

School Coordinator Manual

Assessment of Minimum Proficiency Level (AMPL) *AMPL-A and AMPL-A+B test designs*

February 2023, 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).

Note to NPMs

This is the SC Manual for the AMPL-A and AMPL-A+B test designs. If your country is administering the AMPL-B test design, you will need to use the AMPL-B SC Manual.

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1.0	Submitted version	24 Feb 2023

This manual needs to be adapted to suit your country's assessment context. Those parts that need to be adapted are shown in **red font** between square brackets [], e.g. [country name].

****NOTE:** In AMPL, we use the term 'class' to refer to a group of students at the same grade level taught by the same teacher in the same room. You may refer to this as a 'stream' or 'section' or some other term in your country. Therefore, wherever, you see [class], you may change it to the term you use in your country. **HOWEVER**, the tracking forms (List of Classes, List of Students, Student Tracking Forms) all use the term 'class' in column headers and other places and these **CANNOT** be changed. This is most important to note – ACER Maple will not allow the column headers to be changed. Therefore, you need to add in explanations to the schools (in this Manual and in the Information tab in the tracking forms) to let them know what 'class' refers to. We have put in text that looks like this:

In AMPL, [classes] are referred to as 'classes' – so the documentation will refer to 'classes' rather than [classes].

Therefore, it is important that you change the word 'class' **ONLY** when it appears in **red font** between square brackets [], e.g. [class]. Do NOT use 'find and replace' in this instance.

If you use the word 'class' in your country, please remove these explanations and remove the red font and brackets from around [class] or [classes].

Please ensure that all square brackets and this "Note to NPMs" box are deleted before finalising the adaptation to this manual. Also, make sure you have updated the Table of Contents (right click>'Update Field'>'Update entire table').

Other adaptations may be required when the operation of your National Centre differs in some way from the operations outlined in this manual.

Please submit the national version of the School Coordinator Manual to ACER.

Please remove this box before finalising the adaptation to this manual.

Acknowledgments

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Acronyms

ACER	Australian Council for Educational Research
AMPL	Assessment of Minimum Proficiency Level
LCL	List of Classes
LST	List of Students
MPL	Minimum Proficiency Level
NC	National Centre
NPM	National Project Manager
QM	Quality Monitor
SC	School Coordinator
ScQ	School Questionnaire
SEN	Special Educational Needs
StQ	Student Questionnaire
STF	Student Tracking Form
TA	Test Administrator
UIS	UNESCO Institute for Statistics

Introduction

Thank you for agreeing to be a School Coordinator for the Assessment of Minimum Proficiency Level (AMPL). The project aims to measure learning outcomes in a number of countries in Africa and Asia, in order to learn where students at the end of lower and upper primary stages perform in relation to global minimum standards in reading and mathematics.

In [country name], a sample of students in **Grade [#]** are being assessed using a combination of audio-based and paper-based assessment materials.

On Day 1, the sampled students will complete **the listening comprehension** test (audio script and items with written answers) and half (60 minutes) of the **reading or mathematics test booklets**.

On Day 2, the same students that completed the first half of the test booklet will complete the second half of the **test booklet** and the **Student Questionnaire**.

In addition, school principals will complete **the AMPL School Questionnaire**.

All data collected in the assessment are kept strictly confidential. No participating individual or school is identified in any report released by AMPL.

Role of School Coordinator

Your role as a School Coordinator is **to prepare the AMPL implementation at your school according to the internationally standardised procedures**. In order to ensure that the assessment is implemented in exactly the same way in all participating countries, it is essential that you strictly follow the procedures described in this manual. **Failure to do so might invalidate the results of the assessment.**

The School Coordinator's main responsibilities are to:

- Act as a liaison and a contact person between your school, the National Centre, and the Test Administrator
- Inform the school community (teachers, students, parents, and other school staff) about the purpose of the AMPL study
- Provide the National Centre with information about the grade [#] [classes] and students in your school
- Nominate possible assessment dates
- Find an appropriate room for the assessment and prepare for the assessment
- Give the School Questionnaire to the principal to complete
- Assist the Test Administrator on the assessment days.

Forms

Table 1 lists the important forms you will use in this project. It is critical that you fill out these forms accurately and completely. Examples of these forms are provided in the text or in the Appendices.

