

**ORGANISATION FOR ECONOMIC CO-OPERATION
AND DEVELOPMENT**

**CALL FOR TENDER
10000990**

**PISA FOR DEVELOPMENT
STRAND A & STRAND B**

The deadline date for the receipt of Tenders is 29 September 2014, 3:00 p.m. (Paris time)

INTRODUCTION

The OECD brings together the governments of 34 countries committed to democracy and the market economy from around the world to:

- Support sustainable economic growth
- Boost employment
- Raise living standards
- Maintain financial stability
- Assist other countries' economic development
- Contribute to growth in world trade

The OECD also shares expertise and exchanges views with more than **100 other countries and economies**, from [Brazil](#), [China](#), and [Russia](#) to the least developed countries in Africa.

Established: 1961

Location: Paris, France

Membership: 34 countries

Budget: EUR 347 million

Secretariat staff: 2 500

Secretary-General: [Angel Gurría](#)

Publications: 250 new titles/year

Official languages: English/French

Monitoring, analysing and forecasting

The OECD mission is to promote policies that will improve the economic and social well-being of people around the world. We are focusing on helping governments in our member countries and elsewhere in four main areas:

- First and foremost, governments need to restore confidence in markets and the institutions and companies that make them function. That will require improved regulation and more effective governance at all levels of political and business life.
- Secondly, governments must re-establish healthy public finances as a basis for future sustainable economic growth.
- In parallel, we are looking for ways to foster and support new sources of growth through innovation, environmentally friendly 'green growth' strategies and the development of emerging economies.
- Finally, to underpin innovation and growth, we need to ensure that people of all ages can develop the skills to work productively and satisfyingly in the jobs of tomorrow.

Enlargement and enhanced engagement

In May 2007, OECD countries agreed to invite Chile, Estonia, Israel, Russia and Slovenia to open discussions for membership of the Organisation and offered enhanced engagement to Brazil, China, India, Indonesia and South Africa. While enhanced engagement is distinct from accession to the OECD, it has the potential in the future to lead to membership.

In 2010, Chile, Slovenia, Israel and Estonia became OECD member countries.

In 2013, OECD countries agreed to invite Colombia and Latvia to open discussions for membership of the Organisation.

Publishing

The OECD is one of the world's largest publishers in the fields of economics and public policy. OECD publications are a prime vehicle for disseminating the Organisation's intellectual output, both on paper and online. Publications are available through the Online Information System (OLIS) for government officials, through OECD iLibrary for researchers and students in institutions, corporate, subscribed to our online library and through the Online Bookshop for individuals who wish to browse titles free-of-charge and to buy publications.

INSTRUCTIONS TO TENDERERS

ARTICLE 1 - PURPOSE AND OBJECT OF THE CALL FOR TENDERS

The OECD is issuing this Call for Tender with a view to identifying credible partners to support the implementation of PISA for Development.

ARTICLE 2 - TERMS AND CONDITIONS OF THE CALL FOR TENDERS

2.1 *Composition of the Call for Tenders*

The documentation relating to the Call for Tenders includes the following parts:

- a) Instructions to Tenderers and their Annex;
- b) Terms of Reference;
- c) Minimum General Conditions for OECD Contracts.

2.2 *Tenders*

All Tenders will be treated as contractually binding for the Tenderer and the Tenderer shall consequently date and sign the documents mentioned above, as well as any document in support (including its proposal of prices), and initial each page of each document.

2.3 *Duration of Tender validity*

Tenders shall remain valid for one hundred eighty (180) calendar days, as from the deadline for receipt of Tenders.

2.4 *Additional information*

Should any problems of interpretation arise in the course of drawing up the Tender documents, Tenderers may submit their questions to sabrina.traskos@oecd.org , no later than five (5) calendar days before the deadline for the receipt of Tenders. All Tenderers will be advised of the answers given to such questions.

2.5 Acceptance and rejection of Tenders

There is no commitment on the part of the Organisation to accept any Tender or part thereof that is received in response to the Call for Tenders.

The OECD reserves the right:

- To accept Tenders with non-substantial defects
- To reject Tenders received after the deadline for receipt of Tenders, without indemnity or justification.

2.6 Modification or cancellation of Call for Tenders

The Organisation reserves the right to modify or cancel all or part of the Call for Tenders, should the need arise, without having to justify its actions and without such action conferring any right to compensation on Tenderers.

2.7 Partnerships.

Partnerships must jointly meet the administrative requirements set out in the Call for Tenders. Each partner must also meet full requirements individually.

2.8 Extension of the deadline for receipt of Tenders

The OECD reserves the right to extend the deadline for receipt of the Tenders. In that case, all the Tenderer's and Organisation's rights and duties and in particular Article 2.3 above will be subject to this new deadline.

2.9 Expenses

Tenders are not paid. No reimbursement of expenses related to the preparation of any Tender will be made by the OECD.

2.10 Confidentiality

Any information communicated to the Tenderer or which come to his knowledge in the course of the Call for Tenders and/or the performance of the work, are confidential and are strictly dedicated to the purpose of the Call for Tenders. The OECD reserves the right to request that all material be returned at the end of the Call for Tenders process.

ARTICLE 3 - PRESENTATION, SUBMISSION AND CONTENTS OF TENDERS

3.1 Tender presentation and conditions for submission

Tenders shall be entirely drafted **in English** and shall be **received** by the Organisation:

Before the deadline date of **29 September 2014 (Paris time)**.

- In four paper copies and one electronic version (e.g. USB Key):
- In an envelope bearing the words:

*« NE PAS OUVRIR par le service courrier
Appel d'Offres n°100000990 »*

To the following address:

**OECD
EXD/PBF/CPG
To the attention of Sabrina Traskos/ Central Purchasing Group
2 rue André Pascal
75775 Paris Cedex 16
FRANCE**

3.2 Contents of the Tender

- The Tender in **four copies and one electronic version** (e.g. USB Key);
- A Letter of Application, signed by the Tenderer, confirming the following:
 - That all the elements of the offer are contractually binding;
 - That the person signing the offer has the authority to commit the Tenderer to a legally binding offer;
 - That the Tenderer accepts all of the Minimum General Terms and Conditions without any modification. If there is an exception, please state the exception and the rationale for that exception.
 - That the Tenderer, and each of the partners in the case of a partnership, have fulfilled all its legal obligations with regards to tax declarations and payments in its home country and must supply all the requisite certificates to that effect;
- The Tenderer shall provide the point of contact for the bid and his/her contact information including email address and phone number.
- The signed Declaration detailed in Annex to these Instructions to Tenderers.

