

**IMPACT OF CONTINUOUS ASSESSMENT OF MEDICAL STUDENTS ON  
THE RESULT OF MICROBIOLOGY AT UNIVERSITY OF THE GAMBIA IN  
2019 – 20**

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**INTRODUCTION****BACKGROUND OF THE STUDY**

The term assessment in educational setting, refers to any procedure or activity that is designed to collect information about the knowledge, attitudes or skills of learner or group of learners, (Kellaghan et al, 2001).

What is continuous assessment?

Assessment is the process of gathering and discussing information from different sources in order to improve the level and knowledge of learners. In addition to that, assessment is the process by which an individual's work or performance is judged (Alausa, Y.A., 2004).

Information collected from Continuous Assessment of students will help the teacher to better understand their strengths and weaknesses (Maarouf Nadia, 2013). In addition to providing a comprehensive picture of each student over the period of time by using certain strategies, (Mikre, F. 2010).

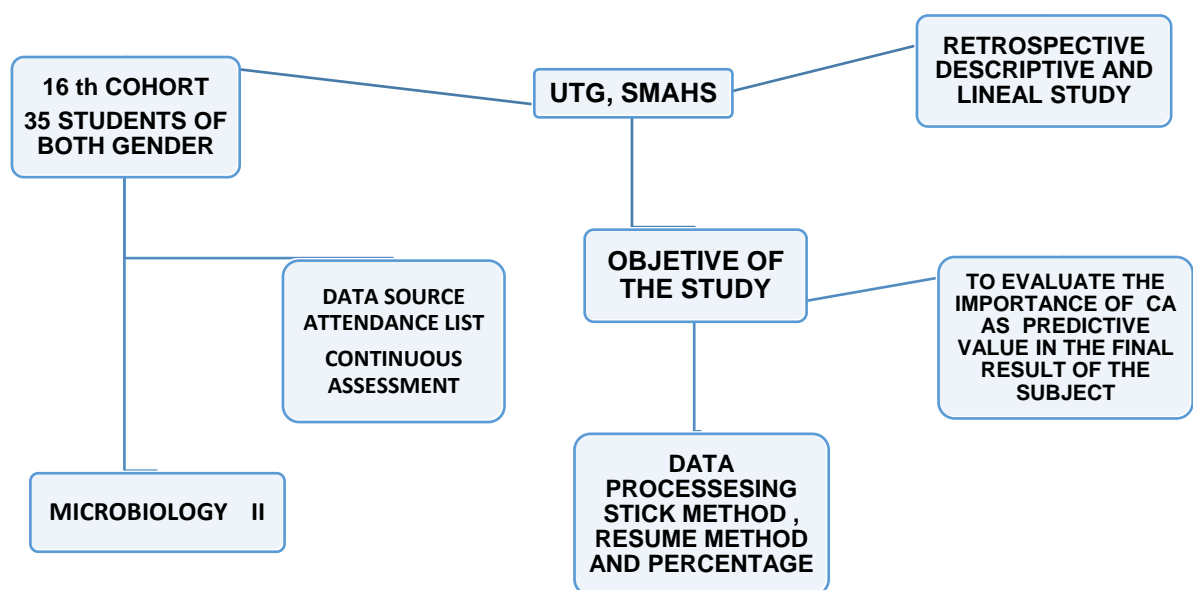
Its the frequently evaluation of the student that included: assistance and being on time, seminars, midle term test, oral cuestiones, written questions, complemmetary assays, (Baschman, L. F. and Palmer, 2010).

Assessment has three main functions: to assign grades that judges the quality of students achievements, to provide evidence or certification to external partners, to support students learning,( Boun 2007).

### Problem statement

Does continuous assessment any predictive value in the final result of Microbiology II?

### RESEACH METHODOLOGY AND SOURCES OF INFORMATION FOR THE STUDY:



### METHODOLOGY:

The research was carry out at the University of The Gambia, School of Medicine and Allied Health Sciences. During the academic course 2019 t0 2020. The universe was all the medical students of third year, 16th cohorte.

The official attendance list of the group was conformed with 35 students of both genders. All the students of the group were include in the study.

In the recording of the marks of the students we used the official attendance list of the 16th cohorte with all the results of the semester.

This include all the evaluation of the students apply to the students and the presence to all the activities.

**TASKS:** To gather information about the systematic evaluation of the medical students of cohorte 16th

To analized the group distribution according with the gender

To analized the results of general assessment of midle term test.

## RESULTS AND DISCUSSION.

Note: The mark is always over 25 points and 13 is the lest mark to pass

Graphic 1

Continuous Assessment lest than 13,

According to gender.

Males	4	11,42%
Females	3	8,57%
Total	35	100%

Graphic 2

Students failed to midle test according to gender.

Males	9	25,7%
Female	13	37,1%

Total	35	100%
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Graphic 3

Results of mcqs less than 25 by gender

Female	10	28,5%
Male	13	37,1%
Total	35	100%

Mcqs: multiple choice select answers

Graphic 4

Results of essays questions less than 25 according to gender

Males	17	48,5%
Females	10	28,5%
Total	35	100%

Graphic 5

Students with bad assessemnt and failed the midle test by gender

Gender	Average	Bad assessment	Average	Failed the Midle Test	Average
<b>Male</b> 19	54,2 %	4	57,1%	4	57,1%
<b>Female</b> 16	45,7%	3	42,8%	2	28,5 %
<b>Total</b> 35	100%	7	100 %	6	85,7%

The number of female students failed in the midle test was greater in female gender 37, 1 versus 25,7 in male. We consider that the condition and role that the female have in this society give to them multiple responsibility. They have few hours a day to dedicated to the study and the school.

There are multiple causes that avoid to female to go to school. Responsibility with the family, small children and old people in the houses. Economical and social situation produce that situation.

According to our result, we consider the continuous assessment

It is an essential component of curriculum practice, it have a great contribution for effective curriculum operation and implementation its in completely agreement with another research (Riasat Ali, 2010). It evaluates the progress of learners and improves their performances and it help in determining if the students has completed the required grade of course successfully. This study attempts to answers the following questions to pin point the importance of continuous assessment in improving students' performance, our research have the coincidence with the results of another research (Maarouf Nadia, 2013). The Continuous Assessment had predictive value of the result of microbiology II.

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