



National Project Manager Manual

Assessment of Minimum Proficiency Level (AMPLab)

December 2022, Version 1.0

The Global Education Monitoring (GEM) Centre drives improvements in learning by supporting the monitoring of educational outcomes worldwide. The GEM Centre is a long-term partnership between the Australian Council for Educational Research (ACER) and the Australian Government's Department of Foreign Affairs and Trade (DFAT).

Version Control

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ACRONYMS

ACER	Australian Council for Educational Research
AMPLab	Assessment of Minimum Proficiency Level (a: early primary school, b: late primary school)
CLO	Country Liaison Officer
DA	Data Administrator
DEO	Data Entry Operator
DM	Data Manager
DMM	Data Management Manual
GEM Centre	Global Education Monitoring Centre
GIB	Global Item Bank
GPE	Global Partnership for Education
GPF	Global Proficiency Framework
LST	List of Students
MPL	Minimum Proficiency Levels
NC	National Centre
NPM	National Project Manager
QAS	Questionnaire Adaptation Spreadsheet
QM	Quality Monitor
QSA	Questionnaire Structural Adaptation
SC	School Coordinator
ScQ	School Questionnaire
SPF	School Participation Form
STF	Student Tracking Form
StQ	Student Questionnaire
TA	Test Administrator
UIS	UNESCO Institute for Statistics

INTRODUCTION TO AMPLab STUDY

Overview

1. This chapter provides a brief overview of Assessment of Minimum Proficiency Level (AMPLab), the management structure, your role as a National Project Manager (NPM), and other key information that is important for a successful implementation of AMPLab study.

Background

2. As part of SDG 4, Indicator 4.1.1 aims to measure the “proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.” To meet this goal, UIS has coordinated efforts to establish common reading and mathematics scales for all three points of Indicator 4.1.1, building on existing cross-national and national assessments. As a result of these efforts, two important points of consensus have been reached: the definition of the Minimum Proficiency Level (MPL) and the Global Proficiency Framework (GPF). The MPL has been so far identified in each of the major cross-national assessments, based on the proficiency level descriptors in each of them.

The overarching objective of the AMPLab project is to measure and analyze the performance of students at the end of lower and upper primary using an assessment that aligns with GPF Level 2. This will:

- enable the collection of more informative data about where students are performing in terms of the GPF in reading and mathematics,
- produce baseline measures to set targets and compare learning gains/losses
- facilitate reporting on SDG 4.1.1
- aid the tracking of learning progress over time
- complement tools that had been already developed in 2021 in the Monitoring the Impacts on Learning Outcomes (MILO) study.

Study Design

- This study will gather student learning and contextual data through administering pencil and paper test booklets and questionnaires to students at the end of lower primary school (AMPL-A) or at the end of upper primary school (AMPL-B or AMPL-A+B) in two domains:
 - Reading (AMPL-A Reading includes an Aural Comprehension test)
 - Mathematics
- Figure 1 shows the basic test design for AMPL-A; AMPL-B and both AMPL-A+B.

