



Mission Report

Southeast Asia Primary Learning Metric (SEA-PLM) Field Trial
8 February 2018, Sekolah Kebangsaan Bandar Baru Bangi, Selangor, Malaysia

Prepared by
Pattama Punthawangkul, Programme Officer I

A. SEAMEO Officials and Staff Member on Mission

-Dr Pattama Punthawangkul Programme Officer I

B. Background, Description and Objectives of the Activity

Southeast Asia Primary Learning Metric (SEA-PLM) is a regional assessment that intends to provide data on learning outcomes of Grade 5 students in reading, writing, mathematics and global citizenship. The assessment was piloted in 5 Southeast Asian countries: Brunei Darussalam, Cambodia, Lao PDR, Vietnam, and the Philippines. Ministry of Education Malaysia is conducting the pilot phase in 5 states namely, Johor, Pahang, Selangor, Kedah, and Sabah. In Selangor there are 10 schools participated in the field trial which was conducted on 8 February 2017 simultaneously.

C. Expected Outputs

- In-depth knowledge of SEA-PLM and its field trial conduct.
- Maintaining Relationship with UNICEF EAPRO and ACER

D. Participants

For observation, participants included observers from various parties, namely, MOE Malaysia, UNICEF EAPRO, ACER, and SEAMEO, as well as students, TA, and School Coordinator (SC).

For focus group discussion, participants included selected TA from various schools who represented Malay schools, Tamil schools, and Chinese schools.

E. Organizers

Ministry of Education Malaysia

F. Summary Points/ Highlights of Activity

Summary points of this mission can be concluded as follows.

1. The conduct of the field trial in the participating school

In general, the TA was well following the procedure the in the guidebook. However, there were noticeable behaviours

-the teachers broke down the whole testing hour into periods and erased each one when time passed. This might affect the result of the test as students might manage time better than other countries which did not perform this procedure

-there were amount of students asked permission to visit washrooms after finished the test and questionnaires. However, they was allowed one after another only.

2. The Focus Group Discussion

16 TAs from 8 schools shared their experiences and suggestions for the improvement of SEA-PLM test procedure. They would like the time of testing to be shorter and that there were more than one languages for the guidebook, tests, and questionnaires.

G. Role/Participation of SEAMEO Secretariat

SEAMES participated to

1. observe the field trial conduct & Test Administrator (TA) focus group discussion for enhancement of testing procedure of SEA-PLM in the future;
2. signify commitment of SEAMEO to SEA-PLM;
3. support MOE Malaysia, UNICEF EAPRO, and ACER in implementing SEA-PLM's pilot phase; and
4. promote visibility of SEAMEO.

H. Follow-up actions needed

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I. Appendices/Related Conference Materials and Outputs

1. Annex1 Photo of the school
2. Annex2 Testing Timetable
3. Annex3 List of schools for observation
4. Annex4 Observer Guidelines: Malaysia Field Trial
5. Annex5 Observation Form
6. Annex6 Completed observation form and note.

Southeast Asia Primary Learning Metric (SEA-PLM) Field Trial
8 February 2018, Sekolah Kebangsaan Bandar Baru Bangi, Selangor, Malaysia

Photo



FIELD TRIAL
SOUTH-EAST ASIA PRIMARY LEARNING METRICS (SEA-PLM) 2018
MALAYSIA
4 – 13 FEBRUARY 2018

	Time	Activities
1	8.00 am	TA arrives at school
2	8.00 – 8.30 am	TA meets SC; reviews and updates tracking forms (STF, TTF)
3	8.30 – 9.00 am	Set up room and materials (before the students are seated in the room)
4	9.00 – 9.15 am	Distribute test booklets and stationeries
5	9.15 – 9.30 am	TA reads the script Practice questions
6	9.30 – 10.30 am	Cognitive questions from Mathematics and/or Reading and/or Writing
7	10.30 – 11.00 am	Break
8	10.30 – 11.00 am	TA distributes student questionnaire
9	11.00 – 11.15 am	TA reads the script Practice questions
10	11.15 – 11.45 am	Student questionnaire including Global Citizenship items
11	11.45 am – 12.00 pm	Collect the materials and end the session

