

JIMMA UNIVERSITY

SPORT ACADEMY

DEPARTEMENT OF SPORT SCIENCE



**THE EFFECT OF CONTINUOUS ASSESSMENT ON STUDENT'S
ACHIEVEMENT IN PHYSICAL EDUCATION SUBJECT ABBICHU
SECONDARY SCHOOL: MENDIDA TOWN OROMIA REGIONAL
STATE**

BY: GETACHEW WORKINEH

**A THESIS SUBMITTED TO JIMMA UNIVERSITY SPORT ACADEMY
DEPARTEMENT OF SPORT SCIENCE FOR PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE MASTER DEGREE IN
TEACHING PHYSICAL EDUCATION**

OCTOBER, 2021

JIMMA, ETHIOPA

**THE EFFECT OF CONTINUOUS ASSESSMENT ON STUDENTS
ACHIEVEMENT IN PHYSICAL EDUCATION SUBJECT ABBICHU
SECONDARY SCHOOL: MENDIDA TOWN OROMIA REGIONAL
STATE**

BY: GETACHEW WORKINEH

ADVISOR: SAMSON WONDIRAD (Ass. Prof)

CO-ADVISOR: MEKOYA MENGESHA (MSc.)

**A THESIS SUBMITTED TO JIMMA UNIVERSITY SPORT ACADEMY
DEPARTEMENT OF SPORT SCIENCE FOR PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE MASTER DEGREE IN
TEACHING PHYSICAL EDUCATION**

OCTOBER, 2021

JIMMA, ETHIOPIA

**JIMMA UNIVERSITY
SPORT ACADEMY**

DEPARTEMENT OF SPORT SCIENCE

DECLARATION

By my signature below, I declare and affirm that this Thesis is my own final work. I have all ethical and technical principles of scholar ship in the preparation, data collection, data analysis and compilation of this Thesis. Any scholar matter that included in the thesis has been given recognition through citation.

Name Getachew Workineh

Signature _____

Date _____

APPROVAL SHEET

JIMMA UNIVERSITY

SPORT ACADEMY

DEPARTEMENT OF SPORT SCIENCE

As member of the examining Board of final Med Open defense we certify that we have read and evaluated the thesis prepared by: Getachew Workineh entitled: The Effect of Continuous Assessment On Students Achievement in Physical Education Subject Abbichu Secondary School: Mendida Town Oromia Regional State and recommended that it is accepted as fulfilling the thesis requirement for the degree of Master of Education in teaching Physical education.

Samson Wondirad (Ass.prof.)
Name of Major Advisor	Signature	Date

Makoya Mengesha (MSc.)
Name of Co Advisor	Signature	Date

As member of the Examining Board of final MED. Open defense we certify that we have read and evaluated the thesis prepared by Getachew Workineh examine the candidate. We recommended that the thesis be accepted as fulfilling the thesis requirement for the degree of Master of The Effect of Continuous Assessment on Students Achievement in Physical Education Subject Abbichu Secondary School: Mendida Town Oromia Regional state

.....
Name of internal Examiner	Signature	Date

.....
Name of External Examiner	Signature	Date

GRADUATE THESIS OWNERSHIP AGREEMENT

This thesis is a property of Jimma University, an institution that awarded Degree to the graduate student and funded its research cost fully or partly. The research work was accomplished under the close support and supervision of the assigned University's academic staff. It is therefore strictly forbidden to publish, modify, or communicate to or put at the disposal of third party the entire document or any part therefore without the common consent of the research supervisor(s) and the graduate student. Disregarding this agreement would lead to accountability according to the Jimma University's Research and Publication Misconduct Policy Article 1.7 of the University's Document for -Guidelines and Procedures for Research, March 2012.

Name of the Graduate Student	Signature	Date
Getachew Workineh	_____	_____
Name of the Research Supervisor	Signature	Date
_____	_____	_____
Name of Internal Examiner	Signature	Date
_____	_____	_____
Name of External Examiner	Signature	Date
_____	_____	_____

Title: The Effect of Continuous Assessment on Students Achievement in Physical Education
Subject in Abbichu Secondary School: Mendida Town Oromia Regional state

Biographical sketch

The Author was born on May 21, 1986 E.C. Oromia region in West Shoa Zone in Jibat woreda particularly Mugno Abbeyi kebale from his mother Kumeshi Degefa and his father Workineh Eticha. He has 6 brothers and 3 sisters. He is forth son of his family and he was attended his primary education in 1992-1999 that was grade 1-8Witate primary school and also help his family at free time. He attended secondary school education since 2000-2003from grade 9- 12 in Shenen secondary and preparatory school respectively.

After completing preparatory school education he joined Dilla University and graduated with BSc Degree in sport science in 2006 E.C. After graduation, he joined Wollega University Regular Post graduate Diploma in Teaching (RPGDT) in 2007E.C, and served as physical education teacher at different secondary school in North Shoa Zone. The author joined 2009E.CJimma University to pursue his post graduate study in the field of Teaching Physical Education.

Acknowledgement

Prior of all, I thanks my God, next my advisor Samson Wondirad (Ass.Prof) and Mekoya Mengesha (MSc) for their insightful and helpful reviews or comments, suggestions and amendments for any errors and omission in the research thesis rapid responses. I always appreciate them not only for their commitment but also for them insightful and critical comments for further improvements. It is an honor to me to thanks, Jimma University for sponsoring my graduate study and to conduct this study. My thanks go to all my Instructors for enabling me to acquire the necessary skills and sharing me their experiences.

I would also like to express my gratitude to students of Abbichu secondary school for their continuous participation and I strongly thank my staff member of Gedo Hirko who had helped me in leading students as an assistant, He played a great role in a success of this study in the school.

Lastly, I would also like to extend my thanks to my parents, brothers and sisters, dormitories, staffs, friends, for their life-long inspiration, encouragement and moral support they provided throughout my research work and I offer regards and blessing to all of those whole supported me in any respect during the completion of the study.

Table of Contents

Contents	page
Table of Contents.....	vi
LIST OF TABLE.....	ix
LIST OF FIGURE.....	ix
ACRONYMS & ABBREVIATION	x
ABSTRACT.....	xi
CHAPTER ONE.....	1
1. INTRODUCTION.....	1
1.1. Background of the study.....	1
1.2. Statement of the problem	4
1.3. Hypothesis.....	5
1.4. Objective of the study.....	5
1.4.1. General objective	5
1.4.2. Specific objective	5
1.5. Significance of the study	6
1.6. Delimitation of the study	6
1.7. Limitation of the study.....	6
1.8. Definition of terms.....	6
1.9. Organization of the study	7
CHAPTER TWO	8
2. REVIEW OF RELATED LITERATURE	8
2.1. Definition of Continuous Assessment (CA).....	8
2.1.1. Principles of Continuous Assessment	9
2.2. Types of assessment	10
2.2.1. Evaluative assessment.....	11
2.2.2. Formative assessment	11
2.2.3 Diagnostic assessment.....	12
2.2.4 Summative assessment.....	12
2.2.5 Norm referencing.....	12
2.2.6 Criterion referencing.....	12
2.2.7 Self-assessment	13
2.2.8 Peer assessment.....	13
2.3. Assessment methods, tools and techniques	14

2.3.1 Assessment methods	14
2.3.1.1. Self-assessment	14
2.3.1.2. Peer assessment.....	14
2.3.1.3. Group assessment.....	14
2.4. Purpose of Continuous assessment.....	15
2.5. Advantages of Continuous Assessment	15
2.6. Challenges of Continuous Assessment	16
2.7. Problems of continuous assessment	17
2.8. Teachers attitude towards continuous assessment	18
2.9. Component, Domain and Approaches of effective assessment.....	19
2.9.1. Components of Continuous Assessment.....	19
2.9.2. Incorporation of the 3 Domains in Physical Education	20
2.9.2.1. Assessment of the Three Domains in Physical Education	21
2.9.3. Approaches to Assessments	21
2.10. Different Types of Assessment in Physical Education	22
2.11. Characteristics and managing of continuous assessment	23
2.11.1. Characteristics of continuous assessment	23
2.11.2 Managing continuous assessment	24
2.12. Physical Education	25
2.13. Achievement of continuous assessment in physical education	25
CHAPTER THREE	27
3. RESEARCH METHODS.....	27
3.1. Research Design	27
3.2. Description of the Study area	27
Figure 1Map of the study area	28
3.3.1. Primary source of data	28
3.3.2. Secondary source of data	28
3.4. Population of the Study	28
3.5. Research Variables.....	29
3.6. Samples and Sampling Techniques.....	29
3.6.1 Criteria selection	29
3.6.2. Inclusion and Exclusion Criteria.....	29
3.7. Method of Data Collection.....	29
3.8. Procedure of data collections	29

3.9. Method of Data Analysis.....	30
3.10. Ethical Considerations.....	30
CHAPTER FOUR.....	32
4. RESULTSAND DISCUSSIONS.....	32
4.1. Demographic profile of Participants.....	32
4.2. The relationship between pre-test and post-test of student’s achievement.....	34
4.2. The difference between experimental and Control group.....	35
4.3. The effect of continuous assessment on student’s achievement.....	36
4.4. Discussion.....	38
CHAPTER FIVE.....	40
5. SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	40
5.1. Summary.....	40
5.2. Conclusion.....	41
5.3. Recommendations.....	42
Reference.....	43
APPENDIX.....	47
Appendix1: pre-test and post-test result of experimental group.....	47
Appendix2: Pre-test and post-test result of control group.....	48
Appendix:3 Month one assessment plan (February 2020).....	49
Appendix: 4 Month two assessment plan (March 2020).....	50
Appendix: 5 Month three assessment plan (April 2020).....	51
Appendix 6: Demographics characteristics of experimental and control group.....	52
Appendix 4: profile of the participants.....	52
Appendix 7: Distribution of pre-test of Experimental group and Control group.....	53
Appendix 8: The relationship between pre-test and post-test of student’s achievement.....	53
Appendix 9: The difference between experimental and Control group.....	53
Appendix 9: The ordinal logistic regression model summary.....	54
Appendix 10: The effect of continuous assessment on student’s achievement.....	54

