



The Senate
TWELFTH OLBIIL ERA KELULAU
Palau National Congress

P.O. Box 8, Ngerulmud, Republic of Palau 96940
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Rady Sjo
2/26/2026
8:44 a.m.

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SALVADOR "SADOI" TELLAMES

MASON N. WHIPPS

February 25, 2026

Honorable Gibson Kanai
Speaker of the House of Delegates

-and-


Members of the House of Delegates
Twelfth Olbiil Era Kelulau
Ngerulmud, Republic of Palau

Re: Senate Bill No: 12-47

Dear Speaker and Delegates:

I have the honor of transmitting herewith for your consideration and action, Senate Bill No: 12-47: *To amend Title 22 to amend laws related to education; to provide for quarterly criterion-based assessments of students; to provide for a national curriculum framework; to require teacher training that emphasize the use of the Palauan language; to repeal 22 PNC §§ 604, 702, and 703; and for other related purposes*, which was passed on its Third and Final Reading, by The Senate, during its Sixth Special Session, February 2026, with a quorum being present and voting.

Respectfully,


Reagan Sidoi
Clerk of The Senate

Attachment(s)

A BILL FOR AN ACT

To amend Title 22 to amend laws related to education; to provide for quarterly criterion-based assessments of students; to provide for a national curriculum framework; to require teacher training that emphasize the use of the Palauan language; to repeal 22 PNC §§ 604, 702, and 703; and for other related purposes.

THE PEOPLE OF PALAU REPRESENTED IN THE OLBIIL ERA KELULAU DO ENACT AS FOLLOWS:

1 **Section 1. Legislative findings.** The Olbiil Era Kelulau finds that the purpose of
2 education in the Republic of Palau, as stated in 22 PNC § 101, is to foster citizen participation
3 in the nation’s economic and social development, to unify the Republic through shared
4 knowledge of its islands, government, and global context, and to equip every citizen with the
5 skills needed for personal growth and national advancement.

6 The Olbiil Era Kelulau further finds that the Ministry of Education’s discontinuation
7 of the former criterion-based assessment in 2021 left Palau without consistent, reliable
8 national data on student achievement or instructional alignment. This gap undermines the
9 ability to monitor school performance, teacher effectiveness, and the realization of national
10 educational goals.

11 The Ministry’s mission—to ensure student success through an effective curriculum
12 and effective instruction in a conducive learning environment—cannot be fulfilled absent a
13 legally binding curriculum framework defining clear expectations at every grade and subject,
14 nor without a national assessment system measuring whether those expectations are met.

15 According to the United Nations’ Educational, Scientific and Cultural Organization
16 (UNESCO) International Bureau of Education, “The curriculum embodies the knowledge and
17 skills with which a nation ... intends to equip its children and youth so that they are ready to
18 assume adulthood in engaged, productive and fulfilling way. In order for the curriculum to
19 generate this outcome, it is important that it also be the curriculum the schools actually deliver
20 and that students learn.” This principle is reinforced by the Organization for Economic Co-
21 operation and Development, which provides that “Curricula can provide the opportunity for
22 students to develop knowledge, skills, as well as values and attitudes that can support them to
23 thrive and shape a better future towards increased well-being at individual, societal, and

1 environmental levels.” These statements align with the intent of Section 402 of Title 22 of the
2 Palau National Code, which provides that it is the obligation of the national government to
3 ensure educational services to all children to enable them to lead fulfilling lives.

4 UNESCO also notes that “what gets measured gets done,” emphasizing that what is
5 tested will be taught. If students’ knowledge and understanding of the National Curriculum
6 Framework objectives are not measured, it is likely that those objectives are not being
7 consistently or rigorously taught in every classroom. The Olbiil Era Kelulau finds this
8 situation unacceptable because it does not serve the best interests of Palau’s students or the
9 Republic as a whole. Classroom instruction must be aligned with the objectives of the Palau
10 Curriculum Framework, and students must be regularly assessed to demonstrate what they
11 know and are able to do.

12 The Olbiil Era Kelulau also finds that it is necessary for the Ministry of Education to
13 formalize an official Palau Curriculum Framework, pursuant to Section 112 of Title 22 of the
14 Palau National Code, which requires the Minister of Education to provide for school
15 improvement processes, curriculum development, assessment and reporting of student
16 progress, personnel training and certification, and the ongoing review and improvement of the
17 national education system.

18 In alignment with the official National Curriculum Framework, the Ministry of
19 Education shall develop a criterion-based national assessment, to be known as the Student
20 Learning Assessment (SLA), to be administered at the end of each quarter. SLA will gauge
21 students’ knowledge and understanding of the curriculum core competencies, better known as
22 curriculum learning objectives, specified for each grade level. The SLA will be a quarterly
23 summative assessment to complement teacher’s formative assessments, providing better
24 understanding of students’ performance toward curriculum benchmarks. The resulting data
25 will be made available and shared with respective school principals and teachers to guide
26 teachers’ lesson planning and instruction, including professional development engagement.
27 The assessment shall be administered on a regular schedule for grades one through eight, and
28 the results will be used to guide teacher professional development, resource allocation, and
29 support services for continued instructional improvement.

1 The Ministry of Education will also establish quality control procedures and
2 assessment protocols to ensure the validity and reliability of the national assessment results.
3 Data from the Student Learning Assessment and other national assessments shall be compiled
4 and reported annually to the Ministry of Education, the Olbiil Era Kelulau, and other key
5 stakeholders.

6 The Olbiil Era Kelulau further finds that the English language has replaced Palauan
7 language as the primary mode of communication for our children. The Senate Committee on
8 Culture and Social Welfare, in collaboration with the Palau Language Commission, reviewed
9 the results of an elementary school survey conducted by the Ministry of Education involving
10 542 students. The survey results indicate that approximately 322 students were able to
11 comprehend classroom instruction delivered in Palauan. Of the total number of students
12 surveyed, 370 could converse in a mixture of Palauan and English. However, a significant
13 number of students, 189, are unable to engage in conversational Palauan and, as a result, use
14 English as their primary mode of communication. The Senate Committee on Culture and
15 Social Welfare, in collaboration with the Palauan Language Commission, joined several
16 Parents-Teacher Association (PTA) meetings in Babeldaob and Peleliu and observed evidence
17 of this trend. These findings confirm the everyday observation that English has become the
18 dominant language of communication among children, both at home and in schools. The Olbiil
19 Era Kelulau recognizes that Palauan culture, identity, and traditional way of life will erode if
20 the mother tongue ceases to be used in daily conversation. A Belau el diak doleko i tekoi er
21 a Belau a diak el Belau el beluad er a recheuodel. Accordingly, the Olbiil Era Kelulau finds
22 that proactive measures are necessary to revitalize the use of the Palauan language. The Olbiil
23 Era Kelulau mandates the Ministry of Education, in collaboration with parents and
24 communities, to take steps to build awareness of the importance of Palauan language
25 preservation and revitalization. The Olbiil Era Kelulau further finds that these efforts must
26 include strengthening teachers' understanding of Palauan Studies curriculum standards and
27 learning objectives, promoting innovative teaching strategies to increase student engagement
28 and language use, providing focused teacher training to develop dedicated and qualified

1 Palauan Studies educators, and investing in grade-appropriate instructional resources to
2 support effective classroom instruction and learning.

3 **Section 2. Amendment.** Title 22 of the Palau National Code is hereby amended as
4 follows:

5 “ . . .

6 **§ 121. Mandatory Palauan courses.**

7 (a) ~~Written Palauan Language studies, including written Palaun language,~~ shall be a
8 mandatory part of the core curriculum for first through twelfth grade for every school
9 chartered in the Republic or funded by public funds.

10 (b) Palauan studies must be assessed quarterly in compliance with 22 PNC § 705.

11 . . .

12 **§ 134. Same; duties and functions.**

13 The Board shall be responsible for advancing the development of the educational system in
14 the Republic. The functions of the Board shall include, but not be limited to, the following:

15 (a) to develop and approve education plans and review proposed education budgets
16 for the Republic, including a mission statement for the Ministry and defining student goals,
17 in consultation with and with the assistance of the Ministry, for submission to the President;

18 (b) to develop plans and budget for the expenditure of matching funds provided for
19 in sections 113 and 114 of this chapter;

20 (c) to review and recommend changes in the rules and regulations of the Ministry, of
21 all public educational institutions in the Republic except the Palau Community College, and
22 of all nonpublic educational institutions in matters that concern fulfillment of their charters;

23 (d) to ~~recommend, review, and approve curriculum development programs in the~~
24 Republic review and recommend changes to the Education Master Plan in order to assure
25 relevancy for citizens and educational objectives;

26 (e) to establish educational policies as may be necessary to achieve the Ministry’s
27 mission and student goals;

28 (f) in order to adopt and maintain high professional standards for all educators, to
29 appoint a National Professional Standards and Practices Commission. The Commission shall

1 recommend to the Board and Ministry a professional certification system for all professional
2 employees of the Ministry, and for those employees of private schools who teach subjects
3 deemed “core academic subjects” by the Board. The members of the Commission shall be
4 appointed by the Board and shall include four teachers, one teacher educator, two educational
5 administrators, and two non-educator Palauan citizens;

6 (g) to prepare and disseminate to the public an annual report on educational progress
7 in the Republic. The report shall describe progress in improving student performance
8 according to the student goals established by the Board, improvements in educational practices
9 including school improvement plans, improvements in establishing and maintaining high
10 standards for professional personnel, partnerships with parents and other public
11 representatives, and other topics as determined by the Board;

12 (h) to amend, as necessary, the ~~Palau Education Master Plan for Education~~ (initially
13 called “Palau 2000”); and

14 (i) to perform such other and further duties and functions as may be assigned to it by
15 the President, or prescribed by law.

16 ...

17 **§ 151. Teachers’ certificates; required; qualifications.**

18 ...

19 (b) Teacher certifications shall be subject to review and renewal to be determined by
20 the Ministry of Education, including any required assessments or other steps necessary to
21 maintain a teacher’s certification.

22 ...

23 **§ 155. Teacher training programs.**

24 (a) The Ministry shall provide training programs to enable residents of the Republic to
25 qualify for certification as teachers. All non-citizens must meet the minimum requirements for
26 certification before becoming a teacher.

27 (b) The Minister shall establish a teacher training program for all teachers of the
28 Republic so as to provide for the continuous upgrading of teaching skills of all teachers.

~~(e) Within six (6) months of the effective date, the Ministry shall provide curriculum and training program schedules and expected costs, including, but not limited to, expected increases in teacher salaries, to the Olbiil Era Kelulau.~~

...

§ 156. Curriculum.

(a) The Ministry shall provide for the teaching of both Palauan and English in all schools, and shall establish minimum standards for curriculum development and content of courses at appropriate levels to be used in the Republic to assure uniform levels of achievement in compliance with 22 PNC § 704. ~~He~~ The Minister shall encourage instruction in Palauan, and Palauan customs and culture, at both the elementary and secondary levels. The Minister shall assess student progress at various grade levels as provided in 22 PNC § 705.

...

§ 601. Legislative findings Purpose.

~~(a) The people of Palau have inherited an educational system which has evolved to its present size and nature over four decades of United States administration. Nonetheless, it is the people of Palau who must now take responsibility for deciding the course our educational system will take and to implement that decision. The decision must be based upon determinations as to what kind of education our people need as well as what level and type of education this nation can afford. The Olbiil Era Kelulau hereby finds and declares that the existing Five Year Education Plan developed by the Ministry of Education inadequately addresses these issues and is not providing a workable framework to meet the educational needs of the Republic.~~

~~(b) The people of Palau deserve and should expect to have~~ This chapter provides for a comprehensive plan for education which systematically addresses the national needs of education and training for the Republic. This nation needs a master plan that will set and sets missions and goals for the education of the people of Palau. The Republic has not defined national policies on education that dictate certain guidelines for the operating systems of education, public and private, to follow. This lack of both purpose and direction is the leading cause for the benign state of educational affairs in the Republic. The Education Master Plan

1 is the national long-range strategic plan for the Ministry of Education, setting the vision,
2 mission, goals, and implementation strategies for the Republic's education system over a ten-
3 year period. It serves as the guiding instrument for educational policy, curriculum, assessment,
4 teacher development, and system-wide improvement.

5 ...

6 **§ 602. Task force established.**

7 ~~There is established a~~ Whenever the Education Master Plan must be reviewed or amended,
8 the Minister of Education shall convene the Task Force on the National Education Master Plan
9 ~~to set guidelines for proposals to develop a comprehensive Ten-Year National Master Plan for~~
10 ~~Education for the Republic and to review and select among proposals received from technical~~
11 ~~experts to conduct the necessary studies and develop~~ review and recommend revisions to the
12 plan. The Task Force shall consist of nine (9) persons to be appointed by the President with
13 the advice and consent of the Senate the following members:

14 (1) the Minister of Education, or the Minister's designee, who shall serve as
15 chairperson;

16 (2) a parent representative;

17 (3) a teacher representative;

18 (4) a principal or school administration representative;

19 (5) a Head Start representative;

20 (6) a business sector representative;

21 (7) a member of the House of Delegates of the Olbiil Era Kelulau;

22 (8) a member of the Senate of the Olbiil Era Kelulau; and

23 (9) any additional member necessary to represent a key sector as determined by
24 the Minister of Education. The Task Force shall elect a Chairperson at its first meeting.

