

CONTINUOUS ASSESSMENT PRACTICES IN PRIVATE SCHOOLS OF
KATHMANDU VALLEY: A NARRATIVE INQUIRY

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AN ABSTRACT

of the dissertation of *Pratigya Dhungel* for the *Masters of Philosophy in Educational Leadership* presented on 3 September 2023, titled *Continuous Assessment Practices in Private Schools of Kathmandu Valley: A Narrative Inquiry*.

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This study aims to explore continuous assessment systems in private schools of the Kathmandu Valley. I was interested in diving into this topic because of the bitter experience I had as a student in my school life. As a student with no memorizing skill, I was levelled as a bad student because I could not score good marks during term-end examinations. This experience made me look for practices that evaluated students beyond memorizing and recalling skills. To pursue this study, I generated two research questions: how do the teachers of private schools in Kathmandu valley perceive the assessment system? In what way do teachers practice continuous assessment in the classroom?

The participants were selected based on their experience and enthusiasm to be a part of this research and the quality of the information they provided. Information was collected through distinct phases of the interview. The collected information of participants was then organized, coded, thematized, and meanings were made, merging literature and theories of constructivism. To make the gathered information more organized, four themes: (i) traditional assessment as a barrier to learning, (ii) readiness to change as the necessity in assessment, (iii) uses of rubrics for evaluation, (iv) continuous assessment system as a factor for the development of the positive mindset in learners have been generated, which has made the interpretation and meaning-making more effective and concise.

This study reveals that private schools in the Kathmandu Valley use various forms of continuous evaluation, such as projects, quizzes, and assignments. However, these practices are not always aligned with the curriculum and are often used as a means of grade promotion rather than an effective learning tool. The study emphasizes the requirement for evidence-based continuous assessment techniques in private schools to enhance student learning and growth.

The results suggest that teacher training, collaboration between teachers and administrators, and ongoing support from school leaders are critical for the successful implementation of continuous assessment. The findings of this study could provide valuable insights for educators, administrators, and policy makers working to improve the quality of education in private schools in the Kathmandu Valley.

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I understand and accept that the Kathmandu University Library will keep this dissertation as its permanent collection. My signature below approves 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 at any other universities.

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DEDICATION

This dissertation is dedicated to my family and teachers for their endless love, support, and encouragement.

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ACRONYMS

CAS	Continuous Assessment System
CDC	Curriculum Development Center
GPA	Grade Point Average
K.U.	Kathmandu University
KUSOED	Kathmandu University School of Education
MCQ	Multiple Choice Question
MIT	Massachusetts Institute of Technology
MoE	Ministry of Education
MoEST	Ministry of Education, Science and Technology
NCF	National Curriculum Framework
OECD	Organization for Economic Co-operation and Development
SEE	Secondary Education Examination
SLC	School Leaving Certificate
NEC	National Education Commission
MPhil	Master of Philosophy

CHAPTER I

INTRODUCTION

In this chapter, I have given a backdrop story from my experience, relating it to the context of my research topic to make my study more relevant. After the backdrop story, I have stated the problem, followed by the study's rationale and why I think this study is necessary. I further support it with two research questions. I then conclude the chapter with the delimitation of my study.

Scene Setting

Looking back to my school days, I remember how difficult it was for me to score better marks in my studies and how my teachers and parents criticized me for not being able to memorize the content of the course. I clearly remember one such event when I was in Grade 9; we were assigned to learn the names of the bones of a face by heart, which I, after many attempts, could not. I could not complete my other assignments as I was completely focused on doing that particular one. The next day, I was sent out of the class as I could not remember all the names and was punished. Despite these punishments and criticism, I could not pass my Biology exam. This particular subject was based on memorizing, as we were only assessed based on this skill. This is just one instance in my student life where I had to suffer because our assessment system mostly relied on memorizing skills. Like my experience, Abulnour (2016) shared his experience that as a student in Egypt, he was taught in a teacher-centred way and had to memorize to get the best grades in exams.

I have faced a lot of disparagement during my school and college days due to the assessments where the whole course of a year was tested in just about two and a half or three hours. As a student who lacks the memorizing skill, I always suffered with the barely passed result despite better understanding compared to my friends during classroom participation. I always had a reservation that if I were evaluated on my understanding level or other alternatives, I would not have to go through all those mental and emotional stresses. On the other hand, I definitely would be viewed as a student with good knowledge, which never happened until I joined my MPhil course.

It appears not only in Nepal; the memorizing skill and paper-pencil test were prioritized for the students' evaluation. Awesu (2013) also mentioned that he experienced a similar situation in Nigeria. According to him, the assessment system in

Nigeria, when he was a student, was limited to oral practice for the infants and written or paper-pencil tests for others. My experience and news and incidents following the result of SEE and other examinations, made me question our education system many times. Thus, when I was given a chance to research any topic, I found this very suitable in today's context. The world is moving towards globalization with the global village concept, but the education system is still tangled with the same traditional way of evaluating students. I hope this study will highlight the positive aspects of continuous assessment as a tool for evaluating the students.

Shedding Lights on the Context

In anything we do, evaluation is a must to assess the understanding or analyze how well an objective is met or a goal is achieved. Evaluation can help identify problems and plan a solution for them. Especially in education, evaluation is one of the major tools to assess the progress of any student. Assessment or test is, a measuring process or tool, similar to a weighing scale or a ruler which helps to weigh or measure the learners (Douglas, 2010). The most important evaluation tool we use in the education system to assess the learners is assessments. It is systematic and provides evidence of a student's progress throughout the evaluation period. According to Moon (2005), assessment is something that most teachers spend their time on. Assessment is crucial to the teachers because without it, they cannot provide feedback to the students or keep a proper progress report of them (Wiesnerová, 2012). This statement exhibits the significance of assessment in teaching and learning, associating it with the proper student evaluation.

According to Atlan (2002), evaluation is a continuous procedure where students and teachers are energetically engaged, monitored, and guided to make decisions about their performance. He also states that assessment is a course in which essential indications around the skills and aptitudes of learners are accumulated. Evaluation is another method of getting feedback on the teaching and learning process (Zerihun et al., 2012). It is a way to evaluate the student's understanding of the lessons taught. Thus, assessment is an indispensable fragment of the teaching and learning process that engages teachers and students to monitor and maintain an account of the students' performance and progress. There are different purposes of the assessments. The main purposes are to encourage the significant immersion of the learners in the teaching learning process, provide feedback and suggestions, check the

aptitude level of the students, identify the core problem, and work on finding the solution to help the students achieve their learning goals.

Testing or assessing students is also used to scrutinize how much the students can comprehend what the teachers have taught. Teaching and assessing are the two parts of a coin; one cannot function or meet the objective without the other. Assessment can be termed as all actions and events teachers and students go through to gather data that can be utilized to customize teaching and learning (Amua-Sekyi, 2016). Assessment can also act as a tool to reinforce and motivate students. It can provide the purposes for evaluation, whether as a summative assessment to determine students' accomplishment or as a formative assessment to aid students' learning (Phelan & Phelan, 2010). We can say that assessment and teaching are interrelated and influenced by each other. Thus, the assessment designed should be such that it scaffolds the teaching and learning process. The teachers must also have a strong clue of what they assess students on. Assessment can benefit the facilitators and learners if it is well prepared and validates the taught objective. In my opinion, assessment is a crucial component of the teaching and learning process that, if well-designed, may be advantageous to both teachers and students in several ways. A well-designed examination helps students maintain their focus and retain their knowledge while honing the skills they need for their day-to-day life.

Statement of Problem

As per my experience working in different schools, the evaluation system still relies heavily on traditional summative assessments, such as year-end examinations, prioritizing memorization and recall skills rather than overall learning achievement. To evaluate the students' learning achievement, it is necessary to evaluate how much they have understood or grasped the concept on any topic rather than the marks they obtained. Tests and examinations are a standard way of assessing progress and are an essential liabilities of the schools and the education system (OECD, 2005). Therefore, it should be such that it does justice to the students and evaluates the overall learning achievement, not just the students' memory. Despite efforts by the government to introduce new evaluation techniques and modify assessments, public perception still emphasizes scores obtained in year-end assessments.

The education system of Nepal has replaced the School Leaving Certificate (SLC) examination with the Secondary Education Examination (SEE) as an indication of the end of secondary schooling by changing the grading system from a percentage-

based score to letter grades or Grade Point Average (GPAs) (Seki, 2019). The introduction of the Continuous Assessment System (CAS) and interdisciplinary curriculum aims to promote holistic development and evaluate students based on their day-to-day performance and participation (Ministry of Education, Science and Technology [MoEST], 2019). However, the effective implementation of continuous assessment is lacking in the Nepali education system. Private schools, despite their focus on enhancing quality, also neglect the potential benefits of continuous assessment. This raises questions about the lack of prioritization and adoption of continuous assessment practices, which have proven effective in many countries. Is it fair to students' learning to evaluate their knowledge through assessments conducted in unfamiliar settings, under time constraints, and without considering their mental state and individual needs?

Actual learning can only be accomplished with the active engagement of the students, and they see the learning happening within the learning process (Voinea, 2018), and this can happen with continuous assessment. Learning can be visibly possible through continuous assessment by the ongoing collaboration between teachers and learners based on a continuous process of providing instruction, demonstration, and quality feedback (Hattie, 2015). This research explores teachers' perceptions of assessment and whether they align with recent developments in assessment practices. It aims to investigate teachers' awareness of the requirements and tools provided by the curriculum development center, as well as their actual implementation of the continuous assessment system. By understanding teachers' perspectives and practices, I hope we can identify barriers and propose solutions for implementing continuous assessment in the Nepali education system.

Rationale of the Study

This study explores how teachers and schools practice continuous assessment. Stefani (2005) claims that assessment is of utmost importance in teaching and learning as it is essential for actual learning. Agreeing with this statement, I am hopeful that this study could help highlight the continuous assessment system practice and ensure that (how) this method can reinforce the students' learning appropriately. It helps the education sector scrutinize the pros and cons of the current evaluation system and offer many reasons, references, and examples for the necessity of the change in the assessment system and effective ways to evaluate the students. My main objective in conducting this research is to see how the teachers perceive assessments

and how they have been practicing continuous assessment in their teaching process. It gives us the idea of whether or not the teachers and schools are implementing CAS properly and whether they know about the main reason for implementing CAS in the teaching-learning practices. I think with this research we can learn from the teachers their opinion on the evaluation system and how they use continuous assessment to assess the students' learning.

Purpose of the Study

This study explores teachers' experiences with the practice of continuous assessment in the private schools of Kathmandu Valley.

Research Questions

- How do the teachers of private schools in Kathmandu Valley perceive the assessment system?
- In what ways do teachers practice continuous assessment systems in the classroom?

Delimitation

This study will only focus on teachers' practices and perceptions while adapting a continuous assessment system. The study will be limited to schools within the Kathmandu Valley. Interviews will be the major tool for collecting the teachers' narratives, and the researcher will conduct class observation in a few of the schools to support their narratives. The research aims to concentrate only on the perceptions of the assessment system as a whole and the continuous system at the primary level (Grades 1-8) in around 6 schools of Kathmandu Valley. The study focuses only on tools such as classroom participation, reading skills, writing skills, research and presentation, and project work of continuous assessment to make it more concise.

Chapter Summary

In this chapter, I began with a brief description of my personal experience on how memorizing was the major tool of assessing students when I was a student and how I lacked the skill that made me question our assessment system regularly. Then, I continued with how the situation has changed and how slowly more and more people were inclined towards the other assessment tools for the evaluation process rather than just sticking to memorizing. Then, I supported the context with the research problem, followed by my purpose for conducting the research and questions. The rationale of

the research was highlighted in the next part, and finally, I have delimited the area of my study.

This chapter is the acme of my study as it helps me emphasize the drawbacks of the education system and highlight the importance of why change is necessary. My background study has helped me set the pace for the statement of my study's problem, purpose, and rationale, and the research questions have helped me guide the whole study to get the appropriate answer to those questions. As the education sector is large, a specific area has been defined to make the study effective.

CHAPTER II

LITERATURE REVIEW

This chapter explores arguments from diverse pertinent academic and professional literature about understanding the assessment system especially focusing on the continuous assessment system and its practices in the world connecting with the Nepalese context. The first segment of this chapter gives a synopsis of continuous assessment, followed by different assessment approaches, and then highlights the contribution of CAS and the different types of assessment practices in Nepal.

The next segment of this chapter briefly analyzes the literature on the numerous outlooks concerning understanding continuous assessment and its practices. First, the theoretical review is done to show the lens used to perceive the depth of CAS practices in private schools of Kathmandu Valley. The linkage between the theory in use and the pedagogy of CAS has been shown clearly. The study of previous research is then reviewed along with the policy put forth in the context of CAS globally and the Nepalese context. Finally, the gap is identified between theory and practice. The literature review abetted in articulating the theoretical framework for this study is represented by a figure at the end of the chapter to give a clear idea of how and why the study has been conducted.

Thematic Review

In the thematic review, I have generated four themes: continuous assessment, different approaches to assessment, the contribution of continuous assessment, and assessment practices in Nepal. These themes have then highlighted the theory and practices in context to the world and their relevance to my study. The themes have made understanding the assessment system's component factors much more evident.

Continuous Assessment

Continuous assessment, as its name advocates, is a consistent assessment that is done repeatedly. When both formal and informal assessments are done recurrently and regularly, they are denoted as continuous assessments. Continuous assessment should be combined with teaching for progress and to direct the teaching-learning process. It can be used to improve students' learning and performance in the classroom (Holmes, 2015). In CAS, the teachers and students work as a team to resolve the difficulties faced by the students. The teacher maintains a record with the

recurring assessments data to provide feedback and motivation to students (Arega et al., 2014). Hence, continuous assessment is a evaluation system that repeatedly integrates with teaching-learning activities.

In continuous assessment, students are assessed using learning outcome parameters or indicators. It is the assessment type that occurs frequently (Rezaei, 2015). The important factor of CAS is that the teacher should know each pupil's strengths and weaknesses and be able to analyze how well they have understood the idea or the concept being taught. According to Gipps (2011), to keep track of their student's progress, teachers have to rely on continuous assessment. The teachers can then use this information to evaluate students in their daily teaching activities.

From the discussion above, I understood that continuous assessment is the type of assessment where assessment takes place during the teaching-learning process. It is a regular process where learners are assessed through overall participation. The most important way the teachers assess the learners is through observation. Teachers actively observe students during the learning process and provide critical feedback and suggestions so that the learners can incorporate that feedback in their learning to improve their learning. It is a learner-friendly process that helps them to overcome the fear of assessment and helps them take ownership of their learning.

Different Approaches to Assessments

Effective and well-planned assessments are as important as a well-planned lesson or any other activities in the teaching-learning process. The assessment and evaluation are essential to the constructive alignment process and allow students to understand their level of mastery (Baranovskaya & Shaforostova, 2017). Only a single approach to assessment may not be enough to assess the overall learning outcomes; therefore, to evaluate students, different approaches to assessment are essential.

Assessment is commonly separated into three approaches: assessment for learning, assessment of learning, and assessment as learning. Assessment for learning is an ongoing assessment that lets teachers observe students based on their everyday performance and alter their teaching according to the needs of the learners. This assessment provides students with appropriate and regular feedback to make necessary adjustments to their learning (Black & William, 2009). Assessment of learning is an assessment that allows the teacher, students, and their parents to see

how each student has accomplished the learning tasks and activities through a certain period of time. It provides evidence of the student's accomplishment. Although it offers valuable delineated information, it has very little effect on learning. The assessment of learning is a summative and is usually done at the end of an activity or unit of work (MECY, 2006). Assessment as learning engages students in the learning process, which teaches them critical thinking and problem-solving. It also inspires students to set attainable objectives and empirically assess their growth. This approach of assessment is vital in helping students become lifelong learners. It helps learners develop a sense of ownership when they use feedback and suggestions to modify their learning.

We know that a well-designed plan and assessments are essential to make learning effective. According to the above discussions, we can see that there are three types of assessments with their own positive and negative aspects. To attest to the needs of every type of learners, differentiated teaching is a must. Thus, if we can incorporate the positive aspects of all the different approaches of assessments to adhere to the needs of the learners, then it can be the best approach. However, when we design any assessment, it should be able to fulfill the objective of that particular assessment.

Contribution of Continuous Assessment

Many developing countries, such as Nepal, consider continuous assessment systems the most important part of everyday classroom instruction. It is a significant factor in any teaching-learning activity. Students should be assessed regularly. Thus, continuous assessment incorporates its assessment as a part of teaching-learning activities, which helps the learners to boost their confidence and be an active part of the process. It refers to using numerous assessments throughout the academic period as classroom activities instead of a sole exam at the end of the semester or the academic year (Rezaei, 2015). As per Holmes (2015), continuous assessment can aid students' learning and involvement in the classroom.

The activities used in the continuous assessment help the teachers recognize the interest and pattern of learning of their students and allow them to customize the learning activities through the curriculums and lessons (Arega et al., 2014). To assess students individually and adopt student-centered techniques, many teachers practice CAS. The key purpose of CAS is to assess students, assist weak student to assistge extra support classes, and encourage them to be interested in learning (CDC, 2008).

Therefore, CAS is a tool that assists teachers in modifying and planning their teaching-learning activities and caters to their student's needs through the data collected.

According to the discussion above, I understood that implementing CAS in education has been a blessing for teachers and students. It has helped the learners to comprehend the idea and context better, the learners enjoy learning, and also helped the learners develop different skills that are necessary through different activities. Similarly, it has helped teachers too by making them able to understand the needs of the learners and design or plan their lessons and activities accordingly. Through these, they have motivated students to participate actively in the classroom. CAS has helped strengthen the relationship between teachers and students. It has helped to make classroom teaching more relevant and enjoyable.

Assessment Practices in Nepal

The assessment system in Nepal gives written tests and theory-based instruction precedence over learning assessments, resulting in students' lacking creativity and critical thinking. Because of this, there is lack of collaboration amongst students, rote learning is prevalent, dropouts is high, and challenges in learning achievement stand as the major pitfalls. The evaluation system prioritizes theoretical knowledge and predetermined writing in exams, characterizing an intelligent student as one who can replicate what is taught in class (Gyawali, 2021). As per the evaluation system suggested by CDC (2009, 2012, 2014, 2019), the examination content should mostly focus on the theoretical aspect, with vivid descriptions and a small portion of practical knowledge. The current system motivates learners to rote learning instead of encouraging them to develop comprehensive skills and integrate the learning to the real world.

CAS has been executed from class one to class seven in Nepal. The relationship between classroom activities and evaluation has been thoroughly discussed for effective implementation of CAS. It could help teaching-learning activities and improve the student evaluation (Faubert, 2009). Most schools still focus on the textbook-based teaching and learning system, and the students are compelled to write the answers based on the textbooks rather than on critical thinking. The evaluation system still relies on the summative assessment and the scores based on those assessments where students are to write answers to the given set of questions in a certain time frame. Khaniya et al. (2018) argued that for the students to be upgraded

to the next level, they have to write the answers to certain questions in a limited time with predefined answers because the idea of the school-level assessment and the written examination seems to have overlapped in the current system of evaluation.

From the above discussions, we can see that the government and the education stakeholders are committed to providing quality education. To achieve this objective, different approaches to assessment have been introduced. The main approach that the educational institute in Nepal follows is summative. But soon, the change in the assessment system was realized, introducing the continuous assessment system as one of the formative assessment system approaches. However, it has not yet been implemented effectively.

Although Nepal has made progress in recent years in continuous assessment techniques, it is far behind compared with countries like the United States of America, Canada, Singapore, Finland, the United Kingdom, etc.. Continuous assessment in Nepal mostly uses conventional techniques like written tests and assignments. However, there is a growing focus on incorporating various assessment techniques, such as group projects, presentations, and projects. In contrast, other nations have a wider variety of assessment methods for continuous assessment, including exams, portfolios, oral exams, self-assessment, and peer assessment. While Nepal recognizes the necessity of integrating continuous assessment into the teaching and learning processes, there is still room for improvement in how thoroughly these practices are incorporated into teachers' teaching strategies. In contrast, numerous other nations have successfully implemented continuous assessment procedures into the teaching and learning process.

In reframing the policies, although Nepal has made efforts to integrate continuous assessment practices, more policy development, training initiatives, and support are required for successful implementation. These policies must include guidelines, chances for professional growth, and assistance programs to help teachers properly implement and use continuous assessment procedures. Though Nepal is making gradual progress in implementing continuous assessment practices, it still has some ground to cover compared to countries with longer-established practices.

