

PERCEPTION AND PRACTICES OF CLASSROOM-BASED ASSESSMENT IN  
INTEGRATED CURRICULUM (GRADE 1-3) IN KATHMANDU

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## AN ABSTRACT

of the dissertation of *Sadhana Shrestha* for the degree of *Masters in Educational Leadership* presented in 13 February 2025 entitled *Perception and Practices of Classroom-Based Assessment in Integrated Curriculum (Grade 1-3) in Kathmandu*.

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This study explores the perception and practices of implementing the Classroom-Based Assessment embedded in the integrated curriculum in grades 1-3 within Chandragiri municipality, Kathmandu. The *National Curriculum Framework (2076)* has declared the implementation of Classroom-Based Assessment into the policy and curriculum up to the basic level of the schools, which is 100% of the evaluation in the integrated curriculum in grades 1-3. The framework also emphasizes on a constructive assessment system, where the students are evaluated on criteria like attendance, participation, project work, creativity, behavioral changes, and achievement tests, with schools required to maintain student portfolios. Thus, this study aimed to explore what the teachers are doing daily to practice Classroom Based Assessment according to the integrated curriculum of grades 1-3 in Chandragiri municipality.

The study highlights the inadequacies in the traditional summative method of assessment, which prioritizes memorization of content over holistic learning and neglects skills like critical thinking, creativity, participation, and attitudes. The study argues for a shift toward the classroom-based assessment, which emphasizes formative assessment to gather evidence about the real scenario of the classroom and then make use of that evidence to assess the learning progress, along with making the required changes in teaching so that the learners can be supported better in cognitive, affective, and psychomotor development.

Employing a case study method, the study explores in-depth experiences and perspectives of teachers of two schools on the implementation of classroom-based assessment, highlighting obstacles such as limited resources, lack of training, workload, and limited training, among others. While the participants of both the schools note positive impacts of the classroom-based assessment including enhanced student engagement, improved student performance, and increased parental involvement, discrepancies in assessment criteria across subjects, difficulties communicating with parents, and a shortage of uniform training remain as the challenges. The study shows that effective implementation of classroom-based assessment possesses systemic challenges, pointing to a need for additional support, resources, and a standardized training framework. Thus, the effective implementation of classroom-based assessment offers a substantial potential to improve learning outcomes on all dimensions, and with the support and commitment of all stakeholders in education, and addressing the existing challenges and gaps, it can be implemented more effectively, advancing its goals of enhancing student learning and creating a more inclusive educational environment.

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## शोध सार

शैक्षिक नेतृत्व तथा व्यवस्थापनमा स्नातकोत्तर डिग्रीको लागि साधना श्रेष्ठको शोध प्रबन्धको शीर्षक " काठमाडौंका कक्षा १-३ को एकीकृत पाठ्यक्रममा कक्षाकोठा आधारित मूल्यांकनको धारणा र अभ्यास " १ फागुन २०८१ मा प्रस्तुत गरिएको थियो ।

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यस अध्ययनले काठमाडौंको चन्द्रागिरी नगरपालिकाका कक्षा १-३ मा एकीकृत पाठ्यक्रममा समावेश कक्षाकोठामा आधारित मूल्याङ्कन प्रणाली कार्यान्वयनका सम्बन्धमा रहेको धारणा र अभ्यासहरू अन्वेषण गर्दछ। राष्ट्रिय पाठ्यक्रम प्रारूप, २०७६ ले कक्षाकोठामा आधारित मूल्याङ्कनलाई नीति र पाठ्यक्रममा समावेश गरी आधारभूत तहसम्म कार्यान्वयन गर्न घोषणा गरेको छ, जसमा कक्षा १-३ को एकीकृत पाठ्यक्रममा १००% मूल्याङ्कन यस प्रणालीबाट गरिन्छ। यसले निर्माणात्मक मूल्याङ्कन प्रणालीमा जोड दिन्छ, जहाँ विद्यार्थीहरूको मूल्याङ्कन उनीहरूको उपस्थिति, सहभागिता, परियोजना कार्य, सिर्जनात्मकता, व्यवहारमा परिवर्तन, र उपलब्धि परीक्षा जस्ता मापदण्डका आधारमा गरिन्छ। साथै, विद्यालयहरूले विद्यार्थीहरूको मूल्याङ्कन अभिलेख कार्यसञ्चयिकाको व्यवस्थापन गर्न आवश्यक हुन्छ। तसर्थ, यस अध्ययनले चन्द्रागिरी नगरपालिकाका कक्षा १-३ को एकीकृत पाठ्यक्रमअनुसार शिक्षकहरूले कक्षाकोठामा आधारित मूल्याङ्कनको कार्यान्वयन गर्न दैनिक रूपमा के गर्दैछन् भनी अन्वेषण गर्न खोजेको छ।

यस अध्ययनले परम्परागत निर्णयात्मक मूल्याङ्कन विधिको अपूर्णताहरूलाई उजागर गर्दछ, जसले सर्वाङ्गीन सिकाइ भन्दा कण्ठस्थ सिकाइलाई प्राथमिकता दिन्छ र आलोचनात्मक सोच, सिर्जनात्मकता, सहभागिता, तथा मनोवृत्ति जस्ता सीपहरूलाई बेवास्ता गर्दछ। यस अध्ययनले कक्षाकोठामा आधारित मूल्याङ्कनको आवश्यकतामा जोड दिन्छ, जसले कक्षाकोठाको वास्तविक परिस्थितिको प्रमाण सङ्कलन गरेर विद्यार्थीहरूको सिकाइ प्रगतिलाई मूल्याङ्कन गर्न र शिक्षण विधिमा आवश्यक सुधार गर्न मद्दत गर्दछ, जसले गर्दा विद्यार्थीहरूको संज्ञानात्मक, भावनात्मक, र मनोसञ्चालनात्मक विकासलाई अझ राम्रोसँग सहयोग गर्न सकिन्छ।

केस स्टडी विधिको प्रयोग गर्दै, यस अध्ययनले दुई विद्यालयका शिक्षकहरूको कक्षाकोठामा आधारित मूल्याङ्कनको कार्यान्वयन प्रतिको अनुभव र दृष्टिकोणलाई गहिरो रूपमा अनुसन्धान गरेको छ, जसमा सीमित स्रोतसाधन, तालिमको अभाव, कार्यभारको चाप, र एकरूप तालिमको कमीजस्ता अवरोधहरू उजागर गरिएका छन्। दुवै विद्यालयका सहभागीहरूले कक्षाकोठामा आधारित

मूल्याङ्कनका सकारात्मक प्रभावहरू, जस्तै विद्यार्थीहरूको बढ्दो संलग्नता, विद्यार्थीहरूको सिकाइमा सुधार, र अभिभावकहरूको बढ्दो सहभागिता उल्लेख गरेका छन्। यद्यपि, विभिन्न विषयहरूमा मूल्याङ्कन मापदण्डमा असमानता, अभिभावकहरूसँग संवाद गर्न कठिनाई, र समान प्रशिक्षणको अभावजस्ता चुनौतीहरू रहेका छन्। यस अध्ययनले कक्षाकोठामा आधारित मूल्याङ्कनको प्रभावकारी कार्यान्वयनमा रहेको प्रणालीगत चुनौतीहरूलाई उजागर गर्दछ, जसले थप सहयोग, स्रोतसाधन, र एकरूप तालिम संरचनाको आवश्यकतालाई अँल्याउँछ। तसर्थ, कक्षाकोठामा आधारित मूल्याङ्कनको प्रभावकारी कार्यान्वयनले समग्र सिकाइ क्षेत्रहरूमा सुधार गर्ने उल्लेखनीय सम्भावना प्रदान गर्दछ। शिक्षा क्षेत्रका सबै सरोकारवालाहरूको समर्थन र प्रतिबद्धताको साथै हालका चुनौतीहरू समाधान गर्न सकिएमा यस प्रणाली अझ प्रभावकारी रूपमा कार्यान्वयन गर्न सकिन्छ, जसले विद्यार्थीहरूको सिकाइलाई सुधार गर्न र समावेशी शैक्षिक वातावरण सृजना गर्ने यसको उद्देश्यहरूलाई अघि बढाउन मद्दत गर्दछ ।

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१ फागुन २०८१

साधना श्रेष्ठ

उपाधि उम्मेदवार

This dissertation entitled *Perception and Practices of Classroom-Based Assessment in Integrated Curriculum (Grade 1-3) In Kathmandu* by *Sadhana Shrestha* on 13 February 2025.

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I understand that my dissertation will become a part of the permanent collection of Kathmandu University Library. My signature below authorizes the release of my dissertation to any reader upon request for scholarly purposes.

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## DECLARATION

I hereby declare that this dissertation is my original work, and has not been submitted for candidature for any other degree to any other university.

.....

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13 February 2025

## DEDICATION

To my mother, who believed in the power of one day, and to my husband, for his belief in me and their unconditional love.

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## ABBREVIATIONS

AfL	Assessment for Learning
CAS	Continuous Assessment System
CDC	Curriculum Development Centre
CBA	Classroom-Based Assessment
FEDUC	Foundation for Educational Change

## CHAPTER I INTRODUCTION

This chapter consists of the background of the study in which I have incorporated my experiences linking to the area of my study, the statement of the problem in which I have argued the research gap, the purpose of the study, the research questions, the rationale of the study, and delimitation of the study.

### **Rethinking Evaluation: Addressing Gaps in Assessment Practices**

In my career as a public school teacher, I have always had a continuous discomfort with the evaluation system of our education system. I find it to be very inadequate and unjust. I have realized that the summative assessment taken at the end of the trimester or the academic year only tests how much the content or knowledge the students have memorized and can recall. These types of evaluations done for the sole purpose of class upgrading measure only the lower-order thinking skills of Bloom's taxonomy of cognitive domain and the content retention, leaving behind the higher order thinking skills (Abejehu, 2016). While the curriculum of each class and each subject pertains to the attainment of certain skills along with the knowledge or content, the evaluation system is mostly concentrated on assessing the content memorization of the learners. Moreover, the paper and pen system of summative examination measures only the knowledge domain of learning, leaving behind the competencies such as skills and attitudes which they were able to develop (Acharya & Shiohata, 2014). This may be problematic because learning doesn't equate to memorization of the content only. Baral et al. (2020) as cited in Gyawali (2021) emphasize the need for alternative evaluation methods that assess behavior, creativity, critical thinking, and life skills to promote students' independence. This highlights that learning can also be observed through behavior, attitudes, oral expression, project creativity, problem-solving, and classroom participation. Thus, there is a dire need for a shift in the perception and practice of the evaluation system, from assessment of learning to assessment for learning in Nepal, the answer to which came as a Continuous Assessment System (CAS). CAS incorporates other dimensions of learning competencies, unlike the summative assessment that just measures content retention's lower-order thinking competencies (Acharya, 2007).

Continuous Assessment is a way of formative assessment that pertains to the assessment for learning. According to Falayalo (1986), as cited in Byabato and Kisamo (2014), continuous assessment systematically considers the progress made by students in the areas of cognitive, affective, and psychomotor domains during the given academic period and does the final grading accordingly. Omebe (2014) further states that in continuous assessment, the teacher must consider information obtained from all the sources about the child. Similarly, Dhakal (2019) also presents CAS as a practice in which the teachers manage the class by adopting student-centered techniques and performing individual student assessments based on criteria such as regularity, participation, performance, etc. CAS looks into different dimensions of students' learning, such as classroom participation, creativity, project work, attendance, and behavioral change, rather than just measuring factual knowledge retention (Abejehu, 2016). Thus, continuous assessment helps to gather data about all the dimensions of learning and thus allows us to see the overall picture of the learning process, where the teachers not only evaluate the learning of the students but also their teaching.

The National Curriculum Framework (2076) also states that there should be a thorough and equitable examination system that includes continuous assessment of student learning, focusing on student learning and the assessment result should also be used to enhance learning facilitation activities and improve student learning (*National Curriculum Framework, 2076*). It also states that the assessment system at the basic level should be formative rather than summative so that the teacher can provide multiple learning opportunities to the learner based on their individual learning achievements and thus improve the learning level of students.

My experience as a public school teacher allowed me to witness firsthand the effects of content-based summative examinations on students' learning achievements. While the insights gained from this type of assessment are valuable, they are limited to evaluating only certain aspects of the learning process (Garrison & Ehringhaus, 2007). This realization struck me deeply, as I observed that while my students could articulate their learning verbally, they struggled to express the same in writing. This gap between their understanding and written expression made me question whether traditional assessments were truly capturing their learning progress. This raised a critical question in my mind: What truly defines learning? And is the system

effectively and fairly assessing my students' learning? Then I tried incorporating other aspects of assessment in my classroom and tracked my students' progress continuously. Continuous assessment, as described by Omebe (2014), uses diverse tools to evaluate a learner's progress, attitudes, behavior, and self-esteem, providing a holistic and comprehensive understanding of the child. I used the Continuous Assessment System to track my students' progress, incorporating attendance, class participation, project work, creativity, and achievement test scores (National Curriculum Framework, 2076). This approach enabled me to assess multiple aspects of my students beyond just their content knowledge. It was eye-opening for me to see that the students who struggled with content mastery were still making meaningful progress through this comprehensive assessment method. This realization that the Continuous Assessment System provides a more inclusive and well-rounded measure of student learning inspired me to explore it further.