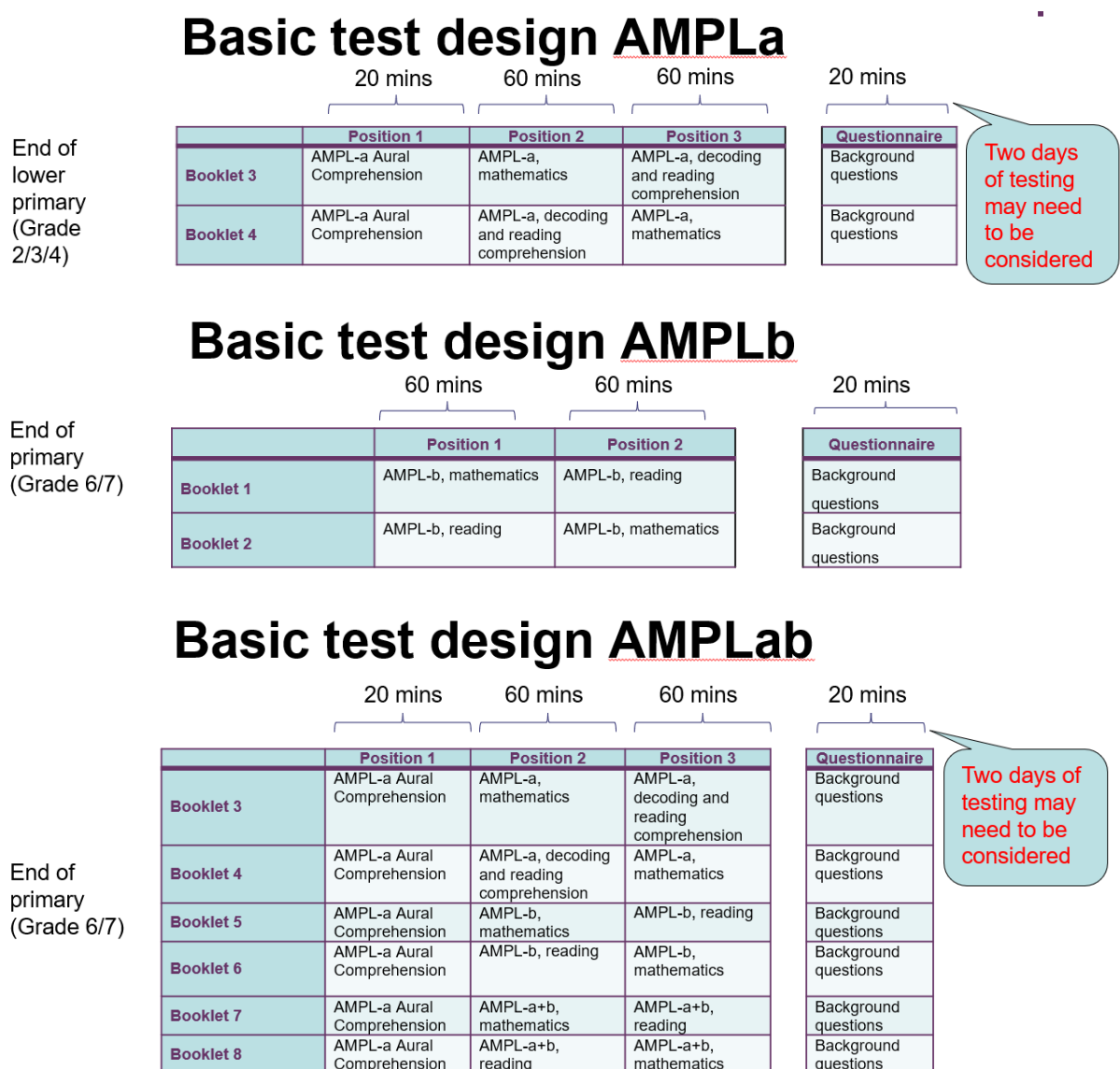


Figure 1: Basic test design for AMPLab options

5. The AMPLab test booklets and Student Questionnaires (StQs) will be administered by Test Administrators (TAs) and completed by sampled students in the target grade.
6. This assessment will also collect contextual information through a School Questionnaire (ScQ). This questionnaire is paper-based and will be administered by School Coordinators (SCs) and completed by principals of the sampled schools.

National Project Manager Manual

7. This NPM Manual is the central operational manual to assist you in carrying out the test administration in your country. You should use this manual as the starting point for reviewing project requirements and planning national tasks, referring to other specific key documents when appropriate.
8. The NPM Manual is structured in sections as follows:
 - **Introduction to AMPLab study** section introduces the AMPLab study and provides a description of the study design options.
 - **International management structure** section describes the roles and responsibilities of key management entities and protocols for communication between and among international and national AMPLab staff.
 - **Data security and confidentiality protocols** section describes protocols for ensuring security and confidentiality of the assessment materials.
9. The remaining sections correspond to the key phases of the study implementation as follows:
 - **Phase 1: Study initiation**
 - **Phase 2: Test administration preparation**
 - **Phase 3: Test administration and data submission**

INTERNATIONAL MANAGEMENT STRUCTURE

Key Management Entities, their Roles and Responsibilities

10. The international management of AMPLab study is organised by two key management entities with their different roles and responsibilities. Table 1 below shows the participating entities and their roles and responsibilities:

Table 1: Roles of key management entities

Entity	Role	Responsibilities
UIS	Study Sponsor	<ul style="list-style-type: none">• Determine project parameters and funding• Liaise with participating countries• Liaise with technical partner
ACER	Technical Partner	<ul style="list-style-type: none">• Design and provide all documentation and materials for procedures and production• Liaise with countries to design and implement school samples• Provide data management systems and services• Undertake analysis• Reporting• Quality assurance• Capacity development

11. The AMPLab study is a UNESCO Institute of Statistics project. Support is provided by the Bill and Melinda Gates Foundation.

12. The Australian Council for Educational Research (ACER) as the technical partner. ACER designs and implements the international, technical aspects of the project on behalf of the UIS.

Participating Countries

13. The participating countries are responsible for implementation of AMPLab study on the national level. Responsibilities of the participating countries are shown in Table 2 below:

Table 2: Responsibilities of participating countries

Entity	Responsibilities
Participating Countries	<ul style="list-style-type: none">• Liaise with UIS• Liaise with technical partners• Provide school sample frame• Recruit schools• Materials production and distribution• Data collection, including organising and training test administrators• Data management, including student sampling and data entry• Document all technical processes• Quality assurance

14. Each participating country must establish the National Centre (NC) that is led by a NPM who oversees the implementation of the AMPLab study on the national level. The relationship between NPMs and ACER focuses on providing the technical support and advice for issues related to project implementation, study design, documentation, data management systems and services, quality assurance and capacity development.

Communication between NCs and ACER

15. Study implementation is the primary focus of the NCs' exchanges with ACER. ACER seeks to provide the NCs with the appropriate technical information and support to implement the project to the required standard. In their communications, ACER is required to respect certain protocols, mainly that communication should be through the NPM or an authorised delegate of the NPM.
16. MS Teams is the preferred communication means with ACER. An MS Team will be created for AMPL Partner Collaboration.



AMPL Partner
Collaboration

The 'General' channel will be used to communicate information and exchange documents relevant to all partners. Specific private channels will be used to

communicate and exchange documents confidentially with each National Team on matters that relate specifically to each country.

17. Communication through MS Teams can be supplemented by email when partners prefer, but email will not be used to share confidential information.
18. To ensure effective communication with the NCs, UIS and ACER need to maintain up-to-date records of contact information. This includes the NPM's contact details, as well as additional NC team members as appropriate (e.g., Data Manager, Sampling Manager).
19. For each NC member, the following contact information should be submitted via the Excel spreadsheet, 'National Team_[Country]' in your country channel on Teams:
 - Name
 - Email
 - Role within the AMPL Project
 - Job Title
 - Department/Agency/Work Unit

Country Liaison Officers

20. Dedicated AMPLab Country Liaison Officers (CLOs) will proactively support AMPLab NPMs and NC team members. CLOs will build a collegial and collaborative partnership with AMPLab participating countries, and provide assistance catered to participating countries' needs in a timely manner. They will monitor the NC's progress with AMPLab tasks according to the agreed timeline and standards. CLOs will provide support for the duration of the project through regular contact via MS Teams and fortnightly online meetings.

