



January 30, 2019

**DIVISION MEMORANDUM**

No. 40, s. 2019

**ADMINISTRATION OF SOUTHEAST ASIA PRIMARY LEARNING METRICS  
(SEA-PLM) MAIN SURVEY**

To: **Chief Education Supervisors  
Education Program Supervisors  
Public Schools District Supervisors  
Senior/Education Program Specialists  
Heads of Public and Private Secondary and Integrated Schools  
All Others Concerned**

1. This is to inform the field that the Department of Education (DepEd), through the Bureau of Education Assessment (BEA), will conduct the Southeast Asia Primary Learning Metrics (SEA-PLM) Main Survey on February 12, 2019 at Ibajay Central School, Ibajay, Aklan.
2. The following school in the division is selected as sample:

DISTRICT	SCHOOL
Ibajay West	Ibajay Central School

3. The following are the schedule of activities:

ACTIVITY	DATE/TIME	VENUE
Orientation on Southeast Asia Primary Learning Metrics (SEA-PLM) Main (for sampled school) • Ibajay Central School	January 31, 2019 2:00 PM	Ibajay Central School, Ibajay, Aklan
Administration of SEA-PLM Main Survey (for sampled school) • Ibajay Central School	February 12, 2019 7:00 AM	Ibajay Central School, Ibajay, Aklan

4. Attached is the SEA-PLM Main Survey Division Management Committee and the SEA-PLM brochure.
5. Expenses relative to this activity shall be charged to local funds subject to the usual accounting and auditing rules and regulations.
6. Immediate and wide dissemination of this Memorandum is strongly desired.

  
Dr. SALVADOR O. OCHAVO, JR., CESO VI  
Schools Division Superintendent

Enclosure: As stated  
Reference: D.O. 29, s. 2017  
To be indicated in the Perpetual Index  
under the following subjects:

EXAMINATIONS

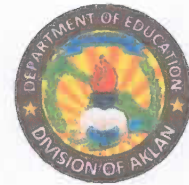
LEARNERS

TESTS

/jrp



Republic of the Philippines  
Department of Education  
Region VI – Western Visayas  
**DIVISION OF AKLAN**  
Kalibo, Aklan