My motivation for this research stems from the belief that a comprehensive assessment system can create a more equitable learning environment, ensuring that the ability and efforts of every student are recognized. I wanted to understand how this approach could support diverse learners, especially those who may not excel in traditional assessment exams but show progress in other areas. Thus, through this study, I intend to explore the practice of Classroom-Based Assessment in grades 1-3 at the basic level according to the integrated curriculum in Chandragiri Municipality. As the integrated curriculum for grades has been implemented since 2076 BS, the findings of this research could provide teachers and educational leaders with an understanding of the significance of internal assessment. It may also help explore the challenges teachers face during its implementation. These insights could allow concerned authorities to address the existing problems. This may also contribute to the successful and effective implementation of the Classroom-Based Assessment system.

### **Statement of the Problem**

Continuous assessment benefits teachers, learners, educators, and parents as it involves gathering data over an extended period, which provides more accurate information and encourages teachers to adjust their teaching methods effectively (Iqbal et al. 2017). This means that continuous assessment is not only a tool for the assessment of the students but also a beneficial tool for self-reflection, which the

teachers can use to learn from it and modify their teaching practices. Omebe (2014) concludes that if implemented well, the continuous assessment will help to minimize the tendency and temptation to ensure success through a single final examination. Furthermore, continuous assessment demands that the teacher consider the information about the child obtained from all sources as it provides more detailed information about a student's cognitive, affective, and psychomotor domains if properly implemented (Omebe, 2014). Thus, continuous assessment seems to be a measure to help students learn for the purpose of learning, not just for content retention, and not just to secure marks in the terminal and/or annual examination. In addition, continuous assessment not only provides information about all the measures of a student's learning but also provides information for the teachers to learn from those data. It also provides multiple means for student learning by modifying their teaching to facilitate the learning.

There are diverse perspectives regarding implementation of CAS in Nepal (Rai, 2019). On one side, many teachers believe that CAS is an effective tool for teaching the learning process. The other side argues about the hindering elements for CAS's successful and effective implementation. Rai (2019) discusses that CAS helps to provide a comprehensive understanding of the current state of teaching and learning activities for both the teachers and the learners respectively. It means that CAS is a great tool for knowing the real scenario of the classroom and further provides a direction for both teachers and learners to move forward, seeing the gathered data and evidence. The same study by Rai (2019) concludes that although the majority of the teachers studied agree that the CAS is a good tool for efficient teaching and learning process, and it helps to remove the pressure of examination for students, a number of challenges ranging from lack of proper resources and materials are contributing to CAS not being able to be fully implemented in the basic level.

Another study conducted by Dhungel (2024) also highlighted several drawbacks of traditional evaluation, such as its focus on rote learning, limited creativity assessment, and failure to assess the overall growth of the students. The study further states that Continuous Assessment fosters a positive learning mindset, encouraging participation, self-assessment, and growth through regular feedback. The findings of this study advocate for a shift toward more holistic and student-centered assessment.

Some other research findings suggest that CAS is a tedious process to follow. Dhakal (2019) concluded that more than half of the teachers under study use CAS only to give marks for students' learning performance, and a majority of them do not use the CAS evaluation criteria. This shows that CAS is being done for the sole purpose of doing only, not in the correct way and its right objective. The study also concluded that the CAS training provided is largely focused on the theoretical aspect within a short period of time, with general discussions on what CAS is, what its criteria are, and how to calculate scores and grades, due to which the teachers are not able to use the information obtained for the improvement of learning of their students.

According to a study conducted by Acharya and Shiohata (2014), most teachers viewed the completion of the CAS forms as a substitute for setting and marking examinations and lacked a clear understanding of the meaning and purpose of the formative assessment. The same study found that the majority of teachers have not yet fully understood the principal purpose and meaning of continuous and formative assessment. This infers that, while teachers are the front line of implementing the CAS, they are not being given enough training and support required for it and do not know the significance of CAS in the first place.

Continuous Assessment System (CAS) is recognized as a beneficial tool for both students and teachers, providing ongoing data that enhances teaching practices and reduces the pressure of final examinations (Iqbal et al. 2017; Omebe, 2014). However, despite its advantages, several challenges prevent its effective implementation in Nepal.

Rai (2019) notes that despite teachers recognizing the value of CAS value, issues like insufficient resources hinder its effectiveness, especially at the basic level. Dhakal (2019) found that many teachers use CAS simply for grading rather than focusing on making use of the data for improving teaching and learning due to inadequate training, which focuses on theory rather than practical application. Acharya and Shiohata (2014) report that teachers often see CAS as a replacement for exams rather than a formative tool, reflecting a lack of understanding. Dhungel (2024) criticizes traditional assessments for promoting rote learning and failing to assess students' overall cognitive, affective, and psychomotor development.

These indicate a gap between policy and practice, as the National Curriculum Framework (2076) mandates CAS up to the basic level, yet its proper execution

remains a challenge. The *education sector plan, 2021-2030 (Draft V-1)* (2021) has enlisted that one of its strategies to fulfill this plan under basic education is to provide capacity-building training related to the classroom assessment system. Thus, we can see that the government also sees a continuous assessment system as an important part of its evaluation system. So, it is very important to see the ground reality of its implementation and understand the views of the teachers who are the main agents of the implementation of this system. Thus, through this study, I intend to explore the everyday practices done by the teachers to implement Classroom-Based Assessment in the classroom and their reasons for doing so. The ground reality as practiced needs to come out into the light, as Classroom Based Assessment has already been set into policy as a substantial determinant of the evaluation system at the basic level, whether and how it is being used in the classrooms in the way it was meant to be, is a question that really needs to be answered through more empirical studies and observations. We need to bring this out so that the concerned authorities can draw meaningful insights from this empirical evidence and use them as a reference to address the existing problems in the successful and effective implementation of CAS.

### **Rationale of the Study**

The present study titled ‘Perception and Practices of Classroom-Based Assessment in Integrated Curriculum (Grade 1-3) in Kathmandu’ will dive into what teachers are doing daily to implement the mandated Classroom-Based Assessment and why they are practicing it that way. It is high time that we start finding solutions, but understanding the real issue and situation is very crucial before planning the intervention.

This study will be of significance as it will bring in the voices of the practitioners and those in a position to implement Classroom-Based Assessment by presenting a range of diverse perspectives from two differing cases and thus shed light on the real issue regarding Classroom-Based Assessment that has enabled or held them back from implementing the mandated Classroom-Based Assessment in the way it is meant to be. Further, this research will also prove to be beneficial to the authorities and the policymakers to get informed of the existing situation on implementation of Classroom Based Assessment so that they can revise, revisit, and plan for corrective measures for its success and effectiveness through need-based solutions. Lastly, this research will be an added repository for the learners and further

researchers who are passionate about the evaluation system and want to improve that very system.

### **Purpose of the Study**

The purpose of this study is to explore the perception and practices of classroom-based assessment according to the integrated curriculum of grades 1-3 in Chandragiri municipality. It concentrates on exploring the prospects and challenges of implementing the internal assessment.

### **Research Question**

The following research question guides this study:

1. How do basic level (grade 1-3) teachers perceive and practice Classroom-Based Assessment in their classroom?

### **Delimitation of the Study**

The study has reviewed three purposes of assessment, but I will undertake the purpose of assessment as 'Assessment for Learning' to guide the study and as the basis of my theoretical framework and focus on the Classroom-Based Assessment as the formative assessment system among the assessment mechanisms.

## CHAPTER II

### LITERATURE REVIEW

This chapter discusses a comprehensive literature review relevant to the study, beginning with the core concepts and terminologies related to the topic. The second section presents a review of some previous studies on the same or similar topic of research. The third section presents a summary of policies related to the topic. Finally, the chapter closes with a consolidated guideline for the study.

#### **Assessment**

The Oxford Learners' Dictionary defines assessment as, 'an opinion or a judgment about somebody/something that has been thought about very carefully.' According to Clark (2012), assessment is the process of collecting data on what the students know, understand, and can do and thus analyzing that data to determine the next steps in the educational process. This means that assessment is not just about measuring learning but also about guiding one's instructional strategies for improvement of teaching and learning. Iqbal et al. (2017) state that assessment in the learning process allows one to determine if various methods and techniques are effective or not so that the teachers, students, and instructional process are on the right track. This highlights the dynamic nature of assessment, where continuous feedback helps to refine both teaching and learning. Earl and Katz (2006) present how the classroom assessment has a key role in the learning of students, their motivation, and how teachers teach in the classroom. The same study also enlists that one of the ways that assessment enhances student motivation is through providing feedback to help move learning forward. Byabato and Kisamo (2014) state that the basic function of assessment is to provide meaningful and authentic feedback to enhance student learning, instructional practices, and further direction. Similarly, Voinea (2018) expresses that teachers can make use of gathered evidence to assess the student's learning progress and thus make required adjustments in teaching for its improvement. This ensures that teaching remains adaptive and responsive to the needs of the students. Hence, assessment is a crucial component in teaching-learning that helps the teachers gain insights into their own practices and use the obtained data to improve the teaching process.

### **Purpose of Assessment**

Earl and Katz (2006) state that assessment functions most effectively when its purpose is clarified and when it is carefully tailored to achieve that purpose. They further state that when the focus is placed on the assessment's purpose rather than the method, the desired outcome is placed more importance on it. Thus, the purpose of assessment can be categorized as assessment of learning, assessment for learning, and assessment as learning.

#### **Assessment of Learning**

According to Earl and Katz (2006), assessment of learning is summative in nature and thus used to affirm what students know, see if they are able to meet curricular goals or not, and make decisions about their placements. They further explain that such assessments are also used to provide proof of learning achievement to the parents, students, other educators, and so on. Kealey (2010) also expresses that summative assessment takes place at the end of the course and offers a comprehensive accounting of performance. Hence, assessment of learning solely serves a summative purpose and is periodically administered assessment that helps in providing a concrete report of what learners have learned by the end of a course at a specific point in time.

#### **Assessment for Learning**

According to Earl and Katz (2006), assessment for learning is designed to provide teachers with information to adapt and differentiate teaching and learning activities. They further explain that assessment for learning occurs throughout the process and helps teachers decide how to help students progress. Here, the assessment is used as an investigation tool to get information about the students, what they know and can do, and find the gap in learning (Earl & Katz, 2006). According to Voinea (2018), formative assessment is continuously present in the instruction process, and it helps to gather evidence about the progress of students' learning and thus bring this information back to them through feedback. Boston (2002) also sees formative assessment as a diagnostic tool to provide feedback to teachers and students during teaching and learning. Thus, assessment for learning serves a formative purpose that can be used as a tool by both the teachers and the students during instruction, which can provide specific evidence to enhance the process of learning further.

### **Assessment as Learning**

According to Earl and Katz (2006), assessment as learning concentrates on the student and focuses on assessment as a meta-cognition (knowledge of one's own thought processes) for students. They further assert that students must be able to assess and monitor their own learning so that they can be actively engaged in creation of their own understanding and thus make adaptations and changes in pushing learning further. Hence, the learners become aware of how they learn and can guide themselves in their learning process. They also become able to take responsibility for their own learning and increase their independence.

### **Continuous Assessment**

Continuous assessment of learners' progress is a method where the final grading in cognitive, psychomotor, and affective domains of learning takes into consideration all learners' performances within a specific period of school (Falayalo, 1986 as cited in Byabato and Kisamo, 2014). This ensures that students are assessed based on their overall progress rather than a single examination, making the evaluation process more comprehensive and fairer. Omebe (2014) too agrees that continuous assessment focuses on different domains of learning: knowledge, feelings, and attainment of skills, i.e., cognitive, affective, and psychomotor domains, respectively. Taking into consideration all these domains, continuous assessment fosters the holistic growth of learners. Acharya (2007) also describes continuous assessment as a mechanism involving different assessment tools that help assess numerous elements of learning that comprise the thinking process along with the attitudes, personal characteristics, and manual dexterity. These tools enable teachers to gather detailed insights into the learning progress of their students and thus make informed decisions to support their growth. Iqbal et al. (2017) refer to classroom assessment as a continuous activity to be done continuously so as to better the learners' performance in every unit taught. Regular assessments help teachers identify the gaps in learning in time and thus plan to provide timely support to their students ensuring they stay aligned with their academic progress.

Continuous Assessment System is a formative assessment done in the classroom during teaching-learning (Acharya, 2007; Dhakal, 2019). By incorporating assessment within daily lessons, teachers can make responsive changes in teaching and learning by gaining an understanding of what students know and do not know,

which is the main goal of formative assessment (Boston, 2002; Iqbal et al. 2017). Sylvia and Uzoamaka (2019) state that continuous assessment involves continuous and systematic record-keeping of the students. Maintaining a well-organized record of students' performance allows teachers to monitor the progress of individual students and further make plans to support their learning. Curriculum Development Center (CDC) (2019) states that records from classroom-based assessments conducted for formative purposes can also serve for summative purposes; this assessment method can also be referred as continuous assessment method. However, such assessments should primarily be used as assessment for learning, focusing on improving learning outcomes rather than merely evaluating students' levels or grades.

