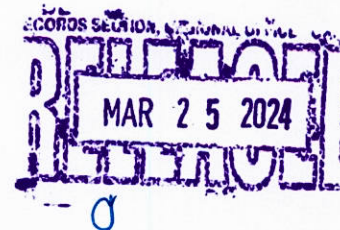




Republic of the Philippines
Department of Education
CARAGA REGION



March 22, 2024

REGIONAL MEMORANDUM

No. 0274, s. 2024

To: SCHOOLS DIVISION SUPERINTENDENTS
Agusan del Norte, Butuan City, Surigao del Norte, Surigao del Sur
This Region

**PREPARATION AND CONDUCT OF FAMILIARIZATION PRACTICE TESTS FOR THE
SOUTHEAST ASIA PRIMARY LEARNING MATRIX (SEA-PLM)
MAIN SURVEY 2024**

1. The Southeast Asia Primary Learning Matrix (SEA-PLM) Main Survey 2024 will be participated in by the Schools Division of Agusan del Norte, Butuan City, Surigao del Norte, and Surigao del Sur. The testing schedule for Mindanao is from April 22 to April 26, 2024.
2. In preparation for the SEA-PLM Main Survey 2024, all participating Schools Division Offices (SDO) must:
 - a. communicate the SEA-PLM Assessment Framework (see Annex A) to the participating schools;
 - b. submit their approved SEA-PLM 2024 Main Survey Daily Review Plan;
 - c. prepare contextualized test questions for reading, writing, mathematics, and global citizenship aligned with the content, context, process, and test item response format stated in the SEA-PLM assessment framework;
 - d. provide the participating schools with supplementary reading materials; and
 - e. conduct supervised SEA-PLM familiarization practice tests.
3. All Education Program Supervisors in English, Science, Mathematics, and Araling Panlipunan of the participating SDOs shall monitor and provide technical assistance to the participating schools in crafting or pooling relevant test items, monitor the implementation of their Daily Review Plan, submit the results of daily review to the regional office, and closely coordinate with the Division Testing Coordinators (DTC) to access the materials related to the administration of the SEA-PLM Mini Survey 2024.
4. All participating SDOs, through their Division Testing Coordinators (DTCs), are requested to upload all crafted or pooled test items at <https://bit.ly/SEAPLM2024Familiarization> on or before March 27, 2024.

5. Immediate dissemination of this Memorandum to all concerned is desired.

MARIA INES C. ASUNCION
Director III
Officer-in-Charge
Office of the Regional Director

Encl/s.: As stated.

Reference/s: DM-CI-2024-060; RM 212, s. 2024

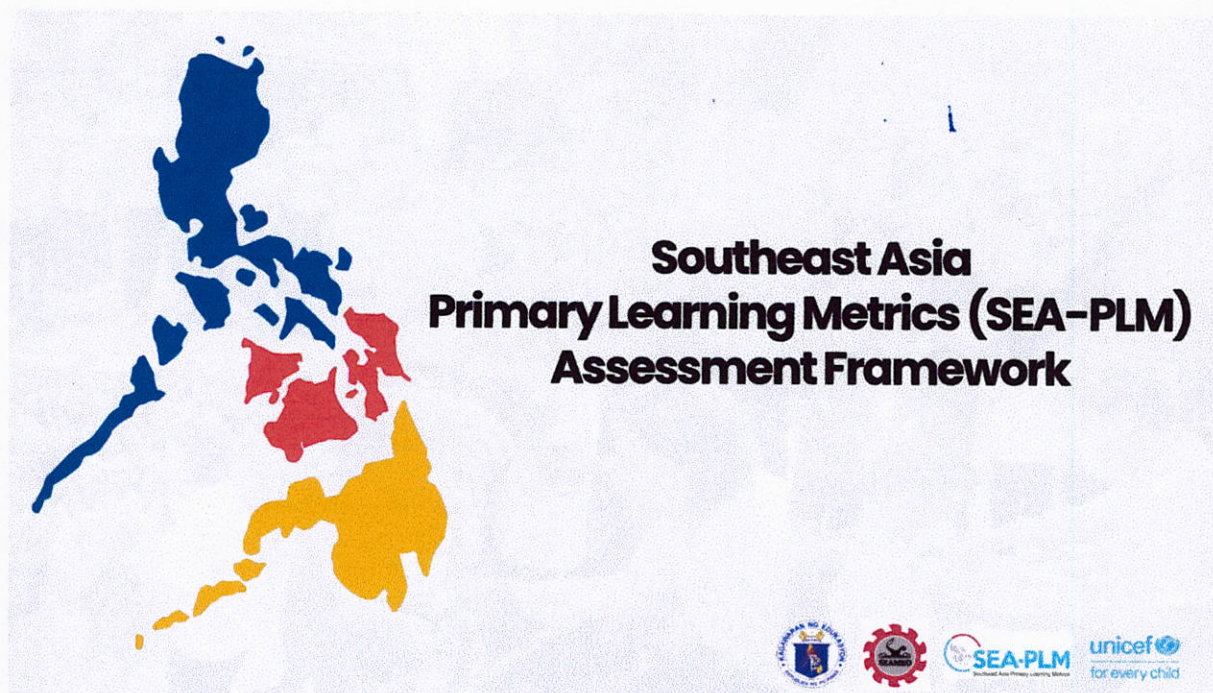
To be indicated in the Perpetual Index
under the following subjects:

