

Test Administrator 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 TA 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 TA Manual

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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]**. Please ensure that all square brackets and any "Note to NPMs" boxes are deleted before finalising the adaptation to this manual.

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 Test Administrator Manual to ACER for review and approval.

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

Acknowledgments

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Contents

Introduction	1
Role of Test Administrator	1
Working with the School Coordinator.....	2
Forms	2
Key activities.....	3
Stage 1: Before the Assessment Day	5
1.1 Review Test Administrator Manual	5
1.2 Attend Test Administrator training.....	5
1.3 Receive notice of assessment dates and times.....	5
1.4 Receive, check, and secure package of assessment materials	5
1.5 Contact School Coordinator and review assessment plans	6
1.6 Prepare test booklets and student questionnaires	10
1.7 Prepare [audio playback device] and speaker	13
1.8 Maintain security and confidentiality of assessment materials.....	15
1.9 Re-confirm assessment plans with School Coordinator	15
1.10 Prepare other materials needed for assessment.....	15
1.11 Familiarise yourself with Test Administrator’s Script.....	16
1.12 Familiarise yourself with the audio and the audio script for Part One of the assessment.....	16
1.13 Familiarise yourself with Student Questionnaire and the Test Administrator Notes for Student Questionnaire Items	16
Stage 2: Assessment Day 1.....	18
2.1 Arrive at school and meet with School Coordinator.....	18
2.2 Update Student Tracking Form.....	18
2.3 Collect completed School Questionnaire	18
2.4 Set up room and materials	18
2.5 Review key aspects of assessment administration	19
2.6 Conduct assessment session	21
Stage 3: After Assessment Day 1.....	23
3.2 Bundle test booklets	23
3.3 Review Student Tracking Form.....	23
3.4 Review Session Report Form	24

3.5	Review assessment session with School Coordinator.....	24
3.6	Collect School Questionnaire.....	24
Stage 4:	Assessment Day 2.....	25
4.1	Arrive at school and meet with School Coordinator.....	25
4.2	Update Student Tracking Form.....	25
4.3	Set up room and materials.....	25
4.4	Review key aspects of assessment administration.....	26
4.5	Conduct assessment session.....	27
Stage 5:	After Assessment Day 2.....	29
5.2	Bundle test booklets.....	29
5.3	Bundle Student Questionnaires.....	29
5.4	Review Student Tracking Form.....	29
5.5	Review Session Report Form.....	29
5.6	Review assessment session with School Coordinator.....	30
5.7	Make copies of Student Tracking and Session Report forms.....	30
5.8	Collect completed School Questionnaire.....	30
5.9	Conduct follow-up session, if required.....	30
Stage 6:	Returning Assessment Materials to the National Centre.....	31
6.1	Conduct final quality control check.....	31
6.2	Complete Materials Return Form.....	31
6.3	Return assessment materials.....	31
6.4	Remove digital materials from your personal devices.....	32
Appendix 1:	Materials Reception Form.....	33
Appendix 2:	Session Report Form.....	36
Appendix 3:	Materials Return Form.....	38
Appendix 4:	Confidentiality Agreement Form.....	40
Appendix 5:	Preparation call with School Coordinator.....	41
Appendix 6:	Digital Deletion Declaration.....	45

Introduction

Thank you for agreeing to be a Test Administrator for the Assessment of Minimum Proficiency Level (AMPL) project. The project aims to measure learning outcomes in four 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 [grade level/s] 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**. In addition, school principals will complete **the School Questionnaire**.

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**.

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

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. Test Administrator may need to ask School Coordinator to mail the completed School Questionnaire to the National Centre.]

Role of Test Administrator

Your role as a Test Administrator is **to administer the assessment in your assigned school according to the internationally standardised procedures**. In order to ensure that the assessment is administered in exactly the same way in all participating countries, it is essential that you strictly follow the procedures described in this manual and its accompanying documents. **Failure to do so might invalidate the results of the assessment.**

The test administration documents that accompany this manual are:

- Test Administrator's Script – for the TA to follow word-for-word during the assessment session
- Audio Script for Part One of the assessment – for use only in an emergency where the speaker or [audio playback device] is not working

- Student Questionnaire – spare copy for use by the TA should you need to read the questionnaire aloud to the students
- TA notes for the Student Questionnaire – notes to help the TA answer students' questions about the Student Questionnaire

Working with the School Coordinator

A School Coordinator is a person at the school appointed by either the National Centre or the head of the school. School Coordinators act as liaisons between the schools, the National Centre, and the Test Administrators. While the School Coordinator will work with you to plan for the assessment and assist on the days of the assessment, only you can administer the assessment and respond to students' questions.

Forms

Table 1 lists the important forms you will use in this project. Copies of these forms will be provided by the National Centre for you to complete. It is critical that you fill out these forms accurately and completely. The forms provided in the Appendix are examples only.

Table 1: Key Forms

Form	Purpose	Completed by
Materials Reception Form (Appendix 1:)	To record receipt of assessment materials from National Centre.	Test Administrator
Student Tracking Form (Section 1.5.1)	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 to be used for ALL sessions, including follow-up (if required) sessions.	National Centre and School Coordinator; updated by School Coordinator and Test Administrator
Session Report Form (Appendix 2:)	To record timing and conditions of each test or student questionnaire session. One Session Report Form to be used for EACH of the assessment, and follow-up (if required) sessions.	Test Administrator
Materials Return Form (Appendix 3:)	To return assessment materials to the National Centre.	Test Administrator
Digital Deletion Declaration (Appendix 6:)	To record that the TA has removed all AMPL materials from his/her personal device/s.	Test Administrator

Key activities

A checklist of your key activities is presented in Table 2.

Table 2: Checklist of Test Administrator’s Key Activities

Date/Time frame	Activity	Completed ✓
Stage 1: Before the assessment day		
Before Test Administrator training	Review Test Administrator Manual	<input type="checkbox"/>
[Add training date that is 3-4 weeks prior to the assessment day]	Attend Test Administrator training	<input type="checkbox"/>
	Sign a Confidentiality Agreement at the training	<input type="checkbox"/>
	After TA training	Receive notice of assessment dates and times
[2 weeks prior to the assessment day]	Receive, check, and secure package of assessment materials	<input type="checkbox"/>
[1 week prior to the assessment day]	Contact School Coordinator and review assessment plans	<input type="checkbox"/>
[1 week prior to the assessment day]	Prepare test booklets and student questionnaires and keep materials secure	<input type="checkbox"/>
	Prepare [audio playback device] and speaker and keep audio files secure	<input type="checkbox"/>
	Maintain security and confidentiality of assessment materials	<input type="checkbox"/>
[2-3 days prior to the assessment day]	Re-confirm assessment plans with School Coordinator	<input type="checkbox"/>
	Prepare other materials needed for assessment	<input type="checkbox"/>
	Familiarise yourself with the TA’s script	<input type="checkbox"/>
	Familiarise yourself with the audio and the audio script for Part One of the assessment	<input type="checkbox"/>
	Familiarise yourself with the Student Questionnaire and the TA Notes for Student Questionnaire Items	<input type="checkbox"/>
Stage 2: Assessment Day 1		
1 hour before the assessment	Arrive at school and meet with School Coordinator	<input type="checkbox"/>
	Update Student Tracking Form	<input type="checkbox"/>
	Collect completed School Questionnaire	<input type="checkbox"/>
	Set up room and materials	<input type="checkbox"/>
	Review key aspects of assessment administration	<input type="checkbox"/>
Assessment sessions	Conduct assessment session	<input type="checkbox"/>

