

## Abstract 05

### **Challenges of School-Based Assessment (SBA) faced by the English Teachers in Sri Lanka**

Sandapa Dissanayake

English Language Teaching Unit, University of Kelaniya

[sandapa8nimadi@gmail.com](mailto:sandapa8nimadi@gmail.com)

Educational evaluation is an indispensable part in the English as a Second Language (ESL) classroom. Assessment is the procedure where the teacher understands the level of achievement of students in order to rate, measure and decide the effectiveness of teaching and learning process and to divert students to achieve the required level along with feedback and meaningful remedial action. School Based Assessment (SBA) was commenced in 1998 in Sri Lanka and implemented at national level from grade six to nine under the educational reforms. According to new education reforms by the Department of Examinations, SBA was initiated for G.C.E. Ordinary level in 2001 and extended for Advanced level grades in 2003. Today, the implementation of SBA is apparent in all government schools in Sri Lanka for secondary level students under the National Institute of Education (NIE) and the Department of Examinations. SBA is an assessment carried out by students' own teachers in schools with the aim of improving the quality of learning, teaching and assessment. The purpose of this study is to investigate the challenges of SBA system, faced by the ESL teachers in Sri Lanka. The study focused on a sample of five ESL teachers in the Kurunegala Education Zone. Semi-structured interviews were utilized to gather qualitative data. The interviews were transcribed and analyzed through thematic content analysis. The findings of the study revealed the challenges and difficulties faced by the ESL teachers when dealing with the SBA system such as lack of time and excessive workload, etc. Furthermore, the discussion will be expanded to scrutinize its' negative effects on students.

*Key words: School-based assessment, second language classroom, Department of Examination*