ASSESSMENT

LEARNERS

REVIEW

CLMD/rjy
03/21/2024



What is Southeast Asia Primary Learning Metrics (SEA-PLM)?

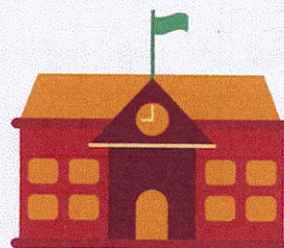
SEA-PLM is a regional program to assess learning outcomes of Grade 5 students to inform policy-making and ensure all children achieve meaningful learning.



SEA-PLM PARTICIPANTS



Grade 5 learners



School Heads



Grade 5 Teachers

Parents



Mode of Assessment : Paper-and-Pencil

SEA-PLM: Assessment Framework

An assessment framework is an explicit statement and discussion about what an assessment intends to measure. An assessment framework lays out the principles upon which an assessment is built. It serves a number of purposes and audiences:

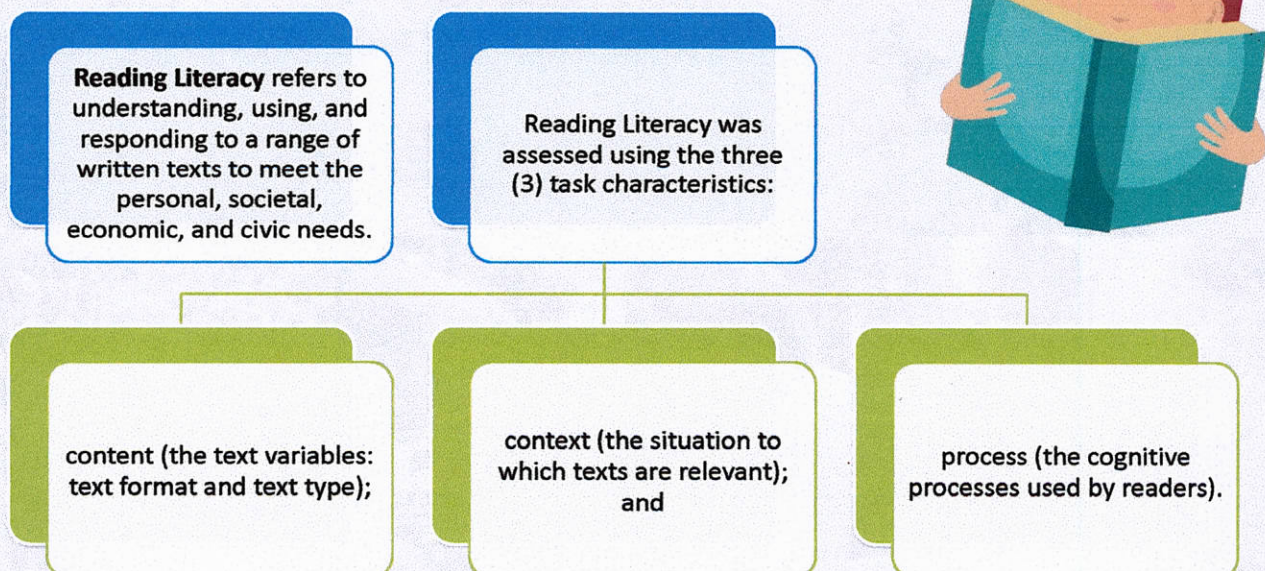
- It gives a common language to stakeholders for discussion of the domain area.
- It guides test development, ensuring that the instrument serves the intended purposes and covers the domain in the way agreed at the outset.
- It ensures that, where continuity from one year or one grade level to another is of concern, there is an articulated plan for the assessment. This provides stability or, where change is desired, it can be made explicit and implemented deliberately.
- It communicates the purpose and features of the assessment program beyond the immediate stakeholders and, consequently, helps in public interpretation of the results.