Thus, classroom-based assessment is a continuous assessment and a formative process that involves systematic record-keeping of students' learning in all the dimensions using different instruments and helps to provide meaningful information. This helps to ensure that assessment is not simply a one-time event to grade the students but an ongoing practice that fosters continuous learning and improvement.

### **Practice of Continuous Assessment System in Nepal**

The Ministry of Education of Nepal introduced CAS as a means to support the Liberal Promotion Policy since the Ninth Five Year Plan (1997-2002), aiming to reduce dropout and repetition, particularly at the primary level (Foundation for Educational Change [FEDUC], 2017). This policy was created to ensure students receive a comprehensive education, taking into consideration various factors that may influence their ability to advance through the system. CAS is a measure taken by the government to address the issues related to quality primary education, the drop-out rate, the rate of repetition, and the completion of the primary education cycle (Awa, 2002). This foundation aimed to ensure that students are not simply promoted to the next grade based on examination performance alone but rather on their overall development throughout the year. CAS is taken to be the base for the Liberal Promotion Policy (Acharya, 2007). It was first piloted in the five Compulsory Primary Education (CPE) districts: Ilam, Chitwan, Syangjua, Surkhet, and Kanchanpur in grade 1 in the year 2000/01, followed by grades 2 and 3, thus completing the cycle in 2002/03. These pilot projects were crucial in assessing the feasibility and effectiveness of the CAS approach. The Tenth Year Plan (2002-2007) programmed it

to continue up to grade V. This expansion was essential to make sure that CAS became a standardized approach across the primary education system of the country.

Currently, the Ministry of Education, Science, and Technology has mandated the Continuous Assessment System (CAS), at the basic level in the schools. It currently forms a considerable portion of the evaluation at the basic level (100% in grades 1-3 50% in grades 4-5, and 40% in grades 6-8 (National Curriculum Framework, 2076). Student learning needs to be ensured on the basis of constructive/corrective assessment system rather than a basic decision-making system. In the continuous assessment system, the students will be evaluated through different criteria such as student regularity/attendance, grade work/participation, project and experimental work, creative work, changes in learning behavior, and achievement test. The school also needs to keep a portfolio of the students on this basis (National Curriculum Framework, 2076). Therefore, the Continuous Assessment System (CAS) has been mandated in Nepal's basic education, emphasizing constructive evaluation through diverse criteria such as attendance, participation, creative work, and behavioral changes, with schools required to maintain student portfolios, which thus helps to assess the learning of a student from all dimensions.

### **Review of Past Studies**

There have been numerous researches in the area of continuous assessment. Some of the research has been reviewed here for further understanding of the research topic.

Kapambwe (2010) conducted a study titled 'The Implementation of School-Based Continuous Assessment (CA) in Zambia.' The paper discusses the implementation of school-based continuous assessment, introduced by the Ministry of Education of Zambia, and provides an extensive study about its nature, schemes, components, implementation challenges, impacts, and lessons learned. The quantitative evaluation study showed that the students' performance in CA pilot schools in their post-test was higher than those in the control schools compared to their baseline test results. This finding suggests that the continuous assessment improved teaching-learning by providing useful feedback to the teachers and thus enabled them to be more involved in the process of teaching and assessing. The study, however, points out the challenges involved in implementing school-based assessment, starting with large grade sizes as one of the major ones, thus giving rise to

the high student-to-teacher ratio. Other challenges mentioned by the study include the system being time-consuming, student absenteeism, lack of teaching materials, and teachers networking, and the lack of proper monitoring and support from the officials to implement the thus said continuous assessment.

Another study by Abejehu (2016) titled 'The Practice of Continuous Assessment in Primary Schools: The Case of Chagni, Ethiopia' investigated the real practice of continuous assessment in primary schools of Chagni City Administration, Ethiopia. The study was framed in a descriptive survey design. The sample consisted of randomly selected 72 primary school teachers. The data was collected using a questionnaire. The findings of the study showed that there is a difference between the actual purpose of continuous assessment and the way it is being practiced, as there were teachers who used continuous assessment for the summative purpose, i.e., assessment of learning and also teachers who used it for the formative purpose, i.e., assessment for learning. The study concludes that as the practice of continuous assessment systems doesn't seem consistent, there is a need for the government to create a synchronized policy or guideline for continuous assessment if it is to achieve its purpose.

Iqbal et al. (2017) conducted a study titled 'Effect of Continuous Assessment Techniques on Students' Performance at Elementary level.' This study aimed to explore how continuous evaluation improved the academic performance of elementary school students. The sample consisted of 60 students of grade 8 who studied Social Studies as a compulsory subject. Only the post-test was employed in the study's experimental design, which included a six-week intervention. The data was collected through achievement tests and questionnaires after the intervention. The mean scores of the experiment and the control group were compared through an independent sample *t*-test. The study found out that continuous assessment significantly improved the achievement of the experimental group. The findings also showed that high achievers and the low achievers of the experimental group showed significantly better performance than the high achievers and the low achievers of the control group.

Rai (2019) has conducted a study on 'Teacher's Perception of Continuous Assessment System at Basic Level.' This study aimed to investigate teachers' views towards continuous assessment at the basic level. It was framed in a qualitative

design, employing a semi-structured interview with six teachers from three schools in the Kathmandu district of Nepal as participants. The study showed that most teachers had a positive attitude towards using CAS in teaching and learning while a few had a negative perception towards it. The findings showed that most of the teachers found CAS helpful in assessing the real situation of the student's progress and skills and thus adapting the teaching-learning strategies. On the other hand, coming to the challenges of CAS, the study showed that the teachers felt CAS to be very time-consuming and increased their workload along with the difficulty and impracticality of portfolio management at the basic level. In addition, the participants also feel that the lack of suitable materials, resources, infrastructures and lack of training on CAS are other problems that hinder its effective practice at the basic level.

Another study by Dhakal (2019) named 'Current Situation and Issues of Continuous Assessment System in Mathematics Education of Nepal' aimed to determine the existing situation and problems of CAS in the mathematics classroom and, if any problems existed, suggest some solutions. The sample included seventy-nine primary mathematics teachers and nine instructors and the data was collected using questionnaires, interviews, observations, and focus-group discussions as the tools. According to the study, more than 50% of teachers used CAS only to class the students' learning achievement. Additionally, most teachers did not use the CAS evaluation criteria (tools), gave their students a score without evaluating them, and did not maintain individual student portfolios. The study also stated CAS training to be primarily theoretical in nature with a relatively brief duration and did not allow teachers to learn to use student evaluation data to help them in the future. Therefore, the author suggests that CAS training should be practice-based, with a focus on how to use CAS, its methods for assessment, and applying the assessment data to enhance students' learning.

Drawing conclusions from these studies on the implementation and practice of continuous assessment show both its potential benefits and challenges. While research demonstrates that CAS can enhance the academic performance of students by providing timely feedback to both students and teachers, issues such as large class sizes, inadequate resources, and inconsistent practices have hindered its effective implementation. Studies from Zambia and Ethiopia underline the importance of clear guidelines and government support to ensure CAS is used as intended. Similarly,

research in Nepal and Pakistan reveals that while teachers generally view CAS positively, practical challenges such as time constraints, difficulty in managing portfolios, and lack of adequate training exist greatly. Thus, there seems to be a gap between the policy, which outlines the intention of CAS, and the practical reality of its implementation. Therefore, further research is needed to explore the challenges and solutions in implementing CAS effectively, ensuring that the policy aligns more closely with its practical application.

### **Theoretical Foundation for the Study**

This section consists of the theoretical review of literature in the field of continuous assessment. The most prominent theory is the Assessment for Learning (AfL) theory. Since Continuous Assessment is a form of formative assessment, AfL theory resonates the best with the study.

#### **Assessment for Learning Theory**

Assessment for Learning (AfL) theory was invented by the Assessment Reform Group UK (1999). According to Taras (2012), AfL developed from the desire of a community of academics to minimize the impact of external exams and tests in the classroom and to create a creative and learning-focused environment in the classroom. Broadfoot et al. (2002) define AfL as the process of seeking and interpreting the collected information for both the learners and the teachers to make a decision about where the learners are in their learning journey, where they want to go, and what the best way to go there. They further enlist that AfL helps learners know how to improve as they receive constructive guidance from the teachers. It must also be taken into account to foster motivation while doing so. They also state that the guidance must be provided in a sensitive manner. They affirm that AfL should be a central practice in the classroom and must focus on how students learn. It must recognize the full range of educational achievement of all learners and enhance their opportunities to learn. Hence, AfL theory can be used as the theoretical foundation for CAS, as the main aim of both is to make the best use of the gathered evidence and data and use it for continual improvement of the teaching-learning process keeping learners at the center.

#### **Related Policies**

The Ministry of Education of Nepal introduced CAS as a means to support the Liberal Promotion Policy since the Ninth Five Year Plan (1997-2002). The Liberal

Promotion Policy in Grades 1-2 was a strategy undertaken by the government to achieve its objective of improving the internal efficiency of the basic and primary education system by reducing dropout rates, failure, and the rate of repetition (Ministry of Education [MoE], 1997).

At present, the CAS has been implemented up to the basic level. CDC (2019) defines the basic level as the 8 years of education from grade 1 to grade 8, after a year of Early Child Development and Education. CDC (2019) emphasizes the use of formative assessment rather than summative assessment at the basic level. Currently, there is a provision for the adoption of a complete continuous assessment system in grades 1-3 of basic education. Similarly, in grades 4 and 5, continuous assessment of 50% weight and 50% weight of periodic examination is undertaken as evaluation. Lastly, in grades 6 and 7, evaluation is based on continuous assessment of 40% weight and periodic examination of 60% weight (*National Curriculum Framework, 2076*). The criteria of evaluation in the Continuous Assessment System are student regularity/ attendance, grade work, and participation, project and experimental work, creative work, change in learning behavior, and achievement testing. The additional provisions are included in the curriculum of the respective subjects of respective classes.

### **Research Gap**

I went through some national and international studies regarding the Continuous Assessment System (CAS). While I admit that I have not gone through all the studies regarding the topic of my study, I reviewed some literature that is pertinent to my topic. While reviewing the literature, I found most of them to show the shortcomings of the continuous assessment system that have come from the participants who are implementing it in their classrooms, while there are also some who have a positive outlook towards this system. As Rai (2019) has concluded, although most of the research participants agreed that CAS needs to be implemented for the betterment of the teaching and learning process, there are also many challenges that hinder its implementation. Similarly, Dhakal (2019) also has concluded similar findings that the participants just gave tick marks (scores) to the students without using the CAS evaluation criteria and thus did not follow the CAS in the way it had to. On the other hand, Omebe (2014) concluded that, if implemented properly,

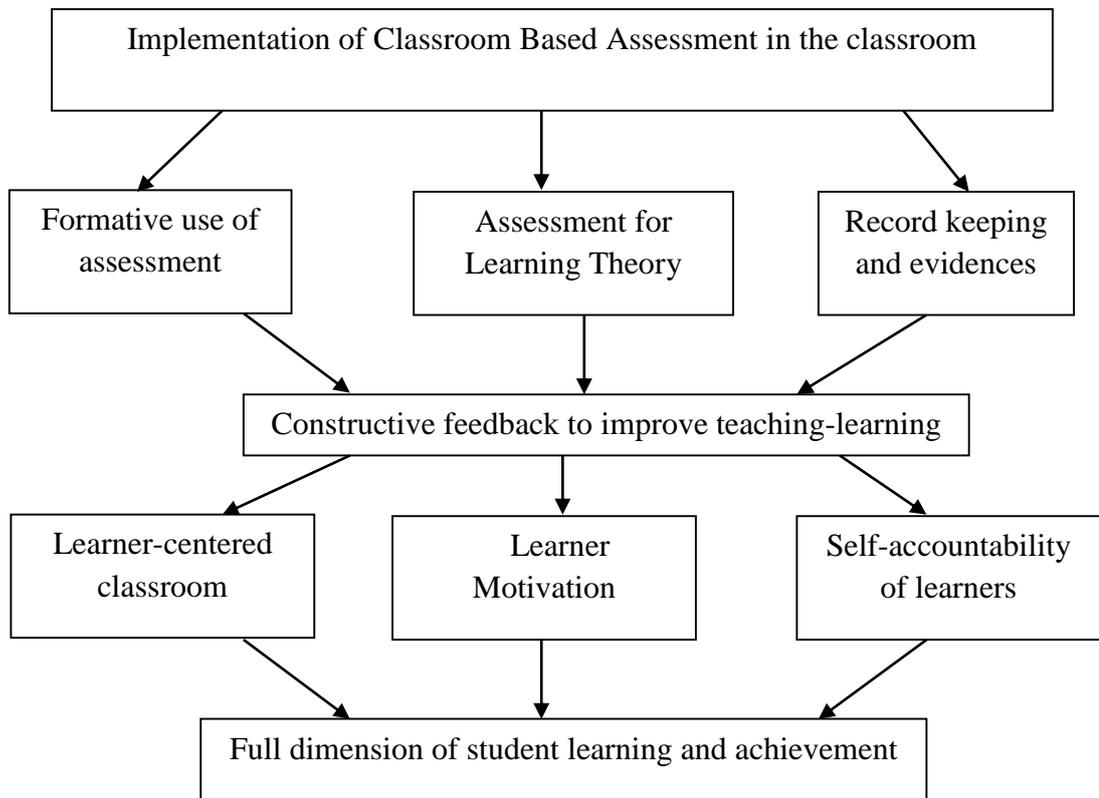
continuous assessment can significantly reduce the tendency to ensure success through a single final exam.

