

USING RUBRICS IN CONTINUOUS ASSESSMENT SYSTEM: A
NARRATIVE INQUIRY

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DECLARATION

I hereby state that no candidate for any degree has received this dissertation.

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DEDICATION

This work is profoundly dedicated to my facilitators of Kathmandu University School of Education (KUSOED), my family (Father, mother, spouse, daughter, brother, and sister), my school The Celebration Co-Ed School/College, friends, my research participants, and their schools who have been part of my life to whom I am always indebted. It is because of their effort that I was able to complete my degree.

AN ABSTRACT

Of the dissertation of *Sagar Dahal* for the degree of *Masters of Philosophy in Education (Educational Leadership)* presented at Kathmandu University School of Education on 18 October, 2022

Title: *Using Rubrics in Continuous Assessment System: A Narrative Inquiry*

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My study explored the experiences of teachers' perceptions of using rubrics in a Continuous Assessment System (CAS). With a key research question, how do teachers narrate their experiences of using rubrics in CAS for evaluation? I commenced academic research, using narrative inquiry and applying social constructivism's theory, covering three different schools. Altogether, three teachers one from public schools and two from private schools having mathematics, social studies, and English backgrounds were interviewed to collect their opinions and practices on using rubrics in CAS in their schools in Kathmandu Metropolitan city.

This study is a qualitative research method where participants' information was collected through narrative guidelines. The insight obtained from this research exposes teachers' experiences that rubrics had played a role in being interactive authentic documents in the evaluation process, uniformity tools for evaluation in a systematic rule with minimum biases in evaluation.

As a result, the research's findings help stakeholders realize the advantages of employing rubrics in teaching and learning, which enriches our ongoing educational

practices. Additionally, this study will add to the body of knowledge since it is fresh and original and because it was carried out in an environment where there is little research on instructors' impressions of the use of rubrics in CAS.

Finally, it is expected that the novel narratives this journey may awaken in the field of education will break the rigidity of conventions associated with the traditional practices of summative tests. It allows educators about think the direction for any needful changes to the current practice that will ultimately benefit student learning that I believe is possible.

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Sagar Dahal, Degree Candidate

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CHAPTER I

INTRODUCTION

This chapter describes my motivations for being drawn to the topic of the study. By doing this, I set out on a journey that returns me to my former educational institutions. I reflect on how assessments were used in the past to evaluate how much I had learned. In the paragraph that follows, I also comment on how teachers have used rubrics in the CAS (Continuous Assessment System). This link has stimulated my interest in the "whys" and "hows" of using rubrics in a continuous evaluation system. The problem statement and the logic behind the study are then described. Before outlining my research questions, I state the problem. I close this chapter by defining the parameters and outlining the structure of my research study.

Background of the study

In the year 2007 A.D., I began working as a teacher in a secondary school in the Kathmandu Valley. The teaching methodology, which I perceived as an innate phenomenon, consisted of a 3-hour written exam in mathematics and a 2 or 2.15-hour exam in another subject. Students then received grades for it. In my opinion, the solution to the difficulty of the written exam and evaluation was to regard daily activities as in continuous assessment.

In the schools where I used to teach, parents' concerns about failure and lower grades frequently came up during internal exams. I became curious to know more about the science and math teaching methods and the usage of CAS as a result of the voices and complaints of the parents. I've heard that the British Council's Lainchaur branch in Kathmandu requests individual facilitator assessment reports as part of its core skills training programs. I once had the chance to take part in training that the

British Council conducted in June 2018 at Park Village in Budhanilkanta. I was required to provide facilitator marks on a few documents. The form had a perfect score of 10. Different grades were given for presentation, content delivery, student interaction, language proficiency, etc.

From there, I concluded that the form I completed and submitted to the British Council was a grading tool that maintained standards and levels with grades. It was a kind of rubric for evaluating facilitators, as I recalled. I learned from this experience that we can evaluate ourselves to receive marks using a variety of tasks or headings for evaluation. I was only aware of this fundamental knowledge regarding rubrics. The evaluation system in the The Celebration Co-Ed School, where I worked, was a little unique compared to other schools. In addition to the summative evaluation, which was worth 60% with additional assignments of 40% as CAS with grades for classwork, homework, drawings, the student presentation, the unit test, and finally the project. I connect my practice to training from the British Council and understood the idea of a scientific approach, specifically the use of a rubric as an evaluation tool. To learn more about it, I started to gather facts from several teachers. I chose three different sorts of teachers from whom I can draw inspiration for the continuous assessment with a rubric. I considered interviewing participants who had used rubrics in CAS to gather information. So, to understand the various rubric practices of my participants, I stated that I would proceed with a deeper understanding.

Rubrics can be used in this participatory teaching style. Each lesson's objectives, each chapter's objectives, and the teaching competencies could be covered using rubrics, which would undoubtedly aid students in reaching the lesson's goals. In the end, the purpose of rubrics is to enable meaningful teaching. However, creating a rubric can be difficult and time-consuming. The creation of rubrics for each lesson

may increase teachers' workload and may differ for each teacher. If we had used the rubrics approach and used students for assessment, I don't think we would have had to hear as much news about multiple student suicide cases and fatalities in the media after the release of the School Leaving Certificate (SLC) results. In June 2011, seven girls in Rukum committed suicide. In June 2012, five women killed themselves by hanging, while two men poisoned themselves. When a girl learned the results of the alleged Iron Gate SLC testing in June 2013, she immediately committed suicide (Rizal, 2013). Similarly to this, three females from different areas who failed their SLC examinations in June 2014 committed suicide.

They were Basanti Ghimire, Rakshya Shrestha, and Ganga Thapa from the Baglung district, respectively (Joshi, 2017). Following the announcement of the SLC results, these breaking news stories appeared in newspapers and on television. These results were evaluated using the summative exam system. Just 3 hours in mathematics and 2.15 hours in other subjects are allotted for the evaluation exam. Here, only the summative evaluation is evaluated; daily activities, unit tests, projects, classwork, collaborative work, and homework are not included. What is the primary goal of our teaching? What sort of skilled labor force will we create? To reduce these suicide occurrences, I think we need interactive technologies in the continuous examination of teaching and learning.

My Journey as an Academic Leader

Every year, such heartbreaking news covers the pages of newspapers and is highlighted in the media. Every year, the country's future potential is murdered by these SLC results, also known as SEE (Secondary Education Examination) results from 2018 (Joshi, 2017). For this, we as parents, teachers, school managers, and the entire education system have to be blamed since we have not yet recognized the

different abilities, skills, knowledge, creativity, perception, and uniqueness of each individual and could not make their foundation sound, knowing their needs and their interests. If we consider this, we can relate them to assessments. When students are evaluated according to such multiple perspectives by teachers based on their daily activities, this is said to be a "continuous assessment."

CAS was introduced in Nepal in 1990 to complement the Liberal Promotions Policy. A method for tracking students' development was created as a crucial element of CAS and distributed to the schools. Although filling out the CAS format has become standard for many teachers, few of them use the data to discover learning gaps or to change their instruction accordingly. CAS has become the remedial package for learning as students' overall day-to-day performances can be observed, felt, and inspected. But due to a lack of knowledge and practices, this system failed in community schools. "Once a year we do the fillings of CAS tools in copy, and that's enough," one of the principals explains.

During teaching in school, many complaints in mathematics, science, and English need to be dealt with and reported. What I have found at school is that every terminal exam or result of the board exam in mathematics, science, and English is poor. When I joined a school as a mathematics and science teacher, I faced a lot of underachievers in mathematics and science. I was confused about how I could raise their level of understanding in mathematics and science. I discovered many mistakes I had made as a student of mathematics and science in school, as well as a mathematics teacher in my profession at the time. The key problem that I saw was the existing continuous assessment system in secondary schools. When a student completes something like a project in science, English, social studies, or mathematics subjects or some vacation work, they are just evaluated by a certain grade; they receive no

feedback or recommendations on the assigned work performed by the student during the SEE examination. Whatever the marks or score in practical, is the score sent by the teacher just finished? What were the criteria for getting an A grade, an A+ grade, a B+ grade, or a B grade? It's unknown to the students. They complete assignments during the school day, submit homework, solve tasks in groups, complete project work, write reports, and so on. Where is the checklist for these task evaluation tools? There is no proper checklist for the evaluation with levels and criteria. This let me think about the term "rubrics." Rubrics are a type of scoring tool that helps to standardize evaluation. The rubric contains different levels, criteria, and descriptions for evaluation. This helps students to have a self-assessment of their work and timely feedback from their papers, works, and assessments. Finally, it aids in consistent grading and fair assessment.

I think the prevailing learning strategy in the education system in Nepal focuses more on rote learning, emphasizes "mugging up" concepts, and pressures the students to reproduce what they have "mugged up." This education system, which has adopted a traditional assessment system, has negative effects and consequences and a high failure rate. The traditional system mainly targets the assessment systems of selection and certification, which have a high negative impact on students. However, the assessment that shows up after each term and annually, which pays no attention to students' psychology, determines the knowledge and ability of the students based on rote learning.

As a result, the vast majority of schools in Kathmandu continue to use the traditional method of terminal assessment practices. This has a high rate of failure among students and has a deleterious impact on the students that could lead the students either to drop out of their school or to end their lives. Moreover, studying

subjects in a language that is not their own has made learning even more difficult for them (Joshi, 2017). This is the key reason why students are forever worried about tests and examinations since they have severe consequences for their future lives. In my opinion, mathematics remains with 100 marks in the 2022 curriculum, particularly in grades VIII and X, which have a 3-hour duration as the final board examination or municipality board examination, and other subjects are weighted differently, such as 2 hours and 2.15 hours. The final evaluation is completed with 3 hours, 2 hours, or 2.15 hours of the evaluation examination, rather than observing and recording the overall development that occurred during study time during school time. Various assignments, project-based learning, and collaboration works are still not counted. Grades I to IV have 100-point internal evaluations in 2020; grades IV to VIII have 50-point internal assignments and 50-point theoretical written examinations; and grades IX to XII have 75-point theoretical written examinations and 25-point internal evaluations (CDC, 2020). This year, in 2022, Grade IX is having a 75-mark theoretical exam, whereas 25 marks are for internal assignments where unit tests, project work, classwork, and homework are recorded. This is a part of the rubric for the internal examination, i.e., of the 25 marks for Grade IX.

Throughout their one-year academic session, students participate in class, present classwork and homework, prepare notes, prepare slides, and chart papers, take unit tests, and so on. If they are unable to appear in the final examination due to some household problem or sickness in the final examination conducted by the national board or local municipality and they obtain fewer marks or fail, then can we say that they are weak students? Or if they fail the examination and create suicide cases or others, who is responsible? Is student evaluation done only through 3 hours, 2.15 hours, or 2 hours of written examination? Can this only be used to determine a

student's level? Where are the evaluations of attendance, participation in the classroom, unit tests, group works, project work, etc.? Where is the application of continuous classwork and homework practices during school hours and at home as project work and so on? Therefore, in my view, different approaches to different subjects' testing need to be taken, and for this, schools need to implement alternative rubrics for evaluation in continuous assessment. It helps reduce the negative effect and helps in the holistic development of students. It enhances students' learning by emphasizing the role and importance of formative assessment over traditional, time-tested examinations, and it includes an interactive rubrics tool.

Learning strategies include student participation, classwork discussions, group work, project work, and so forth. Thus, a new method of creating rubrics as interactive tools in continuous assessment can be forwarded. Using rubrics in continuous assessment may change the learning and teaching status, as this statement is supported by Jonson (2016), who states that rubrics are the assessment instruments designed to assist in identifying and evaluating qualitative differences in student performance.

Statement of the Problem

In our current assessment system, the BLE and SEE final exams are the only ones used as board exams for students' annual evaluations. This includes passing written tests with time limits of three to two and a half hours. How can we determine a student's academic level solely based on a 2.15-hour, 2-hour, or 3-hour summative exam without monitoring internal student evaluation? Do students who behave well in class, listen to professors, follow directions, do homework, say hello to teachers, arrive at school in correct attire, and exhibit other such behaviors require evaluation or

not? My research, which forms the basis, suggests that summative assessments should not be the only means of evaluating students (Contreras, 2019).

We will lose the top students in the upcoming years if this situation is left as it is. After failing the eighth-grade, ninth-grade, and tenth-grade exams, many students give up on learning. Sornsupha et al. (2018) discovered that the internal evaluation of students using rubrics in continuous assessment for monitoring student accomplishment levels in various disciplines is not taken into consideration when upgrading classes; rather, it is only taken into account for the final test.

An integral aspect of learning is the daily activities that students engage in as part of their study habits or discipline at home, at school, and in their ongoing learning process through doing, demonstrating, or participating as a rubrics tool in CA practices. If we do not take into account these tools in our academic work, we will hear numerous stories about students quitting school and dropping out again in the future in SEE (Nordmann et al., 2018).

Teachers must assess students using criteria including engagement in class or project work, creative work, and behavioral improvement, in accordance with the CDC's Continuous Assessment approach. However, these requirements are not explicitly mentioned, and no guidance was provided on how to gather data and use it to enhance future education. According to what I've observed, up until Grade VII in Nepal, the use of CA is being put into practice, but there may be a lack of supervision and record-keeping on the part of the National Education Board and the local municipality's education department (NEB). I've seen that there is relatively little use of continuous assessment at the school level after Grade VIII. This CAS is crucial for students to have relevant learning experiences (Kalu & Dyjur, 2018). I am aware that learning and assessment go hand in hand and cannot be separated.

For resource people and teachers, the Continuous Assessment (CA) implementation guideline developed by Nepal's Curriculum Development Center in 2020 displays a willingness to use student assessment data for formative purposes by applying rubrics (CDC, 2020). The article claims that CA is a system that aids in teaching and learning. We cannot separate the evaluation process from effective teaching and learning.

I have observed in my school that continuous assessment has a significant impact on academic performance, which Iqbal, Samiullah, and Aysha (2017) describe in their conclusion as continuous assessment having a critical impact on the academic performance of elementary school students. A few high-score students who received high marks in the assessment were also happy with their academic performance as a result of the continuous assessment. This demonstrates how continual evaluation has improved pupils' academic achievement.

Alufohai and Akinlosotu (2016) found that secondary school teachers in the Edo Central Senatorial District of Edo State had favorable attitudes about continuous assessment methods, but they also had limited comprehension of what it entailed. The students were tested after each chapter or topic, and the findings were used as part of their annual and internal terminal exams. However, they were unable to address the daily actions of students, such as dressing appropriately for school, saying hello to teachers, displaying classwork, taking part in projects, doing homework, and providing feedback as part of continuous evaluation.

In 2015, the Curriculum Development Center (CDC) and the Ministry of Education (MOE) released a continuous student assessment format that emphasizes teachers grading students' project work, participation in classwork, creative work, tests, examinations, attitude, and behavior, among other things, with ticks. The subject

teacher marks the continuous assessment record sheets with one tick for a poor score, two ticks for ordinary students, and three ticks for good and excellent students. These formats, however, make no mention of students' daily involvement in sports, healthy eating, friendships, appropriate attire, student leadership abilities, and national and international participation in ECA and CCA activities.

Continuous Assessment (CA)'s stated goal is to guarantee and promote successful learning. However, I think that by the time it got to the teachers, this progressive CDC statement had been tempered. When it was discovered that formative aspects had been dropped and the emphasis had shifted to summative record keeping, many instructors were perplexed about the relationship between summative record keeping and planning for the upcoming sessions, according to the interviews with the participants and their experiences. As a result, it was discovered that teachers in CA were still using rubrics improperly as teaching and learning aid. The majority of them view it as a challenging and time-consuming undertaking. I believe that using rubrics to guide students in a variety of activities for assessment will enhance schools, but this hasn't happened. The research was conducted to learn about these useful rubric techniques in continuous assessment in several college-level courses, not on my research topic specifically.

We may better understand the practices of it at the school level by looking at these notions, utilizing qualitative methodologies, and including the teachers of a few communities and institutional schools where rubrics in continuous evaluation are used. With this information, school administrators, municipalities, and stakeholders may be better able to comprehend the use of rubrics in continuous assessment at their academic establishment as a paradigm.

Purpose of the Study

The purpose of this study is to explore the experiences of the teachers regarding the use of rubrics in their teaching and learning processes. This study's specific goal is to identify the situation of using rubrics in a continuous assessment system in school-level education.

Research Question

My main research question, based on the purpose, is "How do teachers describe their experiences with using rubrics in a continuous assessment system?" A further additional sub-question is: how do teachers experience using rubrics as authentic documents, tools for uniformity, and to reduce bias?

Rationale of the Study

This research is based on using rubrics in CAS for the evaluation of students' learning. To understand the real classroom practices of rubrics that enhance students' self-assessment, promote uniformity, and minimize bias in evaluation, this study is carried out.

In Nepal, the only tool for evaluating students is summative evaluation, which is the final exam administered by the local municipality, the SEE Board, or the National Education Board (NEB). The Ministry of Education (MOE, 2020) decided to conduct internal evaluations of the Grade X and Grade XII 2020 batches. To do so, certain rules were made in the policy issued by MOE for the evaluation process for grades X and XI. COVID-19 (Corona Virus Disease Evolved in 2019) has caused students to abandon physical studies, whether they are in school or college. If there were no internal records of students created through continuous assessment at school, it would be difficult for the evaluators to assign grades to the students affected by COVID-19.

Previously, before COVID-19, the evaluation was just a summative exam. As a result, many students used to fail, drop out of school, commit suicide, and so on. We gave SLC our time during 2005. What progress have we made after 17 years, in 2022? What had happened? Are we again in the process of rote learning and vomiting on answer sheets? Thus, we need to rethink and address interactive tools as rubrics in continuous assessment and evaluation. These rubrics for continuous assessment support an integrated curriculum. The course was recently developed, and the various rubric applications are being used in Grades I, II, III, IV, VII, and IX. This is also the application of core skills in the 21st century. SLC was a formative system, and many scholars argue that formative assessment is not the only way to evaluate students.

Many educators advocate for a curriculum that is intergraded from Grade I to Grade XII. The curriculum development center (CDC) is also changing the curriculum similarly. But the teachers are still following traditional methods for teaching and learning. Teachers are unsure how to use CAS. They have less knowledge of rubrics in CAS. Thus, to see new knowledge on it, I did this research. Furthermore, this study is being conducted to better understand the real-world classroom applications of rubrics, how they have improved students' self-assessment, uniformity, and minimal bias in evaluation, and the implications for students, teachers, school administration, and policymakers.

Delimitation of the Study

Given the size of the subject field connected to applying rubrics in CAS and how teachers gain experience teaching, some delimitation of this study will be necessary. By making deliberate choices while developing the study design, the researcher consciously chooses to narrow the topic they wish to study (Simon & Goes, 2013). My research was restricted to the use of rubrics in continuous evaluation

in Kathmandu Metropolitan City. In this context, I investigated how the application of various continuous evaluation rubrics in classrooms in a few Kathmandu Metropolitan City schools was carried out. The selected grade was in the middle of the elementary and secondary levels.

As a result, I first restrict my research to teachers who have used CAS in their classrooms. I am also restricted to using just Vygotsky's social constructivism theory since it addresses the social components of the students who constructed knowledge in the classroom through interaction and collaboration with the assistance of more experienced students.

Chapter Summary

I gave a brief personal anecdote about my experiences with the evaluation system in our time and in the present to introduce this chapter. Then I described how I behave as a leader in academia and mentioned the issue that has frequently plagued me. I then discussed evaluation and assessment along with the problems they have. After that, I encountered a research obstacle before attempting to support the study's goal. I next created a brief justification for my investigation. Finally, I determined the parameters of my study.

CHAPTER II

REVIEW OF LITERATURE

I critically review pertinent literature on employing rubrics in CAS in this chapter. In order to establish meaning that is applicable to my research topic, several features of teaching evaluation, continuous assessment, and rubrics, including their definitions and forms in diverse contexts, are conceptualized. The theories that inform my research are then covered. I next go over earlier research that was done on using rubrics in CAS. I made an effort to defend the research gap I identified using the corpus of existing literature and my theoretical goal. Finally, I talk about the research gaps that have not been covered in those studies.

Concept of Assessments and Continuous Assessments

I'd want to start with the evaluation and assessment system used in schools in Nepal. Finding out how well the pupils have learnt is, as we all know, one of the most crucial elements of teaching. The efficiency of the learning objectives is used to assess the performance of the students. Effective learning outcomes require effective delivery and sufficient feedback. Monitoring and assessment must include how children's circumstances have changed in order to decide whether or not children's rights to an education are now more completely realized or are no longer being violated, according to A Human Right-Based Approach to Education for All (UNICEF, 2021).

"A set of rules, institutions, practices, and instruments for collecting and exploiting information on student learning," writes Clarke (2012), is what an assessment system is (p. 1). Many schools, nevertheless, were still doing a poor job of effectively measuring pupils' comprehension. Different schools employ various

assessment techniques. For instance, some schools promote students primarily on their performance on extensive outside tests, while other schools promote students based on their involvement in group projects, project-based learning, and class debates. There are differences between in-class assessments that are used to determine and monitor students' progress and one-time, rigorous tests that are used for certification and selection, such final examinations and public exams.

Clarke (2012) discusses how one-shot assessments often have "shock value," and thus there needs to be a replacement system that assigns regular support and monitors students' overall achievement. In my view, single-direction monitoring and evaluation of students' overall performances does not give a true evaluation. Sometimes students may be poor performers due to their home environment or family problems before they sit for the examinations.

