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

SBA – Nepal Practices

Ganesh B Singh
SBA – Nepal Practices

How long has your country implemented school-based assessment (SBA)? How is it defined?

SBA in Nepalese schools in terms of teacher made test, teacher’s assessment in the classroom during lesson delivery, teacher’s periodic assessments using various assessment tools to evaluate learning, CAS, etc.

SBA in the in-service teacher training (NCED, 2000; 2005; 2010), pre-service teacher education at the University level, and school level curriculum (CDC, 2005; 2007; 2012)

Student assessment on the whole will comprise both internal and external assessment using formal as well as informal testing devices. Internal evaluation of student will be schools based. (NCF, 2007)
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– What is the rationale for SBA in your country?
– Is the concept of SBA reflected in education policy in your country? How so?

Summative and formative assessments emphasized
NCF, SSRP as well as curriculum and training materials emphasize – improving learning of students, continuous and comprehensive assessment, summative assessment for grade promotion, teacher accountability, and course/curriculum improvement.
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– 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 is it integrated into?

**Continuous and Internal Assessment Coupled with Liberal Promotion**

CDC has been implementing CAS at grades 1-3. Pass mark is not determined for grades 1-3 and learning achievement of students are recorded through continuous assessment by respective teachers at the school level. NCF and SSRP provisioned liberal promotion policy which is to be gradually implemented from grades 1 to 7 by ensuring qualities with remedial provision in the basic education.

NCF has made provisions for internal and external assessments. Internal assessment is meant to be conducted by respective school or subject teacher whereas external assessment is by board or examination committee outside the school. Weightage is suggested by NCF for internal and external assessments.
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– What are some of the challenges that your country has faced or is facing in regard to SBA?
  • CAS is practices and recorded as periodic examination in most schools
  • Result analysis weak
  • Weak alignment of SBA to teaching learning improvement
  • Single score still in emphasis