SEA-PLM 2024 TEST AND QUESTIONNAIRE ASSESSMENT FRAMEWORK



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ACER

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CHAPTER 1 SEA-PLM SURVEYS APPROACH

ORIGINAL ASSESSMENT FRAMEWORK

The SEA-PLM surveys aim to achieve the breadth and rigour of a large-scale international survey, while at the same time addressing the unique needs and contexts of countries in the Southeast Asia region. Instruments and procedures used in SEA-PLM focus on delivering valid and reliable data on children's level of proficiency through tests in three learning domains: reading, writing and mathematics, while reporting on education context and participants' attitudes through questionnaires. Surveys are conducted every 4-5 years with a sample of children that is representative of the school population enrolled at Grade 5 in each country.

The protocols underlying the SEA-PLM tests and questionnaires were derived from international methods and standards for large-scale assessments of core learning areas common among national curricula. By definition, SEA-PLM tests have been designed as an external measurement of education systems and their specific objectives.

SEA-PLM adopts a literacy-based approach and references common curricula targets and content across Southeast Asian countries (UNICEF & SEAMEO, 2017). The assessment of literacy in reading, writing and mathematics embraces the essential knowledge, skills and understanding of the national curriculum. It also investigates the extent to which such knowledge, skills and understanding can be used in a range of situations arising in both school and daily life. The literacy approach prepares young people to participate as effective members of society and use what they have learned at school – their reading, writing and mathematics skills – to deal with the many challenges they will meet in their life beyond school.

SEA-PLM contents assessed included not only expected outcomes at the end of primary school but also some precursor skills considered as essential stepping stones for the development of solid proficiency. Every cycle of assessment, SEA-PLM tests capture different levels of proficiency in reading, writing and mathematics, not only at Grade 5 level but also at early primary and early secondary levels. This is important, as children in Grade 5 across the participating countries demonstrate a wide range of proficiency, and the SEA-PLM assessment needed to capture and describe the broad range of what children can do. In line with the assessment's focus on the end of primary school, the literacy definition also includes children's capacity for continuing learning in compulsory education.

In the inception phase – from 2012 to 2015 – the scope and format of the SEA-PLM assessment was constructed in collaboration with participating countries, observers, partners and technical experts, taking into consideration policy priorities, technical feasibility, international assessment standards, and resource availability. The SEA-PLM 2019 assessment frameworks (UNICEF and SEAMEO, 2017) summarize the concepts, processes, contributions and outputs developed during the inception phase of SEA-PLM.

International learning domain experts collaborated in reviewing official Grade 5 curriculum documents, including relevant frameworks, syllabuses and other learning materials (UNICEF &

SEAMEO, 2016) provided by the 11 countries from Southeast Asia. The SEA-PLM 2019 assessment framework outlined the approach and content of assessment in reading, writing and mathematics at Grade 5, based on consensus definitions of literacies at primary level, as agreed with Southeast Asian countries and learning domain experts.

The SEA-PLM first round (referenced as SEA-PLM 2019) test framework was designed to take account of the common curriculum arrangements and goals of countries in the Southeast Asian region, specific syllabus specifications in a number of those countries, and broader educational goals that are common in education systems across the region. The framework proposed was informed by the curriculum in terms of the content, processes and skills. Different approaches in consultation and collaboration with countries and an external technical expert panel were used to review mathematics, reading and writing, where all of the countries had subjects clearly aligned to these domains, and for global citizenship, where the connection between the domain and subject areas was less clear.

In addition, SEA-PLM studies used a series of background questionnaires to collect extensive information about children, classrooms, teachers, schools, head teachers, parents and communities. This information helped to link the characteristics of children, schools and households to the learning performance of children and schools. Linking this information to the learning domains provides an important understanding of variations and inequity in children's performance levels, and the different drivers of learning and achievement.

The Global Citizenship Assessment Framework was enacted through contextual instruments as an experimental exercise in comparative large-scale assessment at primary education level. For global citizenship, the curriculum review began with a desk review to formulate a definition of global citizenship that addresses core Southeast Asian values and can be used as the foundation on which to develop content appropriate for primary children grade 5 (aged around 10 years).

The purpose of an 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 provides a description of the constructs to be measured. It also outlines the design and content of the measurement instruments and describes how measures generated by those instruments relate to the constructs.

It serves a number of purposes and audiences:

- It provides 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.

Test and questionnaires were developed and panelled against the original test framework and piloted during 2017-2018 in SEA-PLM 2019 participating countries to prepare the first ever SEA-PLM comparative assessment in Southeast Asia. The SEA-PLM 2019 survey took place in 6 countries in 2019; results were published in 2020 and reported against new regional proficiency scales in each of the learning cognitive domains intended in the original framework. For more information regarding these new regional metrics' development process, outcomes, and benefits, please refer to Chapter 2 of the SEA-PLM 2019 official main regional report. SEA-PLM 2024 new instruments development complies with the principles, concepts and technical standards inherent in the SEA-PLM existing regional proficiency scales.

LATEST UPDATES IN SEA-PLM 2024

The confirmation of the SEA-PLM survey initiative as a cyclic comparative study in Southeast Asia – SEA-PLM 2024 as the second round - offers new perspectives to refine and improve some components of the original framework developed for the first round of SEA-PLM. The aim is to maintain a strong and robust foundation, based on many trend items and similar test formats and data collection procedures, to allow comparisons of trends over time between Grade 5 cohorts across the future cycles of assessment.

The participating countries and experts collaborated for 2 years during 2022-2023 in the inception phase of SEA-PLM 2024 to refine some concepts, and to update some sections of the original reading and mathematics tests[1] and contextual questionnaires in each language.

Each participating country received common guidelines and instructions to create and submit new items. They participated in panelling the new items, and piloted revised booklets in 2023 in convenience samples of schools in each country. Existing and new assessment questions underwent extensive trial testing to ensure they covered the agreed regional definitions of domain content, were appropriately targeted to children's abilities, and were culturally suitable for children in the Southeast Asian region.

Approximately 80 cognitive items for each domain (Mathematics and Reading) were used in the Field Trial (FT) in 2023. The results were reviewed by subject assessment experts and a subset of the items was selected for inclusion in the SEA-PLM 2024 Main Survey. Items were chosen to allow for a balance of characteristics in the MS in accordance with framework targets such as content coverage, processes/cognitive skills and level of difficulty; and to satisfy statistical criteria for quality. To extend the scale at both ends, the 2023 Field Trial contained more easy items, in Band 2 and below (2-) and more difficult items Band 9 and above (9+). This allowed for more of these items to be available for the 2024 Main Survey to extend the upper and lower bands of the reading and mathematics scales, capturing a wide range of proficiencies within the scales.

A small portion of SEA-PLM 2019 Reading and Mathematics representative items (about 20%) have been released publicly (UNICEF & SEAMEO, 2024). New items have been developed and validated in the SEA-PLM bank for this new round of SEA-PLM. Each item is described in detail and accompanied by suggestions for educators including teachers on how to effectively develop students' understanding of the concepts and skills required to respond correctly to the items. Common misconceptions, misunderstandings, and errors are also discussed in view of how students performed on each item under test conditions.

[1]Writing domain content and associated items remained similar to SEA-PLM 2019, although all spelling/label items have been excluded from the writing domain.

Although SEA-PLM 2024 contextual questionnaires continue addressing many themes and topics like those that SEA-PLM survey processed in the past, there are some differences regarding the depth, scope and format of the questions and intended indicators in the revised versions of the SEA-PLM 2024 regional standard instrument. This collaborative exercise contributes to improve the design of the SEA-PLM survey and to shape relevant data against new policies of interest and lessons learned from the previous rounds of assessment.

Countries were invited to rate existing themes and priority rank new topics of interest, while experts recommended technical updates to collect and measure key indicators. From this consultation, new topics, contents and question mode have emerged and are used to design new thematic areas or sub-questions in the regional version of the standard questionnaires. New topics of interest introduced in the SEA-PLM 2024 questionnaires cover aspects such as children's career aspirations, basic health screening, self-regulation, resilience and digital literacy.

The "parental occupation" component of the home socioeconomic status index is now measured in the SEA-PLM 2024 parent and student questionnaire based on open-ended questions about the father's and mother's job title and occupations as per other international large-scale assessment updates. Information provided in the questionnaires will be assigned manually to a code based on the international standard classification of occupations (ISCO) to improve the measure's quality.

All countries implemented small-scale interviews with the school community to collect qualitative feedback on the relevancy and draft translation of the new updated contextual teachers and school questionnaires. The feedback helped improve the standard version of the questionnaire and prevent translation and cultural issues in the final questionnaires.

For this new round, the global citizenship domain originally embedded in SEA-PLM 2019 as a standalone domain is now included in SEA-PLM 2024 as a broader, inclusive, and organic dimension: essential skills. This domain is designed to evolve across the further iteration of SEA-PLM surveys to continue collecting information on new and emerging constructs and variables considered as critical for expanding learning opportunities in basic education and reflect national education priorities of Southeast Asian countries.

Moreover, SEA-PLM 2024 offers an optional framework for countries to complement the regional standard tools and approach to measure learning and educational context by customising additional national survey components like extended materials and/or new methodology parameters. It may concern the introduction of a second testing language and sub-samples of respondents or the inclusion of a few national questions that are authorised at the end of the contextual questionnaires. In some cases, countries supplement the SEA-PLM standard data collection operation by administering national instruments outside the scope of the SEA-PLM regular tools and technical standards.

Lastly, a new initiative for SEA-PLM 2024 is the development and introduction of a system-level questionnaire. It is envisaged that the results from the system-level questionnaire will further enable the exploration of the educational contexts for literacy, numeracy, and essential skills, and additionally provide a resource that will enable SEA-PLM participating countries to systematically examine and strengthen the performance of their education system.

This updated framework outlines how the SEA-PLM 2024 survey measures and collects data on Grade 5 students learning and their environment. This document presents the SEA-PLM 2024 test and questionnaire framework to take into account lessons learned, experiences and the latest methodology direction of the survey. Key contents are presented in 5 chapters, SEA-PLM surveys approach (Chapter 1), cognitive test – reading (Chapter 2), writing (Chapter 3) mathematics (Chapter

4), and contextual questionnaires (Chapter 5). The final version of the SEA-PLM 2024 contextual student, parent, teacher and school questionnaires master source version in English are accessible in Annex 1, 2, 3 and 4. The SEA-PLM 2024 assessment framework is designed to be flexible to accommodate future survey iterations.

LITERACY ORIENTATION

SEA-PLM aims to measure both curricular and cross-curricular knowledge, skills and understanding that are likely to allow school-aged students to progress successfully through school and ultimately to play a constructive and fulfilling roles in society. It adopts broad definitions for the domains of mathematics, reading and writing that are consistent with curriculum specifications but that allow for a focus on the extent to which students in a Southeast Asian context are able to make effective use of their knowledge in a variety of relevant contexts. To convey this broadness and the parallels in the way that three formal measurement domains are conceived for SEA-PLM 2024, the domains are referred to as reading literacy, writing literacy and mathematical literacy.

This notion of literacy also includes the fundamental precursor skills in these areas that need to be built in each domain. The assessment of literacy in mathematics, reading and writing embraces the essential knowledge, skills and understanding of these curricular and cross-curricular areas. It also investigates the extent to which such knowledge, skills and understanding can be used.

Literacy involves acquiring and applying skills, knowledge and understanding …

The notion of mathematical literacy, for example, focuses on mathematical ways of thinking, the understanding of concepts and principles, and on the ability to apply mathematical knowledge to solve problems in everyday contexts. Similarly, the concepts of reading literacy, writing literacy in SEA-PLM are ultimately focused on reading, writing as means of expressing, communicating and understanding the world of ideas and information.

For students currently at early stages of proficiency in any of the domains, the development of reading literacy, writing literacy and mathematics literacy will inevitably involve mastery of precursor skills (for example, for readin78g literacy, decoding, phonemic awareness and basic vocabulary development; and for mathematical literacy, concepts such as number or spatial relationships). These elements, although not ends in themselves, are essential stepping stones on the path to the development of literacy within each domain, and are, therefore, included in the assessment of literacy in SEA-PLM.

… in a range of contexts

In their everyday lives, in their relations with family and friends, at school, at work and in the community, people use mathematics, reading, writing in countless ways. Therefore, SEA-PLM's aim of measuring students' ability to deal with the demands of life both at and beyond school situates the sets of assessment tasks across a wide range of contexts. For SEA-PLM, three broadly defined contexts have been identified in which the knowledge, skills and understanding related to the cognitive domains are likely to be enacted: personal, local and the wider world. An additional area included in the SEA-PLM assessment, labelled intra-domain, deals with tasks provided without a context. Personal tasks relate to those matters that affect the individual, involving an inward focus. Local tasks pertain to contexts that require engagement with other individuals or with elements of the immediately surrounding environment. Tasks that have a wider world context focus on issues relevant to whole communities or countries, and may even take a global perspective. Each of the domains will elaborate on personal, local and wider world in somewhat different ways, but all will include tasks that assess students' proficiency across these three contexts to ensure that the

instruments cover the range of areas in which mathematics, reading and writing are applied. While the intention is generally to contextualise tasks in real-life contexts, a number of intra-domain tasks (tasks without context) are also included. For example, in the early stages of conceptual development, these comprise tasks that permit students to show their understanding of precursor skills within each domain, such as number sentences in mathematical literacy and recognition of single words in reading literacy[2]. In addition, allowing for some context-free items permits inclusion of items that reflect the widest possible range of current classroom practice.

TEST AND QUESTIONNAIRE DESIGN

SEA-PLM collected children's and schools' responses through paper-pencil tests and questionnaires. Computers and other digital devices were not considered appropriate in the data collection to measure literacy in reading, writing and mathematics on a cohort of children aged 10-12 years at primary level, especially those from disadvantaged communities and schools in remote areas.

A substantial amount of test material was developed for the literacy domains to ensure comprehensive coverage of the knowledge, skills and understanding involved. However, it is not necessary for every student to complete all of the tasks, as this would result in an unreasonably long assessment. Instead, similar to how SEA-PLM assesses a sample of students to obtain an overall picture of the population's proficiency each sampled student completes only a sample of tasks from each domain. For the SEAPLM assessment, each sampled student is administered assessment material from two of the three learning domain, distributed across 18 different booklets. This design allows for robust reporting of population and sub-group performance, and facilitates comparisons of performance across different domains. The 18 different test booklets are randomly administrated in each sampled classroom and school.

The standard student cognitive test comprises 90 minutes of material for each of the three cognitive domains (mathematical literacy, reading literacy and writing literacy). This extensive amount of assessment material ensures thorough coverage of each domain. Although the total cognitive instruments amounts to 270 minutes, each student only completes 60 minutes of assessment, focusing on two of the domains.

The cognitive material is divided into six clusters of tasks per domain, with each cluster representing 15 minutes of testing time. These item clusters are placed into 18 test booklets according to a rotated test design. Each booklet contains two 15-minute clusters from two of the cognitive domains.

Exhibit 1 shows the final rotated booklet design used for a one-hour session of the cognitive assessment in the SEA-PLM survey. M1 to M6 represent the six 15-minute mathematical literacy clusters, R1 to R6 represent the six 15-minute reading literacy clusters, and W1 to W6 represent the six 15-minute writing literacy clusters. This design ensures that each domain is adequately assessed while keeping the testing time manageable for students.

[2] Production of letters or single words in writing literacy were included only in SEA-PLM 2019.

Exhibit 1: SEA-PLM rotated test booklet design for reading, writing and mathematics domains

	Position 1	Position 2	Position 3	Position 4
Booklet 1	M1	M2	R3	R1
Booklet 2	M2	M3	W3	W1
Booklet 3	M3	M4	R4	R6
Booklet 4	M4	M5	W4	W6
Booklet 5	M5	M6	R5	R2
Booklet 6	M6	M1	W5	W2
Booklet 7	R1	R2	M3	M1
Booklet 8	R2	R3	W1	W5
Booklet 9	R3	R4	M4	M6
Booklet 10	R4	R5	W6	W3
Booklet 11	R5	R6	M5	M2
Booklet 12	R6	R1	W2	W4
Booklet 13	W1	W2	M1	M5
Booklet 14	W2	W3	R1	R5
Booklet 15	W3	W4	M6	M3
Booklet 16	W4	W5	R6	R3
Booklet 17	W5	W6	M2	M4
Booklet 18	W6	W1	R2	R4

Some beneficial features of this design are as follows:

- Two clusters from the same domain always appear consecutively, so the student does not have to keep 'switching gears'.
- Each cluster appears twice, in two different positions (blocks), thus reducing the likelihood that the difficulty of an item is influenced by where it appears in a booklet;
- Each cluster appears with two other clusters from the same domain, so that all the items in the domain's instrument can be equated and calibrated on the same scale;
- Each cluster appears with four clusters from other domains, so that the covariance between the domains can be calculated.

Each reading and mathematics cluster consists of 10 questions, while each Writing cluster contains about 3-4 questions. In total, approximately 60 items are administered for each of the reading and mathematics domains, and about 35 items for the writing domain across the various booklets. These items collectively estimate the proficiency levels in each literacy domain. The final number of items

included in the main survey booklets for a given survey cycle ranges from 130 to 140. Within each of the three learning domains, the items are categorized according to cognitive processes and main and sub-content domains. This organization allows for a comprehensive mapping that covers the entire literacy definition outlined in Chapters 2, 3 and 4. These chapters present the effective percentage and number of items by categories for each of the learning domains. The final numbers of items included in the final main survey booklets for a given survey cycle may slightly vary from one cycle to the other due to approaches for developing new sets of questions and updating the test.

A student contextual questionnaire is also included as part of the standard study. Every participating student completes a background questionnaire, where necessary, this may involve assistance from teachers. This allows for the investigation of the relationship between performance in the cognitive domains, attitudes and behaviour, and the background characteristics of students, such as sex, family type, home language and socio-economic status.

The standard student contextual questionnaires take 30 minutes and consist of a single comprehensive questionnaire. This includes 10 minutes dedicated to contextual questions and 20 to 30 minutes focused on attitudes and values. Students are given a short break after the one-hour cognitive assessment before beginning the questionnaire section.

In addition, parents, school teachers, and school principals complete separate questionnaires to provide school-level data, such as school type, number of teachers and physical resources. This information helps to better understand factors associated with student performance in mathematical literacy, reading literacy and writing literacy.

Some countries may apply a customised test design to accommodate the assessment of the learning domains in different languages of instruction and/or develop more national contextual questions to respond to specific areas of interest. These accommodations are considered as options to the standard design described above and are negotiated with each participating country on a case-to-case basis.

The SEA-PLM Grade 5 assessments are paper-based, and use both of the main response formats: multiple-choice response and constructed response. The SEA-PLM standard test used multiple-choice questions (with 4-options) and constructed-response questions (short written responses: a number or a solution showing working in mathematical literacy; a word or 1 or 2 sentences in reading literacy). Constructed-response tasks were particularly useful to assess children's thinking and reasoning, rather than guessing a multiple-choice response. In the writing literacy assessment, every question required a written response ranging in length from 1 word to multiple paragraphs.

INTERNATIONAL LARGE-SCALE ASSESSMENT EDUCATION SURVEYS

Large-scale international educational surveys have been conducted since the early 1980s in many parts of the world. More recently, regional and national sample-based assessments have attempted to redress some of the shortcomings of the broad international surveys by focusing on more localised concerns (Wagner, 2011). The SEA-PLM program aims to achieve the breadth and rigour of a large-scale international survey, while at the same time addressing the unique needs and context of countries in the Southeast Asia region.

Large-scale international educational surveys generally aim at the following goals:

- To provide policy makers with relevant, sound and comparable data on contextual and learning outcomes that can directly inform local education policy development.
- To develop indicators of educational outcomes that enable meaningful comparisons of quality.
- To enhance the existing capacities of participating countries to design data collection activities that will assist all aspects of the policy cycle: to develop and implement a reliable, valid and rigorous survey-based assessment and reporting program; and to appropriately analyse, interpret and disseminate assessment data with a view to informing education policy through relevant evidence.

An external frame of reference is essential to an informed perspective on evaluating progress and it provides a source of new ideas and possibilities for policy development and implementation approaches. For example, international population comparison surveys such as the Progress in International Reading Literacy Study (PIRLS), Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA) allow policy makers to monitor the development of their education systems by providing outcome data on other countries as benchmarks. This is particularly useful when countries have commonalities, such as a shared educational heritage, similar cultural milieu (for example, language, ethnicity or religion), or a similar level of economic development. Trends – changes over time – provide important information that contributes to monitoring movement towards goals. Two categories of trends are particularly useful:

- The change in achievement at a grade level over time.
- The change in differences between sub-populations over time.

Sub-population comparisons are essential. Education policy makers and practitioners need information on areas of strength and weakness for sub-populations variously defined by characteristics such as sex, socio-economic status, geographic region, degree of urbanisation, language of instruction and ethnicity. In addition, policy makers often want to compare educational outcomes across administratively distinct school types: public or private; religious or secular for example.

The primary focus in reporting the results is to inform policy makers in the participating countries of the progress of educational development under their responsibility. In addition, while Large-scale international educational surveys are designed as a sample-based assessment, they generate information that can be used to assist other stakeholders, such as teachers, parents and students, in improving learning at the local level. A key element of the rationale that underpins this strategy is that the assessment materials and the subsequent reports provide information about the strengths

and weaknesses of students. Assessments of this nature are structured so that improvements can be implemented to enhance learning programs, and resulting changes in student achievement can be measured in subsequent cycles of assessment.

In a review of the impact of national and international assessment programs on educational policy in developing countries, Best et al. (2012) pointed out that prioritising local policy concerns was key to the uptake of resulting information for educational policy development. Local policy concerns refer to those areas most salient to the national context. For example, comparisons between government and private schooling may be important. One country or sub-national area may have challenges in providing adequate school facilities, while another may have challenges in improving reading levels. To be most effective, assessment data must address such local policy concerns.

CHAPTER 2 THE TEST FRAMEWORK – MEASURING READING LITERACY IN SEA-PLM 2024

THE IMPORTANCE OF READING LITERACY

Reading literacy is a foundational skill. It underlies success not only in school subjects, but also in many areas of adult life (Smith, Mikulecky, Kibby, & Dreher, 2000). Acquiring skill in reading literacy benefits the individual not only by assisting participation in education and literate society, but also by shaping one's thinking processes (Olson, 1994). Reading literacy is of fundamental importance to individuals in meeting their personal goals. At a broader level, a literate population is central to a nation's pursuit of its economic and social goals.

In the early stages of reading development, a number of precursor skills need to be acquired to support the central activity of reading for meaning. Precursor skills include letter and word recognition, fluency and speed in oral decoding of sentences and passages, and listening comprehension. While these precursor skills remain subsidiary to reading literacy, it is useful to track and measure progress in their acquisition, so that systems, schools, teachers and parents can understand what aspects of students' reading development may need attention as their reading progresses.

DEFINING THE DOMAIN

The working definition of reading literacy for SEA-PLM is:

Reading literacy is understanding, using and responding to a range of written texts, in order to meet personal, societal, economic and civic needs.

This definition and below concepts developed during the SEA-PLM 2019 survey remain similar for the SEA-PLM 2024 survey:

Reading literacy …

The term reading literacy is used in preference to the word reading to emphasise that what is being assessed goes beyond simple decoding of words, though it also includes that. Reading literacy includes a range of cognitive skills such as locating and interpreting information, as well as knowledge of words and knowledge of linguistic structures and features. The term reading literacy also encompasses the idea that reading is done in a context and for a purpose. Thus, reading literacy

includes the notion of relating one's knowledge about the world to texts, and using texts to develop and reappraise one's knowledge of the world.