Table 1: Key Forms

Form	Purpose	Completed by
Confidentiality Agreement (Appendix 1: Confidentiality Agreement Form)	To acknowledge and agree to the confidentiality expectations for AMPL.	School Coordinator; any staff who will be involved in the AMPL study or have access to the AMPL test materials
List of Classes (LCL) (Section 1.2)	To list all [classes] in grade [#].	School Coordinator
Assessment Date Form (Appendix 2: Assessment Date Form)	To provide details of your preferred assessment dates.	School Coordinator
List of Students (LST) (Error! Reference source not found.)	To list <u>all</u> students in the sampled [class].	School Coordinator
Materials Reception Form (Appendix 3: Materials Reception Form)	To record receipt of assessment materials from National Centre.	School Coordinator
Student Tracking Form (STF) (Error! Reference source not found.)	To indicate all students (and their demographic information) sampled from the school to participate in AMPL and to record student attendance for the assessment sessions. One Student Tracking Form is to be used for ALL sessions, including follow-up session (if required).	National Centre and School Coordinator; updated by School Coordinator and Test Administrator(s)

Key activities

A checklist of your key activities is presented in **Error! Reference source not found.**

Table 2: Checklist of School Coordinator’s Key Activities

Date/Time frame	Activity	Completed ✓
Stage 1: Before the Assessment		
[6-8] weeks prior to the assessment day	Review the School Coordinator Manual	<input type="checkbox"/>
	Attend AMPL information session for School Coordinators	<input type="checkbox"/>
	Complete the List of Classes (LCL) form and forward it to the National Centre	<input type="checkbox"/>
[4-6] weeks prior to the assessment day	Complete the List of Students (LST) form and forward it to the National Centre	<input type="checkbox"/>
	Select possible dates for the assessment with National Centre	<input type="checkbox"/>
[2] weeks prior to the assessment day	Receive and check materials sent by the National Centre (Student Tracking Form, School Questionnaire, Material Reception Form)	<input type="checkbox"/>
[1] week prior to the assessment day	Notify school staff, students, and parents about the assessment	<input type="checkbox"/>
	Review and update Student Tracking Form	<input type="checkbox"/>
	Organise and confirm assessment plans with school staff, students, parents, and Test Administrator	<input type="checkbox"/>
	Arrange for school support staff to be present throughout each session (if possible)	<input type="checkbox"/>
	Distribute the School Questionnaire to the school principal for completion	<input type="checkbox"/>
Stage 2: AMPL Assessment Day 1		
At least 1 hour before the assessment	Meet with the Test Administrator before the assessment session	<input type="checkbox"/>
	[Provide materials for the Test Administrator]	<input type="checkbox"/>
Assessment sessions	Be present at school throughout the assessment to assist the Test Administrator (if possible)	<input type="checkbox"/>
Immediately after assessment sessions	Collect completed AMPL School Questionnaire from the school principal and give it to the Test Administrator	<input type="checkbox"/>
	Meet with the Test Administrator after the assessment session to prepare for Day 2 of testing [and store the relevant materials on a secure place, if applicable]	<input type="checkbox"/>

Date/Time frame	Activity	Completed ✓
AMPL Assessment Day 2		
At least 1 hour before the assessment	Meet with the Test Administrator before the assessment session	<input type="checkbox"/>
	[Provide materials for Test Administrator]	<input type="checkbox"/>
Assessment session	Be present at school throughout the assessment to assist the Test Administrator (if possible)	<input type="checkbox"/>
Immediately after the assessment session	Meet with the Test Administrator after the assessment session	<input type="checkbox"/>
Stage 3: After Assessment Day 2		
Same week as the main session (if possible)	Arrange for a follow-up session (if needed)	<input type="checkbox"/>
[Add date/time frame]	[Complete other tasks after the assessment]	<input type="checkbox"/>

If you have any questions, please contact us at:

[National Centre for AMPL Assessment]

Contact person: [Add name]

Phone no.: [Add phone number]

Email: [Add email address]

Fax no.: [Add fax number]

Address: [Add address. School Coordinator may need to mail the completed AMPL School Questionnaire directly to the National Centre.]

Stage I: Before the Assessment

1.1 Review School Coordinator Manual and attend information session for School Coordinators

All School Coordinators are encouraged to attend the AMPL information session where your role will be explained further by the National Centre. It is important that you read this manual thoroughly before the information session and follow the instructions to complete required tasks and prepare your school for the assessment. Details of the session are as follows:

[Add details of the information session in the below table. Add rows for additional information. If there is no information session, delete this table.]

Date:	
Time:	
Venue:	

The main focus of the information session will be on:

- Overview of AMPL
- Standardised test administration procedures
- School Coordinator role and tasks
- School Coordinator Manual
- Student Tracking Form
- Test Administrator’s Notes on Student Questionnaire Items
- Security protocols and confidentiality
- Quality Monitors.

You will be also asked to sign a confidentiality agreement during the training session. A confidentiality agreement form is provided in Appendix 1.

1.2 Prepare list of [classes]

You will be asked to prepare a list of ALL of your grade [#] [classes] [6-8] weeks prior to the assessment. The National Centre will select the [class] that will participate in AMPL from this list [(if the number of students in the selected [class] is greater than [maximum target cluster size] the National Centre will also select the students within the [class] that will participate). The maximum number of students that will participate in AMPL in any school will be [maximum target cluster size]].

Please note: In AMPL, [classes] are referred to as ‘classes’ – so the documentation will refer to ‘classes’ rather than [classes].

The National Centre will send you an electronic version of the List of Classes (LCL) for completion.