DATA SECURITY AND CONFIDENTIALITY PROTOCOLS

ACER Protocols for Handling Personal Data

21. ACER, being a public company incorporated in Australia, is committed to protecting all of the personal data that it collects, processes, analyses and reports on both in digital and paper-based formats. We strive to ensure that we are following best practice and are in compliance with relevant legislation and regulations in the countries in which ACER conducts its work.

Data Security and Confidentiality

22. Strict confidentiality when handling assessment materials is vital to protecting the integrity of the AMPLab project. This includes test booklet and questionnaires (both draft and final versions), and data collected. It also includes the tracking forms and list of selected schools, as the publication of such a list could potentially breach security. No individual person or school may be identified in any report released through the assessment program.
23. Formal confidentiality arrangements need to be established with all people who are given access to the secure materials. Those people include:
 - NC staff
 - School Coordinators (SCs)
 - Test Administrators (TAs)
 - Data Manager (DM)
 - Data Entry Operators (DEOs)
 - Data Administrators (DA)
 - print company
 - courier company (if applicable)
 - all recruited supportive administrative officers.
24. The NPM must ensure that assessment materials are always kept in a secure place and can be accessed only by authorised staff.
25. As mentioned in paragraph 16, ACER will be using MS Teams to communicate and exchange documents with countries. ACER has chosen MS Teams as a safe and secure way to communicate and exchange documents, given ACER's configuration of MS Teams. However, NCs may need to consult with their ICT experts as to whether the NC's configuration of MS Teams is secure enough for national data. If

there are any concerns about the security of MS Teams, please contact ACER as soon as possible.

26. The NPM may also need to consider confidentiality requirements at the national level, such as legislative requirements related to student privacy. Please discuss the relevant data security legislation with the UIS in relation to sharing student assessment data with international organisations.

Data management

27. ACER will provide a customised data management software called ACER Maple, the Data Management Manual, and data management training to all participating countries.
28. NCs should use ACER Maple for class and student sampling, data entry and data verification, as outlined in the Technical Standards and Data Management Manual.
29. The Technical Standards relating to data management are shown in Figure 2 below.

Standard 9.1

Each NC should appoint a data manager (DM). DMs will be required to attend training on data management and use of ACER Maple data management software, provided by ACER prior to data collection. DMs will train NC data administration and data entry personnel on the use of ACER Maple in line with the procedures described in the Data Management Manual (DMM).

Standard 9.2

ACER Maple data management software must be used for class and student sampling, data entry and data verification, as outlined in the DMM.

Standard 9.3

The data verification procedures, as specified in the DMM, will be executed by the NC staff in ACER Maple software before submitting the final database to ACER.

Standard 9.4

A DM from the NC will be available upon submission of the database to ACER. The DM:

- is authorised to respond to ACER data queries
- is available for a four-week period immediately after the database is submitted unless otherwise agreed upon
- is able to respond to ACER queries in English within three working days
- is able to resolve data discrepancies.

Figure 2: Technical Standards relevant for data management

PHASE I: STUDY INITIATION

Overview

30. This section provides an overview of all of the tasks involved in the initiation phase of the study.

31. The main activities in the initiation phase include:

- Establish a National Centre
- Establish security protocols
- Attend key meetings
- Prepare a project timeline

Key Documents

32. Table 3 lists the key documents that provide more information about tasks involved in the study initiation phase.

33. A description of the key documents can be found in Appendix 1: Key Documents.

Table 3: Key documents for Phase 1: Study initiation

Area	Key document
Quality Assurance	Technical Standards
Field Operations	NPM Manual

Checklist of Tasks

34. Table 4 lists the tasks to be undertaken in Phase 1. More detailed descriptions of these tasks are provided after the table.

Table 4: Checklist of the NPM tasks for Phase 1: Study initiation

Task	Task description	Suggested time prior to the first day of assessment
1. Establish a National Centre	<ul style="list-style-type: none"> Identify NC staff and required resources Submit NC team members' contact details to ACER 	<p>[17-18] weeks</p> <p>[16-17] weeks</p>
2. Establish security protocols	<ul style="list-style-type: none"> Establish formal confidentiality and security protocols Have the confidentiality agreement signed by all NC staff & return to ACER 	<p>[17-18] weeks</p> <p>[16-17] weeks</p>
3. Attend key meetings	<ul style="list-style-type: none"> Project management meetings with UIS and ACER (online, every week/fortnight as needed) Sampling training NPM Training Other training as listed in timeline or as scheduled 	<p><i>As scheduled</i></p> <p>20 December 2022</p> <p>March 2023</p> <p><i>As scheduled</i></p>
4. Prepare a project timeline	<ul style="list-style-type: none"> Plan the AMPLab timeline for your country 	<p>[16-17] weeks</p>

Establish a National Centre

Identify NC staff and required resources

35. A NC needs to be established within each participating country, and appropriate NC staff need to be appointed.

36. The NC team should ideally consist of 2-3 full-time staff (or equivalent part time staff) for the duration of the project. It is recommended that these staff be appointed from the Ministry of Education (or equivalent). This core team will be led by the NPM, who will be nominated from the department and is usually responsible for leading national and/or international assessments. NC staff usually consist of:

- NPM
- Data Manager (DM)
- Administration/ Logistics Manager
- Sampling Manager

37. Short term casual technical staff are often needed. These should be recruited and managed by the NC team. Due to their temporary functions, they are not considered members of the NC, however they are expected to work closely with and report to relevant NC team members during their period of engagement. These may include:

- Domain Experts

- Translators
- Proof readers
- School Coordinators (SCs)
- Test Administrators (TAs)
- Data Entry Operators (DEOs)
- Data Administrators (DAs)
- National Quality Monitors (QMs)

38. The NC will also need adequate equipment, such as:

- Suitable office space
- Communication devices (phone, email)
- Computer with access to the Internet
- Computers for data management software - ACER Maple
- Up-to-date computer software (including MS Teams) and hardware
- IT support.

