

Global perspectives on School-Based Assessment (SBA): A systematic review of international practices and challenges

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This systematic review explores the implementation, philosophical foundations, methodologies, and challenges of School-Based Assessment (SBA) across 12 diverse educational contexts, including Finland, Canada, New Zealand, Hong Kong, Singapore, South Africa, the Caribbean, Australia, Malaysia, China, the United States, and Sri Lanka. Drawing from policy documents, empirical research, and academic literature, the study reveals that SBA has emerged as a global educational reform strategy aimed at promoting student-centered learning, formative assessment, and holistic evaluation. The review categorizes SBA systems according to underlying philosophies—such as constructivist and learner-centered models prevalent in Western nations versus the standardized, centralized frameworks dominant in many Asian countries. Despite these variations, SBA is universally acknowledged for its potential to foster deep learning, intrinsic motivation, and meaningful student engagement. However, implementation is hindered by shared challenges including high teacher workload, limited assessment literacy, insufficient training, and the difficulty of achieving consistency in assessment practices. A comparative analysis of 48 key publications from 12 countries using a PRISMA-style approach reveals both commonalities and regional differences in SBA, providing a structured foundation for global policy development. Recommendations underscore the importance of capacity-building, consistent moderation, and integrated policy support to ensure effective, equitable implementation and strong policy support to enable SBA to realize its full potential in enhancing student-centered learning.

Keywords: *School-Based Assessment, Formative assessment, Global educational reform, PRISMA-style approach, Philosophical foundations, Methodologies, Challenges*