

# **Teachers Perceptions on the Use of Summative Assessment at Secondary Level**

**A thesis submitted to the Department of the English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
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## **Declaration**

I hereby declare that, to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 27/04/2021

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## **Recommendation for Acceptance**

This is to certify that **Ms. Kabita Kumari Sah** has prepared this thesis entitled **Teachers Perceptions on the Use of Summative Assessment at Secondary Level** under my guidance and supervision.

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This thesis has been recommended for evaluation by the following **Research Guidance Committee:**

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**Dedication**

*Affectionately*

*dedicated to*

*My parents who have devoted their whole life to make me what I am today.*

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Kabita Kumari Sah



## **Abstract**

The thesis entitled “Teachers Perceptions on the use of summative assessment at secondary level” is an attempted to find out Teachers Perceptions on the use of summative assessment in ELT Classrooms. I collected the data by administering the questionnaire to 30 Teachers of different secondary school of Kathmandu district. Two types of Questionnaire (Closed-Ended, Open-Ended) were employed to elicit data. The sample of the study was selected through purposive non-random sampling procedure. The data were analyzed and interpreted in order to find out their perceptions of using summative assessment in ELT classroom, I conduct survey research to achieve the objective of the study. The major findings of the study show that summative assessment were used for teaching for providing the feedback to the students, to improve the teaching learning process. Most of the teachers used the summative assessment in the form of terminal examinations and final examinations project work in classroom at secondary level. Moreover, it was perceived that use of summative assessment beneficial to the students as well as teachers at secondary level in ELT classrooms may hinder learning of the students .it is recommended that regarding appropriate judicious use of summative assessment in classrooms

This thesis consists of five chapters. The first chapter is introduction which consists of background of the study, research questions, significant of the study, delimitations of the study and operations definitions of the key terms. The second chapter includes review of related literature and conceptual framework that consists of review of theoretical literature, review of empirical literature, implication of the review of the study and conceptual framework. Similarly, the third chapter deals with methods and procedure of the study which covers design and methods of the study, populations, sample and sampling strategies, research tools and techniques , sources of data, data collections procedures, data analysis procedures and ethical considerations. Likewise, the fourth chapters includes the analysis and interpretations of the data. Furthermore, fifth chapter includes finding, conclusion and recommendation. Finally, the references and the appendices, which are necessary for the validation of the research, have also been presented

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## **Chapter 1**

### **Introduction**

This is the study entitled ‘Teachers Perceptions on the use of Summative Assessment’. This introduction part consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

### **Background of the Study**

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, and curriculum. Assessment plays an important role in the process of learning and motivation. Assessment should integrate grading, learning and motivation for our students.

Generally, assessments are excellent vehicles to prepare students for the routine and demands of school work. While designing and carrying out assessment it is important that both students and teachers are clear on what students are expected to do enhancing student learning through assessment. Assessment is the means by which teacher find out both ability and inability of the learners in the concerned areas and provide suggestion for them. Assessment is a fundamental and integral part of any curriculum based on students learning outcome. Assessment is provided to enhance the quality of education it must be followed by high quality. Without the proper assessment, the task language teaching cannot be successful. In practice, student’s achievements is generally assessed through test, classroom and home assignment and assigned project. Strictly speaking, assessment refers to assignment and task that provides information for making decision. Bachman (2004, pp.6-7) defines assessment as “a process of collecting information about something that we are interested in according to procedures that are systematic and substantially grounded.” In other words, assessment process is collecting the information what is our main motto we investigate in systematic way. Assessment measures if and how students are learning and teaching methods are effectively relaying the intended message that you should strive to develop arrange of assessment strategies that match all aspects of

their instructional plans. Assessment is the process of evaluating student learning achievement through different tasks like classroom, homework, weekly test, annual test. Assessment is one of the most important parts of language teaching and learning, which helps teacher to find out the ability and disability of learners in the concerned areas. Freeman and Rossi (2004, P.38) write and assessment is a systematic, rigorous and meticulous application of scientific method assess the design, implementation, improvement or outcomes of program. It is a resource intensive process, frequently requiring, resources such as evaluate or expertise, labor time and sizeable budget.

The term assessment refers to the wide variety of methods or tools that educators use to evaluate measure and document the academic readiness, learning progress, skill acquisition or educational needs of students. Assessment includes a full range of the information teachers gather about their pupils, instruction and classroom atmosphere. It includes interpreting and synthesizing the information to help teacher understanding their pupils, plan and monitor, instruction, establish viable classroom.

Summative assessment is used to evaluate learning. They are generally associated with grades, points or percentages. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark. Summative assessment usually involves student receiving a grade that indicates their level of performance, be it a percentage or some other form of scale grade. Summative assessments are weighted more than formative assessments. Summative assessment is used to evaluate student learning, skill acquisition and academic achievement at the conclusion of a defined instructional period, typically at the end of a project, course, semester, school year. Summative assessment generally comes at the end of the course or unit of instructions. It is designed to determine the extent to which the instructional goals have been achieved and is used primarily of assigning course grades or for certifying student's mastery of the intended learning outcomes. Regarding the summative assessment, Ur (2013, P.167),has defined "it as the process of evaluating students to provide only a grade, often expressed as a percentage, offer no specific feedbacks on aspects of performance and are designed to summarized or conclude a period of learning". Summative assessment results are often recorded as scores or grades that are then factored into a student's permanent academic record, whether they end up as letter

grades on a report card or test score used in the college admissions process. While summative assessments are typically a major component of the grading process in most districts, schools and courses not all assessment considered to be summative are graded.

The effect of testing on teaching and learning is known as backwash and can be harmful or beneficial. If a test is regarded as important, if the stakes are high, preparation for it can come to dominate all teaching and learning activities. And if the test content and testing techniques at variance with the objectives of the course, there is likely to be harmful backwash. A test that proves ideal for one purpose may be quite useless for another; a technique that may work very well in one situation can be entirely inappropriate in another. Equally, two teaching institutions may require very different tests depending on the objectives of their courses, the purpose of the tests and resources available. Each testing situation is unique and sets a particular testing problem.

According to Fenton (1996), “evaluation is the application of standard and a decision –making system to assessment data to produce judgments about the amount and adequacy of the learning that has taken place.” Too often these processes are confused. We say assess, but we mean evaluate or we use the term evaluation, when we really are doing assessment. Evaluation is a systematic determination of a subject merit, worth and significance using criteria governed by asset of standards. It can assist an organization, program, design, project or any other intervention to assess any aim, realizable concept to help in decision making.

I preferred to this study summative assessment is one of the motivational assessment. The current widely embraced aim of developing in today’s students the capacity to continue in to lifelong learning means that, if some assessment practices are reducing motivation for learning. The primary goal of summative assessment is to help us measure a student achievement at the end of a dedicated instructional period. It can serve as guide to improving teaching methods. We all use different teaching methodology within the classroom. It can help us collaborative and improve teaching methods from year to year. Summative assessment help teachers and administrators alike, and improving curriculum and curriculum planning. When summative assessments show consistent gaps between student knowledge and learning targets,



schools may turn to improved curriculum planning or new curriculum to fill those learning gaps. In Nepal, public examinations have been conducted at national level for grade 10,11 and 12. Which mostly assess the lower order skills using the test items that are mostly not standardized. The recent practices of grade 8 district level examination is just a ritual in most of the cases. The public examinations could be conducted at various levels including national, regional, district of assessing each student, mostly by external agency such as government autonomous agency. Public examinations are generally detached from classroom and they are summative in nature. Regarding the secondary level, 40% formative assessment and 60% summative assessment. Which belongs to summative assessment is practice till now.

### **Statement of the Problem**

Assessment is the process of evaluating the students learned behaviors by using certain tools. In the field of the education, there are the great role of assessment as they are used to evaluate their competency. Summative assessment is an old method of test. It is long traditional tests which were so stressful to students. Summative assessment create some stress in student's side which does not provide any feedbacks for the students improvement. Summative assessment is related to the old traditional testing system using the old language test but at present the concept of summative assessment has been changed and it has been taken as a means of further improvement in some cases. Summative assessment has received criticism for its perceived inaccuracy in providing a full and balanced measure of student learning. Summative assessment, meanwhile has been blamed for forcing teachers to educate with no room for creativity and teaching 'to the test'. Students may be expected to spend hours drilling specific exercises instead of other creative and engaging exercise that inspires and interest in conventional subjects.

I motivated to study on this topic because majority of the students fear to the summative assessment in the comparison of formative assessment. Hence, I want to seek the reasons behind it. I want to provide the ways, strategies, techniques, methods and environment to the school level students.

## **Objectives of the Study**

The objectives of the study were as follows.

- a) To find out the teachers perceptions on the use of summative assessment system at secondary level.
- b) To find out the challenges faced by teachers to conduct the summative assessment.
- c) To suggest some pedagogical implications.

## **Research Questions**

The following are the research questions concerned with the study:-

- a) What are the teacher's perceptions on the use of summative assessment in their English classes?
- b) What are the challenges in conducting the summative assessment?
- c) What are the pedagogical implications?

## **Significance of the Study**

This study is directly related to summative assessment. Effective assessment tests student and teacher, as well as the lesson itself. At its simplest, assessment is important because it is a system of quality control that continually checks to make sure our teaching methods and students learning methods are successful. Summative assessment, therefore, provides an essential benchmark to check the progress of students, institutions and the educational program of the country. Summative assessment contributes largely towards improving the overall curriculum planning. When summative assessment data indicates gaps across the board between students knowledge and learning targets, schools may turn to improved curriculum planning and new learning criteria to assess and improve their school attainment levels.

## **Delimitations of the Study**

The study had the following limitations:-

- a. The study was delimited to the perceptions of English teachers towards SA.

- b. The study was delimited to finding out some challenges towards SA.
- c. The study was delimited to the secondary level English teachers working in community school of Kathmandu district.
- d. The study was delimited to only 30 teachers.
- e. Questionnaire was the only tool for data collection.

### **Operational Definitions of Key Terms**

Operational definitions of key terms are given below.

**Assessment:** Assessment is consideration of someone or something and a judgment about them. Assessment means a process of evaluation used in the classroom while teaching and learning to judge the students.

**Evaluation:** In this study, evaluation refers to the making of a judgment about the amount, number, and value of something.

**Secondary level:** In this study secondary level starts on the completion of a basic education, which is defined completion of lower secondary level.

**Summative assessment:** summative assessment is any method of evaluation performed at the end of a unit that allows a teacher to measure a student's understanding, typically against standardized criteria.

**Testing:** In this study, testing refers to tools intended to measure students' expression of knowledge, abilities and skill. Testing is the activity of testing something or someone in order to find out information.

## Chapter 2

### Review of Related Literature and Conceptual Framework

Literature review and conceptual framework are two essential aspects of any research study. Literature review is a summary of research relating to issue. A research review is the published and unpublished books in research field.

