AN EVALUATION OF THE IMPLEMENTATION OF CONTINUOUS ASSESSMENT POLICY IN KADUNA STATE SECONDARY SCHOOLS

By

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DEDICATION

This thesis is principally dedicated to my late husband, my children and my friends. The encouragement they gave me throughout the period of my postgraduate programme remains my major source of inspiration.

DECLARATION

I hereby declare that this thesis is an original record of my research work which has not been presented anywhere for the award of any degree. All published and unpublished sources of information have been appropriately acknowledged.

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CERTIFICATION

This is to certify that this thesis is an original work undertaken by Grace J. Bila MED/EDUC/13856/97/98 and has been prepared in accordance with the regulations governing the preparation and presentation of "thesis" in the Department of Educational Administration and Planning, Faculty of Education, Ahmadu Bello University, Zaria.

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ABSTRACT

This study evaluated the implementation and administration of continuous assessment policy guidelines in Kaduna State secondary schools. It was essentially concerned with identifying the level of adherence to policy statements on continuous assessment as regards values attached, commitment, standardization of items and the involvement of professional participants in the system. Data was generated by means of questionnaire administration. Data analysis was conducted by means of item by item analysis which was employed to determine whether the implementation of continuous assessment fit the prescribed policy guidelines.

The result showed that continuous assessment is actually implemented in secondary schools in the state. The particular areas identified for the research as the standards postulated by the policy include: uniformity of assessment instruments; availability of equipments; regularity in the administration; generation of assessment items; adherence to standardized procedures; collation of scores; availability of school committees; data collection; record keeping, reporting and application of detailed scheme of work.

The research evidence further revealed that within the implementation framework, the following areas were found not to have effectively implemented, a functioning committee at state levels; organization of item-writing workshops and annual national seminars on continuous assessment while provision of continuous assessment booklets for schools; encouragement of staff development programmes and comparability of standards in assessments across states were satisfactory and effective.

Notwithstanding the observed areas of adherence to policy statements on the implementation of continuous assessment, further showed that there are some important areas of policy guidelines which were seriously neglected. These are non-availability of guidance and counseling units; lack of Local Government committees on continuous assessment; absence of state implementation task force; lack of a functioning question bank; insufficient number of professionals; and the inability of the government to organize an intensive workshop for each zone at least once a year.

It was recommended that government should provide the observed scarce material, physical and regulatory inadequacies so as to actualize the purposes for which the continuous assessment is introduced.

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CHAPTER ONE

1.0 BACKGROUND OF STUDY

1.1 Introduction

Education in Nigeria is no more a private enterprise only, but also huge government venture. It has witnessed a progressive development, complete and dynamic intervention with active participation of all stakeholders geared towards a positive change in behaviour, improvement in learning and in the entire school system. In view of government involvement, it strives to eliminate existing contradiction, ambiguities and lack of uniformity in educational practices in the different levels of education. This is exercised to ensure an even and orderly development of the system in general.

One of the most important areas and of great concern in the educational practices often sought after by the government is the assessment system in schools. Examination is a form of assessment administered in every school programme to measure and ensure the level and achievement of knowledge and skills gained at the end of each term and each session. The result serves as a yardstick of

performance and subsequent requirement for promotion to higher level of study by students.

Before the year 1981, the common or only form of assessment was the traditional once-and-for-all examination administration at all levels of schools. This traditional once-and-for-all end of course or terminal examination system was faulted as a result of its inherent problems. Sofolahan (1985) outlined some of the problems that could underscore the ability and performance of a student during such examination as:

- **Illness during examination.**
- **Absenteeism from examination due to economic reasons**
- **Examination phobia.**
- **Tendency to cheat during examination (consequence upon the fact that it is the only examination to be used to determine achievement and progress).**
- **Inability of teachers to test students properly as a result of restrictions imposed by the time allocated to testing a particular subject.**

- **Inability of the teacher to adequately set questions in all areas of the syllabus in just one examination.**

In view of the problems in the traditional system of examination, the continuous assessment as a form of evaluation of students at all levels was introduced into the schools system with the adoption of the National Policy on Education (NPE) 1988.

Ogunniyi (1984) defined continuous assessment as a formative evaluation procedure concerned with finding out in a systematic manner the over-all gains that a student has made in terms of knowledge, attributes and skills after a set of learning experience.

Also, Okpala (1993) defined continuous assessment as a system that assesses a student from the point of entry into school until the point of graduation in all the three domains, namely: psychomotor, cognitive and affective behaviour of the student.

The key elements of continuous assessment system as highlighted by Okpala:

i.) Systematic evaluation: This implies that assessments are carried out at predetermined intervals.

ii.) **Evaluation of cognitive domain: This implies that intellectual ability and knowledge acquired are assessed during class work.**

iii.) **Evaluation of psychomotor and affective domain: This implies that physical and interpersonal attitudes and attributes are assessed. The information generated are recorded and used as part of the final grading at the end of the term or school year. This explains the cumulative nature of the system, which means that continuous assessment system measures the holistic development and performance of a child within the formative years.**

The National Policy on Education ushers in the 6-3-3-4 system of education and with it, (the new system of assessment) the continuous assessment was introduced in replacement of the old system of 7-5-(3), (4) and its once-and-for-all assessment of students in all levels of education programmes with the aim of stressing the following:

- **To have something to report on to parents and other interested persons**

- **To identify levels of ability, achievement and effective development of various individuals and groups of students.**
- **To diagnose learning difficulties in individuals, strengths and weaknesses in-group performance for the purpose of improving instructions.**
- **To assess group gains and achievements in some locally introduced innovative programmes.**
- **To assess special aptitudes and interests of students for counseling purposes.**

Having adopted the policy on education for use in Nigerian schools, the Federal Ministry of Education in 1991 set up an implementation committee to draw up some guidelines on uniform standards for transition from Junior to Senior Secondary Schools using the continuous assessment system. This is in compliance with the National Policy on Education (paragraph 23 (2&3)) requirements which states that certification of pupils from primary school to Junior Secondary School will be based on cumulative results/assessment of students.

By setting up the implementation committee, the Federal Government made it mandatory for all Secondary Schools to comply with the following guidelines:

1. **Maintenance of uniform standards for continuous assessment scores.**
2. **There should be a minimum of four (4) assessments per term to ensure that the assessments are really done.**
3. **There should be a school committee on continuous assessment to monitor the methods of assessment given by the subject teacher.**
4. **There must be a Local Government Committee on continuous assessment to be chaired by the area inspector.**
5. **There must be a State Ministry Committee on continuous assessment. This is to ensure that the two committees earlier mentioned are performing their duties effectively.**
6. **There must be a State Implementation Task Force to monitor adherence to policy guidelines.**
7. **Item writing workshops should be held on regular basis for state teachers to improve the quality of assessment instruments in order to ensure comparability. Those trained initially should**

organize similar workshops at their zones so that knowledge gained could be spread among teachers since it is impossible for all teachers to be trained at once.

8. **Each state must have an examination board and a test specialist employed in the board.**
9. **Maintenance of uniform standards for the Junior School Certificate Examination (JSCE). To achieve this, the implementation committee suggested that the country be zoned into four zones (North-East, North-West, South-East and South-West zones) with a committee in each zone. Functions to include regular meetings to compare standards for exchange of ideas, organize item-writing workshops and maintain common items bank of standardized tests.**
10. **There must be a genuine pre and post examination moderation for comparability studies, comparison of procedure for collection of continuous assessment data, produce post-mortem on the results/examination of each state for future correction and working towards the possibility of using the same test blueprint since there is a common curriculum.**

11. To ensure compliance, an annual National Seminar for Examination Officers in all Ministries of Education throughout the country be held while zonal meetings be held three times a year.

In another development, the Federal Ministry of Education (1991) provided further guidelines with regard to the grading systems which stipulates as follows:

i) There should be a uniform grading standard, viz:

A	**Distinction**
B	**Credit**
C	**Pass**
F	**Fail**

ii) Grading scores (X) should to be based on normal curve using the mean (M) and standard deviation (SD) as follows:

Fail	**X < M – 1SD**
Pass	**M – 1SD X < M + 1SD**
Credit	**M – 1SD X < M + 1SD**
Distinction	**X M + 2SD**

iii) The format of the examinations shall be objective and short answer

questions combined.

Similarly, with regards to obtaining valid continuous assessment scores for incorporation in the final JSCE, the NPE (1981) recommends that the following aspects of schoolwork should be used as generating continuous assessment scores from schools.

a.) I) Tests.

II) Assignments (take-home)

III) Regular class exercises

IV) End-of-term examination.

b) The schedule of administration of the above assessment

Should be:

I) A minimum of two-tests administered per subject per term

II) Three take-home assignments per term in every subject.

III) A class exercise every week of teaching in each subject to be supervised and graded by the teacher within the duration of the lesson (highly recommended for English and Mathematics).

IV) A project per term per subject.

c.) Quantifying/Weighing of Instruments.

The various assessment instruments listed in (a) above should

contribute 40% while the end of term examination will constitute 60%. This recommendation is predicated on the condition that an effective monitoring of teachers' continuous assessment scores by the continuous assessment committee of each school and relevant State Ministry of Education official exist to check possible abuses.

1.2 Statement of the Problem

The purpose of continuous assessment is to assess the total learning experience of the learner in the teaching-learning setting. It focuses on the intellectual, affective and psychomotor behaviours of the student, which are based on inputs like the syllabus and school facilities, teaching personnel and the interactions; between teachers and students, students and materials, students and students, teachers and materials, et cetera. It is because continuous assessment ensures a positive change in behaviour, improvement in learning, and enrichment of the entire school system that the Federal Ministry of Education decided to enforce its effective practice and continuity. This is as a result of the recurring higher rate of failure, using the old once and for all examination system. To achieve this purpose, the Federal Ministry of Education promulgated the use of continuous assessment

to assess performance, which prescribed that: "Educational assessment and evaluation will be liberalized by basing them in whole or in part on continuous assessment of the progress of the individual."