Keeping this in mind, and the fact that CAS is mandated in the evaluation system and practiced in one way or another, I want to see what teachers are actually doing in their everyday classrooms to implement CAS and their reasons for doing so. In my research, I want to address the content gap and the methodological gap resulting from the presentation of views and perspectives from only one kind of participant. Thus, in my study, I will use a case study method where I will bring in the viewpoints of two diverse sets of participants who will help me acknowledge the mentioned gap in the literature.

### **Theoretical Framework for the Study**

Grant and Osanloo (2014) describe the theoretical framework as the blueprint for the research, which can serve as a guide for the study. A theoretical framework helps to provide a focus for conducting the research.

The flowchart illustrates the implementation of Classroom-Based Assessment in classrooms, focusing on fostering a holistic learning environment. It begins with formative assessments to monitor progress, guided by the "Assessment for Learning" theory, which prioritizes improving student learning rather than merely measuring it. Record-keeping and evidence collection ensure transparency and track student growth. Constructive feedback derived from these assessments enhances teaching and learning practices. This approach leads to a learner-centered classroom, fostering motivation and self-accountability among students. Ultimately, it ensures the comprehensive development of students, addressing the full spectrum of learning and achievement, including cognitive, behavioral, and creative dimensions. The theoretical framework for this study is given below:



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter consists of the research methodology employed for the study. The chapter starts with the research paradigm, which is the philosophical foundation of the study, the research design, sample and sampling procedure, the methods and instruments used for data collection, the approaches to process, analyze, and present the data, and ethical considerations followed in the research.

#### **Interpretivism as the Research Paradigm**

Rehman and Alharthi (2016) define the research paradigm as a basic belief system and our way of understanding and studying the world's reality. Hence, a research paradigm is the researcher's view of the world that serves as the philosophical foundation of the researcher, which guides their study. I have undertaken Interpretivism as the philosophical standpoint for my research. To lay the philosophical foundation for the research, I started with the basic question, 'What is the nature of reality here?' The reality I seek lies in the subjective experiences of the participants, as their varied opinions, thoughts, feelings, and perceptions are key to understanding the issue under study. This aligns with my research agenda, which aims to explore the complexities of human experience and capture the diverse meanings that individuals attribute to their world. Hence, the ontological stance of my research is relativity or subjectivism. This makes Interpretivism the most appropriate paradigm for this study.

Taylor and Medina (2011) present interpretivism by comparing it with the analogy of a fisherman,

"The interpretive fisherman enters the water, establishes rapport with the fish, and swims with them, striving to understand their experience of being in the water." They further state that interpretivist researchers intend to learn about the culturally distinct other by 'stepping in their shoes,' 'seeing through their eyes,' and 'experiencing their pleasure and pain.' This shows that interpretivists do not seek to generalize to the entire population but rather to gain a deeper insight into the phenomenon and its complexity in its context (Creswell, 2007, as cited in Riyami, 2015). Adopting an interpretivist paradigm will help me to build a depth

understanding of the common phenomena experienced by the teachers and allow me to explore the everyday practices of teachers towards implementation of Classroom-Based Assessment in basic-level schools and more specifically help me dig more into their views regarding the effectiveness and convenience of using Classroom Based Assessment along with the challenges they have encountered in the process.

The epistemological position of the interpretive paradigm is the inter-subjective knowledge construction through the thorough interaction with the participants (Fleming & Zegwaard, 2018). Hence, being within the interpretivist paradigm of research, I accept that the participants are active knowers who can understand and reflect upon their own experiences of events and create meaning for themselves. This paradigm will further allow me to explore and understand the perceptions, meaning, thoughts, opinions, feelings, and experiences of implementing the Classroom-Based Assessment in their classroom and the challenges they have encountered in doing so.

Interpretivism is characterized by being a value-laden paradigm, as the researcher interacts with the participants and then tries to interpret their lived experiences, which will be influenced by the researcher's values. Taylor and Medina (2011) present the value-laden axiological stance of interpretivism with its analogy of the fisherman as,

“The interpretive fisherman questions his/her methods of interacting with the fish, remains doubtful about his/her ability to fully commune with them, and reflects on his/her own experience of being fish-like in the water.”

Hence, I accept that while I try to minimize the influences of my values in the interpretations, they may not be fully value-free. For this, I discussed my values fully with the participants, shared my background and experiences, and got acquainted with their values to establish mutual quality standards to conduct the research.

### **Research Design and the Case Study Approach**

Ahmad et al. (2019) state that qualitative research is an in-depth understanding of a social phenomenon within its natural setting that depends on the human experience as the primary source of meaning in their everyday life and concentrates on the ‘why’ rather than the ‘what’ of the social occurrences. A qualitative research design offered me to explore in-depth the practices and perspectives of the teachers

towards Classroom Based Assessment and understand their experiences through their lens, which is the main aim of my research.

I have undertaken a case study as the approach to my research. Sturman (1997, as cited in Starman, 2013) explains that a case study is an exploration of an individual, group, or phenomenon. Adding on to that, Harling (2012) describes a case study as a holistic inquiry that investigates a contemporary issue within its own setting. Similarly, Crowe et al. (2011) state that the case study approach is specifically useful when one needs to have a detailed understanding of a topic, event, or phenomenon in the context of real-world experience.

Schoch (2020) explains that a case study offers benefits in terms of both process and outcome, by helping to focus the research within a specific case and allowing for the collection of different kinds of data. The next benefit is in terms of outcome, where the reader can learn from the case by examining it. Schoch (2020) further says that it leads to transferability, where others can apply the things learned in a case in other situations. Thus, I believe a case study approach is the best approach in conducting my research, given that I intend to study in-depth the phenomenon in my study, the Internal Assessment, and it will also help the readers to learn from the case and transfer the learning to their own situations.

Harling (2012) explains that a case study can be either a single or multiple case. I will undertake a collective case study, which, according to Stake (1995, as cited in Fleming & Zegwaard, 2018). has multiple cases used to explore the similarities and differences between cases. In the same way, Crowe et al. (2011) explain that a number of cases are carefully chosen for collective or multiple case studies, which makes it possible to compare results across different cases and/or replicate results. As I intended to explore the perception and practice of Classroom-Based Assessment in the basic level of public schools located in Chandragiri Municipality of Kathmandu, I have taken the cases of two schools, one of which was implementing Classroom Based Assessment on a daily basis according to the Classroom-Based Assessment criteria, and the other was not implementing Classroom Based Assessment on a daily basis. These were the two cases of my study, which allowed me to obtain data from different types of participants about what they are doing on a day-to-day basis and their problems and prospects regarding the Internal Assessment. Thus, this is a multiple case study where I took the teachers and the

principals as the research participants and employed various methods to gather the data for the holistic inquiry.

### **Selecting Participants**

As qualitative research is used to gain in-depth insight into the problem in its own setting (Ahmad et al. 2019), it requires a small sample size, which thus allows us to dive deep into the issue. For my research, I took 8 participants from two schools, including one principal and three teachers working in the basic level of public schools in Chandragiri Municipality in Kathmandu district. They were selected through the purposive sampling technique, which means that the researcher chooses units to be included in the sample based on their similarities to the target population's characteristics (Haute, 2021). For this, I purposely selected the schools that have been following Classroom-Based Assessment in their evaluation system in some way. I made the selection of these two schools through my network about one of the school principals who knew of these two schools. Thus, there were four participants from each selected school.

### **Data Collection Method**

The term 'method' indicates the instruments, techniques, and practices that are used to generate data (Kaplan, 1964, as cited in Jackson et al., 2007). The first method I used to collect the data was an in-depth interview, which I conducted separately with my research participants. I used a semi-structured interview to conduct the study. An interview allowed me to go into in-depth conversations regarding the topic, which helped in the attainment of their rich experiences, understanding and insights, motivation, behavior, pain points, and challenges they were facing in their everyday life regarding the topic (Fleming & Zegwaard, 2018). A semi-structured interview gives the interviewer and the participant more freedom and responsiveness to emergent themes (Jackson et al., 2007). Thus, it also helped me to go with the flow of the conversation, which created a comfortable environment for the interview, letting the participants respond in a more detailed manner. Along with the interview, I also observed the classroom of each of the six teachers to get familiar with their practice of implementation and culture of Classroom-Based Assessment, and it also helped me to get 'first-hand information in an in-depth and detailed manner' (Sharma & Sarkar, 2019). I took notes of the classroom observation and shadowed the teachers in their

leisure periods to observe their activities on the Internal Assessment. The interview was documented through a recording, which was later transcribed.

Interpretivists typically "generate or inductively create a theory or pattern of meanings," rather than starting with one (Creswell, 2007, as cited in Riyami, 2015). Hence, the transcribed document, participants' observation data, and interview notes together aided me in generating major patterns of meanings, which I have categorized into different themes and allowed patterns to emerge as they proceeded toward the description of the subject under study.

### **Instrumentation**

I used guiding questions as the instrument for conducting the interview. It contained open-ended questions framed under different headings, allowing me to access different dimensions of the Classroom-Based Assessment pertaining to the view towards it, such as experience, impact, and challenges. According to Weller et al. (2018), when used alone or in conjunction with other interviewing approaches, predetermined open-ended questions enable us to delve deeply into a subject, comprehend the process, and even help uncover potential reasons for observed correlations. There were also many emergent questions that arose over the course of the interview. The emergent questions stemmed from the responses of the participants, prompting deeper exploration into their experiences, perceptions, and practices. These included questions such as:

- What are some additional impacts beyond those observed through the application of classroom-based assessment criteria?
- How do you assess the progress of the student after the completion of the theme to modify your teaching practice?
- As you mentioned that you haven't received formal training but are required to implement classroom-based assessment, how do you adapt to this challenge? How do you learn independently, and where do you seek support?
- What are the changes you have observed in the perception of parents after the implementation of classroom-based assessment?
- How do you help parents who are habituated to the traditional ranking system understand and appreciate this alternative method of assessing their children's progress through classroom-based assessment?

Hence, the semi-structured interview, along with emergent questions, allowed me to include and seek other key information throughout the course of the interview and helped me in getting more relevant and detailed information from the participants.

### **Data Generation, Analysis, and Meaning Making**

The interview notes, data obtained from observation and the recording were the main data generation tools for my study. The interview recording was transcribed and analyzed. The interview notes and the information obtained from observation were tallied with the transcribed data from the interview. Then they were sorted and categorized into different themes and headings, based on the similarities and differences in the gathered data. More themes and patterns also emerged during the data processing. The major ideas were identified through meaning-making from coding. The similar codes were categorized into final themes. These final themes were then interpreted to form a holistic description of the experiences shared by the teachers regarding the Classroom-Based Assessment System (Sharma & Sarkar, 2019). In this way, the data was analyzed, and the findings were interpreted for meaning-making.

### **Credibility and Trustworthiness**

Riyami (2015) states that trustworthiness is one of the criteria of the quality standards in an interpretive research paradigm, as it aims to investigate how meaning is constructed in social contexts and includes the subjectivity of the researchers. As an interpretive researcher, I intended to draw meaning from the interaction and data obtained from the interview through its analysis. The relativist ontology of this paradigm states that a single phenomenon can have multiple interpretations, and the epistemological stance is inter-subjective knowledge construction; the meaning-making process of the data depends upon the researchers (Riyami, 2015). To enrich the data, I engaged with participants over an extended period and conducted multiple interviews, thereby strengthening the study's credibility (Connelly, 2016). I performed detailed and careful transcribing of the data (Gunawan, 2015) and maintained a reflective journal while observing the classroom of the participants. Additionally, I included the principals of each school as participants, allowing me to spend more time in the field, gather comprehensive data, and cross-check information. These helped me ensure the trustworthiness of my study. Along with this, I also applied data triangulation in the study as I used multiple methods to collect the data, namely,

interviews, observation notes, and reference documents, which helped me provide additional context to the data collected and minimize the biases (Donkoh & Mensah, 2023; Gunawan, 2015).

### **Ethical Consideration**

No research participants were harmed in any way. Personal and professional ethics were maintained during the course of the research by practicing formal languages and conversation formats. Full consent of the participants and the school administration was obtained prior to the study. They were made fully informed of what they were asked to do and how the provided data was to be used. The privacy and confidentiality of the participants have been ensured. Their private information will never be disclosed. The research data has been used anonymously in the research report (Fleming & Zegwaard, 2018). The guidelines of the University for research have also been duly followed.