Date/Time frame	Activity	Completed ✓
Stage 3: After the Assessment Session on Day 1		
Immediately after assessment sessions	Bundle test booklets	<input type="checkbox"/>
	Review Student Tracking Form	<input type="checkbox"/>
	Review Session Report Form	<input type="checkbox"/>
	Review assessment session with School Coordinator	<input type="checkbox"/>
	Collect School Questionnaire	<input type="checkbox"/>
Stage 4: Assessment Day 2		
1 hour before the assessment	Arrive at school and meet with School Coordinator	<input type="checkbox"/>
	Update Student Tracking Form	<input type="checkbox"/>
	Set up room and materials	<input type="checkbox"/>
	Review key aspects of assessment administration	<input type="checkbox"/>
Assessment session	Conduct assessment session	<input type="checkbox"/>
Stage 5: After the Assessment Session on Day 2		
Immediately after assessment sessions	Bundle test booklets	<input type="checkbox"/>
	Bundle Student Questionnaires	<input type="checkbox"/>
	Review Student Tracking Form	<input type="checkbox"/>
	Review Session Report Form	<input type="checkbox"/>
	Review assessment session with School Coordinator	<input type="checkbox"/>
	Make copies of Student Tracking and Session Report forms	<input type="checkbox"/>
	Collect completed School Questionnaire if you have not already done so	<input type="checkbox"/>
Follow-up session	Conduct follow-up session, if required	<input type="checkbox"/>
Stage 6: Returning assessment materials to National Centre		
[Within 24 hours after Assessment Day 2]	Conduct final quality control check	<input type="checkbox"/>
	Complete Materials Return Form	<input type="checkbox"/>
	Return assessment materials to National Centre	<input type="checkbox"/>
After your final test administration session for AMPL	Remove digital materials from your personal devices	<input type="checkbox"/>

Stage I: Before the Assessment Day

1.1 Review Test Administrator Manual

It is important that you **read this manual thoroughly before the training sessions organised for Test Administrators and bring it with you to the training session** along with any other materials the National Centre asks you to bring.

1.2 Attend Test Administrator training

All Test Administrators must attend a training session. During the training, your role will be explained further. You will be also asked to sign a confidentiality agreement during the training session. A confidentiality agreement form is provided in Appendix 4:

[Add details of the training session]

1.3 Receive notice of assessment dates and times

The AMPL project assessment period will take place between [assessment period start date] and [assessment period end date] in [country name]. Refer to Table 7 and Table 8 for details on timing of the assessment sessions.

The National Centre will provide you with the dates, times, and contact information for your schools as soon as these arrangements are confirmed.

1.4 Receive, check, and secure package of assessment materials

[2 weeks prior to the assessment day], the National Centre will send you the materials of AMPL assessment for your school(s). When you receive the package, please:

- Ensure you have all the materials you will need for the assessments. Use the Materials Reception Form in Appendix 1: to check if everything is included in the package.
- Return the Materials Reception Form to the National Centre via fax or email, specifying any items that are missing or damaged so they can be replaced.
- After checking the materials, store the assessment materials in a secure place.

Note that the National Centre will send the School Coordinators a copy of the Student Tracking Form for them to update. The National Centre will also send schools the School Questionnaire.

A Note on Maintaining Security and Confidentiality of Assessment Materials

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

- The School Coordinator and other school staff members are allowed to look at unused assessment materials **only after the assessment and in your presence**. It is never permissible for them to look at completed assessment materials. They will be asked to sign a confidentiality agreement.
- **DO NOT** copy the assessment materials under any circumstances. Do not allow others to do so.
- Video recording or sound recording of assessment sessions is not permitted.
- It is imperative that you guard against students photographing or recording the materials with their mobile telephones or other electronic devices.

1.5 Contact School Coordinator and review assessment plans

Approximately [1 week before the assessment date], call the School Coordinator(s) to confirm the assessment plans.

To conduct the call with the School Coordinator, use the checklist for a preparation call with School Coordinator in Appendix 5:. Familiarise yourself with the checklist prior to the call as the checklist includes important questions to ask the School Coordinator. You may make copies of the checklist as required.

During this call, discuss the following issues:

- the date and time for the assessment
- the protocol for arriving and checking in at the school, including instructions related to COVID-19 precautions
- Student Tracking Form (see below for details)
- supply of stationery
- test administration protocols
- collection of the School Questionnaire on Assessment Day 1
- post-assessment plans.

1.5.1 Review and update Student Tracking Form

Figure 1 shows an example of the Student Tracking Form filled for an example school.

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. TA XYZ			22/05	23/05		
	LST		F=1; M=2	MM	YYYY	Attendance			Class				
Student Name	Line No.	AMPL Participant 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	

Figure 1: Example Student Tracking Form

If there is any incorrect information on the Student Tracking Form, the School Coordinator should have corrected this prior to the call. Therefore, you will need to update your copy of the form by discussing it with the School Coordinator. If the School Coordinator has not corrected the information on the Student Tracking Form, you need to remind her/him of it and update your copy in a follow-up call. Ensure your copy includes the same information as the School Coordinator's copy regarding:

- School Name
- AMPL School No.
- School Coordinator (name)
- Test Administrator (your name)
- Session Date
- Class name¹
- Student Name
- AMPL Participant ID
- Gender
- Month of Birth
- Year of Birth
- Special Educational Needs (SEN) (see below)
- Test Form (test booklet number).

Note, however, that under no circumstances should a sampled student be substituted for a student who was not sampled to participate in AMPL. Be vigilant when updating

¹ In AMPL, [classes] are referred to as 'classes' – so the Student Tracking Form will refer to 'classes' rather than [classes].

the Student Tracking Form with the School Coordinator to ensure that no students are being substituted.

1.5.2 SEN column

The “SEN” column is used to record the Special Educational Needs (SEN) of eligible students. The codes are defined in Table 3 below.

Table 3: SEN column on Student Tracking Form

Codes in SEN column to be checked by School Coordinator
Code 0 – No special educational needs
Code 1 – Functional disability
Code 2 – Cognitive, behavioural, or emotional disability
Code 3 – Limited survey language experience

The SEN column is pre-filled by the National Centre and will be checked by the School Coordinator. Ask the School Coordinator if there is any change made to the column and update your form accordingly during the call.

1.5.3 Participation column

The “Participation” column is used to record participation status of the sampled students.

Participation codes

The participation codes are defined in Table 4 below.

Table 4: Participation column on Student Tracking Form

Codes to enter into Participation column by Test Administrator
Code 1 – Participant: If a student is expected to be able to participate, enter a code “1” for this student
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, enter a code “2” for this student
Code 3 – Excluded on SEN basis: If a student with a special educational need is to be excluded from the assessment, enter a code “3” for this student. The guidelines in Table 5 will assist you in deciding whether a student identified in the SEN column can be excluded from AMPL.
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
Code 5 – Not enrolled in this school, enrolment 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
Code 0 – Non-participant for any other reason: If a student did not attend the session for any other reason, record a code “0” for this student
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”.