FIELD TRIAL
SOUTH-EAST ASIA PRIMARY LEARNING METRICS (SEA-PLM) 2018
MALAYSIA
4 – 13 FEBRUARY 2018

	State	Date
1	Johor	4.2.2018 (Sunday)
2	Pahang	6.2.2018 (Tuesday)
3	Selangor	8.2.2018 (Thursday)
4	Kedah	11.2.2018 (Sunday)
5	Sabah	13.2.2018 (Tuesday)

**OBSERVATION SCHEDULE
SOUTHEAST ASIA PRIMARY LEARNING METRICS (SEA-PLM) FIELD TRIAL 2018
MALAYSIA**

JOHOR

DATE	STATE	DISTRICT	SCHOOLS TO OBSERVE	MOE OBSERVERS	ACER/UNICEF/SEAMEO
4.2.2018 (SUNDAY)	JOHOR	JOHOR BAHRU	SEKOLAH KEBANGSAAN TAMAN PERLING	DR. SALMAH MOHD SALLEH	
		JOHOR BAHRU	SEKOLAH JENIS KEBANGSAAN (CINA) KUO KUANG 2	DR. ZAININ BIDIN	ACER
		JOHOR BAHRU	SEKOLAH KEBANGSAAN TAMAN UNIVERSITI 2	PN. NURLIYANA HUSNA SHAARI	
		JOHOR BAHRU	SEKOLAH JENIS KEBANGSAAN (CINA) FOON YEW 1	CIK HERLIANA YASIN	SEAMEO

**OBSERVATION SCHEDULE
SOUTHEAST ASIA PRIMARY LEARNING METRICS (SEA-PLM) FIELD TRIAL 2018
MALAYSIA**

PAHANG

DATE	STATE	DISTRICT	SCHOOLS TO OBSERVE	MOE OBSERVERS	ACER/UNICEF/SEAMEO
6.2.2018 (TUESDAY)	PAHANG	KUANTAN	SEKOLAH KEBANGSAAN TERUNTUM	DR. SALMAH MOHD SALLEH	ACER
		KUANTAN	SEKOLAH KEBANGSAAN KEMPADANG	DR. ZAININ BIDIN	SEAMEO
		KUANTAN	SEKOLAH JENIS KEBANGSAAN (TAMIL) BANDAR INDERA MAHKOTA	PN. RUZAINI RANI	

OBSERVATION SCHEDULE
SOUTHEAST ASIA PRIMARY LEARNING METRICS (SEA-PLM) FIELD TRIAL 2018
MALAYSIA
SELANGOR

DATE	STATE	DISTRICT	SCHOOLS TO OBSERVE	MOE OBSERVERS	ACER/UNICEF/SEAMEO
8.2.2018 (THURSDAY)	SELANGOR	PETALING PERDANA	SEKOLAH KEBANGSAAN SEKSYEN 7	DR. NOR SAIDATAUL RAJEAH ZAMZAM AMIN	
		PETALING PERDANA	SEKOLAH KEBANGSAAN TAMAN TUN DR. ISMAIL JAYA	CIK HERLIANA YASIN	ACER
		HULU LANGAT	SEKOLAH JENIS KEBANGSAAN (TAMIL) KAJANG	DR. ZAININ BIDIN	UNICEF
		SEPANG	SEKOLAH KEBANGSAAN KLIA	PN. NUR LIYANA HUSNA SHAARI	
		HULU LANGAT	SEKOLAH KEBANGSAAN BANDAR BARU BANGI	DR. SALMAH MOHD SALLEH	SEAMEO
		PETALING PERDANA	SEKOLAH KEBANGSAAN PUNCAK ALAM 2	PN. NOR HAYATI UTEH	
		SEPANG	SEKOLAH JENIS KEBANGSAAN (CINA) DENGKIL	EN. NORHISHAM ISMAIL	
		KLANG	SEKOLAH JENIS KEBANGSAAN (CINA) PANDAMARAN B	EN. MOHAMAD HIZAL TALIB	
		KLANG	SEKOLAH JENIS KEBANGSAAN (TAMIL) LADANG VALLAMBROSA	EN. NADARAJA MUNIANDY	
		HULU LANGAT	SEKOLAH JENIS KEBANGSAAN (CINA) YU HUA KAJANG	PN. RUZAINI RANI	