**Southeast Asia Primary Learning Metrics (SEA-PLM) Main Survey  
DIVISION MANAGEMENT COMMITTEE**

**Dr. SALVADOR O. OCHAVO, JR., CESO VI**  
Schools Division Superintendent

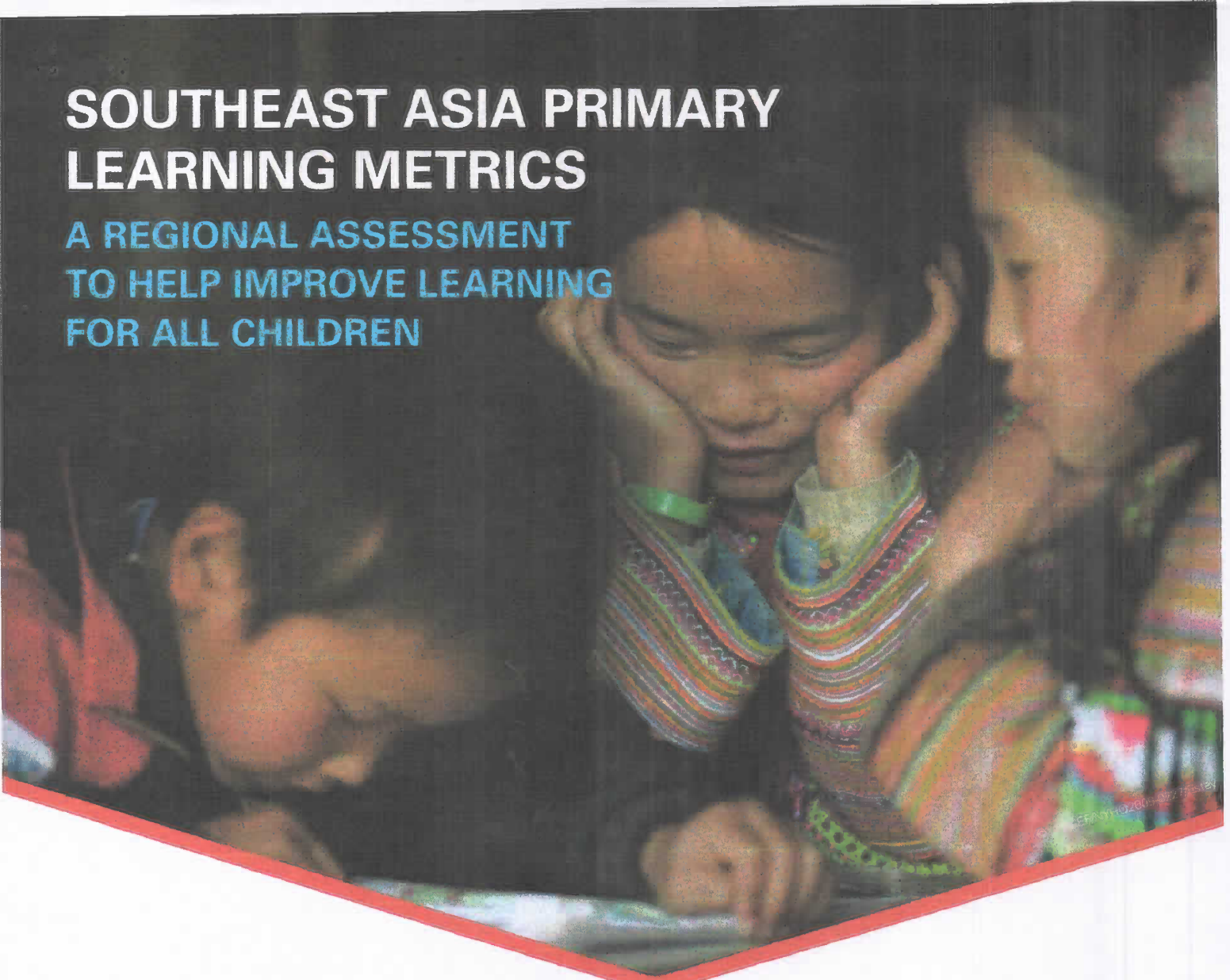
**JOSE NIRO R. NILLASCA**  
Education Program Supervisor  
Officer-in-Charge, Office of the Assistant Schools Division Superintendent

Division Testing Coordinator/ School Coordinator:	<b>JUNE PATRICIO</b> Education Program Specialist II
Test Administrator:	<b>JOCELYN N. NILLASCA</b> School Principal II Ondoy National High School
School Head of Sampled School:	<b>IDY R. PEDRITA</b> School Principal II Ibajay Central School
Monitors:	<b>MICHAEL T. RAPIZ</b> Chief Education Supervisor, SGOD  <b>JOHANN C. CAWALING</b> Education Program Supervisor, SGOD  <b>JUDE ULYSESS V. RUIZ</b> Public Schools District Supervisor
Budget Officer:	<b>BELLA S. SUANTE</b> Administrative Officer V-Budget and Finance

Accountant:	<b>MARISSA A. JISMUNDO</b> Accountant III
Cashier:	<b>FEBY D. MOLETA</b> Administrative Officer IV Disbursing Officer
Support Staff:	<b>Marybel T. Bagac</b> <b>Glaze I. Trance</b> <b>Apolinar T. Magpusao</b> <b>Joan M. Sacapano</b>
Security Officers:	<b>Romulo Espiritu</b> <b>Alexander Bautista</b>

# SOUTHEAST ASIA PRIMARY LEARNING METRICS

A REGIONAL ASSESSMENT  
TO HELP IMPROVE LEARNING  
FOR ALL CHILDREN



The Southeast Asia Primary Learning Metrics (SEA-PLM) is a regional assessment for grade 5 students measuring literacy in Reading, Writing, Mathematics and Global Citizenship.