A review of the six countries' curricula was undertaken as a prelude to developing the assessment frameworks.

SEA-PLM: Assessment Framework

Assessment Framework	Contextual Framework
Reading Understanding, using, and responding to a range of written text, in order to meet personal, societal, economic, and civic needs.	<i>Provide background information on the factors' affecting students' mathematical, reading, writing literacy and global citizenship learning outcomes</i> (Contextual/Background Questionnaires were administered to students, school heads, teachers and parents to determine the scope/level of support given to the students.)
Writing Constructing meaning by generating a range of written texts to express oneself and communicate with others, in order to meet personal, societal, economic, and civic needs.	
Mathematics a person's capacity, given a problem in a context that is of interest or importance to them to translate the problem into a suitable mathematical formulation, to apply mathematical knowledge and skills to find a solution, and to interpret the mathematical results in relation to the context and to review the merits or limitations of those results.	
Global Citizenship Global citizens appreciate and understand the interconnectedness of all life on the planet. They act and relate to others with this understanding to make the world a more peaceful, just, safe, and sustainable place.	

READING LITERACY Framework



Proficiency Bands for Reading Literacy?

Band	Description of what students can typically do
Band 6 and above (317 and above)	Understand texts with familiar structures and manage competing information
Band 5 (304 to less than 317)	Make connections to understand key ideas
Band 4 (289 to less than 304)	Understand simple texts
Band 3 (274 to less than 289)	Read a range of everyday texts fluently and begin to engage with their meaning
Band 2 and below (less than 274)	Identify relationships between words and their meanings

Exhibit 14: Example item: Wheel

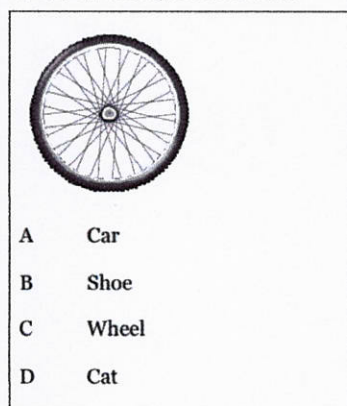


Exhibit 10: Example reading item – Label

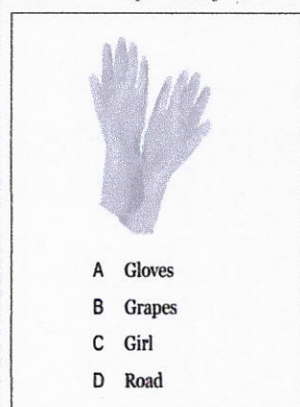


Exhibit 13: Example reading item: Country Fact File – reflect item

How is information shown in this text?

- A in sentences
- B in paragraphs
- C in a table
- D in a map

Exhibit 16: Target percentages for reading literacy text type categories

Text type	Target percentage of tasks
Narrative	35–45
Descriptive	15–25
Persuasive	10–20
Instructional	0–10
Transactional	0–10
Label	10–20

Exhibit 17: Target percentages for reading literacy process categories

Process	Target percentage of tasks
Locate	35–45
Interpret	30–40
Reflect	10–20
Recognise word	10–20

Exhibit 15: Target percentages for reading literacy text format categories

Text format	Target percentage of tasks
Continuous	50–60
Non-continuous	30–40
Composite	5–15

3.4.2 Response formats

The reading literacy assessment includes both selected-response and constructed-response items. The majority of selected-response items are in simple multiple-choice format. For these items, the test taker selects one of four options. A small number of items may involve complex multiple choice, in which test takers are required to make several decisions, for example, responding to a series of yes / no questions. Constructed-response items comprise no more than 30 per cent of the entire set.

Exhibit 11: Example reading item: The Hole

The Hole

'I can see something shiny at the bottom,' said Kit. 'Maybe it's a gold coin.'

'Don't be silly,' said Sara, peering into the hole. Her younger brother was always seeing things, creating objects out of nothing.

'Maybe it's a sword,' continued Kit. 'Maybe a king buried a gold sword in the ground many years ago, and then forgot about it.'

