EDUCATION REVIEW OFFICE, SANOTHIMI BHAKATPUR

AN ANALYSIS OF STUDENT ASSESSMENT PRACTICES AT SCHOOL IN NEPAL

A Research Report
Submitted by
Molung Foundation, Koteshwar Kathmandu

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Molung Foundation has the pleasure to conduct a research study titled "An analysis of student assessment practices at school in Nepal". This thematic issue basis a special significance in the context of learning achievement at school education in Nepal. The study not only reveals the existing situation of learning in school but also signals some significant ways for better learning environment to improve the quality of education at school level.

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Thank you.

Khem Prasad Dahal

Chairperson

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This report is based on the field study of the different schools from various Provinces as well as ecological zones of Nepal. This study attempts to organize, integrate and present various views regarding classroom-based student assessment practices. The minor modification has been made for the sake of feedback to ERO research committee.

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Executive Summary

Introduction

This study begins to investigate student assessment practices at the school level. A teacher uses a range of evaluation tools to measure student progress and can be classified into the diagnostic, formative and summative assessment. But, they are still using paper-pencil tests- terminal tests, half-yearly exam and final exam for qualifying student progress. It is generally known as scored and graded assessment or summative assessment and administered by the school. Furthermore, a teacher is using different assessment devices in the classroom- homework, classwork, group work, project work, field-trip, discussion, and question-answer and so on. It is also known as formative assessment. The teacher is a single authority who is responsible for designing and administering the classroom-based assessment.

Classroom-based student assessment is to be considered an integral part of teaching-learning. This type of assessment helps teachers to measure the effectiveness of improving the behavior of the student. A teacher knows how successful this effort has changed to the students learning the behavior of their teaching activities. After identifying the student level, regular feedback has given to corrective teaching for poor-performing students. It is the most valuable thing for school administrators, teachers, students, researchers, curriculum designers and other stakeholders related to education.

The National Curriculum Frameworks (2005, 2007), SSRP (2009–15) and SSDP (2016) have expected to improve educational quality through student evaluation. However, these policy arrangements and project designs are not able to desirable changed at the grass-root level. At present, the Education Review Office (ERO) has been conducting regular research for the school's educational quality improvement since its inception through partner organizations. ERO aims to carry out a rigorous study on the topic an analysis of student assessment practice at school level in Nepal. On this topic, Molung Foundation, Koteshwar Kathmandu as a consulting institution has accomplished this research to submit this report to the ERO.

Objective

i. To assess the present assessment practice in schools of Nepal, focusing particularly on formative and school-based assessment.
ii. To identify barriers to the effective use of formative and classroom-based assessments in schools.
iii. To suggest the ways to improve the student assessment system and practice towards improving quality in education through formative and school-based assessment system.

Methodology

This study was based on the qualitative data. For this purpose, sixteen schools have been selected to represent ecological zones and Provinces by consulting ERO. The sampled schools have been chosen from both community schools (12) and institutional schools (4) from urban and rural areas.

This study has taken 249 respondents from different thematic groups, such as teachers, students, parents, head teachers, Resource Persons, School Supervisors and District Education Officers, CDC personnel and Confederation of Nepalese Teacher representatives (CNT). Primary data were collected from field observation, personal interview and focus group discussion. Archive documents and records had also been reviewed to get secondary data.

The data generated from different sources have been further verified, critically analyzed, and cross-checked. The thematic statement of views, attitudes/beliefs and experiences were transcribed into typology, taxonomy, and coding. Thereby descriptive and analytical methods were used to form subgroups within the general category for report preparation.

Major findings

Existing classroom-based student assessment practices in the schools of Nepal

The National Curriculum Framework recommendation regarding student assessment practice has not effectively used in the school. The issues related to student assessment are teacher-student relationships, manageability, validity, reliability, objectivity, recording, and reporting. The schools seem to have used both the summative and formative evaluation for student evaluation in Nepal. Both the evaluation methods have been used in various ways, such as planning and teaching,

tracking progress, school improvement, performance management, school performance and transfer and transition.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit. Summative assessments are often high stakes, which means that they have a high point value from a terminal exam, a midterm exam, a final exam and a paper-pencil test. Information from summative assessments can be used to shape when students or faculty use it to guide their efforts and activities in subsequent courses- homework, class work, class tests, group work, project work, field work, question-answers, monthly test, unit test, oral test and so on. But most of the schools seem to have been used for homework, group work, discussion, and questionnaire.

Regarding the classroom-based student assessment practices school can be divided into three groups: the improvements in classroom-based student assessment practices in school were successful, the school realized the need for classroom-based student assessment improvement, and the school did not pay attention to classroom-based student assessment improvement.

The result indicates that Surkhet, Kailali, Kaski and Bara districts lie in the first groups, compared to Dang, Rupendehi, Chitwan, Bhaktapur, Mahottari, and Sunsari districts in the second. It third belongs to Dhankuta, Gorkha, Tanahu, Arghakhanchi, Rasuwa, and Dolpa districts.

The spatial distribution of the first category schools by ecological regions reveals that about 50 percent schools found in the Tarai (Kailali and Bara) and 50 percent in the hills (Kaski and Surkhet). It was 83.33% in the Terai and 16.67% in the mountains only in the second category as compared to 50 percent each of the hills and mountains in the third category.

The majority percentages of teachers have felt classroom assessment as a burden on teachers. They said that it is more time consuming and jig-jack to record keeping. As a result, teachers give student progress and feedback to their parents from the paper-pencil test.

Nowadays, the situation has been gradually changing, the head teachers requested from the teachers using classroom assessment practices such as homework, class work, unit test, class observation, monthly test and project work. The teachers, students, and parents have followed to the view of the head teachers.

Barriers to practice classroom-base student assessment

In the study area, the application of the classroom-based student assessment practice is at an initial stage as compared to traditional evaluation systems. Despite this, some signs of improvement that have noticed after the various policy efforts provided by the Ministry of Education and donor agencies in Nepal. Teachers sometimes think that all supports and assistance must come from them. It is mainly due to the diverse classroom demands diverse teaching approaches.

This study reveals that the barriers of classroom-based student assessment are time-consuming, lack of professional training to handling classroom-based assessment (especially CAS), student-teacher ratio, faulty methods in teacher allocation, lack of on the induction training, lack of knowledge of classroom-based assessment, lack of appropriate instructional planning, lack of teacher's competency, lack of evaluation of all cognitive domains of Bloom Taxonomy (or use of specification chart in question selection), based on conventional teaching-learning system and dilemmas and misconception about the classroom-based assessment system.

Ways forward to improve the classroom-based student assessment practice at school level

The rigorous field level data, this study provides feedback ways forward to the effective application of classroom-based student assessment practice at school level in Nepal. For this purpose, all educational institutions, both institutional and public school should develop sufficient knowledge, information, and skill efficient use of formative or classroom-based student assessment practice at an unprecedented rate.

The synthesis of respondents' views traces out ways that can be delivered in classroom-based student assessments that reflect more closely the work that students and teachers create in the classroom. They feel better assessments means better information to make meaningful decisions at schools level such as, implementing culture friendly assessment, incorporating local knowledge in students' assessment, avoiding rote memorization while practicing the assessment, follow multiple ways to assess the students' performance, providing the appropriate teachers' training for assessing the student performance, fully applying continuous assessment systems to assess the students learning, effective monitoring system, providing appropriate reference material, and strong academic commitment.

CHAPTER I

INTRODUCTION

This chapter explores the background, objectives, limitation, and the significance of the student assessment practices at school level in Nepal.

1.1. The Context

Assessment is a general term that includes the full range of procedures used to gain information about learning and formation of value judgment concerning the progress of students in relation to set standards (Linn and Ground, 2003). Assessment accomplishes students' purpose when they know what they are supposed to be learned, provides the opportunity to receive regular feedback and know what is expected in order to meet each standard. The concept of assessment is a changing phenomenon and it is elsewhere used as preparative (diagnostic), formative and summative. An assessment for learning is a phrased employ for diagnostic assessment, assessment for learning is used for formative assessment and assessment of learning is utilized for summative assessment (Ebel &Frisbie, 1991; Pollard, 2002). Assessment for multiple interagency has stressed the need of assessment system that continues to promote teaching and learning in the classroom. Assessment techniques are used to assess different skills, intelligence and behavior. There are a lot of problems appeared in the effective use of student assessment system in the classroom. With teaching lessons, the teacher uses a range of evaluation tools in the classroom. The teacher and student are both benefited commencing classroom assessment for improving their teaching-learning performance in the front of quality of education (Altan, 2002; Airasion, 1991).

Classroom-based student assessment is an integral part of teaching-learning. This helps teachers to measure the effectiveness of improving the behavior of the student. A teacher knows how successfully this effort has changed to the students learning behavior of their teaching activities. After identifying the student level, regular feedback has given to corrective teaching for poor-performing students. On the other hand, the assessment helps the student to know on which topic of a particular subject shows what their level of learning achievement is and how to correct it. Therefore, this assessment helps both teacher and students, they are likely to be benefited by providing feedback and getting an opportunity to improve immediately regarding quality education. The classroom-based assessment practice is a conscious, systematic and internal act of

a teacher. Poudel (2016) argues that the objectives of student assessment are many fields such as providing feedback for classroom teacher to improve student learning; certifying the grade and qualifying students; and monitoring and evaluating the quality of the education system for improvement. The concerns of quality education have not been only on the policy level at apex administrative bodies, but also related to the local levels. Thus, the teacher is to be said an authentic person to use student assessment in the classroom.

The teacher has applied various student assessments tools and methods in the classroom for the improvement of teaching-learning activities. Assessing learning outcomes of students, the school can modify its instructional approaches, teaching materials, and academic support accordingly. Standardized test items have been widely applied to seeking reliable information on student learning in schools and measuring the effectiveness of the education system. For example, summative assessment has usually been used at various levels in the front of education system in Nepal. It is generally known as scored and graded assessment. It shows that traditional means of student assessments are still effective in order to improve the education systems. Recently, assessment for learning has comprehended in determining appropriate teacher action and this is of paramount importance in the flow of teaching-learning processes (Pollard, 2002). He summarizes the findings of the Assessment Reform Group (ARG, 1999) as follows:

> The important message now confronting the educational community is that assessment which is explicitly designed to promote learning is the single most powerful tool we have for both raising standards and empowering lifelong learning (p. 314).

Pollard (2002) also cites to Black and William (1998) and says that formative assessment should be productive, pupils should be trained in self-assessment so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve…. Opportunities for pupils to express their understanding should be designed into any piece of teaching, for this will initiate the interaction whereby formative assessment aids learning. The dialogue between pupils and teacher should be thoughtful, reflective, focused to evoke and to and explore understanding, and should be conducted so that all pupils have an opportunity to think and to express their ideas (p.335).

These points reinforce the importance of classroom-based student practices which really enable children to demonstrate their understanding, and enable teachers to develop real insights into children's thinking. Among the various evaluation methods, classroom-based student evaluation is considered very well in the world. However, its use in Nepal is still not going to be well. In view of this, the various high-level educational commissions of the time, the National Curriculum Framework, the educational counseling institutions, and the educational projects have emphasized the importance of student evaluation in the classroom in Nepal. National Education System Plan (1971-1976) introduced the classroom-based assessment, known as internal assessment. After the commencement of the school level curriculum in early 1980, the internal assessment system could not be continued for a long time in school education. But the educations have been emphasizing that the importance of the internal assessment system in order to increase student learning achievement and to enhance the quality of education. Therefore, the internal assessment of the student should be implemented in both the policy and school level. To fulfill this gap the Government of Nepal has introduced the continuous assessment system (CAS) in primary grades since 1990s, although its use by teachers still faces many weaknesses.

The National Curriculum Frameworks (2005, 2007), SSRP (2009–15) and SSDP (2016) have expected to improve educational quality by improving the pattern of student evaluation. It is designed to enable the school education sector to "ensure equitable and inclusive quality education and promoting lifelong learning opportunities for all'. However, these policy arrangements and project designs are not able to desirable changed at the grass-root level. The Government of Nepal seems to have made further efforts to improve large-scale national assessment systems from the middle of the 1990s. At present, the Education Review Office (ERO) is an authorized institution to complete national student assessment system in Nepal. It has accomplished study twice for the National Assessment of Student Achievements in 2011 and 2013 (Poudel, 2016). It is now a regular work of the organization. The ERO has been conducting regular research for the school's educational quality improvement since its inception through partner organizations. ERO aims to carry out a rigorous study on the topic an analysis of student assessment practice at school level in Nepal. On this topic, Molung Foundation, Koteshwar Kathmandu as a consulting institution has accomplished this research project and submits this report to the ERO, Sanothimi Bhaktapur.

1.2. Objectives of the Study

This research project has set the following objectives:

iv. To assess the present assessment practice in schools of Nepal, focusing particularly on formative and school-based assessment.

v. To identify barriers to the effective use of formative and classroom-based assessments in schools.

vi. To suggest the ways to improve the student assessment system and practice towards improving quality in education through formative and school-based assessment system.

1.3 Significance of the Study

In Nepal, lecture-based teaching approach and paper-pencil assessment system are widely practiced from lower level to university level. Ministry of education has made various efforts to improve quality education. The attempt has been based on a clear set of performance standards that are identical to the standards used in the ongoing formative process. Classroom-based student assessments should also facilitate interaction and feedback among colleagues to improve teaching-learning activities. This type of assessment system smoothes the progress of student learning measures to inform teachers and thereby helps to improve learner achievement. Black and Wiliam (1998) highlight the importance of formative assessment for feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils (cited in Pollard, 2002, p 314). Nevertheless, the change does not seem to be satisfactorily due to a large number of teachers having been employing a rubric of criterion-referenced assessments, in which teachers either do or do not meet the acceptable standard. The children who are at the school age are not enrolled in schools which ultimately lead to incomplete basic level education. As a result, the drop-out rate is very high and a large number of students repeat the class.