Theoretical Review

Understanding and gaining knowledge is the right of any student; while doing so, if they are directly involved, the learning is obtained better. The key purposes of a continuous assessment system are to determine the students' learning

accomplishments, support low-achieving students, channel helpful teaching and motivate them to learn (Hattie, 2015). The continuous assessment system can also be called a formative type of student assessment system; therefore, this study can be directly related to the constructivist theory. The theory of constructivism believes that the knowledge is created in the learner's mind. They actively receive the knowledge and relate to prior knowledge to make sense of the new learning (Piaget, 2013). Therefore, I believe it is essential for today's students to learn about constructing knowledge independently.

What is Constructivism?

Constructivism implies that the learners create their own knowledge based on their ideas and experience. The theory claims that learners create new meanings and understanding by mixing new information with the preceding one (McLeod, 2019). Constructivist theorists emphasize the benefits of social interaction and context in learning. Constructivism states that learners build meaning through active and effective engagement (Elliott et al., 2000), which is similar to continuous assessment as numerous activities are created based on the requirements of the learners. In the words of Mascolo & Fischer (2005), constructivism is a learning theory stating that knowledge is best achieved through contemplation and energetic construction in the mind. Hence, the learners interpret their understanding based on their prior knowledge, cultural and social background, experiences, and active participation during the learning process. Constructivism divides into two branches: radical (cognitive) constructivism by Jean Piaget, emphasizing individual interpretation of experiences, and social constructivism by Lev Vygotsky, highlighting the role of social interaction in knowledge construction.

Constructivism can be traced back to the time of Socrates' teaching when he asked his pupils directed questions that led them to answer according to their knowledge and follow the self-correction methods if the alteration was needed in comprehending their understanding. However, Jean Piaget is known as the first theorist and said to be constructivism's father. His opinion of constructivism is the stimulus for radical constructivism as he believes that the learner is at the core of constructing and acquiring knowledge. His theory is grounded on the notion that knowledge is constructed through collaboration between experience and ideas. According to Piaget (1964), learning means demonstrating, transmuting, and understanding how an object is created. The perception of the world is altered through

these interactions. Hence, according to Thomas & Brown (2011), learning transpires through social interaction, and the perception of distinct ideas can be rehabilitated in different ways.

Lev Vygotsky is another pioneer of constructivism, who believed that knowledge is constructed through social settings. Vygotsky (1978) emphasized on culture that plays a vital role in intellectual growth. According to him, children were born with basic cognitive development capacities, which are then heightened through interaction with others and eventually nurtured into more erudite intellectual processes. Similarly, John Dewey accepted a constructivist style of teaching but vetoed the impression that learning should emphasize repetition and rote learning. Rather, he forwarded a teaching method where students enthusiastically participate in real-world activities and role-plays. Dewey's work asserts that learners involved in real-world activities will be capable of signifying advanced levels of knowledge through ingenuity and collaboration (Behling & Hart, 2008). Dewey accentuated the importance of preceding knowledge, experiences, creativity, and collaboration within the learning process. He believed that education should be learner-oriented rather than subject-focused and that teaching should conjure problem-solving and original thinking among students. Below are some principles of constructivism based on the different ideas and theories put forth by constructivists.

Knowledge is Constructed rather than Inborn or Passively Observed

The main idea of constructivism orbits around the concept that knowledge is constructed. In the words of Elliott et al. (2000, p. 256) "*Constructivism is an approach to learning that holds that people actively construct or make their knowledge and the experiences of the learner determine that reality*". The learners create new knowledge based on their preceding knowledge and experience.

Learning is an Active Process

Constructivists believe that learning happens when learners actively participate in the learning process. The learning is dynamic and can happen through different sensory inputs, which scaffolds in building new knowledge.

Knowledge is Socially Constructed

According to Vygotsky (1978), culture and social environment are crucial to constructing human knowledge. A child learns through social interactions and foundations of its own culture such as language, arts etc. Oakley (2004) claims that learning is a social event that should occur through group work and cooperation with

more capable individuals. Thus, this concept should be practiced in the classroom to make learning effective in the present context.

Knowledge is Personal

Every child is different, and the way he learns is different too. Therefore, learning happens per their experience, beliefs, and prior knowledge. The way everyone learns can vary with different individuals.

Learning Exists in Mind

The constructivist theory suggests that knowledge can only occur within the human mind (Driscoll, 2000). Learners will continually try to grow their ideas or the perception of the real world. As per McLeod (2019), once learners gain new knowledge or experience, they will repeatedly update their thoughts and will, therefore, construct their interpretation of reality.

Learning is Contextual

Learning isolated facts is nearly impossible. According to constructivism, knowledge is built on experience and previous knowledge, making it contextual.

Learning is not Instantaneous

Constructing and developing knowledge takes time. Learning is a gradual process; for significant learning, the ideas must be processed and revised repeatedly. Thus, knowledge is not instantaneous.

Motivation is the Key Factor in Learning

Motivation is the most essential element for learning. It acts as the positive reinforcement for the learners. It helps them to build a positive mindset and allows them to accept the learning.

Relation between Constructivism and Continuous Assessment System

Constructivist approach is a formative approach to assessment, whose purpose is to enhance the quality of students' learning. It emphasizes the individuality, needs, and requirements of the learners. It is a collaborative activity between the teacher and the learners. In the words of Yilmaz (2008), constructivism is a theory of learning, thus referring to creating class environments, activities, and methods incorporated in a constructivist theory of learning.

Knowing about the objective of the assessment is a must in any assessment. Before assessing and evaluating learners through the constructivist learning approach, teachers should apply it while teaching (Abulnour, 2016). Therefore, the assessment for learning or formative assessment can be said to be a method of education that

focuses on using assessment to improve student learning and comprehension. To provide constant feedback and direct instruction, this strategy uses formative assessments, which take place throughout the learning process. Continuous assessment is one of the tools of formative assessment. It is one of the most popular and more favorable types of assessment in teaching practice today. Continuous assessment is an ongoing assessment that takes place during the learning process. It is not separated from learning but is a part of learning itself.

Constructivist assessments take place when setting a constructivist learning environment in that it incorporates lots of assessment of learning and assessment as learning opportunities. Continuous assessment is one of the most common practices to ensure that constructive pedagogy is being followed. By constructing this learning principle, teachers can provide students with opportunities to interact with and observe learning material in a situation that promotes active learning on the part of the learners (Nguyen & Williams 2018). Most teachers and school administration rely on evaluating learning outcomes and other academic achievements despite the significance of activities in the classroom to assess the success of their work in the classroom setting (Gunstone, 2015). Hence, this emphasizes the significance of assessment in assessing students, learning outcomes, and educational quality.

My research is based on the practices of continuous assessment, looking through the constructivist lens because, similar to the beliefs of constructivism, continuous assessment follows analogous techniques. As a result, the learners are assessed throughout their school hours. Other main reasons for incorporating them are that I feel constructivism is the right approach for the in-depth analysis of my research as both constructivism theory and practices of CAS help to (i) reform the teaching and learning process, (ii) emphasize cooperation and communication between teachers and students, students and students, (iii) students feel valued as their prior knowledge, ability, interest etc. are considered before designing any activities, (iv) helps learners overcome the stress and anxiety of examination and assessment, (v) creates better teaching and learning environment, (vi) helps in actual learning and authentic evaluation of learners (CDC, 2011).

Constructivist Pedagogy and Continuous Assessment System

Learners' teaching and learning programme goal is to acquire knowledge and skills. Initially, these goals were restricted to academic setting only. However, with successive revolution and reformation in education, the necessity of new challenges

has been highlighted, including both the personal and social context in the curricula (Ramos-Alvarez et al., 2010). Instead of explaining how to learn to accomplish a task, the goal of instruction should be to demonstrate how to perform it.

Evaluation and assessment practices within constructivism are different from traditional approaches. Dynamic assessment was the term Palincsar (1998) used to define the approach used for the evaluation within the constructive framework, where another person guides an individual to assess and determine their potential. It supports the concept of facilitators and facilitation, where teachers guide the students to reach their potential. According to constructivist theory, rather than simply giving the learner predefined instructions, effective teaching requires involving the student with real-world applications of how to utilize a tool. The abilities of individual go beyond academic contents-contexts, imposing a thoughtful restructuring of attained knowledge and consigning to situations and circumstances (Monereo & Pozo, 2007). An effective constructivist teaching method entails delivering knowledge by updating the material at various points and applying it to various goals and circumstances.

Certain predetermined tools are needed to measure learners' performance successfully. These tools are such that they cannot only evaluate knowledge but also assess how that knowledge is applied in different situations. This kind of assessment is more comprehensive than traditional assessment and can potentially evaluate the students' actual learning.

The above passages highlight the key principles of constructivism and its relationship to continuous assessment practices. According to constructivism, learners construct knowledge based on their existing knowledge and experiences. It accentuates that learning is a dynamic and active process in which students actively engage with physical participation and direct their learning. Knowledge is constructed in large part through social interactions and cultural context. Learning is a subjective process that differs for everyone based on their experiences, convictions, and prior knowledge. As students gain new experiences and understanding, their accumulation of knowledge is constantly restructured.

Constructivism strongly emphasizes the value of motivation as a factor in driving learning, cultivating a positive mindset, and encouraging acceptance of new information. Constructivism and the continuous assessment framework are related because they both aim to encourage individuality, teamwork, and meaningful evaluation of students' learning. Constructivist pedagogy is aligned with continuous

assessment, incorporated into the learning process and offers continuing feedback. It highlights the use of information in multiple contexts and recognizes the contextual aspect of learning. Comprehensive evaluation methods are crucial for evaluating learners' performance and assessing their ability to apply knowledge successfully across settings.

Review Related to Previous Study

To inspire learning and increase students' abilities to ask questions and absorb their lessons, it is important first to pique their interest (Strauss, 2011). There has been a huge transformation in education, with new approaches implemented to increase academic achievement through formative assessments that gauge students' knowledge and identify areas for growth based on their abilities (Huisman, 2018). Many studies have been conducted to find out the relation between summative and formative assessment and to see which one is more effective in the evaluation process as per the requirements of today's education. The most common method of evaluating student's abilities is summative assessment right now. Still, a recent study by MIT, Harvard, and Brown University researchers shows that these tests don't do a very good job of measuring critical thinking abilities or any other type of cognitive intelligence (Matura, 2014).

In addition to the academic stakes of assessments and tests, such as grade promotion, selection, and screening, Bhattarai's (2019) research on the detrimental effects of high-stakes tests revealed a number of variables linked to the nation's sociocultural context, socioeconomic situation, and value-based educational culture that heighten the stakes and consequences of the tests and assessments. It has become a topic of concern on a global scale in recent years to discuss the effects of high-stakes testing on students. These incidents point to the assessment reform phenomenon's global scope as a worrying problem. To position this study, I chose the most pertinent material without restricting myself to any particular region or nation.

Rai (2019) has researched Teacher's Perception of Continuous Assessment System at Basic Level. His study aimed to explore how basic-level teachers felt about continuous assessment systems. It was created utilizing a semi-structured interview schedule and a qualitative methodology. The interviews included questions about sociodemographic information, attitudes towards CAS, teaching methods, personal experiences using CAS, and difficulties utilizing CAS. The patterns and themes were generated through the application of an inductive investigation. The study's findings

indicate that most teachers had favourable impressions of the CAS and its instruments, such as the portfolio, project work, and homework. At the same time, just a small number did not. The teachers appear to be facing significant difficulties due to a lack of CAS training for them as well as a lack of resources, infrastructure, and materials. This study showed how important it is to give basic-level teachers CAS training and to supply them with enough resources to apply CAS effectively.

Effectiveness of Continuous Assessment in English: A Case of Grade Six was the subject of research by Chapagain (2005). This experimental study aimed to ascertain how well CAS affected students' English achievement. The study concluded that the continuous evaluation approach for learning English was relatively more successful and effective than the traditional testing method.

The effectiveness of continuous assessment in raising students' grammar achievement was studied by Ghimire (2010). The study aimed to determine the impact of ongoing evaluation on English proficiency among students. To conclude, action research was conducted. He discovered that the continuous assessment technique works wonders for raising student achievement.

Educators worldwide are looking for such an assessment which are more balanced, meet various objectives of the education, use the same to make it parallel with the instructions in classroom teaching, and also be accountable to the educator's decision (Darling-Hammond, 2014). Similarly, they are also looking for cohesion in assessment at all levels that align with the same learning objectives (Herman, 2010). Continuous assessment is the ongoing process integrated with teaching and learning activity through classroom participation and daily interaction (Earl, 2013). Therefore, these studies show that continuous assessment is important for teachers, learners, and educators worldwide as the best option or alternative to bring quality to education.

After reviewing the literature relevant to my topic, I found that the Government of Nepal has tried its best to improve quality education. They have introduced new teaching pedagogies and techniques to help the students' holistic development. Schools and education sectors have claimed to implement a new system without making teachers, students, and parents aware of it, because of which there remains a lot of confusion among teachers and students. They are lost as they have to follow old and new practices, and parents who adapt to the old system are not ready to accept the new one. I thus noticed that we lack planning for implementation in the education sector.

Policy Review

Policy makers in the education sectors are more focused on scores distracting them from the main and important objective of education: gaining knowledge. Instead of relying solely on summative evaluation, a new policy based on a more genuine approach to evaluating students, instructors, and institutions is required (Morgan, 2016). A strategy or technique that emphasizes ideas, assistance, and cooperation should be employed rather than pressure teachers to perform according to anticipated results (Williams & Engel, 2012). The policy should be made based on classroom instruction, data on the students' capabilities, and the major objectives of education.

With the idea that learning might be evaluated and quantified, Sweden changed its assessment system in the 1960s by implementing a norm-referenced grading system (Wikström, 2006). The assessment system received harsh criticism because people's views and perspectives are evolving. After years of practice, the Swedish government altered the evaluation system by switching from a norm-referenced grading system to a criterion-referenced.

A similar kind of assessment reform were implemented in New Zealand (Crooks, 2002), where the current norm-referenced assessment was replaced by criterion-referenced assessment. Similar to how the New Zealand government altered the school curriculum numerous times, the evaluation system underwent numerous changes.

The assessment system in Spain was changed from a summative evaluation to a formative evaluation. Remesal (2007) asserts that the reform reduced the variety of state examinations to just one exam, which served as the entry point to higher education. In Spain, all tests are currently classroom and teacher-based, except for the one-state examination.

Numerous countries worldwide, including those in Asia, Latin America, and Africa, have undergone similar reforms. Regardless of assessment changes, many nations in these regions have always used summative assessment as the primary method for evaluating students. According to Remesal's 2007 study, there is a disconnection between the goals of the reform and how teachers view assessment. While many Asian and African nations designed and implemented their assessment reforms intending to enhance student learning, they frequently discovered conflicts between the assessment reform rules and assessment practices.

Over the past 65 years, Nepal has committed to educating all of its students and raising the standard of education. Nearly all of the national education commission's recommendations and educational strategies for Nepal have emphasized the importance of thorough and frequent evaluations of students' learning. The first and most thorough report, *Education in Nepal 2011 B.S.*, said that evaluations must be regular and include all facets of students' learning (National Education Commission, 2015). Similarly, the National Education System Plan (NESP) 1971 created a thorough and ongoing evaluation system employing various evaluation techniques for elementary school students. In 1992, the National Education Commission (NEC) emphasized the necessity of introducing a thorough and consistent evaluation system for accurately assessing students' learning and improving educational quality, but this did not occur (National Education Commission, 2015). After some time, in 1998, the High-Level National Education Commission Report (HLNEC, 1998) recommended implementing the liberal promotion from grades 1 to 3 through regular evaluations, accusing the current examination system of seriously wasting educational resources at the primary level as a result of its flaws (HLNEC, 1998). It was mentioned in the Ninth (1997-2002 AD) and Tenth (2002-2007 AD) five-year plans to implement a continuous evaluation system at the primary level. According to the Ninth Plan, the continuous evaluation system would be implemented gradually. The idea was to upgrade students from grade one to three while experimenting with a permissive promotion strategy. Based on pilot experiments and experience, the tenth plan intended to establish continuous assessment up to grade five. In MoE (2016), the processes for putting learning facilitation into practice were illustrated. These processes included personalized instruction, problem-solving, group or peer work, field-based teaching-learning methodologies, and remedial teaching in relation to the CAS evaluation system. It is evident from these contexts that the Ministry of Education intended to eventually introduce a continuous evaluation system across the country in primary education, which indicates more or less the importance of the students' continuous assessment practices, which is one of the perspectives of the semester system. However, in the context of Nepal, high-stakes testing is prominently predominated from the start of formal education.

According to the National Curriculum Framework (2005), the MoE of Nepal chose to alter its school curriculum based on research findings that were periodically given to the MoE and the shifting educational landscape on a global scale. A National

Curriculum Framework (NCF), which includes an assessment policy for the school curriculum, was created in 2005 by the Curriculum Development Centre (CDC) and MoE. Based on an extensive evaluation of educational development context and issues with reference to national needs and international views, the NCF contained the required principles and guidelines for establishing, implementing, and amending the national school curriculum and assessment (National Curriculum Framework, 2005). It provided a thorough structure for instruction in schools, from pre-primary to secondary levels (Pre-primary -to Grade 12). It also highlighted the assessment methodology that would be used following the implementation of the modified curriculum. The suggested assessment system for reform placed a heavy emphasis on formative evaluation. Despite being disregarded, this paradigm is relevant to Nepal's recently reformatted secondary-level evaluation system.

Various policies have been devised for the student evaluation process by the national curriculum form (CDC, 2005). Summative and formative evaluation processes will have been used to evaluate students. Nirantar Bidhyarthi Mulyankan Karyanwayan Pustaka (*Continuous student assessment implementation plan*) (CDC, 2011) states that the policy for evaluating students was to use formal and informal evaluation tools for internal and external evaluation processes. Tools like class work, project work, community work, unit tests, achievement tests, terminal examinations, observation, and constructive work will be used, as well as for the certification of achievement and promotion to another class summative assessment system. However, schools, resource centers, districts, regions, and agencies at the central level will be held accountable for district, regional, and national level evaluations. Standardized tests will be administered to determine the minimum standard for a given level and achievement of school level education in various classes and subjects; the pass mark for internal and external exams will be 40% in all levels and classes.

Nirantar Bidhyarthi Mulyankan Karyanwayan Pustaka (CDC, 2011) (*Continuous student assessment implementation plan*) claims that an attempt to implement a Continuous Assessment System has been made in the Primary Education Curriculum 2062 (grades 1-3) and 2065 (grades 4-7). The regulations above will bolster the claims further: (i) students' learning will be guaranteed through a formative evaluation system, the primary goal of which is to raise students' academic standards; as a result, teachers must offer the students learning opportunities based on each student's unique learning outcomes; (ii) for students in grades 1-3, a portfolio will be

kept. It will be updated based on the students' classwork, project work, achievement test results, behavioral changes in students, observation, attendance, etc., which must be sent home and documented in the portfolio.

Likewise, (iii) at this level, class tasks receive more attention than homework assignments; (iv) based on the continuous assessment method, the children in grades 1-3 received generous upgrades, and various evaluation tools need to be utilised for this; (v) since the continuous assessment system is used to evaluate pupils in grades 1-3, the evaluation system does not include a pass mark because that is what the continuous assessment system's primary goal is; (vi) diagnostic instruction will need to be carried out based on the level of students' learning success while CAS is being used as a teaching learning technique.

Furthermore, (vii) the choice of the relevant teacher, parents, and head teacher may result in the upgrading of pupils who have poor attendance in class and who are not familiar with the minimal learning outcomes, provided that they are given another chance to study; (viii) students will be divided into three categories (on a scale of "Ka" to "Ga") based on their performance in grades 1-3; the classification is as follows: "Ka" group: 70% to 100%; "Kha" group: 40% to 69%; and "Ga" group: below 40%; (ix) students in classes 4 and 5 will be evaluated using a 50% continuous assessment system and 50% summative test, with a pass mark of 40% for the written test and students needing to pass separately; (x) students who perform moderately on the continuous assessment system but fail the written test will be promoted based on the judgement of the related parents, teachers of the class or subject, and the head teacher; (xi) students in classes 4 and 5 will be evaluated using a 50% continuous assessment system and 50% summative test, with a pass mark of 40% for the written test and students needing to pass separately; (xii) students who perform moderately on the continuous assessment system but fail the written test will be promoted based on the judgement of the related parents, teachers of the class or subject, and the head teacher; and (xiii) appropriate evaluation.