**OBSERVATION SCHEDULE
SOUTHEAST ASIA PRIMARY LEARNING METRICS (SEA-PLM) FIELD TRIAL 2018
MALAYSIA**

KEDAH

DATE	STATE	DISTRICT	SCHOOLS TO OBSERVE	MOE OBSERVERS	ACER/UNICEF/SEAMEO
11.2.2018 (SUNDAY)	KEDAH	KOTA SETAR	SEKOLAH KEBANGSAAN SULTANAH ASMA	DR. SALMAH MOHD SALLEH	
		KOTA SETAR	SEKOLAH KEBANGSAAN ALOR JANGGUS	PN. NURLIYANA HUSNA SHAARI	
		KOTA SETAR	SEKOLAH JENIS KEBANGSAAN (CINA) KEAT HWA H	DR. ZAININ BIDIN	UNICEF
		KOTA SETAR	SEKOLAH JENIS KEBANGSAAN (CINA) PENG MIN	EN. NORHISHAM ISMAIL	SEAMEO

**JADUAL PEMANTAUAN
KAJIAN RINTIS SOUTHEAST ASIA PRIMARY LEARNING METRICS (SEA-PLM) 2018**

SABAH

TARIKH	NEGERI	DAERAH	SEKOLAH YANG AKAN DIPANTAU	PEMANTAU	BAHAGIAN
13.2.2018 (SELASA)	SABAH	KOTA KINABALU	SEKOLAH JENIS KEBANGSAAN (CINA) ST. JOSEPH	DR. NOR SAIDATUL RAJEAH ZAMZAM AMIN	SEAMEO
		KOTA KINABALU	SEKOLAH KEBANGSAAN LIKAS	DR. SALMAH MOHD SALLEH	
		KOTA KINABALU	SEKOLAH JENIS KEBANGSAAN (CINA) CHEN SIN	PN. NURLIYANA HUSNA SHAARI	
		KOTA KINABALU	SEKOLAH KEBANGSAAN TANJUNG ARU 2	DR. ZAININ BIDIN	UNICEF
		KOTA KINABALU	SEKOLAH KEBANGSAAN INANAM 2	PN. RUZAINI RANI	

The Southeast Asia Primary Learning Metrics (SEA-PLM)

Observer Guidelines: Malaysia Field Trial

1. Introduction

The SEA-PLM Observer Guidelines have been developed to support the effective observation and documentation of the SEA-PLM Field Trial implementation in Malaysia. The Field Trial implementation includes the Test Administration (including Student Questionnaire) and facilitation of the Parent Questionnaire, School Questionnaire and Teacher Questionnaire.

The purpose of the observation is to:

- a) Identify any issues, challenges and best practices; and
- b) Determine the inputs and capacities of Project Team members and participants.

These guidelines are designed as the primary tool for Observers of the SEA-PLM Field Trial. They cover essential information that Observers will need to become familiar with, and information to support them to document the implementation of the Field Trial. They include step-by-step descriptions of activities that Observers are expected to undertake. This document should be used in conjunction with the Test Administrator's Manual, School Coordinator's Manual and Documentation Framework.

2. Role of the Observer

The role of the Observer is to:

- a) Passively observe the Test Administration (including Student Questionnaire);
- b) Passively observe the facilitation of the Parent Questionnaire, School Questionnaire and Teacher Questionnaire; and
- c) Document these observations.