Please note that the Tenderer, *should it be shortlisted*, will be asked to provide the following:

- Any relevant existing agreements with intermediaries or third parties;

- Financial information for the last three (3) years;
- Proof of completed legal obligations with regards to tax declarations and payments in its home country and all the requisite certificates to that effect;
- to the extent possible in accordance with the national regulations of the Tenderer, certificate(s) identifying the Tenderer, including its name, legal form, address, registration number or equivalent, date founded, areas of activity and number of employees.

3.2.2 Financial Conditions

Prices quoted must include everything necessary for the complete execution of an eventual contract (insurance, transport, guarantees). Charges for items essential to the execution of the contract and not identified in the Tender will be borne by the Tenderer.

ARTICLE 4 - INTERVIEWS

The Organisation reserves the right to organise interviews and request the Tenderers to explain in more details the content of their Tenders.

ARTICLE 5 – SELECTION CRITERIA

Main criteria for Tenderer evaluation are as follows:

- Company information (relevant expertise and experience)
- Technical quality of the bid
- Financial proposal
- Background with international organisations

ARTICLE 6 - INFORMATION TO TENDERERS

All Tenderers will be informed, whenever possible, of the decision taken on their Tenders.

Annex

Declaration for Call for Tenders n° 100000990

As part of the offer in response to the OECD call for Tenders n 100000990, the Tenderer (company or individual) declares on oath the following:

- That it is not bankrupt or being wound up, is not having its affairs administered by the courts, has not entered into an arrangement with creditors, has not suspended business activities, is not the subject of proceedings concerning those matters, and is not in any analogous situation arising from a similar procedure provided for under national legislation or regulations;
- That it has not been convicted of an offence concerning its professional conduct by a judgment which has the force of *res judicata*;
- That it has not been the subject of a judgment which has the force of *res judicata* for fraud, corruption, involvement in a criminal organisation or any other illegal activity which may be detrimental to the financial interests of the OECD, its members or its donors;
- That it is not guilty of misrepresentation in supplying the information required as a condition of participation in this Call for Tenders or has failed to supply any relevant information;
- That it is not subject to a conflict of interest;
- That its employees and any person involved in the execution of the work to be performed under the present Call for Tenders are regularly employed according to national laws to which it is subject and that it fully complies with laws and regulations in force in terms of social security and labor law;
- That it has not offered and will not offer, has not granted and will not grant, has not sought and will not seek to obtain, and has not accepted and will not accept any advantage, financial or in kind, to or from any party whatsoever, constituting an illegal practice or involving corruption, either directly or indirectly, as an incentive or reward relating to the award or the performance of the contract that would result from the OECD call for Tenders n 100000990.

I, the undersigned, on behalf of the company, understand and acknowledge that the Organisation may decide not to award the contract to a Tenderer who is one of the situations indicated above. I further recognise that the Organisation may terminate for default any contract awarded to a Tenderer who has been found guilty of misrepresentation in supplying, or has failed to supply, the information required as a condition of participation in this Call for Tenders. Finally I understand and acknowledge that the Organisation may inform any third party, including its members and donors in case a Tenderer is in one of the above mentioned situations or when should it be found guilty of making false declarations, committing fraud, or to be in serious breach of its contractual obligations.

The .. / .. / ..

Signature

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1. This document provides the Terms of Reference for International Contractor(s) to support the implementation of PISA for Development. The broad design parameters (guiding principles, assessment cycle, target population, sampling design, survey operations and management structure) that have guided all assessments from PISA 2000 onward will be maintained for this project. The terms of reference are separated into sections which describe in detail the different components of work.
2. Regarding the student assessment of reading, mathematics and science, the contractor(s) will be asked to build on the existing PISA assessment frameworks for these domains and to note that (i) there will not be a major domain for PISA for Development; and (ii) that there will be no new items developed for PISA for Development. In doing so, contractors will be asked to: work within the concept of competency that was adopted by the PISA Governing Board as part of the longer-term strategy for PISA, which seeks to go beyond the reproduction of subject-matter knowledge and focuses on the capacity of students to extrapolate from what they know and apply their knowledge. Contractors will also need to develop test specifications for each domain, use only the existing pool of 337 secure PISA items, and enhance the instruments to make these more relevant for developing countries in general and the participating countries in particular.
3. The requirements for instrument development in the three domains are similar to those specified in the terms of reference for prior PISA survey cycles but a key difference is that PISA for Development seeks to enhance the instruments so that they are more relevant for developing countries. The process includes, for the cognitive assessment: drawing on and selecting from the existing PISA secure item pool, while drawing on international and national expertise of participating countries and constructing instruments according to the test specifications set out in assessment frameworks and modified in the context of PISA for Development.
4. For the contextual questionnaires, the process includes: enhancing and modifying the questionnaires, particularly in respect of the seven topics identified as priorities by the participating countries and development partners, whilst ensuring that international comparability and consistency with current PISA frameworks is maintained. For both cognitive instruments and contextual questionnaires there will be pre-field testing, field testing, analysis and implementation of the main data collection activities, adapting the instruments and process so that it responds effectively to the context and policy concerns of the participating countries. In carrying out this work, contractors will be asked to draw upon national representatives with international content expertise as is done for all PISA cycles.
5. The cornerstone of PISA for Development, as it is with main PISA, remains international collaboration and the role of the multiple contractors in ensuring the active engagement of all international and national stakeholders is central to the success of the project. Contractors will be required to establish a clear and effective management and co-ordination strategy whereby they will: seek national expertise from the participating countries; manage the flow of information and the review and decision making process; work with National Project Managers (NPMs) on project implementation; build capacity of the participating countries, particularly the National Centres; support peer-to-peer learning involving non-OECD countries already participating in PISA for the benefit of countries participating in the project; and interact, through the OECD Secretariat, with the PISA for Development International Advisory Group (the group overseeing the project) and the PISA Governing Board.