A lot of defaults are found in classroom-based student assessment practices in Nepal. Teachers who fail to meet acceptable standards should be offered programs of professional development, remedial plans, and opportunities to observe peers. They should also not be given sufficient time, support, and assist in meeting the standards. A process to remove chronically ineffective classroom-based assessment practice should begin only after extensive support and intervention. It is mainly due to traditional student assessment is incapable to measure student progress properly and neither has it given feedback to the students for remedial teaching nor it helps to find the

problems as a whole. So to solve such problem assessment practice has to be as intended and perfection. This study will be signified as follows:

- This study helps to minimize the intensity of exam phobia of students.
- This study helps to formulate school effective policies and strategies to assign students' performance.
- It helps to explore the effective assessment practice which is the most valuable thing for school administrators, teachers, students, researchers, curriculum designers and other stakeholders related to education.
- It helps to encourage the students for better achievement in the different subject and help to decrease students' failure rate.

CHAPTER II

REVIEW OF LITERATURE

This chapter reviews the existing literature to find the gap in the research and gaining existing knowledge concerning classroom-based student assessment practices to construct the conceptual and theoretical framework.

2.1. Background

Creswell (2007) expresses that the literature review is the study of higher ongoing dialogue about a topic, filling gaps and extending prior studies. To this end, a researcher must have knowledge of already established theories and researches related to the problem chosen by him or her. Review of literature is an exacting task, calling for a deep insight and clear perspective of the overall field. So, the review is inevitable in any investigation. Literature review relates to a study to the larger ongoing dialogue in the literature about a topic, filling gaps and extending prior studies.

A literature review is a written summary of journal articles, book and another document that describes the past and current state of information on the topic of the research. The review of literature enables the researcher to know what is known so far and what is unknown. It helps in conceptualizing the problems, conducting the study and brings the investigator who ignores prior research and theory, chances pursuing trivial problems duplication a study already done, or reporting other mistakes that exist. Review of literature is very important to provide an insight into the problem to familiarize the researcher with the studies previously done and to make the researcher adopt suitable design. For this, we reviewed the literature by categorizing the two ways, such as empirical and theoretical review.

2.2. Theoretical Literature

There is no single theory of learning that can be applied to all students. Indeed, the literature of the past century has yielded a variety of models, sets of assumptions and principles, theories, and explanations that make up the students learning knowledge base. The more those educators are familiar with this knowledge base, the more effective their practice can be, and the more responsive their practice can be to the needs of learners.

There are many theories which can be used to understand the learning process. The theoretical discussion is needed for the interaction of the finding of the study. Many theories about the learning and development of children, such as cognitive, behaviorist, humanist, social constructivism of which constructivism is one of the theories to analyze and interpret the data of mathematics or resolve the problem. To complete any research we have to base on various theories so in this study, we used such theories as constructivism, the theory of fear and phobia and the theory of multiple intelligences. The brief discussions of these theories are presented below:

2.2.1. Constructivism

Constructivism is basically a theory based on observation and scientific study about how people learn about. It says that people construct their own understanding and knowledge of the world through experiencing things and reflecting on that experience. When we encounter something new, we have to reconcile it with our previous idea and experience may be changing what we believe or may be discarding the new information as irrelevant. In any case, we are an active creator of our own knowledge. In the classroom, the constructivist view of learning can be pointed out in a number of different teaching practices. In the most general sense, it usually means that we should encourage the students to use active techniques to create more knowledge and then to reflect and talk about what they are doing and if their understanding is changing. The teacher makes sure understanding of the student pre-existing concept; guide the action to address them and then build on them. Constructivist transforms the student from passive recipients of information to active participation in the learning process. Always guided by the teacher, student constructs their knowledge actively rather than just mechanically ingesting knowledge from the teacher or the textbook.

Constructivism is a theory of knowledge that argues that humans generate knowledge and meaning from an interaction between their experiences and ideas. During infancy, it is an interaction between their experiences and their reflexes or behavior-patterns. To analyze and find the suitable solution in the area of learning technique in mathematics, for instance, constructivism becomes one of the possible theories to solve specifically the problem on the topic of "learning techniques of superior students in mathematics". Every child learns from society, from social contact with home, family, and the universe. According to them, knowledge can be constructed from society. This kind of thought is given by constructivism. It focuses on the real-life learning environment,

social interaction and use of complex idea shared with others outside of classroom easily. Constructivism transforms the students from passive receipting of information to the active participant in the teaching process. Constructivism based on three axioms are as follows:

- Learners learn knowledge from their active participation.
- Learners gain knowledge while reflecting on their own action.
- Learners gain knowledge when they try to convey their solution to others.

It is important to note that constructivism is not a particular pedagogy. In fact, constructivism is a theory describing how learning happens, regardless of whether learners are using their experiences to understand a lecture or following the instructions for building a model airplane. In both cases, the theory of constructivism suggests that learners construct knowledge out of their experiences.

2.2.2. Theory of Fear and Phobia

Two major theories had significant impact on the scientific investigation of fear and phobia, namely, psychoanalysis and behaviorism, were initiated by Freud (1909) and Watson and Rayner (1920). While at the beginning of the last century the dispute regarding the cause of fear and phobia was limited to psychoanalysis and behaviorism, today this field of research is characterized by considerable theoretical confusion. This review will explore whether these theories are capable of integrating the pertinent, the Rational-Choice Theory of Neurosis (Rofe, 2010; Y. Rofe & Rofe, 2013), was suggested as the best explanation of bizarre phobia (e.g., chocolate phobia or panic disorder). Essentially, phobias do not differ from other types of symptom formations, as the only thing all phobias have in common is the defensive use of avoidance. They share nothing else, either dynamically or genetically, which distinguishes them from any other class of symptoms. The Rational-Choice Theory of Neurosis (RCTN) is a revised version of Psycho-bizarreness Theory. The basic assumption of this theory is that individuals are likely to adopt neurotic disorders, such as panic disorder, agoraphobia, OCD, and conversion disorder, when confronted with an intolerable level of stress and other options, such as suicide, drug abuse, and antisocial behaviors, are unavailable or too costly.

2.2.3. Theory of Multiple Intelligences

The theory of multiple intelligences, developed by psychologist Howard Gardner in the late 1970s and early 1980s, posits that individuals possess eight or more relatively autonomous intelligences.

Individuals draw on this intelligence, individually and corporately, to create products and solve problems that are relevant to the societies in which they live (Gardner, 1983, 1993, 1999). The eight identified intelligences include linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence (Gardner, 1999).

According to Gardner's analysis, only two bits of intelligence– linguistic and logical-mathematical intelligence have been valued and tested for in modern secular schools; it is useful to think of that language-logic combination as "academic" or "scholarly intelligence."

Multiple intelligence theory, in contrast, asserts that an individual, who demonstrates a particular aptitude in intelligence, will not necessarily demonstrate a comparable aptitude in other intelligence.

2.3. Empirical Review

Review of related literature helps us to understand where the field current is and how research can progress it forward in our study. It gives insight into what practices may or may not support our study. For this study some related literature was reviewed as follows:

Frey, McKinney, and Trimble (2007) wrote a book "Tools and techniques for course improvement: a handbook for course review and assessment of student learning" on that book they describe that assessment is the mechanism by which we find out if our intentions for a program has been successfully transformed into actual student learning, it is essential that assessment practices are practically achievable and functionally effective. They also mention nine principles of good assessment practice as below which are also mentioned by The American Association of Higher Education:

- Assessment begins with educational values.
- Assessment is most effective when it is multidimensional, integrated, and revealed in performance over time.
- Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.

- The assessment requires attention to outcomes, but also an equal to the experiences that lead to those outcomes.
- Assessment works best when it is ongoing, not episodic.
- Assessment fosters wider improvement when representatives from across the educational community are involved.
- Assessment makes a difference when it illuminates questions that people really care about.
- Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
- Through assessment, educators meet responsibilities to students and to the public.

Conceptions and views of educators lead to different assessment practices. Educators, who view assessment as a useful means of gathering data upon which to base decisions about learning and their own teaching, will attempt to make an assessment as an integral part of teaching. Among other things, they will emphasize formative rather than summative assessment, frequent use informal means of assessment, encourage learners to take academic risks and reward academic effort as well as good results. They will also tend to take responsibility for the learning that takes place in their classrooms. Educators who view assessment primarily as a mechanism for making learners accountable for their learning will favor formal, summative, high-stakes assessment, and they may tend to absolve themselves from responsibility for learner failure by blaming the learners' socioeconomic conditions or lack of ability (Delandshere & Jones, 1999). Educators who view assessment as a necessary (but not necessarily important) part of education and school accountability, they will favor summative or quasi-formative assessment practices that emphasize the generation of marks that can be reported to external agencies. Educators who view assessment as largely irrelevant they may probably avoid formative assessment and take a haphazard approach to summative assessment, thus creating the self-fulfilling prophecy that assessment is a waste of time (Stamp, 1987; Warren & Nisbet, 1999 cited on Vandeyar & Killen, 2007).

Tu (2009) wrote an article naming "Assessment in Mathematics Education in China". The main assessment, types of Chinese mathematics education or school work-based assessment, selection-aimed promotion assessment, and competition-based assistant assessment. Work-based assessment includes routine assessment, period assessment, and concluding assessment. Selection-

aimed promotion assessment includes Senior High School Entrance Examination (Mathematics), College entrance examination (Mathematics).

Bol, Stephenson, and Nunnery (1998), in a study including 893 teachers, were concerned with measuring the influences of teaching experience, grade level, and subject area on classroom assessment practices. They asked the participants about their frequency of use of various assessments, their preparation in developing and administering them, and their beliefs about how accurate various methods reflected student achievement. The results showed that teachers used observations and alternative assessments more than traditional methods and felt that these measures were more valid measures of student achievement. They also found that more experienced teachers used alternative methods of assessment more often than less experienced teachers (cited in Ghaicha, 2016).

Vandeyar & Killen (2007) carried out the research on "Educators' conceptions and practice of classroom assessment in post-apartheid South Africa" with the aim to find out the relationship between educators' conceptions and practice of classroom assessment. The research was composed of three ethnographic case studies of Grade 4 educators in multilingual classrooms in South Africa. Data collected by the mix of sustained classroom observations, in-depth interviews and an analysis of key documents (including learner transcripts, educators' workbooks, marking schemes and diagnostic tools). Observed lessons were videotaped and interviews were recorded. Learner transcripts, educational workbooks, marking schemes and diagnostic tools were analyzed to provide additional insights into each educator's assessment practice. They found that educators' conceptions of assessment drove their practice. It seems that their limited conceptions of assessment (possibly due to their limited knowledge of assessment theory) resulted in the practices of assessment.

Levinson (2000) did the study about "Student Assessment in Eight Countries" naming Australia, Brazil, Canada, The Czech Republic, England, Germany, Israel and Japan with the aim of finding as many different kinds of assessment and educational systems as possible from as many continents as possible. He conducted e-mail interviews with educators from those countries and asked them about the facts and the effects of their testing systems. He interviewed a total of 10 educators - three from Australia and one from each of the seven other countries. The researcher concluded that assessments in these countries vary in multiple ways. He mentions that Brazil,

England, and Japan, conduct national-level tests, but each country does so for different reasons: Brazil for a state-by-state comparisons and program evaluation, England for school accountability and Japan for college entry. The only examination that is common throughout the Czech Republic is conducted at the school level. The types of tests administered are equally diverse. Unlike the United States, which relies heavily on multiple-choice tests, six countries have written examinations (sometimes along with other kinds). But The Czech Republic is unique among the eight countries in using only oral examinations.

Siarova, Sternadel, and Masidlauskaite (2017) prepare an analytic report with the name of "Assessment practices for 21st-century learning: the review of the evidence" where they provide the meaningful, classroom-level assessment practices of the 21st century and their examples those assessment systems are from both formative and summative.

Classroom-based summative assessments help evaluate the performance of a student at a certain time and his/her learning outcomes in comparison with other peers, whereas formative assessments emphasize in-depth questioning and extended dialogues, self and peer-assessment, as well as feedback and guidance on improvement. As they describe the classroom level assessment practices of the 21st century are as standardized assessments standardized tests, multiple-choice assessments, and attitudinal questionnaires. Likewise, the non-standardized, performance-based assessment, portfolio assessments, holistic scoring rubrics, assessment in project-based learning, peer and self-assessment, self-assessment, peer assessment, the use of technology in classroom assessment, E-portfolios, tools for online feedback, learning analytics, intelligent (virtual) tutors, game-based assessment, augmented reality assessment. Susuwele-Banda (2005) carried out the research on "Classroom Assessment in Malawi: Teachers' Perceptions and Practices in Mathematics". The purpose of that study was to gain an understanding of the extent to which teachers use different classroom assessment methods and tools to understand and to support both the learning and teaching processes. He used a questionnaire to establish the teachers' perceptions of classroom assessment in mathematics, a lesson observation protocol, and pre-lesson and post-lesson observation interview protocols as main sources of data collection. Document analysis by triangulating the information collected through observations and interviews. A total of six teachers (three male and three female) were drawn from two primary schools in Malawi. The research concludes that teachers' perceptions of classroom assessment have the influence on their

classroom assessment practices. Five of the six teachers perceived assessment as testing, and classroom assessment practices were not clearly embedded in their teaching.

2.4. Policy Review

According to The National Education System Plan for (1971-76), it was managed for the district-level exam in class three, where evolution was based on previous class internal assessment as well. In fact, 50% weightage was allotted for class one and class two and 25% was for internal assessment for class three as compared to 25% weightage for external evaluation in class three. This also implies the emphasis on internal type of assessments such assessment practice emphasis by this plan. The National Education Commission Reports, (1992) stressed the need to introduce a comprehensive and regular evaluation scheme for proper judgment of students' learning and for quality improvement in education.