… is understanding, using and responding to …

These verbs are intended to give a sense of the broad range of purposes for which texts might be read. Understanding involves comprehension, while using and responding to acknowledge both that the reader is actively involved in the construction of meaning and that reading is functional.

… written texts …

The term written texts indicates that the focus is on the written word. It comprises handwritten, printed and digital texts, but not spoken texts. Visual artefacts such as diagrams, pictures, maps and tables may be regarded as components of written texts if they contain words or where they support the meaning of the written text.

… in order to meet personal, societal, economic and civic needs.

People read for a variety of purposes, from meeting their individual learning needs or other aspects of personal development, to communicating with others, to meeting the demands of their jobs, to informing themselves about local and global issues.

ORGANISATION OF THE READING LITERACY DOMAIN FRAMEWORK

The SEA-PLM reading literacy framework is primarily described in terms of content (the text variables: text format and text type), context (the situation to which texts are relevant) and process (the cognitive processes readers use). As an adjunct, the inclusion of precursor skills contributes to elaborating the constituents of the domain at the early stages of reading development. The precursors are described in terms of constituent skills such as word recognition.

Content: text variables

Content in the reading framework is represented by text variables: text format and text type.

Text format

Text format refers to the way texts are organised or laid out on the page, in very broad terms. SEA-PLM uses three categories of text format: continuous, non-continuous and composite.

Many texts are in the form of continuous text or prose. Continuous texts are composed of sentences and paragraphs. (An example of a continuous text is given in Exhibit 3).

Other texts that readers are required to engage with in daily life are constructed in non- continuous formats. These include diagrams, tables, maps and lists of other kinds (Kirsch & Mosenthal, 1990). (An example of a non-continuous text is given in Exhibit 12.)

This broad distinction between continuous and non-continuous texts is a common one in reading frameworks, such as PISA (OECD, 2023a), PIRLS (Mullis, Martin, Kennedy, Trong, & Sainsbury, 2009), SACMEQ (Ercikan, Arim, Oliveri, & Sandilands, 2008) and PIAAC (OECD, 2009), though there are some variations in terminology.

A composite text involves more than one part. It could be a text containing both continuous and non-continuous parts (such as a page from a newspaper that comprises prose text and graphs), or it could

be several texts on a single theme but in one format (for example, several opinion pieces by different authors related to a single issue).

Text type

Text type refers to the genre, orientation or broad purpose of a text. SEA-PLM uses six categories of text type: narrative, descriptive, persuasive, instructional, transactional and label.

Narrative texts present and develop characters, events and themes, and deal with questions relating to when or in what sequence. Examples of narration are short stories, recounts of recent activities, diary entries and stories of a person's life. The Hole, shown in Exhibit 3, is a narrative text, telling the story of an adventure of two children.

Descriptive texts present information about people or objects and abstract concepts or constructs; these kinds of texts address what and some how questions. Description includes forms of global citizenship sometimes referred to as exposition. Examples of description include describing a person or a place, a plant or a problem, a feeling or a phenomenon or, at the level of precursor skills, a label for an image. Country Fact File (Exhibit 2) provides information describing features of various countries.

Persuasive texts refer to those that deal with opinions and points of view, and are used to persuade the reader. They address some which and why questions. Examples of persuasive texts are a letter to the editor, a book review, an advertisement for a product, a job application letter and a discussion of the benefits or disadvantages of a public policy.

Instructional texts explain what to do in order to complete a specified task and address some how and when questions. Examples of instructional texts are giving directions for finding a location, listing materials and steps required to make an object, and explaining what to do in an emergency.

Transactional texts aim to achieve a specific purpose involving an exchange of information between two or more parties, such as arranging for something to be done. Transaction is represented by tasks such as reading a message from a friend or correspondence related to delivery of goods. Transaction as a text type follows the definition as used in the PISA 2022 Assessment and Analytical Framework, OECD (2023a)

Label is a text consisting of a single word, or a small set of words, used to identify something. This text type is used to categorise images or words that are presented in isolation, as a stimulus to assess some of the precursor skills of reading. Exhibit 2 is an example of a text with a label. This text consists of an image accompanied by four words, one of which is a suitable label for the image.

Exhibit 2: Example reading item: Label



Processes

Locate: A common purpose for reading is to locate information. The information required might be specific, such as which character performed a particular action in a narrative, or it might be more general, such as finding evidence that supports an argument. Sometimes the information to be located is found in a single sentence and sometimes it must be gleaned from several paragraphs. This kind of reading has been called 'reading the lines' (Gray, 1960), because no inference, or only minimal inference is required to complete this kind of task. An example of an item requiring students to locate information is given in Exhibit 3.

Exhibit 3: 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

This is an example of a locate item for The Hole text, presented in continuous format, of narrative type, set in a personal context.

In order to identify what Nazneen's idea is, students need to find the part of the text that contains the quotation 'I have an idea', towards the end of the text. They then need to continue reading the words that follow, that state first that she picks up a stone and second that she 'will drop this into the hole'. There is some minor inference required in order to recognise that 'this' refers to the stone that she has picked up, as well as to relate both of these to her immediately preceding statement, 'I have an idea'. However, since all the information is explicitly stated, with students able to rely on direct word matches between the item and the text ('I have an idea', 'stone', 'drop … into the hole'), this item is classified as relying essentially upon ability to locate information.

Interpret: Interpretation is the process of making meaning from a text. Gray (1960) refers to this kind of task as 'reading between the lines': it involves understanding ideas that are present in a text, but not directly stated. Interpretation might involve parts of a text or the whole text. A wide variety of cognitive tasks may be included in this process, such as recognising relationships between ideas, understanding assumptions made, synthesising different pieces of information or identifying a main idea. An example of an item requiring students to interpret information in a text is given in Exhibit 4.

Exhibit 4: Example reading item: Country Fact File – interpret item

	Afghanistan	**Vietnam**	**Philippines**	**Nepal**
				
Climate	arid to semi-arid; freezing winters and hot summers	tropical in south; monsoonal in north	usually hot and humid	subtropical in south; cool summers and severe winters in north
Geography	landlocked and mountainous	the fertile Mekong River delta covers a large part of south western Vietnam	made up of 7,107 islands	landlocked; contains eight of the world's 10 highest peaks
Main crops	wheat, fruits, nuts; wool, sheepskins	paddy rice, coffee, rubber, cotton; fish	sugarcane, coconuts, rice	rice, corn, wheat, sugarcane, milk
Typical exports (goods sold to other countries)	fruits and nuts, carpets, saffron	crude oil, marine products, rice, coffee, rubber; garments	electronic equipment, transport equipment, garments	carpets, clothing, leather goods
Wildlife	the Marco Polo sheep: it has the longest horns of any sheep	the saola (a kind of antelope): one of the world's rarest mammals	the Philippine Eagle: the largest eagle in the world	the one-horned rhinoceros: the world's fourth largest land mammal

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

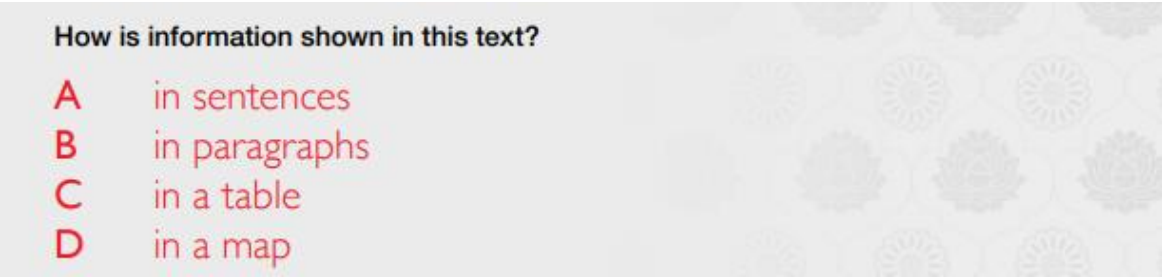
This is an example of an interpret item for the Country Fact File text, presented in non-continuous format, providing a description of features of various countries and set in a wider-world context.

The item asks students to use information in the Country Fact File text to identify a country that has the same export as Vietnam. In order to answer this item, students need to identify the row 'Typical exports' and read across within that row to determine which goods Vietnam exports (crude oil, marine products, rice, coffee, rubber and garments). They then need to continue to read across the same row, comparing the information about the other three countries, represented by the columns in the table, in

order to identify a similarity. The relevant information (garments) is found in the cell describing the Philippines. Nowhere does the table state explicitly that Vietnam and the Philippines export one category of similar goods (garments), nor does the item indicate which category of 'typical exports' students should focus on. Although the information that leads students to the answer takes the form of a word match between two cells, the task required of students is to interpret the expression 'the same export' and to compare multiple pieces of information in multiple cells of a table in order to identify one single similarity between two countries. They then need to write the word 'Philippines' for this constructed- response item. The need for a series of actions involving identifying relevant information then multiple comparisons means that this item is classified as interpret.

Reflect: Active readers constantly relate what they are reading to what they already know and adjust what they know to accommodate what they have read. The process reflects this aspect of reading, in which information within the text is related to knowledge outside the text: in other words, the reader situates the text within the wider context of his or her experience. Because this skill goes beyond the text itself, it has been called 'reading beyond the lines' (Gray, 1960). The broad range of tasks categorised under this process include: focusing on the intended audience of a text or the attitude of the writer; making an evaluation of an argument or a judgement about a character; explaining the effect of a text feature such as its layout; and comparing behaviour of a character in a story with that of acquaintances. An example of a reflect item is given in Exhibit 13. This item also comes from the unit Country Fact File.

Exhibit 5: Example reading item: Country Fact File – reflect item



The item in Exhibit 13 asks students to identify the form in which information is shown in the Country Fact File text. In order to answer the item, students need to draw on information beyond the text. In this case, they need to use real-world knowledge to understand the differences between sentences, paragraphs, a table and a map, and to relate this information to the text in order to recognise that the information is presented in a table. Items that focus on the layout of a text are classified as reflect.

Recognise words: A basic element of reading literacy is knowledge of words. Knowledge comprises both recognising the written form of the language and conceptual recognition of the meaning of a word – its correlate in the non-linguistic world. Recognising words means relating the written form of a word with its meaning (for example, as represented in picture form). An example of an item requiring students to recognise words is given in Exhibit 6.

Exhibit 6: Example item: Wheel



The Wheel question is set in a local context. Here students are presented with an image of a familiar object and a set of four words, from which they need to select the one that matches the picture of a wheel.

Contexts

Test items and tasks used in the SEA-PLM instruments are generally associated with a context type – though for assessment of some of the precursor skills of reading, a context is not provided. Other than tasks of this type, the reading context is the situation within which the text is likely to be read or for which it is likely to be used. The main purpose of defining the contexts is to indicate that the set of items or tasks needs to cover a range of situations in which students are likely to read.

The SEA-PLM program uses three context types: personal contexts, local contexts and wider- world contexts.

Personal contexts have an individual focus such as personal health, personal transport or travel. Reading tasks fitting a personal context include those that are primarily for personal enjoyment or development, such as reading a story or a TV guide. The story The Hole (Exhibit 11) is an example of a text set in a personal context.

Local contexts have an interactive focus requiring engagement with other individuals or with elements of the immediately surrounding environment. Reading in this type of context involves day-to-day situations and activities at home or at school, in the local community or at work, where the focus of thought and action lies in connections and interactions with immediately surrounding people or objects. Reading texts reflecting a local context include a letter from a friend, a school timetable or a description of one's home town. The item Wheel (Exhibit 14), dealing with a familiar everyday object, is an example of an item set in a local context.

Wider-world contexts have an external focus on broader situations that may affect whole communities, or countries, or that have an even wider, global relevance. Texts fitting this context type include those dealing with broad social issues such as public policy, transport systems and advertising. Reading texts that reflect a wider-world context include a newspaper report or a historical description. The Country Fact File text (Exhibit 4), describing features of various countries, is an example of a text set in a wider-world context.

ASSESSING READING LITERACY

DISTRIBUTION OF SCORE POINTS BY CONTENT, PROCESS AND CONTEXT

The distributions presented in this section show the distributions for items per category and its evolution for both SEA-PLM 2019 and 2024 surveys.

Exhibit 7: Percentages for reading literacy text format categories

Text format	2019	2024
Continuous	56%	36%
Non-continuous	31%	57%
Composite	13%	7%

Exhibit 8: Percentages for reading literacy text type categories

Text type	2019	2024
Narrative	31%	40%
Descriptive	22%	9%
Persuasive	20%	17%
Instructional	0%	9%
Transactional	16%	14%
Word Match	10%	12%
Sentence Match	2%	0%

The large proportion of narrative texts represents the emphasis on this type of text in the language curricula of all the participating countries.

Exhibit 9: Percentages for reading literacy process categories

Process	2019	2024
Locate	37%	41%
Interpret	45%	31%
Reflect	8%	12%
Recognise word	10%	16%

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. Constructed-response items comprise no more than 30 percent of the entire set.

CHAPTER 3 THE TEST FRAMEWORK – MEASURING WRITING LITERACY IN SEA-PLM 2024

THE IMPORTANCE OF WRITING LITERACY

Like reading and mathematics, writing is a foundational skill for future learning and for full participation in the economic, political and social life of adults. In school contexts, writing is a basic tool for learning. In later life, writing is essential for participation in many aspects of everyday life: for example, in communicating with friends and family, or with government departments. In the workplace even routine jobs increasingly rely on high-level cognitive skills – including written communication – rather than on manual skills. In the digital age, personal and social communication is increasingly conducted in written text, through social media. In the 21st century, written language is as at least as important as it has ever been for the individual.

As the Australian Education Research Organisation reminds us:

> *"It is important to consider the various social purposes, and the forms, structures and linguistic choices that are used by the writer to achieve the outward facing dimensions of writing (Christie and Derewianka 2008; Cope and Kalantzis 1993; Halliday 1994; Hyland 2003), rather than viewing writing predominantly as an individual cognitive activity. While we often refer to writing as a single ability, it is a complex task with many distinguishable elements, processes and stages (Graham et al. 2019)."*

DEFINING THE DOMAIN

The working definition of writing literacy for SEA-PLM is:

> *Writing literacy is 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.*

Writing literacy …

The term writing literacy is used in preference to the word writing to emphasise that what is being assessed goes beyond simply copying or forming words, although the abilities to write words in legible handwriting and to use correct spelling or character formation are essential components of writing. The term writing literacy is meant to convey the idea that writing is done in a context, for an audience and with a purpose. Writing literacy includes a range of cognitive skills such as generating and organising ideas, applying vocabulary and drawing on knowledge of linguistic structures and textual features.

… is constructing meaning by generating written texts …

The term construct is used here to emphasise that meaning comes from the writer. Written texts contain ideas developed by the writer, using knowledge of language and text, rather than being simply a written copy of others' ideas.

… to express oneself and communicate with others, …

While most typically people write in order to convey ideas and information to a specific audience, writing can also be for oneself – an act of personal expression.

… in order to meet personal, societal, economic and civic needs.

Writing may be done for a variety of purposes: from keeping personal records to showing one's knowledge in the classroom; from sharing one's experiences with others to getting things done; and from meeting the demands of one's job to participating in public life.

ORGANISATION OF THE WRITING LITERACY DOMAIN FRAMEWORK

Like mathematical literacy and reading literacy, writing literacy is described in terms of content, context and process. Content in writing literacy refers to types of written text. Context refers to the situations that give rise to the writing. Process refers to the skills applied by writers in constructing texts.

Content: text types

Content in writing literacy refers to the text types included as assessment tasks. These are narrative, descriptive, persuasive, instructional and transactional. These categories are widely used in literacy frameworks, such as the PISA 2009 reading literacy framework (OECD, 2010),

although there are minor differences in the categorisation of text types from one framework to another. SEA-PLM added the category ‘label’ in SEA-PLM 2019 to include pre-literacy tasks directed at early-stage writers. Those items were not referenced in the final writing proficiency scales and regional reporting of results..

Narrative texts present and develop characters and sequences of events. Narration is a fundamental and universal form of writing. Writing a narrative allows students to exercise their imagination and give shape to ideas and feelings. Examples of narrative texts are short stories, recounts of recent activities, diary entries and stories of a person’s life.

An example of a narrative text type in the writing literacy assessment is Brothers’ Race, shown in Exhibit 10.

Exhibit 10: 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.

The task presents an image together with instructions to write a story. An introduction, including the name of one of the brothers, is given to assist students who may be unsure how to begin writing.

Descriptive texts present information about concrete objects – people, places, items or events – or about abstract concepts or ideas; these kinds of texts explain how things are. Description includes forms of writing sometimes referred to as exposition. Students need to be able to

write descriptions for many school tasks, as well as for broader everyday contexts. Examples of this text type include: describing a person or a place; a plan or a problem; a feeling or a phenomenon. An example of a descriptive text type is shown in Exhibit 11.

Exhibit 11: 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,

Persuasive texts communicate opinions and argue a point of view. In writing persuasive texts, students express their own thoughts, values and beliefs, and attempt to influence others. Examples of persuasive texts are a letter to the editor, a book review, an advertisement for a product, a job application letter and a discussion of the benefits or disadvantages of a public policy.

Instructional texts explain how to complete a task. Examples of instructional texts are giving directions for finding a location, listing the materials and steps required to make something, and explaining what to do in an emergency.

Transactional texts aim to achieve a specific purpose, such as asking for information about a state of affairs or arranging for something to be done. Transaction is represented by tasks such as writing a message to a friend or ordering goods. Transaction as a text type follows the definition as used in the PISA reading literacy framework: ‘Transaction represents the kind of text that aims to achieve a specific purpose outlined in the text, such as requesting that

something is done, organising a meeting or making a social engagement with a friend' (OECD, 2013, p. 66).

Label is a text consisting of a single word or a small set of words, used to identify something. This text type is used to categorise images or words that are presented in isolation, as a stimulus to assess some of the precursor skills of writing. This sub-category is not represented in the SEA-PLM 2024 test.

Context

Test items and tasks used in the SEA-PLM instruments are each associated with a context type. A context is the situation within which the writing task is likely to take place. The main purpose of the defined contexts is to indicate that the set of items or tasks should cover a broad range of the situations in which students need to write, and a broad range of the purposes and audiences for writing.

The SEA-PLM program uses three contexts: personal contexts, local contexts, and wider-world contexts.

Personal contexts have an individual focus. The primary audience of writing tasks in personal contexts is the writer himself or herself. Writing tasks fitting a personal context include those that are primarily for individual needs, enjoyment or development (such as writing a story or a personal shopping list), or for personal expression (such as keeping a diary).

Local contexts have an interactive focus requiring engagement with other individuals or with elements of the immediately surrounding environment. Tasks fitting this context type involve day- to-day situations and activities at home or at school, in the local community or at work, where the focus of thought and action lies in connections and interactions with immediately surrounding people or objects. Writing tasks reflecting a local context might include: a letter to a family member, a friend or a teacher; a household shopping list; or a description of one's home town.

Wider-world contexts have an external focus on broader situations that may affect whole communities or countries, or that have an even wider, global relevance. Writing tasks fitting this context type might focus on broad social issues such as public policy, transport systems, ecology, medicine or advertising. Writing texts that reflect a wider-world context might include a letter to the editor or a description of a famous person.

Process

Writing entails drawing on knowledge of language (both written and oral) and a range of skills. In the writing literacy domain, this set of knowledge and skills comprises the process dimension of the framework. Five processes have been identified as intrinsic to writing literacy: generating ideas; controlling text structure and organisation; managing coherence; using vocabulary; and controlling syntax and grammar. A sixth variable, other language-specific features, is included here to accommodate other important features that are not assessable across all languages.

Generate ideas: Writing tasks typically require the creation, selection and crafting of ideas. The quantity and quality of the ideas, and their appropriateness for the task, are constituents of this skill. The nature of the ideas will vary from one text type to another. For example, in story writing (narrative), strong characterisation and storyline are important. In persuasive

writing, the logic, relevance and persuasiveness of the argument are important, as is the ability to maintain critical distance. In descriptive writing, the completeness of the description, the salience of the details included, and the precision and richness of the picture created for the reader are all important.

The process generate ideas is illustrated in Exhibit 12, an extract of the marking guide for the writing task Brothers' Race (Exhibit 10). The criterion assessed for this task is development of narrative (elaboration of ideas), a task reflecting the generate ideas process.

Exhibit 12: Example writing task: Marking guide extract

Criterion	Score	Description
Development of narrative (elaboration of ideas)	0	Evidence of a response, but no relevant information is included
	1	Fragments: few ideas or no complete ideas
	2	Limited writing related to the picture
	3	Simple writing related to the picture; limited detail
	4	Detailed writing with many relevant ideas

Using this marking guide, a score is awarded to each piece of student writing, from 0 to 4, depending on how well the writing shows evidence of ability to elaborate ideas relevant to the picture in order to develop a narrative in accordance with the task. As the quantity of relevant ideas increases, together with the level of detail provided, so does the score given.

Control text structure and organisation: Different text types have different structures. Effective writers have knowledge of the structural features of texts and select a suitable organisational form for the writing task. For example, if writing a recipe, they will start with a set of ingredients and then describe or list a sequence of steps. If writing a narrative, they know that, conventionally, they will start with an orientation, follow this with a complication and end with a resolution. They also know what to include in each of these sections. For example, the orientation will introduce the main characters and establish the setting.

An example of how ability to control text structure and organisation is assessed is shown in Exhibit 13, the marking guide used for the criterion story elements for the same task, "Brothers' Race" (Exhibit 10).

Exhibit 13: Example writing task: Marking guide extract

Criterion	Score	Description
Story element	0	Evidence of a response, but no relevant information is included
	1	Ideas are present but not a narrative
	2	Ideas are linked into a narrative

The focus in this criterion is not on the quantity of ideas, but rather on whether or not students demonstrate ability to link their ideas into a narrative. Students who do no more than describe the elements of the picture provided, for example, would be likely to receive a score of 1.

Manage coherence: Good writers are able to structure texts so that the links between ideas are clear to the reader. Coherence is achieved through a logical progression of ideas that

express meaning consistent with the reader's general world knowledge, as well as through syntactic features such as reference, and lexical features such as discourse markers and connectives. Good writers make use of paragraphing to group ideas around a central topic or use other graphical means, such as headings, to indicate the relationship between ideas.

Control of coherence is a mark of relatively sophisticated writing and may not be taught to students in Grade 5. Coherence can most easily be observed in texts of several paragraphs; students in Grade 5 are typically expected to produce rather short texts, where this aspect of writing cannot easily be assessed.

Use vocabulary: Writing involves not just knowledge of words but also an understanding of how they can be used in specific contexts. Good writers are able to draw on a wide vocabulary to present ideas precisely and concisely. They choose words that are appropriate to the purpose, audience and context. A wide vocabulary allows writers to present arguments effectively and to give life to images in descriptive or narrative writing.

Exhibit 14 provides an example of how vocabulary is assessed, with the marking guide for this criterion for the task Celebration (Exhibit 11).