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SECTION 1: OVERVIEW

6. Through the OECD, the PISA Governing Board and the International Advisory Group invites proposals for the development and implementation of the PISA for Development project. These Terms of Reference address the related components of PISA for Development, including research and development work for these components. The first two components are known as *Strand A* and *Strand B* and represent two thirds of the components of the project – *i.e.* the cognitive assessment development and implementation of the assessment and the contextual questionnaires respectively for the PISA population of 15-year-old students. The third component is known as *Strand C* and is related to developing a methodology and approach for incorporating out-of-school 15 year olds in the assessment. *Strand C* will be the subject of a separate Terms of Reference and call for tender. Separate cost and technical proposals are required for each *Strand* and there are links between the components that bidders should note. The bidding for all components is open to all organisations or agencies. For purposes of the Terms of Reference, the term bidder shall refer to the international contractor(s) that submits the proposal, also referred to as “Contractor(s)”. It is anticipated that it shall be necessary for the contractor to work with subcontractors – including other international organisations or agencies, particularly from Latin America, Africa and Asia, independent consultants, or experts and local consultants – in order to implement the required work. The components of these terms of reference are:

- **Strand A:** This component of the call for tender is related to the development of an assessment instrument in mathematics, reading and science that is more relevant to developing countries in general and for the PISA for Development participating countries in particular and the international implementation of PISA for Development in the participating countries. The services and outputs of this strand include instrument review, design and development, sampling design and implementation, validation of translation and adaptation of instruments, pre-field trials, field trials and main data collection activities in the participating countries, oversight and validation of coding and data management, development and delivery of analytical outputs defined in conjunction with the OECD Secretariat and the participating countries, and a technical report that presents all of the technical documentation, description of process and empirical findings. It is important to note that the majority of the analytical outputs that the Contractor(s) will be expected to deliver will be the same for all participating countries that successfully implement the data collection activities, but there will also be country-specific analytical outputs that will be determined in consultation with the National Project Managers of participating countries, as well as the OECD Secretariat. These analytical outputs will be used by the OECD Secretariat to produce the specially tailored national reports that will address topics that are relevant to education policy and practice and that are of particular interest to the participating countries and that have been identified jointly with the governments of the countries.
- **Strand B:** This component of the call for tender calls for proposals for the further development of the PISA framework and contextual questionnaires for the collection of descriptive and explanatory information on participating students and their learning environments that is more relevant to developing countries in general and for the PISA for Development participating countries. The Contractor(s) for this component will be responsible for developing and proposing the analytical framework that will be supported by the enhanced questionnaires and that will guide the production of the analytical outputs that will be used for specially tailored national reports that will address policy and practice priorities that will have been identified

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jointly with the governments of participating countries. The field implementation of these instruments in the main data collection activities and the delivery of the analytical outputs will fall under the roles and responsibilities of the Contractor(s) for *Strand A*. Thus, extensive technical, managerial and operational co-ordination is expected throughout the process between the Contractor(s) for *Strand B* and *Strand A*.

Sampling option for Strand A

7. The Contractor for Strand A will be required to offer and implement the following sampling option. Participating countries may choose to implement oversampling in order to obtain specific results on the PISA scales of subnational jurisdictions (*e.g.* as is the case in PISA countries for regions, provinces and states, for example) or groups of subpopulations. The procedures involved with implementing the PISA for Development activities so that results are obtained for subnational jurisdictions or specific sub-groups in addition to the country results will be considered as the oversampling option available to countries. This implies additional sampling procedures for the jurisdictions or population groups in question in each country, and the corresponding services related to test administration, analysis and reporting. Bidders are therefore asked to include a description of how they would provide these services for those countries that choose this option, as well as the costs involved for each country that does so.

8. This sampling option for Strand A also considers the possibility for countries to request the assessment of 15 year olds in grades lower than grade 7 in countries that may have a relatively large percentage of 15 year-old students in these grade levels. For example, it may be found that a significant proportion of 15 year olds are in grades 6 or 5. In these cases, bidders should develop a proposal that would allow a participating country to choose to supplement the sample to allow the assessment to be conducted including these groups of students, while still covering the PISA target population (*i.e.* 15-year-old students enrolled in grade 7 and above). For countries that choose this option, these additional groups of students would be assessed but their results would not be included in the results that are reported on the PISA scales and that are internationally comparable. It should be noted that, as with the out-of-school 15 year olds, the aim of the project in offering this option to countries is to develop an approach and methodology for incorporating these additional groups of students in the assessment, rather than to report based on a nationally representative sample of these groups of students. Bidders for Strand A are therefore asked to include a description of how they would provide these services for those countries that may choose these options, as well as the costs involved for each country that does so.

Capacity building

9. The PISA for Development project includes capacity building of participating countries as a key cross-cutting dimension of all components. As part of the preparation of the PISA for Development project capacity needs analyses are being carried out for all the participating countries against the benchmarks provided in the PISA standards and the World Bank's Systems Approach for Better Education Results (SABER) assessment criteria for large scale student assessment. The capacity needs analysis provides a baseline for the project in respect of each country's student assessment capacity and a framework for the design of individual capacity building programmes for each country. The aim of each of these capacity building programmes is to ensure that each participating country has the ability to perform the necessary functions to carry out the multiple steps of PISA assessment implementation (as generally set out in the roles and responsibilities for National Centres and National Programme Managers,

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as well as in the Participation Agreement signed between the country and the OECD), solve the likely problems that will arise during implementation, provide timely and adequate information for project implementation, and set and achieve project objectives in a sustainable manner. Bidders are therefore required to give emphasis to the capacity building aspects of the different Strands which are described in detail in the remainder of this document.

Submitting proposals

10. This call for tender permits bidders to submit proposals for all parts or separate proposals for Strand A and Strand B with the following conditions:

- Bidders who submit a proposal for *Strand A* are required to submit separate cost and technical proposals for *country sampling options* (see above). If bidders for *Strand A* also wish to bid for *Strand B*, their bid for *Strand B* is required to provide a separate technical and costing proposal for *Strand B*.
- Bidders who submit a proposal only for *Strand B* are required to submit separate technical and costing proposals.