## Assessment for Quality Education

While children's access to education has significantly improved in the region, education is not just about getting through school; what counts is learning. Good quality and equitable education serves to unlock opportunity and undo intergenerational cycles of inequity, equipping every child with the skills and knowledge to survive and thrive.

The key challenge in improving learning is to demonstrate measurable learning outcomes and provide strong data analyses to effectively inform policy-making decisions. This has increased the need for effective strategies to assess and monitor knowledge and skills. In providing the necessary level of technical standards and capacity-building to meet these needs, support to national learning assessment systems must be scaled up in a coherent, consistent and contextualized way. Recognizing how quality education is at the heart of a prosperous ASEAN Community 2025, SEA-PLM aims to provide the means and tools to encourage harmonization of high quality technical standards and to build capacity across countries in the region.

## Towards the realization of the sustainable development goals



SEA-PLM supports acceleration of **Sustainable Development Goal 4 (SDG 4)** to ensure inclusive and equitable quality education and promote lifelong learning opportunities. It does so by evaluating education systems while being considerate of the regional context and inclusive of skills, attitudes and values that embrace the needs of the 21st Century.

In addition to measuring learning outcomes in Reading and Mathematics at the end of primary school (**SDG target 4.1**), the inclusion of the Global Citizenship and Writing domains ensures a broader agenda for assessment of learner achievements that moves beyond the foundational areas of learning (**SDG 4.7**).

The inclusion of skills that are often considered less measurable suggests that these are recognized as an important aspect of quality learning for children. Such ambitions align with the ASEAN Community Vision 2025 in promoting a culture of peace and understanding through education.



## Vision

SEA-PLM will contribute towards improving and redefining learning outcomes by providing metrics that are founded within the regional context and inclusive of 21st Century skills, thereby contributing towards a more equitable and meaningful education for all children across the region.

### What is SEA-PLM?

A learning assessment developed specifically for the Southeast Asian countries.

An assessment that measures learning outcomes for Grade 5 students in Reading, Writing, Mathematics and Global Citizenship, reflecting ASEAN values.

An assessment that includes background questionnaires that gather key data from students, parents, teachers and schools.

A survey that will be administered in repeating cycles by ASEAN and SEAMEO Member Countries.

A set of metrics that can in time also include younger and older children.

An assessment framework that is specifically developed to suit the context of ASEAN and SEAMEO Member Countries.

### Why is SEA-PLM important?

SEA-PLM will generate data on students' performances within countries and across the region and help promote common standards and regional collaboration.

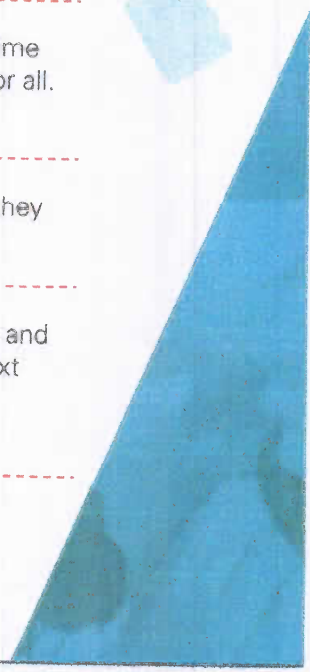
It will help identify which children are excelling and which need more support, and promote understanding and tolerance of different ethnic and religious groups, gender and children with disabilities.

It will help governments identify how they can improve their education systems, including teacher training and school management.

It will help to track trends in learning outcomes over time and the impact of interventions to enhance learning for all.

