**Continuous Assessment as a Teaching Aid**

**Methodology**

- Teach topic
- Set test on topic
- Correct test
- Discuss answers
- Have traditional end of term exam
- Compare seen and unseen questions
- Student questionnaire
- Interviews with selected students

**AIM**

To investigate if regular small tests help students to learn and retain knowledge

**Results**

- Why students liked it:
  - Motivation: 70%
  - Feedback: 80%
  - Getting material at the right pace: 30%

- Why students did not like it:
  - More work: 40%
  - Time consuming: 50%

**Student Opinion**

- ‘A’ Grade student: “Very positive. Competition is healthy. Fun comparing marks”
- HL student: “Like to know how I am getting on. It does help to keep up with work in Fifth Year”
- OL student: “It’s OK. Doesn’t make a big difference. It means constant pressure and having to work all the time”

**Conclusions**

- Helps to keep students motivated throughout year.
- Better method of learning than cramming
- Gives useful information on progress of work
- Gives the student realistic and achievable goals
- Helps to maintain steady pace of work and keep to schedule.
- Overall, I feel it does improve learning.
- Makes Parent/Teacher meetings more relevant with plenty of valid recent statistics

**Recommendations**

- Keep test format simple.
- Section A type questions - more suitable
- Involve the students in the planning so as to provide a common purpose between teacher and student.
- Regular communication on a student's progress between the teacher and student is desirable.

**Results**

- Did it help?
  - Definitely: 70%
  - Not sure: 20%
  - No difference: 10%