When a learner is evaluated, the evaluator needs to rely on the fact that learners can pass a test at the end of the course. At this point, evaluation is not focused only on language skills but also on the outcomes of the test that learners take as the end product (Rea-Dickins & Germaine, 2003). Thus, supporting these scholars' views, I want to specify that in education, the evaluation system mostly focuses on the grades that students achieve at the end of the year. The system could also include discussion and cooperation in the classroom, attendance, and verbal ability.

Summative assessment is the traditional form of evaluation in which the school system administers a final examination at the end of the course to assess student quality. In comparison to the formative evaluation system, the summative evaluation system is totally product-oriented and considers the overall grades that the students achieve.

In order to monitor and record student performance, a continuous assessment system incorporates several classroom activities, such as group projects, project-based assignments, student interaction in the classroom, and other methods. This approach facilitates learning in a way that is learner-friendly, takes into account students' interests and requirements, and contributes to their overall growth. The total learning process, which is continuously assessed during the teaching and learning process, is the emphasis of continuous evaluation. Over the past few years, high stakes tests have been used for certification and selection without any explicit consideration of continuous review as an effective component. The Ministry of Education (MOE, 2014) created school-based continuous assessment to improve teaching and learning and to collect school-based marks to be added to the final test results for certification and selection. A strict remedial assistance system should be put in place at the school level to ensure a minimum level of learning at each grade level, according to the School Sector Reform Programme (2009-2015).

The program's rules specify that the continuous evaluation system "should be deployed in a progressive manner with no holdbacks in basic education." It is advised to gradually implement a letter grading system. Remedial programs should be offered to students whose performance falls far short of expectations.

In order to monitor and record students' performance, continuous assessment systems incorporate several sorts of classroom activities such group projects, project-based assignments, and student interaction in the classroom. This method caters to the interests and needs of the students, facilitates learning in a learner-friendly manner, and aids in the improvement of the students' overall development. The total learning process that occurs continuously throughout the teaching and learning process is the subject of continuous assessment.

Over the past few years, high stakes tests have been used for certification and selection without any explicit consideration of continuous review as an effective component. The Ministry of Education (MOE, 2014) created school-based continuous assessment to improve teaching and learning and to collect school-based marks to be added to the final test results for certification and selection.

According to *A Human Right-Based Approach to Education for All* (UNICEF, 2021), continuous assessment should be used in schools to determine learning requirements and develop targeted support for individual students. However, academic concepts have not been successfully utilized in the classroom. It emphasizes the importance of conducting research so that the government may assess if it is succeeding in its educational objectives and, if required, adjust policies and resources. Teachers who are committed to protecting children's rights must monitor and evaluate students' work in a way that takes their abilities into account.

Hence, continuous assessment system is a formative approach that enables teachers to collect and analyse the information of each individual student to take decision about what they know, what they have learned and what they need to know. It is an ongoing process where a teacher, while identifying the learner's diverse needs, tries her best to improve the student's achievement using appropriate tools with the help of different CAS strategy.

Tools and Techniques in Continuous Assessment

Black and Williams (2002) assert that evaluations must be open and transparent to the students so that they can comprehend their goal and identify what it means to achieve it successfully (as cited in Hamukonda, 2007). Its clarity and simplicity encourage pupils to communicate with their professors, which gives them the confidence to be real and honest in their work. In many nations in the past, the

selection of assessment methods and tools fell under the purview of the Ministry of Education, the school district, the school administration, or the program coordinator (Shaaban, 2005). This is no longer the case, though, as instructors now have the power to select the techniques and tools that will best foster student growth.

These methods are employed by teachers to gauge their pupils' comprehension of the material being covered (OECD, 2005). Additionally, it is important to assess pupils in a way that takes into consideration their varied needs, interests, and learning styles. Since no single measure of language assessment is thought to be sufficient to provide teachers with the information they need to know about the student's language abilities, formative assessment and the effective selection of appropriate tools and techniques that are not limited but multiple, have become essential for its success, according to Coombe et al. (2007). (Coombe et al., 2007). Hence, I have mentioned a number of tools and techniques which a teacher can select and use in accordance with the student's needs. These tools are for the evaluation of students learning.

Portfolios

One of the most genuine instruments for evaluating what students can do and encouraging them to participate actively and comprehend the educational process is the portfolio. The last "reflection" of a student's intellectual identity is seen in their portfolio, which can be difficult but rewarding (Bagley, 2007). Portfolios offer insightful data regarding a student's development and skill mastery. Additionally, it provides details about the student's learning process and style. In other words, it helps students learn to be critical of themselves. With the help of portfolios, students can record their learning experiences, thoughts, and reflections, taking ownership of their own education (Bolkan & Goodboy, 2019). Thus, portfolios support for the evaluation of students through CAS.

Peer Assessment

Peer evaluation has become popular in formative assessment recently as a way to get students to collaborate with one another in the classroom to evaluate one other's work. Students review each other's work using tools provided by the professors, such as checklists and rubrics, and they are expected to be honest and helpful in their evaluations. In order to use this tool effectively, teachers must create a safe learning atmosphere and foster a sense of trust among their students. It is also known that this tool works best when students are more open to giving and receiving constructive criticism from one another. Peer evaluation, according to Walani (2009), encourages student-student and student-teacher interactions as well as students' comprehension of other students' perspectives throughout the learning process in the targeted classroom.

Self-assessment

Self-assessment is one of the significant tools for continuous assessment used by teachers to study students' knowledge, skills, and experiences, allowing them to assess and grade their own assignments. It demands learners to reflect on their activities and make judgments with the help of rubrics and checklists provided by the teachers. Self-assessment also integrates self-reflection and according to Dewey (1933), learning improves according to the degree of effort that comes out of the reflective process (Dewey, 1933, as cited in Moore & Whitfield, 2008). Learners in this course on knowledge and skill enhancement focus on their performance more than their grades, identifying their strengths and limitations and looking for opportunities for improvement. However, there are always concerns about the honesty and dependability of self-assessment, therefore in order to solve this issue, students must be made aware of the main goal of their learning and understand what they must do to attain it (Black et al., 2004). Therefore, for the effective use of this tool, students

should be made clear of the strategies of self-assessment so that they can use them efficiently and discuss with others how well they work.

Projects

Projects are another important tool used in continuous assessment for the measurement of students' academic activities and achievement (Joshi, 2017). Projects can be given to students as an individual or group work in which they can display their real life prior knowledge and skills. The presentation of knowledge on the specific subject, reports, research, art work, paper and multimedia presentations are considered as projects (Tillett, 2018). Projects are well discussed by that "they usually involve students in making decisions about how to do and what is done, as well as collecting information, solving problems and presenting the final outcomes and language learning arises when they communicate authentically to achieve a specific goal"(p. 364). Hence, projects help students gather information, express what they already know about the subject, see it from different dimensions with the help of the insight of others, and demonstrate their abilities using the language they are required.

Feedback

Another essential technique for continuous evaluation is feedback, which, according to Hamukonda (2007), should be given often and should inform students of their performance and areas for improvement. Feedback is employed to provide positive inputs for receiving positive outcomes. However, the outcome can be detrimental if feedback is provided in unconstructive and negative manner.

Rubrics and its Types

To improve the student achievement, a term 'rubric' get introduced in the mid-fifteenth century. A rubric is a multipurpose scoring guide for assessing student products and performance (Wolf & Steven, 2007). This technology has the potential

to significantly improve student learning in a variety of ways, especially for non-traditional, first-generation, and minority students. A rubric for assessment is a tool used to evaluate student work in relation to description and criteria. It often takes the shape of a matrix or grid. A rubric outlines a variety of evaluation requirements and anticipated performance levels. According to Al-Ghazo and Ta'amneh (2002), rubrics are often referred to as "criteria sheets," "grading systems," or "score guidelines."

This reflects that rubrics act as a roadmap for teachers and students alike. For students, for instance, it acts as a reference for evaluating their own performance and letting them know what to anticipate regarding the grading of their assignments by teachers. Additionally, it directs them in doing their homework. Teachers, on the other hand, can make use of it to evaluate students' work on a project or in a class and guarantee neutrality in their assessment.

It takes time to decide on the many criteria you want to use to evaluate students for an assignment and to create a rubric, but it will speed up the grading process. Tables are a common structure for representing rubrics. On a scale with points ranging from highest to lowest competency (1–5 points — excellent–poor; exemplary–unsatisfactory), several criteria are used to evaluate or measure whether a certain activity/category/objectives is being accomplished by students. To keep track of their learning, students can print out the rubric. The stages involved in creating a rubric are as follows: i) determining the performance criteria; ii) establishing the performance level; iii) developing the performance descriptions; iv) organizing the descriptions into a rough rubric; and v) evaluating and updating the criteria. You might look at the types and forms of the rubrics below as an example. There are two sorts of rubrics: basic with a few criteria and complicated with many criteria and a score.

According to Chowdhury (2018), a rubric may be analytical or comprehensive (simplistic). It might be either broad or task-specific. In other words, evaluation criteria and performance tasks are the two main categories used to classify rubrics.

Types based on assessment criteria: The two types of rubrics are holistic and analytical, respectively, and are based on the evaluation criteria:

Holistic rubrics: These are single criteria rubrics (one-dimensional) that evaluate participants' overall performance on a task or item in accordance with specified levels of success. Performance descriptions are also expressed in paragraphs and are often whole sentences.

Analytic rubrics: These are two-dimensional rubrics with evaluation criteria as rows and accomplishment levels as columns. It enables you to use a single rubric to evaluate participants' accomplishments across several categories. In a tabular format, you may sum the criteria, give each criterion a separate weight (value), and provide an overall achievement.

Rubrics are instruments that include precise descriptions of each attribute for each degree of performance together with established measuring scales. They are used to evaluate students' performance. Rubrics are precise guidelines with certain criteria to evaluate the quality of student work, usually on a point scale ("How to Use Exemplars and Rubrics to Improve Student Outcomes," 2021). The purpose of rubrics is to make clear to the teachers and students what should be considered exactly when scoring and to give them feedback on their progress and to provide a detailed evaluation of their performance. This is obviously monitored for the evaluation of students in teaching.

Evaluation in Teaching

Evaluation is the method in which information is collected to make a decision either on the program or on the learners. Rea-Dickins and Germaine (2003) opine that evaluation provides a wealth of information that is used for classroom practice, planning of courses, and for the management of learning activities and students, and thus has proved significant. The study of curriculum, objectives, tests, or grading system is executed in program evaluation; whereas learners are evaluated through their progress and achievement.

According to Lambert and Lines (2000), evaluation and assessment are regarded as 'assessment *of* education and 'assessment *for* education, which have a different purposes to measure the students' learning. The evaluation system is considered an 'assessment of learning' that is a summative assessment that takes place at the end of a course of study. They affirm that summative assessment is concerned with summing up what has been learned, such as facts, principles and generalizations, and functions.

Thus, supporting these scholars' views I want to specify that in education, the evaluation system mostly focuses on grades that students achieve at the end of the year. The system could also include discussion and cooperation in the classroom, attendance, and verbal ability which are the daily classroom activities. Summative assessment is the traditional form of evaluation system where the school system has the end of the course and final examination to measure the quality of students. In comparison to the formative evaluation system, summative evaluation is totally product-oriented and considers the overall grades that the students achieve.

Theoretical Referents

In this portion, I have discussed how theories like socio-cultural theory influence assessment system in student classrooms because this theory focus on the understanding of the human perception and their experiences of the world. Here, I have chosen this theory as this help me to construct meaning and reality through interaction with the participants whose diverse backgrounds, assumptions and experiences contribute to generate meaning.

Socio-Constructivist Theory

Socio-constructivist approaches to learning and development were first outlined and applied by Lev S. Vygotsky (Steiner & Mahn, 2011) in which Vygotsky posits his view that socio-constructivist theory is based on the notion that human actions take place in social contexts which are reinforced through interaction in society and develop the knowledge by co - construction. When a child is young, according to Vygotsky, he or she is totally dependent on other people. These individuals, in particular, might be the child's parents who guide the child's action by instructing them on what to do, how to do it, as well as what not to do. Parents largely use language to put these directives into practice. Vygotsky's theory assumes that learning arises when children interact and share knowledge by collaboration. At first, a child completes a new task with the assistance of someone senior to him/her. Then, the child internalizes that he/she can accomplish it independently. In this way, social interaction is advocated to mediate learning.

Students inside the classroom are from different groups, ethnicity, cultures, traditions, religions. But once they are inside the classroom, they are like a family. They help each other, collaborate each other, interactions will be there, new ideas will be shared and new construction of knowledge will exist. The elder supports the

juniors and learning will be in the collaboration form, this shows that my research is linked with the social constructivist theory given by Vygotsky (1978). Students exchange their copies, give feedbacks, peer review of the answer sheets with the help of teacher. This activity helps me to claim that, using rubrics tool students even get engaged and exchange their ideas, views in group of people, this is what the social constructivist theory aligns here.

Vygotsky's theory suggests that children will acquire the ways of thinking and behaving that construct knowledge by interacting with more knowledgeable people (Gallagher, 1999). This social interaction plays a fundamental role in the development of cognition of the learners. For the cognitive development of a child, she needs to depend on others' experiences which will slowly transfer to them through social interaction (McLeod, 2007) making it an essential element in the development of the human being. Hence, learning is a social and collaborative activity in which people develop their thinking together (James, 2006, as cited in Walani, 2009). In the course of learning, the child participates in the activities which gradually enable them to yield their own knowledge and responsibility for their learning. With their inquisitive involvement in the activities and social interaction with their parents, teachers, and peers, they develop new understanding of the social world around them and helps them to make meaning.

Vygotsky asserted that the repeated interaction of the children provide them with thousands of opportunities for the skilled activities and would become skilled practitioners in the specific cognitive activities in their communities (Steiner & Mahn, 2011). Vygotsky has stated this as a collaborative dialogue that promotes cognitive development in the children. This is why children need a guided interaction from their society from which they will construct their understanding and meaning into their

lives, and according to Vygotsky, the environment in which children grow up will influence how they think and what they think about. Therefore, such environment must be created in which learners can be stimulated to think and act in authentic tasks (Walani, 2009). Hence, it is not only the parents, teachers, caregivers or peers that influence the student's development, but the cultural beliefs, attitudes, values and intellectual tools also make impact on student's development (Cherry, 2015).

Policy Review

Focusing on the need of developing inclusive assessment system for assessing and evaluating students' overall development, a comprehensive approach to the development of assessment and evaluation began with the plan for implementing CAS through Basic and Primary Education Project Phase II (1999-2004) under the guidelines of Ministry of Education. The objective of this approach was planned through Early Child Care and Educational Programmes that disseminate in accordance with the prohibition of enrolment of underage children in grade one, include Liberal promotion policy, and improving continuous assessment of the students as well as enhancement of physical and learning environment. CAS had been developed and carried out in five Compulsory Education districts Ilam, Chitwan, Syangja, Surkhet and Kanchanpur under BPEP II which aimed at planning and assessing children on continuous bases. The goals of (BPEP) Master Plan Phase II were to improve teaching learning by improving the system parameters by reducing the dropout, failure and repetition rate.

A Program Implementation Plan (PIP) was structured to conduct the planning, implementation, monitoring and evaluation. The implementation was executed in the pilot base in order to verify its practicability. It was a transformation that calls for the effective implementation of CAS to comprehend the objective of teaching learning.

The phases integrated the orientation and teacher's in-service training subsequently after the development of the documents, teachers manual, and CAS forms. In fact, the change in the assessment and evaluation policy was introduced in Nepal to bring a paradigm shift through improved curriculum and textbooks, continuous assessment, provision of learning materials, recurrent and certification training, supervision and support of teachers (ODC, 2004).

The implementation of BPEP has covered 40 districts out of total 77 districts presently in Nepal. In accordance with the strategy, the schools in these districts have been grouped in clusters under Resource Centres, with the provision of in-service training in the centres, teaching materials, supervision from the Resource Persons, improvement of school management system, introduction of national primary curriculum and early childhood programmes. Initially the concept of CAS in the districts was reported taken positively by the teachers and but were ready to implement if the teacher student ratio was dealt with as prescribed in the guidelines. However, the disappointing experience was reported by CERID (2004), CDC (2020), and the World Bank because of various reasons such as large classrooms, work load of teachers and the complexity of the CAS monitoring forms, lack of need-based training for teachers, lack of regular monitoring, lack of individualized instruction for needy students, practice of periodic terminal examinations and so on.

Since the achievement of the implementation was reported low and underachieved, the fundamental reform of curriculum and student assessment were felt needed which resulted in the development of National Curriculum Framework (NCF) with the guiding principles for student assessment under Curriculum Development Centre (CDC) through Ministry of Education and Sports. The principles of NCF (2005 & 2007) encompass various aspects of education including

implementing CAS as an integral part of teaching learning and adopt grade wise liberal promotion policy initially from grade one through five, and then from grade one through seven on a phase wise basis. The NCF (2007) in its document has pointed out that the reason for its ineffectiveness was established to be the lack of the implementation of systematic programmes of assessing the student, teacher, school, and curriculum. Therefore, NCF (2007) has stressed that "student assessment should be well organized by transforming it into continuous assessment system and obtain feedbacks to formulate and implement educational plans." Hence, it is noticeable that since the Ministry of Education and Sports has recognized the need for improvement on the quality of education, it has been in the course of improving curriculum, developing textbooks, teaching materials, and training teachers and supervisors. However, there is a gap that proper monitoring and evaluation is lacking for follow up.

According to the report issued by National Achievement Student Assessment (NASA, 2020) students are struggling to acquire even minimum learning. Majority of students are not able to learn what is taught in all subjects. In actuality, less than 50% of the curriculum for all disciplines has been completed or attained by the majority of students. Most students were unable to resolve questions requiring higher order thinking. It might be argued that there are issues with teaching-learning methodologies, corrective measures, and the role of head teachers because identical conclusions were also reached from earlier NASA Grade V and Grade VIII assessment administrations (NASA, 2020). On average, students in private schools have massively outperformed students in public schools. However, it is worth noting that average scores for students in some public schools were the highest among all schools in all subjects. Deeper analyses of the reasons behind their success should be

considered as they can provide valuable insights and lessons for other public schools and policymakers alike.

Review of Previous Research

I have reviewed different research studies that are equivalent to my research study. Shrestha (2012) conducted her research on "Alternative assessment approaches in primary English language classrooms" in the private schools of the Kathmandu valley in Nepal. Her study concentrates on the implementation of different forms of alternative assessment in primary classrooms of six private schools and the teachers' perceptions of their practices. She has also focused on the challenges that are encumbering on the implementation for the teachers, such as time management, assessing and maintaining a record of individual oral reading, balancing project works and lessons, parents' active participation, and so on.

From her investigation, she infers that the teachers of these six private schools are aware and capable of using different forms of alternative assessment in their English classrooms. She states that her respondent teachers have used both test and alternative approaches in their English classes and have well-thought-out the need to adjust teachers' lessons on the basis of their observation and students' performance. She has mentioned that the respondent teachers have adequate training which are organized by their schools and teachers' meeting in regard to the application of the assessment and the students' performances. She further states that the teachers have acknowledged their students' different levels of learning and their positive learning attitude. Furthermore, she has added that these approaches have helped them to be self-reflective.

Hamukonda (2007) conducted her research on "Investigating the implementation of continuous assessment at the lower primary phase in a Namibian

school" in her own country Namibia. She has concentrated her research on the understanding and use of continuous assessment in the classroom by Namibian lower primary teachers. Her study explores the evaluation techniques of three Grade Three teachers in a school in Oshana Region of Namibia. She deduced from her research that many Namibian instructors have trouble putting the continuous evaluation premise of learner-centered education into practice. She continued by saying that although the instructors who took part in her research had a solid understanding of continuous assessment in theory, they lacked implementation skills and were unable to successfully translate their knowledge into practice. She concluded that sufficient teacher training and professional development should be available to help instructors better comprehend learner-centered education and handle continuous assessment.

Bagley (2007) carried out her research on "Alternative assessment and students' identities as learners" in Southern California. She conducted her research as a case study of one of the few high schools in Southern California, which is using school-wide alternative assessment methods. Her study presents a case study of students' experiences with alternative assessment methods which include narrative evaluation, rubrics, portfolios, and end-of-year presentations. She analyzed the influence of alternative assessment methods on students' relationship with their teachers, parents, peers, and communities and found how these all play a part in a student's 'learner identity'. She made the case that alternative assessment techniques in high school can be crucial in helping students develop their identities as learners who take ownership of their education and see learning as a lifetime process.

A criteria for evaluation that may be used to gauge the expected performance levels of the students is a rubric. Rubrics might be a fantastic conclusion to the conventional method of evaluating students (Waghmare, 2022). This shows that when

students get rubrics for their evaluation as a part of a continuous assessment system, they are known to the levels and criteria of the particular chapters or units. This interactive tool helps students with their expectations criteria from the teachers. On what basis the teachers are taking their tests or examinations, the student's expectations are known to both the teachers and students. This ultimately supports the students in their academic development. However, the students may be limited to only the expectations part of the rubrics instead of going through the whole part of the chapters or lessons. This may decrease the creativity of students being limited to the notification of rubric expectations assigned by the teachers.