LIST OF TABLE

Table	Pages
Table 3.1: For A Weekly lesson plan Overview of Continuous Assessment Training Program.....	30
Table4.2: Demographic characteristics of experimental and control group.....	32
Table4.2.Distribution of pre-test of Experimental group and Control group.....	39
Table 4.3The relationship between pre-test and post-test of student’s achievement	34
Table 4.4 Comparison of Experimental and non-experimental Groups on Post-test Scores	40
Table 4.5The ordinal logistic regression model summary	41
Table 4.6 The effect of continuous assessment on student’s achievement	42

LIST OF FIGURE

Figure	Pages
Figure 1 Map of the study area	28
Bar grap1 profile of the participants.....	38

ACRONYMS & ABBREVIATION

CA	Continuous Assessment
CG	Control Group
CPA	Continuous Performance Assessment
EG	Experimental Group
FCA	Formative Continuous Assessment
HPE	Health and Physical Education
MOE	Ministry of Education
PA	Performance Assessment
PA	Physical Activity
PE	Physical Education
PoT	Post Test
PT	Pre Test
SCA	Summative Continuous Assessment
SPSS	Statistical Package for Social Science

ABSTRACT

The purpose of this study was to assess the effect of continuous assessment on student's achievement in physical education subject in Abbichu secondary school: Mendida Town Oromia Regional State. The study design was experimental research method. Simple random sampling technique was used to select subjects. The data were analyzed 33 male and 27 female total of 60 sample students were taken from 748 of students. The selected subjects were divided into 2 equal groups (n=30) CG and (n=30) EG were selected from grade ten of eight section two section by using random sampling. These students were studying physical education as a compulsory subject. Method of data analysis was included frequency, mean and standard deviation. The effect of continuous assessment on student's achievement variables would determined by Wilcoxon signed Rank test. The main instrument of data collection was pre and post-test for both group and assessment (individual and group assignment, home work, class work, group work, test, mid, and final exam) during twelve weeks for experimental group. The result indicated the experimental group trained continuous assessment like individual and group assignment, home work, class work, group work, test, mid and final exam was develops the performance, skill and knowledge of the participants. So the assessment used for experimental group during continuous assessment training was developed the effect of continuous assessment on student's achievement in physical education subject. There was significant difference between the experimental and control groups at alpha level of 0.05 for a two tailed t-test, degree of freedom=58 in their students' achievement. Based on the findings of this study the researcher recommends that: It is good if schools plan and use continuous assessment on students' achievement. To make the learning of student's physical education meaningful, teachers might use continuous assessments for effective achievement of students. Although Continuous assessments helps teacher to know strengths and weaknesses of the students, plan redesign the teaching in accordance with the needs of the students.

Key Words: *-Physical education, Assessment and continuous assessment*

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

According to Abhishek Shukla (June 12th, 2019) Continuous assessment is as the name suggests continuous and frequent analysis of the learning performance. Moreover, this method is more of a tool, considering the increase in the need for constantly assessing students. Further, it also proves to be a technique of performance assessment that many educational institutes adopt.

Hence, in the views of many educationists like Hernande (2012), continuous assessment is a systematic, comprehensive and cumulative record of a student's cognitive, affective and psychomotor attainment within the period of schooling. Continuous assessment (CA) is not simply continuous testing; it involves every decision made by the teacher in class to improve students' achievement. Continuous assessment may take different forms such as formal questions given to students during class, take-home assignments/exercises and recapitulation exercises.

However, the National Policy on Education (2004) proposed that educational assessment or evaluation should be based on continuous assessment at all levels of the educational system. Assessment is either internal or external. Internal assessment refers to school-based assessment, which includes class assignments, teacher-made tests, recapitulation exercise, projects, field and all these tools form part of the classroom continuous assessment strategies.

A continuous assessment strategy refers to the different tools/procedures used in the class room to understand the academic achievement levels of learners in terms of their knowledge, attitudes and values. Also a strategy in assessment is a purposefully conceived and determined plan of action. External assessment refers to tests that are produced by examining bodies away from school. Continuous Assessment (CA) is a formative evaluation procedure concerned with finding out, in a systematic manner, the over-all gains that a student has made in terms of knowledge, attitude and skills after a given set of learning experience (Ogunnyi, 2014).

Define assessment as any procedure or activity that is designed to collect information about the knowledge, attitude, or skills of the learner or group of learners. Assessment is therefore a process through which the quality of an individual's work or performance is judged. When carried out as an on-going process, assessment is known as Continuous Assessment. Sustainable national development is unthinkable without education (Birhanu, 2004).

He further argued that in modern society, education is increasingly viewed as the primary means of solving social, economic and political problems. One of the major activities in the teaching-learning process is assessment of students. Assessment, according to the views of some scholars, is inseparable from the teaching-learning process. "Like a design that waves into a fabric by a weaver. Instruction and assessment are interconnected. They are part of the teaching-learning process and one naturally leads to the other.

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

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

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

Similar idea was formulated in Copper, (1996) that this in turn promotes a student-teacher relationship based on individual interactions, students learn that the teachers value their achievements and that their assessment outcomes have an impact on the

instruction that they receive and one-to-one communication between the teacher and the student can motivate learners to continue attending school and to work hard to achieve higher level of mastery.

In the same article, it is stated that, continuous assessment helps teachers to assess the curriculum as implemented in teaching learning process. It allows evaluating the effectiveness of their teaching strategies relative to the curriculum and changes these strategies as directed by their students.

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

Good leadership capacity and teaching methods are always seen as basic development tools in schools concerning the application of continuous assessment. Leaders are important because they serve as anchors, provide guidance in times of change, and are responsible for the effectiveness of organization. On the basis of the foregoing, the researcher argues that the successful implementation of continuous assessment policy in the Further Education and training band requires the objective perspective of the manager as well as the flashes of vision and commitment wise leadership provides.

Furthermore, the researcher argue that the successful implementation of CA in schools will depend, among other things, on an ability by the school managers to influence staff' actions as well as efficiently and effectively maintaining organizational structures. The challenges confronting the continuous assessment policy have always betrayed the purpose it intended to achieve in many Ethiopian schools. In order to address these challenges, this research suggests that the leadership and management perspective is crucial to optimize utilization of staff potential.

This study was an attempt to investigate and explain the role that should be played by school managers in the effective of the continuous assessment policy in the various schools of Abbichu Gnea woreda. Further examines the extent at which the school

managers and teachers perform leadership and management roles such as the instructional leadership, management of parent involvement, learner management, motivation, monitoring and support. The researcher was assess the effect of continuous assessment on student's achievement in physical education subject in the case of Abbichu secondary school: Mendida Town Oromia Regional State.

1.2. Statement of the problem

The teaching learning process requires continuous assessment follow-up. CA was especially rapid the knowledge, skill, and attitude of learner in secondary school. Therefore, the educational progress of the learners needs frequent assessment. Despite the fact that many factors may affect the effect of continuous assessment on students achievement in PE subject like school facilities, curriculum, school principal's attitude, teachers' preparation and attitude, and students' attitude. The various dimensions of the learning activities of the learners should be assessed by different methods.

Teachers and students need to have profound knowledge of the application as well as the theoretical concepts such as types, forms, purposes and methods of continuous assessment in order to utilize it effectively. A plan redesigns the teaching in accordance with the needs of the students and provides diagnostic information on strengths and weaknesses of the students' learning is helps teacher to know the students achievement.

Moreover, secondary school teachers have to use progressive pedagogical and psychological practices in order to assess the educational progress of their students. On the other hand, not all desired outcomes can be assessed with paper and pencil tests. E.g. psychomotor skills and affective characteristics.

Concerning this, Desalegn (2004:21) underlined that giving tests every month and accumulating pupils' marks for final grading is an insignificant aspect of the assessment packages. Continuous assessment is a demanding task that requires the use of various assessment tools in order to assure the achievement of curriculum objectives. In addition, Spandel and Stiggins (1990) and Muluken (2006) asserted that continuous assessment could promote students' learning by building their confidence and their understanding if it is effectively planned and monitored.

Continuous assessment also affirms higher order and critical thinking because it enables teachers to assess the cognitive, affective and behavioral outcomes of learners. Therefore the researcher needs to conduct a study on school facilities, curriculum, school principal's attitude, teachers' and students' attitude and teachers' preparation factor on continuous assessment in physical education subject in Abbichu secondary school. The researcher intention is to clear this ambiguity and to identify the effect of continuous assessment on student's achievement in physical education subject in Abbichu secondary school: Mendida Town Oromia Regional State, Ethiopia to close this gap.

1.3. Hypothesis

Accordingly, the following hypotheses were formulated.

Ha: Is there any relationship between experimental group pre-test and post-test of student's achievement in physical education?

Hb: What is the effect of continuous assessment on the students' achievement in physical education?

Hc: What is the difference between pre-test and post-test of student's achievement in physical education?

1.4. Objective of the study

1.4.1. General objective

To assess the effective of continuous assessment on student's achievement in physical education subject in Abbichu secondary school: Mendida Town Oromia Regional State.

1.4.2. Specific objective

The researcher was started to study by set the following specific objectives.

- ✓ To identify the relationship between pre-test and post-test of student's achievement
- ✓ To know is there any difference between experimental and control group
- ✓ Is there any effect of continuous assessment on student's achievement

1.5. Significance of the study

- This study was believed to provide partial solution in the difference between pre-test and post-test of student's achievement.
- It helps to society people to understand the importance of continuous assessment and its impact on student's achievement in physical education subject.
- It helps to create awareness among physical education teachers about tools and procedure use in the continuous assessment on student's achievement in physical education subject.
- It helps to schools and physical education teachers to work together and develop a plan for continuous assessment.
- From the study the school leaders can learn the effect of CA on student's achievement in physical education subject.
- The results of this study have importance for teachers to measure and develop student's achievement. Moreover, since the finding of this study was create pave way for further research the educational researchers use it as an input to take any possible remedial action in order to continuous assessment on student's achievement in physical education subject in Abbichu secondary school.

1.6. Delimitation of the study

The scope of the study was limited to identifying the effect of continuous assessment on students' achievement in physical education subject in Abbichu secondary school: Mendida Town Oromia Regional state

1.7. Limitation of the study

In conducting the research, the limitations were related to in sufficient literatures on similar topic, magazines, internet, financial problem and Covid-19 is the other limited time to data collection and the researcher faced when conducting the research.