## CHAPTER IV

### TEACHERS' PRACTICE OF INTERNAL ASSESSMENT

This chapter explores my research question as articulated in the first chapter: How do basic-level (grade 1-3) teachers perceive and practice Classroom-Based Assessment in their classroom? In order to make meaning of the experiences and the stories of the participants, I have recognized certain themes like: overworked teachers, delays in things like training and portfolio distribution, time constraints due to the delays, etc.

But first, I would like to give a brief background on both schools, which will be mentioned as School A and School B from this page onwards.

Upon talking to the principal of School A, I found details of the school and its journey of implementing CBA. The school was established in 2040 B.S., in Chandragiri. At first, it offered classes from the first to the eighth grade. It transitioned to secondary education from 2062 BS. Seven teachers are teaching in grades 1-3, and the school had 208 teaching days out of 222 working days last year. The school assigns teachers a proportional workload despite not following the credit hour system.

The principal highlighted the advantages of CBA for ongoing student assessment. However, the school ran under opposition from both parents and teachers during implementation. It was challenging for teachers to assess each student in a particular grade period. This is true even though CBA places a strong emphasis on student interaction and personal development.

In the beginning, the principal of the school conducted CBA training sessions. Periodic evaluations have been conducted to guarantee effective execution. However, some teachers still have difficulties. As a result, the municipality has chosen to organize more CBA training sessions.

Following 38 years of employment at school B, the principal offered observations regarding the establishment of the school in 2020 BS. The school employs eight teachers to oversee grades 1-3. Some disciplines use an evaluation technique. Additionally, the school wishes to move to a credit-hour structure. This will help to properly distribute the workload and manage the instructional periods.

There are 220 learning days and 230 working days in a year. The school's main priority at the time was period and credit hour management, especially for subjects like English, Math, and Nepali. School B began implementing CBA in 2080 BS. This arrived a year later than anticipated due to internal issues and training.

Despite challenges, the school is building portfolios for students in grades 1-3. However, a lack of training and an excessive workload have caused problems for teachers. Language obstacles make things more difficult, particularly when it comes to important matters. Limited teaching periods and a large student population make this issue worse. While some teachers adjust easily, others find it difficult, especially when teaching English-language courses.

The school and the municipality have arranged training sessions for a few teachers. The absence of general training, however, presents a challenge. Peer learning is promoted by the school as a way to improve CBA implementation. For teachers who are having trouble, the school plans to set up refresher training sessions. Discussions with the School Management Committee are underway to accomplish this.

According to Principal B,

*Classroom-Based Assessment implementation has faced challenges: a year's delay due to a lack of training and internal school issues, teacher shortages, and high student-teacher ratios (60-65 students per class). While we started portfolios for grades 1-3 in 2080, additional workloads, fewer class periods, and language barriers in major subjects have made the process difficult. Despite these hurdles, we are making steady progress.*

They want to make sure that CBA is implemented successfully throughout the entire school by overcoming current obstacles. Parents, however, are appreciative of the school's involvement in the new CBA system because it provides parents with additional information about how their children track their abilities and creativity.

### **Participants Profile**

This section presents the profile of the participants involved in the study, including their demographic characteristics, professional backgrounds, and any relevant experience that contributes to the context of the research. I have assigned pseudo names for the participants as P1, P2 and P3 for each participant of the two schools.

**P1 of School A**

P1 of School A is a 55-year-old male teacher who comes from an indigenous ethnic background. P1 resides near the school and has 35 years of teaching experience. He holds an education up to the intermediate level and teaches English from grades 1 to 3. P1 takes five periods a day. He also teaches in higher grades. The class of P1 showed his engaging teaching style, where he used rhymes to grab the attention of the class.

**P2 of School A**

P2 is a 31-year-old female teacher from the Chhetri community, who also lives near the school. She has been teaching in this school for the past two years. Prior to this, she taught at a private hostel for three years, gaining valuable experience in education. P2 holds a Bachelor's in Education (B.Ed.) and currently teaches Nepali to students in grades 1 to 3. She teaches five periods a day. The P2 class was interactive and student-centric, involving lots of activities for the students to do throughout the class.

**P3 of School A**

P3 is a 45-year-old female teacher from the Newar community, residing in Chandragiri Municipality. With a total of 21 years of teaching experience, she has been teaching in this school for the past eight years. P3 holds a Master's degree and currently teaches the subject Our Surroundings from grades 1 to 3. She teaches five periods a day. She uses a lot of gestures in her class while explaining her lessons and there is continuous interaction with the students. She, too, involves a lot of practice work for the students.

**P1 of School B**

P1 of School B is a 50-year-old female teacher from the Brahmin community, residing in Checkpost. She has been teaching for 30 years now, and she has been a part of this school for the past 10 years. She holds a Master's degree and teaches Mathematics to students in classes 1 to 3. She takes 5-6 periods a day, including double periods for Grade 1 daily. She uses appreciation in her classroom and by asking students to clap when their friends get answers right, she fosters appreciation in her classroom. She also managed to fill the portfolio in the class by giving her students work to do.

### **P2 of School B**

P1 of School is a 50-year-old female teacher from the Brahmin community. She, too, lives in Checkpost. With 19 years of teaching experience, she has been at this school for the past eight years. P5 has completed her +2 education and currently teaches Nepali to students from pre-primary to Grade 4. She teaches six periods a day. She connects her lesson to daily life and asks students to bring real-life examples.

### **P3 of School B**

P3 of School B is a 38-year-old female teacher from the Brahmin community who lives in Satungal. She has a total of 18 years of working experience, with 10 years of working in an NGO and 8 years of teaching experience. She holds a Master's degree in Education. She teaches a range of subjects across different classes, including Our Surroundings to grades 1 to 3, and also teaches to Grades 11 and 12. She teaches 4-6 periods a day. She tries to incorporate many soft skills into her classroom by encouraging student participation and helping them develop their observation, writing, and reading skills. Her academic qualifications and diverse professional background make her a valuable member of the school community.

### **Practice of Classroom-Based Assessment**

This part presents how Classroom-based Assessment is being practiced in the two schools under study.

#### **Commencement of CBA**

In conversation with teachers of both schools, they confirmed that the implementation of CBA was in 2080 BS. For School A, teachers mentioned practicing CBA for 4 years, initially through CAS and now via portfolios. Starting with a 3 to 4-year CAS implementation, gradually extending to higher grades, and now transitioning to CBA for Grade 8. For School B, teachers mentioned the initiation of CBA in 2080 after the school's prior lack of CAS implementation.

#### **Portfolio Management**

For both schools, portfolio management involves completing themes or units within specific time frames. Teachers fill the portfolios in the classroom for accessibility. The portfolios contain themes with questions to fill out. The late arrival of the portfolio and transitions to new systems have caused challenges, including difficulties aligning with the curriculum and managing time.

According to Principal A,

*This year, 2080 BS, we introduced portfolios, which are entirely based on internal assessment. Personally, I believe evaluating students throughout the year is far more effective than relying on a single day's result. Teachers are still navigating challenges but are steadily improving. However, parents remain uncertain and often push for more exams, prompting the school to balance 50% Classroom-based Assessment with traditional exams.*

Despite efforts from the teachers, thorough completion has remained challenging. The assessments are based on themes taught, and efforts are being made to improve student scores. The teachers fill the portfolios during their free time. Collaboration with parents helps maintain records of student work and behavioral changes.

Teachers have faced difficulties in managing portfolios, as each portfolio is individualized for every student. In School B, racks are available to store portfolios, making them easily accessible to all teachers. However, teachers from School A face some difficulty in the safekeeping of the portfolio.

According to P1 from School A,

*We don't have enough furniture in our classrooms, which makes it difficult to store the portfolio booklets properly. Because of this, we have to keep them in the staffroom and carry them to the classroom when needed. This adds to our workload and makes the process less efficient.*

### **Filling the Portfolio**

In both School A and School B, teachers adopted a theme-wise approach to filling portfolios. In school A, teachers filled the portfolios either after or during the teaching of a theme. Meanwhile, school B teachers sometimes covered two themes at once to help students complete the course faster. This method allowed them to record students' activities, including reading, homework, and speaking. Both schools incorporated project work into portfolio filling as needed.

I got the chance to observe the P3 of School B on August 5, 2024. P3 taught the subject 'Our Surroundings' in grade 3. The theme of the day was 'Our Environment'. There was a total of 49 students. P3 started the class by greeting and taking attendance for the day, as it was the first period. After this, P3 revised the previous lesson and asked the students questions. The students raised their hands to answer. P3 picked students one by one to answer. After teaching the class for some

time, P3 gave them classwork to do, took out the portfolio booklet from the rack present in the classroom, and started filling it in. P3 later mentioned that the revision done at the beginning of the class was a way for her to assess classroom participation, which she filled in the portfolio by giving her students some classwork. After observing the class, I took some time to reflect on P3. While I was speaking with my participant, another teacher approached to request the portfolio booklet to fill out, which showed that the teachers of School B regularly filled out the portfolio booklet. While observing the portfolio, I also saw that the themes that had already been covered and taught were filled in properly.

While observing the classrooms in School A, I found that the participants had just started using the portfolio booklet and had their own template for CAS before. I also reviewed the previous year's CAS records, which had been printed out and completed primarily for examination purposes. While shadowing the participants in School A, I observed that the teachers had minimal leisure periods and had back-to-back classes, leaving them with little time to fill in the portfolio. As a result, the portfolio booklets were not as well-filled as those in School B. In School B, I observed that teachers assigned classwork to students and used the same time to fill the portfolios, despite the large number of students. The classroom also had racks where they could properly keep the portfolio booklets. The school also had a well-planned routine with designated leisure periods for teachers. While shadowing the teachers during their leisure time, I noticed that students' portfolios had already been filled for previous lessons. Teachers also used this time to update portfolios and share the portfolio booklet with colleagues.

Teachers in both schools faced time constraints and a high volume of work. This results in a struggle to fill students' records daily. Additionally, filling one learning outcome per chapter proves challenging, especially in large classes. Students' differing learning speeds hindered the immediate achievement of learning outcomes. Teachers often marked portfolios in their free time to accommodate these challenges.

### **Criteria for Assessments**

The criteria for assessment included specific learning outcomes outlined in the curriculum of grades 1-3. In English, for instance, listening, speaking, reading, and writing skills are evaluated. Additionally, assessments cover aspects like *Anulekh* (writing), *shrutilekh* (listening and writing), *aakar ikaar* (spelling), pronunciation,

reading ability, cleanliness, daily attendance, classroom participation, completion of homework, active participation, and demonstration of curiosity. Thematic assessments and overall classroom engagement are also part of the evaluation criteria.

However, there are notable differences in the specific criteria used within the subject or grade. The criteria may differ depending on the subject being taught. In Nepali, for example, *shrutilekhan* and *anulekhan* may be emphasized. In Nepali language-based assessments, challenges arose in understanding and applying the assessment criteria. Despite this, the criteria are detailed within the portfolio booklet for reference, aiding teachers in the assessment process.

According to P2 from school A,

*I evaluate students based on criteria such as Anulekh, Shrutilekh, Aakar Ikaar, correct pronunciation, reading, cleanliness, daily attendance, classroom participation, homework, stepping up in the classroom, and their curiosity to learn. All themes follow these consistent criteria, including attendance and thematic assessments (Ikai Parichya).*

### **Assessing Participation**

In both schools, teachers observe students' behavior, discipline, and engagement levels during class activities. They also consider students' attitudes, curiosity, and active involvement versus passivity, aiming to encourage and measure meaningful participation. Additionally, they emphasized informing students in advance about upcoming assessments and providing opportunities for improvement. Absences are noted in both schools, with plans made to help students catch up with missed activities upon their return.

However, there are notable differences in the approaches to evaluating participation between the two schools. In School A, participation assessment is structured around specific themes, with a focus on observing students' active involvement in theme-related tasks and discussions. Teachers measured participation based on students' ability to answer questions and engage in activities, ensuring a comprehensive evaluation of their contributions.

According to P3 from school B,

*In the portfolio, we distinguish between active and passive learners. A student may attend every day but fail to engage with the content, become distracted, or talk with friends. Based on their behavior, we mark their performance*

*accordingly. For instance, a student may score 3 for attendance but could achieve four based on active participation. Participation is assessed through tools like group discussions, individual work, question-and-answer sessions, and reading activities.*

On the other hand, in School A, the teachers assess participation more flexibly, with considerations tailored to individual student engagement levels and behavior.

On August 9, 2024, I observed the class of P1 from School A, who teaches English to class 1. There were 14 students in the class. After teaching the rhyme to the class, P1 wrote 10 difficult words on the board and pronounced the words one by one, asking the students to pronounce them together with him. He then asked the students to memorize the spelling and gave them 10 minutes. After that, he erased the words on the board and asked the students to close the book, too. He then pronounced one word and asked the students to raise their hands if they knew the spelling. He then picked up one student each time to answer. After completing all 10 words, he took dictation in the class and took their copies to check after the class. While reflecting on the class later with P1 on assessing participation, he mentioned that he found it easier to assess student participation since the class had only 14 students. With a smaller group, he could closely observe each student's engagement, track who raised their hands, and ensure that everyone had a chance to participate.

