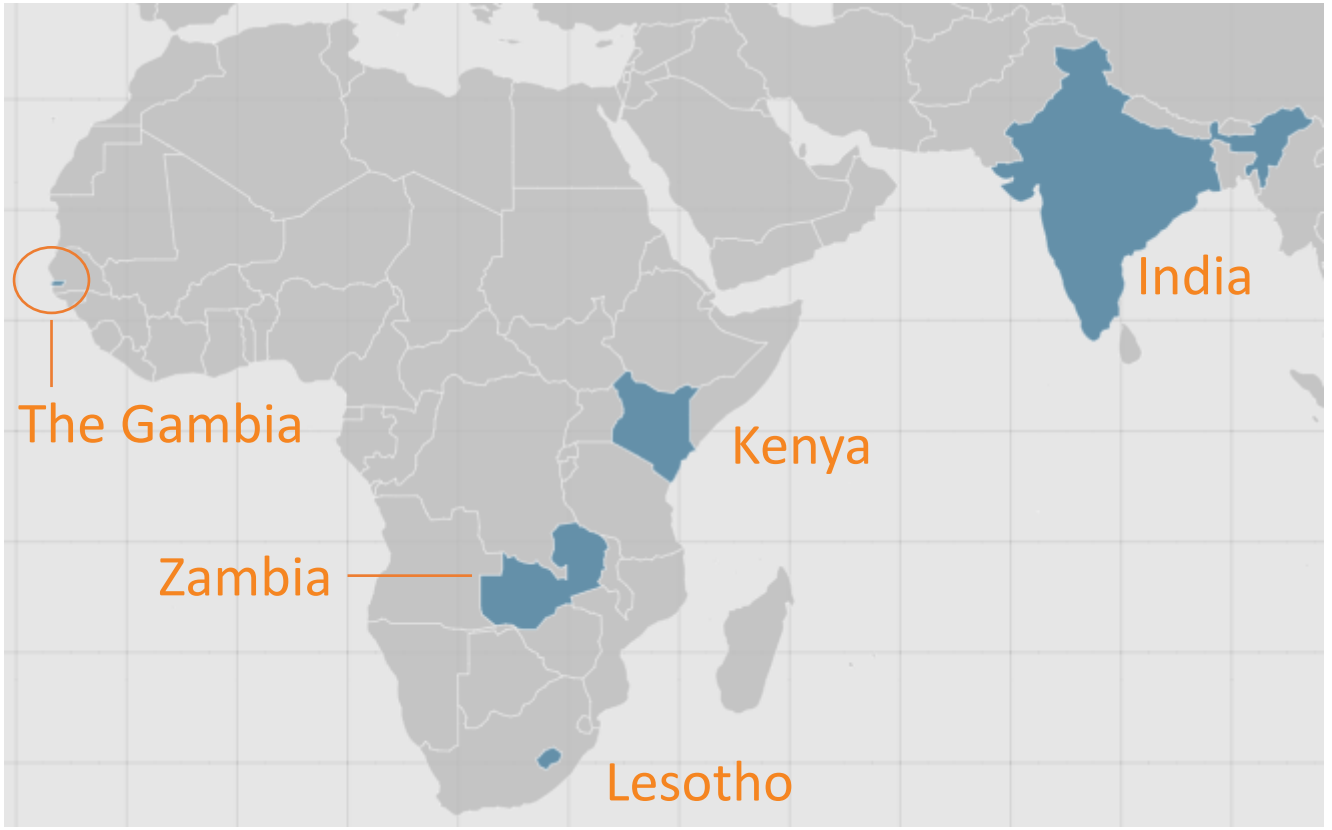
Assessments for Minimum Proficiency Levels a and b

BILL & MELINDA GATES foundation

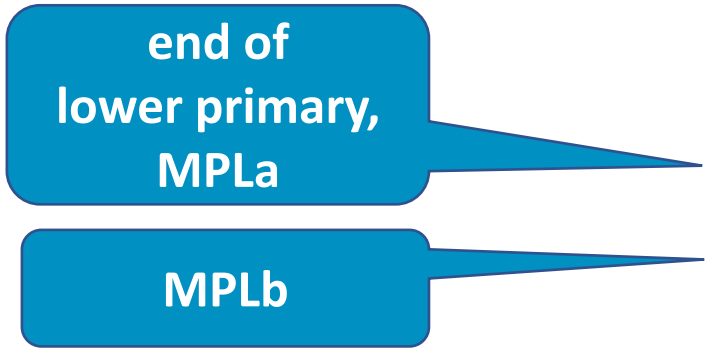
unesco Institute for Statistics

ACER

AMPLab participating countries, 2023



SDG 4.1.1a & 4.1.1b



The proportion of children…

(a) in grades 2/3;

(b) at the end of primary …

achieving at least a

minimum proficiency level in

(i) reading and (ii) mathematics, by sex

Assessment of Minimum Proficiency Level (a) = AMPLa

Assessment of Minimum Proficiency Level (b) = AMPLb

Assessment of Minimum Proficiency Levels (a) & (b) = AMPLab

Goals in 2023

Develop AMPLa instrument

Implement AMPLa in 2 x end of lower primary populations
for reporting against SDG4.1.1a

Implement AMPLb in 3 x end of primary populations
for reporting against SDG4.1.1b

Implement AMPLa in 3 x end of primary populations
to provide additional information for policy purposes

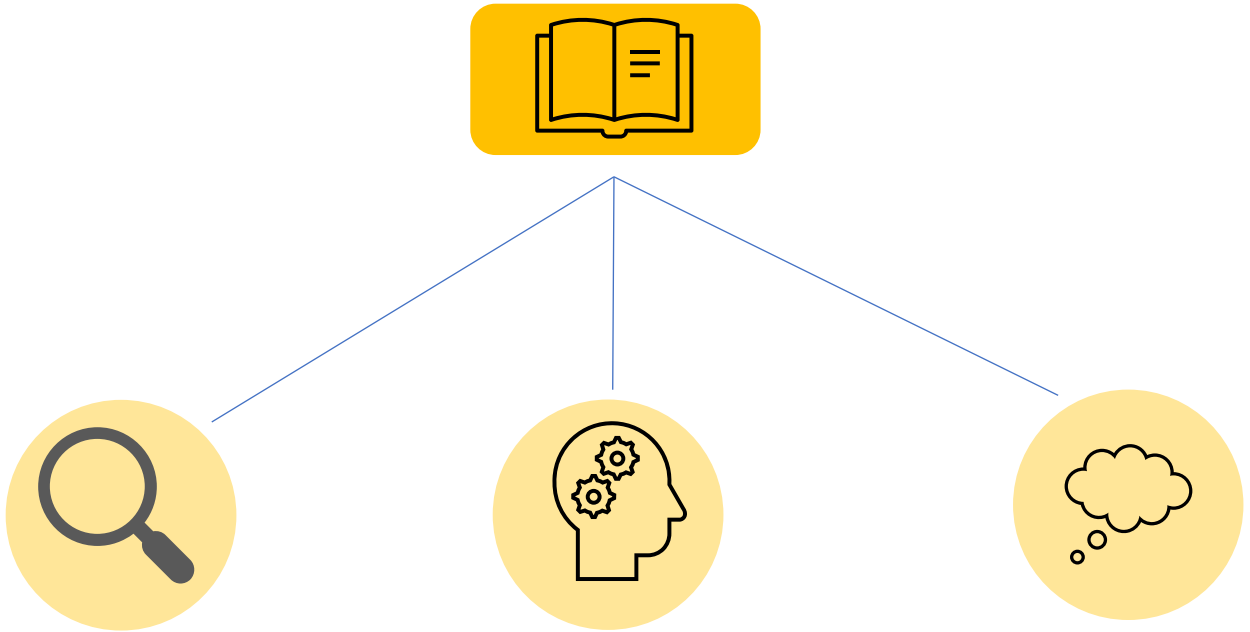
Develop capacity of participants in large scale assessment methods