#### Review of Theoretical Literature

This chapter deals with different theoretical perspectives related to the factor that directly or indirectly associated with the study and reviews literatures on different topics relating teacher perceptions on the use of summative assessment at secondary level.

**Assessment.** Assessment helpful to the students according to their ability. It also helps the students and teachers to plan and conduct the instruction programmed. Finally, the modes of assessment and summative assessment system are described. Assessment is the process of evaluating the students learned behaviors by using certain tools. In the field of the education, there are great roles of assessment as they are used to evaluate their competency. Richards & Schmith (1999, P.83) says “an approach to assessment in which students are assessed regularly through the program rather than being a given a single assessment at the end.” This definition stresses on the continuous process of collecting information. It means the formative assessment not only evaluates the students progress at the end but it regularly evaluates the learners achievements. Assessment is the process of evaluating students learning achievement through different task like; classwork, homework, weekly test, annual test. Without the proper assessment, the task, language teaching cannot be success. Assessment is one of the most important parts of language teaching and learning which helps teachers to find out the ability and disability of learners in the concerned areas. Assessment can provide feedback about the progress of individual students and the success of teachers and schools. There are two type of assessment are as follows.

Assessment is formative when teachers use it to check the progress of their students, to see how far they have mastered what they should have learned , and then

use information to modify their future teaching plans. Such assessment can also be the basic for feedback to the student's informal tests or quizzes may have a part to play in formative assessment but so will simple observation and the study of portfolios that students have made of their work. Students themselves have made to carry out self-assessment in order to monitor their progress and then modify their own learning objectives. In the words of (Brown, 2004) "formative assessment is evaluating students in the process of forming their competencies and skills with the goals of helping them to continue that growth process". So, formative assessment is a major means of modifying the methods, techniques, materials and procedures specially being best on the past experiences and results. According to Hughes, (2003, p.5) "assessment is formative when, teachers use it to check the progress of their students that what have learned and then use the information to modify their future teaching plans such types of assessment is very useful to provide the feedback on the student". The purpose of a test is to determine a person's knowledge or ability in the language and discriminate that person's ability from that of others. William and Leahy (2007, P.31) say that "the use of formative assessment is generally giving feedback within the system and actually is to improve the performance of the system in some way." It means the main purpose of the formative assessment is to strengthen the performance level of the students before upgrading them in the next class. They are taken as the source of feedback than the base for taking decision for further recommendation in any other way. According to Fenton (1996) "Assessment is the collection of relevant information that may be relied on for making decisions. Assessment is a process of gathering and documenting information about the achievement, skills, abilities, and personality variables of an individual".

Summative assessment is used at the end of the term, semester or year in order to measure. What has been achieved both by groups and by individuals? Here, for the reasons given in the previous section, formal tests are usually called for. In an ideal world, the different pieces of information from all sources, including formal tests, should be consistent with each other. If they are not, the possible sources of these need to be investigated. Regarding the summative assessment, Ur (2013, p.167), has defined "it as the process of evaluating students to provide only a grade, often expressed as a percentage offer no specific feedbacks on aspects of performance and are designed to summarize or conclude a period of learning."

**Testing and type of testing.** Testing is consistently provides accurate measure of precisely the abilities in we are interested. A common view of testing is that it is quite separate from teaching and learning both theoretically and in practice. From other hand testing and teaching are closely interrelated. A test is seen as a natural extension of classroom work, providing teacher and student with useful information that can serve each as a basis for improvement (Weir, 1993). However, once it is accepted that testing is an integral part of teaching, it follows that the person best prepared to set the test is the teacher. When testing procedures are related more to teaching and learning than to theories of psychometrics (measurement of the mind) and statistical probabilities, then the experienced teacher is already halfway to being a test setter.

**Placement.** A placement test is designed to sort new students in to teaching groups, so that they can start a course at approximately the same level as the other students in the class. It is concerned with the students present standing, and so relates to general ability rather than specific points of learning.

**Diagnostic.** A diagnostic test (sometimes called a formative or progress test) checks on students progress in learning particular elements of the course. It is used for example at the end of unit in the course book or after a lesson designed to teach one particular point. These tests can take the form of an extension of the lesson from a practice in to an assessment phase.

**Proficiency.** The aim of a proficiency test is to assess the students ability to apply in actual situations what he has learnt. It seeks to answer the question. This type of test is not usually related to any particular course because it is concerned with the students current standing in relation to his future needs.

This division of tests in to separate categories is clearly rather arbitrary and though it is convenient to say that the purpose of any test can be defined. In this way, there are in practice several different purposes for every test (Huges, 2003).

**Formative assessment and its types.** Formative assessment assessing of the process of learning and teaching to provide information. Information can be used to guide improve and rectify learning and teaching process not give the final marks.

According to Black & William(1998,p.3) “formative assessment is specifically intended to provide feedback on performance to improving teaching”. It means the purpose of formative assessment is to provide feedback. According to their performance. There are the following types of the formative assessment.

**Project work.** This is first type of formative assessment. This is one kind of learner centered techniques for classroom activity. This projects need to allow a students to not only make a real life connection but also implement decision making skills interacting with other. In project work, students collaborate and work together. In this way, project work can take the form of formative assessment to judge individual or group performance.

**Role play.** Role play is one of simple and brief techniques to organize in the classroom. It is a classroom activity which gives the students and opportunity to practice the language. It is an idea vehicle for developing fluency, and it also offers a focal point in lesson integrating the four skills, it is highly flexible. Harmer(2008, P.352) notes that “role play can be encourage general or fluency or to train students for specific situation, especially where they are studying English for specific purpose”. It encourage students to talk and communicate ideas with friends. It make classroom interactive, a variety of language functions and games can be practiced in the classroom through a role plays.

**Pair work.** Pair work is one of the important leaner centered techniques which is often used in a communication classroom. In pair work, students can practice language together. During the pair work teacher has two roles. One is to act as a monitor, listening to a few of them and nothing persistent errors. The second role is that of a resources providing help, information and feedback upon a request.

**Group work.** Group work is another important leaner centered technique. Group activities tent to more interactive than pair work. Several types of activities are collaborative and easy to use. The teacher is the manager of the activity. During the group work activity the teacher stays mainly at the front of the class room. It is usual to have one member of each group acting as a leader and correction is made on the spot.

***Individual work.*** A student has to work individually on a task, so that they can prepared their personal ideas, views or arguments in response to problem or a piece of stimulus materials, individual activities, problem or case studies.

**Types of summative assessment.** Summative assessment evaluates the mastery of learning where as its counterpart, formative assessment measures progress and functions as a diagnostic tool to help specific students. Educators generally rely on two forms of summative assessment; teacher constructed (informal) and standardize (systematic).

Teacher-constructed assessment is the most common form of assessment found in classrooms. It can provide objective data for appraising student performance, but it is vulnerable to bias. Standardized assessment is designed to overcome many of the biases that can taint teacher-constructed tools, but this form of assessment have their own limitations. Both types of summative assessment have a place in an effective education system, but for maximum positive effects they should be employed to meet the needs for which they are designed.

***Teacher constructed (informal).*** Teacher constructed assessment, the most common unfrequently applied type of summative assessment is derived from teacher's daily interactions and observation of student behave and perform in school. Since schools began, teacher have dependent predominantly on informal assessment, which today includes teacher-constructed test and quizzes, grades, and relies heavily on teachers professional judgements. Teachers inevitably from judgments, often accurate about students and their performance (Barnett, 1988; Spencer, Detrich, & Slocum, 2012). Although many of these judgments help teachers understand where students stand in mastering a lesson, a meaningful percentage result in false understandings and conclusions. To be effective, a teacher-constructed assessment must deliver vital information needed for the teacher to more accurate conclusions about each student's performance in content area and to feel confident that performance is linked to instruction. Ensuring that a teacher-constructed instrument is reliable and valid is central to the assessment design process.



**Standardized (systematic).** It is the second major category of summative assessment commonly used in schools. Students and teachers are very familiar with these standardized test, which have become ubiquitous. Standardized tests provide valuable data to be used by educators for school reform and continuous improvement purposes. Data from these test can include yearly indicators that's point to interventions for preventing potential future problems. The data can also reveal when the system has broken down or highlight exemplary performers that school can emulate. Using such a data can be invaluable as a system wide tool (Cello, 2013). Despite the potential value of summative assessment as a tool to monitor and improve systems, research finds minimal positive impacts to student performance when the test are used for high stakes purpose or to hold teachers and school accountable (Carnoy & Loeb, 2002; Hanushek & Raymond 2015). The increased use of incentive and other accountability measures, which have cost enormous sums, reduced instruction time, and added stress to teachers, can be linked to only average effect size of improvement of students achievement (Yeh,2007).

**Language teaching and language testing.** Language teaching is an activity conducted in the classroom by the teachers in order to make their students understood the subject matter. Language teaching and learning “assessment” refers to the act of collecting information and making judgments about a language learner’ knowledge of a language and ability to use it.

Testing is defined differently by different scholars, so Khaniya (2005, p.14) says “Testing in a broad sense has always been an inherent part of teaching”. Assessment of learning is as old as education itself. From the time when teaching began, the teacher has always been keen to know the extent to which his teaching has been effective in making the learner understand what has been taught. Testing is used as a process of scrutinizing now far learners have learned what the teacher wishes them to learn. In this process, the teacher usually makes queries in the classroom during or after his teaching or administers an examination at the end of lessons or a unit, chapter or a course of study.

According to Fulcher and Davidson (2007 as cited in (Joshi, 2013)) language tests are designed by teachers with a particular skill and training in test design, this is not because a test task always looks different from classroom task but because a test

task is usually designed with certain properties in mind. These are not necessary in the class, where any task is an opportunity for assessment that leads to an adjustment of the learning.

This means, language test is designed by teachers to measure specific abilities. A task is taken as an assessment which leads towards the learning process.

Heaton (1975, p.5) says, both teaching and testing are so closely interrelated that it is virtually impossible to be constantly concerned with other. Tests may be constructed primarily as devices to reinforce learning and to motivate the student or primarily as a means of assessing the students' performance in the language. In the former case, the test is geared to the teaching that has taken place, whereas in the latter case, the teaching is often geared largely to the test.

Thus, it is clear that teaching and testing are mutually inclusive and complementary with each other. It is widely accepted. Testing offers useful inputs to the teacher to be aware of the effect of his teaching and also some insights on whether he should continue the way he teaches it in order to make his teaching more effective. A test is seen as a natural extension of classroom work, providing teacher and student with useful information that can serve each as a basis for improvement.