While both schools use portfolio guidelines to assess participation, School B faced challenges in implementing certain assessment methods due to classroom size, as School B has more students in each class observed as compared to School A.

### **Assessing Attendance**

Both schools assess attendance within the framework of each theme, utilizing theme-specific criteria outlined in the portfolio guidelines. In both instances, attendance calculations contribute to the overall assessment of student participation and engagement.

However, there are differences in how attendance is evaluated. In School A, attendance percentages are utilized to assign ratings, while in School B, attendance is recorded directly from an attendance sheet. Additionally, School A employs a dual assessment approach, considering both monthly attendance records and theme-

specific attendance, ensuring a comprehensive evaluation. Conversely, School B relies solely on the attendance sheet to track student presence.

### **Assessing Achievement Tests**

Both School A and School B conducted achievement tests after completing each theme, demonstrating a shared practice of assessing student understanding and progress at regular intervals. Additionally, both schools emphasized the importance of these tests in evaluating students' comprehension and mastery of the curriculum content. While taking the achievement test, all the participants of School A shared that they utilize the assessments provided in the book itself.

P2 from School A shared,

*We follow the assessments provided in the book itself to conduct achievement tests. The book has a set of questions at the end of each theme. This covers all the content covered in the particular theme. This has been very helpful for us.*

Contrastingly, in School B, the participants shared that they administer exams based on the themes covered. So, this also involved assessing more than one theme at a time.

P1 from School B shared,

*Our assessments are based on the themes covered, and we schedule exams, often utilizing students' free time during term breaks. This flexibility allows us to reinforce learning without disrupting regular class activities.*

While both schools acknowledge the significance of thematic assessments, there are some differences in implementation details. Both schools recognized achievement tests as essential components of the evaluation process, contributing to the overall assessment of student learning and progress throughout the academic term.

### **Assessing Project Work**

In School A, project work assessment methods vary, with some teachers focusing on drawing activities for younger students, while others assign tasks in Nepali related to class topics. Another teacher mandated one project per theme, covering various activities like artwork and singing.

I had the chance to observe the class of P3 of school A on August 9, 2024, who taught the subject 'Our Surroundings' to grade 3. This was the first period of the day, and she carried the portfolio booklet to the class and kept it on the table. There were 15 students present in the classroom. She took the attendance and then asked the

students to take out their project work (which is one of the criteria for Classroom-Based Assessment) that she had given the day before as homework. She gave some writing work to the class. She then filled out the portfolio of the students, marking their project work on the theme.

According to P3 from school A,

*One project per theme is mandatory, whether as group work or individual work. For example, I had assigned a project on water animals some time ago, dividing the students into groups, and marked their work accordingly. Projects can vary—sometimes they are individual tasks, other times group activities, like making clay models or singing songs.*

Similarly, in School B, project work is integrated thematically, with some teachers providing materials for in-class and at-home projects, others assigning tasks like drawing, and others aligning projects with upcoming events or festivals. On August 6, 2024, I observed the P2 class, which teaches Nepali students to grade 2. She taught the topic ‘Good Habits’. She started by brainstorming with the students what good habits meant to them and asked them to share examples. There was a poem in the lesson, which she read aloud and asked the students to follow. She then explained the meaning of the poem and connected good habits with the dress code of the school. She then picked the students one by one and asked them to recite the poem while the remaining students followed. At the end of the lesson, she assigned project work to the students to bring drawings of two good habits- one at school and one at home in a drawing paper as a part of the project work of the theme that the class was learning.

According to P2 from school B,

*It’s a bit difficult to give project work in Nepali, as it is a language-based subject. Assigning project work in Nepali is challenging as it focuses on reading and writing rather than hands-on activities. Unlike the Science and Our Surroundings subject, which involves experiments, the project work in the Nepali subject involves written assignments or storytelling, making it more difficult to design engaging and interactive project work.*

Overall, project work is an important part of classroom-based assessment in both schools, though its implementation varies by subject and teacher preference. While the teachers find it relatively easier in subjects like Our Surrounding, which

allows for hands-on activities to assign project work to the students, teachers who teach language-based subjects like Nepali face challenges in designing project work that is engaging. Despite these differences, teachers in both schools have been integrating project-based learning into their lessons as they find appropriate in their subjects.

### **Impact of Classroom-Based Assessment in Schools**

This section explores the impact of the Classroom-based Assessment (CBA) in Schools A and B, highlighting the tangible and intangible effects on student engagement, learning outcomes, and communication.

#### **Tangible and Intangible Impacts on Schools**

The Classroom-based Assessment (CBA) system has had several impacts, both tangible and intangible, on School A and School B.

In School A, tangible impacts include the incorporation of engaging exercises and figures in the curriculum books, making learning more appealing to students. However, all the participants highlighted the challenges of filling the portfolio alongside other teaching responsibilities. Intangible impacts are also evident, as noted by P3, who emphasized the shift from assessing students solely based on the retention of book content to evaluating them on various activities, perspectives, and attitudes.

According to P3 from School A,

*Before, we used to take the terminal examination to assess how much our students had learnt. This type of examination was not very helpful for students who were not good at writing, but they could tell the answers orally when we asked them. So, I think this system helps us to evaluate the students based on their attendance, classroom activities and their participation.*

This change has led to increased student attendance and parental involvement, indicating a positive shift in student engagement and parental interaction.

In School B, tangible impacts include better understanding of students and increased communication with parents, as noted by P1, who shared,

*The CBA system has allowed us to better understand our students and communicate more openly with their parents. When we give certain project work to the students that involves parents, some of the parents call us to understand the assessment and how to support their children. They also talk*

*about the project works being interesting for their children when they come to the parents' meeting or while visiting the school.*

The CBA system has provided opportunities to learn more about students' backgrounds, fostering stronger connections with families. P2 and P3 from School B highlighted the benefits of CBA in promoting active learning, reducing the likelihood of forgetting learned material, and addressing various aspects of students' lives beyond academic content.

According to P1 from School B,

*The CBA has led us to know the students properly and talk with the parents openly. It has given us the opportunity to know about the students, connect with the families, and understand their family background.*

Overall, both schools recognize the tangible benefits of CBA in enhancing student engagement and learning outcomes, alongside the intangible benefits of improved communication with parents and a broader understanding of students' backgrounds and needs.

### **Positive Impact on Students**

In School A, teachers recognized several positive impacts of the Classroom-based Assessment (CBA) system. P1 noted that students have performed better in classrooms since thematic assessments align closely with instructional methods.

According to P1,

*Ever since we started using thematic assessments, I have noticed that students have been doing much better in their classroom, too. It really makes a difference because these thematic assessments align well with the way they are taught, also revising the theme and making it easier for them to understand and apply what they have learned.*

Similarly, P2 acknowledged the workload but observed that students become more diligent in completing assignments and project work when they know they will be assessed.

P2 shared,

*I do recognize that the work can be a little overwhelming for the students sometimes, but I have also noticed that it has a positive impact on their learning habits. What I have also noticed is that it helps the students to put in more effort in their work and they complete their assignments and do their*

*project work because they know that it will be assessed. They are more committed to completing their work on time and are pushing themselves to do better. It has pushed them to work hard, making them more responsible and diligent in their studies.*

P3 observed increased student participation in class activities, project work, and homework, as well as greater parental involvement and communication with teachers.

According to P3,

*I have seen a difference in how students engage in the classroom; they're participating more in classroom activities, putting in more effort on their projects and homework. They are also stepping up more to answer the questions I ask, work with their classmates and take initiatives in their learning. They can also work independently after I give them instructions. On top of that, parents are becoming more engaged in their children's education. They are communicating more frequently with us, asking about their children's progress and showing a greater interest in how their children are performing. Many parents are also more involved now in school, coming to school more often and providing support at home.*

In School B, similar positive impacts are noted.

P1 stated,

*Some parents inquire about the portfolio system and express support for its implementation. They ask questions to better understand what this is, how it works and how it benefits their children. Sometimes, it's hard to explain to the parents about all these, but they are glad that their children are getting marks for their attendance at school, because they believe that if students attend school regularly, they will learn at least something every day. Many parents have also expressed their support in its implementation, saying they will support their students in their learning and assignments as they can.*

P2 highlighted the need for further parental understanding about the system and emphasized the need for an orientation meeting.

P2 shared,

*We need to help the parents understand the portfolio system well and its benefits for their children's learning. Some parents may not yet be fully aware*

*of how this system works and how they can support their children. To bridge this gap, we are planning to organize orientation meetings where we can share in detail what this system is, how it is helpful and also call for help for their children's learning. They can help us by regularly sending their children to school, managing school supplies, asking them to do their homework and so much more. This session will also help the parents to care for their children's education and be involved in it rather than just sending them to school and leaving everything on the teachers and the school.*

P3 emphasized the need to regularly remind students about the assessment criteria to help them stay focused on their work and ensure they perform well.

P3 shared,

*It is important to continuously remind students about the assessment system and its criteria so they stay focused on their work and do it well. They are also more likely to meet their goals and do well on every task assigned to them. They put more effort into their work, making sure it's their best work. They also continuously seek feedback on their work and see what their classmates have done for the same work and seek help from each other.*

In conclusion, both schools reported positive effects of CBA, including improved student performance, increased parental involvement, and enhanced student awareness of learning activities. Teachers in both schools highlighted how the assessment criteria, such as thematic assessment and portfolios, have improved student performance, increased participation, and helped the students put more effort into the work they do. Additionally, there has been a noticeable rise in parental involvement, with many parents showing greater interest in what their children and doing and also supporting them. While the participants highlighted the need for further parental understanding of the portfolio system, they are thinking of organizing orientation sessions to help the parents. Overall, the CBA system shows a positive impact on student learning and with strong collaboration between the teachers and the parents, it has an important role in enhancing student learning.

### **Key Challenges in the Implementation of CBA**

This section explores the challenges faced by teachers in the implementation of classroom-based Assessments and the challenges faced by schools.

### **Challenges in the implementation of CBA for teachers**

The section discusses the challenges teachers face in implementing Classroom-based Assessment (CBA). It highlights difficulties in communicating with parents, a lack of training, and the need for better support systems.

#### ***Difficulty Talking to Parents***

Teachers at School A and School B encountered difficulties in sharing students' accomplishments with parents as a result of the switch from traditional examinations to internal assessments. During the result days, all parents were provided thematic assessment sheets and portfolios in an effort to dispel parental misunderstanding and promote transparency and knowledge of the assessment process. Knowledge remained difficult despite efforts to teach parents about the portfolio-based assessment method, especially for parents with little time and knowledge.

According to P3 from School A,

*We had a parents' meeting and explained about the CBA. The curriculum has changed. After completing one chapter, there is 'Maile Kati Sike' (How much have I learnt)', which we take as a thematic assessment. There is also a written examination (terminal). The government has said to take just CBA from grades 1-3, but we have been taking the terminal exam too. We have to see if we just take CBA, but we are unsure if taking the CBA and not the terminal examination will weaken the writing skills of the students. We still have to see if we take a terminal examination or not.*

Teachers underlined the need for parental orientation in order to close the knowledge gap, stressing the move away from final exams and towards the use of project work, thematic assessments, and activity logs. These programs were meant to promote improved parent-teacher and student collaboration and communication about academic performance and assessment techniques.

#### ***Inadequate Level of Support from Schools***

In School A, teachers expressed having varying levels of training and support for implementing the portfolio-based assessment system. Some have received some training, while others have had to rely on self-learning or peer assistance.

P1 mentioned, "I attended a training session on the integrated curriculum a few years ago and have been implementing what I learned since then. But I have not

received any more training after that." P2 shared, "We haven't had formal training. We rely on self-learning and support from each other to understand the assessment process." P3 added, "There's a real need for more training opportunities to help us better understand and implement the assessment system effectively. If the training is conducted subject-wise, it is more helpful for us."

In contrast, School B has received some training and support sessions for teachers in implementing the portfolio-based assessment system. P1 shared, "I attended a one-day training session on CBA organized by the municipality and then I shared what I learnt with the other teachers." P1 highlighted ongoing efforts to support each other in implementing the system across classes. P3 said, "We only had a limited orientation session at the municipality level, which shows there aren't enough extensive training opportunities."

P2 stated,

*We received minimal training and orientation, which has led to confusion. We need more comprehensive guidance, especially for subjects like Nepali. Most of the time, these trainings tend to focus on subjects like Science or Our Surroundings, making it difficult for us to apply the learning in CBA of language-based subjects like Nepali.*

Overall, while some training initiatives have reached School B, there is still a need for more comprehensive support and guidance to help teachers effectively implement the assessment system, particularly in a way that addresses the needs of those teaching different subjects, as shared by all the participants in both schools. This would ensure that all teachers are equipped with the necessary tools and understanding to apply the system successfully in their subjects.

