

Practicality of Case Study Assessment Practice in Enhancing Students' Active Learning in English Subject in Public Secondary Schools in Same District, Tanzania

¹Gissela Honory Moshly; ²Dr. Adam Joseph Chidyau; ³Dr. Rev. Eugene Lyamtane,

¹Masters Student, Mwenge Catholic University-Tanzania

²Lecturer, Mwenge Catholic University-Tanzania

³Senior Lecturer, Mwenge Catholic University-Tanzania

Corresponding Author:- ¹Gissela Honory Moshly

Abstract:- The aim of this study was to investigate practicality of case study assessment practice in enhancing students' English active learning in English subject in public secondary schools in Same district, Tanzania. The study was guided by Discovery learning theory. The study employed mixed methods approach whereby convergent research design was used to collect quantitative and qualitative data in one phase. Target population for this study included District Quality Assurance Officers, public Secondary School English language teachers, heads of language departments and form three students in public Secondary School in Same District. Stratified random and purposive sampling techniques were used to determine the study sample that consisted of 402 respondents. The study used questionnaires and interview guides in data collection. Quantitative data was analyzed using descriptive statistics in form of percentages, frequencies and mean scores whereas qualitative data from the interview guides was analyzed thematically by transcribing information, coding them and generating themes according to the research questions. The researcher considered research ethics such as confidentiality and anonymity. The study found that teachers in public secondary schools in Same district use to a low extent flipped classroom in assessment processes. The study revealed that, project-based assessment practices are rarely used in public Secondary Schools in Same district. Thus, the study concluded that case studies assessment practices were used public Secondary Schools of Same district by small number of teachers. The study recommends the government should prioritize more on resources, and teacher training to improve case studies assessment practices, ensuring practicality and supporting schools in promoting student active learning.

Keywords:- Practicality, Authentic Assessment, Case Studies, Assessment Practices

I. INTRODUCTION

In the realm of contemporary education, importance of effective practices of case study assessment practices cannot be overstated in fostering active learning among students. Case study Authentic assessment entails learners applying knowledge and abilities to real-life situation and scenarios. case study assessment foster learner centered by giving them abilities to solve problems, ask questions and generate new information and meaning (Hagler, 2020). Within this context, the field of English language learning holds a pivotal role as it equips students with essential communication skills that are vital for their academic and future professional pursuits. The ability of students to effectively communicate in English is not only essential for academic success but also for navigating the increasingly interconnected and globalized world (Marlina & Cao, 2020). Therefore, understanding and enhancing case study assessment practices in English language learning becomes a critical area of research and exploration.

Adoption of case study assessment practices vary among nations, leading to disparities in students' educational experiences and outcomes (Anteneh, & Silesh, 2019). Such assessment practices help to evaluate a student's knowledge, skills, and abilities in real-world contexts. They typically require students to apply their knowledge and skills to solve problems, complete tasks, or produce meaningful work. Unlike traditional assessments that focus on memorization and regurgitation of information, case study assessments emphasize on application and transfer of knowledge to real-life situations.

In the United States, the use of case studies as an case study assessment to promote active learning in public schools seemed to be problematic (Clair et al., 2020). Traditional education system has faced criticism for its focus on rote memorization and standardized testing, which hinder critical thinking and problem-solving skills.

In Tanzania, the beginning of 2005, the Ministry of Education and Vocational Training (MoEVT) currently known as Ministry of Education Science and Technology (MoEST) decided to undertake a reform of Education Curriculum. The major aim was to make a shift from the old tried and trusted model of Secondary Education to a broader and more inclusive curriculum that can prepare learners with inquiring minds who have the creative and employability skills and can perform different responsibilities (URT, 2014). This shift to competence-based curriculum increased the demand for case study assessments in public Secondary Schools. In addition, Education and Training Policy (ETP) of 2014, emphasizes on the importance of developing practical skills and competencies that meet the needs of both students and the workforce (URT, 2014). There are challenges in effective practicality of Case studies practices use in Tanzania public Secondary Schools during continuous assessments as indicated by NECTA, the Continuous Assessment coordinator and monitor (NECTA, 2021).

