

Terms of Use for Assessment of Minimum Proficiency Level (AMPL) products

1. Background

Lack of learning data poses a real challenge to policymakers, especially in countries that have not participated in any international or regional learning assessments. National assessments are not comparable across countries due to different curriculum objectives, coverage of constructs and sub-constructs, assessment frameworks, and items used for national assessments.

In [2017](#), the UNESCO Institute for Statistics (UIS) started exploring possibilities and limitations of developing a global assessment strategy for SDG Indicator 4.1.1 (Ordenes and Trevino) by comparing different international, regional, and foundational skills assessments of literacy and numeracy, providing the criteria to make comparison across assessments.

The UIS has introduced Assessment of Minimum Proficiency Level (hereinafter referred to as AMPLs) in technical collaboration with the Australian Council for Educational Research (ACER). The development of the AMPL is a significant step forward and has the potential to align national and cross-national assessment programs to a single set of global standards in mathematics and reading as articulated in SDG 4.1.1. AMPL modules are calibrated to the globally established Minimum Proficiency Levels (MPL) for reading and mathematics and were developed to allow flexibility to measure each of the three levels of SDG 4.1.1 separately, or in combination, depending on the countries' capacity and fit to their agenda.

AMPL is a set of modules with technical standards for data processing and sampling, and is calibrated to the global definition of Minimum Proficiency Levels (MPLs) to measure SDG 4.1.1 *the proportion of children and young learners at (a) Grade 2/3, (b) end of primary and (c) end of lower secondary who are achieving at least a Minimum Proficiency Level (MPL) in reading and mathematics by sex.*

The administration of AMPLs allows countries to respect the integrity of the national assessment by adding the module either as stand alone in parallel testing or as additional booklets of the national assessment. At the same time, while preparing and administering AMPLs, the process strengthens the capacity on sampling design; data management; field operation and quality assurance; and standard setting, informally.

2. AMPL development

The AMPLs produce internationally comparable SDG4.1.1a, SDG4.1.1b and SDG4.1.1c indicators by administering AMPLa, AMPLb and AMPLc, respectively. The AMPLs can be administered as a standalone assessment for countries or integrated into existing national assessments to produce internationally comparable SDG 4.1.1 indicators. AMPLs are easy and efficient to implement, with the typical national costs of administration associated with the implementation of national tools (printing, test administrators, etc.) and a low international technical support cost.

The AMPLs are based on the published technical standards, adoption of modern measurement practice and scientific sampling methodology. The implementation process of AMPLs is technically rigorous and participatory, with a standard setting exercise and hands-on capacity building enabling countries to use the tools and methods provided independently. Once it is administered, the country-specific report will be ready within four months after submitting data to the technical partner and/or the UIS. The SDG4.1.1 indicator(s) will be produced by sex, which is a reporting requirement. It is also possible to produce sub-national level tables based on interest and subject to sampling design.

Currently, AMPLa, AMPLb and AMPLab are available and are being administered by various countries across the world. AMPLc, for the end of lower secondary, is under development.

The AMPLs are further being developed by adding a number of languages and improving other technical aspects. The AMPLs module were developed in English and French and have been translated and administered / administering in Urdu, Hindi, Arabic and Spanish. The AMPLs are continuously replenishing item improvement, cross-linguistic improvements and the equality of item and examining parameters from different populations or measurement conditions (parameter invariance).

3. Purpose and Terms of Use

The AMPLs are a public good and supervised by the UIS. The package includes assessment and background questionnaires, technical standards, item parameters, measurement modules, and capacity building modules.

The UIS aims to collaborate with partners who will be providing funding and technical support to countries to allow reporting against SDG Indicator 4.1.1. This document provides a framework for collaboration on the promotion and scaling up of AMPLs to they can be made as widely available as possible to countries. The AMPLs tools and methodologies can also be utilized by education institutions independently.

