



Mission Report
South East Asia Primary Learning Metrics (SEA-PLM) Field Trial,
Observation in Sabah, Malaysia

13 February 2018
SJK(C) Yue Min, Penampang, Sabah, Malaysia

Prepared by
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Service Assistant

A. SEAMEO Officials and Staff Member on Mission

1. Tan Kedutat – Service Assistant

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 Darussalum, 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. This training to clarify essential issues to officers in charge of the field trials in Sabah to ensure the related procedures for field trial is and will be conducted in minimum errors. The field trials have been organised for 4-13 February 2018.

As part of the field trials, the SEAMEO Secretariat have sent a representative to observe a school in Sabah, Malaysia on 13 February 2018.

C. Participants

A total of 3 representatives from SEAMEO Secretariat and Ministry of Education Malaysia participated in the observation at SJK(C) Yuemin Penampang.

- Annex 1 - Observation Form (Class 1, SJK(C) Yuemin Penampang)
- Annex 2 - Minutes of Meeting (Focus Group Discussion)

I. Photos

Photo-taking was prohibited during observations. 7KHIROORZOSKRRZVDNHOIWH
REVHMDWRQ, VKRZKHSHVHOLYHVIBP(2DG0LQVW(GKDWQ
0DODVLDDORQZKH7HV\$PLQDQWJG5KRROBRGLQRU

School name: SJK (C) Yue Min

ANNEX 1

Date of observation: 13 February 2018

Province/district: Sabah, Kota Kinabalu

Class 1	Class 2
10 Girls	13 Girls
14 Boys	10 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			Distance between rows were not consistant. Some were far enough from each other, others were not.
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			Desks were cleared before students entered the room. TA allowed students to place their water bottles on the tables.
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			None were lacking.
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				Students' difficulty in understanding the questions in the questionnaire delayed the ending by 5 - 10 minutes.
Were any students admitted to the session after the booklet or questionnaire directions commenced? If so, what happened? What did the TA do?	x				TA was hessitant if a student's late amittance should be record in the STF. She later concluded by recording.
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				Toilet leaves were not recorded in the STF.
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				Students waited till the end.
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			

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				Many students were mostly puzzled by questions about their parents' background.
Did the SC assist the students with the student questionnaire (contextual questions)?		x			
Did the TA complete the Student Tracking Form?	x				Some activities were not recorded.
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				TA seemed familiar with the script but less with some roles. The TA also seemed to be heard by all students.
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				1 non-observer MOE official was present. The official was there to provide support to the observers. The official was passive.

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*Minutes of Meeting - from Focus Group Discussion
13 February 2018*

Objective

The meeting intended to briefly collect feedbacks from Test Administrators and School Coordinators on their experiences throughout SEAPLM announcement, training, and implementation.

Participants

1. SEAMEO Secretariat
Mr Tan Ketudat, Service Assistant
2. 2 Test Administrators & 1 School Coordinator

Discussions

• **Announcement**

When did you first hear about SEAPLM?

- Last year's training.
- 1 TA and 1 SC attended the Training last year.
- 1 TA was recently filled in for the role, without former training.
- The untrained TA noted that the materials were enough for her to prepare.

How did you initially feel about SEAPLM?

- Feelings were mostly positive.

• **Training**

Was the duration of training enough?

- Duration was adequate.

• **Implementation (Test Administration)**

Are there any challenges encountered, or any feedbacks?

- Generally smooth
- Questions in the test were too academic, which made it difficult for the students to understand.
- Instructions were unclear.
- Some translations in the Tamil Test were incorrect.
- Some spellings in the Malay Questionnaire were incorrect.

What were the questions from the students?

- Mostly related to parents' background.
- Students lack vocabulary proficiency which prompted many questions regarding definition of words.
- Students asked about Global Citizenship.
- Students were unsure whether to use a cross or a tick to mark the answers.
- Some topics were too advanced for the students.
- The postponing of schedule clashed the event with another of the school's.
- Unfamiliar style of questions. Examples include:
 - 1 Scales had too many variations, which confused the students.
 - 2 Students did not understand the concept of Full Time vs Part Time.
 - 3 Students were unfamiliar with type of choices; Agree vs Disagree.

Conclusions for Improvement

- Questions should be made simpler and follow the level of students' education.