From all the discussions above, I found that the policies made by the government of Nepal are tempting, but clear procedure and implementation has not been done yet. There is a major gap in the policy and practice. The policy of a continuous assessment system is focused only on the students of grades 1-5, even if the policy of liberal grade is up to grades 1-7. Similarly, in policy, it is mentioned that the students of grades 1-3 are evaluated through a continuous assessment system.

Still, most of the schools are taking examinations for evaluation in those grades as well. According to the policy, it is clear that CAS is implemented so that all the aspects of teaching-learning activity are integrated for the betterment of the learning outcome of the students.

Research Gap

The research done so far showed the significant importance of a continuous assessment system, various difficulties teachers face during the evaluation, and how CAS plays a substantial role in helping students overcome the stress of examination and motivate them to work towards improving their learning achievements. In the context of Nepal, many schools still follow the traditional assessment system to evaluate the students. Even if the schools follow CAS, it is not effectively practiced, and it seems the school management themselves lack proper knowledge about the system. Hence, through my study, I aim to find out ways that schools have been implementing or practicing CAS and whether or not the teachers are aware of the effectiveness and the objective of CAS.

According to CDC (2020), the evaluation system considers how well pupils perform academically as well as their behavior and contextual sensitivity. However, some real-world constraints exist on how the current evaluation system may evaluate learning accomplishments. According to CDC (2020), the current evaluation method cannot build a connection with learning facilitation, which has led to practical issues when implementing the Continuous Assessment System in the school curriculum. Hence, the observation and teachers' perceptions can shed some light on whether or not CAS is being practiced to achieve its actual objective.

I found many similar studies conducted by other researchers with similar purposes. Still, most of them were either focused on the students of grade 1-3 level or use of CAS in specific subjects such as language, mathematics, etc. However, the research by Rai (2019) has a similar topic and purpose as my study but focused on basic level teachers, whereas I am focused on the primary level. I found a huge gap in theory and practice with CAS. Many teachers are unaware of the reason behind the implementation of CAS and why it is necessary to use it properly for the evaluation's legitimacy. They feel that CAS is an added burden for their already overloaded work load and are not aware that it helps them manage their teaching as much as it supports the students' learning. Hence, with this study, I have tried to find how the teachers'

perception aligns with the practices and build a bridge to remove or minimize the gap in implementing CAS effectively.

Theoretical Framework

The following essential elements will serve as the foundation for the theoretical framework for the study on "Continuous Assessment Practices in Private Schools of the Kathmandu Valley":

Constructivism and Active Learning

Constructivism is a theory of learning that strongly emphasizes students participating actively in their education. It asserts that learning is a construction of knowledge through actively interpreting and assimilating new information with existing knowledge (Piaget, 2013). Continuous assessment aligns with the ideologies of constructivism as it allows students to engage actively in the learning process, receive timely feedback, and improve their understanding of concepts.

Assessment for Learning

Assessment for Learning is an approach that uses evaluation to promote and improve learning. It involves continuous evaluation procedures that give feedback, determine strengths and deficits, and decide on the instructions (Black & William, 2009). With frequent feedback, students can track their progress and take responsibility for their learning; continuous assessment methods attempt to support assessment for learning.

Teacher Perspectives and Beliefs

Teachers' perceptions and beliefs regarding assessment significantly affect how they conduct assessments in the classroom. To successfully implement continuous assessment, it is essential to understand instructors' perspectives on assessment to note any potential barriers. This part of the theoretical framework aims to look into instructors' attitudes, beliefs, and understanding of the benefits and drawbacks of continuous assessment.

Curriculum and Assessment Policy

The curriculum and assessment policies primarily influence the development of assessment processes within educational institutions. The theoretical framework has included a review of the policies the curriculum development center has made available to support the implementation of continuous assessment. The framework has explored how well-informed teachers are about these rules and how well their assessment practices match the objective of the curriculum. The research has

attempted to comprehend the effect of these elements on the execution of continuous assessment in schools by considering the curriculum and assessment guidelines.

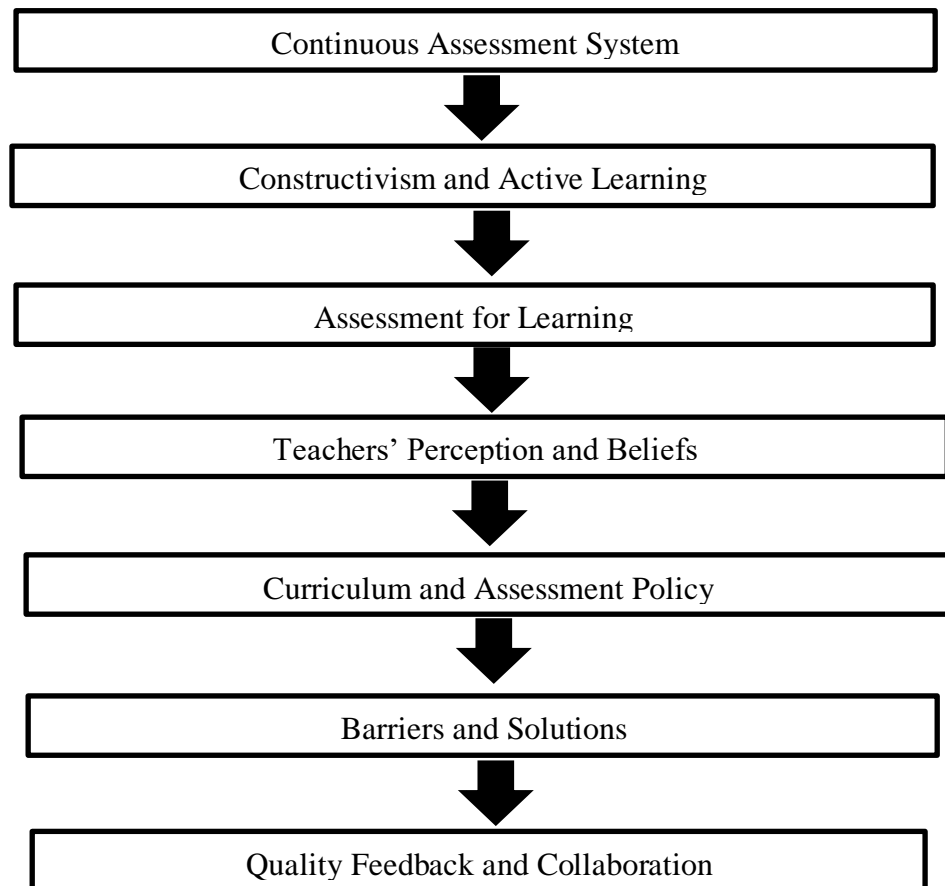
Barriers and Solutions

One of the key components of the theoretical framework is identifying the challenges that must be overcome for continuous assessment to be successfully integrated. This section has explored the challenges teachers face when implementing continuous assessment techniques in their schools. It has also suggested potential solutions and strategies to deal with these difficulties. These could entail providing teachers with the necessary resources, professional development opportunities, and support.

Quality Feedback and Collaboration

In continuous assessment, it is imperative to stress the importance of giving students timely and insightful feedback. The understanding of their strengths and weaknesses and the direction of their learning are all abetted by this kind of feedback, which fosters learning and growth. The theoretical framework shows how feedback fits into the continuous assessment process and how teachers and students work together to give and receive feedback.

By integrating these elements into the theoretical framework, the study has explored the status of continuous assessment practices in private schools in the Kathmandu Valley. It has attempted to find the characteristics that impact the successful implementation of continuous assessment and put forward suggestions to improve assessment practices to align with the objectives of the Nepali education system.



Each element in this illustration is represented as a box, connected by arrows showing the theoretical framework's association and direction. The framework moves from constructivism and active learning to assessment for learning, which is a supporting element, teacher views and beliefs, curriculum and assessment policy, barriers and solutions, and quality feedback and collaboration.

The relationships between the theoretical framework's elements are represented by a diagram, emphasizing the significance of constructivism and active learning as the foundations of continuous assessment procedures. It highlights the impact of teacher views and beliefs, curriculum and assessment policy, and the necessity to remove barriers. Furthermore, it accentuates the importance of removing impediments and encouraging good feedback and cooperation in adopting continuous assessment procedures in private schools in the Kathmandu Valley.

Chapter Summary

The chapter discusses the concept of continuous assessment and its importance in improving students' learning and performance. It explains the three assessment approaches: assessment for learning, assessment of learning, and assessment as learning, stressing the benefits of integrating aspects from each approach. While

continuous assessment has been incorporated in countries like Nepal, the current education system still prioritizes written tests and theoretical knowledge, hindering creativity and comprehensive skill development. It also explores constructivism as a learning theory and its relationship to the continuous assessment system. It discusses the principles of constructivism, such as active learning, social interaction, and the gradual process of knowledge construction. Continuous assessment aligns with constructivist pedagogy and can promote cooperation, communication, and authentic evaluation.

Furthermore, the chapter addresses the need for balanced assessments and the limitations of high-stakes tests. It discusses studies on teachers' perceptions of continuous assessment and the effectiveness of CAS in improving learning. It emphasizes the importance of effective implementation of continuous assessment, pointing out the gap between policies and practice in Nepal. Overall, the chapter highlights the significance of continuous assessment in education, the principles of constructivism, and the need for aligning assessment practices with learning objectives. It calls for improved implementation of continuous assessment systems to bridge the gap between theory and practice. The chapter concludes with the theoretical framework on how the research has been conducted in detail.

CHAPTER III

METHODOLOGY

This chapter presents the methodology that has been used in this research. The chapter begins with my ontology, epistemology, and axiology and proceeds towards the research design. It explains the method and every element guiding this research, including the information collection procedure. This study focuses on a qualitative approach to explore the influence of continuous assessment in the Nepali education sector, and teachers' experience on the influence of continuous assessment on the students' learning and their achievements is collected through narratives from selected teacher participants. It is a qualitative research based on an interpretative paradigm. Information from participants has been collected through interviews and class observation. This study explores how teachers narrate stories of their experiences of continuous assessment practices and their influence on the students' learning.

Philosophical Foundation of the Study

The procedure of carrying out research wholly depends on the researcher and their understanding of the social world and also how the world is viewed, the nature of knowledge and the methods of gaining the knowledge, the purposes and the goals of the researchers and the position and environment of the researchers themselves (Ritchie et al., 2014). A simple set of beliefs has been developed based on the philosophical stands on continuous assessment practices in the private schools of Kathmandu Valley. I believe in knowing how everyone perceives Nepal's assessment system and how it helps students learn. I have used different participants and collected their different views. My study has collected the narratives of the participants' experiences; therefore, the knowledge developed will be subjective. Similarly, to gain the knowledge mentioned above, there are six participants whose opinions and ideas have been collected through their sharing. As everyone perceives reality differently, the study has multiple realities.

Ontological Assumption

According to Willis (2007), a paradigm is a basic set of principles and opinions on how we view the world and the theoretical framework or guideline guiding research. It attempts to understand the phenomena of how the nature of reality is viewed, how knowledge can be generated, and what approaches can be used in

generating the knowledge (Taylor & Medina, 2013). The ontology of research design particularly deals with the question of what is knowable or the nature of reality. It is the science of the study of being. The reality can differ for different individuals as their social beliefs produce it, understanding and perception (Cohen et al., 2017). I believe in the subject construction of my participants shaped by their experiences on the issues of continuous assessment practices in private schools and their contribution to the student's learning, which supports my study's findings. These constructions or realities are contextual and subjective, with different stories, experiences, principles, and opinions. As a researcher, I believe my research has multiple realities in a society where multiple realities are seen at every step. Hence, this research is relative and subjective. Interactions with different individuals have been done separately to explore the multiple realities.

Epistemological Assumption

Epistemology generally deals with the type of knowledge and relationship between the individual and prior knowledge (Richards, 2003). This is an important concern within metaphysics concerning how we know what we know. Knowledge can be created and communicated through discussion and interaction, thus differing the participants' ways and responses. In this research, truth is constructed through observation, interaction, discussion, interviews, and sharing of ideas with teachers, as they are the ones who are directly involved with the evaluation process. So, the construction of knowledge is done through participants' experiences, stories, ideas, opinions, and my view subjectively.

Axiological Assumption

Axiology is the belief and value that helps to construct or obtain knowledge. How knowledge is constructed is directly related to our values, beliefs and ethics. Regarding research literature, axiology also refers to the involvement of researchers' values and opinions in generating knowledge (Creswell & Creswell, 2017). Cohen et al. (2017) mention that axiology concerns human nature and the relationship between human beings and their environment. While conducting my research, it is evident that I might have tried to put my beliefs and influence the participants, which might influence their expression, ideas, and views while participating in the interaction. In this context, I have valued each participant as a source of new insight and knowledge, truly respected their ideas, and tried to keep my beliefs out of the way so as not to influence the participants.

Research Paradigm and Design

With the understanding that my study has multiple realities, the knowledge is constructed through discussion, stories, narration, experience sharing, and participant observation. The collected information is based on the lived experience of the participants; thus, I have concluded that my study requires a qualitative approach. According to Gavin (2008), paradigm is the understanding or opinion on how we view the world, and so the paradigm my study represents is interpretivism. Similarly, as I have explored the practices related to continuous assessment through the experience and stories of participants, the design that my research follows is narrative inquiry.

Interpretivism

My research is based on the interpretation of stories, values, beliefs, and experiences of my participants, who are teachers with experience in practices of continuous assessment. According to Punch (2013), interpretivism focuses on the meaning people make out of situations and conduct and uses it to understand the world, which helps them understand their behaviour. Thus, this study is aligned with the interpretive paradigm, where participants are carefully selected to share their perspectives on assessments and their narratives on continuous assessment and its practices. The received information is narrated through my interpretation, abiding by the norms of standard ethical consideration of research methods. The paradigm of interpretivism helped me to understand and construct new meaning on continuous assessment, interpreting the narratives on the practices and experiences of teachers. I found the interpretivism paradigm to be the best for my study because it helps me to present the collected information with the meaning and feelings intact without any alteration as per my participation, recollections, and narration.

Narrative Inquiry

I have used the narrative inquiry method to make the research more interesting and livelier. My study is focused on the experiences and feelings of my participants so I believe that the narrative inquiry is the best approach for my study. Barkhuizen et al. (2014) claim that narrative inquiry interlinks story-telling and research, using narratives or stories as research data. Therefore, the narrative inquiry has helped me to get more details of the experience shared by the participants, as it is their experience that they can voice with full sentiments and certainty. The way of telling a story or sharing an experience differs from individual to individual. This, thus provides

variation in the study findings, making my study much more interesting. I have used narrative analysis, which has supported me to integrate and interpret the participants' stories. Stories and experiences are the assets that have helped me create knowledge and understanding. The participants were familiarized with the research to set the scene and provide the backdrop for my research. I have presented the stories and experiences of the participants in the way they wanted it to be presented. My study is entirely focused on the experiences of the participants; therefore, in my opinion, the narrative inquiry is the most suitable method to meet the aspiration of my research.

Research Site and Selection of Participants

The study has been conducted in six private schools of Kathmandu Valley where continuous assessment has been implemented for at least five years. The participants are teachers teaching at the primary level with the skill of using different sorts of continuous assessments. Hence, they have provided quality information for my research. The main reason for selecting these six teachers as my participants is that they are the ones who are with the students throughout the day in the school, understand the students and their requirements better, and have a lot of experience using both traditional and continuous assessment system in their teaching practice. The information collected has been fruitful for me as evidence to prove the claim that I am making that continuous assessments are helpful for students' learning. To get more ideas and knowledge on the best practices of continuous assessment, these participants have been selected considering their experience and comprehensive knowledge about the issue of the study.

Process of Information Collection

The information collection method in narrative inquiry largely focuses on in-depth interviews, informal conversation, notes, and memo writing with multiple interactions and sometimes informal observation. Following the same protocol, I have also been involved in the informal conversation, in-depth interview of the participants, class observation and memo writing during these observations. Before the interview formally took place, the research study and its purpose were briefly explained to the participants. With their experience in continuous assessment, I am assured that the information provided has been valuable for my research.

The interview took place in a different mode, so a study has been conducted over a prolonged period. The informal interview, in the beginning, was carried out as a warm-up session for the participants to get more accustomed to the process and

know the main agenda of the research. It was an informal conversation that set a foundation for further interaction and observation between the participants and the researcher. This provided me ample time to explain the major issue the research procedure and also to set the background of the research. After setting up the stage and when the participants were more comfortable, the second interview phase was conducted, where key questions were discussed. The open-ended questions were used to reinforce, scaffold, and facilitate the participants to freely share their ideas; probing questions were used. To ensure the information provided was valid, I observed their classes in their school. All these have been recorded as observation notes, photos or kept in audio and video clips for further processing. After proper analysis of the information, the third stage of the interview took place, where I asked summary questions, discussed the findings through member checking, and provided open-floor to further input on the issue.

The device I have used for this research are interviews with my participants. In this study, I used interviews to collect information that can enable a rich source of understanding of how teachers view the assessment system and provide appropriate information on how continuous assessment can scaffold the student's learning. As per Best & Kahn (2003), an interview gives more detailed information than a questionnaire and sometimes some confidential information which an individual may not feel comfortable sharing in writing. Finally, audio/video recordings of the interviews have also been transliterated before analyzing the collected information.

Information Processing, Interpretation, and Meaning Making

As my study is based on narrative inquiry, the processing and meaning-making are focused on narrative analysis. Information processing in qualitative research comprises examining and organizing the collected information, separating them into different themes through coding and recoding, and finally representing them through narratives or texts (Biklen & Bogdan, 2007). The information collected is interpreted following this same pattern. As Riessman (2008) said, narrative analysis is interpreting text, narratives or stories to gain insight into an individual's experiences, beliefs, values, and behaviours. The transcript, observational notes, photos, video, and audio clips have been read, observed properly, and arranged according to the sequential order of the events, and organized together as a story or a plot to understand and make the meaning out of them. After the information was processed, a theme was developed based on the collected information. The collected information

was then divided into the themes that suited them the best. To further support the authenticity of the meaning and narratives developed, the summarized narratives have been discussed with the participants through member checking. The interpreted information was then linked with the theories and lenses to develop core themes for better analysis. The themes were then generated by using the collected information as a guideline. The analyzed information is thus interpreted and incorporated into my research to enlist the finding of the research.

Quality Standard

To guarantee the credibility of my research, I had extended meetings, persistent surveillance, member checking, reflection, and peer debriefing. The credibility of the research is ensured through triangulation and member checking. Applying triangulation, I have used multiple methods like observation, interviews, debriefing, reflection, and so forth to collect, analyze and interpret data, which has helped me to understand my study topic completely. I have ensured that the information collected through different sources has consistency. Using the member-checking method, I have shared the data, interpretations, and conclusions with my participants. Through this, they got an opportunity to correct the errors and clarify their intentions, and thus they have provided me with some additional information. Peer debriefing has been used from the beginning to the end of my research. The research agenda, a theoretical framework of the study, and key findings have been discussed with my colleagues pursuing an MPhil from Kathmandu University my colleagues at my workplace, and my supervisor. Similarly, reflection has guided me to make meaning out of collected information. A lot of time was assigned to ponder upon and reflect on the observation notes, interviews, feedback, and peer debriefing to make meaning out of them.

As I have used narrative as my research approach, the three dimensions of the narrative approach, namely temporality, sociality, and place (Jean & Michael, 2000), have been focused on while conducting this research to make it credible.

Temporality

In narrative inquiry, it is significant to comprehend people, places, and events as in the process because nothing remains permanent but always is unstable. Temporality refers to the events in retrospect, current and next. While generating meaning from narrative events in the form of stories and experiences of my participants, I have attempted to find out their concurrent incidents of adversities and

resilience that have been influenced by their experiences and how they have been forecasting their future. As a researcher, with the importance of friendly relationships with participants, their stories have been revealed step by step, increasing the trustworthiness in the findings (Maggetti et al., 2015). This has made my research more reliable and authentic.

