

## ABSTRACT

### **Stakeholders' Theories of Action for the English Language Arts – Writing of the SEA Continuous Assessment Component (CAC)**

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Using a theory-driven, stakeholder approach, this study evaluated the similarities and differences between stakeholders' theory and the programme theory of the Continuous Assessment Component (CAC) English Language Arts – Writing of the Secondary Entrance Assessment examination (SEA). Data were collected through interviews with 6 teachers and 36 students at three primary schools in Central Trinidad. The findings revealed that there were similarities and differences between the programme's theory and the stakeholders' theory. Among the responses of the stakeholders were that: 1) the teachers discovered that the students' writing improved as a result of the process approach to writing; 2) the teachers felt that the CAC-Writing was time consuming, resulted in the neglect of other areas of the curriculum; 3) the teachers held the view that the writing component was a test; 4) the CAC created stress and anxiety for the teachers and the students; 5) the teachers perceived that there was a lack of communication among stakeholders; 6) the students expressed concern about the unreliability of the assessment since their portfolios were ultimately moderated by the Ministry of Education where their scores could be altered, and they would be unaware of their final mark; 7) the students felt the process took a longer time than a previous writing strategy employed in the classroom; and 8) the students regarded the CAC-Writing assessment as an examination.

**Keywords:** Writing; Language arts; Secondary Entrance Assessment examination; English; Primary school students; Primary school teachers; Student attitudes; Teacher attitudes; Stakeholders; Programme evaluation; Continuous Assessment Component; Trinidad and Tobago.