

Classroom-Based Assessment of Science in the Context of Malaysia

Mat Rasid Ishak, Hidayah Mohd Fadzil, Harris Shah Abdul Hamid

Keywords:

Keywords: Science Education, Classroom-Based Assessment, School-Based Assessment



Abstract:

The 21st-century assessment system requires a student centralised assessment instead of a traditional assessment system. Traditional assessment is found to be a limiting factor in student classroom engagement during Teaching and Learning. This study sheds light on concepts of assessment and measurement of the Science subject implemented today. The assessment and evaluation conducted in Malaysia comprise two types which are School-Based Assessment and Classroom-Based Assessment. The change of assessments in Malaysia from School-Based Assessment to Classroom-Based Assessment namely involves the Science subject too. The change in assessment encompass activities used in assessments, application of assessments in Science, issues and problems faced in the assessment of Science as well as an update on its implementation that differs from the previous ones. This study also provides a focus on the differences between School-Based Assessment and Classroom-Based Assessment in Science. This difference is shown in a series of pros and cons of the Classroom-Based Assessment which replaced the School-Based Assessment in Malaysia's education evaluation system. This discussion is done thoroughly to ensure the effectiveness and challenges in conducting Classroom-Based Assessment is capable of polishing students' potential holistically in the teaching and learning of science in the 21st century.