National Curriculum Framework for School Education in Nepal (2007) stressed on Formative and summative assessment system to assess the students. Student assessment should be done by both internal and external assessments using formal as well as informal testing devices at all levels and grades. Assessment tools such as classwork, project work, community work, unit test, achievement test, trimester, observation, formative and innovative work being applied. Summative assessment is used for certification of students' achievement and grade promotion as well as its emphasis on continuous assessment system. It also addressed that different assessment practice can be applied to students with special need.

NCED (2010) prepared policy guidelines for providing the detailed operational framework for the use of agencies responsible for implementing program related to teacher development and capacity building of the total educational system corresponding to the requirement of SSRP (209-15). The teacher community represents a number of individual teachers' professional organizations, experts, school principals. The main purpose of this guideline is to serve as an implementation tool for developing quality teachers by making arrangements of several quality measures. Teachers subsequently will be able to demonstrate productive teaching performance whereby student learning will be enhanced that leads to desired increase in the cost-efficiency and cost-effectiveness of the education system.

NEGRP (2014-19/20) develops general principles of national early grade reading program regarding improving student learning achievement at the basic level. Such as education of equitable quality which includes learning for all in the classroom; high students time on task (learning oriented instructional design with activities and materials and mix of whole-class teaching); group work and individual practice activities; active student learning; creating a system-wide environment of accountability for student learning; continuous teacher professional development. The refresher training, demonstration classes, and frequent teacher meetings are necessary due to effective classroom activities are crucial. Training should be practical and directly useful to the teacher for classroom transaction. Adequate time for revision and practice requires upgrading those students who are lagging behind. This focus has to be on all students learning and regular assessment based on the clearly identified milestone.

The improvement of education as visualized in the National Education System Plan, 2028 requires the improvement of teaching and the performance of all educational workers. It is, therefore, essential that well-trained professional teachers be prepared in sufficient quantity to meet the challenging needs of the day. Thus the teacher education program needs to be raised to a desired level of Excellency. Excellency can only be brought about through the wholehearted dedication on the part of the person responsible for organizing, integrating and implementing different programs (IoE, 1973).

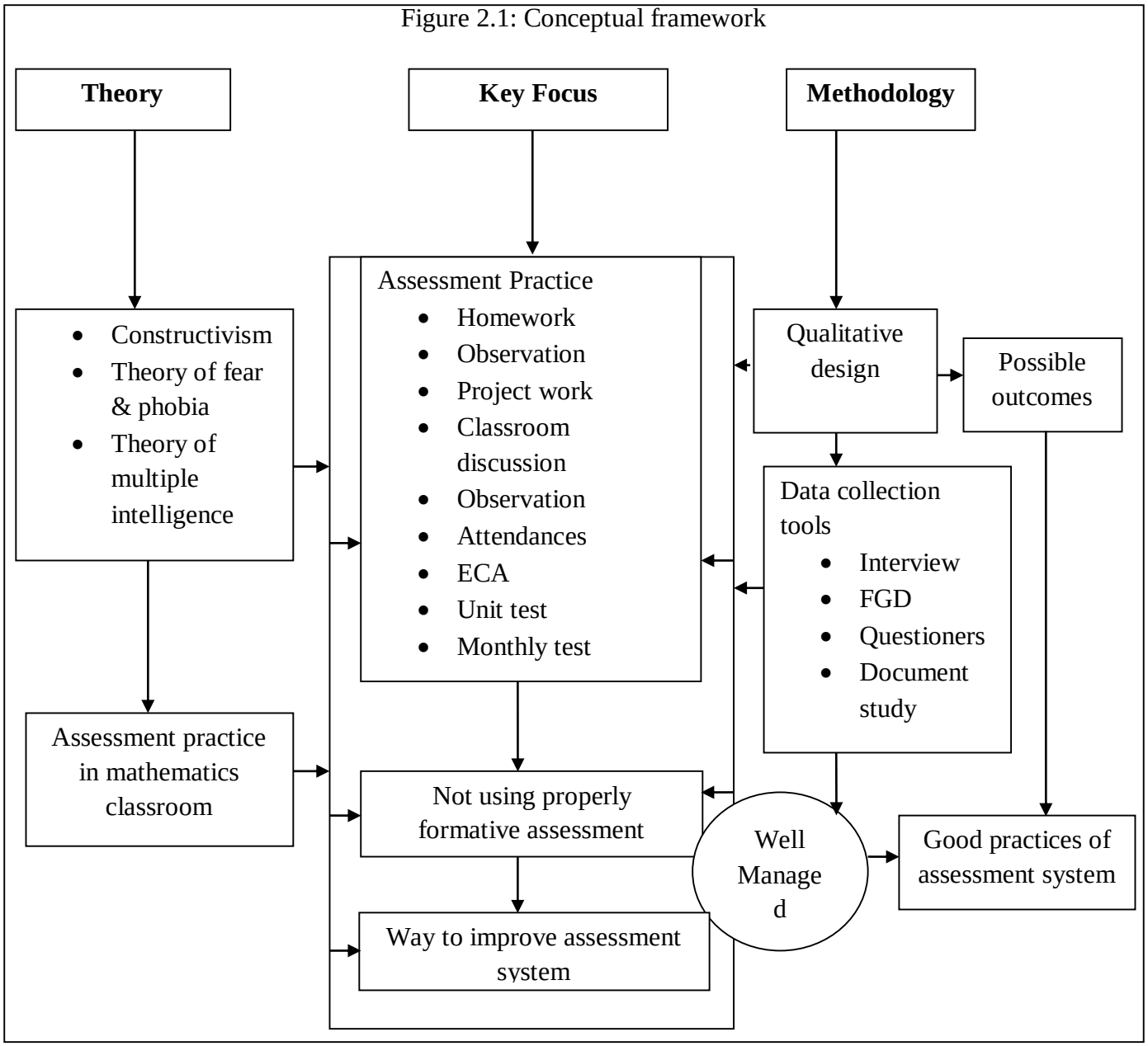
2.5. Conceptual Framework

The conceptual framework devised through the literature studies facilitated to attain research objectives, get the answer to the research questions and carry out the research work as a whole smoothly. For this, we constructed the conceptual framework given below (figure 2.1).

This study is based on this conceptual framework by linking various factors that are responsive to student assessment practice at the school level. The main components or focus is located in the center. Related theories are placed on the left and methodological approaches on the right, which can be applied to fulfill the research purpose. If there is well management of assessment practice, methods, and theories, possible outcome will be good practice of assessment system as addressed on the right side of the above figure. As National curriculum framework NCF (2007) addresses, tools of assessment on school level on the basis of those assessment tools researchers observed as

intended assessment practice by NCF in real classroom those assessment practices are applied or not.

Figure 2.1: Conceptual framework



Sources: NCF, 2007

CHAPTER III

RESEARCH METHOD AND PROCEDURES

This chapter explores research methods and procedures concerning classroom-based student assessment practices, such as research design, data collection, and processing and analysis methods and tools.

3.1. Research Design

Research design is a plan to conduct research that involves the interconnection of philosophy, strategies of inquiry, and specific methods (Creswell, 2013). Furthermore, research design in this task is the specific plan that is based on the research problem and research objectives, expected to find/data types and is a roadmap towards the research field. This study has used a qualitative approach to identify student assessment practice at school level in Nepal. Accordingly, the research design employed in this study is a qualitative design which has allowed to collect the grounded information using interview, focus group discussion, and recorded and lived evidence and to analyze the information establishing themes and laying the ground for research.

3.2. Sampling Process

The purposive sampling method has applied to select schools from different ecological zones as well as provinces. The total number of schools has been considered as the universe/total population of this study. The sixteen schools have been chosen for rigorous study representing ecological zones and provinces. Among them, twelve community schools and four institutional schools were sampled. A comparison group of schools has been stratified by non-random sampling process into urban and rural settings for cases. Table 3.1 gives a thematic idea about the number of sample school form different localities.

Table 3.1 shows that 16 schools were selected for this study covering three ecological zones (mountains-3, hills-6, plains/Tarai-7) and provinces (2 from Province no 1, 2, 4, 6 and 7 each and 3 from Province no 3 and 5). The sample districts and schools were chosen through consultation of ERO.

Table 3.1: School selection from Ecological zones and provinces

Province	Location			Total Schools
	Terai	Hill	Mountain	
Province 1	1(UCS)		1(RCS)	2
Province 2	2(1 UIS + RCS)			2
Province 3	1(UIS)	1=(1UCS)	1(RCS)	3
Province 4		2(1RCS+UIS		2
Province 5	1(RCS)	1=(1UIS)	1(RCS)	3
Province 6	1 (UCS)	1(RCS)		2
Province 7	1(UCS)	1 (RCS)		2
Total School	7	6	3	16

Note: *UCS= Urban community school; RCS= Rural community school; UIS= urban institutional school*

Source: ERO, ToR, 2018

According to the terms of reference (ToR) 249 respondents have been selected using purposive sampling methods. The numbers of respondents are shown in Table 3.2.

Table 3.2: Number of Respondents in different provinces and schools

Province	Schools	Respondents							Total
		Student	Teacher	Head teacher	Parents	RPs	SS	DEO	
Province 1	2	12	6	2	4	2	2	2	30
Province 2	2	12	6	2	4	2	2	2	30
Province 3	3	18	9	3	6	3	3	3	45
Province 4	2	12	6	2	4	2	2	2	30
Province 5	3	18	9	3	6	3	3	3	45
Province 6	2	12	6	2	4	2	2	2	30
Province 7	2	12	6	2	4	2	2	2	30
Person for Education Review Office									1
Person from Curriculum Development Centre									1
Assessment experts									2
Independent researchers									2
Members of Confederation of Nepalese Teachers(CNT)									3
Total									249

Source: Field Survey, 2018

The sample for this study is small owing to the analysis of the nature of assessment practices and the selection of respondent participants into such practice. The process is prolonged for the selection of the respondent sample because the nature of assessment practice is required to ensure professional and effective involvement of participants in assessment practices such as teachers, students, and parents. Finally, this study has been undertaken rigorously within the context of the

Head Teachers, Resource Persons, School Supervisors and District Education Officers, CDC personnel and Confederation of Nepalese Teachers representatives (CNT). Thus,

In this study, 249 respondents have been selected into different thematic groups covering each from ecological zones (mountains, hills, and plains/Tarai) and provinces (30 from Province no 1,2, 4, 6 and 7 each and 45 from Province no 3 and 5 each) and 9 from other areas as stated in the Table 2.

3.3. Data Collection Methods

By methods we mean the range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction. This study has used both primary and secondary sources of data.

3.3.1. Primary data Collection

Primary data have been collected from field observation, personal interview and focus group discussion. The specific methods of primary data collection are as follows:

Field observation: Field observation was being applied to the study of student assessment practice at school level in Nepal– which included the assessment of existing assessment practices at the local level.

Semi-structured interview: Interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard (Cohen, Manion & Morrison, 2007). An interview is a purposive interaction between researcher and informant. Semi-structured interviews had been conducted to clarify the themes from the effective student assessment practices into statement beliefs and consequences. These had been used to modify the student assessment scale to reduce the weaknesses of the structured interviews. The researchers had met the respondent and requested to participate in providing the necessary information. Then semi-structured interviews were applied to head Teachers, Resource Person, School Supervisor and District Education Officers, ERO, CDC (curriculum development center) personnel and CNT (Confederation of Nepalese Teachers) representatives.

Respondents were asked to tell their judgment about the student assessment practice at their schools in comparison to what they knew about other schools– explaining their perception and

views on CAS and formative assessment system to measure student learning achievement. Their experiences, perceptions, views, and stories had been recorded.

Focus Group Discussion: Focus group discussion (FGD) is a qualitative research method and a data collection technique in which a selected group of people discusses a given topic or issue in-depth, facilitated by a professional, external moderator. This method serves to solicit participants' attitudes and perceptions, knowledge, and experiences, and practices shared in the course of interaction with different people. Focus group discussion is a popularly used method in educational research. Willington (2006) states that a focus group is a small group made up of perhaps six to ten individuals with certain common characteristics with whom a discussion can be focused onto a given issue or topic. Focus group discussion is more than a group interview, which is non-directive. In this method, the group participants are actively involved in the group discussion on the topic/question given by the researcher (Cohen, Manion & Morrison, 2007). The discussion produces the holistic and exploratory information which is very useful for this study. This study had applied one Focus Group Discussion with a group of students from each sample school. The focus group had been organized, including sex, ethnicity and learning ability. This instrument has been contributory to further enrich the data and interpret them objectively against the indicators.

Key persons: Besides FGD and semi-structured interview, key persons had been interviewed on a person-to-person basis. The local elites and government personnel had been consulted as key informants.

3.3.2. Secondary Data collection

Archive documents and records had also been reviewed to get secondary data. The school official record was one of the rich sources, a reservoir of information of secondary data.

Literature review and document analysis: For the purpose of foregrounding concept and principles of student assessment, some literature available in this field had been reviewed in order to get the insight. While doing so, international and previous practices on student assessment had also been reviewed. Given mandates for each type of institutions have been explored in detail analyzing legal documents, policy and program documents. Circulars, directives, and guidelines had also been reviewed and analyzed to assure each institution's organizational mandates and practices of student assessments. At the same time terms of references and the job description for each

individual person had also been reviewed and analyzed to ascertain their management tasks and functions expected in student assessments.

i. E-material and journal related to student assessment had also been reviewed.

ii. Review of anecdotal records: The information and anecdotal records about trends of student assessment to attain learning achievements. Unobtrusive measures like question papers, marks ledgers, mark sheets, portfolio files, CAS records, as well as personal and institutional reports related to student assessment had also been reviewed.