**Summative Vs Formative Assessment .** There are two types of assessment in general; they are formative and summative assessment. Summative assessment evaluates what students learn during a course and it is conducted at the end of the semester or academic year. Alderson (2005) associated with summative assessment with long traditional test which where show stressful to students. It lacks further feedback and only possible use of it is gathering scores in the eyes of students. Focusing on the given definition, summative assessment basically focuses on the gradation of the students rather providing corrective feedback. In the present only focusing on summative assessment, the teacher cannot evaluate all the aspects of the learners like creativity of learner performance, innovative aspects and critical ability. It is impossible to measure the learner's ability only through summative classrooms assessment or final exam. Regarding the summative assessment (Black, 1998) mention that "Summative assessment is judgment about student competence". Here, he focuses on the judgment of overall competence at the end of the session. It doesn't

provide feedback and time to improve their performance but take decision whether the student has got mastery over the prescribed content or not.

In school most visible assessment is summative assessment which is used to measure what student have learnt at the end of the unit to promote student to ensure they have met required standard on the way to earning certification for school completion or enter certain occupations or as a method for selecting students for entry in to further education. (OECD, 2011)Notes that “summative assessment is used for the student’s promotion, certification, grades and admission for the higher-level study. In other words, summative assessment is used for providing the certificate and grades. They are equally important for recommending the students institutions for particular course.

To sum up, summative assessment is a high stakes types of assessment for the purpose of making final judgment about students’ achievement and instruction effectiveness. By the time it occurs, students have typically existed the learning made. Summative assessment forms and end point that sum up the performance or learning level of achievement. The evaluation of summative assessment provides a look at student performance as well an opportunity practice to evaluate instruction. So, it always happens at the end of educational session.

Formative assessment assessing the process of learning and teaching to provide information. Information can be used to guide, improve and rectify learning and teaching process but not to gives final marks or grades. Formative assessment is part of the instructional process, it provides the information needed to adjust teaching learning while they are happening. The general goal of formative assessment is to collect detailed information that can be used to improve instruction and students learning while it’s happening. In the present context of language learning, formative assessment is the most important to evaluate students performance and learning achievement. In this regard, Sadler(1998, p.77) says “formative assessment refers to assessment that is specifically intended to provide feedbacks on performance to improve and accelerate learning.” To assess all the aspects of learners. We need to focus on formative assessment which takes place during a course and also provides remedial feedbacks for further improvement.

(Mc Tighe, 2005) Says that formative assessment is ongoing and occurs concurrently with instruction to provide feedback to both teachers and students and serve the purpose of guiding teaching learning.

Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. Formative assessment measure students' progress but I can also access your own progress as an instructor. For example, when implementing a new activity in class, you can thorough observation and surveying the students determine whether the activity should be again (or modified). (Just Science Now ! (n.d) assessment - inquiry connection , n.d.) . In the word of Brown (2004,p.6) states that formative assessment is evaluating students in the process of forming their competencies and skills with the goal of helping them to continue that growth process." So, formative assessment is major means of modifying the methods, techniques, materials and procedures of teaching especially being based on the past experiences and result. In this way both formative and summative assessment are practiced for separate function, although both are very integrate part of language testing and assessment.

(Lewy, 1990) Notes that formative assessment takes place during learning at is aimed to help learning and teaching by giving appropriate feedback. It means to state the formative assessment helps in teaching learning process.

(Smith, 2011) Said that assessment culture at school level is essential for creating the environment needed to develop formative assessment practice. In this regard, assessment is important for making effective teaching learning environment.

**Importance of the summative assessment.** The primary goal of a summative assessment is to help us measure a student's achievement at the end of dedicated instructional period. Summative assessment can help us to collaborate and improve teaching methods from year to year. There is some importance of summative assessment are as follows.

***To know if student have understood.*** A summative evaluation follows certain strategies for evaluation by means of assignments, tests, projects, and more. By ways, the teacher can make out if the students have learned and understood the subject. An

assignment is said to be a summative one by the way it is utilized and not by the design of the test, or by self-evaluation. By this way, the instructor can make out to what degree the students have understood with the materials that have been taught.

***They determine achievement.*** The usual producer is that summative evaluation are done at the end of any instructional period. The real meaning is that this assessment is made used to find out the learning growth and attainment. They are utilized to measure the improvement towards objectives and goals. Summative assessment help teachers and administrator like in improving curriculum and curriculum planning.

***They make academic records.*** The result of summative assessments are ones that are recorded as scores or grades in the student academic records.

***Provides opportunity.*** The presence of summative assessment is a motivator as it assist the individuals and offer them an opportunity to develop a learning environment. This is an assessment meant for learning and is based on the outcome. Summative assessment can help us collaborate and improve teaching method from year to year.

***Boost individuals.*** The outcome of the summative assessment consider as a boosting factor when it is positive. With this type of assessment, confidence is boosted and also they act as a spring board to certain behavior change at institution.

***Weak areas can be identified.*** With the help of summative assessment results, trainers and instructor can find out weak areas where the results are steadily low. By this way, alternative methods can be utilize is order to improve the results. Summative assessment can serve as a guide to improve teaching methods. We all use different teaching methodology within the classroom.

***Training success can be measured.*** This type of evaluation helps in determining the success of methods used for training programs used.

***Instructional design.*** The summative design is utilized as an evaluation technique in the course of instructional design. Depending on the intervention efficiency, summative evaluations offers beneficial information.

**Purpose of summative assessment.** Summative assessment refers to the assessment of participants where the focus is on the outcome of a program, this contrasts with formative assessments. Summative assessment is a major and important part of teacher's day to day work in the classroom, and it is likely that you will be employing summative assessment techniques in many aspects of our teaching. Summative assessment can be used as to look back on learning, document achievement and evidence of learning. Summative assessment plays an important role in the public face of the school, and it is student grades publicly displayed which form the basis of examination. Summative assessment takes place when a sequence of English instruction. Such as unit, has been completed. The purpose is to find out how well students have mastered the intended learning outcomes. It is usually the basis for grading but should not be the basis. Summative assessment does not have to be paper and pencil based, depending on the desired learning outcomes. Summative assessment tasks can be in various forms. The multidimensional observations discussed earlier apply here. Given the current standards- based approach to English education and accountability, external tests can also become part of the summative assessment.

One of the primary purposes of assessment is to be summative. In its summative role, the purpose of assessment is to judge the quality and characteristics of the student and summarize these in a clear and widely acceptable format. Traditionally, the principal mechanism for summative assessment is assumed to help employers by providing costless information on the productive potential of job applicants. Students care most about the results of summative assessment as these impact on their employability and prosperities earnings. Summative assessment is the most commonly used as activity in teaching. In elementary grades, teachers may use portfolios, homework, in class participation, and test to the grade students, in secondary grade teachers may use tests, project and even external tests. Summative assessment allow progress to the further study. Summative assessment method and develop specific skills related to developing summative assessment, in including using standardized test. Summative assessment predict in future study and work. Summative assessment to develop signal employability and section for employment.

**Challenge of the summative assessment.** The summative assessment system is facing many challenges that need to be understood and addressed for better learning

outcomes. The challenges can be related to the assessment of students, teachers, educational boards, and technology, social and ethical issues. Each challenges in the assessment system needs to be analyzed properly. The assessment system should be fair and strong in the school system. The assessment system somewhere loses the connection between the system, teachers, schools, families, and communities, there are a few challenges in the assessment process of the education system.

**Grading.** Grading is the one most important challenges of summative assessment. Teachers assess the performance if students based on their tests, exams, assignments and projects. It serves four major roles like evaluating the student work, communicating with students, helping in motivating students to focus and also involving in the course. It organizes to mark transitions and focus effort for both students and teachers. There is no wat developed that a students can know their assessment process and grading technique. There is a lack of transparency in the assessment system. Classroom assessment techniques are rare. There is no flexibility in programme grading.

**Teacher assessment issues.** There are many assessment tools developed to assess the knowledge of the student learned in the classroom. Teachers play a major role in assessing students for their performance. Teachers are finishing the syllabus in a short time as they are loaded with administration works in schools. The assessment system is taking away the freedom and autonomy of the teacher. There are multiple assessments in schools in the form of presentations, projects, group discussions, assignments and tests. The teachers themselves have to put in a lot of effort into preparing and planning for the assessments.

**Change in examination pattern.** There are students who cannot perform well in their exams when the examination pattern changes. At the time of assessment, these students find it difficult to adjust with a new form of questions. Sometimes students with low grades get demotivated with the assessment as it marks their performance compared to others.

**Technological issues.** Innovation in assessment is a delicate matter in the area of summative assessment which is heavily controlled and has consequence on students assessment. The authority is concerned about plagiarism and invigilation

issues. There is difficulty in scalability and transfer problems when different departments have separate working practices and culture. The technical requirements should be met for assessment systems such as software, connectivity, security, accessibility, etc.

***Lack of training.*** There is lack of training for new strategies and the use of technology for the assessment. The education institutions sometimes lack of proper training on assessment techniques, technology and methods that needs to be given to their teachers and examiners.

***Cost of investment.*** The investment will help in supporting and training. There are few tools that require a large number of investments and infrastructure. But authorities are sometimes reluctant to invest in these assessments systems. The investments are not only in terms of capital but time and workforce.

***Lack of policy.*** There are common policy challenges in governance and implementation of assessment systems. Policy development needs to ensure the involvement of different components of assessment framework such as school assessment, teacher appraisal etc. The policy should contribute to scoring effective links to classroom practices.

***Administration issues.*** The administration should be careful about maintaining the records of student information. Sometimes there is negligence in protecting the information on the assessment of the students.

**Policy provision of summative assessment system in the context of Nepal.** There are many more policy and provision, which is related to the summative and formative assessment system in the context of Nepal are given below.

Here (National Curriculum Framework , 2007) ministry of education has developed the student assessment develop and implement inclusive assessment and evaluation system.

Establish CAS as an integral part of teaching adopt grade wise liberal promotion policy up to grade seven. According to national curriculum framework {C.D.C 2066} student evaluation will be on the basis summative and formative



process of evaluation. Education and sports ministry 9<sup>th</sup> plan have been the provision of Nirantar Bidharthi Mulyankan (1-3)

In the field of teaching and learning there are several means of assessment. Such as formative, summative, diagnostic and so on which are used for separate purposes. Policy related documents like SSRP, NCF and Education Act have focused on formative assessment but most of the public schools of our country have been practicing only summative assessment for student's evaluation.

**The practices of summative assessment in Nepal.** Generally, assessment refers to any methods, strategic or tool which helps the teacher to collect necessary evidences and information regarding the learners learning process with pre-established goals. Without the proper assessment the task language teaching can't be success. Regarding this fact, (Heaton, 1975) states that both "testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the others". Another way, the process of assessment is designed systematically which is directly linked with other fields of teaching. Such as learning activities designing instructions materials and so on. There are two types of assessment in general, summative and formative assessments. Which are equally contributed to provide necessary feedback for further improvement and validation of the learner learning.