11. Although bidders may choose to submit proposals for separate components of PISA for Development, the OECD assumes bidders' familiarity with the full contents of these terms of reference. Following the release of the call for tender for PISA for Development at the beginning of August 2014, a bidders' seminar will be organised by the OECD PISA Secretariat in early September 2014, to allow potential bidders to seek further clarification on its content and procedures. Interested bidders should register their intention to attend the bidders' seminar, or join via telephone or video link, with Sabrina Traskos (sabrina.traskos@oecd.org) by 31 August. The OECD PISA Secretariat will confirm the precise date and time for the bidders' seminar in due course.

12. Bidders should note that the OECD reserves the right to select a single contractor (or consortium) to be responsible for *Strand A* and *Strand B*, or to award separate contracts for each part. The number of contracts to be awarded (and the parts associated with each contract) will depend on the judgement of the OECD in consultation with the IAG (International Advisory Group), as to which contractual arrangements would best contribute to the successful implementation of PISA for Development. By way of background information on longer-term country priorities for further development, bidders are referred to the longer-term strategy for PISA at Annex A [doc. ref. [EDU/PISA/GB\(2013\)14](#)].

13. Bidders should also note that the schedule for project implementation presented at Annex B of these Terms of Reference is indicative only. The actual implementation schedule for each country would be planned in detail as part of the development of the project implementation plans, recognising the different contexts and school calendars operating in each country. However, bidders should frame their proposals generally in accordance with the phases of implementation shown in the schedule and also within the timeframe of a 36 month implementation period: December 2014 to December 2017. It is appreciated that the proposed 36 month implementation period is tight and bidders are encouraged to develop proposals that will ensure timely delivery of the services and outputs, without sacrificing quality. Bidders should present specific considerations with regards to any deviations from the proposed timeline. Bidders that propose any deviations from the proposed timeline must provide clear and detailed justifications for the proposed changes.

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Project background

14. This section describes PISA's history and the background to the PISA for Development project as well as the objectives and principles that underlie PISA (see also Annex B for issues of special emphasis to PISA).

15. Through a competitive tendering process in 1997, an international contractor was selected to implement the first cycle of PISA, known as PISA 2000, which was implemented from January 1998 to December 2001. Thirty-two countries participated in PISA 2000: 28 of these were OECD countries, and four were partner countries or economies. The first results were published in December 2001. Following the interest of additional countries to participate in PISA, a second round of PISA 2000, known as PISA Plus, was implemented, with results released in July 2003. Eleven countries participated in PISA Plus.

16. Through a competitive tendering process in 2000, an international contractor was selected to implement the second cycle of PISA, known as PISA 2003. The initial results were published in December 2004. All OECD countries at that time participated in this second cycle and were joined by 11 partner countries.

17. Through a competitive tendering process in 2003, an international contractor was selected to implement the third cycle of PISA, known as PISA 2006. All OECD countries at that time and 27 partner countries participated. The initial international results were released in December 2007.

18. Through a competitive tendering process in 2006, two international contractors were selected to implement the fourth cycle of PISA, known as PISA 2009. All 34 OECD countries at that time and 31 partner countries participated, and the initial results were published in December 2010. Following the interest of additional countries to participate in PISA, a second round of PISA 2009, known as PISA 2009+, was implemented with nine participating countries.

19. Through a competitive tendering process in 2009, a sole international contractor was selected to implement the core and modules of the fifth cycle of PISA, known as PISA 2012. In order to ensure a rigorous and transparent revision and validation of the mathematics framework, an additional contractor was appointed to jointly work with the main contractor on the development and validation of the mathematics framework. All 34 OECD countries and 31 partner countries and economies participated in PISA 2012. The initial results of PISA 2012 were published in December 2013.

20. Through a competitive tendering process in 2011 and 2012, four international contractors were selected to implement the sixth cycle of PISA, known as PISA 2015. The work is split into seven cores with some contractors being responsible for more than one core: (1) cognitive framework development, (2) development of electronic platform, (3) instrument development, scaling and analysis, (4) survey operations, (5) sampling, (6) questionnaire framework and development, and (7) management and oversight. All 34 OECD countries and 38 partner countries and economies are currently participating in PISA 2015. The results are expected to be published in December 2016. The tendering process for PISA 2018 is now under way and all contractors for this cycle are expected to be in place by the end of 2014.

21. With the support of its partners and in keeping with commitments to improved measurement of learning outcomes in the education in the post-2015 agenda discussions, the OECD decided in 2012 to investigate ways to enhance PISA to make it more relevant for developing countries. Through its PISA for

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Development project, adapted survey instruments will be produced to allow developing countries to assess 15-year-olds' competencies in the key subjects of reading, mathematics, and science, while at the same time providing the countries with an opportunity to build their capacity to manage student assessment and apply the results for system improvement. Key reference documents for these ToR are the PISA for Development project document attached at Annex C; the expert paper on enhancing PISA's cognitive instruments (Adams and Cresswell, 2014) attached at Annex D; and the expert paper on the development of PISA's contextual questionnaires (Willms and Tramonte, 2014) attached at Annex E; the PISA 2015 Analysis Plan attached at Annex F; the PISA 2015 Sampling Plan attached at Annex G; the PISA 2015 technical standards attached at Annex H; and PISA's current assessment frameworks attached at Annex I. All of these documents are available as part of the PISA for Development call for tender located on the OECD website or attached.

22. Six countries have confirmed their intention to participate in PISA for Development: Cambodia; Ecuador; Guatemala; Senegal; Tanzania; and Zambia. Bidders should prepare their proposals on the basis of these six countries participating in the project. Paraguay and Rwanda have also signalled their intention to participate, but their participation is not yet confirmed. Support for these countries' participation may be added to the contract(s) for the successful bidder(s) through an amendment if and when the countries' participation is confirmed. Bidders should provide cost estimates for additional countries joining the project.

Key Survey Objectives

23. Policy makers are interested in information about how their students' performance compares to that of students in other countries. Furthermore, they wish to understand why students achieve certain levels of performance so that they can determine what they can do to improve their educational systems and, ultimately, ensure that their students obtain the skills needed to succeed in the global workplace and be productive members of society.