3.4. Data Verification and Analysis Procedure

The data generated from different sources of each ecological zone and the Province have been further verified and critically analyzed. Meanwhile, crosscheck had been applied according to themes that reflect attitudes/beliefs, expectation and responsibility as well as success and failure of student assessment practices. Once the data are accumulated, a valuable step is to organize the shapeless mass data have built typology, taxonomy, and coding. It has helped to identify differences in the data and thereby forming subgroups within the general category. Three popular methods suggested by Miles and Huberman (1994, p 81-9) had been used: vignette (contextually rich narrative story that is used to encapsulate a typical event or attitude in a direct way); pre-structured case analysis (produce good comparison between data sets from different cases by various forms of triangulation); and sequential analysis (based on understanding of the findings at points during the research projects). Tables, charts and thematic mappings have also been used for data analysis.

CHAPTER IV

EXISTING CLASSROOM STUDENT ASSESSMENT PRACTICES IN THE SCHOOLS OF NEPAL

This chapter assesses some of the best practices of student assessment carried out at school level in the study area.

4.1. Introduction

The term assessment refers to the wide variety of methods/tools that can be used to evaluate student progress. It examines the student's existing academic readiness, learning progress, skills acquisition and educational needs. It is useful for further planning strategy to improve learning outcomes. For this purpose, the school can be used as an array of assessment tools and methods measuring student learning achievements, for example, assessment for learning-formative purposes and assessment of learning-summative purposes (Pollard, 2002). The formative type of assessment includes the judgment in teaching-learning processes, finding from research and practical strategies for remedial teaching. In contrast to it, various forms of summative assessment practices such as statutory, optional test, annual-teacher made test, and other external tests can also be used. But, according to the experts, one type of assessment method cannot account for all aspects of the students' learning achievements. Thus, the National Curriculum Framework has been recommended in both formative and summative types of evaluation to evaluate student progress from grade 1 to 10 and even in School Education Examination (SEE).

Table 4.1 shows that NCF (2005) model regarding student assessment practices for deciding, collecting and making judgments relating to the goals of the learning outcomes. The National Curriculum Framework has added a new dimension to using the student assessment practices. Indeed, formative and summative assessments two different formats have still attracted educators' attention in the current literature (Wiliam & Thompson, 2008 and Harlen, 2006). These authors suggest that the purpose of formative assessment is to identify the level of student learning achievement in the classroom. It supports remedial teaching for the weak student through classroom work, homework, project work, monthly test, unit test and extra-curricular activities.

Table 4.1: The purpose and techniques of student assessment processes

Level	Purpose of Assessment	Assessment technique	Responsible agencies
Grade 1-4	Instructional Improvement	Formative assessment (Unit test, classroom test, participation, attendance, home assignment, life skills, project work	School, subject teachers, stakeholders
	Promotion	Summative assessment	School
Grade 5	Instructional Improvement	Formative assessment (Unit test, classroom test, participation, attendance, home assignment, life skills, project work	School, subject teachers, stakeholders
	Qualifying test/ Promotion	Summative assessment	Resource Center or Group school
Grade 6-7	Instructional Improvement	Formative assessment (Unit test, classroom test, participation, attendance, home assignment, life skills, project work	School, subject teachers, stakeholders
	Promotion	Summative assessment	School, Group of schools
Grade 8	Instructional Improvement	Formative assessment (Unit test, classroom test, participation, attendance, home assignment, life skills, project work	School, subject teachers, stakeholders
	Qualifying or Promotion	Summative assessment	District Education Office
Grade 9-10	Instructional Improvement	Formative assessment (Unit test, classroom test, participation, attendance, home assignment, life skills, project work	School, subject teachers, stakeholders
	Promotion	Summative assessment	School, Group of schools
Qualifying sent up	SLC/SEE	Summative	Office of the Controller of Examination

Source: NCF, 2005

However, the student assessment practices regarding the National Curriculum Framework recommendations have not been effectively used. The issues related to student assessment are teacher-student relationships, manageability, validity, reliability, and objectivity, curriculum distortion, and students' experience of assessment, recording, and reporting. In this context, this study reveals that schools seem to have used two methods for student evaluation in Nepal. They can be classified into summative and formative evaluation. Both the evaluation methods have been used to measure individual student's progress and to identify the area of support to be needed. Student evaluation information can be used in various ways, such as planning and teaching, tracking progress, school improvement, performance management, school performance and

transfer and transition. Make appropriate use of a range of student assessment strategies to evaluate students' progress.

4.2. Current Practice of Student Assessment

This study reveals current practices of student assessment in the classroom. Classroom student evaluation in Nepal has influenced in several ways. It is observed that the legacy of traditional assessment system is still rooted in the school level. The students' views and perception are very important to conceptualize this statement regarding classroom-based assessment practices in the study area. They collectively say that

> In our school classroom-based student assessment practices are very weak. The main focus of the teacher is to complete the lesson before time; they have, no matter what the student learned. But some teachers regularly measure another lesson by measuring the learning achievements, although their number and frequencies are very limited.

They further stated:

> Nowadays, the situation has changed now. All teachers have been helpful. The school takes regular exams every Saturday and it is known as Sanibare exam. It has helped us in our preparation for SEE and other qualifies tests with good practices. We are always busy in the classroom concerning classwork, different types of examination and discussion on the subject matters with friends to foster our learning. The Headteacher is used to CCTV to monitor our daily activities from the office.

The above statement indicates that Nepalese schools are still based on the traditional evaluation system to measure student progress. But now, many modern means of evaluation methods seem to be in use to fulfill the same purpose. On this basis, the current student assessment practices at the school level can be divided into two categories: summative and formative.

4.2.1 Summative assessment

Summative assessment is an important part of the National Curriculum Framework in Nepal. It is widely used in school level to report test results. Summative assessment assists the school in tracking the progress of individual or groups through formal testing which is undertaken by the school. The school administration and policymakers also used different evaluation schemes to

measure whether individual students have met learning goals or not. The main reason for student assessment is to find out what students have learned—the outcome of the instruction. This evaluation is useful to determine pass or fail, to inform the parent of the level of student's progress, and to upgrade the class for further study. This information is used in two ways: first to inform the teachers about their teaching and what needs to be taught next and second, making a judgment about how well students have learned the knowledge or skill being taught. One of the head teachers said that:

> The quarterly exams, semi-annual and annual exams have been widely practiced to measure student progress in our school. But, we have not been taken classroom-based student assessment as an integral part of teaching activities.

This statement strongly supports that summative assessment has become an integral part of teaching because it is the only the means of student evaluation as compared to formative assessment. It is mainly due to summative assessment but it is still deeply rooted in schools where a formative assessment system is less effective (CDC, 2007). Summative evaluations must be based on a clear set of performance standards that are identical to standards used in the ongoing formative process. As compared to the comprehensive student assessment system should have two distinct components:

1) Ongoing, consistent, formative assessments of performance for the sole purpose of fostering professional growth and improved practice; and
2) Periodic summative evaluations of teacher performance for the purpose of approving continued employment. These two assessment components should share the same standards for growth and performance. However, they must remain distinctly separate from one another.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value from a midterm exam, a final project and a paper-pencil test. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

4.2.2 Formative Assessment

Formative assessment is considered as an integral part of teaching-learning activities in the classroom. This evaluation provides information about how the students' achievement levels are growing in teaching activities. It provides ongoing feedback to improve learning and help the student with remedial teaching. The social constructivist model reviewed in chapter 2 conceives the paramount importance in the flow of appropriate teacher actions teaching-learning processes. The teachers' act, as Pollard (2002) suggested, is a 'reflective agent' who makes accurate judgments, provides an appropriate teaching input and thereby scaffolds the child's understanding across what Vygotsky called the 'zone of proximal development' (p.312).

Teachers can use an array of assessment tools to analyze students' knowledge, skill, and understanding and accumulate information that can be offered in the classroom through group work, homework, question-answers, explanations, and feedback. In this context, based on the teacher's viewpoint, classroom observation, the present study evaluates the existing classroom-based student assessment on the following topic: homework, class work, class tests, group work, project work, field work, question-answers, monthly test, unit test, oral test and so on. But most of the schools seem to have been used for homework, group work, discussion, and questionnaire.

4.3. Current Practice of Classroom-based Student assessment Practices

The group of teacher reported that in a single voice, the decision-making, evaluation alone cannot account for the whole section of the student performance. It cannot gauge students' creativity, perspectives, critical thinking and their engagements. They share their experiences as follows:

> Presentation, group discussion, group work and collaboration, and critical writings are the best ways to enhance the inherent capacities of the students in different mathematical tasks. It helps us to ensure that the students' interest and curiosity, helping students' to find out and clarify what they think, and helping students to relate what they have learned to their everyday lives.

The best assessment practices are those in which students make judgments regarding the relative merits, relevance, or usefulness of an aspect of the classroom. The opinion of head teachers, teachers, and student's perception about the benefits of classroom-based assessments are given below.

4.3.1 Home Work

Homework is a set of tasks assigned to the student by their teacher and completed outside the class. It includes reading, writing or preparing the project, mathematical exercise and other skills to be practiced. Schools have made many rules related to homework involving, a homework diary kept by the student and seen by teachers and parents. ERO (2016) finds that if the teacher assigns homework and provides feedback regularly to the students, then the achievement is higher than that of the student who is not assigned homework (p. 212). The sample school considered that homework is vital, as a part of establishing teacher's expectations of students, to keep track of homework. According to the teachers, they provide homework with lessons, checked in time and give feedback. But their number and frequencies are very low as compared to teachers not to do regular homework. They said that there are a large number of students in the classroom because they do not have enough time to give regular homework and daily checking. The Headteachers stated:

> In our schools, homework is mandatory every day. The teacher daily checks the homework randomly, the duty of the teacher is to check homework once a week thoroughly and teachers also check the homework in leisure time. Based on the results of each exam, the teacher provides feedback to improve student learning achievement and the teacher reporting student progress to their parents. The Headteachers watched and see to monitor student daily diary and notebook. In our schools, more than 60 percent of the teachers have routinely followed this policy. Without it, no school can hope to support student learning appropriately.

A teacher from the Institutional school states:

> *I always involved in every task of student assessment along the classroom teaching such as daily class work and homework checking, providing feedback for an individual student to improve their learning achievement.*

Another head teacher said:

> Each teacher takes 6-period workload in a day. That teacher who stays on leave has also increased the extra load for the class arrangement. The teacher does not have time for checking homework regularly. But we make a plan to check homework randomly and to discuss the exercise as well from the lesson.

On the basis of assigning homework, teachers can be divided into four groups: those never assign homework, those who assign homework but do not check homework, assign homework only, and who assign and check homework along with feedback. The students say that teachers of English, Mathematics, Science, and Nepali regularly assign and check homework in time as compared to other subjects.

Compared to the community schools, institutional schooling is found to provide regular homework and check it. Parents' education and awareness make the community school a regular homework. For the past few years, the students' attraction towards the community is increasing. As a result, the number of homework assigning teachers seems to be growing. One of the Head teacher's experiences is like this: last year, a guardian had complained that the teachers did not assign homework, nor did they check it with feedback well. This statement shows that the parents' homework consciousness is increasing, but their number is very low.

4.3.2 Class Work

The work done in the classroom by the students and teacher jointly is known as class work. The English and mathematic teachers told that class work is important for instructional improvement. It integrates instruction aligned through the written or oral work done in a classroom by a student. It makes confident that the instructional strategies are sound, and that the program will contribute to improved student academic achievement. It creates individualized learning paths that modify the instruction to match what each student needs. The classroom activities and student assessment practices can be implemented with a mixture of ways. In this measure one Headteacher states:

> Our school emphasized that every teacher should go to class at the time, stay full time in the class, classroom activities are divided into warm-up (5 minutes), presentation (20 minutes), evaluation (10 minutes) and review the lesson (5 minutes). Each teacher should be involved in classroom assessment practices such as homework, group work, class work, question-answer, group discussion, student-teacher interactions, class test, monthly test and unit test.

The schools used a variety of methods: discussion, group work, question-answer, quiz, problem-solving, class test to assess class work. One teacher shares his opinion on how their school benefited from classroom assessment:

> Our school will be given remedies teaching with each terminal examination. The teacher's meeting has discussed the issues regarding the examination of the student learning achievement by subjects and the education reform plan are made.

4.3.3 Group Work

Group work is important to change the teaching-learning activities in the classroom. It depends on the size of the class, the length of time available, the physical features of the classroom, and the nature of the group task. It involved students engaging in short, informal discussions, often in response to a particular question, prepared answer, define or give examples of key concepts, or speculate on what will happen next in the class. Group work provides a unique context for student in which they can learn and demonstrate new social skills. The students from the sampled schools told that social studies, health, population and environmental education are usually given group work as compared to other subjects. The teachers from the same school told that group's work is given by considering the caste, gender, and education level of the student. Group instructions require clear instructions and that they report back to the whole class.

> We can be implemented directly in the classroom instruction, group work, and related activities. It provides an alternative way to improve our traditional assessment practices. It is designed consistently to assess both student and teacher’s classroom performance unacceptable and reliable manners which facilitate to increase our participation in the classroom activities in real situations.

4.3.4 Project Work

The teachers said that they used project methods to teach contemporary social issues. In this method, the student applies their skills, knowledge, and strategies for different content areas. They do in-depth investigations into data collection, data analysis, and draw conclusions. In this method, students develop their skills, knowledge, and talents to solve the problems. It helps them to become experts in a particular area of the project topic. Through the project work, students not only learn new concepts and contents, but they have also developed the competencies for future learning. They develop their ability to formulate research questions, carry out research both independently and collaboratively. The students said that the project has given to work on the issues of population, environment and health, and social studies as compared to other subjects. It helps them to ask the possible questions to resolve the problem with the concerned person, prepare the report to share in

the classroom, which enables them to increase knowledge, skills, and confidence in their learning outcomes.

4.3.5 Field observation

Fieldwork is an effective method to teach social, economic, geographical, cultural heritage and the life of any place. However, a teacher needs some preparations and learning from the field study clear instructions should be given about how to learn, how to collect information, and make it a report, and how to present it in the classroom. A teacher from community school said that he often organized fieldwork to teach social studies in the local areas concerning Deouda, a folk-cultural song of Province 7, cultural heritages (temple, ancient-fort or Gadhi), economic and geographical aspect of the surrounding area. A head teacher suggests that field studies can be useful to teach students directly from observation and to improve the school-environment from another school.