This section describes the steps for completing the List of Classes. An example of a completed List of Classes can be found in Table 5 after these steps.

Step 1: Complete Tab 1 “School Information” in the “List of Classes” Excel file

Fill in the required information in the last column (e.g., List prepared by, Date list prepared and Total number of classes listed) in Tab 1 (see Table 3). The first two columns of Tab 1 will be pre-filled by the National Centre.

Table 3: LCL School Information (Tab 1) - Example

SCHOOL INFORMATION					
School name:	Central school	Telephone:	4584563	List prepared by:	
National School ID:	XT3Q5	Fax:	4584565	Date list prepared:	
Address:	Central avenue, 46	Email:	sc@schoolcentral	Total number of classes listed:	
AMPL School No.:	1001				

Step 2: List ALL [classes] at grade [#] using Tab 2 “List of classes” in the Excel file (see Table 4), along with the number of students in each [class]

- Column A - **AMPL School Number:** N/A – will be completed by National Centre
- Column B - **Line No:** N/A – will be completed by National Centre
- Column C – **Grade Level:** N/A – will be completed by National Centre
- Column D – **Class Name:** List the name of each [class] in alphabetical or numerical order
- Column E – **No. of Students:** this should be the total number of grade [#] students in that [class]
- Column F - **Comments:** can be used to provide information about the [class]

Table 4: LCL List of Classes (Tab 2) - Example

A	B	C	D	E	F
For NC use			Filled by School Coordinator		
AMPL School No.	Line No.	Grade Level	Class Name	No. of Students	Comments

Table 5: Example of a completed List of Classes

SCHOOL INFORMATION					
School name:	Central school	Telephone:	4584563	List prepared by:	<i>M. SC ABC</i>
National School ID:	XT3Q5	Fax:	4584565	Date list prepared:	<i>04/03/2023</i>
Address:	Central avenue, 46	Email:	sc@schoolcentral	Total number of classes listed:	3
AMPL School No.:	1001				

DIRECTIONS FOR the List of Classes worksheet:* [In AMPL, 'class' refers to a grouping of students in the same grade level, taught by the same teacher, which is generally referred to as '[class]' in [country].] Please list alphabetically by **[Class] name ALL** grade [#] [classes] in your school and the number of students in each [class] in the column named No. of Students'.

* These directions are provided in a separate worksheet in the Excel workbook of the List of Students.

For NC use			Filled by School Coordinator		
AMPL School No.	Line No.	Grade Level	Class Name	No. of Students	Comments
			6.A	30	
			6.B	25	
			6.C	32	

1.3 Select possible dates for the assessment with National Centre

The Assessment will take place between **[assessment period start date]** and **[assessment period end date]** in **[country name]**.

Please provide details of your preferred assessment dates by completing the Assessment Date Form (see Appendix 2). Then **[email, fax or post]** this form to the National Centre before **[the return deadline]**. Please take into account the issues listed on the form when selecting assessment dates.

You will receive details of your assigned assessment dates by **[approximate date of the notification]**, where the National Centre will provide you with the dates, times, and contact information for your school.

Use the information below to determine the location and time of testing. You will then review the location and time of the assessment with the Test Administrator when he or she [calls/visits]. Note that on Day 1 of the assessment, the Test Administrator will be playing audio through a speaker to the students. The location should therefore be as quiet as possible to enable the students to hear the audio clearly.

Table 6 presents the assessment timing that you should consider when reserving assessment space. This includes time needed for the Test Administrator to set up the space before students arrive and the time after the assessment they need to pack up materials and reset the room.

When scheduling the assessment times and locations, you should expect to reserve the location for the assessment for [2 hours 40 minutes] on two consecutive days.

The timing of the AMPL assessment sessions is shown in Table 6.

Table 6: Timing of AMPL Assessment Sessions

Activity	Timing
DAY 1	
Room set-up	30 minutes (approximately)
Letting students enter the room and be seated Reading the AMPL Test Administrator’s Script, including the Example Questions for the Audio Session	10 minutes (approximately)
Part 1 of the AMPL test booklet (audio session)	15 minutes
Break	[5] minutes
Reading the AMPL Test Administrator’s Script, including the Example Questions for the Maths and Reading Test	5 minutes (approximately)
Part 2 of the AMPL test booklet	60 minutes (exactly)
Collecting the materials and ending the session	15 minutes (approximately)
Packing up and resetting room	15 minutes (approximately)
Total	Student Time: [1 hours 50 minutes] (approximately) Room Time: [2 hours 35 minutes] (approximately)

Table 7: Timing of AMPL Assessment Sessions (cont.)

