School-Based Assessment: Policies and Practices in the Asia Pacific

“Tour de table”

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• Who am I?
  – Background expertise
    Measurement and International Student Assessment (Secondary Data Analysis)
  – Current role and responsibilities
    Lecturing on Teacher Training (assessment, quantitative data analysis), Consultancy (with various agencies – MOE & Private)
  – Professional perspectives/experiences with regards to school-based assessment
    Panel for developing assessment standard document for MOE
How long has your country implemented school-based assessment (SBA)? How is it defined?

a. SBA in Malaysia started after the agreement at ministerial level meeting on 17 December 2010 to implement SBA which is part of Educational Transformation Program (ETP).

b. This is also part of the Malaysian Education Blueprint 2013 – 2025.

c. SBA is assessment that emphasises on students’ development holistically (i.e. cognitive, affective and psychomotor) which is based on National Education Philosophy (NEP) and Malaysian Standard Curriculum for Primary and Secondary Schools.

d. Started in 2011 (Primary schools at Year 1) and 2012 (for Secondary schools – Form 1).

e. Objective of SBA: To obtain full picture of students’ potential, monitor their development, assist them to increase their full potential, and report meaningful individual learning progress.
Malaysia – Intro to SBA

What is the rationale for SBA in your country?

a. To develop the country’s human capital in order transform the country into a knowledge-based economy

Programmes and projects will be undertaken to deliver the National Mission’s priorities of improving the education system, increasing innovation, and ensuring holistic human capital development.

b. To minimize the perception that we are too focused on examination

c. To overcome the issue of “teaching for the exam/test” [but not all are bad!!]

d. To monitor students’ progress and quality in their learning so that
Malaysia – Intro to SBA

Is the concept of SBA reflected in education policy in your country?

How so?

a. National Education Philosophy

Education in Malaysia is an on-going effort towards further developing individuals’ potentials in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonic...

b. Malaysian Education Blueprint 2013 – 2025

i. Six system aspirations (access, quality, equity, unity, and efficiency and six students aspirations (Knowledge, Thinking Skills, Leadership Skills, Bilingual Proficiency, Ethics and Spirituality, and National Identity).

ii. 11 SHIFTS – SHIFT 1 Provides equal access to quality education of an international standard;

iii. Chapter 4 explains more on Student Learning and Assessment

c. National Integrity Plan

d. National Mission
Malaysia – Intro to SBA

CURRICULUM AND ASSESSMENT

The Ministry will ensure the provision of an all-rounded curriculum benchmarked to international standards to produce students with the skills required to compete at an international level. This curriculum will address the intellectual, spiritual, emotional, and physical dimensions of each student.

It will emphasise the application of knowledge and the development of critical, creative, and innovative thinking skills. It will provide students with the opportunity to learn arts, be involved in at least one sporting activity and other co-curricular activities. The Ministry will also ensure the holistic assessment of students via National Examinations and School-based Assessments or Pentaksiran Berasaskan Sekolah (PBS). Measures undertaken will include:

- Redesigning the primary and secondary school curricula to align with international standards;
- Upgrading assessment frameworks to increase items that test higher-order thinking skills in both national examinations and PBS, and to move towards standard-referencing in PBS;
- Intensifying teacher support to ensure the written curriculum is accurately translated into classroom teaching through better teaching resources and an expanded School Improvement Specialist Coach (SISC+) role; and
- Introducing Literacy and Numeracy Screening (LINUS) 2.0 with an expanded scope to address English literacy.

MEB 2013 – 2025 (MOE 2013)
Malaysia – Intro to SBA

*How is SBA integrated into your country’s basic education system, to your current knowledge? Which levels (e.g. primary, lower secondary, upper secondary) and which subjects are integrated into it?*

–SBA is implemented at all levels of schooling – primary (Year 1 to Year 6), lower secondary (Form 1 to Form 6) and upper secondary school (Form 4 and Form 5).

–It was first introduced at the Primary school level in 2011 and at secondary school (Form 1) in 2012.

–It has been implemented for all subjects.

–It includes different components:
  
a. School assessment
  
b. Central Assessment
  
c. Psychometric Assessment
  
d. Physical, sports, and co-curricular activities assessment
Malaysia – Intro to SBA

- **School Assessment**: written tests that assess subject learning. *The test questions and marking schemes are developed, administered, scored, and reported by school teachers based on guidance from LP;*

- **Central Assessment**: written tests, project work, or oral tests (for languages) that assess subject learning. *LP develops the test questions and marking schemes. The tests are, however, administered and marked by school teachers;*

- **Psychometric Assessment**: aptitude tests and a personality inventory to assess students’ skills, interests, aptitude, attitude and personality. *Aptitude tests are used to assess students’ innate and acquired abilities, for example in thinking and problem solving. The personality inventory is used to identify key traits and characteristics that make up students’ personality. LP develops these instruments and provides guidelines for use. Schools are, however, not required to comply with these guidelines;*

- **Physical, Sports, and Co-curricular Activities Assessment**: assessments of students’ performance and participation in physical and health education, sports, uniformed bodies, clubs, and other non-school sponsored activities. *Schools are given the flexibility to determine how this component can be assessed.*
Malaysia – Intro to SBA

What are some of the challenges that your country has faced or is facing with regards to SBA?

– Teachers’ acceptance and readiness to implement SBA;
– Too many students to assess;
– Skills and knowledge to develop quality instruments/tools;
– Time constraint;
– Professional development;
– Supporting Systems;
– Plausible explanation related to the implementation of SBA at school level