Exhibit 14: Example writing task: Marking guide extract

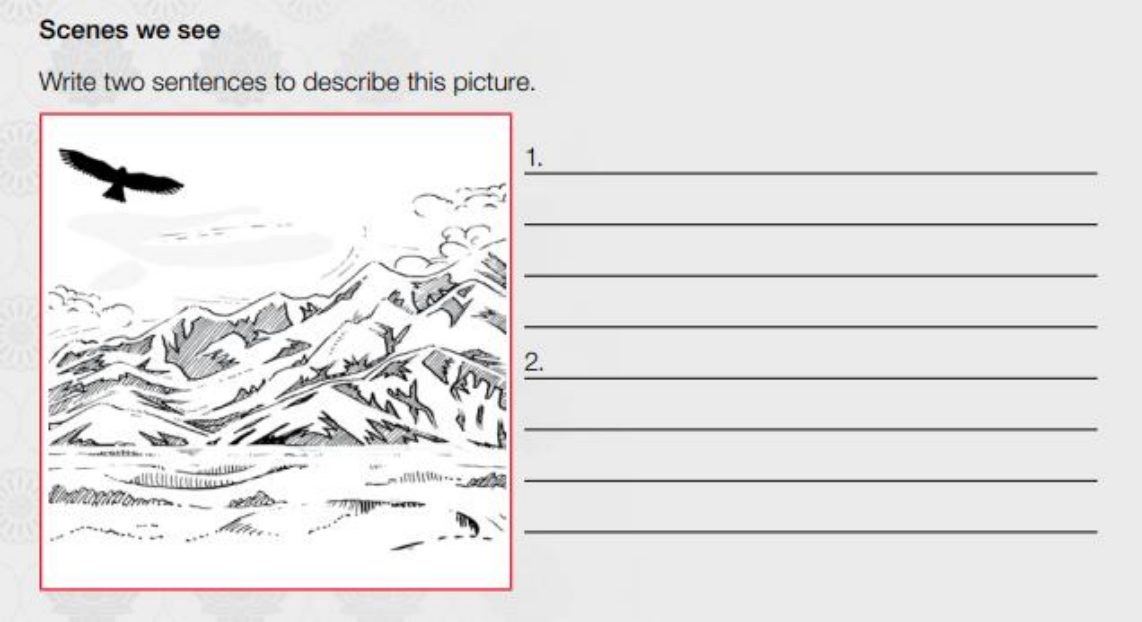
Criterion	Score	Description
Vocabulary	0	Little control of relevant vocabulary
	1	Vocabulary used shows limited ability to convey a message
	2	Vocabulary is adequate to convey detail of message

Responses to the task can be awarded scores of 0, 1 or 2 for this criterion, depending on their ability to use vocabulary to convey their message. Providing detail in a written text requires a relatively broad vocabulary.

Control syntax and grammar. Writers need to understand implicitly how the rules of grammar govern the way words are put together to form phrases, clauses and sentences. Good writers produce grammatically correct, meaningful sentences and make use of a range of syntactic structures. They link ideas with a variety of cohesive devices and use sentence structures appropriate to the writing task.

An example of how the ability to control syntax and grammar is assessed is given in Exhibit 15, for the task Scenes we see: Bird over mountain. The marking guide recognises that students may still be at the stage of gaining control of simple sentences, while also perhaps attempting to write more complex ones. In this task students are asked to write two sentences, but the marking guide gives some credit (score 1) to students who demonstrate the ability to write a single sentence correctly. If they attempt more complex sentences, they are more likely to make errors; they receive a full credit (score 2) if they demonstrate the ability to write a correctly formed complex or compound sentence, as well as if they write two correctly formed simple sentences.

Exhibit 15: Example writing task: Scenes we see and marking guide extract



Marking guide extract

Criterion	Score	Description
Syntax / Sentence structure	0	Isolated words or sentence fragments only
	1	Some errors but comprehensible or One simple sentence correctly formed
	2	Two simple sentences, correctly formed or One complex / compound sentence correctly formed

Other language-specific features. These are not defined in the framework: this category allows description of writing skills judged intrinsic to writing literacy in individual languages or language groups, which would be irrelevant in others. Character formation for some Asian languages is a possible example in this category. Spelling is another language-specific feature that will apply to many but not all languages. Spelling is considered an important feature of writing literacy in English, but less so in Hindi or Spanish, in which the relationship between sound and written form is much more regular (for discussion, see Share, 2008).

An example of one way in which other language-specific features could be assessed is given in Exhibit 16, with a marking guide for handwriting for the task Brothers' Race (Exhibit 10).

Exhibit 16: Example writing task: Marking guide extract

Criterion	Score	Description
Handwriting	0	Few letters are well formed
	1	legible, most letters well formed
	2	good control of letter formation throughout

Replace Punctuation with Handwriting, as above.

The same marking guide could be applied to a number of languages, but would not be applicable to others or would need to be heavily adapted (and treated as a different item).

ASSESSING WRITING LITERACY

The writing literacy assessment includes shorter and longer tasks, some requiring the student to write single words and phrases, others requiring the student to develop one or two sentences, and others to write a more extended piece of prose. The longest tasks take 15 minutes: none of the writing tasks requires more than a page or so of composition.

Tasks of different demand and length are each categorised according to one of five text types: narrative, descriptive, persuasive, instructional and transactional. Exhibit 17 shows the target distribution of score points across the tasks by text type.

Exhibit 17: Percentages for writing text type categories

Text type	Percentage
Narrative	10%
Descriptive	40%
Persuasive	30%
Instructional	10%
Transactional	10%

While the text-type targets for reading literacy include a large proportion of narrative, a smaller proportion of this text type is assigned in the writing literacy distribution. This acknowledges that young students may find it difficult to write a coherent narrative (or story) in the short time allowed under test conditions. On the other hand, transactional is given a greater weight here than in reading, because composing notes and short messages to others is a type of everyday writing frequently required of students at this age.

Writing processes, coding and scoring

The scoring of writing literacy tasks is based on criteria that reflect the writing processes. Some of these criteria are specific to a particular text type and others are more generic. For example, developing characters belongs to the generate ideas process and is applicable only to narratives, but a criterion such as precision, developed for the process use vocabulary, is applicable to all text types.

The criteria are operationalised in the form of rating scales with a number of described categories (codes). The rating scales vary in length: some are dichotomous (with only two codes, code 0 and code 1), and some have up to five coding categories (code 0, code 1, code 2, code 3 and code 4). The number of codes for a criterion depends on the number of defined and distinguishable categories into which students' responses can be divided.

Some writing tasks, especially those designed to measure the proficiency of emerging writers, will be constrained. Because of their brevity, they will be more likely to be assessed dichotomously as right or wrong. Examples of such tasks include writing single words or manipulating sentence structures.

A major challenge in measuring writing literacy in a multilingual survey is achieving equivalence across languages. In order to meet this challenge, the SEA-PLM writing literacy assessment model treats some writing processes as common across languages, while others may be treated as applicable only to one language or to a group of languages. This approach allows for some comparisons between writing performance in different languages, while recognising the particular characteristics of individual languages.

Of the five processes specified above, the assessment of generate ideas, control structure and organisation, manage coherence and use vocabulary may be applied across all languages, using common coding criteria. The process control syntax and grammar may be assessed using criteria that are customised in accordance with the features of the individual languages. The sixth process, other language-specific features, may also be assessed using language-specific criteria. Most, if not all, tasks are assessed on multiple criteria, including some that are comparable across languages (for example, criteria focusing on the vocabulary required to express particular concepts) and some that are language-specific (for example, criteria focusing on linguistic rules associated with spelling or syntax).

Exhibit 18 shows a model for how the writing literacy assessment is designed to ensure coverage of all writing processes, taking into account languages and text types.

Exhibit 18: Model for writing assessment processes by language and text type

Process	Application by language	Application by text type
Generate ideas	Apply across languages	**Vary by text type**
Control structure	Apply across languages	**Vary by text type**
Manage coherence	Apply across languages	**Apply across text types**
Use vocabulary	Apply across languages	**Apply across text types**
Control syntax and grammar	May vary by language	**Apply across text types**
Other language-specific features*	**May vary by language**	**Apply across text types**

Exhibit 19 shows the target distribution of score points.

Exhibit 19: Target percentages for writing process categories

Process	2019	2024
Generating ideas	27%	29%
Controlling text structure and organisation	8%	9%
Managing coherence	18%	9%
Using vocabulary	19%	20%
Controlling syntax and grammar	27%	20%
Other language-specific features (for example, spelling, character formation, punctuation)[3]	--	13%

[3] Data for other language-specific features does not contribute to the regional statements about writing, but is provided to individual countries.

CHAPTER 4 THE TEST FRAMEWORK – MEASURING MATHEMATICS LITERACY IN SEA-PLM 2024

THE IMPORTANCE OF MATHEMATICAL LITERACY

An understanding of mathematics is central to a young person's future educational success and their preparedness for life beyond school. The primary focus of SEA-PLM in mathematics is on a broadly defined set of mathematical skills and processes and, in particular, on the extent to which students are able to make use of their mathematical knowledge and skills to solve problems and to deal with the kinds of challenges they meet in a variety of contexts, where mathematics may be relevant to those problems and challenges.

A set of underlying skills or competencies is a primary driver of students' ability to effectively use their mathematical knowledge in a variety of contexts. Students need communication skills, both to recognise and process information and to express their reasoning and conclusions. Mathematical literacy often requires students to devise strategies for solving problems. This involves a set of critical control processes that guide an individual to recognise, formulate and solve problems, and to monitor and direct their progress through the solution process. When dealing with problems presented in various contexts, students need to be able to transform the information as presented into a mathematical form ready for the application of relevant procedural knowledge, and when mathematical results and conclusions are found, these often need to be interpreted in relation to the original context. These steps of transformation and interpretation are often referred to as steps in the mathematisation process. Students need to be able to work with different representations of mathematical objects and information, such as graphs, tables, charts, diagrams, symbolic expressions and the like. Students need to develop reasoning and argumentation skills, in order to explore and link problem elements, to make inferences, and to justify conclusions. Students need a repertoire of specific procedural knowledge and skills, and to recognise when a particular piece of knowledge might be relevant to the problem at hand. Therefore, they need to be able to use symbolic, formal and technical language and operations in order to interpret, manipulate and make use of symbolic expressions within a mathematical context that is governed by various conventions and rules. This may also involve using mathematical tools that might be relevant to a particular problem situation, such as measuring instruments, calculation devices, computer-based tools and knowing when a particular tool would be appropriate and the limitations of such a tool.

These competencies are fundamental to mathematical literacy and are called on to varying degrees by the SEA-PLM assessment tasks. The competencies are based on work originally done by Mogens Niss (Niss, 2003; Niss & Højgaard, 2011).

The SEA-PLM mathematical literacy framework reflects current best assessment practice as, for example, in the OECD PISA mathematical literacy framework (OECD, 2023), but is oriented to include the specific interests of a SEA-PLM student at Grade 5. As such, it includes precursor skills such as fundamental mathematical concepts (for example, magnitude, the use of positional and relational language); as well as knowledge typically developed in the primary schooling years: numeration, arithmetic operations, classification of objects, shape recognition, elementary algebraic thinking (for example, simple number sentences), measurement, and the use and interpretation of data.

DEFINING THE DOMAIN

SEA-PLM is intended to be relevant to students at varying stages of learning of mathematics.

The working definition of mathematical literacy for SEA-PLM is:

> *SEA-PLM mathematical literacy is 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.*

This definition and below concepts developed during the SEA-PLM 2019 survey remain similar for the SEA-PLM 2024 survey:

Mathematical literacy …

The term mathematical literacy is used to emphasise that the focus is on using mathematical knowledge and skills (including those learned in the mathematics classroom) to solve problems that arise in contexts beyond the classroom.

… is a person's capacity, given a problem …

Action is required by a person to solve a problem. Success in solving the problem depends on the person's capacity to focus their mathematical competencies – their skills in communication, devising strategies, mathematisation, representation, reasoning and argumentation, using symbolic, formal and technical language and operations, and using mathematical tools – on the problem.

… in a context that is of interest or importance to them …

This focus on problems in context helps the person to recognise and appreciate the role of mathematics in the world and the actions they need to practise to make sense of their world. That the problem is of interest or importance to the person provides a reason for students to engage with the problem and encourages their enthusiasm and persistence in finding a solution.

… to translate the problem into a suitable mathematical formulation …

Part of the action that needs to be taken to solve the given problem involves reformulating it in mathematical language in a form that can lead to a mathematical solution.

… to apply mathematical knowledge and skills to find a solution …

This action gives results in mathematical language.

… and to interpret the mathematical results in relation to the context and to review the merits or limitations of those results.

The suitability of the mathematical results is tested in the problem context to see whether they constitute a solution to the problem.

ORGANISATION OF THE MATHEMATICAL LITERACY DOMAIN FRAMEWORK

There are three components contributing to the SEA-PLM definition of mathematical literacy:

- Context: the situation in which the problem to be solved has arisen.
- Process: the actions required to solve the problem.
- Content: the mathematical knowledge and skills required to find a mathematical solution.

An assessment of a student's mathematical literacy, therefore, needs to have questions that:

- are set in a context of interest or importance to the student, involving one or more of the actions required to solve a problem in the context; and
- use broad mathematical competencies as well as a particular set of mathematical knowledge or skills appropriate to the stage of development or level of mathematical knowledge of the student.

Context

Test items and tasks used in the SEA-PLM instruments are each associated with a context type. A context is the situation within which the details of a test item or task are located, or the situation that generated the stimulus material for the task. Contexts help to define the focus of thought or action in which people responding to problems or challenges must engage.

The main purpose of the defined contexts is to ensure that the set of items or tasks covers a range of situations in which students meet problems and challenges, and a range of different purposes for which the problems and challenges have been devised, so as to encourage engagement with the broadest possible range of individual interests and with a range of situations in which individuals typically operate in the 21st century.

The SEA-PLM program will use four context types: personal contexts, local contexts, wider-world contexts and intra-mathematical contexts.

Personal contexts have an individual focus. The problem or challenge primarily affects the individual and engagement with the task involves an inward focus. Problems fitting this context

type include more abstract challenges that may have limited external purpose, and challenges focusing on personal concerns that are likely to be of interest and relevance only to the individual involved, such as games and puzzles, personal health, personal transport or travel, or personal finance.

Local contexts have an interactive focus requiring engagement with other individuals or with elements of the immediately surrounding environment. Problems fitting this context type involve day-to-day situations and activities at home or at school, in the local community or at work, where the focus of thought and action lies in connections and interactions with immediately surrounding people or objects.

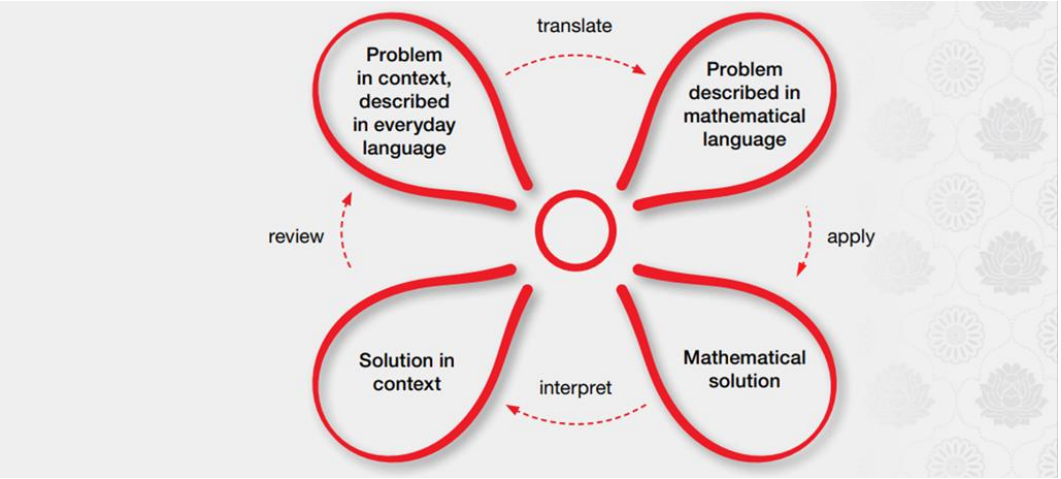
Wider-world contexts have an external focus on broader situations that may affect whole communities or countries, or that have a wider relevance at a more global level. Problems fitting this context type involve broad social issues such as public policy, transport systems, advertising and broad scientific issues such as weather, climate, ecology or medicine.

Intra-mathematical contexts refer to problems where all the elements involved belong in the world of mathematics, without reference to any external or real-world contextual elements. School mathematics problems are sometimes set without reference to context, hence it is relevant to include some problems of this type. However, most frequently challenges that involve application of mathematical knowledge occur in a context (personal, local, or wider-world) that must be analysed to some degree before relevant mathematical knowledge can be identified and applied.

Process

Three processes have been defined for the SEA-PLM mathematical literacy assessment.

Exhibit 20: SEA-PLM mathematical literacy



As shown in Exhibit 20:

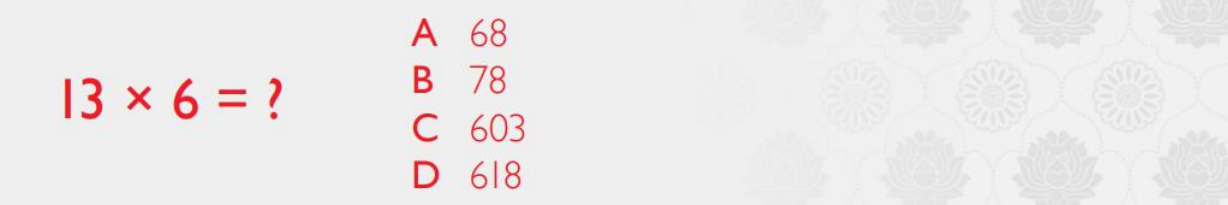
- translate is the process of expressing the problem in mathematical language, thus taking it from the context to a mathematical formulation suitable for finding a solution.
- apply is the process of using mathematical knowledge and skills to find a mathematical solution or to generate mathematical results: this process deals mainly with mathematical ideas, objects and techniques.

- interpret is the process of retranslating the mathematical solution to the context of the problem. This may include a review of the solution to see whether it is reasonable and makes sense in context, and identifying any limitations for the solution.

In the assessment, a particular item may involve only one step in the solution cycle. For example, in an item focusing on apply, the translate step is included as part of the question and the required answer is the mathematical solution.

An example of such a problem is in the item shown in Exhibit 20. The problem has been formulated in clear mathematical terms, without any context other than the mathematical elements included (hence it is in the intra-mathematical category). The solution process involves reading and understanding the numbers and symbols, applying arithmetic skills to carry out the multiplication shown, and then choosing the correct answer from the options provided.

Exhibit 20: Example intra-mathematical item, presented in clear mathematical formulation (no translate step required)



In some items, two or more processes are required. In that case, for example, if the interpret step is of greater significance to the solution cycle than the apply step, this item would be categorised as interpret.

An example of this is shown in Exhibit 21, where the problem Planting Seeds is presented. Here students must read a small amount of information presented in a family context (this is considered to be in the local context category), then translate that information into a mathematical problem – in this case it would be to divide 850 by 7. Students must then carry out the division and select from the given options the one that matches the result of the calculation. While both the apply and translate process categories are used in this problem, it has been assigned to the apply category because it was judged that carrying out the division is likely to be the more challenging aspect of this problem for most students.

Exhibit 21: 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

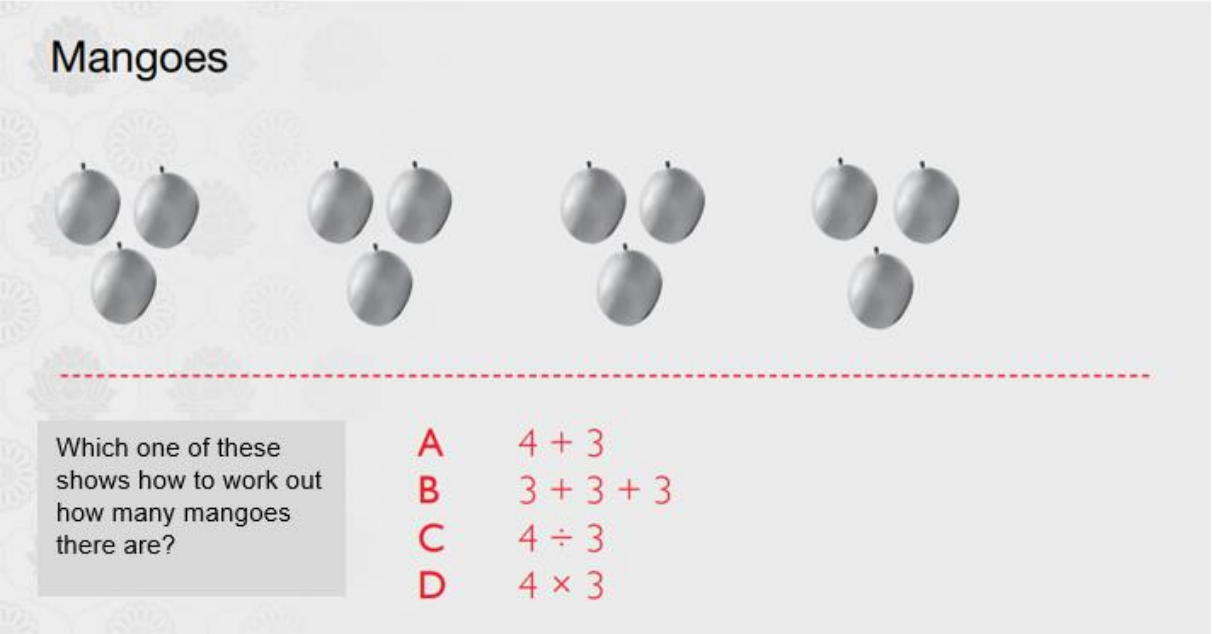
C about 120 seeds

D about 600 seeds

Content

Content refers to the specific mathematical knowledge and skills needed to find a problem solution. This framework uses three general content categories that reflect broad categories very frequently found in mathematics curricula around the world: number and algebra; measurement and geometry; and chance and data.

Exhibit 22: Example item Mangoes, which illustrates the number and algebra content category, the personal context category and the translate process



A problem in the number and algebra category, Mangoes, is shown in Exhibit 22. This problem requires students to recognise which one of four possible mathematical formulations is appropriate in order to translate the problem depicted in the graphic stimulus into mathematical terms. The solution options provided show how algebraic thinking can be used to formulate the required calculation, but in a practical and concrete personal context. The problem does not focus on carrying out the calculation shown, but on recognising how the calculation should be written mathematically, hence it is in the translate process category.

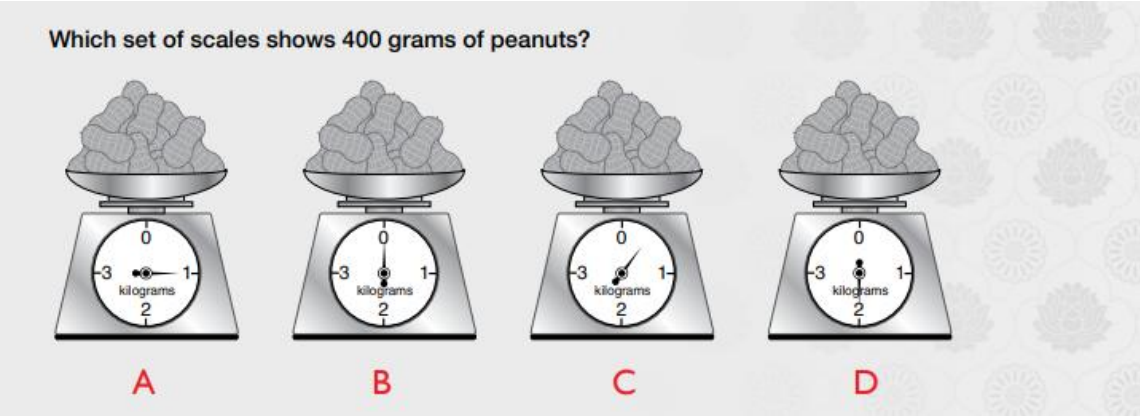
Problems arising in real life do not necessarily fall neatly into one content category. It is part of the student's role as problem solver to choose knowledge and skills from their repertoire of mathematical knowledge and skills appropriate to the problem, combining aspects of different content areas as required and employing their general mathematical competencies to do this.