DAY 2	
Room set-up	30 minutes (approximately)
Letting students enter the room and be seated Reading the AMPL Test Administrator’s Script, including the Example Question section	10 minutes (approximately)
Part 3 of the AMPL test booklet	60 minutes (exactly)
Break Room set-up for questionnaire session	[10] minutes
AMPL Student Questionnaire	20-25 minutes (approximately)
Collecting the materials and ending the session	15 minutes (approximately)
Packing up and resetting room	15 minutes (approximately)
Total	Student Time: [2 hours] (approximately) Room Time: [2 hours 40 minutes] (approximately)

1.4 Prepare list of students

You will be asked to prepare a student list [4-6] weeks prior to the assessment. This will contain the details of the students in the [class] selected to participate. This information will be used to populate the Student Tracking Form (STF). [If the number of students in the selected [class] is greater than [maximum target cluster size] the National Centre will select the students within the [class] that will participate before populating the Student Tracking Form (STF). The maximum number of students that will participate in AMPL in any school will be [maximum target cluster size].]

The National Centre will send you an electronic version of the List of Students (LST) for completion, as well as the details of the class selected to participate.

This section describes the steps for completing the List of Students. An example of a completed List of Students can be found in Table 12 after these steps.

Step 1: Complete Tab 1 “School Information” in the “List of Students” Excel file

Fill in the required information in the last column (e.g., List prepared by, Date list prepared and Total number of students listed) in Tab 1 (see

Table 8). The first two columns of Tab 1 will be pre-filled by the National Centre.

Table 8: LST School Information (Tab 1) - Example

SCHOOL INFORMATION					
School name:	Central school	Telephone:	4584563	List prepared by:	
National School ID:	XT3Q5	Fax:	4584565	Date list prepared:	
Address:	Central avenue, 46	Email:	sc@schoolcentral	Total number of students listed:	
AMPL School No.:	1001				

Step 2: Identify the selected [class]

The [class] the National Centre has randomly selected to participate will be included in the Sampled class information section of Tab 1, underneath the School Information section (see Table 8).

Table 9: LST Sampled [class] information (Tab 1) - Example

Sampled [class] information		
Grade Level	Class Name	Class ID
6	6.A	3

AMPL needs accurate information about **ALL** students who are enrolled in the named sampled [class].

A small number of these students may be unable to complete the AMPL assessment. For now, any such students must be added to your List of Students. Later, you may need to identify students who cannot participate in AMPL. This will be covered in a later section.

Step 3: List each of the eligible students using Tab 2 “List of Students” in the Excel file (see Table 9), along with their demographic information (see Table 12 for a completed example)

- Column A - **AMPL School Number:** N/A – will be completed by National Centre
- Column B - **Line No:** N/A – will be completed by National Centre
- Column C - **Student name:** Student first name and surname
- Column D - **Gender:** indicate 1 (female) or 2 (male)
- Column E - **Month of Birth:** indicated as MM; for example, if an eligible student was born in September, write 09
- Column F - **Year of Birth:** indicated as YYYY; for example, if an eligible student was born in 2011, write 2011
- Column G - **SEN:** See Step 4 below
- Column H - **Class Information:** N/A – will be completed by National Centre

Table 10: LST List of Students (Tab 2) - Example

DIRECTIONS FOR the List of Students worksheet:* Please list ALL students in your school in the sampled [class] (see **Sampled [class] information** below) and provide their demographic data. [Note that, in AMPL, 'class' refers to a grouping of students in the same grade, taught by the same teacher, which is referred to as '[class]' in [country]. If you see the word 'class' in this form, it refers to '[class]'].

Use the list of codes in the **Special Educational Needs (SEN)** to fill the corresponding column in the **List of Students** worksheet.

After the **List of Students** worksheet is filled with student data, fill out the three boxes above (i.e. 'List provided by', 'Date list prepared', and 'Total number of students listed').

* These directions are provided in the ‘Information’ worksheet in the Excel workbook of the List of Students.

A	B	C	D	E	F	G	H		
	xxxxx		(F=1; M=2)	MM	YYYY		Class Information		
AMPL School No.	Line No.	Student name	Gender	Month of Birth	Year of Birth	SEN	Grade Level	Class name	Class ID

Step 4: Identify students with Special Educational Needs (SEN) – Column G

Column G is used to record the **Special Educational Needs (SEN)** of eligible students. The codes are defined in Table 11 below. This table can also be found in Tab 1 “Information” in the Excel file. Please identify any student who has a Special Educational Need by placing the appropriate code in column ‘SEN’ on the List of Students.

Table 11: LST Codes for Special Educational Needs (Tab 1)

SPECIAL EDUCATIONAL NEEDS (SEN) CODES	
Code	Description
0	No Special Educational Needs
1	Functional disability – student has a moderate to severe permanent physical disability
2	Cognitive, behavioural, or emotional disability – in the opinion of qualified staff, student has a cognitive, behavioural, or emotional disability
3	Limited survey language experience – student is not a native speaker of [the language of the assessment] and has limited proficiency in this language

Examples of using Special Educational Needs codes:

Please refer to Table 12 to see an example demonstrating the use of the SEN codes:

- [Male Student 2] has a physical disability, so he is coded as “1” in column H.
- [Female Student 4] is not a native [assessment language] speaker, has less than 1 year of instruction in [assessment language], and has limited proficiency in [assessment language]. Therefore, she is coded as “3” in column H.
- [Male Student 5] is not a native speaker of [assessment language]. While he has received instruction in [assessment language] for more than 1 year, he still has some difficulties with [assessment language] expression and requires some extra instruction. Therefore, he is also coded as “3” in column H.
- [Male Student 7] is blind and is coded as “1” in column H.
- [Female Student 11] has been professionally assessed as having a cognitive disability and is coded as “2” in column H.

