



SCHOOL BASED ASSESSMENT PRACTICES: HOW STUDENTS AND TEACHERS PERCEIVED

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Abstract

The aim of this research is to examine the students' and teachers' perception on School Based Assessment process in the schools of Minuwangoda Education Zone in Sri Lanka. The study was conducted aim at the specific objectives of examining how the views of students and teachers prevail in the current operational situation of the School Based Assessment system, to find whether teachers follow the procedures of assessments given in the government circulars and to investigate the problems emerging during the implementation of the School Based Assessment programme at school level. The study captured students and teachers voices through a survey of 6 teachers and 60 students in 3 schools of 1 C category from Minuwangoda educational zone in Gampaha district following the method of convenient sampling techniques. Data were collected using a questionnaire and data were analyzed through percentage and descriptive statistics. Results suggest a wide range of students' and teachers' perceptions of, and responses to SBA and related feedback. In general, students indicated that they did not appreciate SBA. Students have put forward that they have excessive work due to SBA process. From teachers' perspective teachers viewed that assessment process has an impact on the way that students follow their learning process. But teachers should take some actions to remove the negative thoughts of the students. The researcher suggests that the complexity of the prevailing assessment process should be changed, and the highly exam-oriented nature of assessment also should be made little bit flexible to the students.

Keywords: Students' Perception, School Based

Introduction

School Based Assessment (SBA) is a holistic assessment system conducted in the school by subject teachers to assess the students' cognitive, affective and psychomotor aspects. SBA could be formative, summative, performance, authentic and so on. The purpose of SBA is to provide continuous feedback to both the learners and teacher concerning the teaching and learning process (Alonge, 2007). SBA provides a reliable indicator of student learning, while also contributing feedback for future learning (Brown 2008). Feedback is a 'continuous, ongoing, and interactive' process (Kouritzin & Vizard, 1999) which involves multiple sources (teachers, peers, friends, and so on) and a variety of forms (visual, written and oral). The different modes and applications of feedback can have a significant impact on the ways of students learning, especially if the feedback that has connections to different cognitive processes. Introduction of SBA brings new environment of learning among students. The main reason for introducing SBA is to improve the validity of assessment



among students. (Peter & Wan, 2006). It is because not all subjects or learning outcomes can be assessed using written examinations only. Practical work such as workshops, field trips, projects that need more time to finish can be assessed by SBA. Other than that, SBA also increase the reliability of assessment where multiple type of assessment can be used rather than depending on only one examination as well as to provide more reliable evidence of picture of students; abilities. In addition, applying SBA emphasis on student centered learning as well as decreases the examination pressure.

Most of the countries in the world are following the SBA Process to have a qualitative change in the education system. Educationists say that the skills and level of achievement of a student should be measured using different assessment modes. SBA system is used to capture and recognize student's achievements in the school system. In the context of SBA, teachers are given a greater responsibility to design quality assessments that align with the learning outcomes as they are the most suitable people to assess their students. This provides opportunities for teachers to continuously monitor their students and to give constructive feedback to improve students' learning abilities. In this assessment process, teachers can use various assessment methods such as assignments, open book tests, explorations, group activities, concept maps, projects, seminars, quizzes, role plays, speeches, listening tests etc... (National Institute of Education, 1997). Indirectly teachers have to develop a series of effective teaching strategies to enhance the learning of students with different abilities. These way students are able to progress according to their abilities. Good students' progress fast and weak students are given more time to learn. And, pupils tend to do well on the tests administered in their schools. Because they are more relaxed when taking tests in their own classrooms. The familiarity with their classrooms and school surroundings help them to do better. So, SBA process can be considered as an effective method for students' progress. Goodrum (2005) states that, ideally assessment "enhances learning, provides feedback about student progress, builds self-confidence and self-esteem, and develops skills in evaluation" In addition they argue that effective learning occurs when correspondence exists between teaching, evaluation and results. Therefore, due to its close relationship with construction and learning outcomes, assessment has a key role in learning.

