

## ABSTRACT

### **Stakeholders' Perspectives at School X Primary in East Trinidad, on the Continuous Assessment Component (CAC) As Part of the Secondary Entrance Examination (SEA)**

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This qualitative study investigated the perspectives of four groups of stakeholders (six Standard 5 students, two Form 2 students, two teachers and two parents) about the Continuous Assessment Component (CAC) as part of the Secondary Entrance Assessment (SEA) examination. Data were collected through interviews. The findings indicated that the stakeholders, although experiencing various challenges with the inclusion of the CAC to the SEA, viewed the initiative as educationally sound. Additionally, it was found that the CAC, as part of the SEA examination, had an influence on the SEA results thus contributing to the students' attendance at a school of their choice. In addition, although the teachers did not view the CAC as a necessity to ensure the children's success, the stakeholders, as well as the teachers, viewed the CAC as a means of preparing the students with a broad and relevant curriculum that facilitated transition into the secondary level.

**Keywords:** Case studies; Secondary Entrance Assessment Examination; Student attitudes; Primary school students; Secondary school students; Teacher attitudes; Parent attitudes; Continuous Assessment Component; Trinidad and Tobago