Global Item Bank Item Review Guidelines

AMPLab

February 2023

Acknowledgments

Contents

Background

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

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

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

The 30 new mathematics and reading items are source for AMPL. Ideally, these are from the Global Item Bank with 50% of items from an English source and 50% from a French source.

The item review considers the following criteria:
- Strong alignment with MPL4.1.1a
- Construct validity
- Administration in AMPL
- Image suitability

Noted in comments where relevant
- Cultural appropriateness
- Translatability
- Item validity
- Technical issues

Strongly aligned with MPL4.1.1a

The new items need to be strongly aligned to the MPL4.1.1a in relation to the Global Proficiency Framework and the Minimum Proficiency Levels Unpacked document. Some items may be selected that fall just above, or just below these specifications, but the focus in on selecting items that meet these criteria.
Alignment strength will be identified in the spreadsheet.

Construct Validity

The new items need to match the mathematics and reading constructs as they are defined in the Global Proficiency Framework and the Minimum Proficiency Levels Unpacked document.
Construct matching with be identified in the spreadsheet.

Administration in AMPL

New items need to suit AMPL administration. AMPL is a whole class administered, pen and paper assessment. Open response items cannot be used. Scoring should not involve any judgment. Items are preferable multiple choice.
Audio aural tasks will be included at the start of every AMPL test. This may include response formats where the instruction is given aurally such as, 'put a circle around the word'.
Suitability for administration in AMPL will be identified in the spreadsheet.

Image suitability

Items for students with low levels of reading and mathematics are often supported by images. These images need to be sufficiently clear and suited for printing in black and white to be used in AMPL. Where necessary, new images may need to be created. Image suitability will be identified in the spreadsheet.

Cultural appropriateness

The new items need to be appropriate for diverse cultural settings including highly disadvantaged settings. Contexts and images should be suitable for all audiences including African countries. As the items are targeting young students or low performing students, contexts should also be sufficiently universal to be familiar. This supports students to focus on the reading or mathematics task rather than struggling with the context. Cultural appropriateness also includes ensuring people and genders are portrayed in acceptable ways.
Inappropriate cultural issues will be noted in the comments.

Translatability

The new items need to be in English and French.
Any potential issues with translatability will be noted in the comments.

Item validity

Items need to address the intended skill, have a single key if multiple choice and have clear simple instructions at this level.
Any potential issues with item validity will be noted in the comments.

Technical issues

Any technical issues relating to the use of items will be noted in the comments.

50% French Source

It will not be possible to meet the 50% French items criteria for reading or mathematics as there are too few French resources in the item bank for Grade 2/3.

- Only one source of French reading material with three links is provided in the Global Item Bank spreadsheet for Reading at Grade 2/3. There is no French material in the Item Bank folder.

- Only two sources of French mathematics material are provided.

Any French items that are suitable will be used.