Although SBA has been implemented in Sri Lanka for seventeen years ago, it has still many inadequacies and there are so many questions arise, whether SBA is successful in Sri Lanka. Though educational officers say that SBA is not an additional workload to the teachers, the teachers believe that it is. Sri Lankan teachers are expected to complete a vast curriculum and also expected to do SBA. New educational theory states not to teach students but to facilitate their learning. Most of the Sri Lankan students do not have a proper access to well-equipped libraries and internet facilities and other audio visuals to learn on their own. Therefore, teachers are compelled to follow the old way of teaching with the help of the black board and chalk to complete the syllabus. In Sri Lanka many schools conduct SBA only as a mere formality (Parameshwaram 2012). Recently, the following problems have been identified related to the SBA process in the school system: teachers do not like to be limited to a frame work when teaching and new assessment criteria limit their teaching span, teachers do not get proper guidance to implement the SBA process and students accused SBA process as an extra burden to their learning process (Perera, 2011). Over the past few decades the system of examination operating in Sri Lanka to evaluate students had been subjected to severe criticisms. Most of the teachers used to follow the traditional system of assessment to evaluate students' progress. The present system of examination operating in Sri Lanka to evaluate students at secondary level has been subjected to severe criticism over the years. It is widely pointed out that the present system of education is highly exam oriented and curriculum is having a highly examination centered nature. Above situation laid the foundation to get the teachers and students' perception of classroom assessment. Chan (2005) suggests that two strategies can be applied to investigate teachers' and students' involvement in classroom assessment: Examine the research on assessment forms that teachers use and inquire into students' perceptions about assessment. Therefore, to find out the real situation, the researchers decided to conduct a survey about the SBA program under the topic of "Students' and teachers' perceptions on SBA process with special reference to Minuwangoda Education Zone" The aim of the study is to find out students' and teachers' perception on School Based Assessment. To achieve above aim the following objectives were addressed: to identify the assessment methods followed for the subject of English by teachers and students in the classroom, and to identify the problems encountered when implementing the SBA process in the schools.

Literature Review



There are number of studies carried out on the SBA locally. For example, Niroshanie (2011) through her research on “An Evaluation of School Based Assessment in grade 11 and teacher students’ attitudes toward SBA” has examined the current SBA process. In this study, various problems were identified related to the assessment tools. Among them the main problem was the lack of physical resources in the Type 2 schools. The findings of this study were that teachers should pay more attention to use student centered assessment methods. Steps should be taken to improve the validity of SBA marks. Likewise, another research based on “An Investigation into the nature of the School Based Assessment Program implemented in G.C.E (O/L) Classes” done by NIE have revealed some findings regarding SBA. Most of the teachers held negative attitudes towards SBA. Impeding the teaching process due to extra documentary work (68.9%), low acceptance of community (68.9%), difficulty in implementation due to overcrowding of classrooms (61.1%) and hiccups in enacting as priority for the coverage of syllabi (54.5%) were the reasons given for it. Dhingsa, Omar and Walddrip (2007) performed a study to evaluate the validity of students’ perceptions of Assessment Questionnaire (SPAQ) to evaluate student perceptions on assessment. They found that SPAQ was a suitable instrument for assessing students’ perceptions on five assessment dimensions: Congruence with planned learning (CPL), assessment of applied learning (AAL), students’ consultation on assessment (SCA) Types, transparency in assessment (TA), and accommodation of students’ diversity in assessment procedures. In addition, Stuyven, Dochy, and Janseens (2005) conducted a study examining the relationship between assessment and students’ approaches towards learning. Stuyven et al., (2005) concluded that students’ perception about assessment and their approaches to learning are strongly related. Within conventional assessment practice students favor multiple- choice format of assessment more than essay items or constructed response. The study showed that students with more advanced learning abilities and with low test anxieties prefer essay type exams, while students with poor learning abilities and low-test anxiety are less likely to prefer essay type exams.

