

# Foreword

This report presents analysis of Türkiye's international assessment data to better understand how students in the country perform throughout schooling. It focuses on student performance in Türkiye as measured by two international assessments – PISA and TIMSS. It aims to understand how student performance has evolved over time and analyse whether factors related to student background – such as gender or socio-economic information – are associated with performance. In particular, through the analysis of PISA and TIMSS data, it seeks to answer the following questions:

- How do students in Türkiye perform in the main domains of mathematics, science and reading across schooling, compared to other countries?
- How has the student performance in Türkiye changed over time and across different levels of schooling?
- Are there certain student characteristics that are associated with lower (or higher) performance in Türkiye? How do these associations change and develop as students progress through school?
- How are school-level characteristics and features associated with performance? Do these associations change depending on the level of schooling?
- Are there certain domains or aspects of learning in specific domains on which students in Türkiye excel? What are the weaknesses of students in Türkiye across the main domains?

To answer these questions, the report analyses key aspects related to student and school background. Not all of the information collected by both international assessments, such as teaching and learning practices or student well-being, are explored in this report.



**From:**  
**Student Achievement in Türkiye**  
Findings from PISA and TIMSS International Assessments

**Access the complete publication at:**  
<https://doi.org/10.1787/c8a84283-en>

**Please cite this chapter as:**

OECD (2022), "Foreword", in *Student Achievement in Türkiye: Findings from PISA and TIMSS International Assessments*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/6a14341e-en>

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