize that their child has a developmental problem, or the family may deny that a problem exists because of strong cultural beliefs and traditions.

Among the strategies that are used for locating young children in the community who may need special services are:

- Building community awareness through public agencies and organizations
- Setting up a system for referrals
- Canvassing the community for young children who need screening
- Maintaining local publicity and contacts with sources of referral

Stage 2: Developmental screening

Developmental screening is a cursory method for obtaining general information about a child's development and detecting any potential problems. The screening is not intended to be a comprehensive diagnosis, but rather provides a first quick look at a child. Screening procedures are typically used with large groups of children,. Screening tests should be brief, inexpensive, have objective scoring systems that are valid and reliable.

It is important that families understand the purpose of screening procedures and be informed about the results. When the screening indicates that a young child has potential problems, it is critical that the child receives a more comprehensive diagnosis.

Stage 3: Diagnosis

Diagnosis is a more intensive evaluation than screening. Information is obtained through observation, interviews, case history, and informal and standardized tests. The examiners strive to determine the nature of the child's difficulties, the severity of the problem, and the child's strengths and weaknesses. This information becomes the basis for determining eligibility for special education services.

The diagnosis is conducted by members of a multidisciplinary team. For example, if the screening indicates that the child has language difficulties, members of the multidisciplinary team could include a speech/language pathologist; a specialist in hearing, such as an audiologist, to evaluate hearing loss; and a psychologist to determine how the child's development related to language acquisition. A family interview would provide additional information about the case history, language performance at home, and the primary language of the family. Information collected through the diagnosis about the nature and severity of the problem and assist in planning intervention.

Stage 4: Individual planning of programs and interventions

If the diagnosis indicates there is a need for early intervention, the next stages involve assessment for the planning of programs and interventions. To closely link this stage of the assessment to the actual curricula of the child's early intervention program, curriculum-based or criterion-referred instruments and procedures are used. The areas considered in the planning process for preschool children include:

- Sensory/physical development

- Language and communication abilities
- Fine gross motordevelopment Cognitive abilities
- Adaptive or self-help skills
- Social-emotional development

Stage 5: Program monitoring

After the child is placed in an intervention program, it is important that the child's progress in monitored frequently. Multiple checks include observations, developmental checklists, and rating scales. Collect data on a regular basis and analyze to determine mastery of targeted skills.

Note progress in meeting goals and objects on the child's individualized education plan (IEP) or individualized family service plan (IFSP).

Determine the effectiveness of the invention and changes that are needed in the intervention plan.

Stage 6: Program evaluation

It is also important to evaluate the intervention program itself. Program evaluation is objective, systematic procedure for determining progress of children and the effectiveness of the total intervention program. It may be necessary to make needed changes and modifications in the intervention program.

2.7 Methods of Assessment

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 are sets out to do?
 - How can the program experience be improved?

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 measure can assess different component 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 asses' 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. (University of Massachusetts Amherst site polices 2014).

2.8 How to use assessment in physical education

When considering assessment methods, it is particular 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.)

2.8.1 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 and comment on an article's theoretical perspective.

2.8.2 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)

2.8.3 Performing procedures and demonstrating techniques

(Computation, taking regarding, 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.

2.8.4 Managing and developing oneself

(Working co-operatively working independently, learning independently, being self-directed, managing time & tasks, organizing) Journal, Portfolio, Learning contract and group work.

2.8.5 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 and applied problem.

2.8.6 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, and devise an encyclopedia entry, produce an A – Z of, write an answer to a client's question and short answer questions: True/False Multiple choice questions (paper-based or computer-aided-assessment).

2.8.7. Designing, creating, performing

(Imagining, visualizing, designing, producing, creating, innovation, performing) portfolio, performance, presentation, hypothetical, projects.

2.8.8 Communicating

One and two-way communication, communication within a group, verbal, written, and non-verbal communication, Arguing describing, 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’ to camera and observation of real or simulated professional practice.

2.9 What should be assessed?

The Three Domains of Learning

According to Bloom (1964), throughout a child’s development there are three domains of learning that existing in order to educate the whole child. Psychomotor, cognitive, and the affective domains give meaning to learning. These are essential in allowing a child to explore the learning environment and obtain as much information about the world as possible.

The three Domains are:

- **Psychomotor-** The performance component; exploring one’s environment and gaining skills throughout the process.
- **Cognitive-** The knowledge component; thinking, associating experiences with learning.
- **Affective-** personal and social development. Providing children with opportunities.

Assessment of the Three Domains in Physical Education

When assessing the psychomotor domain, one is measuring the development of motor skills and health related fitness. For example, at the primary level, students demonstrate skipping by performing the skill using the step, hop pattern or at the intermediate level, students participate in the fitness Gram assessment program.

When assessing the cognitive domain, one is measuring student knowledge of movement concepts, principles, strategies and tactics. For example, at the middle school level students articulate the skill pattern of the underhand throw (“ready, swing back, step, and follow through”) or describe a strategy used to defend territory during an activity. When assessing the affective

domain, one is measuring the development of acceptable social and personal behaviors in physical activity settings. For example, at the high school level, students fill out a self reflection about their performance, complete a peer evaluation or identify, follow and, when appropriate, create safety guidelines for participation in physical activity settings lunch (2007).

2.10. Skill and Fitness Assessment

According to Wendy (1998) here are some important ideas about 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 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 physical education 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 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 .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 product any valid measures of student learning. In an era of program elimination, physical education teacher is unwise to assume that neither they nor their subject matter could ever be replaced!(Prof.Wendy and Dr.Steven Jefferies 1998) skill and fitness assessment.

2.11 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. Continuous assessment methods have been described differently by different scholars and education philosophers (Plisses& eta, 2003:7).

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. (Plisses& eta, 2003:7).

2.12 Reasons for Using Continuous Assessment

According to J. plisses*etal.* (2003:7), there are nine reasons for using continuous assessment;

- **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 of year. So that teacher 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.

- **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.

- **to provide all children with noopportunities to show what they**

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 used 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.

- **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.

- **to Improve Teaching**

Good continuous assessment activities tell the teacher whether what that 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.

- **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.

- **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.

- **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

- **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 evaluate a learners' overall progress. (Plisseseetal, 2003:7)

2.13 Advantages and Disadvantages of Continuous assessment

As Barbara (2002), stated advantage and disadvantages of continuous assessment

Advantages of Continuous Assessment

- It conducted continuously, has formative benefits.
- Provides feedback on both what students knows and can do and how they got there, what helps on hidere.
- Put emphasis on what the students can do; integrate a reality check.
- Give students with practical intelligence and skill.
- Are motivating.
- Put emphasis on active learning.
- Promote "coaching "relationship between students and faculty especially when there are external reviewers. Are adaptable to demonstration for skills.
- Help students make the transition to; self assessment, professional assessment and lifelong learning. Reduce fears.

Disadvantages of Continuous Assessment

- Provide training
- Remember the potential; to generate truly useful information for improvement.
- Provide consistent carefully leadership, oversight.
- Can be labor-intensive time consuming, expensive
- Require carefully definition of criteria.
- May frighten off insecure students.
- Provide resources, staff support.
- View resources, labor worth wile investment.

2.14 Factors Affecting Physical Education Classroom Assessment

Perception of students on assessment studying 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), in Zenaw (2010), point out that in sights in to student perceptions contribute grater legitimacy to student knowledge, encourage partnership with learners and address suggestions that teachers tend to be unilateral decision makers.

2.15 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.

- Past Assessment Histories

Participants used historical experiences to explain current negative perceptions of assessments citing incidents of failure and disappointment, anxiety and perceived unfair trading practices. These incidents often appeared to be connected to a kind of assessment avoidance behavior (Nisbett and Ross, 1980). For example Kisumu remarked; “I definitely wouldn’t want to be assessed on that”, recalling a high school group project where she “resented” being given a lower grade than peers. Consistent with theories that student’s perceptions were influenced by the familiarity of past experience (Nisbett and Ross, 1980), some participants in the study maintained that they would not enroll in a course where the assessment was unknown to them or indeed where they had had no previous experience of success. For example, Nancy commented, stick with things, I know and things I do well at.