Sociality

Narrative inquiries are entwined with personal and social interactions that engulf the inquirer and the study participants' feelings, hopes, desires, moral obligations, etc.. Sociality refers to the requirement to emphasize experiential settings like environment and surrounding factors, which help collect narrative texts. It emphasizes the development of good social relations among researchers and participants (Jean & Michael, 2000). I have taken care of my participants' personal and social interactions. I have been careful while generating meaning their personal stories to consider how their passions, feelings, concerns, and moral obligations were shaped by each social interaction and surrounding measures to know their perception of education.

Spatiality

Spatiality or place always has a strong bond with one's memory and experiences. Being a narrative inquirer, I value place, as it may change the narratives and explore temporality. To maintain quality standards in the research, places guide us to events and experiences for meaning making, so its importance should not be sidelined. Linkage of places with my participants' experiences has provided flow to stories, and the confession of lived experiences becomes more vivid.

Ethical Consideration

Ethical issues are highly important while conducting qualitative research. Creswell and Creswell (2017) explain ethical consideration in research as a system to question the fundamental moral assumption of all research agendas, their political and ethical assumption, and the fair treatment of various voices. Valuing the ethical consideration of the participants, their opinion has been kept confidential, and pseudonyms have been used to address all participants to ensure secrecy. Top priority has been given to their confidentiality, dignity, and safety. The information and pictures collected were only used after the participants' consent. The information received from the participants has not been misinterpreted or distorted to affect their

life, and there has been no temptation to compel them to answer the researcher's questions.

Regarding confidentiality, I have been conscious not to expose or publicize any information that reserves the informants' privacy. I have not violated any locality's rules, regulations, customs, or other typicalities. I have strictly followed the KUSOED ethical guidelines while conducting the research. To achieve all these, any questions related to their ethnicity, culture, gender, etc., or things that make them uncomfortable have been avoided at all costs. The participants were given options not to answer any questions that may be irrelevant to the study or make them distressed or uncomfortable.

Chapter Summary

The chapter describes the methodology used in a research study focusing on the influence of continuous assessment on students' learning in the Nepali education sector. The research is qualitative and based on an interpretive paradigm. Through interviews, I collected narratives from selected teachers to explore their experiences with continuous assessment practices. The chapter also discusses the philosophical foundations of the study, including ontological, epistemological, and axiological assumptions. I adopted an interpretive paradigm and narrative inquiry as the research design. The study was conducted in private schools in Kathmandu Valley, and teachers were chosen as participants due to their direct involvement with students.

Information collection involved informal conversation, in-depth interviews, observation, and notes. The information was processed and interpreted using narrative analysis, and quality standards were ensured through member checking and peer debriefing. Ethical considerations were also taken into account, including confidentiality and informed consent. The chapter concludes by highlighting the importance of temporality, sociality, and spatiality in narrative inquiry and the adherence to ethical guidelines.

CHAPTER IV

PERCEPTION OF TEACHERS ON CONTINUOUS ASSESSMENT SYSTEM

In this chapter, different themes have been generated based on the narratives of the teacher's perception of the assessment system. Assessment is viewed as an imperative part of education because it defines the knowledge gained by the students and as a key instrument to navigate the learning behaviour of the students and the faculty. Thus, it is essential to comprehend the teachers' opinions on the assessment system and its effects on the students' learning.

Traditional Assessment as Barrier to Learning

Assessing learners is a vital part of teaching-learning process. The assessment's authenticity and validity signify the students' actual learning. Traditional assessment has always been unable to address and evaluate student's skills (Gardner, 2011). It lacks variation and focuses only on memorization and written tests, which many students may find difficult. In this context, one of my participants, Iris opined:

It was difficult for me to assess or evaluate students based only on written examination, especially students who were not good at writing but were good at speaking or, whose understanding was good or they have good creativity, or slow writers who knew everything but could not complete their work in limited time, were undermined as they were not evaluated as per their attributes. The outcome that should have come according to the actual potential of the student can be lacking in this type of evaluation.

Her expression is strengthened by Coombe et al. (2012), who claim that traditional assessment practices only tend to check students' capability to remember and replicate the content studied during a course. We have students with different interests, strengths, and weaknesses in class. However, traditional assessment can address the requirements of the students who are accustomed to writing fast or beating the time and memorizing, but the needs of the rest of the students are not met; thus, acting as a hurdle for their progress. Similarly, in the same context, another participant Aster expresses:

When the evaluation was done traditionally, rote learning or memorizing skill of a student was focused. Thus, I felt that the real evaluation of the students was not happening. I was not able to assess the overall skills of the students.

Only a specific part was assessed, which was not justifiable to the students who could do better in other parts or areas.

Traditional assessment focuses on limited skills, but the overall skills should be evaluated for the actual evaluation. Therefore, the evaluation done using traditional assessment is not authentic. Thus, this can act as a barrier to learning because learners start ignoring other skills and focus on the skills used in traditional assessment to increase their scores. Another major drawback of traditional assessment is that it does not involve students in evaluating their learning or using the assessment result to guide their future learning (McMillan et al., 2011). Therefore, we can clearly say that there is no evaluation of the actual learning but only of certain skills. On the same account, Lily further expressed:

When I used examinations for evaluation, I was only focused on academics. While giving children's progress reports to their parents, it was difficult to talk to them because the evaluation used to be in general, so I could not provide specific feedback for the child's improvement. The child was leveled good or bad on a retrospect of their academic performance only.

Their academics do not just determine the progress of a child. Actual learning of a student is a balance between academics, co-curricular activities, and extra-curricular activities. However, traditional assessment has no importance for co-curricular and extra-curricular activities as it emphasizes the academics of a learner. Therefore, it somehow stops or obstructs the growth of a learner as an individual, as they have to give up one thing to be successful in the other. According to Brown (2004), traditional assessment is considered a mere device to check the learning at the end of the term. Hence, it is a big obstacle to their progress. My next participant, Daisy's opinion on the traditional assessment, is similar. She mentions:

The teaching and learning process was entirely exam-focused, so the teachers and students were always focused on preparing for the examination. It was like a rat's race. The students were racing with either themselves or their friends. Instead of focusing on learning, teachers, parents, and students focused more on scoring better in the examination. Therefore, the students were not learning anything, and no actual learning was happening.

Traditional assessments usually focus on learners giving the expected answer, so there is little to no room for creativity. They are easy to correct, and almost all students give similar answers. According to Gardner (2011), learners had a variety of

astuteness, such as logical, linguistics, inter and intra-personal, visual, kinaesthetic, etc., and the written examination or the summative exams compelled them to write the things that they learned but could not assess learners' level of intelligence. In the same context, Camellia opines:

The freedom of expression is lacking because the students have to write their answers based on the expected answers of the examiner. The time and effort invested is wasted, and as teachers, we start judging the students based on a particular test. The students also start building a mindset that they can study only during the examination, which would be enough to score good marks. The major drawback I found in Nepali students or South Asian students in these assessments is that the learning attitude is not built up or developed because they have the concept of studying only during or for the examination.

In today's context, freedom of speech and expression is the most important skill an individual needs to possess. However, traditional assessment compels a learner to skip that skill entirely. A traditional assessment is more about answering what is written in the book rather than giving your opinion or perspective on a topic. Also, the teachers do not appreciate the students writing the answer in their own words as it becomes difficult to mark them, so they want the students to write exactly what is in the book. Due to this practice, the learners are more exam-oriented. Whenever they study, they study for the exam, thus forgetting that learning can be simply for pleasure or gaining knowledge. Hence, traditional assessment portrays learning is just for exams and getting good scores, so when there are no exams, the learners stop learning. Another participant, Jasmine, in the same context, expresses:

While using the paper-pencil test to evaluate the students, I could not figure out the level of understanding of the students because their overall evaluation was limited to certain questions and answers only. Similarly, the students were least bothered in what happened during the class. They had the mentality that they need not pay attention during class or need not submit the assignments and project work regularly if they could do well during the examination.

After all the narratives, as well as my own experience as a teacher, I feel that the traditional assessment system was not able to address the necessity or the requirement of each student as there was a standard question set, and all the students had to write answer based on the books their teachers have taught from rather than make use of their creativity and problem-solving skills to solve those questions. The

progress report handed to the students at the end of each term also depicted how they did in the exam; it never showed the whole learning process and the child's progress throughout the learning period. The provided result cannot be a reliable source to evaluate the child's learning as it is based on the child's performance on a particular day and within a set time.

Readiness to Change as the Necessity in Assessment

Change is inevitable. There is a time when transformation or a certain change in a system is a must. According to Al-Maamari et al. (2018), change readiness is defined as the collective resolve by organizational associates to implement change. Similar to this idea, change in the academic sector is a must due to changes in the system and technology. To cater to future children's needs, giving them the knowledge of the past does not address them. The learning should be relevant to the children, so it should be such that the learners relate and be able to apply their learning in their day-to-day life. In Nepal, change is mandatory in curriculum development and delivery because of the incongruity between curriculum and practice (Bajracharya, 2016). This change was brought as the continuous assessment system to support the students' learning and help them learn as per their need, in their way and time, without unnecessary pressure. In this context, Lily, one of my participants, proclaimed:

It took time for me to be ready to use CAS in my day-to-day teaching. I had to be mentally prepared to adapt and learn a new thing because I did not know what it was, so, first, had to learn about it. Then, once I started using it, it became much easier. I was able to tackle all those challenges that I faced during the time I assessed the students without continuous assessment. I could focus on specific areas for the children's improvement and confidently provide feedback and suggestions to the parents. I felt it to be very effective, important, and needed to bring a positive change in the education practices. I saw improvement in students and myself, and it worked as a chain to link the students, teachers, and parents.

Without a change in mindset, one cannot change one's everyday habit. Change is a never-ending progression that notably influences the efficacy of any organization (Cunha-Cruz et al., 2017). To accept the change, one needs to be ready mentally. It is the same for learning new things. The teachers and students both need to be ready to

accept the change in the teaching-learning process. Similarly, Jasmine, the next participant, professed:

For any new thing, a rigorous study is necessary; for me the continuous assessment system was new, I started updating myself on this system so that I was prepared to do it correctly. Before the system was introduced in my school, I was provided training. There, I learned about the positive attributes of a continuous evaluation system and how I could implement them in my evaluation process. After learning about all this, I realized that this might be one of the solutions to the problems I was facing for the evaluation of the children as it evaluates the overall performance of the students and also makes them aware that they are evaluated based on each and everything they do during their class.

Having an open mind and working towards progress are the major characteristics an individual should possess. In the context of the education sector, teachers are in charge of the execution of change. Thus, it is crucial to understand whether they are ready for the change (Alolabi et al., 2021). If not, the organization should work towards making them ready by providing them with the necessary resources and training or motivating them in other ways. Readiness open to changes can help you learn better and bring great progress. Daisy, in the same context, similarly stated that.

It was a totally new experience to use continuous assessment in my classes. I was very enthusiastic to use it as it was a new system that caught my interest. After I started using CAS in my teaching and understanding it better when I dug deeper into it, I realized this system focuses on the learning of the students and is beneficial for them. It was effective in the overall development of the students. As a teacher, I felt it took an extra workload off from her.

Accepting change can be good as it helps one realize that sometimes it can bring many positive attributes to how one works or thinks. Optimistic employees believe that change will have a positive insinuation for themselves and the organization in general (Nordin, 2011). Therefore, for the betterment of their career and the students and the organization they work for, many teachers are ready to accept the change if they believe it is for the progress of everyone involved. In the contrary, Iris proclaims:

It is a lot of work for the teachers as they have to actively and minutely observe each and every aspect of the students. In the initial phase of using the system, I was confused about what to do and how to do as it was a jump for me from a completely different system. However, after using it regularly, I realized that this system helps in the right way in the evaluation of the student comparative to the examination system. I was very happy with this system because the students are evaluated throughout their learning period so just one summative assessment at the end of the term or semester did not determine their learning outcomes. This evaluation reflected the students' actual performance and was justifiable and near to accurate so I was satisfied to use this to assess my students.

Doing something differently can be much easier sometimes, and once you know how it is done, everything becomes very easy. It helps to see that so much can be achieved easily and more effectively quickly. Similarly, in the same context, Aster further added:

When working in a traditional school, I did not know that the students could be assessed differently than focusing on paper-pencil tests. Once I joined the progressive school after coming to Kathmandu, I got training on different assessment approaches. In that school, there was a system of continuous assessment where they focused on the students' overall learning, and all the areas of learning were regularly evaluated. Once I started using it, I felt it was very effective for the students. They were actively involved in their learning, which was lacking in the traditional evaluation approach, and they enjoyed this system.

Many teachers are unaware of the new systems that can be incorporated for the evaluation to make learning better. Once they know about them and understand that they help not only the students by making learning fun and approachable but also the teachers by minutely addressing the needs of students and evaluating them by focusing on skills rather than the whole topic. To make the teachers accept the change, they must be aware of the system and its positive aspects. According to Vakola (2013), involving employees in the change creates a sense of ownership. Similarly, Rafferty et al. (2013), backs up the idea by claiming that participation gives a sense of empowerment and control. Thus, making them feel important and valued

helps spread positivity for accepting those changes. In the same way, Camellia voiced:

I did not want my students to go through the same mental stress that I went through as a student. So, when I learned about the continuous system, I felt that this was an outstanding system for the evaluation process as it evaluates the overall performance of the students. I found it to be logical, justifiable, and result-oriented.

Accepting and moving towards the change can be the toughest step to take as it moves from a comfort zone to the unknown. Georgalis et al. (2015), state that the success of transformation is decided by the attitudes and responses of the association's members. Once the continuous assessment system was suddenly introduced in schools, teachers faced many difficulties. When they introduced the system in the initial phase, many schools provided the training so that their teachers were aware of it and could use it appropriately. However, in many schools where the system was already implemented, and the new teachers joined, they were not provided formal training. This made the teachers more confused, and they found it difficult to use. I feel that if the school management could initiate a proper system of regular training for the teachers, that will reflect in their work, refining the standard of teaching learning activity. Once the teachers are familiar with the actual objective of the CAS and how it helps the students' overall growth, I think it will certainly help them accept the change and implement it in their regular teaching learning process. Involving teachers and communicating properly about the new changes in the schools may be one of the most effective ways to prepare the teachers to accept the change. Teachers are there for the students' betterment; if they feel that this change supports the students in their learning, they eagerly accept it.

Chapter Summary

This chapter explores teachers' perspectives of the education assessment system, focusing on its critical role in assessing student knowledge and behaviors. The flaws of traditional evaluation are underlined, focusing on its inability to quantify different talents and overemphasis on memorization and written assessments. Through participant experiences, teachers' worries about its limitations in supporting holistic learning and impeding creativity are shared. The chapter dives into the necessity for change, arguing that being willing to embrace change is critical for the progress of education. Implementing a Continuous Assessment System (CAS) is addressed as a

progressive alternative to old approaches, with the goal of tailored learning and reduced stress. Teachers' adaptability to CAS is stressed, with initial hurdles leading to favorable outcomes. Transitioning to new evaluation methods requires openness to change, training, and awareness methods.

Furthermore, the chapter emphasizes the constraints of traditional evaluation, teachers' enthusiasm for new techniques, and the need for current assessment alignment, continuing training, and communication to support effective implementation. It promotes holistic evaluation to foster creativity, critical thinking, and overall student improvement in a dynamic learning environment.

CHAPTER V

TEACHERS' PRACTICES ON CONTINUOUS ASSESSMENT SYSTEM

Teachers are vital components for quality teaching as what they do or practice in classroom instruction is significant for excellence. CAS criteria: project work, creative work, and behaviour change activities are intended to find students' knowledge levels and problems they face in the classroom. The participant teachers are optimistic about using CAS in teaching and learning. CAS, with its other additional tools such as assignment, class participation, feedback, suggestion, self-correction, research and presentation, and project work, measures the students' improvement and aids the teachers and students to yield better accomplishments.

Use of Rubrics for Evaluation

Rubrics are widely used to consistently assess students' work as they provide grading guidelines. In the words of Hitt & Helms (2009), rubrics is the tool that makes assessment more reliable as the “*standardize the grading process*” (p. 9). Furthermore, rubrics provide a guiding principle to assess performance correctly but also help lessen the gap between grades in theoretical and practical assessments. The concept of continuous assessment is especially a foundation for the overall growth of students, so every activity behaviour of a student needs to be observed continuously to get the wholesome and somewhat accurate result of their progress. The rubric is a key guideline in helping teachers evaluate students, specifically focusing on their performance without prejudice. In this sense, Daisy responded:

To make the learning effective and the evaluation process easy, I used differentiated learning as a part of my teaching and learning process, where students were divided into four groups per their level. The tasks were then rotated among the different groups. Based on those activities, I observed them individually. It was easier to observe the students better when they were divided into smaller groups. The observing criteria were how involved they were in group participation and discussion. For all of these evaluations, a set of rubrics or a framework was available, and on the rubrics, the students were evaluated in certain skills.

Differentiate teaching helps students of different levels achieve the same goal and objective differently. This method is very effective with a class of students with

different levels of understanding and interest. Differentiated teaching or diversified assignment is an allowance of variation where teachers or instructors give students options between two or more assessments in the identical component (Mogey et al., 2019). Providing options for different activities to complete the lesson's objective is effective because all learners get to do it as per their interest and similar-minded people work in a smaller group helping each other, which can benefit their learning. Similarly, in the same context, Lily claimed:

I have worked with a few schools, so my experience is different with different schools. One of the schools where I worked already had software for continuous assessment where parameters were set, and based on only those parameters, I was to evaluate the students. So, in another school where I worked, I created criteria for evaluation based on my lesson plans and the objective of that particular lesson. The teachers had the liberty to choose or decide on what parameters they would evaluate the students. Currently where I am working, the teachers create ledger based on lesson plans and class activities out of 100, including both summative and formative assessments. I have specific rubrics for specific areas, and students are evaluated based on those rubrics. For instance, if I were to evaluate students for presentation, then a few parameters I evaluate them on are clarity, confidence, pronunciation, readiness, etc. if it was a group project, then contribution. But the parameters keep changing based on the project work type.

Rubrics help the teachers to establish learning goals, design lessons and activities and lead students towards achieving the goals (Andrade, 2005). Teachers themselves creating rubrics based on the lesson plan and objective is more effective as they can plan activities accordingly that helps the learners meet the objective of that particular activity better. Creating rubrics makes teachers focus on what they are evaluating learners on through that particular activity. Therefore, there is no confusion among the learners on how the evaluation will take place and what areas they will be evaluated on. Likewise, in the same context Aster mentioned:

I had specific rubrics with particular criteria for evaluating students so I used those to assess them. I was provided a framework, and based on that, I could design the rubrics and use to evaluate each area of learning. For instance, if I was assessing students on their presentation, the few parameters they were

assessed on were fluency, content, grammar, confidence, intonation, pronunciation, etc.

All the schools or educational institutions have their system and framework. Providing an already prepared framework as a guideline for the teachers can help them to be directed by the framework and design rubrics as per the school's system and also gives novice teachers ideas on how to evaluate a particular activity or skill. It also maintains a uniformity in the rubrics created by different teachers. Gezie et al. (2012), claim that rubrics help limit the bias while grading students' assignments as it uses the same scale or parameters to evaluate all the students. Similarly, Camellia on the same context professed:

There were different rubrics for evaluating academics, behaviour, social settings, sports etc. Basically, the whole evaluation was based on rubrics. The few criteria I used to evaluate the students for their presentations were clarity, content, vocabulary, confidence, collaboration, and relevance. When I was evaluating reading the criteria were clarity, for younger classes the knowledge of the sight words, fluency in reading, is able to read the grade level text or not, pronunciation etc. In case of numeric, the students were evaluated based on the practical knowledge whether they are able to do the grade level mathematical problems or not, similarly if they are given the concept that multiplication is the repeated addition so whether or not the child can demonstrate them or not. In case of scientific experiment, the involvement, understanding the experiment and explain the result or the end product of the experiment. The involvement during the work, time management, their own contribution in the work, whether or not they were able to do their work on their own or required continuous support from peers or the teacher, can they work in social setting, collaboration, cooperation, relevance etc. are some criteria that were used to evaluate students for their class participation.