Methodology

This study survey research design using a quantitative approach to identify students and teachers’ perception towards SBA process in their schools. Using a convenient sampling technique 60 students of Grade 10 and English subject teachers were selected from 1C schools from the zone. Questionnaires for students and teachers were developed and data collected. The researcher executed a questionnaire for 60 students in grade 10 class from three 1 C school. The researchers adapted the student perceptions of Assessment Questionnaire (SPAQ), which was developed by Fisher, Walddrip and Dorman (2005). The SPAQ instrument to inquire about students’ perceptions in five scale from 1 to 5 (Strongly disagree to strongly agree). This instrument was selected because several other prior studies had confirmed its validity in various ways. Validity and reliability of SPAQ (Students’ perceptions of Assessment Questionnaire) were confirmed statistically in prior several research studies. Further, teachers’ perception questionnaire was also developed to get information from the teachers about SBA process. Collected data was analysed using percentage.

Findings and Discussion

Identifying the perception of teachers and students regarding the process of SBA process is vital important to get an understanding about the current process of assessment procedure. The perception of teachers and students were analyzed using following themes:

Attitudes towards the SBA current process by the students

- Positive attitudes towards the Congruence with planned learning
- Positive attitudes towards Transparency of assessment
- Positive attitudes towards increasing Students’ capabilities
- Negative attitudes related to the SBA process

To identify the attitudes towards the SBA by the students, students’ perception questionnaire was conducted. It consisted of positive statements as well as negative statements and this instrument ranged scaling from 1-5 (strongly Disagree to strongly agree).

**Positive attitudes towards congruence with planned learning**

Table 1- Positive attitudes towards congruence with planned learning

Statement No	Statement	Percentage of students' responses					Total
		Firmly agree	Agree	Neutral	disagree	Firmly disagree	
01	My SBA assessments are about what I have done in the classroom	4	41	11	4	0	60
02	How I'm assessed is similar to what I do in the classroom	2	26	28	4	0	60
03	I'm assessed on what the teacher has taught to me	10	42	4	4	0	60

Positive attitudes towards the congruence of planned learning are presented in Table 1. In this table, 41 students have agreed that SBA is about what they have done in the classroom. Four students firmly agree while 11 had neutral opinion and 4 students disagree for this statement. This shows that what students have done in the classroom were asked from the SBA process up to most extent. For the statement no 2, 28 students have given a neutral opinion while 26 agree, 2 firmly disagree and 4 students disagreed with the statement. This shows that how they assessed in the classroom is quite controversial how they are assessed in assessment process. 42 students agreed that they are assessed on what the teachers have taught to them while 10 disagreed, 4 students firmly disagreed and 4 disagreed for the statement. As a whole for the two statements related to the congruence of planned learning, more students have responded quite positively about the current process of SBA process.

Positive attitudes towards the transparency of the assessment

Table 2 represents the positive attitudes towards the transparency of the School Based Assessment process. For the statement no 4, a majority of the students have viewed a neutral opinion while 3 firmly agreed, 12 agreed, 10 and 4 students disagreed and firmly disagreed respectively. This seems that students are not informed clearly when they are assessed in the classroom. For the statement no 6, 7, 8 most of the students have put forward positive views regarding the process of assessment. This seems that students are clear about what teachers want in their assessment tasks. And also, most of the students are aware of how a particular assessment task will be marked. As a whole, it is clear that there is a satisfactory level of transparency of the School Based Assessment process of the school system.

Table 2 Positive attitudes towards the transparency of the assessment

Statement	Percentage of students' responses
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Statement No		Firmly agree	Agree	Neutral	Disagree	Firmly disagree	Total
04	I'm told in advanced when I'm assessed	2	12	30	10	4	60
05	I'm told in advance on what I'm being assessed	6	32	7	8	7	60
06	I'm clear about what my teacher wants in my assessment task	2	38	14	7	9	60
07	I know a particular assessment task will be marked	4	32	15	5	4	60