Grade and sample response rate

	SDG indicator	Target grade	**School response rate (%)**	**Student response rate (%)**	**Overall response rate (%)**
The Gambia	4.1.1(a)	3	100	96	96
Kenya	4.1.1(b)	6	100	96	96
Lesotho	4.1.1(b)	7	99	98	98
Zambia (Grade 4)	4.1.1(a)	4	98	95	93
Zambia (Grade 7)	4.1.1(b)	7	97	96	93

Assessments for Minimum Proficiency Levels

READING COMPREHENSION

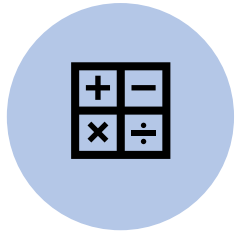


RETRIEVE INFORMATION

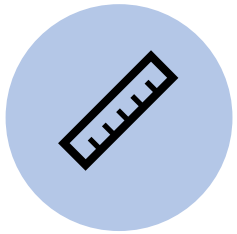
INTERPRET INFORMATION

REFLECT ON INFORMATION

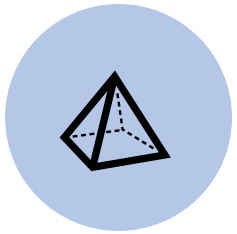
Assessments for Minimum Proficiency Levels



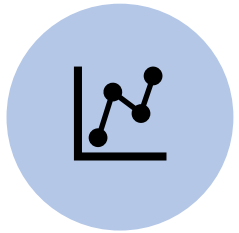
NUMBER AND OPERATIONS



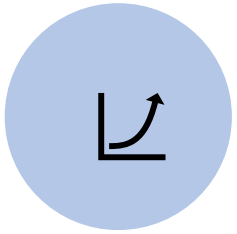
MEASUREMENT



GEOMETRY



STATISTICS AND PROBABILITY



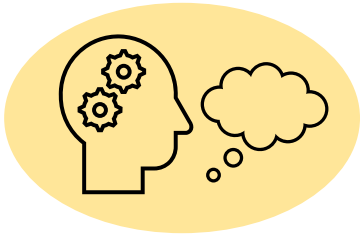
ALGEBRA

Assessments for Minimum Proficiency Levels

LISTENING COMPREHENSION

DECODING (AUDIO & WRITTEN)

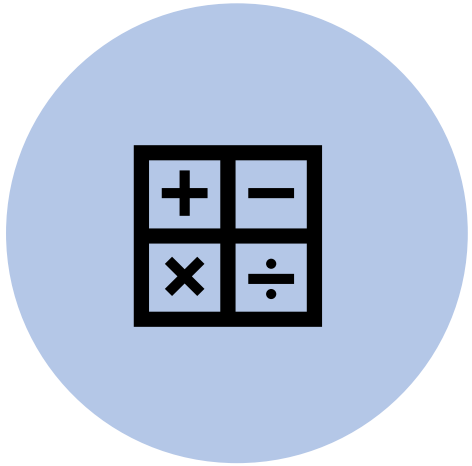
RETRIEVE INFORMATION



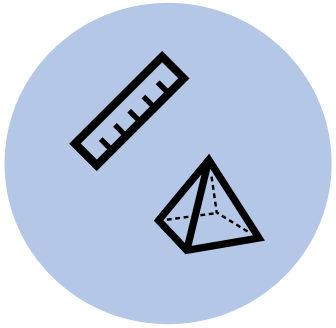
INTERPRET & REFLECT ON INFORMATION

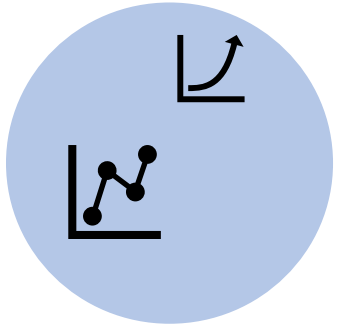
Assessments for Minimum Proficiency Levels