All other students do not have any special educational needs, and column H is coded as “0”.

Step 5: Send List of Student to National Centre

[Insert details of when, where, and to whom the list should be sent. Since the list has confidential information, the list must be returned using a secure method such as a secure ftp website.]

[As mentioned above, if the number of students in the selected [class] is greater than [maximum target cluster size] the National Centre will select the students within the [class] that will participate before populating the Student Tracking Form (STF). The maximum number of students that will participate in AMPL in any school will be [maximum target cluster size].]

Table 12: Example of a completed List of Students

School name:	Central school	Telephone:	4584563	List prepared by:	<i>M. SC ABC</i>
National School ID:	XT3Q5	Fax:	4584565	Date list prepared:	<i>04/05/2023</i>
Address:	Central avenue, 46	Email:	sc@schoolcentral	Total number of students listed:	3
AMPL School No.:	1001				

DIRECTIONS FOR the List of Students worksheet:* Please list ALL students in your school in the sampled [class] (see **Sampled [class] information** below) and provide their demographic data. [Note that, in AMPL, 'class' refers to a grouping of students in the same grade, taught by the same teacher, which is referred to as '[class]' in [country]. If you see the word 'class' in this form, it refers to '[class]']. Use the list of codes in the **Special Educational Needs (SEN)** to fill the corresponding column in the **List of Students** worksheet.

After the **List of Students** worksheet is filled with student data, fill out the three boxes above (i.e. 'List provided by', 'Date list prepared', and 'Total number of students listed').

* These directions are provided in a separate worksheet in the Excel workbook of the List of Students.

Sampled [class] information		
Grade Level	Class Name	Class ID
6	6.A	3

	XXXXX		(F=1; M=2)	MM	YYYY		Class Information		
AMPL School No.	Line No.	Student name	Gender	Month of Birth	Year of Birth	SEN	Grade Level	Class name	Class ID
		<i>[Female Student Name 1]</i>	1	05	2012	0			
		<i>[Male Student Name 2]</i>	2	09	2011	1			
		<i>[Female Student Name 3]</i>	1	02	2012	0			
		<i>[Female Student Name 4]</i>	1	03	2011	3			
		<i>[Male Student Name 5]</i>	2	07	2011	3			
		<i>[Female Student Name 6]</i>	1	08	2011	0			
		<i>[Male Student Name 7]</i>	2	12	2011	1			
		<i>[Male Student Name 8]</i>	2	11	2011	0			
		<i>[Male Student Name 9]</i>	2	01	2012	0			
		<i>[Female Student Name 10]</i>	1	06	2012	0			
		<i>[Female Student Name 11]</i>	1	05	2011	2			
		<i>[Female Student Name 12]</i>	1	07	2012	0			

1.5 Receive, check, and secure package of assessment materials sent by National Centre

Approximately [2 weeks] prior to the assessment day, the National Centre will send you a package with the following materials:

- School Questionnaire with instructions
- Student Tracking Form: listing the students who have been sampled to participate in the AMPL assessment.
- [Specify any other materials you will send to the School Coordinator, e.g., form for reimbursement of expenses].

Note that the National Centre will send the Test Administrator a copy of the Student Tracking Form for them to update.

When you receive the package, please do the following:

- Ensure you have all the materials you will need for the assessments. Use the Materials Reception Form in Appendix 3: Materials Reception Form to check if everything is included in the package.
- Return the Materials Reception Form to the National Centre, specifying any items that are missing or damaged so they can be replaced.
- After checking the materials, store them in a secure place.

1.6 Review and update Student Tracking Form

There is one Student Tracking Form for both days of the AMPL assessment. It lists all sampled students along with their background data. [If the number of students in the selected [class] is greater than [maximum target cluster size] the National Centre will have selected [maximum target cluster size] students from within the selected [class] that will participate.] ONLY students listed on the Student Tracking Form can participate in the AMPL Assessment – there should be NO substitutions.

You will need to review this form and enter any missing student demographic data and correct any errors. The Test Administrator will contact you [1 week] before the assessment day to complete this task together.

Student Tracking Form

This section describes the steps for completing the Student Tracking Form. An example of a completed Student Tracking Form is shown in Table 15.

Step 1: Check student details and demographics

For columns “Class name”, “Student Name,” “Gender,” “Month of Birth,” “Year of Birth,” and “SEN,” identify and correct missing or incorrect information.