1.8. Definition of terms

Physical Education: for the purpose of this study, physical education is part of schools' curriculum that teaches to the whole student and provides fitness assessments to the students to show their current fitness levels and provide ways to

improve those levels and the process by which an individual gains optimal skills through some type of activity (Lumpkin, 2005).

Assessment: the use of various techniques to gather information about participant achievement and make decision based on the outcomes that will enhance the overall program (Brooks, v. 2002).

Continuous assessment: refers to the process of collecting information on how students are progressing in their learning and using this information to make an instructional decision (copper, 1996).

Formative continuous assessment: an ongoing daily process by which teachers and educators gather and interpret information about aspects of students' learning and their own teaching (Jacobs & Gawe, 1996).

Summative continuous assessment: a procedure for gathering information about the students' achievement of the curriculum goals or objectives at the end of the instruction or unit (Jacobs and Gawe, 1996).

Performance assessment: the process of using student activities or products as opposed to tests or surveys to evaluate students' knowledge, skills and development. Methods include essays, oral presentation, exhibitions, performance and demonstrations (Mitko. A.J, 2004).

1.9. Organization of the study

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

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Definition of Continuous Assessment (CA)

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

However, it may not be feasible, need impossible to mention all here, and rather those related to the domain of the study i.e. continuous assessment of learners' overage progress are given emphasis. Continuous assessment is a process of collection and interpretation of information to make decisions about learners based on what they know and can demonstrate as a result of classroom instruction (copper, 1996). Continuous assessment was introduced during experimental training in Abbichu secondary school students of Mendida Town learning physical education subject (2021), assessment of learner's performance was based continuously assess student's learning outcomes in all three domains- Cognitive, Affective and psychomotor examination i.e. it usually administered at the end of the term or assignment. Thus, from the above definitions continuous assessment is a process that is used in collecting information about students' performance with regard to all learning domains made throughout the teaching learning process.

From those definitions we can dive out the following main points.

- Continues assessment is a tool to collect information about learners
- It involves interpretation of information to have objective ground to make decisions with regard to learners rearming status.

Continues assessment is the fact that it places teachers at the center of all performance-assessment activities and that it encourages more teacher participation in the overall assessment or grading of learners.

He further states that this new assessment model is used to determine the learner's achievement during the course of the grade or level, and to provide information that is

used to support a learner's development and enable improvements to be made in the learning and teaching process. Although the change in the assessment policy was intended to improve the quality of teaching, learning and assessment, it also introduced schools to the challenges associated with the implementation of educational change. The argument presented in this study is simply that every change produces new information and concepts which create challenges.

The change in assessment policy calls for a realignment of existing values, practices and outcomes (Morrison, 1998:11). For CA implementation to succeed, Alausa (2003:3) argues that teachers need to give more tests and that will result in more marking for the teachers. They are expected to constantly observe learners to see if they are progressing towards the set outcomes. All these could mean more work for the teachers, greater demands on their time, and increased responsibility.

Purpose of Continuous Assessment is that the teacher can continuously assess student's learning outcomes in all three domains- Cognitive, Affective, psychomotor, particularly with regard to knowledge and understanding, procedural knowledge and skills. Continuous assessment serves the purposes including providing information about the learners status and progress of each student.

It helps teacher to know, plan redesign the teaching in accordance with the needs of the students. It provides diagnostic information on strengths and weaknesses of the students' learning. It also provides feedback to the teachers for modification of curriculum targets and text books. It facilitates teachers in grouping of students for learning through various activities, provides criteria of grading and promoting students and counseling to students and their parents. It decides teacher training method for a program, faculty or staff (Gipps, 1990).

2.1.1. Principles of Continuous Assessment

Physical education is a learning process designed to foster the development of motor skills, health related fitness, knowledge and attitude relates to physical activities through a series of carefully planned and conducted experiences. The learning environment is though fully structured to enhance the overall development of each student within the three learning domains. The effect of continuous assessment on student's achievement in physical education subject, it is clear that one needs to look at this assignment and create solution, program and instruction to ensure that

participants do not decrease his/ her knowledge, skill and performance. Therefore, in principle schools have to:

Increase the number of qualified physical educators, involves students in the decision making process in physical education classes in promote making schemes that encourage student achievement segregation class based on ability /gender extend mandatory physical education in secondary school and create individual focus courses to increase the academic achievements of students physical education classes.

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

Determining and clarifying what to be assessed

There is need for a tutor to determine an assessment device after defining the purpose of assessment. Assessment works best when the programmer seeks to improve have clear, explicitly stated purposes. As a tutor critically identify the education values you intend to assess on who in terms of what and how alongside where. The assessment techniques strategies or tools should be selected in terms of the purpose to be served. Each assessment technique tool is appropriate in one instance and in appropriate to another, therefore as a tutor consider the appropriateness of the technique or tool for the intended purpose prior to its selection.

Comprehensive assessment requires a variety of assessment techniques for triangulation purposes. No single assessment tool or technique is good or adequate enough for appraising learner progress towards all the important outcomes of instruction. Assessment requires attention to outcomes but also equally to experiences that lead to those out comes therefore assessment is most effective when it reflects on understanding of learning as multi-dimensional, integrated and revealed in performance over time. Assessment is a means to an end but not an end in itself.

2.2. Types of assessment

Assessment strategies entail the utilization of a variety of methods to give learners ample opportunity to demonstrate their abilities more fully. The choice of what

assessment strategies to use is a Subjective one, unique to each educator, Grade and school, and dependent on the educator's professional judgment.

The availability of space and resources influences this assessment decision. The methods chosen for assessment activities must be appropriate to the assessment standards and the purpose of the assessment must be clearly understood by all learners and educators involved (RNCS. 2002:54). Educators are utilize various types of assessment to evaluate the performance of learners. Among these types of assessment are the following:

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

2.2.1. Evaluative assessment

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

2.2.2. Formative assessment

Assessment which will serve as foundation on which to impose new knowledge aims at informing the educator about the learning experience of each learner and takes place during the learning process (Jacobs & Gawe, 1996:280). This means that formative assessment aims at helping learners grow and progress. Formative assessment involves a developmental approach and is designed to monitor and support the learning process.

It builds on learning activities on a continuous basis, guiding the learner and the educator through constructive feedback (DoE. 1998b:27). According to Raggatt (1994:18) formative assessment can motivate learners through the admission of personal experience as a relevant source of learning and of data for assignment, and through feedback from the educator which can help learners to develop self-esteem and confidence in their development. In other words this type of assessment enables the educator to discover the learner's strengths and weaknesses and address them, and to do remedial work.

2.2.3 Diagnostic assessment

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

2.2.4 Summative assessment

Jacobs and Gervve (1996:280) describe summative assessment as the type of assessment which takes place at the end of learning experiences and is always norm referenced. This usually means a major test or examination written at the end of a school term or a school year. Summative assessment aims at finding out how much subject content a learner can remember.

2.2.5 Norm referencing

Manna (1995:720) maintains that a norm is a standard or yardstick which implies that the educator assesses a learner's competence by comparing it to the competence of other learners.

Traditionally norm referencing was done by means of class averages. Individual learners' marks are calculated and compared to the performance of all the learners in that particular class. Norm referencing does not indicate what the learner has already learnt or what has not yet been learnt.

2.2.6 Criterion referencing

Referencing refers to the practice of assessing a learner's performance against an agreed set of criteria. Criterion referencing uses criteria as reference points (Wolf.

1995:9). Criteria are reference points against which other things can be assessed. The criteria as reference points are specified beforehand and the learner is only assessed according to these criteria. Some examples of specified criteria may be punctuality, self-control, responsibility, cooperation, respect, leadership, cleanliness and good manners.

2.2.7 Self-assessment

One of the aims of assessment is to develop learners to become loyal and responsible beings. The relevant type of assessment to be applied in achieving this goal is self-assessment. Vogel (1997:3) maintains that learners need to be taught how to assess their own work. This practice encourages learners to assume more responsibility for their own work. Educators are expected to involve learners in the selection of assessment criteria to be used.

However, educators should be more alert when criteria are chosen. Assessment criteria chosen should crystal in line with what the educator expects his learners to achieve in a lesson. Jacobs and Gervve (1996:285) say the important role played by self assessment is that:

- It helps learners to think critically about their own work;
- If done properly learners have a good idea about their progress;
- It encourages learners to take more responsibility for their own learning
- Educators can give learners much more meaningful feedback.

2.2.8 Peer assessment

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

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

- Learners are encouraged to help each other in peer activities.
- CA is a tool to collect information about learners

It involves in interpretation to have objective ground to make decisions with regard to learners rearming states.

2.3. Assessment methods, tools and techniques

As stated by the Department of Education (DoE. 1997a:3) continuous assessment must be undertaken using assessment tools and techniques. Educators should have a sound knowledge of what each technique offers. A variety of methods, appropriate tools and techniques which commensurate with the learners' needs must be used. Chosen methods, tools and techniques must provide a range of opportunities for learners to demonstrate knowledge, values and attitudes.

There is a wide range of assessment strategies that may be used to measure learners performance or the achievement of learners. An assessment tool that is chosen must be aligned to fit the identified purpose of the assessment and the educator's choice of method depends to a great extent on what is to be assessed (Facilitator's Guide, 2000:22). The Department of Education discuss the following assessment methods, tools and techniques in their assessment policy (DoE. 1998b:25): 27

2.3.1 Assessment methods

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

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

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

2.3.1.3. Group assessment: Group assessment can be used for a task where a group of learners work together to achieve an outcome.

This is when groups within one class assess each other's performance on a given task with specified criteria (Lazarus, 1997:123). The second critical outcome was in

stresses the group of work. Learners should be encouraged to work effectively with others in a team, group, organization and community. Some activities are better done in pairs or groups of learners.

2.4. Purpose of Continuous assessment

Purpose of Continuous Assessment is that the teacher can continuously assess student's learning outcomes in all three domains- Cognitive, Affective, psychomotor, particularly with regard to knowledge and understanding, procedural knowledge, problem solving and skills. Continuous assessment serves the purposes including providing information about the learners status and progress of each student.