Furthermore, educators can use rubrics to show the different levels of expectations they have by providing particular assessment criteria for finished work. The assessment criteria will be taken into consideration by teachers when determining the quality of a work that students have completed (Chowdhury, 2018). Due to the fact that each component of the assessment criteria is further explained in detail, students may easily understand the precise skills, knowledge, and tactics necessary to obtain a certain score or grade.

According to Suskie (2009), which Northern Virginia Community College quoted, grading rubrics have the following benefits: Rubrics aid students by measuring higher-order skills, evaluating difficult parts, defining hazy, unclear goals, and learning what is expected of you by the teacher or from the whoever are administering the test should encourage kids to grow and should be able to encourage improved student performance, enhance student feedback, and create easier and quicker scoring, impartiality, and consistency, decrease resolving disputes with kids and giving better feedback to teachers and staff trends in student performance or

failure, and by offering diagnostic information on the abilities and limitations of the student.

According to Smit et al. (2017)'s quantitative longitudinal analyses, the rubric increases instructors' perceptions of their diagnostic abilities but very slightly affects how they use formative feedback. However, based on the students' perspectives, we found that the rubric had a direct impact on formative feedback and student self-evaluation.

Teachers might provide rubrics with the assignments so that students can conceive their learning goals and track their development (Chowdhury, 2018). Students can use rubrics to understand the criteria they must uphold in order to receive a particular grade or score. Because rubrics are widely used to assess students' performance in these authentic activities, Jonsson and Svingby (2007) stress that "effective design, comprehension and competent use of rubrics is crucial, whether they are used for high-stakes or classroom evaluations" (p.131). This focused on students day to day activities when students' performances in their day-to-day activities, various records are evaluated by the teachers. The classroom assessments get evaluated which are students' real activities. The rubric group demonstrated higher absolute accuracy and less prejudice, according to our major findings. The rubric also lessened the mental strain of self-evaluation. These results provide credence to the idea that improving judgment accuracy is one way that rubrics manifest their efficacy (Krebs et al., 2022). Our quantitative longitudinal analyses' findings show that the rubric encourages instructors' perceptions of their diagnostic abilities but very little influences how they use formative feedback. However, based on the students' perspectives, we saw a direct correlation between the rubric and formative feedback as well as student self-evaluation (Smit et al., 2017).

According to Andrade (2005), "rubrics are not self-explanatory. Students require assistance in comprehending how to use rubrics." The study shows that for rubrics to be effective in teaching, learning, and assessment, careful rubric design, thorough explanation, regular scaffolding, and help offered to rubric users are necessary. (Andrade et al., 2008) concluded that in their quantitative paper of 116 participants of grades three and four on the task of essay writing and story writing, according to the findings, primary school kids may write more effectively by utilizing a model to create assignment criteria and a rubric for self-evaluation.

Research Gap

I came across a number of studies when going through the earlier literature on assessment and using rubrics in CAS. After reading those dissertations, and scholarly works, I learned various studies on assessment and the use of rubrics in CAS had been undertaken on quantitative papers. Some English languages paper were presented in the quantitative matter. Essay evaluation and speech evaluations were discussed in their findings, but the discussions on teachers' perceptions while practicing rubrics in the classroom and the result found after using rubrics inside the classroom were not discussed. This is a gap in the study.

Fewer studies, examine assessment and rubrics used in CAS in secondary-level students. And majority of these studies are quantitative research with a thematic focus on mean, median and comparisons. They have not talked about perception of teachers' experiences using rubrics in CAS in qualitative form. The literature reviews mostly based on quantitative approaches. Qualitative alignments are less. The review done from the angle of quantitative perspective had not seen the grounded level of the reality of using rubrics in CAS. This is also the gap that I found in the literature.

A study on alternative assessment's effectiveness for students in various socioeconomic groups is necessary, according to CERI (2008), which also suggests that this research might examine how different techniques differ in their effects on learners from different backgrounds. In Hamukonda's (2001) study, she selected only lower primary teachers as participants. In her study she only concentrated on these teachers' ability, inabilities views, perceptions and experiences on the strategy of continuous assessment but she had not bothered to find out how the learners had been experiencing the procedures and their performance and had not discussed what other stakeholders had been contributing on its implementation. Therefore, the opinions and behavior of only these instructors may not be representative of all those who engage in continuous assessment practice. After all this paper had not explained using rubrics with CAS inside classroom for Grade VIII and Grade IX-X. This is another gap in my view.

While reviewing Bagle's (2007) research study, I realized that the gap is profound as she has not used a small class size for her research. She did not discuss project-based learning and the advisory system that determine the effect of the assessment methods on students' identities as learners. According to studies on how instructors' grasp of rubrics affected students' performance in biology and algebra, students scored better on tests when teachers specifically indicated the intended attainment levels in their instruction (Silviya, 2014). In her quantitative analysis paper, she continued by saying that the results of the data analysis demonstrated that the group that received rubrics along with explanations of what each criterion meant and how the grading was done performed noticeably better than the group that received the rubric without any explanation. This led me to believe that student

performance is higher when each level, criterion, and dimension of the rubrics are properly explained to the students.

In the six private schools in the Kathmandu valley that have previously been effective in fostering an environment that is favorable to genuine learning and growth, Shrestha (2012) performed her research. That is why her respondent teachers' views and interpretations may not represent those teachers from public schools. Here in this journey both perspectives and experiences of public and private school are carried which was another gap.

In Nepal, various policies are made from CDC and NASA reports. They have discussed a lot about the effective use of CAS using rubrics. The most authentic assessment must be carried out but has not been practiced. The policy is silent here. Thus the policy must be reviewed.

The social-constructivist theory states that learning and assessment are parallel for the learners, they go together and move side by side during day-to-day activities. But the assessments have not been practiced that way because teaching and learning have moved flexibly now by constructing knowledge. Evaluation is still the same now. A huge gap is seen here as the policy makes just make the policy. However, the saying and doing are different. Thus, theoretically, also there is a gap in the policy.

Chapter Summary

In the beginning, I went through various research articles, books, a thesis, and journals to make the concept clear. Introducing the concepts with different definitions, types of assessment, and rubrics. After that I explored the theory of Vygotsky's social constructivist theory, I found this theory supports collaboration and group learning activities guided by the teacher and mentors. Having explored some previous research studies and policies of Nepal government, I drew a research gap for my research.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology I employed in this research. The chapter begins with my research paradigm, ontology, epistemology, and proceeds toward the research design. It explains the method and every component involved in conducting this research including the information collection procedure. Through narratives gathered through a purposeful selection of the research participants, this study uses a qualitative approach to investigate the use of rubrics in continuous assessment systems in Nepali schools and teachers' experiences with their classroom practices. There are three teachers from different parts of Kathmandu Metropolitan city. This study focuses on exploring how teachers narrate stories of their experiences using rubrics in CAS for evaluating their contribution to developing creativity and innovation. The interpretation of ideas in the process is done in relation to established literature and the merging of relevant theories.

Philosophical Considerations

As I understand that philosophical assumptions act as a guide for the researcher's journey to adopt the appropriate research method for better results. One of the most important components of research are the philosophical premises. A more solid foundation for the research on how the discourse we often investigate differs from the pre-existing research topics is provided by the identification of the philosophical landscape over which we stand and offers an insight into the direction in which we are headed.

Ontology

The ontology of research design particularly deals with the question of what is knowledge, or the nature of reality. It is the science of being studied. Individual consciousness can create reality or it can be external to them (Saldana, 2014). In this field, qualitative methods are commonly used to investigate reality. And I strongly believe the notion of reality discards the existence of a single truth but believes that truth is something created or constructed differently by different individuals at different contexts. My ontological standpoint is to help reveal the existing situation of rubrics practice and its impact on students' learning achievement purely based on true information collected through the sharing of my participant's experiences with their use of rubrics in CAS in their classrooms. People experience and perceive reality in different ways. So, different people have different types of realities. My strong commitment is to ensure no manipulation of facts and remain articulated to the nature and formation of societies with multiple realities (Wills, 2007). The real world is in the individual head. My participants are from different cultures, contexts, places and societies. Their knowledge differs from each other, multiple individual identities are having different knowledge in their minds. Thus, this supports multiple ideas of my participant's knowledge of the perception and understanding of rubrics.

Epistemology

The nature of knowledge and the interaction between the knower and the known are the main topics of epistemology (Social Epistemology A Journal of Knowledge, Culture, and Policy, 2003). This is an important concern within metaphysics concerning how we know what we know. It refers to knowledge and the notion that the research work is supposed to contribute to knowledge itself. The researcher's method of producing the knowledge claim is known as epistemology. In

this study, understanding how rubrics use an interactive CAS tool is crucial. Therefore, in my research, I have attempted to understand and interpret teachers' experiences through interviewing and communicating with them to determine how their daily lives are influenced by using rubrics in their classrooms to evaluate their students and whether they manage time outside of their schoolwork to pursue their interests. At the same time, because my research paradigm is not based on a single reality, it seeks a deeper understanding of the evaluation process through rubrics as a CAS tool at school, and its impact on students' learning through exploring multiple realities in the social context. I stand by the assumption that knowledge can be constructed by critiquing self and others. Saldana (2014) defined epistemology as different forms of knowledge and nature that describe how knowledge generates and communicate. Hence, my epistemology is critical constructivism.

Axiology

It encompasses the disciplines of ethics, pragmatics, and aesthetics, and is also known as value theory. There is nothing greater than false values, but societal values are not the same. This value serves as the yardstick by which epistemological and ontological statements are judged. The second definition of axiology is incorporating the researchers' beliefs and values into generating new information in the research literature (Creswell, 2009). As a researcher in a culture where several realities exist, I appreciate and acknowledge the different realities relevant to my research.

Saldana (2014) describes axiology as concerning human nature and the relationship between human beings and their environment. As I am conducting my research through a critical paradigm, it is evident that I will be presenting critical views on the conventional curriculum and ongoing practices of homework. I believe that teaching-learning should be student-centered and best fulfill their academic

needs. In this context, the value of the researcher and research participants might influence their expression, ideas, and views while participating in the interaction. In this context, throughout the research process, I have maintained the best dignity as a researcher to value each participant as the source of new insight truly, and knowledge and truly respect their ideas.

Research Paradigm

Considering my research purpose, I situated my study within the interpretive paradigm. My research is based on narrative inquiry in which knowledge has been obtained by listening to the stories of my research participants and interpreting them. While interpreting the stories of my research participants, I have also reflected upon my own experiences. I chose this paradigm as my research question involved exploring how teachers narrate their stories of using rubrics in CAS. I perceive the interpretive paradigm as one of the newer paradigms in qualitative research. It is known as social constructivism, in which individuals try to understand the surrounding world where they live and work. Meaning is a social phenomenon; therefore, it is socially constructed (Wills, 2007). Thus, knowledge from my participants who are different from each other gives my ontology of using rubrics as interactive tool in CAS. My participants and their understanding of rubrics provides me with knowledge. Interviewing and communicating with my participants to determine how their daily lives are influenced by using rubrics in their classrooms to evaluate their student's gives the epistemology of my research. Finally, my participants have their individual values, their knowledge, ideas and experiences are the sources for the axiology of my research. Interpretivism is focused on comprehending the subjective realm of the human experience via interviewing or witnessing the head teacher's experiences, according to Cohen and Manion

(2007). Since this paradigm places a high value on the subjective interaction between the researcher and participants, I thought it would be appropriate to adopt this stance in regard to my research issue. I'm interested in comprehending and interpreting how teachers describe utilizing rubrics in CAS in the classroom.

Research Design

The narrative inquiry is used in my study for data collection and dissemination. I only have three participants for the research journey. These participants' communications, regular encounters, and meetings are how I obtained the information I used in my study. Their data is examined, and themes are developed. My research is entirely qualitative as a result.

Within the qualitative paradigm, there exist narrative, biographical, phenomenological, grounded theory, ethnographical, and case study methods for collecting and analyzing information (Creswell, 2009). So, among different approaches, the qualitative narrative paradigm was selected. Inquiry in this research begins with slightly comforting the participants to develop an ease and create familiar bonding for expression. This research explores the practices of using rubrics as an interactive teaching tool based on how teachers narrate their experiences with their school rubrics practices, and how it influences students' creativity and innovation. Knowledge was developed through prolonged interaction with my research participants. As no objective reality exists on the topic, my research design is guided to explore multiple realities through an interpretive paradigm. As I have my commitment to use interpretive research design, intensive interaction with the participants have been carried out to see how they interpret their experiences on the topic.

I've endeavored to accomplish this in an effort to build knowledge based on Clandinin and Connelly's (2000) three-dimensional realms of narrative inquiry, namely, personal and social interaction, (past, present, and future), and context (place). Narrative research, in my belief, tries to detect well-founded and supportable advice, resulting in outcomes that appear to be true or real (Millar, 2016). As my diversion is more toward subjective reality, I have applied a qualitative research approach as my research design. Drawing the line to the research through the narrative paradigm will make the most sense because the main goal of this study is to reveal instructors' tales about their experiences utilizing rubrics based on their replies to my narrative questions.

Narrative Inquiry as Research Method

There are many other methods of research in a qualitative research. As I was more interested in stories from my early childhood, I have a passion to listen to other's stories. Thus, through the lens of stories I selected Narrative inquiry as a research method. Narrative inquiry as a standpoint is the research methodology in this paper. The participants in this research were teachers. The perceptions of teachers was the key area for the experiences. I used narrative inquiry, as it is a way, the best way we believe, to think about the experiences.

I used narrative inquiry, which is a collection of human tales, as an interpretative researcher to examine the teaching profession's experiences. It is a means of considering and researching participant experience. It uses a variety of field texts, including stories, autobiographies, notebooks, field notes, dialogues, interviews, tales from teachers, and personal experiences to comprehend how individuals find meaning in their experiences. This investigation involves the researcher working with the participants in a social setting while telling stories that introduce characters,

settings, and events. I accept a specific perspective of experience telling on the topic being studied while employing narrative inquiry (Connelly & Clandinin, 2000, p.375). Three key characteristics of narrative inquiry, such as temporality, sociality and place serve a conceptual framework for understanding teacher's experiences on using rubrics as a CAS tool in their classroom. Thus, the research process was to develop a flow of stories with their values and while writing their experience along with my reflection.

Telling the stories about experiences is also regarded as a tonic and helps to recognize them. So, I listen to teachers' stories about the difficulties faced when they interact with students, and parents for their practices of rubrics in continuous assessment system in their classes. I see this narrative research process as a flow of stories with their values. When I conduct my research journey, I followed certain steps to maintain the spirit of narrative research for better insights.

Research Site and Participants

My research agenda was to explore the experiences of using rubrics in CAS. Hence, I used purposive sampling for selecting participants for my study. I used purposive sampling, aligning with Gentles et al. (2015), who consider purposive sampling as an appropriate strategy in qualitative research. Furthermore, since the very sampling technique allowed me to select teachers who have knowledge about their involvement in their socio -cultural context (Creswell & Clark, 2011) I found the sampling technique to be of greater relevance.

Using purposive sampling, first of all I selected six participants from Kathmandu Metropolitan City. As Kathmandu was easy access to collect the enrich information's for me. I was known with the traditions, cultures, society, norms of the Kathmandu Valley as I was in Kathmandu since twenty eight years. I started

searching the best participant for me to deliver rich information's for my research. I started communicating with them. I found that three of the participants just said they used rubrics in evaluation, but they were not able to give depth information's regarding using rubrics. Their information's were not enough for me. Thus, I selected only three teachers from Kathmandu Metropolitan City who were rich in their information's about rubrics. As this research is narrative qualitative research, the sample size for narrative research design is flexible, where there can be participation of one to twenty five participants (Adhikari, 2021). These participants know about rubrics and had applied rubrics in school where they work. So, they are selected for my research journey. Among my three research participants, two of them were selected from the private schools with private investment and one from public schools with more than five years of teaching experience. I was interested to know about the experiences and their stories of practices of rubrics from both institutional and public schools, thus I selected participants from both type of schools. The selection of Kathmandu Metropolitan City was made since I knew about the diversity it accommodates in terms of people and their social and cultural context. Besides, since the place is close to me, I found it more feasible to engage with the participants and collect data. I presented the short introduction of all three research participants.

Participants' Profile

This research study has taken three participants. This is the qualitative study where even a single person can be also taken for the research study (Carlsson et al., 2009). But, I selected three of two are from private schools and one from public schools who are interviewed on issues relating to their experiences with their practices of use of rubrics as a CAS in their classroom. Two participants are from secondary level teachers and one participant is from basic level (Grade five to eight) teacher.

They belong to schools where rubrics tools are being used as a regular part of the education program. This section describes the participant's profile to explain the detail of facts related to them. It is also the researcher's interpretation of the participants based on my impression of them during my long engagement in the interview sessions. Their names have been substituted with pseudonyms to protect participants' identity and their right to confidentiality (Allen & Wiles, 2015). I believe that a detailed description of participants in the research helps to provide information referring to their individual personalities and how they make up stories to present their experiences. They are significant in this study because they represent a variety of educational aspirations, family backgrounds, and personality types along with uniqueness in the way they perceive ideas about experiences they are exposed to.

Sunita

My first participant, Sunita (Name changed) is a basic - level teacher teaching in a private school in the valley. She is a thirty-three years old, young, energetic teacher. During the interview, I found her as an active teacher with a passion for teaching. Though she expressed a bit of uneasiness about opening from the beginning moment, but later was very easy after our informal talk. I thoroughly enjoyed the time spent with her in online while she narrated the stories of using rubrics as a CAS tool. She started teaching as soon as after her SLC. The family condition was not good in economics, so she used to teach after SLC to support her family. She has been teaching for eleven years in different schools. Initially, she taught in a village, and after their migration to the Philippines to study for Master Degree's she had to stop teaching for four years. After back to Nepal, she again started teaching in a private school. Her subject is English for middle school. Currently, she is with her family.

She has two daughters. Her daughters study in a private school in Grade five and three, where she teaches English subjects. She is a joyful participant.

Balen

My second participant is Balen (Name changed). Balen is forty-two years old. He has lived in Kathmandu for seventeen years with his family. He is a permanent resident of Jhapa, Nepal. He is a secondary-level teacher. He has a daughter and his wife works in an Insurance Company. Balen works in a private school located at Kathmandu district as Head the of Department of Social studies subject. He started teaching from 1997 AD in the academic teaching Journey from Illam. He had completed his Master's degree in Kathmandu and now he lives in New Baneshwor. His school had kept the evaluation method of students through rubrics. He enjoys teaching. It has become a happy moment for him to be a teacher. He shares very frankly without hesitations about the practices that they did in their school. He is a smart and active teacher. I found him the most laborious teacher after continued meetings and telephone communications.

Renu

Renu (Name changed) is my third participant. She is a thirty-two years old, young, active teacher. She is living in Kathmandu after getting a migration from Gorkha, Nepal. She works in a public school located in the Kathmandu district as a permanent teacher for the secondary level. She has a child and her husband is also a teacher ata public school in Kathmandu. She started teaching as soon as after SLC. For further study, she came to Kathmandu and has completeda Master's Degree from Tribhuvan University in Maths Education. She started teaching in a public school in 2014 in Gorkha. She has applied the rubrics system in her school being a secondary teacher. She did answer not only my questions related to research questions but also

had a lot of questions on her part that she questioned me in return to take in my understanding and interpretation of the issue that I had raised.

Information Collection Methods

The participant interview was a major strategy for collecting narratives for my research study. The interview was one to one with open ended questions emphasizing the participants' past experiences and life stories. This was face to face meeting through ZOOM due to the pandemic caused by CORONA in 2021. The narrative interview explains the real life experiences of an individual (Muylaert et al., 2014). In - depth interview was used to collect and interpret stories of teachers.

I conducted interviews to acquire data, using the rules of narrative as a guide. I found interviewing research participants is an appropriate method for my research because it encouraged me as researchers to talk with them, as suggested by Kyave and Brinkman, as cited in Saldana (2015). Interviewing research participants helped me understand their worlds and their lives. The interviews were conducted with participants' consent (Clandinin, 2013), and I actively engaged them for the duration of the interviews.

I had a casual conversation with them during our initial contact, which gave me insight into the personalities and interests of my research subjects. In our initial meeting, they were not particularly receptive to me. However, I persisted in making an effort to foster a friendly environment, which really aided me in the second meeting. After our second online meeting, about fifteen days later, I called them again and learned a little more about their experiences. I had scheduled the meeting for different days. Using my G-suite account from Google Meet and Zoom record, I gathered their experiences and recorded them (Online mode for face-to-face

meetings). I even made head notes and spot notes (researcher diaries). This assisted me in protecting the data needed for the subsequent actions.

To communicate with them, I made use of phone calls, what's App, and Messenger. I used several methods and mediums to record the gathered data. Storytelling is typically where narrative questions start (Clandinin & Huber, 2014). As a result, I advised them to begin by telling anecdotes about their early years and family history. They occasionally veered off course. However, I asked probing questions to ensure that their stories would relate to my study objectives. I even continued to think back on my experiences, which supported my project of the co-construction of knowledge through the simultaneous engagement of myself and my research subjects and not just helped me have warm contact with my participants.

Transcribing the Assembled Data and Translating Them

I had to safely preserve the data I gathered from my participants to use it later when creating the information. As a result, I used multimedia to organize the data I gathered from various participants and created separate folders. After returning from the online interview, the researcher's notes were made, while the notes, which included illustrations of the participants' information and the date of the interview, were kept.

