

ABSTRACT

Education plays a key role in the socio-economic development of a nation. The quality and standards of any education system of a country is aptly gauged through assessment and evaluation. Consequently, for assessment to play a role in fostering quality education, it must pay attention to the goals of education in terms of what is taught and learned and the levels at which the knowledge and skills acquired by the learner are assessed. Assessment therefore serves as a monitoring and evaluation tool in curriculum implementation. If properly used, assessment, whether external or institutional based can serve as a tool for enhancing the quality of teaching and learning. One of the daunting tasks facing educational assessment in Kenya today is how best assessment can be done in order to capture the full potential and ability of the learner. The study was therefore aimed at determining the contribution of CA to the students' academic performance at KCSE level in Mombasa Secondary Schools. Mombasa district was chosen after analyzing the KCSE results of the district over a period of (2003-2007). According to KNEC results for that period, the district has been recording a mean score of C- and below. Being the second largest city in Kenya the results do not reflect the status of the city. The study investigated the degree (extend) to which the teacher assessment scores correlate with the KCSE examination scores. The study also determined the effect of moderated teacher made tests on the students' academic performance. Finally, -- the, study sought and recommended the kinds of CA program that would be appropriate at KCSE level. The study was conducted using survey design with primary and secondary data collected using questionnaires from the teachers and the principals within Mombasa. The completed questionnaires were edited for completeness and consistency. The data was then coded and run through statistical package for social sciences (SPSS). This software used frequencies to analyze the primary data and descriptive statistics to analyze the secondary data. From the findings, the study found out that: there is a strong positive correlation between CA scores and KCSE scores. In spite of the strong correlation, the study revealed that Mock examinations are very unpopular in schools with only about 12.5% of the respondents advocating for its inclusion in the fmal grading of candidates at KCSE level. The study revealed that most teachers have not had any professional training in test development skills in spite of the strong relationship between the two forms of assessments. Finally, the study found out that the most appropriate CA for integration with KCSE examination are the end of year examinations. Therefore, based on the foregoing findings of the study recommended the following measures to be taken:-

- A pre-service and in-service training program for all prospective teachers on techniques for test development from setting, moderation to reporting of results should be included in the curricula of all institutions offering teacher education programs.
- An in-service training program for all education officials and stakeholders in-charge of the implementation of CA program to be developed.
- Guidelines on monitoring and evaluation of policies and procedures on assessment, record keeping and reporting of CA scores to be developed by the Ministry of Education in liaison with KNEC and KIE.
- District assessment committees to be constituted charged with the responsibility of moderation of the teacher made tests under the guidance of the department of Quality Assurance and Standards in the Ministry of Education, KNEC and KIE.
- At school level, the school administration should appoint a

member of the teaching staff to be in-charge of planning and organizing sessions for discussions in order to formulate common standards in liaison with other schools within their districts.