Enter an appropriate code for each of the listed students based on the information the School Coordinator provides to you during the call. **Do not use Code 0 at this stage. Code 0 may be used only after the 'Attendance' columns were completed at the end of Assessment Day 2.**

Participation of students with Special Educational Needs

Many students with SEN can be included in the assessment without the accommodations they receive in the classroom. AMPL is the assessment administered in a standardised way to all students. Guidelines for determining inclusion or exclusion are presented in **Table 5**.

Table 5: 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	<p>The student can respond to the assessment.</p> <ul style="list-style-type: none"> ➔ Record Code 0 in column "SEN." ➔ Record Code 1 in column "Participation". 	<p>The student has a moderate to severe permanent physical disability such that she or he cannot participate in the testing situation.</p> <ul style="list-style-type: none"> ➔ Record Code 1 in column "SEN." ➔ Record Code 3 in column "Participation."
Cognitive, behavioural, or emotional disability	<p>The student can respond to the assessment. He or she should NOT be excluded solely because of poor academic performance or disciplinary problems.</p> <ul style="list-style-type: none"> ➔ Record Code 2 in column "SEN." ➔ Record Code 1 in column "Participation". 	<p>The student has a cognitive, behavioural, or emotional disability such that in the opinion of qualified staff, she or he cannot participate in the testing situation. This includes students who are cognitively, behaviourally, or emotionally unable to follow even the general instructions of the assessment.</p> <ul style="list-style-type: none"> ➔ Record Code 2 in column "SEN." ➔ Record Code 3 in column "Participation."
Limited survey language experience	<p>The student does not meet ALL three criteria in the adjacent 'Students who may be excluded' column.</p> <ul style="list-style-type: none"> ➔ Record Code 3 in column "SEN." ➔ Record Code 1 in column "Participation". 	<p>The student meets ALL of the following three criteria:</p> <ul style="list-style-type: none"> • not being a native speaker in the assessment language, • having limited proficiency in the assessment language, and • having received less than 1 year of instruction in the assessment language. <ul style="list-style-type: none"> ➔ Record Code 3 in column "SEN." ➔ Record Code 3 in column "Participation."

1.5.4 Attendance column

The "Attendance" columns are used to record attendance status of the sampled students for the three sessions where the following instruments are administered: "Test" for test booklet and "StQ" for Student Questionnaire. Complete these columns **during the assessment sessions**. The codes are defined in Table 6.

Table 6: Attendance columns on Student Tracking Form

Codes to enter into Attendance columns by Test Administrator
Code 1 – Attended
Code 0 – Absent

- If a student was absent due to COVID-19 in the student or family; or being schooled at home as response to COVID-19, record Code 0 “Absent” for this student, and write the reason in the Comments column.
- If a student was late or left the room during the session, record Code 1 “Attended” for this student, and record the length of time he or she was absent in the Comments column.
- If a student attended the session at which the instrument was administered but did not do any work, still record Code 1 “Attended” for this student.

1.6 Prepare test booklets and student questionnaires

Assessment materials should be prepared approximately [1 week before the assessment date]. Begin preparing them after you have completed your preparation call with the School Coordinator and you have updated the Student Tracking Form.

Repeat the procedures described in this section if you are assigned to multiple schools. One Student Tracking Form should be completed for each school.

1.6.1 Bundling test booklets

To begin, you will need:

- the updated Student Tracking Form,
- the test booklets, and
- blank labels for student name.

Check that the test booklets you received from the National Centre are the correct ones by matching the school information on the test booklet cover page (that is, the school name and AMPL school number) to the school information on the Student Tracking Form.

Each student is assigned a specific test booklet as noted on the Student Tracking Form, Column ‘Test Form.’. It is important that this student, and only this student, receives that test booklet.

- Locate the first student listed on the Student Tracking Form. Check the AMPL Participant ID and the Test Form number for this student.

- Check the AMPL Participant ID and the Test Form number of the first test booklet. These numbers must correspond exactly to the numbers on the Student Tracking Form.
 - In AMPL-A, there are two different versions of the test booklet (Test Booklet 3 and Test Booklet 4)
 - In AMPL-A+B there are six different versions of the test booklet (Test Booklet 3 to Test Booklet 8).
- Write the student's name on a blank label. This label will be used on the assessment day to allocate a desk to the student.
- Write "NP" (for non-participant) on the right upper corner of the test booklet if the student has 2, 3, 4, or 5 in the "Participation" column of the Student Tracking Form.
- Repeat the above steps for the rest of the students listed on the Student Tracking Form. The test booklets should have been ordered according to the order students are listed on the Student Tracking Form.

Conducting a quality control check of prepared test booklets

Conduct a quality control check to ensure that test booklets have been correctly prepared. If you work with another team member, it is best to have him or her do the quality control check of your work. It is easier to find someone else's error than your own.

- Verify that the AMPL Participant ID and Test Form number on each test booklet correspond to the AMPL Participant ID and Test Form number as they appear on the Student Tracking Form.
- Verify that "NP" is written on the test booklets for students who have codes 2, 3, 4, or 5 in the "Participation" column of the Student Tracking Form.

When the quality control check is complete:

- Collate the test booklets for "NP" students and order these according to the Student Tracking Form order.
- Place a note on the stack of "NP" test booklets as a reminder that these will not be used during the session since they have already been assigned to students and must not be given to any other student.
- Assemble the rest of the test booklets according to the Student Tracking Form order.

1.6.2 Bundling Student Questionnaires for Day 2

To begin, you will need:

- the updated Student Tracking Form (the same form you used for preparing test booklets), and
- the Student Questionnaires.

First of all, check that the Student Questionnaires you received from the National Centre are the correct ones by matching the school information on the Student Questionnaire cover page (that is, the school name and AMPL school number) to the school information on the Student Tracking Form.

- Locate the first student listed on the Student Tracking Form. Check the AMPL Participant ID for this student.
- Check the AMPL Participant ID of the first Student Questionnaire in the pile. This number must correspond exactly to the number on the Student Tracking Form. There is only one version of the Student Questionnaire. Therefore, there is no Student Questionnaire number.
- Write “NP” (for non-participant) on the right upper corner of the Student Questionnaire if the student has 2, 3, 4, or 5 in the “Participation” column of the Student Tracking Form.
- Repeat the above steps for the rest of the students listed on the Student Tracking Form. The Student Questionnaires should have been ordered according to the order students are listed on the Student Tracking Form.

Conducting a quality control check of prepared questionnaires

Conduct a quality control check to ensure that the Student Questionnaires have been correctly prepared. If you work with another team member, it is best to have him or her do the quality control check of your work. It is easier to find someone else’s error than your own.

- Verify that the AMPL Participant ID on each Student Questionnaire corresponds to the AMPL Participant ID as it appears on the Student Tracking Form.
- Verify that “NP” is written on the Student Questionnaires for students who have a code 2, 3, 4, or 5 in the “Participation” column of the Student Tracking Form.

After the quality control check is complete

- Bundle together the Student Questionnaires for “NP” students in Student Tracking Form order.
- Place a note on the stack of “NP” Student Questionnaires as a reminder that these will not be used during the session.
- Bundle together the rest of the Student Questionnaires in Student Tracking Form order.

1.6.3 Putting together the bundles

- Ensure you have the following items altogether for the school:
 - One bundle of test booklets
 - One bundle of Student Questionnaires
 - One bundle of test booklets for non-participants
 - One bundle of Student Questionnaires for non-participants
 - One bundle of unassigned spare test booklets and Student Questionnaires

1.7 Prepare [audio playback device] and speaker

The listening comprehension portion of the assessment (Part One of the test booklets) also requires the preparation of an [audio playback device] and a speaker. These devices should be prepared [1 week before the assessment date] to ensure enough time to troubleshoot any issues before testing starts.