Both formative and summative assessments can give equally contribute to enhance the learning. In the absent of one, there are not any existence of another in evaluation process. In Nepal, generally in school level there is blending system of evaluation process. Which includes both summative and formative procedures (Regmi,2004). NCF(2063), has made policy regarding assessment system introducing both types of assessment system in school level. It shows that there is policy of 70% formative assessment (40%) and 30%summative assessment in basic level (class 1-8). Regarding the secondary level, 40%terminal exam, formative assessment and 60%final exam. Which belongs to summative assessment is practice till now.

## **Review of Empirical Literature**

Both formative and summative assessments equally contribute to provide necessary feedbacks for further improvement and validation of the learnt learning. But in deeper level they are used for totally separate purpose in teaching fields.

Summative assessment is used to valid the learning. Summative assessment generally comes at the end of the course or unit of instruction. It is designed to determine the extent to which the instructional goals have been achieved and is used primarily of assigning course or unit of instruction. It is designed to determine the extent to which the instructional goals have been achieved and is used primarily of assigning course grades or for certifying students mastery of the intended learning outcomes.

Kadel (2015) carried out a survey search entitled “Implementation of continuous assessment system in schools”. The main objective of her research was to find out the implementation of CAS and its tool adopted by the teachers. Twenty teachers and thirty students of basic level from Dang District were the primary sources of the data. Mainly questionnaire and interview were used as a research tools to collect the data. Both descriptive and stastical tools were used to analyze the collected data. Finally her one major finding was that the teachers are implementing CAS and also adopting tools to some extent. Similarly, another finding was that CAS was not easy to implement in the schools because lack of sufficient number of teachers and weak government policies.

Rahman, Babu and Ashrafuzzaman(2011) published a research article in journal of NELTA entitled “Assessment and feedback practiced in English language classroom”. The study mainly focused on exploring the nature of English language classroom assessment and feedback practiced within junior secondary schools of Bangladesh. Finding of the study showed that assessment and feedback were inseparable part of classroom practice but assessment and feedback practice in classroom were not up to the mark. One of the reasons for this was that both English teachers and head teachers did not have adequate knowledge about the English curriculum.

Neupane (2015) conducted a research on “Managing continuous assessment system at primary level: Teacher perceptions and practices”. Her objectives of the

study were to find out the teacher perception towards CAS, to find out the current practices adapted by teachers in CAS and to suggest some pedagogical implication. The population of the study was primary level teachers and sample consisted of forty primary teachers from twenty governments added schools of Lamjung district. Sample was selected by using purposive non random sampling method. Her tools of the data collection were questionnaire and observation checklist. Finally, the findings of the study showed that there are good practice of CAS at primary level that CAS has played vital role to decrease students absent rate reduce the dropout rate, and minimize the number of failures off students. Both students and teachers were found to apply project work, creative and problem solving activities, demonstration role play group work and communicative competency based activities reading assignments practice of using a audio-video and worksheet practice while teaching and learning.

Black and William (1998b) mention that “summative assessment is judgment about student competence.” Here, he focuses on the judgement of overall competence at the end of the session. It does not provide feedback and time to improve their performance but take decision whether the student has got mastery over the prescribed content or not.

OECD (2011) notes that “summative assessment is used for the students promotion, certification, grades and admission for the higher level study.” In other words, summative assessment is used for providing the certificate and grades. They are equally important for recommending the students in particular institutions for particular courses.

Khanal (2017) conducted a research on ‘Teachers perceptions on the use of Formative Assessment at secondary level’. The main objective of her study was to find out the teachers perceptions on the use of formative assessment system at secondary level. She purposively selected thirty teachers of different secondary schools of Arghakhanchi district. She used questionnaire were employed to elicit data. The data were analyzed interpreted in order to find out their perception of using formative assessment in ELT classrooms. Moreover, It was perceived that use of formative assessment is beneficial to the students as well as teachers at secondary level in ELT classrooms, But it was also found that lack of the trained teachers in ELT classrooms may hinder learning of the students. It is recommended that teachers

are required to get training regarding appropriate and judicious use of formative assessment in ELT classrooms.

Khadaka (2017) practices of formative assessment in public schools; A case of Bardiya district. The main objective of her study was to identify the practices of formative assessment in public schools. It was one of the case studies of Bardiya district. It will definitely arouse new interest among experts, Curriculum developers, teachers and even the university students who are going to involve their carrier in language teaching. It will also useful for resource person to develop relevant materials. This study provides information on the practices of the formative assessment in public schools. It was encourage English teachers to use formative assessments and its means like weekly test, project work, classwork, homework for assessing students learning achievement.

Sharma (2017) carried out a research on ‘Current Practices of Continuous Assessment system in grades 1-3 in Nawalparasi district’. The main objective was to find out the current practices of continuous system in Nawalparasi district and gap between the policy and practice in relation with continuous assessment system. It was an survey research. The researcher was selected thirty teachers from thirty different schools, two school supervisors and three resource person by using non-random purposive sampling procedure. She used to sets of questionnaires, are for teachers and one for supervisors for data collection. Finding show that the practices of continuous assessment system is good. Because the teachers always used students friendly techniques in classroom, students play the active role in teaching learning activities.

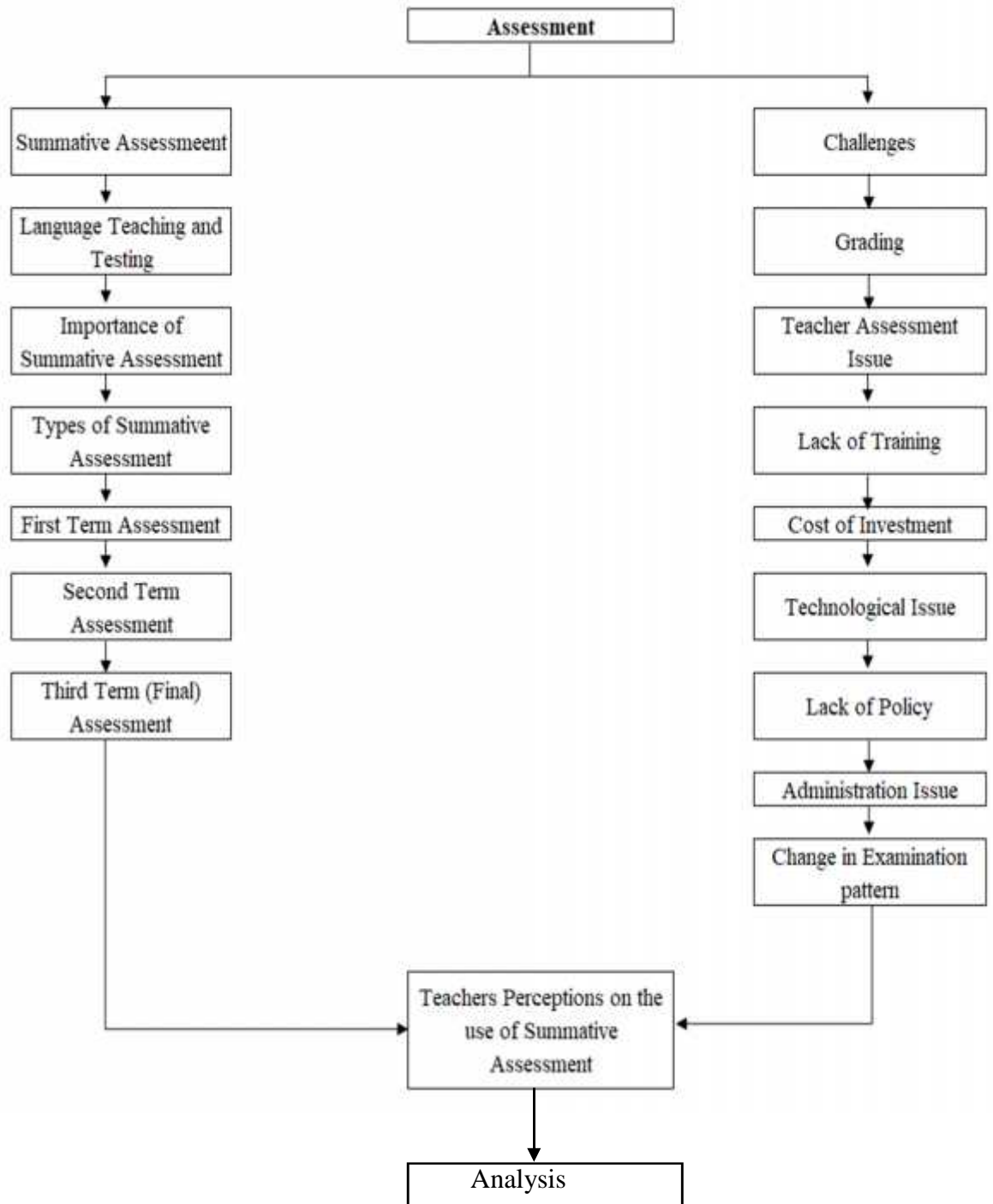
### **Implications of Review for the Study**

After reviewing all above research works (theoretical and empirical). I have got lots of ideas of knowledge and information about my study. (Khaniya, 2005)Helped me to get information about language testing and summative and formative assessment and its roles in language learning. In other words, I reviewed many books, articles, websites and thesis. These sources helped me to be clear and focus on the research problem and improve methodology etc. From the reviews, I got some insights on the concept of summative assessment as well as challenge faced in it by English teacher.

All the research work, articles, books theses and online research have discussed about different objectives, methodology, in different situations. Nevertheless, I come to know that my research work is different from other research work. I found out that no research work has been conducted in the area of English teacher's perception on summatives assessment in secondary level. So, this seems to be a new study.

### **Conceptual Framework**

The conceptual framework sets the stage for presentation of the specific research questions that drive investigation be in report. In other words, it is a mental picture of the process that a researcher is going to conduct in his or her study. The conceptual framework of my study will be as follows. Reddy, (2016)



**Figure 1: Conceptual Framework**

## Chapter 3

### Methods and Procedures of the Study

To achieve the objectives of this research, the following methodology and procedures will be adopted.

#### Design and Method of the Study

The research topic itself reveals the nature of the research to be undertaken. I will adopt the survey research design to fulfill my study. To make my study systematic and attain the objectives of my study. Here survey design is most popular design of research in social science including in the field of education. Primarily, it is carried out in the large number of populations to find out an attitude, belief or behavior of group of people or an individual as well. According to Nunan (1992,p.140) says “The main purpose of a survey is to obtain a snapshot of conditions, attitudes and events at a single point of time. Survey is the most commonly used descriptive method in educational research, which is from large scale investigation to small scale attitudes. The purpose of survey research is generally obtain a snapshot of condition, attitude or event at a single point in time. It is believed that not all research designs are necessarily appropriate for all research topics. Thus, I will choose survey research design as an appropriate research design to do this study. Survey is a quantitative type of research design which said to be a popular design in education.(Creswell,2012,p.376)states, “survey research designs are procedure in quantitative research in which investigator administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors or characteristics of the population”. It means that a researcher collect the data usually from the large sample to talk about trends, opinion or attitudes. The result of this design is based on the quantitative or numbered data obtained from questioners. It statically analyzes data and describe the trends about responses to questions. It also test research question or hypothesis.