The role of the Observer is not to police the test, but to simply document what they observe.

Sometimes, a Test Administrator or Project Team member may be nervous about being observed. If anyone expresses concern about the Observer's presence, they should be reminded that the Observer is not there to police the test, or to score the Test Administrator or Project Team. The Observer should also remind the Test Administrator and Project Team that no names will be recorded in the reporting of the observations.

It may not be possible for the Observer to witness every activity listed in this document. If this happens, the Observer should make a note of the activities they were not able to witness.

3. The Observer Effect

The 'Observer Effect' refers to the potential impact an Observer may have on the situation they are observing. The presence of Observers may cause unintended consequences for the Test Administrator, Project Team and/or students participating in the test. For example, if a Test Administrator is being observed during the test, they may become nervous and forget the

correct procedure for administering the test. This effect has the potential to impact the administration of the test and subsequently the validity of observation data collected.

In order to minimise these potential impacts, the following guidelines should be followed:

1. The number of Observers should be limited to **two** representatives per Test Administration session and facilitation of the questionnaires. This will minimise any potential impact, and be less distracting for the students and other participants.
2. Observers should sit towards the back of the testing area, out of eyesight from the students and/or other participants.
3. Observers should arrive *prior* to the Test Administration session and facilitation of the questionnaires, to avoid interrupting the process.
4. Observers should be quiet, ensure their mobile phones are turned off (or on silent), and not cause any distraction to the students and/or other participants.
5. Observers should not intervene with the Test Administration. If the Observer notices something occurring that is not in accordance with the Test Administrator's manual, they should note it down.

4. Resources Required

- Confidentiality Agreement
- List of schools to visit, including school names, location and stratum IDs
- List of Project Team members
- Test Administrator's Manual
- School Coordinator's Manual
- Documentation Framework
- Observer Guidelines
- Test booklets and Questionnaires
- Transport to Test Administration sites (arrival prior to the session commencing)
- Pen and notepad (or laptop if available)
- Watch/clock

5. Preparation

Observers should complete the following preparatory activities before conducting their school visit:

- Sign the Confidentiality Agreement
- Receive list of schools to visit, including school names, location and stratum IDs (from Technical Team Manager)
- Receive list of Project Team members (from Technical Team Manager)
- Become familiar with Test Administrator's Manual
- Become familiar with School Coordinator's Manual
- Become familiar with Documentation Framework
- Become familiar with Observer Guidelines

- Review Test booklets and Questionnaires

6. Method

The Observer should aim to arrive at the school at least 30 minutes before the start of the assessment. This should be sufficient time for the Observer to introduce themselves to school staff, locate the assessment room, set-up a chair and table, and observe preparatory activities. This may not always be practical, but having as much time as possible is recommended to observe the preparation for test activities.

Two assessment sessions may be conducted at the same time in a sampled school. If multiple sessions are conducted at the same time, simply select one session at random and observe it in full.

The most important aspect of the Observer's work is to document what occurs during the assessment as comprehensively as possible.

The observations should relate to the work of the Test Administrator and Project Team, in terms of how they prepare materials, record attendance, assist students, and implement the session. They also relate to the behaviour of students, security processes and procedures, and any aspects of the assessment room that may impact test conditions.

Preparation of the Test Administration

This section covers the Test Administrator's preparation activities and the suitability of the area where the test session is to be conducted.

- Did the Test Administrator meet with the School Coordinator before the assessment to review the Student Tracking Form?
- Did the Test Administrator have all of the required materials ready and organised before students arrived? (Refer to Test Administrator's Manual Table 4: Assessment Material Checklist)
- Check the room set up – are there enough desks and chairs for all participating students? Are the desks arranged far enough away from each other to prevent students from viewing each other's booklets?
- Did the Test Administrator check that the allocation of desks is in the same order as listed in the Student Tracking Form?
- Did the Test Administrator have a clock or a watch to time the assessment sessions?