NUMBER AND OPERATIONS



MEASUREMENT & GEOMETRY





STATISTICS, PROBABILITY, ALGEBRA

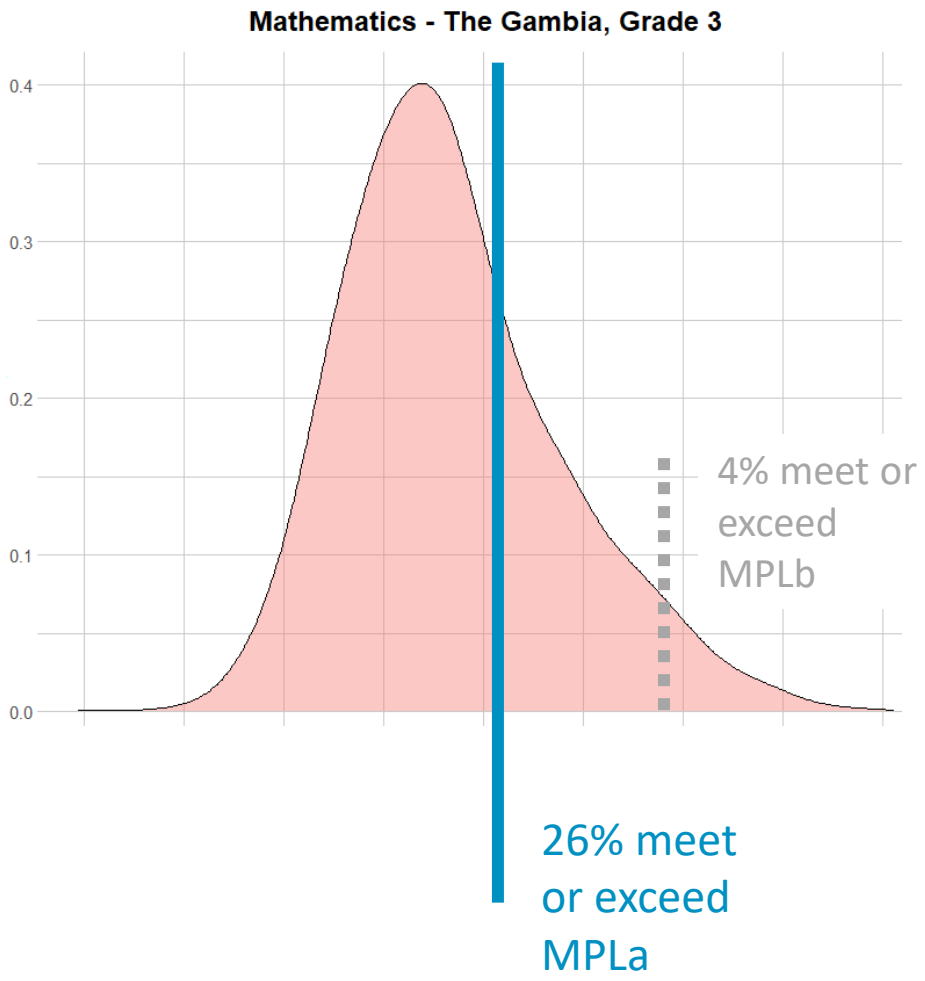
Setting the MPL standards

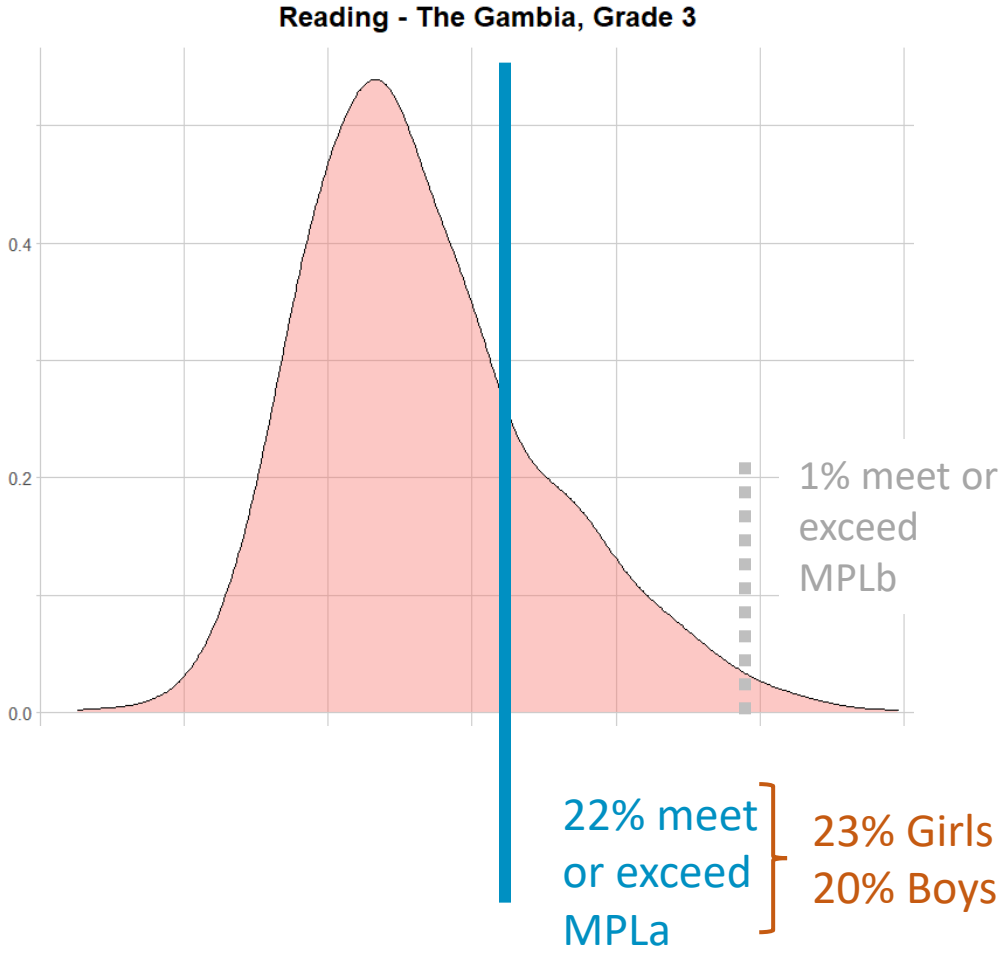
AMPLb standard set through MILO

AMPLa standard set through International Standard Setting Exercise

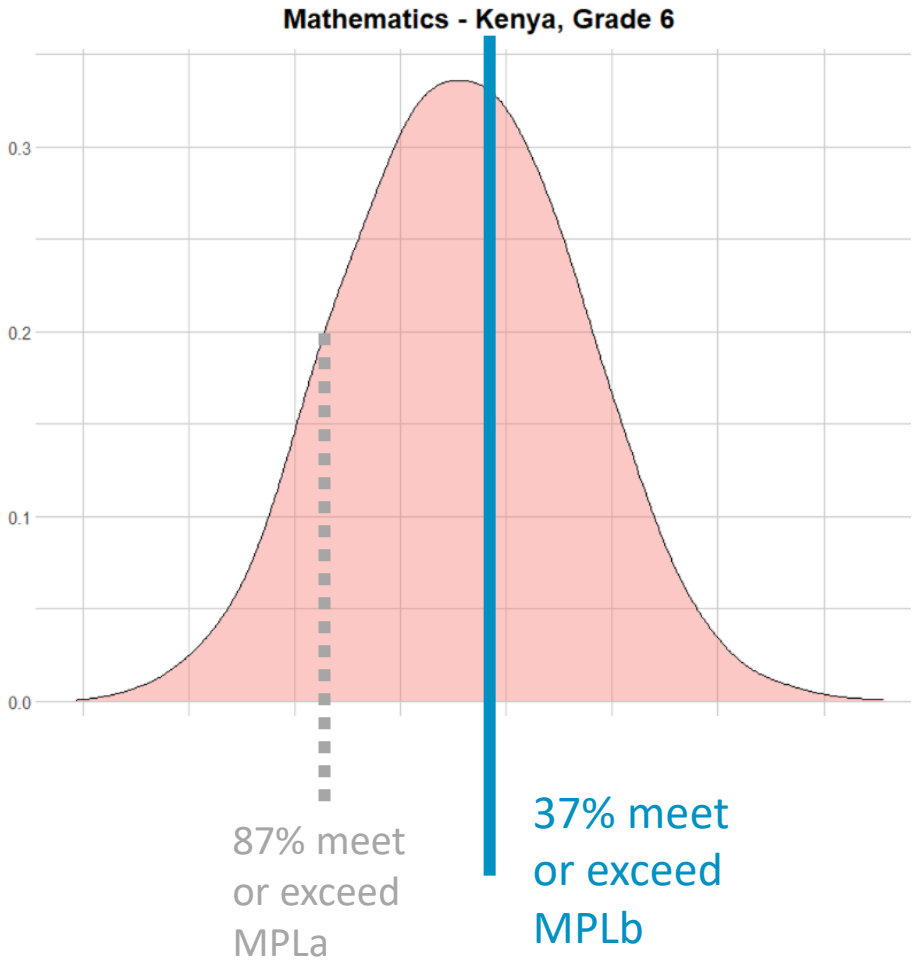
AMPLa standard validated through independent Pairwise Comparison Method workshop