Step 2: Assist TA to complete the “Participation” column

Column “Participation” is a column to record the participation status of sampled students. A summary of the participation codes is shown in Table 13. Please provide the TA with the information that helps to determine, which participation code (2-5) to enter into the “Participation” column.²

The intention of AMPL is to be as INCLUSIVE as possible. Therefore, you should NOT use these five codes if a student is unable to attend the AMPL assessment, for example, due to a competing activity in/outside the school or illness, as he or she might be able to attend a follow-up session.

However, some students may not be able to participate for various reasons. These reasons for non-participation must be recorded in the “Participation” column of the Student Tracking Form, using the specific codes presented in Table 13.

² Participation codes 1 and 0 are **only for the TA** to enter into the “Participation” column.

Table 13: STF “Participation” Column Codes

Code 2 – Parent refusal A small number of parents/guardians may refuse to allow their child to participate in AMPL. If you have received such notification from parents/guardians, record a code “2” for this student in column “Participation”.
Code 3 – Excluded on SEN (Special Educational Needs) basis The guidelines in Table 9 will assist you in deciding whether a student identified in the SEN column can be excluded from AMPL. If a student with a special educational need is to be excluded from the assessment, record a code “3” for this student in column “Participation”.
Code 4 – Now enrolled at another school If it is known that a student has transferred to another school, record a code “4” for this student in column “Participation”.
Code 5 – Not enrolled in this school, enrolment is unknown If a student has left school, but it is not known to which school, if any, the student has transferred, record a code “5” for this student in column “Participation”.
Code 9 – Does not meet criteria for eligibility If a student does not meet the criteria for eligibility (that is, they are not in grade [#]), record a code “9” for this student in column “Participation”.

If in doubt about which code to use, leave that column blank and insert a brief note in the “Comments” column, or contact the National Centre.

Including Students with Special Educational Needs

Many students with Special Educational Needs can be included in the AMPL assessment without the accommodations they receive in the classroom or on high-stakes, individual tests used for grades, evaluations, or promotions. AMPL is the assessment administered in a standardised way to all students. Guidelines for determining inclusion or exclusion are presented in Table 14.

Table 14: Guidelines – Inclusion/Exclusion of Students with Special Educational Needs

Group	Students who should be included	Students who may be excluded
Functional (physical or sensory) disability	The student can respond to the assessment. Record Code 0 in column "SEN." Record Code 1 in column "Participation".	The student has a moderate to severe permanent physical disability such that she or he cannot participate in the AMPL testing situation. Record Code 1 in column "SEN." Record Code 3 in column "Participation."
Cognitive, behavioural, or emotional disability	The student can respond to the assessment. He or she should NOT be excluded solely because of poor academic performance or disciplinary problems. Record Code 2 in column "SEN." Record Code 1 in column "Participation".	The student has a cognitive, behavioural, or emotional disability such that in the opinion of qualified staff, she or he cannot participate in the AMPL testing situation. This includes students who are cognitively, behaviourally, or emotionally unable to follow even the general instructions of the assessment. Record Code 2 in column "SEN." Record Code 3 in column "Participation."
Limited assessment language experience	The student does not meet ALL three criteria in the adjacent 'Students who may be excluded' column. Record Code 3 in column "SEN." Record Code 1 in column "Participation".	The student meets ALL of the following three criteria: 1) not being a native speaker in the assessment language, 2) having limited proficiency in the assessment language, and 3) having received less than 1 year of instruction in the assessment language. Record Code 3 in column "SEN." Record Code 3 in column "Participation."

[Specify any other requirements you may have for accommodating students with special education needs.]

Table 15: Example of a completed Student Tracking Form

AMPL Student Tracking Form (STF)													
School Name	AMPL School No.		School Co-ordinator				Test Administrator			Session Date 1 (DD/MM)	Session date 2 (DD/MM)		
Central School	1001		M. SC ABC				M. TXYZ			22/05	23/05		
	LST			F=1; M=2	MM	YYYY	Attendance			Class			
Student Name	Linc No.	AMPL Participaat ID	Test Form	Gender	Month of Birth	Year of Birth	SEN	Test	StQ	Participation	Grade Level	Class Name	Comments
Student 1	00001	96100106	5	1	5	2012	0	1	1	1	6	6A	
Student 2	00002	96100104	6	2	9	2011	1	1	1	1	6	6A	
Student 3	00003	96100105	7	1	2	2012	0	1	1	1	6	6A	
Student 4	00004	96100101	8	1	3	2011	3	0	0	4	6	6A	
Student 5	00005	96100103	3	2	7	2011	3	1	1	1	6	6A	
Student 6	00006	96100108	4	1	8	2011	0	0	0	2	6	6A	
Student 7	00007	96100102	5	2	12	2011	1	1	1	1	6	6A	
Student 8	00008	96100109	6	2	11	2011	0	1	1	1	6	6A	
Student 9	00009	96100107	7	2	1	2012	0	1	1	1	6	6A	
Student 10	00010	96100110	8	1	6	2012	0	1	0	1	6	6A	Student was sick on Day 2
Student 11	00011	96100115	3	1	5	2011	2	0	0	3	6	6A	
Student 12	00012	96100120	4	1	7	2012	0	1	1	1	6	6A	

1.7 Notify school staff, students, and parents about the assessment

Please inform school staff, students, and parents about the assessment according to the school's policy.