Conducting the Test Administration session

This section covers the important aspects of the test procedures being carried out during the assessment. The Observer should follow the Script and instructions set out in the Test Administrator's Manual. In particular, the Observer should refer to Stage II Assessment Day, Table

5: Timing of SEA-PLM Test Administration, and Appendix 5: SEA-PLM Field Trial – Test Administration Script.

The Observer should make a note of the following:

- Did the Test Administrator ask students to clear their desks?
- Did the Test Administrator check that all students had the necessary stationery?
- Did the Test Administrator provide stationery to any students that did not have the required stationery?
- Did the Test Administrator distribute the booklets and make sure each student had the correct booklet?
- Did the Test Administrator introduce themselves and the SEA-PLM project?
- Did the Test Administrator follow the Script?

For questions referring to adherence to the Script, only record major deviations from the Script or procedures; that is, additions or deletions that may affect how students respond to the assessment. Examples include omitting all or part of the example items, or repeating a section of the Script.

*Note: sections in the Script labelled “**READ**” must be read exactly as they appear.*

- Did the Test Administrator time the session correctly?
- Were any students admitted to the session after the booklet or questionnaire directions commenced? If so, what happened? What did the Test Administrator do?
- Did any students leave the test session? If yes, why did they leave? Did they return? How did the Test Administrator respond? Was the absence recorded on the Student Tracking Form?
- Did any students finish their test early? If yes, how did the Test Administrator respond? Did they collect the test booklet or questionnaire, or wait until the end of the scheduled time?
- Did any student ask for assistance with the test (cognitive items) or student questionnaire (Global Citizenship items)? If yes, what kind of assistance was requested? How did the Test Administrator respond? Did they assist the student?
- Did any student ask for assistance with the student questionnaire (contextual questions)? If yes, what kind of assistance was requested? How did the Test Administrator respond? Did they assist the student?

- Did the School Coordinator assist the students with the student questionnaire (contextual questions)?

Concluding the Test Administration session

This section covers the important aspects after the test has concluded.

- Did the Test Administrator complete the Student Tracking Form?
- Did the Test Administrator collect the completed School, Teacher and Parent Questionnaires and Teacher Tracking Form from the School Coordinator?
- Did the Test Administrator ensure that all information on the Student Tracking Form and Teacher Tracking Form was complete?
- Did the Test Administrator collate and confirm that all assessment materials were in their possession?

General Observations

Observers are requested to provide their overall impression of Test Administration procedures for each session observed. This includes:

- Contribution of the Test Administrator – were they able to be heard by all students? Were they familiar with the script? Did they seem familiar with the role requirements?
- Contribution of the School Coordinator – were they present during the test session? Did they seem familiar with the role requirements?
- Confidentiality and security of test materials – did anyone copy, photograph or film the Test Administration, students or any of the materials?
- Presence of others during test session – were there any additional people present? What was their purpose for attending? How involved were they? Did they view any of the test materials?
- Test Administrators' response to unexpected events (eg. a student admitted to the assessment room after test has commenced) – what did the Test Administrator do?
- Were there any disruptions to the session that could have affected students' participation?
- Did the students comply with test session timing, co-operate with test session instructions and work independently?
- Were any defective assessment booklets detected? If yes, how did the Test Administrator respond?

Parent Questionnaire, School Questionnaire and Teacher Questionnaire

School Questionnaire

- Was the School Questionnaire completed by the school principal or did they delegate to another person in the school?
- Did the Project Team assist with facilitating the School Questionnaire? If yes, how?
- When was the School Questionnaire completed?
- When was the School Questionnaire collected by the Test Administrator or Project Team members?
- Were there any challenges experienced?

Teacher Questionnaire

- Was the Teacher Questionnaire completed by all sampled Grade 5 teachers at the school?
- Did the Project Team assist with facilitating the Teacher Questionnaire? If yes, how?
- When was the Teacher Questionnaire completed?
- When was the Teacher Questionnaire collected by the Test Administrator or Project Team members?
- Were there any challenges experienced?
- Did the School Coordinator or Project Team complete the Teacher Tracking Form?