24. Moreover, countries wish to collect information on other educational outcomes (such as student attitudes, interests, motivations, and beliefs) and contextual information that may relate to performance outcomes in important ways. This contextual information includes, among others, background characteristics of the students and their families (*e.g.* the student's gender and history of schooling, the family's socio-economic background) and characteristics on the levels of schools, classrooms and education systems (*e.g.* on admittance, selection and grouping policies, public or private management and financing of schools, accountability arrangements, approaches to school management, the involvement of stakeholders in decision making, and school resources).

25. Indicators of student achievement provide policy makers with an instrument that evaluates how well countries are serving their students. The central objectives of PISA are: to make educational systems more accountable; to provide input into legislation and policies; to focus and motivate educational reform and school improvement, especially where schools or educational systems with similar inputs achieve varying results; to allow achievement to be monitored centrally under conditions of devolved administration; and to ensure that citizens are prepared for life and society. PISA for Development is a pilot project that aims to make PISA more relevant to developing countries (see Annex C for the full project description).

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26. More specifically, *Strand A* and *Strand B* of PISA for Development are designed with the following deliverables in mind:

- Basic indicators that provide policy makers in the participating countries with a baseline profile of the knowledge, skills and competencies of students in their country.
- Contextual indicators that provide insight into how such skills relate to important demographic, social, economic and educational variables.
- Building of capacity for managing large-scale student assessment built in the participating countries.
- Analytical outputs to inform country reports for participating countries that reflect international comparisons with PISA results as well as country-specific policy priorities identified in consultation with participating countries.

27. Reading in the language of instruction, mathematics, and science are the core priorities for assessment in the content areas, which are broadly defined and framed within a concept of literacy, which is further described below. Finally, context questionnaires permit PISA to seek explanations about achievement in student and school characteristics and contexts.

Long-term strategy and guiding principles

28. In 2013, the PISA Governing Board updated its longer-term strategy for PISA (see Annex A) which confirms the principles that have been the driving force behind PISA and which should also be adhered to when implementing PISA for Development. The principles are:

- a) PISA is a *system-level assessment*. It represents a commitment by governments to monitor the outcomes of education systems. The assessment's main outputs provide internationally comparable evidence on the quality, equity and efficiency of school systems at the system level.
- b) PISA is *policy-oriented*. It focuses on providing data and analysis that can help guide decisions on education policy. By linking data on students' learning outcomes with data on key factors that shape learning in and out of school, PISA highlights differences in performance patterns and identifies features common to high-performing students, schools and education systems.
- c) PISA is carried out *regularly* to enable countries to monitor their progress in meeting key learning objectives. The basic survey design has remained constant to allow for comparability from one PISA assessment to the next and thus to allow countries to relate policy changes to improvements in education outcomes.
- d) PISA assesses both *subject matter content knowledge*, on the one hand, and *the capacity of individuals to apply that knowledge creatively*, including in unfamiliar contexts, on the other. Until now PISA has assessed students in three main domains in each round: reading, mathematics and science. These domains cover some of the fundamental skills needed to continue on with higher education or succeed in the labour market. In addition, one innovative assessment domain is typically included in each cycle.

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- e) PISA *focuses on knowledge and skills towards the end of compulsory schooling*. It implements and analyses internationally standardised assessments of student learning outcomes up to the end of compulsory education. In most countries the end of compulsory education is around the age of 15 where students are supposed to have mastered the basic skills and knowledge to continue on to higher education or in the workforce. In the six confirmed PISA for Development countries education is free and compulsory up to the age of 16 in Senegal; 15 in Cambodia and Tanzania; and 14 in Ecuador, Guatemala and Zambia.
- f) PISA is designed to provide comparable data *across a wide range of countries*. Considerable efforts are devoted to achieving cultural and linguistic breadth and balance in assessment materials. Stringent quality-assurance mechanisms are applied in the test design, translation, sampling and data collection. An age-based rather than a grade-based target population is used to ensure valid international comparisons of educational performance.
- g) PISA is *a collaborative effort*. Decisions about the scope and nature of the PISA assessments and the background information collected are undertaken by leading experts in participating countries. Governments oversee these decisions based on shared, policy-driven interests. New initiatives are considered in terms of their consistency with the longer term strategy that applies at a given time.

29. The longer-term strategy established in 2013 also sets out six objectives for the longer-term development of PISA, which contractors for PISA for Development should be aware of (see below). Bidders should consider these objectives, particularly the fourth one, in preparing their bids but note that the first objective (computer-based testing) will not be directly relevant to the project. The objectives are listed below, but bidders are advised to refer to the full description of each objective in the document *Beyond PISA 2015: A longer-term strategy of PISA*, which is available as part of the PISA for Development call for tender located on the OECD website or attached.

30. To continue exploiting the advantages of computer-based testing, including increasing the use of adaptive testing, allowing the distinction between major and minor domains to be progressively diminished, and facilitating the better measurement of non-cognitive outcomes;

- To aim for greater synergies between PISA and OECD and other international surveys and data collections on education in order to provide more coherent information about learning outcomes as students move through the education system;
- To continue to seek methodological and analytical means to strengthen the policy relevance and analytical power of PISA, including establishing best practice for linking PISA with national assessments;
- To broaden the global coverage of PISA;
- To maintain PISA as a system-level assessment, while recognising countries' desire to provide feedback to schools and facilitating countries to provide such feedback;
- To seek ways to widen access to PISA for students with disabilities and other special education needs.

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31. More generally, the OECD is committed to stepping up its efforts to engage with actors beyond its membership in education, particularly through PISA and the PISA for Development project. The aim of the project is to strengthen and expand participation of non-member countries and economies in PISA and promote collaboration in education with a larger group of development stakeholders. The project supports directly the *OECD Strategy on Development* and the global relations strategy of the PISA Governing Board.