Some characteristics of survey research designs are as follows (Cresswell, 2012, pp 380-392):

***Sampling from a population.*** There should be typically selected and studied a sample from population. Three terms namely the population, the target population and the sample should be clearly defined at first. Survey researcher should select a sample representative of population so that generalization can be made from the sample to population. It is important to select a large sample as much as possible in order to so a similar characteristics to the target population.

***Collecting data through questioners and interviews.*** There are sorts of surveys that exist however, two basis forms; questioners are commonly used by survey research. Here, questioners refers to the set of questions. Which are accessed to the participants to complete and return to the researchers. The participants choose answers to questions and supplies their basic personal views and information. Likewise, researchers asks questions to the participants based on guided questions, and listen answers.

***Designing instrument from data collection.*** It is a complex process to design a good survey instruments. Survey researchers should first consider whether there is an availability of a survey instrument that can measure and intended variables. Moreover, they set out the questions which include personal, attitudinal and behavioral questions, sensitive questions and close and open ended questions. However, they should be able to use strategy for good question construction. They can also perform a pilot test of the questions.

***Obtaining a high response rate.*** Survey researchers should look at for high response rate from participants in the study. In a consequence, they can generalize the results obtained from the sample to the population.

Process or steps of survey research designs are as follows (Cresswell, 2012, pp. 403-404):

***Decide if a survey is the based design to use.*** Researchers should decide a survey design if he or she wants to describe the trends in a population or describe the relationship among variable or compare groups.



***Identify the research questions or hypotheses.*** Survey researchers can address both research questions and hypothesis in the study. Forms of research questions or hypothesis can be either the description of the characteristics or trends of a population of people, or group comparison in terms of specific attributes or relationship among variables.

***Identify the population, the sampling frame, and the sample.*** While identifying the population, it includes defining the population and determining the number of people. Once the survey researchers identifies the target population with a compiled list of its members, then he or she can select the sample usually with the help of random sampling procedures.

***Determine the survey design and data collection procedures.*** Survey researcher should be aware of the types of survey design namely cross-sectional and longitudinal. They should also determine whether their study will be based on questionnaire.

***Develop or locate an instrument.*** Survey researchers need an instrument to collect or measure the variables in the study. It is important form an instrument in order to check the reliability and validity of scores during data analysis.

***Administer the instrument.*** This step goes with seeking and obtaining permission to conduct the survey as well as using procedures for data gathering.

***Analyze the data to address the research questions or hypothesis.*** Survey researchers involve in noting response rates, checking for response bias, conducting descriptive analysis of all items, and then answering descriptive question while addressing the research questions or hypothesis for the study.

***Write the report.*** Survey researchers should be aware of a standard quantitative structure which includes introduction, the review of the literature, the methods, the result, and the discussion.

## **Population, Sample and Sampling Strategy**

The population of this study was consist of the secondary level English teachers of Kathmandu valley. Since, it is a small-scale study, it is tough to collect data from each and every member of the respondents. For this study, thirty teachers were selected as a sample from ten different schools of Kathmandu valley. The purposively selected school of Kathmandu district. Then I selected teachers of secondary level English teachers.

Sample of the study was selected by using non- random sampling procedure because it is not difficult to visit school. So, I used non- random sampling for my convenience. Three teachers were selected from each school.

## **Research Tools**

For the collection of data, the researcher used questionnaire items which include both close ended and open ended questions.

## **Sources of Data**

Both the primary and secondary sources were adopted to collect the data for this study.

## **Data Collection Procedure**

The researcher collected the data from the primary sources by providing the questionnaire. For this purpose, she adopted the following steps:

- a. At first, the researcher went to the different schools and talked to the authority and explained the purpose and process of the research. Then she requested them to get his/ her permission to carry out the research.
- b. After talking permission from the authority, the researcher consulted the English teacher and explained him/her the purpose of the research and requested them to take part in it. The researcher assured them of the confidentiality in terms of research of ethics regarding the information obtained through the questionnaire.
- c. Then, the researcher distributed the questionnaire.

- d. She asked them to write the answer without any hesitation, fear and anxiety.
- e. Finally, after collecting the questionnaires, she thanked them heartily.

### **Ethical Consideration**

The researcher should consider ethical issues while collecting the required data, analyzing the data and writing the report. I will firstly take a letter from the Central Department of English Education, Tribhuvan University asking permission to conduct my research study in different secondary schools. Likewise, I will ask permission with each individual respondent along with the school administration in order to respond the questionnaire. With this, I will explain the objectives and purpose of my study in detail to all the respondents. I will be conscious and respectful regarding my respondents privacy in terms of their personalities, weaknesses, and personal ethics. I assure that I will not disclose their secrecy as well as their identity and identity of schools. I will keep the respondents views and information in a confidential manner. Eventually, I will not distort the responses obtain from the participants.

### **Data Analysis and Interpretation Procedures**

The quantitative data analyzed and interpreted by using simple statistical tools. Then they presented and displayed in different lists, points, and tables.

## Chapter 4

### Analysis and Interpretation of Data

In this chapter, the data collected through questionnaire are analyzed and interpreted by using various statistical tools.

#### Analysis and Interpretation of the Results

Since the questionnaire is divided into two sections, the data collected through questionnaire are analyzed and interpreted under a heading “Teachers perceptions on the use of summative assessment at secondary level”.

The collected information from the informants were analyzed and interpreted to identify the practices of summative assessment in schools of Kathmandu district and what a sort of problems are faced by English teachers while practicing summative assessment in those schools. The data were elicited by using questionnaire including close ended and open ended questions. The responses obtained from the respondents have been analyzed on the basis of practices and problems of summative assessment in schools of Kathmandu districts.

**Interpretation of close ended questions.** To find out the EFL teachers perceptions on the use of summative assessment in their classrooms, the respondents were asked twenty closed ended questions in the questionnaire. Here, I have analyzed the responses by using both statistical and descriptive tools.

***Use of summative assessment in classroom.*** In the context of Nepal, most of the teachers use summative assessment system. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. A summative assessment takes place at the end of a unit or course of study. there are many purpose to summative assessment in instruction, but the main goal of any assessment is to provide clear communication between students and teacher. Therefore, this question was designed to find out other assessment was used in secondary level or only summative assessment. The teacher responses are presented in the table 1;

**Table 1****Use of Summative Assessment in Classroom**

<b>Frequency</b>	<b>No. of Respondents</b>	<b>Percentage</b>
Yes, I always do	5	16.67%
Yes, I often do	20	66.67%
Yes, I some time do	5	16.67%
No, I never use	0	-
Total	30	100%

The table 1 shows that most of teachers (i.e. 66.67%) frequently used the summative assessment. Moreover, some teachers (i.e.16.67%) always used summative assessment in the classroom. But the few number of teachers (i.e.16.67%) sometimes used the summative assessment in their classroom. It shows that summative assessment is highly practiced in English classroom at secondary level.

*Summative assessment and feedback.* Summative assessment provides feedback to the teacher as well as students. In the Nepalese context, most of the teachers in the schools do not provide the feedback to their students. They make the summative assessment to upgrade the students in the next class. Therefore to find out whether the summative assessment provides feedback to the students or not, the teacher were asked to respond the statement “summative assessment provides the feedback to the students?”.

**Table 2****Summative Assessment and Feedback**

<b>Categories</b>	<b>No. of Respondents</b>	<b>Percentage</b>
Strongly agree	5	16.67%
Agree	25	83.33%
Disagree	0	-
Unknown	0	-
Total	30	100%

The table 2 shows that almost all the teachers (i.e. 83.33%) agreed that the summative assessment provides feedback to the students. Whereas, some of participants (i.e.16.67%) strongly agreed to the statement. Moreover, none of the teachers disagreed and were unknown with the statement. In this way, it is clear that almost all of the teachers believed that summative assessment provide the feedback to the students. Therefore, there is no doubt the summative assessment provides feedback to the students.

***Promotion of quality assessment through summative assessment.*** Summative assessments are designed to provide evidence of achievement that can be used in decision making, such as assigning grades and making promotion, such assessments can pay an integral role in students learning experiences while also providing evidence of progress in that learning. Therefore, it is certain that summative assessment promote quality assessment. However, it is necessary to investigate the teachers perception whether the summative assessment promotes the quality assessment or not, hence, the teachers were asked to provide their response to the statement “summative assessment promotes the quality assessment”. The responses to this questions are stated in table 3:

**Table 3**

**Promotion of Quality Assessment through Summative Assessment**

<b>Categories</b>	<b>No. of respondents</b>	<b>Percentage</b>
Strongly agree	18	60%
Agree	12	40%
Disagree	0	-
Strongly disagree	0	-
Total	30	100%

The table 3 clarifies that majority of the teachers (i.e. 60%) strongly agreed that summative assessment promotes the quality assessment. likewise, it denotes that (i.e. 40%) teachers agreed to the statement. In conclusion, the teacher perceive that

quality assessment is promoted by summative assessment. In this way, majority of the teachers viewed that quality assessment is promoted by summative assessment.

***Involvement of students and teachers in summative assessment.*** Both the teachers and students should be involved in the teaching learning process. In order to find out whether summative assessment helps to involve the teachers and students in teaching learning process. The teacher responses as their perceptions are presented in the following table.

**Table 4**

**Involvement of Students and Teachers in Summative Assessment**

Categories	No. of respondents	Percentage
Strongly agree	10	33.33%
Agree	20	66.67%
Disagree	0	-
Unknown	0	-
Total	30	100%

It indicates that majority of the teachers (i.e. 66.67%) agreed that summative assessment helps both teachers and students are involve in the teaching learning process. Similarly, it states that some of the teachers (i.e. 33.33%) strongly agreed to the student. As there was none of the teachers disagreed to the statement, it can be concluded that summative assessment involves both the teachers and students in the teaching and learning process.

***Responsibility as the part of teachers and students.*** Summative assessment is a planned ongoing by all students and teachers during teaching and learning to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes, and support students to become more self-directed learners. Therefore, to find out whether the formative assessment makes the teacher and students are more responsible than traditional assessment system. The responses are presented in the below table.

**Table 5****Creating Teacher and Students Responsible**

Categories	No. of respondents	Percentage
Strongly agree	20	66.67%
Agree	5	16.67%
Disagree	0	-
Unknown	5	16.67%
Total	30	100%

The table 5 shows that vast majority of the teachers (i.e.66.67%) strongly agreed that summative assessment makes the teachers and students more responsible in comparison to traditional assessment system. Similarly, a few number of the teachers (i.e.16.67%) agreed to the students. However, few teachers (i.e.16.67%) seem to be unknown to the statement. To sum up, it can be concluded that summative assessment made the teachers and students more responsible than the traditional assessment system. Thus, it is crystal clear that summative assessment made teacher and students more responsible than other assessments.