I began transcribing the data gathered once I had finished the series of interviews. I heard their tales and wrote them down in Nepali. The information was later translated into English from the transcription. I made an effort to ensure that I did not misinterpret the significance or essence of their stories while translating the transcribed data. After completing the translation job, I returned to my participants and read the transcribed data again so that they may make any necessary revisions.

Moving Towards Meaning Generation

The tales I gathered from my research subjects weren't just tales for me. The stories aid in building information about the participants' perspective on and experience of the world around them for a narrative inquirer like me (Webster and Mertova, 2007). I had to identify the similarities and differences in the experiences of my study participants, in which I participated in the process of coding and categorizing, to achieve the research goal of creating information from the participants' narratives.

I categorized the translated data's words, phrases, and paragraphs that I felt related to my study discourse during the coding process. The data were sorted into categories according to the similarities and differences between the classified words and sentences. Following the process of categorization, I thematized the data by grouping the repeating concepts under implicit subjects.

I developed four themes, relying to my research questions. Some of the theme was further analyzed under different sub- themes where I dealt with how was the previous practices of CAS before implementing rubrics, during the use of rubrics and after the use of rubrics in CAS. The research participants' stories, which were grouped into many themes, were further studied with a wealth of theoretical and literary assistance. Along with the relevant texts and theoretical underpinnings, I also added my personal experiences that were pertinent to the themes I came up with during the meaning-making process. The analysis I conducted, which compared and contrasted the research participants' experiences with the experiences suggested by other studies and the conviction held by theory pertinent to my research, validated my conclusions.

Quality Standards

As a researcher, I was aware that my work needed to be of the highest caliber from start to finish. Guba and Lincoln (1989), who believe that quality standards like research and policy analysis are crucial for evaluating the quality of the disciplined research, emphasize the need of upholding quality standards in a study. I carried out my research using the narrative inquiry research methodology. Furthermore, as narrative inquiry focuses on the experiences of research participants compiled into narratives (Clandinin, 2013), I believe I have incorporated plot norms, one of the key elements of story. When sketching my participants' experiences, I attempted to make sure that the narrations accurately reflected the highs and lows of their lives (Freytag as cited in Griffith, 2006). In order for my study to meet the criteria for a narrative research, I also adhered to the three dimensions of narrative inquiry: temporality, sociality, and place (Connelly & Clandinin, 2006). Furthermore, I plan to maintain methodological truthfulness, theoretical purpose, and ethics to maintain the quality standard in my research journey. Along with I plan to apply critical reflection, three common places of narrative inquiry i.e. temporality, Sociality, and Place, for maintaining quality standards which are briefly discussed below.

Reflection

I construct the participant's stories repeatedly in the field so that I reflect their stories in multiple layers of perspectives. Firstly, I focus on self-reflection about the teacher's experiences, and difficulties to handle different tasks using rubrics as a tool of CAS, through which I imagine how their perception has been constructed in a vulnerable situation. I just imagine and think but I can feel that pain in the same way as they have to cope every day so each and every story collected from participants has

been recorded in the form of reflective notes with different themes by using personal reflection about respondents in an analytical approach.

Trustworthiness of Research

As a researcher, it is equally important that I exhibit trustworthiness among research participants, readers, and the concerned authority. In this regard, I have valued all my participants' opinions and carefully gathered their information to maintain the authenticity of my research. Validating information is critical to the trustworthiness of any qualitative study (Lemon & Hayes, 2020). During the entire process, I have shown immense respect for my research participants' opinions, values, and perceptions during the discussion. To the best of my possibility, I have refrained from all sorts of bias toward any participants regarding their class, gender, ethnicity, experience, qualification, or personal relationship. Similarly, I also tried maintaining continuous engagement with participants through email, phone calls, and ZOOM meetings (a way for online video calls) to make them feel a sense of belongingness through their active engagement in the study. In addition, I have taken all measures to isolate my own understandings of the topic, so as to be open and receptive to the participants' experiences and the meaning they may attach to their narratives about their experiences for using rubrics as a CAS tool. Reactions are gathered with the goal of finding new and unexpected insights if they were there to be disclosed. In all the process of my research procedure, I tried my best to remain as genuine as possible. I showed a high level of dignity and respected the values of my participants in their shared stories. Values here don't refer to the evaluation of truth in my participants, but the truth in this research is intertwined with the concept of verisimilitude because the truth of one of my participants may not be the truth for another one.

According to Clandinin (2018), a researcher should account for three dimensions in narrative inquiry: temporality, sociality, and place.

Temporality

In narrative inquiry, it's critical to see people, places, and events as in progress, because nothing lasts forever, and everything is always in transition. Temporality refers to the events in retrospect, current and next (Schulenkorf & Adair, 2013). While generating meaning from narrative events in the form of stories and experiences of my participants, I have attempted to find out their concurrent incidents of adversities and resilience that are influenced by their past experiences and also how they have been forecasting their future. As researcher, the importance of a friendly relationship with participants, their stories are revealed step by step, increasing the trustworthiness of the findings (Marggetti et al., 2013). Thus, I as a researcher, have shown my strong commitment through the process to ensure that I abide by the formulated guideline to exhibit the best temporality.

Sociality

Narrative inquiries are entwined with personal and social interactions which engulf the feeling, hopes, desires, moral obligations, etc. of the inquirer and the study participants. Sociality refers to the need to focus on existential conditions like environment and surrounding factors, which help collect narrative texts. It emphasizes the development of good social relations among researchers and participants (Clandinin & Connelly, 2006). I have taken the best care of my participants' personal and social interactions in this research process. I have always been careful while generating meaning in their personal stories to consider how their passions, feelings, concerns, and moral obligations were shaped by each of their social interaction and

surrounding measures in my attempt to dig into my participants' stories about their experiences with the use of rubrics as a CAS tool in their classroom.

Place

I think that location has the power to jog our memories and transport us to earlier times and events. To strengthen the temporality and sociality of the participants' stories and experiences, place serves as concrete venues and boundaries in study (Clandinin & Huber, 2010). Therefore, I have considered the impact of context on the ontology and epistemology of the teachers who use rubrics as in CAS. The consideration of employment of place was made while collecting and analysing the data. For maintaining quality standards in the research, places guide us to events and experiences for meaning-making, so its importance should not be sidelined (Czyżowska & Gurba, 2021). Linkage of places with my participants' experiences has helped in providing a flow to stories and confessions of their real-life experiences with the use of rubrics in CAS which have become more vivid as they went on with longer interactions in our process of collecting information.

Ethical Considerations

Ethical issues are a critical aspect of conducting qualitative research. Ethical consideration in research as a system to question the fundamental moral assumption of all research agendas, their political and ethical assumption, and the fair treatment of various voices (Pirzada, 2022). To confirm all voices were perceived equitably and the research study is conducted with full honesty and professionalism with optimum moral judgment and no bias, pseudonyms are used to address all participants and their schools to ensure secrecy. Unethical behavior in research is a serious problem that can damage the credibility of the research findings (Creswell, 2009). Therefore, unethical practices in this study are avoided taking in the highest regard for honesty and

sincerity in the research study. The information received from the participants are not misinterpreted and distorted to affect their life and there have been no temptation to compel them to answer questions. Regarding the matter of confidentiality, I have been conscious to not expose or publicize any information that reserves the informants' privacy. Neither have I in any way violated any rules and regulations, customs, and other typicality of the locality. I have presented immense will respect the timeline and have planned my research so as to accomplish it in the allotted time framework abiding by all ethical considerations laid by research guidelines presented by Kathmandu University School of Education.

Chapter Summary

My research methodology is guided by narrative inquiry which helps to understand the experiences and stories of my participants on using rubrics as a CAS tool in their classes. I listened to the experiences and stories of my participants based on ontology and epistemology. I used an interpretative paradigm to explore the experience of using rubrics as a CAS tool in their classes. I interpreted and analyzed the stories and experiences by reflecting on my own stories and experience. I purposively chose three participants who could use the rubrics tool in their classes. I used a narrative story approach, used conversation, and life story interviews as the tools for gathering information. The commonplace of a three-dimensional inquiry space of temporality, sociality, and place was taken into consideration for the stories. Through the stories of using rubrics as a CAS tool in their classes, I explored how they were practicing rubrics in their classroom to evaluate their students.

CHAPTER IV

UNFOLDING THE PACKS: NARRATIVES OF PARTICIPANTS

This chapter incorporates experiences and stories of teachers' on using rubrics as a continuous assessment system. This chapter presents the classroom stories of my participants. There are three participants with two private school participants and one from a public school from Kathmandu valley. The narratives gathered from my participants present their personal stories of their experiences relating to rubrics as a CAS tool through their respective voices, where they express their understandings, challenges, and application for uniformity in the use of rubrics. The narration of the study participants included their personal stories of engagement with rubrics preparation in their classroom practice in their subjects, where they shared how rubrics have shaped their perception of students, other teachers, school and education.

Here, I have shielded the experiences and stories of three participants: Sunita, Balen, and Renu. For the meaning-making of the research information: "How do teachers narrate their experiences and stories on using rubrics in Continuous Assessments?" I developed three broader themes and some sub-themes based on my participants' stories which were presented, analyzed, and interpreted. The themes are as follows: (a) Teachers' Perception of assessment before implementing rubrics as a CAS tool (b) Teachers' Perception while practicing rubrics as a CAS tool (c) Teachers' Perception of the effects of using rubrics as a CAS tool.

Teachers' Perception of Assessment Before Implementing Rubrics as a CAS tool

In my interaction with my research participants, I drew these teachers have their perceptions of the evaluation of their students before implementing rubrics. As I

asked one of my first participants how she evaluated students before implementing the rubrics as a CAS tool, Sunita opened up her perception of assessment as:

"In our time, just puzzling was the system. We were limited to only books. We had just summative tests. There were no records of students' internal evaluations. In my time, when I had given SLC, as I remember, I was given twenty-five marks as practical according to the teacher's mood. During the English exam, twenty marks practical was there in the SLC Centre. We had to listen the audio and answer the questions called a listening test and finally, viva was there for the practical marks of the English subject.

She shared her evaluation and it was the traditional method of assessment. The evaluation was just according to the mood of the teachers. Teaching students and evaluating them through their written work is not sufficient to know how well they are doing was the meaning that I made from her above statements. I asked her to share about her teaching practices and evaluation system as a teacher. She reported:

When I entered the school as a teacher in GBS Secondary school (Name changed) in 2019, I found that as it was a private school, some rules were there for us to have evaluation of students. There were tests and copy-checking of students. I found that, most of the teachers gave marks for internal assignments according to their own mood except for unit tests and terminal tests.

She stated that continuous assessment is used to assess students' learning, development, and accomplishment, as opposed to traditional paper-based or written work, which cannot account for all possible student assessments or provide in-depth information on students' progress. She had a similar vision of continuous assessment with Hiebert (2022) that it focuses on the student's strengths, and enables the teacher

to get a precise view of students' achievement, what they can do, and of what they are trying to do for their language competency.

As I asked my second participant how he evaluated students before implementing the rubrics as a CAS tool, Balen opened his perception of assessment as:

"In my time, assessment was only summative. The final term was there. There was no continuous assessment system for evaluation. In different places the source of the evaluation was just a summative test. After entering Babylon School in Kathmandu (Name changed), I found it a little different than what I had thought upon the evaluation. Here there was monthly tests, student' presentations, project based teaching learnings. Students were assigned different tasks and had to bring them in files and check with the teachers. The result used to be made using formative tests and summative tests too. There was an internal assessment and summative evaluation of the students. The teachers had to prepare accordingly. The department head and coordinator checked the copies we had done as our internal records of each student."

On narratives of their experiences at their SLC time and the time when they had entered their schools as a teacher, I found a similar reflection of my story. In my time, when I gave my SLC during 2005, we were taught eight subjects in which only English subjects used to have external viva and listening exam. Subjects like Science, Account, Health, Population and Environment Education (HPE) were of 75 marks as theoretical exam. But, there was practical of twenty five marks. There was no practical or any further examination for these three subjects. Whatever our school had sent, exactly that was the final marks which were solely in our teachers' hands. Subjects like Mathematics, Nepali, Social studies and Optional Math's, all used to carry 100 marks. Either you know or not, within just three hours we had to finish the

summative examination conducted by Government of Nepal, Ministry of Education, and Office of the controller of Examination in the year 2005. All of the terminal tests we took, projects we worked on, homework assignments, class projects, and participation in daily school activities were for worthless because of the three-hour exam that was also known as Iron Gate (SLC) in 2005.

Thus, I believed that a three-hour exam might not contain all of the students' information. Additionally, summative evaluation may not be applicable to students who performed really well in school but were unable to sit for the exam due to a variety of reasons, including family obligations or health issues. For these students, the outcome is non-existent; I was more interested to know the reflection of my third participant.

When I inquired about perceptions of assessment before implementation of rubrics in CAS how the evaluation of Renu's schooling and her entry at school being a teacher. The discussions were also made in what's app on the earlier method of teaching before the practical use of rubrics. The communication with Renu is mentioned below:

"We were taught in traditional methods, just one size fits for all. Our teachers used to take just two examinations. One at Dashain time and one at last. Last exam was the board exam named as School Leaving Certificate (SLC). We were kept in big humor that SLC is the Iron Gate. We need to have good marks and so on. There was practical of English with twenty marks. One or two questions use to be asked during viva session of English. There was no viva of other subjects.

Renu's story was quite similar to mine as we also had just viva of English and other all practical subjects marks was by 'Tika Pranali' (Whatever our teachers thought to send the marks for Controller of Examination Board). Renu further

explained about her entry to school as teaching profession and found the system of evaluation as summative only. She said,

“Because the organization was public, only two exams were provided to students for evaluation. The topic teacher's attitude and willingness affected everything, including group projects, project work, student presentations, and homework. The CAS book was present, but it was completely empty and had no records. The documents for the internal student evaluations were never completed. Neither of them cared whether the student was properly dressed or had all of their books and copies. There were many similarities in the educational system. No one used to shout when more students were failing. I was a novice at the time and was merely observing. After a few months of enrollment, I began speaking with the principal and discussing the issues at hand. The School Management Committee (SMC) used to provide me with helpful support for the growth of the school and enhancement of the academic program.”

All three participants were in agreement. During a continuous assessment exercise, teachers encourage students to interact with one another while working on a subject. Face-to-face and one-on-one interaction in the classroom, however, might be threatening to teachers in the beginning while using continuous evaluation. Therefore, teachers must create a stress-free environment that is conducive to learning using powerful new tools like the rubrics technique. This will help students feel more at ease.

When I interviewed my teacher participants, they shared a variety of opinions about the start of this system, specifically the continuous assessment method. I had two sub-themes that were connected to classroom practices prior to the use of rubrics that I had built on the overarching topic of "Teachers' Perception of Assessment

Before Implementing the Rubrics as a Continuous Assessment Tool." Both the formative and summative assessments were for the CAS.

Participants' Experience of Formative Assessment for CAS

We can determine our kids' proficiency levels through formative testing.

While the students were still in the learning process, each teacher identified what the students already knew. According to Thomas (2019), regular formative assessment encourages students to make progress toward their academic objectives. Any type of feedback to students is possible during the learning process. My research participant Sunita and Renu were unaware of this system when they just entered their school as a teacher, whereas, Balen was updated with such ideas. They used to give feedback to the students for their presentations and unit test. The teachers evaluated even the project works and they used to keep the progress report including those activities when he had enrolled in his school being a teacher. An assessment system is a collection of rules, procedures, practices, and instruments for gathering and using data on student learning, according to Balen, who I believe is close to Clarke (2012). Formative evaluation is generally any evaluation that proceeds place before or during a regular class time and homework time. This finally aids in implementation to raise student performance daily. Additionally, formative assessment works in conjunction with summative evaluation and is crucial for determining if a teaching-learning process is successful or unsuccessful and what other elements (internal and external) are at play throughout a continuous teaching process.

I discovered that formative evaluation requires time and money (many worksheets, additional time, and extra efforts), which may be a deterrent to implementing it. However, it should be viewed as a worthwhile investment that increases the likelihood of achieving a successful outcome through better program

design. Since there were gaps in their regular monitoring and teaching responsibilities, all of my participants discussed their teaching strategies and how they occasionally peered into their students' daily activities.

Participants' Experience of Summative Assessment for CAS

Sunita and Renu, my two research participants, talked about how only summative assessment methods were used when they first began working as teachers at the school. Balen, the only research participant I had, mentioned that his school used both summative and formative evaluation. The important and crucial point for my participants, Sunita and Renu, was that the evaluation was completed appropriately before implementing the rubrics as the terminal examinations came to a close. Balen, though, was a little different because at his school, project work, student leadership, and participation grades were all taken into consideration. In common practices, we found that summative assessments are used to evaluate student learning, skills, and academic achievement after a defined instructional period. This is usually completed in a school year. This assessment is typically completed at the end of a project, unit, course, semester, program, or school year. I got to the conclusion that students were evaluated using both formative and summative assessments after reading the experiences of my three participants. Before using rubrics, the teacher's attitude was the sole factor used to assess the students' learning, which created a challenging scenario. With the summative test, my two participants Sunita and Renu were aligned with at the time they joined their school. The entire evaluation was based on the outcomes of the final exam, and this examination was solely meant to satisfy the requirements for a quick assessment for both Sunita and Renu. But, Balen had proof of formative assessment. There were many assignments, group projects, and other requirements for the students. They have records of their unit testing and

everyday activities. This reveals that all participants used rubrics, but not in an organized way. None of the participants knew how or on what criteria students were evaluated. Both the teachers and the students in this situation are unaware of the evaluation procedure. None of them included a list of standards for student assessment.

Teachers' Perceptions while Practicing Rubrics as a CAS tool

As I asked my first participant how she practiced rubrics as a CAS tool in her classroom, her perceptions of while practicing rubrics in CAS, Sunita addressed:

"There were only summative evaluations in our day. However, the way we were brought up and taught has changed through time. Rubrics as a tool in Continuous Assessment have reportedly been implemented for Grade I to Grade III in Nepal's 2020 New Curriculum 2020, which features an Integrated Curriculum comprising four courses, including English, Nepali, Mathematics, and Hamro Serofero (CDC,2020). Each student's teaching profile also contains personal records of their behaviors, involvement in class, assignments, student presentations, classwork, discipline, and unit tests. Evaluation is being conducted using these measuring tools."

Sunita was aligned with the statement declared by Wonder (2021). Wonder finds that when students are evaluated by their day-to-day activities, their academic profile improves. While making meaning over it, I support the statement of Wonder. Individual records in a systematic order where details level, criteria, and descriptions of each student enhance students learning. I was happy to know that the government is serious about evaluating students through rubrics and continuous assessments. I recalled the SEE result of 2020, all the students of whole Nepal, who had registered their name for SEE (Secondary Education Examination) 2020, they were evaluated by

their school and subject teachers. This was so, due to COVID-19 which had great impact on human life's, students learning, and all the daily activities of human beings.

In 2020, the compulsory subject teachers formed a committee with the principal or head teacher, and they independently assessed their students. One of my friends told me that a math teacher had brought a file with the students' project information, including the date, day, classwork, behaviors, social work participation, project, unit test results, class presentation records, and other information. Following his evaluation, other teachers do the same, assign different GPAs, and send letters to the education department in Tahachal, Kathmandu, along with Google Sheets (Microsoft Sheets). Finally, the SEE 2020 results were made public using the same GPA that the participating schools submitted.

I further asked what rubrics mean in her understanding. Sunita addressed: *Rubrics is the evaluation tool for grading students. The rubrics help students to give self-assessments and students are well known for the criteria for how they will be evaluated.*

Sunita idea get coincides with the understanding of Al-GhazoandTa'amneh (2021). This article revealed that there is a high interest in using analytic scoring rubrics to correct their students' writing. When fixed levels, and criteria are addressed to students they, will be more focused on their rubrics for the writing. Students understand the ways and methods of how they will be evaluated and how the score sheets would be checked. In my understanding, the clear instructions for the descriptions of different levels and criteria help students to be bounded with the evaluation sheets developed by the teachers, this helps student to achieve good grades.

While knowing Sunitas' evaluation system for the students, I was more interested to know about the continuous assessment system through rubrics. I asked

her to share about their schools assessment process, application of rubrics as a tool in CAS.

Sunita continued, *"It was in 2020; at the beginning, it was difficult to apply as I gave four marks in attendance out of five. Our coordinator's mom asked, "How did you give these marks? What were the rules to have those marks or criteria or check lists?" Do you have anything related to that? I replied, "Yes, I had made it." The student was sincere and was present for forty-two days out of fifty in a first terminal exam. "This was a model for making students aware of their attendance expectations."*

Sunita had made rubrics for the evaluation of each student. She shared:

Rubrics for Attendance (First Terminal Exam - 50 working days)

S.N.	Name of the students	Assign full five marks if Present for 40 to 50 days.	Assign four marks of present for 30 to 40 days.	Assign three marks if present for 20 to 30 days.	Assign two marks if present for 10 to 20 days.
1	Hari (Name changed)	√			
2	Ram (Name Changed)		√		
3	Sita (Name changed)			√	

Sunita had prepared the rubrics. In this attempt, we could easily see that all the students would be happy to see in what category the students' evaluation will be done. If some students are not in good or average level, the remedial package could be brought for the particular student. For example, some students were absent for more than 10 days, their parents would be called for the meeting. Parents would be informed about the absenteeism and again parents and teacher both could supervise and monitor for the upcoming days, this obviously would help students' to have good academics.