32. Apart from the above-mentioned principles and objectives for the future development of PISA, contractors will also be expected to adhere to a number of principles that have guided the instrument development and data collection across all previous cycles:

- *Quality, i.e.* reliability, validity, and comparability. The assessment frameworks, instruments, analyses and publications must be valid, reliable, and comparable across countries, languages and over time. Effective methods should be employed to seek and utilise input from participating countries and to ensure a balanced representation of the cultural and linguistic contexts in participating countries.
- *Critical mass of indicators.* A small but critical mass of data on student achievement, contextual information and non-cognitive outcomes should be collected from which to prepare relevant and informative indicators.
- *Innovation in measurement and process.* While considering the constraints with regards to the comparability of results over time, contractors are nevertheless expected to further develop and improve on the methodology and procedures in previous PISA surveys, so as to maximise the quality, efficiency and effectiveness of the project. In the case of PISA for Development, such improvements and innovations may be in the area of test-targeting; innovations in the collection of contextual data; approaches to including 15 year olds in lower grades in the assessment; approaches and methods for including out-of-school 15-year-olds in the assessment; capacity building; peer-to-peer learning involving non-OECD countries already participating in PISA; meeting structure and organisation; as well as the establishment of quality standards, quality assurance processes and the data analyses. This includes support for research and development activities related to methodologies and assessment domains, which are pursued across successive survey cycles.
- *Efficiency.* Activities should always be implemented in a timely and resource-conscious fashion. This relates to all activities, including the test development process, survey procedures, to all aspects of meetings including schedules and locations, establishment of quality standards and quality assurance processes.
- *Cost effectiveness.* Given the limited resources of participating countries, national and international costs should be minimised while respecting the other principles listed here.
- *Partnership.* A collaborative working relationship among all actors must be developed from the beginning. Effective and adaptable project structures and mechanisms for communication must be developed and respected.

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- *Balance.* A balance must be struck between meeting countries' needs and meeting the needs of the international comparative analysis. Contractors should ensure opportunities for country input into development processes. Furthermore, there should be clearly defined and transparent processes for building consensus and moderating disagreements.
- *Transparency.* Transparency of all international and national actors must be ensured. One method for doing so would include detailed documentation of meetings and activities as well as a detailed description of procedures that can be shared among actors.
- *Data ownership.* All data collected should be available to the participating countries for use in their own analyses.

33. In addition to the principles above, test security, data protection and confidentiality are essential, and bidders should describe how this will be assured. Contractors will be required to comply as a minimum with data privacy principles which are practised by OECD¹, but must also comply with the national requirements of participating countries.

34. Bidders should also be aware of the rationale of the countries for participating in PISA for Development and describe how this will be supported in their proposals. This rationale was established by the representatives of the participating countries at technical workshops convened in Washington by the OECD in April 2014. Countries are participating in the project so that they can:

- Benefit from international benchmarking of their education system;
- Benefit from learning assessment results which better describe the levels of proficiency within a country (especially at the lower end);
- Learn and build capacity in implementation of PISA (large-scale international student assessment);
- Join the international community which is focused on improving learning outcomes based on benchmarking from PISA results;
- Benefit from working with the OECD to facilitate national PISA reports based on the countries' policy priorities.

35. These ToR for the International Contractor(s) therefore reflect that countries are participating in the PISA for Development initiative with the expectation that they will have access to robust and well-targeted measures of their students' abilities and through contextual questionnaires that will better understand the factors which contribute to student success in their own country.

36. In addition to the general PISA principles outlined above, it is a requirement for the bidders to also adhere to the following project specific principles when it comes to the enhancement of the cognitive instruments. In particular, countries participating in PISA for Development require an assessment that:

¹ See <http://www.oecd.org/privacy/>

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- reports results on the PISA scale and supports comparability with international PISA results;
- allows students to demonstrate the full range of proficiency levels;
- provides policy-relevant information of students at the lower ends of proficiency levels; and
- adheres to PISA standards and identifies aspects that may be adjusted while ensuring robustness of international comparability of results.

General considerations

37. In addition to the constraints, requirements and questions for bidders that are detailed below in *Strand A* and *Strand B*, there are also some general considerations for bidders to take into account. In their proposals bidders will be required to:

- Show how they will go about strengthening participating country capacity in student assessment, and the priorities identified by each participating country as part of their project activities in response to the capacity needs analysis and the design of capacity building programmes that have been carried out for the participating countries².
- Show how they will support peer-to-peer analysis and learning opportunities, involving non-OECD countries already participating in PISA, in all of their project activities.
- Show how they will develop their work plans in consultation with the participating countries and integrate these with the countries' own project implementation plans³.
- Show how they will ensure effective communication and engagement with the participating countries.
- Provide budget breakdowns for different project implementation scenarios, including costs associated with country options, capacity building and peer-to-peer learning.
- Demonstrate their experience and capacity in respect of delivering capacity building for student assessment in developing countries.
- Demonstrate sufficient depth and breadth of knowledge of the context of developing countries, as well as plans to establish co-operation and collaboration with local and regional bodies that would add value to the implementation of the work.

² Capacity Needs Analysis reports and Capacity Building programmes for all participating countries will be available by the third quarter of 2014

³ Participating countries are required to put in place a project implementation plan for PISA for Development in accordance with OECD's recommended format by not later than the fourth quarter 2014

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Technical Survey Design

38. This section provides a brief description of the general technical design of PISA and PISA for Development, including information on the content domains, the context questionnaires, the target population and sample design.

39. A detailed description of the specific assessment design used in PISA 2015 is available in the document *PISA 2015 Integrated Design*, which is available as part of the PISA for Development call for tender located on the OECD website or attached.

Content domains

40. Reading in the language of instruction, mathematics, and science are to be covered as first priorities in PISA for Development because these domains: (i) represent the curriculum of most interest to policy makers in making OECD-wide international comparisons; (ii) are universal across the participating countries; and (iii) can, with currently available methodologies, be measured in an internationally valid, reliable and cost-effective way.