However, since a number of factors may simultaneously influence a perception these examples are unlikely to be sufficient to suggest that there is a direct correlation between past histories and current perceptions (Strawson, 1979). While Lina, for instance, acknowledged the unpleasant experiences of weekly school quizzes and felt that these kinds of assessment were ineffective, she added, so ... my previous experiences have had some influence but I wouldn’t say, yes I feel this

way because of that". Similarly, another participant's rejection of multiple-choice assessment could be related either to a previous experience of failure or her view that such assessments did not ascertain understanding.

- Student Perceptions of Assessment Relevance

Stensaker (1999) maintained that more attention should be paid to perceptions of relevance in assessment design and for good reason since assessments that make relevant connections with the world of work, for example, appear to have a positive influence on student learning (Huff and Sireci, 2001; Unwin and Crasher, 2000). However, there is some suggestion that these findings do not extend to particular kinds of traditional assessment that these findings do not extend to particular kinds of traditional assessment that present fewer opportunities for students to realize personal relevance in learning and assessment (Grzelkowski, 1987 cited in Grauerholz, 2002).

- Assessment Anxiety

Many researchers show that basically the existence of any kind of assessment is likely to be threatening to many students (Biggs, 1991), Vivas, examinations, oral presentations and laboratory assessments, seemed to cause higher levels of anxiety than others.

Most participants preferred courses without examinations. As Ann explained, for her, it was the avoidance of the do or die, terminal high stakes approach that others maintained only served to encourage cramming, lack of sleep and stress. 'Knowing rather than 'understanding' was perceived as the examinational credo where 'knowing' equated to regurgitated details without Very much comprehension but nevertheless attracting high grades Lou attributes the anxiety she felt about assessments such as examinations, and lab experiments to the fact that you just have to know something in that space of time. Such stressful assessments involved the delivering and communicating of learning in real time. Given extensive evidence of the negative effects of test anxiety on academic performance (Hancock, 2001), the concept and implications of 'live' or 'real time' assessment needs to be explored further.

- Student-Teacher Relationships

Student assessment perceptions appeared to be influenced by previous experiences of teachers who ultimately became role models. Powerful illustrations of an apprenticeship process were evident in the data and this process appeared to have begun with teaching and learning experiences that occurred long before their enrolment in the university program. The

apprenticeship process that was loosely defined as learning by observation of teacher practice did not appear to draw upon negative observations any more than positive ones. An analysis of the data revealed that student observations of teacher practice influenced student perception of assessment and their intentions for personal future practice. It was also clear that inconsistencies between theory and teacher practice were noted in academically critical ways.

One individual traced description of poor relationship with teachers and their impact upon assessment perceptions stretching back to kindergarten. The account represented a sorry tale of personality clashes, grudges, lack of trust and feelings of victimization that impinged upon assessment issues. Where such patterns of unsatisfactory relationships occurred, it was tempting to consider them as a kind of negative ‘primacy effect’ in perception formation (Nisbett and Ross, 1980). Teacher and student relationships appeared to be one factor influencing how individuals perceived assessment and this finding was in keeping with the work of Bainbridge and Houser (2000) who suggested that these relationships affected learning more generally. It should be noted, however, that the connection between teacher-student relationships and assessment experiences also applied in positive ways where participants attributed their motivation and assessment success to worthwhile and affirming 586 factors influencing the assessment perceptions of training teacher relationships. The data therefore indicated that whether for good or ill, student relationships with teachers was an important factor in the formation of assessment perceptions.

2.16 High School Student’s Attitude toward Physical Education

It is important to understand high school students’ attitudes and perceptions toward physical education since they will be future members of the workforce who will need to use their knowledge to maintain a healthy lifestyle. Content standards are intended to assure that all students meet minimum curricular requirements, however, if students do not find physical Education valuable, the content standards may have no meaning either. (Bibik M Goodwin, 2008)

CHAPTER THREE

3. RESEARCH DESIGN AND METHOD

3.1 Description of study area

The study area is located in Borecha woreda, Buno Bedele zone, Oromia regional state, south west Ethiopia. This site located at 502km South Western Addis Ababa. The study area lies between latitudes $08^{\circ}20'52''N - 08^{\circ}22'57''N$ and longitudes $036^{\circ}43'50''E - 036^{\circ}53'25''E$ at an altitude of 1392-1426m above sea level. The long-term weather information (2008-2014) revealed that the area has a uni-modal rainfall pattern, and mean annual rain fall is 1330 mm. The rainy season covers April to September, and maximum rain received in the months of June, July and August. The study area has warm to hot climate, the mean minimum and mean maximum air temperature is $12.7^{\circ}C$, $27.9^{\circ}C$ respectively



Figure 1. Map of study area

The woreda consists of 34 Kebeles, out of which one kebele belong to town and the remaining 33 kebeles to the rural area and Yanfa town been administrative center. Borecha is bordered by three neighbor Woredas and one zone. Accordingly, it is bordered to the North, by Nonokumba woreda, to the south by Didesa woreda, to the East by Gechi woreda and to the West by Jimma zone (Borecha Woreda Administrative Office, 2007GC).

3.2 Design of the Study

A descriptive survey study was employed for the purpose of this study on the assumption that this method was relevant to describe the existing situation Crosse-sectional study at one year. According to Seyum and Ayalew (1989) as cited in Bizuneh (2008) descriptive survey method was more effective to investigate the phenomena and assess the status in their natural settings. In addition to this, the method was also appropriate to describe the trends that are developed.

3.3 Sources of Data

The major sources of data for this study were primary source is questionnaire which were collected from physical education teachers working in the three selected secondary and one preparatory schools and students which have been attending in three selected schools. Secondary source of data were journals, magazine and internet.

3.4 Subject of study

The Borecha Woreda has the total of three secondary and one preparatory school. The participants of study were three subjects namely school teachers', student's and school admnstersors.

3.5 Population of the study

The target population of the study three subjects were involved namely school teachers' students and admnstersors. Total populations of grade 9-12 students' desire population were selected. The data were collected from three government secondary schools and one preparatory school of Borecha Woreda. 200 (M=120, F=80) students from Siden secondary school, 250 (M= 153, F=97) students from Guba Hora secondary school and 400 (M=188, F= 212) students from Borecha secondary and preparatory school. From total number of students 850 (M= 461, F= 389) students.12 physical education teachers from the three secondary schools were taken as a population.

3.6 Sampling Techniques and Sample Size

The Borecha Woreda has the total of three secondary and one preparatory schools. For the purpose of the study were multi- purposive sampling technique were conducted.

Physical education teacher, school administrators', three secondary & one preparatory school were taken as purposive sampling on the base of availability technique.

Because of students population of the three secondary and one preparatory school was relatively large size; simple random sampling technique which was lottery method were employed from their respective schools

Thus, the sample for the study was selected by Kothari (2006) formula.

$$n = \frac{NZ^2pq}{d^2(N-1) + Z^2pq}$$

Where, n=sample size

N=Total number of students=850

Z=level of confidence (95%~1.96)

P=population proportion assumed to be studied (maximum sample size)

q=50%

d=marginal of error=5%=0.05

$$n = \frac{850 \times (1.96)^2 \times 0.5 \times 0.5}{(0.05)^2 \times 849 + (1.96)^2 \times 0.5 \times 0.5}$$

$$n = \frac{816.34}{0.0025 \times 849 + 0.9604}$$

$$n = \frac{816.34}{2.12 + 0.9604}$$

$$n = \frac{816.3400}{3.08}$$

$$n = \frac{816.34}{3.08}$$

$$n = \frac{816.34}{3.08}$$

$$n = \frac{816.34}{3.08}$$

$$n = \frac{816.34}{3.08}$$

$$n = \frac{816.34}{3.08}$$

Therefore the samples had drawn proportionally, 10% from each school. 52 (M=31, F=21) students from Siden secondary school 65(M=25, F=40) students from Guba Hora secondary

school and 104 (M=49, F= 55) students from Borecha secondary and preparatory school. Totally 222 (M=107, F=115) were selected and involved for research purpose.