Moreover, there is a growing concern in Same district, Tanzania, regarding the practicality of case study assessment practices, particularly in the English language, despite the introduction of assessment procedure guidelines by the government (NECTA, 2021). The continuous underperformance of students in English language has raised these concerns. Over the years in Same district, there has been a decline in the results of the English language subject, from 18% of the total subjects in 2019 to 13% in 2022 (NECTA, 2022). In an effort to understand reasons behind this poor academic achievement, Shirima (2023) conducted a study and found that students' underperformance in English language was attributed to the limited utilization of case studies assessment through reflective portfolios and classroom discussions. These practices could enhance active learning and improve students' performance. The concerns regarding the infrequent use of case studies assessments among teachers in public schools persist, despite the government's efforts to provide assessment procedure guidelines. It is crucial to address these concerns and explore effective strategies to improve the implementation of case studies assessment practices in order to enhance students' learning outcomes in the English language and other subjects.

II. LITERATURE REVIEW

This section consists of the review of studies that focused on the use of case studies assessment practices to promote student active learning.

The study conducted by Mahdi et al. (2020) in the United Kingdom about the role of using case studies method in improving students' critical thinking skills. This research employed a mixed research method and used SPSS program for data analysis. Participants in this research were 42 students. The study found out that critical thinking skills of the students were as the result of using case study method. The study findings contributed much to the current study on the aspect of methodology and findings. However, the study sampled only students while other stakeholders like teachers and school administrators were left behind. By not including teachers and administrators in the study, important viewpoints and information regarding the implementation and effectiveness of case studies assessment practices might have been overlooked. Teachers' experiences and feedback are essential for understanding the practical aspects of using case studies and their impact on student engagement and learning outcomes. Additionally, school administrators will offer insights into the institutional support and policies influencing the use of case study as an assessment method. To fill this knowledge gap, the current study included teachers of English language, heads of English language departments and quality assurance officers as participants. By involving these stakeholders, the researcher gathered diverse perspectives and triangulated information from multiple sources. This approach provided a more comprehensive understanding of the use of case studies assessment practices in promoting active learning in public secondary schools.

Herzog-Punzenberger et al. (2020) conducted a study on teachers' response to cultural diversity: Case studies on assessment practices, challenges and experiences in Secondary Schools in Austria, Ireland, Norway and Turkey. The study used qualitative interview data from 115 teachers and school leaders in 20 lower secondary schools in Austria, Ireland, Norway and Turkey to explore critical thinking about diversity and assessment practices of teachers in the light of increasing cultural diversity. The study findings indicated that high majority of teachers in the participating schools made efforts to modify their assessment procedures and grading methods to accommodate students from diverse backgrounds. The aim of these teachers was to enable these students to demonstrate their competencies and experience academic success. The research provided valuable insights into teachers' adaptation of case studies assessment practices to support culturally diverse students. However, it is important to note that the study was conducted in Austria, Ireland, Norway, and Turkey, which have different education systems and contexts compared to Tanzania. Factors such as the level of development, resource allocation, and availability of materials

for learners' assessments significantly impact the practicality and effectiveness of case studies assessments in Tanzania. To address this research gap, the current study was conducted in Tanzania to specifically investigate the practicality of using case study assessments to enhance English active learning. By focusing on the Tanzanian context, this research provided insights that are more relevant and applicable to the local educational setting. The study considered the specific challenges and opportunities faced by Tanzanian teachers and students, considering the availability of resources, cultural considerations, and the overall educational landscape in Tanzania.