Submit NC contact details

39. To ensure effective communication, UIS and ACER need to maintain up-to-date records of contact information for NC staff. **NPMs should make sure the *National Team* file is kept up to date.** For more details see the section ‘Communication between NCs and ACER’ section, paragraph 19.

Primary email address

40. We recommend that only ONE e-mail address should be maintained as the primary e-mail address of the NC. It can be the same as the NPM’s personal e-mail address. However, it will be very useful for the NC to have a generic project e-mail address for communicating with ACER. One advantage of this is that the NPM can control the flow of information within the NC (e.g. you can specify internally who receives emails addressed to the generic address).

41. While ACER will mainly use MS Teams to communicate with the NC, ACER may occasionally send emails to the NC. These emails sometimes may have large attachments. Please ensure that your NC’s primary email account has sufficient storage to allow for the reception of attachments of at least 1MB.

Secure file transfer

42. As mentioned in paragraph 16, ACER will be using MS Teams to communicate and exchange documents with the NC. The Files tab of the ‘General’ channel will be used to exchange documents relevant to all partners. The Files tab of the country-specific private channels will be used to exchange documents that are confidential

and specific to that country, such as tracking forms, any document containing personal information, test instruments, national datasets, and data reports.

Establish security protocols

43. Strict confidentiality when handling assessment materials is vital to protecting the integrity of the AMPLab project. This includes assessments and questionnaires (both draft and final versions), and data collected. It also includes the tracking forms and list of selected schools, as the publication of such a list could potentially breach security (e.g., schools testing later in the testing period contacting schools that tested earlier in the testing period).
44. Formal confidentiality arrangements need to be established with all people who are given access to the secure materials. Those people include:
 - NC staff
 - School Coordinators (SCs)
 - Test Administrators (TAs)
 - Data Manager (DM)
 - Data Entry Operators (DEOs)
 - Data Administrators (DAs)
 - National Quality Monitors (QMs)
 - Print company
 - Courier company (if applicable), and
 - All recruited casual technical staff.

An example of the Confidentiality Agreement to be signed by the NC staff and recruited staff is in Appendix 2. The **signed Confidentiality Agreements for NC staff should be returned to ACER** by uploading to the folder on Teams (in your country's private channel).

45. Please ensure that assessment materials are always kept in a secure place and can be accessed only by approved staff.
46. Due to potential security breaches during test administration sessions in schools please ensure that:
 - NO school staff observe the test administration session
 - NO school staff look through used or unused test booklets
 - NO-ONE copies or photocopies the test booklets and questionnaires under any circumstances

- NO-ONE takes photographs or videos of the participating students, the school, the test administration session or any of the used or unused test booklets and questionnaires under any circumstances.
47. You may also need to consider confidentiality requirements at the national level, such as legislative requirements related to student privacy.
48. Remember:
- All data collected in AMPLab must be kept strictly confidential, and
 - No individual person or school may be identified in any report released from the assessment program.

Attend key meetings

49. During the Study Initiation phase, the following meetings will be organised:

- Project management meetings with UIS and ACER
- Sampling training (20th December 2022)
- NPM Training (March 2023)

Other meetings/training will be scheduled throughout the study. Some are already listed in the timelines for Phase 2 and Phase 3.

50. Please make sure you have done the following preparation BEFORE attending these meetings:

- Identify who will attend
- Read relevant documents where provided
- Provide relevant documentation where required.

Prepare a project timeline

51. There are many tasks to be completed in a short time span, so it is important to create a project timeline.

52. To help prepare your country's project timeline, please refer to Appendix 3: National Centre Work Plan (template).

53. To create your project timeline, there are two key milestones or dates to keep in mind:

- The **test period** MUST fall between **1 April 2023 and 30 June 2023**.
- The **School Sample** MUST be finalised AT LEAST 8 weeks before the first day of the test period. This means the **sampling forms and the sampling frame**

SHOULD be submitted AT LEAST 16 weeks before the first day of the test period.

54. Once you have established your testing period AND that you will have your School Sample at least 8 weeks beforehand, you can work out all other dates from there.
55. The dates in this manual are based on the School Sample being finalised at 8 weeks before the testing period, so can be adjusted if you submit earlier than that.

PHASE 2: TEST ADMINISTRATION PREPARATION

Overview

56. This section provides an overview of all the tasks involved in preparing for the test administration.

57. Figure 3 below shows the overview of the test administration preparation.

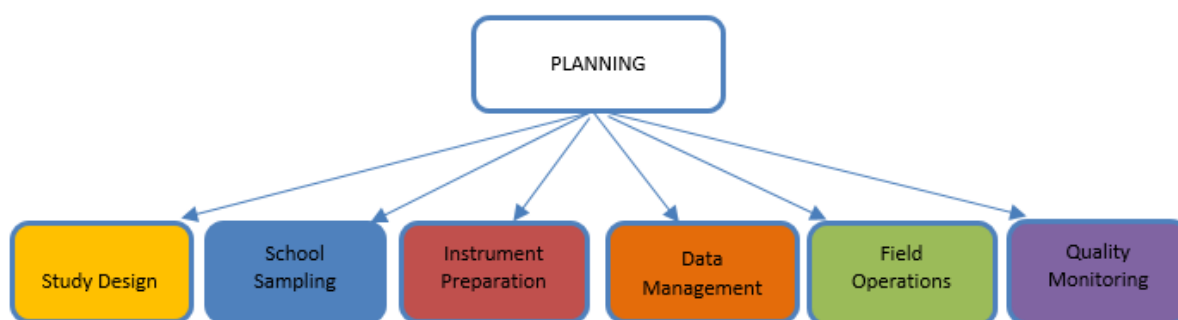


Figure 3: Test administration preparation

58. The main activities in the test administration preparation are:

- Study design:
 - Consult with ACER & UIS about the choice of appropriate study design (AMPL-A; AMPL-B or AMPL-A+B)
- School Sampling:
 - Sampling forms completion
 - Sampling frame completion
 - List of Sampled Schools agreed
- Instrument preparation:
 - Questionnaire adaptations
 - Layout verification
 - Assembling materials
 - Printing
 - Labelling
- Data Management:
 - Data Management Software (ACER Maple):

