



# Assessments for Minimum Proficiency Levels (AMPLs)

Ground-breaking tools to produce internationally comparable data on SDG 4.1 indicators

## What are AMPLs?

Assessments for Minimum Proficiency Levels (AMPLs) are ground-breaking and robust tools targeted at measuring the attainment of a single proficiency level for each of the reading and mathematics domains at a given level of the education cycle. AMPL tools allow to identify the proportion of children and young learners in each level of education who are achieving at least the **Minimum Proficiency Level (MPL)**. This allows countries the production of international comparable learning outcomes data to report on the global indicator SDG 4.1.1.

## What is AMPL -b?

AMPL-b is designed to measure the proportion of students meeting the Minimum Proficiency Level (MPL) in reading and mathematics at the End of Primary. This MPL refers to SDG 4.1.1 (b):

*Proportion of children and young people [...] (b) at the end of primary [...] achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex*

The End of Primary MPL is defined for reading as:

*Students independently and fluently read simple, short narrative and expository texts. They retrieve explicitly stated information. They interpret and give some explanations about the main and secondary ideas in these texts, establish connections between main ideas in a text and their personal experiences.*

The End of Primary MPL is defined for mathematics as:

*Students recognise, read, write, order, compare and calculate with whole numbers, simple fractions and decimals. Students can measure length and weight using standard units, calculate the perimeter of simple 2D shapes and area of rectangles. They read, interpret and construct different types of data displays such as tables, column graphs and pictographs and recognise, describe and extend number patterns. They can solve simple application problems.*

### **Where was AMPL-b administered?**

AMPL-b is the first AMPL developed in 2021 in both English and French and was implemented in six African countries as part of the [MILO project in 2021](#) - Burkina Faso, Burundi, Côte d'Ivoire, Kenya, Senegal and Zambia. AMPL-b was administered as a standalone module in Sierra Leone in 2022 and it is scheduled to be implemented in Jordan and Pakistan.

### **What about AMPL-a?**

AMPL-a, which measures proficiency in early grades, is under development and will be piloted and administered in 2023 in both languages English and French.

### **Why AMPLs?**

AMPLs were developed to answer the need for quality learning outcomes data comparable at the global level and to allow a flexibility in the administration in different modalities. Lack of learning data poses a real challenge to policymakers, especially in countries that have not participated in any international or regional learning assessments.

As national assessments are not comparable across countries due to different curriculum objectives, coverage of constructs and sub-constructs, assessment frameworks, and items used for national assessments, the administration of AMPLs allows countries to preserve the integrity of the national assessment while strengthening their capacity and producing data that are comparable at the global level.

### **What are the technical standards of AMPL?**

Technical standards were developed for the MILO project and cover at least the following key areas:

- Sampling standards relating to the level of precision and validity of the sample, including sample size, response rates and sample coverage of the target population.
- Data standards relating to adaptation and translation of the assessment; standardised test administration; quality monitoring; security of assessment material; data management; data cleaning; and data protection and security.
- Psychometric standards relating to the methods used to scale the results and to align the results to the SDG Minimum Proficiency Levels to ensure that the data are valid and reliable.

### **What are the benefits of AMPLs?**

- AMPLs are useful for policymaking and the development of plans and strategies.
- AMPLs allow countries to produce international comparable data on learning outcomes as they are aligned with the global MPL.
- Building capacities at the national level is an integral part of AMPLs. While helping national