I asked her to share about the training. Sunita added:

"We used to complete tasks on our own in class prior to COVID. We received numerous online trainings from private firms like Proactive Consultancy and Research Center (PCRC) during the COVID period Consultancy and Research Center (PCRC) during the COVID period. We also started looking into the finest rubric practices on websites and on YouTube. In addition to providing parents with online forms to complete regarding their children's behavior, we also encouraged them to create Google Sheets at home to help assess their own teaching. She remembered that it happened around October 2021, close to Dashain time. Her principal was not aware of the specific historical profile of the fourth-grade kid. He inquired as to the location of all of his personal records in the rubrics report file. The principal flipped through the pages of the portfolio file and spoke to the parents about the student's profile of their coursework, extracurricular activities, presentations, unit tests, and CCA and ECA records.

I was more curious to learn how students used to be aware of their evaluations. What assignments did students use to earn grades in their academic work? "Dear

student, this is your rubric for Fourth chapter of the English Viva, so prepare properly," Sunita said. I displayed and pasted in class the chapter four speaking, vocabulary, and grammatical rubrics. My students were helped by knowing how many accurate responses would result in a full mark.

The model that I had prepared is shown below:

Rubrics for Speaking (Chapter four)

There were 10 important sentences to speak in this chapter. This carries 2 marks in internal evaluation.

<i>All spoked 10/10 correctly</i>	<i>7 to 9 sentences spoked correctly</i>	<i>4 to 6 spoked correctly</i>	<i>1 to 3 spoked correctly</i>	<i>Not spoked</i>
<i>Assign full marks 2/2.</i>	<i>Assign 1.5/2 marks.</i>	<i>Assign 1/2.</i>	<i>Assign 0.5/2.</i>	<i>Assign 0/2.</i>
				<i>Has to prepare again.</i>

Sunitas' experiences with the practice of rubrics reflected my understanding of analytic rubrics. The analytic rubric can be regarded as an individual trait or component written expression (Chukwuere, 2021) used to evaluate student academic work. The Chukwuere's explained analytic rubrics as the component of the analytic rubric include "accuracy, cohesion, content, organization, register, and appropriateness of language". This shows that students will not be biased from here. This ultimately brings uniformity to my understanding.

My second participant Balen had a similar type of stories when using rubrics in CAS. He shared, "*Rubrics is an effective and interactive tool. When we use the rubrics, students collaborated with teachers; their interactions had made good feedback on their assessments. Generally, secondary classes have holistic rubrics.*"

Now the course has been changed in grades four, seven and nine in 2021. Where the question pattern has come from the idea of analytic rubrics. For example, to answer certain questions, teachers make levels and descriptions to attain the solution. Like some definition, very short answers and little lengthy long questions type with marks on each part at the end of the question. Previously the questions in terminal exam and tests were just holistic model. The holistic rubrics were like how we attain our SLC examinations. Just certain marks were assigned alongside of the questions. What were the components to include in that questions were not mentioned?

His remarks reminded me to understand about holistic rubrics and analytic rubrics. The single criteria rubrics (one-dimensional) are used to assess participants' overall achievement on an activity or item based on predefined achievement levels; and performance descriptions are written in paragraphs and usually in full sentences. This rubric is holistic rubrics. Analytic rubrics are two-dimensional rubrics with levels of achievement as columns and assessment criteria as rows. I concluded from the above sharing that analytic rubrics allows to assess participants' achievements based on multiple criteria using a single rubric. We can assign weights (values) to different criteria and include an overall achievement by totaling the criteria; and written in a table. Holistic rubrics are assessment tools deployed to evaluate students' academic work using criteria and scales in a single score like 1 to 4 (Chukwuere, 2021). Although a holistic rubric is easier and more efficient to use, it lacks the diagnostic information to help improve future learning and teaching that an analytic rubric offers. However, the latter takes more time to score (Koizumi et al., 2020).

On further discussion and interaction with Balen, I was interested in identifying the trainings related to preparing these rubrics. Balen said:

We don't receive any training from the government side, but we do receive various types of training from the commercial sector or by paying someone else. There may have been private and public schools. We often receive our training at school. Between 1997 A.D. and 2021 A.D., the state of knowledge significantly changed. As we received training from the professors at Kathmandu University, progressive learning was also conducted there. Our school also provided various forms of assistance. Faculty training, on the other hand, had existed since school. Through physical education organized by our school, we had a fantastic opportunity to investigate rubric usage.

In his reflection, I thought that he is more curious and willing to have support from the government regarding the training and workshop for using rubrics as it was a new method for the Nepalese school. But due to the clear objectives of the school, he might have used and understood through various private institutions for understanding and application of rubrics in the classrooms. In my understanding, due to his long journey in his academics, his ultimate goal might be the transformation of students academically. Knowing this sharing, I was thinking about our school practice, we used to have training from various online sources during locked down caused by COVID-2019. Some mathematics group, science groups, and creative teacher's messenger group used to send the links of various training. I was also able to join some of them. Once still I have very fresh memory that, Curriculum Development Centre (CDC) had implemented integrated curriculum for grade one to three in which rubrics tools were introduced. I took part and got chance to present mathematics rubrics for primary-level students. I was supported by one of my teachers for this opportunity. We also applied in our school as CAS for the evaluation, after getting the training and knowing the content of rubrics tool as a part of CAS.

Brookhart and Anthony (2008) emphasized on advantages and disadvantages of types of rubrics. All criteria (dimensions, traits) are evaluated simultaneously in holistic rubrics whereas all criteria are evaluated separately in analytic rubric. Regarding disadvantage, holistic rubrics is single overall score that does not communicate information about what to do to improve. It is not good for formative assessment. In this regards, Balen shares his thoughts about the idea that students were limited to certain contents only. Balen further added student's creativity on other tasks except the rubrics had not viewed and evaluated.

I think whenever the teachers follow the specific rules of using rubrics, there will be drastic changes in students' academics through the correct application of rubrics. Balen believes that when students identify their levels of different chapters, they act accordingly and teachers support them with guidance. Balen explained:

"We have developed four levels of competencies. Suppose a class had forty students. Now the teacher evaluates which level the students belong to. If the students are in level four, he or she has achieved almost all, so they are at the mastery level. When the students are marked in level one, the teacher will guide for bringing him/her to level two. When level two is achieved, the respective teacher pull the students for level three by guiding, supporting, taking help of parents and so on. Teachers give the additional supports for needy cases for fulfilling the higher levels. After additional classes, planning's are done after finding the students' lower levels."

Balen further shared, *"Google sheets has helped to evaluate who is in which level term wise. What is lacking? There will be plan and strategies for promoting the child with proper plan whenever there is a lack. This also can be done by taking help of the parents. Individual child record as portfolio is maintained. During online classes, we have developed Google sheets for each and every individual student."*

During our parents meeting, we also shared rubrics as evaluation part. Even parents were known about the application of rubrics at my school as we used to send emails to the parents. In which unit, student is in level one or two or three or four are identified clearly with the help of rubrics."

Balen recalled, *once he took the social studies unit test by explaining the rubrics dimensions. He focuses on keywords of his evaluation sheet of rubrics how to use rubrics. He found better results than the previous test where no explanation of rubrics was done. While applying rubrics the evaluation done for the unit test of Social studies in his class was better than previous.*

When he shared this, I was more curious to know about the strategies for improving level one students. In my mind, various thoughts get entered. How did they transform and support students with level one? What might be the role of parents in doing so? I was very eager to know about this as I was also involved in a school located in the Kathmandu district. Without hesitation, I again inquired to him to share how they tackle level one student. Balen answered,

"When the students are in level one, individual guidance will be provided by the respective subject teacher on a particular day. Where is the problem? That needs to be identified by the teacher and support students. The level gets changed slowly with individual feedback and check and follow-up of level one students. Even the parents were involved in supporting the students. Frequent diary checking and information collection about academics, homework, project work, and assignments were first checked by parents as their children have done or not. Finally, the file or report came to school and we used to do the evaluation looking at the rubrics."

Balen sharing concluded to identify the real classroom evaluation with the application of the rubrics tool. Even the stakeholders are responsible for the academic

development of the student. When parent and teachers identify the level of students in criteria one, remedial packages could be the solution for uplifting the level and criteria of particular students. The excellent academic performance of the child is associated with higher parental satisfaction, regardless of parents' aspirations. High expectations accompanied by low performance are negatively related to parental satisfaction with all aspects of children's schooling (Milovanska & Farrington, 2021). This concludes that parents' involvement in rubrics application plays a vital role in academic development.

On the same broader theme on teachers' perception of using rubrics in the classroom, my third participant Renu has different ideas on rubrics. She is a mathematics teacher of secondary school. She likes to give student project works for making students interests in mathematics. She has understood about the rubrics. She is clearer on task-specific rubrics. She shared:

"A rubric is a recording tool that lays out the expectancy of a task or assignments across different levels of performances. When students are provided with the rubrics along with their assignments, they have a clear understanding."

Her understanding coincides with the findings of Chowdhury (2018). In his article "Application of rubrics in the classroom: a vital tool for improvement in assessment, feedback and learning", he focused on the usefulness of rubrics. Rubrics are useful to students in giving them clear understanding of the topics. Whenever we need project work or report preparation task, then task specific rubrics can be useful for the students. On this, I analyzed that when we assigned report preparation task to students, students will have marks from their tasks like introduction, title, objectives, methodology, findings, results and conclusions. These ultimately support the students

for having their scores and grades. Even different levels are identified for improvement and feedbacks from the teachers. Over the same issue, Renu thought:

"We can understand the student's, in which level he or she belongs to. In the same manner, we can guide them. We all the teachers can be upgraded with a new concepts, new innovative ideas. Why should we give practical marks without students' project works, assignments, reports, class performances, and so on? Thus, every student must be regular in school and class. They must participate in all the activities of school. Each teacher must record the report for having different marks on different topics of their subjects."

Renu added her experiences to clear on how they have applied rubrics for evaluation in the time of locked down due to corona. She narrated, *"At the month of March, 2020 when Nepal government declared for the locked down, we all were inside home. The SEE appearing students of batch 2020 were stopped. The CORONA cases raised rapidly causing to the death too. In meanwhile, as schools were off, we were busy in mobile, laptops and internet. We were almost free for certain months. Thus, during the pandemic time, various organizations like STFT (Society of Technology Friendly Teachers of Nepal), Proactive Consultancy and Research Centre (PCRC), Positive Vibration Pvt. Ltd., Arya Shree Pvt. Ltd. gave various useful trainings in online. We got information's of ZOOM, Google meet, What's app, Viber, messenger and try to connect students community in that group. Slowly we started asking students their life skills activities of home, whatever photos they used to send, we used to put in Facebook. We termed it as 'Learning at home'. When SEE result had to be submitted in 2020 by school themselves. We were unable to give marks for SEE candidates. Then we all subject teachers and school principal sat a meeting and discussed to follow previous records. The previous records of teachers in their*

respective subjects had made us to make result easily. If the records of each student as portfolio were not kept at that time, it would be more difficult for us to give exact evaluation of students."

From Renu's story of using rubrics and records of continuous assessment , It can be inferred that she considered a rubrics a good forum of evaluation tool that helped for preparation of students in their overall academic growth. The tools had helped them easily for the evaluation of students recalling their past activities in SEE 2020.

Renu addressed, *"In our Jana Kalyan Ma Vi (Name changed) there were almost 1860 students. In class nine and ten we were having four sections. It was difficult to take the classes in all. Due to online, it was easy as we took class from ZOOM where single section was made. During physical time only it was easy for them to have records of all the activities. I, being the department head, called the meeting for training on use of rubrics for all the chapters. Initially our colleagues denied to come. They even spoke, "Yo dukkha tapai nai garnus madam (This difficult task do by yourself)."* I was not worried, I did from my side. I started displaying student's presentation's list in display board and notice board. Their projects were displayed, I kept the records of those all activities' Before assigning them the tasks, I had told them , *if you do these - these things then only you will get full marks. They were given the rubrics for their every parts and activities. Students were very happy, they became closed to me. Other teachers started to observe me and my student's activities. They started to communicate for the closed relation of students. Finally some teachers asked and learned the rubrics and they started to make the reports. At that time new curriculum of class one – three came, whatever we have done we distributed and we have even applied for senior classes. Still few teachers did not join*

as it was our public school. It's really difficult to transform the people. Among the one who did not join any meeting, the one who did not apply rubrics said, "Renu ali janni huncheyy (Renu is over smart more)" I ignored the things and continued the work which had helped me. Due to these experiences, even during locked down, I took online training conducted by Teachers Professional Development centre organized by Dhulikhel Talim Kendra (Dhulikhel Training Centre). I was more apparent on rubrics, started searching about it and collect the information. I had heard from my grandparents that, "Ghukney kukur lay tokdaina (Barking dog seldom bites)". If I were back to those teachers who used to talk about me negatively, I think I would have not come in this position and status now. Still there were the things that we needed to learn. Next year in 2021, the class four, class seven and class nine courses will be changed, thus we need to read, observe and have deep study being updated of them. There were always pains and gains for implementation of new things. A rubric was new for all in Nepal. The curriculum development center applied from 2020 for classes one to three as integrated curriculum.

Renu's version gave the impression that they were willing to help students and assess them during the pandemic. Many of her coworkers opposed her. She did not, however, give up on her committed job. She could take on obstacles with ease and move forward with various areas of evaluating her students using rubrics.

When using rubrics as a CAS tool, I observed the overarching theme and developed sub-themes to support it. The difficulties that students, instructors, and parents experienced were described here.

After Using Rubrics in CAS: Students Participation

There were many intriguing experiences from my participants as we used rubrics tool in CAS in the classroom both before and after the lockdown. As Sunita recalled:

"My students were already known about their evaluation items. On what basis I was assigning the marks, they were cleared on that. So, most of the students were success to have good marks according to rubrics that I had assigned to them in English for viva." Her accounts claim that the students were able to determine their levels and that the needed ones who had lower grades and were placed in level one received specific feedback and help.

Balen had a similar experience about the same problem of student engagement during the implementation of rubrics. If they were level one students, the parents meeting for the missing students used to be scheduled the next day, and ultimately, the students' academic growth was bound by the rubrics system. But, Renu had different story on it. Renu answered, *"All the students were from the public school. Most of the time, they are irregular in classes, due to their household works. Their parents had sometime left near the school gate in the early morning. What about good foods, what about even the good clothes are unknown to the students and even to the teachers. Whenever they identify that they were in level one, they had ignored it as they just listen and end the conversation. Once I had talked that I would report to your parents, the student who were in level one be little sincere and next day onwards they came in time to school. During the pandemic, it was difficult for them to track as most of them were without the devices. No online classes. During our school communication with the parents of those students, they said, one mobile is there, whom to give, we had to go for work."*

Several conclusions concerning student engagement owing to rubrics may be reached from evaluating the accounts of my participants. Due to their familial ties, Sunita and Balen were able to keep track of the students and encourage involvement even in online classes. Even classes taken online were productive.

They attended private schools, thus their parents did not take the lessons very seriously. However, Renu was unable to fully engage students in online classrooms for their normal topic lessons and day-to-day activities. All three participants aimed to demonstrate that the use of rubrics had improved student monitoring and increased student engagement in their academic work.

After Using Rubrics in CAS: Parents Participation

While practicing rubrics as a CAS tool inside the classroom before the locked down and during the locked down, there were many interesting stories of my participants. Sunita said: *“Our parents were already known about their children’s’ evaluation items. On what basis their son and daughter would get the marks, they were cleared on that. So, most of the parents were success to have good marks of their children’s according to rubrics that I had assigned to their children in English for viva, classwork, project works, presentation’s.”* According to her narratives, some of the parents used to shout whose children were assigned with level one. But after continuous follow up of their children’s, individual support and sometime extra classes for needy subjects had changed the academic of the children.

Over the same issue of parent’s participation during rubrics application, Balen had similar story. When students were found in level one, parents meeting used to be called and finally the rubrics system had bounded the parents too for their children academic development. According to Balen, not 100% parent’s give time whenever the school called. Most of the parents were in office, businesspeople, entrepreneurs,

so they could not visit whenever the school had called them. But during result time, if possible both the parents' otherwise single parent's used to come and ask about the students' academic progress. But, Renu had different story on it. Renu answered, *“Most of the time, parents are irregular in academic meeting, due to their household works. During the pandemic, it was difficult for them to track as most of students were without the devices. One of the parent's said, “Vare Ek chhak k khani thachainaaa, kahabataa wifi chalneyyy mobile lyauuu (What to eat in the night is the issue, from where we bring mobile for using internet?)”*.

On analyzing the stories of my participants, several understandings can be drawn about parent's participation due to rubrics in school. Sunita and Balen were able to track the parents but not completely all. Even online classes were successful. They were from private schools and parents were little serious about the classes. Nevertheless, due to the parents' economic condition, Renu was not successful for full participation of students in online classes for their day to day activities and regular subject's classes. The parent's involvement was very less in school.

After Using Rubrics in CAS: Challenges Faced by Teachers

Sunita, my first participant was from private school. After she was enrolled in the school she was with lots of activities according to school rules and regulations. Report writing, student profile preparation, parent's meeting, teachers meeting, academic plan, etc. She shared her pains while using rubrics as a CAS tool in this way,

“After all being a teacher, if it's the rule of school means we need to do. So, there was no way that teachers can escape about the rules made for evaluation. All of us did. We were having four to five periods in a day and remaining time we used to be with students copy checking, lesson plan and preparation of individual profile of

application of rubrics as continuous assessment. As we were the teachers, we were responsible for creating the future of our students. Sunita emphasized that, when there were number of periods in a day, it was really difficult for her to prepare the rubrics of each lesson for regular classes.

Balen was in favor with the ideas given by Sunita. Balen said, *“At the beginning it was really difficult. It was first time in our school. All the teachers could learn. Teacher cannot give time for various assignments and rubrics preparation if the periods are more than five classes a day. So in my view if a teacher gets just four periods and remaining periods for rubrics management, we can work very effectively on rubrics. These would be the sources of evaluation for parents visit, student’s appointments, google sheets preparation according to learning competencies etc. As it’s a completely new concept. We have got its knowledge only in locked down. Thus its understudy. But after going through the training we knew that its awesome program for identifying level of each students. As I was in charge, I had fewer periods and it was easy for me to make each lessons rubrics in my free time. Some of the teachers who were having six periods a day had got more pressure on it. But for those who has five or less than five periods a day, they enjoyed doing so.*

From Balen’s story of challenging steps, it can be understood that, application of rubrics would be more extra ordinary when the teachers have less number of periods. He replied, *“Their teachers had given best and they had supported from their side. They were convinced to do the task, After all, everybody was doing so, and all the teachers thought that it was their duty for making daily rubrics of each day’s lesson or units which they were going to teach next day. “He added more as teachers used to have five periods’ classes. It was really challenging to the teachers. What to do? Activities doing or Copy checking? Teachers could not do the best for productive*

rubrics as there was number of periods for classes. Even some of the teachers were afraid, many copies were being used from administration. We had make simple so we practiced till level one and level two. We had not gone to level three and level four due to more periods of teachers. For full active practices of rubrics, system of taking classes must be changed as teachers have to take records of many day to day activities. But, reaching level two was also praise worthy as students stated to do the tasks and assignments. If I get level one, teachers will put me in extra classes, students had to stay and parents would be informed. Thus students' academic was good in condition. Meanwhile I thought students must create thinking skills and creative skills to sort out the problems related to them in academics.

Over the same view, Renu interpreted, *"In our Jana Kalyan Ma Vi there were almost 1860 students. In class nine and ten we had four sections. Due to online, it was easy as we took class from ZOOM where single section was made. During physical time it was easy for them to have records of all the activities. As the department head, I organized the meeting for training on rubrics for all the chapters. Initially, our colleagues refused to come. They even spoked, "Do whatever you want to do)". I was not worried, I did from my side. I started displaying student's presentation's list in display board and notice board. Their projects were displayed, I kept the records of those all activities' Before assigning them the tasks, I had told them , if you do these - these things then only you will get full marks. They were given the rubrics for their every parts and activities. Students were very happy, they became closed to me. Other teachers started to observe me and my student's activities. They started to communicate for the closed relation of students. Finally some teachers asked and learned the rubrics and they started to make the reports. At that time new curriculum*

of class one – three came, whatever we have done we distributed and we have even applied for senior classes. Still there were few teachers who did not joined.

In listening to her story, I recalled the government policy and compared with the statement addressed by her. Renu focused, *“We have not used saying Rubrics for the evaluation of student’s assignments, unit testes, trimester record and so on. But, we are doing the same. The process of continuous assessment was practice previously but has failed due to lack of monitoring and evaluation from government side. But, now SEE 2020 result also had made great impact that we need to put all the records of students for various process of evaluation. The government has introduced CAS book for tally. At first it was practice, later on when there was no guidance, follow up, it got cancel. There was 100% CAS till grade three previously before 2020. Basic Level Examination (BLE) and SEE conducted by Local Municipality and NEB board respectively where twenty five marks was by internal assignments.*

On Renu’s expression, I recalled one incident that was during our third semester of M.Phil. in 2019. We all the members of our M.Phil. Educational Leadership 2018 batch mate went in a public school in Bhaktapur. Our task was the teachers training. At the same day in the same building where we were supposed to give training, I got an opportunity to talk to head teacher and a social teacher there in their teacher’s room. I asked to that social studies teacher, *“What are you making tally bar sir?”* He replied, *“Principal has asked CAS copy so I am making tally bars upon the different pages.”* I was taken aback by the fact that the assessment process required the tally bar to display information about each student in the class. I said, *“You had to do this work in class, didn't you, sir?”* He replied, *“Kaha vayuchaa tyaa, maile ta dekhaunalai ho, laidee tick. Aba varey sakeraa yo CAS copy table ma rakhdinchu (How can we do? Just for showing to administration I am doing. By*

evening I will finish the tick marks)”. I was amazed and realized what a useful record it would have been if it had been seen and questioned by the Bhaktapur, Education department. I slurred as I entered the training room.