The main purpose of this categorisation is to ensure that a wide set of mathematics knowledge and skills is represented in the problem solution cycle that reflects mathematical learning outcomes targeted through the curricula of participating countries. SEA-PLM mathematical literacy includes the use of basic number skills and other fundamental mathematical conceptual understanding and skills, but encompasses much more than these with its focus on the use of those skills in a variety of contexts. It is also designed to be of interest to, and

provide a challenge for, students across a wide range of proficiency at a given level of schooling.

One further item example is provided in Exhibit 23 to illustrate the measurement and geometry content category. This problem, Buying Peanuts, is set in a local context and involves carefully interpreting a graphic stimulus to understand the measure of mass that is displayed on the face of each of the scales shown. This item is in the translate process category because it asks students to interpret real-world contextual elements (the sets of measuring scales and the quantities of peanuts) and decide which image displays the specified mathematical quantity (400 grams on the scale displayed in kilograms, so working with the different units of measurement is also involved).

Exhibit 23: Example item Buying Peanuts set in the local context, illustrating the measurement and geometry content category and the translate process



ASSESSING MATHEMATICAL LITERACY

The three components that contribute to the definition of SEA-PLM mathematical literacy – content, process and context – also provide the structure for the assessment of SEA-PLM mathematical literacy.

Targets have been established for each of these components that ensure sensible coverage and overall balance for the assessment instrument, taking into account the level of schooling being assessed. This in turn ensures that a broad selection of problems or problem components is included to provide a fair, engaging and challenging assessment of mathematical literacy. The items in each instrument cover a wide range of difficulty, appropriate to the level of schooling.

It is recognised that availability of calculators may vary considerably for fifth grade students across different Southeast Asian countries, hence the SEA-PLM test items are structured to be as 'calculator-neutral' as possible – they can be done without a calculator and using a calculator is not a significant advantage.

Establishing context is important for SEA-PLM mathematical literacy, so language is an important component of mathematical literacy questions. The amount of language used and its level of difficulty are carefully monitored and reviewed to minimise the reading load while ensuring the questions are accurate, clear and unambiguous. Careful attention to these issues

is also required in the preparation of equivalent national versions of all SEA-PLM assessment materials.

Distribution of score points by each of content, process and context

The distributions presented in this section show percentage of items within each framework category for the 2019 and 2024 SEA-PLM assessment at Grade 5.

Exhibit 24 shows the percentage of items in each of the three content categories in the 2019 and 2024 assessments. About one-third of the items in the assessment are categorised as measurement and geometry. There is a slightly higher percentage of number and algebra items in the 2019 and 2014 assessments. This reflects the emphasis found in the curricula being studied by students in the SEA-PLM participating countries. The same can be said of the slightly lower percentage of chance and data items: one-fifth of the items in the 2019 and 2024 assessment tested chance and data content.

Exhibit 24: Percentage of items in the mathematical literacy content categories

Content	2019	2024
Number and algebra	41%	47%
Measurement and geometry	39%	33%
Chance and data	20%	20%

Exhibit 25 shows the percentage of items in each of the three process categories. There is an approximately equal weighting between the two processes, translate and interpret (and review). These items make up approximately half of the items in the assessment. The other half of the items are apply, which is the process which leads to mathematical solutions. Such a balance reflects the emphasis on the application of procedural knowledge typically seen in the curricula of participating countries.

Exhibit 25: Percentage of items in the mathematical literacy process categories

Process	2019	2024
Translate	31%	23%
Apply	43%	57%
Interpret	26%	20%

The three main context categories (personal, local and wider world) should be represented approximately equally in order to ensure a strong mix of contexts that will accommodate the wide range of experiences and interests of students expected to participate, with a smaller proportion of intra-mathematical problems also included in recognition of the place such problems typically occupy in school curricula. Exhibit 26 shows the percentages of tasks in each context category.

Exhibit 26: Percentage of items in the mathematical literacy context categories

Context	2019	2024
Personal	25%	28%

Local	28%	25%
Wider world	25%	27%
Intra-mathematical	22%	20%

Unit structure, response formats and scoring

A SEA-PLM mathematical literacy assessment consists of a series of units, each of which has a stimulus to establish a context, then has one or more items that require one or more of the processes (translate, apply, interpret and review) to be used to find an answer.

Two categories of response format may be included in assessments of SEA-PLM mathematical literacy.

One of the response formats in the SEA-PLM mathematical literacy is the selected-response, multiple-choice (MC) type, where students select one or more correct answers from a set of options. Multiple-choice tasks have four or five options, with only one being the correct answer and the other three or four being plausible but incorrect answers. The different response options are typically designed to expose particular misunderstandings, misconceptions or common errors.

The other response format found in the assessment is the short-answer constructed-response (CR) type, requiring students to write an answer (a word or a number), complete a drawing or mark a position.

Exhibit 27 shows the percentages for response formats. A preponderance of selected response items has been selected in recognition that the processing of responses to such items is significantly less demanding.

Exhibit 27: Percentage of mathematical literacy response format categories

Response format	2019	2024
Selected response	67%	65%
Constructed response	33%	35%

CHAPTER 5 THE QUESTIONNAIRE FRAMEWORK – MEASURING CONTEXT IN SEA-PLM 2024

OVERVIEW

Every five years, the Southeast Asian Primary Learning Metrics Programme collects a wide range of educational data on nationally representative samples of students and school communities in Southeast Asia to explore how far children from different settings benefit from adequate learning and teaching environments. SEA-PLM collects a wide scope of contextual data through four individual questionnaires: student, parent, teacher, and school leader. In total, the approximate time duration of each questionnaire is 30 minutes.

The SEA-PLM questionnaires cover selected topics of interest that have well-established theoretical underpinnings to the student learning process and lean against some central issues and concerns considered priorities for developing systems and school policies and practices in Southeast Asian participating countries. Each cycle involves consultations with individual countries to identify a focused list of topics of interest, reflecting both national needs and regional consensus. The survey questions are crafted to ensure they provide added value, minimize bias of desirability, respect the cultural nuances, and sensitivities of Southeast Asian, and adhere strictly with SEA-PLM technical standards and questionnaire format.

This chapter provides a classification of contextual factors according to the multi-level structure inherent to the process of student learning as originally conceptualised in SEA-PLM 2019 original questionnaire framework. It also lists the different kinds of variables collected with each contextual instrument and gives a rationale for their inclusion in SEA-PLM in light of prior findings from educational research.

For this new round, the global citizenship domain originally embedded in SEA-PLM 2019 as a standalone domain is now included in SEA-PLM 2024 as a broader, inclusive, and organic domain associated with essential skills that cover emotional skills and behaviours, attitudes, and perceptions toward education. This domain is designed to evolve across further iterations of SEA-PLM surveys to continue collecting information on new and variable topics of interest considered as critical for expanding learning opportunities in basic education. Topics and questions associated with essential skills embed and support 21st-century skills, well-being, and global citizenship. For general information regarding the importance of global citizenship education and the organisation of the global citizenship domain framework in the SEA-PLM 2019 survey, please refer to the SEA-PLM 2019 Global Citizenship Assessment Framework, student and teacher questionnaires and *Chapter 4 Global citizenship education at the primary level* of the 2019 Main Regional report. A recent regional study published by UNICEF & SEAMEO (2023) for the SEA-PLM programme summarizes the status of GCED in 2022–

2023 as reported and documented by the central departments of seven Southeast Asian ministries of education, capturing their experiences of using SEA-PLM 2019 global citizenship concepts, tools, datasets and findings.

For this new round, a new initiative for SEA-PLM 2024 is the development and introduction of a system-level questionnaire to collect information at the policy-level to link with the data gathered from the school-level. It is envisaged that the results from the system-level questionnaire will further enable the exploration of the educational contexts for literacy, numeracy, and essential skills, and additionally provide a resource that will enable SEA-PLM participating countries to systematically examine and strengthen the performance of their education system.

Before involving thousands of respondents in completing questionnaires in their language, all participating countries participate in defining the best set of common questions and national adaptations. Some topics of interest may vary between cyclic rounds of SEA-PLM , while most questions remain standard over time. The process for developing the questionnaires is done in collaboration with countries and based on SEA-PLM 2019 lessons learned, and is explained hereafter.

The SEA-PLM programme acknowledges that numerous factors, beyond those captured by traditional 30-minute paper questionnaires, play significant roles in student learning and the development of education systems. The underlying concept of these factors are duly recognized and must be carefully considered when designing new assessment tools and when interpreting SEA-PLM results. It is imperative to recognize that these factors are multifaceted and dynamic, requiring a comprehensive approach to understanding their impact on education.

OVERALL CONCEPT FOR MEASURING CONTEXT

Classification of contextual factors

When studying student outcomes, it is important to set these in the context of the range of factors that may explain their variation. Students' learning occurs through a variety of activities and experiences at different levels and through different processes.

Different conceptual frameworks for the analysis of educational outcomes have frequently pointed out the multi-level structure inherent to the processes that influence student learning (see for example Travers & Westbury, 1989; Travers, Garden, & Rosier, 1989; Scheerens & Bosker, 1997; Scheerens, 1990;Schulz, Fraillon, Losito, Agrusti, Ainley, Damiani, & Friedman, 2023; Fraillon & Rožman, 2023; OECD, 2023a). The learning of individual students is set in overlapping contexts of school and out-of-school learning, which are both embedded in the context of the wider community that comprises local, national, supra- regional and international contexts. For the contextual framework of SEA-PLM it is proposed to distinguish the following levels:

- Context of the individual: This context includes the characteristics of the individual learner, as well as the processes of learning.
- Context of home and immediate out-of-school environment: This level relates to the student's background and is associated with family, home and other immediate out-of-school contexts and the learning processes that occur at this level.
- Context of schools and classroom: This context includes background and process-related factors that are related to the school and the classroom level.
- Context of the wider community: This level describes the wider context in which learning takes place and comprises local community contexts (for example, remoteness),

characteristics of the education system and the country, as well as supra-national and global contexts.

It should be noted that within each of these broader levels it is possible to distinguish sub- contexts. For example, within the school / classroom context one can differentiate school from classroom factors; within the home and immediate out-of-school context, home-related from peer-related variables; and within the wider community context local, regional and national aspects.

Contextual variables can also be classified according to their measurement characteristics as factual (for example, information on number of students at school or students' sex), attitudinal (for example, students' attitudes towards learning) or behavioural (for example, students' involvement in school activities)

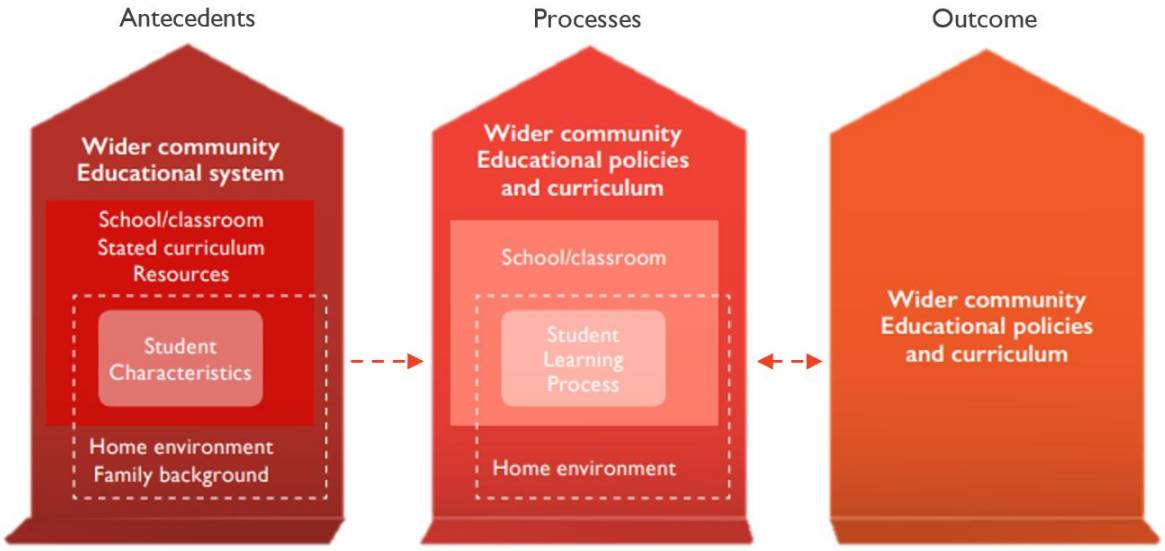
In addition, it is important to recognise the status of contextual factors within the learning process. Factors can be classified either as antecedents or processes:

- Antecedents are exogenous factors that condition the ways in which learning takes place. They are contextual factors that are not directly influenced by learning-process variables or outcomes. However, it should be recognised that antecedent variables are level-specific and may be influenced by antecedents and also processes found at higher levels. Variables like socio-economic status of the student's family, school or home resources would fall into this category.
- Processes are those factors that directly influence learning. They are constrained by antecedent factors and factors found at higher levels. This category would comprise variables such as opportunities for learning during class, teacher attitudes towards study tasks or students' learning environment at home.

Both antecedents and processes need to be taken into account when explaining variation in learning outcomes. Whereas antecedent factors shape and constrain the processes of learning and hence their outcomes at each level, process factors can be influenced by the level of (existing) learning outcomes.

Exhibit 28 illustrates the basic classification of antecedent and process-related contextual factors in their relationship with outcomes located at the different levels. Each type of factor at each level is accompanied by examples of variables that have the potential to influence learning processes and outcomes.

Exhibit 28: Contexts for primary learning and learning outcomes



The double-arrow in the figure between the process-related factors and outcomes emphasises the possibility of feedback between learning process and learning outcome. For example, the learning process within a classroom could be positively influenced by the level of already acquired knowledge about the subjects of its students. The single-headed arrow between antecedents and processes, in turn, indicates the assumption within the SEA-PLM contextual framework of a uni-directional association at each contextual level.

Based on this general conceptual framework, it is possible to locate potential contextual factors on a two-by-four grid where antecedents and processes constitute the columns and the four levels constitute the rows. Exhibit 29 shows examples of the contextual variables that are collected by the SEA-PLM contextual instruments for each of these cells.

Exhibit 29: Mapping of example contextual variables to framework grid

Level of…	Antecedents	Processes
Wider community	For example, structure of education systems	For example, status of numeracy, literacy and global citizenship in the national curriculum
School / classroom	For example, school characteristics	For example, teaching policy and practice
Student	For example, sex and age	For example, individual learning activities at school
Home environment	For example, home resources	For example, learning at home

Contextual factors that pertain to the level of the individual student and the home/out-of- school environment are primarily collected through the student and parent questionnaires. Those variables located at the school / classroom level are primarily collected through the teacher and school questionnaire, but perspectives from students can also be relevant. Contextual factors at the level of the wider community are measured from the newly planned system questionnaire, published sources or specifically designed consultations with national research centres, and with regard to the local community through school and student questionnaires.

Wider-community context

The different levels of this context all have the potential to affect student learning at school or at home. Conceptually, this context has different sub-levels:

- Local communities, where, for example, remoteness may have some effect on learning outcomes.
- Regional and national contexts, where educational structures, curricula and general economic and social factors may be of importance.
- Supranational or international contexts, where common cross-national practices or curricular approaches and cultural commonalities could exert an influence on learning outcomes.

Antecedent variables at the level of the wider community

International comparative research shows relatively strong association between the general socio-economic development of countries and student learning outcomes. SEA-PLM may select national (and where appropriate possible sub-national) indicators related to the general human development status regularly reported by the United Nations Development Programme (UNDP,2022). Examples of these indicators are gross domestic product per capita, access to education and health statistics.

The structure of the education system is also of importance and relevant indicators are related to the length of schooling, age–grade profiles, educational finance, the structure of school education (for example, study programs, public/private management), as well as the autonomy of educational providers. The system questionnaire introduced for SEA-PLM 2024 is planned to collect a number of antecedent factors including on the structure of the education system and major changes to the delivery of education since the previous cycle of SEA-PLM. In addition, due to the timing of the COVID-19 pandemic which occurred in between the different cycles of SEA-PLM, it is important that contextual information on the nature of the disruption to schools is gathered given the likely impact on teaching and learning processes.

Process-related variables at the level of the wider community

The process-related variables on SEA-PLM related educational policy of potential interest include:

- The definition of the education policy and its provision
- The main aims and goals of the primary education
- The place of literacy, numeracy, writing a in primary education curricula
- The influence of different institutions or groups on decisions relating to those goals and aims
- The support provided to schools from their communities
- Policies and support designed to minimize the impact of the COVID-19 pandemic on teaching and learning.

Countries take different approaches to the implementation of literacy, numeracy and global citizenship education in their curricula. While numeracy and literacy tend to be closely related to specific subjects, have a clear relationship with one subject, but rather be integrated into different subjects or conceptualised as a cross-curricular learning area. There are variations in the explicitness with which curricula and learning outcomes are described across countries. In some countries there are explicit described curricula and learning outcomes and in others it is described as an implicit curriculum through it being referenced across curriculum documents in different learning areas.

Another important process-related variable at the system level is the development of teacher expertise. Teacher education programs often provide trainee teachers with opportunities to develop required

competencies. It is also of interest to have information about the extent to which primary education is part of pre-service or initial teacher education, on the availability of in-service or continuing professional development, on the providers of these activities and how it is expected that teachers learn about developments in primary education.

To understand the learning outcomes of SEA-PLM, it will be important to take these variables into account that may not be readily accessible in published sources but could be collected through the newly developed system questionnaire.

School / classroom context

When studying students' acquisition of literacy, numeracy and global citizenship, the context of schools and classrooms plays a key role. Factors associated with the school and classroom context are collected through the teacher questionnaire which is completed by the class teacher of sampled students, and the and school questionnaire, which is completed by the school principal or a delegate. In addition, the student questionnaire includes some questions gauging student perceptions of classroom practices and the school environment.

Antecedent variables at the school / classroom level

Antecedent variables at the school and classroom level play a critical role in shaping the learning environment and consequently outcomes for students. These variables, such as the socio-economic status of the school community, availability of educational resources (e.g., textbooks), teacher qualifications, and school infrastructure (e.g., physical condition of school buildings, availability of ICT), set the foundational conditions under which learning occurs. Understanding these antecedents is essential for identifying areas of need and targeting interventions effectively. For example, research by Greenwald, Hedges, and Laine (1996) found a significant relationship between school resources and student achievement, highlighting the importance of equitable resource distribution.

The school questionnaire collects a range of antecedent variables including on enrolments of students and teachers, the range of grades, the location of the school as well as school facilities, number of shifts, provision of text books, teaching aids, school management (public or private) and financing, and parental involvement in school management.

The background and experiences of staff have the potential of playing a role influencing the acquisition of student knowledge. The school questionnaire collects information on the general professional background of teachers (for example their educational qualifications, employment status, or years of experience).

The learning process at schools is constrained by the stated school curriculum and policies. The school questionnaire should collect data on a variety of factors including the extent to which the school has policies and procedures regarding the development of literacy and numeracy (for example, the offering of remedial classes).

Process-related variables at the school / classroom level

Process variables at the school and classroom level, such as how classes are organized, teaching activities in class and the climate at the school directly impact the quality of education and student learning outcomes. In particular, the way in which schools were able to respond to the COVID-19 pandemic is expected to have tangible impact on how students were able to cope during this difficult time. Schools and classrooms will vary to the extent to which teachers use different teaching approaches. The school questionnaire asks questions about different school policies, about principals' perception of teaching and learning activities, as well as students' involvement in learning activities at school. In addition, both the teacher and school questionnaires include questions on the climate of the

school asking questions about relationship between teachers and students, as well about student behaviours. The teacher questionnaire includes a ranges of questions about how classes are taught for different subjects, and what types of essential skills are being taught to students Furthermore, the student questionnaire collects students' perceptions of classroom management, practices and activities.

Home and immediate out-of-school context

Antecedent variables at the home and immediate out-of-school level

The influence of student home background on students' acquisition of knowledge has been shown in many studies. Previous research shows that much of the variance in student performance relates to student-level factors such as socioeconomic status of the home. Factors that have been shown to be associated with achievement include parental socio-economic status, use of test language at home, immigrant and ethnic background.

There is a large body of literature showing the influence of students' socio-economic background on student achievement in a variety of learning areas (Sirin, 2005; Saha, 1997; Woessmann, 2004). To assess the parental socio-economic status, the SEA-PLM student questionnaire and parent questionnaires includes questions on:

- the highest educational levels of parents
- the occupation of parents
- home resources
- the number of books at home.

The cultural and language background of students has often been found to be associated with their educational performance (see for example Elley, 1992; Kao, 2004; Kao & Thompson, 2003; Stanat & Christinsen, 2006). To measure these aspects of student background, the SEA-PLM student and parent questionnaires include questions about the country of birth of students and their parents, their ethnic background, as well as the language spoken most frequently at home.

Process-related variables at the home and immediate out-of-school level

Potential factors related to the home environment with a potential influence on the learning process are primarily learning through interaction with family members. The student and parent questionnaires include questions about the extent to which students receive help with homework and learning tasks from family or friends. This includes how households adjusted due to the COVID-19 pandemic.

Individual context

Antecedent variables at the individual level

Antecedent variables at the level of the individual student consist of basic background characteristics that may influence their knowledge and skills in literacy and numeracy. Relevant factors in this category are age, sex and educational aspirations.

The student questionnaire collect including students' age and their gender. While students' knowledge and skills generally increase with age, when collecting data from students in the same grade within an education system, for some countries research has shown a negative association between age and achievement. This can be explained by retention and progression policies that cause older students in the same grade to be those with lower achievement (see for example Schulz, Ainley, Fraillon, Kerr, & Losito, 2010).

The student questionnaire also collects data on students' gender. Studies on educational achievement in numerous learning areas have found considerable differences by gender (female, male). In particular, with regard to reading literacy, cross-national research has shown larger sex differences in favour of females (Mullis, von Davier, Foy, Fishbein, Reynolds, & Wry, 2023, & Foy, 2007; OECD, 2023). On the other hand, males have traditionally shown to be somewhat more proficient in mathematics and science, but there is some evidence of a declining male–female gap in these learning areas (Mullis, Martin, & Foy, 2008; OECD, 2010b). Furthermore the parent questionnaire includes a question on whether the student has any issues or difficulties, such as hearing or visual impairment, which could be expected to impact their learning outcomes.

Process-related variables at the individual level

Process-related variables at the individual level consist of attitudinal as well as behavioural factors. Self-beliefs regarding learning are often viewed as central to its process and is likely to have a reciprocal association with knowledge and skills. Behavioural variables are related to the use of cognitive skills for different purposes and needs, with a potential of facilitating student learning through frequent practice.