It helps teacher to know, plan redesign the teaching in accordance with the needs of the students. It provides diagnostic information on strengths and weaknesses of the students' learning. It also provides feedback to the teachers for modification of curriculum targets and text books. It facilitates teachers in grouping of students for learning through various activities, provides criteria of grading and promoting students and counseling to students and their parents.

It decides teacher training method for a program, faculty or staff (Gipps, 1990). Understanding the purpose of continuous assessment has its own importance this is because such a knowledge with help those who are going to implements this techniques of assessment to give due consideration and increase their effort towards its proper implementation.

2.5. Advantages of Continuous Assessment

Continuous Assessment if used properly has the following advantages:

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

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

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

2.6. Challenges of Continuous Assessment

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

- Teachers’ and tutors’ attitudes to Continuous assessment are more of an overload than part of their practice.
- Teachers and tutors and the school administrators need to a conviction of the advantages of CA so that they plan to set sufficient resources that may be required for CA.
- Overcrowding/large enrollment classrooms vs. learning materials and their appropriateness hinder effective CA.

- Teachers, tutors and administrators lack or have inadequate competences for designing and administer appropriate tools.
- Continuous Assessment strategies are narrowly focused on cognitive domain.
- Interpreting CA records, results, and reports and using Continuous Assessment results.

2.7. Problems of continuous assessment

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

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

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

Solutions to the underlined problems as pointed out by Adebo Wale and Alauso (2008) are that, teachers should be prepared professionally and meaty to operate in the system. If the teacher is not prepared adequately to operas in the system, it may lead to a tendency to manufacture scores in the name of continuous assessment. And in relation to this capper (1996) stated that teachers should be encouraged to form favorable attitude towards the practice of continuous assessment and pinpointed that

teachers who are not well trained may have difficulties in the criteria for judging students on the objective outlined, which is one of the benefits of centrally developed continuous assessment system.

Continuous assessment recognizes teachers as professionals having integrity and expertise to judge student's abilities (Capper, 1996) however it seems that teachers are making decisions on students learning development based on information obtained through one or two shots of examinations in the name of continuous assessments

2.8. Teachers attitude towards continuous assessment

Attitude has been defined by different scholars in a relatively different way never the less, there is no single universally definition of attitude on the other hand all definitions are bound with two integrated elements that come in to one's mind these integrated elements in every definition of attitude are the attitude itself and the attitude object one common definition.

For example, is "it is a relatively enduring tendency to respond to someone or something in a way that reflects a positive evaluation of that person or thing social psychologist as cited by (Alauso, 2003:2) in the same way it is essential to think of the awareness and positive feeling of teachers (attitude) and the (attitude object) that is the program or more specifically continuous assessment that is going to be implemented.

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

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

This is because, teachers in developing countries are underpaid unrestrained, and over worked. Many have two shifts of classes, often with too many students per class, so they may be disinclined to spend additional time outside of their normal class in developing paper pencil tests, quizzes, or other approaches to assess their students. Another concern is that when course grades begin to count toward selection decisions, teachers are vulnerable to corruptions Capper (1996), and (Elui, 2008). More creative, pedagogically and technically sound assessment they could develop assessment, which support.

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

2.9. Component, Domain and Approaches of effective assessment

2.9.1. Components of Continuous Assessment

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

- **Validity**—There needs to be agreement between what the assessment measures and the performance, Skill, or behavior the assessment is designed to measure. For example, if a test is designed to measure cardiovascular endurance, one must be confident it does so. It is important to remember that validity is specific to a particular use and group. An assessment might be valid for one age group, but not valid for a different age group.
- **Reliability**—A reliable assessment should obtain approximately the same results regardless of the number of times it is given. For example, an assessment given to a group of students on one day should yield approximately the same results if it is given to the same group on another day.

- **Objectivity**–For example, an assessment has high objectivity when two or more people can administer the same assessment to the same group and obtain approximately the same results.

- **Feasibility**–The following administrative considerations may help one determine the feasibility of an assessment.

A. **Cost:** does the assessment require expensive equipment that one does not have or cannot afford to purchase?

B. **Time:** does the assessment take too much instructional time?

C. **Ease of administration:** Does one need assistance to administer the assessment? If so, how will these people be trained? Are the instructions easy to follow? Is the assessment reasonable in the demands that are placed on those being assessed?

D. **Scoring:** If another person is needed to help administer the assessment, will it affect objectivity of the scoring? (For example: A person is needed to pitch the ball to the hitter in a softball hitting assessment.

- **Usefulness**–For example: A worksheet is given to a student so one can demonstrate knowledge of skills/games. The results could provide to the student an idea of how much is known about skills/games (self-), to determine where in the lesson this information should be covered (program planning), and/or as part of calculating students grades (reporting progress). Kothari, (2004).

2.9.2. Incorporation of the 3 Domains in Physical Education

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

A. **Psychomotor domain** -the heart of physical education is developing competent motor skill abilities.

B. **Cognitive domain**- an understanding of movement concepts and principles that allow children to become more efficient movers and learners through movement.

C. **Affective domain** – development of acceptable social and personal behaviors in physical activity settings that allow for a productive learning environment with students working responsibly both individually and as members of a group.

2.9.2.1. 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, student’s fall 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 (Mitko A.J. (2004))

2.9.3. Approaches to Assessments

2.9.3.1. Formal and Informal Assessment

Teachers can collect information using either formal or informal evaluation. Formal assessment is usually standardized. This standardization allows the teacher to interpret student performance and provides an objective way to assess learning. Informal assessment, sometimes termed alternative/authentic assessment, often relies on observation techniques.

2.9.3.2. Traditional Assessment

The term traditional assessment is used to describe the means of gathering information on student learning through techniques such as multiple-choice, fill-in-the-blank, and matching questions, as well as essays.

These approaches are particularly useful in assessing students’ knowledge of information, concepts, and rules. They are also appropriate for assessing students’

knowledge of the terms and processes involved in a career. Because factual knowledge of information is one important aspect of applied technology, carefully designed multiple-choice and matching questions can enable the teacher to quickly assess student mastery of content knowledge. However, an effective assessment evaluates knowledge of facts as well as the connection to a broader body of knowledge. Proficiency in applied technology depends on the ability to know and integrate facts about all aspects of industry into useful constructs (Mitko A.J. (2004))

2.9.3.3 Alternative Assessment

Teachers from all academic fields are now being held accountable for the performance of their students. This level of accountability requires teachers to document student learning. In addition to traditional assessment, more physical education teachers are incorporating “real-life” learning in their classes. These alternative or authentic assessments focus on the use of what is learned in real-life settings. “Alternative assessment techniques can be applicable to using assessment as a” learning experience” that is part of the instructional process rather than something that is “done to” students (Rink, 2006).Alternative assessment takes time.

The teacher must balance the need for reliable and valid information against the practical issues involved in limited program time and too many students.

Yet these assessments are gaining in popularity because they tend to focus on more meaningful “real-life” learning. Authentic assessment focuses on the use of what is learned in real life settings.

Alternative assessments techniques can be used for all of the learning domains and are most applicable to using assessment as a “learning experience” that is part of the instructional process. Most alternative assessment relies heavily on the assessor making a judgment about some performance. This performance could be about a physical skill or ability, an affective or cognitive behavior (Mitko A.J. (2004))

2.10. Different Types of Assessment in Physical Education

Many types of assessments can be used by educators to collect information and provide students with a variety of learning experiences.

The following are a few types of assessments used in physical education. After each type, the approach (formal or informal) is noted in italics. Observation is one of the most common forms of assessment used in physical education.

Observational data is a useful form of assessment for the teacher to assess student performance. It is also one of the most useful self and peer assessment activities.

When the students are provided a set of criteria to assess their performance or the performance of others, they are learning what is important in what you are trying to teach them and learn to focus their efforts on improvement (Rink, 2006).

- **Checklist:** associate with observation data; used to identify a particular behavior or characteristic of performance with established criteria
- **Rubric:** used to assess complex behavior; a multidimensional rating scale. Formal
- **Student interview, survey and questionnaire:** used to gather information on student thinking and feeling. Informal
- **Written test/worksheet:** Is the most common form of assessment in all content areas. It is considered the best way for teachers to determine student knowledge. Formal

A portfolio has not been listed above as a type of student assessment. Although it may mean many things to some, within this document a portfolio is considered a representative collection of learning over time. It should demonstrate progress and learning. Students today are part of a highly technological world. Therefore, assessments might include audio-visuals (Posters, white boards, easels) and computer-assisted techniques (i.e. mind mapping, Movie, Power Point, movement skill videos). These knowledge or performance assessments can be compiled in an electronic Portfolio that would demonstrate learning over time.

2.11. Characteristics and managing of continuous assessment

2.11.1. Characteristics of continuous assessment

In the guide for the National Professional Diploma in Education (NPDE) the following characteristics of continuous assessment are described {DESP• 1995:14):

- Continuous assessment is not concerned only with giving learners a mark and a place in class. But to help educators in identifying areas in which learners do not perform well. Educators do not only assess learners by means of tests and examinations but can utilize various methods of assessment. For example:

- Evaluating written work and homework on a daily basis.
- Observation of learners' oral performance. E.g. oral presentations.
- Debates. Role play and other oral work.
- Monitoring learners working in pairs, groups and individuals.
- Questioning learners to find out what they know and can do.
- Listening to learners' responses to questions.
- Taking note of the questions learners asked and the comments they make.
- The educator assesses the learner on a daily basis. While normal teaching and learning take place instead of waiting until the end of a section of work.
- The end of the term or the end of the year.
- The information obtained by the educator on a continuous basis can help him to adjust his teaching methods accordingly in order for learners to improve their performance.

2.11.2 Managing continuous assessment

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

- Designing down. This concept refers to planning backwards. The outcome to be addressed through teaching and learning are first clearly stated before developing the teaching and learning activities the learners will be engaged in.

In their planning educators should start by identifying outcomes to be assessed from those to be addressed through teaching and should then choose appropriate assessment techniques and activities to be used when assessing the chosen outcomes.

- Clarify of focus. According to this principle everyone involved should have a clear picture of what is expected at the end. This implies that educators must ensure that learners are clear about the criteria against which they are to be assessed and what they are expected to demonstrate.