3.7 Data Collection Instruments

The primary aim of this study was to find out the current status continuous practical assessment of physical education, it at best follows a survey type of descriptive methods. This method can be practiced regarding the issue under investigation. Then the data collection instruments for this study were observation (both classroom and practical), questionnaires, and interviews.

3.7.1 Questionnaire

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

3.7.2 Interview

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

3.7.3 Observation

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

3.8 data collection procedures

The researcher used a series of data gathering producers. The data were collected by using questionnaire, interview and observation. The questionnaire was prepared with English language. The questionnaire consist set of both open and closed ended questions to be distributing to students & teachers. Borecha woreda high school students population of the three secondary and one preparatory school is relatively large size; simple random sampling technique which is lottery method were employed from their respective school and teachers were taken through purposive sampling techniques for questionnaire, interview and observation. School administrator using interview. Then, the prepared questionnaire was spread for the sample subjects for Borecha

woreda. Before the delivery of the data gathering tools, the researcher consulted with advisors. Then, the final questionnaires was distributing to Borecha woreda high schools selected students and teachers.

3.9. Methods of Data Analysis

This study was both qualitative and quantitative research approach. Therefore, the data obtain through questionnaire was analyze quantitatively. For quantitative analysis percentage, mean and standard deviation was employing. The data collect through interview and observation was analyzed qualitatively to substantiate the quantitative analysis. The collected data was sorted out, organized and synthesized, so that meaning full results of the study were obtained and conclusions were made based on the interpreted data.

Thus, the information obtained through close ended questions tailed and put in to numbers simple descriptive statistics, inferential statistics. This helps the researcher to use tables, graphs for interpretation. Then Crosse-check were make through information which was collect with observation in order to triangulate the data collected through the questionnaire and interview.

Finally, the report organized and written by using verbal description supported by simple descriptive statistics of the respondents of the tables provides for particular items or question.

3.10. Ethical Consideration

The necessary ethical consedereation will be taken in to account. Regarding ethical concederation, the researcher was governed by the research code of ethical in maintaining privacy and confidentiality or other related values. Ethical clearance was obtained from Research Review and Ethical Committee Board of College of Natural Sciences, Jimma University. Concerned officials were informed about the purpose of the study and verbal consent was obtained from the teachers and students after brief explanation of the objectives of the study.

CHAPTER- FOUR

4. DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

In this part of the study, different steps were followed in the analysis and interpretations of the data that collected for this study. In the first part of the analysis the data that collected on the demographic information of students and teachers were analyzed and followed with discussions. In the second part of the analysis, the data that were collected from the sample respondents of students and teachers through questionnaire were analyzed and followed with text explanations. In the last part of the analysis the qualitative data that were collected through observations were analyzed qualitatively and discussed with text explanations.

4.1. Demographic information's of the respondents

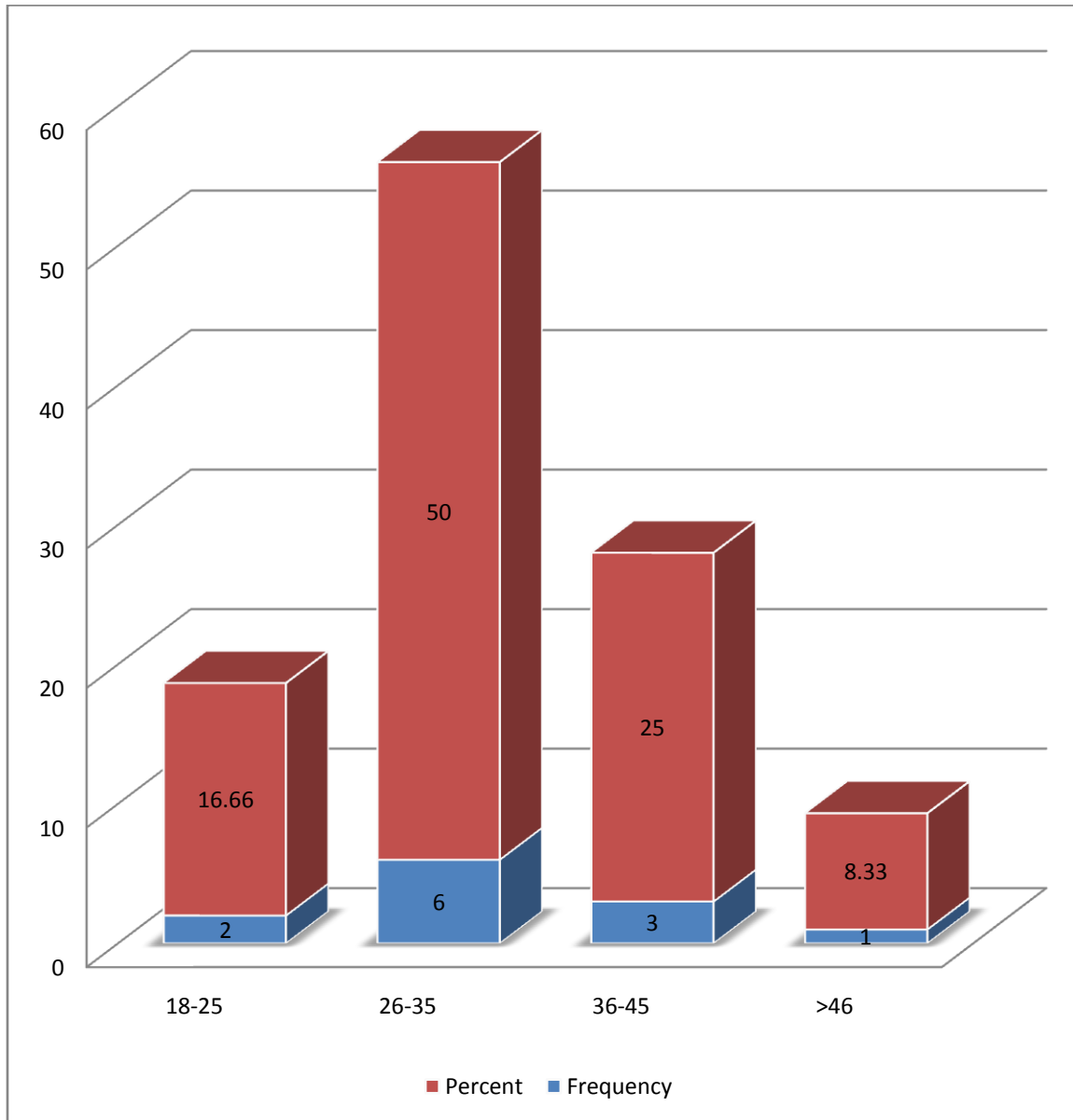
Under this section the quantitative data that collected from students and teachers were analyzed in percentages, means and standard deviation and followed with discussions.