However, continuous assessment system could bring with it some administrative and other forms of human problems. These include, according to Agwu (1997):

- **problems of setting up a good administrative arrangement for keeping a large number of records of marks scored by students in every test, assignment, home work, project work given by teachers.**
- **Where a teacher teaches very many periods in a week and has large classes, he would carry a considerable amount of workload, particularly in respect of giving and marking assignments and tests regularly. Such teachers may resort to giving less than standard forms of assessment which they can mark quickly or give only the barest minimum of tests per term.**
- **Where proper supervision of teachers is not undertaken, some may produce fake assessment scores in order to meet deadlines**

for the submission of marks, where they fail to give any test to their students.

The promulgation of any National Policy is one thing, while ensuring the implementation of such policy by means of making it work by teachers and other officials is another. In the absence of any scientific investigation, it is very difficult to determine whether the implementation and administration of continuous assessment in secondary schools satisfies in all respects the guidelines postulated by such policy. Therefore this study will evaluate investigate and establish in absolute contexts whether the implementation and administration of continuous assessment in Kaduna State secondary schools satisfies in all respects the guidelines postulated by the National Policy on Education.

1.3 Objectives of the Study

Continuous assessment entails a system of evaluations that are carried out at predetermined intervals for the purpose of monitoring and improving the overall performance of students as well as the teaching and learning environment. Because of the plan of action

designed for the administration and implementation of the programme, the following are the objectives of this study:

1. **To establish the level of involvement of teachers, principals and officers at the ministry/zonal education office in the implementation and administration of continuous assessment**

2. **To establish the commitment to policy procedures by both the implementers and administrators of continuous assessment at ministry/zonal and schools level.**

3. **To determine the level of adherence to continuous assessment procedure for adequate motivation of the three domains (cognitive, affective, and psychomotor).**

4. **To substantiate the availability and adequacy of human and material resources for the proper execution of continuous assessment in schools.**

5. **To offer suggestions and make recommendation for improvement of administration of continuous assessment in schools if necessary.**

1.4 Research Questions

In pursuance of the objective of this study, the following research questions in addition to the ones earlier stated are developed to guide the study:

1. **Are there any effective school subcommittees for supervising continuous assessment?**
2. **Are there regular meetings of school subcommittees on continuous assessment?**
3. **Do teachers attend all item-writing workshops?**
4. **Is there any observed uniformity of assessment instruments?**
5. **Does Kaduna State Government provide opportunities for staff development programmes?**
6. **Do both the State and Federal Government provide enough equipment for continuous assessment?**
7. **Are there any functioning continuous assessment committees at the state level?**
8. **Are there any local government committees on continuous assessment?**
9. **Has Kaduna State government instituted any implementation task**

force to monitor continuous assessment programmes?

10. Does each zone organize item-writing workshop for teachers?

1.5 Basic Assumptions

The researcher is interested research questions, as it is only when they are evaluated in great details that it can be established whether the implementation and administration of continuous assessment in Kaduna State Secondary schools is congruent with the provisions of the National Policy on Education.

However, the researcher is of the view

- **that assessment is an integral part of the teaching process. It is therefore reasonable that a teacher should be involved in the final assessment of students he has taught. In view of the fact that continuous assessment is cumulative, systematic and comprehensive, more accuracy in performances of students could be obtained as against the old once-and-for-all examination.**
- **that assessment procedure which takes into account the learner's performance throughout the entire period of schooling is likely**

to be more valid and more indicative of the learner's overall ability than a single examination.

- **that continuous assessment programme provides opportunities for innovations in the teaching and learning situations. It further prevents frustration for teachers as restriction is reduced. Assessment of students on such innovations can become part of the final grading. This encourages flexibility in teaching.**
- **that continuous assessment procedure facilitates appropriate guidance of the learner both in learning and preparation for a career.**

That the system provides involvement opportunities for teachers to continuously assess his/her instructional methods to improve performance.

1.6 Significance of the Study

The significance of this study can be seen in the light of the following:

1. **This study will provide empirical evidence of compliance as regards the roles and functions of the agencies charged with the**

implementation of continuous assessment procedure in Kaduna State.

2. **The findings of this study will bring into focus the level at which the implementers of continuous assessment carry out their specific functions, towards achieving the aim of continuous assessment.**
3. **The findings of this study will awaken committees, principals and teachers to their various roles as continuous assessment implementers and administrators in terms of judicious use of skills, resources and time.**
4. **The findings of this study is hoped to bring into clearer perceptive the inadequacies in the implementation and assessment of continuous assessment programme in the state**
5. **This study will serve as reference material for both students and the general public on matters of continuous assessment.**
6. **It is hoped that this study will highlight the existing problems as they present themselves from the three tiers (Federal State/Zonal and School). This will encourage other researchers to undertake further research towards providing solutions to the highlighted problems of the system.**

1.7 Scope and Limitation of the Study

The scope of this study is primarily centered on Kaduna State secondary schools. Respondents are drawn from the State Ministry of Education, Zonal Education offices and schools from the Local Government Areas of the state. Heads of each of the sections mentioned were used as respondents, because they are the administrators and implementers of continuous assessment procedure in the educational system.

This study has actually met the demands of modern scientific studies by its application of appropriate data collection methods and data analytic technique, therefore, generalization of the findings is obviously legitimate.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 The Problem/Introduction

One major innovation in our educational system is the introduction of continuous assessment as an important component of evaluation. The National Policy on Education (1988) prescribed that: "Educational assessment and evaluation will be liberalized by basing them in whole or in part on continuous assessment of the progress of the individual."

The purpose of continuous assessment is to assess the totality of the learner in the teaching-learning setting. In other words, continuous assessment focuses on intellectual, affective and psychomotor behaviours of students, as well as the inputs from syllabus and school facilities, teaching personnel and assistants and the interactions between teachers, students, and materials. When continuous assessment is implemented from this framework, it ensures a positive change in behaviour and improvement in the entire school

system. Literature on the framework in which continuous assessment is both administered and implemented is hereby presented.

The literature review framework includes the following:

- **predetermined interval for assessment**
- **generation of assessment items**
- **evaluations as an administrative process of continuous assessment**
- **planning as an instrument in continuous assessment**

(i) Types of planning

- **Guidance and counseling fundamentals in implementing continuous assessment policy**
- **Provision of guidelines on test, assignment and project.**
- **Operating of continuous assessment**
- **School sub-committees for supervision of continuous assessment**
- **Method of data collection in continuous assessment policy:**
  - **entry phase**
  - **passage phase**
  - **terminal phase**
- **record keeping and reporting in continuous assessment**

- **types of records**

2.2 Predetermined Interval for Assessment

Predetermined interval for assessment entails a detailed plan of operation that is uniform for all schools in the educational system. Okpala et al (1993) explains, that for such a plan to work effectively, the steps, or phases of activities it contains should be implemented in a "systematic" fashion to ensure uniformity and comparability. Consequently, it was further pointed out, that continuous assessment should not be a hide-and-seek business, rather teachers who are experts in particular school subjects to translate curriculum into reality are expected to inform students on the following:

(a) The number of assessments scheduled for the term

(b) Date for each assessment

(c) Topic of module on which assessment is to be based

(d) The objective domains to be assessed and

(e) Types of assessment instruments to be used.

Within the context of the observed predetermined interval for assessment, Okpala et al. (1993) concluded that the overall performance component should involve looking at a student in totality

to ensure an all-round development of the intellectual skills, the affective and psychomotor behaviours.

In the same vein, Turton (1984) observed that continuous assessment must be obviously systematic and planned to take place at predetermined intervals. He further pointed out that it is advisable that the participants in the continuous assessment programme should be explicitly knowledgeable about its significance, its arrangement and the implementation framework. He emphatically maintained that continuous assessment programmes must be carefully planned and publicized. The reasons for the observed approach is to relate the scheme to existing school cycle of terms and sessions with an agreed frequency of assessment. Finally, Turton explained that the programme should not only be seen as comprehensive but cumulative so as to achieve the purpose for which it was established.

2.3 Generation of Assessment Items

Continuous assessment is inbuilt into the teaching-learning process. To achieve this particular objective, Gronlund (1984) pointed out that teachers must endeavour to generate enough assessment items capable of measuring the cognitive, affective and psychomotor domains.

Gronlund explained that teachers should generate continuous assessment items capable of measuring some motor or manual responses of an examinee expected to manipulate some concrete equipments or materials. Usually such instrument is basically concerned with measuring the degree of skills the students exhibit in applying certain knowledge. He identified three areas in which assessment instruments should be generated:

1. **Instruments that can measure mental ability. Here he explained that in such evaluative instrument, emphasis is placed on what students do rather than what they say.**
2. **Instruments that can measure mechanical and manipulative ability.**
3. **Work samples. This entails a well-defined work activity involving tasks, materials, and tools, which are identical or similar to those in actual job or cluster of jobs. He explained that with particular reference to Technical Colleges, teachers generate these instruments so as to assess students' vocational aptitudes, worker characteristics and vocational interests.**

Gronlund further maintained that the advantage of generating enough assessment instruments in this direction is because it facilitates the teacher's ability in evaluating not only the technical know-how of students but that it provides a basis for objective collection of information on psychomotor and psycho productive domains of learning.

In addition, Gronlund further pointed out that as part of teachers' contribution to the implementation of guidelines prescribed for continuous assessment programmes they should develop instruments that can be used to measure the degree of success attained in a specific area of learning. He described such measurement techniques as instruments that can be employed to assess the extent to which a student has acquired certain information usually as a result of planned instruction or training. In this respect, such instruments should be more closely tied to particular school subjects and are used to:

a) Evaluate students and the curriculum;

b) Determine the nature of the individual differences in a group;

c) Determine what a student can do with respect to his age and ability;

d) Provide a basis for selection, promotion, termination and certification;

e) Diagnose learning difficulties for group learners and

f) Evaluate teaching and learning procedures.