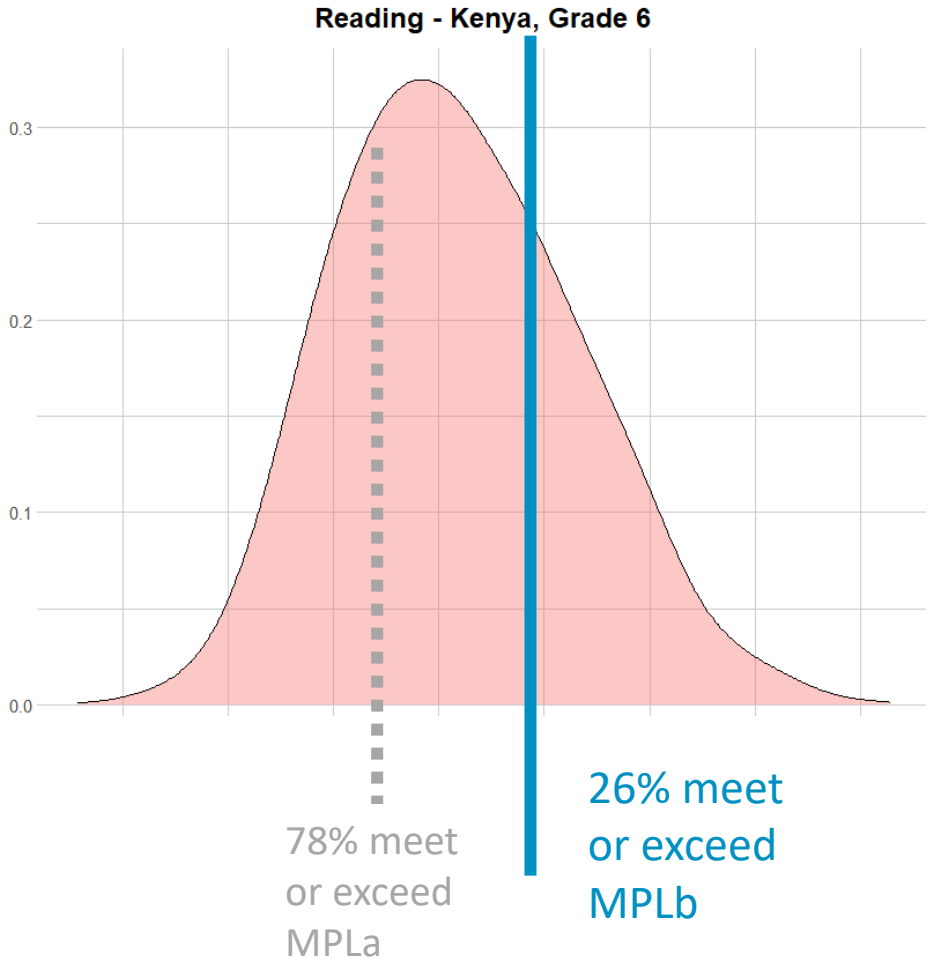
Cognitive results, the Gambia



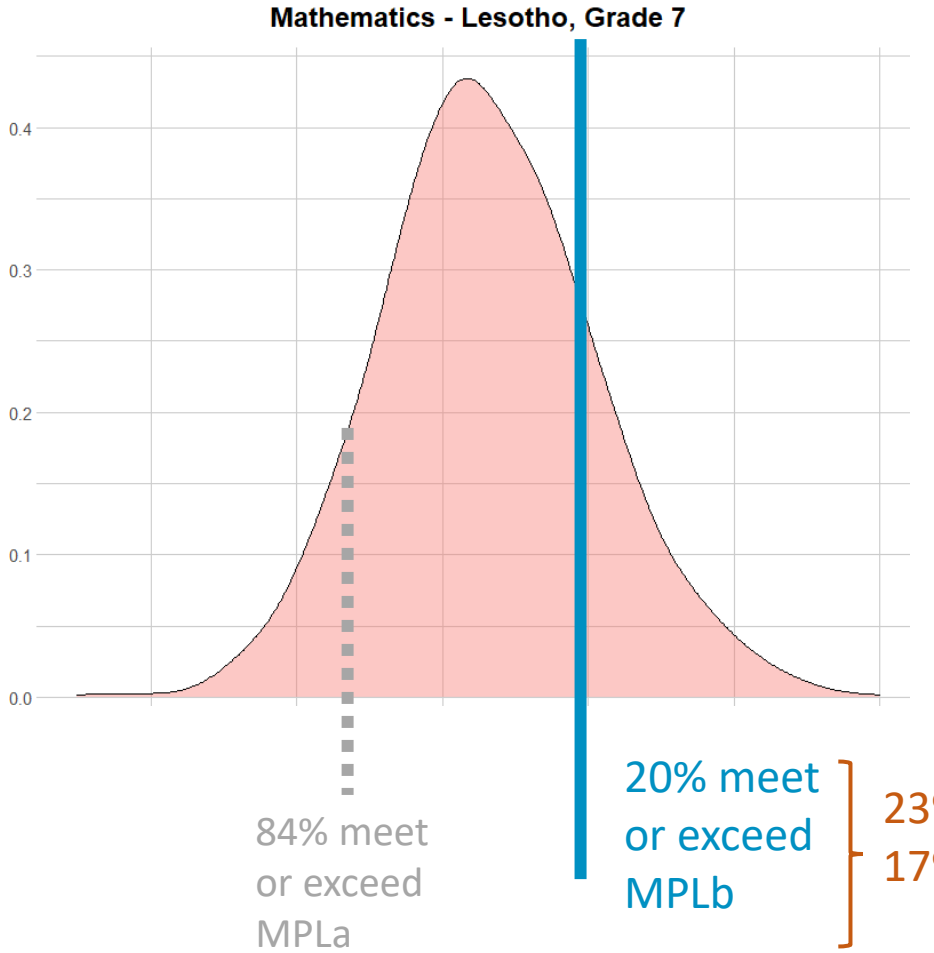


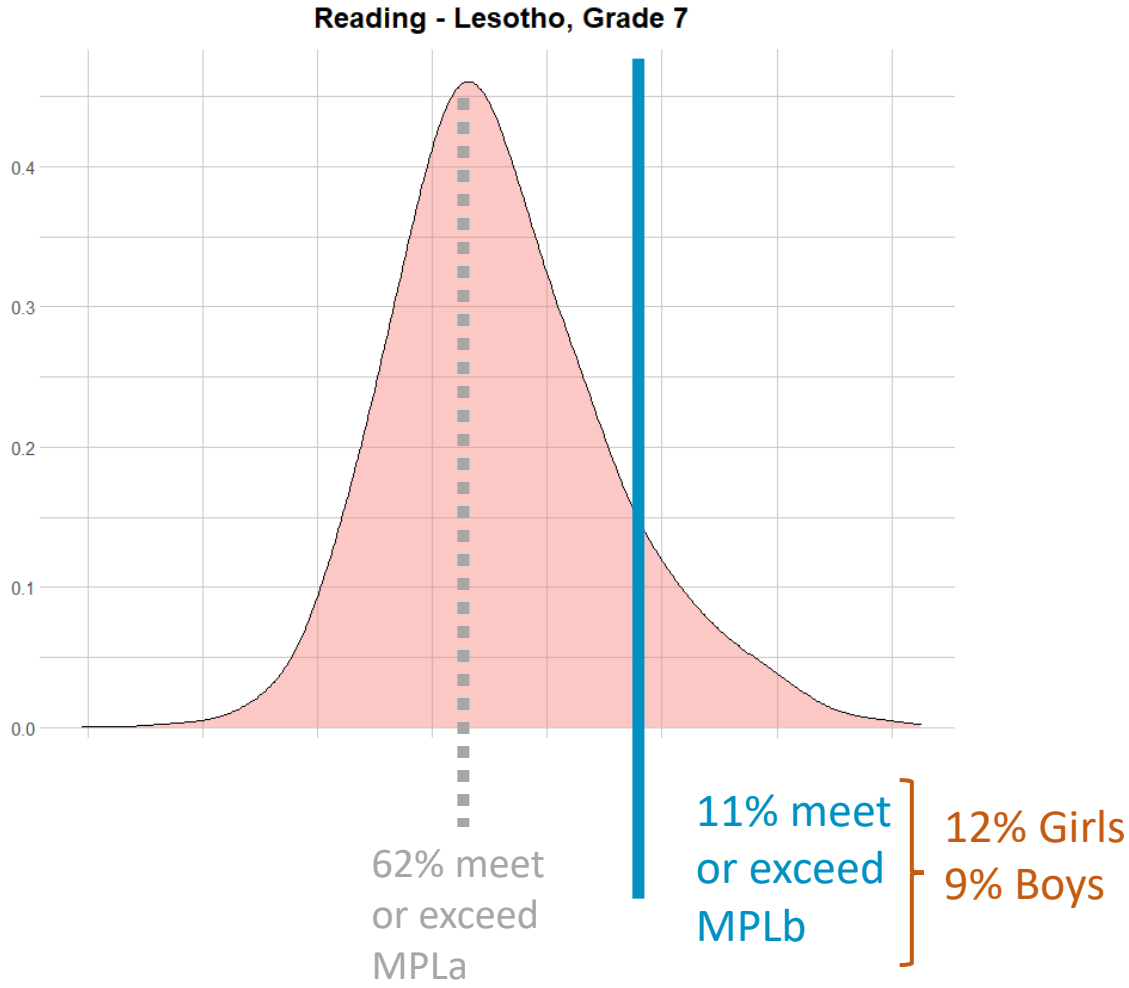
Cognitive results, Kenya



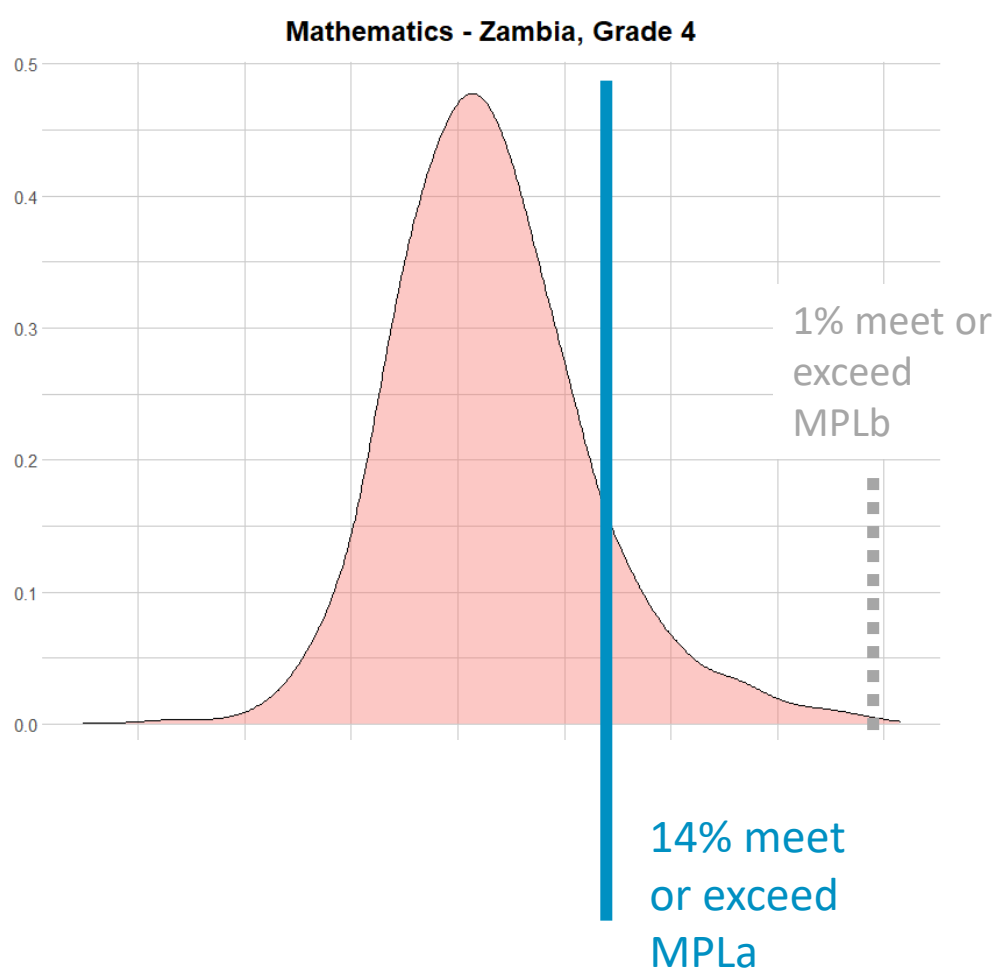


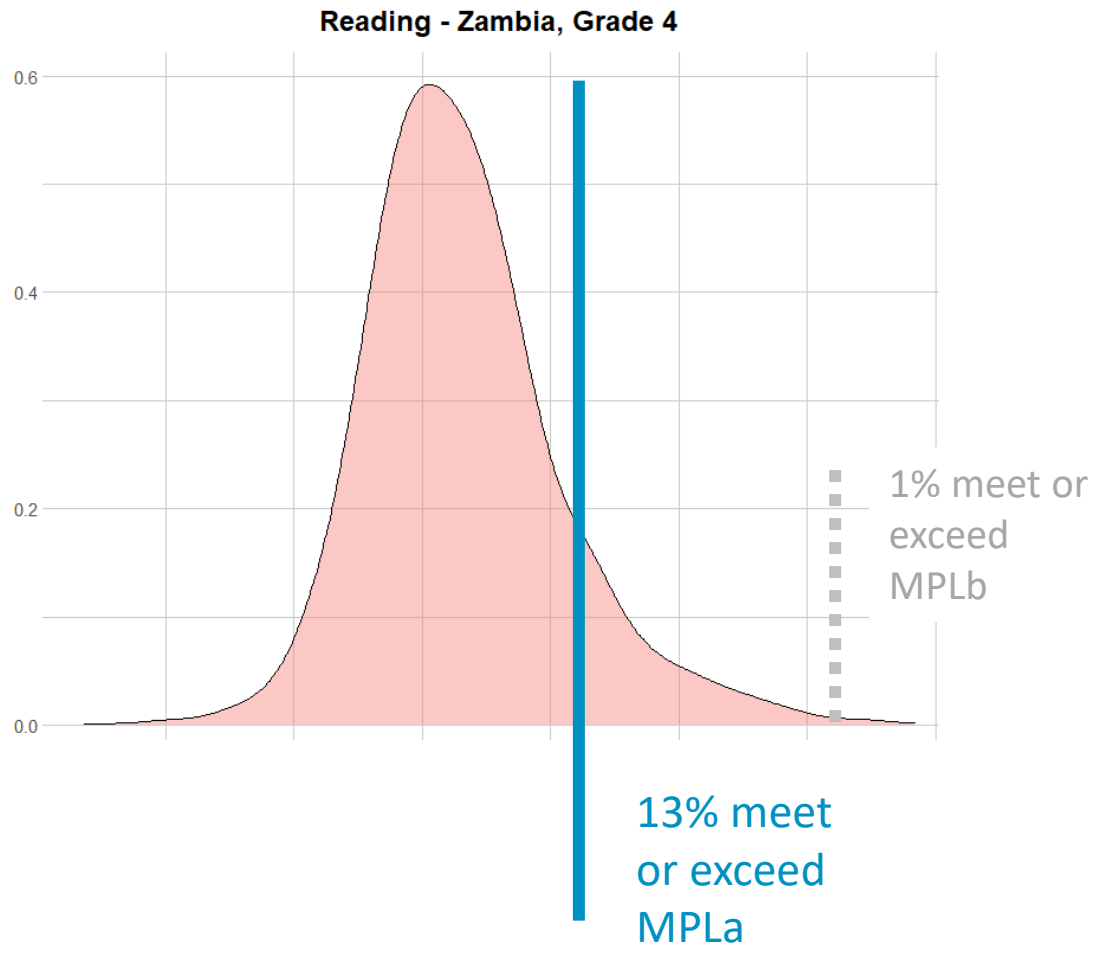
Cognitive results, Lesotho



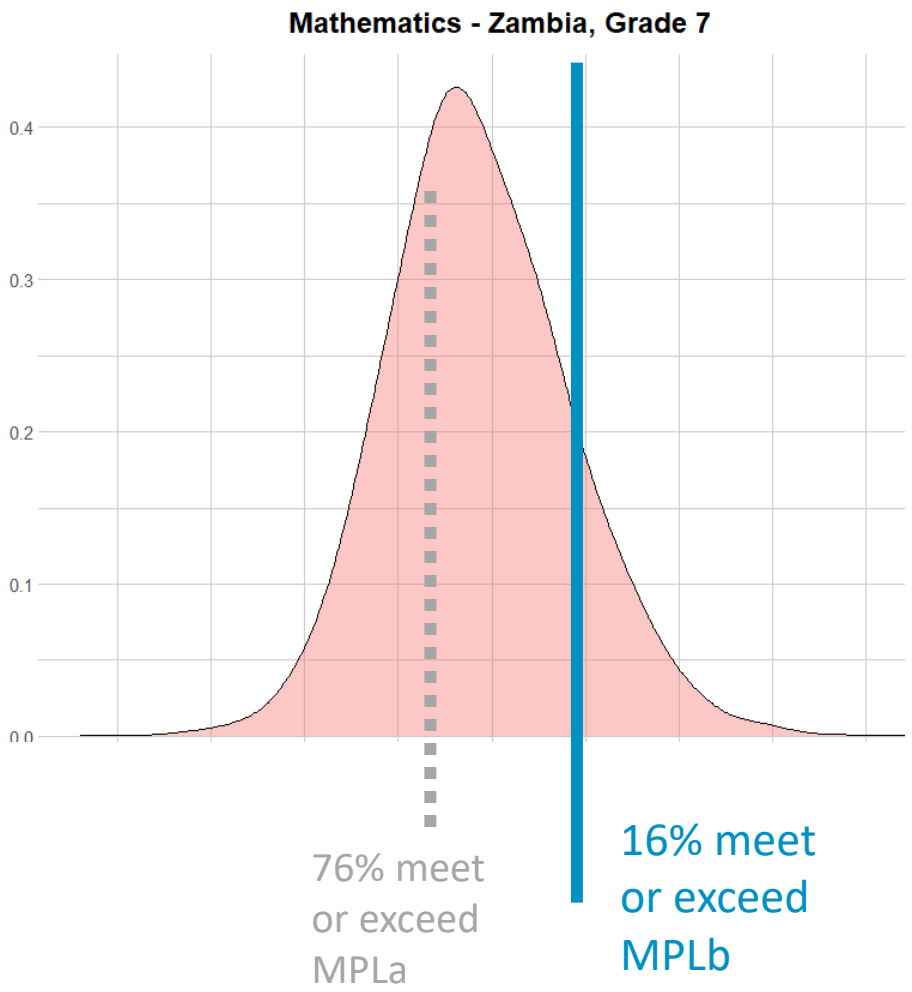


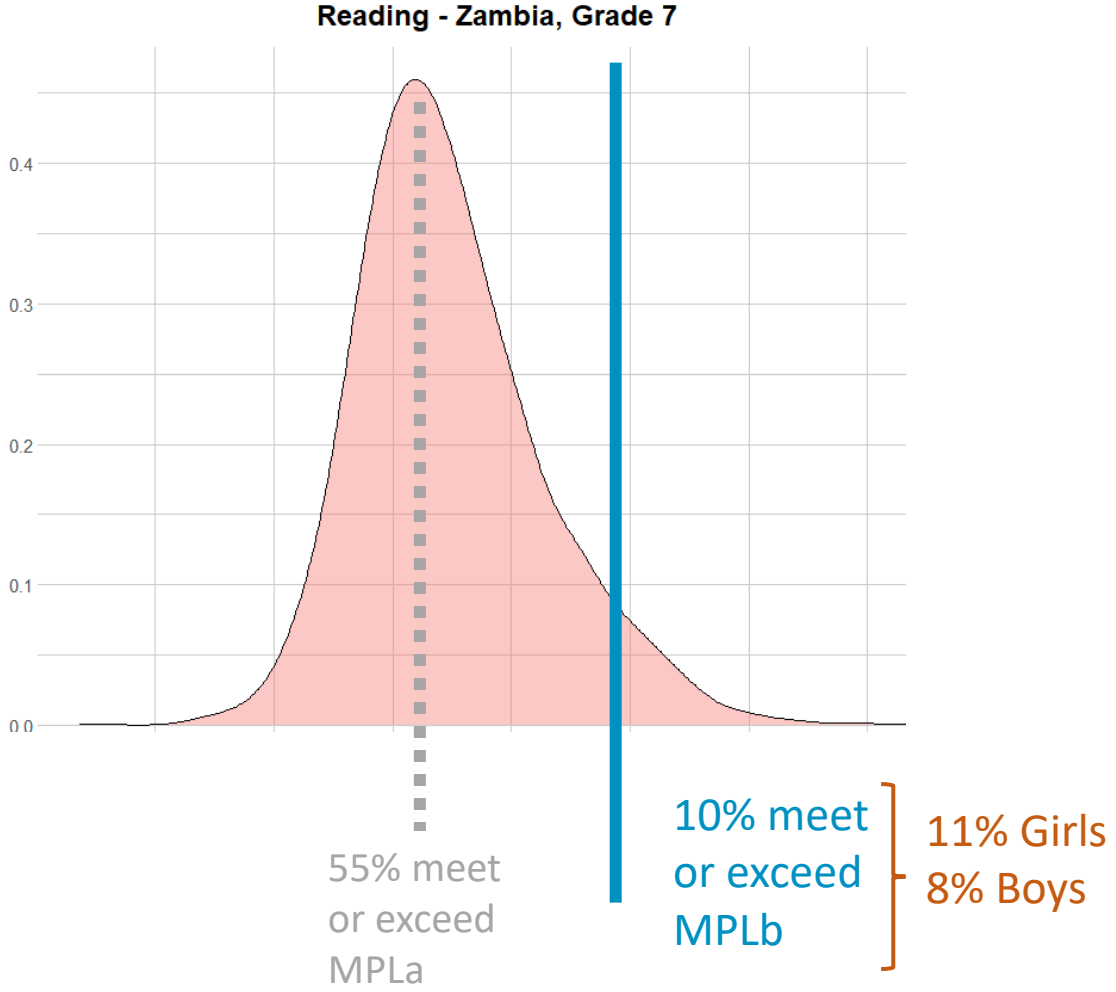
Cognitive results, Zambia, Grade 4



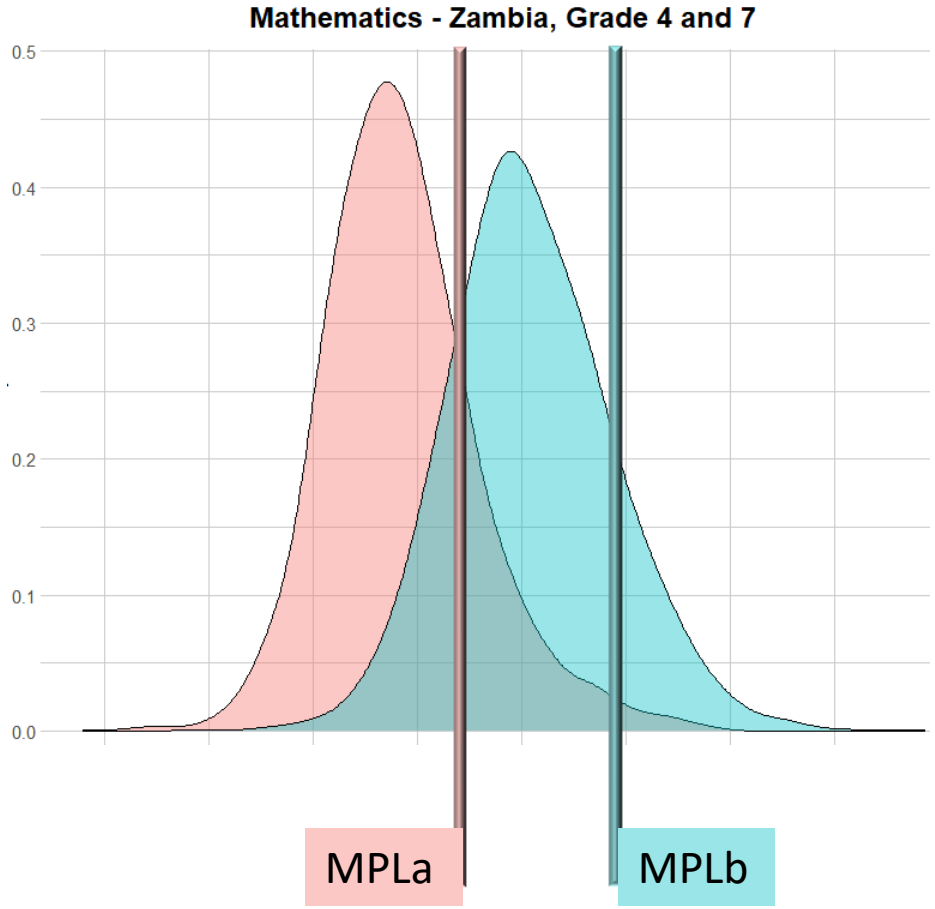


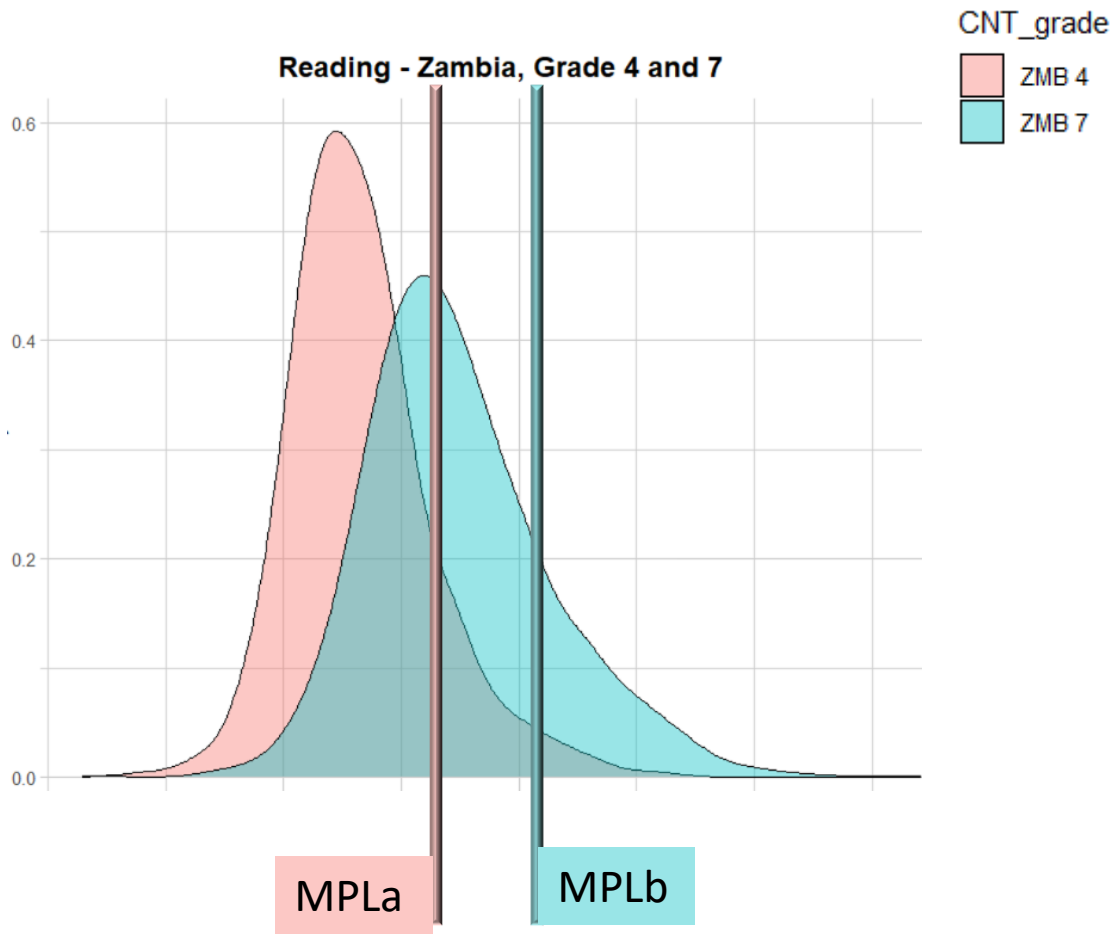