Table.4.1.1 Frequency table for sex profile of the teachers

Variables	Categories	Frequency	Percent (%)
Sex	Male	12	100
	Female	-	-
	Total	12	-

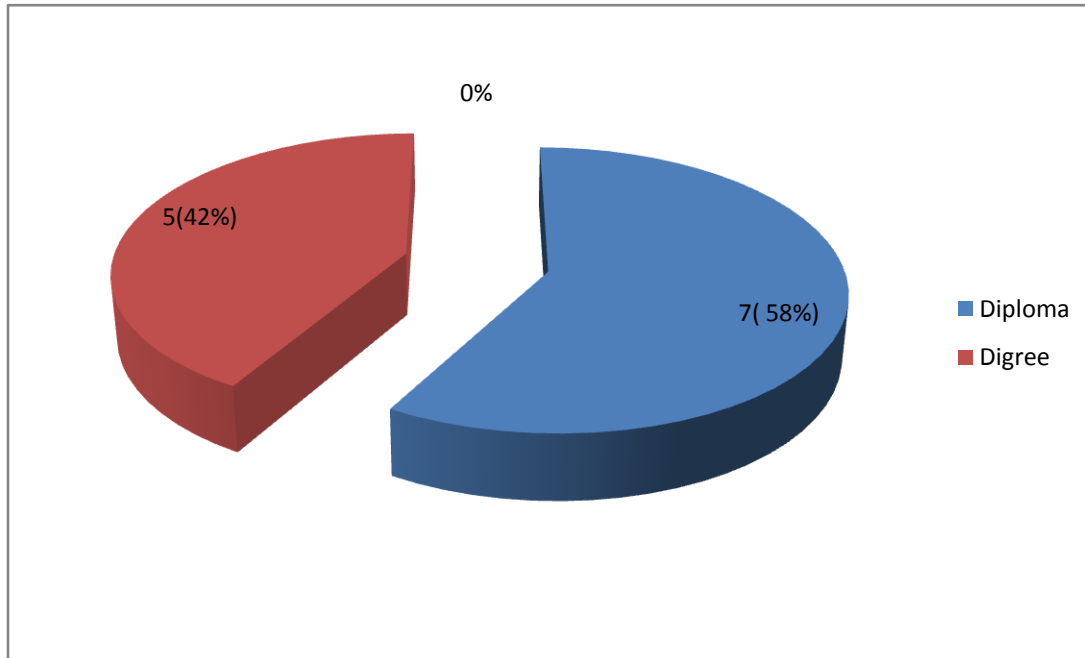
The above data clearly showed that all respondents are belongs to male 12(100%).Hence one can safely conclude that majority of physical education teachers in Borecha woreda are dominated by males.

Figure .4 .1.2. Frequency graph for age profile of the teachers



The above graph indicate that the majority of the respondents are found within the age category of 26-35(50%) and this, indicates that the most active working age group have been teaching physical education. The second higher age categories found between 45(25%).This implies that peoples of different ages of teachers have been teaching physical education.

Figure.4.1.3. Frequency graph for educational profile of the teachers



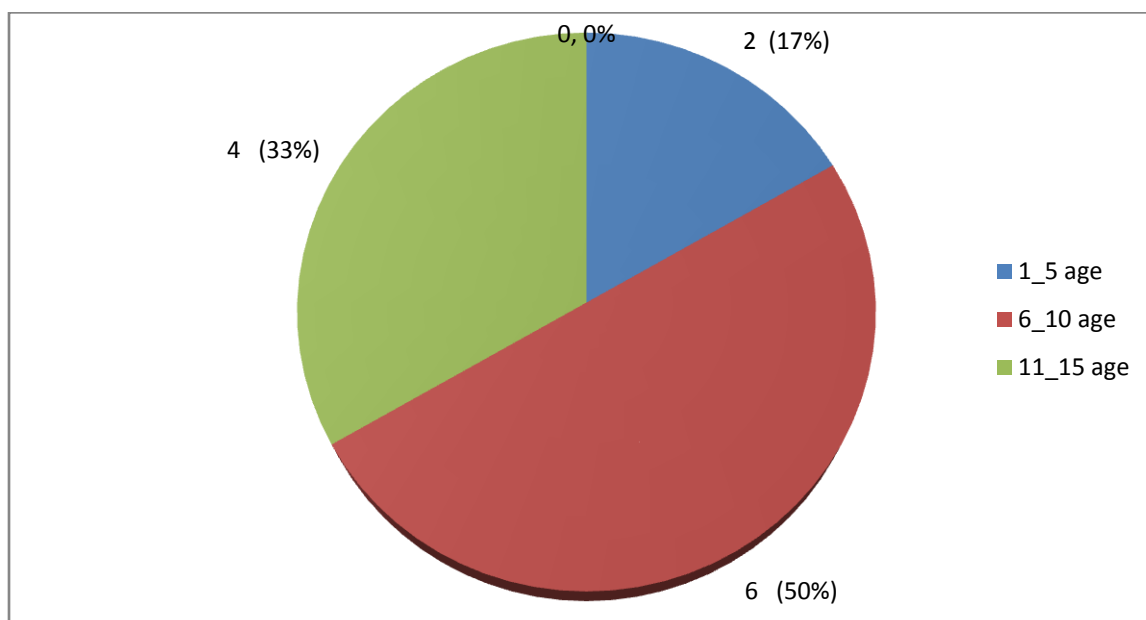
As the above pie graph revealed that 7(58.33%) of teachers were diploma holders and 5(41.66%) of the teachers were degree holders. This implies that most of the teachers were below the standard that stettered in the ministry of education

Table 4 .1.4. Frequency table for marital status profile of the teachers

Variables	Categories	Frequency	Percent (%)
Marital Status	Single	8	66.66
	Married	4	33.33
	Divorce	-	-
	Total	12	100

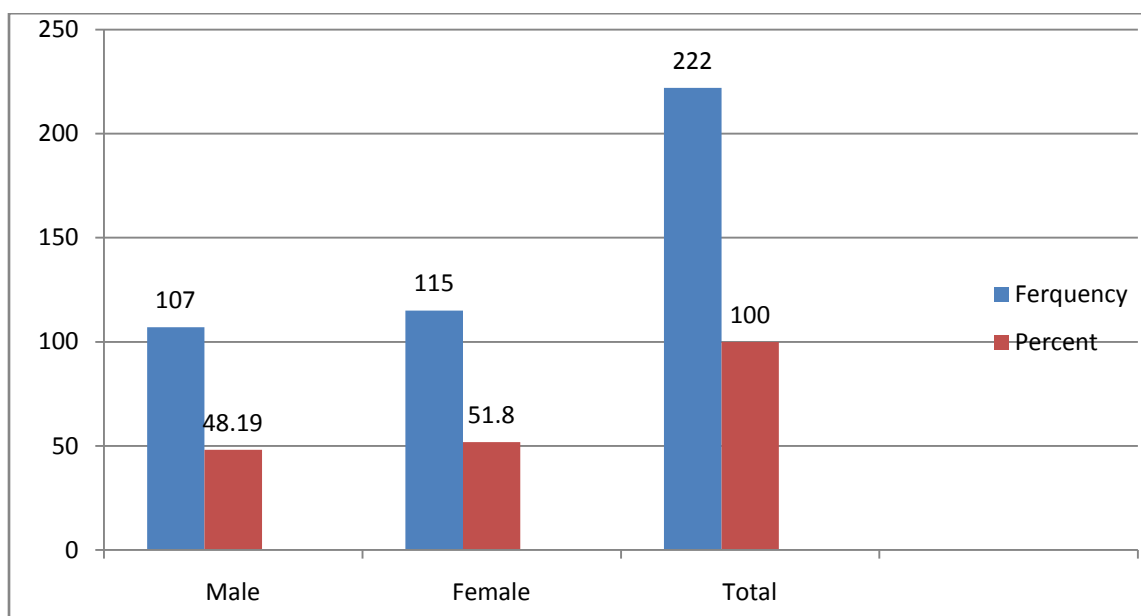
As it was indicated in the table the marital statuses of the respondents 8(66.66%) single and 4(33.33%) were married respectively. Respondents with single marital status are highly engaged in teaching physical education.