4.3.6 Different Tests

The monthly tests and unit tests in the classroom serve at least one of two purposes. One purpose can be to give an individual some indication of actual achievement. The other purpose is to identify trends among groups. The information compiled from standardized tests tells the class how their students are doing in comparison to students in similar situations around the school or subjects. From this information, the teacher can make decisions about the delivery of his/her educational program. In the classroom, this type of assessments can inform the teacher about the progress of students as a lesson proceeds and of their achievement when the instruction has concluded. In this context, one of the teachers from the community school shared his experience as follows:

> Mainly written tests were widely practiced in terminal, half-yearly and annual basis to upgrade the students. Other test items were also employed along with written tests such as oral test, unit test and monthly test and practical exam. Types of test are also determined by the nature of subjects. For example, classwork is more effective in mathematics and project work in social studies.

Unit test and the monthly tests are playing significant roles in improving teaching learning activities. A Headteacher said that the majority of schools have been still used paper-pencil for exams to evaluate student performance. They have not used the unit test and monthly test institutionally although; the teacher is the institutional leader in the classroom. He can use various

innovative experiments in the classroom for credential building. But we have not been able to create an environment with that teacher. Headteacher teaches in the classroom with administrative work. They share their views regarding effective monitoring in the classroom activities as follows:

> We cannot manage time to make a school improvement plan regarding monitoring, relationship building, and collaboration with the stakeholders. Due to the number of students, we cannot create an effective learning environment in the classrooms.

A resource person shares his view as follows:

> The numbers of students from the boarding schools have been increasing year-by-year after the provision of additional classes and weekly exams. After the results of the examination of Class 8, 9, 10 and even SEE the student number is growing every year in presidential rates.

4.3.7 Continuous Assessment System

In Nepal, the continuous assessment system is an approach that is used to capture the full range of a learner's performance after the recommendations of the Basic Primary Education Program. It helps teachers to understand their learners, plan and monitor instruction and establish classroom culture. It is adopted concerning to assess learners' achievement in cognitive, affective and psychomotor domains. However, the continuous assessment system has not been effectively used in the study area. It is mainly due to the fact that teachers have not yet mastered in assessing student performance and providing a comprehensive feedback of each student over a period of time.

A resource person said:

> Continuous assessment system (CAS) is both conceptually and practically very good. The teacher has been able to develop skills and capacity of teacher's professional development training. But teachers are found to have more time to prepare evaluation records, make it difficult to fill the form, and lack of additional skills to work. As a result, they feel it as burdensome and spread the wrong message about the student progress to their parents.

An in-charge from the basic level, expressed that his view as follows:

> Teachers say that there will be more time required to prepare records of continuous evaluation, confusion in the student progress rating and further efficiency needed to work. It is good for the rating of the regular student progress while it is difficult to take it in percentage. As a result, most

teachers fill the form once in the month that is not likely to evaluate student progress. If a school resource person supports the development, it can give a positive message.

The above information shows that the schools which improve their institutional efficiency as the result of different classes. The schools have changed their student assessment methods in the classroom for good examination results. Each year, the student number is growing in these schools. The interest of the parents also seems to be increasing in regular homework, classroom work, and ongoing interaction. On the other hand, the schools which have not yet felt the need for institutional reform, their examination results are not even seen. They have only adopted the traditional evaluation method. Every year, the number of students in school is constant or decreasing. The parents are less interested in the school.

4.4 Result Comparison among the Geographical Regions

Student classroom assessment of the sampled schools does not appear in the same way in all geographical regions and provinces. These efforts have been made to analyze the variation among the schools located in the mountains, hills, and plains/Tarai; east and west; urban and rural; and community and institutional schools. It can be summarized into three groups: ecological regions, urban-rural continuum and community and institutional relationships.

4.4.1 Ecological regions

In this study, sample schools have been chosen to represent three ecological regions. For example, Dolpa, Gorkha and Rasuwa from the mountains; Dadeldhura, Surkhet, Argahkanchi, Kaski, Tanahu, Dhankuta from the hills; Bhaktapur from the Kathmandu valley; and Sunsari, Mahottari, Bara, Chitwan, Rupandehi and Dang are from the Tarai. The results, based on the interactions of the students, teachers, parents, representatives of teachers' professional organizations and resource persons indicate that they have not been effective in classroom-based student assessments. The class observation result shows that there are some changes noticed in selected schools. Their efforts seem to have changed in view of community schools, while their numbers and frequencies are very low.

In the sample area schools can be divided into three groups: the improvements in classroom-based student assessment practices in school were successful, the school realized the need for classroom-

based student assessment improvement, and the school did not pay attention to classroom-based student assessment improvement. The result indicates that Surkhet, Kailali, Kaski and Bara districts fall under the first category. It follows Dang, Rupendehi, Chitwan, Bhaktapur, Mahottari, and Sunsari districts in the second and in the third belonging to Dhankuta, Gorkha, Tanahu, Arghakhanchi, Rasuwa, and Dolpa districts. The spatial distribution of the first category schools by ecological regions reveals that about 50 percent schools are to be found in the Tarai (Kailali and Bara) and 50 percent in the hills (Kaski and Surkhet). It was 83.33% in the Terai and 16.67% in the mountains only in the second category as compared to 50 percent each of the hills and mountains in the third category.

4.4.2 Urban-rural continuum

The schools were categorized into urban and rural schools by location. Different ways on the classroom-based student assessment practices seem that the location of schools. The sampled schools located in the urban areas have frequently used homework, class work, project work, unit tests, monthly tests to evaluate student performance as compared to the rural areas. The schools in the urban areas have improved schools' internal environment, teaching-learning activities, student evaluation, and guardian meetings for some years. This improvement has increased the number of students' from institutional and community schools every year. This reform, increased the working load and weight has added to the student evaluation. But it has brought good results and positive changes in the community. In the rural areas, the schools' teaching-learning activities seem to be the lower improvement. The traditional student assessment methods are still popular in such schools. Thus, the number of teachers in this school shows more than the student number.

About 37.5 percent of rural schools has been selected from the sampled area as compared to 62.5 percent in the urban areas. The schools of Mahottari and Kailali (Tarai), Dhankuta and Tanahu (hills), Gorkha and Rasuwa (mountains) districts were in the rural areas and Sunsari, Chitwan, Rupendehi and Dang (Tarai); Dhankuta, Arghakhanchi, Surkhet, Dadeldhura (hills) and Dolpa districts in the urban.

The weekly test often held on Friday or Saturday was more popular in the urban areas. The class observation result indicates that only 25 percent of teachers have been using student-centered teaching methods such as question-answer, group discussion, class work, group works, and

homework. For example, the English teacher in Mahendra Secondary School, Khalanga Dadeldhura followed the group discussion method to teach "Giving permission and withholding permission" topic while a teacher of the Jan Secondary School, Surkhet was enjoyed on classwork to teach optional mathematics in the urban areas. The science teachers of the Durga Laxmi Secondary School at Attariya, Kailali have also applied the same methodology to teach speed and velocity in Grade 8 and 10.

4.4.3 Community and institutional relationships

The use of classroom assessment in the classroom is also different from the community and institutional schools. Traditional student assessment practices are still popularly used in community schools as compared to institutional schools. One of the head teachers claims that the institutional school shows more emphasis on homework with a view to examining the case where community school is given priority to creative work. One of the principals from institutional school shares his views as follows:

> Classroom-based student assessment directed us in many ways: it helps to very thoughtful planning and implementation in teaching-learning activities. It can be used on a regular basis to provide feedback and suggestions for remedial teaching and participating students and teachers in such classroom activities as class work, group work, discussion, homework and creative activities during the teaching-learning processes.

One of the head teachers from community school told that:

> Only 25 percent of the total number of teachers (16) has regularly implemented different types of classroom-based student assessment practices in the hills and it was relatively higher in the Tarai and Surkhet. They argue that classroom-based assessment helps us to know how a student learns the lessons they have studied and what they ought to work on next. It is also important to understand how that knowledge will help us to shape the students further learning.

It shows that the school used a wide variety of student assessment practices such as high stake (typically standardized assessment), pre-assessment, formative, summative, interim, placement, and screening. Among them, formative and summative assessments are still commonly used to evaluate student achievement at the school level in the study area.

4.5. Benefits of Classroom-based Student Assessment

It seems that the benefits of classroom-based student assessments are as follows:

4.5.1 Engaging Students in Classroom

In the classroom, teachers can be used as an array of creative works and activities replacing the paper-pencil test. More than 90 percent of teachers have been using written tests or paper-pencil tests to appraise students' learning preference. The group of teacher reported that in a single voice, the decision-making, evaluation alone cannot account for the whole section of the student performance. It cannot gauge students' creativity, perspectives, critical thinking and their engagements. They share their experiences from Rasuwa district as follows:

> Presentation, group discussion, group work/collaboration and critical writings are the best ways to enhance the inherent capacities of the students in different mathematical tasks. It helps us to ensure that the students' interest and curiosity, helping students' to find out and clarify what they think and helping students' to relate what they have learned to their everyday lives.

The history of a systematic way of formative assessment has been implemented after the recommendation of NESP (2028) in the school level which has changed the existing assessment and evaluation system as well. This change has modified the teachers' duties and responsibilities regarding the evaluation of students' performance. One participant teacher shares his view as:

> After the introduction of formative evaluation system, I am not using only written test. I focus on group work presentation, group collaboration and it helps the students to discuss different issues related to my subject, however, our Dean Office designed to take two written tests as internal assessment.

The schools used a variety of methods for effective implementation of classroom-based assessment. One of the teachers shares his opinion regarding the benefit from classroom-based assessment practices:

> Our school will be given remedial teaching with each terminal examination. The teacher's meeting has discussed the issues regarding the examination of the students learning achievement by subjects and the education reform plans are made.

4.5.2 Use of Variety of Test Items in the Classroom

The schools were generally taking the test to evaluate what students have learned. They have perceived that written or paper-pencil test is not sufficient for the proper way of assessing student learning achievement concerning the question-answer, discussion, student's work, share students' reflection, group work, presentation, project work, test, and quiz. One of the teachers from institutional school shares his view as:

> Along with several written tests I used unit test, homework, as the means of assessing the students. I think that the only written test could not represent the overall development of the child. So we need to practice multiple ways to assess the students' performance, but we are unable to apply all types of classroom-based student assessments prescribed in the curriculum like project work. Along with several written tests I used unit test, homework, as the means of assessing the students. I think the only written test could not represent the overall development of the child. So we need to practice multiple ways to assess the students' performance, but we are unable to apply all types of formative assessment practices prescribed in the curriculum like project work.

One of the head teachers of community school claims:

> In my school, I assess the students through not the only home assignment, but written test such as weekly test, monthly test, half-yearly examination, yearly examination, and oral tests are equally also applied to cumulative records, class work, observation, and experimentation.

The teacher from the community school said:

> In my subject, I have assessed students' performance in the following ways: by assigning, checking and providing feedback on class work, homework, group work and project work. By paper-pencil tests such as class test, unit test, weekly test, performance test, terminal exam and annual exam.

From the above statement we can conclude that if teacher is familiar with the various types of assessment tools, he will practice something better to evaluate student performance properly. It is observed that the conditions of formative assessment practices did not fulfill the norms of the central theme of National Curriculum Framework (2005) because the majority of schools are unable to assess students' performance in the classroom. A teacher from the institutional school states:

> I am always involved in every task of student assessment along the classroom teaching such as daily class work and homework checking, providing feedback for an individual student to improve

> their learning achievement. Our school regularly practices weekly exams in class 8, 9 and 10 on Saturday to prepare SEE and other qualifying exams. Performance test and terminal test are also employed to provide the feedback. The project works, the group works and practical exams are widely practiced in basic and secondary levels. Listening and speaking tests are also applied in grade 6 to 10.

One of the teachers from the community school shared his experience as follows:

> Mainly written tests were widely practiced in terminal, half-yearly and annual basis to upgrade the student. Other test items were also employing along with written tests such as oral test, listening and speaking test, project work and practical exam. Types of assessment are also determined by the nature of subjects such as computer science, general science, occupation, business and technology education subjects needed more practical works while classwork in mathematics, group work and project work in social studies teaching.

The Headteacher is playing diverse roles in the schools. They are primarily as a teacher and institutional leader in the second. The Headteacher teaches in the classroom and also does administrative work. They share their views regarding effective monitoring in the classroom activities as follows:

> We cannot manage time to make a school improvement plan regarding monitoring, relationship building, and collaboration with the stakeholders. Due to the number of students, we cannot create an effective learning environment in the classrooms.

4.5.3 Use of Summative evaluation as a tool of formative assessment

This study has also collected student views and perceptions regarding the classroom-based student assessment practices at school level. The students reported that the classroom assessment system at the school level is very weak as compared to the summative evaluation. Some teachers have frequently employed various ways of classroom-assessment practice that is suited in the lesson, although their numbers and frequencies are very limited. Student views are as follows:

> Teachers are more helpful. They take the exam every Saturday known as Sanibare exam. It helps us to prepare to SEE and other qualifying tests with good practices. We are always engaged in our daily activities such as classwork, different types of examination and discussion on the subject

matters with friends to foster our learning. The Headteacher is used to CCTV to monitor our daily activities from the office.

4.6. Inappropriate use of Formative Assessment System in School

The Confederation of Nepalese Teachers (CNT) has allowed the different views and perceptions of the use of formative assessment practices at the school level. They have both positive and negative views regarding this issue as stated below:

> Theoretically, formative assessment system is very well practiced especially in well-equipped schools where student numbers are ideal in a class. But it cannot be implemented properly in our context due to inappropriate student teacher ratios, the faulty system of teacher allocation, lack of the job training opportunities, time-consuming, lack of knowledge of formative assessment, lack of inappropriate instructional planning, lack of teacher competency and dilemmas and misconception about formative assessment system.