*Summative assessment inspires talented students and less talented.* It is believed that summative assessment helps to inspire the less talented students for further study. In order to find out whether SA inspires the students for further study or not. The responses given by the teachers are presented below.

**Table 6****Summative Assessment Inspires Talented Students and Help for less Talented**

Categories	No. of respondents	Percentage
Strongly agree	5	16.67%
Agree	25	83.33%
Disagree	0	-
Strongly disagree	0	-
Total	30	100%



The table 6 shows that the majority of the teachers (i.e. 83.33%) agreed that summative assessment inspired talented students and offered special help to the less talented students. Furthermore, a few number of teachers (i.e. 16.67%) strongly agreed with the statement. From this discussion, it is clear that summative assessment inspired talented students and offered special help to the less talented students

***Policy is just implemented to maintain formality.*** It is believed that summative assessment policy is just implemented to maintain formality not for remedial to the teaching learning. The responses given by the teachers are presented below.

**Table 7**

**Policy is Just Implemented to Maintain Formality**

<b>Categories</b>	<b>No. of respondents</b>	<b>Percentage</b>
Agree	20	66.67%
Strongly agree	10	33.33%
Disagree	0	-
Strongly disagree	0	-
Total	30	100%

The table 7 indicates that majority of teachers (i.e. 66.67%) agree that summative assessment helps teachers and students in teaching learning. However, few numbers of the teachers (i.e. 33.33%) strongly agreed that summative assessment was not implemented for formality.

***Motivation and inspiration in summative assessment.*** Assessment plays the vital role in improving the teaching learning activities. Behind the fruitful teaching learning process motivation & inspiration which plays the important roles and make the student better learner. For this summative assessment motivates the student. It can have a powerful impact on student motivation and achievement. It also increases student engagement and for this I had asked the teacher to respond to the statement “Motivation & Inspiration are key points for the progress of students in summative assessment. The responses given by the teacher are presented in the table below.

**Table 8****Motivation and Inspiration in Summative Assessment**

Categories	No. of respondents	Percentage
Strongly agree	25	83.33%
Agree	4	13.33%
Disagree	1	3.33%
Strongly disagree	0	-
Total	30	100%

The table 8 indicates that vast majority of the teachers (i.e. 83.33%) strongly agreed that motivation and inspiration are the key points in summative assessment. Similarly, a good number of the teachers (i.e. 13.33%) agreed with the statement. Furthermore, the table also shows that some of teachers (i.e. 3.33%) disagreed with this statement. From the received data, what we can easily say is that summative assessment inspires and motivates the students in English teaching learning.

*Using summative assessment in your school.* This study has tried to find out what type of summative assessment is practiced in school or not, the responses were asked to responded to the statement “What types of summative assessment is practiced in school” with four categories. The teachers responses as their perceptions are presented in the table 9.

**Table 9****Using Summative Assessment in your School**

Categories	No. of respondents	Percentage
Yes, I always do	0	-
Yes, I often do	25	83.33%
Yes, I sometimes do	5	16.67%
No, I never use	0	-
Total	30	100%

The results indicate that (i.e. 83.33%) participants used summative assessment at the Yes, I often do. But, few numbers of the teacher (i.e. 16.67%) sometimes used summative assessment in their school. In this way, it can be conclude that most of the teachers used summative assessment in their school.

***Summative assessment to increase students proficiency.*** In this study, I have tried to find out the teachers perception in the case whether the summative assessment helps to increase the students proficiency of English or not. For this, the teacher were asked to respond to the statement “Summative assessment helps to increase the students proficiency of English” with four alternatives. Summative assessment provides grade. Summative assessments are designed to provide evidence of achievement that can be used in decision making, such as assigning grades and making proficiency. Summative assessments evaluate student learning, knowledge, proficiency or success at the conclusion of an instructional period, like a unit, course, or program. The responses given by the teachers are presented below.

**Table 10**

**Summative Assessment to Increase Students Proficiency**

<b>Categories</b>	<b>No. of respondents</b>	<b>Percentage</b>
Strongly agree	14	46.67%
Agree	10	33.33%
Disagree	4	13.33%
Unknown	2	6.67%
Total	30	100%

The table 10 shows that almost half of the teachers (i.e. 46.67) strongly agreed that summative assessment helps to increase the students proficiency of English. Similarly about one third of the teachers (i.e.33.33) agreed to the statement. Whereas, a few number of teachers (13.33) make disagree. However, a few number of the teachers (i.e.6.67) seemed to be unknown to the statement. To sum up, the data proves that summative assessment helps in increasing the students proficiency in English language learning.

***Challenge for implementing summative assessment.*** Summative assessment is judgment about student competence. Assessments helpful to the students according to their ability. Therefore, I wanted to find whether teacher faced any challenge in summative assessment or not. I asked the teachers to respond to the statement “challenge for implementing summative assessment.” The responses given by the teachers are presented in the table 11.

**Table 11**

**Challenge for Implementing Summative Assessment**

<b>Categories</b>	<b>No. of respondents</b>	<b>Percentage</b>
Yes, I always do	0	0%
Yes, I often do	3	10%
Yes, I sometimes do	7	23.33%
No, I never do	20	66.66%
Total	30	100%

The table 11 indicate that majority of the teachers (i.e.66.66) I never faced. Similarly, a teacher yes, I sometimes do. However, few teachers (i.e.23.33%) are I often do the statement. From the obtained data some teachers can face challenge in implementing summative assessment.

***Summative assessment and improvement of teaching learning process.***

Summative assessment helps to teaching learning process effective. Summative assessment is helps to provide the feedback to the teacher as well as students. Also it helps to identify the strength and weakness of the students. Summative assessment helps the teacher to find out the problem area. It also helps to choose the way of the assessment. It helps how to make teaching learning process effectively. Summative assessment is a process, not only any particular test. Summative assessment helps to make teaching learning process effective as it provides feedback and grade to teacher and students. Therefore, I asked the teacher whether summative assessment improves the teaching learning process or not. The responses obtained from the teachers are presented in table 12.

**Table 12****Summative Assessment and Improvement of Teaching Learning Process**

<b>Categories</b>	<b>No. of respondents</b>	<b>Percentage</b>
Strongly agree	25	83.33%
Agree	5	16.67%
Disagree	0	0
Unknown	0	0
Total	30	100%

The table 12 shows that vast majority of the teachers (i.e. 83.33%) strongly agreed to the statement. However, few teachers (i.e.16.37%) are agree to the statement. In conclusion, the data proves that summative assessment improves the teaching learning process.

**Writing proficiency of the students.** Writing is one of the skills of English language learning. This also called as secondary skill of English language learning. In order to find out whether summative assessment helps to develop the writing proficiency of the students or not. The teacher were asked to respond to the statement “Summative assessment helps to develop the writing proficiency of the students” with four alternatives. Summative assessment evaluates student learning, proficiency or success at the conclusion of an instructional period. Summative assessment develop writing. The responses given by the teachers are presented on table 13.

**Table 13****Writing Proficiency of the Students**

<b>Categories</b>	<b>No. of respondents</b>	<b>Percentage</b>
Strongly agree	8	26.67%
Agree	18	60%
Disagree	3	10%
Unknown	1	3.33%
Total	30	100%

The table 13 shows that many teachers (i.e. 60%) agreed that summative assessment helps to increase the students proficiency of English. Likewise, one third of teachers (i.e. 26.67%) strongly agreed to the statement. Whereas, a few number of teachers (i.e. 10%) made strong disagreement. However, a few number of the teachers (i.e. 3.33%) seemed to be disagree to the statement. To conclude, the data proves that summative assessment helps in increasing the students proficiency in English language learning.

***Time for student to write essay or story in English.*** Writing is one important skill of the English language learning. In order to find out in summative assessment, teachers provide time to the students to write in essay or not. The respondents were asked to respond the statement “Provide time to the students to write essay or story in English” with four alternatives. The responses are presented on the table below.

**Table 14**

**Frequency of Writing Essays or Stories in English**

<b>Categories</b>	<b>No. of respondents</b>	<b>Percentage</b>
Yes, I always do	0	0%
Yes, I usually	5	16.67%
Yes, I sometimes do	20	66.67%
No, I never do	5	16.67%
Total	30	100%

The table 14 clearly shows that a majority of teachers (i.e. 66.67%) sometimes provided time to write essay or story for students. Similarly, a few number of teachers (i.e. 16.67%) usually to provide time to the students. Likewise, a few number of teachers (i.e. 16.67%) never did so. From the data, it is concluded that there was given a time to the students to write in the classroom.

***Students achievement and report card.*** The next item was to determine the report card or grade. Summative assessment determine grade to the student. Different respondents have focused on different roles of teacher. The number and percentage of the responses are given below.

**Table 15****Response of Determine Report Card**

<b>Categories</b>	<b>No. of respondents</b>	<b>Percentage</b>
Summative	20	66.67%
Formative	5	16.67%
Both Summative & Formative	5	16.67%
None	0	-
Total	30	100%

The above table shows that the majority percentage of respondents (i.e. 66.67%) summative assessment always gave grade to the students. Similarly, a few number of respondents (i.e. 16.67%) formative assessment also gave grade to the students. Likewise, a few number of respondents (i.e. 16.67%) both assessment gave grade to the students. From the data, it is concluded that there was both summative assessment and formative assessment given grade to the students.

**Goal of summative assessment.** Regarding the goal of summative assessment, difference responses have been collected by the respondents. The number and the percentage are shown in the below table.

**Table 16****Responses on Goal of Summative Assessment**

<b>Categories</b>	<b>No. of respondents</b>	<b>Percentage</b>
Evaluate Learning	2	6.67%
Check understanding	20	66.67%
Monitor learning	2	6.67%
Get ranked	6	20%
Total	30	100%

The given table presents different goal of summative assessment. The majority of teachers (i.e. 66.67%) main goal is check understanding of the students. Likewise out of the total teachers, some of the teachers goal is to get ranked of the

students. Among them, small no. of teachers (i.e. 6.67%) goal is to monitor and evaluate learning. In sum up, summative assessment was goal oriented assessment.

***Classroom management for summative assessment.*** Classroom management is a broad term that can include the way on educator organizes resources, expectations, or introduces routines to students. It is one of the skills of the teachers for the effective teaching learning process. Therefore, for the conduction of summative assessment also a well-managed class is required. The responses collected from the teachers are presented on the table 17.

**Table 17**

**Classroom Management for Summative Assessment**

<b>Categories</b>	<b>No. of respondents</b>	<b>Percentage</b>
Strongly agree	20	66.67%
Agree	10	33.33%
Disagree	0	-
Strongly disagree	0	-
Total	30	100%

The table 17 indicates that majority of the teachers (i.e. 66.67%) strongly agreed that for conducting summative assessment well managed class is needed. Similarly, a good number of the teachers (i.e. 33.33%) agreed with the students. However, none of the teachers disagreed and strongly disagreed with the statement. From the data shown in the table, it can be said that well managed class was needed for the effectiveness of summative assessment.