Rubrics are of different types and according to what you are using them for, the specific type should be used. The sort of the task and the purpose of using rubric as a tool will arbitrate which rubric is the most fitting to use (Riddle & Smith, 2008). The rubrics used for the academic purpose cannot be used to evaluate the co-curricular or extra-curricular activities as the objectives are entirely different. In the same context, Jasmine mentioned:

I evaluated the reading, writing, project work, research and presentation through their work habit, punctuality, effort, authenticity of the work, content, intelligibility etc. While assessing students on class participation or presentation, I focused on their involvement or participation during group or team work, their coordination, collaboration, and confidence. I was not provided with a specific framework or rubrics by the school but I set the criteria myself for these kinds of evaluations.

Without a framework and knowledge of rubrics, the evaluation cannot be authentic. The teachers should prepare a rubric and inform the students about the criteria or parameters they will be evaluated on so that they can focus on those parameters and prepare accordingly. Randomly evaluating students without proper guidelines can be biased and without informing about the objective of that particular assessment. The criteria they will be evaluated on cannot give justice to the students. It can cause confusion for them to understand their weakness and focus for the improvement. Teachers and students should work together to generate rubrics so that it is helpful to the students' learning process (Ascough, 2007). This helps students plan and work according to the created rubrics to accomplish the lesson's objective or particular activity. Correspondingly, Iris explained like Jasmine:

I was not provided with a specific framework or rubrics by the school management, I thus designed my rubrics to make the evaluation easier. The school evaluation focused on 50% marks weightage in summative or final written examination and 50% marks weightage in the CAS. The 50% of CAS was also further divided into different criteria such as 10% for work habit where their assignments, handwriting, copy maintenance and overall work habit was evaluated, another 10% for class participation which focused on speaking, attention, class participation, interest on the subject matter etc., then 10% for research and presentation where the students were evaluated on the basis of their performance, confidence, content, contribution and collaboration etc., then finally 20% is for class test and unit test where oral, written and MCQs were focused.

After all these discussions, we can see that rubrics are essential to a continuous assessment system. If any school or teacher wants to implement it in their teaching learning process, they have to have the idea of rubrics and know how to incorporate them. CAS cannot be effective or beneficial for the learners without designing a

rubric and incorporating it in the teaching-learning process. For the proper practice of CAS rubrics plays a vital role thus, teachers should design a proper rubric and share it with their students so that the students can be prepared accordingly to achieve the lesson's objective. According to Gezie et al. (2012), students appreciate knowing about the expectation of their instructors beforehand and having a guideline about how to do and what to include in their assignments. This can also support the learners to recognize their forte and weakness and act as a motivational factor to work on their weaker area.

CAS as an Aspect for the Development of Positive Mindset of the Learners

Assessments and evaluations are an integral part of teaching and learning process. Caruth (2014), argued that student engagement directly impacts better preservation which eventually contributes to student success and accomplish learning outcomes eagerly once they get sufficient prospects to be involved in learning activities. CAS is such a system where students are given plenty of opportunities and constructive feedback for their improvement, which motivates them to have a positive mindset and readiness for the learning. In today's context, the significance of providing feedback to learners to boost their learning is gradually acknowledged (Hattie & Timperley, 2007). It helps the students to overcome the fear of assessment as it is a regular process. In the same context, Daisy gave her opinion by stating:

I have found a lot of positive changes after I started using CAS. Coming out from the system where exam was the focus of whole education system, the children have started enjoying learning. They know that the assessment is ongoing continuously and these assessments do not define them and I think this mindset among the students have taken the pressure off the children as well as the teachers and the parents. It gives students the free mind and motivation to learn without any examination or external stress and focus more on the feedback provided by their teachers for their improvement.

CAS has been seen as a boon to many students, especially young children. They tend to get distracted easily. They are flustered in new environments therefore, many of them could never do well in their end-semester examination. May it be due to exam phobia, nervousness or change in scenario. After implementing CAS especially in many schools, the students do not have to give examinations, their everyday activity and performance are evaluated through rubrics and by maintain a portfolio. This has helped the learners achieve their potential as they do not have to spend time

memorizing the syllabus and answers for the questions according to the desire of their teachers. Ebhomien et al. (2012) opined that the practice of CAS has motivated the students as it helps their learning through different support programs. In the similar way, Jasmine professed:

After using CAS, I have found a lot of positive changes in the students such as they were more confident in anything they do, they had understood the importance of collaboration and team work and they submitted quality work and assignments on regular basis. I found the students had become more responsible towards their work.

Motivation can bring the positive attitude among learners. When they are positive towards learning, it is easier for them to understand what is being taught and apply this learning in their life. According to West & Sadoski (2011), motivation plays a vital role in learners' progress by encouraging them to put in more effort to reach a target. Similarly, in the same context Lily opined:

I feel that there are more positive aspects in the CAS thus I like to use it as I can address and cater to each and every project, each and every activity or the moments of the students learning. Then there is regular communication and reflection going on after completion of each activity, different feedback and suggestion sessions such as peer feedback and suggestions, feedback and suggestions from teachers are provided which helps the students to work towards improving their learning. When a lot of ideas are given to them to strengthen their weakness, I think most of the students show significant improvement, even if it is very small but I can see the improvement.

Uses of CAS has helped the teachers to observe and evaluate the learners minutely. They can address the difficulties the learners face as soon as it occurs, thus diminishing the learners' confusion. It also helps learners understand what the instruction will focus on, encouraging them to concentrate on that. When students understand how they can achieve their learning goals, get positive feedback, and regulate their mindset, their confidence and willingness to learn increases, and CAS makes it possible for them (Learning Point Associates, 2009). CAS focuses on one skill at a time, making it easier for the learners to achieve them. Iris in the same context, elucidated:

Everything has a positive and negative aspect. But CAS inclines more towards positive side. The positive aspects of CAS are to evaluate students, I can plan

different activities such as research and presentation where they are given to research on the topic that is being taught in the class, group activity also can be given as the students enjoy these activities and the learning is also commendable, use of flipped classroom where the role of the students is reversed as the teacher. These activities have been able to grasp the student interest so learning curiosity has been developed which further motivates them to quench their thirst for learning through active participation, putting forward queries to clear the confusion. Another thing the CAS has helped me tremendously is in improving the work habit of the students because they have realized that all of their works will be evaluated and be reflected in the final evaluation so most students tend to give their best, so missing work or submission of low-quality work has reduced. I think as the students are evaluated throughout their evaluation period so this has helped them be aware that the fruit of their hard work is sweet. This has helped to motivate the students to do better.

Designing just one activity and using the same throughout can be demotivating and monotonous. When there is no variation in activities, the learner will lack interest. Different activities help learners maintain their excitement for learning there when they are excited to learn with positive mindset, learning happens easily and more effectively. In CAS teachers design variety of activities which equip learners to engage in self-assessment (OECD, 2013), which can be one of the motivating factors for the learners in CAS as they can themselves evaluate their work and use this experience for future reference. Similarly, Aster claims:

Using CAS is very effective if the number of students is around 25-30, but if it is more than that the teacher can't use it as they will not be able to give individual time to each student. The students too sometime feel pressure that they are being assessed every day. In most of the schools, the effectiveness of the CAS depends on the completion of syllabus. But if I look back on students' response about CAS, they had more positive opinion as they got regular feedback on their work which motivated them to do better. They were guided the area they should focus on to excel certain skills, which also helped them to enhance their learning. Even for teachers it was very helpful because the teachers too could see the students' progress and change or modify their

lesson plans or their method of delivering their lesson if they find the students struggling to understand.

Effectiveness and quality can be assured if the number of students is less. In CAS, teachers have to give individual attention to each student with a limited time of 40-45 minutes. If the students number in class is bigger which might be quite difficult to achieve. Similarly, if the school is using CAS, they should focus on student' actual performance rather than exams and completion of the syllabus. Thus, some reforms are necessary to make it more effective. Correspondingly, Camellia proclaimed:

In my experience, when I used CAS to evaluate the students, I did not face much negative feedback or see negative results from students' side. The positive changes I found in students were when they were time and again talked about the things they are being evaluated on and those are the things targeted for the progress or the improvement of the students then, the students themselves started working on them when they realized that the feedback and suggestions are actually for their improvement.

CAS has proven to be a positive change that was brought in the education system, which has been able to help the students in many ways greatly. According to Henrie et al. (2015), For the effective learning practice among students, the parameters such as learning tools, assignments provided, and activities played a significant role. CAS is a one of the most prominent pedagogical tools that supports the instructors or facilitators and learners to check and guide their progress with rubrics (Hattie, 2011). The learning mindset of the children has become more positive in recent years as they enjoy their learning, and during the learning the evaluation takes place thus deducing the extra pressure of the examination.

Chapter Summary

In this chapter, I have tried to explain how the teachers have been using CAS and its rubrics as a part of their teaching-learning process to evaluate and document the students' progress. CAS has acted as a motivational factor for the learners to build a positive mindset towards learning. It has helped the teachers to observe the students minutely and focus on the specific areas they need to focus on their progress. The students are well encouraged through constructional feedback from their peers and teachers, which catalyzes their improvement. Teachers' narratives have been added as a base along with supporting literature to build the themes and analyze them.

CHAPTER VI

KEY INSIGHTS, DISCUSSION, CONCLUSION, PEDAGOGICAL IMPLICATION, AND REFLECTION

In this chapter, I have strived to place together the key insights, discussions, conclusions, pedagogical implications, and my reflection on the continuous assessment system. Before concluding my ideas, I have carefully contemplated this research so that I do not make any presuppositions about the outcomes. My research was intended to find teachers' perceptions of different types of assessments and how they implemented continuous assessment in their classrooms.

Key Insights

From the participants' narratives and the information they shared, I found that traditional assessment is a barrier to learning because it focuses only on certain skills, such as rote learning, memorizing, speed writing, and many more, which all the students may not possess. Similarly, it also cannot evaluate their creativity. Needs of a slow writer are not met and it cannot evaluate the holistic development of a student. Not only that, traditional assessment fails to evaluate the actual learning of a student. There is a lot of bias in the evaluation done. The students are not informed of their weaknesses and cannot improve. According to their opinion, there are tremendous flaws in traditional assessment so to make the students perform to their full aptitude revolution in the education sector, especially the assessment system is extremely necessary.

Likewise, in the readiness to change section above, my participants pointed out the necessity for readiness for change. Their narratives show that, they believe the traditional assessment has not been able to appraise the students' actual learning. From the information they shared, I found that as an educator, they are ready to do anything or implement any pedagogy or practices they can, if it helps the students to learn better. If it benefits the students, the teachers are ready to do anything. But the schools and educational institutions are not serious about it. They shared that many of them were not trained on how the new system was to be implemented. They believed that the schools work to satisfy the parents more than working towards the betterment of the students. In their opinion, it is not only the teachers and students who should be mentally, emotionally, and physically ready to accept the change, but the educational

institution, the management team, and the parents should also focus on accepting the changes than only the desire change or result can be achieved.

Rubrics make things much clearer and easier if it is based on the objectives of the planned lesson or activity. The teacher and students know what skills they are focusing on with that particular lesson or the task. In my third theme, my participants clarified that generating rubrics by collaborating with their learners helped them achieve their objective better because they clearly accepted what was expected of them with each lesson or task. They shared that the biases also radically decreased as they had clear student evaluation parameters. The level and criteria were described so that it was easy for them to grade their students based on that particular performance and not be influenced by how the individual is at other times or other performances. It also emphasizes that CAS helps analyze even the smallest skill separately using rubrics, which can assist students in identifying their potential in that area. There were different rubrics to evaluate their academic, behaviour, skills etc. therefore, their overall performance was evaluated based on holistic performance rather than just the academic ones.

Continuous assessment has acted as a factor that has motivated the students and built a positive mindset among them because the evaluation happens during the teaching-learning process. Except for a few activities, the students do not have to spend extra time preparing, and they enjoy the stress-free evaluation process. In my last theme, my participants narrated that CAS has helped learners have a positive mindset because they are guided and provided constructive feedback, making them see the areas where they can work to improve and enhance their learning achievement. Rubrics are shared with them in CAS so they can self-evaluate themselves and determine how to improve. It has helped develop an individual who can accept their weakness and work towards improving them. It has motivated them to compete with themselves and work towards becoming a better human being. According to my participants' perception, CAS has proven to be a blessing for teachers and students to enhance their learning outcomes.

Discussion

After collecting my participants' narratives, I generated four key insights in the study. The insight was generated based on my participants' stories on continuous assessment practices in their schools and educational institutions. The four insights are i) traditional assessment as a barrier to learning, ii) readiness to change as the

necessity in assessment, iii) teacher's use of rubrics for evaluation, iv) CAS as a factor for developing positive mindset for the learners.

Traditional Assessment as Barrier to Learning

In the barrier to learning, my participants expressed that the traditional assessment system is at a standstill position because they cannot evaluate more than a handful of skills. The meaning I have drawn from participants aligns with the opinion of Mazumdar (2010), who claims that traditional assessment systems cover a lot of syllabus and force students to remember and recall during the examination. But Abro (2014), states that the new assessment system provides ample opportunities for the learners to garnish their different skills through various activities such as presentation, group discussion, regular assignments, class participation, and so on. If I perceive through the lens of constructivism, it reveals that constructivism is a theory of learning. Thus, it clarifies that learning happens through active involvement and knowledge is socially constructed (Sjøberg, 2010). If the learners are not involved, then the learning does not happen.

Traditional assessment does not support the creativity of the learners. Dion & Maldonado (2013) also express the same context, stating that students understand a concept. Still, they lack -order thinking skills, the most prominent thing required to get employed. So basically, he believes that the actual skills that a student should master are not being able to evaluate through the traditional system. Ultanir (2012), states that schools should stop focusing on memorizing and rote learning techniques but rather be grounded in real experiences where students can learn through direct living in the situation and create and construct knowledge.

Readiness to Change as per necessity in Assessment

In my second theme, the readiness to change as per necessity in assessment, my participants mentioned that teachers and school administration should be physically and mentally prepared to accept any change. It is easy for the policymakers to introduce change after the positive result of the research and make the schools and educational institutions implement them. But the school administration's responsible for ensuring that their employees are ready for it. This expression of my participants align with the claim of Al-Maamari et al. (2018), who state that change readiness is the collective resolve of organizational members to execute change. Thus, if either the teachers or the administration is not ready, the implementation will not be successful.

All the parties involved, such as teachers, administrators, parents, and students, should equally be ready so any change can be successful.

Teachers are always ready to change if they see that the new pedagogy or the system will somehow help their students. They know that the change can be good for them as well. This context aligns with the context of Nordin (2011), who claims that optimistic workforce have confidence that change will have a positive outcome for them thus, they are ready for it. Not only Nordin, Griffin et al. (2012), claim that the traditional perspective in education does not address the social demands of the current world; thus, teachers should not ignore the context and consider adapting the learning process to these new tendencies. We saw that the demand is for transformation, and teachers are prepared to accept it. According to my participants' perspectives, providing proper training and resources for the teachers to adapt to these changes is the key responsibility of the administrators. Still, many schools ignore this and make the teachers learn on their own, which, according to the participants, make the practice un-reliable and unauthentic. This perception of my participants is well supported by Kanjee & Moloi (2014), who claim that “*Training in continuous assessment should occur both in pre-service and in-service settings*” (p.109). The school administration seems to lack assisting teachers. Hence they need to train teachers before implementing the new assessment system and, during the implementation, need to ensure that the teachers are updated and practicing properly.

Upon looking through the lens of constructivism, I found that change in the assessment system is inevitable. Constructivists believe knowledge is an active and dynamic process involving real-world applications through different activities (Piaget, 2013). Traditional assessments do not believe in the learners' active participation or knowledge being dynamic. The whole learning and evaluation process is limited to a handful, failing to address the needs and requirements of each learner to construct their knowledge.

Use of Rubrics for Evaluation

The third theme of my study dealt with the use of rubrics. In this context, my participants shared their experience that rubrics have been the best part of a new assessment system. They believed it has helped them decrease potential biases in the evaluation process. The same inkling is reinforced by Gezie et al. (2012), who claim that rubrics help to limit the biases while grading because it uses the same scale to evaluate all the students. Similarly, my participants shared that they could see a lot of

involvement and progress among their students when they designed rubrics along with their students. Ascough (2007); Gezie et al. (2012), supported this claim saying that collaborating with students to design the rubrics help them in the learning process. They appreciate knowing the expectations of their teachers beforehand and having a guideline about how and what to include in assignments.

My participants shared that it was easier to plan their lessons with the help of rubrics. According to them, it helped to create lesson goals beforehand and plan lesson-based activities, helping them know what skills they are teaching and evaluating with each lesson activity. This has also helped them align learning goals with instruction, activities, assignments, and assessments. Abulnour (2016) mentioned that to make the assessment reliable and authentic, the instruction, assessment, and objective of the lesson or activity should align. This was possible only with rubrics designed before starting a lesson or the activity.

From the narratives of my participants, I found that there are different types of rubrics for different purposes. For academic purposes, an analytic rubric is used however, for other activities and behaviour evaluation, holistic rubrics suffice. The rubrics can act as a chaperone for students to expand their learning. This idea is supported by McMillan et al. (2011), who claim that rubrics help students assess their learning and act as a guide for their future ones. If I perceive this through the lens of constructivists, the idea of self-corrective aligns with one of constructivism's principles that knowledge is personal. When they use rubrics to analyze their knowledge and learning, they update their predominant idea to replicate the new information and build their understanding (McLeod, 2019). This way, they can relate to learning better and work towards achieving their learning goals as per their understanding.

CAS as an Aspect of the Development of a Positive Mindset in the Learners

In my last theme, CAS as a factor for the development of a positive mindset, my participants shared that the new evaluation done using CAS has helped them build a positive mindset among the learners. They shared that when learners know the expectations of the teachers and how to achieve them, they show seriousness in their work. They believed that the students who were not sincere during class and never participated in class activities have started showing interest as they know that they are being evaluated regularly through the activities. CAS evaluates small skill and makes learners realize that even if they are not competitive in one skill, the next activity will

help them overcome their loss, so they show their keen interest in the activities. According to my participants, the learners likely realized their weaknesses and worked towards improving them. From the narratives, I found that CAS is helping students in improving their learning. This idea is also supported by Westbrook et al. (2013), who claim that teachers' use of interactive pedagogical practices positively impacts the students' learning outcomes.

Through the narration of the participants, I found that because they get continuous feedback and suggestions and extra support from their peers and the teachers, they can participate in different activities as part of their learning and evaluation. As a result, they enjoy their learning. They do not see judgment in how their teacher and peers encourage them when they fail to do something. This helps them embrace their failure and attempt to overcome it through handwork and encouragement provided by their teachers. This appears to be the imperative motivating aspect for the learners to work towards achieving their learning goals. Another aspect of CAS is that it provides regular feedback and suggestions, and the rubrics used are shared with the learners to show them what they are required to do to attain the learning goals the learners develop the habit of self-assessing themselves which makes them able to accept the feedback and suggestions without feeling demotivated. This same idea of my participants aligns with the idea of OECD (2013), which opined that because of variety of activities in CAS equips learners to engage in self-assessment, which is a motivating factor for them to enhance their learning. Similarly, Abulnour (2016) also supports this claim by stressing that constructivist assessment can motivate students to create their agendas, co-construct rubrics, and support learning via self and peer-assessment tools.

I analyzed these narratives through the lens of constructivism, which believes that effective teaching involves engaging students in the day-to-day lesson through different activities (Thomas & Brown, 2011), which also aligns with the main idea of constructivism that knowledge is constructed through active participation and their own experiences (Elliot et al., 2000). Therefore, CAS can be taken as one of the major tools to use in the classroom to address the learners' needs as per the concept of constructivism. It supports all the principles and ideas by constructivists such as Lev Vygotsky, Jean Piaget, and John Dewey and helps learners attain their learning goals and enhance their learning outcomes.

Conclusion

The participants in the study shared their insights on the use of continuous evaluation in educational institutions. They identified several problems with traditional evaluation, such as its emphasis on limited skills like rote learning and memorization, its inability to assess creativity, and its incapacity to evaluate the overall growth of students. Traditional evaluation has also been disparaged for its biases and for not giving students enough constructive criticism. To enable students to perform to their full potential, participants underlined the need for a revolution in the educational sector, predominantly in the assessment system.

Readiness for change was identified as a necessity in the assessment. Participants emphasized the need for educators and educational institutions to be physically and intellectually capable of embracing and implementing change. They acknowledged that schools and educational institutions frequently place a higher priority on appeasing parents than on enhancing student learning outcomes. Still, they also stated their willingness to adopt new pedagogies and practices if they benefited students. Participants believed that for change to be successful, all stakeholders like teachers, students, administrators, and parents should be willing and receptive to it.