Cognitive results, Zambia, Grade 7





Cognitive results, Zambia, Grades 4 & 7





Summary gender

Mathematics

More girls (23%) than boys (17%) meet MPLb in Lesotho

Reading

More girls (23%) than boys (20%) meet MPLa in The Gambia

More girls (12%) than boys (9%) meet MPLb in Lesotho

More girls (11%) than boys (8%) meet MPLb in Zambia

No other gender differences in target grade levels

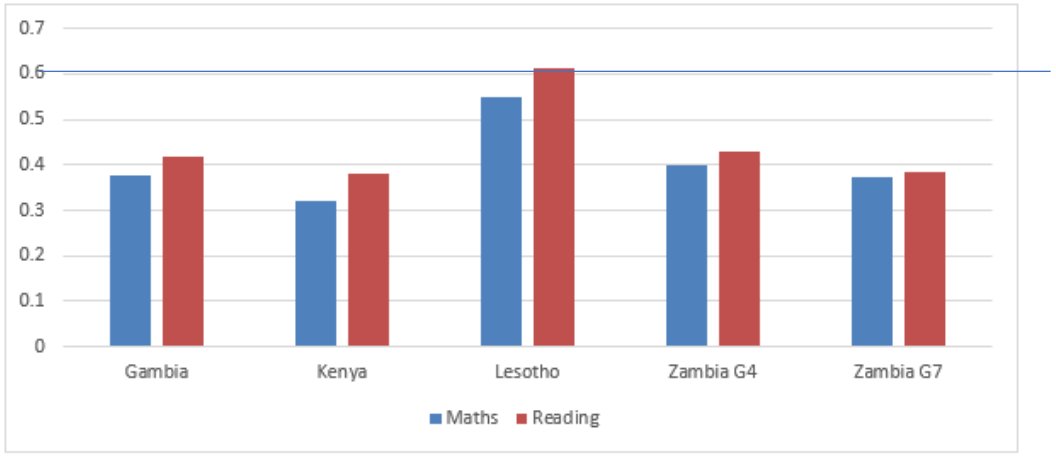
Some key findings

More students in the participating populations are reaching MPL in mathematics than in reading