1.7.1 [Access the listening comprehension script on your device]

Note to NCs: delete this section if the NC is providing TAs with a device that already has the listening comprehension script downloaded onto it, or if the NC is transferring the audio files to the Test Administrator directly, for example, via USB or Bluetooth during training.

To access the listening comprehension audio file:

- NC to insert instructions here for accessing the audio files remotely, e.g. via an FTP site or a secure cloud service.]

1.7.2 Connect the [audio playback device] with the speaker

Note to NCs: include connection information that is relevant for your TAs. Update instructions where required. Note that the speaker recommended by ACER ONLY connects with devices via Bluetooth. It does not connect to a device using any other method.

[For cable connections]

- Follow the manufacturers instructions for connecting the [audio playback device] with the speaker.
- If you lose the USB/AUX cable, or it is damaged, contact the NC immediately and use the Bluetooth connection, if available.]

For Bluetooth connections

- Follow the instructions provided by the manufacturers of the speaker to pair it with a device via Bluetooth.

- Once paired, test that the listening comprehension script can be played through the speaker.
- After playing the audio through the speaker, move away from the speaker with the device so that they are no longer paired. When you are back within range of the speaker, test playing the audio through the speaker again. Here you are testing whether your device will pair automatically with the speaker, or whether you will need to re-pair with the device every time you move away.
- After playing the audio through the speaker, turn off the speaker. Turn it back on again and test playing the audio through the speaker. Here you are testing whether your device will pair automatically with the speaker, or whether you will need to re-pair with the device every time you turn off the speaker.

Troubleshooting

- If the speaker does not appear when you search for surrounding devices, and you have followed the instructions provided by the manufacturer, you may need to turn your device's Bluetooth off and on again.
- Contact the [\[National Centre\]](#) if you are unable to pair the device with the speaker.
- If it is not possible to pair the audio playback device with the speaker, use the AUX or USB cable instead (if this option is available on your speaker).
- If it is not possible to play the audio through the speaker at all, read the audio script aloud to the students. This option should be a last resort only.
- [\[List other troubleshooting advice here based on the NC's experience\]](#)

1.7.3 Practice playing the audio at home

Before going to the school, practice playing the audio files at home, or somewhere private, using the [\[audio playback device\]](#) and speaker that you will use during the assessment. Familiarise yourself with the software and devices by testing the following:

- Open the audio files in your playback software. The location of downloaded files and the software used to play them will likely differ between devices and brands.
- Pause the audio and start playing again
- Skip forward to the next question by using the audio elements timing table located at the beginning of the audio script.
- Adjust the volume to check which setting might be appropriate for a classroom. This will of course be further adjusted based on each classroom you visit.

1.7.4 Ensure devices are fully charged

The day before the assessment and at the end of each assessment day, you should fully charge both the [audio playback device] and the speaker. You cannot assume that you will have access to electricity at the school or during the test session.

1.8 Maintain security and confidentiality of assessment materials

You must maintain the security of the assessment materials at all times. This is critical to safeguard the integrity of the assessments and to ensure that all results are valid. After preparing the test booklets, Student Questionnaires, and the listening comprehension audio file, they must be stored in a secure area.

1.9 Re-confirm assessment plans with School Coordinator

It is important to confirm the date and time of the assessment two or three days before the assessment date. It is not uncommon for the assessment date and time to change suddenly. [Ask the School Coordinator how you will be informed if the school is closed at the last minute.]

On the assessment day, arrive at the school at least **1 hour before the beginning of the assessment** to carry out a final check of the Student Tracking Form and other arrangements with the School Coordinator. Please make sure that the School Coordinator is aware of your need to arrive early. It is important to give yourself enough time to prepare.

Also, remind the School Coordinator that you will collect the completed School Questionnaire before the assessment session starts.

1.10 Prepare other materials needed for assessment

Have all materials ready prior to the assessment day. Test Administrators will need to bring the following materials to assessment sessions:

- This manual with the following test administration support documents:
 - Test Administrator's Script
 - Test Administration Notes for the Student Questionnaire
 - Student Questionnaire (should you need to read it aloud to the class)
 - Audio script for Part One of the assessment (should the speaker or [audio playback device] not work)
- Student Tracking Form
- Session Report Forms

- Prepared test booklets
- Prepared Student Questionnaires
- Labels with student name
- Spare blank labels
- Timing device (for example, a timer, stopwatch, clock, or watch)
- [Audio playback device (e.g. smartphone or mp3 player)] loaded with audio files for Part One of the assessment
- Speaker
- [Stationery (pencils, erasers) for students plus some spares]
- [Specify any other items];
- [Health and safety materials (e.g. face masks, hand sanitisers, disinfection material for cleaning surfaces, etc.)].

1.11 Familiarise yourself with Test Administrator’s Script

During the assessment sessions, you are required to **follow the Test Administrator’s Script word for word** to ensure that all sessions are administered in the same way by all Test Administrators. Therefore, it is important to familiarise yourself with the Test Administrator’s Script prior to the assessment day.

1.12 Familiarise yourself with the audio and the audio script for Part One of the assessment

If you have tried everything you can to get the Part One audio to play during the assessment session but have not managed to get it to work, you should read Part One aloud to the students.

- Listen to the audio files several times before your assessment sessions to familiarise yourself with the tone and speed of the narration.
- Follow the audio script word-for-word.
- While reading, speak clearly and slowly, pronouncing all words and sounds correctly with appropriate intonation.

1.13 Familiarise yourself with Student Questionnaire and the Test Administrator Notes for Student Questionnaire Items

It may be the case that you will need to read the Student Questionnaire aloud to the students. This will be necessary if the reading levels of the participating students are low, particularly for students participating in AMPL-A. Discuss this possibility with the School Coordinator before Day 2 of the assessment.

During the Student Questionnaire session, you may need to respond to students' queries about particular items. To assist you, notes to clarify various aspects of the Student Questionnaire are provided. Familiarise yourself with these notes prior to the assessment day. You are required to refer to these notes when responding to students' questions to ensure that all students in all countries receive the same information.

It is important that you know how to carry out the AMPL assessment. Clarify any questions you have with the National Centre prior to the assessment day.

Stage 2: Assessment Day I

2.1 Arrive at school and meet with School Coordinator

Arrive on time, follow the school check-in protocol, and then meet with the School Coordinator to review plans for the assessment.

2.2 Update Student Tracking Form

First, discuss if there are any changes to the Student Tracking Form and update your form as needed. Ask the School Coordinator to keep his or her copy.

Borrow some books from the School Coordinator for students who have completed the test booklet early.

[Confirm that the School Coordinator asked students to bring their own pencils and erasers for the assessment. Receive from the School Coordinator some spares for students who did not bring any as discussed prior to the assessment day.]

Or

Receive from the School Coordinator a supply of pencils and erasers for all participating students plus some spares as discussed prior to the assessment day.]

2.3 Collect completed School Questionnaire

Collect the completed School Questionnaire from the School Coordinator. If not completed yet, encourage the School Coordinator to have it completed by the end of the assessment session so that you can collect it after the assessment session.