Positive attitudes towards achievement level of the Students

Table 3- Positive attitudes towards improving achievement level of the Students

Statement No	Statement	Percentage of students' responses					
		Firmly agree	Agree	Neutral	disagree	Firmly disagree	Total
08	SBA process provides a significant support for the learning process	1	38	18	3	—	60
09	Teacher gives necessary feedbacks after the SBA process	-	20	36	4	—	60
10	I can increase my term test marks because of SBA	7	40	12	1	—	60

The perceptions related to the how SBA has supported for improving achievement level of the students analyzed in the Table 3. According to the Table 3, majority (38) of students have agreed that the SBA process provides a significant support for their learning process. This seems that SBA process assists students learning process up to most extent. For the statement no 9, 20 students agreed that they are given necessary feedbacks after SBA process by the teachers and 36 students had a neutral opinion regarding this. So, giving necessary feedbacks after SBA process by the teacher should further improve according to this situation. And students have agreed that their term test marks can be increased because of SBA. The number of students who agreed was 40. According to this it seems that SBA provides a significant support to increase their term test marks. As a whole the researcher can say that SBA process assists students' achievement level though there are small shortcomings.

Responses to negative attitudes about the current situation of the SBA by the students

Table 4 Responses to negative attitudes about the current situation of the SBA by the students

Statement	Percentage of students' responses
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Statement No		Firmly agree	Agree	Neutral	disagree	Firmly disagree	Total
11	SBA is an extra workload for the learning process		35	13	12	-	60
12	Methods of assessment are not relevant to the English subject		-	11	17	32	60
13	SBA provides subject knowledge slowly		11	10	13	26	60
14	There is excessive work due SBA process		26	14	18	2	60
15	SBA process has no relevance to life experiences.	4	22	21	13	-	60

Table 4 represents the responses to negative attitudes about the current situation of the SBA. For the statement no 11, 35 students agreed that SBA is an extra workload for their learning process. The statement that methods of assessment are not relevant to English subject, 32 students firmly disagreed while 26 students firmly disagreed for the statement that SBA provides subject knowledge slowly. For the statement 14, majority of students (26) agreed that there is excessive work due to the SBA process. And also 22 students agreed that SBA process has no relevance to the life experiences. According to this table, most of the students agreed with the negative statements included by the researcher. So, this shows that there are some problematic areas should be paid attention by the educationists.

Attitudes towards the SBA current process by the Teachers

Attitudes towards the current process of SBA is analyzed under the following 2 headings

- The responses to positive attitudes about the SBA by the teachers
- The responses to negative statement about SBA by the teachers

The responses to positive attitudes about the SBA by the teachers

Table 5 The responses to positive attitudes about the SBA by the teachers

Statement No	Statement	Firmly agree	Agree	Neutral	disagree	Firmly disagree	Total
02	Students enthusiastically involve in the assessment process		3	2			5
03	SBA process helps to enhance the term test marks	3	3				6
04	Teachers have enough facilities and guidelines to conduct assessment for English subject		2		4		6
05	Teachers get enough external monitoring		2		4		6

According to the Table 5, three teachers agreed that assessment has an impact on the way that students study their learning process and a majority of the teachers in the sample agree that students enthusiastically involve themselves in the assessment process. For second statement, all the teachers agreed that SBA helps to enhance the term test marks. For the third statement majority of teachers' opinion was that they didn't have enough facilities and guidelines to conduct assessment for English subject. Also most of the teachers' opinion was



that teachers did not have enough external support for the SBA process. That shows in the statement number 5 that four teachers out six disagreed to the statement that they get enough external monitoring for the SBA. Although, teachers view that SBA process has good impacts from the side of the pupil, there are some shortcomings related to the facilities and monitoring process regarding SBA from the teachers' side. The observation schedule revealed that the external monitoring process within the school was at a very poor level.

The analysis of data obtained from the observations revealed emergent themes that support the data obtained from teachers' above responses. There should be an external monitoring process to observe the SBA conducted at the school level and to give direct comments and feed backs to the teachers involve in this process. Observation schedule revealed that teachers use different assessment modalities for the same unit For instance, one teacher adopted the individual work model for English grammar unit, the other teacher used group work model to assess student performance for the same lesson. Such discrepancies or problems could be sorted out and solved by having an external supervision assessor to monitor the actual assessment processes at the school level. Different teachers conducted school-based assessments differently because they lacked external monitoring. In addition, the responses to negative statement about SBA by the teachers showed in Table 6.