- Ensuring equipment and system requirements necessary for data management training
 - Attending Data Management training conducted by ACER
 - ACER Maple installation and initialisation
 - Training DAs by the DM
- Collecting Class Lists from schools
- Sampling classes in ACER Maple
- Collecting Lists of Students from schools
- Sampling students in ACER Maple
- Filling in student tracking form templates with sampling data from ACER Maple
- Field Operations:
 - Communicate and work with schools, including scheduling testing dates
 - Preparing the Test Administration Program (including recruiting and training Test Administrators)
 - Packaging & secure dispatch of materials to schools and TAs
- Quality Monitoring:
 - Preparing the Quality Monitoring Program (including recruiting and training QMs)

Key Documents

59. Table 5 lists the key documents that provide more information about tasks involved in preparing for the AMPLab test administration.

60. A description of the key documents can be found in Appendix 1: Key Documents.

Table 5: Key documents for Phase 2: Test administration preparation

Area	Key document
Quality Assurance	Technical Standards
	Test Administrator Training Package
School Sampling	School Sampling Preparation Guide
	Sampling Framework
	Sampling Forms and Sampling Frame template
	Population definition and sample design document

Area	Key document
	Survey weights and response rates overview paper
Instrument Preparation	Assessment Blueprint
	Study Design
	Contextual Questionnaire Blueprint
	Adaptation Guidelines
	Questionnaire Adaptation Spreadsheet (QAS) template
	Questionnaire Structural Adaptation (QSA) template
	Test Construction Guidelines
Data Management	Data Management Manual
	Data Management Training package
Field Operations	National Project Manager (NPM) Manual
	Field Operations Manual (including international versions of the school resources)
	Test Administrator (TA) Manual with the Test Administrator's Script (international version)
	TA notes for the Student Questionnaire items
Quality Monitoring	National Quality Monitor Resources (international version)

Checklist of Tasks

61. Table 6 below outlines the different tasks that need to be completed by the NPM and the NC to prepare for the AMPLab test administration.

Table 6: Checklist of the NPM tasks for Phase 2: Test administration preparation

Task	Task description	Suggested time prior to the first day of assessment
1. Prepare School Sampling forms and Sampling Frame	<ul style="list-style-type: none"> Prepare and submit all required Sampling Forms and Sampling Frame template with complete information. <p>The School Sample must be finalised AT LEAST 8 weeks before the first day of testing in your country.</p>	[16-17] weeks

Task	Task description	Suggested time prior to the first day of assessment
2. Become familiar with assessment material	<ul style="list-style-type: none"> Become familiar with test booklets and questionnaires, student tracking forms and the Test Administrator’s Script 	[7-8] weeks
3. Adapt questionnaire items	<ul style="list-style-type: none"> Complete QAS and QSA templates and submit to ACER Develop the national versions of questionnaires and submit to ACER for checking 	<p>At least 8 weeks</p> <p>At least 8 weeks</p>
4. Undertake layout verification of assessment material	<ul style="list-style-type: none"> Review layout and formatting of: <ul style="list-style-type: none"> a) test booklets b) questionnaires (StQ, ScQ) Sign off the test booklets and questionnaires and submit ready to print materials to ACER for final optical check. 	[6-7] weeks
5. Adapt operational materials	<ul style="list-style-type: none"> Adapt school resources Adapt TA Manual and submit to ACER Adapt National QM resources 	<p>[8-10] weeks</p> <p>[6-7] weeks</p> <p>[6-7] weeks</p>
6. Produce assessment materials	<ul style="list-style-type: none"> Find a suitable printer (refer to the technical standards on printing) Print test booklets, Student and School Questionnaires and TA manuals If required, arrange the local recording of audio files (if administering AMPLa or AMPLa+b) 	<p>[5-6] weeks</p> <p>[4-5] weeks</p> <p>[4-5] weeks</p>
7. Work with participating schools	<ul style="list-style-type: none"> Identify SCs Organise information session for SCs Obtain list of classes Obtain List of Students (LST) Schedule testing dates 	<p>[6-8] weeks</p> <p>[6-8] weeks</p> <p>[6-8] weeks</p> <p>[4-6] weeks</p> <p>[4] weeks</p>
8. Work with Data Manager as identified in sections 9 - 11 below	<ul style="list-style-type: none"> Ensure: <ul style="list-style-type: none"> a) class and student sampling; b) production of tracking forms and labels. 	[4-6] weeks
9. Attend the webinar on data management	<ul style="list-style-type: none"> Identify NC participants for the data management webinar Prepare equipment Read provided material and prepare for the webinar 	<p>[5-6] weeks</p> <p>[5-6] weeks</p> <p>[5-6] weeks</p>