2.4 Set up room and materials

Follow the steps below to set up a room for a session:

- Ensure that you have enough seats for all expected students.
- Ensure that the room has either: (1) a blackboard and chalk; or (2) a whiteboard and a whiteboard marker to use for example questions.
- Place the speaker up high at the front of the room. This is to ensure that the sound reaches across the room and is not muffled by the first row of students. You may consider putting the speaker on a chair on top a table. Check that your [audio playback device] is connected to the speaker and will play through the speaker. Test that the volume is loud enough to be heard by all students participating in the test.

- Place a label with a student’s name on each of the desks in the order they appear on the Student Tracking Form.
- Place a test booklet, a pencil and an eraser on each of the desks in the order they appear on the Student Tracking Form. Make sure the following information all matches:
 - Student name on the Student Tracking Form,
 - AMPL Participant ID on the Student Tracking Form,
 - Test Form number on the Student Tracking Form,
 - AMPL Participant ID on the test booklet,
 - Test Form number on the test booklet, and
 - Student name on the label placed on the desk.
- Conceal classroom materials, such as maths tables and literacy resources, after getting school staff permission.
- Take note of which students have booklet 8.
 - During the testing session you will need to monitor students’ activity in the test booklets so you can make sure they do not jump ahead to Part Three of the test booklet.
 - Booklets 3-7 end Part Two on page 20. No student should be skipping ahead to any higher pages during the Day 1 test session.
 - Booklet 8 ends Part Two on page 16. No student should be skipping ahead to any higher pages during the Day 1 test session.

2.5 Review key aspects of assessment administration

2.5.1 Timing

The timing of the assessment is shown in Table 7.

Table 7: Timing of Assessment Session Day 1

Activity	Timing
Room set-up	30 minutes (approximately)
<ul style="list-style-type: none"> • Letting students enter the room and be seated • Reading the Test Administrator’s Script, including the Example Questions for Part One of the AMPL test booklet (Audio session) 	10 minutes (approximately)

Part One of the AMPL test booklet (Audio session)	15 minutes (exactly)
First break	[5] minutes
Reading the AMPL Test Administrator's Script, including the Example Questions for the Maths and Reading Test	5 minutes (approximately)
Part Two of the test booklet	60 minutes (exactly)
Collecting the materials and ending the assessment	15 minutes (approximately)
Packing up and resetting room	15 minutes (approximately)
Total	Student Time: [1 hours 50 minutes] (approximately) Room Time: [2 hours 55 minutes] (approximately)

2.5.2 Session supervision

You and other non-school assessment staff, if any, are responsible for monitoring the assessment session and maintaining discipline. Pay special attention to the following: maintaining security and confidentiality of test items; student attendance; assistance and observers. Each of these is described below.

Maintaining security and confidentiality of test items

Assessment staff must be very alert to prevent a breach of test security. Text has been included in the session script requesting that students turn off mobile phones and electronic devices and put them away.

It is your responsibility to account for all assessment materials. Follow the guidelines below to ensure assessment materials are kept secure and confidential at all times.

- **Never leave any test booklets, Student Questionnaires, or other secure and confidential materials unattended.** If you leave the school between sessions, take all of these materials with you and lock them in a safe place. If you must leave the room where you are working with the assessment materials, take the materials with you or ask the School Coordinator to watch them. Never ask school staff or observers to watch the assessment materials.
- **Only students whose names appear on the Student Tracking Form may participate in the assessment.** Do not permit non-selected students to participate in the assessment or to see the test booklets.
- **If at any time before, during, or after the assessment you determine that a test booklet or completed Student Questionnaire is missing, ask the School**

Coordinator to help you locate the item. If it is not located, you must report this to the National Centre as soon as possible.

At Test Administrator training, you will be required to agree to keep the used and unused assessment materials secure by signing a confidentiality agreement.

Student attendance

- Students may not be admitted to the session once you begin reading the test directions. This is very important to ensure standardised assessment conditions across all participating countries.
- Students should not leave the session unless it is absolutely necessary.
- If a student cannot complete a session (e.g., she or he becomes ill) or must leave temporarily, collect his or her materials so other students will not be able to look at them.

Assistance

- You may **NOT** help the students with any of the test items in the test sections. If a student asks you a question about the test items, answer with **“I am sorry, I cannot help you with the test. Please do the best you can.”**
- Record student questions and describe any problems during the assessment situation, such as printing errors in a test booklet, on the Session Report Form (Appendix 2:).
- Students finishing early may be provided with non-homework-related materials such as books or magazines. At this point, they may not go back and work in the test booklet once they have looked at other non-test materials.

Observers

- Observers should be limited to necessary school staff members or other observers authorised by the National Centre. To avoid disturbing students, observers should not walk around the room and never look at student’s responses.
- To ensure standardised assessment procedures and to maintain security and confidentiality of the test booklet and Student Questionnaire items, **copying of these materials or photographing or video recording or sound recording of the sessions is NOT allowed.**
- Observers, including school staff, must sign a confidentiality agreement (if they have not already done so) since they have access to secure and confidential items.

2.6 Conduct assessment session

The Test Administrator’s script provides step-by-step instructions for conducting the assessment. The following are a few general reminders:

- After the session commenced, complete the:

- 'Test' column to record attendance status on the Student Tracking Form; and
- Session Report Form.
- Always monitor students to make sure that they are not taking photographs or videos of the assessment materials.
- Monitor students to make sure they are not jumping ahead to Part Three of the test booklet.
- If you need to replace an original test booklet (because it is completely unreadable) with an **unassigned** test booklet, it must be of the same type as the original test booklet. Transfer the cover information on the original test booklet to the replacement test booklet.
 - On the Session Report Form, write the AMPL School No. and date where you used an unassigned test booklet to replace an original test booklet.
 - On the Student Tracking Form, write a note in the "Comments" column about why the student was given a new booklet.
- If you do not have a test booklet of the same type as the original and the student cannot continue to work in the originally assigned test booklet, then assign the first unassigned test booklet in the unassigned test booklet bundle to that student.
- **Read the script word-for-word.** This is very important in order to ensure consistency across countries in the test administration.
- Account for all assessment materials distributed before dismissing students.

Stage 3: After Assessment Day I

Complete the following activities immediately after the Assessment Day 1 sessions and **before** leaving the school.

3.2 Bundle test booklets

- Place all test booklets (excluding those for “NP”) back in the order they appear on the Student Tracking Form.
- Ensure that “NP” has been written on the top right corner for all students with a code 2, 3, 4, or 5 in the “Participation” column on the Student Tracking Form.
- If you have used an unassigned test booklet as a replacement, place this test booklet on top of the original test booklet. Be sure to complete the covers of both test booklets. Ensure you have written a note in the “Comments” column explaining why you used an unassigned test booklet.
- Bundle all test booklets in Student Tracking Form order.
- If desired, stick a flag onto the Part Three heading page (see Figure 2) of every test booklet (excluding those for “NP”) to help students navigate quickly to the correct page on Day 2.