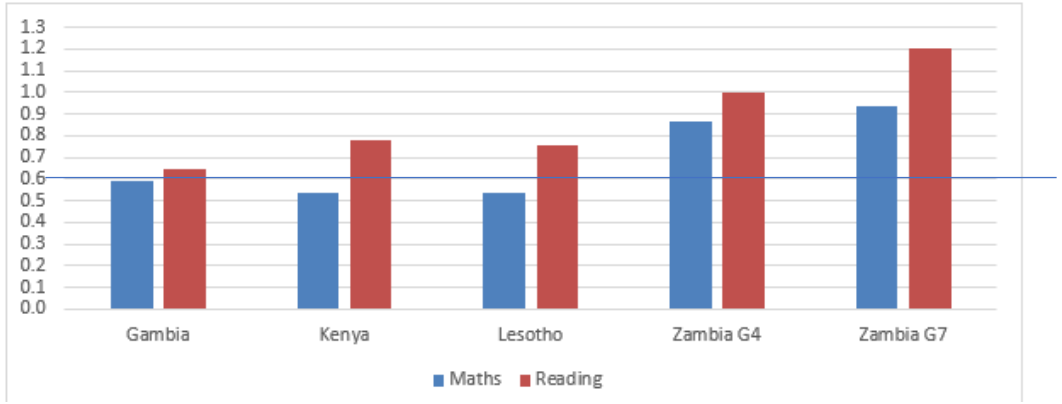
There is a broad spread of proficiency amongst students within grades

Girls and boys are achieving similar levels of proficiency in mathematics and reading and when there were differences they favoured girls

Contextual factors

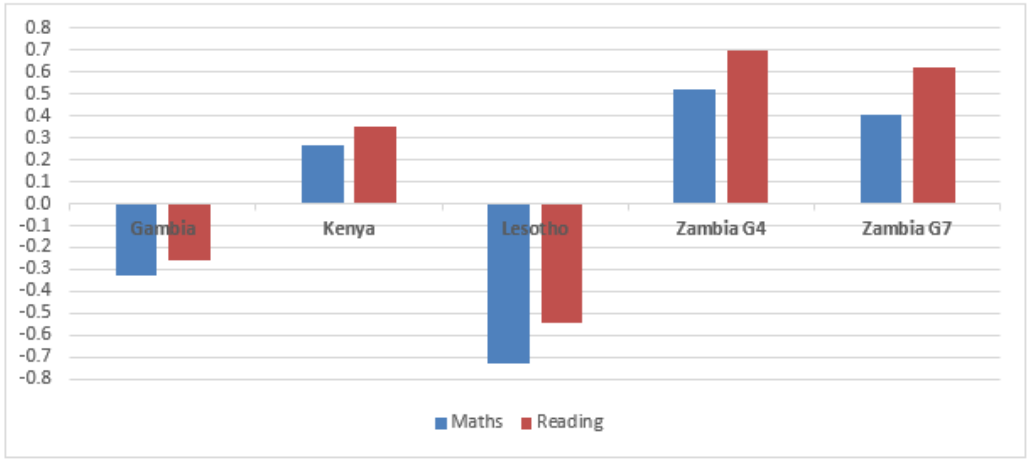


Students who had a lot of family support had higher proficiency in mathematics and reading



Students who were from families with higher wealth had higher proficiency in mathematics and reading