The perception and views of head teachers are also important to the application of classroom assessment practice. They reported that the teacher is a single authority of the classroom teaching-learning activities. Those teachers who participated in teacher professional development (TPD) training have good knowledge in instructional planning. The TPD has organized a separate session on student assessment practices in the classroom with practice. Unless teachers do not prepare themselves for it, they cannot state the knowledge and skill of TPD in the classroom properly. The Resource Person views collectively claimed that the limited use of formative assessment in the classroom as given below:

> The teacher's social-cultural background affects the classroom environment and teaching-learning activities at first. The teacher does not even show 10 percent talent of knowledge, skill and concept learned from training in the classroom in the second. The novice teacher does seem to be able to use a range of formative-assessment tools in the classroom, but senior teachers have pressured them to the continuity of traditional assessment methods in the third.

There are a low percentage of teachers who have felt classroom assessment as a burden on teachers. It is more time consuming and jig-jack to record keeping. As a result, teachers give parents feedback regarding the paper-pencil test of their children which is a great problem. But the situation has been gradually changing, the Headteachers requested for the teachers using classroom

assessment practices such as homework, class work, unit test, class observation, monthly test and project work. The teachers, students, and parents have followed to the view of the head teachers. It is so confident that the classroom assessment practice will help to increase the students' learning achievement and score that we offer a guaranteed increased quality of education in community schools.

CHAPTER V

BARRIERS TO PRACTICE CLASSROOM-BASED ASSESSMENT

This chapter explores the barriers to practices of the formative assessment or classroom assessment at school level because the main goal of formative assessment is to develop students' own learning skills.

5.1. Introduction

The focus of this study is to explore the barriers to effective use of classroom-based student assessment practices in the school. The classroom-based assessment practice helps to increase the teacher's confidence level, to know how well an individual student or group of students learned the lesson and what they ought to be working on the next. In the study area, the application of the classroom-based student assessment practice is at an initial stage as compared to traditional evaluation systems. Despite this, some signs of improvement that have noticed after the various policy efforts provided by the Ministry of Education and donor agencies in Nepal. Teachers sometimes think that all supports and assistance must come from them. It is mainly due to diverse classroom demands diverse teaching approaches. Weinstein & Mignano, Jr (1997) suggest that whole-group teacher presentation, recitation, independent seatwork- will be successful when classrooms contain children who vary in terms of academic achievement, come from different linguistic and cultural backgrounds, and have a range of disabilities (pp. 320-21).

In relation to this view, however, the National Curriculum Framework (2007) does not seem to advocate one "right way" to implement multiple-student assessment practices. Teachers plan curriculum units that allow for a wide range of activities, from classwork, group discussion to demonstration and experiments. As mathematics and an English teacher put it:

> All students integrate into a cooperative learning team. Each member of the group always has a special job, like the material collection, preparation, and presentation. We want all students to have the chance to work in ways that are comfortable for them.

About 90 percent teachers from the sampled schools have not considered neither the recommendation of National Curriculum Framework nor the various education commissions and

projects for evaluating students' performance in the classroom. On the other hand, SSDP (2016) is designed to enable the school education sector to "ensure equitable and inclusive quality education and promoting lifelong learning opportunities for all'. It is based on the SSRP (2009–15) and SSDP has also covered the broader policy framework as well as the plan for improving quality education through the effective use of classroom-based student assessment practices.

5.2. Barriers to Effective Use of Classroom-based Assessment

Classroom-based or formative assessment is important to improve student learning. DeLuca et.al (2012) provides a foundation for exploring possibilities for greater integration of assessment for learning in the classroom: barriers to implementation and possibilities for teacher's professional learning are: (a) misalignment in education and assessment priorities; (b) conceptual confusions; (c) differences in letter and spirit; (d) teachers' and students' perceptions; and (e) practical barriers to integration (p.3). Pollard (2002) points out the key issues regarding the ineffective use of student assessment in the classroom are teacher-pupil relationships, manageability, validity, reliability, consistency and objectivity; curriculum distortion, and pupil's experience of assessment (p. 308). One of the participants overcoming the barriers regarding this issue said:

> Medium of instruction, high student-teacher ratio, teachers' daily increased workload, the old architectural designed classrooms, complex student evaluation tools and format, parents give less priority to the community schools, poor student learning achievement, unequal teacher allocation system, limited human and financial resources and very weak monitoring and evaluation system.

These factors refer to the barrier of effective implementation of classroom-based student assessment in school. Time-consuming, lack of professional training to handling classroom-based assessment (especially CAS), student-teacher ratio, faulty methods in teacher allocation, lack of on the induction training, lack of knowledge of classroom-based assessment, lack of appropriate instructional planning, lack of teacher's competency, lack of evaluation of all cognitive domains of Bloom Taxonomy (or use of specification chart in question selection), based on conventional teaching-learning system and dilemmas and misconception about the classroom-based assessment system. The integration of the conceptual ideas and local interactions regarding the barriers to the use of classroom-based assessment practices are discussed under the following thematic areas.

5.2.1. Classroom-based Assessment is Time Consuming

Formative or classroom-based assessment is a continuous process which is managed in the classroom teaching-learning process. The teacher is an accountable being to carry out different types of classroom assessment practices. It is beneficial, but hands can be tied to test, test, test, and test again to know whether the student would be ready or not for the next test. There is some confusion concerning the use of classroom-based assessment in the larger class size and it is done to students rather than done with them. Our participant teachers reported that their classrooms are crowded, they need time to apply as homework, class work, group work, project work, the unit test in the classroom, which means less 'coverage' for deep learning, and they have lack-of-mastery on formative assessments to effectively use in the classroom and diagnostic teaching for weak students. One of the teachers from community school reports:

> I usually used various methods of student evaluation practices in the classroom, such as class work, homework, extracurricular activities, creative work, question answer and regular attendance. To accomplish all these activities I need more time. If I prefer to use summative assessment it will save both time and effort by using the paper-pencil test. In my opinion, most of the teachers have not been allowed time and effort to practice formative assessment in the community school. It requires extra time and energy, so, more time consuming without any extra pay is one of the challenges or limited use of formative assessment tools.

The Headteacher of the community school agrees and said:

> Our parents do not understand what it is and what are its benefits – they are more confident that the school has taken full care of their children. They have a feeling that teachers and schools are responsible for improving student learning achievements. On the other hand, most of the teachers seem to be burdensome and they spread the wrong message about the student progress to the parents.

From these statements, it obviously takes more time for the teacher to do different activities. But the facilities of the teachers are the same as previous. As it consumes more time without extra payment, applying this assessment practice has become a challenge.

It is important to note that, while these barriers are described individually, in practice, they are interrelated. On the basis of field level data, this study explored some of the reasons for the barriers of effective use of classroom-based assessment practices in the schools. All participating students, teachers, head teachers, parents, teachers' professional organization representatives and resource

persons agree about the importance of classroom-based assessment practices in order to high students learning achievement but it consumes more time as compared to traditional assessment systems.

5.2.2. Lack of Professional Training

Teachers' professional development (qualified teachers) and quality of teaching performance in which they work are always strongly influenced by student assessment practices in the classroom. Training contributes to, and share responsibilities in, the corporate life of schools. Teacher awareness increases responsibility for contributing to promote positive relationships between teachers, students, and parents. There are various ways to develop high learning achievements in school. Self-evaluation, quality management, and reviews are internally driving factors for quality education. Of course, similar expectations are always being enhanced through standards and competencies. Resource persons (RP) and the head teachers have the same opinion that teacher's professional development fulfills the objective of the school improvement plan for quality education. The teachers in which they work in the school are categorized into permanent, temporary, *rahat* and a contract from the *nijisrot* (local resources). Among them, most of the permanent and temporary teachers have participated in the teacher's professional development packages. But their number and frequency is very low as compared to *rahat* and contract teachers. One of the teachers said:

> I have participated in various training packages organized by different institutions. But I have not been trained how to assess the student learning achievement in a formative way. There is a lack of teacher's guidebook and National Curriculum Framework and other self-study materials to update in this field. So I widely practiced what I knew in the traditional evaluation system.

In this issue, DEO and School supervisor collectively said:

> Most of the teachers are found to be just elaborating the lines of the books and nothing more than that. They have a great faith in the paper-pencil test, but regardless of the fact that it is affecting the practical side of students, they are continuing it. Those teachers who are involved in TPD are unable to implement the things they learned in TDP.

The representatives of teacher's professional organizations and resource persons collectively reported as:

> When a teacher comes to the classroom just with an appointment letter, but a novice teacher cannot perform well to accomplish the professional requirements and quality of teaching performance in the classroom. Therefore, at least 6 months of induction training should be arranged to increase professional standards and competencies for the apprentice teachers.

If we analyze the above views, teachers were not trained about how to assess the students' formative system in the multicultural classroom, though the government claimed that there were about ten thousand teachers who were already trained in multicultural perspectives in total private and public schools. However, these teachers had a lack of adequate training on the formative evaluation system in multicultural classrooms. Therefore, it seems that these teachers need more relevant pieces of training and strategies for better ways to assess the students' performance in the Nepalese context.

5.2.3. Teachers' Work Load

Teacher's recruitment allocation system always becomes a serious issue in school education. All our respondents have complained that the District Education Offices did not distribute the teacher's vacancies on the basis of the proportion of the students. This is the reason for the teacher's weight of too much burden. It is very funny to point out how a limited number of teachers teach the ever-increasing number of students. According to this charge of teachers, the District Education Officer from Dadeldhura said:

> We have the deep-rooted problem of everything from rising school costs to concerning unequal teacher recruitment and placement. The solution is to make teacher work more, which translates into teaching more. Yet, I find that there is a great misunderstanding about the nature of teacher's teaching loads. A teacher teaching dramatically different loads depending on the location and economic conditions of school they work at and what other responsibilities they hold. This is the teacher's weight of too much burden.

The result indicates that more than 85 percent schools the ratio of teacher-student have comparatively added than the national average in a class. When we asked teachers how much they teach, they often answer that they teach 5-7 periods in a day, but when the question was asked to the head teachers, they answered it is 6 periods on average. When a teacher is absent on a holiday, the class should be recovered by additional teachers which also increases the class loads. It shows

that the working load varies from school to school. For this reason a teacher is unable to spare extra-time for feedback and intensive support on an individual basis. In this regards, one of the teachers reported;

> Our experience is not sufficient. Uploading the knowledge of mathematics to acquire, the role of the school is indispensable. Finally, the school should co-operate with the teachers to make the availability of teaching materials, library, and internet facilities; teachers have a lack of sufficient time to create teaching materials. At least, the school should help in reducing the number of periods of the teacher so as to allow him to spend his extra time in planning and assessing students. Also, the number of students in the class should be reduced in controllable size so as to allow group work.

This statement makes it clear that teachers are unable to reduce their working hours. As a result, they cannot allocate time in the planning and while assessing the students' performance. They are always involved in classroom routinely from morning-to-evening with the number of periods. Thus, the head teacher from Dadeldhura said:

> In my school, a teacher takes 6 classes daily and the arrangement of the classroom for that teacher who stays on leave has also increased the extra load. The teacher does not have time to check homework regularly. This is a practical problem in our school, but we arrange for everyone to see that homework is noticed, looking for a sampling, and discussing the exercise in the lesson well.

Due to the over-crowded classroom, teacher neither can give the individual care in the class nor do counseling during of the school time, though elaborate formulas to the student and ask them to solve similar or related problems; makes students understand the topic through examples; they are asked questions randomly to ensure whether students are understood or not; they have also faced a lot of challenges in the collection, use, and storage of teaching materials. The teachers do not get enough time to prepare for the class which ultimately results in a dry and boring class.

5.2.4. Lack of Knowledge of Classroom-based Assessment

The teachers reported that they have always evaluated student knowledge through a recall test, or by asking content questions during a lecture. About 30 percent of teachers have been practicing the different types of classroom-based assessments. However, all teachers have realized that the evaluation provides them feedback on students, and ensure betterment in the teaching-learning process. At this point, it is found that the evaluation results had not been used seriously for further

improvement of the classroom practices. In other words, even the competent teachers were carrying the traditional ways of the evaluation process and reproducing the prior knowledge which creates the problem of mathematics learning of the students. In this issue, one of the head teacher claims:

> In my opinion, students learn the whole year, but at the end of the year, their knowledge and skill are evaluated by three hours of examination. Sometimes students may not be physically and mentally fine and the whole year effort becomes meaningless. So, evaluation of students on the basis of daily records, records of assignments, classroom participation and of course series of unit test is more relevant, but the teachers have not sufficient knowledge to conduct the formative assessment system and how to prepare project work and field study.

This statement shows that there is a lack of knowledge and skill to proper use of classroom-based student assessment. The teachers have limited ideas to carry out the classroom-based student assessment system. So the teachers have not enjoyed applying the classroom-based student or formative assessment.

5.2.5. Lack of Appropriate Planning

The whole-school curriculum planning has become of enormous significance with the advent of quality education in various ways. Teachers' responsibility for selecting the appropriate classroom-based assessment practices those are coordinated within the National Curriculum Framework. It is very important for teachers to recognize the implication of any planning for work in the classroom. They take account of the overall curriculum planning of the school through the development of whole-school planning, school curriculum policies and planning and progression and continuity, breadth, balance, and coherence (Pollard, 2002). To fulfill this objective, teachers can be created by structuring schemes of work and short-term planning. Short-term plans (weekly and lesson plan) help evaluate the teaching. But planning is not static. A trained teacher is one who clearly understands the intimate links between the process of planning, teaching, and assessment in considering the lessons. Teachers can use a variety of assessment in the classroom. In this issue participant (CNT representative) puts his views as:

> Actually, teachers and head teachers do not make appropriate planning about how to carry out the assessment practices to assess the students' learning performance. Without appropriate planning,

> evaluation of the students cannot be done in appropriate manner, i.e. when to give project work, when to submit it, when to take the unit test, monthly test, how to evaluate the student home assignment etc.