- High expectations. This implies that educators must assist learners to their full potential.
- Expanded opportunities. This refers to the fact that educators should find multiple ways of exposing learners to learning opportunities that will help them demonstrate their full potentials in terms of knowledge, skills, Values and attitudes.

2.12. Physical Education

Physical Education is "education through the physical". It aims to develop students' physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle.

It also develops students' confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes in PE, provide a good foundation for students' lifelong and life-wide learning.

Physical education is the teaching and leading of physical activity in a school gymnasium or other school setting. Its goal is to improve and maintain students' current health and set them on a path to maintain a healthy lifestyle throughout their lives. This article will tell you more about what physical education is and how to pursue a career teaching it. Schools offering Exercise Science degrees can also be found in these popular choices.

2.13. Achievement of continuous assessment in physical education

It is important to recognize and support student's achievements. It can help to develop their confidence and motivation for learning. It can also help them to reflect on their learning and plan appropriate next steps. So the effect of continuous assessment on students achievement in physical education subject in Abbichu secondary school depend on the experimental group of result trained in continuous assessment. These results was gained from the pre and post test of experimental group and control group, as well as test, individual and group assignment, home work, class work, mid and final exam during training of continuous assessment experimental group.

Achievement covers learning in other of the life school, and in the variety of activities students. Through test, individual and group assignment, home work, class work, mid and final exam activities, they develop interest students for continuous assessment, abilities, knowledge, skills for life and skills for work that can be of real value to them as they grow up. We need to recognize the full range of achievements and help our students understand the continuous assessment they have.

It is important that they are able to demonstrate and describe these skills to others, and build on these skills. It is important that you encourage your students to let their school know about their achievements beyond the continuous assessment.

CHAPTER THREE

3. RESEARCH METHODS

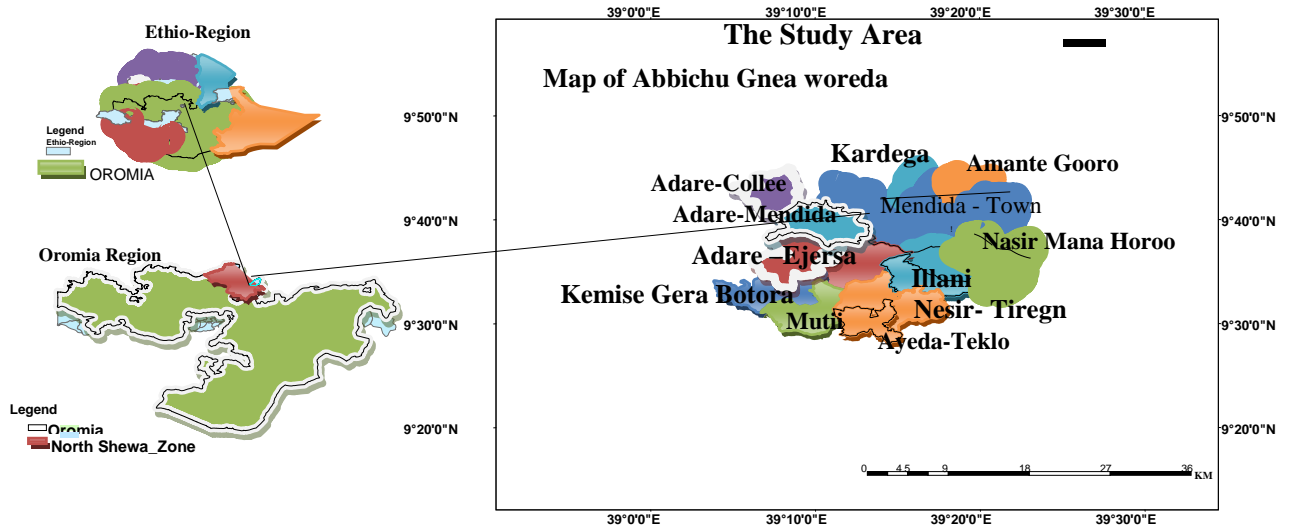
3.1. Research Design

In this study experimental research design was employed to assess the effect of 12 weeks continuous assessment experimental group with control group. This study used pretest, during and post test for experimental group and pretest and post test control group to determine the effects of continuous assessment on student's achievement in physical education subject. Sixty subjects were classified equally in to two groups randomly. Experimental group was trained continuous assessment for 12 weeks.

Because of to compare the effects of continuous assessment on student's achievement in physical education subject with control group. Pre test and post-test were administered for both groups. Regular class and assessment was delivered for experimental group for 60 minutes 3days per week for three months. Monday, Wednesday and Friday in the morning 3:00-4:00a.m.and in the morning 2:00-3:00 a.m. control group was participated regular class, but haven't assessment. The left days were doing individual and group assessment.

3. 2. Description of the Study area

This study was conducted in Oromia region, North shoa zone Abbichu Gnea worda. Abbichu Gnea is one District of North Shewa Zone of Oromia Region and it is located 157kms North of Addis Ababa and 120 Kms from the capital city of North Shewa Zone. The district is bordered by Wachale district (west), Jida and Kimbibit District (South), Amhara Regional State (North and East).



Source: GIS Data Ethio-2018

Figure 1Map of the study area

3.3. Source of Data

The researcher was used both primary and secondary source of data.

3.3.1. Primary source of data

The study has used primary source of data the students including experimental and control group, pre and post test record and assessment value of experimental group.

3.3.2. Secondary source of data

The secondary source of data gathered from review literatures, books other official published and unpublished researches and websites.

3.4. Population of the Study

The target populations of the study was 748 grade ten male and female students of Abbichu secondary school attended regular education. From the mentioned 60 students were selected for the study and they were assigned in to two groups equally using simple random sampling technique. Depending on the nature of the study, target population was delimited to one homogeneous classes of the school. Furthermore, they are similar in terms of their learning subject, learning by the same teacher and learning in one compound.

3.5. Research Variables

The independent variables of the study included 12-weeks continuous assessment while the dependent variables were assessment namely, test, individual assignment, group assignment, mid exam and final exam

3.6. Samples and Sampling Techniques

3.6.1 Criteria selection

The study was included 60 students of grade ten learning physical education as a compulsory subject. Sixty subjects were assigned in to two groups equally using simple random sampling techniques, i.e. thirty students experimental group and thirty students control group. Simple random sampling techniques were used to specify study subjects.

3.6.2. Inclusion and Exclusion Criteria

Sixty students of male and female in grade ten were used as a subject for the study. The participants learning physical education as a compulsory subject in Abbichu secondary school and learning physical education subject by the same teacher in one compound and the same grade level respond to the designed study were included and others exclude subjects. Participants who were not eligible for the inclusive criteria were excluded. Students of grade ten and nine cannot one homogeneous classes were excluded.

3.7. Method of Data Collection

The experimental research design of data collection was pre and post-test of both group and continuous assessment was used for the study having twelve weeks of training. Pre-test and post-test results were assigned on document based on the effect of continuous assessment on student's achievement in physical education subject. It was helped to cross check their achievement before twelve weeks with after twelve weeks for both groups. The post-test result assigned was compared with pre-test value of students. Post-test methods were used to determine the experimental and control group of the students were employed to collect relevant data for the study.

3.8. Procedure of data collections

Two classes were selected from the total class grade ten Abbichu secondary school while the researcher himself was involved in orienting and collecting records.

In each school one room was arranged to host 30 participants hence 60 participants were assigned in two rooms. The experimental test was strictly administered and standardized in terms of administration, organization and implementation conditions. Up on starting the class programs, pre-test was made. Then after the intervention the end of three months post-test were done. During three months assessment was made for experimental group.

Table 3.1: For A Weekly lesson plan Overview of Continuous Assessment Training Program.

Monday	Wednesday	Friday
Learning PE subject (60'')	Learning PE subject (60'')	Learning PE subject (60'')
Revision (5'')	Revision (5'')	Revision (5'')
Discussion (20'')	Discussion (20'')	Discussion (20'')
Class work(15'')	Group work(15'')	Test (15'')
Conclusion (15'')	Conclusion (15'')	Conclusion (15'')
Summarize (5'')	Summarize (5'')	Summarize (5'')

3.9. Method of Data Analysis

Data were entered into SPSS 20 version. Frequency, mean and standard deviation was used to analyze demographic characteristic of participants. Wilcoxon signed Rank test used to analyze the effect of twelve weeks continuous assessment training across pretest, during and posttest on assessment of student's achievement in physical education subject of experimental group with control group haven't assessment training during 12 weeks. Quantitative is statistical to analysis and interpreted the data collected.

3.10. Ethical Considerations

The researcher was got recommendation letter from Jimma University to selected Oromia Region surrounding North Shoa Zone Abbichu Gnea woreda would be given letter selected secondary school to get permission. The objective of the study was presented for all participants before the selection. In order to collect data successfully and smoothly, the researcher got voluntary consent from the participants.

In addition, the researcher showed respect to research participants and explained the purpose of the study, the reason why they were selected, the amount of time that they would be involved and their responsibilities. Furthermore, the researcher created a healthy relationship with respondents expressing that their responses are crucial for the successful accomplishment of the study.

