



What is PISA?

“What is important for citizens to know and be able to do?” That is the question that underlies the triennial survey of 15-year-old students around the world known as the Programme for International Student Assessment (PISA). PISA assesses the extent to which students near the end of compulsory education have acquired key knowledge and skills that are essential for full participation in modern societies. The assessment, which focuses on reading, mathematics, science and problem solving, does not just ascertain whether students can reproduce knowledge; it also examines how well students can extrapolate from what they have learned and apply that knowledge in unfamiliar settings, both in and outside of school. This approach reflects the fact that modern economies reward individuals not for what they know, but for what they can do with what they know.

PISA is an ongoing programme that offers insights for education policy and practice, and that helps monitor trends in students’ acquisition of knowledge and skills across countries and economies and in different demographic subgroups within each country. PISA results reveal what is possible in education by showing what students in the highest-performing and most rapidly improving school systems can do. The findings allow policy makers around the world to gauge the knowledge and skills of students in their own countries in comparison with those in other countries, set policy targets against measurable goals achieved by other school systems, and learn from policies and practices applied elsewhere. While PISA cannot identify cause-and-effect relationships between policies/practices and student outcomes, it can show educators, policy makers and the interested public how education systems are similar and different – and what that means for students.

A test the whole world can take

PISA is now used as an assessment tool in many regions around the world. It was implemented in 43 countries and economies in the first assessment (32 in 2000 and 11 in 2002), 41 in the second assessment (2003), 57 in the third assessment (2006) and 75 in the fourth assessment (65 in 2009 and 10 in 2010). So far, 65 countries and economies have participated in PISA 2012.

In addition to OECD member countries, the survey has been or is being conducted in:

East, South and Southeast Asia: Himachal Pradesh-India, Hong Kong-China, Indonesia, Macao-China, Malaysia, Shanghai-China, Singapore, Chinese Taipei, Tamil Nadu-India, Thailand and Viet Nam.

Central, Mediterranean and Eastern Europe, and Central Asia: Albania, Azerbaijan, Bulgaria, Croatia, Georgia, Kazakhstan, Kyrgyzstan, Latvia, Liechtenstein, Lithuania, the former Yugoslav Republic of Macedonia, Malta, Moldova, Montenegro, Romania, the Russian Federation and Serbia.

The Middle East: Jordan, Qatar and the United Arab Emirates.

Central and South America: Argentina, Brazil, Colombia, Costa Rica, Netherlands-Antilles, Panama, Peru, Trinidad and Tobago, Uruguay and Miranda-Venezuela.

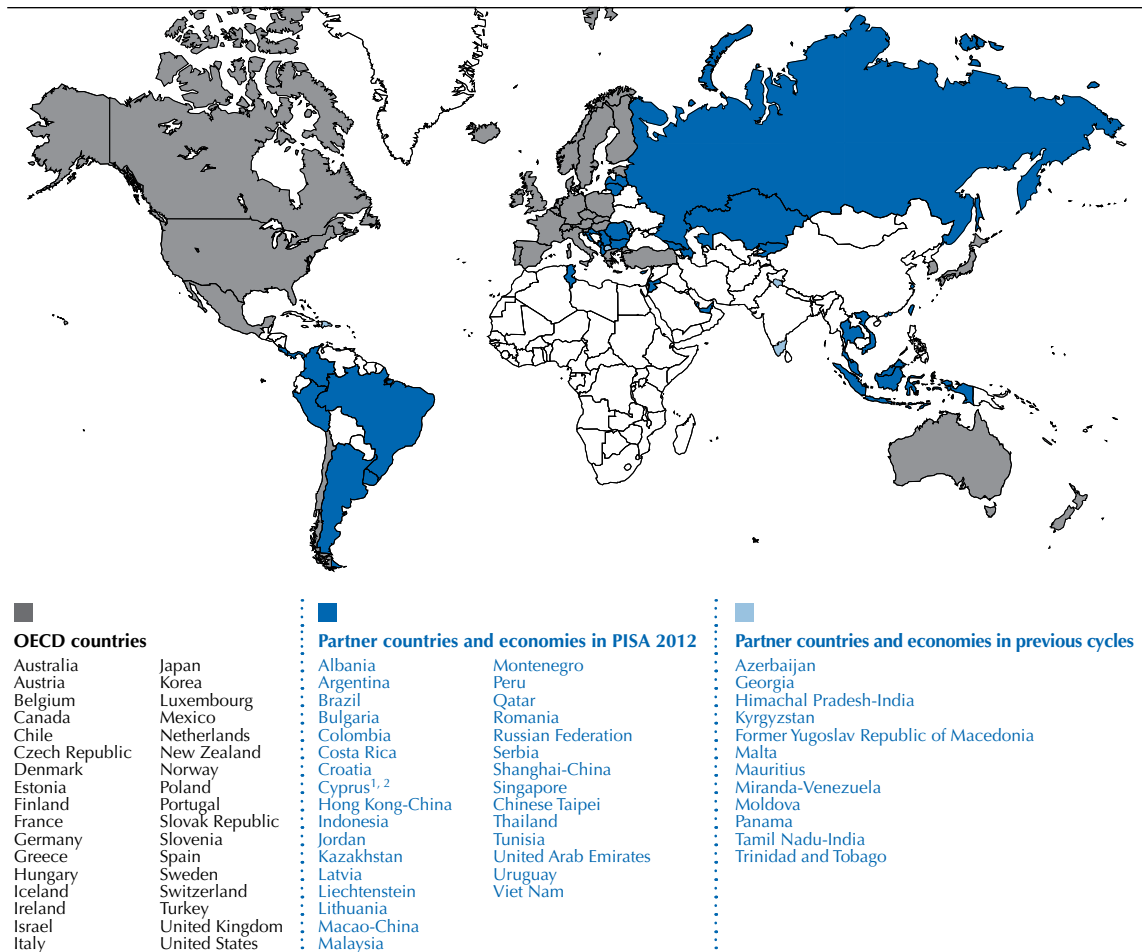
Africa: Mauritius and Tunisia.

Decisions about the scope and nature of the PISA assessments and the background information to be collected are made by participating countries based on recommendations from leading experts. Considerable efforts and resources are devoted to achieving cultural and linguistic breadth and balance in assessment materials. Since the design and translation of the test, as well as sampling and data collection, are subject to strict quality controls, PISA findings are considered to be highly valid and reliable.

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Map of PISA countries and economies



1. Note by Turkey: The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the “Cyprus issue”.

2. Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

PISA’s unique features include its:

- policy orientation, which links data on student learning outcomes with data on students’ backgrounds and attitudes towards learning and on key factors that shape their learning, in and outside of school, in order to highlight differences in performance and identify the characteristics of students, schools and school systems that perform well;
- innovative concept of “literacy”, which refers to students’ capacity to apply knowledge and skills in key subjects, and to analyse, reason and communicate effectively as they identify, interpret and solve problems in a variety of situations;
- relevance to lifelong learning, as PISA asks students to report on their motivation to learn, their beliefs about themselves, and their learning strategies;
- regularity, which enables countries and economies to monitor their progress in meeting key learning objectives; and
- breadth of coverage, which, in PISA 2012, encompasses the 34 OECD member countries and 31 partner countries and economies.



Key features of PISA 2012

The content

- The PISA 2012 survey focused on mathematics, with reading, science and problem solving as minor areas of assessment. For the first time, PISA 2012 also included an assessment of the financial literacy of young people, which was optional for countries and economies.
- PISA assesses not only whether students can reproduce knowledge, but also whether they can extrapolate from what they have learned and apply their knowledge in new situations. It emphasises the mastery of processes, the understanding of concepts, and the ability to function in various types of situations.

The students

- Around 510 000 students completed the assessment in 2012, representing about 28 million 15-year-olds in the schools of the 65 participating countries and economies.

The assessment

- Paper-based tests were used, with assessments lasting a total of two hours for each student. In a range of countries and economies, an additional 40 minutes were devoted to the computer-based assessment of mathematics, reading and problem solving.
- Test items were a mixture of multiple-choice items and questions requiring students to construct their own responses. The items were organised in groups based on a passage setting out a real-life situation. A total of about 390 minutes of test items were covered, with different students taking different combinations of test items.
- Students answered a background questionnaire, which took 30 minutes to complete, that sought information about themselves, their homes and their school and learning experiences. School principals were given a questionnaire, to complete in 30 minutes, that covered the school system and the learning environment. In some countries and economies, optional questionnaires were distributed to parents, who were asked to provide information on their perceptions of and involvement in their child's school, their support for learning in the home, and their child's career expectations, particularly in mathematics. Countries and economies could choose two other optional questionnaires for students: one asked students about their familiarity with and use of information and communication technologies, and the second sought information about their education to date, including any interruptions in their schooling and whether and how they are preparing for a future career.

WHO ARE THE PISA STUDENTS?

Differences between countries in the nature and extent of pre-primary education and care, in the age of entry into formal schooling, in the structure of the school system, and in the prevalence of grade repetition mean that school grade levels are often not good indicators of where students are in their cognitive development. To better compare student performance internationally, PISA targets a specific age of students. PISA students are aged between 15 years 3 months and 16 years 2 months at the time of the assessment, and have completed at least 6 years of formal schooling. They can be enrolled in any type of institution, participate in full-time or part-time education, in academic or vocational programmes, and attend public or private schools or foreign schools within the country or economy. (For an operational definition of this target population, see Annex A2.) Using this age across countries and over time allows PISA to compare consistently the knowledge and skills of individuals born in the same year who are still in school at age 15, despite the diversity of their education histories in and outside of school.

The population of participating students is defined by strict technical standards, as are the students who are excluded from participating (see Annex A2). The overall exclusion rate within a country was required to be below 5% to ensure that, under reasonable assumptions, any distortions in national mean scores would remain within plus or minus 5 score points, i.e. typically within the order of magnitude of 2 standard errors of sampling. Exclusion could take place either through the schools that participated or the students who participated within schools (see Annex A2, Tables A2.1 and A2.2).

There are several reasons why a school or a student could be excluded from PISA. Schools might be excluded because they are situated in remote regions and are inaccessible, because they are very small, or because of organisational or operational factors that precluded participation. Students might be excluded because of intellectual disability or limited proficiency in the language of the assessment.



In 28 out of the 65 countries and economies participating in PISA 2012, the percentage of school-level exclusions amounted to less than 1%; it was less than 4% in all countries and economies. When the exclusion of students who met the internationally established exclusion criteria is also taken into account, the exclusion rates increase slightly. However, the overall exclusion rate remains below 2% in 30 participating countries and economies, below 5% in 57 participating countries and economies, and below 7% in all countries except Luxembourg (8.4%). In 11 out of the 34 OECD countries, the percentage of school-level exclusions amounted to less than 1% and was less than 3% in 31 OECD countries. When student exclusions within schools were also taken into account, there were 11 OECD countries below 2% and 26 OECD countries below 5%.

(For more detailed information about the restrictions on the level of exclusions in PISA 2012, see Annex A2.)

WHAT KINDS OF RESULTS DOES THE TEST PROVIDE?

The PISA assessment provides three main types of outcomes:

- basic indicators that provide a baseline profile of students' knowledge and skills;
- indicators that show how skills relate to important demographic, social, economic and educational variables; and
- indicators on trends that show changes in student performance and in the relationships between student-level and school-level variables and outcomes.

Although indicators can highlight important issues, they do not provide direct answers to policy questions. To respond to this, PISA also developed a policy-oriented analysis plan that uses the indicators as a basis for policy discussion.

WHERE CAN YOU FIND THE RESULTS?

This is the fourth of six volumes that present the results from PISA 2012. It begins by examining the relationships between education outcomes and various school and system characteristics, including the use of vertical and horizontal stratification, resource allocation, how the school system is organised and governed, and the learning environment in the school and classroom. Chapter 2 discusses the ways in which students are selected and grouped into certain education levels, grade levels, schools, programmes and different classes within schools based on their performance; Chapter 3 examines the allocation of human, material and financial resources throughout school systems and the amount of time dedicated to instruction and learning; Chapter 4 explores the inter-relationships among school autonomy, school competition, public and private management of schools, school leadership, parental involvement, and assessment and accountability arrangements; and Chapter 5 discusses student- and teacher-related aspects of the learning environment, including student truancy, teacher-student relations, the disciplinary climate and teacher morale. Whenever comparable data are available, trends between 2003 and 2012 are highlighted. Case studies, examining the policy reforms adopted by countries that have improved in PISA, are presented throughout. The concluding chapter discusses the policy implications of the PISA results.

The other five volumes cover the following issues:

Volume I, *What Students Know and Can Do: Student Performance in Mathematics, Reading and Science*, summarises the performance of students in PISA 2012. It describes how performance is defined, measured and reported, and then provides results from the assessment, showing what students are able to do in mathematics. After a summary of mathematics performance, it examines the ways in which this performance varies on subscales representing different aspects of mathematics literacy. Given that any comparison of the outcomes of education systems needs to take into consideration countries' social and economic circumstances, and the resources they devote to education, the volume also presents the results within countries' economic and social contexts. In addition, the volume examines the relationship between the frequency and intensity of students' exposure to subject content in school, what is known as "opportunity to learn", and student performance. The volume concludes with a description of student results in reading and science. Trends in student performance in mathematics between 2003 and 2012, in reading between 2000 and 2012, and in science between 2006 and 2012 are examined when comparable data are available. Throughout the volume, case studies examine in greater detail the policy reforms adopted by countries that have improved in PISA.

Volume II, *Excellence through Equity: Giving Every Student the Chance to Succeed*, defines and measures equity in education and analyses how equity in education has evolved across countries and economies between PISA 2003 and 2012. The volume examines the relationship between student performance and socio-economic status, and describes how other individual student characteristics, such as immigrant background and family structure, and school characteristics, such as school location, are associated with socio-economic status and performance. The volume also



reveals differences in how equitably countries allocate resources and opportunities to learn to schools with different socio-economic profiles. Case studies, examining the policy reforms adopted by countries that have improved in PISA, are highlighted throughout the volume.

Volume III, *Ready to Learn: Students' Engagement, Drive and Self-Beliefs*, explores students' engagement with and at school, their drive and motivation to succeed, and the beliefs they hold about themselves as mathematics learners. The volume identifies the students who are at particular risk of having low levels of engagement in, and holding negative dispositions towards, school in general and mathematics in particular, and how engagement, drive, motivation and self-beliefs are related to mathematics performance. The volume identifies the roles schools can play in shaping the well-being of students and the role parents can play in promoting their children's engagement with and dispositions towards learning. Changes in students' engagement, drive, motivation and self-beliefs between 2003 and 2012, and how those dispositions have changed during the period among particular subgroups of students, notably socio-economically advantaged and disadvantaged students, boys and girls, and students at different levels of mathematics proficiency, are examined when comparable data are available. Throughout the volume, case studies examine in greater detail the policy reforms adopted by countries that have improved in PISA.

Volume V, *Skills for Life: Student Performance in Problem Solving*, presents student performance in the PISA 2012 assessment of problem solving, which measures students' capacity to respond to non-routine situations in order to achieve their potential as constructive and reflective citizens. It provides the rationale for assessing problem-solving skills and describes performance within and across countries and economies. In addition, the volume highlights the relative strengths and weaknesses of each school system and examines how they are related to individual student characteristics, such as gender, immigrant background and socio-economic status. The volume also explores the role of education in fostering problem-solving skills.

Volume VI, *Students and Money: Financial Literacy Skills for the 21st Century*, examines 15-year-old students' performance in financial literacy in the 18 countries and economies that participated in this optional assessment. It also discusses the relationship of financial literacy to students' and their families' background and to students' mathematics and reading skills. The volume also explores students' access to money and their experience with financial matters. In addition, it provides an overview of the current status of financial education in schools and highlights relevant case studies.

The frameworks for assessing mathematics, reading and science in 2012 are described in *PISA 2012 Assessment and Analytical Framework: Mathematics, Reading, Science, Problem Solving and Financial Literacy* (OECD, 2013). They are also summarised in this volume.

Technical annexes at the end of this report describe how questionnaire indices were constructed and discuss sampling issues, quality-assurance procedures, the reliability of coding, and the process followed for developing the assessment instruments. Many of the issues covered in the technical annexes are elaborated in greater detail in the *PISA 2012 Technical Report* (OECD, forthcoming).

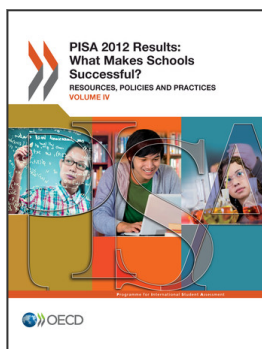
All data tables referred to in the analysis are included at the end of the respective volume in Annex B1, and a set of additional data tables is available on line (www.pisa.oecd.org). A Reader's Guide is also provided in each volume to aid in interpreting the tables and figures that accompany the report. Data from regions within the participating countries are included in Annex B2.

References

OECD (forthcoming), *PISA 2012 Technical Report*, PISA, OECD Publishing.

OECD (2013), *PISA 2012 Assessment and Analytical Framework: Mathematics, Reading, Science, Problem Solving and Financial Literacy*, PISA, OECD Publishing.

<http://dx.doi.org/10.1787/9789264190511-en>



From:
PISA 2012 Results: What Makes Schools Successful (Volume IV)
Resources, Policies and Practices

Access the complete publication at:
<https://doi.org/10.1787/9789264201156-en>

Please cite this chapter as:

OECD (2013), "What is PISA?", in *PISA 2012 Results: What Makes Schools Successful (Volume IV): Resources, Policies and Practices*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/9789264201156-4-en>

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