In the educational sector, both teaching and administrative staff has many decisions to make. Since one major aim of a school is to affect desirable changes in students, there is therefore a need for the school authority to have a practical means of measuring these changes both quantitatively and qualitatively. In addition to the suggestion put forward by Gronlund (1984) with regards to the teachers role in the continuous assessment programmes in schools, Horrocks et al (1968) advanced that in order for administrators and teachers to make critical decisions on students teaching-learning process both should develop enough assessment instruments that measures the extent to which a person has "achieved" something, acquired certain information or mastered certain skills – usually as a result of planned instruction or training.

2.4 Evaluation as an Administrative Process of Continuous Assessment

In order to implement the policy guidelines on continuous assessment, the Federal, State and Local Government must employ its administrative machineries in the operation of the system so as to achieve the educational objectives. As rightly observed by Enachow (1982), the government in its application of administrative network is responsible for making available sufficient human and material resources required for continuous assessment. Enachow maintained that this process involves planning, organizing, directing, coordination and controlling the available human and material resources for the achievement of education goals. In a supportive analysis of the role of administration in continuous assessment, Gulick and Urwick (1986) maintained that administrative involvement in continuous assessment entails planning, directing, supervising, coordination, reporting and budgeting.

In a similar postulation on the role of administration in the operation of continuous assessment in a school system, Musaazi (1982) was of the view that administrative involvement is not only concerned with planning activities of the school programme but also involved in structuring programmes, motivating and controlling academic activities. Musaazi

further argued that if these functions are remarkably performed, it would therefore be generally understood that the administrative network of the school is highly effective. Consequently, Musaazi concluded that in situations where the observed functions are performed properly, it is undoubtedly expected that students' performance in qualifying examinations will be enhanced.

2.5 Planning is Instrument in Continuous Assessment

Planning according to Murphy (1976) is an anticipatory decision-making that establishes programmes or organizational goals and specifies the methods for achieving them given the opportunities and constraints in the environment. Planning for continuous assessment as revealed by Murphy constitutes a major decision-making exercise centered on the key issues of ends, means and conduct together with their associated result and feedback. Planning as explained by Murphy commences with a consideration of the ultimate aims of continuous assessment and the overall educational objectives. This as he observed is followed by a consideration of conduct, which result in adherence to policies to be applied to subsequent planning. He explained that the first step in the drawing up of plans to achieve

educational objectives by means of continuous assessment, involves decisions about means. These decisions as noted by Murphy have to be made in the light of the National Policies on Education. Once plans have been implemented he explained that their results are monitored and subsequently reviewed to provide feedback to the previous stages of the process. The means (activities) implicated in planning continuous assessment programmes in schools as revealed by Murphy (1976) are:

1. Studying ways of improving learning and the entire school system;
2. Recommendations regarding inputs like syllabus and school facilities;
3. Collection of information on framework for operating continuous assessment in a school system;
4. Forecasting future progress;
5. Studying administration and implementation trends.
6. Recommendations regarding staffing needs; and
7. Collection of information on new developments in arts and sciences, which are of positive relevance for the school system.

Types of Plans

Planning for continuous assessment has been categorized into three groups. As illustrated by Murphy, they are:

1. **Goals** These are plans that relate to the goals of continuous assessment which include the purpose, mission and objectives. Missions are projected assessment plans that are achievable. Goals may include desired students' performance, resources and teaching-learning activities.

2. Strategic plans The first step in making goals operational is strategic planning which integrate the school system with its environment. A strategic planner looks outwards towards the external environment (sources of assessment materials, staffing and government policies) and working out strategies for satisfying these conditions.

3. Operations This is internally oriented and defines a specific sequence of activities. It includes the following:

a. Master Plans: It focuses on the relationships that exist between students, teachers, subject head teacher subcommittee and class teacher subcommittee.

b) Functional Plans: It deals with resources needed such as money, personnel and facilities required for the operation of continuous assessment.

c) Activity Plans: This indicates how each school subcommittee is going to proceed to accomplish its tasks. Activity plans are time-oriented indicating when certain activities will take place and in what order. These provide a schedule of events needed to assess the totality of the learner in the teaching-learning setting.

2.6 Guidance and Counseling as a Fundamental Component of the Implementation of Continuous Assessment

Guidance and counseling unit plays a vital role in the implementation of continuous assessment policy in schools. Scriven (1990) says the unit runs parallel to subject head teacher subcommittee, class teacher subcommittee, and school subcommittee for supervising continuous assessment programmes. All records of students as made evident by Scriven are deposited with the unit. He explained that the counselor as a social worker interacts with students and teachers consistently, and he is required to study the records carefully and use information from members of record-keeping subcommittee, class and subject teacher subcommittees to counsel students with learning difficulties, social and emotional problems as well as those requiring assistance in selecting courses and vocations. The unit is also responsible for reporting evaluation results to students, parents, policy makers, examining bodies and educational agencies.

In a similar vein, Shertzer and Stone (1980) put forward a contention that for continuous assessment to achieve a meaningful success, guidance and counseling programmes must be integrated into the school curriculum. The curriculum, for operational purposes was defined by Shertzer and Stone (1980) as " all the activities (indoor and outdoor) provided by the school for the educational goal of the child". It is therefore a tool for the achievement of satisfactory and complete results in the school. While the curriculum encompasses all the activities involved in a school, they pointed out that guidance provides personal and social sanity for teaching-learning transaction, based on the curriculum. These two researchers concluded that since the school is a formal process, it is established to give pupils the impetus to learn throughout their lives. It is therefore desirable to relate and integrate the guidance programme with the curricular contents because both contribute to the total education of boys and girls and to the overall achievement of educational objectives. In conclusion, Shertzer and Stones are of the opinion that, for a successful operation of continuous assessment

programmes, we need to start with the concept that the term 'education' in all perspective is all-inclusive - to implement and make most meaningful the education of our boys and girls, we have three interrelated, integrated, and non-abstract entities, viz, the curriculum (learning experience), the admonition (organization implementation and supervision of learning experiences/personnel) and guidance (personnel-social adjustment and discipline). All these three domains must operate at the same time in the school system so as to achieve the overall educational objectives.

2.7 Provision of Guidelines on Tests, Assignments and Projects

Federal Ministry of Education, Science and Technology (1985) states that the distinction that may be drawn between tests is that teachers construct tests while specialists in test construction design others. Teachers construct tests to measure the extent to which their students have mastered what they were taught. Tests may be classified into essay and objective and whatever is the case, the test constructor must carry out three processes as stated below: -

a) **Formulation of objectives.**

b) Construction of a blueprint or table of specifications.

c) Writing of test items and organizing tests.

It went on to state that each statement of an objective should indicate both the desired behaviour and the type of situation in which it occurs, and that

objectives should be stated in terms of desired student behaviour rather than teacher behaviour.

That the blue print on table of specifications should be a two-dimensional table which will show the objectives in one direction and content in another.

Finally, that both the writing and the putting together of test items require skill and patience. Turton (1983) observed that after all the above have been done the system should be institutionalized to the extent that it is independent of personalities. This he said will take care of transfers of key teachers into and out of the school from interfering with the system of continuous assessment programme of the school.

After decision has been made regarding the objectives to be covered, the next step should be the items weighting that is, the presentation of the test to the student to elicit his behaviour.

2.8 Operating Continuous Assessment

Federal Ministry of Education, Science and Technology (1985) state that to operate continuous assessment at the secondary school level, the composition of a committee is needed (Continuous

Assessment School Committee). This committee should include the following:

a) The principal or vice-principal.

b) The school guidance counselor.

c) Head of science section.

d) Head of arts section.

e) Head of technical section and

f) The examination committee of the school.

If there is a member of staff who has had special training in evaluation, tests and measurement, psychology or similar fields, the person should be a member of the school committee.

Similarly, the National Policy on Education (1988) suggests that the functions of school committees on continuous assessment include:

a) To assign various duties relating to continuous assessment to teachers.

b) To oversee the keeping of various records.

c) To give guidance to other teachers who may need some skill in continuous assessment.

d) To develop a timetable for assessment of students in school.

e) To ensure availability of appropriate materials.

f) To facilitate cooperative development of assessment instruments among schools in the locality.

Agun (1997) states that the teacher carries out an assessment of his students at some prescribed intervals. Schools set out some guidelines for its teachers on how often they are expected to assess their students. In some schools, teachers are expected to hand over to the examination committee or an authorized body that generated tests item that should include assessment on the cognitive, affective and psychomotor domains.

Federal Ministry of Education, Science and Technology (1985) states that continuous assessment must be coordinated at different levels. These levels include the Local Government, the State and the Federal level. The officers associated with continuous assessment at these levels must perform the following duties:

a) Organizing instruments and workshop programmes.

b) Administration of tests in schools within the locality.

c) Serve as custodian of developed instruments and/or instruments obtained from some external services.

d) Act as local adviser to the schools committees in the area.

In another development, the National Policy on Education maintains that the following issues should be of concern at the state level:

What should be the objective of continuous assessment at the state or local level? What should be the degree of involvement of continuous data that would be available at the state or local level? Finally, what organizational set-up will carry out continuous assessment at the state or local level?

In answering the above questions, NPE (1988) held that the degree of involvement of state government in continuous assessment is ensuring the capacity to implement the programme at the school and local levels. This is done by mounting the necessary workshops, which should serve as a clearinghouse of instrument and act as consultants in matters of implementation. The state, according to National Policy on Education should continuously carry out at regular basis, subjects survey within the state. Policy statements basically recommended that assessment programmed at the state level should be the curriculum based evaluated variety and data generated at the state level should be more of standardized instruments, to ensure effectiveness. There should be full-time personnel at the state level with the specific responsibility for the execution of this programme.

Similarly, at the National level, the Federal Government should ensure the performance of the educational system and not viewing continuous assessment in the narrow sense of it, as a weighting exercise. The Federal Ministry of Education should always suggest a national

programme of continuous assessment and consider possible institutional structures for executing such a programme.

The objective for the National Continuous Assessment programme as suggested by the International Institute for Education Planning (1997) are summarized below:

a) To formulate competencies expected of Nigerian students of different ages or school grade levels in different school activities.
b) To undertake national surveys as to the degree of attainment of these competencies.
c) To prepare strategies for arresting any observed unacceptable trends.
d) To provide leadership in such matters as constructing instruments for continuous assessment with comprehensive 'normative' data.

