

ABSTRACT

An Evaluation of the Implementation of the Continuous Assessment Programme (CAP) in Primary Schools in Trinidad and Tobago – Stakeholders' Perceptions

Michael Barcoo

This case study explored the perceptions, attitudes, and concerns of stakeholders directly involved with the implementation of the Continuous Assessment Programme (CAP) in primary schools in Trinidad and Tobago, and the extent to which it met its required objectives. Further, it sought to gain insights into stakeholders' views regarding the successes or failures of the CAP as a curriculum innovation, and its impact on primary level education. Data were collected via interviews with three teachers and one principal, and a questionnaire to officials of the Trinidad and Tobago Unified Teachers' Association (TTUTA). Findings indicate that, even in the absence of adequate training and preparation, stakeholders had a high level of concern for the implementation of the CAP. The themes that emerged as being of significance to the implementation of the CAP were: 1) positive attributes, 2) benefits to pupils, 3) deficiencies, 4) implementation concerns, 5) monitoring and evaluation concerns, 6) improvements, and 7) preparation and training.

Keywords: Programme evaluation; Teacher attitudes; Continuous Assessment Programme; Primary schools; Student evaluation; Educational innovations; Adoption of innovations; Principal attitudes; Perceptions; Stakeholders; Case studies; Trinidad and Tobago