

School Based Assessment Issues in Selected Malaysian Primary Schools

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Abstract : Assessment is an integral part of teaching and learning in any syllabus in the world. Recently, a new assessment system, School-Based Assessment (SBA) was introduced and implemented in the Malaysian education system to promote a more holistic, integrated and balanced assessment system. This effort is part of the reformation made in the Government Transformation Plan (GTP) to produce a world-class human capital as we are reaching and achieving the Vision 2020 in the near future. However, this new change has raised awareness and concerns from teachers, students, parents and non-profit organizations on how the new assessment is to be implemented and how it is affecting the students and teachers particularly. Therefore, this paper aims to investigate the issues that teachers face in implementing SBA in primary schools, the measures taken to address the issues and to propose ways of managing school-based assessment. Five national primary schools focusing in the urban areas in the Selangor state are chosen for this study to carry out. Data for the study will be gathered from interviews with teachers from each school, surveys and classrooms observation will be conducted in each school, and relevant documents are collected from the selected schools. The findings of this study will present the current issues that teachers from various types of national primary schools are facing and what actions they took to overcome the problems in carrying out SBA. Suggestions on how to better manage school-based assessment for teachers are also provided in this paper.

Keywords : community of practice, curriculum, managing change, school-based assessment

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