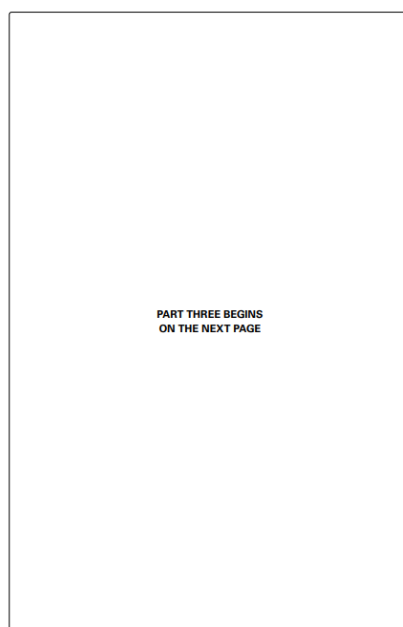


Figure 2: Part Three heading page

3.3 Review Student Tracking Form

- Ensure that there is only **ONE** updated Student Tracking Form.

- Verify that all columns have the required information and that the comments column has corresponding notes recorded, as needed.
- Verify that each student's attendance status was correctly recorded in the "Attendance" columns for the test booklet ("Test") sessions.

3.4 Review Session Report Form

- Verify that there is a completed Session Report Form.

It is important that the data sent for analysis are as accurate and complete as possible. If you find any missing or unclear data, discuss this with the School Coordinator and update the forms before making copies on Day 2.

3.5 Review assessment session with School Coordinator

Meet with the School Coordinator after the assessment session. Discuss how the assessment went, clarify any missing or unclear information as well as to express appreciation for his or her assistance.

Discuss also about the plans for Day 2 assessment. In particular, discuss the reading levels of the students to determine whether you will need to read the Student Questionnaire aloud, or allow students to complete the Student Questionnaire individually.

3.6 Collect School Questionnaire

Collect the completed School Questionnaire at this point if you have not already. If the School Questionnaire is not completed, remind the School Coordinator to organise for it to be completed and give it to you at the end of Day 2.

Stage 4: Assessment Day 2

4.1 Arrive at school and meet with School Coordinator

Arrive on time, follow the school check-in protocol, and then meet with the School Coordinator to review plans for the assessment.

4.2 Update Student Tracking Form

Use the same Student Tracking Form you used for Day 1. First, discuss if there are any changes to the Student Tracking Form and update your form as needed. Ask the School Coordinator to keep his or her copy.

Borrow some books from the School Coordinator for students who have completed the test or the Student Questionnaire early.

[Confirm that the School Coordinator asked students to bring their own pencils and erasers for the assessment. Receive from the School Coordinator some spares for students who did not bring any as discussed prior to the assessment day.]

Or

Receive from the School Coordinator a supply of pencils and eraser for all participating students plus some spares as discussed prior to the assessment day.]

4.3 Set up room and materials

Follow the steps below to set up a room for a session:

- Ensure that you have enough seats for all expected students, including students who were absent on Day 1.
- Ensure that the room has either: (1) a blackboard and chalk; or (2) a whiteboard and a whiteboard marker to use for example questions.
- Place a label with a student's name on each of the desks in the order they appear on the Student Tracking Form.
- Place a test booklet, a pencil and an eraser on each of the desks in the order they appear on the Student Tracking Form. Make sure the following information all matches:
 - Student name on the Student Tracking Form,
 - AMPL Participant ID on the Student Tracking Form,
 - Test Form number on the Student Tracking Form,
 - AMPL Participant ID on the test booklet,

- Test Form number on the test booklet, and
 - Student name on the label placed on the desk.
- Conceal classroom materials, such as maths tables and literacy resources, after getting school staff permission.
- Take note of which students have booklet 8.
- During the testing session you will need to monitor students' activity in the test booklets so you can make sure they do not return to parts One or Two or the test booklet.
 - Booklets 3-7 begin Part Three on page 21. No student should be returning to any lower pages during the Day 2 test session.
 - Booklet 8 begins Part Three on page 17. No student should be returning to any lower pages during the Day 2 test session.

4.4 Review key aspects of assessment administration

4.4.1 Timing

The timing of the assessment is shown in Table 8.

Table 8: Timing of Assessment Session on Day 2

Activity	Timing
Room set-up	30 minutes (approximately)
<ul style="list-style-type: none"> • Letting students enter the room and be seated • Reading the Test Administrator's Script, for Day 2 	10 minutes (approximately)
Part Three of the test booklet	60 minutes (exactly)
Break Room set-up for questionnaire session	[10] minutes
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)

4.4.2 Session supervision

The same principles as Assessment Day 1 should be applied to Day 2 regarding session supervision. In addition, several principles relating to the Student Questionnaire should also be considered in terms of the assistance you can provide students during the session.

- You may answer questions about items in the Student Questionnaire following the guidelines in your Test Administrator Notes for the Student Questionnaire Items.
- You may read aloud the questions of the Student Questionnaire to the students. This is allowed for the **Student Questionnaire ONLY**.
- Record student questions and describe any problems during the assessment situation, such as printing errors in a test booklet, on the Session Report Form (Appendix 2:).
- Students finishing early may be provided with non-homework-related materials such as books or magazines. At this point, they may go back and work on the **Student Questionnaire ONLY**.

4.5 Conduct assessment session

The Test Administrator’s script provides step-by-step instructions for conducting the assessment. The following are a few general reminders:

- After the session commenced, complete the:
 - ‘Test’ and ‘StQ’ columns to record attendance status on the Student Tracking Form; and
 - Session Report Form.
- Always monitor students to make sure that they are not taking photographs or videos of the assessment materials.
- Monitor students to make sure they are not returning to Parts One or Two of the test booklet.
- If you need to replace an original test booklet (because it is completely unreadable) with an **unassigned** test booklet, it must be of the same type as the original test booklet. Transfer the cover information on the original test booklet to the replacement test booklet.
 - On the Session Report Form, write the AMPL School No. and date where you used an unassigned test booklet to replace an original test booklet.
 - On the Student Tracking Form, write a note in the “Comments” column about why the student was given a new booklet.
- If you do not have a test booklet of the same type as the original and the student cannot continue to work in the originally assigned test booklet, then assign the student another test booklet according to the following table.

Table 9: Day 2 booklet if Day 1 booklet is unavailable

Day 1 booklet used	Day 2 booklet if you do not have a booklet of the same type
Booklet 3	Booklets 5 or 7
Booklet 4	Booklets 6 or 8
Booklet 5	Booklets 3 or 7
Booklet 6	Booklets 4 or 8
Booklet 7	Booklets 3 or 5
Booklet 8	Booklets 4 or 6

- **Read the script word-for-word.** This is very important in order to ensure consistency across countries in the test administration.
- If a student asks a question during the Student Questionnaire session, use the Test Administrator Notes for the Student Questionnaire Items.
- If you need to replace an original questionnaire (because it is completely unreadable) with an **unassigned** questionnaire, transfer the cover information on the original questionnaire to the replacement questionnaire. On the Session Report Form, write the AMPL School No. and date where you used an unassigned questionnaire to replace an original questionnaire.
- Account for all assessment materials distributed before dismissing students.

Stage 5: After Assessment Day 2

Complete the following activities immediately after the Assessment Day 2 sessions and **before** leaving the school.

5.2 Bundle test booklets

- Place all test booklets (including those for “NP”) back in the order they appear on the Student Tracking Form.
- Ensure that “NP” has been written on the top right corner for all students with a code 2, 3, 4, 5, or 0 in the “Participation” column on the Student Tracking Form.
- If you have used an unassigned test booklet as a replacement, place this test booklet on top of the original test booklet. Be sure to complete the covers of both test booklets. Ensure you have written a note in the “Comments” column explaining why you used an unassigned test booklet.
- Bundle all test booklets in Student Tracking Form order.