Ndlovu (2022) conducted a study on the use of case studies in the assessment in high Schools in South Africa. The study used a survey design with questionnaire for teachers and students and an interview schedule for principals. Parents, teachers and students were selected using probability sampling procedures such as stratified and simple random while PTA and principals were purposively selected. The study involved 5 schools, 50 students, 20 teachers and 5 principals. The findings of the research showed that as much as there were different assessment techniques for accounting; teachers felt that case studies were the most appropriate for assessment of accounting. The study mentioned that teachers viewed case studies assessment as appropriate for accounting assessment. However, the study was limited to quantitative data only. Using only quantitative approach made the study lack the element of triangulation of data due to lack of qualitative information. It would be beneficial to use mixed method that allow the research to collect both qualitative and quantitative data for the aim of triangulation. Additionally, considering the specific context of South African high schools, it would be valuable to explore any potential challenges or facilitators to implementing case studies assessments effectively. To address this research gap, the current study aimed at evaluating case studies in relation to other assessment methods to determine their effectiveness in promoting active learning among learners. By conducting a comparative analysis, the research sought to provide a more comprehensive understanding of the benefits and limitations of using case studies as an assessment tool on how it enhances students' active engagement and learning outcomes.

Tarmo (2021) conducted a study about integrating case studies assessment for learning into the teaching and learning of Secondary School in Tanzania. A quasi-experimental design involving pre-test and post-test of non-equivalent control and experimental groups was used to ascertain how integration of assessment for learning into teaching and learning processes enhances students' learning achievement.

The results revealed that students' teaching and learning processes was done by integrating case studies assessment practices for learning outperformed and those taught using conventional approaches. This emphasis on learning outcomes provided valuable insights into the effectiveness of case studies assessments in improving student achievement. However, it is important to note that the study focus was primarily on learning achievement, and it inadequately explored the impact of integrating case studies assessment on student engagement in active learning. The degree to which this assessment approach enhances learners' participation, critical thinking, and problem-solving skills were not explicitly addressed. To address this limitation and provide a more comprehensive understanding of the topic, the current study aimed at exploring the practicality of case studies assessment practices in enhancing learners' active engagement, critical thinking, and problem-solving skills. By examining these aspects, the research sought to shed light on the broader benefits of using case study assessments beyond learning achievement alone.

III. METHODOLOGY

The study used convergent design under mixed methods research approach; the study targeted 39 Public Secondary Schools with a total of 3,450 form three students, 79 teachers of English language, 39 heads of language departments, and 13 District Quality assurance officers making a total number of 3,581 individuals. The researcher employed stratified random sampling techniques to sample 358 form three students and 4 District Quality Assurance officers (DQAO) while purposive sampling techniques were used to sample 12 heads of language departments and 28 English language teachers respectively making a total of 402 respondents from 12 public Secondary Schools in Same district. Data collection was done using questionnaires and interview guide. Validation of instruments was done by 3 research experts from Mwenge Catholic University (MWECAU) in the faculty of Education. Pilot test was conducted in two schools before actual data collection. Reliability of quantitative data was ensured through Cronbach-alpha where the following results were obtained ($r = 0.715$ for students, $r = 0.862$ for teachers and $r = 0.795$ of heads of English language departments' questionnaires). Credibility of qualitative data was ensured through triangulation methods. The quantitative data was categorized, coded and entered into the computer for descriptive statistics. The statistical package for social sciences (SPSS) version 26 was used to run descriptive data to produce frequency distribution, percentages and means. The qualitative data was coded and presented in narration and direct quotation.

IV. FINDINGS AND DISCUSSION

The study sought data from students to establish the extent to which Case Studies Assessment Practices were used to Promote Student Active Learning in public Secondary School in Same district. The Responses for the study were obtained from students, teachers of English language and heads of English language departments. The researcher sought data from Students of form three due to their unique learning experience accumulated over a three-year period within the

school, making them an ideal target for the study. Moreover, data was sought from teachers of English language due to their experience in assessment practices. Lastly data were solicited to heads of English language departments due to their crucial role in making sure that teachers set assessments which are on standards. They were provided with a list of ten statements of case studies assessment practices and were requested to indicate the extent to which assessment practices were used in their respective secondary schools. Their views are summarized in Table 1.