Above all, an operational model is necessary for the success of the assessment procedure in schools. Okpala and Oyedeji (1993) are of the view that such model should be designed to achieve a set of objectives in the evaluation programme of schools. This model is in accordance with the framework for operating continuous assessment in a school setting as identified by the Federal Ministry of Education (1982). They are as follows:

a) to have something to report to parent and some interested others.
b) to identify levels of ability, achievement and affective development for various individuals and groups of students (usually at different class levels).
c) to diagnose learning difficulties and strengths and weaknesses in group performance for the purpose of improving instruction.
d) to assess group gains in achievement on cooperatively developed standardized instruments used in the evaluation of some locally introduced innovative programmes, and
e) to assess special aptitudes and interests of students for counseling purposes.

2.9 School Subcommittee for Supervising Continuous Assessment

For an effective and result-oriented continuous assessment programme in a school setting, Rice (1981) maintained that there must be a standing school subcommittee for supervising continuous assessment. During supervisory exercises, mistakes, which may lead to undesirable consequences, are promptly identified and corrected. He explained that its function could be likened to a 'check and balance' system and so continuous assessment is guidance oriented.

Rice suggested that the subcommittee should be composed of the following:

a) The principal or vice principal.
b) The school guidance counselor.
c) Heads of departments- arts, science and technical and
d) Any other teacher with special training in evaluation or educational psychology.

In another development, Okpala et al (1993) agreed that in order to avoid job ambiguity and overload, the school subcommittee be assign specific functions to perform. These functions are itemized below:

a) To assign various duties relating to continuous assessment to teachers,
b) To oversee the keeping of various records,
c) To give guidance to other teachers who may need some skills in continuous assessment,
d) To develop a timetable for assessment of students,
e) To ensure the availability of appropriate materials, and
f) To facilitate co-operative development of assessment instruments among schools in the locality.

2.10 Methods of Data Collection in Continuous Assessment Policy

Data collection for continuous assessment involves gathering specified information about students so that the school will help them develop their potentials to the levels in which they are capable (Hoster and Bloom (1975)). Furthermore, they pointed out that measurement data for continuous assessment is obtained from students in three operational phases: the entry phase, passage phase and terminal phase.

Entry Phase

The entry phase according to Hoster is normally the beginning, it is explained that in the primary schools, there is only one entry phase, which is depicted as primary one. At the secondary school level, there are two entry phases noted by Okpala et al (1993) as J.S.S 1 and S.S. 1. Data collection at this phase is necessary to identify interests, socio-economic background, and motivation for learning, learning disorders, needs and status of intellectual development of each student. Again data collection at this phase focuses on the learning environment which include the school administration, cultural setting of the school, quantity and quality of teachers and other personnel. Measurement

data at this stage is basically descriptive and it is utilized to plan for the needs of the students and the school.

Passage Phase

As instruction progresses, Okpala et. al. (1993) explained that measurement data collected at this phase take into account the students' cognitive development, the students' affective and psychomotor behaviours with assessment focused on the teacher, the teaching and learning process, the planned learning experiences, materials, teaching methods, evaluation procedures, supportive and intervention strategies. Assessment during this phase provides useful information for monitoring the smooth implementation of the continuous assessment plan of operation and students' progress.

Terminal Phase

Assessment during this phase provides information on students' ability, interests, aptitudes, attitudes and manipulative skills. Such information according to Okpala et al is very useful in making decisions on appropriate type of Senior Secondary programme for J.S.S students and for those at the end of Senior Secondary School. In

addition to the fact that the information generated enables school counselors to guide students to the relevant vocations in the world of work. They maintained that the major focus of assessment is to ascertain the extent to which the planned learning activities and derived experiences contribute to a positive change in students' cognitive, affective and psychomotor behaviours. The assessment thus emphasizes all-round development of the student.

In conclusion, data collection at these phases involves a variety of instruments such as: achievement tests, questionnaire and attitude rating scales, performance tests for motor skills, checklists, observation schedules anecdotal records and interview schedules.

2.11 Record Keeping and Reporting in Continuous Assessment

Record keeping is highly instrumental to the achievement of the objectives of continuous assessment. From the point of view of Stufflebeam (1971), there are numerous records from multiple sources. He pointed out that for continuity, promotion and decision making, these records must be meticulously organized and kept to ease retrieval for counseling and decision making process. Stufflebeam further emphasized that notwithstanding the influx of data because of

student-teacher interaction, a discriminative approach must be taken to select only very important records. He illustrated the characteristics of record kept in schools. They are hereby itemized:

i. **The records must be accurate for each student. Keeping accurate records allow the school system to report objectively on the performance of the students. In addition it saves the teacher from litigations in situation where parents are not satisfied with the reports made on their children.**

ii. **Records should be comprehensive and complete for each student.**

iii. **A good record should be simple, organized and presented in language that colleagues in the profession understand with minimum difficulty.**

iv. **Records must be precise. This characteristic assures that successive teachers or members of the record keeping committee could easily handle the procedures. When the recording procedure is complex, a new member of staff assigned with the responsibility of record keeping and reporting may require extra effort and perhaps training to fit into the system.**

v. **Records should be easily retrieved for decision making and counseling.**

vi. **Records should be stored in locked-up cabinets to prevent destruction. As soon as possible, computer storage facilities should be provided.**

Types of Records

Record keeping according to Stufflebeam (1971) is essential for preservation of data with regards to the students' general performance in the school system. As posited by Stufflebeam, there are three important records deemed critical to be kept in schools. They are as follows:

a) **Teachers' class and school record book.**
b) **Students' cumulative record card and**
c) **The transcript.**

However, to ensure uniformity across the states, a standard format is provided by the Federal Government Handbook on Continuous Assessment (1979). The format is flexible to allow individual states make necessary but minimal modifications. The records are described below.

Class Teacher Record Book

The class teacher as provided by the Federal Government Handbook of Continuous Assessment (1979) is responsible for making entries into the

record book which contains four sections, namely:

a) **Detailed scheme of work.**

b) **Diary of daily record of work.**

c) **Anecdotal records.**

d) **Progress records card.**

a) Detailed Scheme of Work

Scheme of work according to the Federal Government Handbook of Continuous Assessment (1979) is a handy tool for teachers and contains topics which have been broken down into teaching units, the planned activities for students, equipments and materials recommended textbooks and teaching methods. Furthermore, the (1979) handbook on continuous assessment shows that the scheme of work allows uniformity in content units

taught in a term across streams in each class, which in turn facilitates uniform assessment. Other advantages of this tool according to the Federal Government include:

1. **Teachers are conscious of when to teach the units in the curriculum.**
2. **It enables teachers to organize teaching for meaningful and productive learning and**
3. **It enables new teachers to find out what to teach.**

b) Diary of Daily Record of Work.

In a school system Stufflebeam argued that a daily diary of events is very important. He pointed out that this tool prevents unnecessary repetition of teaching units as well as provides information on contents covered thereby serving as a guide for the development of assessment instruments.

c) Anecdotal Records

Anecdotal records consist of descriptive recording of informal observation of significant events (Stufflebeam, 1979). He was of the view that anecdotal records are very useful to

teachers especially because they are accurate and contain a description of the settings within which events occur.

d) Progress Record Card

The progress record card is perhaps the most important tool for record keeping in schools. This was the view of Stufflebeam (1979) who put forward the contention that it provides teachers with the opportunity to make a comprehensive report on students' progress to parents and educational agencies. The format of the tools as illustrated by Stufflebeam contain:

i. **Personal information about the student,**
ii. **Weekly periodic report of academic achievement,**
iii. **Report of summaries of academic progress per term,**
iv. **Terminal examination,**
v. **Affective and psychomotor termly report and yearly summary of progress.**

2.12 Summary

This chapter reviewed the operational framework of continuous assessment in schools. The implementation committee on National Policy on Education recommends the setting up of Continuous

Assessment Committee in schools to take the responsibilities for setting policy on monitoring standards, record keeping and general coordination of work of teachers. The committee also makes suitable arrangement for completion of students' cumulative folders, some are delegated to clerical staff or stored in computers by computer operators. It is clear that continuous assessment occupies a central point in the academic programme of a school. It is therefore important for teachers to understand the vital roles they are expected to play in its successful implementation. The school endeavour to assist its teachers to understand these roles, through various avenues including organizing in-house seminars, sponsorship for item-writing, workshops and national seminars for them to facilitate same aspect of the system such as test construction and the assessment of attitude and skills.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

The procedure for conducting research entails the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance. It includes an outline of what the investigator will do from the operational implications to the final analysis of data. The structure of the research is more specific. Structural schemes are built into this research to facilitate the accomplishment of operational research purposes. The strategy as used here denotes the methods used to gather and analyze research data and how research objectives will be reached.

Furthermore, research methodology dovetails the acquisition and the application of appropriate investigative approaches designed to collect, analyze, and interpret information within the domains of empirical findings. Consequently, this study will employ appropriate scientific methods in carrying out this investigation.

3.2 Research Design

Research design is instrumental for successful scientific investigation. It is defined by Kirk (1968) as "a plan that specifies how data should be collected and analyzed". For the purpose of this study, the type of research design employed is referred to as "survey research". Black and Champion (1975) defined survey research as specifications of procedures for gathering information about a large number of people by collecting information from a few of them.

This is the process whereby the researcher approaches a sample of individuals presumed to have undergone certain experiences and interview them concerning their experiences. The obtained responses constitute the data upon which the research hypotheses are examined. Because of the numerous advantages in the use of interview and questionnaire, it is therefore the most appropriate research design for this study.

3.3 Population

Kaduna State is the geographical area of this study. The population of the study comprises Ministry of Education headquarters, twelve zonal education offices in the state, and the secondary schools located within the educational zone. According to the 2001 school

population, there are 286 numbers of secondary schools in Kaduna state from which the sample schools for the study were drawn.

Also principals and teachers from the sampled schools within the zones were used for the data collection.

