

ABSTRACT

The aim of this research is to examine the students' and teachers' perception on School Based Assessment process in the school system of 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 zone in Gampaha district following the method of convenient sampling techniques.

Data were collected using a questionnaire and interview schedule. Both qualitative and quantitative approaches were used to analyze data. Quantitative data were analyzed through percentage and descriptive statistics while qualitative data were analyzed by ground theory method. Tables and graphs were used to present data.

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 action 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.

The findings of theoretical, methodological and procedures related to the perception of teachers and students of the SBA system will be important for the educationalists and Policy makers to ensure the success of SBA's implementation.