Table 1: Students, Teachers of English, and HoDs' Responses on the Extent to Which Case Studies Assessment Practice is Used to Promote Active Learning in Public Secondary Schools. (n=345, n=28, and n=12 Correspondingly)

Statements	Respondents	VLE %	LE %	ME %	GE %	VGE %	Mean
i Flipped classroom assessment is used by teachers	Students	15.4	44.3	36.2	3.5	6	2.29
	Teachers	14.3	28.6	35.7	14.3	7.1	2.71
	HoD	8.3	33.3	25.0	33.3	0.0	2.83
ii Peer instruction is used in our school by teachers	Students	10.4	42.3	43.2	2.9	1.2	2.42
	Teachers	10.7	39.3	25.0	17.9	7.1	2.71
	HoD	8.3	33.3	33.3	16.7	8.3	2.83
iii Teachers use Problem-based learning in our school	Students	14.5	41.4	39.1	3.5	1.4	2.35
	Teachers	14.3	28.6	39.3	14.3	3.6	2.64
	HoD	8.3	33.3	33.3	16.7	8.3	2.83
iv Teachers use Project-based learning	Students	14.2	44.9	31.6	8.7	6	2.36
	Teachers	10.7	35.7	28.6	17.9	7.1	2.75
	HoD	8.3	33.3	33.3	16.7	8.3	2.83
v Simulation-based assessment is used by teachers in my school	Students	13.0	43.5	32.2	10.1	1.2	2.42
	Teachers	7.1	32.1	32.1	14.3	14.3	2.96
	HoD	0.0	33.3	41.7	16.7	8.3	3.00
vi Teachers used Collaborative learning	Students	13.6	39.1	33.3	12.8	1.2	2.48
	Teachers	10.7	39.3	32.1	10.7	7.1	2.64
	HoD	8.3	41.7	25.0	16.7	8.3	2.75
vii Jigsaw method is used during teaching and learning process	Students	11.6	30.7	39.1	14.8	3.8	2.68
	Teachers	10.7	35.7	32.1	17.9	3.6	2.67
	HoD	16.7	25.0	33.3	16.7	8.3	2.50
viii Problem solving assessments are used to assess learners	Students	10.4	28.1	41.2	15.4	4.9	2.76
	Teachers	10.7	32.1	28.6	17.9	10.7	2.85
	HoD	16.7	41.7	16.7	16.7	8.3	2.58
ix Role-playing is used by teachers in assessment process	Students	9.6	27.0	41.7	16.5	5.2	2.80
	Teachers	7.1	28.6	21.4	28.6	14.3	3.14
	HoD	2.3	39.4	37.7	15.7	4.9	2.75
x Teachers use Reflective journals in assessing learners	Students	8.1	27.8	40.9	18.0	5.2	2.84
	Teachers	10.7	39.3	21.4	17.9	10.7	2.78
	HoD	8.3	33.3	33.3	16.7	8.3	2.83
Average mean score	Students						2.54
	Teachers						2.79
	HoD						2.77

Source: Field Data (2024)

Keywords 1: VLE= Very Low Extent, LE = Low Extent, M E= Moderate Extent, GE= Great Extent, VGE=to a Very Great Extent, HoD: head of Department

Keywords 2: 90-100% = overwhelming majority; 80-89% = extreme majority; 70-79 = high majority; 60-69 = low majority; 50-59 = moderate majority; 40-49 = minority, 30-39 = low minority; 20-29 extreme minority and below 20 = overwhelming minority.

Data in Table 1 shows that moderate majority (59.7 %) of students indicated that teachers use flipped classroom to a low extent while minority (36.2 %) of them indicated that teachers use flipped classroom to moderate extent with respective mean scores of 2.29 out of five. On the other hand, the overwhelming minority (9.5%) of students indicated that teachers use flipped classroom to a great extent. Similar data showed teachers' responses where minority (42.9 %) of teachers indicated that Flipped classroom assessment practice is used by teachers to a low extent and a low minority (35.7) of them indicated that flipped classroom is used to moderate extent with respective mean scores of 2.71 out of five. The same question was answered by heads of English language departments and their responses were in agreement with teachers and students of which a minority (41.6%) of heads of English language department indicated that Flipped classroom assessment practice is used by teachers at a low extent whereas extreme minority (25%) of them said that it is used to moderate extent on the other hand low minority (33.3%) indicated that flipped classroom is used to great extent with mean score of 2.83 out of five. The data implies that flipped classroom is used to low extent in assessment process in Same district by teachers. It is further implied that there is least meaningful usage of case studies in assessment practices in public Secondary Schools of Same district. This could be associated with inadequate knowledge, skills, and experience of teachers in proper usage of Case Studies assessment practices in enhancing students' active learning.