Parent Questionnaire

- When were the Parent Questionnaires distributed?
- When were the Parent Questionnaires completed?
- Did the Project Team assist with facilitating the Parent Questionnaire? What did they do? Did they explain the SEA-PLM project? Did they translate the questions? Did they assist the parents to answer the questions?
- Did the School Coordinator or Project Team members collect all of the Parent Questionnaires (completed and non-completed)? When were they collected?
- Did the School Coordinator or Project Team members check the Student IDs on the labels and record the relevant codes in Column 15 of the Student Tracking Form? (Refer to Table 8 in the School Coordinator's manual).

- Did the Test Administrator or Project Team collect the Parent Questionnaires and updated Student Tracking Form?
- Were there any challenges experienced?

General

- Were there any questionnaires that were not collected?
- Were there any other challenges experienced?
- Any other comments/observations?

SEA-PLM Observation Form**School name:****Date of observation:****Province/district:****Class 1** **Class 2**

{no. girls} {no. girls}

{no. boys} {no. boys}

Questions	Yes	No	Yes	No	Comments
Did the TA meet with the SC before the assessment to review the STF?					
Did the TA have all the required materials ready and organised before students arrived?					
Check the room set up – are there enough desks and chairs for all participating students?					
Are the desks arranged far enough away from each other to prevent students from viewing each other's booklets?					
Did the Test Administrator check that the allocation of desks is in the same order as listed in the Student Tracking Form?					
Did the Test Administrator have a clock or a watch to time the assessment sessions?					
Did the TA ask students to clear their desks?					
Did the TA check that all students had the necessary stationery?					
Did the TA provide stationery to any students that did not have the required stationery?					
Did the TA distribute the booklets and make sure each student had the correct booklet?					
Did the TA introduce themselves and the SEA-PLM project?					
Did the TA follow the Script?					
Did the Test Administrator time the session correctly?					
Were any students admitted to the session after the booklet or questionnaire directions commenced? If so, what happened? What did the TA do?					
Did any students leave the test session? If yes, why did they leave? Did they return? How did the TA respond? Was the absence recorded on the Student Tracking Form?					
Did any students finish their test early? If yes, how did the TA respond? Did they collect the test booklet or questionnaire, or wait until the end of the scheduled time?					
Did any student ask for assistance with the test (cognitive items) or student questionnaire (Global Citizenship items)? If yes, what kind of assistance was requested? How did the TA respond? Did they assist the student?					
Did any student ask for assistance with the student questionnaire (contextual questions)? If yes, what kind of assistance was requested? How did the TA respond? Did they assist the student?					

Questions	Yes	No	Yes	No	Comments
Did the SC assist the students with the student questionnaire (contextual questions)?					
Did the TA complete the Student Tracking Form?					
Did the TA collect the completed School, Teacher and Parent Questionnaires and TTF from the SC?					
Did the TA ensure that all information on the STF and TTF was complete?					
Did the TA collate and confirm that all assessment materials were in their possession?					
Was the TA able to be heard by all students? Were they familiar with the script? Did they seem familiar with the role requirements?					
Was the SC present during the test session? Did they seem familiar with the role requirements?					
Did anyone copy, photograph or film the Test Administration, students or any of the materials?					
Were there any additional people present? What was their purpose for attending? How involved were they? Did they view any of the test materials?					