Table 6 Responses to negative statement about SBA by the teachers

Statement No	Statement	Percentage of teachers' responses					Total
		Firmly agree	Agree	Neutral	disagree	Firmly disagree	
06	SBA provides subject knowledge slowly	-	1	2	3	-	6
07	SBA is an extra workload for the teaching process	2	3	1	-	-	6
08	Knowledge about using different assessment modes for English is low	-	1	3	2	-	6
09	Present SBA modalities do not suit for English subject	-	-	-	5	1	6
10	SBA process is not compulsory for the teaching learning process	-	-	1	4	1	6

Table 6 includes the negative responses related to the SBA process. For the 6th statement most of the teachers viewed a negative idea that SBA provides subject knowledge slowly. Majority of the teachers agreed to the negative statement that SBA is an extra workload for their teaching process. This seems that teachers have the attitude that their workload has been increased due to this School Based Assessment process. Also, most of the teachers bear a neutral opinion that their knowledge about conducting SBA for the English subject is low. This seems that the knowledge for conducting different assessment modes of the teachers should be improved than the current situation. Further, teachers disagreed to the statement that SBA modalities do not suit the English subject. This seems that present SBA modalities have positive relationship with current SBA process. The statement no 10 most of the teachers disagreed that SBA process is not compulsory for teaching learning process. This proves that SBA is a compulsory requirement for the teaching learning process from the teachers' perspective.



Problems encountered when implementing SBA process

Problems encountered when implementing SBA process were identified through the interview schedule conducted with teachers and students. First the problems identified from the teachers are summarized as follows.

Teacher related problems

Most of the teachers' opinion was that they have only limited time to do their Assessment works as they have to allocate more time to complete their syllabus work. They further say that although they can conduct the no of assessments given in the circular it is difficult to record each student 'marks. Because it is a time consuming task. So, teachers like to spend more time to cover the syllabus. Most of the teachers raised the argument that conducting assessment can be easily done in a classroom consists of 20 -21 students. But when the class size is bigger, the task of implementing the SBA process is a difficult task.

Also, some of the teachers mentioned that only superficial knowledge can be measured through the assessments. So spending more time to do the assessments is little bit useless thing as teachers think. They further say that conducting assessments in the classroom is more costly, time and effort consuming task. Some of the teachers say they cannot generalize the results obtained from the assessments. Some of the assessments are subjective. Some of the teachers say that students have a lack of motivation to do these assessments in the classroom. Students are highly motivated to study for the term test examinations not for the classroom assessments. So, they have lack of interest for ready for the classroom assessments.

Also, some of the teachers responded that it's difficult to bring backwards students to the required level because there is an aptitude range in the classrooms with gifted students at one end and backward students at the other end.

Most of the time teachers are compelled to complete the assessment task by the school administration as SBA marks are thoroughly supervised at the zonal level. The main difficulty that all the teachers are having is insufficient time. Difficulty in completing the entire syllabus due to lengthy syllabi and wastage of students; learning time are the problems surfaced with regard to time. The more prominent drawbacks related to the assessment is inadequacy of time for teaching because of the assessments. Teachers have stated that much time has to be spent for documentary work. Lack of opportunities for students to become active, difficulty of awarding the due mark for a student because a minimum mark has already been decided, difficulty of giving marks for five criteria problems related to the time factor in preparing mark sheets, and insufficiency of time to write assessment plans are other concerns presented by the teachers. It takes considerable time to mark the assessment papers and record the marks of students 40-45 students in a class.

The other problem that teachers mentioned is, it takes more time to conduct some of the assessment modalities in the classroom. For an example a method like role play is difficult to conduct in a classroom having 40-45 students. So, teachers have to limit the span of assessment modalities to a hand full of methods subscribed by the circular.