CHAPTER FOUR

4. RESULTS AND DISCUSSIONS

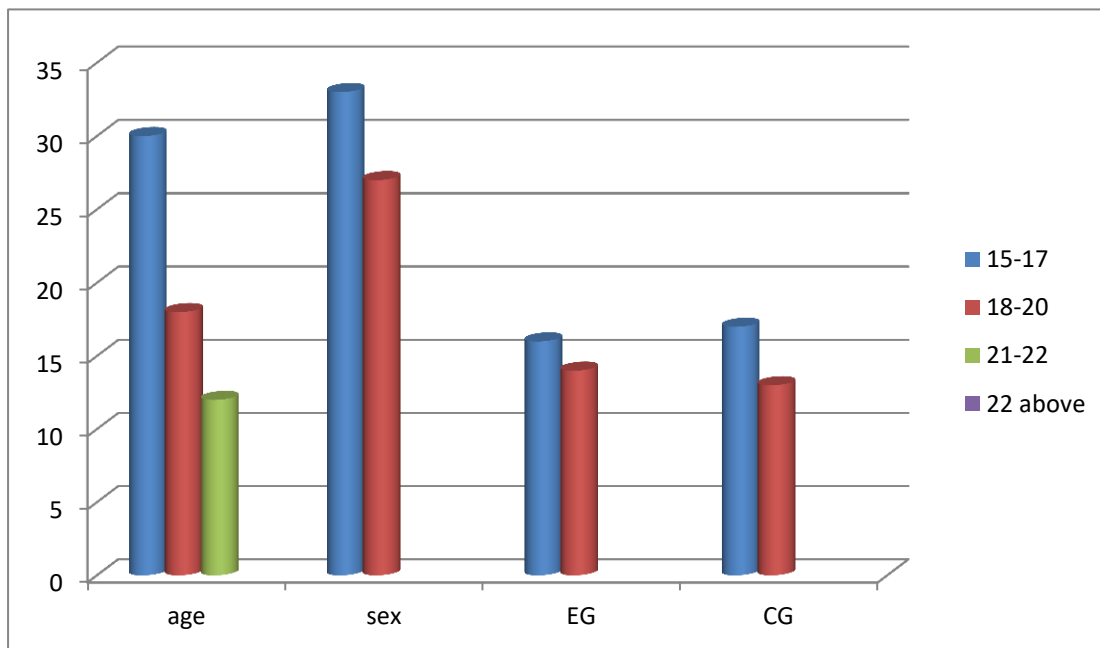
4.1. Demographic profile of Participants

Accordingly, the following tables were presents about the respondents were summarized as follows. The information includes about: age, sex, and grade level or education level achieved. To conduct this study valuable data was collected from the target groups of this study were selected from students. From the total number of the study subjects; no one was lost motivation to follow up training continuous assessment properly and no one was dropped out. 100% the study subjects; follow up training properly. All participants were learning physical education as a one subject. Therefore, the below table contains profile of the participants were presented.

Table 4.1 Demographic characteristics of experimental and control group

Grade	Group	N	Sex	Frequency	Percent
10 th	Experimental Group	30	M	16	26.7%
			F	14	23.3%
	Control Group	30	M	17	28.3%
			F	13	21.7%
	Total	60		60	100%
	M	33			55%
F	27			45%	
Age	15-17			30	50%
	18-20			18	30%
	21-22			12	20%
	22 above			-	-
	Total			60	100%

Bar.1 The profile of participants



Key Blue colour shows number of Male and Red colour shows number of Female in participants of Experimental (EG) and Control groups

As shown in the above table.4.1 and bar graph 1 indicates, sex, group and age of participants.

Sex category of the participants on the basis of sex of participant was 16 (26.7%) students were male and 14 (23.3%) students were female experimental group and 17(28.3%) students were male and 13(21.7%) students were female control group. The total sample participants of sex category 33(55%) were male students where as the remaining 27(45%) of them were female students which shows the majority of the participants were males.

Age category of the participants as data presented in the table above, the majority of the participants 30(50%) were in 15-17years age, 18 (30%) were 18-20years age, and 12(20%) were 21-22 years age from both experimental and non-experimental groups grade ten students. Therefore, the samples of grade 10th experimental group and control group students were the same age level below 23 years.

Table 4.2. Distribution of pre-test of Experimental group and Control group

Group	N	Mean	Stan. Deviation
Experimental group	30	37.800	3.6141
Control group	30	35.600	4.5227

As show in the above table4.2 the mean and standard deviation of the two groups on the pre-test were very close. This indicates that their academic achievement or status on physical education subject was almost the same (Experimental group mean =37.800standard deviation=3.6141 and Control group mean =35.600 standard deviation=4.5227).

4.2. The relationship between pre-test and post-test of student's achievement

Table 4.3Therelationship between pre-test and post-test of student's achievement

Groups	Pair I	Pair II	MD(II-I)	Correlation	Sig
Experimental group	PT	PoT	-52.000	.451	.012

Key MD= mean difference, PT= pre-test which was taken before continuous assessment, PoT= post-test which is taken after 12th week of continuous assessment of experimental group and correlation between pre-test and post-test of student's achievement. The MD, correlation and was observed for experimental group pre-test and post test.

To see whether there is a significant relationship between pre-test and post-test of student's achievement result before and after the intervention paired sample test was ran. As table 4.3 indicates that, there is a significant different between the pre and post result experimental group at (MD= 52.00, p= 55 .012 and shown correlation=.451).the result showed that there is no significant relationship between pre-test and post-test of student's achievement. Therefore the null hypothesis (Ho) which says there is a significant relationship between pre-test and post-test of student's achievement has been rejected.

4.2. The difference between experimental and Control group

Table 4.4 independents Sample T-test result on Post-test Control group with Experimental group.

	Levine's Test for Equality of Variances	t-test for Equality of Means							
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
post-test result Equal variances assumed	1.730	.194	14.346	58	.000	24.143	20.775	27.512	
Equal variances not assumed			14.551	51.484	.000	24.143	20.813	27.474	

As table 4.3 indicates the post test result mean difference of experimental group and control group is 24.143.this indicates that, there is an improvement of control performance in the experimental group compared to the control group (at p=0.000, df 58, t=14.346).then the null hypothesis (Ho) which says there is no significant difference between continuous assessment student's achievement had been rejected.

4.3. The effect of continuous assessment on student's achievement

Table 2.5. The ordinal logistic regression model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.921 ^a	.849	.843	1.927

a. Predictors: (Constant), Time for experiment

The standard approach is describing by linear regression. The most common of how well a regression model fits the data is R^2 . This statistic represent show much of the variance in the participant is explained by the weighted of predictors. The closer R^2 is to 1, better the model fits.

As shown in the above table 4.4 indicates the effect of continuous assessment on student's achievement. Regression preference on the student's achievement post-test results in a R^2 of .849, indicating approximately 84.9% of the variance in the effect of continuous assessment on student's achievement in PE subject is explained by the time used for assessment in the linear regression.

The effect of continuous assessment on student's achievement in physical education subject increased after used continuous assessment training. The remaining 15.1% variation of the effect of continuous assessment on student's achievement in PE subject explained by excluded variables. Excluded variables were variables which affects the student's achievement other than 12 weeks of continuous assessment taken. That is regular class learned during three months.

Table 4.6 The effect of continuous assessment on student's achievement

Model	Un standardized Coefficients		Standardized Coefficient	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	61.377	2.296		26.735	.000	56.675	66.080
1 Time for experiment	.000	.000	.921	12.529	.000	.000	.000

a. Dependent Variable: Post Test Result for Experimental Group

As shown in the above table 4.5 indicates the effect of continuous assessment on student's achievement in physical education experimental group is 61.377. This indicates that, there is an effect of continuous assessment on student's achievement in physical education subject on experimental group (at $p=.000$, $t= 26.735$, $df =9.40$).

The value of the coefficient reflects the amount of change in the preference ranking. Using standardized coefficients, interpretations are based on the standard deviations of the variables. Each coefficient indicates the number standard deviations that the predicted participant changes for a one standard deviation change in a predictor, all other predictors remaining constant. Then the hypothesis (H_0) which says there is no significant effect of continuous assessment on student's achievement in physical education subject experimental group had been rejected.

4.4. Discussion

The study was carried out to investigate the effect of continuous assessment on student's achievement in physical education subject. The researcher was conducted by using pre and post test as data gathering tool. The result obtained from this study indicates that continuous assessment has great role in enhancing student's achievement at Abbichu secondary school. The pre and post test comparison of the two groups in student's achievement in physical education subject have shown that experimental group performed better than that of control group students.

Generally, the analysis made on the data obtained from the pre and post test, has imported that the effect of continuous assessment on student's achievement in physical education subject. The finding of this study correlates with the findings of Abejehu (2016) in which he discussed that continuous assessment affects the primary school students' performance study suggests that experiment revealed that continuous assessment has positive effect on students' learning and achievement. Both ways continuous assessment is necessary for a better students' achievement and the more students are achieved the better chance of their continuous assessment

This result also in line with already proved facts the continuous assessment and students achievement are interrelated. In this view Nxumalo (2007) supports the finding of this study as he has also emphasized on the importance of continuous assessment as means of informing educators and learners about the learner's progress which would ultimately benefit the learning process.

Baker (2010) also discussed this method as an alternative assessment method which was initially used in education systems in 1991 and after continuous reforms, it evolved into continuous assessment. The study further reveals that the effect of continuous assessment on student's achievement on physical education subject of experimental group shows significantly better performance as compared to control group. It means that the experimental group was benefitted more from this approach.

This finding is also supported by a study conducted by Bayo, (2005) who was of the view that continuous assessment has the potency to motivating and focusing learner's attention on the lesson. It highlights that if the teachers use continuous assessment in teachings, all the students have chance to learn and succeed.

As cited by Inyang Abia (2004), continuous assessment plays the most significant role in students' effective performance. Continuous assessment motivates all learners for active participation in learning process. It also provides constructive and rapid feedback to all students. They opined that continuous assessment techniques promote better understanding of the content and it develops confidence and self evaluation attributes.

This finding closely correlates with a study conducted by Frederickson (1992) in which he emphasized the importance of assessment as a means of developing self confidence of students. The difference between the means of post- test of both group are greater than the difference between means on pre-test. This is the evidence that continuous assessment focuses on students understanding rather than memorization.

The teacher of experimental group was view that continuous assessment help teachers to get better understanding of learning needs of the students. In this way they gain a deeper understanding of teaching and learning strategies. He further a continuous assessment in education system is increases the students' achievement and developed academic performance.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The main purpose of this study was to assess the effect of continuous assessment on students' achievement in physical education subject and to recommend effective continuous assessment on students' achievement in physical education subject in Abbichu secondary school. For this purpose the researcher designs experimental research method to assess the effect of independent variable on dependent variable. And then, the researcher reviewed available literature in order to decide the focus of the study and methodologies.

In order to attain general objective of the study, the following specific research objectives were formulated. To identify the relationship between pre-test and post-test of student's achievement, To know is there any difference between experimental and control group, Is there any effect of continuous assessment on student's achievement.