3.4 Samples and Sampling Procedure

The sample size was determined by adopting the procedure suggested by Krejcie and Morgan (1970). (See appendix d). To this effect, 3 directors, 24 officers, 105 principals and 381 teachers were drawn from the Ministry of Education/Zonal offices and schools. Therefore the total population for this study is 9,916. A total of 513 participants were sampled from the two bodies under study. The participants were sampled by means of random method. Using the table of random numbers as prepared by Krejcie and Morgan (1970) the researcher applied the Fish Bowl method of random sampling to generate participants for the study. Table 3.1 represents the participants in this study.

Table 3.1: Distribution of Population and Sample

Institution	Population	Sample	%
Ministry of Education	**03**	**03**	**100**

Education officers from Zonal offices	**144**	**24**	**34.6**
Principals from secondary schools in the zones	**286**	**105**	**14.3**
Teachers from secondary schools used	**5586**	**381**	**21282.7**
Total	9,916	513	21,431.6

3.5 Instrumentation

For the purpose of deriving data for this study, the questionnaire method was used to obtain information from officials and teachers charged with the implementation and administration of continuous assessment both at the Ministry Zonal Education offices and the schools. Items with options as responses were provided to elicit significant information. Open-ended type of questionnaire was also used to generate valid data. A "five point Likert" type rating scale was used for some items and were scored as follows: 5 points was awarded to strongly agree, 4 to agree response, 3 to neutral response, while 2 was awarded to disagree and 1 to the strongly disagree response. See Appendix (B).

Another instrument used in this research was a structured interview schedule for the 3 Directors at the Ministry Headquarters and the two Zonal officers in Kaduna metropolis. Interview method

was adopted because of limited number of respondents. Some of the questions were so directed to determine whether the respondents understood clearly the monitoring and supervisory roles in the Zonal and Ministry of Education specialists. The structured questions were sent two days in advance to afford them time to study and respond appropriately.

3.6 Validity and Reliability of the Instrument

The instrument used in collecting data for this study were shown to my supervisors in the Department of Administration and Planning of the Faculty of Education, Ahmadu Bello University, Zaria, for vetting and corrections.

Apart from the approval given, a pilot study was administered to 30 schools within Kaduna metropolis, a total of 35 questionnaire were used to test the reliability and consistency of the instrument. The pilot study result was subjected to a statistical test using Pearson product method to determine the reliability co-efficient of the instrument. The result shows reliability coefficient of 0.6883.

1.7 Data Analysis

The data generated through questionnaire administration were analyzed by means of item analysis. In item by item analysis, the weighted mean (x) of each item is calculated to enable a decision to be taken.

The items were evaluated on the basis of responses category – Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree, with the following scores respectively: 5, 4, 3, 2 and 1. This is further compressed to Agree, Neutral and Disagree. Each score mean was calculated and used for the analysis, e.g. decision categories are: Agree 4.25, Neutral 2.75 and Disagree 2.49.

In the final analysis, all items with positive decision are countered against items with negative or neutral decisions, signifying areas that policy implementation of continuous assessment are effective. All negative and neutral decisions signify areas the policy implementation are not very effective or completely absent.

CHAPTER FOUR

4.0 Data Presentation, Analysis and Discussion

4.1 Introduction

This chapter presents analyses and discussed the data collected from the study. The evaluation of the implementation of continuous assessment of policy guidelines in Kaduna State secondary schools, were carried out based on the item-by-item analysis used in analyzing the data collected is to enable the presentation of findings. The research questions are hereby referred to as items. Items of similar bases are grouped into items 1-6 for teachers and 1-2 for Ministry of Education officials, were analysed separately by the use of tables to cover all the questions drawn up for the study in chapter one. Two groups of items were used for the teachers' based and Ministry of Education officials' based continuous assessment in the state.

4.2 Demographic Characteristics of the Respondents

The respondents in this study were teachers and officials of Ministry of Education in Kaduna state. The teachers were drawn from various schools as shown in the population of the study in chapter

three. The respondents are current serving professionals and who are conversant with the policy guidelines of operating continuous assessment in secondary schools.

4.3 Analysis and Interpretation of Data

The items evaluating the implementation of continuous assessments with regard to effectiveness and regularity of school committees are grouped as item (1), all responses concerning the above were rated as follows: Agree (5), Disagree (4) and Neutral (3) with a frequencies weighted mean for each. The weighted mean for each item forms the decision level. The decision levels are therefore as follows: 3.5-4.6 Agree, 2.5-3.5 Neutral while 2.49 and below Disagree.

4.3.1 Presentation of Responses from Teachers in Schools on School Based Continuous Assessment Implementation

Table 4.1: Frequency of Respondents Showing the Weighted Mean and the Level of Decision of Item One

Item 1	Agree	Neutral	Disagree	Total	$\overline{X}$	Decision Level		
						Agree	Neutral	Disagree
1 Effective school committee	1117.75	200.75	189.24	1507.74	3.65	T		

2. Regularity of school committee meetings	1542.75	222.75	194.22	1959.72	3.74	T		
3. Effective class teacher and Head committee	1576.85	1131.2	259	1976.87	3.68	T		

Table 4.1 shows the presentation of the responses as item one, which evaluated the effectiveness and the regularity of the school committees on continuous assessment. The decision level indicates Agree, which means that respondents are of the opinion that the committees are functional.

4.3.2 Presentation of Responses on Item 2

Item 2 evaluated the implementation of teachers attendance of item-writing workshop and availability of facilities for training the trainers as a policy guideline for the implementation of continuous assessment in schools.

Table 4.2: Frequencies of Responses Showing the Weighted Mean and Level of Decision on Item 2

Item 2	Agree	Neutral	Disagree	Total	$\overline{X}$	Decision Level		
						Agree 3.5-4.5	Neutral 2.5-3.49	Disagree 2.49-below
1. Teachers attendance of								

item writing workshop	**140.25**	**264**	**465.63**	**869.66**	**2.75**		**T**	
2. Availability of facilities for training the teacher	**153**	**288.75**	**458.16**	**899.91**	**1.94**			T

Table 4.2 shows that respondents disagree to the functionality of the test items as regards the implementation of continuous assessment policy of guidelines in the schools. Both decisions fall within 2.34 disagree category.

4.3.3 Presentation of Responses on Item 3

Item 3 evaluated the research questions that deal with uniformity of assessment standards, adherence to standardized procedure for continuous assessment in schools, and regularity in the implementation of continuous assessment by teachers.

Table 4.3: Frequencies of Responses Showing the Weighted Mean ($\overline{X}$) and Level of Decision on Item 3

Item 3	Agree	Neutral	Disagree	Total	$\overline{X}$	Decision		
						Agree 3.5-4.5	Neutral 2.5-3.49	Disagree 2.49-below
1. Uniformity of assessment standards	**1751**	**192.25**	**174.3**	**2120.55**	**3.83**	**T**		

2. Regularity in the implementa - tion of continuous assessment by teachers	**2266.75**	**156.75**	**124.5**	**2538**	**3.97**	T		
3. Adherence to standard procedures	**1624.5**	**264**	**154.38**	**2092.88**	**3.79**	T		

Table 4.3 above reveals that respondents agree that items 3 which evaluated the uniformity and standardization of continuous assessment procedures are implemented according to the policy guideline.

4.3.4 Presentation of Responses on Item 4

Item 4 evaluated availability of equipment, teachers generation of enough assessment instrument in the schools and collation of 40% assessment score by teachers for final grading.

Item 4	Agree	Neutral	Disagree	Total Score	$\overline{X}$	Decision		
						Agree 3.5-4.5	Neutral 2.5-3.49	Disagree 2.49-below

1. Availability of equipment for implementa - tion of continuous assessment	**1249.5**	**242.4**	**194.22**	**1671.22**	**3.66**	T		
2. Teachers generate enough assessment instrument	**1793.5**	**136.2**	**194.22**	**2123.93**	**3.79**	T		
3. Teachers collate 40% continuous assessment for final grading	**1555.5**	**313.5**	**166.83**	**2035.85**	**3.72**	T		

Table 4.4 shows the respondents agreeing to the items, namely, the availability of equipment, teachers generating enough assessment and teachers collating 40% assessing scores for final grading. This reveals that the policy guidelines concerning the above are adequately implemented.

4.3.5 Presentation of Responses on Item 5

This group comprises the following: operating phases of data collection in continuous assessment; record keeping and reporting and application of detailed scheme of work.

Table 4.5: Frequencies of Responses Showing Mean and Decision

Item 5	Agree	Neutral	Disagree	Total Score	$\overline{X}$	Decision		
						Agree	Neutral	Disagree
1. Operating phases of data collection in continuous assessment	**1742.5**	**239.25**	**174.3**	**2156.05**	**3.80**	T		
2. Record keeping and reporting in continuous assessment	**1840.25**	**255.75**	**149.4**	**2245.4**	**3.83**	T		
3. Application of detailed scheme of work	**1530**	**198**	**211.65**	**1939.66**	**3.75**	T		

Table 4.5 above reveals that respondents agree to the implementation of all the items in the group.

4.3.6 Presentation of Responses in Item 6

Item 6 evaluated the effectiveness of guidance and counseling for the implementation of continuous assessment of policy in the schools.

4.6 Frequency of Responses Showing the Weighted Mean and Decision Level of Implementation

Item 6	Agree	Neutral	Disagree	Totals	$\overline{X}$	Decision Level		
						Agree	Neutral	Disagree
1. Effective guidance and counselling units	**106.25**	**302.5**	**515.43**	**924.18**	**2.89**		**T**	

Table 4.6 above reveals that respondents responses to the effectiveness of guidance and counselling as policy guideline for the implementation of continuous assessment is neutral.

4.4 Ministry of Education Officials' Assessment of Continuous Assessment Implementation

The responses from respondents at Ministry of Education were analyzed and interpreted in tables below, using the same method as that of the teachers' assessment in the school based. The items in this section

Table 4.4.1

Insertion p.58

provided results to the remaining research questions asked in chapter 1 concerning the implementation of continuous assessment in the state.

The responses from the officials of the Ministry were grouped into two items.