25 ~~Six (6) members shall constitute a quorum. Members shall serve without~~
26 ~~compensation, except that any member who is also an employee of the national~~
27 ~~government shall be placed on administrative leave while on the business of the Task~~
28 ~~Force.~~

29 ...

1 **§ 603. Duties.**

2 (a) The Task Force shall periodically review and ~~revise~~ recommend revisions to the
3 ~~existing five-year education plan, and set guidelines for the development of a National~~
4 Education Master Plan for Education, and select and contract the needed expertise to
5 ~~accomplish the plan, and perform other related functions.~~

6 (b) ~~The Task Force shall, by no later than May 31, 1991, develop and issue a request~~
7 ~~for proposals for technical consultancy to work on the plan. The work of technical~~
8 ~~consultants shall culminate in the development of a National Master Plan for Education~~
9 ~~which shall cover a period extending at least through the year 2001, and shall set forth a~~
10 ~~workable framework for education in the Republic.~~

11 (c) ~~The Task Force shall, by August 30, 1991, review all proposals submitted and~~
12 ~~select a consultant or consultants to undertake the development of the plan. The Task Force~~
13 ~~shall be authorized to contract such consultant or consultants for a period not to exceed one~~
14 ~~year during which time the plan should be completed.~~

15 (d) ~~The Task Force shall serve in an advisory capacity to the consultant or~~
16 ~~consultants, facilitating needed appointments and interviews and collecting or providing~~
17 ~~access to needed data and studies. At the completion of the development of a draft National~~
18 ~~Master Plan of Education, the Task Force shall have the plan reviewed and commented on~~
19 ~~before accepting it and endorsing it for adoption by the Olbiil Era Kelulau.~~

20 (e) ~~The Task Force shall continue its work through December 31, 1996, at which~~
21 ~~point a newly established National Board of Education will take office. Between January 1,~~
22 ~~1995 and December 31, 1996, the role of the Task Force shall be to inform the public about~~
23 ~~the Master Plan for Education, to report quarterly to the President and the Olbiil Era~~
24 ~~Kelulau on the progress of implementing the Master Plan for Education, and to develop an~~
25 ~~agenda and schedule for the first year of operation of the newly established National Board~~
26 ~~of Education.~~

27 ...

28 **§ 605. Education master plan.**

1 (a) The Education Master Plan is the national long-range strategic plan of the Ministry
2 of Education, setting the vision, mission, goals, and implementation strategies for the
3 Republic’s education system over a ten-year period. It serves as the guiding instrument for
4 educational policy, curriculum, assessment, teacher development, and system-wide
5 improvement.

6 (b) The Education Master Plan must include the following:

7 (1) a vision statement, mission statement, and goals of the national educational
8 system that include a philosophy emphasizing the development of the whole child;

9 (2) strategies to ensure students’ readiness for post-secondary education,
10 training, and the world of work;

11 (3) plans to ensure effective resource and infrastructure support, to ensure a
12 positive learning environment for students;

13 (4) standards for the professional development, recruitment, certification, and
14 retention of education professionals, including teachers and principals, and systems of
15 evaluation for education professionals;

16 (5) plans that ensure the training of education professionals prioritizes the
17 foundational use of the Palauan language in classroom instruction, ensure education
18 professionals integrate Palauan language proficiency and comprehension across
19 classrooms, and assist education professionals through Ministry-led development and
20 provisioning of grade-appropriate Palauan instructional resources;

21 (6) a framework for collaboration with families, communities, employers, non-
22 governmental organizations, and other government ministries to support student well-
23 being and cultural preservation; and

24 (7) performance benchmarks and timelines for implementation.

25 (c) As necessary, the Minister of Education shall convene the Task Force on the
26 Education Master Plan to review and recommend amendments to the Education Master Plan.
27 The Education Master Plan must be updated at least once every ten years to incorporate new
28 educational priorities, demographic trends, and technological developments. After
29 recommendation by the Task Force, the Minister shall promulgate amendments to the

1 Education Master Plan pursuant to the provisions of Title 6, Chapter 1, of the Palau National
2 Code, the Administrative Procedure Act.

3 (d) The current Education Master Plan must be published on the website of the
4 Ministry of Education.

5 ...

6 **Chapter 7**

7 **Curriculum Framework & Educational Assessment Assessments**

8 **§ 701. Student assessments.**

9 (a) The Minister of Education in consultation with school principals shall designate an
10 internationally recognized achievement test to be the official international achievement test of
11 the Republic. This test shall supplement the quarterly assessments required under 22 PNC §
12 705.

13 (b) Every six (6) to ten (10) years, the Minister of Education in consultation with
14 school principals shall conduct a review of available internationally recognized achievement
15 tests such as the SAT or a similar aptitude test for use in gauging student progress in the
16 Republic, determine the most appropriate test for the students of the Republic, and issue a
17 report, which designates an internationally recognized achievement test as the official
18 achievement test of the Republic, as required in subsection (a), to the President of the Republic
19 and Presiding Officers of the Olbiil Era Kelulau.

20 (c) The Ministry of Education or its designee shall administer the official achievement
21 test, and shall arrange for the scoring of the test. The Ministry of Education or its designee
22 shall obtain comprehensive reports from the provider of the official achievement test and shall
23 submit the results of the test scores to the President of the Republic and Presiding Officers of
24 the Olbiil Era Kelulau, taking whatever steps are necessary to preserve the confidentiality of
25 an individual's results.

26 (d) The Ministry of Education or its designee shall administer the official achievement
27 test to every student in specified primary and secondary school grades, to be determined by
28 the Minister of Education every sixth to tenth year.

1 (e) If the Minister of Education fails to designate an official achievement test, the most
2 current version of the last achievement test used in the Republic will be deemed the official
3 achievement test of the Republic.

4 (f) The Ministry of Education shall take positive action to implement improvements
5 in the Republic's education system based on student scores on the official achievement test.

6 ...

7 **§ 704. Curriculum framework.**

8 (a) The National Curriculum Framework is the official national framework established
9 by the Ministry of Education to prescribe the learning standards, grade-level objectives, and
10 performance indicators for each subject taught in the Republic's public schools from grades
11 one (1) through twelve (12). It serves as the guiding document for instructional alignment and
12 student assessment.

13 (b) The National Curriculum Framework must align with and be implemented within
14 the structure, goals, and priorities of the Education Master Plan provided for in Chapter 6 of
15 this title. The framework must operationalize the educational philosophy, strategic directions,
16 and objectives of the Education Master Plan through curriculum design, instruction, and
17 assessment.

18 (c) The National Curriculum Framework shall include:

19 (1) clearly defined learning areas for each subject, representing the major
20 content or skill categories to be taught;

21 (2) content standards for each learning area, establishing what students must
22 know and be able to do by the end of grade twelve;

23 (3) grade-level objectives specifying measurable learning outcomes for each
24 grade level aligned with the standards;

25 (4) a structure that ensures continuity and progression of learning across grade
26 levels and consistency among schools; and

27 (5) each subject designated as a core curriculum subject for students in grades
28 one through eight.

1 (d) The Minister of Education shall periodically review and update the National
2 Curriculum Framework for each subject to ensure consistency with the Education Master Plan.
3 The Minister shall promulgate amendments to the National Curriculum Framework pursuant
4 to the provisions of Title 6, Chapter 1 of this Code, the Administrative Procedure Act.

5 (e) The current National Curriculum Framework for each subject must be published
6 on the website of the Ministry of Education.

7 **§ 705. National criterion-based assessment system – quarterly assessments.**

8 (a) The national criterion-based assessment system is a standardized system of
9 student evaluation administered on a quarterly basis that measures student learning outcomes.
10 The national criterion-based assessment system serves as the national tool for determining
11 student proficiency, instructional effectiveness, and overall alignment of classroom teaching
12 with national education goals.

13 (b) The national criterion-based assessment system must align with, and operate
14 within, the structure and objectives of the Education Master Plan and the National Curriculum
15 Framework. The assessment system must provide data that informs policy decisions,
16 professional development, and continuous improvement of instruction throughout the
17 Republic’s public school system.

18 (c) The national criterion-based assessment system must include the following:

19 (1) the development of valid and reliable national assessments, known as the
20 Student Learning Assessment, to measure students’ mastery of learning objectives
21 specified in the National Curriculum Framework;

22 (2) the administration of the Student Learning Assessment on a regular and
23 standardized schedule for grades one through eight in each subject defined as a core
24 curriculum subject in the National Curriculum Framework, and as otherwise
25 determined by the Ministry of Education for higher grade levels;

26 (3) the compilation and analysis of assessment results to evaluate student
27 progress, curriculum effectiveness, and teacher performance.

28 (4) the use of assessment data to guide teacher professional development,
29 instructional resource allocation, and targeted interventions;

_____/s/_____
Senator Siegfried Bai Nakamura

_____/s/_____
Senator TJ Imrur Remengesau

_____/s/_____
Senator Stevenson J. Kuartei

_____/s/_____
Senator Kazuki L. "Topps" Sungino

_____/s/_____
Senator Kerai Mariur

_____/s/_____
Senator Lentcer Basilius

_____/s/_____
Senator Salvador "Sadoi" Tellames

_____/s/_____
Senator Brian Melairei

_____/s/_____
Senator Ann Latii Pedro



The Senate
Twelfth Olbiil Era Kelulau
National Capitol
Republic of Palau

VOTING RECORD

ON

Senate Bill 12-47

Q12 () Regular () Special Session _____ Calendar Day 15th Session Day

Date: 2/25/20

No.	SENATORS	YES	NO	ABSTAIN
1	Senator Lentcer Basilius	<input checked="" type="checkbox"/>		
2	Senator Secilil Eldebechel	<input checked="" type="checkbox"/>		
3	Senator Rukebai Kikuo Inabo	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
4	Senator Brian Melairei	<input checked="" type="checkbox"/>		
5	Senator Siegfried Bai Nakamura	<input checked="" type="checkbox"/>		
6	Senator Ann Latii Pedro	<input checked="" type="checkbox"/>		
7	Senator Tj Imrur Remengesau	<input checked="" type="checkbox"/>		
8	Senator Mark Ucherbelau Rudimch	<input checked="" type="checkbox"/>		
9	Senator Kazuki L. "Topps" Sungino	<input checked="" type="checkbox"/>		
10	Senator Andrew Tabelual	<input checked="" type="checkbox"/>		
11	Senator Salvador "Sadoi" Tellames	<input checked="" type="checkbox"/>		
12	Senator Mason Ngirchechebangel Whipps	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
13	Floor Leader Kerai Mariur	<input checked="" type="checkbox"/>		
14	Vice President Stevenson J. Kuartei	<input checked="" type="checkbox"/>		
15	President Hokkons Baules	<input checked="" type="checkbox"/>		
	TOTAL	15	0	

NOTE: Passed

CALLED & RECORDED BY: Reagon Sidoi Title: Clerk



The Senate

TWELFTH OLBIIL ERA KELULAU
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**OFFICE OF THE SENATE
LEGISLATIVE COUNSEL**

February 25, 2026

K. VIRGINIA ALDRICH
CHIEF LEGAL COUNSEL

Reagan Sidoi
Clerk of the Senate
Twelfth Olbiil Era Kelulau
Ngerulmud, Republic of Palau 96939

JAMES W. KENNEDY
LEGAL COUNSEL PRO TEM

RE: Senate Bill No. 12-47

LEKELONG I. SECHARRAIMUL
LEGAL RESEARCHER

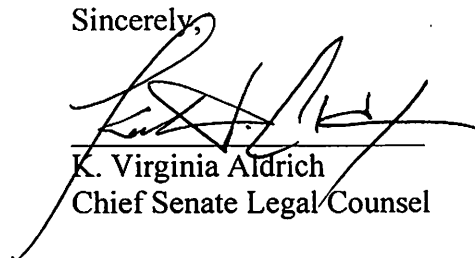
Dear Mr. Sidoi,

POLITA D. ASANUMA
LEGAL SECRETARY/
ASSISTANT LEGAL RESEARCHER

I recommend that the following changes be made for proper style:

1. On page 1, line 12, replace the em dash (“—”) with two dashes “--“).
2. On page 1, line 15, insert an apostrophe after United Nations (United Nations’).
3. On page 9, line 8, change “includes” to “include”.
4. On page 9, line 14, after professionals, insert a comma.
5. On page 9, line 20, substitute “provisioning” for “provisions”.