According to Bandura (1993), students' confidence in their ability to carry out specific tasks in an area (self-efficacy) is strongly associated with their performance as well as perseverance, emotions and later study or career choices. The student questionnaire includes items designed to measure the extent to which students express confidence in doing a range of tasks related to mathematics, reading and writing.

A related construct is students' self-concept, which reflects global judgments of students about how they generally perceive their ability to cope with a certain learning area (Branden, 1994; Marsh & Shavelson, 1985). The enjoyment of dealing with a learning area also has the potential of facilitating the acquisition of knowledge and skills (Pekrun, Goetz, Titz, & Perry, 2002). The SEA- PLM student questionnaire could gather data on students' enjoyment of learning reading, writing and mathematics by including a question where students rate their agreement with statements reflecting enjoyment of these tasks, as well as their self-beliefs about how they cope with the subject matters. A further benefit of including this kind of question in the SEA-PLM student questionnaire is that engagement in reading, writing and mathematics are identified in several of the national curriculum documents as important elements of student learning in the subject area in their own right: engagement in reading, writing and mathematics are regarded in these curricula as goals of education, as well as being instrumental in improving cognitive achievement.

Finally, the parent questionnaire also includes a question on students' ability to manage their learning processes, including goal setting, self-monitoring, and adjusting strategies to achieve learning objectives. This construct is considered important for academic success, as it directly impacts students' capacity to engage with and persist in learning tasks, thus enhancing their academic performance and adaptability to various learning contexts (Zimmerman, 2002). Assessing self-regulation can provide valuable insights into the ways students control their learning environment, offering a deeper understanding of individual differences in learning outcomes and informing targeted educational interventions.

CONTEXTUAL QUESTIONNAIRES AND CONTENTS IN 2024 MAIN SURVEY

Within each standard questionnaire, about half of the questions focus on collecting comparative information on students', homes' and schools' characteristics and environment. These questions are essentially considered to be direct and observable measures of individual, local, community and schooling context related experiences and antecedents.

Remaining questions include addressing students' and adults' social and emotional skills and behaviours, attitudes and perceptions toward education; this range of information is principally considered as an indirect and more abstract measure. Responses are self-reported by respondents. In total, the approximate time duration of each questionnaire is 30 minutes. In total, the approximate time duration of each questionnaire is 30 minutes.

All concepts and topics covered by the questionnaire were defined, designed and trial-tested in collaboration with participating Southeast Asian countries. Many of those dimensions embed and support 21st-century well-being, global citizenship, soft skills and other essential skills.

In the SEA-PLM 2024 questionnaires, questions related to students', homes' and schools' characteristics and environment fall in the main areas below (mainly common to SEA-PLM 2019 with some revision).

Student questionnaire

The student context questionnaire will be completed by each sampled student who participated in the assessment and the data captured will be used for three main purposes:

- To analyse and examine the relationships between student-level factors and measured proficiency;
- To provide descriptive information about student outcomes across and within countries;
- To provide information about student self-beliefs and attitudes towards learning.

The student context questionnaire is designed to provide the following types of variables:

- Student characteristics, such as
  - Age,
  - Gender,
  - Preschool attendance,
  - Number of siblings,
  - Ethnic background,
  - Wellbeing,
  - Household composition,
  - Primary language spoken at home (test language or others),
  - Digital literacy skills.
- Home background, such as
  - Parents/guardians (e.g. education, literacy, employment),
  - Resources at home (e.g. number of books, ICT),
  - Home learning environment,
  - Household possessions (to obtain a proxy measure of family wealth),
  - Participate in income generating activities or household chore engagement,
  - Number of meals per day,
  - Household responsibilities during COVID-19 pandemic,
  - Support at home for school work
- Students' school, such as

  - Distance from home to school and mode of travel,
  - Perceptions of classroom practices specific to subject areas,
  - Classroom climate,
  - Homework,
  - Safety at school,
  - Grade repetition,
  - Lessons in subject areas at school,
- Students' perceptions of key learning domains and other skills,
  - Self-concept in different learning domains (e.g. mathematics or reading),
  - Interest in learning domains (e.g. mathematics or reading),
  - Activities related to learning domains (e.g. reading for pleasure)
  - Environmental sustainability and climate change
  - Learning the world; community, national, regional and global citizenship (diversity and collaboration, equality and human rights)

Parent questionnaire

Given the relatively young age of Grade 5 students, SEA-PLM includes a short parent questionnaire. Having data directly from parents may improve the measurement of home background variables. Such a questionnaire should ideally be completed by one parent of each of the sampled students. The parent questionnaire gathers data on the following areas:

- The respondent of the questionnaire
    - Characteristics of the household including,
  - Parental education, literacy and occupation;
  - Household resources,
  - Resources for schooling,
- Family support for the child during the COVID-19 pandemic. Characteristics of the child including,
  - Attendance to pre-school education,
  - Age beginning primary education,
  - Issues and difficulties,
  - Additional instruction,
  - Digital literacy activities

School questionnaire

The SEA-PLM school questionnaire will be completed by the school principal or designate and used for the following purposes:

- To analyse and examine the relationships between school-level factors and measured proficiency;
- To provide descriptive information about school characteristics and learning context within and across countries;
- To provide school-level data about domain-specific teaching policies and practices within and across countries.

The SEA-PLM school context questionnaire will be used to obtain the following types of variables:

- Characteristics of the school principal, such as
  - Gender,
  - Age,
  - Qualifications of principal,
  - Experience as a principal.
- School characteristics, such as

  - School size,
  - Contract teachers or state teachers (including qualification),
  - School location,
  - School climate (e.g. principals' perceptions of the sense of belonging of students and teachers to school),
  - Private/public school management,
  - School type,
  - Organization of lessons,
  - Impact of COVID-19 pandemic on school closures, and teaching and learning.
- School facilities and resources, such as
  - Qualifications of teaching staff,
  - Library resources, and other basic equipment, including textbooks and learning materials,
  - Classroom types,
  - ICT resources,
  - Laboratories,
  - Toilet facilities at school ,
  - Sports facilities,
  - Any facilities or support provided for students with disabilities and/or additional learning support,
  - Hindrances to provide adequate instruction,
  - Provisions for additional instruction.
- School teaching practices and policies in key learning domains and other skills, such as
  - Student attendance monitoring,
  - Teacher evaluation,
  - Assessment and monitoring of students,
  - Emphasis on learning areas,
  - Professional development for teachers,
  - Perspectives of the importance of students learning about environmental sustainability, climate change and learning about the world; community, national, regional and global citizenship (diversity and collaboration, equality and human rights)
  - Policies introduced in response to the COVID-19 pandemic,
- School community context, such as
  - Perspectives on school community climate,
  - Student behaviors,
  - Community context (e.g., social context), such as
  - Facilities in local community,
  - Social tensions in local community,
  - Community engagement in school activities.

Teacher questionnaire

In the 2024 Main Survey, the classroom teacher(s) of the sampled SEA-PLM class within a school will complete a teacher questionnaire. The teacher questionnaire covers a range of topics primarily focused on collecting information about the classroom and school contexts for students. The following types of information are collected in the teacher questionnaire.

- Teacher characteristics, such as
  - Gender,
  - Age,
  - Highest level of education,
  - Teaching qualifications,

  - Professional development,
  - Teaching experience,
  - Teaching role,
  - Wellbeing,
- School climate including,
  - Perspectives on school community climate,
  - Student behaviors,
  - Support for teachers
  - Class characteristics including,
  - Organization of class,
  - Classroom resources,
  - Issues affecting learning,
  - Opportunities to participate in school-based GC activities
- Teaching of students including,
  - Adjustments to teaching practices due to COVID-19 pandemic,
  - Teaching of activities related to environmental sustainability, climate change and learning about the world; community, national, regional and global citizenship (diversity and collaboration, equality and human rights)
  - Teaching of activities related to the test language,
  - Teaching of activities related to mathematics.

System questionnaire

A new initiative for SEA-PLM 2024 is developing and introducing a system-level questionnaire. Every survey cycle, a system-level questionnaire is envisaged to explore some key educational contexts in relation to foundational learning and equity policy design, implementation, monitoring, and evaluation and to examine the particularities and singularities of the education system.

The module in the system-level questionnaire may examine policies and documentation related to:

- Background information about the country's education system,
- Curriculum structure and implementation of literacy and numeracy programmes (in basic education and ECE) / or other subject of interest (e.g. health, digital, social norms),
- Policies on teaching and learning that support foundational learning Early Childhood education structure and transition,
- Mother tongue multilingual and foreign language policy in basic education,
- Organisation and structure, management and leadership in basic education schools,
- Preventing, addressing and mitigating violence and discrimination/promote equality and happiness (gender and minority),
- Financing/expenditure in basic education,
- Response to the Covid-19 pandemic (system resilience),
- Post-Covid monitoring of student outcomes,
- Teachers and teacher education,
- Parent and community engagement,
- Assessment, monitoring, and reporting,
- Education sector planning, financing and resourcing.

The system-level questionnaire will require ministry officials and other experts from participating countries to complete the questionnaire online, over an extended period of time, relevant to the SEA-PLM data collection. The 2024 version of the system-level questionnaire will be available soon.

ANNEX 1 – SEA-PLM 2024 Main Survey Student questionnaire – Master version

SEA-PLM 2024 Main Survey Student Questionnaire Master version is available for free and public access. Policy-makers, professionals, students and others interested users are permitted to make public or private use of the data with an acknowledgement to ©UNICEF 2024.

The SEA-PLM Secretariat is not responsible for any report and data published by third parties. For questions related to the questionnaire, please contact seaplm@seameo.org.

Southeast Asia
Primary Learning Metrics
2024 Main Survey

Student Questionnaire

<Country test> version

School name	
Class name	
Student name	

Stratum ID School ID Class ID Student ID

AKCF ASEAN-KOREA COOPERATION FUND 한-아세안 협력기금

unicef for every child

SEA-PLM Southeast Asia Primary Learning Metrics

SEAMEO Southeast Asian Ministers of Education Organization

General Instructions

This is a questionnaire. This is not a test, there are no 'right' or 'wrong' answers. Your answers should be the ones that are 'best' for you.

It has questions about:

- You and your home
- Your schooling
- You and the world

Under each question is an instruction about how you show your answer. Make sure you read this instruction before answering each question.

You may ask the <test administrator> for help if you do not understand something or are not sure how to answer a question.

All your answers will be kept confidential.

You will have about 30 minutes to answer the questions.

You answer some questions by checking one box only.

For example:

1. Do you go to school?

*Please check **one** box **only.***

Yes ☐1

No ☐2

You answer some questions by checking one box in each row.
For example:

2. How much do you agree with the following statements?

*Please check **one** box in **each row.***

		Strongly agree	Agree	Disagree	Strongly disagree
a)	Watching movies is fun	☐1	☐2	☐3	☐4
b)	I like eating chocolate.	☐1	☐2	☐3	☐4
c)	I do not like waking up early.	☐1	☐2	☐3	☐4
d)	I enjoy going out with friends.	☐1	☐2	☐3	☐4
e)	I enjoy playing computer games.	☐1	☐2	☐3	☐4

If you make a mistake, colour your box in completely and check in another box for your new answer.

The example below shows how you can change your answer from the first box to the second box.

a)	Watching movies is fun	☑ 1	☐ 2	☐ 3	☐ 4
b)	Watching movies is fun	■ 1	☑ 2	☐ 3	☐ 4

This is not a test, there are no 'right' or 'wrong' answers. Your answers should be the ones that are 'best' for you.

You may ask the <test administrator> for help if you do not understand something or are not sure how to answer a question.

All your answers will be kept confidential.

You will have about 30 minutes to answer the questions.

YOU AND YOUR HOME

ST01

1. When were you born?

*Please check the boxes next to the **month** and **year** you were born.*

Month		Year	
January	☐ 01	2011	☐ 01
February	☐ 02	2012	☐ 02
March	☐ 03	2013	☐ 03
April	☐ 04	2014	☐ 04
May	☐ 05	2015	☐ 05
June	☐ 06	2016	☐ 06
July	☐ 07	2017	☐ 07
August	☐ 08		
September	☐ 09		
October	☐ 10		
November	☐ 11		
December	☐ 12		

ST02

2. Are you a girl or a boy?

*Please check **one** box **only**.*

Girl	☐ 1
Boy	☐ 2
I use a different term	☐ 3

ST03

3. What is the highest level of formal education <u>completed</u> by your mother or female guardian?

*Please check **one** box **only**.*

<ISCED Level 6> or higher	☐ 01
<ISCED Level 4 or 5>	☐ 02
<ISCED Level 3>	☐ 03
<ISCED Level 2>	☐ 04
<ISCED Level 1>	☐ 05
<Religious education>	☐ 06
Did not go to school or attend <religious education>	☐ 07
I don't have a mother / female guardian	☐ 08

ST04

4. Can your mother (or female guardian) read and write?

*Please check **one** box in **each row**.*

		Yes	No
a)	She can read	☐ 1	☐ 2
b)	She can write	☐ 1	☐ 2

ST05

5. What is the highest level of formal education <u>completed</u> by your father or male guardian?
*Please check **one** box **only**.*

<ISCED Level 6> or higher	☐ 01
<ISCED Level 4 or 5>	☐ 02
<ISCED Level 3>	☐ 03
<ISCED Level 2>	☐ 04
<ISCED Level 1>	☐ 05
<Religious education>	☐ 06
Did not go to school or attend <religious education>	☐ 07
I don't have a mother / female guardian	☐ 08

6. Can your father (or male guardian) read and write?
*Please check **one** box in **each row**.*

		Yes	No	
a)	He can read	☐ 1	☐ 2	ST06A
b)	He can write	☐ 1	☐ 2	ST06B

ST07

7. What language do you speak at home most of the time?
*Please check **one** box **only**.*

<Language 1>	☐ 1
<Language 2>	☐ 2
<Language 3>	☐ 3

<Other Language> ☐4

8. Which of the following items are in your home?

*Please check **one** box in **each row**.*

If an item is broken at present but can be mended, check a relevant box.

		Yes	No	
a)	Piped water (water from the faucet)	☐1	☐2	ST08A
b)	Electricity (generator, solar)	☐1	☐2	ST08B
c)	A computer or laptop	☐1	☐2	ST08C
d)	Your own books for reading (do not count school textbooks)	☐1	☐2	ST08D

ST09

9. How many books are there in your home?

*Please check **one** box **only.***

Do not count school books, e-books, newspapers, or magazines.

None	☐1
Very few (1-10 books)	☐2
Enough to fill one shelf (11-25 books)	☐3
Enough to fill two shelves (26-50 books)	☐4
Enough to fill one bookcase (51-100 books)	☐5
Enough to fill two or more bookcases (more than 100 books)	☐6

10. How many siblings (brothers and sisters) do you have?

*Please check **one** box in **each row**.*

		None	One	Two	Three	Four	More than Four	
a)	Older than you or the same age as you	☐1	☐2	☐3	☐4	☐5	☐6	ST10A
b)	Younger than you	☐1	☐2	☐3	☐4	☐5	☐6	ST10B

11. Who lives at home with you? If you live in multiple homes, please consider the home you spend most of your time in.

Please *check* **one** box in **each row.**

		Yes	No	
a)	Mother	☐1	☐2	ST11A
b)	Father	☐1	☐2	ST11B
c)	Siblings	☐1	☐2	ST11C
d)	Grandparents	☐1	☐2	ST11D
e)	Uncles/Aunts	☐1	☐2	ST11E
f)	Other	☐1	☐2	ST11F

12. How often do you do the following activities when you are not at school?

*Please check **one** box in **each row.***

		Never or hardly ever	Monthly (at least once a month)	Weekly (at least once a week)	Daily or almost daily	
a)	House chores (e.g. washing dishes, tidying up, sweeping a floor)	☐ 1	☐ 2	☐ 3	☐ 4	ST12A
b)	Farm work (e.g. livestock, fishing, gardening)	☐ 1	☐ 2	☐ 3	☐ 4	ST12B
c)	Commercial activities (e.g. at the market, in a shop, in a restaurant, in the street)	☐ 1	☐ 2	☐ 3	☐ 4	ST12C
d)	Physical work (e.g. in a mine, in a workshop, in a factory)	☐ 1	☐ 2	☐ 3	☐ 4	ST12D
e)	Taking care of younger children	☐ 1	☐ 2	☐ 3	☐ 4	ST12E
f)	Taking care of elderly people	☐ 1	☐ 2	☐ 3	☐ 4	ST12F
g)	Playing outside with friends/peers	☐ 1	☐ 2	☐ 3	☐ 4	ST12G

YOUR SCHOOLING

ST13

13. Did you attend <a nursery school, kindergarten or preschool>?

*Please check **one** box **only**.*

Yes, for 2 years or more	☐ 1
Yes, for 1 year	☐ 2
Yes, for less than 1 year	☐ 3
No	☐ 4

ST14

14. Have you ever repeated a <grade>?

*Please check **one** box **only**.*

Yes	☐ 1
No	☐ 2

15. On a normal school day, where do you get the following meals from?

*Please check **one** box in **each row**.*

		Home	School	Another place	I don't eat this meal	
a)	Breakfast	☐ 1	☐ 2	☐ 3	☐ 4	ST15A
b)	Lunch	☐ 1	☐ 2	☐ 3	☐ 4	ST15B
c)	Dinner	☐ 1	☐ 2	☐ 3	☐ 4	ST15C

16. How long does it take for you to come to school each day? ST16

*Please check **one** box **only.***

- Less than 30 minutes ☐ 1
- 30 minutes to 1 hour ☐ 2
- 1 to 2 hours ☐ 3
- More than 2 hours ☐ 4

ST17

17. What is the most common way you travel to school?

*Please check **one** box **only.***

- Walking ☐ 1
- In a car ☐ 2
- <On a scooter or motorbike> ☐ 3
- In a bus ☐ 4
- I ride a bicycle ☐ 5
- Other form of transportation ☐ 6

18. How often do you feel the following?

*Please check **one** box in **each row.***

		Never	Sometimes	Most of the time	Always	
a)	Hungry.	☐ 1	☐ 2	☐ 3	☐ 4	ST18A
b)	Tired.	☐ 1	☐ 2	☐ 3	☐ 4	ST18B
c)	Sick.	☐ 1	☐ 2	☐ 3	☐ 4	ST18C
d)	I do not have enough clean clothes or shoes.	☐ 1	☐ 2	☐ 3	☐ 4	ST18D
e)	Worried.	☐ 1	☐ 2	☐ 3	☐ 4	ST18E
f)	Upset, sad or unhappy.	☐ 1	☐ 2	☐ 3	☐ 4	ST18F
g)	I had a good day.	☐ 1	☐ 2	☐ 3	☐ 4	ST18G
h)	Cheerful.	☐ 1	☐ 2	☐ 3	☐ 4	ST18H
i)	Calm and relaxed.	☐ 1	☐ 2	☐ 3	☐ 4	ST18I
j)	Looking forward to the next day.	☐ 1	☐ 2	☐ 3	☐ 4	ST18J

19.How often do the following things happen at home?

*Please check **one** box in **each row.***

		Never or hardly ever	Monthly (at least once a month)	Weekly (at least once a week)	Daily or almost daily	
a)	I have to do homework for school.	☐1	☐2	☐3	☐4	ST19A
b)	My parents/guardians ask me what I am learning in school.	☐1	☐2	☐3	☐4	ST19B
c)	I talk about my schoolwork with my parents	☐1	☐2	☐3	☐4	ST19C
d)	My parents/guardians check if I do my homework.	☐1	☐2	☐3	☐4	ST19D
e)	My parents/guardians help me with my homework	☐1	☐2	☐3	☐4	ST19E
f)	My parents motivate me to succeed in school.	☐1	☐2	☐3	☐4	ST19F

20. How many lessons do you typically spend per week studying the following subjects at school**?**

*Please check **one** box in **each row.***

		Less than one lesson per week	1 lesson per week	2-4 lessons per week	5 lessons per week or more	
a)	Mathematics	☐ 1	☐ 2	☐ 3	☐ 4	ST20A
b)	<Test language>	☐ 1	☐ 2	☐ 3	☐ 4	ST20B

21. How often do the following things happen in your classes?

*Please check **one** box in **each row.***

		Often	Sometimes	Rarely	Never	
a)	My teacher comes late for class.	☐ 1	☐ 2	☐ 3	☐ 4	ST21A
b)	My teacher has difficulty to get students to quiet down.	☐ 1	☐ 2	☐ 3	☐ 4	ST21B
c)	My teacher is absent.	☐ 1	☐ 2	☐ 3	☐ 4	ST21C

22. How much do you agree with the following statements about reading?

*Please check **one** box in **each row.***

		Strongly agree	Agree	Disagree	Strongly disagree	
a)	I read only if I have to.	☐ 1	☐ 2	☐ 3	☐ 4	ST22A
b)	I think reading is boring.	☐ 1	☐ 2	☐ 3	☐ 4	ST22B
c)	I find it hard to finish when I read something.	☐ 1	☐ 2	☐ 3	☐ 4	ST22C
d)	I read only to get the information that I need.	☐ 1	☐ 2	☐ 3	☐ 4	ST22D
e)	I enjoy reading.	☐ 1	☐ 2	☐ 3	☐ 4	ST22E
f)	I would like to have more time for reading.	☐ 1	☐ 2	☐ 3	☐ 4	ST22F
g)	It is important to be a good reader.	☐ 1	☐ 2	☐ 3	☐ 4	ST22G
h)	I learn a lot from reading.	☐ 1	☐ 2	☐ 3	☐ 4	ST22H

23. How much do you agree with the following statements about mathematics?

*Please check **one** box in **each row.***

		Strongly agree	Agree	Disagree	Strongly disagree	
a)	I find mathematics easy	☐ 1	☐ 2	☐ 3	☐ 4	ST23A
b)	I usually do well in mathematics.	☐ 1	☐ 2	☐ 3	☐ 4	ST23B
c)	I learn things quickly in mathematics.	☐ 1	☐ 2	☐ 3	☐ 4	ST23C
d)	I enjoy learning mathematics	☐ 1	☐ 2	☐ 3	☐ 4	ST23D
e)	I wish I did not have to study mathematics.	☐ 1	☐ 2	☐ 3	☐ 4	ST23E
f)	I think mathematics is boring.	☐ 1	☐ 2	☐ 3	☐ 4	ST23F
g)	I don’t think it is important to be good at mathematics.	☐ 1	☐ 2	☐ 3	☐ 4	ST23G

24. Do you do any of the following activities?

*Please check **one** box in **each row.***

		I do this all the time	I might do this sometimes	I have done this once	I have never done this	
a)	Use the internet when learning from home	☐1	☐2	☐3	☐4	ST24A
b)	Use the internet to find information about school work	☐1	☐2	☐3	☐4	ST24B
c)	Use social media to talk with friends	☐1	☐2	☐3	☐4	ST24C
d)	Share or comment on other people's social media	☐1	☐2	☐3	☐4	ST24D
e)	Think about whether a website is trustworthy	☐1	☐2	☐3	☐4	ST24E
f)	Look for different web pages and decide what information is more relevant your school work	☐1	☐2	☐3	☐4	ST24F
g)	Share personal information on a public website or social media	☐1	☐2	☐3	☐4	ST24G

25. During the COVID-19 disruption, how often did each of the following occur when you were learning at home?

*Please check **one** box in **each row**.*

		Never	Sometimes	Often	
a)	I had to look after my brother(s) and sister(s).	☐ 1	☐ 2	☐ 3	ST25A
b)	I had to look after someone in my family that was sick or old.	☐ 1	☐ 2	☐ 3	ST25B
c)	I had to help my family with housework.	☐ 1	☐ 2	☐ 3	ST25C
d)	I felt I did not have what I needed to do my schoolwork	☐ 1	☐ 2	☐ 3	ST25D