Item 1 comprises areas that the implementation of continuous assessment is evaluated as successful, that means Agree. Item two (2) comprises all areas that implementation of continuous assessment was not very successful, that means responses are Neutral or Disagree. Since the respondents are fewer here, the scoring and decisions levels are 2.5-3 Agree, 2-2.49 Neutral and 1-1.99 Disagree.

Table 4.4.1 above shows that in Item 1 all the respondents agree that assessment of continuous assessment implement is successful, thereby evaluated as being adequately met the policy guidelines.

4.4.2 Presentation of Responses on Item two (2)

Item two comprises all areas of continuous assessment implementation that respondents disagree or are neutral to their effectiveness in the state.

Table 4.4.2

Item 2	Agree	Neutral	Disagree	Totals	$\overline{X}$	Decision		
						Agree 2.5-3	Neutral 2-2.49	Disagree 1-1.99
1. Local government committee on continuous assessment	**0**	**20**	**22**	**42**	**1.31**			**T**
2. Presence of implementa-tion taskforce to monitor continuous assessment programme	**15**	**30**	**12**	**57**	**1.78**			**T**
3.Zones meet regularly to compare standards	**18**	**8**	**22**	**48**	**1.5**			**T**
4. Functionary Question Bank available in the state	**0**	**0**	**32**	**32**	**1.0**			**T**
5. Each zone ensures the employment of sufficient number of professional teachers	**12**	**12**	**22**	**46**	**1.43**			**T**

6. Federal Ministry of Education organizes one-week intensive workshop each in zone once a year	**21**	**30**	**10**	**61**	**1.90**			T

Table 4.4.2 above reveals that all areas under item two, respondents disagree with their effectiveness as long as continuous assessment implementation is concerned in the state.

4.5 Discussion of Findings

From the tables presented above, the results from the analyses of the data revealed that out of the fifteen items responded to by the teachers in the schools, twelve items indicated that the continuous assessment policy were being implemented in the schools. This implies that the continuous assessment implementation at the schools were implemented in the following areas:

- **effective supervisory school committee on continuous assessment**
- **regularity of school committees meeting**
- **uniformity of assessment standards**

- **availability of equipment for implementation of continuous assessment in the schools**
- **regularity in the implementation of continuous assessment by teachers**
- **teachers generate enough instruments for continuous assessment**
- **adherence to standardized procedures in the schools**
- **teachers collate 40% continuous assessment scores for final grading**
- **there is an effective class teachers and subject head subcommittees at the school**
- **record keeping and reporting is effective at schools**
- **the application of detailed scheme of work at schools is also effective**

It is therefore evident from the decision column that twelve out of fifteen items tested responded agree, constituting a total percentage of seventy per cent (70%). This implies that implementation of continuous assessment in the schools by teachers is successful and significant.

The aspect that implementation of continuous assessment was not effective in the schools include:

- **teachers attendance of item writing workshops**
- **availability of facilities for training the trainers**
- **effective guidance and counseling units in the school**

Three areas of non-implementation as stated above constituted a total of thirty per cent(30%). These areas as observed occupy some vital aspects of effective continuous assessment policy, where teachers do attend item writing workshops, there would be an adverse effect on the quality of instrument and test construction. Secondly, the facilities for training the trainers are necessary as it is not possible to train every teacher at the same time, the school authority should always make available materials for in-house workshop after the national or sponsored workshop at the zones. The third area which is the guidance and counseling unit is very paramount for the successful implementation of continuous assessment, as the unit is the custodian of all records of students in the school. It also provides guides on subject selection and career choice for students. Every effort should be

geared towards the provision of this unit to facilitate the implementation of continuous assessment policy in the schools.

From Tables 4.4.1-4.4.2, an Ministry of Education continuous assessment based, the results from the analyses of the data revealed that out of the thirteen items responded to by the Ministry of Education and its zonal officers, seven items indicated that the respondents agreed that continuous assessment policy were implemented in the state. This implies that continuous assessment at the state level approximated up to fifty-four per cent. The level of implementation were in the following areas:

- **functioning continuous assessment committee at the state**
- **each zone organizes item writing for teachers**
- **there is an annual national seminar organized to encourage standardization in continuous assessment process**
- **each state has a test specialist at the examination board of the state**
- **the zones provide enough continuous assessment booklets for schools**

- **teachers who aspire for further studies in test measurement and evaluation are sponsored**
- **the center for education measurement appraises the comparability of standards in assessment across the state,**

Areas of implementation that show negative results were six out of the thirteen items tested and therefore constituted about forty-six per cent. The aspects not fully implemented were as follows:

1. **Local government committee on continuous assessment**
2. **Taskforce committee for monitoring continuous assessment programme**
3. **Zonal meetings for regular comparability of standards**
2. **Non-availability of question bank in the state**
3. **Zonal implement of sufficient number of professional teachers in the state**
4. **Federal Ministry of Education does not organize the mandatory one-week intensive workshop in the zones**

The six areas stated above constituting non-implementation of continuous assessment are very important as it has to do with the monitoring, supervision, organization of workshop and the

maintenance of common question bank for uniformity and comparability purposes. The results therefore imply that the officers who should ensure the success of continuous assessment in the state negate most of their vital roles and functions.

4.6 Summary

The study evaluated implementation of continuous assessment in Kaduna State secondary schools. The respondents were drawn from two sectors: the Ministry of Education/teachers and administrators (teachers) in the schools.

From the discussions of the results analyses, it evident that the implementation at the schools by teachers ranked high with seventy per cent (70%) implementation level while implementation at the state level was ranked at fifty-four per cent (54%). This implies that there is a general satisfactory evaluated implementation of continuous assessment policy in the state. However, the area of non-implementation is higher at the Ministry of Education with forty-six per cent (46%) while thirty per cent (30%) at the schools. It is also observed that areas not implemented at the Ministry of Education are

very vital and could have direct bearing on the implementation at the schools, resulting to areas not implemented at the school level.

4.7 Areas that Need more Attention for Effective Implementation

The implementation of continuous assessment is a National Education programme that demands the contribution of many organs of Government and Agencies constituted to participate in the implementation programme. It is an integrated structure and considered as an entity whose properties cannot be totally deduced from the sum of its parts. However, the result has shown that the implementation of continuous assessment lacked the contributions of some of its intended supportive components. Consequently, it has not maximally achieved the purpose for which it was established and some of the constituted parts that are yet to be implemented are hereby discussed.

The policy on implementation of continuous assessment as directed by the Federal Ministry of Education implored the effective participation of the Local Governments in the implementation programme. It further directed that there should exist a functional local government committee on continuous assessment to be chaired by

the Area Inspector. This committee is to ensure the implementation of continuous assessment as postulated by the National Policy on Education.

To the detriment of implementation programme, the result has shown that the Local Government councils in Kaduna State do not have any committee on continuous assessment. This result implies that the local government areas in the state have played down its complementary roles in the implementation of continuous assessment programmes. The inability of the Local Governments to constitute an effective committee to participate in the implementation programme constitutes great impediments to the assessment of the totality of the learner in the teaching-learning setting.

Furthermore, the result is indicative of the fact that there is no state implementation task force to monitor continuous assessment programmes. Continuous assessment is established to achieve specific purposes within the educational system and it is therefore the function of the state implementation task force to visit all the secondary schools within the local government areas to appraise the implementation framework and determine the extent to which the objectives of the

continuous assessment programmes have been realized. According to the Federal Ministry of Education guidelines on continuous assessment, the state implementation task force should focus her attention on the following major areas:

1. **Curriculum, course content, and course outline.**
2. **Instruction-methods of instructions, student learning and use of teaching resources**
3. **Personnel – administrative and supportive personnel, their qualifications, experience and skills in discharging their duties.**
4. **Evaluation of students learning – appropriateness in evaluation procedure.**
5. **Physical facilities and equipments – laboratories, classrooms, major equipments, tools and consumable laboratory materials.**

Since there is no constituted state implementation task force, it is therefore not possible to monitor the areas specified which have a direct bearing on the implementation of continuous assessment in secondary schools in the state. On the basis of this finding, it is right to conclude that the absence of state implementation task force hampers

to an extent the effectiveness of continuous assessment programmes in the state school systems.

Other areas of implementation programme, which were seriously neglected, include the fact that the zones do not meet regularly to compare standards and have not ensured the employment of sufficient number of professional teachers. This evidence can therefore, be corroborated to connote that since the state does not have sufficient experts or professionals in the system, the implementation of continuous assessment cannot attain maximum success.

CHAPTER FIVE

5.0 Summary, Conclusion and Recommendation

5.1 Introduction

This chapter concludes the research on the implementation and the administration of continuous assessment in Kaduna State secondary schools. A summary of the study is presented and followed by conclusion and recommendation. Further studies are also suggested.

5.2 Summary of Findings

The study focused on implementation of continuous assessment by agencies at the Ministry of Education of both Federal and State on one hand, and administration of continuous assessment at the school level by the teachers on the other hand. The study is investigative in nature. It is to evaluate the level of compliance to policy guidelines on continuous assessment at both levels.

Two sets of questionnaire were raised for the two groups under study, which are the ministry and the school. The data collected were analyzed using item by item analysis.

The findings are as follows:

There is a high level of awareness of the existence of continuous assessment in secondary schools.

1. **The perception of what constitutes the operation of continuous assessment and the extent to which it yields optimal performance is rated high.**
2. **The overall level of involvement and commitment of the participants in the system is not very encouraging at the stage of implementation.**
3. **There are qualified administrators (teachers) at the schools, who still need continuous training and retraining on all the aspects of continuous assessment in order to be effective and efficient.**
4. **Training opportunities for teachers in service are adequately provided.**

5. **The implementers who realize the importance of such training attributed failure where it exists to inadequate funding.**
6. **Where committees exist at the state level, they are not effective in terms of regular meetings and execution of specified tasks like, monitoring supervisions and moderation of continuous assessment programme.**

Availability of materials such as report scripts on the three domains of assessment, such as continuous assessment booklets is rated very adequate but other vital elements like Question banks, moderated assessment, and assessment item pools are rated very low. Guidance and counseling which is regarded as a vital service for effective implementation of continuous assessment is rated low due to unavailability of the service, where it is available, students do not take the service seriously.