Sincerely,



K. Virginia Aldrich
Chief Senate Legal Counsel



The Senate

TWELFTH OLBIIL ERA KELULAU

Palau National Congress

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February 5, 2026

Ms. Katherine Virginia Aldrich
Senate Legal Counsel
Twelfth Olbiil Era Kelulau
Capitol Office, Ngerulmud
Republic of Palau 96940


Re: Senate Bill No: 12-47

Dear Ms. Aldrich:

Please review the attached Senate Bill No: 12-47: *"To amend Title 22 to amend laws related to education; to provide for quarterly criterion-based assessments of students; to provide for a national curriculum framework; to require teacher training that emphasize the use of the Palauan language; to repeal 22 PNC § 604, 702, and 703; and for other related purposes."*, which was passed by the Senate on its second reading, for its proper legal form and style for third and final reading.

Thank you very much.

Respectfully,


Reagan Sidoi
Clerk of The Senate

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SENATE COMMITTEE ON
EDUCATION (Edu)

ANDREW TABELUAL
CHAIRMAN

KAZUKI L. "TOPPS" SUNGINO
VICE CHAIRMAN

MEMBERS

SECILIL ELDEBEHEL
STEVENSON J. KUARTEI
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TJ IMRUR REMENGESAU
MARK U. RUDIMCH

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Sen. Stand. Com. Rep. No. 12- 64
Re: Senate Bill No. 12-47
Date: February 05, 2026

The Honorable Hokkons Baules
President of the Senate
Twelfth Olbiil Era Kelulau
The Capitol, Republic of Palau 96939

Dear President Baules:

Your Committee on Education, to which was referred Senate Bill No. 12-47, entitled:

"A BILL FOR AN ACT To amend Title 22 to amend laws related to education; to provide for quarterly criterion-based assessments of students; to provide for a national curriculum framework; to require teacher training that emphasize the use of the Palauan language; to repeal 22 PNC §§ 604, 702, and 703; and for other related purposes."

begs leave to report as follows:

This bill was introduced on January 13, 2026, by Senator Andrew Tabelual, Senator Siegfried Bai Nakamura, Senator TJ Imrur Remengesau, Senator Stevenson J. Kuartei, Senator Kazuki L. "Topps" Sungino, Senator Kerai Mariur, Senator Lentcer Basilius, Senator Salvador "Sadoi" Tellames, Senator Brian Melairei, and Senator Ann Latii Pedro. After passing its first reading, the bill was referred to this Committee for review and reporting.

The purpose of this bill is to amend Title 22 of the Palau National Code to establish a National Curriculum Framework and a quarterly, criterion-based national student assessment system. The bill intends to ensure uniform curriculum standards, instructional alignment, and accountability across the Republic's public schools, consistent with the Education Master Plan and national education objectives. The bill further seeks to strengthen Palauan



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Studies and promote the use of the Palauan language in classroom instruction through curriculum standards, assessment, and teacher training, in support of the preservation of Palauan culture and identity.

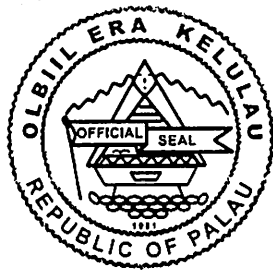
Committee Review

Your Committee reviewed this bill, which amends Title 22 of the Palau National Code to strengthen the national education system through the establishment of a formal National Curriculum Framework and a quarterly, criterion-based national student assessment system.

The bill formally establishes the National Curriculum Framework as the guiding document for learning standards, grade-level objectives, and instructional alignment from grades one through twelve, consistent with the Education Master Plan. To ensure objectives are consistently taught and learned, the bill requires the Ministry to administer a quarterly, criterion-based national assessment, known as the Student Learning Assessment (SLA), for core subjects in grades one through eight. The SLA is designed to complement classroom formative assessments and provide data to evaluate student progress, guide instructional planning, inform professional development, and support nationwide monitoring of educational outcomes. Assessment results will be compiled, analyzed, and reported annually, with standardized procedures to ensure fairness, reliability, and credibility. Quarterly assessments will constitute 25% of a student's grade, ensuring meaningful impact while allowing future adjustments, provided the weight does not fall below the combined value of other classroom assessments.

Your Committee further reviewed the bill's emphasis on the preservation and revitalization of the Palauan language and culture. The bill strengthens Palauan Studies as a mandatory core subject, requires quarterly assessment of Palauan Studies, and prioritizes teacher training that emphasizes the use of the Palauan language in classroom instruction. Based on documented evidence that English has increasingly replaced Palauan as the primary language of communication among children, your Committee finds that proactive, systemic measures are necessary to prevent further erosion of Palauan language, identity, and traditional knowledge. By integrating language preservation into curriculum standards, assessment, teacher training, and the Education Master Plan, the bill affirms the national government's obligation to ensure that future generations remain culturally grounded while receiving a high-quality, accountable education.

Lastly, your Committee finds that this bill appropriately integrates curriculum standards, student assessment, teacher training, and Palauan language preservation into a coherent statutory framework for educational improvement. In affirming that education is central to cultural continuity, the Olbiil Era Kelulau declares: "A Belau el diak dolekoi a tekoi er a Belau a diak el Belau el beluad er a recheuodel." By aligning the National Curriculum Framework and the Student Learning Assessment



with the Education Master Plan and prioritizing the foundational use of the Palauan language in instruction, the bill advances both academic accountability and cultural preservation. Your Committee concludes that these measures are necessary to strengthen instructional quality, safeguard Palauan identity, and ensure that future generations are equipped to succeed in an increasingly interconnected world while remaining grounded in Palauan values.

Comments Made During the Bill's Introduction

Your Committee would like to acknowledge comments made during the introduction of the bill. It was emphasized that the Ministry of Education stopped its criterion-based assessments in 2021, leaving Palau without reliable national data on student learning. This makes it difficult to evaluate school performance, teaching effectiveness, or progress toward national education goals. It was noted that a curriculum is only effective if it is consistently implemented and regularly assessed. Without assessments, classroom instruction may not align with national curriculum objectives, and neither student learning nor teaching effectiveness can be reliably evaluated.

UNESCO's International Bureau of Education states: "The curriculum embodies the knowledge and skills with which a nation ... intends to equip its children and youth so that they are ready to assume adulthood in an engaged, productive, and fulfilling way." A well-designed curriculum must be faithfully implemented in classrooms and regularly assessed to ensure its effectiveness, reflecting what a nation expects its children to know and be able to do as adults. Connecting this to Palauan values, the school curriculum embodies the belief that skills and knowledge must be planted in young Palauans so they can grow into adulthood able to thrive, shape their well-being, and contribute to the prosperity of the Republic of Palau. UNESCO's principle that "what gets measured gets done" underlines the importance of assessments for curriculum delivery and instructional accountability. Without such assessments, neither student learning nor teaching quality can be reliably evaluated. In other words, having a good curriculum is not enough; it must be actively taught. Teaching without assessment means there is no way to improve or correct instruction.

In practice, the relationship between curriculum and assessment is demonstrated through concrete instructional tools. Attached documents include the 4th grade mathematics learning targets and the corresponding Quarterly Assessment Tests (QAT) for each quarter, illustrating how curriculum expectations are translated into measurable outcomes. These materials provide evidence of a structured, standards-aligned approach to monitoring student learning.

It was further noted that the bill codifies long-standing education planning processes, including curriculum frameworks and the Education Master Plan, which previously existed administratively but lacked statutory protection. Embedding these processes into law ensures stability, continuity, and



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accountability in education policy, preventing abrupt changes and requiring proper legislative procedures for future modifications.

Finally, the bill additionally addresses the decline of Palauan language use among students. Evidence shows that English has become the dominant language for many children, which threatens cultural identity, traditions, and heritage. In response, the bill strengthens Palauan Studies as a core subject, requires quarterly assessment of Palauan Studies, mandates teacher training, and provides grade-appropriate instructional resources. It also encourages collaboration with parents, communities, and the Palau Language Commission to promote daily use of Palauan, ensuring that students remain culturally grounded while receiving high-quality education.

Committee's Justification and Recommendation

This proposed legislation seeks to reinstate quarterly assessments for the core academic subjects of English, Palauan, mathematics, social studies, and science across all public schools in the Republic of Palau.

Your Committee finds that a systematic and standardized assessment structure is essential to maintaining instructional coherence, curriculum fidelity, and equity within the national education system. Quarterly assessments serve as a critical mechanism for aligning classroom instruction with the approved curriculum frameworks and content standards, thereby ensuring that all schools maintain a consistent instructional pace throughout the academic year.

Your Committee further determines that the timely administration and reporting of quarterly assessment results provide educators with immediate, data-driven feedback on student performance. This information enables teachers and school leaders to identify deficiencies at the level of specific standards and learning objectives and to implement targeted instructional interventions within the same instructional cycle. Early identification and intervention are widely recognized as effective strategies for improving student achievement and preventing the accumulation of learning gaps.

Moreover, your Committee recognizes that uniform quarterly assessments promote educational equity and student mobility by ensuring that students receive comparable instruction regardless of school location. This is particularly important for students who transfer between schools, as standardized pacing and assessment reduce the risk of academic disruption.

Your Committee concludes that reinstating quarterly assessments will strengthen accountability, improve instructional effectiveness, and support continuous improvement across the public education system. Accordingly, your Committee recommends passage of this legislation as a necessary, evidence-based measure to enhance educational outcomes in the Republic of Palau.



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Therefore, based on the foregoing, your Committee recommends the passage of Senate Bill No. 12-47 by the whole Senate in its second and final readings.

Respectfully submitted by:

SENATE COMMITTEE ON EDUCATION

Andrew Tabelual, Chairman

Kazuki L. "Topps" Sungino, Vice Chairman

Secilil Eldebechel, Member

Stevenson J. Kuardei, Member

Kerai Mariur, Member

Ann Latii Pedro, Member

TJ Imrur Remengesau, Member

21 Jan 2026

Mark U. Rudimch, Member

Grade 4: 1st Quarter
Math Learning Targets
Textbook/Workbook 4-A

Topic/Strand (Units)	Standards	Objectives	Sample Performance Indicators
<p>Number Sense, Properties and Operations</p> <p>Unit 1: Whole Numbers (Part: 1 Numbers to 100,000)</p>	<p>1. Demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.</p>	<p>**4.1.1 Read and write multi-digit whole numbers and decimals (to <i>thousands</i>) using base-ten numerals, number names, and expanded form.</p>	<ul style="list-style-type: none"> • Read, write and order the counting numbers from 1-100,000 • Count on or back by 1, 10, 100, 1,000, 10,000 • Express numbers from 1-99,999 in expanded notation • Demonstrate the concept of place value
		<p>4.1.3 Show or explain that in a multi-digit whole number, a digit in one place represents 10 times what it represents in the place to its right.</p>	
		<p>4.1.2 Compare two multi-digit whole numbers and decimals (of the same whole, to <i>hundredths</i>) based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons, and justify the conclusion.</p>	<ul style="list-style-type: none"> • Use the symbols for comparing two numbers or quantities: Greater than $>$, less than $<$, or equal to $=$
	<p>2. <i>Demonstrate fluency in computations and make reasonable estimates.</i></p>	<p>4.2.1 Add and subtract multi-digit whole numbers and decimals (to <i>hundredths</i>) using base-ten numerals using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition</p>	<ul style="list-style-type: none"> • Apply strategies of mental math in problems-solving tasks. (Add, subtract, multiply, and divide

and subtraction.
4.2.2 Multiply a whole number of up to four digits by a one-digit whole number.
4.2.3 Multiply two two- digit numbers, using strategies based on place value and the properties of operations.
4.11.1 Identify a number or shape pattern that follows a given rule and also any apparent features of the pattern that were not explicit in the rule itself.
4.11.2 Generate a number or shape pattern that follows a given rule.