Figure .4 .1.5. Frequency pie graph for working experiences profile of the respondents



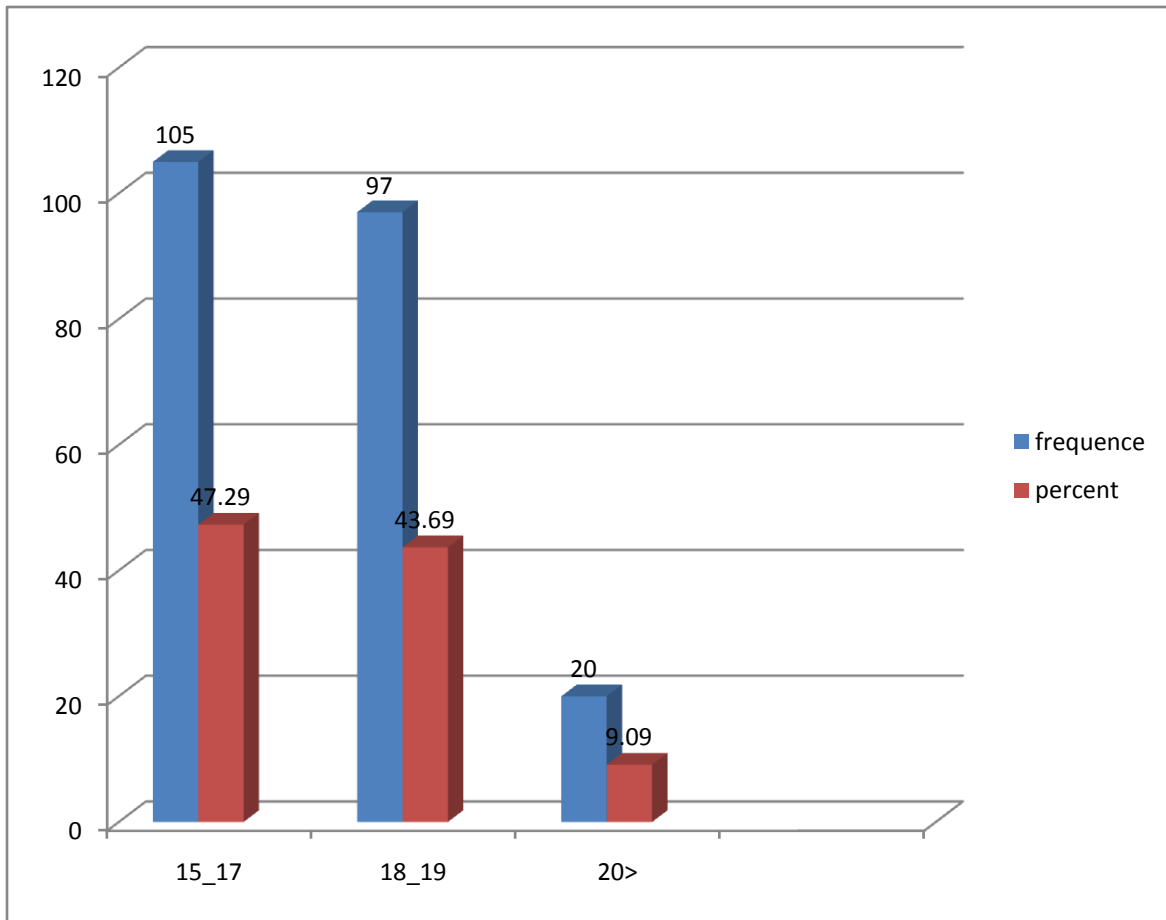
The above shown pie graph for show that respondents are with their working experiences 1-5 (16.66), 6-10 (50%) and 11-15 years (33.33%) respectively. The highest number which is with their working experience between 6-10(50%) has been teaching PE in the school.

Figure 4.1.6. Frequency graph for sex profile of students



The above figure implies that significant numbers of the respondents of this research were near to each other in gender respondents were cleared that of the 107(48.19) of respondents were male students and 115(51.8%) were female students.

Figure 4.1.7. Frequency graph for age profile of students



The graph revealed that majority of the respondents are found within the age category of 15_17 years (47.29%) & this indicates that the youngest age group has been learning. The second higher age categories found between 18_19years (43.69%). The insignificant percent of students ages were 20 and above years (9.09%). This implies that young students of different ages have been learning in the secondary school.

4.2. Interpretation and Analysis on the Quantitative Data

Table 4.2.1. Analysis on teachers' responses of teaching load and assessment

Items	N	Mean	Std. Deviation
	Statistic	Statistic	Statistic
Code	12	5.0000	2.73861
For how many days did you take course in assessment	12	4.0000	.00000
Teaching load per week	12	3.6667	.50000
Frequency of assessment with interview	12	3.44	.726
Frequency assessment with reflection	12	3.2222	.83333
Extent of help from school administrators	12	3.1111	.60093
Frequency of assessment with quizzes	12	3.1111	1.16667

In the above table 4.2.1 the analysis were done in means and standard deviations on items like, numbers of days in which the assessment have been given, the teaching loads of teachers per week, frequencies of assessment that were given in interview, frequencies of assessment that were give through reflection, the level at which the help that was provided by the administrators and frequencies at which quizzes were given for the students. The analysis were presented for each items and discussed as follows.

The responses of the respondents had indicated that 4.00 of mean and 0.000 standard deviation had indicated as the presence of practical assessment for a month. The central tendency of the mean scores for these variables that designed as the choices items was 2.5. The mean scores above the 2.5 were considered as the high, very high and extremely high based on ascending mean score that observed for this item. The mean score that observed for a month had been become 4.00 mean score therefore the assessment were given on the monthly base not in regular base.

The responses of the respondents had indicated that 3.66 of mean and .500 of standard deviation had indicated as teaching load per week was 17 and above. The central tendency that helped the teach to say and low for the scored mean value for the given choices of items were deiced on the basis 2.5 as the central value.3.66 mean score was the value that obtained from the mean values of sample respondents. Therefore, it was clear that teaching load per week was 17 and above since the mean scores observed as the high value.

The responses of the teachers had indicated that .3.44 of mean and 0.726 of standard deviation had indicated frequency of assessment was with interview. The central tendency for the items of choices for this variable was 2.5. The mean score of the assessment was 3.44. The assessment with interview was sometimes given in the physical education assessment.

The responses of the teachers had indicated that 3.22 of mean and .833 of standard deviation had indicated that the frequency assessment was with reflection. Since the mean score shows 3.22 mean score frequencies of assessment given with reflection was done sometimes.The responses of the teachers had indicated that 3.11 of mean & .600 of standard deviation have shown that the extent at which teachers get help from school administrators. The mean value scored on the 3.11,the frequency at which school administrators' motivate teachers wassometimes.

The responses of the teachers had indicated that 3.11 of mean and 1.166 standard deviation had indicated that the frequency of assessment was with quizzes. The mean score for this variable indicted 3.11 mean score. Thefrequency of assessment was given with quizzes was sometimes.

Table 4.2.2 Analysis on teachers' responses frequency assessment.

Items	N	Mean	Std. Deviation
	Statistic	Statistic	Statistic
Frequency of assessment with class work	12	2.8889	.78174
Frequency of assessment with self assessment	12	2.8889	.92796
Frequency of assessment with peer assessment	12	2.889	1.16667
Frequency of assessment with other	12	2.8889	.33333
Frequency of assessment with homework	12	2.7778	.66667
Frequency of assessment with presentations	12	2.5556	1.01379

Six items were designed and delivered for the sample respondents of teachers and data were collected and analyzed in the above table 4.2.2 focusing on frequency of assessment with class work, frequency of assessment with self assessment, frequency of assessment with peer assessment, frequency of assessment with other, frequency of assessment with homework and Frequency of assessment with presentations. The results of the analysis had been presented with the items by means and standard deviations.

The responses of 2.88 of mean and .781 of standard deviation of the respondents had indicated as Frequency of assessment was with class work. The mean score for this variable observed was 2.88. Frequency of assessment that was given with class work was when necessary.

The responses of 3.889 mean and .927 of standard deviation had indicated as frequency of assessment was with self assessment. This implies that frequency of assessment that was given with self assessment was sometimes.