In respect of application of scheme of work and the use of other records in the operation of the continuous assessment, these are rated high and encouraging, but whether the reports adequately portray the true performance of students is another area to be investigated.

5.3 Conclusion

One of the most important innovations in our educational system is the introduction of continuous assessment as an important component of evaluation. On the basis of the observed research evidence, certain conclusions appeared warranted about the conditions of the implementation of continuous assessment in Kaduna State secondary schools. These conclusions are:

1. **Continuous assessment is yet to be fully practiced as stipulated in the National Policy**
2. **There is still a high emphasis on the cognitive domain of assessment.**
3. **Some of the committees for operating continuous assessment in the ministry/zonal and schools are not in existence. Those existing are not very efficient.**
4. **Continuous assessment workshops are not regularly organized as stipulated by the National Policy.**
5. **Standardization of assessment items are implemented in schools as regards items generated by teacher but not at the zonal level as the policy stated.**

6. **There is no uniformity of assessment items and time for assessment among the schools. This is because the moderation of items is seldom carried out at zonal level or even within the state.**
7. **There are no Question Banks within the state.**
8. **Teachers in schools adequately carry out record keeping and application of scheme of work.**

What is evident in this finding is that the areas where continuous assessment derailed from the plan of operation is bound to have some negative effect on the school system as:

a) **The all round development of the intellectual skills, the effective and psychomotor behaviour of the students cannot be ensured.**
b) **The observed inadequate materials and poor staff (teachers) development programmes are bound to dampen their enthusiasm for work.**
c) **The unavailability of state task force to monitor the programme will affect its effectiveness and staff commitment.**
d) **The ineffectiveness of existing continuous assessment committees will affect the overall performance desired.**

5.4 Recommendations

With particular reference to the areas in which the implementation of continuous assessment were found to have failed to conform to policy guidelines, the following recommendations are hereby proffered:

1. **More intensive workshops to educate practitioners are necessary.**
2. **Newsletters and periodicals published in the Ministry of Education, which, focused on continuous assessment, should be distributed to schools.**
3. **In order to ensure comparability of standards, teachers should be given the opportunity to undergo further training to enable them internalize the operation of continuous assessment**
4. **Records must be meticulously kept, and must be cumulative and uniform from one school to another.**
5. **State implementation task force must be established to monitor the operation of continuous assessment.**
6. **Where teachers attend the quarterly item-writing workshop, the same cannot be said of the annual national seminar on**

continuous assessment therefore it is recommended that the annual national seminar should be reactivated since it is at this that zonal discussions are made.

7. **There is need to give prominence to principles and practice of continuous assessment in educational evaluation courses offered in our teachers education programmes. Emphasis on principles will clarify some misconceptions while practice will hopefully equip the teachers with skills to cope with problems of record keeping, instrument development and usage, and assessment of non-cognitive areas.**
8. **As a result of the fact that secondary schools do not have functional guidance and**

   counseling clinics, it is hereby recommended that the state government should provide both the manpower and infrastructures required for the operation of counseling units for the sanitization of students.

5.5 Areas of Further Research

This study is only limited to Kaduna State and focuses specifically on the implementation and administration of continuous

assessment in the secondary system of education. It is hoped that similar research could be carried out in other states of the Federation to provide a wider analysis on the subject nation wide.

Another area of research in relation to continuous assessment could be on the effects of the use of continuous assessment and the performance of students within the secondary school system.

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APPENDIX A

QUESTIONNAIRE FOR OFFICERS AT THE MINISTRY OF EDUCATION AND ZONAL OFFICES

Read carefully before ticking: Tick only in one box provided per question except where you are asked to specify.

1) What is your designation?

(i) Director of Examination ☐

(ii) Zonal Inspector Examination ☐

(iii) Examination Officer ☐

(iv) Guidance and Counsellor ☐

2) Are there any effective supervisory continuous assessment committees in the state?

Yes ☐ **No** ☐

3) The agencies charged with the responsibilities of implementation of continuous assessment in the state are:

(i) Schools committee on continuous assessment ☐

(ii) Zonal committee on continuous assessment ☐

(iii) State or ministry committee on continuous assessment ☐

(iv) All of the above committees ☐

(v) None of the above committees ☐

4) I am aware of an existence of task force committee on continuous assessment committees at the

(i) School ☐

(ii) Zonal level ☐

(iii) Ministry of Education ☐

(iv) None of the above ☐

(v) All of the above ☐

5) List the officers in charge of continuous assessment implementation procedures at the:

(i) Ministry of Education or Zonal Office.

_____

_____

_____

_____

_____

_____

_____

(ii) School

_____

_____

_____

_____

_____

_____

_____

6) What are the functions of the continuous assessment committees at the ministry and zonal level?

(i) To organize workshop on item-writing for administration of continuous assessment within the zone ☐

(ii) To monitor the methods of assessment in the school ☐

(iii) To ensure uniform standard and maintain common item bank with standardized test ☐

(iv) To carry out post examination moderation for comparative studies. ☐

(v) To monitor procedure for collection of continuous assessment date and to produce post-mortem on the results of the schools in the state. ☐

_____

_____

_____

_____

_____

_____

_____

7) What are the functions of continuous assessment committee at the school?

(i) To carry out regular assessments in form of test, take home assignment and classroom exercises.

(ii) To attend item writing workshop.

(iii) To carry out uniform grading standard of scores based on the normal co---------- using (MO) and standard deviation (SD).

(iv) To obtain valid classroom continuous assessment scores for incorporation in the final junior school certificate examinations

8) Do you attend the annual National Seminar for Examination officers at the Ministry of Education? ☐

Yes ☐ **No** ☐

9) If No state reasons

_____

_____

_____

_____

_____

_____

_____

At the zonal level, how many times do you attend continuous assessment meeting annually?

a) Three times ☐

b) Once ☐

c) Not at all ☐

d) If (c) above state reasons ☐

_____

_____

_____

_____

_____

_____

_____

10) How do you monitor the continuous assessment procedure at the schools?

a) Ask for reports from teachers ☐

b) Visit the Schools. ☐

c) Use computer printout to assess ☐

11) Rate the availability of the following materials/facilities and equipment necessary for continuous assessment procedure in schools.

1	Personnel/Facilities/Material	Adequate	Not Adequate	Not Available
2	Qualified teachers			
3	Computers			
4	Score collection data sheet			
5	Continuous assessment booklet			
6	Standardized test			
7	Question Bank			
8	Test specialist			
9	State others: (a) _____ (b) _____ (c) _____ (d) _____			

Some of the problems hindering the implementation of continuous assessment in Kaduna State secondary schools are:

(i) Over population of students to a teacher ☐

(ii) Lack of test experts in the state ☐

(iii) Lack of quality teachers ☐

(iv) All of the above ☐

(v) None of the above ☐

12) Implementation of continuous assessment is not effective because

(i) The committees are not constituted at zone and school. levels ☐

(ii) The committee members are not exposed to training workshops. ☐

(iii) No allowance for the committee members ☐

(iv) Government did not provide the needed facilities for continuous assessment programme ☐

(v) All of the above ☐

(vi) None of the above ☐

APPENDIX B

QUESTIONNAIRE FOR TEACHERS IN THE SCHOOLS

Please read carefully before ticking. Tick only in one box provided per question, except where you are asked to specify:

1) What is your designation?

(a) Principal ☐

(b) Teacher ☐

(c) Guidance Counselor ☐

(d) Examination officer ☐

2.) Are you aware of any continuous assessment programme in the school.

Yes ☐ **No** ☐

3.) If yes, please state the programme

_____

_____

_____

_____

_____

_____

4.) Do you have an effective continuous assessment school

committee.

Yes ☐ **No** ☐

5) If Yes, please list members.

_____

_____

_____

_____

_____

_____

_____

6.) The functions of the school committee on continuous assessment are:

(i) To monitor the methods of assessment given by the subject teacher . ☐

(ii) To ensure that the teachers administer assessment at the appointed time. ☐

(iii) To ensure that the teachers abide by the laid-down rules and procedure of continuous assessment. ☐

(iv) All of the above. ☐

(v) None of the above ☐

7) How regular do you hold meeting of school committee on

☐

continuous assessment?

(a) Twice in a term

(b) Once in a term ☐

(c) Thrice in a session ☐

(d) No meetings ☐

(e) Any time. ☐

Please tick in the column provided the one that best represents the situation in the state.

		Strongly agreed	Agreed	Neutral	Disagreed	Strongly disagreed
8	**Teachers in the state all attend item-writing workshops to improve the quality of assessment instruments**					
9	**The attendance of these workshops ensure comparability and ensure uniformity of assessment instruments**					
10	**Since it is not possible to train all teachers at the same time, the technique of "train the trainer" is a common practice in the state to spread the knowledge.**					
11	**Such "train the trainer" workshops are coordinated by relevant arms of the state or zonal offices of the Ministry of Education**					
12	**The state has functional examination board with a test specialist as a permanent member.**					
13	**Materials and equipment required for continuous assessment procedure are provided adequately.**					

14	**The committee is not in existence in my school**					
15	**The committee does not exist in the ministry or zonal level of the state.**					
16	**The population of students to a teacher is too large to carry out continuous assessment effectively.**					
17	**The materials required for continuous assessment procedure are not available in my school**					
18	**The ministry or zonal committee on continuous assessment does not visit my school.**					

19) How frequent are continuous assessment administered per-term

Once ☐

Two times ☐

Three times ☐

Four times ☐

20) Who generates the assessment items?

Principal ☐

Teachers ☐

School committee on continuous assessment ☐

None of the above ☐

21) The instrument used for generating continuous assessment are

Classroom Test ☐

Assignment (Take Home) ☐

Regular Class Exercises ☐

End of Term Examinations ☐

All of the above ☐

22) Who collates the 40% continuous assessment score used for final grading?