- thousands and ten
- thousands using mental strategies)

11. Demonstrate understanding of patterns, quantitative relationships, and various types of functions.

Number Sense, Properties and Operations Unit 1: Whole Numbers (Part 2: Rounding Off numbers)	1. Demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.
	<i>2. Demonstrate fluency in computations and make reasonable estimates.</i>

4.1.4 Round multi-digit whole numbers and decimals to any place using place value understanding.
4.2.14 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations: (a) Interpret a whole- number remainder as an answer to the problem. (b) Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

- Round off whole numbers to the nearest 10 or 100

Number Sense, Properties and Operations	1. Demonstrate understanding of numbers, ways of representing
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4.1.5 Define and explain relation between <i>multiples</i> and <i>factors</i> (or

- Learn rules of divisibility for 2,3,5,6,9 and 10, and

<p>Unit 1: Whole Numbers (Part 3: Factors)</p>	<p>numbers, relationships among numbers, and number systems.</p>	<p><i>divisors</i>).</p> <p>4.1.6 Find all factor pairs for a whole number in the range 1 – 100: (a) Determine all the prime numbers in the range 1 – 100; (b) Find all the prime factors of composite numbers in the range 1 – 100; and (c) Determine whether a given whole number in the range 1 – 100 is a multiple of a given one-digit number.</p>	<p>relate them to multiples.</p> <ul style="list-style-type: none"> • Understand factors, and determine if a 1-digit number is a factor of a given whole number. • Find all factors of a whole number within 100 • Find the common factors of two whole numbers
<p>Number Sense, Properties and Operations Unit 1: Whole Numbers (Part 4: Multiples)</p>	<p>1. Demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.</p>	<p>4.1.5 Define and explain relation between <i>multiples</i> and <i>factors</i> (or <i>divisors</i>).</p> <p>4.1.6 Find all factor pairs for a whole number in the range 1 – 100: (a) Determine all the prime numbers in the range 1 – 100; (b) Find all the prime factors of composite numbers in the range 1 – 100; and (c) Determine whether a given whole number in the range 1 – 100 is a multiple of a given one-digit number.</p>	<ul style="list-style-type: none"> • Understand factors and relate factors to multiples • Determine if a whole number is a multiple of a 1-digit number, and list the multiples of a 1-digit number. • Find the common multiples or two or more whole numbers • Learn rules of divisibility for 2,3,5,6,9 and 10 and relate them to multiples.

4.1.15 Define and determine the <i>least common multiple</i> of two whole numbers.
4.2.5 Find all products of multiples of 10; use proximity to a multiple of 10 to facilitate simpler mental computation.

2. *Demonstrate fluency in computations and make reasonable estimates.*

4.2.2 Multiply a whole number of up to four digits by a one-digit whole number.
*4.2.4 Multiply or divide to solve word problems involving multiplicative comparison, as different from additive comparison.
4.2.5 Find all products of multiples of 10; use proximity to a multiple of 10 to facilitate simpler mental computation.
4.2.6 Find whole- number quotients and remainders with up to four-digit dividends and one-digit divisors using strategies based on place

- Multiply a 4-digit number by a 1-digit number
- Estimate the product and quotient
- Divide by 10
- Divide a 4-digit number by a 1-digit number

Number Sense, Properties and Operations

Unit 2: Multiplication and Division of a Whole Number
 (Part 1: Multiplication by a 1-digit number, Division by a 1-digit number, and by 10)

2. *Demonstrate fluency in computations and make reasonable estimates.*

3. Demonstrate understanding of, and facility, accuracy and efficiency with, operations on numbers, their meanings and order, and how they relate to each other.

4.2.14 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations:
 (a) Interpret a whole- number remainder as an answer to the problem. (b) Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

4.3.2 Illustrate and explain whole-number quotients and remainders with up to four-digit dividends and one-digit divisors by using strategies based on place value, the properties of operations and/or the relationship between multiplication and division.

4.3.3 Recognize division as the inverse operation of multiplication, and use this to recall division facts for products up to 100.

*4.3.6 Interpret a multiplication equation as a *comparison*, and represent verbal statements of multiplicative comparisons as multiplication equations

**4.12.1 Represent and word problems then solve multistep using equations with various methods for the unknown quantity; assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Number Sense, Properties and Operations

2. Demonstrate fluency in computations and make reasonable estimates.

4.2.3 Multiply two two-digit numbers, using strategies based on place value and the properties of operations.

- Multiply a 2-digit or a 3-digit number by a 2-digit number

Unit 2: Multiplication and Division of a Whole Number
 (Part 2: Multiplication by a 2-digit

- Estimate the product and
- 4th Grade Learning Target

<p>number)</p> <p style="text-align: center;"><i>3. Demonstrate understanding of, and facility, accuracy and efficiency with, operations on numbers, their meanings and order, and how they relate to each other .</i></p>	<p>4.2.14 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations: (a) Interpret a whole- number remainder as an answer to the problem. (b) Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>4.3.1 Illustrate and explain multiplication of numbers by using equations, rectangular arrays, and/or area models.</p>	<p>quotient</p>	
<p>Number Sense, Properties and Operations</p> <p>Unit 3: Fractions (Part 1: Adding Fractions)</p>	<p>1. Demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.</p>	<p>4.1.8 Use principle of why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ to recognize and generate sets of equivalent fractions when the first element of a set is either a unit fraction or not a unit fraction.</p> <p>4.1.9 Use the symbols $>$, $=$, and $<$ in comparing two fractions (of the same whole) with different numerators but same denominators, and use visual fraction model to justify conclusion.</p> <p>4.1.10 Use the symbols $>$, $=$, and $<$ in comparing two fractions (of the same whole) with different numerators and different denominators, and use visual fraction model to justify conclusion.</p> <p>4.1.11 Decompose a fraction a/b with $a > 1$ as a sum of fractions $1/b$ (or with the same denominator in more than one</p>	<ul style="list-style-type: none"> • Generate sets of equivalent fractions when the first element of a set is a fraction with a numerator of 1 • Compare fractions using the symbols for greater than ($>$), less than ($<$) and equal to ($=$) • Add and subtract like fractions • Add and subtract related

2. *Demonstrate fluency in computations and make reasonable estimates.*

3. *Demonstrate understanding of, and facility, accuracy and efficiency with, operations on numbers, their meanings and order, and how they relate to each other.*

way), record each by an equation, and justify by using a visual fraction model.
4.1.13 Express a fraction with denominator 10 as an equivalent fraction with denominator 100.
4.2.7 Add and subtract fractions by joining and/or separating parts of the same whole or decomposition of a fraction a/b , with $a > 1$.
4.2.9 Add two fractions with respective denominators 10 and 100 by first expressing the fraction with denominator 10 as an equivalent fraction with denominator 100.
4.2.15 Add or subtract two fractions by using the least common denominators or least common multiple of the denominators; show or explain why the strategy works.
5.2.9 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
4.2.10 Add two related fractions (in which one of the fraction is a multiple of the denominator of the other fraction).
4.2.11 Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
4.3.5 Use visual fraction models to explain principle of why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$; attend to how the number and size of the parts differ even though the two fractions themselves are the same size.

fractions

Solve word problems involving adding and subtracting fractions

<p>Number Sense, Properties and Operations</p> <p>Unit 3: Fractions (Part 2: Subtracting Fractions)</p>	<p><i>1. Demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems</i></p>	<p>4.1.8 Use principle of why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ to recognize and generate sets of equivalent fractions when the first element of a set is either a unit fraction or not a unit fraction.</p>	<ul style="list-style-type: none"> • Add and subtract like fractions • Add and subtract related fractions where the denominator of one fraction is a simple multiple of the denominator of the other fraction
	<p><i>2. Demonstrate fluency in computations and make reasonable estimates.</i></p>	<p>4.2.7 Add and subtract fractions by joining and/or separating parts of the same whole or decomposition of a fraction a/b, with $a > 1$.</p>	
		<p>4.2.15 Add or subtract two fractions by using the least common denominators or least common multiple of the denominators; show or explain why the strategy works.</p>	
		<p>4.2.16 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p>	
	<p><i>3. Demonstrate understanding of, and facility, accuracy and efficiency with, operations on numbers, their meanings and order, and how they relate to each other.</i></p>	<p>4.2.11 Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.</p> <p>4.3.4 Interpret a fraction a/b with $a > 1$ as a multiple of the unit fraction $1/b$, and also explain why multiples of the fraction a/b are also multiples of $1/b$.</p>	
<p>Number Sense, Properties and Operations</p> <p>Unit 3: Fractions</p>	<p><i>1. Demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems</i></p>	<p>4.1.12 Convert an improper fraction to a mixed number, and vice versa.</p>	<ul style="list-style-type: none"> • Understand mixed numbers as the sum of a whole number and a proper fractions

<p>(Part 3: Mixed Numbers)</p> <p>2. <i>Demonstrate fluency in computations and make reasonable estimates.</i></p>	<p>4.2.8 Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction.</p> <p>4.2.18 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>	<ul style="list-style-type: none"> Place fractions on a number line Add and subtract a proper fraction to a whole number
<p>Number Sense, Properties and Operations</p> <p>Unit 3: Fractions (Part 4: Improper Fractions)</p> <p>1. <i>Demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems</i></p> <p>2. <i>Demonstrate fluency in computations and make reasonable estimates.</i></p>	<p>4.1.12 Convert an improper fraction to a mixed number, and vice versa.</p> <p>4.2.17 Interpret improper fractions as multiple of a unit fraction.</p>	<ul style="list-style-type: none"> Interpret improper fraction as multiples of a unit fractions. Covert an improper fraction to a mixed number and vice-a-versa
<p>Number Sense, Properties and Operations</p> <p>Unit 3: Fractions (Part 5: Fraction of a set)</p> <p>1. <i>Demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems</i></p> <p>2. <i>Demonstrate fluency in computations and make reasonable estimates.</i></p>	<p>4.1.7 Develop understanding of fractions as <i>parts of unit wholes</i>, as <i>parts of a collection</i>, as <i>locations on number lines</i>, and as <i>divisions of whole numbers</i>.</p> <p>4.2.12 Find the product of a fraction and a whole number, using the understanding that the fraction a/b is a multiple of $1/b$ and that multiples of a/b</p>	<ul style="list-style-type: none"> Understand a fraction of a set of object Find the number of objects in a fraction of a set Express parts of fraction of the whole, and find the whole when given the fractional part Multiply a fraction by a whole number

4. Demonstrate understanding of units, systems, processes of measurement, and measurable attributes of objects.

are also multiples of $1/b$.

4.2.13 Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.

4.4.2 Use the four operations to solve word problems involving measurement quantities, and represent these quantities using diagrams such as number line diagrams that feature a scale:

- (a) distances;
- (b) liquid volumes;
- (c) masses of objects;
- (d) problems involving simple fractions or decimals; and
- (e) problems that require expressing measurements given in a larger unit in terms of a smaller unit.

- Solve 2-step word problems involving fractions of a set

**Grade 4: 2nd Quarter
Math Learning Targets
Textbook/Workbook 4-A**

Topic/Strand (Units)	Standards	Objectives	Sample Performance Indicators
<p>Data, Statistical Analysis, and Probability</p> <p>Unit 4: Tables and Graphs</p>	<p><i>8. Demonstrate understanding in formulating questions that can be addressed with data, and developing and evaluating inferences and predictions that are based on data.</i></p>	<p>4.8.1 Interpret data from tallies or frequency charts, simple pictographs and bar graphs.</p>	<ul style="list-style-type: none"> • Read and interpret data from tallies or frequency charts, simple pictographs and bar graphs

<p>(Part 1: Presenting Graphs)</p> <p><i>9. Demonstrate competency in selecting and using appropriate statistical methods to collect, organize, analyze, and display data.</i></p>	<p>4.9.1 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$), and solve problems involving addition and subtraction of fractions by using information presented in line plots.</p>	<ul style="list-style-type: none"> Solve problems using information from bar graphs
<p>Spatial Sense and Geometry</p> <p>Unit 5: Angles (Part 1: Measuring Angles)</p> <p><i>7. Demonstrate understanding in analyzing geometric situations, characteristics and properties of geometric shapes and space, and develop mathematical arguments about geometric relationships.</i></p>	<p>4.7.4 Identify angles as geometric shapes that are formed wherever two rays share a common endpoint; measure angles in whole-number degrees using a protractor, and estimate and sketch angles of specified measure.</p>	<ul style="list-style-type: none"> Estimate and measure angles Recognize angles of 90 degrees, 180 degrees, 270 degrees and 360 degrees Construct angles
	<p>4.7.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <p>(a) An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle; an angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.</p> <p>(b) An angle that turns through n one-degree angles is said to have an angle measure of n degrees.</p>	
	<p>*4.7.6 Recognize angle measure as additive: when an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts; solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p>	
	<p>4.7.7 Identify and draw angles (right, acute, obtuse) in two- dimensional</p>	

		<p>figures: (a) Measure or estimate and classify angles as acute, obtuse, right. (b) Recognize right triangles as a category, and identify right triangles.</p>	<ul style="list-style-type: none"> • Find unknown angles
<p>Spatial Sense and Geometry</p> <p>Unit 6: Perpendicular and Parallel Lines (Part 1: Perpendicular Lines)</p>	<p><i>7. Demonstrate understanding in analyzing geometric situations, characteristics and properties of geometric shapes and space, and develop mathematical arguments about geometric relationships.</i></p>	<p>4.7.1 Identify and draw points, lines (including parallel and perpendicular lines), line segments, and rays in two-dimensional figures.</p>	<ul style="list-style-type: none"> • Identify parallel, intersecting and perpendicular lines • Construct a parallel and perpendicular lines
<p>Spatial Sense and Geometry</p> <p>Unit 6: Perpendicular and Parallel Lines (Part 2: Parallel Lines)</p>	<p><i>7. Demonstrate understanding in analyzing geometric situations, characteristics and properties of geometric shapes and space, and develop mathematical arguments about geometric relationships.</i></p>	<p>4.7.1 Identify and draw points, lines (including parallel and perpendicular lines), line segments, and rays in two-dimensional figures.</p>	<ul style="list-style-type: none"> • Identify parallel, intersecting and perpendicular lines • Construct a parallel and perpendicular lines
<p>Spatial Sense and Geometry</p> <p>Unit 7: Area and Perimeter (Part 1: Rectangles and Squares)</p>	<p><i>5. Demonstrate competency in applying appropriate principles, techniques, tools, and formulas in determining measurements</i></p>	<p>4.5.1 Apply the perimeter and area formulas for rectangles in real world and mathematical problems.</p> <p>4.5.2 Estimate the surface area of a variety of shapes using centimeter tiles</p>	<ul style="list-style-type: none"> • Find dimension of a rectangle when given its area and other dimension

Spatial Sense and Geometry Unit 7: Area and Perimeter (Part 2: Composite Figures)	<i>5. Demonstrate competency in applying appropriate principles, techniques, tools, and formulas in determining measurements</i>	or cubes.	<ul style="list-style-type: none"> Find one dimension of a rectangle when given its area and other dimension Find the perimeter and the area of composite figures made of rectangles and/or squares
		4.5.2 Estimate the surface area of a variety of shapes using centimeter tiles or cubes.	