### **Challenges in Implementation of CBA for Schools**

The participants in both schools shared a number of challenges in the implementation of CBA. In School A, some of the key challenges in implementing Classroom-based Assessment (CBA) include:

#### ***Resource and Materials Scarcity***

Teachers noted that students from poor economic backgrounds often lack the necessary materials, causing disparities and discomfort among students. In School A, resource scarcity poses a significant challenge.

P1 explained,

*"The majority of the students come from poor backgrounds, and parents can't provide them with basic stationery materials such as pencils, notebooks, drawing copies and colors. If one student brings supplies, others cry because they don't have them. In smaller grades like 1 to 3, it's even more challenging because the students are very innocent and do not fully understand why they don't have the same materials as their classmates. We cannot provide the resource ourselves too."*

P2 and P3 also shared experiences similar to those of P1. P2 added, "We need materials to make lessons more interesting, but we teachers have to bring our own." P3 also shared, "Teachers bring materials themselves; the school lacks resources." These challenges highlight the impact of limited resources on the successful implementation of CBA.

### ***Time Constraints***

With limited class time, filling portfolios becomes challenging, impacting the completion of the curriculum. P1 noted, "It takes a whole period to fill just 2-3 portfolios, which disrupts our lessons." Other participants also had similar experiences. They pointed out that they do not have enough time to complete portfolios as they have to teach multiple classes throughout the day.

P2 mentioned,

*Managing portfolios and teaching in 40-minute periods is tough because we have to teach the students and also document their progress. As these students are young, we also have to look after them. Sometimes I give them classwork and try to fill the portfolio, but they also need extra help to complete the work I gave and it leaves me not much time to fill the portfolio in class.*

Thus, with teaching multiple periods in a day and limited class time, filling portfolios seems to be challenging for the teachers, where they find themselves torn between teaching and completing the portfolios, leaving little time to properly document progress.

### ***Student Absenteeism***

The participants mentioned the higher rate of student absenteeism, which made it difficult for them to track their progress regularly.

P2, shared,

*When students are absent, it makes it difficult to track their participation in classroom activities. Since CBA requires us to track the student participation, missing even a single day can create a gap in the portfolio. For example, if I have assigned them project work on the day they are absent, they might miss out on their progress, and it becomes difficult for me to assess their learning in that criterion.*

This inconsistency in the attendance of students prevents the teachers from assessing their learning in time.

### ***Time Management***

Balancing various tasks such as teaching, assessing, checking homework and project works, and filling portfolios within the allocated class time poses a challenge for teachers.

P3, who took the first period in grade 3 every day, shared,  
*As I am the class teacher of grade 3, I have additional duties in addition to teaching my subjects. The parents also communicate with me, and I have to address their concerns during my leisure periods. In addition, I also have to support some of the administrative work of the school along with my regular duties of being a subject teacher in multiple classes.*

Similarly, in School B, the challenges include:

### ***Large Class Size***

All the participants struggled to manage portfolios effectively in large classes due to the sheer number of students, as they had a minimum of 50 students in their class.

P3 shared,  
*When the class size is large, it's almost impossible to keep up with the progress of every student in the portfolio. First, it's difficult to teach a large class, keep them engaged in class and check their assignments. Secondly, Secondly, managing portfolios for each student becomes overwhelming due to the limited time available in class and our responsibilities.*

This overwhelming workload often left teachers feeling stretched thin, making it challenging to maintain quality assessments.

### ***Complexity of Assessment***

Filling portfolios required thoughtful consideration of numerous learning outcomes, making the process labor-intensive and challenging. Teachers had to carefully assess various aspects of student progress, including participation, project work, and overall engagement.

P2 shared,

*It's not just about checking assignments; we have to track everything: student participation, attendance, achievement tests, project work. For Nepali, it's even more challenging. Designing project work for Nepali is difficult, and the tools used to assess learning are quite different from those in other subjects. This adds complexity and makes the assessment process more demanding and time-consuming for me.*

This comprehensive evaluation meant not only tracking academic achievements but also documenting the development of students in other domains of learning, from participation to critical thinking, creativity, and collaboration. The complexity of considering all these factors within the limited class time made the task time-consuming and often overwhelming for the teachers.

### ***Lack of Understanding and Confidence***

Some teachers expressed difficulty in understanding the assessment criteria and lacked confidence in implementing the CBA system effectively.

P1 shared,

*The assessment criteria are sometimes unclear to us, making it difficult to implement them consistently. Sometimes, we are not sure about the aspects we should focus on while assessing the students. This lack of clarity leads to confusion among teachers, as we are helping each other with this, and we often wonder if we are using the system and its criteria accurately. It has created inconsistency in assessments across different subjects and classes.*

P3 also added,

*I often feel unsure about whether I'm evaluating the students according to the right standards, which affects my confidence in using the system."*

This uncertainty has led to challenges in effectively applying the system and creating a consistent evaluation framework.

### ***Inadequate Training***

All the participants highlighted the need for more training and support from school authorities to effectively implement CBA.

P1 shared,

*While we have received some training, it hasn't been enough to fully understand and implement the CBA system in the classroom. We need more in-depth sessions to understand the assessment criteria and the tools to evaluate those criteria. The trainings are also mostly theory-based, which makes it difficult for us to apply them after we come back to school. Thus, the training that is given to us should be made more practical-based, rather than just theoretical.*

P2 also expressed similar concerns, saying,

*The training we have received is often generic and not tailored to our specific subjects. Often, the training consists of easier subjects, leaving behind the language-based subjects like Nepali and English. The tools to assess different criteria in CBA from these general sessions aren't always useful for language-based subjects because the tools for assessing reading, writing, speaking, and comprehension are different from those used in other subjects.*

P3 added,

*Training has been minimal, and sometimes it feels like we're left to figure things out on our own. Our teachers team helps each other to learn to some extent, but it would really be helpful if we could have more frequent and focused training on specific subjects and assessment methods.*

Overall, both schools faced challenges related to resource availability, time management, student absenteeism, and the complexity of assessment criteria, highlighting the need for additional support, training, and resources to ensure the successful implementation of CBA.

### **Causes of the Problem**

The root causes of the workload challenges differ between School A and School B. In School A, the workload primarily arises from tasks such as portfolio maintenance, thorough homework assessments, diary updates, reading assignments, and questioning sessions. This heavy workload left teachers with insufficient time to manage these responsibilities effectively. Conversely, in School B, the issues are

attributed to personal weaknesses among teachers and a lack of enforcement and encouragement from authorities to adhere to established systems. Teachers in School B expressed a need for stronger accountability measures to ensure compliance with administrative tasks, suggesting that personal acknowledgment of responsibilities should suffice to drive adherence.

This divergence in perspectives highlights the complexity of workload challenges within educational settings and underscores the importance of addressing both systemic and individual factors to foster a more sustainable and equitable workload distribution for educators.

### **Teachers' Opinions**

The contemporary curriculum adapts to incorporate new advancements in the field of education. This reflects a shift from rote learning to a focus on holistic development, evaluating students' behaviors, attitudes, and participation in various activities. Continuous assessment, including remote areas, aims to nurture well-rounded individuals.

The integrated curriculum for grades 1-3 aims to interrelate subjects, making teaching easier and facilitating thematic interdisciplinary subjects. However, challenges arise as students transition to higher classes, where traditional exams are prevalent. Teachers find it difficult to adapt due to the ingrained habits of students who study small portions. Additionally, there's debate among parents about the efficacy of this approach.

According to P2 from School A,

*It's trying to do good. There is the burden of examination on the students; they are just taught and asked to memorize. But this system is trying to see their behavior, their attitude, whether they are able to read or not, etc. Previously, it was just about rote learning and it was expected that they read and write anyhow, but now this system also sees their behavior and attitudes, cleanliness, discipline, and attendance, so it has a positive effect.*

Despite difficulties, integrated assessment fosters holistic development, although proper evaluation requires teachers to understand each student individually. However, practical challenges, such as congested classrooms and students' focus on lunch during afternoon classes, hinder effective teaching. Despite these challenges,

the integrated curriculum aims to instill human values and foster moral development in students.

### **Teachers' Feedback**

Teachers emphasized the need for training sessions, particularly regarding portfolio management, to better engage parents and facilitate understanding. They also called for involvement and guidance from higher education authorities. Furthermore, uniform implementation across all schools, especially in urban areas like Kathmandu, would improve education policies and shift focus from rote memorization to experiential learning, fostering behavioral changes among students.

P1 and P3 from School B expressed the need for uniform implementation of the integrated curriculum across all schools, highlighting concerns about the lack of training and a potential increase in laziness due to inconsistency.

P3 from school B shared,

*There is no consistency in how this integrated curriculum is implemented. Without consistency in the implementation of the same curriculum everywhere, it will be difficult to incorporate the same criteria in student assessment. Also, it will be difficult for teachers to stay motivated, and some might even become lazy, which will, in turn, hinder the successful implementation of CBA.*

Similarly, P1 from school B continuously stressed the importance of support from local government education departments and suggested implementing a reward and punishment system to enforce compliance.

P1 from School B shared,

*There should be monitoring from the municipality side, and there should also be a punishment and reward system for people, as it motivates the teachers to complete their responsibilities properly. Without proper monitoring, some may not take their duties seriously. This creates inconsistency in the system's implementation. But there is no such mechanism present currently and there is also no uniformity in the implementation of CBA system.*

Challenges such as classroom space limitations and differing student backgrounds hinder effective implementation. Uncertainty among teachers about the curriculum's benefits led to suggestions for a trial period to assess its effectiveness before committing long-term. Additionally, they emphasized the need for practical

solutions, such as keeping portfolios in the classroom and providing more training and support for both teachers and parents.

## CHAPTER V

### KEY INSIGHTS, DISCUSSION, CONCLUSION AND IMPLICATION

This study aimed to explore the everyday practices of basic level (grade 1-3) teachers in implementing Classroom Based Assessment (CBA) in their classrooms, particularly in Schools A and B, addressing the research question: " How do basic level (grade 1-3) teachers perceive and practice Classroom-Based Assessment in their classroom? " The findings revealed that despite significant barriers such as inadequate training, lack of resources, and time constraints, teachers recognize the potential benefits of CBA for enhancing student engagement and learning outcomes. The study highlights the need for comprehensive training programs, better resource allocation, and supportive infrastructure to enable effective implementation of CBA. By addressing these challenges, teachers can leverage CBA to foster a more holistic and inclusive educational environment, ultimately improving student learning and development.

#### **Summary of Key Findings**

Implementing Classroom-based Assessment (CBA) in Schools A and B represents a noticeable shift towards more holistic and student-centered approaches to education. This conclusion synthesizes this study's key findings and discussions, highlighting the challenges, impacts, and future considerations of CBA in these educational settings.

#### **Implementation Challenges and Resilience**

From the narratives and experiences shared by the participants, I found that despite their distinct contexts, both schools have encountered common challenges in adopting CBA. School A, established in 2040 BS, and School B, founded in 2020 BS, share a commitment to integrating CBA to enhance student assessment beyond traditional examinations. However, they have faced hurdles such as resource scarcity, time constraints, student absenteeism, lack of teaching materials, and the lack of proper monitoring and support (Kapambwe 2010; Rai 2019). These challenges have underscored the importance of ongoing training and support for teachers to navigate the complexities of CBA implementation effectively.

In School A, where CBA was introduced earlier, teachers initially grappled with the dual responsibility of maintaining portfolios alongside traditional teaching duties. The workload intensified as they balanced assessments across various subjects and themes, impacting the completion of curriculum objectives. Conversely, School B, despite its later adoption of CBA, encountered challenges with large class sizes (Acharya 2007; Kapambwe 2010) and the intricate nature of portfolio assessment, necessitating tailored support and clear guidelines to ensure consistency and fairness in student evaluations. The experiences of both schools highlight the need for a more systemized approach to CBA implementation, along with consistent support systems to address these challenges.

### **Positive Impacts on Student Engagement and Learning Outcomes**

Despite these challenges, both schools have reported significant positive impacts stemming from CBA implementation. Teachers in School A noted improved student engagement and participation in class activities, project works, and homework assignments (Rai 2019). They observed that CBA encouraged students to take ownership of their learning, fostering a deeper understanding of subject matter beyond memorization. Similarly, in School B, CBA facilitated a better understanding of individual student needs and backgrounds, enhancing communication with parents and promoting a more inclusive learning environment (Iqbal et al. 2017). In summary, while both schools faced challenges in implementing CBA, the overall impact has been positive. The adoption of CBA has led to increased student engagement, a better understanding of individual needs, and improved communication between teachers and parents.

Moreover, CBA has empowered teachers to assess students' academic knowledge and behavioral attributes, attitudes, and participation in extracurricular activities. This shift from rote learning to comprehensive assessment has been pivotal in nurturing well-rounded individuals capable of critical thinking and self-expression. Both schools have recognized the intrinsic value of CBA in promoting holistic student development and preparing learners for real-world challenges beyond the classroom.

### **Discussion**

In Chapter II, a comprehensive literature review is presented, beginning with the foundational concepts and terminologies relevant to the study. The chapter

proceeds by examining previous studies conducted on similar topics, summarizing related policies, and concludes with a consolidated guideline for the study.