Task	Task description	Suggested time prior to the first day of assessment
10. Complete data management tasks required before the assessment	<ul style="list-style-type: none"> • Prepare equipment for DAs • Employ and train DAs • Draw class samples using ACER Maple • Obtain lists of students from sampled classes • Draw student sample using ACER Maple • Fill Student Tracking Form (STF) templates with sampled students' data 	<p>[5] weeks</p> <p>[5] weeks</p> <p>[4-5] weeks</p> <p>[4] weeks</p> <p>[4] weeks</p> <p>[4] weeks</p>
11. Prepare all assessment materials for distribution	<ul style="list-style-type: none"> • Print STFs and labels • Label test booklets and questionnaires • Prepare packages of assessment materials • Distribute the assessment materials with STFs to TAs or schools 	<p>[4] weeks</p> <p>[4] weeks</p> <p>[2-3] weeks</p> <p>[1] weeks</p>
12. Recruit and train Test Administrators	<ul style="list-style-type: none"> • Identify and recruit TAs • Organise training session for TAs • Print TA materials (TA Manual, TA Script, Student Tracking Forms, TA Notes on Student Questionnaire Items, Confidentiality Agreements) 	<p>[4-5] weeks</p> <p>[3-4] weeks</p> <p>[3-4] weeks</p>
13. Recruit and train national Quality Monitors	<ul style="list-style-type: none"> • Identify and recruit national QMs • Organise information session for national QMs • Invite QMs to attend the training session for TAs 	<p>[4-5] weeks</p> <p>[3-4] weeks</p> <p>[3-4] weeks</p>

PHASE 3: TEST ADMINISTRATION & DATA SUBMISSION

Overview

- 62. This section describes tasks directly associated with the test administration and data submission.
- 63. Technical Standards related to test administration are shown in Figure 4.

Standard 6.1
 All assessment sessions follow the procedures as specified in the Test Administrator (TA) manual, particularly the procedures that relate to:

- Test session timing
- Student tracking:
 - a STF is prepared for each sampled school administrating the assessment
 - test booklets are distributed to students according to the order specified in the STF
- Maintaining the assessment conditions, as specified.

Standard 6.2
 Test Administrators (TAs) are trained in the field operations procedures outlined in the TA manual. TAs receive a copy of the TA manual prior to the assessment session.

Standard 6.3
 TAs read out the standard TA script prior to the students sitting the assessment session.

Figure 4: Technical Standards relevant for test administration

Key Documents

- 64. Table 7 lists the key documents that provide more information about tasks involved in the AMPLab test administration.

Table 7: Key documents for Phase 3: Test administration

Area	Key Document
Quality Assurance	Technical Standards
Field Operations	NPM Manual
	Field Operations Manual & Resources
	Test Administrator Manual with the Test Administrator’s Script (national version, adapted from the international version)

	TA notes for the Student Questionnaire items
Quality Monitoring	National Quality Monitor Resources (national version, adapted from the international version)
Data Management	Data Management Manual
	Data Management Training package

Checklist of Tasks

65. Table 8 below outlines the different tasks that need to be completed by the NPM and NC directly before, during and after the test administration (including data submission)

Table 8: Checklist of the NPM tasks for Phase 3: Test administration

Task	Task description	Suggested time prior to or after the assessment day
Before test administration		
1. Ensure reception of the assessment materials packages by Test Administrators and School Coordinators	<ul style="list-style-type: none"> Ensure that all TAs and SCs have received/collected their respective Assessment Materials' packages. Ensure that all TAs have prepared the additional materials that are not included in the TA package: <ul style="list-style-type: none"> TA Manual (national version), including the TA Script Student Tracking Form TA Notes on Student Questionnaire Items A watch, a clock or other timing device Ensure that all TAs are familiar with the test administration procedures. Ensure that all TAs will contact the SCs via phone to review assessment plans and ask SCs to confirm reception of the assessment material package from the NC. 	<p>[2] weeks before DAY 1 test administration</p> <p>[1] week before DAY 1 test administration</p>
During test administration		
2. Provide support to School Coordinators, Test Administrators and Quality Monitors, if needed	<ul style="list-style-type: none"> Ensure the NC staff is reachable during the test administration in case of urgent queries from TAs and QMs. Coordinate activities of TAs and the national QMs (if applicable). Continue liaising with schools. 	<p>During DAY 1 and DAY 2 test administration</p> <p>[insert date(s)]</p>
3. Monitor response rate	<ul style="list-style-type: none"> Monitor student response rates. Organise follow-up sessions, if needed, based on the information above. Monitor data collection of School Questionnaires. Monitor school participation. 	<p>During DAY 1 and DAY 2 test administration</p> <p>[insert date(s)]</p>

After test administration		
4. Collect assessment materials and tracking information	<ul style="list-style-type: none"> Coordinate with all TAs and collect all assessment materials as soon as possible after DAY 2 (or follow-up session) test administration. 	[Within 1] week after DAY 2 test administration
5. Monitor return of assessment materials to the NC	<ul style="list-style-type: none"> Receive and check all assessment material upon return to the NC. Continue to monitor data collection in case of follow-up sessions. Store your assessment materials in a secure place. 	[1-2] weeks after DAY 2 test administration
6. Complete Data Management tasks	<ul style="list-style-type: none"> Prepare materials for data entry into ACER Maple Employ DEOs Organise data entry and train data entry operators. Enter tracking and response data into ACER Maple. Submit your data to ACER. Be available during post-submission data processing. Review your national data and analysis reports. 	<p>At the time of test administration</p> <p>[1-4] weeks after DAY 2 test administration</p> <p>8 weeks after DAY 2 test administration</p> <p>8 weeks after data submission</p>