The responses of 2.88 of mean and 1.166 of standard deviation had indicated as frequency of assessment was with peer assessment. This implies that frequency of assessment that was given with peer assessment was when necessary.

The responses of 2.88 of mean and .333 of standard deviation had indicated as frequency of assessment was with other. This implies that frequency of assessment that was given with other was when necessary.

The responses 2.77 of mean and .666 of standard deviation had indicated as frequency of assessment was with homework. This implies that frequency of assessment that was given with homework was when necessary.

The responses of 2.55 of mean and 1.013 of standard deviation had indicated as frequency of assessment was with presentations. This implies that the frequency of assessment that was given with presentations when necessary.

Table.4.2.3. Analysis on teachers' responses on instructional process

Items	N	Mean	Std. Deviation
	Statistic	Statistic	Statistic
Experience in teaching	12	2.3333	.50000
Frequency of assessment with practical work	12	2.1111	.60093
Frequency of assessment with practical test	12	2.1111	.78174
Frequency of assessment with group discussion	12	2.0000	.70711
The frequency of tests and examinations in assessing students	12	2.0000	.70711
Stage of instructional process at which students assessed	12	2.0000	.93649

Six items were designed to collect data on experience in teaching, frequency of assessment with practical work, frequency of assessment with practical test, frequency of assessment with group discussion, the frequency of tests and examinations in assessing students and Stage of instructional process at which students assessed teachers. Based on the collected and presented data in the above table 4.2.3., analysis was made on the responses in means and standard deviations as follows.

The responses of 2.33 of mean and .5000 of standard deviation had indicated the experiences of teaching. This implies that most the experiences of teaching of teachers were ranging between 9 and 12 years.

The responses of 2.11 of mean and .600 of standard deviation had indicated as frequency of assessment was with practical work. This implies that the frequency of assessment that was given with practical work was given when it was necessary.

The responses of 2.11 of mean .781 of standard deviation had indicated as frequency of assessment was with practical test. This implies that the frequency of assessment that was given with practical test was when it was necessary.

The responses of 2.00 of mean and .707 of standard deviation had shown as frequency of assessment was with group discussion. This implies that the frequency of assessment that was given with group discussion was when it was necessary.

The responses of 2.00 of mean and .707 of standard deviation had indicated as the presence of the frequency of tests and examinations in assessing students. This implies that the frequency of tests and examinations in assessing students was done when it was necessary.

The responses of 2.00 of mean and .936 of standard deviation had shown as the presence of stage of instructional process at which students assessed. This implies that stage of instructional process at which students assessed was done when it was necessary.

Table 4.2.4. Analysis on teachers' responses on feedback and observation.

	N	Mean	Std. Deviation
Items	Statistic	Statistic	Statistic
Frequency of assessment with oral question	12	1.8889	.78174
Frequency of feedback	12	1.7778	1.09291
Qualification	12	1.7778	.66667
Frequency of assessment with observation	12	1.4444	.72648
Assessing students in practical lesson everyday	12	1.4444	.52705

Five items were designed to collect data on frequency of assessment with oral question, frequency of feedback that were given for students, presence of appropriate qualification, frequency of assessment with observation and presence of assessing students in practical lesson every day.

Based on the collected and presented data in the above table 4.2.4, analysis was made on the responses of teachers in means and standard deviations as follows. The items of choices for each variable in the above table were yes and no in that the value that was given for yes was 2 and the value that was given for no was one. The central tendency was calculated based on this values

and the central tendency was 1.5. The mean scores above 1.75 were inclined to the value that given for yes and the value below 1.45 was inclined to the value that was given. The generalizations of each mean score for each variable was depend on this inference.

The responses of 1.88 of mean and .781 of standard deviation had indicated as frequency of assessment was with oral question. This implies that the frequency of assessment was exist with oral question

The responses of 1.77 of mean and 1.092 of standard deviation had indicated frequency of feedback that had been given for the students. This implies that the frequency of feedback that had been given for the students was existing in the process of assessing the students.

The responses of 1.77 of mean .666 of standard deviation had indicated as the presence of qualification. This implies that the physical education teachers have required knowledge in assessing the students.

The responses of 1.44 of mean and .726of standard deviation had shown the presence of frequency of assessment was with observation. This implies that the frequency of assessment was with observation almost not existing in the process of assessing students.

The responses of 1.44 of mean and .527 of standard deviation had indicated the presence of assessing students in practical lesson every day. This implies that the assessing students in practical lesson every day were not almost practiced in the school.

Table.4.2.5. Analysis on teachers’ responses communication absence of students

Items	N	Mean	Std. Deviation
	Statistic	Statistic	Statistic
Communication of instructional objectives with students	12	1.2222	.44096
Time of incorporating continuous practical assessment	12	1.2222	.83333
Use of continuous practical assessment plan for practical lesson	12	1.2222	.44096
Providing of feed back to students	12	1.2222	.44096
Students absence during practical session	12	1.1111	.33333

Five items were designed to collect data on the presence of communication of instructional objectives with students, time of incorporating continuous practical assessment, use of continuous practical assessment plan for practical lesson, presence of Providing feedback to students and presence of students' absence during practical session.

Based on the collected and presented data in the above table 4.2.5, analysis was made on the responses of teachers. On the basis of the analysis made in the above table the results of the analysis were identified in means and standard deviations as follows.

The items of choices for each variable in the above table were yes and no in that the value that was given for yes was 2 and the value that was given for no was one. The central tendency was calculated based on these values and the central tendency was 1.5. The mean scores above 1.75 were inclined to the value that given for yes and the value below 1.45 was inclined to the value that was given. The generalizations of each mean score for each variable was depend on this inference.

The responses of 1.22 of mean and .440 of standard deviation had indicated the presence of communication of instructional objectives with students. This implies that the communication of instructional objectives with students was not done on the regular bases.

The responses of 1.22 of mean and .833 of standard deviation had indicated the presence of time of incorporating continuous practical assessment. This implies that in the process of assessing students incorporating continuous practical assessment time was not done properly.

The responses of 1.22 of mean .440 of standard deviation had indicated use of continuous practical assessment plan for practical lesson. This implies that the CPA plan for practical lesson was not done properly. The responses of 1.22 of mean and .440 of standard deviation had shown the presence of providing of feedback to students. This implies that providing of feedback to students was not done properly and the responses of 1.11 of mean and .333 of standard deviation had indicated the presence of students' absence during practical session was very low.

Table.4.2.6. Analysis on teachers' responses continuous assessment

Items	N	Mean	Std. Deviation
	Statistic	Statistic	Statistic
Ever taken course in continuous practical assessment	12	1.0000	.00000
Use of different types of continuous practical assessment	12	.7778	.44096
Reasons for no feedback	12	.4444	.88192
Valid N (list wise)	12		

Three items were designed to collect data on the presence of course that had been taken in continuous practical assessment, the presence of using different types of continuous practical assessment and the reasons for why feedback had not given.

Based on the collected and presented data in the above table, analysis was made on the responses of teachers. On the basis of the analysis made in the above table the results of the analysis were identified in means and standard deviations as follows.

The responses of 1.00 of mean and .000 of standard deviation had indicated the presence of course that had been taken in continuous practical assessment.

The responses of .777 of mean and .440 of standard deviation had indicated the presence of using different types of continuous practical assessment and the responses of .44 of mean .881 of standard deviation had indicated the reasons for why feedback had not given.

Table.4.2.7. Analysis on responses of students willing practical assessment

Items	N	Mean	Std. Deviation
	Statistic	Statistic	Statistic
Code	222	1.19802	63.86486
Reason for willing practical assessment	222	2.6847	1.48587
Reasons for not willing	222	2.3514	.96686
Types of assessments used regularly by teachers	222	2.1261	1.64009

Three items were designed and delivered for the sample respondents of students and data were collected and analyzed in the above table. The results of the analysis had been presented with the items by means and standard deviations.

