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### **Effect of school based assessments on improving teaching and learning**

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Although School Based Assessment (SBA) is considered very effective in the teaching-learning process, it is not applied in the expected manner in the Sri Lankan classroom. The aim of this study was to learn about perceptions of students, teachers and school administrators on the SBA Program and to find out how to implement lessons effectively with different assessment tools to a classroom.

Fifty teachers who teach science for grades ten and eleven were randomly selected from the Kandy district for the study. At the first stage, a pre-structured questionnaire was used to find the teachers' perceptions about SBA. Seven teachers were subsequently selected for further observational studies. Four of the seven selected teachers taught in a girls' school and the other three teachers taught in a boys' school. Both the schools were in the Gampola Education Zone. Thirty four lessons conducted by the selected teachers were observed. The teachers were allowed to use their usual teaching methods and their lessons were observed to find out about their use of different tools to assess the students. Then twelve lesson plans were prepared with different assessment tools for unit four, "Prevention of Diseases Associated with the Main Systems of the Human Body" in the science curriculum for grade ten. These lessons were implemented to a grade ten classroom in the girls' school with the help of the teacher with the intention of showing that SBA can be used as an effective teaching and learning method. Informal interviews were also conducted with the students, teachers and school administrators to find out their perception about SBA.

Preliminary analysis indicated that SBA is practiced successfully in the classroom. The observations made in the second stage however revealed that SBA was not practiced in the classroom as expected. Active student participation and improvement of skills and attitudes was observed during the implemented unit. This subsequently changed the teacher's negative attitude towards SBA, and they were convinced that SBA can be applied effectively to improve teaching and learning. Informal interviews revealed that the teachers need more training to improve their knowledge about the practice of SBA.