On analyzing my participants' stories, several understandings can be drawn about challenges. Being a part of school, such rubrics applications were their duties. Sunita and Balen agreed on it that they are already in the private school. Thus, by hook or crook, they were capable of doing by collaboration with the friends or having support from each other. In the same case, Renu had different story, the administration supports lightly, but her colleagues denied and scolded her. But also, Renu was successful and made even other colleagues to apply rubrics at their school which ultimately helped her for good academics record of each students through the application of the rubrics.

Teachers' Perception after Using Rubrics in CAS

Moving ahead towards another theme from the narratives of my participants, they expressed their experiences after using rubrics in CAS. *Sunita expressed, “This had helped our students to have deep knowledge on each chapter of different subjects. If anyone score very less, he or she will try again to give viva which helps them to have good academics. Teachers had felt so easy due to this rubrics record that even they can conduct parents meeting easily. If lesson objective is not met, lesson objectives can be edited by knowing the level of students. In which level my children’s are more will be easily identified through the scale mentioned in rubrics. In this time as students are busier on mobiles or electronic devices, we can develop some games and teach through gamification. After all students are busy in devices, we can convert them in application of study with interesting academics gamification software level wise or class wise keeping for all the chapters.”*

Sunita further expressed, *“I was glad that even the school administrative anyone can use the reports for meeting with the parents anytime with the individual report of each subject like Principal in above case.”*

Her sharing on this application had made me to understand more deeply the use of rubrics. I realized that, if each teacher applied it perfectly, I hope the failure number of students will automatically decrease. Teachers had to contribute more time for it, but actually as a teacher I think we are the one who can transform the society. If I don't do, who will do? Such concerned can obviously help for the development of academics. I asked her to speak on three sentences or points what impact does she got from the application of rubrics. She further addressed, *“Rubrics had helped me to have record keeping. Secondly, my lesson objectives are meet or not are identified by it. Finally even parents students teachers can collaborate with their involvement. If it was only summative evaluation, may be even teachers, students would have not met learning objectives.”*

On listening to her stories, I found that rubrics had become essential for the record keeping in continuous assessment. The formative assessment was easily recorded which could be useful for everyone in school. By turning the pages of record keeping of each class, anyone teachers or school representative can easily defend the parents about students' progress report in academics. I turned to my second participant.

In same issue, my second participant Balen narrates his experiences after using rubrics in CAS as, *“Ultimately it helps all the teachers to have each student's individual profile for recognition of different levels in different subjects. One of their teachers shared in a meeting that, I was not the class teacher of Sita mam (Name changed) class, but Sita mam parents thought me as the class teacher of her child. I*

opened the file and spoke to her about the reports turning the pages, she was very happy. I was very comfortable to share the files what was made my Sita mam. There was the records of students' self-assessment documents and similar type of scores of students due to rubrics. Thus, all the teachers had enjoyed the system of rubrics at school. Rubrics have worked for uniformity and self-assessment evaluation of students.

I recalled my school activities where I act as Vice Principal. Renu story reminded me about a student at our school. It was the case of a student Kiran Bhattarai (Name Changed) in grade VIII. His parents asked me about the progress of Kiran, I was puzzled for some time, then I took his parents to office , turned the report of Bhattarai and spoke to parents about his daily activities related to classwork, homework, diary, home study commitment, his ECA and CCA activities, internal unit tests, his presentations report. Parents were very happy to know about different evaluation activities of school. Thus, it was easy for me to tackle anyone due to the well record of each students profile in continuous assessment process.

Balen added, *“Previously there was CAS in our school. Actual rubrics word was not used but after getting the training, I know that whatever we have done at school was a part of rubrics. We used to have holistic rubrics as certain marks was allocated at the end of main question in examination. There was paper pen- pencil test in which theoretical 100 marks was converted to 60 marks and 40 marks was for internal evaluation. This was what an application of rubrics as a part of Continuous assessment system. Rubrics is backbone of evaluation. Different strategies can be done. Without rubrics even a simple plan cannot be run. Every individual will get care. I think till grade, there should not be paper pencil test. Instead rubrics can help*

a lot to them. If we run systematically, every student will participate actively and we can complete the objective of curriculum on respective chapters.”

Knowing this from his experiences, He explained, *“We had made according to subject wise rubrics. The training was given for each subject and we had prepared it. As for example, I am Social studies teacher. Thus, if I give an assignment related to report writing from the field visit. Students will be explained at first the rubrics of report. He shared his practice and shared to me as below:*

Rubrics for Report writing in Social studies – Grade Nine (Full marks = nine)

Indicators	Week/ Poor- one mark (Level one)	Average- two marks (Level two)	Good – three marks (Level three)
Topic and Length of reports 500 words	Topic written and About 100 words only	Topic with About 250 words	Topic with 450 to 500 words
Relevancy/ Introduction/ Objectives/ Methodology	Less relevant and basic writing	At least two components included	All components included
Findings (Observation) and conclusion	A paragraph of observation written	Data’s, findings, written in details	All components included with data’s, interview, conclusion, and

			implications.
Total	Three	six	nine

On the ideas shared by Balen, I knew that there were a lot of advantages for using the rubrics as a CAS tool for evaluating students. If we see the above table, we can say that, students will be addressed at each level on what basis. This obviously helped student to achieve best marks and good grades in their examination.

Based on the explanation of the experiences and stories of my two participants, it is pretty clear that, applying rubrics was praise worthy. My third participant Renu explained about the advantage of rubrics. She started:

“The rubrics had been used personally in particular school recently. It should go to the policy level, education department of each Palikas (Municipalities)’. I was reading myself about the rubrics and I attempted little one in our school, we need more focused trainings for real application of it in our daily teaching and learning culture at school. I don't know what the schools of Humla, Jumla do? The government must see the application of these beautiful rubrics which is in our curriculum, these must be practiced by monitoring and follow up. As I have got experiences of rubrics for making authentic documents, which works for bringing fair assessment evaluation of students. It foster learners learning and motivate for being good learners.”

On the sharing of all my participants', I came in a sentence that each student must have rubrics before they read any lesson or chapters. This helped them for achieving better result. While preparing the rubrics, must be prepared using the objectives which must be fulfilled according to the curriculum development center (CDC). After its application, it would be easier for all levels i.e. students, parents, and teachers. Rubrics help for faster grading. It revised all the students if they are in below

the criteria and levels. Rubrics activities help to meet the objectives of the contents and syllabus. Every child gets feedback after its implementation. Finally, rubrics helped each student have good grades with remarks and teacher feedback which ultimately improves students' academics.

Chapter Summary

This chapter comprises how my three participants narrate present experiences and stories of using rubrics as an interactive CAS tool that have been shaped by their past experiences and stories and how they have been reminiscing a head in the future. The meaning-making helped me to shape my inferences about the real classroom practices of rubrics of my participants. I tried to reflect upon the stories of their struggle that compelled them to have difficult situations although having regular five-six periods a day. I generated different themes to support my research question. The teacher's perceptions before using rubrics and understanding assessment, teachers' perceptions during the use of rubrics as a CAS tool, and teachers' perceptions after using rubrics as a CAS tool are clearly explained in the above narratives including my insights and some literature review that support participant narratives. I have also explored sub-themes that support my research question. Despite, many ups and downs, and challenges while using rubrics, the teachers were successful to have the sweet flavor of using rubrics as an interactive CAS tool. However, what I am trying to explore here is the real classroom practices of using rubrics as a tool in CAS in the classroom. The real classroom practices of the application of rubrics along with the changes that were found during the application of rubrics were clearly explained.

CHAPTER V
KEY INSIGHTS, DISCUSSIONS, CONCLUSIONS, REFLECTION AND
IMPLICATIONS

This chapter brings my research journey to a conclusion. It contains insights into my research following the discussion. Then it concludes with the major insights, my reflection on the whole research journey and pedagogical implications.

Key Insights

I generated the insights by employing the principles of narrative inquiry to comprehend the accounts of my three participants (Clandinin & Huber, 2010). The insights were obtained when the data was coded, thematized, and assessed (Given, 2008). Although the conclusions are intriguing, they are not universal. I consider research to be a rigorous, scientific approach to learning the truth.

Additionally, it is a method of exposing reality based on the participants' sincere tales. Thus, based on my research questions and research analysis; I have discussed the major insights as (a) Rubrics found to have incorporated students expectations on learning, (b) Rubrics found to have maintain uniformity in students learning and timely feedback, (c) Rubrics to foster learning and support for self-assessment of students learning and (d) Rubrics to have maintain fair assessment and helps for grading consistency in learning (e) Rubrics have side effect or impact.

Does Rubrics Incorporate Students Expectations on Learning?

I got to the insights that rubrics, were found to have included students' learning objectives after examining and interpreting the data from three participants, Sunita, Balen, and Renu. This interpretation, which I came to from the data provided by my participants, is consistent with the primary findings of "Approach to Learning: What

Do Students Expect from Lecturers (2021)" who likewise set out to reduce students' expectations of learning through the use of rubrics.

A criteria for evaluation that may be used to determine the expected performance levels of the students is a rubric. Rubrics might be a fantastic conclusion to the conventional method of evaluating students (Waghmare, 2022). This demonstrates that students are familiar with the levels and criteria of the specific chapters or units when they get rubrics for their evaluation as part of a continuous assessment system. This interactive application aids students in meeting their teachers' expectations. The expectations of the students are recognized to both the teachers and the students, regardless of the criteria on which the teachers are basing their exams or assessments. In the end, this helps the students advance academically. Instead of going through the entirety of the chapters or lessons, the students can just be required to complete the expectations section of the rubrics. As a result of being restricted to the teacher's announcement of the requirements for the rubric, students may exhibit less originality.

Students are familiar with the levels and criteria of the specific chapters or units when they get rubrics for their evaluation. When teachers provide them with the rubrics of their expectations, students interact with their friends, collaborate with peers, and get knowledge and ideas from discussions. This shows that knowledge is co-constructed and each student learns from one another, which is the major theme of Vygotsky's social constructivist theory. According to Vygotsky's opinion, the learner must be engaged in the learning process, which is seen inside the classroom. The student focuses on the teacher's expectations, and they interact with each other to share ideas about the expectations that teachers have in their evaluation format. Thus, students work with their peers to share knowledge, and they can learn different

academic ideas from one another to meet the expectations issued by teachers. This rubric application aids students in meeting their teachers' expectations.

Does Rubrics Maintain Uniformity in Students Learning and Give Timely Feedback?

After analyzing and interpreting the information collected from three participants Sunita, Balen and Renu, I came to this point of understanding that rubrics found to have incorporated to have maintain uniformity in students learning and timely feedback. Each student collaborates with others and even they can get peer feedback. Students have access to a mechanism for peer review via rubrics. Instructors can use rubrics to provide students with informative feedback on their work by pointing out the merits and weaknesses of the students' work and identifying areas that need development (Waghmare, 2022). He further emphasizes on his findings that by breaking down the assignment into many dimensions and providing a quick assessment of their strengths and weaknesses in each area, it is possible to provide students thorough feedback on how well or poorly they have completed a work.

This interprets that when students participate actively and get feedback from the teachers, the students become a real learners. My research participant Balen shares in this context that there will be minimum biasness when immediate feedback is given to the students. In my view, I am also aligned with the statement of Balen that when students are checked details with their class participation and class assignments including home assignments and given clear feedback, students can improve their learning attitude. However, novice teachers may feel difficult to do these tasks. Thus, clear instructions may be useful for such teachers from the administration. This is so that as my first participant Sunita addressed that when there is a lack of rubrics training, the teachers may misunderstand the use of rubrics. Chowdhury (2018)

addressed that additionally, rubrics help give quick feedback: they can shorten the time it takes to grade assignments, which enables teachers to provide students timely feedback on their performance.

Students have access to a mechanism for peer review via rubrics. Teachers can use rubrics to provide students with informative feedback on their work by pointing out the merits and weaknesses of the students' work. According to Vygotsky's socio-constructivist theory, when students interact with one another, the more knowledgeable student will not only teach their colleagues, but also learn something, perhaps a deeper understanding of the content or a way to explain the concept that they had not thought of before. At the same time, teachers identify any weaknesses, which reduce students' academic weakness. This is what each student gets out of their learning. The teachers and elders, with more knowledge, give timely feedback to the students.

Does Rubrics Foster Learning and Support for Self-Assessment of Students Learning?

I arrived at this idea after evaluating and interpreting the data gathered from the three participants Sunita, Balen, and Renu. Rubrics were discovered to be an interactive tool that had been added to promote learning and support for students' self-assessment of their own learning. Rubrics act as a roadmap for both teachers and students. For students, for instance, it acts as a reference for evaluating their own performance as well as for knowing what they need to know and what to anticipate for how a teacher would evaluate. Additionally, it directs them in doing their homework. On the other hand, teachers can use it to evaluate students' work in a class or a student and ensure that their grading is fair. Students can more accurately evaluate their own performances when they have the assessment criteria in hand when

they finish a task (Hafner, 2004). This highlighted how constrained rubrics encourage student participation in learning performances. Because the rubrics serve for facilitating learning, students are encouraged to participate in educational activities. They are assisted in finishing their duties or assignments by the teachers' observations and oversight.

Rubrics may be used as an educational tool to support student learning in addition to being effective for grading and giving rapid feedback on student performance. Incorporating rubrics into a variety of classroom projects allows teachers to push students to become active learners and take more ownership of their education (Zaky, 2020). Rubrics can make learning expectations or assumptions about the tasks themselves more obvious, which is a sometimes underappreciated benefit (Andrade & Ying, 2005). Students participate in learning process because the instructor evaluated the students' performance using the rubrics given to them. According to Smit et al. (2017)'s quantitative longitudinal analyses, the rubric increases instructors' perceptions of their diagnostic abilities but very slightly affects how they use formative feedback. However, based on the students' perspectives, we found that the rubric directly impacted on formative feedback and student self-evaluation.

Rubrics were discovered to be valuable in CAS that had been added to promote learning and support for students' self-assessment of their own learning. Incorporating rubrics into a variety of classroom projects allows teachers to push students to take more ownership of their education. Vygotsky's Social Constructivist approach to learning states that when the groups discuss one another with a certain problem that would challenge them all and as a group they would have to solve the problem. The teachers then would set of the activity that it allows for everyone to

contribute some ideas as to how to solve the problem before any method is attempted. Here, when students contribute their ideas, it helps foster the learning. This ultimately helps them, to evaluate their own learning. Hence, the self-assessment is achieved through rubrics in CAS.

Does Rubrics maintain fair Assessment and Helps for Grading Consistency in Learning?

After analyzing and interpreting the information collected from three participants Sunita, Balen and Renu, I came to this point of understanding that rubrics found to have incorporated to found to have maintain fair assessment and helps for grading consistency in learning.

Rubrics improve the fairness and accuracy of the evaluation process. A rubric is a tool for grading that explicitly depicts the performance expectations for an assignment or piece of work, according to Brookhart and Nitko (2008). They discovered that a rubric separates the given work into parts and gives precise descriptions of the qualities of the work connected to each part, at various degrees of expertise. Grading becomes consistent as a result of the explicit explanation of levels and grades in the rubrics. This demonstrates that there won't be any bias when the students are checked and given comments. Krebs et al. (2022) discovered that the rubric group shown greater absolute accuracy and decreased bias in this aspect. Students who used rubrics to guide their work received higher grades and were impartial.

Teachers commonly worry that the grades could not be consistent when grading a lot of papers rapidly. An instructor's attitude or mental process may be affected by exhaustion, adjustments to earlier expectations, and interruptions from other activities (Zaky, 2020). His post emphasizes how difficult it might be to grade

consistently when a large number of papers need to be read. The rubrics are the most effective remedy for this. The use of rubrics as a uniform scoring instrument helps decrease grading differences. Additionally, grading might be completed more quickly by utilizing rubrics to assign grades rather than writing lengthy comments on each assignment (Collin & Thériault, 2020). Therefore, rubrics may be used to assess students' work more efficiently and transparently.

A rubric is a tool for grading that explicitly depicts the performance expectations for an assignment or piece of work. Students who used rubrics to guide their work received higher grades and were impartial. The use of rubrics as a uniform scoring instrument helps decrease grading differences. Vygotsky's social constructivist approach to learning states that when the groups discuss one another, healthy adolescent development is created. It is so because if students work in pairs, they are interacting with people and therefore can learn different academic ideas from one another. This theory shows that students learn from each other; they can assist one another and co-construct knowledge. With the assistance and guidance from the teachers, students get fair assessments without bias as the rubrics define the criteria and evaluation procedures. This ultimately helps with grading consistency. The grades obtained by the students will be consistent, which helps students, parents, and teachers with motivation and academics. Hence, in this way, social constructivist theory supports fair assessments and grading consistency for students by generating knowledge in the groups.

Does Rubrics have the side effect?

After examining and interpreting the data gathered from participants Sunita, Balen, and Renu, I came to the opinion that rubrics have limitations or side effects that need to be considered.

When only rubrics are used, the entire syllabus or content that satisfies the curriculum's aim may not be covered. The complete competencies of the course books may be impacted by this. Teachers might only be allowed to create straightforward or uncomplicated themes for the course books. According to Wolf and Stevens (2007), students who frequently utilize rubrics may start to believe that if something is not specified in the rubrics, it is not a significant component of the evaluation. Students may escape that part for the revisions and preparation during their test or examinations.

Every school has its own academic calendar; teachers may be working on a lot of records, portfolios, and paperwork while focusing on rubrics. Courses might not be finished, which could also have an impact on the school's academic calendar. Due to the teachers' increased workload in creating and utilizing rubrics for all of their lessons, preparation of the rubrics may even eat up some of their personal time. Sometimes, teachers who successfully use rubrics may be overly intelligent and cause discomfort for other teachers at the same school who are less knowledgeable about rubrics. In the end, this has an impact on the collaborative climate at school. This realization may therefore be yet another drawback of utilizing rubrics.

Turley and Gallagher (2008) claim that because rubrics can be ambiguous and confusing, various users may understand them differently. However, most educators today concur that using rubrics can help evaluate student work in ways that are more effective, consistent, objective, or in need of development.

Students are familiar with the levels and criteria of the specific chapters or units when they get rubrics for their evaluation. Students interact with their friends, collaborate with peers, and get knowledge and ideas from discussions. This shows that knowledge is co-constructed and each student learns from one another, which is

related to Vygotsky's social constructivist theory. Thus when student interact each other, they may be limited to proceeds further objectives of the lessons or units. They might be limited to those rubrics which are mentioned in the given rubrics. This may impact students to meet curriculum objectives. After identifying the tasks of rubrics, student may collaborate and solve the things before the instructions and be limited only with the assigned tasks, they may not go deeply for learning. This may reduce the creativity of students to go through details of the lessons. Hence, rubrics may be sometime limited to the learners.

Discussions

Since the study's goal is to investigate how tools like rubrics might be used to evaluate students' academic progress in continuous assessment systems. The primary five essential observations are shown above and highlight the participatory nature of rubrics in CAS. The participant's experiences are described, and the study is coordinated to answer the question, "How do teachers' narrate their experiences of utilizing rubrics in a continuous assessment system?"

The stories of my research participants exposed what they encountered using rubrics in CAS for the evaluation of learning. Although each of the three participants profiled in this study came from a different family and had a different socio-economic background, attended a different school, and had a variety of experiences, there were some commonalities that emerged that convey the essence of their narrative of using rubrics in CAS. By the time they entered their teaching careers, they realized how important using rubrics in teaching for the support of CAS was to their lives. The stories they shared with me have provided a treasure of information. Therefore, the following discussions are made to understand more of the key insights.

Rubrics: Notifies Students' Expectations

Students' expectations for learning were discovered to have been incorporated into rubrics as a tool. I got to the notion that rubrics as a tool were found to have taken into account students' expectations after examining and interpreting the data gathered from three participants. The rubrics give information to the students about their expectations from certain units or chapters. This notifies students' expectations. My interpretation of the participant's information is consistent with the findings stated by Koos (2022), who claims that the rubric was effectively applied to several current experiential learning projects and a new project. The authors concluded that it offered a practical framework for evaluating these experiences' assessed worth and accessibility. The criteria appears to be a helpful place to start when evaluating experiential learning, the author concluded. To be sure that it is measuring the domains that it is designed to assess, additional study is necessary. I've deduced from this that the fixed dimensions are only constrained when students recognize the expectations. They rely on a relatively small amount of their course book as a whole. In addition, the author pointed out that future research should evaluate the rubric's accuracy as this study simply examined if it could be employed. For curriculum development and evaluation, accreditation, tenure and promotion, and teacher self-evaluation, the rubric may be helpful.

Furthermore, educators can use rubrics to show the different levels of expectations they have by providing particular assessment criteria for finished work. The assessment criteria will be considered by teachers when determining the quality of a work that students have completed (Chowdhury 2018). Since each component of the assessment criteria is further explained in detail, students may easily understand the precise skills, knowledge, and tactics necessary to obtain a certain score or grade.

Along the same line, the paper ‘The Use of Rubrics in Benchmarking and Assessing Employability Skills’ also embarked the same line of student expectations (Riebe & Jackson, 2014). They find that students will better understand the targeted skills and expected accomplishments, and industry will have a clearer sense of what can be realistically accomplished during the university years. Additionally, using rubrics can help academics and companies have continuing discussions about required skill levels and how they can work together to improve students' learning.

I also found Vygotsky’s Social Constructivist relatable to above theme of student’s expectations of learning thorough rubrics. While discussing inside classroom, students engage in active participation, conversation, and engagement. This is where Vygotsky's Social Constructivist Theory (1978) comes into play. According to Vygotsky, a child is completely reliant on other people when they are young. These individuals, in particular, might be the child's parents who guide the child's action by instructing them on what to do, how to do it, as well as what not to do. Teachers largely use language to put these directives into practice. Vygotsky’s theory assumes that learning arises when children interact. At first, a child completes a new task with the assistance of someone senior to him/her. Then, the child internalizes that he/she can accomplish it independently. In this way, social interaction is advocated to notify student’s expectations from the applying rubrics.

Rubrics: For Uniformity and Timely Feedback

Rubrics were found to have incorporated students’ expectations on learning. After analyzing and interpreting the information collected from three participants, I came to this point of understanding that rubrics as a tool were found to have for uniformity and timely feedback.

When students get rubrics, they got uniformity in checking by the teachers. Even when students act as mentors for checking the friends' answer sheets by using rubrics, the uniformity scores were achieved. My participant Sunita is aligned here with her classroom experiences. Furthermore, it takes a long time and had workload. However, it is time-consuming and extra work for the teachers according to my first participant Sunita. If there are more classes then uniformity cannot be obtained according to Balen my second participant. With him, even Renu claimed a similar idea. My experiences also match with them, for uniformity and timely feedback from the students, the less number of periods could be better. This ultimately focuses teachers on making uniformity in checking and evaluating and giving students more time.

According to Suskie (2009), which Northern Virginia Community College quoted, grading rubrics have the following benefits: Rubrics aid students by measuring higher-order skills, evaluating difficult parts, defining hazy, unclear goals, and learning what is expected of you by the teacher or from the whoever are administering the test should encourage kids to grow and should be able to encourage improved student performance, enhance student feedback, and create easier and quicker scoring, impartiality, and consistency, decrease resolving disputes with kids and giving better feedback to teachers and staff trends in student performance or failure, and by offering diagnostic information on the abilities and limitations of the students.

According to Maxwell and Sherridan (2010)'s findings, instructors considered rubrics effective for both communicating assessment requirements to students and for marking exams in a consistent and timely manner. A trainee researcher in the community of practice program conducted the study, which was financed as part of

NCVER's (National Centre for Vocational Education Research) drive to build investigator capacity.

In this line Socio constructivist theory supports that students get collaborative support from the teachers and senior mentors by creation of knowledge. In time they get feedbacks by the teachers. The social cultural theory aligns here as the supports for checking is from the elders i.e teachers. A student first uses rubrics to finish a new work while being assisted by a classmate who is a senior to him or her. The teacher eventually internalizes the idea that they can do it on their own. Social engagement is encouraged in this way to let students know what is expected of them when rubrics are applied.

Rubrics: Foster Learning and Self-assessment

Rubrics were found to have incorporated students' expectations on learning. After analyzing and interpreting the information collected from three participants, I came to this point of understanding that rubrics as a tool were found to Foster learning and self-assessment.

Teachers might provide rubrics with the assignments so that students can conceive their learning goals and track their development (Chowdhury, 2018). Students can use rubrics to understand the criteria they must uphold in order to receive a particular grade or score because rubrics are widely used to evaluate students' performance in these practical tasks, Jonsson and Svingby (2007) underline that "effective design, comprehension and competent use of rubrics is crucial, whether they are used for high-stakes or classroom evaluations" (p.131). This focused on students day to day activities when students' performances in their day-to-day activities, various records are evaluated by the teachers. The classroom assessments get evaluated which are students' real activities. Andrade et al. (2008) concluded that

in their quantitative paper of 116 participants of grades three and four on the task of essay writing and story writing, according to the findings, students in primary school may write more effectively by utilizing a model to create assignment criteria and a rubric for self-evaluation. There are several advantages to using rubrics, including how they may boost assessments, assist instruction, and increase student learning. Our main insights are that the rubric group showed greater absolute accuracy and decreased bias. The mental load of self-evaluation was also alleviated by the rubric. These insights support the notion that one way rubrics demonstrate their effectiveness is by increasing judgment accuracy (Krebs et al., 2022).

According to studies on how instructors' grasp of rubrics affected students' performance in biology and algebra, students scored better on tests when teachers specifically indicated the intended attainment levels in their instruction (Silviya, 2014). In her quantitative analysis paper, she continued by saying that the results of the data analysis demonstrated that the group that received rubrics along with explanations of what each criterion meant and how the grading was done performed noticeably better than the group that received the rubric without any explanation. This led me to believe that student performance is higher when each level, criterion, and dimension of the rubrics are properly explained to the students. Andrade (2005), explain "rubrics are not self-explanatory. Students require assistance in comprehending how to use rubrics." This opinion is supported by the study's insights that were done by my participant Balen in his experience while applying rubrics the evaluation done for the unit test of Social studies in his class. The study shows that for rubrics to be effective in teaching, learning, and assessment, careful rubric design, thorough explanation, regular scaffolding, and help offered to rubric users are necessary.

Rubrics: Helps for Grading Consistency and fair Assessment

Rubrics were found to have incorporated students' expectations on learning. After analyzing and interpreting the information collected from three participants, I came to this point of understanding that rubrics as a tool were found for grading consistency and fair assessment.

Additionally, rubrics can assist professors in properly explaining to other parties-such as parents or university authorities-why a particular student obtained a certain score or grade on a given work. Panadero and Jonsson (2013) state that rubrics mediate improved performance for instance by increasing transparency. The evaluation is crystal clear and students are satisfied due to transparent grades. This reflects that there is no quarreling or confusion among students as the rubrics had yielded the result of their grades according to the format mentioned in the rubrics. Jaidev (2011) emphasizes the use of rubrics in helping students improve their capacity to articulate their ideas clearly, particularly in writing, and claims that "knowing about writing rubrics also helps students become more accountable for their own work and it allows them to achieve a stronger feeling of ownership of what they have written" (p.1).

Likewise, using rubrics to provide grades rather than having to make extensive remarks on each project might speed up the grading process. As a result, using rubrics to evaluate students' work can be more effective and transparent. Further, rubrics can assist teachers in properly explaining to other parties-such as parents or university authorities-why a particular student obtained a certain score or grade on a given work. As there were different parts of the description for learner support service by Brookhart & Anthony (2008) in their paper like a term paper, open book examinations, projects, and open badges, I had selected only the types of rubrics.

They emphasized on advantages and disadvantages of types of rubrics. All criteria (dimensions, traits) are evaluated simultaneously in holistic rubrics whereas all criteria are evaluated separately in the analytic rubric. A holistic rubric has the drawback of providing a single total score without any suggestions on how to raise it. It is not a useful tool for formative evaluation. Scoring analytical rubrics takes longer than scoring holistic rubrics. Additionally, compared to holistic rubrics, it takes longer to attain inter-rater reliability using an analytical rubric. Balen agrees with him in this regard about the notion that students were only allowed to learn particular subjects. Balen contributed the students' ingenuity to other assignments as well, although the rubrics hadn't been seen or graded yet.

Here, as Balen addressed that the creativity of the students was missed due to limited rubrics on particular tasks, I analyzed that, it's a challenge that the teacher had to think about the preparation of authentic rubrics that covers the whole part of the units or the tasks. What were the missing parts during the evaluation of assigned tasks through rubrics that had to be interpreted by the teachers?

I also found Vygotsky's Social Constructivist relatable to above theme of consistency and fair feedbacks thorough rubrics. While discussing inside classroom, students engage in active participation, conversation, and engagement and gets feedbacks from the teachers. This is where Vygotsky's Social Constructivist Theory (1978) comes into play. According to Vygotsky, a child is completely reliant on other people when they are young. These individuals, in particular, might be the student's parents who guide the student's action by instructing them on what to do, how to do it, as well as what not to do. Teachers largely use language to put these directives into practice. Vygotsky's theory assumes that learning arises when children interact. In

this way, social interaction is advocated to notify consistency and self-assessment in application of rubrics.

On the study done by Kola (2022), he discovers more about how teachers view the use of analytical rubrics and examine their efficacy in evaluating students. It is a qualitative study approach. To determine the participants, a case study is chosen, and information is gathered through semi-structured, in-person interviews along with document analysis. According to the report, teachers still fail to explain to students the main ideas and terms used in a rubric. Future studies should concentrate on assisting technology teachers in creating their own analytical rubrics so that students may become familiar with the vocabulary employed there and consequently have a feeling of academic direction.

Additionally, they see the necessity of having more knowledge and expertise in using rubric and different models for effective CAS to help students participate in various activities that will enhance their expressive abilities. Because teachers grade students using terminal exams, only. The teachers appear to be rather unpractical when it comes to gathering data on each individual student and using that data to either make changes or use it for the students' further progress. In order to use the CAS tools, teachers must be trained with certain competencies, according to the CDC's. However, the majority of teachers are not familiar with some tools. They use a limited number of tools, which demonstrates both their lack of familiarity with the various tools and their resistance to go outside of their comfort zone.

Despite the fact that they are aware of its importance for bringing about the change, the teachers are not found to be adequately taught or prepared effectively implement rubrics in CAS. However, they also mention the necessity for qualified instructors who can work with them to implement the training plans. Additionally,

there is a dearth of generous assistance, ongoing supervision, and timely monitoring from resource people and school administrators.

The results also imply that socio-cultural theory is not seen to be manifested in these classrooms because the majority of the teacher's lecture in front of the class, play the role of an autocratic teacher, provide input the majority of the time, and dominate participation in their classes. CAS is only used as a liberal promotion and not for corrective purposes.

Conclusions

This research aims to explore teachers' narratives of their experiences with using rubrics in continuous assessment and how these experiences have shaped their perception towards education. Two teachers from private schools in Kathmandu and one teacher from public school participated in the process of this research. The participants' personal narrations of their experiences those are included as key information in this research which can be correlated to the similar experiences of many other teachers. This research can set a milestone in shaping future education programs specially to ensure activities in the best interest of the learners using rubrics on every aspect of teaching and learning. Not only that, rubrics can be prepared even for all the purposes like sports, event managements, other educational activities.

The purpose of continuous evaluation is first clearly recognized by the teachers. They are aware of the concept of continuous assessment, which employs a variety of assessment tools to track students' progress throughout the teaching and learning process. When teachers (my participants) started to use rubrics as a continuous assessment system for the evaluation of students, at the beginning journey, it was tough, time-consuming, and extra workloads. But after the use of and more practice of rubrics preparation even in each chapter or the lessons, units, teachers felt

comfortable. Some of the participants also shares that, if the school had made a rule to use rubrics means, we must use them. After all, using rubrics had made students improve their academics and teachers are also happy for their student's improvements in learning.

The study attempted to explore teachers' stories of their experiences of using rubrics in CAS in teaching and learning. Qualitative research employs the narrative inquiry method collecting participants' information through narrative guidelines. The insights obtained of this research exposes teachers' experiences that rubrics plays a role in being interactive tools in the evaluation process, rubrics are being used as authentic documents, rubrics bring uniformity and give timely feedback, and rubrics notifies students for their expectations on learning in their day to day activities, rubrics foster learning and help in self-assessment finally helps in consistency and act as tools for systematics rule with minimum biasness in evaluation. Teachers' having less training in preparation of rubrics has challenged the teachers for effective using of the rubrics tools. It's time consuming and having more number of classes or periods affect the real application of rubrics. When the number of periods and time is enough, the rubrics are the best tools for individual students profile and reports. Individual feedback and suggestions ultimately helped student achieve better results and excellent academics.

Reflections

It was my vision to hunt a Master of Philosophy (M.Phil.) at Kathmandu University (KU). It came to be true in February 2018 when I joined this university after the gap of four years of my Master's Degree in Science (M.Sc.) in the stream of Physics. A wonderful academic journey at the university has been very rewarding for me. Sometimes, I was distressed by the number of assignments and deadlines set for

their submission. The six days of class in the first semester, five days in the second semester, and four days in the third semester are still in my mind. The classes were in the evening time from 5:30 pm to 8:30 pm. I used to come KU after the end of my school and college classes at 4:30 pm for the regular classes of M.Phil. Journey.

The classes at the university were collaborative. Importantly, the facilitators opened up our view of understanding. I realized the real sense of learner in our M.Phil. Classes. We had to work in groups and prepare for the presentations. The academic and professional writing classes and theory were new to me. As my background was pure Physics (Science), it was difficult initially. I still had recalled the assignments submitted in the module. And the feedback from peer-peer, course volunteer senior bothers, and finally my facilitators with depth interactions had recalled me to still be with the same classes. We were assigned a checklist. Whenever we submit the assignments, their records were kept by our facilitators. They used to give feedback several times to needy students. The teacher's rubrics evaluated us. The presentations, peer work, group presentations, and articles published in newspapers were the measuring tools of rubrics for the first, and second semesters of M.Phil. and finally the dissertations in the third semester. These were all the parts of my journey towards research on an issue.

The final journey of any course at Kathmandu University School of Education was thesis writing. Whenever I used to meet my seniors and talked to them, they used to share with me that writing a thesis at KU is tough and challenging. They used to refer to some names who had completed all their semesters with good overall GPA but had been lingering due to the thesis. No matter what, I decided to choose to do a thesis just because I was required to learn.

During the research classes, various issues were discussed. These issues were for the development of the thesis. I had always had an issue that many students used to fail to SEE examinations. Especially Mathematics, which was just evaluated by three hours paper pen test. This year after the publication of SEE result in 2022, around 1, 71,100 students got E grade and Non Grade (Khabar, 2022). Neither any student's whole-year journey to the final exam was evaluated, nor were their day-to-day activities useful for the final SEE result. My questions were, what about the day-to-day activities of students in teaching and learning? What about their classwork, and homework? What about the formative assessment that teachers had done during their school time? These queries let me explore the practices of different schools using various perspectives of rubrics in continuous assessment. Finally, the encouraging environment at the university and stimulating supervisor inspired me to explore the issues of using rubrics in the continuous assessment system.

After the approval of the proposal defense on my issue of using rubrics in the continuous assessment system, from my department of Educational Leadership and research committee, I started the journey of data collection. I used narrative inquiry to explore how my participants interpret their world. I took the support of my participating three teachers on the bases of their narratives in my research. I had prolonged engagement with my participants regarding their experiences, perceptions, and practices on understanding and using rubrics in Continuous assessment.

I had a gap of two years from 2019 to 2021. As there were no physical classes at university, I become passive and give more time to develop school and college where I have invested. At the same year, COVID-19 came. The country get locked down in 2020 due to COVID-19. Again being a leader of my school/college, I was worried about safe of the school. I had started searching for the necessary checklist

for conducting online classes for continuing school/ college classes. As more than seventy teachers and twenty non-teaching staffs were under the school/college salary, it was my first duty to save them and give them at least 50% salary by running a school through online mode. As our administrative team had decided to take three periods of a teacher in a day and 50% salary, we did accordingly and sustain the school/college by having regular online classes. Parent meetings, student meetings, and calling twenty-five parents a day during the pandemic caused by COVID-19 made us survive during the pandemic.

Till November 2021, the online classes were continued then after some weeks of November, 2021, we had physical classes at school/colleges. The situation slowly gets improved, Students, teachers, parents everyone started to come into normal life. I was planning to complete my thesis, but the situation had made me trapped, and first making a safe landing at school/college, I talked to my group members and communication about having leave for weeks. Suddenly, from the university, a correspondence came. The batch of 2018 must complete the thesis by October 2022. My supervisor and department head used to call me and asked me about the reports and updates that I did. I used to say and narrated the reality of work and duties.

I had reported to them about the journey I was with. I had explained to them that during the pandemic I had done certain works. During the pandemic situation, I took support from different online sources and forwarded the edit of chapters one, two, and three. I was also able to take interviews with my participants online which was supporting me for my previous physical meeting with my research participants before the pandemic situation. I narrated this thing to my department and supervisor. Finally taking three weeks leave from school/college by managing my duties and

responsibility to coordinator and block in charge, I came to the university library daily from September 5, 2022.

I had to study a lot. I had to find research papers over the internet and books in the library to support each idea or topic that emerged. I spent most of my time reading and writing followed by typing on the laptop. I also spent time re-reading, re-writing them over and over again. It was just chapters four and five for me to work more sincerely at the library as I was rich with enough narratives of my participants. Their transcriptions and stories were narrated during the locked-down time. Whatever I did, I consulted with my supervisor and get positive feedback for improving my writing. Chapter-wise, my daily tasks were observed by my supervisor and his motivations finally let me have the defense of M. Phil in October 2022. Several drafts were written and printed for revision and feedback. Doing all those things, I did not come to realize that I have come to the end of this research writing. I am very delighted to write my reflection as the last topic of my dissertation.

Through this research, I was able to sharpen and develop my interpersonal, communicative, and emotional skills. The way of presentations, collaboration skills, group, work, and happy-supporting environment all my time at university were praiseworthy. Not only that, I had understood what research is as a student of M.Phil. I truly got the way for doing research and it inspired me to have further work in various article publications in a national and international forum. I was also able to think of and accept various perspectives, be flexible in my work, work ethically, and accept differences while doing this research. Writing a dissertation has created a different real world where I got a place for learning and relating my theoretical understanding as well as strengthening my professional career and educational life.

Last but not least, I want to address that my thrust for learning and education started the day I was born and will be continued.

Implications

I can say that, even though I cannot claim to have been the first to work on using rubrics as a CAS tool, this topic has gotten the least amount of research after carefully evaluating the pertinent literature. Rarely did I come across research on this important topic in respect to Nepal. Although there is a ton of literature on my topic, it is difficult to locate participant accounts of their actual educational experiences incorporating CAS rubric use. In light of the discussions and conclusions, I'd like to emphasize some consequences of this journey. The conversations and interpretations of this journey may be related to various researchers and stakeholders in the following fields, for example:

Implications for the Students

The discussion and interpretation of the aforementioned result center on the proposition that students will better understand their level if teachers use rubrics in the classroom in an acceptable manner. They will have the chance to advance while receiving the right teaching from the teachers on crucial subjects at the right time. Both students and teachers are encouraged to have a mutual understanding by the positive relationship between them. In the end, this benefits students' academic growth. The use of rubrics in CAS can be quite important, and everyone will be able to clearly see how the students are being evaluated. Students receive timely feedback from teachers, who inform them of the learning goals by employing rubrics, and self-evaluation has the potential to greatly increase student motivation.

Using different rubrics for various courses, teachers must frequently actively monitor student behavior to identify any issues and provide remedial instruction. A

variety of techniques and tactics can be employed to meet the needs of different students. It is commonly known that using rubrics for CAS in the classroom requires organization and efficiency in order to foster the development of the students' desired knowledge and skills. For this, it is essential that teaching and learning are relevant, with qualified teachers coming up with various methods of assessment and assistance for the students.

For the efficient implementation of CAS, preparation and planning, discussion or meetings regarding the use of textbooks, the curriculum's goal, and usage of various tactics, resources, and necessary materials are essential. Any negligence or lack of planning about the use of rubrics in CAS can be detrimental to the future of the potential students, thus the stakeholders must ensure that the assessment and grading of the students should be in compliance with the policy document. Therefore, the school policy addressing effective rubrics as a CAS must be updated, and if necessary, alternatives must be pushed for the benefit of the students.

Implications for the Teachers

The aforementioned conversations and interpretations will properly assist all school instructors in determining the students' grade levels. What plans do students have to enhance their level one (basic level of knowledge) grade? What are the students' most notable academic successes? What issues should be handled specifically for these students? These all will be possible for the teachers when the teachers are using effective use of rubrics tools for the evaluation of each student. Any time any teachers can use the records of rubrics to deal with parents or the concerned authority easily. There will be regular meetings and discussions about the student about the progress achieved by the students. For needy cases, teachers can develop remedial packages or give extra time to a particular student whose level is always one or below the competencies issued by the curriculum development center

for the particular classes. This ultimately helps the teacher to develop a good friendly relationship with students. In doing so, even the school management will be happy. As this is a new concept for all Nepalese teachers, various pieces of training related to the preparation of rubrics guide, the format could be carried out. A proactive approach to teachers' professional development and the demand-related rubrics training by the expert trainers need to go persistently to meet the objectives in the application of rubrics.

Teachers need ongoing supervision, monitoring, and support from internal and external resources, including resource person, Ministry of Education (MOE) supervisors, as well as the head teachers, in-charges, school managers. Teachers are the primary employer of applying rubrics as a CAS tool. The MOE supervisors and the school administration must make sure that the effective implementation of rubrics as CAS policy and plan is appropriately implemented. The instructors' rubrics format must be closely overseen, followed, and evaluated. Policies for the teachers' professional development must also be developed. Along with this, the school managers' ongoing support of the teachers is important to prevent them from feeling abandoned by the flurry of activity. In addition, only with regular help and supervision, the teachers can succeed.

Implications for the School Management

The above discussions and interpretations will duly serve the members of the school management committee to decide what kinds of tools are being used by the teachers for the evaluation of each student. Any time any members can use the records of rubrics to deal with parents or the concerned authority easily. The school management committee can even use rubrics for the authentic document. The use of rubrics can make crystal clear judgments for the evaluation of students for

understanding of students' level, description, and criteria of different subjects. Besides these, they also can contribute to manage the needy profiles of students with guidance through the observation of rubrics records. Ultimately school can evaluate their overall performance of students, give necessary feedback, and identify the real works of their students and teachers. The academic development of the school will be achieved.

Future Direction

This study will be beneficial to stakeholders in promoting checklist-based rubrics as a tool for event management in sports, education, and other fields. I will impart to my colleagues and study participants my newly acquired knowledge and competence in CAS rubrics after completing my M.Phil. Dissertation. The knowledge I have gained from performing this study will undoubtedly expand my understanding of why using rubrics is crucial for student self-evaluation, fairness, and uniformity.

Even my fellow teachers (colleagues) had begun undertaking rubric preparation in their classes before I did. Even after I complete the degree, the wealth of information from the literature review will assist me with various rubrics training in other parts of the country. I will hold discussions and meetings with the relevant stakeholders, empowered with this fresh information. This project will eventually reach new heights and solidify my position as the nation's leading literacy activist. Additionally, this study may open up new avenues for further investigation into the problems associated with employing rubrics in CAS. My research investigation will undoubtedly benefit academic scholars. Additional research could delve deeper into various aspects of CAS criteria application.

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APPENDICES

Appendix A: Research Interview Consent Form**Purpose of Interview**

This interview is a part of research for the award of an MPhil Degree at Kathmandu University.

Documentation of Consent

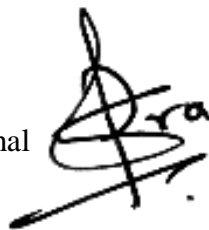
I have been asked to give my permission to take part in this research study, which will need me to complete one to several interviews. I have been told that there are no risks to taking part, and the research committee for the M. Phil. will only have access to the participants' identities under strict confidentiality.

I am aware that the interviews could be utilized in the dissertation, essay, or book, but only in conjunction with the use of the study participants' aliases. All of the aforementioned research ethics will be upheld by the researcher.

Please sign this form to show that we have agreed its content.

Participant with name:

Researcher: Sagar Dahal

A handwritten signature in black ink, appearing to read 'Sagar Dahal', written over a horizontal line.

Appendix B: Interview Guideline for Teachers

Title of M.Phil. Research: Use of Rubrics in Continuous Assessment System: A
Narrative Inquiry.

By: M.Phil Scholar (Sagar Dahal- 9851006686)

Kathmandu University School of Education

Part 1 Background Details

- Family background
- School (When it was established? How many students, teachers
- Years in teaching (your involvement)
- Special education and teaching career

(यहाँ आबद्ध विद्यालय कहिले खुलेको ? कति विद्यार्थी ? कुन ठाउँ? कति कक्षा सम्म पढाइ हुन्छ ? कति शिक्षकहरू छन् ? कति विद्यार्थीहरू छन् ? शिक्षण पेसामा आबद्ध हुँदा केही प्रशिक्षण कार्यक्रमहरू गर्नुभएको छ ?)

Part 2: Assessment

- How you were evaluated during your time?
- How are your students evaluated nowadays?
- What do you mean by an assessment system?
- How have you been applying to your school?
- What are government's rules regarding assessment strategies?

(यहाँलाई मूल्याङ्कन सम्बन्धी के- कस्तो जानकारी छ ? यहाँले आफ्नो विद्यालयमा मूल्याङ्कन विद्यार्थीहरूको कसरी गर्नु भएको छ ? के यहाँलाई थाहा छ नेपाल सरकारले यस सम्बन्धी (मूल्याङ्कन सम्बन्धी) कार्य कसरी गरेको छ ?)

Part 3 Classroom Practices- Challenging - use of rubrics as a continuous assessment tool

- Perception about rubrics (any project work, presentations) Please share any specific events
- Was that the plied for the continuous assessment? Please share any specific events
- What Methods/procedures/do tools you use for it?
- Was there any problem during its application? How was the perception of teachers on it? Is there any story behind the application of rubrics at your school?
- What Benefits/ challenges have you experienced?
- Purpose/uses

Part 4 Practice of rubrics as a continuous assessment tool at school

- How have you implemented assessment items if any?
- Would you mind sharing the Scheme of work/ lesson plan/ teaching methodology?
- How have you planned the Time table/ number of subjects for teachers? Will they fill rubrics record daily? Have you 1 moisten any difficult stories on filling the records from teachers?
- Class size/ work load/ records
- How have you Support from other personnel/resources/needs for teachers?
- Have you used TG, Curriculum of Nepal? Are the materials of CDC same in implementation or different than your organization one?

Part 5 Impact of rubrics as continuous assessment

- Motivation of students in learning
- Learning/performance
- Attendance
- Suggestions

Appendix C: Interview Transcription

This is the model of the interview that I had taken with one of the participants from the private school located in Kathmandu Valley. This is just the communication that we did, which I had transcribed as below in the original version.

Me: Sagar Dahal (Interviewer)

Participant 1: Sunita (Name changed)

Interview setting: This interview was conducted in online mode during the locked down time. The interview was conducted dated on 10th November, 2021 at 1:00 pm during day time from google meet. Before the meeting, I had telephone communication with her for her comfortable time for the interview. The online meeting (interview) was in the following sequence.

Me: Welcome to you mam for the interview.

Participant: Thank you, sir.

Me: Would you mind sharing about your childhood, birthplace, and education mam?

Participant: I was born in North East India, Manipur. My early childhood, I spent in India, I had entered Nepal in 2002. I had completed my 3 years Degree of Master from the Philippines, International Graduate of Leadership along with my husband in the Philippines then in 2011, we had returned back to Nepal.

Me: When did you start teaching? How did you enter into the teaching career?

Participant: I started when I was in teenager after SLC. Poor family. To support my family, I taught to schools. I continue my study too. After marriage, 2 daughters were born. I need to admit good school for study. Near schools were search by me. In 2016,

GRS School (name changed) was there for admission of my daughter. I was not interested to teach but how the Nepal schools teachers, I was eager to know it. I was in search for good school. How the school runs, I was eager to know. Thus, I went to GRS School which was very near to our house and had a communication with the Principal there. Principal was motivated, he used to support the teachers for different trainings. After a year in 2017AD, I started teaching in the same school where my daughters were admitted. I was happy there. Open minded principal, teachers updated with trainings.

Me: How was the evaluation techniques for students? How was the evaluation in your time? Had you found any different? In recent school, how you are doing? 3hrs examination system.

Participant: In our time, it was 'Chalk and Talk'. Blackboard and books were only there. Recent, lectures doesn't work, assessment had come, Students had learned or not? They had applied in their life or not? Thus assessment was used and I think it is necessary. Writing and copy checking was only there previously. Whatever teachers have taught, have student learn it? Grab it? Applied in their life? As assessment is important. GRS has applied this assessment system in school before 4 years.

Me: Mam in your time, was there assessment system in your school time?

Participant: Assessment was only summative. Mid Term then Final term was there. There was no continuous assessment system for evaluation.

Me: That's awesome Mam. Will you share something in GRS, how was your friend's support? Teachers support for preparation of CAS records?

Participant: At the beginning it was not there. After 2 years, we got training, initially it was difficult.

Me: Have you got any training on rubrics?

Participant: We got from government CAS training. We had a week training from government and through this we have applied in our school as GRS CAS. Before COVID, daily we used to do, now in online we evaluate from homework, class participation. We see class participation, There are less criteria now in online.

Me: Rubrics is like this, you will get marks on this things. Have you explained this to your students?

Participant: Yes, we did and clarify as students must be clear about their evaluation. Like if vocabulary, grammar, your English marks will be evaluated by various criteria. How you will get marks is under the basis of following tools. We had explained this.

Me: Have you found any students, not doing the task or assignments for fulfilling the rubrics?

Participant: There are some student. One or two there will be. Extra support for them. At that time we council to the student and follow up, communicate with parents and taken support from home during locked down. Extra time from teacher has helped,

Me: Is any teacher felt difficult of recordings all the profile of Rubrics? Do you remember some incident any story from colleagues?

Participant: Yes at the beginning, it was really difficult for making file, Project work, unit test files, etc. How to do? What to do we used to communicate with friends. At the first in the beginning, really it was difficult. But after doing, it was easy and we did by collaboration.

Me: How was the support from school and administration? File / Portfolio records any?

Participant: They have given best and they had supported. From their side, they had given best. Teachers will have load of files and documentation. As teachers, we need to do by hook or crook, teachers used to manage the time and do the task.

Me: While using this records and application of rubrics, in 45 minutes time what was the narratives of teachers? What are their experiences? Could you share some mam?

Participant: What to do? Teaching? Activities doing or? Making ready for events? What to do? But being a teacher, how do we manage is everything. Being teacher we have to manage the time for solving all the challenges.

Me: Do the teachers fill CAS file and use of rubrics just to submit administration?

Participant: I don't want to share the intension of other teachers. I don't want to judge them. Some may be driven with money only. What I say is teaching is my passion. I have so many responsibilities in my shoulder. Some might had work just for money only. In my view, if we see the monetary field, it may be less for working that much hard for all the records and documentation. But, we are working for children. Thus, in my view we have to transform students. Work is for the children, it will benefit my students. We need to work in this feelings in my view.

Me: As rubrics is the part of Continuous assessment system. What was the happy moments using rubrics? During your mood or moments.

Participant: Rubrics is assessment tool. Different strategies can be done. I had done by games in online. These materials had helped the teachers. Quiz and gamification makes student happy. Student feel more joyful while playing games for learning. As I remember, during game and google quiz, students were very happy to learn. Students had actively participated, gamification was very happy moment of students. When students were happy, I was obviously the part of it.

Me: Was there any specific models subject wise for rubrics by administration?

Participant: We had made according to subject wise. No clear format from administration but we had made according to curriculum and lesson. This will be check by department head, coordinators, in charges. Lesson wise and subject wise they are different.

Me: What was the feedbacks of in charges/ coordinators on your file works? Do they stamp and give or give feedbacks?

Participant: We will get feedback from in charges. We will email lesson plan and they give feedback, comments and suggestions. We will follow accordingly and go ahead.

Me: What do you feel? Will rubrics help in academic development and upliftment ?

Participant: Everyone is benefited as teacher will have all records to talk with the parents. As the records are there, obviously it will be useful for all subjects. Each parent meeting can be dealt by looking all the files or documentation. Students and parent get advantage due to this. Records speak a lot according to date. Teachers will have solid tool for various sentences while dealing with parents.

Me: Is there any file submission to the parents during result?

Participant: Term wise we show to parents and sent them. Daily wise whatever we have done we will not sent to the parents. We show assessment form to the parent's term wise. Middle events whatever is necessary we show to parents otherwise not.

Me: What impact does rubrics can do for students?

Participant: Students are well known on various topics, Students will be aware about the tools for evaluation. Teacher's objectives were unknown to students previously when there was just 3 hours evaluation system. Most of the things depends upon the mood of the teachers. When rubrics is used, students will identify the tools for evaluation. There is transparency between parents, students and teacher. On what

basis, students are evaluated will be clearly known by each student by rubrics. On which topic what was the score will be defined by rubrics. What are the objectives of the teacher on particular lesson? These are well known by students. If there were such models, students would not have suicide during 2064.

Me: At what time you come school and be back to home?

Participant: Morning 8:20 am and evening assembly at 3:30 pm. Sometime workshop. Normal time is 3:20 pm. This is in physical classes. Now in online class we are managing just 3 periods in a day and prepare for the lesson.

Me: How many periods do you teach in a day?

Participant: 3 to 4 periods physically.

Me: How do you utilize remaining time after or before 3/4 classes?

Participant: Extra teacher will support. As two teachers are there in primary classes. One teacher will give classwork, another teacher will support there. Collaboration of the teachers. Assist by next teacher. Completing classwork by next teacher. Rubrics filling by teachers, documentation work, log book writing are done in the gaps. Hardworking teachers, copy checking will be done.

Me: Have you got any supporting documents from school like TG, Curriculum?

Participant: Teachers guide, curriculum we used from CDC. Text books are our own. We will meet the curriculum. Science and English are used from Cambridge Publication but we see parallel objectives of CDC.

Me: Are students interested by rubrics?

Participant: Students are actively participant. Student even do self-assessment. They collaborate with other colleagues and discuss. Most of them do. Few students do not do, but we motivate them. They shared themselves that rubrics had given them the direction for the task oriented work. No partiality and students get timely feedbacks.

Lesson plan and objectives of lesson are well identified or not by students will be measured by us. If needed we can change the plan.

Me: How have you manage the lesson plan?

Participant: Daily is hectic so, unit wise we do to manage the time of teachers.

Me: CAS was fail till class 7 as it was implemented till class 7. How do you think it can be utilize?

Participant: Teachers commitment is essential tool. There might be some problems with the teachers. Having more periods and taking classes and preparing rubrics is difficult part. Rubrics helps student in each chapters or lesson wise. Might be due to workload teachers might have not done. Teachers also must see the objectives of the nation from curriculum. Whether students have learned or not, objectives are meet or not must be identified. Monitoring must be carried out for implementation of CAS.

Me: Would you mind sharing your lesson plan mam? Format for talking to parents.

Participant: GRS works on MI approaches. Multiple intelligences are utilized here at our school as it is the first school to apply MI. Swimming, sports, running, reading, listener (audio) , writing, acting ... are applied by visual contents, kinesthetic, naturalist students (nature lover students) all are kept in our lesson plan. So we use 8 criteria of MI in lesson plan.

Me: How are students motivated? Any impact mam? What are learning performances by rubrics as CAS tools by students? Do you have any incident mam?

Participant: Rubrics was used from last year. I am also learning it. Very good feedbacks are collected from parents too. Where the level of my kids is are known by parents. Teachers also knew the level of students Student's also identify their level. Either they are in level I, or level ii or level iii and level IV. Parent's rubrics used to be check and balance by teacher. We used to give for parents to fill the questionnaires

of rubrics to the parents. Some parents feel irritation at that time we used to help them.

Me: What suggestions will you give for local government? How can local government help for promoting rubrics as CAS?

Participant: Today's generation is learning from games. Fun way is the tool for making students participation. Gamification is the essential tool for teaching learning. Some will be lecture but we have to make student's enrollment in gamification with rewards. Student's participation is the most. So, engagement of students in various puzzles, games, presentation can be utilized. When students participate they will obviously learn?

Me: What about the marks for rubrics as CAS?

Participant: 40 marks for rubrics evaluation as internal tests. 60 marks on theory. In theory, also we had explained to students that they had to meet the criteria. As for example, the essay pattern or story pattern is crystal clear for students. I had addressed them, according to the rubrics that was discussed will be the tool for evaluation. This had helped students be updated with students' expectations on each units or chapters tests and terms.

Me: Thank you very much for your valued time. At last what do you think rubrics has impact on you on three points?

Participant: My records, objective meet or not check and balance and can be edited using rubrics and finally parents meeting will be very easy by all portfolio. Rubrics ultimately is an interactive tool for evaluations. It's like an authentic document for record keeping. Students notifies that teachers had expected from them. Self-assessment is another application of rubrics tool that students get improved their academics.

Me: Anything more mam? What do you want to say for the teachers for using rubrics as CAS?

Participant: Thank you sir for my sharing session. Finally, how much you labor for your students, it obviously returns back to you with some miracle in coming days. The students will remember you a lot. The beautiful seeds are the students, what type of outcomes you want is in your hand. Using rubrics had become an authentic document at school.

Me: Thank you mam.

Participant: Thank you sir.

Appendix D: Model Practice of Public School

शैक्षणिक योजना (Instructional Planning)

कक्षा : १ विषय : नेपाली थिम : म र मेरो
परिवार

पाठ्यवस्तु	विधि	प्रविधि/शैक्षणिक सामग्री
ध्वनि पहिचान र शब्द उच्चारण	<ul style="list-style-type: none"> ➤ मस्तिष्क मन्थन ➤ छलफल र उच्चारण ➤ प्रश्नोत्तर ➤ कविता वाचन ➤ प्रदर्शन विधि । 	<ul style="list-style-type: none"> ➤ पावरप्व्वाइन्ट स्लाइडहरू, ➤ तस्बिरहरू, ➤ नाताजनाउने शब्दहरू, ➤ कविताआदि ।

Appendix E: Rubrics Model in CAS of a Private School of Kathmandu

गणितमा २५ पूर्णांकको प्रयोगात्मक यसरी हेर्न सकिन्छ

S.N .	Name of students	C/w + H/w (5)	Unit Tests (10)	Classroom/ group assignment (5)	Viva + presentation / Board work (5)	Total 25

Class: 9

Subject: Mathematics

Practical marks = 25

Prepared by:

Checked By:.....

**Appendix F: Rubrics of Public School in Integrated Curriculum (1-3) of
Kageshwori Manahara Municipality, Kathmandu**

SN	Areas/ Skills	Learning outcomes	Regular Assessment		Name of the student		Remarks	
			Date	Achievement	Date	Achievement		
1	Listening	<ol style="list-style-type: none"> 1. Match spoken words to printed words (e.g. the teacher pronounces 'pin', and the student selects pin from a set of three-word cards) 2. Recognize and comprehend words and simple expressions 3. Respond to the audio or the teacher non-verbally and verbally 4. Respond to simple commands and questions 5. Perform different kinds of listening tasks (e.g. drawing, matching, etc.) 						
2	Speaking	<ol style="list-style-type: none"> 1. Pronounce grade appropriate words correctly. 2. Give basic personal information about themselves (e.g. name, address, family, nationality) using short words and phrases 3. Ask and answer short, simple questions 4. Sing or recite a song/chant by listening to the teacher or an audio. 1. Recognize and read familiar words accompanied by visuals. 2. Perform rhymes and chants with appropriate rhyme and rhythm. 3. Understand the meaning of grade appropriate words. 4. Read words, simple sentences and short paragraphs correctly. 5. Retrieve specific information from simple sentences. 6. Do different kinds of comprehension tasks (answering verbally, matching, action, etc.) 						
3	Reading	<ol style="list-style-type: none"> 1. Write letters and words in a straight line from left to right with regular spacing between words. 2. Copy letters and highly frequent familiar words and phrases correctly and reproduce them. 3. Combine and recombine different letters to form words, and put the words in correct order to form simple sentences. 4. Use correct spelling of the words. 5. Write simple phrases and sentences independently. 6. Give basic personal information in writing (e.g. name, address, age, nationality). 7. Demonstrate good handwriting skills. 						
4	Writing							
Teacher's Signature: _____			Guardian's Signature and date: _____		Total obtained mark		Achieved percentage	

संस्कृत विद्यापीठ, काठमाडौं, २०७३

Appendix G: Model of Rubrics of Private School in Secondary Class

		CAS Rubrics for Term													
		Grade: X		Section: A2		Subject: Nepali		Subject: Teacher:							
S.No	Name	Assignments (20)		Language (30)				Discipline (30)		UT	Total	Pr.	Th	Total	
		HW/CW	Mar	Reading	Writing	Speaking	Mar	Mar	Mar						
1		20	20	10	10	6	4	10	10	30	20	100	25	75	100
2		20	20	10	6	4	10	6	4	30	8	22	17	71	18
3		20	20	10	10	10	10	10	10	30	6	24	12	74	19
4		20	20	10	4	6	10	4	6	30	6	24	12	74	19
5		20	4	16	10	6	4	10	6	30	4	20	78	20	34
6		20	20	10	10	4	6	10	10	30	10	30	15	91	23
7		20	4	16	10	4	6	10	4	30	6	30	17	81	20
8		20	4	16	10	10	6	4	10	30	6	24	15	79	20
9		20	20	10	10	6	4	10	10	30	10	30	12	86	22
10		20	4	16	10	4	6	10	4	30	6	30	12	76	19
11		20	8	12	10	10	10	10	10	30	10	20	8	70	18
12		20	4	16	10	10	10	10	10	30	10	30	16	92	23
13		20	20	10	6	4	10	6	4	30	4	20	82	21	61
14		20	20	10	10	6	4	10	10	30	10	30	18	92	23

Appendix H: Model of Rubrics in CAS of Private School in Secondary Class

CAS Rubrics for Mid Term															
Grade: X Section: A2 Subject: Science Subject Teacher: 															
S.No,	Name	Assignments (20)				Language (30)				Discipline (30)	UT	Total	Pr.	Th	Total
		HW/CW	Reading	Writing	Speaking	Reading	Writing	Speaking							
1		20	20	10	10	10	10	10	10	30	20	100	25	75	100
2		20	5	15	10	10	10	10	10	30	16	91	23	25	48
3		20		20	10	10	10	10	10	30	20	100	25	65	90
4		20	5	15	10	10	10	10	10	30	16	91	23	20	43
5		20		20	10	10	10	10	10	30	10	90	23	33	56
6		20		20	10	10	10	10	10	30	8	88	22	40	62
7		20		20	10	10	10	10	10	30	8	88	22	15	37
8		20		20	10	10	10	10	10	30	4	84	21	5	26
9		20	3	17	10	10	10	10	10	30	4	81	20	21	41
10		20	10	10	10	10	10	10	10	30	8	78	20	7	27