**Grade 4: 3rd Quarter
Math Learning Targets
Textbook/Workbook 4-B**

Topic/Strand (Units)	Standards	Objectives	Sample Performance Indicators
Number Sense, Properties and Operations Unit 1: Decimals (Part 1: Tenths)	<i>1. Demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.</i>	**4.1.1 Read and write multi-digit whole numbers and decimals (to <i>thousands</i>) using base-ten numerals, number names, and expanded form.	<ul style="list-style-type: none"> Read aloud and write decimals to the tenths, hundredths, and thousandths place and decimals number that are greater than 1 Compare and order decimals up to thousands place

		<ul style="list-style-type: none"> • Place /locate fractions and decimals on a number line • Express a 1,2, and 3 place-decimal as a mixed number in simplest form. (Express decimals as a fraction in simplest form) • Learn some common decimal to fraction conversion • Rename 10 tenths as 1 ones and vice versa
<p>Number Sense, Properties and Operations</p> <p>Unit 1: Decimals (Part 2: Hundredths)</p>	<p><i>1. Demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.</i></p> <p>4.1.14 Convert and use decimal notation for fractions with denominators 10 or 100.</p> <p>**4.1.1 Read and write multi-digit whole numbers and decimals (to <i>thousands</i>) using base-ten numerals, number names, and expanded form.</p> <p>4.1.4 Round multi-digit whole numbers and decimals to any place using place value understanding.</p>	<ul style="list-style-type: none"> • Read aloud and write decimals to the tenths, hundredths, and thousandths place and decimals number that are greater than 1 • Compare and order decimals up to thousands place • Place /locate fractions and decimals on a number line • Express a 1,2, and 3 place-decimal as a mixed number in simplest form. (Express decimals as a fraction in

	<p>4. Demonstrate understanding of units, systems, processes of measurement, and measurable attributes of objects</p>		<ul style="list-style-type: none"> • simplest form) • Learn some common decimal to fraction conversion
		<p>4.1.14 Convert and use decimal notation for fractions with denominators 10 or 100</p>	<ul style="list-style-type: none"> • Express specific fractions as decimals. • Relate each digit in a 2-place decimal to its place value • Express a fraction with a denominator that is a factor of a 100 as a decimal
		<p>4.4.3 Use the four operations to solve word problems involving money: (a) Express larger money-unit in terms of a smaller money-unit. (b) Record money equivalents in a two-column table. (c) Compare money values in coins and money values in combination coins and paper money up to \$100. (d) Combine bills and coins to make change and solve addition and subtraction problems in situational contexts.</p>	<ul style="list-style-type: none"> • Add and subtract tenths and hundredths • Relate money in dollars and cents to decimals
<p>Number Sense, Properties and Operations</p> <p>Unit 1: Decimals (Part 3: Thousandths)</p>	<p>1. Demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.</p>	<p>**4.1.1 Read and write multi-digit whole numbers and decimals (to <i>thousands</i>) using base-ten numerals, number names, and expanded form.</p>	<ul style="list-style-type: none"> • Read aloud and write decimals to the tenths, hundredths, and thousandths place and decimals number that are greater than 1
		<p>4.1.2 Compare two multi-digit whole numbers and decimals (of the same whole, to <i>hundredths</i>) based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons, and justify the</p>	<ul style="list-style-type: none"> • Compare and order decimals up to the thousandths place • Place/locate fractions and decimals on a number line

		conclusion.	
		4.1.14 Convert and use decimal notation for fractions with denominators 10 or 100	<ul style="list-style-type: none"> Express a 1,2, and 3 place-decimal as a mixed number in simplest form. (Express decimals as a fraction in simplest form) Learn some common decimal to fraction conversion Express specific fractions as decimals
Number Sense, Properties and Operations Unit 1: Decimals (Part 4: Round to a Whole Number)	<i>1. Demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.</i>	4.1.4 Round multi-digit whole numbers and decimals to any place using place value understanding.	<ul style="list-style-type: none"> Round a decimal number to the nearest whole number and to the nearest tenth
Number Sense, Properties and Operations Unit 2: The Four Operations of Decimals (Part 1: Addition and Subtraction of Decimals)	<i>2. Demonstrate fluency in computations and make reasonable estimates.</i> <i>4. Demonstrate understanding of units, systems, processes of measurement, and measurable attributes of objects</i>	4.2.1 Add and subtract multi-digit whole numbers and decimals (to hundredths) using base-ten numerals using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 4.4.2 Use the four operations to solve word problems involving measurement quantities, and represent these quantities using diagrams such as number line diagrams that feature a scale: (a) distances; (b) liquid volumes; (c) masses of objects; (d) problems involving simple fractions or decimals; and (e) problems that require expressing measurements given in a larger unit in	<ul style="list-style-type: none"> Identify patterns and shortcuts that facilitate addition and subtraction computations Add or subtract decimals two places Estimate a sum, difference, product, or a quotient, choosing the level of accuracy based on the context of the problem. Solve simple story problems involving the operations of addition, subtractions, multiplications, and divisions of decimals. Apply strategies of mental

		terms of a smaller unit.	math in problem-solving tasks
Number Sense, Properties and Operations Unit 2: The Four Operations of Decimals (Part 2: Multiplication)	<i>2. Demonstrate fluency in computations and make reasonable estimates</i>	4.2.18 Multiply decimals to <i>hundredths</i> using concrete models or drawings and strategies based on place value, properties of operations; relate the strategy to a written method and explain the reasoning used.	<ul style="list-style-type: none"> • Multiply 1-place and 2 place decimals by a whole number • Estimate a sum, difference, product, or a quotient choosing the level of accuracy based on the context of the problem • Solve simple story problems involving the operations of addition, subtraction, multiplication, and division of decimals
		4.2.19 Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10; use whole-number exponents to denote powers of 10.	
	<i>4. Demonstrate understanding of units, systems, processes of measurement, and measurable attributes of objects</i>	4.4.2 Use the four operations to solve word problems involving measurement quantities, and represent these quantities using diagrams such as number line diagrams that feature a scale: (a) distances; (b) liquid volumes; (c) masses of objects; (d) problems involving simple fractions or decimals; and (e) problems that require expressing measurements given in a larger unit in terms of a smaller unit.	
Number Sense, Properties and Operations	<i>2. Demonstrate fluency in computations and make reasonable estimates</i>	4.2.19 Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10; use whole-number	<ul style="list-style-type: none"> • Divide decimals numbers of up to 2 places by 1-digit whole number

<p>Unit 2: The Four Operations of Decimals (Part 3: Division)</p> <p><i>4. Demonstrate understanding of units, systems, processes of measurement, and measurable attributes of objects</i></p> <p><i>4. Demonstrate understanding of units, systems, processes of measurement, and measurable attributes of objects.</i></p>	<p>exponents to denote powers of 10.</p> <p>4.2.20 Divide decimals to <i>hundredths</i> using concrete models or drawings and strategies based on place value, properties of operations; relate the strategy to a written method and explain the reasoning used.</p> <p>4.4.2 Use the four operations to solve word problems involving measurement quantities, and represent these quantities using diagrams such as number line diagrams that feature a scale: (a) distances; (b) liquid volumes; (c) masses of objects; (d) problems involving simple fractions or decimals; and (e) problems that require expressing measurements given in a larger unit in terms of a smaller unit.</p> <p>4.4.4 Use the four operations to solve word problems involving time and intervals of time: (a) Convert among different-sized time units. (b) Use time conversions in solving multi-step, real world problems.</p>	<ul style="list-style-type: none"> Estimate a sum, difference, product, or a quotient choosing the level of accuracy based on the context of the problem Divide decimal numbers by adding decimal places when there is a remainder Solve simple story problems involving the operations of addition, subtraction, multiplication, and division of decimals Round decimal numbers to the nearest whole number and to the nearest tenth
<p>Unit Systems and Measurements</p> <p>Unit 3: Measures (Part 1: Multiplication)</p> <p><i>4. Demonstrate understanding of units, systems, processes of measurement, and measurable attributes of objects.</i></p>	<p>4.4.1 Determine relative sizes of measurement units within one system of units: distance (<i>km, m, cm; yards, feet, inches</i>); time (<i>hr, min, sec</i>); volume (<i>l, ml</i>); and mass (<i>kg, g; lb, oz</i>).</p> <p>4.4.2 Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit; record measurement equivalents in a two-column table.</p>	<ul style="list-style-type: none"> Convert U.S and metric measurements Express measurement in a compound units

	<p>4.4.2 Use the four operations to solve word problems involving: (a) distances; (b) liquid volumes; (c) masses of objects; (d) problems involving simple fractions or decimals; and (e) problems that require expressing measurements given in a larger unit in terms of a smaller unit.</p>	<ul style="list-style-type: none"> • Add and subtract compound unit • Multiply and divide compound units by 1-digit whole number • Solve problems that involve measurements • Multiply and divide compound units by 1-digit whole number • Solve word problems that involve measurements
<p>Unit Systems and Measurements</p> <p>Unit 3: Measures (Part 2: Division)</p>	<p>4. Demonstrate understanding of units, systems, processes of measurement, and measurable attributes of objects.</p> <p>4.4.1 Determine relative sizes of measurement units within one system of units: distance (<i>km, m, cm; yards, feet, inches</i>); time (<i>hr, min, sec</i>); volume (<i>l, ml</i>); and mass (<i>kg, g; lb, oz</i>).</p> <p>4.4.2 Use the four operations to solve word problems involving measurement quantities, and represent these quantities using diagrams such as number line diagrams that feature a scale:</p> <ul style="list-style-type: none"> (a) distances; (b) liquid volumes; (c) masses of objects; (d) problems involving simple fractions or decimals; and (e) problems that require expressing measurements given in a larger unit in terms of a smaller unit. 	<ul style="list-style-type: none"> • Multiply and divide compound units by 1-digit whole number • Solve word problems that involve measurements

Grade 4: 4th Quarter
Math Learning Targets
Textbook/Workbook 4-B

Topic/Strand (Units)	Standards	Objectives	Sample Performance Indicators
Spatial Sense and Geometry Unit 4: Symmetry (Part 1: Symmetric Figures)	<i>7. Demonstrate understanding in analyzing geometric situations, characteristics and properties of geometric shapes and space, and develop mathematical arguments about geometric relationships.</i>	4.7.2 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. 4.7.3 Identify line-symmetric figures and draw lines of symmetry.	<ul style="list-style-type: none"> • Recognize line symmetries in 2 dimensional figures and plane symmetries in 3 dimensional shapes. • Identify figures with line symmetry • Complete a symmetric figure
Spatial Sense and Geometry Unit 5: Solid Figures (Part 1: Identifying Solid Figures)	<i>5. Demonstrate competency in applying appropriate principles, techniques, tools, and formulas in determining measurements.</i>	4.5.3 Use the formulas $V = l \times w \times h$ and $V = b \times h$ to find the volume for rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	<ul style="list-style-type: none"> • Construct 2 and 3 dimensional models from paper folding or other manipulative materials such as isometric dot paper • Interpret 2 dimensional drawings of unit cubes • Determine the number of unit cubes used to make a solid • Visualize new solids formed by adding or subtracting cubes
Spatial Sense and Geometry Unit 6: Volume (Part 1 and 2: Volume of a Cuboid)	<i>5. Demonstrate competency in applying appropriate principles, techniques, tools, and formulas in determining measurements.</i> <i>7. Demonstrate understanding in analyzing geometric situations,</i>	4.5.4 Solve word problems of up to 2-steps involving the volume of cuboids or cubes and the volume of liquids. 4.7.8 Classify two-dimensional figures (including open and closed curves)	<ul style="list-style-type: none"> • Find the volume of a solid in cubic units and cubic centimeters • Learn other units of volume and compare relative sizes • Use formula to find the volume of cuboids

characteristics and properties of geometric shapes and space, and develop mathematical arguments about geometric relationships.

based on the presence or absence of angles of a specified size and also of parallel or perpendicular lines.