This finding concurs with Abolarinwa (2020) who found that flipped classroom is not used to great extent in assessment practices and it was recommended that this method should be used to reinforce classroom active learning in Nigeria so as to assist students learn at their own pace, time and anywhere that is convenience for them. Also, Tarmo (2021) reported that in Tanzania teachers do not integrate Case Studies assessment practices in Secondary School. Contrary to Bursa and Kose, (2020) who reported that in Turkey flipped classroom practices are used in Secondary Schools and have significantly increased the academic achievement and responsibility levels of the students in their learning process

The reason for the inconsistency of results on the use of flipped classroom assessment in secondary school may be due to differences in methodological approaches used in research. Tarmo used a quasi-experimental design involving pre-test and post-test of non-equivalent control and experimental groups while Abolarinwa used a survey. Moreover, Turkey is a developed country among the leading countries with advanced education system which could be the factor that brought about inconsistency of the study findings.

This could mean that case studies assessment practices least used in Secondary Schools in Same district. That is very dangerous for the future educational generation because

schools will end up generating some citizens who cannot take responsibility of their own studies and own life. There is need for teachers of English languages to use more flipped classroom practice in order to improve students' responsibility and academic achievement levels. This concurred with remarks given during in-depth interview by District Quality Assurance Officer "A" who said that:

Since technology is inevitable, so assessing teaching and learning process that use modern technology to change the way classroom assessments use to be is a must, it is inevitable. Myself I see that technology increases students' engagement and improve their performance and increase their level of understanding. So, despite the Geographical environment in Same district which is not conducive, teachers need to improve and use various simple modern technological instruments in assessment process (District Quality Assurance Officer -A, Personal communication, 3rd May, 2024).

The information from the interview implies that some assessment practices require the use of modern technology and are used to small extent in Same district due to lack of modern technology apparatuses.

Also, data in table 1 indicates that moderate majority (59.1%) of the students rated that teachers in their schools use project-based assessment in the teaching and learning process to moderate extent and extreme minority (31.6 %) of them rated the statement to moderate extent. The Data was similar to the teachers' responses of which a minority (46.4 %) of them indicated that project-based assessment process is used to low extent while extreme minority (28.6%) rated the statement to moderate extent. Similarly, heads of English language departments were asked the same question and minority (41.6 %) of heads of English language departments indicated that project-based assessment process is used by teachers to low extent while low minority (33.3%) of heads of English language departments rated the statement to moderate extent while extreme minority (25%) of them rated the statement to great extent.

The information implies that most of teachers in Same district use project-based assessment practices to low extent which might lead to low performance among the students since they are less engaged in active learning. These findings are in agreement with Izzah and Diana (2021) Nigeria, who found that project-based assessment has more benefits such as the improvement of students' collaboration and team work skills, creativity among learners and critical thinking ability but teachers were less using it. Another study was conducted in Uganda by Widian et al. (2022) found that the civics outcome of learners that were given project-based assessment was higher compared to learners given conventional assessment. It was also indicated that teachers that were not often using project-based assessment claiming that it consumes much time.

In the same vein, in Tanzania by Kigwilu & Mokoro (2022) found that majority of the Secondary School teachers were not trained in the recommended assessment methods mostly for implementation of competence-based curriculum, they were primarily assessing learners using oral and written examinations. This would mean that teachers in Uganda, Nigeria, and Tanzania public Secondary Schools infrequently use case study assessment practices including project-based assessment.

The findings of the study concurred with what was revealed in an in-depth interview by one of the district quality assurance officer “B”, from Same district who reported that:

Despite Same district having a bad geographical environment, I mean mountains and most of its infrastructure are not good, majority of families are poor and their level of understanding of matters of education is very low and our students are from this kind of environment. So first of all, most of this authentic assessment requires more resources at school but also at home. So, talking for example about project-based learning, not all students have the same access to resources at their home, whether it be time, materials or parents’ involvement to support their kids in their work. This scenario sets inequitable conditions for students in Same district makes it difficult for teachers to use project-based learning (DQAO-B, Personal communication, 3rd May, 2024).