***Types of summative assessment practice in your school.*** In the context of Nepal, mostly practiced summative assessments are monthly test, yearly test, project work, and group work. In order to identify which of the test practiced by participants I asked, “What type of summative assessment is practiced in your school?”. In the appendix 2. The table below displays the response obtained from the participants.



**Table 18****Type of Summative Assessment Practiced in your School**

<b>S.N.</b>	<b>Frequency</b>	<b>No. of respondents</b>	<b>Percentage</b>
1	Monthly test	3	10%
2	Yearly test	25	83.33%
3	Project work	2	6.67
4	Group work	0	-
Total		30	100%

Here, the table 18 indicates that half majority of the teachers (i.e. 83.33%) gave the yearly test to the students. Similarly, few number of the teachers (i.e. 10%) gave monthly test to the students. Likewise, some of the teachers (i.e. 6.67%) gave project work to the students. In this way, it can be concluded that yearly test has been given more focus by the teachers.

**Teacher Responses Obtained From Open Ended Questions.**

The sample teachers were asked open ended questions to identify practices of summative assessment and to explore the problems and challenges faced by teachers while practicing summative assessment in the schools of Kathmandu valley. The result obtained from thirty respondents by open ended questions were analyzed and interpreted on the basis of practices, problems, and challenges of summative assessment in the schools of Kathmandu district.

**Role of summative assessment EFL classroom.** This question was prepared to find out either summative assessment plays the role for teaching English effectively or not. Regarding the role of summative assessment teacher A viewed that “it helped to provide the feedback to the students, and it also role as promotes the quality assessment to made teaching learning effective, it helped to identify the strength and weakness of the students”. Teacher B respondent that “ It motivated the talented students and special helped for less talented students, it helps to made well managed class for conducting the summative assessment, observed the students behavior.”

Teacher C said that “ It promotes the quality assessment to make teaching learning effective.” It helps to identify the` strength and weaknesses of the students.

Therefore it can be summed up that summative assessment function as a process that provides feedback at the end of instructional period. Summative assessment helped teachers and administrators alike, in improving curriculum and curriculum planning. Standards-driven instruction plays a large role in schools today. When summative assessments show consistent gaps between student knowledge and learning targets, schools may turn to improved curriculum planning or new curriculum to fill those learning gaps. It improve students achievements at the end of year and give intended instructional outcomes. It helped identify the strength and weaknesses of the students, make sense of belongingness, it developed the student intelligence.

**Purposes and benefits of the summative assessment.** This question was designed to find out the purpose of summative assessment and the benefits of using summative assessment while teaching English at secondary level or not. The researcher asked the teachers what were the purpose and benefits of the summative assessment. Teacher A responded that “summative assessment provided the feedback, improved the teaching learning process, identify the problem of the learner.” Whereas teacher B responded that “summative assessment promoted the teachers and students to raise students level of achievement in learning.” On the other hand, teacher C responded “To try alternative instructional approaches or offering more opportunities for practice and it made aware about the learning strategy.” It also predicts the future of the candidates. A summative assessment progresses smoothly with questionnaire, surveys, interviews, observations and testing. Assessment which is summative in nature judges the quality and characteristics of the candidate and there by summarizes the results in a clear and widely acceptable format. The assessment procedure is assumed to help the assessor to provide information on the productive potentiality of the candidates.

**Challenges of implementing the summative assessment.** This question was designed to find out the challenges of summative assessment whether challenges of implementing the summative assessment in secondary level or not. Teacher A responded that “ lack of resources and large class size, lack of trained teachers,

grading, change in examination pattern, work load of teachers, lack of instructional materials, it consumes a lot of time, difficult to provide the individual feedback in large class.” Whereas, teacher B said that “implementing the summative assessment was challenging because motivation is main factor, students may not motivated and exam is often taken as always troublesome.” Furthermore, teacher C responded that “implementing the summative assessment was challenging because of lack of awareness, technological issue, cost of investment, debate between policy and practice level.” The study found that the major challenge of implementing summative assessment were lack of resources, change in examination pattern, lack of instructional material, difficult to provide the individual feedback in large class.

**Suggestion for applying summative assessment effectively.** Regarding the suggestion for effectively applying the summative assessment shows that teacher A said that “it was needed to provide the summative assessment gave the training to the teachers, make the teaching learning process practical, focused on learning by doing strategy.” Whereas, teacher B responded that “suggestions were as that explaining the value of summative assessment to the students, making teaching effective through the use of summative assessment.” Furthermore, teacher C “ gave suggestion on some internal marks to be used for grading as well as there was need of being aware of summative assessment.”

Summative assessment effectively used to give student the opportunity to express their understanding in a ways that apply to different learning styles. Teacher should make a based lesson planning and must cover at least four or five students on daily basis. Teacher used to give students the opportunity to express their understanding in a way that apply to different learning style, Clear design, use rubric, effective question, etc.

**Summative assessment measure a student performance.** Another item was asked to the teachers summative assessment measure students performance. While replying to the questions teacher A “said that the area of summative assessment is not limited, though it is difficult to apply but it measures student in some extent”. Teacher B “said that By special test or tasks designed for students to show what they can do at particular time and summarizing evidence from regular work up to time of reporting as well as combining evidence from ongoing work and special tasks of test.” In

summative assessment tests, quizzes and other graded course activities that are used to measure student performance. They were cumulative and often reveal what students have learned at the end of a unit or the end of a course, summative assessment includes the system for calculating individual students grades. Summative assessment were given at the conclusion of a specific instructional period, and therefore they were generally evaluate, rather than diagnostic that is they were more appropriately used to determine learning progress and achievement ,evaluate the effectiveness of educational programs, measure progress towards improvement goals, or make course placement decisions , among other possible applications.

**Five challenges of summative assessment.** This question was designed to find out the five challenges of summative assessment. Teacher A “responded that lack of trained teacher, no remedy, lack of resources. Not accurate reflection of learning.” Whereas, teacher B “responded that summative assessment was challenging because motivated and exam is often taken as always troublesome.” Furthermore, teacher C said “that lack of awareness, reliability and validity.” These were the main challenges of summative assessment.

**Determination of summative assessment.** Similarly, the next item was asked to know that “What are summative assessment used to determine?”. Summative assessment includes mid-terms exam, final project teacher design test, standardized test and high stakes test. Teacher A “said that Summative assessment provides educators with the metrics to know what’s working and what’s not.” Teacher B “said that the goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.” It judges high point value, good evaluation of the students, make teachers active. Therefor teacher C “said that it determines the performance of the students their grade and their skills in terms of percentage or the grading.” The tests, assignments or projects were used to determine whether students have learned what they were expected to learn. Summative assessment used to determine whether and to what degree students have learned the material they have been taught. When summative assessment was considered, it focused mainly on the performance of the teachers as they teach to the test.

**Demerits of summative assessment.** This question was designed to find out the demerits which aroused students interest in learning English. The teacher used to find out the demerits in the classroom, teacher A viewed that negative effects for students, issue with teaching learning and curriculum. Teacher B opined that opinion difficult to get accuracy, it demotivates individual. On the other hand teacher C used to find out biasing was also demerits of summative assessment. Thus, the negative effects for students, issue with teaching and curriculum, difficult to get accuracy. It demotivates individual, biasing was the demerits of summative assessment. The other demerits was that summative assessments questions may not be framed in a manner similar to formative assessment. Nothing is done to identify hindrances or challenges well in advance in a summative assessment. Instructional issues are not identified until they blow up and become critical.

**Types of Summative Assessment.** This question was designed to find out the types of the summative assessment while using teaching English at secondary level or not. The researcher asked the teachers what were types of the summative assessment. Teacher A responded that summative assessment used both teacher constructed and standardized test like end of term and mid-term. Whereas, teacher B said that summative assessment used a final project or creative portfolio or end of unit or chapter. The findings shows that the types of summative assessment were teacher constructed and standardized. Summative assessment aims to evaluate student learning and academic achievement at the end of a term, year or semester by comparing it against a universal standard or school benchmark. Summative assessments often have a high point value , take place under controlled conditions.

**Advantage of Summative Assessment.** This question was designed to find out the advantages of using summative assessment while teaching English at secondary level or not. The researcher asked the teachers what were the advantages of the summative assessment. Teacher A responded that ” summative assessment motivated students, made academic records, provided opportunity, boost the learning capacity.” Whereas, teacher B said that summative assessment to know if students have understood, accurate evaluation, install the habit of listening. On the other hand, teacher C responded to gap identification in learning process, provided opportunity, they made academic records. The findings shows that they motivated students,

provided opportunity, boosted the learning capacity, accurate evaluation. Exams encourages students to reflect up on and study their coursework, thereby improving student retention of information. The exams offer schools and school districts with solid metrics to assess the strengths and weakness of their programs so that they may adjust resources to provide additional support accordingly. Testing can also help educators identify particular students who may be struggling with their work and need extra assistance.

## Chapter 5

### Findings, Conclusion and Recommendations

In this chapter, I have presented the findings, conclusion and recommendation of the study. On the basis of presentation, analysis and interpretation of collected data and explore findings. Likewise, I have recommended some pedagogical implications for the policy level and further research area.

#### Findings

On the basis of analysis and interpretation of the data, I have drawn finding of my research. So, under this section summary of the findings is presented on the basis of research objectives.

1. All of the teachers (i.e. 66.67%) often used the summative assessment in the English classroom at secondary level.
2. Almost all the teachers (i.e. 83.33%) agreed that there is an impact of summative assessment on feedback.
3. Majority of the teachers (i.e. 60%) agreed that summative assessment promoted the quality assessment.
4. Majority of the teachers (i.e. 66.67%) agreed that summative assessment helps both teachers and students to involve in their teaching learning process.
5. Majority of the teachers (i.e. 66.67%) strongly agreed that summative assessment makes the teachers and students more responsible.
6. Almost all the teachers (i.e. 83.33%) perceived that summative assessment inspired talented students and offered especial help to the less talented students.
7. The vast majority of the teachers (i.e. 86.66%) agreed that summative assessment motivates the students for further improvement.
8. Half of the teachers (i.e. 50%) agreed that summative assessment helps to increase the students proficiency of English.
9. Majority of the teachers (i.e. 63.33%) perceived that for conducting summative assessment well managed class is needed.
10. Majority of the teachers (i.e. 80.33%) viewed that summative assessment helps to develop the writing proficiency of the students.