Apart from that teachers found that scarcity of resources available in the school is one of the problems to implement Assessment modalities. Most of the students do not have access to well-equipped libraries and internet facilities and other audio visuals to learn on their own. Therefore, teachers are compelled to follow the traditional way of teaching with the help of the blackboard and chalk to complete the syllabuses. Teachers say that parents of students often pressurize the teachers to complete the syllabuses in time.

Teachers further explain that students also have excessive pressure as they have to do assessments for all the subjects. Also, students have negative attitudes towards the assessments, and they do not complete the assessment within the stipulated time.



Student related problems

To identify the students related problems the researcher executed open ended questions for the students' sample. Opinion of most of the student was that they are really fed up with the current practices of School Based Assessments. Generally, the current methods of assessment process are traditional forms, so students show little enthusiasm to do the assessment. One of students says that "teachers use different forms of assessment, some subjects can be assigned group activity, and some cannot. "Group activities are not helpful in our class because there are 43 students in the classroom. So not everybody will have a chance to present their findings. Also, when both weak students and bright students are mixed in to one group only a few students are dedicated to do the task and others neglect the work and get the marks for the assessment. They say that most of the teachers used to do the group activities for their ease, but most of the students do not get expected objectives from the assessment. The marks get for group activities cannot be generalized. The less able students just keep quit and better ones are willing to spend more time and collect information for the assigned work. But, finally all the members of the group get the same marks for the assessment. Also, some of them say they have to practice hardly for the assessment. English subject assessments are not enjoyable" some students say. Only English fluent students can do the assessments given by the English teachers. The weaker students cannot score more marks for some of the assessments. As students say there should be a variety of giving assessment otherwise, they are fed up with tasks given by the teacher. Especially there should be a diversity of giving assessment for English subject and further emphasized that the assessment modalities should be conducted more practical rather than theoretical. Some students say teachers are conducting assessment given in the textbook and it should be changed rather interesting way for the students.

Some of the students accused that SBA creates a huge amount of work for students. Because it is required for every subject. There are 12 subjects and students must do assessments for each subject according to the number of periods. So, students must do a number of assessments and it has become a big burden for them and further say they do not have enough time to do any other co-curricular activity due to these peak pressures of assessments.

One student in selected sample put forward a different idea that the highly exam-oriented nature of the assessment should be reduced and the skills that cannot be measured through term tests and O/L examination should be included in the classroom assessment process.

Discussion

For the Students' perception questionnaire students had positive attitudes toward the SBA process. According to the views of the students the assessment process conducted in the classroom is related to the learning process up to the most extent. But there was a little disparity between the learning process in the classroom and the assessment conducted in the classroom. Students have a clear idea about what teachers expect from the assessment and also, they are aware of the marks given for the assessment. But informing students prior to the assessment is at a poor level. As a whole transparency of the assessment process is at a satisfactory level.

According to the views of the student's SBA process provides a significant support for increasing the achievement level of the students. One of the main objectives of the SBA process is assisting students to enhance their achievement level in the exam. Students should be able to identify the weak areas of their assessment process. Then they can correct them and avoid same mistake occurring again. For that the teacher should give necessary feedbacks after the SBA process. But giving feedbacks after the SBA process is at a poor level.

According to the research findings most of students put forward that they have excessive work due to SBA process. Students regard SBA process as an extra workload for their studies. This shows that students consider SBA process as an extra burden for their studies. To avoid this attitude of the students, teachers should take some actions to do assessments rather effective and interesting way. Its identified in the research that SBA has no relevance to the life experiences of the students. One of the main objectives of the SBA as mentioned in the circular by the Ministry of Education is as much as possible classroom assessment process should be



related to the life experiences. But it seems that in the classroom context teachers do not pay much attention for that when preparing assessments for the students.