Similarly, concerning case studies assessment practices, especially on project-based learning, DQAO “D” reported that: In Same district some teachers said that they don’t use them because they take much time but also others don’t possess enough knowledge on most of authentic assessment practices. (DQAO-D, Personal communication, 6th May, 2024).

The data from the interview revealed that there is an agreement with teachers of English language, students and heads of English language departments that in Same district teachers fairly use case studies assessment practices in teaching and learning process.

Furthermore, data in table 1 indicates that a minority (41.7 %) of the students rated that teacher in their secondary schools use role play in assessment process to moderate extent in the same vein low minority (36.6) indicated that teachers use role play to low extent while extreme minority (21.7%) rated the statement to great extent. On the other side, the minority (42.9 %) of teachers indicated that role play assessment practice is used by teachers to great extent while low minority (35.7%) of teachers rated the statement to low extents. The same question was answered by heads of English language departments and their response whereby minority (41.7%) of heads of English language departments indicated that role play assessment practice is used by teachers to low extent, and to a moderate extent by low minority (37.7 %)

while extreme minority (20.6%) of heads of English language departments rated the statement to great extent. The data implies that teachers in public Secondary Schools in Same district use role play in assessment process to low extent. The infrequent usage of role play and other authentic assessment in public secondary school in Same district leads low active learning among students.

In addition, during an in-depth interview, the DQAO “B” said that: *During my school visit, I have observed that role play is less used by many teachers in their assessment practices. (Personal communication, 3rd May, 2024).* The data from the interviewee B implies that teachers use role play to low extent in their assessment practices. Less involving role play learning in Secondary School deprives learners’ hands-on experiences and active participation but also lack of learner centered methods which encourage critical thinking and creativity. The findings of this study concurred with the study by Shafii, (2019) in Tanzania who revealed that most of the Secondary School teachers infrequently practice Assessment for learning approaches in their classroom practice except for open questions and classroom discussion. This illustrates that teachers in Tanzania infrequently use authentic assessment practices in classroom, which might lower the students’ active learning in general.

The study’s findings show that teachers in public secondary Schools in Same district use flipped classroom in assessment process in the schools insufficiently despite its role in enhancing active learning. The less usage of case studies was sometimes found to be associated with teachers’ inadequate knowledge, skills, and experience of teachers of the proper usage of case studies assessment practices in enhancing students’ active learning. Similarly, the study revealed that project-based assessment practices are used inadequately in public secondary school in Same district which might lead to low performance among the students since they are less engaged in active learning. The infrequent usage of case studies by teachers was sometimes found to be related with the shortage of resources. Furthermore, teachers among public secondary schools in the district were found use role play in assessment process to low extent. Not using role play and other authentic assessment practices in public secondary school in Same district to great extents leads to low active learning among students.

V. CONCLUSION AND RECOMMENDATION

Based on the findings of the study it is concluded that, flipped classroom assessment, project-based assessment practices and role play in assessment process were among the case studies assessment practices being used at low extent by teachers of English language in Same district hence active learning is stranded. In addition, project based, jigsaw reflective, collaborative and problem-solving assessment were among case studies practiced by small number teachers of

English language. Therefore, case studies assessment practices are inadequately used by teachers of English subject in public secondary school in Same district. In light of the study conclusion, recommendations arise to address the identified issues and optimize the practicality of case studies assessment. The government of Tanzania should prioritize the training opportunities to empower teachers in frequent usage of cases studies in assessment process as it would enable educators to enhance their instructional practices and effectively enhance English active learning. Moreover, a strong quality assurance mechanism should be established to monitor the usage of case studies assessments practices across schools.

