

**PRACTICES OF FORMATIVE ASSESSMENT IN PUBLIC  
SCHOOLS: A CASE OF BARDIYA DISTRICT**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Master of Education in English**

**Submitted by  
Kumari Jhuma Khadka**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2017**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Miss Kumari Jhuma Khadka** has prepared this thesis entitled **Practices of Formative Assessment in Public Schools: A Case of Bardiya District** under my supervision.

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## **DECLARATION**

I hereby declared 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: 18-02-2017

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**KumariJhumaKhadka**

# **DEDICATION**

**Affectionately Dedicated**

**To**

**My parents**

Who devoted their entire life for my study and made me what I am at present.

## ACKNOWLEDGEMENTS

As a result of tireless and regular efforts, I have completed this study on “Practices of Formative Assessment in Public Schools: A Case of Bardiya District.” I would not have been able to complete this thesis without support and guidance. So, I would like to express my sincere gratitude from the core of my heart to all the people who helped me directly and indirectly.

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**Kumari Jhuma Khadka**



## **ABSTRACT**

This research was an effort to identify and explore the practices of formative assessment and teachers' problems regarding practicing formative assessment in public schools. Specifically, formative assessment as a tool of assessing students' learning during the teaching and how lower secondary English teachers are practicing formative assessment in public schools for continuous evaluation of the students. To meet the objectives of the research, thirty informants were selected using non-random purposive sampling strategy from lower secondary level English teachers of public schools of Bardiya district. A questionnaire consisting of both closed-ended and open-ended questions was used as the data collection tool. The data were analyzed and interpreted descriptively and statistically. The result of the study revealed that all the teachers have positive attitudes on formative assessment. Similarly, all 100% teachers used formative assessment and its tools like classwork, homework, weekly test, unit test, terminal exams, portfolio and project work to evaluate the different ability of the learners like physical, psychological and classroom participation.

The present study consists of five main chapters. The first chapter deals with the introduction of the study along with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter contains the review of related literature and conceptual framework. Similarly, the third chapter includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. Likewise, the fourth chapter deals the analysis and interpretation of the data. Finally, chapter five comprises the findings, conclusion and recommendations in policy related, practice related and further research related. At the end, the references and appendices are included.

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## ACRONYMS AND ABBREVIATIONS

Prof.	-	Professor
M.Ed.	-	Master of Education
T.U.	-	Tribhuvan University
p.	-	Page
No.	-	Number
ELT	-	English Language Teaching
etc.	-	et cetera (other similar things)
NCF	-	National Curriculum Framework
CAS	-	Continuous Assessment System
ibid.	-	in the same book
et al.	-	et alli/allia (and other people)
e.g.	-	for example
i.e.	-	that is/that is to say
S.N.	-	Serial Number
Vol.	-	Volume
/	-	Or
&	-	and
%	-	Percentage