It is very important to introduce the aims of AMPL to school staff, students, and parents prior to the assessment to help engage students and promote their participation. **[Please use the information that the National Centre has provided.]**

1.8 Organise and confirm assessment plans with school staff, students, parents, and Test Administrator

The Test Administrator assigned to your school will contact you [1] week before the assessment date to review updates to the Student Tracking Form and review details of the assessment. See the list below for details about the pre-assessment planning call.

- Have the package of AMPL materials received from the National Centre on hand
- Complete the Student Tracking Form with missing details and correct any errors noted in the student demographics
- Review details about students with Special Educational Needs with appropriate staff and update the Student Tracking Form
- **[Review accommodations for SEN students]**
- Determine the procedure for notifying school staff, students, and parents
- Confirm the assessment dates, times, and location with the Test Administrator

- [Determine if SEN students need to be assessed in separate session(s)]
 - [if so, review the Student Tracking Form and discuss which students are assigned in each session]
- Discuss arrangements for school staff assistance on the days of the assessment.
- Discuss protocols related to the following:
 - arriving (e.g., directions, parking) and checking in (e.g., required identification, check in location) at the school
 - handling students who arrive too late to the assessment and cannot be included
 - handling students who become ill during the assessment and other urgent situations
 - handling students who need to use the toilet or temporarily leave the session
 - dismissing students after the assessment
 - if any emergency drills or other activities that may interrupt the assessment session are scheduled
- Determine whether or not students will need to bring anything with them to the assessment
- Schedule a time to meet with the Test Administrator the morning of the assessment (at least 1 hour before the assessment is scheduled to begin) as well as a time to meet after the assessment session to discuss any needed follow-up sessions and review how the assessment sessions went.
- Schedule a space for the Test Administrator to work if the assessment location is not available an hour before or after the assessment.

After the call, you should notify school staff, students, and parents of the details of the assessment and ensure that the assessment location(s) have been reserved. [At this time, you should also ask participating students to bring a pen and an eraser to the assessment] [, and Health and Safety Materials (e.g. face masks, hand sanitisers, disinfection material for cleaning surfaces, etc.) as required by the school policy (and obtain extras of these items)]. [In addition, you should arrange for some books or magazines to read for students who finish the assessment ahead of time.]

1.9 Arrange for school support staff to be present throughout each session (if possible)

It is preferable that you or another school staff member is present throughout the assessment. However, if this is not possible, you or another school support staff member should be present at least at the beginning of the assessment sessions. This will help set the tone of the session and demonstrate the importance of the assessment.

School staff, however, are not permitted to administer the assessment or respond to students' questions related to the test or Student Questionnaire items. Only the Test Administrator should respond to students' questions.

A Note on Maintaining Security and Confidentiality of Assessment Materials

Because AMPL materials may be used in the future, their security is very important and must be maintained at all times.

DO NOT copy in any way the assessment materials under any circumstances. Do not allow others to do so.

Help the Test Administrator ensure that students DO NOT photograph the materials with their mobile phones or other electronic devices.

If the Test Administrator reports any missing assessment materials, please assist him or her in locating them.

1.10 Distribute and collect AMPL School Questionnaire

The School Questionnaire should be completed by the principal at your school or by someone else at your school to whom he or she delegates the task. **[Insert your country - specific instructions about when to distribute the School Questionnaire.]**

It is important that the School Questionnaire is completed in every school. If you have not received the School Questionnaire from the principal before the assessment day, please remind them to complete it.

After DAY 1 test administration, give the completed School Questionnaire to the Test Administrator to return to the National Centre.

Stage 2: AMPL Assessment Days

It is important that you know how to assist the AMPL assessment. Clarify any questions you have with the National Centre as soon as possible.

2.1 Meet with Test Administrator before the assessment on Day 1 and Day 2

The Test Administrator should arrive **at least 1 hour** before the assessment is scheduled to begin and will need to meet with you immediately to review assessment day logistics and the Student Tracking Form.

Make sure that you have updated the Student Tracking Form before the meeting on Day 1.

Do not record anything in the Attendance columns **Test** or **StQ** for students who are absent on relevant assessment day but are eligible to participate in the assessment. The Test Administrator will record student attendance on the Student Tracking Form during the assessment.

2.2 [Provide materials for Test Administrator]

- [access to books and magazines for students to read who finish early]
- [extra pencils, and erasers]
- [disinfection material, e.g. sanitiser, face masks, wet tissues]
- [insert what other materials, if any, the School Coordinator should provide the Test Administrator.]