5.3 Bundle Student Questionnaires

- Place all Student Questionnaires (including those for “NP”) back in the order they appear on the Student Tracking Form.
- Ensure that “NP” has been written on the top right corner for all students with a code 2, 3, 4, 5, or 0 in the “Participation” column on the Student Tracking Form.
- If you have used an unassigned questionnaire as a replacement, place it on top of the original questionnaire. Be sure to complete the covers of both questionnaires.
- Bundle all Student Questionnaires in Student Tracking Form order.

5.4 Review Student Tracking Form

- Ensure that there is only **ONE** updated Student Tracking Form.
- Verify that all columns have the required information and that the comments column has corresponding notes recorded, as needed.
- Verify that each student’s attendance status was correctly recorded in the “Attendance” columns for both the test booklet (“Test”) and the Student Questionnaire (“StQ”) sessions.

5.5 Review Session Report Form

- Verify that there is a completed Session Report Form for each session.

It is important that the data sent for analysis are as accurate and complete as possible. If you find any missing or unclear data, discuss this with the School Coordinator and update the forms before making copies in the next step.

5.6 Review assessment session with School Coordinator

Meet with the School Coordinator after the assessment session. Discuss how the assessment went, clarify any missing or unclear information as well as to express appreciation for his or her assistance.

5.7 Make copies of Student Tracking and Session Report forms

When all details are correct and finalised in the Student Tracking Form, make copies of both the Student Tracking Form and the Session Report Forms used at the school. Give these copies to the School Coordinator.

5.8 Collect completed School Questionnaire

Collect the completed School Questionnaire at this point if you have not already. If the School Questionnaire is not completed, ask the School Coordinator to mail it directly to the National Centre.

5.9 Conduct follow-up session, if required

AMPL requires a high student participation rate. If a significant number of students are absent, a follow-up session may be scheduled. The National Centre will monitor the participation rate during the administration period and will inform you whether a follow-up session is required in your school. Then the National Centre will nominate a suitable date in cooperation with you and the School Coordinator. You will be asked to follow the same test administration procedures as for the regular sessions.

5.9.1 Student Tracking Form for follow-up session

If a follow-up session is to take place, use the **same** Student Tracking Form for the session. Enter the session date in the 'Comments' column for the students who attended the follow-up session. If the student was recorded '0' in the 'Participation' column, but attended the follow up session, erase or cross out the '0' on the 'Participation' column, and record '1'.

Stage 6: Returning Assessment Materials to the National Centre

Complete the following activities after leaving the school on Assessment Day 2. It is important that assessment materials are returned as soon as possible. Make sure you return the materials **[within 24 hours]** after completing the assessment sessions on Day 2 or follow-up session (if required).

6.1 Conduct final quality control check

Before returning the assessment materials to the National Centre, conduct a final quality control check following the same procedures noted in Stage 5: After Assessment Day 2.

6.2 Complete Materials Return Form

Once all sessions have been administered for a given school, complete the Materials Return Form (see Appendix 3:) and organise the materials as shown in **Table 10**.

Table 10: How to Organise Assessment Materials for returning

<p>Group 1 – School-specific materials (after the assessment at each school)</p> <ul style="list-style-type: none">• Materials Return Form• Student Tracking Form• Completed School Questionnaire• Session Report Form(s)• Bundle of used and unused test booklets in Student Tracking Form order• Bundle of used and unused Student Questionnaires in Student Tracking Form order• [List other materials that should be included in this shipment]
<p>Group 2 –General materials (after all assessments are completed)</p> <ul style="list-style-type: none">• Unused spare copies of test booklets• Unused spare copies of questionnaires• Speaker, power cable [and AUX or USB cable]• [Audio playback device]• Digital Deletion Declaration• [List other materials that should be included in this shipment]

6.3 Return assessment materials

Return the materials to the National Centre **[within 24 hours]** after completing the assessment sessions on Day 2 or follow-up session (if required). If a follow-up session will take place, return all the assessment materials after the completion of Day 2 of the follow-up session.

6.4 Remove digital materials from your personal devices

Delete all AMPL materials from your personal devices or any device that will remain with you. This includes but is not limited to, digital copies of the following materials:

- Test Administrator's Manual
- Test Administrator's Script
- Audio files for Part One of the assessment (listening comprehension)
- AUDIO Script for Part One of the assessment (listening comprehension)
- Test Administrator's notes for the Student Questionnaire
- **[any other confidential materials]**

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: Materials Reception Form

Please complete and return this form (two pages) to **the National Centre** via fax or email as soon as you received and verified the package of assessment materials.

Sender/receiver information (Test Administrator to complete)

Date:

To: [National Centre to add name of contact person] Fax No.: [National Centre to add fax No]

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

From:

Phone:

Fax No.:

Email address:

Materials received on (date):

Message:

Materials Checklist (Test Administrators to tick ✓)

Received ✓	Material	Quantity
<input type="checkbox"/>	Materials Reception Form	1
<input type="checkbox"/>	Test booklets	1 booklet per student listed in the Student Tracking Form, referring to column "Test Form" for booklet type.
<input type="checkbox"/>	Spare test booklets	[At least one of each booklet type per TA – to be determined by the NC. Enter the number here]
<input type="checkbox"/>	Audio files for Part One of the test booklet	3 audio files [01_AMPL_Chickens_ENG, 02_AMPL_Cheetahs_ENG, 03_AMP_Table_ENG] [Indicate here how the TA should have received the files. E.g., 1 USB stick, 1 set downloaded onto [device] from [cloud]]
<input type="checkbox"/>	Speaker and power cable (for Part One of the assessment)	1 [Describe the speaker model here] 1 power cable
<input type="checkbox"/>	[AUX/USB cable if using]	[1]
<input type="checkbox"/>	Student Questionnaires	1 Student Questionnaire per student listed on the Student Tracking Form
<input type="checkbox"/>	Spare Student Questionnaires	[Enter number of spare Student Questionnaires each TA will receive here]
<input type="checkbox"/>	Student Tracking Forms	[One school-specific copy per school where a Test Administrator will assess, plus blank spares. Enter that number here.]
<input type="checkbox"/>	Session Report Forms	[All Test Administrators will need minimum two copies: one for Day 1 and another for Day 2, plus blank spares. Enter the number here.]
<input type="checkbox"/>	Materials Return Form	[Estimate the number of schools that each Test Administrator is expected to assess in all his or her schools plus blank spares. Enter that number here.]
<input type="checkbox"/>	Digital Deletion Declaration Form	1
<input type="checkbox"/>	Blank labels for student's name	[Estimate the number of students each Test Administrator is expected to assess in all his or her schools plus spares. Enter that number here.]
<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:		

Appendix 2: Session Report Form

Please make photocopies of this form as required. You will need **ONE** Session Report Form for **EACH** of the AMPL assessment Day 1, Day 2 and follow-up sessions.

School Name	AMPL School No.	School Coordinator	Test Administrator
Session Date	Session type (circle one)		
	AMPL	AMPL Follow-Up	

1. Session Timing (write the time in 24-hour, four-digit format, e. g., 13:05 for 1:05 p.m.)

Day 1	Part One		Part Two	
	_____ : _____ Begin	_____ : _____ End	_____ : _____ Begin	_____ : _____ End
Day 2	Part Three		Student Questionnaire	
	_____ : _____ Begin	_____ : _____ End	_____ : _____ Begin	_____ : _____ End

2A. Were there any problems with the test booklets? Did you need to replace an original test booklet?