Participants extremely appreciated the use of rubrics for evaluation. They found that rubrics helped decrease unfair evaluation and provided clear expectations for students. Collaborating with students to design rubrics was perceived as beneficial, as it increased student involvement and progress. Rubrics also facilitated lesson planning by aligning learning goals with instruction, activities, assignments, and assessments. Different rubrics were used for academic and behavioral evaluations, agreeing on a holistic assessment of student performance.

Continuous assessment was seen as a motivating factor for students and developing a positive mindset. Participants acknowledged that the evaluation during the teaching-learning process reduced stress and allowed students to focus on their learning without needing additional preparation. Continuous assessment provided constructive feedback and guided students on areas for improvement, fostering a growth mindset. Participants believed continuous assessment benefited teachers and students in enhancing learning outcomes.

The insights from the study highlighted the limitations of traditional assessment, the importance of readiness for change, the value of rubrics in evaluation, and the positive impact of continuous assessment on student mindset. It also

highlight that CAS helps evaluate even the smallest skills individually through the help of the rubrics which can help the students identify their potential in that particular skill. These findings align with constructivist perspectives on learning, which emphasize active participation, personal construction of knowledge, and the alignment of assessment with learning goals.

Reflection

Starting a new journey is always difficult, but the challenges you face throughout and feeling of accomplishment you get at the end gives you contentment. My research journey has been similar in this context. I was totally new to the whole process of the research; it might be because I came from a different academic background and had to review a piece of literature by any author with a specific perspective. Deciding a topic and choosing a theme was a challenge, then changing the whole proposal for the fourth time because of changing area was another story, but, I did not want to give up. I had promised myself that no matter how difficult it may be giving up was never an option.

Another challenge I faced during my study and research is COVID crisis. I could not enjoy proper physical classes, resources provided by university and the K.U. culture as a student as our classes were virtual. So, understanding many concepts and things were a struggle. Actual plan on how I wanted to do research also had to be compromised due to pandemic. Many schools allowing visitors only in certain areas but not inside the classrooms affected the actual observation and interviews too had to be conducted virtually. However, this tough time has made me much stronger and allowed me to research one of the most controversial topics and give a good research paper.

While choosing this topic, I had imagined gaining some valuable insight into the prevailing assessment systems and the use of continuous assessment systems. The pros and cons of these assessments and how and which assessment will help to evaluate students based on their learnings. During my class observation and interviews with the teachers, I realized that many things need to be researched for proper practice and implementation in the education sector to excel.

With the completion of this research, I have gained knowledge on the actual needs of the teachers working day and night for the betterment of the school and the students, and how I can be the voice of these teachers through my other research. This

has motivated me to work, especially on the effectiveness of the continuation of CAS in the higher secondary, college, and University levels.

This dissertation is based on the narrative inquiry, focusing on the lived experiences of the teachers. With their shared experiences, I found that many of us have faced similar hurdles with our practices. Even when we know the implication, we tend to change it due to the intervention, it seems that if the school management is more transparent in the system of appraisal of the teachers, then the teachers will focus more on their teaching rather than altering their students' grades.

Pedagogical Implication

The main purpose of this research was to study the practice of continuous assessment systems in private schools of Kathmandu valley. Previous studies were either focused on its practices on a particular subject, government schools or the students of primary level. The participant teachers shared their experiences of their practices. They reflected on the areas that needed immediate attention to determine the actual purpose of implementing CAS in the schools and educational institutions. The findings of this study might be useful for educators and policy makers as it shows what is happening, where their intervention areis happening, and where their intervention is needed.

Educators

Educators are the most prominent figures when dealing with the future of students because they are the ones who are directly involved with them on an everyday basis. If they take anything related to education and holistic development lightly, they will not be able to achieve their mission as they claim to. If they claim to work for the students' benefit, they need to consider the finding of this study.

Educators need to understand that the practice of CAS they are implementing in their schools has many flaws. It is not being practiced as it should be because the teachers and staff are unaware of the actual objective of CAS and the new practices prevailing in the national and international market. They are not trained on how to implement them. Many are unaware of rubrics; based on the finding, most private schools do not use them. Most private schools have tried implementing the CAS but have also been unable to leave behind the traditional system, making it a mixture of confusion among teachers, students, and parents. Most schools still work to satisfy their parents rather than work for the benefit of students, thus ignoring the fact that implementation of CAS is not being as should be used.

If educators really want their students to do good, they could work on making parents understand the need for change in the evaluation system and its positive impact on students' achievement. They could have well-trained and competent teachers and staffs so that they can guide their students to compete in the global market. They could make a system to provide enough resources for the teachers and staffs to work in a good and supportive environment to support their learners best.

Policy Makers

Policymakers are another important unit that works to improve education sectors. The study's findings might work as a guide for them to see somehow what sectors they could focus on while altering the existing policy to make it more advantageous for the students. The policy makers could consider all the aspects before implementing any new system. Once implemented, they could regularly assign someone to monitor whether or not it is practiced as it could be and see if or not the objective of introducing the new system is being achieved. The other important aspect they could consider is if the new policy has been introduced, then there could be uniformity in its practice throughout the country. Only with uniformity in practice can students of the entire country benefit and get access to equal opportunities.

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APPENDIX A. PARTICIPANTS' PROFILE

Participant 1: Daisy

Daisy is a 35-year-old female teacher, who is married. She was born and brought up in Butwal and she completed her high school there. She is 5 feet 3 inches tall with very fair skin and long blond hair. She shifted to Kathmandu with her family when she was in college for better opportunity for the family. She just completed her Masters from Kathmandu University.

She has been teaching in different schools of Kathmandu for more than eight years. She has been in the school that she is currently working in since 2018. She teaches in Grade 2. She has been working in the same grade for the past three years. Her class is mix with students of different ethnical background, gender and abilities. The school that she is currently working also caters to the special students so she handles few of them in her class along with her assistant.

According to her it is her passion to teach students and be able to make a difference in their life in one way or the other. She loves working in that school because according to her the school is very systematic and everything is managed well so the working environment is very good. The teachers have the freedom to follow their own practice if it lies in the frame work of the teaching practices provided to them. There is not much interference from the management so the teachers can work freely and are allowed to try new activities accordingly. She says that because of this freedom she feels that she can do much better and is always researching on the new ideas and technology that can be implemented in her teaching practices.

With experience of working with few other schools, she feels that this school is the most comfortable she has felt working with. As the school is systematic and everything is well planned, organized, and has healthy working environment, the teacher turnover rate is minimal. She feels that the teachers and staffs working there are very happy and are satisfied with their job and facilities they provide to their employees. She believes that this is also the reason why the students and parents are very satisfied. The students are well disciplined, active and can make a mark globally. She says that she feels lucky to be part of such an organization.

Participant 2: Jasmine

Jasmine is a 27 years old female teacher. She is from Syangja. She did her schooling in her home town and came to Kathmandu alone to pursue her further studies. She lives alone in a rented apartment in Kathmandu. She is 5 feet 2 inches tall with shoulder length wavy black hair. She is very shy in nature and does not talk with people unless she is asked to. She completed her MBA from a reputed college in Kathmandu. She is planning to go abroad for her PhD.

According to her, she first joined teaching to pay her tuition and rent. It was something that helped her pay her bills, but after a year or so of teaching she found the profession very appealing thus continued working as a teacher. She worked in 2 schools so far. She has been working for four years in this one. She is a grade teacher for Garde 1 and her leading subjects are Mathematics and Science. She finds this school easier to work because of the timing, less working hour as well as less work load.

She says that there is no freedom to do as she wishes in her classroom as you have to strictly follow a protocol of how certain class should be taken in her school. There are a lot of section so all the teachers teaching the same subject need to teach in the same way which is quite difficult as everyone has unique of doing things. But if you follow the system, the work is very easy so it is helping her to continue her studies. She feels she likes working here because there is no extra pressure and her students like her, she has good rapport with her colleagues and there is not much inspection and intervention from the upper management. However, she feels that if her supervisor could give them the freedom of teaching according to their own way as long as it aligns with the curriculum then she feels that she could make her class much more interesting as she could tailor it according to the requirement of her students. Now even if she suggests this to her colleagues, they do not agree thus she sometimes find the classes to be monotonous.

Participant 3: Lily

Lily is a 32-year-old female teacher from Kathmandu. She is married. She is 5 feet 2 inches tall with straight black hair that falls pass her shoulders. She is a very outgoing person with a smiling face. She completed her higher studies from the reputed schools and college of Kathmandu. She has completed her Bachelors is Business Studies from Tribhuwan University. Currently she is working as a coordinator as well as a teacher in a school in Kathmandu. She has been working here

since 2019. She is currently working as a grade teacher for the third graders. She has been working in teaching profession for 15 years and has worked with around 6 different schools. According to her she has some very good and some not so good experience so far.

She always wanted to be a teacher thus, she never looked for any other career options. As soon as she started looking for jobs she applied to schools and got the job and since then has never looked back. From the very first year of her teaching her students liked her thus she feels accomplishment in her profession. She feels that she wants to make learning more enjoyable to her students so that they do not feel burdened. She says that she always like to prepare different activities in her classroom and she tries to make it as lively as possible. According to her she always starts her class with some music and have some kind of class party if all the students do extremely well in any activities planned. This always motivates the students to give their best in any thing they do.

The school that she is working now follows the International Primary Curriculum (IPC), so they are always involved in one activity or the other. There is never a dull moment in her class. She says that as teaching is her passion, she loves what she is doing. She is satisfied with the organization that she is engaged with currently. She says that the teachers have the freedom to plan the lesson as the see fit as long as the curriculum is followed. She also says that IPC provide a guideline to carry out the lesson and activities thus she takes that guideline as her framework and prepares activities and lessons that is suitable for her students and the communities they belong to, which helps them to connect with their learning easier.

Participant 4: Iris

Iris is a 29-year-old female teacher. She is 5 feet and 10 inches tall with long brown hair. She has a bit dark complexion with few acne scars and wear spectacles. She is from Jiri but she did her schooling as well as her higher studies from Kathmandu. She is finalizing her dissertation of Masters in Rural Development from Tribuwan University. She teaches Social Studies in Grades 6, 7 and 8.

She has always been passionate about teaching. Before she took teaching as a profession, she used to volunteer in one of the organizations that worked with the children of slums to involve them in different learning activities on Saturday. She also used to provide private tuition for all subject since she was 17 years old. She has been

teaching professionally for 10 years in different schools. She is also engaged in a college as a lecturer and she teaches Social Work to the Bachelors level students.

During the 8 years in the school that she has currently been teaching, she has been involved with grade 2 for 4 years, grade 3 for 2 year and she was upgraded to teach grade 6, 7 and 8 in 2020 because of her excellent performance and positive feedback from her colleagues, students and their parents. She has been recognized as one of the most passionate, positive, diligent and hard-working teachers in her school.

According to her she is satisfied with the working environment, timing, and par scale of the school. She feels comfortable working here and there is not much interference from the management so she feels there is freedom for her to teach her students according to what she feels is required in the classroom. She says that she is flexible with the students and sometimes involve them to plan activities which make them feel valued. She says that I love all my students and I chose this professional because I love working with children so I enjoy my job and the organization I am currently involved in.

Participant 5: Aster

Aster is a 39-year-old male teacher from Dhangadi. He is 5 feet 6 inches tall with short black hair, thin body structure and wears glasses. He is married and has two children of his own. He completed his education from South India. He came to Kathmandu to pursue his career. He has been teaching for more than 15 years.

At the beginning of his career, he used to teach in one of the schools in Dhangadi. According to him, the pay scale was not satisfactory and he did not find fulfillment there thus he moved to Kathmandu. He has worked in around 5 schools in Kathmandu and has diverse experience. Currently he is involved in a school as a coordinator and an English teacher of Grade 4 and 5. He says that he was the first person to be hired in primary school as a grade teacher in one of the schools. There was a preconceived mindset at the beginning that male teachers cannot be a grade teacher due to a lot of responsibilities but he never thought that would be a problem for him as he liked being involved with students in their activities.

He has always been teaching primary grades and he feels that he is more comfortable with them rather than students from higher grades. He is happy with the organization that he is currently working as it provides him freedom and enough resources to support his teaching practices, there is growth opportunity and pay scale and facilities is one of the best in the market. He said that before he joined this school,

he was very unsatisfied with this profession because the pay was very low, the work load was a lot and there was no recognition from the organization. But since he started working here 5 years ago, everything has fallen into place. As he has job satisfaction now, he can focus more on making his classes better than it was before. Due to this, his students and his organization is happy thus got the promotion just after 3 years of working in the organization.

Participant 6: Camellia

Camellia is a 28-year-old female teacher. She is from Bhaktapur. She is married. She completed her studies from one of the schools from Bhaktapur. She just completed her Masters in Development Studies from Kathmandu University. She is 5 feet six inches tall with silky black hair. She has a round face, with a fair complexion and she wears glasses. She is outgoing in nature and enjoys drinking tea a lot.

She has been in the teaching sector as she was looking for something to get engaged with. She loves being with kids so she finds it fitting to be working for the children. She likes the beauty of being able to listen and guide them when the students are confused. She says that she does not have much experience working as a teacher as she considers herself a new teacher because it has just been around 5 years she has started working and among those 2 years was during COVID-19 so she worked online.

Currently she is involved in an institute with big names and working with students of grade 7 and 8. She says that she is not enjoying the way she used to in this current organization because there is a lot of work pressure, strict rules to follow and there is no flexibility at all so she feels that she is not being able to give as much as she can to the students. She says that she does not want to change the schools frequently and with a hope that there will be some changes in the working environment soon, she is continuing to work there. Although she is not satisfied with the work environment, she enjoys teaching and she feels that her students like and understand the way she teaches and that is enough for her to give some happiness.

APPENDIX B. INTERVIEW GUIDING QUESTIONS

Research Questions

- How do the teachers of private schools in Kathmandu valley perceive the assessment system?
- In what ways do teachers practice continuous assessment systems in the classroom?

Based on the research questions above I have formulated some questions for interview,

1. Before the continuous assessment system, how did you evaluate the students?
2. What were the challenges and difficulties you faced during those times?
3. How and why were you ready to use CAS to evaluate your students?
4. Was it just because it was new and motivating for you or was it because it was beneficial for the learners?
5. In your previous years how did you evaluate class presentation/ reading/writing/research and presentation/project work using CAS?
6. How did you keep the record or the evidence of those evaluation?
7. After you started using CAS what positive or negative changes have you identified in the process of students' evaluation?

APPENDIX C. INFORMATION COLLECTION

Daisy (Teacher 1)

As you know, before Continuous Assessment System was introduced, the students were evaluated through 100 full marks terminal examination. On the basis of those examination the students were categorized according to their score and either they have passed or failed the exam was determined. In between those terminal exams also class test of certain marks was regularly taken to evaluate the students. It was more of exam focused.

As I said it before, the evaluation was exam focused so the teachers were also focused on exam so there was always rush to complete the course and prepare the students for examination. Similarly, the students were always focusing on studying for the examination, getting good score in the examination, better score than before or getting better scores than their friends. Instead of focusing on learning, teachers, parents, students everyone focused more on exams and score. So, the students were not learning anything. It was difficult for teachers as well because they were always busy preparing for examination as making questions, revising the curriculum, marking the test papers and preparing the report card changing the marks into percentage etc. The teachers work load was much more because there was always one or the other test such as class tests, terminal examination etc. The teaching learning was only focused on the type of question that would come in the exam and completion of the syllabus for the exam.

The school I joined; I left the previous school where I was working already had continuous assessment system for the evaluation of the students. Especially primary school completely follows continuous assessment system. It was new for me and I like it because I found it took the extra work load off me.

At first when I started using it, it was new for me and that caught my interest. But once I started using and understanding it better, when I dug deeper into it I realized that this system really focus on the learning of the students and it was really beneficial for them.

In my school, we use differentiated learning as a part of our teaching and learning process, thus students are divided into four different groups as per their level. For example, when I was doing reading with my students, I divided them according to

their level. Then all the four groups were assigned different tasks. The higher-level students were assigned independent reading on the first day of reading class and in second they were assigned some reading comprehension tasks. The lower-level students were assigned guided reading task on the first day and questions were discussed. The tasks then are rotated among the different groups. On the basis of those activities, we observed them individually. It was easy to observe the students better when they were divided into smaller groups. The observing criteria were: how involved they were in group participation and discussion etc. This was the major way how reading was evaluated in my classroom.

Now for research and project work, we again divided students into groups but the grouping was flexible. So, the group contained students of all level. Now again while evaluating we observed them through their input in their work, participation, social skills, cooperation and collaboration and the outcome or the work itself. The evaluation was highly dependent on the observation but in between feedback and suggestions were provided constantly. We also evaluated them on the basis of the understanding and or if the students were able to apply the feedback provided to them or not.

The works of the students that have been done throughout were the major evidence for us that we used during the evaluation. For reading it was the progress record of their reading level. In which level were they previously and in which level have they progressed during the evaluation period. They were provided with the reading level colors that we have been using in our school to mark the progress in the reading. For writing, their written work that they have done during the class, we also had some activities as burst writing and writing activities with writing prompts were taken as the evidence. For project work, the work they submitted was the taken as the evidence. In between, there were some diagnostic tests that was taken for the evaluation of their learning or their level. For example, in math the diagnostic test was taken in two parts; problem solving and arithmetic. From these tests we could identify the areas where the students needed help from the teachers. For other areas, their class participation, speaking all were observed and on the basis of all those the students were evaluated.

I think I have found a lot of positive changes after I started using CAS. Coming out from the system where exam was the focus of whole education system, the children have started enjoying learning. They know that the assessment is ongoing

continuously and these assessments do not define them. I think this mindset among the students have taken the pressure off the children as well as the teachers and the parents. It gives students the free mind to learn without any examination or external stress. How can we evaluate a child's learning just with the 3 hours long examination? So, I think CAS has been able to grasp their holistic development by focusing on their knowledge, understanding, behaviour, skills through constant observation and feedback.

Jasmine (Teacher 2)

As per my experience, when there was no continuous assessment, we used traditional method the pen and paper test to evaluate the students.

While using the paper pencil test to evaluate the students we faced many difficulties. We could not figure out the level of understanding of the students because their overall evaluation was limited to certain questions and answers only. Similarly, the students were least bother in what happened during the class. They had the mentality that they need not pay attention during the class or need not submit the assignments and project works regularly if they can do well during the examination.

The school I worked had the system of continuous assessment for the evaluation therefore I was introduced to it by the school itself. But, for any new thing a rigorous study is necessary, for me also this was a new system, I started updating myself on this system so I was prepared to do it correctly. Before the system was introduced in our school, we were provided a training to prepare us. There we learned about the positive attributes of continuous evaluation system and how we can implement in our evaluation process. After learning about all this, I realized this may be one of the solutions to the problems we are facing for the evaluation of the children as it evaluates the overall performance of the students and also makes them aware that they are evaluated based on each and everything they do during their class. Another thing is once the students realized that they were evaluated throughout then the disturbance during the classes too was minimized, the assignments and project works were submitted on regular basis.

For the evaluation of the reading, writing, project work, research and presentation we evaluated them through their work habit, punctuality, effort, authenticity of the work, content, intelligibility etc. If we are talking about class participation or presentation we basically focused on their involvement or

participation during group or team work, their coordination, collaboration, confidence.

After using CAS, I have found a lot of positive changes in the students such as the students were more confident in anything they do, they had understood the importance of collaboration and team work and they submitted quality work and assignments on regular basis. I had found the students had become more responsible towards their work. If we consider their learning outcomes then there, we have positive as well as negative aspects. the positive aspect is the students get open platform which help them build confidence and think out of the box. However, the negative aspect is that sometime the teachers may over assess the students who do not participate in class actively or who do not submit their work. For instance, if any student does not submit their project work despite regular reminder, then while evaluating them, I have to give them 50% of total weightage because we cannot fail a student. That is the policy we follow. So, they get pass grade without putting any effort. Therefore, I feel that due to these kinds of criteria and policy the judgement done to the students sometimes may not be fair or justifiable.

Lily (Teacher 3)

To be very honest, in my experience, there was no other way to evaluate students except for the examination before the continuous assessment. After the continuous assessment was introduced, we did not have any rubrics or anything as such to evaluate the students, we just wrote the daily observation without any proper documentation or evidences and that was it. Which we thought was better at that time. Now we have a proper procedure, documentation which have made our work of evaluating the students much easier.