Teachers ☐

Committee on continuous assessment ☐

The Principal ☐

All of the above ☐

APPENDIX C

STRUCTURED INTERVIEW FOR EDUCATION OFFICERS AT THE ZONAL AND MINISTRY OF EDUCATION

1. **What is your designation?**
2. **Do you have a Ministry committee on continuous assessment?**
3. **Do you hold meetings?**
4. **How often are these meetings?**
5. **Who chairs the meeting?**
6. **How do you monitor the continuous assessment processes in your schools?**
7. **What is the role of the (Inspectorate Department) Federal Ministry of**

   Education in the continuous assessment processes?
8. **Is the Federal Coordination Inspector a member of the committee?**
9. **How often do you sponsor teachers on item-writing workshops?**
10. **Do you imbibe the technique of "train the trainer" at the zones?**
11. **Do you have an examination board?**
12. **Do you have a test specialist as a member?**

8. **What do you do to ensure uniform standards for the Junior School Certificate Examinations?**
9. **How do you distribute material resources to the zones or schools?**
10. **How often do the Examination Officers at the Ministry attend National Seminar?**
11. **How often do the Zonal Officers meet annually?**

APPENDIX D

DETERMINING THE SAMPLE SIZE FOR RESEARCH ACTIVITIES EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT

BY KERJCIE AND MORGAN (1970)

Table for Determining Sample Size from a Given Population

N	S	N	S	N	S
10	**10**	**220**	**140**	**1200**	**291**
15	**14**	**230**	**144**	**1300**	**291**
20	**192**	**240**	**148**	**1400**	**301**
25	**24**	**250**	**148**	**1500**	**300**
30	**28**	**200**	**155**	**1000**	**310**
35	**32**	**270**	**159**	**1700**	**313**
40	**36**	**280**	**102**	**1800**	**317**
45	**40**	**290**	**105**	**1900**	**320**
50	**44**	**300**	**169**	**2000**	**372**
55	**49**	**320**	**175**	**2200**	**327**
60	**52**	**340**	**181**	**2400**	**331**
65	**50**	**360**	**180**	**2600**	**335**
70	**59**	**360**	**101**	**2800**	**339**
75	**63**	**400**	**109**	**3000**	**311**
80	**66**	**420**	**201**	**3500**	**316**
85	**70**	**440**	**205**	**4000**	**351**
90	**73**	**400**	**210**	**4500**	**354**
95	**76**	**460**	**214**	**5000**	**357**
100	**80**	**500**	**217**	**6000**	**381**
110	**86**	**550**	**220**	**7000**	**364**
120	**93**	**600**	**234**	**8000**	**361**
130	**97**	**610**	**212**	**9000**	**365**
140	**103**	**700**	**248**	**10000**	**370**
150	**108**	**750**	**251**	**15000**	**375**
160	**113**	**800**	**200**	**20000**	**377**
170	**118**	**850**	**265**	**30000**	**379**
180	**123**	**900**	**209**	**40000**	**380**
190	**127**	**950**	**274**	**50000**	**381**
200	**132**	**1000**	**278**	**75000**	**382**
210	**130**	**1100**	**255**	**100000**	**384**

Note: **N is population size**
S is sample size.

APPENDIX E

WEEKLY REPORT OF ACADEMIC ACHIEVEMENT												
Scores												
	1st Week		2nd Week		3rd Week		4th Week			12th Week		
Subjects	Obtainable	Obtained	Obtainable	Obtained	Obtainable	Obtained	Obtainable	Obtained		Obtainable	Obtained	Summary
Physics												
Mathematics												

Weekly Report of Academic Achievement

Report of Termly Summaries of Academic Achievement																								
Scores																								
	Summary of Term's Work												Terminal Examination						Overall					
	1st Summary						2nd Summary																	
Subjects	Obtainable	Obtained	Highest in class	Lowest in class	Class average	Position	Obtainable	Obtained	Highest in class	Lowest in class	Class average	Position	Obtainable	Obtained	Highest in class	Lowest in class	Class average	Position	Obtainable	Obtained	Highest in class	Lowest in class	Class average	Position
Physics																								
Mathe-matics																								

Report of Termly Summaries of Academic Achievement

Affective and Psychomotor Termly Report					
	Rating				
Behaviours and Activities	5	4	3	2	1
Self Control					
Politeness					
Honesty					
Neatness					
Punctuality					
Attendance in class					
Carrying out assignments					
Participation in school activities					
Sense of responsibility					
Helping others					
Relationship with others					

Key:

5 = Excellent **4 = Good**
3 = Fair **1 = Very poor**
2 = Poor

Affective and Psychomotor Termly Report

OVERALL ANNUAL REPORT

Cognitive																								Affective and psychomotor		
Scores																									Annual Ratings	
	1st Term Overall						2nd Term Overall						3rd Term Overall						4th Annual Summary							Behaviour and activities	5 4 3 2 1
Subjects	Obtainable	Obtained	Highest in class	Lowest in class	Class average	Position	Obtainable	Obtained	Highest in class	Lowest in class	Class average	Position	Obtainable	Obtained	Highest in class	Lowest in class	Class average	Position	Obtainable	Obtained	Highest in class	Lowest in class	Class average	Position	Remarks	Self control	
Physics																											
Mathe-matics																											
																										Politeness	
																										Honesty	
																										Notaries	
																										Punctuality	
																										Attendance at class	
																										Carrying out assignments	
																										Participation in school activities	
																										Sense of responsibility	
																										Helping others	
																										Relationship with others	

Key:

5 = Excellent
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Overall Annual Report

THE TRANSCRIPT		
Name…….. **School……** **……** **Class Completed…….** **Age:……..** **Sex:……...**		**Nationality……** **Father's/Guardian's** **Name……** **Father's/Guardian's** **Occupation……** **Father's/Guardian's** **Permanent address** **……...** **……..** **……..**

Cognitive																								Affective and Psychomotor		
Scores																										Annual Ratings
	1st Term Overall						2nd Term Overall						3rd Term Overall						4th Annual Summary							Behaviour and activities	5 4 3 2 1
Subjects	Obtainable	Obtained	Highest in class	Lowest in class	Class average	Position	Obtainable	Obtained	Highest in class	Lowest in class	Class average	Position	Obtainable	Obtained	Highest in class	Lowest in class	Class average	Position	Obtainable	Obtained	Highest in class	Lowest in class	Class average	Position	Remarks	Self control	
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Key:

5 = Excellent **3 = Fair** **1 = Very Poor**

4 = Good **2 = Poor**

Authorizing Officer

……

Transcript for a student after three years of Senior Secondary School

Frequency of Responses

		Strongly agreed	Agreed	Neutral	Disagree	Strongly disagreed
S/N	Items	5	4	3	2	1
1.	**Effective school subcommittee for supervising continuous assessment programme**	**115**	**148**	**72**	**56**	**20**
2.	**Regular meetings of school committee on continuous assessment**	**95**	**268**	**81**	**56**	**23**
3.	**Teacher attendance of item-writing workshops.**	**5**	**28**	**96**	**130**	**57**
4.	**Uniformity of assessment instruments**	**140**	**272**	**71**	**54**	**16**
5.	**Facilities for training the trainers**	**4**	**32**	**105**	**135**	**49**
6.	**Availability of equipments for continuous assessment**	**130**	**164**	**90**	**56**	**22**
7.	**Regularity in the implementation of continuous assessment by teachers**	**155**	**376**	**57**	**40**	**10**
8.	**Teachers generate enough assessment**	**170**	**252**	**60**	**62**	**16**
9.	**Adherence to standardized procedures for continuous assessment in secondary schools**	**110**	**284**	**96**	**52**	**10**
10.	**Teachers collate the 40% continuous assessment for final grading.**	**90**	**276**	**114**	**48**	**19**
11.	**Class teacher and subject head teacher subcommittees**	**90**	**284**	**87**	**56**	**19**
12.	**Guidance and counseling units**	**5**	**20**	**90**	**158**	**49**
13.	**Operating phases of data collection in continuous assessment**	**110**	**300**	**87**	**52**	**18**
14.	**Record keeping and reporting in continuous assessment**	**105**	**328**	**93**	**50**	**10**

15.	**Application of detailed scheme of work.**	**100**	**260**	**72**	**68**	**17**

Frequency of Responses

S/N	Items	"Agree"		"Neutral"		"Disagree"	
		Score Value	%	Score Value	%	Score Value	%
1	**There is functioning continuous assessment committee at state level.**	**28**	**59.5**	**19**	**40.4**	**0**	**0.0**
2	**There is a local government committee on continuous assessment**	**0**	**0.0**	**10**	**31.2**	**22**	**68.7**
3	**There is a state implementation task force to monitor continuous assessment programmes**	**5**	**15.6**	**15**	**46.8**	**12**	**37.5**
4	**Each zone organize item-writing workshop for Teachers.**	**21**	**65.6**	**11**	**34.3**	**0**	**0.0**
5	**Annual National Seminar on continuous assessment is initiated to encourage standardization.**	**28**	**87.5**	**2**	**6.25**	**2**	**6.25**
6	**Each state has a test specialist at the examination board.**	**23**	**71.8**	**9**	**28.1**	**0**	**0.0**
7.	**The zones meet regularity to compare standards.**	**6**	**18.7**	**4**	**12.5**	**22**	**68.7**
8	**There is a functioning question bank for continuous assessment.**	**0**	**0.0**	**0**	**0.0**	**32**	**100**
9	**Each zone ensures the employment of sufficient number of professional teachers.**	**4**	**12.5**	**6**	**18.7**	**22**	**68.7**
10	**Zones provide enough continuous assessment booklets for schools**	**32**	**100**	**0**	**0.0**	**0**	**0.0**
11	**Teachers already in the service who aspire to major in measurement and evaluation are sponsored.**	**30**	**93.7**	**2**	**6.25**	**0**	**0.0**
12	**The Federal Ministry of Education organizes one-week intensive workshop for each zone once a year.**	**7**	**21.8**	**15**	**46.8**	**10**	**31.2**
13	**Center for education measurement appraise the comparability of standards in assessment across states.**	**27**	**84.3**	**3**	**9.3**	**2**	**6.25**