From the teachers' perspectives teachers view that assessment process has an impact the way that students study their learning process. According to the teachers' perspectives students enthusiastically involve in the assessment process. But from students' side they consider assessment process as an extra workload for their educational works. So, the researcher suggests that teachers should openly discuss with the students about the problematic areas that students faced with when conducting assessment and take some actions to remove this idea of the students. Teachers agreed that they have enough facilities to conduct different assessment methods. When there are enough facilities in the school, teachers can do different assessment methods easily not only in the classroom but also in the outside classroom. According to the findings of the research teachers view that SBA process help to enhance the term test marks. Most of the time the evaluation done in the assessment process should be conducive to increase the assessment marks otherwise there is no effectiveness of doing assessment in the classroom. Conducting assessments is not only helpful for students but also teachers can identify the success of their teaching. Being aware of weak areas of the teaching process this is helpful to make teaching process more successful in the future. Teachers' effective teaching process influence to increase the achievement level of the students at last.

According to the teachers' perspectives they don't think that SBA provides subject knowledge slowly. And also, teachers say that SBA is an extra workload for their teaching process. Most of teachers are having the attitude that they have excessive works due to SBA. So no of assessments should be reduced as a solution for that. According to the research findings most of the teachers are aware of the different assessment methods used for English subject. And also, they think that SBA process is a compulsory requirement of the teaching learning process.

According to the research based on An Investigation into the nature of the School Based Assessment program implemented in G.C.E O/Classless done by NIE (2015) revealed some difficulties faced by the teachers when implementing SBA process. Researcher also found some difficulties faced by the teachers when implementing SBA process. And the above research found that Group activities, short written tests, assignments and open-ended examinations were the popular assessment methods used by teachers. Similarly, this research also revealed that only a limited number of assessment methods are used by the teachers when implementing SBA process in the classroom. The study of examining the relationship between assessment and students approaches towards learning by Stuyven et al., (2005), revealed that students with more advanced learning prefer essay type exams than the other type of assessment methods. But in this research researcher found that students highly prefer group activities among the other assessment methods. This is a quite controversial idea when compare with above research. This might be due to the difference of education system between Sri Lanka and Malaysia.

Suggestions

SBA is a continuous process of evaluating the learning improvement of students directed by the teachers. It is proposed that School Based Assessment be continued at the school level further subject to the following amendments. SBA introduced by the school system comprise diversified activities that may teachers use not well conversant with the method. They need to be perfectly trained to make the method fruitful. Implementing teacher training programs can highlight the significance of SBA and its implementation. The students-teacher ratio in the classroom of our country is not favorable for the implementation of the SBA. When the class size is bigger, it's difficult to implement SBA in the classroom, So That should be paid attention and also adequate teachers should be immediately appointed to make the approach effective. Sometimes we can see some of the various activities of SBA are complex and terrifying for a number of students. They should be treated in the most possible conducive way so that it doesn't make them bored to school and education. So, it is necessary to reorganize the evaluation process that the students and teachers are motivated and reinforced to do the SBA process. And also, the evaluation methodology should change in such a way that the SBA inclines the backward child successfully to the learning process through interesting learning experiences while providing feedbacks to the gifted child to move forward divorcing itself from being exam oriented.



Teachers should pay more attention to the use of student-centered assessment methods rather than giving more teacher centered methods. There should be very close relationships among the teachers to minimize the difficulties faced by the students because of the many assessments at any given time. That is assessments should not be an extra burden to the students. Teachers should be encouraged to perform diversity of assessments in the classroom that provide opportunities for students to get diversified experiences. Teachers should plan assessments according to the preference of the students. Teachers should be responsible to do classroom assessment without hindering to the co. curricular activities that students engage in the school. There should be a post-supervision in the school level and the national level about School Based Assessment process and also there should be a mechanism to encourage the services of the teachers who implement SBA process dedicatedly and enthusiastically. A systematic process should be put in place to facilitate the teacher's role minimizing their documentation work. The marks awarded by the SBA need to be further continued as a means of qualifying students seeking the admission to G.C.E (A/L) classes after sitting the G.C.E. (O/L) exam. A suitable program should be organized to raise the awareness of students and parents about SBA. If a suitable mechanism is there to be implemented this SBA process, both teachers and students can take the maximum advantages from this process

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