YOU AND THE WORLD

26. At school, how much have you learned about the following topics?

*Please check **one** box in **each row.***

		A lot	Some	A little	Nothing	
a)	What is happening in countries near <country of test>	☐ 1	☐ 2	☐ 3	☐ 4	ST26A
b)	What is happening in the world	☐ 1	☐ 2	☐ 3	☐ 4	ST26B
c)	How things that happen in other countries affect <country of test>	☐ 1	☐ 2	☐ 3	☐ 4	ST26C
d)	Understanding people that are different to you	☐ 1	☐ 2	☐ 3	☐ 4	ST26D
e)	How to solve <disagreements> with classmates peacefully	☐ 1	☐ 2	☐ 3	☐ 4	ST26E
f)	How you can help solve problems in your own <community>	☐ 1	☐ 2	☐ 3	☐ 4	ST26F
g)	How to protect the environment	☐ 1	☐ 2	☐ 3	☐ 4	ST26G
h)	Pollution in <country of test>	☐ 1	☐ 2	☐ 3	☐ 4	ST26H
i)	Pollution in places outside <country of test>	☐ 1	☐ 2	☐ 3	☐ 4	ST62I
j)	Loss of natural resources, for example water, energy and useable land	☐ 1	☐ 2	☐ 3	☐ 4	ST26J
k)	<Climate change>	☐ 1	☐ 2	☐ 3	☐ 4	ST26K

27. Do you do any of the following activities?

*Please check **one** box in **each row.***

		I do this all the time	I might do this sometimes	I have done this once	I have never done this	
a)	Tell someone who is littering to stop	☐ 1	☐ 2	☐ 3	☐ 4	ST27A
b)	Make friends with someone from another country	☐ 1	☐ 2	☐ 3	☐ 4	ST27B
c)	Encourage other people to help protect the environment	☐ 1	☐ 2	☐ 3	☐ 4	ST27C
d)	Join in a group to help protect the environment	☐ 1	☐ 2	☐ 3	☐ 4	ST27D
e)	Speak up in classroom discussions about problems in the world	☐ 1	☐ 2	☐ 3	☐ 4	ST27E
f)	Participate in an activity to make the school more environmentally friendly	☐ 1	☐ 2	☐ 3	☐ 4	ST27F
g)	Talk with your parent(s) or friends about political or social issues	☐ 1	☐ 2	☐ 3	☐ 4	ST27G
h)	Talk with your parent(s) or friends about what is happening in other countries	☐ 1	☐ 2	☐ 3	☐ 4	ST27H
i)	Learn a different language other than your own	☐ 1	☐ 2	☐ 3	☐ 4	ST27I

28. How much do you agree with the following statements?

*Please check **one** box in **each row.***

		Strongly agree	Agree	Disagree	Strongly disagree	
a)	I feel like I belong to <country of test>	☐ 1	☐ 2	☐ 3	☐ 4	ST28A
b)	I think of myself as Asian	☐ 1	☐ 2	☐ 3	☐ 4	ST28B
c)	I feel connected to the rest of the world	☐ 1	☐ 2	☐ 3	☐ 4	ST28C
d)	I feel I have a lot in common with other children in Asia	☐ 1	☐ 2	☐ 3	☐ 4	ST28D
e)	I feel I have a lot in common with other children in the world outside of Asia	☐ 1	☐ 2	☐ 3	☐ 4	ST28E
f)	I am proud of being Asian	☐ 1	☐ 2	☐ 3	☐ 4	ST28F
g)	I am proud of Asian cultural traditions	☐ 1	☐ 2	☐ 3	☐ 4	ST28G

29. How much do you agree with the following statements?

*Please check **one** box in **each row.***

		Strongly agree	Agree	Disagree	Strongly disagree	
a)	All people in my country are treated fairly	☐ 1	☐ 2	☐ 3	☐ 4	ST29A
b)	People from different ethnic backgrounds should get along with each other	☐ 1	☐ 2	☐ 3	☐ 4	ST29B
c)	All ethnic groups should be treated equally / People from other cultures are equal human beings	☐ 1	☐ 2	☐ 3	☐ 4	ST29C
d)	It is the government's job to protect the environment	☐ 1	☐ 2	☐ 3	☐ 4	ST29D
e)	All people in society must protect the environment	☐ 1	☐ 2	☐ 3	☐ 4	ST29E
f)	Children from other countries should have the same opportunities for education that other children in my country have	☐ 1	☐ 2	☐ 3	☐ 4	ST29F
g)	It is important to learn how people live in different countries	☐ 1	☐ 2	☐ 3	☐ 4	ST29G

30. How <worried> are you about the following issues?

*Please check **one** box in **each row.***

		Not at all worried	Not very worried	Quite worried	Very worried	
a)	Pollution in <country of test>	☐ 1	☐ 2	☐ 3	☐ 4	ST30A
b)	Pollution in places outside of <country of test>	☐ 1	☐ 2	☐ 3	☐ 4	ST30B
c)	<Power> shortages	☐ 1	☐ 2	☐ 3	☐ 4	ST30C
d)	Extinction of plants	☐ 1	☐ 2	☐ 3	☐ 4	ST30D
e)	Extinction of animals	☐ 1	☐ 2	☐ 3	☐ 4	ST30E
f)	Loss of natural resources	☐ 1	☐ 2	☐ 3	☐ 4	ST30F
g)	Water shortages	☐ 1	☐ 2	☐ 3	☐ 4	ST30G
h)	<Climate change>	☐ 1	☐ 2	☐ 3	☐ 4	ST30H

ST31

31. What job do you expect to be doing when you are an adult? (e.g farmer, shopkeeper, school teacher)

Please write in the job title.

_____

Thank you for completing this questionnaire.

ANNEX 2 – SEA-PLM 2024 Main Survey Parent questionnaire – Master version

SEA-PLM 2024 Main Survey Parent Questionnaire Master version is available for free and public access. Policy-makers, professionals, students and others interested users are permitted to make public or private use of the data with an acknowledgement to ©UNICEF 2024.

The SEA-PLM Secretariat is not responsible for any report and data published by third parties. For questions related to the questionnaire, please contact seaplm@seameo.org.

Southeast Asia
Primary Learning Metrics
2024 Main Survey

Parent Questionnaire

<Country test> version

School name	
Class name	
Student name	

Stratum ID School ID Class ID Student ID

General Instructions

Your child attending <Grade 5> class has been selected to participate in the regional assessment of learning which is being carried out across different countries in South-East Asia. The assessment is called the South-East Asia Primary Learning Metrics (SEA-PLM) and it is supported by your Ministry of Education and the South-East Asian Ministers of Education Organisation (SEAMEO) and the United Nations Children's Fund (UNICEF). The purpose of the survey is to find out how children are doing in terms of learning. It will also help us find out how we can help improve learning in schools in your country and in South-East Asia.

This questionnaire asks for information about:

- Your family
- Your home
- Your child

In this questionnaire we will ask about 'your child' in <Grade 5> who is doing the SEA-PLM test at school. Please answer these questions with respect to this child 'only'.

Read each question carefully and answer as accurately as you can. In the questionnaire you usually check your answers. For this questionnaire, you will normally answer by checking one box only or one box on each line that applies to you. If you make a mistake, cross out your error and tick the correct box or write the correct answer next to it.

All your answers will be kept confidential.

PA01

1. This questionnaire is completed by:

*Please tick **one** box **only**.*

Father / male guardian	☐ 1
Mother / female guardian	☐ 2
Grandparent	☐ 3
Others (sibling, relative)	☐ 4

PA02

2. What is the highest level of education that the father (or male guardian) has completed?

*Please tick **one** box **only**.*

<ISCED Level 6> or higher	☐ 01
<ISCED Level 4 or 5>	☐ 02
<ISCED Level 3>	☐ 03
<ISCED Level 2>	☐ 04
<ISCED Level 1>	☐ 05
<Religious education>	☐ 06
Did not go to school <or attend religious education>	☐ 07
He / she doesn't have a father / male guardian	☐ 08

3. What is the highest level of education that the mother (or female guardian) has completed?

*Please tick **one** box **only.***

<ISCED Level 6> or higher	☐ 01
<ISCED Level 4 or 5>	☐ 02
<ISCED Level 3>	☐ 03
<ISCED Level 2>	☐ 04
<ISCED Level 1>	☐ 05
<Religious education>	☐ 06
Did not go to school <or attend religious education>	☐ 07
He / she doesn't have a father / male guardian	☐ 08

PA04a

4. a In your family, what is the main job of the student's mother (or female guardian)? (e.g. <school teacher, kitchen hand or kitchen helper, shop assistant>)

If the mother/female guardian is not working now, please tell us the last job she had.

*Please **write** in the job title.*

_____

PA04b

4. b What does the mother (or female guardian) do in her main job? (e.g. <teaches school students, helps the cook prepare meals in a restaurant, works in a shop>)

If the mother/female guardian is not working now, please tell us the last job she had.

Please use a sentence to describe the kind of work she does or did in that job.

_____

_____

PA05a

5. a In your family, what is the main job of the student's father (or male guardian)? (e.g. <school teacher, kitchen hand or kitchen helper, shop assistant>)

If the mother/female guardian is not working now, please tell us the last job she had.

*Please **write** in the job title.*

_____

PA05b

5. b What does the father (or male guardian) do in her main job? (e.g. <teaches school students, helps the cook prepare meals in a restaurant, works in a shop>)

If the mother/female guardian is not working now, please tell us the last job she had.

Please use a sentence to describe the kind of work she does or did in that job.

_____

_____

PA06

6. Can the mother (or female guardian) read and write?

*Please tick **one** box in **each row**.*

		Yes	No
a)	Read	☐ 1	☐ 2
b)	Write	☐ 1	☐ 2

PA07

7. Can the father (or male guardian) read and write?

*Please tick **one** box in **each row**.*

		Yes	No
a)	Read	☐ 1	☐ 2
b)	Write	☐ 1	☐ 2

PA08

8. Did you child attend <a nursery school, kindergarten or preschool>?:

*Please tick **one** box **only**.*

Yes, for 2 years or more	☐ 1
Yes, for 1 year	☐ 2
Yes, for less than 1 year	☐ 3
No	☐ 4

PA09

9. How old was your child when he / she began <ISCED Level 1>?

*Please tick **one** box **only**.*

5 years old or younger	☐ 1
6 years old	☐ 2
7 years old	☐ 3
8 years old or older	☐ 4

10. What is the highest level of education that you expect your child to complete?

*Please tick **one** box **only**.*

<ISCED Level 1>	☐ 1
<ISCED Level 2>	☐ 2
<ISCED Level 3>	☐ 3
<ISCED Level 4 or 5>	☐ 4
<ISCED Level 6> or higher	☐ 5

11. Which of the following items are in your home?

*Please tick **one** box in **each row**.*

If an item is broken at present but can be mended, tick *a relevant box*.

		Yes	No
a)	Computer / laptop	☐ 1	☐ 2
b)	Internet connection	☐ 1	☐ 2
c)	Television	☐ 1	☐ 2
d)	Refrigerator	☐ 1	☐ 2
e)	A table to have meals	☐ 1	☐ 2
f)	Cooker (hotplate and oven, gas stove)	☐ 1	☐ 2
g)	Washing machine	☐ 1	☐ 2
h)	Flush toilet	☐ 1	☐ 2
i)	Piped water	☐ 1	☐ 2
j)	Electricity (mains, generator or solar)	☐ 1	☐ 2
k)	Car or small truck	☐ 1	☐ 2
l)	Motorcycle, moped or scooter	☐ 1	☐ 2
m)	Bicycle	☐ 1	☐ 2
n)	e-books reading device (e-reader, a tablet, a computer) **for you**	☐ 1	☐ 2
o)	e-books reading device (e-reader, a tablet, a computer) **that your child can use**	☐ 1	☐ 2
p)	<Country-specific indicator of wealth 1>	☐ 1	☐ 2
q)	<Country-specific indicator of wealth 2>	☐ 1	☐ 2
r)	<Country-specific indicator of wealth 3>	☐ 1	☐ 2

12. What is the floor of your home mostly made of?

*Please tick **one** box **only.***

Earth, mud, sand	☐ 01
Wood planks, palm or bamboo	☐ 02
Parquet, polished wood	☐ 03
Vinyl or asphalt strips or PVC tiles	☐ 04
Ceramic, porcelain tiles	☐ 05
Cement	☐ 06
Stone	☐ 07

PA13

13. Which of the following study materials does your child have?

*Please tick **one** box in **each row.***

If an item is broken at present but can be mended, tick a relevant box.

		Yes	No
a)	Pen or pencil	☐ 1	☐ 2
b)	Ruler	☐ 1	☐ 2
c)	Eraser	☐ 1	☐ 2
d)	Calculator	☐ 1	☐ 2
e)	School bag	☐ 1	☐ 2
f)	Mathematics textbook	☐ 1	☐ 2
g)	<Test language> textbook	☐ 1	☐ 2
h)	Computer / laptop / tablet / smart phone	☐ 1	☐ 2

PA14

14. About how many books are there in your home?
(Do not count school books, e-books, newspapers, or magazines.)

*Please tick **one** box **only.***

None or very few (0-10)	☐ 1
Enough to fill one shelf (11-25 books)	☐ 2
Enough to fill one bookcase (26-100 books)	☐ 3
Enough to fill two bookcases (101-200 books)	☐ 4
Enough to fill three or more bookcases (more than 200 books)	☐ 5

15. Do the following activities happen in your household?
*Please tick **one** box in **each row.***

If these activities do not happen in your household, please indicate whether your family cannot afford it or don't do it because of some other reason.		**Yes**	**No, because we cannot afford it**	**No for another reason**	
a)	Celebrations on special occasions	☐ 1	☐ 2	☐ 3	PA15A
b)	Eat fresh fruit and vegetables at least three or four times a week	☐ 1	☐ 2	☐ 3	PA15B
c)	Eat protein (e.g. <meat, fish, dahl>) daily	☐ 1	☐ 2	☐ 3	PA15C
d)	Have a one week or more annual holiday away from home for leisure	☐ 1	☐ 2	☐ 3	PA15D

16. Does your child participate in any of the following activities?

*Please tick **one** box in **each row.***

If these activities do not happen in your household, please indicate whether your family cannot afford it or don't do it because of some other reason.		Yes	No, because we cannot afford it	No for another reason	
a)	Regularly participate in leisure activities (e.g. <playing sport, attending cinemas or concerts>)	☐1	☐2	☐3	PA16A
b)	Invite or join friends to play and eat on occasion	☐1	☐2	☐3	PA16B
c)	Participate in school trips and school events that cost money	☐1	☐2	☐3	PA16C

17. To what extent does your child have difficulty with the following?

*Please tick **one** box in **each row.***

		No difficulty	A little difficulty	A lot of difficulties	They cannot do this at all	
a)	Seeing, even if wearing glasses	☐1	☐2	☐3	☐4	PA17A
b)	Hearing, even if wearing a hearing aid	☐1	☐2	☐3	☐4	PA17B
c)	Walking or climbing steps	☐1	☐2	☐3	☐4	PA17C
d)	Being understood by other people when they speak	☐1	☐2	☐3	☐4	PA17D
e)	Self-care, such as feeding or dressing themselves	☐1	☐2	☐3	☐4	PA17E
f)	Learning or remembering things	☐1	☐2	☐3	☐4	PA17F
g)	Controlling their behaviour	☐1	☐2	☐3	☐4	PA17G
h)	Concentrating and focusing their attention	☐1	☐2	☐3	☐4	PA17H
i)	Asking their teacher for help when encountering problems	☐1	☐2	☐3	☐4	PA17I

18. In this past school year, has your child attended the following types of additional instruction?

*Please tick **one** box in **each row.***

Additional instruction may be any extra assistance outside regular schooling to support students.	**Yes in Literacy**	**Yes in Numeracy**	**Yes in Literacy and Numeracy**	**No**	
a) Paid assistance outside of school	☐1	☐2	☐3	☐4	PA18A
b) Free tutoring outside of school	☐1	☐2	☐3	☐4	PA18B
c) Paid tutoring provided by your child's school	☐1	☐2	☐3	☐4	PA18C
d) Free tutoring provided by your child's school	☐1	☐2	☐3	☐4	PA18D

19. How important is it for your child to learn at school about each of the following areas?

*Please tick **one** box in **each row.***

		Very important	Quite important	Not very important	Not at all important	
a)	What is happening in countries near their own	☐1	☐2	☐3	☐4	PA19A
b)	What is happening in the world	☐1	☐2	☐3	☐4	PA19B
c)	How things that happen in other countries affect <Country of test>	☐1	☐2	☐3	☐4	PA19C
d)	Understanding people that have a different <ethnicity/race> to them	☐1	☐2	☐3	☐4	PA19D
e)	How to solve <disagreements> with classmates peacefully	☐1	☐2	☐3	☐4	PA19E
f)	How to protect the environment	☐1	☐2	☐3	☐4	PA19F
g)	How they can help to solve problems in their own <community>	☐1	☐2	☐3	☐4	PA19G
h)	Other languages spoken in their country	☐1	☐2	☐3	☐4	PA19H
i)	Languages spoken in other countries	☐1	☐2	☐3	☐4	PA19I

20. Does your child do any of the following activities?

*Please tick **one** box in **each row.***

		They do this all the time	They might do this sometimes	They have done this once	They have never done this	
a)	Use the internet when learning from home	☐1	☐2	☐3	☐4	PA20A
b)	Use the internet to find information	☐1	☐2	☐3	☐4	PA20B
c)	Use social media to talk with friends	☐1	☐2	☐3	☐4	PA20C
d)	Share or comment on other people's social media	☐1	☐2	☐3	☐4	PA20D
e)	Question whether information on a website or social media is trustworthy	☐1	☐2	☐3	☐4	PA20E
f)	Look for different websites and decide what information is more relevant for their school work	☐1	☐2	☐3	☐4	PA20F
g)	Share personal information on a public websites	☐1	☐2	☐3	☐4	PA20G

21. When learning from home, does your child do any of the following activities?

*Please tick **one** box in **each row.***

		They do this all the time	They might do this sometimes	They have done this once	They have never done this	
a)	Set goals for themselves in their learning	☐ 01	☐ 02	☐ 03	☐ 04	PA21A
b)	Establish a learning routine	☐ 01	☐ 02	☐ 03	☐ 04	PA21B
c)	Set time aside to do their homework	☐ 01	☐ 02	☐ 03	☐ 04	PA21C
d)	Think of a different way of doing things when they can't solve a problem	☐ 01	☐ 02	☐ 03	☐ 04	PA21D
e)	Change their behaviour to meet the needs of new situations	☐ 01	☐ 02	☐ 03	☐ 04	PA21E
f)	Adapt to different situations even when under stress or pressure	☐ 01	☐ 02	☐ 03	☐ 04	PA21F
g)	Try to fix the problems themselves	☐ 01	☐ 02	☐ 03	☐ 04	PA21G
h)	Ask for your help when encountering problems	☐ 01	☐ 02	☐ 03	☐ 04	PA18H
i)	Ask their teacher for help when encountering problems	☐ 01	☐ 02	☐ 03	☐ 04	PA18I

22. During the COVID-19 pandemic, how often did someone from the family do the following things with your child?

*Please tick **one** box in **each row.***

		They did this all the time	They might have done this sometimes	They had done this once	They had never done this	
a)	Help with their reading and writing	☐ 01	☐ 02	☐ 03	☐ 04	PA22A
b)	Help with their mathematics	☐ 01	☐ 02	☐ 03	☐ 04	PA22B
c)	Ask what they were learning	☐ 01	☐ 02	☐ 03	☐ 04	PA22C
d)	Help them create a learning timetable	☐ 01	☐ 02	☐ 03	☐ 04	PA22D
e)	Help them access learning materials	☐ 01	☐ 02	☐ 03	☐ 04	PA22E
f)	Check whether they were completing their schoolwork	☐ 01	☐ 02	☐ 03	☐ 04	PA22F
g)	Explain new topics to them	☐ 01	☐ 02	☐ 03	☐ 04	PA22G
h)	Help them use an ICT device to access or do your schoolwork	☐ 01	☐ 02	☐ 03	☐ 04	PA22H
i)	Submit homework or assignments to teachers	☐ 01	☐ 02	☐ 03	☐ 04	PA22I

PA23

23. What job do you expect your child in Grade 5 to be doing when they are an adult? (e.g farmer, shopkeeper, school teacher)

Please write in the job title.

_____

Thank you for completing this questionnaire

ANNEX 3 – SEA-PLM 2024 Main Survey Teacher questionnaire – Master version

SEA-PLM 2024 Main Survey Teacher Questionnaire Master version is available for free and public access. Policy-makers, professionals, students and others interested users are permitted to make public or private use of the data with an acknowledgement to ©UNICEF 2024.

The SEA-PLM Secretariat is not responsible for any report and data published by third parties. For questions related to the questionnaire, please contact seaplm@seameo.org.

Southeast Asia
Primary Learning Metrics
2024 Main Survey

Teacher Questionnaire

<Country test> version

School name	
Class name	

Stratum ID School ID Class ID

General Instructions

The information provided in this questionnaire must refer to the <Grade 5> teachers and classroom teachers. You have been selected to participate in this regional study of learning called the Southeast Asia Primary Learning Metrics (SEA-PLM) which is being carried out across different countries in Southeast Asia. The study is supported by your Ministry of Education and the Southeast Asian Ministers of Education Organization (SEAMEO) and the United Nations Children's Fund (UNICEF).

In this questionnaire you will find questions about:

- You
- Your school
- Your class
- What you teach

Please read each question carefully and answer as best as you can. In this questionnaire you usually check your answers. Some questions require you to write the numbers or short text response in the boxes or space provided. If you find it difficult to give an exact answer, please give your best estimate.

If you make a mistake, cross out your error and tick the correct box or write the correct answer next to it.

In this questionnaire, there are no 'right' or 'wrong' answers. Your answers should be the ones that are 'best for you'.

All your answers will be kept confidential. They will be combined with answers from other teachers to calculate totals and averages in which no one school or teacher can be identified.