Completed SEA-PLM Observation Form

School name:

Date of observation:

Province/district:

Class 1

Class 2

19

{no. girls}

19

{no. boys}

Questions	Yes	No	Yes	No	Comments
Did the TA meet with the SC before the assessment to review the STF?	x				
Did the TA have all the required materials ready and organised before students arrived?	x				
Check the room set up – are there enough desks and chairs for all participating students?	x				
Are the desks arranged far enough away from each other to prevent students from viewing each other's booklets?	x				
Did the Test Administrator check that the allocation of desks is in the same order as listed in the Student Tracking Form?	x				
Did the Test Administrator have a clock or a watch to time the assessment sessions?	x				
Did the TA ask students to clear their desks?		x			Not sure but the room wasn't for teaching and all the table are particularly set up for the test and no socket to keep things. But TA came and kept a pencil case of one
Did the TA check that all students had the necessary stationery?	x				
Did the TA provide stationery to any students that did not have the required stationery?	x				TA provided a brand new set of stationery to all students.
Did the TA distribute the booklets and make sure each student had the correct booklet?	x				
Did the TA introduce themselves and the SEA-PLM project?	x				
Did the TA follow the Script?	x				
Did the Test Administrator time the session correctly?	x				
Were any students admitted to the session after the booklet or questionnaire directions commenced? If so, what happened? What did the TA do?		x			
Did any students leave the test session? If yes, why did they leave? Did they return? How did the TA respond? Was the absence recorded on the Student Tracking Form?	x				Yes. More than 10 students left for W/A.
Did any students finish their test early? If yes, how did the TA respond? Did they collect the test booklet or questionnaire, or wait until the end of the scheduled time?	x				Yes. But TA let them wait and collected the test at the end of the scheduled time.

Questions	Yes	No	Yes	No	Comments
Did any student ask for assistance with the test (cognitive items) or student questionnaire (Global Citizenship items)? If yes, what kind of assistance was requested? How did the TA respond? Did they assist the student?	X				Students asked items which translation was not correct. And the item that has more corre
Did any student ask for assistance with the student questionnaire (contextual questions)? If yes, what kind of assistance was requested? How did the TA respond? Did they assist the student?	X				
Did the SC assist the students with the student questionnaire (contextual questions)?	X				
Did the TA complete the Student Tracking Form?	X				
Did the TA collect the completed School, Teacher and Parent Questionnaires and TTF from the SC?	X				
Did the TA ensure that all information on the STF and TTF was complete?	X				
Did the TA collate and confirm that all assessment materials were in their possession?	X				
Was the TA able to be heard by all students? Were they familiar with the script? Did they seem familiar with the role requirements?	X				
Was the SC present during the test session? Did they seem familiar with the role requirements?	X				
Did anyone copy, photograph or film the Test Administration, students or any of the materials?		X			
Were there any additional people present? What was their purpose for attending? How involved were they? Did they view any of the test materials?	X				UNICEF CO & SEA PLM Country Manager

Note

- Arriving Bandar Baru Bangi Primary School and meet SC (S. Roha) at 0800am.
- The school has about 1000 students, 90 teachers and 2 shifts of students. It is the first primary school to be established in this district.
- There was one student transferred to another school and two students are absent.
- Seating map were as follows. (B = boy, G = girl, X = no one)

B x G B B G

G G G B G G

B G G B X G

B B B B G G

B B B X G G

B G B B G G

B B B G G

- TA distributed a set of stationery on each table before the students arrived.
- The table used were made of plastic. There is no socket to keep anything. There is nothing on or beneath the table.
- A test which was put on the table accidentally opened. Then a student who sit beside the table closed it.
- TA voice is very clear and loud. She is enthusiastic and able to attract students attention.
- TA read the script.
- TA wrote down time: 0925-0935, 0935-0945, 0945-0955, 0955-1005, 1005-1015, 1015-1020, 1020-1025, then she erased it one by one when time passed.
- TA marked on the cover of the absent students' test book.
- There was a break at 1030-1055
- TA sealed the test but no signature on top.
- Students were back on 1100hrs
- Students were confused whether to use "Tick" or "Cross" . So the TA suggested to us Tick.
- Several students asked TA on Parent's occupation, highest education level.
- Explanation of the questionnaire took about 30 min. But after start, the students did it fast.
- At 10.43hrs, 4 students completed the questionnaire.
- At 10.47 only 2 students were doing the test. The rest finished it.
- TA collected the questionnaire on 10.50 hrs.