41. PISA seeks to assess content, processes, attitudes, behaviours and habits, embedded in the context of content domains, rather than narrowly defined subject matter knowledge or curriculum-based materials. Content areas for reading, mathematics, and science are thus broadly defined in PISA. Furthermore, the countries participating in previous cycles have endorsed the concept of “literacy” as the framework for examining knowledge, skills, and competencies in the content areas. PISA goes beyond assessing the reproduction of subject-matter knowledge and also seeks to assess the capacity of students to extrapolate from what they know and apply their knowledge in unfamiliar situations. The term “literacy” encapsulates this broad conception of knowledge and skills. A number of publications, available from the OECD web site, describe how the concept of literacy is embedded in PISA and provide the PISA definitions of reading literacy, mathematical literacy, and science literacy used in PISA’s first six cycles.⁴ With literacy as the broad framework, PISA assesses the mastery of processes, understanding of concepts, and the ability to function in various situations. Although the specific definitions may require the contractors’ attention in order to be aligned with one another, the contractors shall work within the concept of literacy in developing and enhancing the assessments for PISA for Development.

42. PISA seeks an examination of each of the three core domains – reading, mathematics and science - every three years, with examination of in-depth knowledge about each of the domains every nine years. Consequently, PISA has a survey cycle of nine years, with one data-collection scheduled every three years assessing a different content domain as the major one and two other content domains as minor ones. The amount of time allotted for the measurement of each domain has been determined by this distinction in previous cycles of PISA.

43. It is important to note, however, that there will be no major domain of assessment in PISA for Development. The project will treat reading, mathematics and science as equal domains. Bidders for *Strand A* in particular should consider how PISA for Development could achieve this objective of equal

4. See for example: PISA 2012 Assessment and Analytical Framework: Mathematics, Reading, Science, Problem-Solving and Financial Literacy (OECD, 2013). PISA 2015 draft frameworks are also available from the OECD web site. (<http://www.oecd.org/pisa/pisaproducts>)

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treatment of the three domains with sufficient depth for appropriate analysis, delivery of analytical outputs and reporting.

Context questionnaires

44. An important objective of PISA is to gain insight into individual, institutional, systemic and pedagogical factors that influence learning processes and outcomes. To this end, PISA collects context information both at the student and school levels that enhances the explanation of student outcomes and performance in each content domain. PISA has also offered countries the opportunity to collect contextual information from parents in previous cycles, and in PISA 2015 has for the first time introduced an option to collect information from teachers. The parent and teacher questionnaires are part of the core instruments for PISA for Development and are discussed further in the sections below.

45. Considering that a central objective of PISA is to contribute to an assessment of the preparedness of students for adult life, the student context questionnaire is not limited to aspects of students' work and life in school but includes other relevant perspectives such as students' home background and socio-economic status. In previous cycles, questionnaires were also used to collect information on efficacy and students' engagement; motivation and confidence with reading, mathematics and science; and students' aspirations and attitudes.⁵

Coordination with Strand C

46. As indicated in the first chapter of these ToR, the third component is known as *Strand C* and represents the final third of the main components of PISA for Development: developing a methodology and approach for incorporating out-of-school 15 year olds in the assessment. While *Strand C* will be the subject of a separate Terms of Reference and call for tender, the contractor for *Strand A* will be required to liaise closely with the contractor for *Strand C*, particularly in respect of sampling and developing and trialling an assessment for out-of-school 15 year olds. Bidders are invited to suggest innovative ways in which *Strand A* might support the assessment component of *Strand C*. In turn, the contractor for *Strand B* will be required to liaise with the contractor for *Strand C* regarding questionnaire content. Bidders are also invited to suggest innovative ways in which *Strand B* might support the contextual data component of *Strand C*.

Target populations and sample design

47. PISA seeks to assess the cumulative yield of educational systems at an age that is standardised across countries and over time. PISA for Development shall adopt the same operational definition of the target population used in PISA, namely 15-year-old students enrolled in educational institutions in grade 7 or higher. As described above in earlier sections of these ToR and as will be set out in the paragraphs on sampling in the Statement of Work below, PISA for Development will, in addition, offer countries certain sampling options. First, countries will be offered the option to also obtain results on the PISA-scales for sub-national jurisdictions; and, second, countries will also be able to choose to develop a methodology and approaches for incorporating 15-year olds enrolled in lower grades in the assessment. These sampling

⁵ Copies of questionnaires from previous PISA rounds can be obtained through <http://www.oecd.org/pisa/pisaproducts>.

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options are in addition to the development of approaches and methods for incorporating out-of-school 15 year olds in the assessment which will be provided under *Strand C*.

48. Student inclusion is an area of growing importance among participants. PISA's intent is to cover all students at the selected age capable of taking the test under reasonably uniform test administration procedures. To be included in OECD-sponsored international reports, a country must begin with a sampling plan that covers all students who are at the selected age in school. Within predetermined bounds and following the guidelines from previous cycles, students may be excluded who are speakers of a language other than the language of testing and who have been enrolled in a school in the national or regional language of testing for less than one year. In addition, special education students who are not able, without substantial student or administrative burden and without adaptations of the assessment instruments, to take the test may be excluded from participation. Explanations for all exclusions must be provided. Despite these opportunities for exclusion, the OECD's goal is to achieve the greatest level of inclusion (especially with regard to students who have limited language proficiency and those with disabilities) that is possible and reasonable, in terms of fairness and sensitivity to students and validity of comparison.

49. Samples must be designed to maximise sampling efficiency for student-level estimates. However, they should also permit the linkage of student achievement data with school-level variables that are collected through the school questionnaire.

50. The sampling plan and assessment instrument design should allow for the continued use of separate scales for each of the three assessment domains (as well as sub-scales if possible) and for sound future trend analysis in all content areas where applicable.

51. The sample size required for each country will depend on multiple factors, such as the estimated relative between- and within-school variance of student achievement, the number of sampling stages, the sample selection methods and the test design. Furthermore, in order to ensure that measures of student performance can be reliably related to structural variables from the school context questionnaires, sampling frames must consider the institutional context as well as the relative achievement variance within- and between-schools in each participating country.

PISA technical standards

52. The technical standards for the implementation of PISA specify the quality requirements in terms of sampling, translation and translation verification, test administration, quality monitoring, coding, data entry and data submission, and release and exclusion of data. The technical standards are reviewed periodically by the PISA Governing Board and improvements can be made with countries' approval. The PISA 2015 technical standards are attached at Annex H and are available as part of the PISA for Development call for tender located on the OECD website or attached. Bidders should expect to have to apply the PISA technical standards in PISA for Development, though some flexibility may be considered in adapting PISA to developing country contexts.