APPENDICES

Appendix I: Key Documents

Document Name	Description
SCHOOL SAMPLING	
School Sampling Preparation Guide	Guidelines for the sampling procedures, population definition and selection of test dates.
Sampling Framework	Description of the sampling methodology and sampling standards.
Sampling Forms and Sampling Frame template	Description and purpose of sampling forms and sampling frame.
Population definition and sample design document	Description of the population definition and sample design requirements.
Survey weights and response rates overview paper	Description of the survey weights and response rates requirements.
INSTRUMENT PREPARATION	
Frameworks	
Study Design	Description of the conceptual framework underlying the assessment of reading and mathematics.
Assessment Blueprint	Description of the conceptual framework underlying the assessment design of reading and mathematics.
Contextual Questionnaire Blueprint	Description of the framework underlying the contextual questionnaires.
Adaptation Guidelines	Description of the procedures for questionnaires adaptation
Questionnaire Adaptation Spreadsheet (QAS) template	The central record of national non-structural questionnaire adaptations.
Questionnaire Structural Adaptation (QSA) template	The central record of national structural questionnaire adaptations.
Booklet Construction	
Test Construction Guidelines	Guidelines for construction of: <ul style="list-style-type: none"> a) test booklets b) audio component c) contextual questionnaires
FIELD OPERATIONS	
Test Administration	
National Project Manager (NPM) Manual	Description of the NPM's tasks, timeline of activities and phases of the project implementation.
Field Operations Manual (including international versions of the school resources)	Description of tasks involved in managing the Field Operations and resources to be used and adapted for schools.
Test Administrator (TA) Manual with the Test Administrator's Script (international version)	Description of role and tasks of the TA.

Document Name	Description
TA Notes on Student Questionnaire Items	Explanatory notes for TAs to help students to complete items in the Student Questionnaire
DATA MANAGEMENT	
Data Management Manual	Description of the data management procedures and ACER Maple software for student sampling, data entry and data validation.
Data Management Training package	Materials from the Data Management Training
QUALITY ASSURANCE	
Technical Standards	Description of the technical standards for the collection of the data.
Test Administrator training package	Material package for training of the TAs
QUALITY MONITORING	
National Quality Monitor Resources (international version)	Resources to use and adapt in running the National Quality Monitor Program

Appendix 2: Confidentiality Agreement (template)

Confidentiality agreement

AMPLab

I understand that the signing of this form is an acknowledgment of my professional responsibility to maintain complete integrity of security for this study.

I declare that I will not divulge any study information marked as confidential, or any trial materials, test materials, contents or results pertaining to the technical implementation of the assessment, to any person or organisation, unless I have prior written approval from the National Project Manager. I understand that the above does not apply to information that is in the public domain.

I have read and accept the conditions as outlined above.

Name:

Institution:

Phone:

Number:

Email:

Signed:

Date:

Appendix 3: National Centre Work Plan (template)

Task	Task description	Suggested time prior to or after the assessment day	Done ✓
1. Establish a National Centre	<ul style="list-style-type: none"> Identify NC staff and required resources Submit NC team members' contact details to ACER 	<p>[17-18] weeks</p> <p>[16-17] weeks</p>	
2. Establish security protocols	<ul style="list-style-type: none"> Establish formal confidentiality and security protocols Have the confidentiality agreement signed by all NC staff & return to ACER 	<p>[17-18] weeks</p> <p>[16-17] weeks</p>	
3. Attend key meetings	<ul style="list-style-type: none"> Project management meetings with UIS and ACER (online, every week/fortnight as needed) Sampling training NPM Training Other training as listed in timeline or as scheduled 	<p><i>As scheduled</i></p> <p>20 December 2023</p> <p>March 2023</p> <p><i>As scheduled</i></p>	
4. Prepare a project timeline	<ul style="list-style-type: none"> Plan the AMPLab timeline for your country 	[16-17] weeks	
5. Prepare School Sampling forms and Sampling frame	<ul style="list-style-type: none"> Prepare and submit all required Sampling Forms and Sampling Frame template with complete information. <p>The School Sample must be finalised AT LEAST 8 weeks before the first day of testing in your country.</p>	[16-17] weeks	
6. Become familiar with assessment material	<ul style="list-style-type: none"> Become familiar with test booklets and questionnaires, student tracking form and the Test Administrator's Script 	[7-8] weeks	
7. Adapt questionnaire items	<ul style="list-style-type: none"> Complete QAS and QSA templates, and submit to ACER Develop the national versions of questionnaires and submit to ACER for checking 	<p>At least 8 weeks</p> <p>At least 8 weeks</p>	

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Task	Task description	Suggested time prior to or after the assessment day	Done ✓
1. Establish a National Centre	<ul style="list-style-type: none"> Identify NC staff and required resources Submit NC team members' contact details to ACER 	<p>[17-18] weeks</p> <p>[16-17] weeks</p>	
2. Establish security protocols	<ul style="list-style-type: none"> Establish formal confidentiality and security protocols Have the confidentiality agreement signed by all NC staff & return to ACER 	<p>[17-18] weeks</p> <p>[16-17] weeks</p>	
3. Attend key meetings	<ul style="list-style-type: none"> Project management meetings with UIS and ACER (online, every week/fortnight as needed) Sampling training NPM Training Other training as listed in timeline or as scheduled 	<p><i>As scheduled</i></p> <p>20 December 2023</p> <p>March 2023</p> <p><i>As scheduled</i></p>	
4. Prepare a project timeline	<ul style="list-style-type: none"> Plan the AMPLab timeline for your country 	[16-17] weeks	
5. Prepare School Sampling forms and Sampling frame	<ul style="list-style-type: none"> Prepare and submit all required Sampling Forms and Sampling Frame template with complete information. <p>The School Sample must be finalised AT LEAST 8 weeks before the first day of testing in your country.</p>	[16-17] weeks	
6. Become familiar with assessment material	<ul style="list-style-type: none"> Become familiar with test booklets and questionnaires, student tracking form and the Test Administrator's Script 	[7-8] weeks	
7. Adapt questionnaire items	<ul style="list-style-type: none"> Complete QAS and QSA templates, and submit to ACER Develop the national versions of questionnaires and submit to ACER for checking 	<p>At least 8 weeks</p> <p>At least 8 weeks</p>	
8. Undertake layout verification of assessment material	<ul style="list-style-type: none"> Review layout and formatting of: <ul style="list-style-type: none"> a) test booklets b) questionnaires (StQ, ScQ) Sign off the test booklets and questionnaires and submit ready to print materials to ACER for final optical check. 	[6-7] weeks	