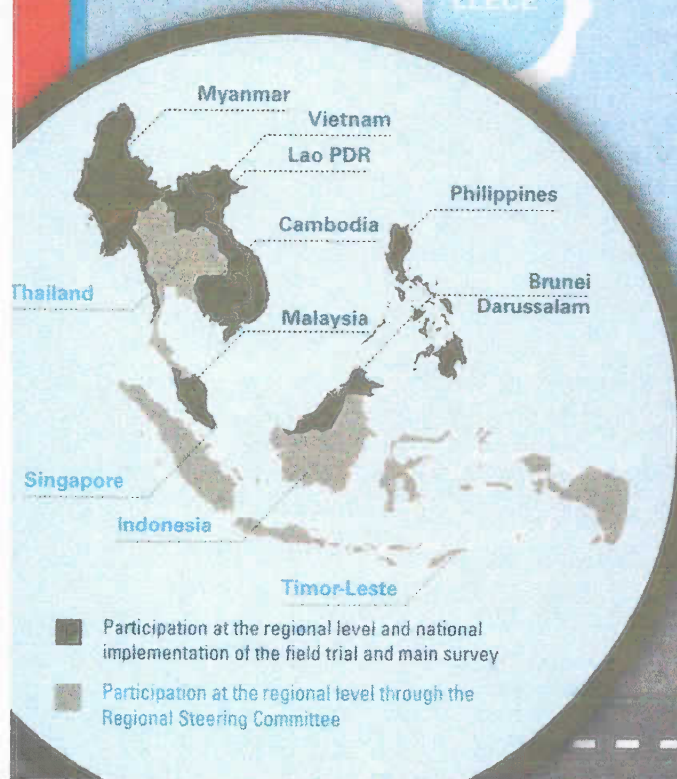
This will allow children's progress to be measured as they move through the education system.

SEA-PLM reflects regional and national characteristics and is respectful of the cultural and political learning context of the students.



## Overview of Regional Assessments in the World

There are several regional large-scale assessment systems in the world such as Latin American Laboratory for Assessment of the Quality of Education (LLECE) (Latin America), Analysis Programme of the CONFEMEN Education Systems (PASEC) (West Africa), Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) (Eastern and Southern Africa), UWEZO Assessment in Literacy and Numeracy (Kenya, Tanzania and Uganda), Annual Status of Education Report (ASER) Survey (South Asia), and the Pacific Islands Literacy and Numeracy Assessment (PILNA) (Pacific Islands). SEA-PLM joins the list as the first regional assessment for Southeast Asia, covering Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste and Vietnam.



The SEA-PLM field trial ensures the items and procedures are appropriate, feasible and nationally relevant. A convenience sample of 1800 students is used to conduct the field trial in 2015-2017.

The SEA-PLM main survey will provide information on student learning outcomes. Planned tentatively for 2018-2019, it will use a representative sample of 5000 students.



# A Strong Regional Collaboration

## Partnership of SEAMEO and UNICEF

Led through cooperative tradition among Ministries of Education in the region, SEA-PLM emerges as a project between the Southeast Asian Ministers of Education Organization (SEAMEO) and the United Nations Children's Fund (UNICEF), committed to improving the quality of education through regional collaboration towards a more equitable and meaningful education for all children across the region.

In line with **SEAMEO 7 Priority Areas 2015-2035**, and with the support of the Education Ministers of the region, SEA-PLM's inclusion in the **ASEAN Education Work Plan 2016- 2020** further signifies its role as one of the key mechanisms to help achieve the regional goal of enhancing equitable opportunities to quality education and learning outcomes.

## Technical Support to SEA-PLM

The Australian Council for Educational Research (ACER) supports this initiative through technical advice and provision of capacity development based on its extensive experience in assessment and quality education.

## Organizational Structure

The highest decision body overseeing the implementation of the initiative is the Regional Steering Committee comprising high-level official representatives from SEAMEO Member Countries and partner agencies. It is co-chaired by SEAMEO and UNICEF, and represented through the SEA-PLM Secretariat.

At national level, SEA-PLM is implemented by each country's technical team under the Ministry of Education, supported by the UNICEF Country Office (CO) and /or SEAMEO Centre, with guidance by the National Steering Committee. Additionally, the Australian Council for Educational Research (ACER) provides key technical support at regional and national levels.