The responses of 2.68 of mean and 1.485 of standard deviation of the respondents had indicated that the reason of willing was it provides practice to apply knowledge and skills.

The responses of 2.35 of mean and .966 of standard deviation had indicated that there was no effective way to measure different assessment methods in it

The responses of 2.12 mean and 1.640 of standard deviation had indicated as practical test the types of assessments have been used regularly by teachers in practical assessment.

Table.4.2.8. Analysis on responses of student’s timely feedback provision

Items	N	Mean	Std. Deviation
	Statistic	Statistic	Statistic
Teachers inform about the assessment process	222	1.5135	.50095
Providing peer assessment task to evaluate students	222	1.3739	.48492
Teachers use different practical assessment	222	1.2838	.45185
Timely feedback provision to students on continuous practical assessment	222	1.2793	.44966
Willing of practical assessment	222	1.1171	.32229

Five items were designed to collect data on the teachers inform about the assessment process to the students before the assessment was given, providing peer assessment task to evaluate students, teachers use different practical assessment, the presence of timely feedback provision to students on continuous practical assessment and the willingness of practical assessment.

Based on the collected and presented data in the above table, analysis was made on the responses of students. On the basis of the analysis made in the above table the results of the analysis were identified in means and standard deviations as follows.

The items of choices for each variable in the above table were yes and no in that the value that was given for yes was 2 and the value that was given for no was one. The central tendency was calculated based on these values and the central tendency was 1.5. The mean scores above 1.75 were inclined to the value that given for yes and the value below 1.45 was inclined to the value that was given. The generalizations of each mean score for each variable was depend on this inference.

The responses of 1.51 mean and .500 of standard deviation had indicated as the teachers inform about the assessment process to the students before the assessment was given. This indicates that teachers inform about the assessment process to the students before the assessment was given was too low.

The responses of 1.37 mean and .484 of standard deviation had indicated as teachers providing peer assessment task to evaluate students. This indicates that teachers providing peer assessment task to evaluate students was not properly done in the assessment process.

The responses of 1.28 of mean .451 of standard deviation had indicated as teachers use different practical assessment. This implies that teachers did not used different practical assessment in the process of assessing students.

The responses of 1.27 of mean and .449 of standard deviation had shown as there was timely feedback provision to students on continuous practical assessment. This indicated that timely feedback provision to students on continuous practical assessment was not properly done and the responses of 1.11 of mean and .322 of standard deviation had shown as there was willingness of practical assessment.

4.3. Analysis on the Qualitative Data

Analysis on Observations

The other instrument that had been used by the researcher was observations. The observations that were conducted for this study were done on the physical education teachers while they had been teaching theoretical lessons and practical lessons. The observations on the theoretical lesson were conducted in the class room and observations on the practical lessons were conducted on the field. The first thing that considered in the class room observations was the class room situations like the presence of appropriate materials and their suitability for teaching. The class room situations were so good in that the theoretical lessons were taught. Teachers have records by

which they had recorded the results of the assessment and oral assessment was conducted after each lesson and teachers got the students to answer the oral questions. The students' participations on the oral questions were very low. On the list of the formal assessment record except very few students the results of the students were recorded in the mark list of teachers. Teachers had used appropriate continuous assessments in the theoretical class room. The numbers of continuous assessment that used by the teachers was not as expected. The students were sometimes they never informed about the assessment before the assessment was given for the students and the rate of getting information before the assessment was given was low.

The observations that were conducted for this study were field observations when teachers had been teaching the practical lessons. The first that observed was the suitability of field and the material used for the practical field assessment. The field was not well arranged for the students and this makes the practical assessment. Sufficient practical assessment instructional material was not arranged with the ration of students and this made the practical assessment time consuming. Teachers have appropriate continues practical assessment planning and Continues practical assessment are related to the lesson object. The field was arranged for the practical assessment although the field was not as expected. Formal assessment was employed by the teachers. The numbers of formal assessment was not done on the regular base weekly. Therefore, the numbers of assessment that were given for practical and theoretical lessons were not as expected.

4.4. Discussions on Results that gained through Quantitative data and Qualitative data

First the data that were collected for this study from students on the practice and challenge of continuous assessment in physical education in case of Borecha woreda secondary and preparatory school through questionnaire. The collected data were analyzed in the above tables quantitatively by mean and standard deviations and were discussed under each above table in text explanations. The results were obtained through the analysis those made in the above tables.

The findings that were obtained through the analysis that had done on the quantitative data were: the interest of students and teachers were at medium level towards the continuous assessment. In line with this idea according to (Bibik M. Good Win, 2008) it is important to understand high school students attitudes and perceptions toward physical education since they will be future members of the work force who will need to use their knowledge to maintain a healthy life style. Content standards are intended to assure that all students meet minimum curricular requirements, however, if students do not find physical education valuable, the content standards may have no meaning either.

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 learner's overall progress. (Plisses et al, 2003:7)

The major factors that had affected the continuous assessment were: the students' participations on the assessment activities was very low, the numbers of continuous assessment that used by the teachers was not as expected, sometimes students were never informed about the assessment before the assessment was given for the students and the rate of getting information before the assessment was low and the numbers of formal assessment was not done on the regular base weekly as well as the field was not well arranged for the students and this makes the practical assessment difficult and sufficient practical assessment instructional material was not arranged with the ration of students and this made the practical assessment time consuming, the steps of different practical physical exercise in the field was

the main technique that had been used by the physical exercise teachers during the continuous assessment in the practical assessment of physical education. Regarding to this idea (Crossman ,2004,cited in Zenaw 2010) stated that perception of students on assessment studying 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.

The conducting of assessments during physical education instruction provide relevant information to teachers, students, parents, and administrators by communicating what the student are expected to learn and what learning has taken place (Hensley, 1997).

The other finding was that continuous assessment was very important for the progress of students achievement. Regarding this (Runder and Schfor, 2002) state that 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 teacher to measure students current levels of ability ,progress and their own teaching effectiveness.

The other result of the study was that the psychomotor domain -the performance component, exploring ones environment and gaining skills through out the process in that getting the students to show the steps of different practical physical exercise in the field was the main technique that had been used by the physical exercise teachers during continuous assessment in practical physical education. In this case according to Bloom (1964) when assessing the psychomotor domain , one is measuring the development of motor skills and health related issues. Forexample, at the primary level students demonstrate skipping by performing the skill using the step, hop pattern or at the intermediate level ,students participate in the fitness gram assessment program. Assessment can be defined as any “planned technique used to measure, judge or diagnose a student’s achievement and to make inferences based on that evidence for a variety of purposes, including planning” (Doolittle, 1996).

The qualitative data were collected through observations that were conducted in the class room and field on the theoretical and on the field on the practical lesson respectively. The result that

had obtained through observations was similar with the results that obtained from students through quantitative data and they were confirmed and completing with each other.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. SUMMARY

The objective of this study was to assess the practice and challenge of continuous assessment in physical education in case of Borecha woreda secondary and preparatory school. Therefore, descriptive survey design was chosen as it enabled the researcher to describe the current status of an area of study. In this descriptive survey method the quantitative and qualitative approaches were used. Quantitative approach was used for the data that were collected through questionnaire and qualitative approach was used for the data that were collected through observations. Quantitative and qualitative data were collected through questionnaire from students and from teachers through observations were conducted in the class room and field. The collected quantitative data and qualitative data were analyzed quantitatively and qualitatively for this study. Based on the analysis those were made for this study the findings of this study were identified and were presented side by side with the basic research questions of this study as follows.

The first research question asked was to identify the interest of physical education teachers and students in implementing continuous assessment in their PE practical class. The result of this study had shown that the interest of students and teachers were at medium level towards the continuous assessment.

