

ENHANCING ELEVENTH GRADERS' UNDERSTANDING OF "DIFFERENT SOLVENTS AND THEIR APPLICATIONS" USING SCHOOL-BASED ASSESSMENT (SBA)

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Assessments play an important role in teaching learning process and, it is integral to teaching. Although School-Based Assessment (SBA) was introduced to Sri Lankan Schools in 1998, still it is not implementing in school classrooms in an effective manner. Therefore, this study was carried out to find out the possibilities of using SBA in classrooms to enhance student learning. To find out the teachers perception of SBA, a questionnaire was administered to randomly select 38 science teachers from Kegalle district. The responses to the questionnaire show that the SBA was practicing well in the classrooms. 22 science lessons were observed in three science classrooms in three schools (1AB & two 1C) to notice how teachers practice SBA in their classrooms. A questionnaire was administered to 11th grade students of 1AB school (38) and one 1C school to learn their perception about SBA. Classroom observations and students' responses were not in favour with the responses to the teacher questionnaire.

Hence, this study was planned to show the effectiveness of SBA in teaching and learning process. Two classrooms from two schools were selected from Mawanella education zone in Kegalle district and Nawalapitiya Education zone in Kandy district. The second unit in the second term, "*Different solvents and their application*" was selected for the study. This was the unit to be selected at the time of the study. Fifteen lesson plans with different assessment modalities were developed and discussed with the subject teacher on the ways of presenting them to students. The subject teachers implemented the lesson plans to two grade eleven classes of the two schools. Informal interviews were carried out with teachers, students and education officers.

By triangulating multiple data sources and using grounded theory it was found that students were able to reap the benefits of SBA by showing their knowledge and experiences in group activities. They were happy to receive marks for assessments and motivated for their learning. A significant change of teachers was the development of positive attitudes towards SBA. They wanted to continue this way of teaching in future with embedded assessment in lessons. Hence, SBA can be successfully implemented in classrooms.