TC01

1. Are you a female or male?

*Please tick **one** box **only**.*

Female	☐ 1
Male	☐ 2

TC02

2. What is your age?

*Please tick **one** box **only**.*

24 years or younger	☐ 1
25-34 years	☐ 2
35-44 years	☐ 3
45-54 years	☐ 4
55-64 years	☐ 5
65 years or older	☐ 6

QUESTIONS ABOUT YOU

TC03

3. What is the highest level of education you have completed?

*Please tick **one** box **only**.*

<ISCED Level 8>	☐ 01
<ISCED Level 7>	☐ 02
<ISCED Level 6>	☐ 03
<ISCED Level 5>	☐ 04
<ISCED Level 4>	☐ 05
<ISCED Level 3>	☐ 06
<ISCED Level 2> or below	☐ 07

TC04

4. Do you have a formal pre-teaching qualification?

*Please tick **one** box **only**.*

Yes	☐ 1
No	☐ 2

5. Have you attended any teacher training on the following topics?

*Please tick **one** box in **each row.***

		Yes, during pre-service training only	Yes, during in-service training only	Yes, during both pre- and in-service training	No	
a)	Mathematics	☐ 1	☐ 2	☐ 3	☐ 4	TC05A
b)	Reading in <Test language>	☐ 1	☐ 2	☐ 3	☐ 4	TC05B
c)	Writing in <Test language>	☐ 1	☐ 2	☐ 3	☐ 4	TC05C
d)	<Social studies>	☐ 1	☐ 2	☐ 3	☐ 4	TC05D
e)	Classroom management	☐ 1	☐ 2	☐ 3	☐ 4	TC05E
f)	Student assessment	☐ 1	☐ 2	☐ 3	☐ 4	TC05F
g)	<Information and communications technology>	☐ 1	☐ 2	☐ 3	☐ 4	TC05G
h)	<General teaching methods/pedagogy>	☐ 1	☐ 2	☐ 3	☐ 4	TC05H
i)	<Inclusive education or special needs education> (including the needs of children with disabilities)	☐ 1	☐ 2	☐ 3	☐ 4	TC05I
j)	<Differentiated instruction>	☐ 1	☐ 2	☐ 3	☐ 4	TC05J

TC06

6. Have you attended any teacher training on the following topics?

*Please tick **one** box in **each row.***

		Yes, and it was helpful	Yes, but it was not helpful	No, but I would like to	No, I am not interested in this	
a)	Self-regulation	☐1	☐2	☐3	☐4	TC06A
b)	Problem solving	☐1	☐2	☐3	☐4	TC06B
c)	Interpersonal skills	☐1	☐2	☐3	☐4	TC06C
d)	Digital literacy	☐1	☐2	☐3	☐4	TC06D
e)	Health literacy	☐1	☐2	☐3	☐4	TC06E
f)	Critical thinking	☐1	☐2	☐3	☐4	TC06F
g)	Creative thinking	☐1	☐2	☐3	☐4	TC06G
h)	Collaborative tasks	☐1	☐2	☐3	☐4	TC06H
i)	Global citizenship	☐1	☐2	☐3	☐4	TC06I
j)	Inclusive teacher practices	☐1	☐2	☐3	☐4	TC06J
k)	Developing assessments	☐1	☐2	☐3	☐4	TC06K
l)	Gender equality and equity	☐1	☐2	☐3	☐4	TC06L

TC07

7. How many years altogether have you been teaching?

*Please tick **one** box **only**.*

Less than 1 year	☐ 01
1-2 years	☐ 02
2-5 years	☐ 03
6-10 years	☐ 04
11-20 years	☐ 05
21-30 years	☐ 06
31 years and more	☐ 07

TC08

8. How would you best describe your role as a teacher?

*Please tick **one** box **only**.*

Generalised <Grade 5> teacher (all subject areas)	☐ 1
Mathematics teacher	☐ 2
<Test language> or other language teacher	☐ 3
<Social studies> teacher	☐ 4
Teacher of another subject	☐ 5

9. How often do you feel the following?

*Please tick **one** box in **each row.***

		Never	Sometimes	Most of the time	Always	
a)	Overworked	☐1	☐2	☐3	☐4	TC09A
b)	Sick	☐1	☐2	☐3	☐4	TC09B
c)	I do not get paid enough	☐1	☐2	☐3	☐4	TC09C
d)	I could not sleep because I was stressed	☐1	☐2	☐3	☐4	TC09D
e)	I could not eat because I was stressed	☐1	☐2	☐3	☐4	TC09E
f)	I feel that I don't have enough free time to myself	☐1	☐2	☐3	☐4	TC09F
g)	Upset, sad or unhappy	☐1	☐2	☐3	☐4	TC09G
h)	I had a good day	☐1	☐2	☐3	☐4	TC09H
i)	Cheerful	☐1	☐2	☐3	☐4	TC09I
j)	Calm and relaxed	☐1	☐2	☐3	☐4	TC09J
k)	Looking forward to the next day	☐1	☐2	☐3	☐4	TC09K

QUESTIONS ABOUT YOUR SCHOOL

10. To what extent do you agree with the following statements about your school?

*Please tick **one** box in **each row.***

		Strongly Agree	Agree	Disagree	Strongly Disagree	
a)	Teachers have a positive attitude towards the school	☐1	☐2	☐3	☐4	TC10A
b)	Teachers feel they belong to the school community	☐1	☐2	☐3	☐4	TC10B
c)	The morale of teachers in this school is high	☐1	☐2	☐3	☐4	TC10C
d)	Teachers work with enthusiasm	☐1	☐2	☐3	☐4	TC10D
e)	Teachers take pride in this school	☐1	☐2	☐3	☐4	TC10E
f)	Students have a positive attitude towards the school	☐1	☐2	☐3	☐4	TC10F
g)	Students work with enthusiasm	☐1	☐2	☐3	☐4	TC10G
h)	Students take pride in this school	☐1	☐2	☐3	☐4	TC10H
i)	Students feel part of the school community	☐1	☐2	☐3	☐4	TC10I
j)	The morale of students in this school is high	☐1	☐2	☐3	☐4	TC10J
k)	Parents have a positive attitude towards the school	☐1	☐2	☐3	☐4	TC10K
l)	Parents care about their child's academic achievement	☐1	☐2	☐3	☐4	TC10L
m)	Parents meet with teachers to discuss their child's academic achievement	☐1	☐2	☐3	☐4	TC10M
n)	Parents feel part of the school community	☐1	☐2	☐3	☐4	TC10N

11. In your opinion, how many students in your school…

*Please tick **one** box in **each row.***

		All or nearly all	Most of them	Some of them	None or hardly any	
a)	are well behaved on entering and leaving the school premises?	☐1	☐2	☐3	☐4	TC11A
b)	have a good relationship with the school teachers and staff?	☐1	☐2	☐3	☐4	TC11B
c)	show care for school facilities and equipment?	☐1	☐2	☐3	☐4	TC11C
d)	speak about the school in positive terms?	☐1	☐2	☐3	☐4	TC11D
e)	adhere to school rules?	☐1	☐2	☐3	☐4	TC11E

12. How much do you agree with the following statements about being a teacher in your school?

*Please tick **one** box in **each row.***

		Strongly Agree	Agree	Disagree	Strongly Disagree	
a)	I enjoy being a teacher	☐1	☐2	☐3	☐4	TC12A
b)	My school gives me enough time to prepare for my classes	☐1	☐2	☐3	☐4	TC12B
c)	My school gives me all the resources I need to be able to teach well	☐1	☐2	☐3	☐4	TC12C
d)	I get good support from people at my school	☐1	☐2	☐3	☐4	TC12D
e)	Teachers at my school are provided with a good salary	☐1	☐2	☐3	☐4	TC12E
f)	I get satisfaction in helping my students learn	☐1	☐2	☐3	☐4	TC12F
g)	I look forward to coming to school to teach every day	☐1	☐2	☐3	☐4	TC12F

QUESTIONS ABOUT YOUR CLASS

13. Which of the following describe how your class is organized?

*Please tick **one** box in **each row**.*

		Yes	No	
a)	There are only students from one grade in my class	☐1	☐2	TC13A
b)	There are students from more than one grade in my class	☐1	☐2	TC13B
c)	Each student in my class only attends part of the school day	☐1	☐2	TC13C
d)	My class includes students with special educational needs	☐1	☐2	TC13D

14. Which of the following items do you have in your classroom?

*Please tick **one** box in **each row**.*

		Yes	No	
a)	Wall chart of any kind	☐1	☐2	TC14A
b)	Working power outlets	☐1	☐2	TC14B
c)	Dictionary	☐1	☐2	TC14C
d)	Class set of textbooks	☐1	☐2	TC14D
e)	Classroom library, book corner or book box	☐1	☐2	TC14E
f)	Bookshelves	☐1	☐2	TC14F
g)	Lockable cabinet	☐1	☐2	TC14G
h)	Teacher desk	☐1	☐2	TC14H
i)	Enough desks for all students	☐1	☐2	TC14I
j)	Working television / monitor	☐1	☐2	TC14J
k)	Working overhead / LCD projector	☐1	☐2	TC14K
l)	Working computer	☐1	☐2	TC14L
m)	Interactive whiteboard	☐1	☐2	TC14M

15. To what extent do the following issues affect the learning of your <Grade 5> students?

*Please tick **one** box in **each row.***

		To a large extent	To a moderate extent	To some extent	Not at all	
a)	Students' lack of basic knowledge or skills	☐1	☐2	☐3	☐4	TC15A
b)	Students' lack of interest	☐1	☐2	☐3	☐4	TC15B
c)	Students' poor health	☐1	☐2	☐3	☐4	TC15C
d)	Disruptive students in class	☐1	☐2	☐3	☐4	TC15D
e)	Students' absenteeism	☐1	☐2	☐3	☐4	TC15E
f)	Students being hungry in class	☐1	☐2	☐3	☐4	TC15F
g)	Students' lack of sleep	☐1	☐2	☐3	☐4	TC15G

16. To what extent are the following issues a problem in your classes?

*Please tick **one** box in **each row.***

		To a large extent	To a moderate extent	To some extent	Not at all	
a)	Students have behavioral problems	☐1	☐2	☐3	☐4	TC16A
b)	Students do not have adequate literacy skills	☐1	☐2	☐3	☐4	TC16B
c)	Students are absent	☐1	☐2	☐3	☐4	TC16C
d)	Students turn up to school hungry	☐1	☐2	☐3	☐4	TC16D
e)	Students turn up to school tired	☐1	☐2	☐3	☐4	TC16E

17. Below is a list of activities that may be carried out by the school possibly in cooperation with external groups/organisations. In a typical school year, do <Grade 5> students take part in any of these activities?

*Please tick **one** box in **each row**.*

		Yes	No	
a)	Activities related to environmental sustainability (e.g. <energy and water saving, recycling>)	☐ 1	☐ 2	TC17A
b)	Activities to help poor or underprivileged people or groups (e.g. outreach programme)	☐ 1	☐ 2	TC17B
c)	Activities working with students from other schools in <country of test> (e.g. interschool activities)	☐ 1	☐ 2	TC17C
d)	Activities working with students from another country (e.g. exchange programme)	☐ 1	☐ 2	TC17D
e)	Activities related to improving facilities for the <local community> (e.g. <public garden, libraries>)	☐ 1	☐ 2	TC17E

18. To what extent did you have to adjust your teaching practices on returning to the classroom after the COVID-19 pandemic in the following areas?

*Please tick **one** box in **each row.***

		To a large extent	To a moderate extent	To a little extent	Not at all	
a)	Needing to teach ICT skills	☐1	☐2	☐3	☐4	TC18A
b)	Needing to teach self-regulation to complete tasks/manage workload	☐1	☐2	☐3	☐4	TC18B
c)	Needing to teach health literacy (e.g., hand washing, social distancing, nutrition)	☐1	☐2	☐3	☐4	TC18C
d)	Working in a hybrid set up	☐1	☐2	☐3	☐4	TC18D
e)	Working with online platforms to deliver content (e.g., Moodle, social media)	☐1	☐2	☐3	☐4	TC18E
f)	Increasing student confidence to return to school	☐1	☐2	☐3	☐4	TC18F
g)	Teaching an adjusted curriculum following re-opening after school closures	☐1	☐2	☐3	☐4	TC18G
h)	Needing to re-teach concepts that were taught prior to school closures	☐1	☐2	☐3	☐4	TC18H

QUESTIONS ABOUT WHAT YOU TEACH

19. How often do you teach the following skills in your <Grade 5> class?

*Please tick **one** box in **each row.***

		Never or hardly ever	Monthly (at least once a month)	Weekly (at least once a week)	Daily or almost daily	
a)	Self-regulation	☐ 1	☐ 2	☐ 3	☐ 4	TC19A
b)	Problem solving	☐ 1	☐ 2	☐ 3	☐ 4	TC19B
c)	Interpersonal skills	☐ 1	☐ 2	☐ 3	☐ 4	TC19C
d)	Digital literacy	☐ 1	☐ 2	☐ 3	☐ 4	TC19D
e)	Health literacy	☐ 1	☐ 2	☐ 3	☐ 4	TC19E
f)	Critical thinking	☐ 1	☐ 2	☐ 3	☐ 4	TC19F
g)	Creative thinking	☐ 1	☐ 2	☐ 3	☐ 4	TC19G
h)	Global citizenship	☐ 1	☐ 2	☐ 3	☐ 4	TC19H

20. How important is it for <Grade 5> students to learn at school about each of the following content areas?

*Please tick **one** box in **each row.***

		Very important	Quite important	Not very important	Not at all important	
a)	What is happening in countries near their own	☐1	☐2	☐3	☐4	TC20A
b)	What is happening in the world	☐1	☐2	☐3	☐4	TC20B
c)	How things that happen in other countries affect the Philippines	☐1	☐2	☐3	☐4	TC20C
d)	Understanding people that have a different ethnicity/race to them	☐1	☐2	☐3	☐4	TC20D
e)	How to solve disagreements with classmates peacefully	☐1	☐2	☐3	☐4	TC20E
f)	How to protect the environment	☐1	☐2	☐3	☐4	TC20F
g)	How they can help to solve problems in their own community	☐1	☐2	☐3	☐4	TC20G
h)	Other languages spoken in their country	☐1	☐2	☐3	☐4	TC20H
i)	Languages spoken in other countries	☐1	☐2	☐3	☐4	TC20I

21. How important is it for young people to develop the following skills, values and characteristics?

*Please tick **one** box in **each row.***

		Very important	Quite important	Not very important	Not at all important	
a)	Feeling connected to other people outside their family, community, or country	☐1	☐2	☐3	☐4	TC21A
b)	Being interested in the world	☐1	☐2	☐3	☐4	TC21B
c)	Caring about the problems of people outside their community or country	☐1	☐2	☐3	☐4	TC21C
d)	Wanting to make the world a better place	☐1	☐2	☐3	☐4	TC21D
e)	Acting to make the world a better place	☐1	☐2	☐3	☐4	TC21E
f)	Encouraging others to act to make the world a better place	☐1	☐2	☐3	☐4	TC21F
g)	Thinking that all people should be treated equally	☐1	☐2	☐3	☐4	TC21G
h)	Willing to challenge injustice	☐1	☐2	☐3	☐4	TC21H
i)	Acting to address inequality	☐1	☐2	☐3	☐4	TC21I
j)	Accepting that people are different	☐1	☐2	☐3	☐4	TC21J
k)	Seeing how local problems have global consequences	☐1	☐2	☐3	☐4	TC21K
l)	Valuing traditional histories and cultures other than their own	☐1	☐2	☐3	☐4	TC21L

22. How well has your pre-service teacher education programme prepared you to teach the following topics?

*Please tick **one** box in **each row.***

		Very well	Quite well	Not very well	Not at all	
a)	Local current events	☐1	☐2	☐3	☐4	TC22A
b)	Global current events	☐1	☐2	☐3	☐4	TC22B
c)	Globalisation	☐1	☐2	☐3	☐4	TC22C
d)	Children's rights	☐1	☐2	☐3	☐4	TC22D
e)	Sustainable development	☐1	☐2	☐3	☐4	TC22E
f)	Environmental protection	☐1	☐2	☐3	☐4	TC22F
g)	Respecting diversity	☐1	☐2	☐3	☐4	TC22G
h)	Conflict resolution	☐1	☐2	☐3	☐4	TC22H
i)	Inequality	☐1	☐2	☐3	☐4	TC22I
j)	Injustice	☐1	☐2	☐3	☐4	TC22J
k)	Peace and conflict	☐1	☐2	☐3	☐4	TC22K
l)	Taking action to challenge inequality	☐1	☐2	☐3	☐4	TC22L

23. How confident are you to teach <Grade 5> students at your school about?

*Please tick **one** box in **each row.***

		Very confident	Quite confident	Not very confident	Not at all confident	
a)	Local current events	☐ 1	☐ 2	☐ 3	☐ 4	TC23A
b)	Global current events	☐ 1	☐ 2	☐ 3	☐ 4	TC23B
c)	Globalisation	☐ 1	☐ 2	☐ 3	☐ 4	TC23C
d)	Children's rights	☐ 1	☐ 2	☐ 3	☐ 4	TC23D
e)	Sustainable development	☐ 1	☐ 2	☐ 3	☐ 4	TC23E
f)	Environmental protection	☐ 1	☐ 2	☐ 3	☐ 4	TC23F
g)	Respecting diversity	☐ 1	☐ 2	☐ 3	☐ 4	TC23G
h)	Conflict resolution	☐ 1	☐ 2	☐ 3	☐ 4	TC23H
i)	Inequality	☐ 1	☐ 2	☐ 3	☐ 4	TC23I
j)	Injustice	☐ 1	☐ 2	☐ 3	☐ 4	TC23J
k)	Peace and conflict	☐ 1	☐ 2	☐ 3	☐ 4	TC23K
l)	Taking action to challenge inequality	☐ 1	☐ 2	☐ 3	☐ 4	TC23L

TC24

24. Do you teach <test language> reading and writing in your <Grade 5> class?

Note: If you teach more than one <Grade 5> class, think of the one you spend most time with.

*Please tick **one** box **only**.*

Yes	☐ 1
No	☐ 2

If 'Yes', then continue with Questions 25, 26 and 27.
If 'No', then continue with Question 28.

25. How often do students complete the following reading activities in your <Grade 5> class?

*Please tick **one** box in **each row.***

		Never or hardly ever	Monthly (at least once a month)	Weekly (at least once a week)	Daily or almost daily	
a)	Reading aloud to the teacher	☐ 1	☐ 2	☐ 3	☐ 4	TC25A
b)	Repeating aloud after the teacher	☐ 1	☐ 2	☐ 3	☐ 4	TC25B
c)	Reading silently on their own	☐ 1	☐ 2	☐ 3	☐ 4	TC25C
d)	Reading books of their own choice	☐ 1	☐ 2	☐ 3	☐ 4	TC25D
e)	Taking books home to read	☐ 1	☐ 2	☐ 3	☐ 4	TC25E

26. How much emphasis do you place on teaching the following aspects of reading with your <Grade 5> class?

*Please tick **one** box in **each row.***

		Strong emphasis	Some emphasis	Little emphasis	No emphasis	
a)	Decoding sounds and words	☐1	☐2	☐3	☐4	TC26A
b)	Skimming or scanning strategies	☐1	☐2	☐3	☐4	TC26B
c)	Fluency (reading aloud without error)	☐1	☐2	☐3	☐4	TC26C
d)	Reading aloud with expression	☐1	☐2	☐3	☐4	TC26D

27. How often do you have students complete the following reading comprehension activities in your <Grade 5> class?

*Please tick **one** box in **each row.***

		Never or hardly ever	Monthly (at least once a month)	Weekly (at least once a week)	Daily or almost daily	
a)	Summarising what has been read	☐1	☐2	☐3	☐4	TC27A
b)	Retrieving information from texts	☐1	☐2	☐3	☐4	TC27B
c)	Identifying the main idea within texts	☐1	☐2	☐3	☐4	TC27C
d)	Providing definitions of unfamiliar words in texts	☐1	☐2	☐3	☐4	TC27D
e)	Evaluating the ideas in texts	☐1	☐2	☐3	☐4	TC27E
f)	Analyzing the structure and form of texts	☐1	☐2	☐3	☐4	TC27F
g)	Evaluating mood and tone of texts	☐1	☐2	☐3	☐4	TC27G
h)	Reflecting on how texts relate to the students' own world	☐1	☐2	☐3	☐4	TC27H

TC28

28. Do you teach mathematics in your <Grade 5> class?

Note: If you teach more than one <Grade 5> class, think of the one you spend most time with.

*Please tick **one** box **only**.*

Yes	☐ 1
No	☐ 2

If 'Yes', then continue with Questions 29 and 30.
If 'No', then continue to the last page.

29. How often do students complete the following mathematics activities in your <Grade 5> class?

*Please tick **one** box in **each row.***

		Never or hardly ever	Monthly (at least once a month)	Weekly (at least once a week)	Daily or almost Daily	
a)	Listening to you to explain mathematics content to the class	☐ 1	☐ 2	☐ 3	☐ 4	TC29A
b)	Memorising rules, procedures, and facts	☐ 1	☐ 2	☐ 3	☐ 4	TC29B
c)	Answering mathematics questions in front of the whole class	☐ 1	☐ 2	☐ 3	☐ 4	TC29C
d)	Answering mathematics questions on paper (writing answers in a book or on worksheets)	☐ 1	☐ 2	☐ 3	☐ 4	TC29D
e)	Answering mathematics questions in small groups (with their peers)	☐ 1	☐ 2	☐ 3	☐ 4	TC29E
f)	Explaining their answers to mathematics questions	☐ 1	☐ 2	☐ 3	☐ 4	TC29F
g)	Relating what they are learning in mathematics to their daily lives	☐ 1	☐ 2	☐ 3	☐ 4	TC29G
h)	Taking a written test or quiz	☐ 1	☐ 2	☐ 3	☐ 4	TC29H
i)	Using computer-based mathematics learning resources	☐ 1	☐ 2	☐ 3	☐ 4	TC29I
j)	Undertaking extension activities set at a higher level of difficulty	☐ 1	☐ 2	☐ 3	☐ 4	TC29J

30. How confident do you feel to do the following activities in teaching mathematics in your <Grade 5> class?

*Please tick **one** box in **each row.***

		Very confident	Quite confident	Not very confident	Not at all confident	
a)	Answering students' questions about mathematics	☐1	☐2	☐3	☐4	TC30A
b)	Showing students a variety of strategies to answer questions	☐1	☐2	☐3	☐4	TC30B
c)	Providing challenging tasks for capable students	☐1	☐2	☐3	☐4	TC30C
d)	Providing remedial support for low achieving students	☐1	☐2	☐3	☐4	TC30D
e)	Adapting your teaching to engage students' interest	☐1	☐2	☐3	☐4	TC30E
f)	Helping students appreciate the value of learning mathematics	☐1	☐2	☐3	☐4	TC30F
g)	Showing students the connections between classroom mathematics and the real world	☐1	☐2	☐3	☐4	TC30G

Thank you for completing this questionnaire.

ANNEX 4 – SEA-PLM 2024 Main Survey School questionnaire – Master version

SEA-PLM 2024 Main Survey School Questionnaire Master version is available for free and public access. Policy-makers, professionals, students and others interested users are permitted to make public or private use of the data with an acknowledgement to ©UNICEF 2024.

The SEA-PLM Secretariat is not responsible for any report and data published by third parties. For questions related to the questionnaire, please contact seaplm@seameo.org.

Southeast Asia
Primary Learning Metrics
2024 Main Survey

School Questionnaire

<Country test> version

School name	

Stratum ID School ID

General Instructions

Your school has been selected to participate in this regional assessment of learning called the Southeast Asia Primary Learning Metrics (SEA-PLM) which is being carried out across different countries in Southeast Asia. The assessment is supported by your Ministry of Education and the Southeast Asian Ministers of Education Organization (SEAMEO) and the United Nations Children's Fund (UNICEF). The survey focuses on children in <Grade>.

The purpose of the survey is to find out how children are doing in terms of learning. It will also help us find out how we can help improve learning in schools in your country and in Southeast Asia. The survey results will not be used to rank your students or your school. The data will be treated in confidence and data on your specific school will not be shared publicly. So it is important that you respond freely to each question.

This questionnaire asks for information about different aspects of your school:

- You as a school principal
- Your school
- Your school's facilities and resources
- Your teachers

This information helps illustrate the similarities and differences between groups of schools in order to better establish the context for students' test results. For example, the information provided may help to establish what effect the availability of resources may have on student achievement.

The information provided in this questionnaire must be provided by the school principal, or the person taking on the school head role if the school head is absent at the time of data collection.