(rectangular prisms)

Directions for questions 1-8: Number Sense, and Properties -Whole Numbers. Solve in the scratch paper and bubble the letter of the correct answer in the answer sheet given by the teacher. (1 point each)

MS 4 1 1 1 1 e a	MS 4 1 1 1 2 m c
<p>1. Which of the following is the standard form of forty-three thousand, eight hundred sixty-five?</p> <p>A. 43,865</p> <p>B. 430,865</p> <p>C. 4,300,865</p> <p>D. 43,800,065</p>	<p>2. Which of the following is the written word for 203,008?</p> <p>A. Two thousand, three hundred eight</p> <p>B. Twenty-three thousand, eight</p> <p>C. Two hundred three thousand, eight</p> <p>D. Twenty-three thousand, eighty</p>
MS 4 1 1 1 3 m d	MS 4 1 1 1 4 h d
<p>3. 920,006 is _____ more than 20,006.</p> <p>A. 600</p> <p>B. 9,000</p> <p>C. 20,000</p> <p>D. 900,000</p>	<p>4. 4953 rounded to the nearest hundred is _____.</p> <p>A. 4000</p> <p>B. 4900</p> <p>C. 4950</p> <p>D. 5000</p>
MS 4 1 1 2 1 e b	MS 4 1 1 2 2 m c
<p>5. Which pair of numbers has 7 as a factor?</p> <p>A. 7 and 13</p> <p>B. 21 and 63</p> <p>C. 17 and 42</p> <p>D. 47 and 56</p>	<p>6. Which set of numbers are the prime factors of 36?</p> <p>A. 2×3^2</p> <p>B. 2×18</p> <p>C. $2^2 \times 3^2$</p> <p>D. 4×3^2</p>

7. Which of the following is **not** a **multiple** of 9?

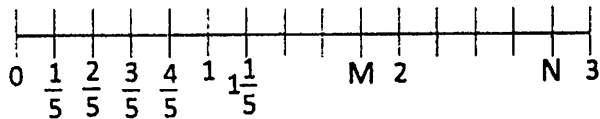
- A. 63
- B. 73
- C. 81
- D. 90

8. 30 is a **common multiple** of 5 and 6. What is the next **common multiple** of 5 and 6?

- A. 45
- B. 60
- C. 66
- D. 80

Directions for questions 9-16: Number Sense and Properties -Fractions. Solve in the scratch paper and bubble the letter of the correct answer in the answer sheet given by the teacher. (1 point each)

9. Which of the following set of numbers represent letters "M" and "N"?



- A. $M = 2\frac{1}{5}; N = 3\frac{1}{5}$
- B. $M = 2\frac{4}{5}; N = 1\frac{4}{5}$
- C. $M = 1\frac{4}{5}; N = 2\frac{4}{5}$
- D. $M = 3\frac{1}{5}; N = 2\frac{1}{5}$

10. Which of the following fractions is equivalent to $\frac{1}{3}$?

- A. $\frac{3}{9}$
- B. $\frac{3}{1}$
- C. $\frac{3}{15}$
- D. $\frac{9}{21}$

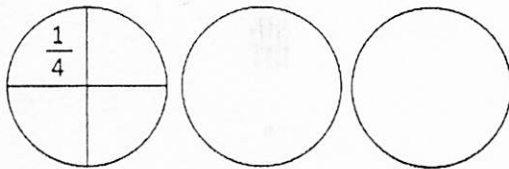
11. Koriang drank $\frac{2}{10}$ of a pot of tea. Tarkong drank $\frac{3}{10}$, Miriam drank $\frac{4}{10}$, and Kabidor drank $\frac{1}{10}$ from the same pot of tea. Who drank the **least** amount of tea?

- A. Koriang
B. Tarkong
C. Miriam
D. Kabidor

12. Which fraction is the **greatest**?

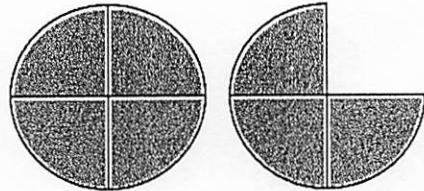
- A. $\frac{1}{12}$
B. $\frac{1}{10}$
C. $\frac{1}{4}$
D. $\frac{1}{5}$

13. How many quarters are there in 3 wholes shown below?



- A. 15
B. 12
C. 4
D. 3

14. Which of the following is an improper fraction for the picture shown below?



7 quarters = ■

- A. $\frac{4}{4}$
B. $\frac{8}{7}$
C. $\frac{7}{7}$
D. $\frac{7}{4}$

MS 4 1 1 4 3 m b	MS 4 1 1 4 4 h d
<p>15. Change $\frac{17}{6}$ to a mixed number.</p> <p>A. $1\frac{5}{6}$</p> <p>B. $2\frac{5}{6}$</p> <p>C. $2\frac{2}{3}$</p> <p>D. $3\frac{1}{3}$</p>	<p>16. Which of the following will replace letter "M" to make the fraction equivalent?</p> $\frac{M}{10} = \frac{30}{100}$ <p>A. 10</p> <p>B. 5</p> <p>C. 4</p> <p>D. 3</p>

Directions for questions 17-20: Operations-Additions and Subtractions. Solve in the scratch paper and bubble the letter of the correct answer in the answer sheet given by the teacher. (1 point each)

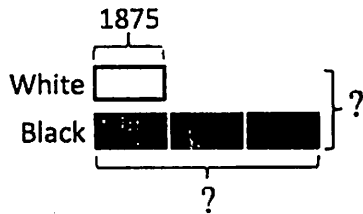
MS 4 1 2 1 1 e b	MS 4 1 2 1 2 m a
<p>17. Estimate the value of $712 + 492$.</p> <p>A. About 1300 B. About 1200</p> <p>C. About 1100 D. About 1010</p>	<p>18. Estimate the value of $1205 - 489 - 596$.</p> <p>A. About 100 B. About 200</p> <p>C. About 205 D. About 300</p>
MS 4 1 2 1 3 m c	MS 4 1 2 1 4 h d
<p>19. Round off each number to the nearest hundred and solve.</p> <p>Surech has \$2465 in her savings account. She deposits \$1265 in her savings account. Approximately how much money does she have in her account?</p> <p>A. About \$3000 B. About \$3740</p> <p>C. About \$3800 D. About \$5000</p>	<p>20. Round off each number to the nearest hundred and solve.</p> <p>Kerai has \$1349 in his checking account. Later, he withdraws \$195 for funeral. About how much money does he have left in his account?</p> <p>A. About \$1400 B. About \$1300</p> <p>C. About \$1200 D. About \$1100</p>

Directions for questions 21-32: Operations-Multiplication and Division. Solve in the scratch paper and bubble the letter of the correct answer in the answer sheet given by the teacher. (1 point each)

MS 4 1 2 2 1 e a	MS 4 1 2 2 2 m b
<p>21. Estimate and then multiply.</p> <p>$1893 \times 4 = \underline{\hspace{2cm}}$</p> $\begin{array}{r} 1893 \\ \times 4 \\ \hline \end{array}$ <p>A. About 8000 B. About 7560</p> <p>C. About 7200 D. About 4000</p>	<p>22. Multiply.</p> $\begin{array}{r} 37 \\ \times 24 \\ \hline \end{array}$ <p>A. 7368 B. 888</p> <p>C. 800 D. 768</p>
MS 4 1 2 2 3 m d	MS 4 1 2 2 4 h d
<p>23. The baker sold 1380 cakes last month. He sold 3 times as many cakes this month as last month. How many cakes did he sell this month?</p> <p>A. 460 cakes B. 1377 cakes</p> <p>C. 1383 cakes D. 4140 cakes</p>	<p>24. Mr. Spis earns \$2935 a month. If he spends \$1780 each month and saves the rest, how much will he save in 6 months?</p> <p>A. \$1155 B. 1377</p> <p>C. \$4715 D. \$6930</p>
MS 4 1 2 3 1 e c	MS 4 1 2 3 2 m b
<p>25. $68 \times 3 = 204$ $68 \times 30 = ?$</p> <p>A. 20,004 B. 2004</p> <p>C. 2040 D. 2400</p>	<p>26. Estimate and then divide.</p> <p>$2475 \div 5 = \underline{\hspace{2cm}}$</p> $5 \overline{)2475}$ <p>A. About 600 B. About 500</p> <p>C. About 450 D. About 400</p>

27. Refer to the bar model to solve the problem.

A bottle contains black beads and white beads. The number of black beads is 3 times the number of white beads. If there are 1875 white beads, what is the total number of beads in the bottle?



- A. 625 beads B. 5625 beads
C. 6875 beads D. 7500 beads

28. The number of cinnamon buns a baker made is 4 times the number of coffee buns. If he made 4864 cinnamon buns, how many more cinnamon buns than coffee buns did he make?

- A. 1216
B. 3648
C. 14,592
D. 19,456

29. $32 \div \underline{\quad} = 4$
 $4 \times \underline{\quad} = 32$

- A. 6 B. 7
C. 8 D. 9

30. $72 \div \underline{\quad} = 8$
 $8 \times \underline{\quad} = 72$

- A. 6 B. 7
C. 8 D. 9

31. $\frac{56}{a} = 7$ or $7a = 56$

- A. $a = 6$ B. $a = 7$
C. $a = 8$ D. $a = 9$

32. $\frac{b}{12} = 6$

- A. $b = 48$ B. $b = 54$
C. $b = 60$ D. $b = 72$

Directions for questions 33-40: Operations-Adding and Subtracting Fractions. Solve in the scratch paper and bubble the letter of the correct answer in the answer sheet given by the teacher. (1 point each)

MS 4 1 2 3 1 e b

33. $\frac{1}{2} + ? = 1$

A. $\frac{1}{3}$

B. $\frac{1}{2}$

C. $\frac{1}{4}$

D. $\frac{1}{5}$

MS 4 1 2 3 2 m c

34. $\frac{5}{9} + \frac{?}{9} + \frac{2}{9} = 1$

A. 4

B. 3

C. 2

D. 1

MS 4 1 2 3 3 m a

35. $\frac{3}{10} + \frac{7}{100} = ?$

A. $\frac{37}{100}$

B. $\frac{37}{200}$

C. $\frac{10}{110} = \frac{1}{11}$

D. $\frac{10}{100} = \frac{1}{10}$

MS 4 1 2 3 4 h b

36. $\frac{1}{8} + \frac{3}{4} = ?$

A. $\frac{4}{12} = \frac{1}{3}$

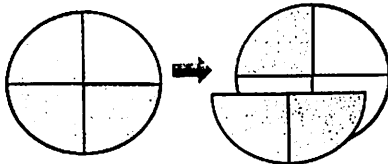
B. $\frac{7}{8}$

C. $\frac{7}{16}$

D. $\frac{5}{8}$

MS 4 1 2 4 1 e a

37. $\frac{3}{4} - \frac{1}{2} = ?$



A. $\frac{1}{4}$

B. $\frac{1}{2}$

C. $\frac{1}{3}$

D. $\frac{3}{4}$

MS 4 1 2 4 2 m a

38. $1 - \frac{3}{8} - \frac{5}{8} = \underline{\hspace{2cm}}$

A. 0

B. $\frac{1}{8}$

C. $\frac{3}{8}$

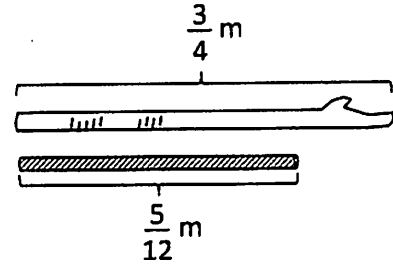
D. 1

39. Leleng bought a piece of cloth. She used $\frac{3}{8}$ of it to make a dress. What fraction of the cloth did she have left?

- A. $\frac{1}{8}$
- B. $\frac{3}{8}$
- C. $\frac{5}{8}$
- D. $\frac{7}{8}$

40. Refer to the diagrams below to answer the question.

How much longer is the stick than the string?