REFERENCES

- [1]. Abolarinwa, L. F. (2020). Effects of Three Modes of Flipped Classroom Collaborative Strategies on Learning Outcomes of Secondary School Physics Students in Minna, Nigeria.
- [2]. Anteneh, M. M., & Silesh, B. D. (2019). Assessment Practices and Factors for the Disparity between Students' Academic Scores at Teacher-Made and Regional Exams: The Case of Bench Maji Zone Grade 8 Students.
- [3]. Clair, B., Putnam, P., Miller, H., Larsen, R., & Jensen, J. (2020). Test-Enhanced Learning and Incentives in Biology Education. *CBE Life Sciences Education*, 19. <https://doi.org/10.1187/cbe.19-11-0226>
- [4]. Bruner, J. (1984). Vygotsky's zone of proximal development: The hidden agenda. *New directions for child development*.
- [5]. Bursa, s., & Kose, t. C. (2020). The effect of flipped classroom practices on students 'academic achievement and responsibility levels in social studies course.
- [6]. Double, K. S., McGrane, J. A., & Hopfenbeck, T. N. (2020). The impact of peer assessment on academic performance: A meta-analysis of control group studies. *Educational Psychology Review*.
- [7]. Hagler, B. (2020). Best Practices for Authentic Assessments in Learner-Centered Classrooms. *Learning and Performance Assessment*. <https://doi.org/10.4018/978-1-5225-0892-2.CH014>.
- [8]. Herzog-Punzenberger, B., Altrichter, H., Brown, M., Burns, D., Nortvedt, G. A., Skedsmo, G., Wiese, E., Nayir, F., Fellner, M., McNamara, G., & O'Hara, J. (2020). Teachers responding to cultural diversity: Case studies on assessment practices, challenges and experiences in secondary schools in Austria, Ireland, Norway and Turkey. *Educational Assessment, Evaluation and Accountability*. <https://doi.org/10.1007/s11092-020-09330-y>
- [9]. Izzah, N., & Diana, L. (2021). Beyond the implementation of project-based assessment in ELT: benefits, challenges, and teachers 'strategies.
- [10]. NECTA (2021). *Guidelines on Assessment Procedures for Secondary Schools and Professional Levels*. Dar es Salaam, Tanzania.
- [11]. NECTA (2022). <https://matokeo.necta.go.tz/results/2022/csee/CSEE%202023.htm>
- [12]. Marlina, R., & Cao, T. H. P. (2020). How well do ELT textbooks prepare students to use English in global contexts? An evaluation of the Vietnamese English textbooks from an English as an international language (EIL) perspective. *Asian Englishes*. <https://doi.org/10.1080/13488678.2020.1717794>
- [13]. Kigwilu, P. C., & Mokoro, D. K. (2022). Teachers' Assessment Practices in Implementing Competence Based Curriculum in Secondary Schools in Arumeru District of Tanzania East African Journal of Education Studies.
- [14]. Mahdi, O. R., Nassar, I. A., & Almuslamani, H. A. (2020). The Role of Using Case Studies Method in Improving Students' Critical Thinking Skills in Higher Education. *International Journal of Higher Education*. <https://doi.org/10.5430/ijhe.v9n2p297>
- [15]. Ndlovu, B. (2022). The Use of Case Studies in the Assessment of Accounting in High Schools. *Journal of Educational Studies*. https://doi.org/10.10520/ejce-jeds_v21_n3_a2
- [16]. Shah, U., Chen, W., Inguva, P., Chadha, D., & Brechtelsbauer, C. (2020). The discovery laboratory part II: A framework for incubating independent learning. *Education for Chemical Engineers*, 31, 29-37. <https://doi.org/10.1016/j.ece.2020.03.003>.
- [17]. Tarmo, A. (2021). Integrating Assessment for Learning into the Teaching and Learning of Secondary School Biology in Tanzania. *Center for Educational Policy Studies Journal*. <https://doi.org/10.26529/cepsj.958>
- [18]. URT. (2014). *Educational and training policy*. <https://www.tanzania.go.tz/egov>
- [19]. Widiana, I. W., Kertih, I. W., Kristiantari, M. G. R., Parmiti, D. P., & Adijaya, M. A. (2022). The Effect of Project Based Assessment with Value Clarification Technique in Improving Students' Civics Learning Outcomes by Controlling the Family Environment