## From design to utilization of data

1. Analysis of curricula of all SEAMEO Member Countries.
2. Development of test items and questionnaires by national and international experts.
3. Translation and adaptation of all materials into national language(s).
4. Capacity strengthening of national assessment experts.
5. Implementation of the field trial.
6. Development of the main survey based on the results of the field trial.
7. Administration of the main survey.
8. Analysis of the results.
9. Dissemination of the findings to key stakeholders.

## Unique features



The SEA-PLM framework and items have been developed analyzing countries' curricula from the Southeast Asian region.



It is embedded into national systems and structures building capacity with government Ministry representatives.



SEA-PLM is the only multi-country assessment of Global Citizenship in the context of Southeast Asia.



Rasch and SOLO Taxonomy are applied to develop and gauge the item response.



It is the first assessment in the world to assess Writing across different scripts.



SEA-PLM provides in-country capacity-building to strengthen regional technical collaboration on learning assessment and standards across education systems in the region.



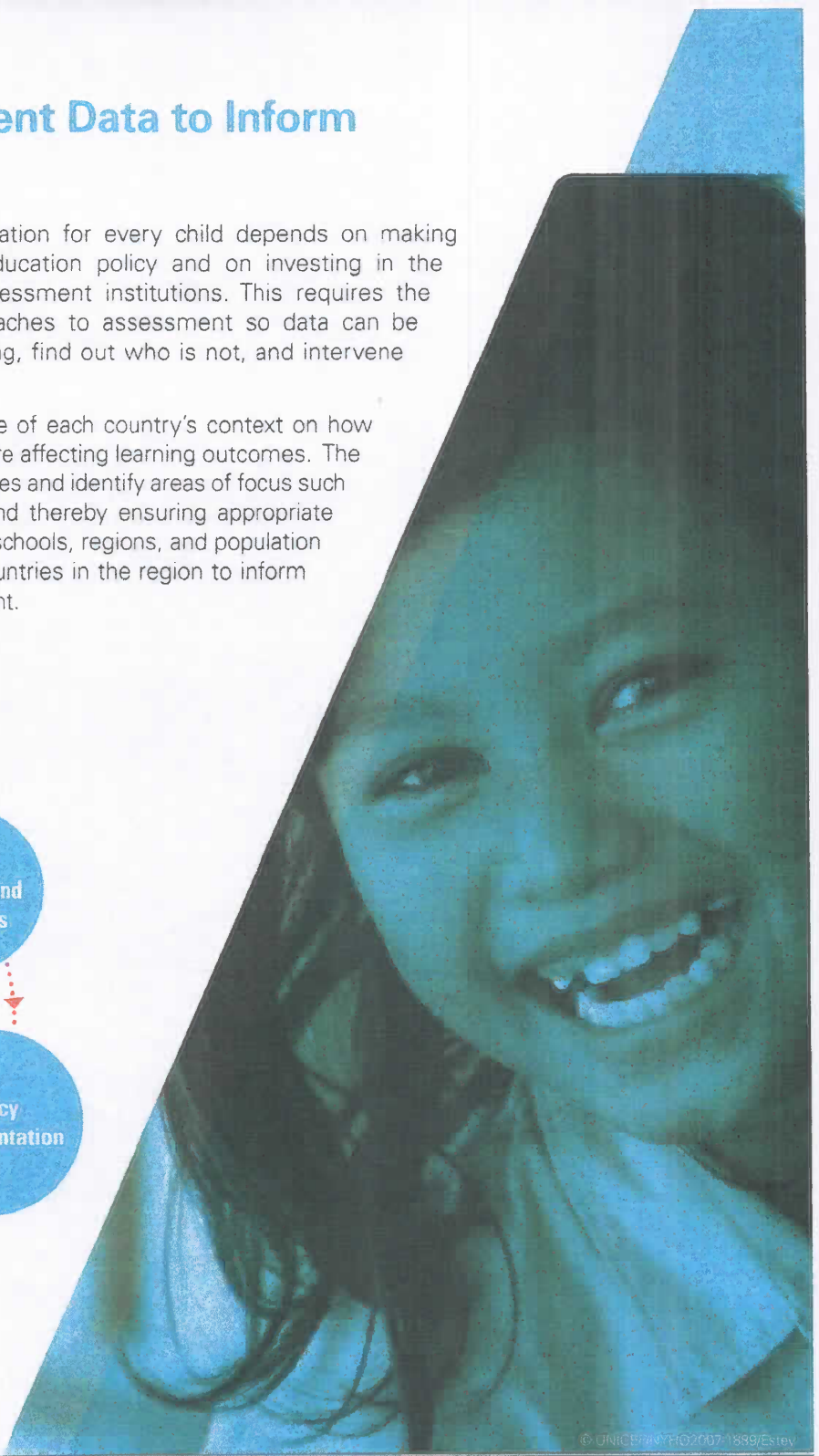
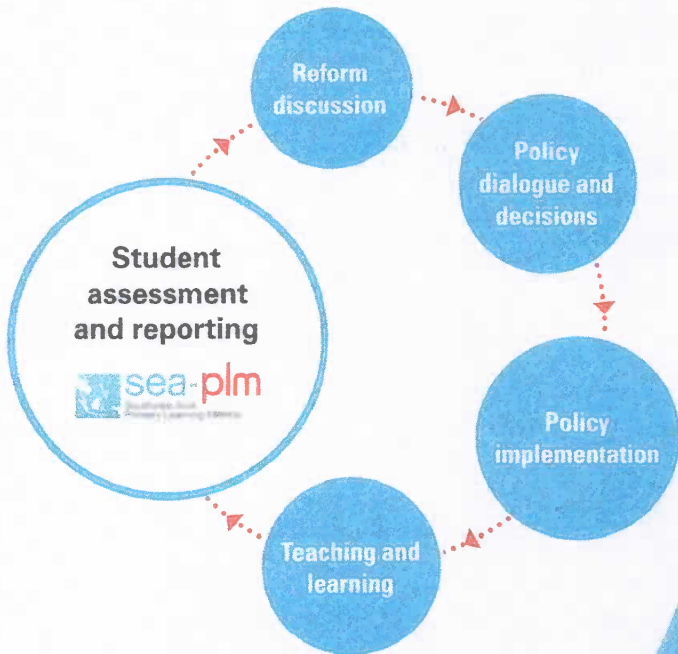
The development of the SEA-PLM is the result of a close collaborative work with the SEAMEO Member Countries.