Assessment is defined as the process of collecting and analyzing data to determine the next steps in education (Clark, 2012). It serves various purposes, including Assessment of Learning (summative assessment), Assessment for Learning (formative assessment), and Assessment as Learning (self-monitoring by students) (Earl & Katz, 2006). Continuous assessment, a formative assessment practice, involves ongoing evaluation of students' progress in cognitive, psychomotor, and affective domains (Falayalo, 1986 as cited in Byabato & Kisamo, 2014).

The Practice of a Continuous Assessment System (CAS) in Nepal began as part of the government's Liberal Promotion Policy during the Ninth Five-Year Plan (1997-2002). It was piloted in select districts and eventually implemented up to the basic level. The current policy mandates CAS in grades 1-3 with varying degrees of integration in higher grades. The evaluation criteria include attendance, class participation, project work, and achievement tests.

Review of Past Studies highlights various perspectives on continuous assessment. Kapambwe (2010) discussed the implementation challenges in Zambia, while Abejehu (2016) found inconsistencies in the practice of continuous assessment in Ethiopia which is also similar to the findings of this study. Iqbal et al. (2017) demonstrated the positive impact of continuous assessment on student performance in Pakistan. This resonates with the findings of this study, where the participants have noted the positive effect on student performance, engagement, and participation in the classroom. Rai (2019) and Dhakal (2019) explored the perceptions and challenges of CAS implementation in Nepal, revealing both positive attitudes and significant obstacles, such as time constraints and inadequate training. The participants of this study have also repeatedly mentioned the challenges of time constraints and inadequate training in the effective implementation of the classroom-based assessment. Along with this, the participants from School B found that CBA facilitated a deeper understanding of individual student needs and backgrounds, improved communication with parents, and fostered a more inclusive learning environment, which resonates with the findings of Iqbal et al. (2017).

The Theoretical Foundation for the study is grounded in the Assessment for Learning (AfL) Theory, developed by the Assessment Reform Group UK (1999). The

findings suggest that CBA has led to a better understanding of students and increased communication with parents, fostering stronger connections and promoting active learning. Both schools report positive impacts, including improved engagement and learning outcomes, but ongoing efforts are needed to address parental concerns and manage practical challenges such as record-keeping. These findings align with the Assessment for Learning (AfL) theory, developed by the Assessment Reform Group UK (1999). Broadfoot et al. (2002) define AfL as interpreting information to guide both teachers and learners in understanding students' progress and providing constructive feedback to support improvement. This connection highlights how CBA, by facilitating continuous feedback and reflection, mirrors the core principles of AfL to enhance student learning outcomes.

Related Policies from the Ministry of Education, Science, and Technology of Nepal detail the implementation and criteria for CAS at the basic level. These policies are designed to improve internal efficiency, reduce dropout rates, and enhance the overall quality of primary education.

The Research Gap identified in the literature reveals a need for studies that capture diverse perspectives on CAS implementation. The proposed study has tried to address this gap by employing a case study method to examine the experiences of teachers in two schools—one adhering to CBA guidelines and the other not fully implementing them. This approach is intended to provide a more nuanced understanding of the factors influencing CBA practice and its future prospects.

The study aimed to explore the practice of the Classroom-based Assessment system according to the integrated curriculum of grades 1-3 in Chandragiri municipality. Through a comprehensive literature review and analysis of previous studies, it became evident that while CBA is a valuable tool in the educational process, its implementation faces significant challenges. The findings revealed that although the CBA system has the potential to improve student learning outcomes and teaching practices, its effectiveness is often hindered by practical constraints such as large class sizes, lack of resources, inadequate teacher training, and inconsistent application of assessment criteria.

The review also highlighted the gap between the intended purpose of CBA and its actual practice in classrooms. While CBA is designed to be a formative assessment tool that supports student learning and provides ongoing feedback, it is often used

summarily, with teachers focusing more on grading rather than the continuous monitoring and improvement of student learning.

The study further identified the need for a more synchronized and supportive policy framework to ensure the effective implementation of CBA. There is a clear necessity for targeted training for teachers to equip them with the necessary skills and knowledge to implement CBA effectively. Moreover, adequate resources and infrastructure support are critical to overcoming the challenges faced by teachers in the practical application of CBA.

### **Conclusion**

This study explored the practice and perception of implementing the Classroom-Based Assessment in grades 1 to 3 in two public schools in Kathmandu. Findings revealed a complex reality in which teachers navigate a dynamic assessment system that emphasizes formative evaluation, student engagement, and holistic learning.

The teachers who are at the forefront of implementing this system generally have a positive outlook on the system. It has shown encouraging impacts on student learning and engagement. Many teachers observed improvements in students' curiosity, critical thinking, and participation in classroom activities. CBA thus seems to have fostered a more inclusive and engaging learning environment, encouraging students to take ownership of their learning process. This shift towards a formative assessment approach has also allowed teachers to identify students' strengths and weaknesses more effectively, enabling targeted interventions to support learning.

The assessment criteria under CBA are multifaceted. Teachers evaluate students based on listening, speaking, reading, and writing skills. If there are subject-specific criteria, further layers of criteria are added. For instance, Nepali has components such as '*shrutilekh*' and '*anulekhan*', among other variations that require minute attention. Teachers have to grade portfolios after class hours to ensure that the curriculum objectives match the students.

Another issue related to the effective implementation of CBA pertains to language. Often, complex assessment tasks and criteria need to be explained in a manner that students can comprehend. Indeed, for teachers teaching in English, which is normally the instructional language, this tends to be very limiting to students, as they may not understand technical or scientific vocabulary. Indeed, in the two

schools, teachers agreed that language proficiency does affect the effectiveness of CBA, especially in subjects requiring conceptual understanding and technical terminology.

Another set of problems is those related to communicating with parents. It demands continuous communication with parents about the progress but not all parents were aware of this new trend. It sometimes is hard for teachers to explain the very purpose and significance of CBA to parents who are used to traditional methods of examination. Parents sometimes do not understand the emphasis this approach lays on projects and activity-based assessment. Parents are not aware, and this has led to several misunderstandings and even discontent over the progress their children have made. Teachers explain that the lack of information about CBA on the part of parents creates a barrier to transparent assessment. The results also suggest that schools are attempting to improve their CBA practices. They like the glimpse portfolios provide into their child's learning and development. Parents are keen to know their children's progress and their strengths and weaknesses. However, teachers feel that parents do not understand the value of CBA if not properly oriented. Schools have felt the need for orientation sessions for parents. These would help bridge the gap between teachers and parents for better understanding and shared goals.

Extra training and support have been provided at both schools as part of overcoming these problems. Training sessions from the local government have brought some relief. However, not all teachers are yet trained by them, which results in inconsistent levels of competence among the teachers in implementing CBA effectively. Schools also encourage peer learning where the experienced teachers mentor colleagues failing to cope with CBA. This makes some teachers adapt to CBA practices. However, even more formalized training and frequent refresher courses are needed.

This present study has demonstrated that several factors are confronting teachers and administrators in their efforts to implement CBA. Among the most salient are a high workload, a lack of training, and poor communication with parents. Both schools have initiated strategies to overcome these issues. Their activities demonstrate a commitment to enhancing their individual CBA experiences, which will allow CBA to better meet students' learning requirements. However, if full integration of CBA is to be accomplished, it is very necessary that parents be more

involved and that support be provided for more systematic professional training. While CBA holds great promise for enhancing educational outcomes, its success depends on the support and commitment of all stakeholders in the education process. By addressing the identified challenges and gaps, CBA can be more effectively implemented to achieve its intended goals of improving student learning and fostering a more dynamic, inclusive, and responsive educational environment.

While CBA presents a progressive approach to student evaluation, its effectiveness depends on adequate teacher training, institutional support, and parental involvement. The study found that CBA has the potential to enhance student engagement, foster critical thinking, and provide a more holistic view of student progress. However, significant challenges remain, including inconsistent implementation, increased teacher workload, and a lack of resources.

Addressing these gaps through policy refinement, comprehensive teacher training and support programs, and community engagement will be essential for the successful and sustainable implementation of CBA in Nepal's education system. Future research could further investigate long-term impacts on student achievement and explore strategies to enhance the practical implementation of CBA across diverse school settings. Additionally, more studies focusing on subject-specific CBA adaptations and effective parent-teacher collaboration models would be beneficial in refining and improving the assessment systems.

### **Implications of the Study**

The findings of this study on the implementation of CBA in basic level (grades 1-3) classrooms have significant implications for educators, policymakers, educational institutions, and future research.

#### **For Educators**

The study highlights the critical need for ongoing teacher training and professional development. Training programs should be practice-oriented, focusing on how to use assessment data to inform instruction, maintain student portfolios effectively, and embed CBA into everyday classroom activities. Regular workshops and hands-on sessions can enhance these competencies.

#### **For Policymakers**

The findings suggest a need for policy refinement to support CBA implementation. Policymakers should consider developing detailed guidelines and

frameworks that clarify the purpose, methodology, and goals of CBA. Supportive policies should also address resource gaps, ensuring that schools have the necessary materials, infrastructure, and support systems, such as portfolio templates, assessment tools, and technology, to facilitate effective CBA.

#### **For Schools and Administrators**

Schools should create environments that support continuous assessment by providing teachers with the time, resources, and collaborative opportunities needed to implement CBA effectively. Additionally, strategies should be explored to manage teachers' workload, such as hiring additional staff or redistributing tasks, to reduce barriers to effective CBA implementation.

#### **For Holistic Assessment**

CBA, when properly implemented, has the potential to shift the focus from rote learning to a more holistic assessment of students' cognitive, affective, and psychomotor domains. This approach can contribute to the overall development of students, promoting critical thinking, creativity, and personal growth.

#### **For Future Research**

The study opens avenues for further research to explore the long-term impacts of CBA on student outcomes and teacher practices. Future studies could investigate the role of technology in facilitating CBA, the effectiveness of various assessment tools, and how to better align CBA practices with national education goals.

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## ANNEX

### ANNEX 1: INTERVIEW QUESTIONS FOR THE TEACHERS

#### **A. Basic Information**

- Please state your name and age.
- Gender
- Ethnicity
- Location: Where are you currently located?
- Family Background: What is your marital status?
- What is your highest educational qualification?
- What is your total teaching experience?
- How long have you been teaching in this school?
- What are the subjects you teach and the grades?
- How many periods do you take in a day? In a week?

#### **B. Practice of Classroom-Based Assessment**

- Since when have you been practicing Classroom-Based Assessment?
- What do you use to manage the portfolio?
- When do you fill/ mark the portfolio? (theme-wise? month wise?)
- What are the criteria in our subject/ in the grade you teach?
- How do you evaluate each of the criteria of Classroom-Based Assessment that you have said?
- How do you assess the component of participation?
- How do you assess the component of attendance? When do you list it?
- How do you assess achievement test? When do you do it?
- How do you assess project work? How often do you give students project-work?
- How is the thematic achievement calculated?
- When do you let the parents know about the overall achievement of students? Theme-wise? Every 3-4 months? Others?
- What kind of support have you received to implement Classroom-Based Assessment? What kinds of training, orientation, follow-up/ refresher training?

**C. Impact**

- What do you think are some of the impacts, both tangible and intangible, of Classroom-Based Assessment?
- What changes have you seen in the perception of students, teachers, principal, and the parents after the implementation of Classroom-Based Assessment?

**D. Challenges**

- What are some of the key challenges in implementing Classroom-Based Assessment in the class you teach? (Please be subject-specific and class-specific?)
- What do you think are the causes of those problems?

**E. Prospects**

- What do you think of Classroom-Based Assessment as a whole? What do you think it is trying to achieve?
- Why do you think it should be continued in our education system?
- What should be done for it to be implemented well?

**ANNEX 2: INTERVIEW QUESTIONS FOR THE HEAD TEACHERS**

- Introduction of self
- Establishment of school/ history
- No. of teachers in grade 1-3
- What are the total working days in a year? What are the total teaching days?
- How are you managing the periods and credit hours for the teachers of grade 1-3?
- Can you briefly describe the history of continuous assessment in your school and experience of running Classroom-Based Assessment in the school?
- What is your view on the perception of the teachers regarding the system?
- What is your view on the perception of the parents regarding this system?
- What kind of trainings/ orientations have the teachers received for the implementation of Classroom-Based Assessment?
- What kind of monitoring and support mechanisms are present in your school, so that the teachers can implement the Classroom-Based Assessment well?
- What are further plans for the school to implement Classroom-Based Assessment more effectively?

## ANNEX 3: CLASSROOM OBSERVATION FORMAT

School .....	Participant: .....	Grade:
Subject:.....	Date: .....	Time:
Theme:.....	Learning Outcome: .....	
Observation Notes:		
Teacher Action		Student Action
Criteria of Classroom-Based Assessment	Reflective note	
Theme-wise attendance		
Theme-wise assessment		
Classroom participation and behavior		
Theme-wise project work		
Other markers in the portfolio		
Classroom Environment (Arrangement of desk and benches, furniture, display of learning materials, etc.)		