'Maybe it's dirt, covered in dirt, covered in more dirt,' said Sara. 'It's just a hole, probably made by a wild animal.'

'You are wrong!' exclaimed Kit. 'No animal could make a hole as big as this!'

'Well, if you are so sure this is not an animal's hole, perhaps you should climb into it.'

Kit began to turn pale. 'Erm ... No. I cannot go in the hole ... because ... I have a sore foot!' Sara smiled; it had nothing to do with Kit's foot. A big hole could mean a big animal.

'I have an idea,' she said, picking up a stone that lay beside her. 'I will drop this into the hole. If we hear a clink, there is treasure. If we hear a thud, there is dirt. If we hear a yelp, there is an animal.'

Sara dropped the stone and they heard nothing for a moment. Then they heard a splash.

Sara says 'I have an idea'.

What is her idea?

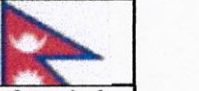
A to push her brother into the hole

B to go into the hole to explore

C to throw a coin into the hole

D to drop a stone into the hole

Exhibit 12: Example reading item: Country Fact File – interpret item

	Afghanistan	Vietnam	Philippines	Nepal
				
Climate	arid to semi-arid; freezing winters	tropical in south; monsoonal in north	usually hot and humid	subtropical in south;
Geography	landlocked and mountainous	the fertile Mekong river delta covers a large part of south	made up of 7,107 islands	landlocked; contains eight of the
Main crops	wheat, fruits, nuts; wool, cheese, silk	paddy rice, coffee, rubber, cotton, fish	sugarcane, coconuts, rice	rice, corn, wheat
Typical exports (goods sold to other countries)	fruits and nuts, carpets, saffron	crude oil, marine products, rice, coffee, rubber; garments	electronic equipment, transport equipment	carpets, clothing, leather goods
Wildlife	the Marco Polo sheep: it has the longest horns of	the saola (a kind of antelope): one of the world's rarest	the Philippine Eagle: the largest eagle in the world	the one-horned rhinoceros:

According to the text, which country has the same export as Vietnam?

.....

Mathematics Literacy Framework



Mathematical Literacy refers to a learner's capacity to use mathematical knowledge and skills in solving problems and in dealing with different kinds of challenges they may encounter in a variety of contexts, where mathematics may be relevant to those problems and challenges.



In Mathematical Literacy, task characteristics be evaluated based on the following:

- content (mathematical knowledge and skills acquired to find a mathematical solution);
- context (the situation in which the problem to be solved has arisen); and
- process (the actions required to solve the problem).

Exhibit 6: Target percentages for mathematical literacy content categories

Content	Target percentage
Number and algebra	35–45
Measurement and geometry	35–45
Chance and data	15–25

Exhibit 7: Target percentages for mathematical literacy process categories

Process	Target percentage
Translate	20–30
Apply	40–60
Interpret and review	20–30

Exhibit 8: Target percentages of mathematical literacy context categories

Context	Target percentage
Personal	25–30
Local	25–30
Wider world	25–30
Intra-mathematical	15–20

Exhibit 9: Target percentages of mathematical literacy context categories

Unit structure, response formats and scoring	Target percentage
Selected response (MC and CMC)	60–80
Constructed response (CCR and OCR)	20–40

Band	Description of what students can typically do
Band 9 and above (347 and above)	Reason about triangles to find an unknown side length using information about the perimeter and solve problems using frequency distributions
Band 8 (334 to less than 347)	Think multiplicatively, convert between units
Band 7 (321 to less than 334)	Apply fractions and percentages, and analyze data
Band 6 (308 to less than 321)	Perform mathematical operations, including with fractions, and interpret tables and graphs
Band 5 (295 to less than 308)	Fluently solve arithmetic problems
Band 4 (282 to less than 295)	Apply number properties and units of measurement
Band 3 (269 to less than 282)	Understand place value and scales of measurement
Band 2 and below (less than 269)	Might be able to add single digit numbers together or count a small collection of objects or recognize numbers

Proficiency Bands For Mathematics Literacy

Exhibit 2: Example intra-mathematical item, presented in clear mathematical formulation (no translate step required)

$$13 \times 6 = ?$$

- A 68
- B 78
- C 603
- D 618

Exhibit 3: Example item Planting Seeds set in the local context category and illustrating the apply process category but where the translate process is also involved

Planting Seeds

There are 7 people in Mali's family.
They need to plant 850 seeds.
They plan for each person to plant about the same number of seeds.
About how many seeds should each person plant?