Based on the specific objectives the study pre-test and post-test was formulated. Accordingly, the design of the study, subjects, data procedure and data analysis were determined. The main source of data was pre-test and post-test. In dealing with the objective the paper conducted in Abbichu Secondary School students. From all grade 10th 60 students were taken as sample to participated and gather the necessary data (information) through pre-test and post-test. The experimental and control groups were identified through random sampling. The collected data were coded, logically arranged and tabulated for the analysis process.

Based on the data analysis the major finding of the study was presented as follows: students' achievement in the experimental group significantly improved by integrating different continuous assessment techniques with teaching learning process of physical education subject. There were significant difference between the experimental and control groups at alpha level of 0.05 for a two tailed t-test, degree of freedom=58 in their continuous assessment students' achievement in physical education subject.

5.2. Conclusion

The researcher has designed to investigate the effect of continuous assessment on student's achievement in physical education subject. The study follows the experiment research method to find out effect of continuous assessment on student's achievement in physical education subject. And the findings were a significant difference was found between the experimental and control group in their continuous assessment on student's achievement as measured by the post test. This achievement in experimental group improved as a result of the applying the continuous assessment in physical education subject.

With respect to students' achievement, the general goal behind the continuous assessment strategies is to increase students' academic performance by increasing their continuous assessment to learn (Alderman & Meaehr, 1994). At pre-test students have scored low mark but the post-test score is better than pre-test. Furthermore, the revised national education & training strategy stated that, assessment is the very important part of the higher Education Institutions as it ensures that the quality of education is reflected in real and practical skills (MOE, 2010).

The students need to be achieved so that they can do better in their continuous assessment. In students achievement, there is need to use both assessment ways. Teachers and principals have a big responsibility in achievement students. In their approach to teaching learning environment, teachers should be use skills and methods of continuous assessment that will help students' achievement. Teachers realize that students vary in their rate of assimilation hence, the need to adopt different assessment in teaching learning situation.

Not all students are achieved the same values by the individual assignment, group assignment, test, mid and final exam during continuous assessment training. A plan redesigns the teaching in accordance with the needs of the students and provides diagnostic information on strengths and weaknesses of the students' learning is helps teacher to know the students achievement. Although continuous assessment is produced a series of positive effect on the student's achievement in physical education subject.

5.3. Recommendations

Depending on the major findings of this study, the following points are stated as a recommendation.

- ❖ The findings of the study reveal that continuous assessment techniques are very effective for teaching physical education subjects. Therefore the researcher recommended that teachers to included given training in using continuous assessments in teaching.
- ❖ It is advised to practical training in using continuous assessment is provided to teachers. For this, appropriate guidance was provided to all teachers at every institution.
- ❖ It is good if schools plan and use continuous assessment on students' achievement.
- ❖ It is better if the school principals and physical education teachers to create positive attitude and have good opinion on the effect of continuous assessment on student's achievement in physical education subject.
- ❖ It is advised if the school principals give awards to students, who perform well, as this will help to motivate students.
- ❖ To make the learning of student's physical education meaningful, teachers might use continuous assessments for effective achievement of students.
- ❖ Although continuous assessments helps teacher to know strengths and weaknesses of the students, plan redesign the teaching in accordance with the needs of the students.
- ❖ To enhance the achievement of student's learning physical education in secondary school, teachers might use pre-test and post test.
- ❖ It is good if students make to understand that effect of continuous assessment in education is first for their own benefit as they are beneficiaries of their achievement before any other person.
- ❖ It is good if government promote continuous assessment program under federal and provincial levels and centers for developing assessment techniques in our existing educational environment should be developed at district level.

Reference

- Abejehu (2016) *discussed that continuous assessment affects the primary school students' performance.*
- Abhishek Shukla (June 12th, 2019). *Continuous assessment is as the name suggests continuous and frequent analysis of the learning performance.*
- Addebowalo, O.F and Alao, K.A.(2008). CA policy implementation in selected local government areas of Nigeria implication
- Asabe Mebratu.(2007). Effects of continuous assessment on academic achievement of NCE
- Airasian, P.W. (1997). *Classroom assessment. (3rd ed.)*. New York: McGraw- Hill inc
- Alausa, Y.A (2003). *CA in our schools: Advantages and problems* retrieved from [http: www need Edna /publications/ journal](http://www.need.edu/publications/journal) accessed on January 26, 2012.
- Alausa, Y.A. (2004). *Continuous Assessment in our schools: advantages and problems*. Kolin Foundation Arandis, Namibia.
- Anikweze, C. M. (2005). *Assessment and the future of schooling and learning paper Presented at the 31st Annual conference of the international Association for Educational Assessment Abuja, Nigeria 4th-9th* ArandisKolin Foundation press
- Argali, MW.(2001). *Ideology and the curriculum* New York Rutledge.
- Artel and Spondel, V.(1991), *using portfolios of student work in instruction and assessment, Portland; West publishers.*
- Ayalew Shibeshi.(2009). *Assessment of Science education quality Indicators in Addis Ababa*
- Baker (2010) also discussed this method as an alternative assessment method which was initially used in education systems in (1991) and after continuous reforms, it evolved into continuous assessment.

- Birhanu Moges. (2004). *teacher assessment student performance in selected schools of Arsi zone with emphasis on continuums assessment*, unpublished Master thesis Addis Ababa University
- Bayo, (2005). The view that continuous assessment has the potency to motivating and focusing learner's attention on the lesson
- Black and Brood foot. (1982). *Assessment in the class room, keeping track of teaching*, Published by Rout ledged and Regan poul.
- Bogale Tessema.(1994) continuous assessment: its validity, reliability and Feasibility.
- Brooks V.(2002). *Assessment in secondary schools: the new educator's guide to monitoring assessment, recording, reporting and accountability*. Bucking sham: Open University press.73
- Brown D. (1998). Educational policy and the choice of language in linguistically complex South African schools urban university of Natal (MED dissertation)
- Copper.J.(1996). Testing to learn, learn to test washing an academic for education development.
- Desalegn Chalchisa. (2004). Continuous assessment in lower cycle primary school Unpublished master thesis Addis Ababa University, Addis Ababa.
- DECP.(1995), Diploma in Education Senior primary Guide III premarital urisa
- DOE (Department of education,(1997)). Intermediate phase (grade 4-6): policy document paregoric Department of education.
- Frederickson, (1992). Emphasized the importance of assessment as a means of developing self confidence of students
- Freeburg J.H .(1996). Universal teaching strategies London: Allyn and Bacon.
- Gibbons and Humbert,(2006). Locating and evaluating the barriers that impact and cause that affected implementation of continuous assessment of students.

Gipps (1990), Continuous assessment serves the purposes including providing information about the learners and teacher training method for a program, faculty or staff.

Greaney (2011), defines assessment as any procedure or activity that is designed to collect information about the knowledge, attitude, or skills of the learner or group of learners

Inyang Abia (2004), continuous assessment plays the most significant role in students' effective performance.

Hernande (2012), continuous assessment is a systematic, comprehensive and cumulative record of a student's

Hohen.W. (1994). *Enhancing quality in assessment* London poul chap may.

Howkins JM.(1998). *The South African oxford school dictionary* Cape Town: University press.

Hampambwe, W.M. and Mullenfa, M.G. (2008) *The implementation of School Based Continuous Assessment (CA) in Zambia*.(2008). The IAEA Conference.

Kotharis C.R. (2004). *Quantitative of research techniques (3rded)*.

Kul, L. (2006). *Methodology of educational research (3rded)*. London and network: Vikos Publishing house.

Larraine K.(1996). Making sure that assessment improves performance educational leadership.74

Le Grange and Reddy C.(1998). *Continuous assessment: an introduction and guidelines to implementation*. Cape Town: Jute.

Manno V.(1995). *The new school wars: bottles over outcomes based education* Ph. Delta.Kappon.

Mitko A.J. (2004) *Continuous Assessment and performance assessment*

Moec. Gov. (accessed on Feb 2012) *Continuous Assessment and performance assessment*

MoE. (1994). *The new education and training policy* Addis Ababa *EMPDA*.

Morrison K. (1998). *Management theories for educational change*, London: Poulchap mars.

Muluken, (2006) asserted that CA could promote students' learning by building their confidence and their understanding if it is effectively planned and monitored.

National Policy on Education (2004) *proposed that educational assessment or evaluation should be based on continuous assessment at all levels of the educational system.*

Nitko, J.A. (2004). *Educational Assessment of Students* (4th ed.), Englewood Prentice Hall

Nitrio, (1996) mentions purposes of assessment in general as to: Improve instruction

Nxumalo (2007) emphasized on the importance of continuous assessment as means of informing educators and learners.

Ogunnyi, (2014).CA is a formative evaluation procedure concerned with finding out learning experience.

Parker M.(1998).*Effective classroom learning*. New York Brazil black well.

Plessis,J, D. and Prouty,D. (2007). *Continuous assessment is a practical guide for teachers*. United States of America.

Purvice, R. (1990). *Peer assessment*. Aberdeen: CICED publications.

Rink, J. (2006).*Teaching physical education is learning*. Boston, MA: McGraw Hill.

Terrance H.(1995). *Evaluating authentic assessment is Buckingham: Open University press*.

Vanden horst H. and Macdonalds R. (1997).*out comes based education a teacher's manual* Performa kagisa.

Vogel S.(1997).*assessment on primary level student*.

West and Lombardo. (1994). *curriculum and instruction the secondary schools physical education experience st. Louis missoure*.

Woolnough E.B .(1994). *Developing science and technology is education effective science teaching* Open University press.

APPENDIX
JIMMA UNIVERSITY
SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCE

A data to be collected from experimental and control group of Abbichu secondary school to assess the effect of continuous assessment on student's achievement in physical education subject students will take pre-test and post test and time of assessment during continuous assessment.