11. Most of the teachers (i.e. 83.33%) strongly agreed that summative assessment improves the teaching learning process.
12. Majority of the teachers (i.e. 60%) viewed that ELT could be more effective through summative assessment.
13. The teachers used the type of test in the classroom, most of the teachers (i.e. 83.33%) used the test was yearly test and other tests were monthly test, group work, project terminal examination were mostly used while teaching in classroom.
14. Majority of the teachers (i.e. 75%) responded that lack of resources, lack of the trained teachers, it consumes a lot of time, change in examination pattern, and answer sheet checking is taken as burden, difficult to provide the individual feedback in a large class.
15. Regarding the suggestion for effectively applying the summative assessment shows that majority of the teachers (i.e. 65%) responded that it was needed to provide the summative assessment training to the teachers, make awareness of summative assessment to the students as well as teacher, make the teaching learning process practical, focused on learning.

Finally, it was found that among the varieties of challenges of summative assessment. In summative assessment teacher will not be able to cover all the students in a single period as it takes a long time. Teachers may take this as a burden. Summative assessment take high-stake point value. So, as a teachers experiences of using summative assessment is assessing students learning, it was summarized that organizing students individual part.

## **Conclusion**

This study entitled “Teacher Perceptions on the use of Summative Assessment at Secondary Level” was carried out to find out the teachers perceptions on the use of summative assessment in ELT classrooms. I selected 30 English teachers who have been teaching English at secondary level in Kathmandu district. Thus, the sample population of the study was 30 teachers. Despite the obvious limitations of the study, including the relatively small sample of respondents that reflects the perceptions of using summative assessment English teachers at secondary level.



The term assessment refers to the wide variety of methods or tools that educators use to evaluate measure and document the academic readiness, learning progress, skill question or educational assessment has been focused in the teaching learning process. Summative assessment is beneficial for the students as well as teacher. It provides feedback to the students as well as for the teachers. It promotes the quality assessment. The teacher role as a facilitator. It develops the students multiple intelligence. It develops the habit of sharing. Teacher and students are more responsible and involve in teaching learning process. It provides the chance to point out their strength and weakness and their own assessment. It develops students writing proficiency. It improves the teaching learning process. Therefore, summative assessment is more beneficial for the teaching English at secondary level.

Through the intensive analysis of the collected data by using the related tools and the mentioned sampling procedures it is synopsisized that summative assessment helps to provide the feedback at the end of the year, it helps to identify the quality assessment to make teaching learning effective. It helps to identify the merits and demerits of the students. It identify the challenge of the summative assessment. It help to the less talented students and it promotes the quality assessment to make teaching learning effective. It lessons the fear, and stress of assessment and also motivates the students. However, there are the barriers to conduct summative assessment time frame and insufficient training. Additionally, it is necessary to conduct awareness for parents, teachers and the students regarding the importance of summative assessment and maintain the challenges of summative assessment. It makes more familiar to the students and teachers.

### **Recommendations**

This research has different applications to various filed. Some of the applications that have to be mentioned according to our format are recommended below.

**Policy related.** Policy is the government's action to formulate the rules, systems and regulations regarding the summative assessment in the field of the teaching and testing. Rules and regulations from the government help to systematize the every activity regarding testing and teaching fields. The policy makers of the

Nepal will get help and ideas to formulate the policies related to the summative assessment from the following implications.

- a) Teachers, parents, students, Head teachers and resource person should be responsible and accountable to practice the summative assessment in School.
- b) Every government schools should manage resources, materials and infrastructure for the effective and systematic use of summative assessment in the teaching and learning fields.
- c) The assessment system in the government schools should be process oriented rather than product. Summative assessment and its tools like, mid-terms, final exam, and final year project and classroom participation should be used in course of teaching.
- d) There should be the system of monitoring and supervision of the teachers from the responsible persons like RP, Head teachers and trainers with the full of supportive intentions.
- e) EFL teachers in schools should be well trained regarding the use of summative assessment at secondary level.

**Practice related.** The major implications from the findings of this study in practical or day to day life are recommended under this practice related fields. The useful findings analyzed in this study are related to the practical field of teaching and testing through the implementation of the summative assessment. So, from the effective and proper utilization of this study, textbook writer, language teacher, curriculum designers, test setters, materials procedures, supervisions, students and parents will be benefitted. Some major practical implications are:

- a) Summative assessment gives the true live and actual progress of the learners in particular learning areas that they involving with some aspects to be improved.
- b) Summative assessment must be used for assessing the students understanding at the end of unit as the study shows, majority of teachers prefer it.
- c) Individual, test, project work activities incorporated in the textbook should be strictly exercised.
- d) The use of the summative assessment system at secondary level is inevitable therefore the English teacher should be well known about when and how to use the summative assessment in ELT classroom.

- e) School administration and teachers must figure out how to make summative assessment relevant across different grade levels and subjects.

**Further research related.** Findings drawn from the analysis and interpretation of result of this study are also helpful to the person those who want to conduct their research in the familiar area or topic in coming days, I am hopeful that this my research study will be a major base for the further researchers. They will be benefited by the following matters.

- a) This research study will be major secondary resource for their study.
- b) Merits and demerits of summative assessment in ELT.
- c) Challenges of the summative assessment in ELT.
- d) The impact of summative assessment on EFL learners.
- e) The impact of summative assessment on students achievement.
- f) Summative assessment practices and teachers professional development.

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## **Appendices**

### **Appendix I**

#### **Questionnaire**

Dear Sir/Madam

The questionnaire has been prepared to explore '**Teachers Perceptions on the Use of Summative Assessment at Secondary Level**'. This research work is being carried under the supervision of **Dr. Gopal Prasad Pandey**. Your cooperation in responding the questionnaire and your response will have a great value to accomplish my research. I appreciate your perception and assure you that your response will be completely anonymous. Please, feel free to put your response as required by that the response made by you will be used only for the present study and will remain confidential.

**Researcher**

**Kabita Kumari Sah**

**Objective Question**

**Date:**

**Name:**

**Name of the School:**

**Teaching Experience: ..... Years**

**Please Tick the best Options:**

1. Do you use summative assessment in English classroom?
  - a) Yes, I always do
  - b) Yes, I often do
  - c) Yes, I sometimes do
  - d) No, I never use
2. Summative assessment provides the regular feedback to the students?
  - a) Strongly agree
  - b) Agree
  - c) Disagree
  - d) Unknown
3. Summative Assessment promotes the quality assessment?
  - a) Strongly agree
  - b) Agree
  - c) Disagree
  - d) Strongly Disagree
4. In summative assessment the student and teacher both involve in their teaching learning process?
  - a) Strongly agree
  - b) Agree
  - c) Disagree
  - d) Unknown
5. Summative assessment makes the teacher and student more responsible than other assessment system?
  - a) Agree
  - b) Disagree
  - c) Strongly disagree
  - d) Unknown
6. It inspires talented students and offers special help for less talented one?
  - a) Strongly agree
  - b) Agree
  - c) Disagree
  - d) Strongly Disagree
7. Summative assessment policy is just implemented to maintain formality not for remedial to the teaching learning?
  - a) Agree
  - b) Disagree
  - c) Strongly Disagree
  - d) Strongly Agree



8. Motivation and inspiration are the key point for the progress of the students in summative assessment?
- a) Strongly agree
  - b) Agree
  - c) Disagree
  - d) Strongly Disagree
9. Do use summative assessment in your school?
- a) Yes, I always do
  - b) Yes, I often do
  - c) Yes, I sometimes do
  - d) No, I never use
10. Summative assessment helps to increase the students proficiency of English?
- a) Strongly agree
  - b) Agree
  - c) Disagree
  - d) Unknown
11. Do you face the challenge for implementing summative assessment?
- a) Yes, I always do
  - b) Yes, I often do
  - c) Yes, I sometimes do
  - d) No, I never use
12. Summative assessment improves the teaching learning process?
- a) Strongly agree
  - b) Agree
  - c) Disagree
  - d) Unknown
13. Summative Assessment helps to develop the writing proficiency of the students?
- a) Strongly agree
  - b) Agree
  - c) Disagree
  - d) Unknown
14. Do you provide time to the students to write essay or story in English?
- a) Yes I always do
  - b) Yes I usually
  - c) Yes I sometimes do
  - d) Yes I never do
15. A classroom assessment used to measure the level of achievement on learning a targets and subsequently to determine report card grade is.....
- a) Summative
  - b) Formative
  - c) Both a & b
  - d) None
16. The main goal of summative assessment is to.....
- a) Evaluate learning
  - b) Check understanding
  - c) Monitor learning
  - d) Get ranked

17. An interim district assessment used to measure the level of achievement towards state content standards to identify program need is.....

- a) Summative
- b) Formative
- c) Both a & b
- d) None

18. For conducting the summative assessment well managed class is needed?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly Disagree

19. What type of summative assessment is practice in your school?

- a) Monthly test
- b) Yearly test
- c) Project work
- d) Group work

20. Summative assessment makes the teachers an students more responsible than modern assessment system?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Unknown

## Appendix – II

### Subjective Question

**Date:**

**Teacher Name:**

**Name of the School:**

**Teaching Experience: ..... Years**

1. What is the role of summative assessment?

.....  
.....  
.....

2. What are the purpose and benefits of summative assessment?

.....  
.....  
.....

3. What are the Challenges of implementing the summative assessment?

.....  
.....  
.....

4. What is your suggestion for applying summative assessment effectively?

.....  
.....  
.....

5. To what extent does this assessment measure students' performance?

.....  
.....  
.....

6. List out the five challenges of summative assessment?

.....  
.....  
.....

7. What are summative assessments used to determine?

.....  
.....  
.....

8. What are the demerits of summative assessment?

.....  
.....  
.....

9. There are also different types of summative assessment. Name at least one type of assessment?

.....  
.....  
.....

10. Give five advantages of the summative assessment?

.....  
.....  
.....

### Appendix III

#### Name of the Schools and Teachers

S.N.	Names of Schools	Teachers
1.	Cosmic International Academy	Pratima Shrestha Sakal Dahal
2.	Panga Secondary School	Ashok Deep Shrestha Rekha Karki
3.	Mangal Secondary School	Shyam Sharma Umesh Yadav
4.	New Vision Academy	Laxmi Narayan Shrestha Ramanand Mandal
5.	Advance Academy Higher Secondary School	Shree Shankar Luitel Hari Upadhyay
6.	Reyant Residential School	Sapana Regmi Binita Shrestha
7.	Jana Jyoti English Secondary School	Anu Koirala Gyanu Pokhrel
8.	Green Village Secondary School	Sanjeev Shrestha Sajan Shrestha
9.	Green Valley Secondary School	Bhagat Chandra Rai Narotam Regmi
10.	Bagh Bhairab Boarding Higher Secondary School	Pujan Shrestha Laxman Karki
11.	Heritage English Boarding School	Surendra Kumar Mehta Niranjan Das
12.	Kirti Secondary School	Sangeeta Shrestha Karun Lal Poudel
13.	Sundaban School of Science	Devaki Kumari Magar Jiban Shrestha
14.	Eastwest English Boarding School	Ram Babu Pokhrel Sunita Khadka
15.	Puspasadan English Boarding School	Deepak Maharjan Puja Chamling