- A about 12 seeds
- B about 80 seeds
- C about 120 seeds
- D about 600 seeds

Exhibit 4: Example item Mangoes, which illustrates the number and algebra content category, the personal context category and the translate process

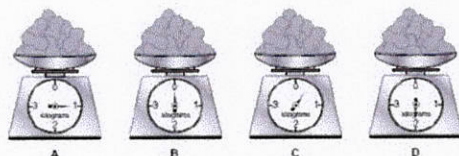
Mangoes

Which of these shows how to work out how many pomegranates there are?

- A $4 + 3$
- B $3 + 3 + 3$
- C $4 \div 3$
- D 4×3

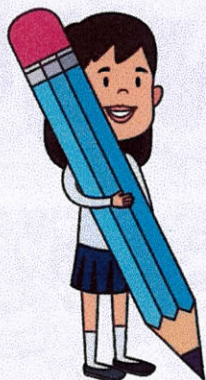
Exhibit 5: Example item Buying Peanuts set in the local context, illustrating the measurement and geometry content category and the translate process

Which set of scales shows 400 grams of peanuts?



...

Writing Literacy Framework



Writing Literacy refers to constructing meaning by generating a range of written texts to express oneself and communicate with others, to meet personal, societal, and civic needs.

In Writing Literacy, task characteristics be evaluated based on the following: content (types of written text); context (any situations that triggers the writing task to take place); and process (application of knowledge and a range of skills in constructing texts).

Proficiency Bands for Writing Literacy?

Band	Description of what students can typically do
Band 8 and above (346 and above)	Write cohesive texts with detailed ideas and a good range of appropriate vocabulary
Band 7 (338 to less than 346)	Write clear, detailed texts in various contexts with adequate vocabulary
Band 6 (327 to less than 338)	Write simple texts for a range of purposes with above basic vocabulary
Band 5 (316 to less than 327)	Write non-cohesive basic texts for a range of purposes, using simple vocabulary
Band 4 (306 to less than 316)	Produce limited writing, conveying simple ideas with basic vocabulary
Band 3 (296 to less than 306)	Produce very limited writing, with simple, insufficient ideas and limited vocabulary
Band 2 (287 to less than 296)	Produce very limited writing, with fragmented ideas and inadequate vocabulary
Band 1 and below (less than 287)	Limited ability to present ideas in writing

Exhibit 18: Example writing task: Brothers' Race

Brothers' Race

Use the picture to help you write a story. Write as much as you can.



One day, Kai challenged his older brother to a race.

Exhibit 19: Example writing task: Celebration

New Year celebrations

Write a letter to a friend in another country, describing New Year celebrations in your country. Tell your friend about:

- Places and times
- People
- Food
- Dress

Your description should be interesting. Write your letter on the lines below. Dear Friend,
From your friend,

Exhibit 23: Example writing task: Scenes we see and marking guide extract

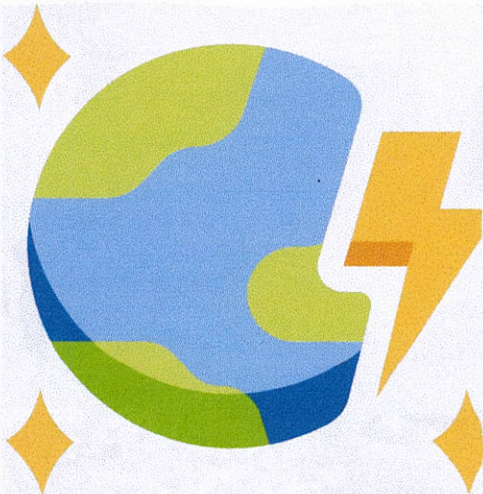
Scenes we see

Write two sentences to describe this picture



1. _____

2. _____



Global Citizenship Framework

- **Global Citizenship (GC)** is described as a sense of global belonging, solidarity, and collective identity; a non-legal status beyond the state (UNESCO, 2013).
- In SEA-PLM assessment, GC aims to assess the students' attitudes and values relating to global citizenship content that is deemed appropriate and accessible to Grade 5 students in any given SEA-PLM cycle.

Topics on Global Citizenship

What is happening in countries near the Philippines

What is happening in the world

How things that happen in other countries affect the Philippines

Understanding people that are different to them

How to solve disagreements with classmates peacefully

How they can help solve problems in their own community

How to protect the environment

Pollution in the Philippines

Pollution in places outside the Philippines

Loss of natural resources

Climate change