

# Editorial

## A Special Issue on School-Based Assessment

This issue of the *Journal* provides a description of the research in five nations, Canada, China, Israel, Lebanon, and the United States, relative to the many dimensions of school-based assessment. It is of interest to know that these countries share some common concerns, issues, and directions of development in this area, and yet at the same time all the countries have their own particular domains of research and development that emanate from their historical, political, and cultural roots.

The research reported here is by no means exhaustive, as several authors note, but it does give much insight as to the commonalities we share and the unique situations we face in school-based assessment as we move toward the year 2000. To comment further on a topic that has been, in the following pages, superbly examined would be redundant.

The editor and staff of the *McGill Journal of Education* extend their gratitude to Dr. Philip A. Saigh, of the Graduate Center of the City University of New York, for his unfailing attention to guest-editing this issue. To coordinate the writings of researchers in five different nations was no small task, and he is to be congratulated for bringing to completion an edition of the *Journal* that will, no doubt, be stimulating and useful to all who are interested in "International Perspectives on School-Based Assessment."

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