Appendix1: pre-test and post-test result of experimental group

<i>Code</i>	<i>Sex</i>	<i>Age</i>	<i>Pre-test Result</i>	<i>Post-test result</i>	<i>Difference</i>	<i>Time used</i>
EG1	M	21	43	95	52	47:00
EG2	F	16	34	97	63	52:00
EG3	M	22	42	94	52	44:00
EG4	M	17	36	90	54	40:50
EG5	M	16	32	80	48	28:00
EG6	F	16	41	87	46	38:00
EG7	M	19	34	79	45	25:00
EG8	M	18	36	94	58	45:00
EG9	F	16	35	84	49	34:00
EG10	F	18	38	86	48	48:00
EG11	M	17	36	88	52	38:50
EG12	F	20	37	85	48	34:50
EG13	F	22	44	92	58	47:00
EG14	M	16	42	96	54	50:50
EG15	M	16	41	88	47	38:00
EG16	F	17	36	84	48	35:00
EG17	F	21	34	89	55	39:50
EG18	M	17	35	93	58	43:30
EG19	M	19	36	94	58	46:50
EG20	M	16	41	95	54	47:50
EG21	F	18	34	86	52	36:00
EG22	M	22	39	87	58	37:00
EG23	M	16	32	92	60	43:00
EG24	F	18	45	95	50	47:00
EG25	F	17	37	85	48	37:20
EG26	M	21	38	96	58	50:00
EG27	F	21	35	88	53	37:00
EG28	M	17	42	94	52	45:00
EG29	F	18	38	92	54	42:50
EG30	F	19	41	89	48	40:00

Appendix2: Pre-test and post-test result of control group

<i>Code</i>	<i>Sex</i>	<i>Age</i>	<i>Pretest Result</i>	<i>Post- test result</i>	<i>Difference</i>
CG1	M	18	39	73	34
CG2	M	16	35	66	31
CG3	F	19	27	56	29
CG4	M	17	40	69	29
CG5	F	18	31	67	36
CG6	M	17	37	61	24
CG7	M	16	42	73	31
CG8	F	17	33	70	37
CG9	M	18	37	69	32
CG10	M	17	28	66	38
CG11	F	21	35	64	31
CG12	M	17	38	56	18
CG13	F	16	29	64	35
CG14	F	16	32	61	31
CG15	M	19	40	71	31
CG16	M	22	33	72	41
CG17	F	20	29	58	29
CG18	F	17	42	73	31
CG19	M	21	41	59	18
CG20	M	18	36	67	31
CG21	F	16	35	62	27
CG22	F	21	34	74	40
CG23	M	16	37	65	28
CG24	M	22	39	66	27
CG25	F	16	40	68	28
CG26	M	17	34	54	20
CG27	F	19	41	52	11
CG28	M	17	35	59	14
CG29	F	18	41	64	23
CG30	M	16	28	62	34

Appendix:3 Month one assessment plan (February 2020)

Goal- To improve student's achievement

Table 3 training program of the Continuous assessment plan

Day	Teaching activities	1 st -4 th weeks Duration 60 min	Student activities	Feedback
Monday (3:00-4:00am)	Introduction	5min	recall the previous lesson Listen attentively	Home work Class work
	Presentation	25min	Take note Follow attentively Participating Asking question	
	Summarization/stabilization	10min	Asking question Recalling the main point	
	Evaluation	20min	Receive oral question	
Wednesday (3:00- 4:00 am)	Introduction	5min	Remember the previous lesson Listen attentively	Test Group discussion
	Presentation	25min	Take note, Follow attentively, Participating& Ask question	
	Summarization/ stabilization	10min	Ask question & Recall the main point	
	Evaluation	20min	Receive oral question	
Friday (3:00- 4:00 am)	Introduction	5min	Remember the previous lesson Listen attentively	Individual assignment Explanation
	Presentation	25min	Take note, Follow attentively, Participating& Ask question	
	Summarization/stabilization	10min	Ask question & Recall the main point	
	Evaluation	20min	Receive oral question	

Source Weekly Lesson plan-workout planner. EBO. Assessed on October, 22/2020

Appendix: 4 Month two assessment plan (March 2020)

Goal- Goal- To improve student's achievement

Table 4 training program of the Continuous assessment plan

Day	Teaching activities	1 st -4 th weeks Duration 60 min	Student activities	Feedback
Monday (3:00-4:00am)	Introduction	5min	recall the previous lesson Listen attentively	Home work Discussion Explanation
	Presentation	25min	Take note Follow attentively Participating Ask question	
	Summarization/stabilization	10min	Recall the main point	
	Evaluation	20min	Receive oral question	
Wednesday (3:00- 4:00 am)	Introduction	5min	Remember the previous lesson Listen attentively	Home work Group assignment Explanation
	Presentation	25min	Take note, Follow attentively, Participating& Ask question	
	Summarization/ stabilization	10min	Ask question & Recall the main point	
	Evaluation	20min	Receive oral question	
Friday (3:00- 4:00 am)	Introduction	5min	Remember the previous lesson Listen attentively	Class work Discussion Explanation Mid exam
	Presentation	25min	Take note, Follow attentively, Participating& Ask question	
	Summarization/stabilization	10min	Ask question & Recall the main point	
	Evaluation	20min	Doing class work, Receive oral question	

Source Weekly Lesson plan-workout planner. EBO.Assessed on October, 22/2020

Appendix: 5 Month three assessment plan (April 2020)

Goal- To improve student’s achievement

Table 5 training program of the Continuous assessment plan

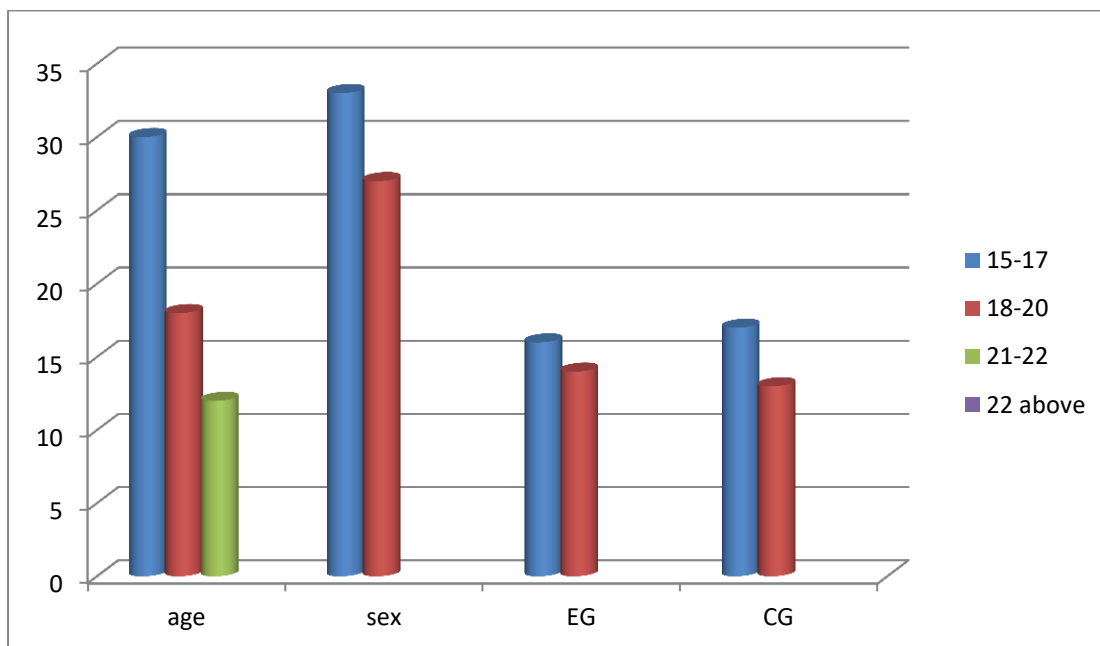
Day	Teaching activities	1 st -4 th weeks Duration 60 min	Student activities	Feedback
Monday (3:00-4:00am)	Introduction	5min	recall the previous lesson Listen attentively	Home work Discussion
	Presentation	25min	Take note Follow attentively Participating Asking question	Class work Explanation
	Summarization/stabilization	10min	Asking question Recalling the main point	
	Evaluation	20min	Receive oral question	
Wednesday (3:00- 4:00 am)	Introduction	5min	Remember the previous lesson Listen attentively	Group work
	Presentation	25min	Take note, Follow attentively, Participating& Ask question	Explanation
	Summarization/ stabilization	10min	Ask question & Recall the main point	Home work
	Evaluation	20min	Receive oral question	
Friday (3:00- 4:00 am)	Introduction	5min	Remember the previous lesson Listen attentively	Class work
	Presentation	25min	Take note, Follow attentively, Participating& Ask question	Discussion Explanation
	Summarization/stabilization	10min	Ask question & Recall the main point	Final exam
	Evaluation	20min	Receive oral question	

Source Weekly Lesson plan-workout planner. EBO.Assessed on October, 22/2020

Appendix 6: Demographics characteristics of experimental and control group

Grade	Group	N	Sex	Frequency	Percent
10 th	Experimental Group	30	M	16	26.7%
			F	14	23.3%
	Control Group	30	M	17	28.3%
			F	13	21.7%
	Total	60		60	100%
	M	33			55%
F	27			45%	
Age	15-17			30	50%
	18-20			18	30%
	21-22			12	20%
	22 above			-	-
	Total			60	100%

Appendix 4: profile of the participants



Appendix 7: Distribution of pre-test of Experimental group and Control group

Group	N	Mean	Stan. Deviation
Experimental group	30	37.800	3.6141
Control group	30	35.600	4.5227

Appendix 8: The relationship between pre-test and post-test of student's achievement

Group	Pair I	Pair II	MD(II-I)	correlation	Sig.
Experimental group	PT	PoT	-52.000	.451	.012

MD=mean difference PT = pre-test which was taken before continuous assessment, PoT= post-test which is taken after 12th week of continuous assessment

Appendix 9: The difference between experimental and Control group

	Levine's Test for Equality of Variances	t-test for Equality of Means							
		F	Sig.	t	Df	Sig. (2- tailed)	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
post-test result									
Equal variances assumed	1.730	.194	14.346	58	.000	24.143	20.775	27.512	
Equal variances not assumed			14.551	51.484	.000	24.143	20.813	27.474	

Appendix 9: The ordinal logistic regression model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.921 ^a	.849	.843	1.927

a. Predictors: (Constant), Time for experiment

Appendix 10: The effect of continuous assessment on student's achievement

Model	Un standardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	61.377	2.296		.000	56.675	66.080
	Time for experiment	.000	.000	.921	12.529	.000	.000

b. Dependent Variable: Post Test Result for Experimental Group