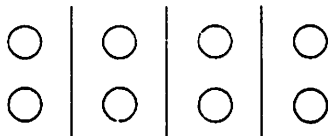


- A. $\frac{2}{8} = \frac{1}{4}$ meter long
- B. $\frac{3}{8}$ meter long
- C. $\frac{8}{12} = \frac{2}{3}$ meter long
- D. $\frac{4}{12} = \frac{1}{3}$ meter long

Directions for questions 41-48: Operations-Multiplying Fractions. Solve in the scratch paper and bubble the letter of the correct answer in the answer sheet given by the teacher. (1 point each)

41. Refer to the diagram shown below. Find the value of the following fraction.

$$\frac{1}{4} \text{ of } 8 = \frac{1}{4} \times 8$$



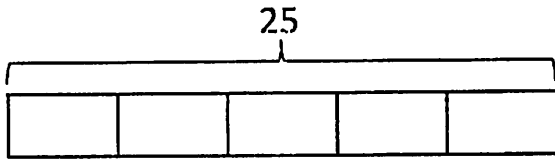
- A. 2
- B. 4
- C. $\frac{1}{4}$
- D. $\frac{1}{2}$

42. Find the value of the following fraction.

$$\frac{3}{10} \text{ of } 30 = \underline{\hspace{2cm}}$$

- A. $\frac{1}{10}$
- B. 10
- C. 9
- D. $\frac{2}{3}$

43. Irokl had 25 picture cards. He gave $\frac{2}{5}$ of them to his friends. How many cards did Irokl give to his friends?



- A. 2
B. 4
C. 5
D. 10

44. There are 144 children in the field. $\frac{3}{8}$ of them are running. How many children are not running?

- A. 11 children
B. 18 children
C. 54 children
D. 90 children

P-1st Reading
1/13/26
PS Edu

P-2nd Reading
2/5/26
PS

P-3rd Reading
2/25/26
PS

A BILL FOR AN ACT

To amend Title 22 to amend laws related to education; to provide for quarterly criterion-based assessments of students; to provide for a national curriculum framework; to require teacher training that emphasize the use of the Palauan language; to repeal 22 PNC §§ 604, 702, and 703; and for other related purposes.

THE PEOPLE OF PALAU REPRESENTED IN THE OLBIIL ERA KELULAU DO ENACT AS FOLLOWS:

1 **Section 1. Legislative findings.** The Olbiil Era Kelulau finds that the purpose of
2 education in the Republic of Palau, as stated in 22 PNC § 101, is to foster citizen participation
3 in the nation's economic and social development, to unify the Republic through shared
4 knowledge of its islands, government, and global context, and to equip every citizen with the
5 skills needed for personal growth and national advancement.

6 The Olbiil Era Kelulau further finds that the Ministry of Education's discontinuation
7 of the former criterion-based assessment in 2021 left Palau without consistent, reliable
8 national data on student achievement or instructional alignment. This gap undermines the
9 ability to monitor school performance, teacher effectiveness, and the realization of national
10 educational goals.

11 The Ministry's mission -- to ensure student success through an effective curriculum
12 and effective instruction in a conducive learning environment—cannot be fulfilled absent a
13 legally binding curriculum framework defining clear expectations at every grade and subject,
14 nor without a national assessment system measuring whether those expectations are met.

15 According to the United Nations Educational, Scientific and Cultural Organization
16 (UNESCO) International Bureau of Education, "The curriculum embodies the knowledge and
17 skills with which a nation ... intends to equip its children and youth so that they are ready to
18 assume adulthood in engaged, productive and fulfilling way. In order for the curriculum to
19 generate this outcome, it is important that it also be the curriculum the schools actually deliver
20 and that students learn." This principle is reinforced by the Organization for Economic Co-
21 operation and Development, which provides that "Curricula can provide the opportunity for
22 students to develop knowledge, skills, as well as values and attitudes that can support them to
23 thrive and shape a better future towards increased well-being at individual, societal, and

1 environmental levels.” These statements align with the intent of Section 402 of Title 22 of the
2 Palau National Code, which provides that it is the obligation of the national government to
3 ensure educational services to all children to enable them to lead fulfilling lives.

4 UNESCO also notes that “what gets measured gets done,” emphasizing that what is
5 tested will be taught. If students’ knowledge and understanding of the National Curriculum
6 Framework objectives are not measured, it is likely that those objectives are not being
7 consistently or rigorously taught in every classroom. The Olbiil Era Kelulau finds this
8 situation unacceptable because it does not serve the best interests of Palau’s students or the
9 Republic as a whole. Classroom instruction must be aligned with the objectives of the Palau
10 Curriculum Framework, and students must be regularly assessed to demonstrate what they
11 know and are able to do.

12 The Olbiil Era Kelulau also finds that it is necessary for the Ministry of Education to
13 formalize an official Palau Curriculum Framework, pursuant to Section 112 of Title 22 of the
14 Palau National Code, which requires the Minister of Education to provide for school
15 improvement processes, curriculum development, assessment and reporting of student
16 progress, personnel training and certification, and the ongoing review and improvement of the
17 national education system.

18 In alignment with the official National Curriculum Framework, the Ministry of
19 Education shall develop a criterion-based national assessment, to be known as the Student
20 Learning Assessment (SLA), to be administered at the end of each quarter. SLA will gauge
21 students’ knowledge and understanding of the curriculum core competencies, better known as
22 curriculum learning objectives, specified for each grade level. The SLA will be a quarterly
23 summative assessment to complement teacher’s formative assessments, providing better
24 understanding of students’ performance toward curriculum benchmarks. The resulting data
25 will be made available and shared with respective school principals and teachers to guide
26 teachers’ lesson planning and instruction, including professional development engagement.
27 The assessment shall be administered on a regular schedule for grades one through eight, and
28 the results will be used to guide teacher professional development, resource allocation, and
29 support services for continued instructional improvement.

1 The Ministry of Education will also establish quality control procedures and
2 assessment protocols to ensure the validity and reliability of the national assessment results.
3 Data from the Student Learning Assessment and other national assessments shall be compiled
4 and reported annually to the Ministry of Education, the Olbiil Era Kelulau, and other key
5 stakeholders.

6 The Olbiil Era Kelulau further finds that the English language has replaced Palauan
7 language as the primary mode of communication for our children. The Senate Committee on
8 Culture and Social Welfare, in collaboration with the Palau Language Commission, reviewed
9 the results of an elementary school survey conducted by the Ministry of Education involving
10 542 students. The survey results indicate that approximately 322 students were able to
11 comprehend classroom instruction delivered in Palauan. Of the total number of students
12 surveyed, 370 could converse in a mixture of Palauan and English. However, a significant
13 number of students, 189, are unable to engage in conversational Palauan and, as a result, use
14 English as their primary mode of communication. The Senate Committee on Culture and
15 Social Welfare, in collaboration with the Palauan Language Commission, joined several
16 Parents-Teacher Association (PTA) meetings in Babeldaob and Peleliu and observed evidence
17 of this trend. These findings confirm the everyday observation that English has become the
18 dominant language of communication among children, both at home and in schools. The Olbiil
19 Era Kelulau recognizes that Palauan culture, identity, and traditional way of life will erode if
20 the mother tongue ceases to be used in daily conversation. A Belau el diak doleko i a tekoi er
21 a Belau a diak el Belau el beluad er a recheuodel. Accordingly, the Olbiil Era Kelulau finds
22 that proactive measures are necessary to revitalize the use of the Palauan language. The Olbiil
23 Era Kelulau mandates the Ministry of Education, in collaboration with parents and
24 communities, to take steps to build awareness of the importance of Palauan language
25 preservation and revitalization. The Olbiil Era Kelulau further finds that these efforts must
26 include strengthening teachers' understanding of Palauan Studies curriculum standards and
27 learning objectives, promoting innovative teaching strategies to increase student engagement
28 and language use, providing focused teacher training to develop dedicated and qualified

1 Palauan Studies educators, and investing in grade-appropriate instructional resources to
 2 support effective classroom instruction and learning.

3 **Section 2. Amendment.** Title 22 of the Palau National Code is hereby amended as
 4 follows:

5 "...

6 **§ 121. Mandatory Palauan courses.**

7 (a) Written Palauan Language studies, including written Palaun language, shall be a
 8 mandatory part of the core curriculum for first through twelfth grade for every school
 9 chartered in the Republic or funded by public funds.

10 (b) Palauan studies must be assessed quarterly in compliance with 22 PNC § 705.

11 ...

12 **§ 134. Same; duties and functions.**

13 The Board shall be responsible for advancing the development of the educational system in
 14 the Republic. The functions of the Board shall include, but not be limited to, the following:

15 (a) to develop and approve education plans and review proposed education budgets
 16 for the Republic, including a mission statement for the Ministry and defining student goals,
 17 in consultation with and with the assistance of the Ministry, for submission to the President;

18 (b) to develop plans and budget for the expenditure of matching funds provided for
 19 in sections 113 and 114 of this chapter;

20 (c) to review and recommend changes in the rules and regulations of the Ministry, of
 21 all public educational institutions in the Republic except the Palau Community College, and
 22 of all nonpublic educational institutions in matters that concern fulfillment of their charters;

23 (d) to ~~recommend, review, and approve curriculum development programs in the~~
 24 Republic review and recommend changes to the Education Master Plan in order to assure
 25 relevancy for citizens and educational objectives;

26 (e) to establish educational policies as may be necessary to achieve the Ministry's
 27 mission and student goals;

28 (f) in order to adopt and maintain high professional standards for all educators, to
 29 appoint a National Professional Standards and Practices Commission. The Commission shall

1 recommend to the Board and Ministry a professional certification system for all professional
 2 employees of the Ministry, and for those employees of private schools who teach subjects
 3 deemed "core academic subjects" by the Board. The members of the Commission shall be
 4 appointed by the Board and shall include four teachers, one teacher educator, two educational
 5 administrators, and two non-educator Palauan citizens;

6 (g) to prepare and disseminate to the public an annual report on educational progress
 7 in the Republic. The report shall describe progress in improving student performance
 8 according to the student goals established by the Board, improvements in educational practices
 9 including school improvement plans, improvements in establishing and maintaining high
 10 standards for professional personnel, partnerships with parents and other public
 11 representatives, and other topics as determined by the Board;

12 (h) to amend, as necessary, the Palau Education Master Plan for Education (initially
 13 ~~called "Palau 2000"~~); and

14 (i) to perform such other and further duties and functions as may be assigned to it by
 15 the President, or prescribed by law.

16 ...

17 **§ 151. Teachers' certificates; required; qualifications.**

18 ...

19 (b) Teacher certifications shall be subject to review and renewal to be determined by
 20 the Ministry of Education, including any required assessments or other steps necessary to
 21 maintain a teacher's certification.

22 ...

23 **§ 155. Teacher training programs.**

24 (a) The Ministry shall provide training programs to enable residents of the Republic to
 25 qualify for certification as teachers. All non-citizens must meet the minimum requirements for
 26 certification before becoming a teacher.

27 (b) The Minister shall establish a teacher training program for all teachers of the
 28 Republic so as to provide for the continuous upgrading of teaching skills of all teachers.

1 ~~(e) Within six (6) months of the effective date, the Ministry shall provide curriculum~~
 2 ~~and training program schedules and expected costs, including, but not limited to, expected~~
 3 ~~increases in teacher salaries, to the Olbiil Era Kelulau.~~

4 ...

5 **§ 156. Curriculum.**

6 (a) The Ministry shall provide for the teaching of both Palauan and English in all
 7 schools, and shall establish minimum standards for curriculum development and content of
 8 courses at appropriate levels to be used in the Republic to assure uniform levels of
 9 achievement in compliance with 22 PNC § 704. ~~He~~ The Minister shall encourage instruction
 10 in Palauan, and Palauan customs and culture, at both the elementary and secondary levels. The
 11 Minister shall assess student progress at various grade levels as provided in 22 PNC § 705.

12 ...

13 **§ 601. ~~Legislative findings~~ Purpose.**

14 ~~(a) The people of Palau have inherited an educational system which has evolved to its~~
 15 ~~present size and nature over four decades of United States administration. Nonetheless, it is~~
 16 ~~the people of Palau who must now take responsibility for deciding the course our educational~~
 17 ~~system will take and to implement that decision. The decision must be based upon~~
 18 ~~determinations as to what kind of education our people need as well as what level and type of~~
 19 ~~education this nation can afford. The Olbiil Era Kelulau hereby finds and declares that the~~
 20 ~~existing Five Year Education Plan developed by the Ministry of Education inadequately~~
 21 ~~addresses these issues and is not providing a workable framework to meet the educational~~
 22 ~~needs of the Republic.~~

23 ~~(b) The people of Palau deserve and should expect to have~~ This chapter provides for a
 24 comprehensive plan for education which systematically addresses the national needs of
 25 education and training for the Republic. ~~This nation needs a master plan that will set~~ and sets
 26 missions and goals for the education of the people of Palau. The Republic has not defined
 27 national policies on education that dictate certain guidelines for the operating systems of
 28 education, public and private, to follow. This lack of both purpose and direction is the leading
 29 cause for the benign state of educational affairs in the Republic. The Education Master Plan

1 is the national long-range strategic plan for the Ministry of Education, setting the vision,
 2 mission, goals, and implementation strategies for the Republic's education system over a ten-
 3 year period. It serves as the guiding instrument for educational policy, curriculum, assessment,
 4 teacher development, and system-wide improvement.