What I found out was, until we start with progressive education, we do not realize those were the challenges. So, during the time I used examination for evaluation, I was only focused on academics and when I had to give the progress report to school or parent about any child the child was leveled good or bad on retrospect of their academic performance. It was difficult to talk to the parents regarding the child because the evaluation was in general so we could not provide specific feedback for the improvement of the children.

For me to be ready to use it took time. I had to be ready to adapt and learn a totally new thing, because I did not know what it was. So first I had to learn about it, how can we use it in our classes and what are the positive aspect of the system. Then,

once I started using it, it became much easier to use. I was able to tackle all those challenges that I faced during the time I evaluated the students without continuous assessment. I was able to focus on specific area where I could work for the improvement of the children and confidently provide feedback and suggestion to the parents on the same. I felt it to be very effective, important and needed to bring a positive change in our education practices. I saw improvement in students and myself as well and it worked as a chain to link the students, teachers and the parents. I won't say I am perfect yet as we are still doing our research in our school on how to further make it more effective for the overall development of the students. Being based on the previous data and follow ups, it was easier for us to implement those results on our lesson plans, we could apply different strategies in our lessons or classes on the basis of the level of the students. Overall, it made the whole teaching and learning process easier and effective.

I have worked in a few schools so my experience is different with different schools. In one of the schools, I worked with, already had a software for the continuous assessment, where parameters were set and based on only those parameters, we were to evaluate the students. So, in another school where I worked, we ourselves created criteria for the evaluation based on our lesson plans and the objective of that particular lesson. The teachers had the liberty to choose or decide on what parameters were they going to evaluate the students. Currently where I am working, the teachers themselves create ledgers on the basis of the lesson plan and class activities out of 100 including both summative and formative assessments. We do have specific rubrics for specific areas and the students are evaluated based on those rubrics. For instance, if we were to evaluate students for presentation then the few parameters that we evaluate them on are clarity, confidence, pronunciation, readiness etc. if it was a group project then contribution. But we keep on changing the parameters based on the type of project work.

In my opinion, there are positive and negative aspect on everything but I feel that there are more positive aspects in the CAS thus I like to use it. We can address and cater to each and every project, each and every activity or the moments of their learning. Then there is regular communication and reflection going on after completion of each activity, then there is different feedback and suggestion sessions such as peer feedback and suggestions, feedback and suggestions from teachers. When a lot of ideas are given to them to strengthen their weakness, I think most of the

students show significant improvement, even if it is very small but we see the improvement. But in some cases, instead of being motivated, some students may be demotivated when a teacher or peer points out the areas for improvement to them. Although, they may be dissatisfied, but the rubrics will help them to understand their weakness and accept the result.

Iris (Teacher 4)

When I did not use continuous assessment to evaluate my students, I used to evaluate them on the basis of the written examination. Even when I was a student it was the same process and until few years back it was the same.

The challenges I faced when I evaluated the students on the basis of their terminal examination were many. Especially, students who are not good in written but are good in spoken or their understanding is good or they have good creativity, or slow writers who know everything but cannot complete their work in the limited time are undermined as they are not evaluated as per their attributes. The outcome that should have come according to the actual potential of the students can be lacking in this type of evaluation.

The school I used to work before I joined the present did not have the system of continuous evaluation but after I joined this school there was already this system so we were bound to learn and use it. I know it is a lot of work for the teachers as they have to actively and minutely observe each and every aspect of the students. In the initial phase of using the system was a lot of confusion on what to do and how to do as it was a jump for me from a completely different system. But slowly after using it on a regular basis I realized that this system definitely helps in the right way in the evaluation of the student comparative to the examination system. I was very happy with this system because the students will be evaluated throughout their learning period so just one summative assessment at the end of the term or semester will not determine their learning outcomes. The evaluation reflects the actual performance of the students and it is justifiable as well as near to accurate.

Talking about the evaluation the school focused on 50% marks weightage in summative or final written examination and 50% marks weightage in the CAS. The 50% of CAS was also further divided into different criteria such as 10% for work habit where their assignments, handwriting, copy maintenance and overall work habit was evaluated, another 10% for class participation where we focused on speaking, attention, class participation, interest on the subject matter etc., then we had 10% for

research and presentation where we evaluated them on the basis of their performance, confidence, content, contribution and collaboration etc., then finally 20% is for class test and unit test where oral, written and MCQs were focused.

The positive aspects of CAS are to evaluate them we can plan different activities such as research and presentation where they are given to research on the topic that is being taught in the class, group activity also can be given as the students enjoy these activities and the learning is also commendable, use of flipped classroom where the role of the students is reversed as the teacher. These activities have been able to grasp the student interest so learning curiosity has been developed which further motivates them to quench their thirst for learning through active participation, putting forward queries to clear the confusion. Another thing the CAS has helped us tremendously is in improving the work habit of the students because they have realized that all of their works will be evaluated and be reflected in the final evaluation so most students tend to give their best so missing work or submission of low-quality work has reduced. I think as the students are evaluated throughout their evaluation period so this has helped them be aware that the fruit of their hard work is sweet. This has helped to motivate the students to do better. The only negative aspect that I have found in few of my students is the mindset they have that marks scored in CAS can already help them pass the exam so they do not have to work hard for the finals. If we see from the teachers' perspective then it is not possible for them to observe overall performance, give one to one attention to the students where the number of students is high in a class.

Aster (Teacher 5)

Before coming to Kathmandu, I used to work in Dhangadi and the schools there followed strictly traditional pedagogy. So, the evaluation that I used then was different tests such as monthly test, term test, dictations etc.

When evaluation was done in traditional way rote learning or memorizing skill of a student was focused thus, I felt that the real evaluation of the students was not happening. We were not able to assess the overall skills of the students. Only a specific part was assessed, which was not justifiable to the students who can do better in other parts or skills. In conclusion I can say that when I used the traditional approach of evaluation process, I was not able to include all the areas necessary for the growth of a student in my assessments.

When I was working in a traditional school, I did not have the idea that the students can be assessed in different ways not only focusing on paper pencil tests. I joined a progressive school after coming to Kathmandu, I got trainings on different approaches of assessment. In that school there was the system of continuous assessment where we focused on overall learning of the students and all the areas of learning were regularly evaluated. Once I started using it, I felt it was so effective for the students, they were involved in their learning actively which was lacking in traditional approach of evaluation and they enjoyed this system. Hence the continuous assessment is way better than the traditional evaluation system in my opinion.

We had specific rubrics with particular criteria for evaluating students so we used those to assess them. We had a framework, and based on that framework we could design the rubrics and use to evaluate each area of learning. For instance, if we were assessing students on their presentation then the few parameters that were assessed on were fluency, content, grammar, confidence, intonation, pronunciation etc.

When we use CAS it is very effective if the number of student is around 25-30, but if it is more than that it is impossible for the teacher to use it as they will not be able to give individual time to each students. The students too sometime feel pressure that they are being assessed every day. In most of the schools, the effectiveness of the CAS depends on the completion of syllabus. But if I look back on students' response about CAS they have more positive opinion as they got regular feedback on their work which motivated them to do better. They were provided the guidance on the area they should focus to excel certain skills, that too helped them to enhance their learning. Even for teachers it was very helpful because the teachers too could see the progress of the students and change or modify their lesson plans or their method of delivering their lesson if they find the students struggling to understand.

Camellia (Teacher 6)

I was aware about the continuous assessment system only after I started my teaching career. I did not have any idea about it previous to that. In my teaching career I have never been a part of traditional teaching approach therefore, I never had to evaluate students in any other way. But having said that, when I was a student, I know that my teachers used to evaluate us through the examinations or the pen paper test only. There were no other ways they used to evaluate the students.

What I noticed during the traditional evaluation system was that there was a lot of involvement from the parents' part. They had to keep on making their children study. Other things that I sensed was the students who were smart and were fast in writing could finish their test in given time but those who were slow writers or those who don't even understand the questions especially in primary level the teachers had to force them to complete their work on time. The young students sometimes did not even understand what was happening and they had least interest in their test. Another major problem was that if the students could not answer the teachers could not help them as it was an examination and the students were supposed to write whatever they know so, when the students submitted blank answers or mostly wrong then the teachers were questioned by parents as well as school authority. In some cases, the teachers' appraisal was based on the results of the students in their subject. The next thing that I felt strange in traditional evaluation system was there were exams for everything even for arts, physical education, dance, music etc. and were given marks for their performance. Being grade teachers we had to give marks in those exams. How could we do that when we were not the expert of those field and it was not justifiable at all. Thus, I feel the time and effort that was invested was wasted and as teachers we ourselves start judging the students based on that particular test. There is no freedom of expression is lacking because the students have to write their answers based on the expected answer of the examiner. The students also start building a mindset that they can study only during the examination and that would be enough for them to score good marks. The major drawback I found in Nepali students or the South Asian students in these types of assessments is that the learning attitude is not build up or developed because they have the concept of studying only during the examination.

Personally speaking, I did not want my students to go through the same mental stress that I went through as a student. So, when I learnt about the continuous system, I felt that this was an outstanding system for the evaluation process as it evaluates the overall performance of the students. I found it to be logical, justifiable and result oriented. For me, I did not have to work as hard because I started my career in teaching with this system only. I did not have to unlearn the old system and relearn the new one so there was no confusion. There was already a system set in the school I joined, the rubrics and criteria were set beforehand and I could just customize them according to my requirements. Only thing that I had to focus was to understand and

identify my students' attitude, strength and weakness as the whole evaluation was especially based on the observation, documentation and maintaining the portfolio, regular feedback and suggestion. I realized that more than a teacher I was a facilitator, counselor.

There were different rubrics for evaluating academics, behaviour, social settings, sports etc. Basically, the whole evaluation was based on rubrics. The few criteria that I used to evaluate the students for their presentations were clarity in presentation, content, vocabulary, confidence, collaboration, relevance. When I was evaluating reading then the criteria were clarity, for younger classes the knowledge of the sight words, fluency in reading, is able to read the grade level text or not, pronunciation etc. In case of numeric, the students were evaluated based on the practical knowledge whether they are able to do the grade level mathematical problems or not, similarly if they are given the concept that multiplication is the repeated addition so whether or not the child can demonstrate them or not. In case of scientific experiment, the involvement, understanding the experiment and explain the result or the end product of the experiment. The involvement during the work, time management, their own contribution in the work, whether or not they were able to do their work on their own or required continuous support from peers or the teacher, can they work in social setting, collaboration, cooperation, relevance etc. are some criteria that were used to evaluate students for their class participation. The concept of continuous assessment is especially the foundation for the overall growth of the student so each and every activity, behaviour of a student needs to be observed continuously to get the wholesome and somewhat accurate result of their progress.

In my experience, when I used CAS for the evaluation of the students, I did not face much negative feedback or see negative results from students' side. The positive changes I found in students were when they were time and again talked about the things they are being evaluated on and those are the things targeted for the progress or the improvement of the students then, the students themselves started working on them when they realized that the feedback and suggestions are actually for their improvement. However, from the parents' side there were a lot of negative feedback. I found they did not value or accept such kind of progressive report card of their children. Ultimately, they want to see the rank of their child in the whole class setting, or they only focus on academic part of the learning not the overall progress. If the child is good in other things but average in some subjects such as Mathematics or

English then they feel that the child is weak in studies and can achieve nothing in the future. They do not go through the rubrics thoroughly at all.

One of the most important drawbacks of CAS is that if the teacher is not sincere or if the school is not inspecting and monitoring the whole documentation process regularly and effectively then the teachers can cheat and randomly grade the students. Many teachers build up this kind of attitude that they know the students so they need not be sincere while grading, they can just grade them through their experience and that will suffice. I myself have faced dishonesty from teachers' side while evaluating the students. They give good grades to the students who behave well in class even if their works are not up to the mark but give low grades to the students with bad behaviour and good academics. In many cases, if the students are teachers' pet or if the teacher like them then they get good grades and if not, then their grades are low. Similarly, the school system motivates the teachers to be dishonest. Like I said earlier, the teachers are appraised on the base of their students' result so to make their appraisal better they tend to change the grades of the students, the school suggest or force the teacher to give lower grade in the first evaluation period even if the child is able to get A because they can show the parents that their child was a student who scored B or C in first evaluation and slowly progressed to achieve A in the second or final evaluation. This is done by school management to escape the questioning of the parents if by chance the child scored a lower grade than previous one. The teachers too happily oblige to such practices because they want to save themselves from the wrath of the parents as well as the school management. Both the parents and school management do not want to understand and accept that the child's progress can fluctuate and every time it is not necessary for them to get the same or similar grades. So, most of the time, we can find the dishonesty in progress report in case of continuous assessment system. To minimize the practice of dishonesty I think the teachers should have a proper support system, the management should understand the objective of the system that they have implemented in their school and be able to make the parents understand and accept the system as well. Unless, these changes are brought, I think even if the students are being evaluated in their overall achievements how true or how accurate the result reflect the actual progress or learning achievement is always questionable.

APPENDIX D. DATA INTERPRETATION

Daisy (Teacher 1)

Perception on CAS

As I asked one of my participants how she felt using CAS in the classroom, she opined that before Continuous Assessment System was introduced, the students were evaluated through 100 full marks terminal examination. On the basis of those examination the students were categorized according to their score and either they have passed or failed the exam was determined. In between those terminal exams also, class test of certain marks was regularly taken to evaluate the students. It was more of exam focused.

She further stated that the evaluation was exam focused so the teachers were also focused on exam so there was always rush to complete the course and prepare the students for examination. Similarly, the students were always focusing on studying for the examination, getting good score in the examination, better score than before or getting better scores than their friends. It was always like a rat's race. The students were always racing with either themselves or their friends. Instead of focusing on learning, teachers, parents, students everyone focused more on exams and score. So, the students were not learning anything. There was no actual learning happening. It was difficult for teachers as well because they were always busy preparing for examination as making questions, revising the curriculum, marking the test papers and preparing the report card, changing the marks into percentage etc. The teachers work load was much more because there was always one or the other test such as class tests, terminal examination etc. going on. The teaching learning was only focused on the type of question that would come in the exam and completion of the syllabus for the exam.

Experience regarding CAS

When asked how it felt when introduced to the CAS, she states that it was totally a new experience to use continuous assessment in her classes because the school she joined had been using it form a long time ago. She was very enthusiastic to use it as it was a new system that caught her interest. After she started using CAS in her teaching, and understanding it better when she dug deeper into it, she realized this system really focused on the learning of the students and was really beneficial for

them, it was effectual in the overall development of the students. As a teacher, she felt that it took extra work load off from her.

Evaluation based on CAS

On further asking on how the students are evaluated using the CAS, she explains that to make the learning effective, she used differentiated learning as a part of her teaching and learning process, where students were divided into four different groups as per their level. To assess students' reading, she divided them according to their level. Then all the four groups were assigned different tasks. The higher-level students were assigned independent reading on the first day of reading class and in second they were assigned some reading comprehension tasks. The lower-level students were assigned guided reading task on the first day and questions were discussed. The tasks then were rotated among the different groups. On the basis of those activities, she observed them individually. She states that it was easier to observe the students better when they were divided into smaller groups. The observing criteria were: how involved they were in group participation and discussion etc. This was the major way how reading was evaluated in her classroom.

Now for research and project work, she said that she again divided them into groups but the grouping was flexible so, it contained students of all level. She then observed them through their input in their work, participation, social skills, cooperation and collaboration and the outcome or the work itself. The evaluation was highly dependent on the observation but in between feedback and suggestions were provided constantly. She also evaluated them on the basis of the understanding and or if the students were able to apply the feedback provided to them or not. For all of these evaluations a set of rubrics or a framework is available and on the basis of the said rubrics the students are evaluated in certain skills.

Changes on Teacher and Students seen after using CAS

In conclusion when asked what type of changes can be seen on the teachers and students after the use of CAS, she gives her opinion by stating that she has found a lot of positive changes after she started using CAS. Coming out from the system where exam was the focus of whole education system, the children have started enjoying learning. They know that the assessment is ongoing continuously and these assessments do not define them and she thinks this mindset among the students have taken the pressure off the children as well as the teachers and the parents. It gives students the free mind to learn without any examination or external stress. She debates

that the student's learning cannot be evaluated just by the 3-hour long examination therefore she thinks that CAS has been able to grasp their holistic development by focusing on their knowledge, understanding, behaviour, skills through constant observation and feedback.

Jasmine (Teacher 2)

Perception on CAS

My second participant, opines that as per her experience, when there was no continuous assessment, she also used traditional method the pen and paper test to evaluate the students. She expresses that while using the paper pencil test to evaluate the students she faced many difficulties. She could not figure out the level of understanding of the students because their overall evaluation was limited to certain questions and answers only. Similarly, the students were least bother in what happened during the class. They had the mentality that they need not pay attention during the class or need not submit the assignments and project works regularly if they can do well during the examination.

Experience regarding CAS

She professes that the school she worked had the system of continuous assessment for the evaluation therefore she was introduced to it by the school itself. But, for any new thing a rigorous study is necessary, for her also this was a new system, she affirms that started updating herself on this system so that she was prepared to do it correctly. Before the system was introduced in her school, she was provided a training. There, she learned about the positive attributes of continuous evaluation system and how she can implement in her evaluation process. After learning about all this, she realized that this may be one of the solutions to the problems she was facing for the evaluation of the children as it evaluates the overall performance of the students and also makes them aware that they are evaluated based on each and everything they do during their class. Another thing that she mentions is once the students realized that they were evaluated throughout then the disturbance during the classes too was minimized, the assignments and project works were submitted on regular basis.

Evaluation based on CAS

My second participant mentions for the evaluation of the reading, writing, project work, research and presentation she evaluated them through their work habit, punctuality, effort, authenticity of the work, content, intelligibility etc. If she was

assessing students on class participation or presentation she basically focused on their involvement or participation during group or team work, their coordination, collaboration, confidence.

Changes on Teacher and Students seen after using CAS

After using CAS, she has found a lot of positive changes in the students such as the students were more confident in anything they do, they had understood the importance of collaboration and team work and they submitted quality work and assignments on regular basis. she has found the students had become more responsible towards their work. But, if she considers their learning outcomes then there, she has seen positive as well as negative changes. The positive change is the students get open platform which help them build confidence and think out of the box. However, the negative change is that sometime the teachers may over assess the students who do not participate in class actively or who do not submit their work. For instance, if any student does not submit their project work despite regular reminder, then while evaluating them, she has to give them 50% of total weightage because she cannot fail a student. That is the policy they follow in her school. So, they get pass grade without putting any effort. Therefore, she feels that due to these kinds of criteria and policy the judgement done to the students sometimes may not be fair or justifiable.

Lily (Teacher 3)

Perception on CAS

My third participant insinuates that in her experience, there was no other way to evaluate students except for the examination before the continuous assessment. After the continuous assessment was introduced, in the initial phase when she started using it, she did not have any rubrics or anything as such to evaluate the students, she just wrote the daily observation without any proper documentation or evidences and that was it. Which she then thought was better at that time. Now she says that she has a proper procedure, documentation which have made her work of evaluating the students much easier.

She further expresses that during the time she used examination for evaluation, she was only focused on academics and when she had to give the progress report to school or parent about any child it was difficult to talk to the parents regarding the child because the evaluation was in general so we could not provide specific feedback

for the improvement of the children. The child was leveled good or bad on retrospect of their academic performance only.

Experience regarding CAS

My third participant proclaims that it took time for her to be ready to use CAS in her day-to-day teaching. She had to be mentally prepared to adapt and learn a totally new thing, because she did not know what it was. So first she had to learn about it, how could she use it in her classes and what were the positive aspect of the system. Then, once she started using it, it became much easier to use. She was able to tackle all those challenges that she faced during the time she evaluated the students without continuous assessment. She was able to focus on specific area where she could work for the improvement of the children and confidently provide feedback and suggestion to the parents on the same. She felt it to be very effective, important and needed to bring a positive change in the education practices. She saw improvement in students and herself as well and it worked as a chain to link the students, teachers and the parents. She further states that she is not yet perfect so she is still researching with her students and colleagues on how to further make it more effective for the overall development of the students. Being based on the previous data and follow ups, it was easier for her to implement those results on her lesson plans, she could apply different strategies in her lessons or classes on the basis of the level of the students. Overall, it made the whole teaching and learning process easier and effective for her.