9. Adapt operational materials	<ul style="list-style-type: none"> Adapt school resources Adapt TA Manual and submit to ACER Adapt National QM resources 	<p>[8-10] weeks</p> <p>[6-7] weeks</p> <p>[6-7] weeks</p>	
10. Produce assessment materials	<ul style="list-style-type: none"> Find a suitable printer (refer to the technical standards on printing) Print test booklets, StQ and ScQ and TA manuals If required, arrange the local recording of audio files (if administering AMPLa or AMPLa+b) 	<p>[5-6] weeks</p> <p>[4-5] weeks</p> <p>[4-5] weeks</p>	
11. Work with participating schools	<ul style="list-style-type: none"> Identify SCs Organise information session for SCs Obtain list of classes Obtain List of Students (LST) Schedule testing dates 	<p>[6-8] weeks</p> <p>[6-8] weeks</p> <p>[6-8] weeks</p> <p>[4-6] weeks</p> <p>[4] weeks</p>	
12. Work with DM as identified in sections 13 - 15 below	<ul style="list-style-type: none"> Ensure: <ul style="list-style-type: none"> a) class and student sampling; b) production of tracking forms and labels. 	<p>[4-6] weeks</p>	
13. Attend the webinar on data management	<ul style="list-style-type: none"> Identify NC participants for the data management webinar Prepare equipment Read provided material and prepare for the webinar 	<p>[5-6] weeks</p> <p>[5-6] weeks</p> <p>[5-6] weeks</p>	
14. Complete data management tasks required before the assessment	<ul style="list-style-type: none"> Prepare equipment for DAs Employ and train DAs Draw class samples using ACER Maple Obtain lists of students from sampled classes Draw student sample using ACER Maple Fill Student Tracking Form (STF) templates with sampled students' data 	<p>[5] weeks</p> <p>[5] weeks</p> <p>[4-5] weeks</p> <p>[4] weeks</p> <p>[4] weeks</p> <p>[4] weeks</p>	

15. Prepare all assessment materials for distribution	<ul style="list-style-type: none"> • Print STFs and labels • Label test booklets and questionnaires • Prepare packages of assessment materials • Distribute the assessment materials with STFs to TAs or schools 	<p>[4] weeks</p> <p>[4] weeks</p> <p>[2-3] weeks</p> <p>[1] weeks</p>	
16. Recruit and train Test Administrators	<ul style="list-style-type: none"> • Identify and recruit TAs • Organise training session for TAs • Print TA materials (TA Manual, TA Script, Student Tracking Forms, TA Notes on Student Questionnaire Items, Confidentiality Agreements) 	<p>[4-5] weeks</p> <p>[3-4] weeks</p> <p>[3-4] weeks</p>	
17. Recruit and train national Quality Monitors	<ul style="list-style-type: none"> • Identify and recruit national QMs • Organise information session for national QMs • Invite QMs to attend the training session for TAs 	<p>[4-5] weeks</p> <p>[3-4] weeks</p> <p>[3-4] weeks</p>	
18. Ensure reception of the assessment materials packages by Test Administrators and School Coordinators	<ul style="list-style-type: none"> • Ensure that all TAs and SCs have received/collected their respective Assessment Materials' packages. • Ensure that all TAs have prepared the additional materials that are not included in the TA package: <ul style="list-style-type: none"> - TA Manual (national version), including the Script - Student Tracking Form - TA Notes on Student Questionnaire Items - A watch, a clock or other timing device • Ensure that all TAs are familiar with the test administration procedures. • Ensure that all TAs will contact the SCs via phone to review assessment plans and ask SCs to confirm reception of the assessment material package from the NC. 	<p>[2] weeks before DAY 1 test administration</p> <p>[1] week before DAY 1 test administration</p>	
19. Provide support to School Coordinators, Test Administrators and Quality Monitors, if needed	<ul style="list-style-type: none"> • Ensure the NC staff is reachable during the test administration in case of urgent queries from TAs and QMs. • Coordinate activities of TAs and the national QMs (if applicable). • Continue liaising with schools. 	<p>During DAY 1 and DAY 2 test administration</p> <p>[insert date(s)]</p>	

20. Monitor response rate	<ul style="list-style-type: none"> • Monitor student response rates. • Organise follow-up sessions, if needed, based on the information above. • Monitor data collection of School Questionnaires. • Monitor school participation. 	During DAY 1 and DAY 2 test administration [insert date(s)]	
21. Collect assessment materials and tracking information	<ul style="list-style-type: none"> • Coordinate with all TAs and collect all assessment materials after DAY 2 test administration as soon as possible. 	[Within 1] week after DAY 2 test administration	
22. Monitor return of assessment materials to the NC	<ul style="list-style-type: none"> • Receive and check all assessment material upon return to the NC. • Continue to monitor data collection in case of follow-up sessions. • Store your assessment materials in a secure place. 	[1-2] weeks after DAY 2 test administration]	
23. Complete Data Management tasks	<ul style="list-style-type: none"> • Prepare materials for data entry into ACER Maple. • Employ DEOs • Organise data entry and train DEOs. • Enter tracking and response data into ACER Maple. • Submit your data to ACER. • Be available during post-submission data processing. • Review your national data and analysis reports. 	At the time of test administration [1-4] weeks after DAY 2 test administration 8 weeks after DAY 2 test administration 8 weeks after data submission	