Implementers of AMPL will enter a Memorandum of Understanding (MOU) with the UIS that will cover the Terms of Use. The Terms of Use recognize the importance of:

- Providing the broadest possible access for countries to global public goods that support the strengthening of capacity to measure learning outcomes;
- Ensuring countries commit to report global SDG Indicator 4.1.1;
- Ensuring countries' effective engagement for planning and implementing;
- Ensuring capacity development of government officials to strengthen national assessments are the foundation of implementations;
- Ensuring the integrity of AMPLs is maintained in implementation;
- Supporting data use by establishing a dissemination plan; and
- Promoting lessons learnt and ensuring necessary refinements are captured and disseminated.

4. Terms of Use

The UIS and Partners (hereafter referred to as Partner) shall use their most effective joint endeavours to achieve the goals below. Where a Partner subcontracts implementation to other entities, the Partner remains responsible for ensuring their adherence to the Terms of Use and will provide details to the UIS prior to subcontracting.

a. Implementation of AMPLs.

- i. The UIS will provide AMPL testlets and technical standards to the Partner including any updates to these as they are released.
- ii. The Partner will establish and share a rolling yearly implementation plan identifying the countries and technical subcontractors involved.
- iii. The Partner will provide an effective engagement with the government strategy including a capacity development component for each country to ensure that exercises are participatory, sustainable and strengthen national assessments.
- iv. The Partner will respect the integrity of the AMPLs and ensure that their use is aligned with the standards, frameworks, and procedures developed. Adjustments must be consulted and agreed with the UIS prior to implementation.
- v. AMPL materials will require translation into the language of assessment in the country. The Partner will ensure the materials are equivalent to the international source version; and verification procedures implemented and documented. The partner will share with the UIS the translated items and the item functioning parameters after administration.
- vi. AMPL testlets are developed and available in English and French. If they require country specific linguistic or cultural adaptations then the UIS, as the custodian, must approve adaptations before implementation. If only a part of the of AMPLs testlets or a modified item is used without the UIS approval, then it cannot be reported for SDG4.1.1.
- vii. Security of items and testlets must be maintained in line with the usual practices for assessments and item banks. Publication of items and testlets is specifically forbidden as it will damage their use in assessments.
- viii. The Partner shall share items parameters for all items (new and historical) arising from the administration of AMPLs with the UIS, including the experience of implementation to improve and potentially generate equivalent testlets.
- ix. AMPL items and testlets may not be used in any assessments outside the AMPL exercise agreed with the UIS, unless specifically agreed with the UIS.
- x. The Partners can not commit to share AMPL testlets or items with countries unless specifically agreed with the UIS.
- xi. The Partner will share the microdata, AMPLs national report, and the final translated / adopted version of testlets with the UIS immediately after the finalization of the report, for archival and documentation.
- xii. The UIS and the Partner will follow the terms of use dictated by the country in providing access to the microdata. Any third-party access will need to be directed either through a public use file or must be cleared by the country directly or through the Partner.

- b. **The maintenance of the AMPLs.** The Partners will share the implementation experiences along with the report summarizing areas of improvement in the items and standards.
- c. **The promotion of AMPLs.** The purpose of AMPL is to produce data for policy making. The Partner will promote national reports and AMPLs in the direction of countries and institutions that will be able to contribute to the tool's improvement, its implementation and benefit from it. The dissemination strategy should be established within the implementation plan.
- d. **Copyrights, patents and proprietary rights.** UNESCO is entitled to all intellectual property and other proprietary rights including but not limited to patents, copyrights, and trademarks, with regard to products, documents and other materials created for the AMPLs implementations. Test materials sourced from the UIS Global Item Bank are subject to copyright therein. The use of items should be cited as individual Items as long as they are used as such and not reformed. During the course of the implementation, the Partner shall take all necessary steps, execute all standards to ensuring its proprietary rights are respected. The Partner will obtain the approval of the UIS for utilization of logo and the acknowledgement in Section 5 below.

5. AMPLs product logos and acknowledgement

Materials reproduced or arising from the AMPLs and MILO should include an acknowledgement and logo of the UIS. Use of the proforma text below and relevant logos is to be agreed in advance with the UIS.

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The study is implemented in technical collaboration with **xx** and funded by the **xx**.”

6. Contact

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References

Ordenes, M. and Trevino, E. 2017. [*Exploring Commonalities and Differences in Regional and International Assessments*](#). Information Paper No. 48. UNESCO Institute for Statistics, Montreal.