(For example: poor printing; missing pages; faulty cutting, folding or stapling; problems with graphics/layout; typographical errors. If yes, write the student ID, test booklet number, item number and describe the problem.)

2B. Were there any problems with the audio playback for the listening comprehension assessment?

(For example: volume was too low, voices were unclear, too much surrounding noise. If yes, describe the problem.)

2C. Were there any problems with the Student Questionnaires? Did you need to replace an original Student Questionnaire booklet?

(For example: poor printing; missing pages; faulty cutting, folding or stapling; problems with graphics/layout; typographical errors; students not understanding the question asked. If yes, write the student ID and item number and describe the problem.)

3. Did you notice any student attend the session but not answer any test items at all?

(If no, write '0' in the space provided for number of students. If yes, write the number of students and record the student IDs and any relevant comments in the space below.)

Number of students:

4. Were there any problems with assessment conditions?

(For example: significant disciplinary issues; a lot of noise interrupting concentration; assessment room too small. If yes, please describe.)

5. Other comments

Appendix 3: Materials Return Form

Use this form for returning materials from assessment sessions at one school. If you undertook assessment at more than one school, please make a copy of this form.

Date sent:	Sender's Name:
Telephone (sender's):	Email (sender's):
AMPL School No.:	School Name:

Group 1: School-specific materials

To be sent **[within 24 hours]** after completing the assessment sessions on Day 2 or follow-up session (if required).

Tick (✓) <input type="checkbox"/>	Materials Return Form (this form)	
<input type="checkbox"/>	Student Tracking Form	
<input type="checkbox"/>	Completed School Questionnaire	
<input type="checkbox"/>	Session Report Form(s)	Number:
Bundles		
<input type="checkbox"/>	Used and unused test booklets	Number:
<input type="checkbox"/>	Used and unused Student Questionnaires	Number:
Other <input type="checkbox"/>	[List other materials that should be included in this shipment]	
Notes:		

Group 2: General materials

To be sent after all sessions have been completed, including all follow-up sessions.

Tick (✓) <input type="checkbox"/>	Spare copies of test booklets	Number:
<input type="checkbox"/>	Spare copies of questionnaires	Number:
<input type="checkbox"/>	Speaker, power cable [and AUX or USB cable]	
<input type="checkbox"/>	[Audio playback device]	
<input type="checkbox"/>	Digital Deletion Declaration	
<input type="checkbox"/>	[List other materials that should be included in this shipment]	
Notes:		

Appendix 4: 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 assessment. I declare that I will not divulge any project information, trial materials, test materials, processes, contents, results, documents or any other information pertaining to the assessment that are stated to be confidential. I also will not disclose the names of participating schools, school staff or students, to any person or organisation as directed under the terms of the assessment 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. Furthermore, I will endeavour to act professionally and diplomatically in my role as a Test Administrator.

Signature _____ Date _____

Appendix 5: Preparation call with School Coordinator

AMPL School No.:	School Name:
School Coordinator Name:	School Coordinator Phone:
School Coordinator Email (if known):	
Assessment Date:	Assessment Time:

Introduction

- Introduce yourself to the School Coordinator as a AMPL Test Administrator and tell him or her that you will be the person conducting the AMPL assessment at his or her school.
- Explain the nature of the call and what you will be reviewing with him or her.
- Confirm that the School Coordinator has received the package of assessment materials from the National Centre.
- Ask the School Coordinator to locate the package so you can review the materials together.

NOTES: _____

Confirm assessment day plans

- Confirm the assessment date, time, and room of the sessions.
Day 1 - Date: _____ Time: _____
Room: _____
Day 2 - Date: _____ Time: _____
Room: _____
- Ask if the assessment room will be available for **[3 hours]** on both days.
- Remind the School Coordinator of the number of students to be assessed in the session
- Ask if the assessment room is large enough to seat comfortably the expected number of students for that session. **[Contact the NC if there is an issue with the assessment room and the school has no alternatives.]**
- Ask if the room is likely to be affected by loud noises. For example, a busy road next to the windows.

- If the room is likely to be affected by loud noises, ask if there is another room you could use. If there is not another room, remember to make a note in the Session Report Form if you think the loud noises have made it difficult for the students hear Part One of the assessment.
- Discuss how and when students will be notified of the assessment.
- Confirm the plan for gathering sampled students on assessment day and what to do in case of students not attending school on assessment day.

□ Review and complete the Student Tracking Form

- Confirm demographic data and enter missing demographic data for each sampled student.
- Confirm participation status of each sampled student and enter participation code
- Ask about non-participants and check if appropriate codes are applied
- In particular, ask about exclusion on Special Educational Needs (SEN) basis
- Ask the School Coordinator to refer to the School Coordinator Manual when updating the SEN column on the Student Tracking Form.
- Remind the School Coordinator of discussing SEN students with the SEN specialists at the school before making any decisions about participation in AMPL.
- Remind the School Coordinator that AMPL aims to be as inclusive as possible and we need as many students as possible to participate in order to have a complete picture of student learning.

NOTES: _____

□ Discuss the need to meet with the School Coordinator upon your arrival on assessment day.

Remind the School Coordinator that:

- You will need to collect the completed School Questionnaire on the Assessment Day 1.
- You will need to review the Student Tracking Form to determine the reasons for non-participation.
- You would like to have the School Coordinator or another school staff member help assemble the students and introduce you.

NOTES: _____

□ Discuss the assessment logistics

- 1. On the assessment day, I /we will arrive at the school 1 hour before the assessment is scheduled to begin. Are there any procedures or protocols specific to your school that I/we need to follow?

- [2.A Will you ask the sampled students to bring a pencil and an eraser? Is there a supply of pencils and erasers at your school for students who did not bring any?

Or

- 2.B Will you prepare a supply of pencils and erasers for all sampled students on the assessment day? If so, I will place these pencils and erasers on the desks during the room set-up.

Or

- 2.C I will bring a supply of pencils and erasers for all sampled students on the assessment day, including some spares.]

- 3. Will you be able to prepare some books for students who completed the test or Student Questionnaire early?
- 4. Will there be a whiteboard or blackboard in the assessment room? I will need one to show students how to answer questions during the example questions time.
- 5. Once the students in the test session have begun reading the booklet directions, students cannot be admitted to the session. How should we handle students who arrive too late to be assessed?

- 6. How should we contact the office from the assessment room if we need assistance should a student become ill or disruptive?

- 7. How should we handle requests to use the toilet/restroom?

- 8. How should we dismiss students when the assessment is over?

- 9. Is there anything scheduled that might interrupt the assessment, such as an emergency drill or school assembly?

- 10. When the assessment is over, I will meet with you briefly to discuss how the session went. How can I contact you after the assessment sessions are over?

Discuss follow-up contacts in case you will need further information.

- Discuss how the follow-up will happen (i.e., via email or phone)
- Provide your contact information and thank the School Coordinator for his or her time.

NOTES: _____

Appendix 6: Digital Deletion Declaration

First Name _____

Last Name _____

Phone number _____

Email _____

Address _____

I understand that by signing this form I hereby acknowledge that I have deleted all AMPL materials from my personal devices.

Signature _____ Date _____