5 ...
 6 **§ 602. Task force established.**

7 ~~There is established a~~ Whenever the Education Master Plan must be reviewed or amended,
 8 the Minister of Education shall convene the Task Force on the ~~National~~ Education Master Plan
 9 ~~to set guidelines for proposals to develop a comprehensive Ten-Year National Master Plan for~~
 10 ~~Education for the Republic and to review and select among proposals received from technical~~
 11 ~~experts to conduct the necessary studies and develop~~ review and recommend revisions to the
 12 ~~plan. The Task Force shall consist of nine (9) persons to be appointed by the President with~~
 13 ~~the advice and consent of the Senate~~ the following members:

- 14 (1) the Minister of Education, or the Minister's designee, who shall serve as
 15 chairperson;
 16 (2) a parent representative;
 17 (3) a teacher representative;
 18 (4) a principal or school administration representative;
 19 (5) a Head Start representative;
 20 (6) a business sector representative;
 21 (7) a member of the House of Delegates of the Olbiil Era Kelulau;
 22 (8) a member of the Senate of the Olbiil Era Kelulau; and
 23 (9) any additional member necessary to represent a key sector as determined by
 24 the Minister of Education. The Task Force shall elect a Chairperson at its first meeting.
 25 ~~Six (6) members shall constitute a quorum. Members shall serve without~~
 26 ~~compensation, except that any member who is also an employee of the national~~
 27 ~~government shall be placed on administrative leave while on the business of the Task~~
 28 ~~Force.~~

29 ...

1 **§ 603. Duties.**

2 (a) The Task Force shall periodically review and ~~revise~~ recommend revisions to the
3 existing ~~five-year education plan, and set guidelines for the development of a National~~
4 Education Master Plan for Education, and ~~select and contract the needed expertise to~~
5 ~~accomplish the plan, and perform other related functions.~~

6 (b) ~~The Task Force shall, by no later than May 31, 1991, develop and issue a request~~
7 ~~for proposals for technical consultancy to work on the plan. The work of technical~~
8 ~~consultants shall culminate in the development of a National Master Plan for Education~~
9 ~~which shall cover a period extending at least through the year 2001, and shall set forth a~~
10 ~~workable framework for education in the Republic.~~

11 (c) ~~The Task Force shall, by August 30, 1991, review all proposals submitted and~~
12 ~~select a consultant or consultants to undertake the development of the plan. The Task Force~~
13 ~~shall be authorized to contract such consultant or consultants for a period not to exceed one~~
14 ~~year during which time the plan should be completed.~~

15 (d) ~~The Task Force shall serve in an advisory capacity to the consultant or~~
16 ~~consultants, facilitating needed appointments and interviews and collecting or providing~~
17 ~~access to needed data and studies. At the completion of the development of a draft National~~
18 ~~Master Plan of Education, the Task Force shall have the plan reviewed and commented on~~
19 ~~before accepting it and endorsing it for adoption by the Olbiil Era Kelulau.~~

20 (e) ~~The Task Force shall continue its work through December 31, 1996, at which~~
21 ~~point a newly established National Board of Education will take office. Between January 1,~~
22 ~~1995 and December 31, 1996, the role of the Task Force shall be to inform the public about~~
23 ~~the Master Plan for Education, to report quarterly to the President and the Olbiil Era~~
24 ~~Kelulau on the progress of implementing the Master Plan for Education, and to develop an~~
25 ~~agenda and schedule for the first year of operation of the newly established National Board~~
26 ~~of Education.~~

27 ...

28 **§ 605. Education master plan.**

1 (a) The Education Master Plan is the national long-range strategic plan of the Ministry
2 of Education, setting the vision, mission, goals, and implementation strategies for the
3 Republic's education system over a ten-year period. It serves as the guiding instrument for
4 educational policy, curriculum, assessment, teacher development, and system-wide
5 improvement.

6 (b) The Education Master Plan must include the following:

7 (1) a vision statement, mission statement, and goals of the national educational
8 system that includes a philosophy emphasizing the development of the whole child;

9 (2) strategies to ensure students' readiness for post-secondary education,
10 training, and the world of work;

11 (3) plans to ensure effective resource and infrastructure support, to ensure a
12 positive learning environment for students;

13 (4) standards for the professional development, recruitment, certification, and
14 retention of education professionals including teachers and principals, and systems of
15 evaluation for education professionals;

16 (5) plans that ensure the training of education professionals prioritizes the
17 foundational use of the Palauan language in classroom instruction, ensure education
18 professionals integrate Palauan language proficiency and comprehension across
19 classrooms, and assist education professionals through Ministry-led development and
20 provisions of grade-appropriate Palauan instructional resources;

21 (6) a framework for collaboration with families, communities, employers, non-
22 governmental organizations, and other government ministries to support student well-
23 being and cultural preservation; and

24 (7) performance benchmarks and timelines for implementation.

25 (c) As necessary, the Minister of Education shall convene the Task Force on the
26 Education Master Plan to review and recommend amendments to the Education Master Plan.
27 The Education Master Plan must be updated at least once every ten years to incorporate new
28 educational priorities, demographic trends, and technological developments. After
29 recommendation by the Task Force, the Minister shall promulgate amendments to the

1 Education Master Plan pursuant to the provisions of Title 6, Chapter 1, of the Palau National
2 Code, the Administrative Procedure Act.

3 (d) The current Education Master Plan must be published on the website of the
4 Ministry of Education.

5 ...

6 **Chapter 7**

7 **Curriculum Framework & Educational Assessment Assessments**

8 **§ 701. Student assessments.**

9 (a) The Minister of Education in consultation with school principals shall designate an
10 internationally recognized achievement test to be the official international achievement test of
11 the Republic. This test shall supplement the quarterly assessments required under 22 PNC §
12 705.

13 (b) Every six (6) to ten (10) years, the Minister of Education in consultation with
14 school principals shall conduct a review of available internationally recognized achievement
15 tests such as the SAT or a similar aptitude test for use in gauging student progress in the
16 Republic, determine the most appropriate test for the students of the Republic, and issue a
17 report, which designates an internationally recognized achievement test as the official
18 achievement test of the Republic, as required in subsection (a), to the President of the Republic
19 and Presiding Officers of the Olbiil Era Kelulau.

20 (c) The Ministry of Education or its designee shall administer the official achievement
21 test, and shall arrange for the scoring of the test. The Ministry of Education or its designee
22 shall obtain comprehensive reports from the provider of the official achievement test and shall
23 submit the results of the test scores to the President of the Republic and Presiding Officers of
24 the Olbiil Era Kelulau, taking whatever steps are necessary to preserve the confidentiality of
25 an individual's results.

26 (d) The Ministry of Education or its designee shall administer the official achievement
27 test to every student in specified primary and secondary school grades, to be determined by
28 the Minister of Education every sixth to tenth year.

1 (e) If the Minister of Education fails to designate an official achievement test, the most
2 current version of the last achievement test used in the Republic will be deemed the official
3 achievement test of the Republic.

4 (f) The Ministry of Education shall take positive action to implement improvements
5 in the Republic's education system based on student scores on the official achievement test.

6 ...

7 **§ 704. Curriculum framework.**

8 (a) The National Curriculum Framework is the official national framework established
9 by the Ministry of Education to prescribe the learning standards, grade-level objectives, and
10 performance indicators for each subject taught in the Republic's public schools from grades
11 one (1) through twelve (12). It serves as the guiding document for instructional alignment and
12 student assessment.

13 (b) The National Curriculum Framework must align with and be implemented within
14 the structure, goals, and priorities of the Education Master Plan provided for in Chapter 6 of
15 this title. The framework must operationalize the educational philosophy, strategic directions,
16 and objectives of the Education Master Plan through curriculum design, instruction, and
17 assessment.

18 (c) The National Curriculum Framework shall include:

19 (1) clearly defined learning areas for each subject, representing the major
20 content or skill categories to be taught;

21 (2) content standards for each learning area, establishing what students must
22 know and be able to do by the end of grade twelve;

23 (3) grade-level objectives specifying measurable learning outcomes for each
24 grade level aligned with the standards;

25 (4) a structure that ensures continuity and progression of learning across grade
26 levels and consistency among schools; and

27 (5) each subject designated as a core curriculum subject for students in grades
28 one through eight.

1 (d) The Minister of Education shall periodically review and update the National
2 Curriculum Framework for each subject to ensure consistency with the Education Master Plan.
3 The Minister shall promulgate amendments to the National Curriculum Framework pursuant
4 to the provisions of Title 6, Chapter 1 of this Code, the Administrative Procedure Act.

5 (e) The current National Curriculum Framework for each subject must be published
6 on the website of the Ministry of Education.

7 **§ 705. National criterion-based assessment system – quarterly assessments.**

8 (a) The national criterion-based assessment system is a standardized system of
9 student evaluation administered on a quarterly basis that measures student learning outcomes.
10 The national criterion-based assessment system serves as the national tool for determining
11 student proficiency, instructional effectiveness, and overall alignment of classroom teaching
12 with national education goals.

13 (b) The national criterion-based assessment system must align with, and operate
14 within, the structure and objectives of the Education Master Plan and the National Curriculum
15 Framework. The assessment system must provide data that informs policy decisions,
16 professional development, and continuous improvement of instruction throughout the
17 Republic's public school system.

18 (c) The national criterion-based assessment system must include the following:

19 (1) the development of valid and reliable national assessments, known as the
20 Student Learning Assessment, to measure students' mastery of learning objectives
21 specified in the National Curriculum Framework;

22 (2) the administration of the Student Learning Assessment on a regular and
23 standardized schedule for grades one through eight in each subject defined as a core
24 curriculum subject in the National Curriculum Framework, and as otherwise
25 determined by the Ministry of Education for higher grade levels;

26 (3) the compilation and analysis of assessment results to evaluate student
27 progress, curriculum effectiveness, and teacher performance.

28 (4) the use of assessment data to guide teacher professional development,
29 instructional resource allocation, and targeted interventions;

1 (5) protocols for ensuring the integrity, reliability, and confidentiality of
2 assessment processes and results; and

3 (6) requirements for annual reporting of national assessment results to the
4 Ministry of Education, the President of the Republic, and the Presiding Officers of the
5 Olbiil Era Kelulau.

6 (d) The Minister of Education must review and update the criterion-based assessment
7 system at least once every four years to ensure continued validity, alignment, and consistency
8 with the Education Master Plan and the National Curriculum Framework. Amendments to the
9 criterion-based assessment system are exempt from the rule-making requirements of Title 6,
10 Chapter 1 of this Code, the Administrative Procedure Act.

11 **§ 706. Quarterly assessment grade component.**

12 (a) Except as provided by subsection (b), the quarterly assessments required by 22
13 PNC § 705 must constitute twenty-five percent of a student's grade component in each subject
14 defined as a core curriculum subject by the National Curriculum Framework for grades one
15 through eight.

16 (b) On or after January 1, 2029, the Minister of Education may modify the grade
17 component assigned to the quarterly assessments required by 22 PNC § 705, but the grade
18 component of the quarterly assessments may not be less than the combined grade component
19 of all other tests or examinations in that subject for the quarter.

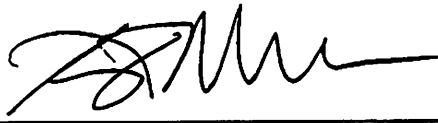
20 ...”

21 Section 4. Repealer. Sections 604, 702, and 703 of Title 22 the Palau National Code
22 are repealed in their entirety.

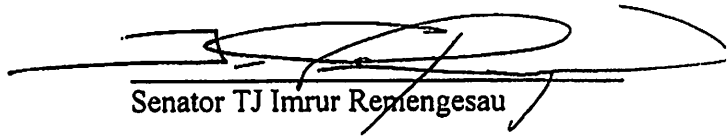
23 Section 5. Effective date. This Act shall take effect upon its approval by the President
24 of the Republic of Palau, or upon its becoming law without such approval.

Date: January 06, 2026

Introduced by: 
Senator Andrew Tabelual



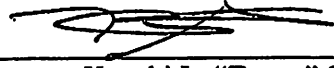
Senator Siegfried Bai Nakamura



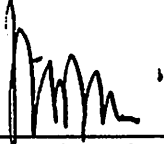
Senator TJ Imrur Remengesau



Senator Stevenson J. Kuartei



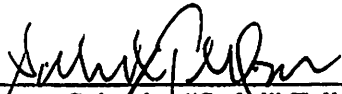
Senator Kazuki L. "Topps" Sungino



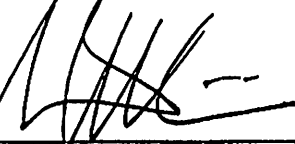
Senator Kerai Mariur



Senator Lentcer Basilius



Senator Salvador "Sadoi" Tellames



Senator Brian Melairei



Senator Ann Latii Pedro