The second research question asked was to assess the major factors that affect teachers activity practice related to continuous practical assessment in physical education. The finding of this study had indicated that the major factors that had affected the continuous assessment were: The students' participations on the assessment activities was very low, the numbers of continuous assessment that used by the teachers was not as expected, sometimes students were never informed about the assessment before the assessment was given for the students and the rate of getting information before the assessment was low and the numbers of formal assessment was not done on the regular base weekly as well as the field was not well arranged for the students and this makes the practical assessment difficult and sufficient practical assessment instructional material was not arranged with the ration of students and this made the practical assessment time consuming.

The third research question asked was to identify the roles of practical continuous assessment to evaluate students in physical education. The result of this study had shown that the continuous assessment was very important for the progress of students' achievement.

The last research question asked was to identify types of continuous practical assessment techniques that physical education teachers use during practical physical education lesson. The result of this study had shown that psychomotor- the performance component; exploring one's environment and gaining skills throughout the process in that getting the students to show the steps of different practical physical exercise in the field was the main technique that had been used by the physical exercise teachers during the continuous assessment in the practical assessment of physical education.

5.2. Conclusions

Perception of students and teachers on assessment studying how students perceive assessment is significant for it can be a powerfully source for the problems that are intervened in to the assessment process. However, the findings of this study had indicated that the interest of students and teachers were at medium level towards the continuous assessment. Many factors can affect the perceptions of students about assessment applied in P.E. classroom and practical class on the field. There were factors that had affected the continuous assessment of physical education in the secondary schools according to the finding of this study. These factors were:

- The students' participations on the assessment activities were very low.
- The numbers of continuous assessment that used by the teachers was not as expected.
- Sometimes students were never informed about the assessment before the assessment was given for the students and the rate of getting information before the assessment was low.
- The numbers of formal assessment was not done on the regular base weekly.
- The field was not well arranged for the students and this makes the practical assessment difficult.
- Sufficient practical assessment instructional material was not arranged with the ratio of students and this made the practical assessment time consuming.

- The majority of the physical education teacher used similar and simple assessment techniques but to use more assessment tools to help to bring practical skills.
- During the observation their physical education teacher were not well planed and organized in the process of implementing continues practical assessment.
- Even though continuous practical assessment is taken as integral part of their instructional activities but some physical education teachers and students negative impacts on continuous practical assessment implementation .

They were three domains that the physical education teachers consider to design the continuous assessment in the physical education in the secondary schools. These were cognitive domain, affective domain and the psychomotor domain. Psychomotor- the performance component; exploring one's environment and gaining skills throughout the process the students to show the steps of different practical physical exercise

5.3. Recommendations

Based on above the findings the following recommendations are given:

- ❖ Continuous assessment refers to making observations and collecting information periodically to find out what a student knows, understands and can do therefore, the principals, the managements of the school and the physical education department heads should create conducive environment for the good perception of students and teachers on assessment
- ❖ . Continuous assessment provides all children with opportunities to show what they know. In addition, each child has many different qualities. Continuous assessment is ongoing and helps the teacher to find out what the learners have learned. Therefore, the physical education teachers should make observations and collect information periodically to find out what a student knows, understands and can do through providing the continuous assessment in the physical education in the secondary schools.
- ❖ Motivating physical education subject teacher by providing further education material incentives. In addition to this by hiring adequate number teachers and by giving more academic freedom i.e. avoiding unnecessary interference on their professional activities.

- ❖ 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. Therefore, the physical teachers should consider the three domains, the cognitive domain, affective domain and the psychomotor domain while they will be designing the continuous for the physical education subjects in the secondary school.
- ❖ Practical intensive physical education subjective training for physical education teachers and students should be provided to change their knowledge interest and practical skill of continuous practical assessment specifically the training should focus on
 - ✓ How and when provide feedback for students
 - ✓ How and when the practice practical assessment
 - ✓ How to improve instructional activities using continuous practical assessment and how to instigate continuous practical assessment with instruction.
- ❖ 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 continuous practical assessment.

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Appendix one
Jimma University
College Natural 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 physical education assessment implementation in Borecha Woreda three selected Secondary and preparatory schools. Your genuine response contribute much to see success of the research to be under taken in advance, you are kindly requested to fill the questionnaire.

Thank you very much

Part I

General information

1. Name of school-----
2. Sex M-----F-----
3. Your qualification
A. Diploma B. First Degree C. Second Degree D. Other-----
4. Teaching Experience in the school
A. 0-3 years B. 4-7 years C. 8-11 years D. 17 and above years
5. Teaching load per week
A. Below 9 B. 9-12 C. 13-16 D. 17 and above

Part II The main data information

1. Have you taken a course in assessment particularly on continuous practical assessment?
A. Yes B. No
2. If your answer for question No 1 “yes” for how many days did you take?
A. One day B. Three day
C. A week D.A month E. If any other pleases specify
3. Do you use continuous practical assessment plan for your practical lesson?
A. Yes B. No
4. If your response for question No 3 is yes how? -----
5. If your response for question No 3 is No why? -----

6. Did you use different types of continuous practical assessment in the practical teaching learning process to your lesson plan?
A. Yes B. No
7. How often do you incorporate continuous practical assessment technique in the practical teaching learning process to your lesson plan?
A. Always B. Sometimes C. Rarely D. Not at all
8. In the practical lesson, do you assess your students every day?
A. Yes B. No
9. If your answer for quotation No 8 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)
10. Is there really a problem that challenges a teacher while performing students’ continuous Practical assessment?
11. If yes what are the problems? -----
12. Is there students being absent during practical session from school?
A. Yes B. No
13. Do you communicate the instructional objective with your students?
A. Yes B. No
14. If your answer yes 13 above why? -----
15. How often do you use tests and examinations to assess your students in one semester?
A. two-times B. three times C. four times D. more than four times
16. Do you provide feedback to your students?
A. Yes B. No
17. If your response for question 16 “yes” how did you rate the frequency?
A. In each Continues practical assessment tasks B. In each practical test
C. At the end of the summer
D. If any other-----
18. If your response for question 16 “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 there weakness
- D. if any other-----

19. To what extent the school administrating help teachers in implementing continuous practical assessment?

- A. Very high
- B. high
- C. Below average
- E. never

20. What are the major problem have you faced in using continuous practical assessment to assess your student's learning?

21. What are the impacts of that problem on teaching and learning process?

22. What should be done for those problems to make continues practical assessment more effective?

23. What is the role of continues practical assessment for the students?

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	Home work				
3	Observation				
4	Oral question				
5	Group discussion				
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
Jimma University
College of Natural science
Department of sport science

Questionnaire for students

This questionnaire is designed collect information about the practice and challenges of continuous practical assessment in Borecha woreda 3 selected Secondary and one preparatory schools your genuine response contribute much to the success of the research to be under taken in advance, you are kindly requested to fill the questionnaire.

Part One General information

1. Name of the school-----
2. Sex M-----F-----
3. Grade level 9-10—11-12-----
4. Area of training(for preparatory student)
A. Social B. Natural

Part II main 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. Continues practical 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 continuous practical assessment to measure individual progress 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.
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 teachers 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 result?
 A. Yes B. No

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

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

Appendix Three
Jimma University
College of Natural science
Department sport science

Practical class observation check list for the implementation of continuous practical assessment

General information

1. Name of the school _____
2. Teachers name _____
3. Date _____
4. Grade _____
5. Academic year _____

Teachers' information

2.1. Sex _____

2.2 Qualification _____

2.3 Area of study major _____ minor _____

2.4 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	Yes	Ns	No
1	Teacher used appropriate continues practical assessment planning			
2	Teacher used variety of continues practical assessment			
3	Continues practical assessment are related to the lesson object			
4	Teacher gave information about the practical assessment process			
5	Teacher used appropriate time process for assessment activities			
6	Encouraged students to assess their own work			

7	Record the assessment result of the lesson			
8	Information assessment tools employed			
9	Formal assessment tools employed			
10	Practical class environment is suitable for continues assessment			
	A. Appropriate arrangement of field			