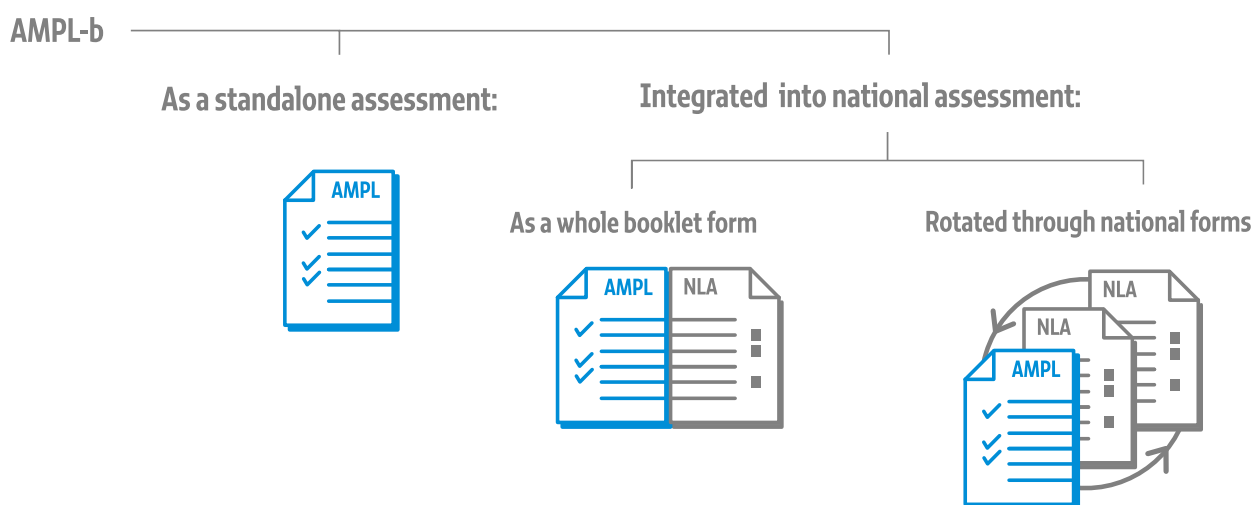
teams produce learning data comparable at the global level, AMPLs also provide training opportunities and allow the interaction with experts from different organizations and countries. This includes training on the inclusion of AMPLs in national education sector plans and in the promotion of policies to report on SDG4.1 using AMPL testlets.

### Do AMPLs measure the full set of abilities and skills?

AMPLs are designed to efficiently measure the proportion of students meeting each MPL. AMPL testlets are targeted at measuring the attainment of a single MPL and, on their own, they do not provide further information on where students are at in their learning progression. AMPL-b does not aim to measure the broad range of abilities that children may exhibit in reading and mathematics at the end of primary.

### How are AMPLs implemented in a country?

AMPLs can be administered as a standalone assessment, or they can be integrated into a national assessment as a whole booklet form or as a rotating booklet through national forms.



### How much does implementing an AMPL cost?

Country
International

Printing cost of a booklet.

Extra administration costs depend on modality.

On average US\$ 150-300K for each AMPL for technical assistance as needed (e.g. study design; sample design; materials preparation and printing; standardised field operations; data management, analysis and database construction)

### Who has ownership of the AMPL process?

Participating countries are engaged from the very beginning in the consultation and discussion regarding the implementation of the AMPL. They have full ownership of the assessment process, administration of the test and data, outputs and results and they have full access to all the materials and documentations that will be used for developing the study.

### Does AMPL substitute the national assessment?

AMPLs are designed to integrate the tools and methodologies in the national assessment systems and processes, rather than developing a separate process keeping as a guiding principle country ownership.

## What are a country's options in producing data for SDG4.1.1 based on its initial exposure to learning assessments?

A country can choose different options to fulfil its needs for generating data for SDG4.1.1. These options depend on the country's initial condition of exposure to various learning assessments.

Country Initial Condition	National Assessment		International Assessment		Future learning assessment options for generating data for 4.1.1.	
	Yes	No	Yes	No	AMPL in national assessment	Participation in International/Regional Assessment
<b>Initial Condition I</b>	●		●		Repeat national assessment and link to Global MPL by adding AMPL testlet - As whole booklet in parallel - As rotating booklet	Continue participation in the same assessment to ensure consistency and to track progress over the period
<b>Initial Condition II</b>		●		●	Build a national assessment and link to Global MPL by adding AMPL testlet - As standalone test - As whole booklet in parallel - As rotating booklet	Participate in one of the international assessment programmes which is more aligned to and responds to country needs
<b>Initial Condition III</b>	●			●	Repeat national assessment and link to Global MPL by adding AMPL testlet - As whole booklet in parallel - As rotating booklet	Participate in one of the international assessment programmes which is more aligned to and responds to country needs
<b>Initial Condition IV</b>		●	●		Build a national assessment and link to Global MPL by adding AMPL testlet - As standalone test - As whole booklet in parallel - As rotating booklet	Continue participation in the same assessment to ensure consistency and to track progress over the period

A country that collects foundational learning skills through the Foundational Learning Module (FLM) or EGRA/EGMA should ideally repeat the administration in order to grant comparability over time. However, if a country would like to expand the coverage of skills measured while ensuring accuracy and alignment with the global MPL, it is advised to add the AMPL testlet.