Evaluation based on CAS

My third participant claims that she has worked with a few schools so her experience is different with different schools. In one of the schools she worked, already had a software for the continuous assessment, where parameters were set and based on only those parameters, she was to evaluate the students. So, in another school where she worked, she herself created criteria for the evaluation based on her lesson plans and the objective of that particular lesson. The teachers had the liberty to choose or decide on what parameters were they going to evaluate the students. Currently where she is working, the teachers themselves create ledgers on the basis of the lesson plan and class activities out of 100 including both summative and formative assessments. She does have specific rubrics for specific areas and the students are evaluated based on those rubrics. For instance, if she were to evaluate students for presentation then the few parameters that she evaluates them on are clarity,

confidence, pronunciation, readiness etc. if it was a group project then contribution. But the parameters keep on changing based on the type of the project work.

Changes on Teacher and Students seen after using CAS

She explains that there are positive and negative aspect on everything but she feels that there are more positive aspects in the CAS thus she likes to use it because she can address and cater to each and every project, each and every activity or the moments of the students learning. Then there is regular communication and reflection going on after completion of each activity, different feedback and suggestion sessions such as peer feedback and suggestions, feedback and suggestions from teachers are provide which helps the students to work towards making their learning better. When a lot of ideas are given to them to strengthen their weakness, she thinks most of the students show significant improvement, even if it is very small but she can see the improvement. But in some cases, instead of being motivated, some students may be demotivated when a teacher or peer points out the areas for improvement to them. Although, they may be dissatisfied, but the rubrics will help them to understand their weakness and accept the result.

Iris (Teacher 4)

Perception on CAS

My fourth participant voices that when she did not use continuous assessment to evaluate her students, she used to evaluate them on the basis of the written examination. Even when she was a student it was the same process and until few years back it was the same. She further declares that it was difficult for her to assess or evaluate students based on only the written examination especially, students who were not good in written but were good in spoken or their understanding is good or they have good creativity, or slow writers who know everything but cannot complete their work in the limited time are undermined as they were not evaluated as per their attributes. The outcome that should have come according to the actual potential of the students can be lacking in this type of evaluation.

Experience regarding CAS

She states that the school she used to work before she joined the present one did not have the system of continuous evaluation but after she joined this school there was already this system so she was bound to learn and use it. She knew it was a lot of work for the teachers as they have to actively and minutely observe each and every aspect of the students. In the initial phase of using the system she had a lot of

confusion on what to do and how to do as it was a jump for her from a completely different system. But slowly after using it on a regular basis she realized that this system definitely helps in the right way in the evaluation of the student comparative to the examination system. She was very happy with this system because the students were evaluated throughout their learning period so just one summative assessment at the end of the term or semester did not determine their learning outcomes. This evaluation reflected the actual performance of the students and it was justifiable as well as near to accurate so she was satisfied to use this to assess her students.

Evaluation based on CAS

My next participant explains that the evaluation the school focused on 50% marks weightage in summative or final written examination and 50% marks weightage in the CAS. The 50% of CAS was also further divided into different criteria such as 10% for work habit where their assignments, handwriting, copy maintenance and overall work habit was evaluated, another 10% for class participation which focused on speaking, attention, class participation, interest on the subject matter etc., then 10% for research and presentation where the students were evaluated on the basis of their performance, confidence, content, contribution and collaboration etc., then finally 20% is for class test and unit test where oral, written and MCQs were focused.

Changes on Teacher and Students seen after using CAS

She elucidates that everything has a positive and negative aspect. But CAS inclines more towards positive side. The positive aspects of CAS are to evaluate students she can plan different activities such as research and presentation where they are given to research on the topic that is being taught in the class, group activity also can be given as the students enjoy these activities and the learning is also commendable, use of flipped classroom where the role of the students is reversed as the teacher. These activities have been able to grasp the student interest so learning curiosity has been developed which further motivates them to quench their thirst for learning through active participation, putting forward queries to clear the confusion. Another thing the CAS has helped her tremendously is in improving the work habit of the students because they have realized that all of their works will be evaluated and be reflected in the final evaluation so most students tend to give their best so missing work or submission of low-quality work has reduced. She thinks as the students are evaluated throughout their evaluation period so this has helped them be aware that the

fruit of their hard work is sweet. This has helped to motivate the students to do better. The only negative aspect that she has found in few of her students is the mindset they have that marks scored in CAS can already help them pass the exam so they do not have to work hard for the finals. If she sees from the teachers' perspective then it is not possible for them to observe overall performance, give one to one attention to the students where the number of students is high in a class. Otherwise CAS is the best system so far to assess students in a classroom with less number of students.

Aster (Teacher 5)

Perception on CAS

My fifth participant declares that before coming to Kathmandu, he used to work in Dhangadi and the schools there followed strictly traditional pedagogy. So, the evaluation that he used then was different tests such as monthly test, term test, dictations etc. He further expresses that when evaluation was done in traditional way rote learning or memorizing skill of a student was focused thus, he felt that the real evaluation of the students was not happening. He was not able to assess the overall skills of the students. Only a specific part was assessed, which was not justifiable to the students who can do better in other parts or skills. In conclusion he states that when he used the traditional approach of evaluation process, he was not able to include all the areas necessary for the growth of a student in his assessments.

Experience regarding CAS

The fifth participant of my study opines that when he was working in a traditional school, he did not have the idea that the students can be assessed in different ways not only focusing on paper pencil tests. Once he joined a progressive school after coming to Kathmandu, he got trainings on different approaches of assessment. In that school there was the system of continuous assessment where he focused on overall learning of the students and all the areas of learning were regularly evaluated. Once he started using it, he felt it was so effective for the students, they were involved in their learning actively which was lacking in traditional approach of evaluation and they enjoyed this system. Hence the continuous assessment is way better than the traditional evaluation system in his opinion.

Evaluation based on CAS

The fifth participant mentions that he had specific rubrics with particular criteria for evaluating students so he used those to assess them. He had a framework, and based on that framework he could design the rubrics and use to evaluate each area

of learning. For instance, if he was assessing students on their presentation then the few parameters that were assessed on were fluency, content, grammar, confidence, intonation, pronunciation etc.

Changes on Teacher and Students seen after using CAS

He claims that using CAS is very effective if the number of students is around 25-30, but if it is more than that it is impossible for the teacher to use it as they will not be able to give individual time to each student. The students too sometime feel pressure that they are being assessed every day. In most of the schools, the effectiveness of the CAS depends on the completion of syllabus. But if he looked back on students' response about CAS, they had more positive opinion as they got regular feedback on their work which motivated them to do better. They were provided the guidance on the area they should focus to excel certain skills, that too helped them to enhance their learning. Even for teachers it was very helpful because the teachers too could see the progress of the students and change or modify their lesson plans or their method of delivering their lesson if they find the students struggling to understand.

Camellia (Teacher 6)

Perception on CAS

According to my final participant, she was aware about the continuous assessment system only after she started her teaching career. She did not have any idea about it previous to that. In her teaching career she has never been a part of traditional teaching approach therefore, she never had to evaluate students in any other way. But having said that, when she was a student, she knew that her teachers used to evaluate her through the examinations or the pen paper test only. There were no other ways they used to evaluate the students.

Furthermore, she expresses that what she noticed during the traditional evaluation system was that there was a lot of involvement from the parents' part. They had to keep on making their children study. Other things that she sensed was the students who were smart and were fast in writing could finish their test in given time but those who were slow writers or those who don't even understand the questions especially in primary level the teachers had to force them to complete their work on time. The young students sometimes did not even understand what was happening and they had least interest in their test. Another major problem was that if the students could not answer the teachers could not help them as it was an examination and the

students were supposed to write whatever they know so, when the students submitted blank answers or mostly wrong then the teachers were questioned by parents as well as school authority. In some cases, the teachers' appraisal was based on the results of the students in their subject. The next thing that she felt strange in traditional evaluation system was there were exams for everything even for arts, physical education, dance, music etc. and were given marks for their performance. Being grade teachers we had to give marks in those exams. How could the teachers do that when they were not the expert of those field and it was not justifiable at all. Thus, she feels the time and effort that was invested was wasted and as teacher she herself start judging the students based on that particular test. The freedom of expression is lacking because the students have to write their answers based on the expected answer of the examiner. The students also start building a mindset that they can study only during the examination and that would be enough for them to score good marks. The major drawback she found in Nepali students or the South Asian students in these types of assessments is that the learning attitude is not build up or developed because they have the concept of studying only during the examination.

Experience regarding CAS

My final participant stated that personally she did not want her students to go through the same mental stress that she went through as a student. So, when she learnt about the continuous system, she felt that this was an outstanding system for the evaluation process as it evaluates the overall performance of the students. She found it to be logical, justifiable and result oriented. For her, she did not have to work as hard because she started her career in teaching with this system only. She did not have to unlearn the old system and relearn the new one so there was no confusion. There was already a system set in the school she joined, the rubrics and criteria were set beforehand and she could just customize them according to her requirements. Only thing that she had to focus was to understand and identify her students' attitude, strength and weakness as the whole evaluation was especially based on the observation, documentation and maintaining the portfolio, regular feedback and suggestion. She realized that more than a teacher, she was a facilitator and a counselor.

Evaluation based on CAS

My final participant professed that there were different rubrics for evaluating academics, behaviour, social settings, sports etc. Basically, the whole evaluation was

based on rubrics. The few criteria that she used to evaluate the students for their presentations were clarity in presentation, content, vocabulary, confidence, collaboration, relevance. When she was evaluating reading the criteria were clarity, for younger classes the knowledge of the sight words, fluency in reading, is able to read the grade level text or not, pronunciation etc. In case of numeric, the students were evaluated based on the practical knowledge whether they are able to do the grade level mathematical problems or not, similarly if they are given the concept that multiplication is the repeated addition so whether or not the child can demonstrate them or not. In case of scientific experiment, the involvement, understanding the experiment and explain the result or the end product of the experiment. The involvement during the work, time management, their own contribution in the work, whether or not they were able to do their work on their own or required continuous support from peers or the teacher, can they work in social setting, collaboration, cooperation, relevance etc. are some criteria that were used to evaluate students for their class participation. The concept of continuous assessment is especially the foundation for the overall growth of the student so each and every activity, behaviour of a student needs to be observed continuously to get the wholesome and somewhat accurate result of their progress.

Changes on Teacher and Students seen after using CAS

My final participant proclaimed that in her experience, when she used CAS for the evaluation of the students, she did not face much negative feedback or see negative results from students' side. The positive changes she found in students were when they were time and again talked about the things they are being evaluated on and those are the things targeted for the progress or the improvement of the students then, the students themselves started working on them when they realized that the feedback and suggestions are actually for their improvement. However, from the parents' side there were a lot of negative feedback. She found they did not value or accept such kind of progressive report card of their children. Ultimately, they want to see the rank of their child in the whole class setting, or they only focus on academic part of the learning not the overall progress. If the child is good in other things but average in some subjects such as Mathematics or English then they feel that the child is weak in studies and can achieve nothing in the future. They do not go through the rubrics thoroughly at all.

One of the most important drawbacks of CAS is that if the teacher is not sincere or if the school is not inspecting and monitoring the whole documentation process regularly and effectively then the teachers can cheat and randomly grade the students. Many teachers build up this kind of attitude that they know the students so they need not be sincere while grading, they can just grade them through their experience and that will suffice. She herself had faced dishonesty from teachers' side while evaluating the students. They give good grades to the students who behave well in class even if their works are not up to the mark but give low grades to the students with bad behaviour and good academics. In many cases, if the students are teachers' pet or if the teacher like them then they get good grades and if not, then their grades are low. Similarly, the school system motivates the teachers to be dishonest. According to her, the teachers are appraised on the base of their students' result so, to make their appraisal better they tend to change the grades of the students, the school suggest or force the teacher to give lower grade in the first evaluation period even if the child is able to get A because they can show the parents that their child was a student who scored B or C in first evaluation and slowly progressed to achieve A in the second or final evaluation. This is done by school management to escape the questioning of the parents if by chance the child scored a lower grade than previous one. The teachers too happily oblige to such practices because they want to save themselves from the wrath of the parents as well as the school management. Both the parents and school management do not want to understand and accept that the child's progress can fluctuate and every time it is not necessary for them to get the same or similar grades. So, most of the time, she states that we can find the dishonesty in progress report in case of continuous assessment system. To minimize the practice of dishonesty she thinks the teachers should have a proper support system, the management should understand the objective of the system that they have implemented in their school and be able to make the parents understand and accept the system as well. Unless, these changes are brought, she insinuates that even if the students are being evaluated in their overall achievements how true or how accurate the result reflect the actual progress or learning achievement is always questionable.

APPENDIX E. RUBRICS SAMPLE

The given samples of rubrics are the ones the teachers use to evaluate students in their everyday teaching learning practice. They are mainly designed by aligning the activities and assessments with the objective of the lesson.

Rubrics on Descriptive Essay Writing				
Criteria/ Level	Below Average (1)	Average (2)	Good (3)	Excellent (4)
Content	Has no central idea or the supporting detail in the essay.	Central idea is vague and supporting detail is missing.	Has a central idea but supporting detail is not enough.	Has a specific central idea and concrete supporting detail is present.
Organization	There is no clear beginning, middle and end to the essay.	The structure of essay is not clear. Lacks proper beginning, body and conclusion. The format is not proper.	The structure is good but needs a lot of improvement. The format though is proper.	Essay is well structured with introduction, body and the conclusion.
Style	Sentences are unclear and are in fragments without clear diction.	Sentences are incoherent, inconsistency and lacks age appropriate vocabulary.	Sentences are coherent with good vocabulary but inconsistent.	Has different style of writing which is coherent and consistent with ample vocabulary.
Arguments	The argument is lacking, and contains no examples.	Has some basic argument but lacks supporting examples.	Argument is clear but supporting examples are weak.	Argument is clear, original and is properly supported by the real-life examples.
Punctuality (Timely Submission)	Assignment was submitted after two or more than two reminders.	Assignment was submitted after giving a reminder.	Assignment submitted a day later than the deadline.	Assignment was submitted on the given time.

Characteristics of Living Things

Chapter: I

Subject: Science

Period: 5

Objective: To be able to recognize and say the characteristics of a living thing.

Rubrics				
Criteria/ Level	Below Average (1)	Average (2)	Good (3)	Excellent (4)
Recognize living things by looking at pictures and flash cards.	Can recognize 5 living things.	Can recognize only 10 living things.	Can recognize 15 living things.	Can recognize all living things.
Explain the characteristics of a living thing.	Explains one characteristic of a living thing.	Explains two characteristics of a living thing.	Explains four characteristics of a living thing.	Explains all the characteristics of a living being.
Differentiate between living and non-living things.	Can give only one difference between living and non-living things.	Can give two differences between living and non-living things.	Can give four difference between living and non-living things.	Can differentiate between non-living things and living things.
Explain the reason why a plant is a living thing.	Can give one reason to explain why plant is a living thing.	Can give two reasons to explain why plants are living things.	Can give four reasons to explain why plants are living things.	Can give proper explanation on why plants are living things.
Produce a booklet with illustration and characteristics of a living thing.	Can illustrate and write only one characteristic of a living thing.	Can produce a booklet with illustration and two characteristics of a living thing.	Can produce a booklet with illustration and four characteristics of a living thing.	Can produce a booklet with illustration on all the characteristics of a living thing.

रुब्रिक्स नमूना

कक्षा: १

विषय क्षेत्र: हाम्रो सेरोफेरो

थिम: म र मेरो परिवार

कार्य घण्टा: ४०

उपलब्धिस्तर	१ कमजोर (Below Basic)	२ सामान्य (Basic)	३ राम्रो (Proficient)	४ उच्च (Advance)
मुख्य सिकाइ उपलब्धि	मुख्य सिकाइ उपलब्धि हासिल गर्न नसकेको, सबैजसो सिकाइ उपलब्धिका लागि सुधारात्मक सिकाइ आवश्यक भएको	मुख्य सिकाइ उपलब्धि आंशिक रूपमा हासिल गरेको तर सुधारात्मक सिकाइ आवश्यक भएका	मुख्य सिकाइ उपलब्धि धेरैजसो हासिल गरेको र सुधारात्मक सिकाइ आवश्यक भएका	मुख्य सिकाइ उपलब्धि हासिल भई माथिल्लोस्तरको उपलब्धि समेत हासिल गरेका
१. आफू र आफ्नो परिवारको परिचय दिन	उच्च तहमा उल्लेख भएका मध्ये कुनै एक उपलब्धि मात्र हासिल भएमा	उच्च तहमा उल्लेख भएका मध्ये कुनै दुइवटा उपलब्धि हासिल भएमा	उच्च तहमा उल्लेख भएका मध्ये कुनै तिनवटा उपलब्धि हासिल भएमा	१. आफ्नो नाम, ठेगाना र पहिरन तथा परिवारका सदस्यहरूको नाम बताउन २. परिवारका सदस्यहरूको नाता बताई उपयुक्त अभिवादन गर्न ३. आफूभन्दा सानालाई माया गर्न ४. आफ्नो परिवारका सदस्यहरूले गर्ने मुख्यमुख्य काम बताउन
२.समूहमा बालगीतमा लयमा खुट्टा र शरीर चलाउन र रेखाहरूको कोर्न	उच्च तहमा उल्लेख भएका मध्ये कुनै एक उपलब्धि मात्र हासिल भएमा	उच्च तहमा उल्लेख भएका मध्ये कुनै दुइवटा उपलब्धि हासिल भएमा	उच्च तहमा उल्लेख भएका मध्ये कुनै तिनवटा उपलब्धि हासिल भएमा	१. समूहमा साधारण बालगीतमा लय मिलाई खुट्टा चाल्न २.समूहमा साधारण बालगीतमा लय मिलाई शरीर हल्लाउन ३. मोटा, मसिना, सिधा रेखा कोर्न ४.मोटा, मसिना बाँड्गाटिड्गा रेखा कोर्न
३. सफा र ताजा खानेकुरा खाने बानी बसाल्न	उच्च तहमा उल्लेख भएका मध्ये कुनै एक उपलब्धि मात्र हासिल भएमा	उच्च तहमा उल्लेख भएका मध्ये कुनै दुइवटा उपलब्धि हासिल भएमा	उच्च तहमा उल्लेख भएका मध्ये कुनै तिनवटा उपलब्धि हासिल भएमा	१. आफूले खाने खानेकुराका नाम बताउन २. स्थानीय स्तरमा पाइने सफा र ताजा खानेकुरा पहिचान गर्न ३. खानेकुरा सफा राख्न ४. स्थानीय स्तरमा पाइने सफा र ताजा खानेकुरा खाने बानी
४. आफ्नो खेलौनाको प्रयोग गरी खेल्ने अभ्यास गर्न	उच्च तहमा उल्लेख भएका मध्ये कुनै एक उपलब्धि मात्र हासिल भएमा	उच्च तहमा उल्लेख भएका मध्ये कुनै दुइवटा उपलब्धि हासिल भएमा	उच्च तहमा उल्लेख भएका मध्ये कुनै तिनवटा उपलब्धि हासिल भएमा	१. आफ्नो खेलौना बताउन र घरमा भएका खेलौनाहरू प्रयोग गरी खेल खेल्न २. साथीसँग रमाइलो गर्दै स्थानीय खेल खेल्न ३. लाइनमामिलेर हिँड्ने बानीविकास गर्न ४. शिक्षकको निर्देशनअनुसारका विभिन्न कथामा आधारित खेलहरू खेल्न

५. घरायसी सामानको जतनकासाथ उपयोग गर्न	उच्च तहमा उल्लेख भएका मध्ये कुनै एक उपलब्धि मात्र हासिल भएमा	उच्च तहमा उल्लेख भएका मध्ये कुनै दुइवटा उपलब्धि हासिल भएमा	उच्च तहमा उल्लेख भएका मध्ये कुनै तिनवटा उपलब्धि हासिल भएमा	१. आफ्नो घरमा भएका सरसमानहरूको नाम बताउन २. आफ्नो घरमा भएका सरसमानहरूको जतन गर्न ३. आफ्नो घरमा भएका सरसमानहरूको उपयुक्त स्थानमा राख्न ४. साधारण उपकरणको अवलोकन गरी आवश्यकताअनुसार मापनका लागि प्रयोग गर्न
अभिभावकको दस्तखत	शिक्षकको दस्तखत र मिति:	उपलब्धि प्रतिशत		ग्रेड