In this questionnaire you usually tick your answers. Some questions require you to write the numbers on the lines provided. If you find it difficult to give an exact answer, please give your best estimate.

Your answers will be kept confidential. They will be combined with answers from other principals to calculate totals and averages in which no one school can be identified.

SC01

2. Are you a female or male?

*Please tick **one** box **only**.*

Female	☐ 1
Male	☐ 2

SC02

2. What is your age?

*Please tick **one** box **only**.*

24 years or younger	☐ 1
25-34 years	☐ 2
35-44 years	☐ 3
45-54 years	☐ 4
55-64 years	☐ 5
65 years or older	☐ 6

QUESTIONS ABOUT YOU

SC03

3. What is the highest level of education you have completed?

*Please tick **one** box **only**.*

<ISCED Level 8>	☐ 01
<ISCED Level 7>	☐ 02
<ISCED Level 6>	☐ 03
<ISCED Level 5>	☐ 04
<ISCED Level 4>	☐ 05
<ISCED Level 3>	☐ 06
<ISCED Level 2> or below	☐ 07

SC04

4. How many years altogether have you been a <principal>?

*Please tick **one** box **only**.*

2 years or less	☐ 1
3-5 years	☐ 2
6-10 years	☐ 3
11-20 years	☐ 4
21-30 years	☐ 5
31 years or more	☐ 6

SC05

5. How long have you been a <principal> of this school?

*Please tick **one** box **only**.*

2 years or less	☐ 1
3-5 years	☐ 2
6-10 years	☐ 3
11-20 years	☐ 4
21-30 years	☐ 5
31 years or more	☐ 6

QUESTIONS ABOUT YOUR SCHOOL

SC06

6. Which of the following characteristics best describes the community in which your school is located?

*Please tick **one** box **only.***

<A village, or rural area> (fewer than 3,000 people)	☐ 1
<A small town> (3,000 to about 15,000 people)	☐ 2
<A town> (15,000 to about 100,000 people)	☐ 3
<A city> (100,000 to about 1,000,000 people)	☐ 4
<A large city> (with over 1,000,000 people)	☐ 5

7. Are the following resources available in the local area where your school is located?

*Please tick **one** box in **each row**.*

Please consider as 'local area' an area of a radius of approximately 5 kilometres.

		Yes	No	
a)	Public libraries	☐ 1	☐ 2	SC07A
b)	Cinema	☐ 1	☐ 2	SC07B
c)	Theater / Music hall	☐ 1	☐ 2	SC07C
d)	Schools or centers for learning foreign language	☐ 1	☐ 2	SC07D
e)	Museum or Art Gallery	☐ 1	☐ 2	SC07E
f)	Playgrounds	☐ 1	☐ 2	SC07F
g)	Public gardens / Parks	☐ 1	☐ 2	SC07G
h)	Religious centers (<e.g. church, mosque, temple>)	☐ 1	☐ 2	SC07H
i)	Sports facilities (<e.g. swimming pool, tennis courts, basketball, football field>, etc.)	☐ 1	☐ 2	SC07I
j)	Shopping centers	☐ 1	☐ 2	SC07J

		Yes	No	
k)	Market place	☐1	☐2	SC07K
l)	Youth cultural centers	☐1	☐2	SC07L
m)	Hospital or clinic	☐1	☐2	SC07M

SC08

8. Which of the following best describes your school?

*Please tick **one** box **only**.*

Public ☐1

<This is a school managed directly or indirectly by a public education authority, government agency, or governing board, appointed by government or elected by public franchise.>

Private ☐2

<This is a school managed directly or indirectly by a non-government organisation; for example, a religious organisation, trade union, business, or other private institution.>

9. Which of the following describes the way that classes are organised in your school?

*Please tick **one** box in **each row**.*

		Yes	No	
a)	Individual classes are organised according to the student's year level	☐1	☐2	SC09A
b)	Individual classes have students with multiple year levels	☐1	☐2	SC09B
c)	Classes are organised into shifts, where not all students are at school at the same time	☐1	☐2	SC09C
d)	Students with <special educational needs> attend regular school classes	☐1	☐2	SC09D
e)	Classes are organised based on students' ability levels	☐1	☐2	SC09E

SC10

10. On a typical school day, approximately how many hours do students receive lessons in the school?

(Please, round it to the nearest hour. Do not count any breaks)

*Please tick **one** box **only.***

3 hours or less	☐ 1
4 hours	☐ 2
5 hours	☐ 3
6 hours	☐ 4
7 hours	☐ 5
8 hours or more	☐ 6

SC11

11. In a typical school year, approximately how many effective weeks do students receive lessons in the school?

(Do not count any school breaks or holidays)

*Please tick **one** box **only.***

20 weeks or less	☐ 1
21 to 25 weeks	☐ 2
26 to 30 weeks	☐ 3
31 to 35 weeks	☐ 4
36 weeks or more	☐ 5

12. Do you have the following types of classrooms in your school?

*NOTE: **Permanent** classrooms are <completed classrooms that have been built using materials in compliance with approved specifications>; **temporary** classrooms include, for example, <temporary / thatch roof, roof only>, walls only; **open-air** teaching <areas are areas that have no floors, walls, or roofs and are usually located outside>.*

*Please tick **one** box in **each row**.*

		Yes	No	
a)	**Permanent** classrooms	☐1	☐2	SC12A
b)	**Temporary** classrooms	☐1	☐2	SC12B
c)	**Open-air** teaching areas	☐1	☐2	SC12C

13. Which of the following facilities does your school have?

*Please tick **one** box in **each row**.*
Only tick 'Yes' if the facility is in a usable condition.

		Yes	No	
a)	Canteen	☐1	☐2	SC13A
b)	<Prayer room>	☐1	☐2	SC13B
c)	School or community hall	☐1	☐2	SC13C
d)	Sports area / playground	☐1	☐2	SC13D
e)	Electricity	☐1	☐2	SC13E
f)	Safe drinking water	☐1	☐2	SC13F
g)	Hand washing station	☐1	☐2	SC13G
h)	Facilities for students with disabilities	☐1	☐2	SC13H
i)	First aid kit	☐1	☐2	SC13I
j)	Sick bay	☐1	☐2	SC13J
k)	Landline telephone	☐1	☐2	SC13K
l)	Television	☐1	☐2	SC13L
m)	Photocopier	☐1	☐2	SC13M
n)	Computer/laptop	☐1	☐2	SC13N
o)	Internet access	☐1	☐2	SC13O
p)	<Video surveillance cameras>	☐1	☐2	SC13P

14. How many textbooks for each student does your school have for <Grade 5> mathematics and <test language(s)> classes?

NOTE: Textbooks refer to the books that students have for learning in class, not to books available in a school or classroom library. The textbooks are offered by the school and/or provided by the parents. Please select the most appropriate response for each subject.

*Please tick **one** box in **each column**.*

	Mathematics	<Test Language>
No textbooks are available for students	☐ 1	☐ 1
One textbook for each student	☐ 2	☐ 2
Two students share one textbook	☐ 3	☐ 3
More than two students share a textbook	☐ 4	☐ 4
	SC14A	SC14B

SC15

15. Does your school have a school library?

*Please tick **one** box **only**. (If 'No', go to Q17.)*

Yes	☐ 1
No	☐ 2

16. Which of the following features does your library have?

*Please tick **one** box in **each row**.*

		Yes	No	
a)	A librarian	☐1	☐2	SC16A
b)	Fiction books	☐1	☐2	SC16B
c)	Reference books	☐1	☐2	SC16C
d)	Newspapers	☐1	☐2	SC16D
e)	Magazines	☐1	☐2	SC16E
f)	Computer available for use of students	☐1	☐2	SC16F
g)	Reading room for students	☐1	☐2	SC16G
h)	Issuing of books to students	☐1	☐2	SC16H
i)	Issuing of books to teachers	☐1	☐2	SC16I
j)	Disability access	☐1	☐2	SC16J

17. Does your school have the following types of toilets?

*Please tick **one** box in **each row**.*

		Yes	No	
a)	All students of either gender (unisex) toilets	☐1	☐2	SC17A
b)	Separate boys toilets	☐1	☐2	SC17B
c)	Separate girls toilets	☐1	☐2	SC17C
d)	Separate staff toilets	☐1	☐2	SC17D
e)	Flush toilets	☐1	☐2	SC17E
f)	Pit toilets (including non-flushable)	☐1	☐2	SC17F

18. What was the total number of boys and girls enrolled in your school on <Day Month Year/Two months before the SEA-PLM 2024 main survey>?

Please write the numbers on the lines for each category.

Total boy enrolment _____ SC18A

Total girl enrolment _____ SC18B

19. What was the total number of boys and girls enrolled in <Grade 5> in your school on <Day Month Year/Two months before the SEA-PLM 2024 main survey>?

Please write the numbers on the lines for each category.

Total <Grade 5> boy enrolment _____ SC19A

Total <Grade 5> girl enrolment _____ SC19B

20. How is the attendance of students monitored?

*Please tick **one** box in **each row**.*

		Yes	No	
a)	Student attendance is recorded every day	☐ 1	☐ 2	SC20A
b)	Student attendance is recorded for every lesson	☐ 1	☐ 2	SC20B
c)	Students report their absences to the school	☐ 1	☐ 2	SC20C
d)	Parents report their child's absences to the school	☐ 1	☐ 2	SC20D
e)	The <principal> personally monitors students' attendance	☐ 1	☐ 2	SC20E

21. To what extent is your school's capacity to provide instruction hindered by any of the following issues?

*Please tick **one** box in **each row.***

		To a large extent	To a moderate extent	To a little extent	Not at all	
a)	Shortage or inadequacy of classrooms	☐1	☐2	☐3	☐4	SC21A
b)	Shortage or inadequacy of toilets	☐1	☐2	☐3	☐4	SC21B
c)	Shortage or inadequacy of instructional materials (e.g. textbooks)	☐1	☐2	☐3	☐4	SC21C
d)	Shortage or inadequacy of digital technology used for instruction (e.g. <computers>)	☐1	☐2	☐3	☐4	SC21D
e)	A lack of qualified teachers	☐1	☐2	☐3	☐4	SC21E

22. In your opinion, to what extent do the following statements describe the current situation at your school?

*Please tick **one** box in **each row.***

		To a large extent	To a moderate extent	To a little extent	Not at all	
a)	Teachers have a positive attitude towards the school	☐1	☐2	☐3	☐4	SC22A
b)	Teachers feel they belong to the school community	☐1	☐2	☐3	☐4	SC22B
c)	The morale of teachers in this school is high	☐1	☐2	☐3	☐4	SC22C
d)	Teachers work with enthusiasm	☐1	☐2	☐3	☐4	SC22D
e)	Teachers take pride in this school	☐1	☐2	☐3	☐4	SC22E
f)	Students have a positive attitude towards the school	☐1	☐2	☐3	☐4	SC22F
g)	Students work with enthusiasm	☐1	☐2	☐3	☐4	SC22G
h)	Students take pride in this school	☐1	☐2	☐3	☐4	SC22H
i)	Students feel part of the school community	☐1	☐2	☐3	☐4	SC22I
j)	The morale of students in this school is high	☐1	☐2	☐3	☐4	SC22J
k)	Parents have a positive attitude towards the school	☐1	☐2	☐3	☐4	SC22K
l)	Parents care about their child's academic achievement	☐1	☐2	☐3	☐4	SC22L
m)	Parents meet with teachers to discuss their child's academic achievement	☐1	☐2	☐3	☐4	SC22M
n)	Parents feel part of the school community	☐1	☐2	☐3	☐4	SC22N

23. In your opinion, how many students in your school...

*Please tick **one** box in **each row.***

		All or nearly all	Most of them	Some of them	None or hardly any	
a)	are well behaved on entering and leaving the school premises?	☐1	☐2	☐3	☐4	SC23A
b)	have a good relationship with the school teachers and staff?	☐1	☐2	☐3	☐4	SC23B
c)	show care for school facilities and equipment?	☐1	☐2	☐3	☐4	SC23C
d)	speak about the school in positive terms?	☐1	☐2	☐3	☐4	SC23D
e)	adhere to school rules?	☐1	☐2	☐3	☐4	SC23E

24. Please indicate how frequently each of the following issues occurs at your school among students?

*Please tick **one** box in **each row.***

		Never or hardly ever	Monthly (at least once a month)	Weekly (at least once a week)	Daily or almost daily	
a)	Coming late for class	☐1	☐2	☐3	☐4	SC24A
b)	Truancy	☐1	☐2	☐3	☐4	SC24B
c)	Classroom disturbance	☐1	☐2	☐3	☐4	SC24C
d)	Cheating	☐1	☐2	☐3	☐4	SC24D
e)	Vandalism	☐1	☐2	☐3	☐4	SC24E
f)	Aggression between students from different <ethnic groups>	☐1	☐2	☐3	☐4	SC24F
g)	Aggression between students due to religious differences	☐1	☐2	☐3	☐4	SC24G
h)	Bullying	☐1	☐2	☐3	☐4	SC24H
i)	Violence	☐1	☐2	☐3	☐4	SC24I
j)	Offensive behaviours towards girls	☐1	☐2	☐3	☐4	SC24J
k)	Offensive behaviours towards students with disabilities	☐1	☐2	☐3	☐4	SC24K
l)	Offensive behaviours towards teachers	☐1	☐2	☐3	☐4	SC24L

25. For students in <Grade 5> and below, does your school make provisions (for example extra classes, or extra tutoring) for students whose mother tongue is not <test language(s)> in the following learning areas?

*Please tick **one** box in **each row.***

		Yes, for free	Yes, partially or fully paid by parents	No	
a)	Reading in <test language>	☐ 1	☐ 2	☐ 3	SC25A
b)	Mathematics	☐ 1	☐ 2	☐ 3	SC25B

26. To what extent does the local community participate in the following activities to help run your school?

*Please tick **one** box in **each row.***

		To a large extent	To a moderate extent	To a little extent	Not at all	
a)	Fundraising	☐ 1	☐ 2	☐ 3	☐ 4	SC26A
b)	Assisting in the classroom	☐ 1	☐ 2	☐ 3	☐ 4	SC26B
c)	Maintenance of school buildings	☐ 1	☐ 2	☐ 3	☐ 4	SC26C
d)	Paying of staff salaries	☐ 1	☐ 2	☐ 3	☐ 4	SC26D
e)	Running extra-curricular activities for students	☐ 1	☐ 2	☐ 3	☐ 4	SC26E
f)	Training of teachers	☐ 1	☐ 2	☐ 3	☐ 4	SC26F
g)	Providing meals to students	☐ 1	☐ 2	☐ 3	☐ 4	SC26G
h)	Providing tutoring or additional support for students who need it	☐ 1	☐ 2	☐ 3	☐ 4	SC26H

QUESTIONS ABOUT TEACHERS AT YOUR SCHOOL

27. How many teachers taught in your school on <Day Month Year/Two months before the SEA-PLM 2024 main survey>?

Please write the numbers on the lines for each category.
please include yourself if you teach.

<Permanent> full-time teachers	_____	SC27A
<Permanent> part-time teachers	_____	SC27B
<Non-permanent> full-time teachers	_____	SC27C
<Non-permanent> part-time teachers	_____	SC27D

28. What percentages of teachers in your school have completed the following qualification types?

*Please tick **one** box in **each row.***

		None	Some, but less than 30%	Between 30% and 60%	More than 60%	
a)	An <ISCED level 6> or higher	☐ 1	☐ 2	☐ 3	☐ 4	SC28A
b)	A formal **pre-teaching** qualification	☐ 1	☐ 2	☐ 3	☐ 4	SC28B

SC29

29. During last year, approximately what percentage of teaching staff in your school attended a program of professional development / in-service training?

*Please tick **one** box **only.***

None	☐ 1
Some, but less than 30%	☐ 2
Between 30 and 60%	☐ 3
More than 60%	☐ 4

30. In your school, are any of the following activities used to evaluate the performance of <Grade 5> teachers?

*Please tick **one** box in **each row**.*

		Yes	No	
a)	Observations by the principal or senior staff	☐ 1	☐ 2	SC30A
b)	Observations by inspectors or other persons external to the school	☐ 1	☐ 2	SC30B
c)	Assessments of student achievement	☐ 1	☐ 2	SC30C
d)	Observation by other teachers (peer reviews)	☐ 1	☐ 2	SC30D

31. In the last two years, how many times have your school been visited by the following?

*Please tick **one** box in **each row.***

		No times	Once	Twice	Three-five times	More than five times	
a)	An inspector / a supervisor has visited my school	☐1	☐2	☐3	☐4	☐5	SC31A
b)	A teacher educator has visited my school	☐1	☐2	☐3	☐4	☐5	SC31B
c)	An inspection team has visited my school	☐1	☐2	☐3	☐4	☐5	SC31C

32. In your school, are any of the following activities used to evaluate the performance of <Grade 5> teachers?

*Please tick **one** box in **each row**.*

		Yes	No	
a)	Students are given a formal external assessment in literacy	☐1	☐2	SC32A
b)	Students are given a formal external assessment in numeracy	☐1	☐2	SC32B
c)	Teachers give students classroom-based formative assessments	☐1	☐2	SC32C
d)	Teachers give students classroom-based summative assessments	☐1	☐2	SC32D
e)	Parents or guardians are provided with formal reports or grades regarding learning outcomes of students in literacy	☐1	☐2	SC32D
f)	Parents or guardians are provided with formal reports or grades regarding learning outcomes of students in numeracy	☐1	☐2	SC32F
g)	Parents or guardians are invited to meet with teachers to discuss student performance	☐1	☐2	SC32G

33. How important is it for <Grade 5> students to learn at school about each of the following content areas?

*Please tick **one** box in **each row.***

		Very important	Quite important	Not very important	Not at all important	
a)	What is happening in countries near their own	☐1	☐2	☐3	☐4	TC33A
b)	What is happening in the world	☐1	☐2	☐3	☐4	TC33B
c)	How things that happen in other countries affect <country of the test>	☐1	☐2	☐3	☐4	TC33C
d)	Understanding people that have a different <ethnicity/race> to them	☐1	☐2	☐3	☐4	TC33D
e)	How to solve <disagreements> with classmates peacefully	☐1	☐2	☐3	☐4	TC33E
f)	How to protect the environment	☐1	☐2	☐3	☐4	TC33F
g)	How they can help to solve problems in their own <community>	☐1	☐2	☐3	☐4	TC33G
h)	Other languages spoken in their country	☐1	☐2	☐3	☐4	TC33H
i)	Languages spoken in other countries	☐1	☐2	☐3	☐4	TC33I

QUESTIONS ABOUT YOUR SCHOOL DURING COVID-19

34. Since the beginning of 2020, approximately how long was your school closed to students for the following reasons?

*Please count the time that your school was closed to the **majority** of students.*

*Do **not** count the time that your school closed for scheduled breaks such as term or national holidays. If your school had to close and reopen multiple times, please count all closing times.*

*Please tick **one** box in **each row.**.*

		My school did not close for this reason	1 week or less	Between 1 week and 2 weeks	Between 2 weeks and 4 weeks	Between 1 month and 2 months	Between 2 months and 6 months	More than 6 months	
a)	Closed due to the COVID-19 pandemic	☐01	☐02	☐03	☐04	☐05	☐06	☐07	SC34A
b)	Closed, but not due to the COVID-19 pandemic (for example, closed for other health emergencies, natural disasters, civic conflict)	☐01	☐02	☐03	☐04	☐05	☐06	☐07	SC34B

35. Were any of the following policies taken with regards to <Grade 5> students in your school, in response to the COVID-19 pandemic?

If your school did not close at all for the COVID-19 pandemic, please tick 'No' for each row.

*Please tick **one** box in **each row.***

		Yes, for all students	Yes, for some students	No	
a)	Teachers provided students with remote instruction via the internet	☐ 1	☐ 2	☐ 3	SC35A
b)	Students were provided with paper-based resources or learning modules to work on while not attending the school buildings	☐ 1	☐ 2	☐ 3	SC35B
c)	Teachers communicated with students directly while not attending the school buildings (e.g. on the telephone or through home visits)	☐ 1	☐ 2	☐ 3	SC35C
d)	The school regularly checked on the health and well-being of students	☐ 1	☐ 2	☐ 3	SC35D
e)	The school provided guidance to families on how to best support their child's learning	☐ 1	☐ 2	☐ 3	SC35E
f)	Upon return to regular schooling, students were provided with additional literacy support	☐ 1	☐ 2	☐ 3	SC35F
g)	Upon return to regular schooling, students were provided with additional numeracy support	☐ 1	☐ 2	☐ 3	SC35G
h)	Students were given additional assessments to determine if they required additional support	☐ 1	☐ 2	☐ 3	SC35H
i)	Students were provided with access to counsellors or mental-health support services	☐ 1	☐ 2	☐ 3	SC35I

36. To what extent did the following issues impact your school during the COVID-19 pandemic?

*Please tick **one** box in **each row.***

		To a large extent	To a moderate extent	To a little extent	Not at all	
a)	Teachers did not have the appropriate digital infrastructure to teach remotely	☐1	☐2	☐3	☐4	SC36A
b)	Students did not have the appropriate digital infrastructure to learn remotely	☐1	☐2	☐3	☐4	SC36B
c)	Teachers did not have sufficient ICT knowledge to teach remotely	☐1	☐2	☐3	☐4	SC36C
d)	Students did not have sufficient ICT skills to learn remotely	☐1	☐2	☐3	☐4	SC36D
e)	The academic performance of students in literacy was negatively impacted	☐1	☐2	☐3	☐4	SC36E
f)	The academic performance of students in numeracy was negatively impacted	☐1	☐2	☐3	☐4	SC36F
g)	The wellbeing of teachers was negatively impacted	☐1	☐2	☐3	☐4	SC36G
h)	The wellbeing of students was negatively impacted	☐1	☐2	☐3	☐4	SC36H
i)	Students have not returned to school following re-opening after school closures	☐1	☐2	☐3	☐4	SC36I

37. To what extent has teaching at your school adjusted after the COVID-19 pandemic in the following areas?

*Please tick **one** box in **each row.***

		To a large extent	To a moderate extent	To a little extent	Not at all	
a)	The need to teach ICT skills	☐1	☐2	☐3	☐4	SC37A
b)	The need to teach self-regulation to complete tasks/manage workload	☐1	☐2	☐3	☐4	SC37B
c)	The need to teach health literacy (e.g., hand washing, social distancing, nutrition)	☐1	☐2	☐3	☐4	SC37C
d)	Working in a hybrid set up	☐1	☐2	☐3	☐4	SC37D
e)	Working with online platforms to deliver content (e.g., <Moodle, social media>)	☐1	☐2	☐3	☐4	SC37E
f)	Increasing student confidence to return to school	☐1	☐2	☐3	☐4	SC37F
g)	Teaching an adjusted curriculum following re-opening after school closures	☐1	☐2	☐3	☐4	SC37G
h)	The need to re-teach concepts that were taught prior to school closures	☐1	☐2	☐3	☐4	SC37H
i)	The process of monitoring student well-being	☐1	☐2	☐3	☐4	SC37I

SC38

38. How prepared is your school to initiate remote learning if you have an unforeseen closure in the future?

Remote learning refers to when students are expected to learn from home using various means (e.g., online learning, completing a textbook or written work, listening to educational radio or television) due to school closures.

*Please tick **one** box **only.***

Not at all prepared	☐ 1
A little prepared	☐ 2
Fairly prepared	☐ 3
Very prepared	☐ 4

Thank you for completing this questionnaire.

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