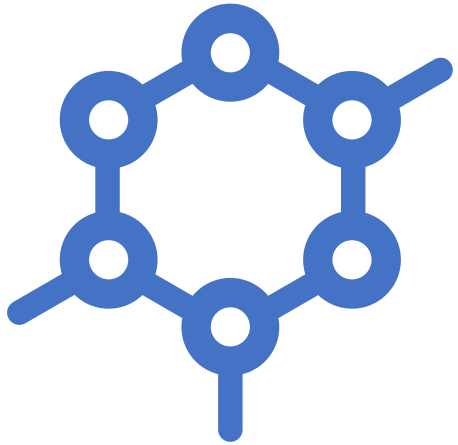
Contextual factors



For all countries, between 94 and 96 percent of students indicated the main language spoken at home was not English (the language of assessment)

SDG4.1.1 Reporting eligibility

Criterion 1 – is the assessment aligned to the MPL?	Mathematics and reading aligned to GPF & MPL
Criterion 2 – is there evidence that the items in the assessment have been reviewed qualitatively and quantitatively	Professional item development processes Item reviews Item statistics available
Criterion 3 – is the sample of learners that took the assessment representative of the population against which the results will be reporting?	Sample design Sample outcomes published
Criterion 4 – is there evidence that the assessment was administered in a standardised way?	Technical standards published Standardised manuals Test administrator training
Criterion 5 – are the outcomes of the assessment sufficiently reliable?	PV Reliability Mathematics: 0.899 Reading: 0.907



Thank you