The district education officer, the school inspector and the resource persons have collectively claimed:

> Teachers feel burdened, especially in community schools when it is time to check answer-book, publish results and interact to parents the examination of terminal exams, half-yearly exams and the annual exams as compared to institutional schools. As a result, very few teachers use different types of classroom-based assessment practices such as homework, classroom work, group work and so on.

But Headteachers reported:

> Our school emphasized that every teacher should go to class at the time, stay at the full time in the class, classroom activities are divided into the presentation (20 minutes), evaluation (10 minutes) and review the lesson (10 minutes). Each teacher should be involved in classroom assessment practices such as homework, group work, class work, question-answer, group discussion, student-teacher interactions, class test, monthly test and unit test.

5.2.6. Lack of Appropriate Coherence between Assessments, Evaluation, and School Practices

Coherence refers to the extent to which the various parts of a planned curriculum actually relate meaningfully together. Clearly, this is the important issue if school conceives of learning as a process of making sense, for that process classroom student assessment practice understanding students' performance. It is also necessary and is not assured, within a single class or subjects. In this respect, it is likely to be associated with the extent of subject confidence and expertise of the teacher. Thus, the school should be formed in balance (coherence) relationship between assessment, evaluation, and policy. In this issue, the head teacher and CNT representatives share their views as:

> There is the lack of coherence between assessments and evaluation policy in the classroom due to the lack of implementation of authorities. Although policymakers cannot clarify the terms assessment and evaluations as separate they are interrelated.

This statement claims that policy makers have not properly delivered their policy approaches in the real grounds. In this regard, one of the Headteachers shared his opinion while applying the formative assessment system in his school as follows:

> It is difficult to make the portfolio, lake of knowledge to assess the students' learning, difficult to use the materials in every class; due to a large number of students, it is difficult to check the homework and class work. Our school is suffering from a financial problem to purchase instructional materials and laboratory instruments. Teachers carrying more than 5 periods of loads in a day have not managed time to classroom assessment properly. He is always thinking about how to teach the next class only. But he cannot manage his time in the collection of the instrument, tools evaluation and preparing the lesson plan.

He further states:

> At the basic level, continuous assessment system (CAS) is more time consuming, teachers are always busy to fill the form, Ministry of Education and the District Education Office should not play the role of facilitator and expert. Our training packages and programs are not sufficient to increase teachers' efficiency in the application of CAS. There is the lack of appropriate training.

This statement indicates that the teachers are facing a lot of challenges concerning student assessment practice at the classroom, for example, portfolio making, preparing for project work, self-prepared planning for the course contents, preparing project task, different forms, organizing different curricular activities. In this context, the school management committee (SMC) should manage teacher training program in the formative assessment system and also solve the financial problems.

5.2.7. Lack of all Cognitive Domains' Evaluation

Our teachers often use paper-pencil tests covering cognitive aspect. They have no ideas and knowledge about the specification chart to construct and administer questions. The curriculum needs to judge all aspects and levels of Bloom Taxonomy. In this regard one of the resource persons said:

> In my experience, current assessment systems practiced at the school levels are restricted in the basic level of the cognitive domain, such as knowledge and comprehension and rarely on the application level. Though practical exam of general science, computer science, occupation,

> business and technology education and physical education hardly assesses the performance in affective and psychomotor domains, it is not sufficient for assessing students' entire performances. Thus, our assessment system has not been able to assess the students' attitude, degree, and manner of behavior change, the capacity to maintain the social relationship, the degree of cooperation and collaboration etc.

This statement shows that our assessment system is unable to measure all levels of Bloom's taxonomy. So, training package should develop specification chart assessing all aspects of students' performance, such as cognitive, affective and psychomotor.

5.2.8. Conventional Teaching -Learning System

The National Curriculum Framework, TPD, and head teacher training package have had scholarly discussions to the importance of classroom-based student assessment practices. However, most of the schools and teachers have not followed in the real situation. In this line, one of the Headteachers from the institutional school argues:

> Most of the teachers did not understand the rules and regulations of the process of continuous assessment system such as steps of CAS. Those teachers who are trained and understood about the continuous system have not passion for its implication. There is also the problem with the monitoring, supervision, and observation of classroom teaching and assessment process. Conventional teaching, learning, pedagogy and traditional belief system about learning have raised the barriers on the formative assessment system.

This statement claims that the majority of schools are still dependent on conventional teaching-learning activities and evaluation process. Their conventional teaching method is a major barrier to carry out formative assessment practice at the school level.

5.2.9. Dilemmas and Misconception

There are a lot of misunderstandings speared out regarding the classroom-based assessment practices either among policy makers who believe that somehow annual accountability standardized testing improves schools. A second misunderstanding is those teachers tend to think about classroom-based assessment practices as an event, rather than a process. The school does not think about it, is that we engage in the ongoing, day-to-day classroom-assessment process to

give teachers and their students the information they need to understand what comes next in the learning. It isn't a one-time event. There's another misunderstanding—again, a lack of appreciation—that is our failure to understand the role of the emotional dynamics of being evacuated from the student's point of view. For classroom-based assessment purposes, those dynamics have to center on keeping students believing in themselves. It isn't merely about getting teachers more information so they can make better instructional decisions. Good classroom-based assessment practices keep students believing that success is within reach if they keep trying. In this issue, one mathematics teacher shares his view a:

> In my opinion, the norms and values about the formative assessment are to be creative, making the students engaged. The way to evaluate the students multiple intelligent, but still today was not practiced in monolithic ways. There is the cognitive diversity of the students. So, the cognitive diversity of the students can be evaluated in multiple ways for their performance.

From this statement, we can conclude that the main norms and values of the classroom-based assessment practices or formative assessment system are not practiced as well. It is mainly due to, lack of appropriate planning, lack of knowledge of formative assessment, lack of triangular understanding and lack of teaching materials to applying formative assessment. One of the principals of the institutional school shares his view as:

> We have some problems, which disturb us. Our school is situated in the rural areas. There are some Geographical problems. All the goods are not available in this place due to lack of transportation and communication facilities. The school is also unable to fulfill all the teaching materials to the teachers and students. The teacher without having training, the teacher used to give project work on the same time, which creates problem to time management for the student, students make various simulations and don’t attempt their unit test these are the same problems we can face while applying formative assessment in the school.

This statement indicates that lack of teachers' competency; skills, attitudes, and training are major barriers to the proper application of format student assessment practice at the school level. Teachers are not yet clear about the continuous assessment system. They do not want to do it because it is time-consuming and difficulties in record keeping. Because formative assessment is to be considered as a part of classroom teaching teacher's social-cultural background, the classroom environment, weak monitoring and evaluation system, the ineffective role of The head

teacher and school management committee. The novice teacher does not seem to be able to use continuous evaluation and formative-assessment tools in the classroom, but senior teachers have pressured them to the continuity of traditional assessment methods.

> The parents are sending their one child to private schools, whereas another is being sent to public school. Though both schools are equal, people are creating the difference between those schools in terms of many things such as tuition fee, copy, pencil, dress, and tiffin. They often send their child to private schools while public school children were often compelled to stay at home leaving the schools during some hours of chores. This makes the learning environment a bit different between the students of these schools.

> The improvement of education as visualized in the National Education System Plan, 2028 requires the improvement of teaching and the performance of all educational workers. It is, therefore, essential that well-trained professional teachers be prepared in sufficient quantity to meet the challenging needs of the day. Thus the teacher education program needs to be raised to a desired level of Excellency. Excellency can only be brought about through the wholehearted dedication on the part of the person responsible for organizing, integrating and implementing different programs (IoE, 1973).

The contribution of teacher education to the nations, the educational system cannot be denied, it has had many serious shortcomings. Very tragically, of the many teachers trained, about half has already left the teaching profession. This wastage has been due partially to the lack of a prompt placement policy on the part of the MOE and partially to the lack of service and attractive working conditions in teaching as compared to other fields. Similar reasons, the dropouts rate during training has also been high

CHAPTER VI

WAYS TO IMPROVE THE CLASSROOM-BASED STUDENT ASSESSMENT SYSTEM

This chapter analyzes the various ways forward to improve the classroom-based student assessment practice at school level in Nepal.

6.1. Introduction

Becoming an effective teacher involves seeking out multiple sites of input that can enable to reflect on and improve the teaching and learning that takes place in the classroom. Linda von Hoene (2018) suggests different strategies to improve classroom-based assessment practices such as dialogue with owner-self through teaching, dialogue with faculty, dialogue with peer and seek outside consultation. The first step that can lay foundation for the critical reflection is to keep a daily teaching log or journal on your teaching. The author recommends that start the writing lesson plan on the right-hand side of teaching notebook and reserving the left-hand side for comments and reflection. Students can be a great source of feedback on the teaching and learning that takes place in our classrooms on day-to-day basis. After the first couple of weeks of class, ask students to take out a piece of paper and write down three things that have helped their learning in the class and, on the other side of the paper, three things the students would like to change about the class to improve their experience. After reviewing their responses, decide what can and will change and what cannot change or find pedagogically unwise to change. The teacher can also let the students know what will be changing based on their suggestions.

On the basis of rigorous field level data, this study provides feedback ways forward to the effective application of classroom-based student assessment practice at school level in Nepal. For this purpose, all educational institutions, both institutional and public school should develop sufficient knowledge, information, and skill efficient use of formative or classroom-based student assessment practice at an unprecedented rate. The synthesis of respondents' views helps us trace out ways that can be delivered in classroom-based student assessments that reflect more closely the work that students and teachers create in the classroom. They feel better assessments means better information to make meaningful decisions at schools level such as, implementing culture friendly assessment, incorporating local knowledge in students' assessment, avoiding rote

memorization while practicing the assessment, follow multiple ways to assess the students' performance, providing the appropriate teachers' training for assessing the student performance, fully applying continuous assessment systems to assess the students learning, effective monitoring system, providing appropriate reference material, and strong academic commitment.

6.2. Ways forward to improve the student assessment practice

Classroom-based student assessment has always been part of the range of effective teachers. In this context, introduction of National Curriculum should be redefined to the roles and relationships of teachers and students. The following are to be considered as ways for improving the classroom-based student assessment practice:

6.2.1 Culture friendly Evaluation System

Culture is the body of norms and values established by the society to fulfill the needs and goals of contemporary society. Culture is the set of activities to be performed to produce meanings. Cultural practice is a source of knowledge. When we evaluate the students' performance, we have to link our assessment system by students' culture. Then only our assessment system becomes culture friendly. In our question, "How can we evaluate the students from the cultural perspective?" our participant shared his ideas as:

> Until the recent past, we have been taking the written test as a tool for student evaluating. But our evaluation has become outdated and unscientific to measure student achievements in the classroom. Student performances are generally gauging from side to side such as oral questions, class work, interaction, group work, homework, individual work, project work, presentation, and written reflections. We encouraged students to participate different cultural programs. It is a part of continuous evaluation. Then it becomes culture friendly.

In this issue, another participant opines that

> We use a range of evaluation techniques relating local cultures or festivals both orally and written. Those students who have come from different socio-cultural surroundings are considered as a part of that community and the content is given as they observed in their society. They prepared their project works sharing in the classroom.

The above text gives the message that the paper-pencil based student assessment system has become less effective. Therefore, for making the system effective and friendly culture, it needs to

adopt multiple ways of assessment to link student culture, such as project work, group work, paperwork, class participation, homework. NCTM assessment Standards (1995) define "an assessment is a broad term defined as a process for obtaining information that is used to make decisions about students, curricular programs, and policy". The use of proper authentic assessment practice gives the option of improving the student learning. Then only the indigenous ways of gaining competencies and respecting the identity of cultural groups in evaluating the students' learning performance can be seen. Berger, Giroux, and Lariviere (2002) state that, "many writers on learning assessment have confirmed that paper-pencil tests are inadequate because they don't readily reveal the student's thinking. In my opinion, although, tests are the part of the assessment, the test is normally given at specified time intervals so, for finding out the overall progress of a student a test would not provide complete information. So it would be better to imply a continuous assessment system to evaluate the students overall performance.

6.2.2 Use Local Knowledge in Classroom-based Students Assessment

In general, the conception of assessment is limited to evaluating individual performance by taking tests at the end of unit or time of instruction, what the students have already learned. The term assessment is used in the sense of judging the extent of students learning (Freeman and Lewis, 2005; Cohen, Monion, and Morrison, 2008; Tanner and Jones 2008). Assessment is a major contributor to raise the standard in school in terms of teaching, learning, and achievement. The main goal of classroom testing and assessment is to obtain valid, reliable and useful information concerning students' achievement. This process of assessment is slowly changing as it is the continuous process.

In the sampled schools we found that teachers used their own methods for assessing student learning performance. But more than 80 percent teachers have not used different types of assessment tools in the classroom. In this issue one of the teachers said :

> Our focus has still remained on the paper-pencil test which might not be scientific in many senses. So the provision of continuous assessment system should be included in the curriculum and recognized as an integral part of the teaching-learning.

Likewise, another participant shares his views as:

> Classroom-based student assessment is not a separate thing from the instructional process. It should go hand-by-hand. If there is only teaching, we do not know where we and our students are, and only assessment does not make students learn. For this, teaching and assessment should be complementary to one another and assessment must be ongoing.

The other mathematics teacher supports the view regarding assessment as being continuous as:

> Individual feedback and individual support to a child is a major benefit of continuous assessment. If students get grades for home assignments, projects, attendance and daily oral performance, they are always prepared. We need to keep the daily record. They score good marks when it is added to their scores.

In this issue, one of the participants gave his view as:

> The teacher should count the parent and get the cumulative information about the students. The teacher should evaluate the students in terms of day to day activities of the students, but it does not mean that paper-pencil test is to be discarded. Likewise, my other participant hopes that in the process of evaluating the students' performance, the common culture is the paper-pencil test, i.e certain period written test in the presence of invigilator. This is a normally adopted technique till now, but there are other ways of testing the students. They can be assigned project work, home assignment, group work and continuous evaluation of the students.