## Use of Assessment Data to Inform Education Policy

Success in providing quality education for every child depends on making learning an explicit objective in education policy and on investing in the development of strong learning assessment institutions. This requires the development of contextualized approaches to assessment so data can be used to ensure children are truly learning, find out who is not, and intervene appropriately.

SEA-PLM will generate key data considerate of each country's context on how students perform in school and what factors are affecting learning outcomes. The results will be used to analyze government policies and identify areas of focus such as curriculum reform and teacher education, and thereby ensuring appropriate resource allocation and equity of learning among schools, regions, and population groups. Trends will also be analyzed across the countries in the region to inform regional policies, standards and capacity development.

### The Education Reform cycle



## Ensuring SEA-PLM meets the highest international standards

The Australian Council for Educational Research (ACER) plays a critical role in ensuring that SEA-PLM meets international standards for learning assessment.

## For more Information

Please visit [www.seaplrm.org](http://www.seaplrm.org)  
or contact us at [seaplrm@seameo.org](mailto:seaplrm@seameo.org)

## Other key partners

Other key agencies engaged with assessment globally and regionally have helped to guide the technical design of SEA-PLM and provide continuous expert advice. These include:

- ASEAN Secretariat
- Centre for Universal Education (CUE) at Brookings Institute
- Korean Educational Development Institute (KEDI)
- Korea Institute for Curriculum and Evaluation (KICE)
- Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP)
- UNESCO Bangkok
- UN ESCAP



### **Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat**

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