2.3 Be present at school throughout the assessment

On the assessment day(s) be present at school to assist the Test Administrator during the assessment sessions if required by the Test Administrator.

2.4 Collect completed AMPL School Questionnaire on DAY 1

Collect the completed School Questionnaire from the school principal by the end of the Day 1 assessment session. If it is not completed yet, ask the principal to complete it by the end of the Day 2 assessment. Otherwise, discuss with the Test Administrator how it should be returned to the National Centre.

2.5 Meet with Test Administrator after the assessment session on each day

After the assessment is completed on each day, the Test Administrator will need to meet with you briefly to discuss the session.

Following the Day 2 assessment, the Test Administrator will also need to make copies of the Student Tracking Form and Session Report Form(s) and give these to you to store should there be any questions about the assessment or if the original documents are lost or damaged. The National Centre will inform you when to destroy the forms.

Remember to give the completed School Questionnaire to the Test Administrator.

Stage 3: After the assessment

3.1 Arrange for a follow-up session, if needed

AMPL requires a high student participation rate. If a significant number of students are absent, a follow-up assessment may be scheduled by the National Centre. The National Centre will monitor the participation rate during the administration period and will inform you whether the follow-up assessment is required in your school and will discuss suitable dates with you and the Test Administrator. It is preferred that the follow-up assessment is held as soon as possible after the original assessment, if possible, so as not to delay the return of the assessment materials. The same procedures as outlined in this manual should be followed for any follow-up sessions. Use the same Student Tracking Form used for the original assessment sessions.

A Note on Follow-up Sessions

Since only one follow-up assessment (over two days) is held, please make every attempt to ensure that the previously absent students attend.

3.2 [Complete other tasks after assessment]

[Insert country -specific tasks the School Coordinator is expected to complete after the assessment and any follow-up session is completed.]

Your help with the AMPL Project is very important to its success in ensuring that the data collected for [country] is of the highest quality.

The National Centre and the International AMPL Project Team appreciate your time and effort.

Thank you!

Appendix I: Confidentiality Agreement Form

First Name _____

Last Name _____

Phone number _____

Email _____

Address _____

I understand that by signing this form I hereby acknowledge my professional responsibility to maintain the security and confidentiality for the AMPL project. I declare that I will not divulge any project information, trial materials, test materials, processes, contents or results, or any other materials, documents or information pertaining to the project that are stated to be confidential. I also will not disclose the names participating schools, school staff or students, to any person or organisation as directed under the terms of the project unless I have prior written approval from the National Centre. I will also not exchange confidential material via email or save confidential files on unsecured cloud storage services. I understand that the above does not apply to information that is in the public domain.

Signature _____ Date _____

Appendix 2: Assessment Date Form

To School Coordinators: Please [email, fax or post] back to the National Centre by [deadline]. Thank you!

Sender information (School Coordinators to complete)

Date:

To: [Person at National Centre]

Fax No.: [Fax No]

Email address: [Email address of National Centre or the contact person]

From:

Phone:

Fax No.:

Email address:

AMPL School No. (shown on the Student Tracking Form):

Issues to consider when selecting assessment dates for your school

- The AMPL assessment will take place between [test window date] and [test window date].
- The AMPL assessment session will take about [2 hours 40 minutes], including breaks and time for distributing and collecting materials, **on two consecutive days.**
- You are encouraged to schedule the AMPL assessment to start early in the morning.
- Please check your School Calendar to ensure there are no other events that coincide with AMPL (for example, tests/exams, sports festival or excursions).
- Please ensure you have made arrangements for the assessment location. For each assessment session, the room should have a capacity for [ALL students in the sampled [class]/[25] sampled students] sitting at single desks.

Please nominate [three alternative pairs of dates] for the AMPL assessment to take place at your school:

Preferences	Date	Start Time	Date	Start Time
[First]				
[Second]				
[Third]				

Please specify any dates which will **NOT** be suitable for testing:

Appendix 3: Materials Reception Form

To School Coordinators: Please return this form to **the National Centre** via fax or email as soon as you received and verified the package of assessment materials.

Sender/receiver information (School Coordinators to complete)

Date:

To: [Person at National Centre]

Fax No.: [Fax No]

Email address: [Email address of National Centre or the contact person]

From:

Phone:

Fax No.:

Email address:

AMPL School No. (shown on the Student Tracking Form):

Materials received on (date):

Materials Checklist (School Coordinators to tick v)

Received √	Material	Quantity
<input type="checkbox"/>	Materials Reception Form	1
<input type="checkbox"/>	Student Tracking Form	1 per sampled class
<input type="checkbox"/>	School Questionnaire with instructions	1
<input type="checkbox"/>	Other materials and stationery [For example pencils, erasers, form for expense reimbursement, timer]	[Insert relevant items and numbers for each item.]
<input type="checkbox"/>	[Health and safety materials, such as masks, hand sanitisers, cleaners for desks]	[Insert number of materials.]

Notes for any damaged or missing materials: