

## **ABSTRACT**

### **An Investigation Into Teachers' Perception of the Use of Continuous Assessment in Teaching and Learning in a Primary School**

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This study sought to explore teachers' perceptions of the use of the Continuous Assessment programme (CAP) at a primary school in Trinidad and Tobago. Additionally, it sought to explore the role of teachers and how their beliefs impacted on their practice in the classroom, in light of the implementation and use of continuous assessment. Data were collected through focus group interviews. Findings suggest that teachers know and understand the benefits of CAP in the teaching/learning environment. However, they believe that in order for CAP to be an effective assessment tool there must be proper monitoring, record keeping, training of teachers, and resources at schools. They also expressed concerns about the use of CAP as an assessment tool alongside the Secondary Entrance Assessment (SEA).

**Keywords:** Perceptions; Primary school teachers; Teacher attitudes; Continuous Assessment Programme; Case studies; Student evaluation; Primary school students; Trinidad and Tobago