Therefore, the present student assessment practices at the school level fail to address the interest and needs of the diverse background of the students. To measure the students' all-round capacity, the teacher applies different devices/techniques for evaluation. They can use project work, home assignment, group work and continuous assessment. It enables teachers to evaluate the students' multiple intelligence and the teacher can treat them according to their interest and needs.

6.2.3 Avoids Rote Memorization

Rote memorization is still popular in the classroom as compared to the western classrooms. One of the Headteachers expressed his view as:

> Only the rote learning without understanding the subject matters destroyed the students' critical thinking. It kills the creativity of the learners. So the primary concern of the teacher is to enhance the creativity and make students to enjoy the subject matter. Teachers are now incorporating more

> problem-solving and investigative activities to replace the traditional skill and drill exercises that were previously used in our schools then ultimately our assessment gradually improves.

From the above view of our participant, it was found that without understanding the subject matter, the only rote memorization is meaningless to learn. Therefore, the primary concern of the teacher is for the student to acquire the content through understanding the subject matter through assessment. In this vein the student-centered, modern, western classroom, society views education to be a positive experience in which students should enjoy a pleasurable learning experience.

6.2.4 Follow the Multiple Ways

There are many ways to assess the students' performance in school. The single way is not sufficient to evaluate the students' performance. In this regard one of the participant teachers shares his view as:

> In addition to the different written tests, we have to use project work, class participation, class activities, home assignment, group discussion, and portfolio. So, to improve our formative assessment practices we need to apply multiple ways to assess the students' performance better.

From this statement, we can conclude that multiple ways of students' performance are to be needed as alternative ways of paper-pencil tests. It requires appropriate training packages for teachers to assess student performance. The teacher's professional development carries two important aspects: teacher development and professional development. The TPD develops teachers' efficiency and knowledge to assess student performance effectively. The teachers are considered well developed for the purpose of higher education, have been academically qualified to take any subjects. In this issue, one of the Headteachers of the community school shares his views as:

> Higher qualification is needed to generate different techniques and skill for effective student evaluation. It requires proper training opportunities concerning student assessment practices in the classroom. Knowing a lot of things in any subject does not make an effective and successful teacher unless she/he takes care of lecture delivery in proper curricula.

One of the teacher shares his views as:

> We take many pieces of training, but the training did not focus on the assessment of the students. So, it is better to conduct the training, particularly focusing the students performing in classroom learning.

From the above information, we can conclude that only training is not sufficient to assess students' performance. So, training should be focused on the student assessment in general and classroom-based assessment in particular.

6.2.5 Applying Continuous Assessment System

The continuous assessment system helps in developing a student's logical and creative thinking abilities. Students work in a group and individually, explore and investigation of the subject matters and they construct, compare and justify the concept. Only the period of implementing continuous assessment, all the above method activities were performed well. It helps to communicate their thinking in obtaining the knowledge while using continuous evaluation. In this issue, one of the Resource Person shares his view as:

> In the continuous assessment system teachers and students are engaged in their work. The students deeply enjoyed and were found more interested to learn different concepts by using different methods such as daily and weekly observation, extra activities, project work, homework working with a group, presentation and interacting with student and teacher. They also developed the such behaviors of students carrying out the assignment, helping others, participation in class activities and creativity. On the top of this support of the head teacher, government, district education office is very essential.

The above interview shows that CAS is more effective than a traditional student assessment system. For this student should be given project work and homework regularly in school. The head teacher should be encouraging teachers to use CAS. Sufficient financial support from the government should be given for CAS implementation to schools. Ministry of Government and District Education Office should play the facilitating role and provide exports and organize many teachers' professional training programs for the teacher to increase the efficiency of them.

To improve the assessment system different stakeholders did the responsibility in this regards, the teacher said;

> Our Head teacher inspires us to assign and check classwork and homework and provide appropriate feedback to each student. He motivates us to take unit test and class test regularly. He manages appropriate time and calls related parents as our suggestion for sharing students' performance, ideas

> and mutual support. He manages the system of returning checked answer sheet and providing suitable feedback, too, and all students are actively involved in doing class work and homework.

He further said:

> Most of the students are also actively participating in group work and project work too. Every student of class 8, 9 and 10 has actively participated in each weekly exam. Almost students have followed suggestions and feedbacks as possible. Most of the guardians of our school are very curious about their children's performance. Most of the parents have come to receive the result of their children. They seek to know about their children's performance by negotiating with the head teacher and subject teacher too. They also provide essential instructional material and the essential fee for their children's needs. Similarly, resource person has provided the assessment guidelines and sometimes observed the classroom teaching too.

They said that the assessment technique is working effectively, even the parents are being regular to schools to check their children's performance and they appreciate the work and effort of the teacher.

6.2.6. Provide Appropriate Feedback

I assign homework to students daily, assign it and provide appropriate feedback as soon as possible. For checking homework and project work I use leisure time in school. I also assign class work in the classroom and check as well as provide feedback perpetually.

Our head teacher frequently asks me about the progress of each student and makes me more reflective and active teacher. He also asks me about the student who has not done homework and class work properly.

6.2.7 Strong Commitment to effective Implementation

School administrator and teacher team should commit about the implementation of the continuous system up to grade seven and grading systems in every class. Every teacher should motive to assess student students in innovative ways, such as project work, group work, presentation, demonstration etc.

Resource person should regularly monitor the school activities, classroom teaching, and evaluation process. He also should provide suggestions and feedbacks after monitoring and observation.

Local agencies should frequently monitor the school activities and provide appropriate feedback and suggestions. The school inspectors and other officers from related agencies should regularly monitor the school and should negotiate with teachers, students and parents and they should provide feedback and suggestions for further improvement.

The above interview shows that CAS is more effective than a traditional student evaluation system. But it is important to encourage girls in active participation and enough time should be given at home to do class work, project work, and homework and regularly in school. Also, it is important to provide training for the teacher, class period should be extended, student centered, regular teaching in class. The headmaster should be encouraging teachers to use CAS. Sufficient financial support from the government should be given for CAS implementation to schools. Ministry of Government and District Education Office should play the facilitator role and provide experts and organize many teacher professional training programs for the teachers to increase their efficiency.

6.2.8 Pursue the Comprehensive Assessment System/ Policy

The comprehensive assessment policy has been developed with the purpose of addressing assessment related concerns that have emerged in recent years. If this policy is applied it would be helpful for the nation as the whole. This is the technique to increase manpower and the policy of doing the right evaluation. But there is a doubt about the continuous process. In this regard, our academic principal participant from constitutional school shares his view as:

For example, we can get multiple responses from a single question through the comprehensive evaluation.

प्रश्नः तलको अनुच्छेद पढेर निम्न प्रश्नहरूको उत्तर लेख्नुहोस् :

एउटा चराको सानो चल्ला उड्न प्रयास गरेको २ देखि ३ घण्टामा उड्न सफल भयो । आफू बसेको २४ दिनसम्मको गुँड र आमालाई छोडेर ऊ आजबाट यो संसारमा आफ्नै परिश्रममा बाँचेर जीवन धान्ने चाहना सहित उडेको छ । सुरुमा त गाह्रो थियो, अब ऊ २० कि.मी./घण्टाको दरले उठ्न सक्छ । पानी, अन्नका दाना खाना सक्छ, शत्रुसँग लड्ने र बँच्ने क्षमता पनि विकास भएको छ उसमा ।

धन्नै एउटा सर्पले खान लागेको थियो ऊ मुस्किलले बँच्यो किनकि उनकि आमाले तत्कालै एउटा आवाज दिइन् र ऊ खतराको आवाज सुनेपछि उठेर बँच्यो ।

प्रश्न १: चराको बच्चा कति दिनमा गुँडबाट उड्न सक्यो ? ९च्भबमष्लन क्पर्षी० को परीक्षण गरिएको छ ।

प्रश्न २: चरा लगातार एउटै दिशामा उडेमा ३ घण्टामा कति टाढा जान सक्छ ?

(गणितको व्यवहारिक पक्षको मूल्याङ्कन भएको छ)

प्रश्न ३: चरा माथि उड्दा किन पखेटा तल तिर धकेल्छ ?

(विज्ञानको प्रत्येक क्रियामा बलमा परावर्तन र विपरित प्रतिक्रियात्मक बल हुन्छ भन्ने विज्ञानको नियमलाई व्याख्या गन सक्छ कि सक्दैन भनेर मूल्याङ्कन गर्न खोजिएको)

प्रश्न ४: चराको चुच्चामा शत्रुसँग लड्ने र बच्चे क्षमताको विकास भएको छ । यसलाई English मा Translate गर्नुस् ।

(अंग्रेजी भाषाको विकास कति राम्रो छ भन्ने, व्याकरण पनि) भन्ने मूल्याङ्कन गर्दछ ।

प्रश्न ५: चरालाई सर्पले समात्न लागेको बेलामा आमा चराले आवाज नदिएको भए के हुन्थ्यो ?

(परिवार, आफ्ना सदस्यको होसियार, इत्यादिको पक्षलाई)

सामाजिक अध्ययनको मूल्याङ्कनलाई देखाइएको छ ।

प्रश्न ६: हरियाली रुख विरुवा घट्दै गएमा चराहरू कहाँ बस्छन् होला ?

(वातावरण पृथ्वी) सँगको ज्ञानबाट वातावरण शिक्षाको मूल्याङ्कन गर्न खोजिएको छ ।

From the above-mentioned data, it is clear that comprehensive Assessment system evaluates the students differently.

CHAPTER VII

FINDINGS, CONCLUSIONS, AND IMPLICATIONS

This chapter draws the findings, conclusion and some practical implication regarding classroom-based student assessment practices at local, regional and national levels.

7.1. Findings

The findings of this study indicate that those schools have improved in the teaching-learning environment, they have changed the medium of instruction and increased school and parent interaction seems to have changed student evaluation gradually. But those schools that have not been able to improve these are still dependent on traditional student evaluation. The factors like parent-teachers interaction, participatory planning and implementation, teamwork, visionary school administration, laborious teachers and students and effective monitoring and evaluation systems are playing the significant role to improve classroom-based student assessment practices. The leadership role of the Headteacher, effective, efficient, transparent and clear school policies are also equally important.

The finding has also indicated that some schools seem to have used newer for student evaluation. However, their practices were varied by location, nature of schools (institutional or community); and, effective, efficient and leadership role of Headteachers. Social-economic status of parents, academic status, government policy, teacher-student ratio is equally important. For example, a change in the medium of instruction, entrance examination, regular parents' meeting, schools' credibility, changes in teacher’s attitude and working patterns, and infrastructures some of the best practices.

Most of the schools used various student assessment practices in the classroom- classwork, homework, project work, group work, question-answer, discussion, field visit and so on. But the use of the means of evaluation means the nature of the school, the diligence of the teacher, the opportunity to train, the student number, the school environment, the role of headmaster, the presence of parents, etc. Changes can be made to the assessment criteria only if the teacher has used the assessment methods in the classroom. It requires that the responsible body has to be regular monitoring and evaluation.

7.2. Conclusion

In principle, all the teachers are familiar with classroom student evaluation. Most teachers have also taken the skills of student evaluation from training. But with some sincerity they learned, they can bring positive change in the quality of singular education used in the classroom with only sincerity.

A comprehensive assessment policy has been developed with the purpose of addressing assessment related concerns that have emerged in recent years. If it is really implemented it helps to make for the manpower and become real evaluation in a nation, but it is doubt in the implementation part. Furthermore, we can say that Comprehensive Continuous Assessment has not been focused.

However, teachers cannot be able to get the result of the course of having many student numbers, the subject matter of teacher training, relative to the classroom, school environment, and guardian role. Due to the lack of appropriate planning, lack of teacher competency, dilemmas and misconception about formative assessment system we face many challenges, to address these challenges we should be providing the appropriate teachers' training for assessing the students performance, fully applying continuous assessment system to assess the students learning, effective monitoring system, providing appropriate references material, and strong political commitment to make academic environment in the school, and then our assessment practices become students and teachers friendly, ultimately quality of education will gradually improve.

7.3. Some practical implication

From the above findings, we draw the following implications:

- This research is applicable for encouraging teachers and students' regularity.
- It is equally applicable for maintaining teachers' competency.
- This research assists teachers, experts, curriculum planners, policymakers to understand the existing situation and practices of assessment systems in the schools of Nepal.
- It helps to engage teachers' and students according to the norms and values of formative assessment.

- For the pedagogical improvement of the teachers, this research is effective and equally helpful.
- This research is applicable for locally acting and globally thinking.

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Appendix A

Name of Sample Community Schools

1. Shree Mahalaxmi Secondary school, Gorkha
2. Shree Mahendra Jyoti Secondary School Tanahu
3. Shree Bhasa Secondary School, Kagate, Dhankuta
4. Shree Janata Secondary School, Inaruwa
5. Rastriya Saraswati Secondary School, Kalapani, Mahottari
6. Shree Durga Laxmi Secondary School,Khalanga,Amargadhi,Kailali
7. Shree Mahendra Secondary School Dadeldhura
8. Shree Jana Secondary School, Surkhet
9. Shree Adarsha secondary school, Sanothimi Bhaktapur
10. Shree Adhikavi Secondary School, Chitwan
11. Shree Adarsha Secondary School Dolpa

Appendix B

Name of Sample Institutional Schools

1. Green Garden Secondary Boarding School, Kalikasthan, Rasuwa
2. Mother Land Secondary School, Kaski, Pokhara.
3. Deepsikha Secondary Boarding School, Ghorahi, Dang.
4. Evergreen English Boarding school, Rupandehi
5. Bal Ekta Secondary. English. Boarding School, Kalaiya, Bara
6. Green Garden Boarding School Kalikasthan, Rasuwa