Examining the Implementation and Perceptions of Continuous Assessment Learning Assessment (CALA) in Grade 7, O Level, and A Level Education: A Study

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Abstract

Continuous Assessment Learning Assessment (CALA) has been introduced as a comprehensive assessment approach to meet the examination requirements established by the Zimbabwe School Examinations Council (ZIMSEC) for Grade 7, O Level, and A Level students. This doctoral research aims to conduct an in-depth investigation into the implementation of CALA and analyze the perspectives of parents, teachers, and students regarding its efficacy and impact. The introduction provides an overview of CALA and the concerns raised by stakeholders regarding its implementation, including the perceived excessive workload and the lack of proper training. It highlights the significance of doctoral research in addressing these concerns and contributing to the existing body of knowledge on CALA. The specific objectives of the doctoral research. It aims to: 1)Investigate the implementation of CALA in Grade 7, O Level, and A Level education, 2) Explore the perspectives of parents, teachers, and students regarding CALA & #39;s efficacy and Impact, 3) Analyze the challenges faced by stakeholders, particularly related to workload and training, 4) Generate evidence-based recommendations to enhance CALA implementation and address stakeholders' concerns. The methods section describes the research design and data collection methods utilized in the study. It explains the use of a mixed-methods approach, including surveys, interviews, focus groups, and document analysis. The rationale behind employing these methods is discussed, highlighting their suitability for capturing a comprehensive understanding of CALA implementation and stakeholder perspectives. The results section presents the findings of the doctoral research. It provides a detailed analysis of the data collected through surveys, interviews, focus groups, and document analysis. The results address the concerns raised by stakeholders, including the workload and training issues, and provide insights into the strengths and weaknesses of CALA implementation.

Keywords: Continuous Assessment Learning Assessment (CALA), ZIMSEC, stakeholders, workload, implementation, efficacy, mixed-methods research design, document analysis, educational policymakers