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Management structure

53. The PISA for Development management structure utilises the strengths of countries with full membership status in the project and existing infrastructures at the national levels and encourages co-operation and development with national educational and statistical agencies. The structure combines access to political structures at the level of the OECD, ownership by fully participating countries during project design, implementation and reporting and the necessary power of decision making on a day-to-day basis.

54. Countries with full membership status in PISA (currently the 34 OECD countries plus Brazil) are responsible for PISA at the policy level. Through the PISA Governing Board, they determine PISA's policy priorities and oversee adherence to these priorities during its implementation. This includes the setting of priorities for indicator development and reporting, the development of data-collection instruments, and the determination of the scope of work that shall afterwards be translated into a tender for the international contractors. In PISA for Development the International Advisory Group provides oversight of the project's objectives and the Secretariat reports on project progress to the PISA Governing Board.

55. The OECD Secretariat is responsible for PISA's overall management. It serves as the Secretariat of the PISA Governing Board and the PISA for Development International Advisory Group and as the interface between these bodies and the contractors.

56. The design and implementation of the surveys, within the framework established by the PISA Governing Board, including PISA for Development, is the responsibility of contractors selected through an approved and transparent tendering process, working closely with the OECD Secretariat.

57. Experts from PISA participating countries serve on Subject Matter Expert Groups that provide input to the development of the PISA assessment instruments to ensure that the participants' diverse cultural and curricular contexts are reflected in the assessments. These PISA Subject Matter Expert Groups should serve as a resource for the technical development of the cognitive instruments in PISA for Development.

Participating countries

58. PISA for Development participating countries shape and guide the project in four principal ways:

- As members of the PISA for Development International Advisory Group they help to determine the objectives and design parameters for the project within the context of the overall PISA frameworks and governance arrangements.
- Through National Project Managers (NPMs) and National Centres, they implement the project at the national level subject to agreed-upon administrative procedures.
- Through experts at country level, they contribute to the review of the assessment frameworks and development of the data collection instruments under the governance and auspices of the contractors.

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- Through the NPMs and relevant authorities, they provide input for the design of the analytical outputs and the design and content of the country-specific reports that reflect the policy priorities of the countries.

59. Countries participating in PISA for Development are expected to establish a national committee, drawn from the national educational and scientific community and experts involved in student assessment. These committees could, for example, provide advice to the national representatives to the PISA for Development International Advisory Group and to the National Project Manager on the appropriateness of the international data-collection instruments in the national context, on matters of quality control, and on the dissemination of the results at the national level.

The PISA Governing Board (PGB)

60. The PISA Governing Board is composed of representatives of OECD countries and partner countries with full membership in PISA (Associate partners).

61. In consultation with the OECD Secretariat, the PISA Governing Board: (i) determine PISA's policy objectives and the content domains to be tested; (ii) establishes priorities for indicators, analysis and data-collection instrument development; (iii) specifies the scope of work that shall be translated into a tender; and (iv) guides the preparation, review, and completion of all programme-related reports.

62. The PISA Governing Board also works with the OECD Secretariat to ensure compliance with the policy objectives and design parameters at milestones during PISA's implementation. In addition to enabling participating countries to share substantively with one another the programme's decision-making and policy direction, the PISA Governing Board enables participating countries to be fully informed of all aspects of PISA's implementation.

63. The PISA Governing Board currently considers two forms of co-operation with OECD partner countries as part of its global relations strategy: (i) Participant status, which gives access to participation in the PISA survey and observer status at the PISA Governing Board, and (ii) Associate status, which covers full participation in the PISA survey and in the PISA Governing Board. Associates in PISA take on the same obligations and rights as OECD countries, including the right to vote in the Governing Board. Brazil is currently an Associate. Participants in PISA for Development have the status of participants in the project only but they may be given observer status at the PISA Governing Board.

The International Advisory Group (IAG)

64. An International Advisory Group made up of government officials from participating countries, representatives of active development partners, institutional partners on methods and technical approaches, invited experts and representatives of the OECD (the Secretariat referred to above) has been established. The International Advisory Group meets every twelve months.

65. The International Advisory Group's responsibilities include:

- Provide advice to the OECD and, through the Secretariat, the PISA Governing Board, on the priorities to be considered regarding analytical, methodological and policy frameworks, and

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ensure that the outputs of the project are relevant to a wider audience of the international educational community.

- Provide comments and suggestions on the Terms of Reference to be used for the tendering processes implemented by the OECD for international contractors.
- Provide input and contribute as reviewers in the tendering processes carried out as part of the work.
- Through a consultation process with stakeholders, policy priorities and technical input to be considered will be provided for the further development of PISA instruments, review of cognitive items and for data collection (*e.g.* contextual questionnaires, and the design of analytical outputs and design of country reports).
- Provide guidance to the plan and activities to implement the project, including but not limited to the project's five main outputs.
- Representing their organisations and countries in the project and at Advisory Group meetings and liaising with their constituents on the activities and direction of the project.
- Contributing substantive expertise to the development of the project;
- Reviewing of the annual report on project activities prepared by the Secretariat to assess progress made by the project;
- Reviewing the previous year's financial report and the next years' financial plan;
- Reviewing and amending as necessary the procedures governing the Advisory Group.

National Project Managers

66. Participating countries have nominated or will nominate National Project Managers to implement the PISA for Development surveys in the national context. National Project Managers are the primary means of day-to-day contact between participating countries and the contractors for the implementation of PISA for Development and shall communicate with the contractors on all issues related to the implementation of the assessments in their country. National Project Managers play a vital role in ensuring that PISA for Development is a high-quality project with results that can be verified and evaluated. They can also play an important role in the development and review of the PISA for Development reports and publications, in consultation with their respective International Advisory Group member.

67. The National Project Manager decides how best to facilitate the communication and co-ordination needed at the national level for implementing data collection, analytical and reporting responsibilities as well as for interacting with international contractors. The National Project Manager is also the main author and owner of the country's Project Implementation Plan (PIP), the principal tool for project management. The National Project Manager in each participating country is expected to develop a PIP in collaboration with the OECD, commissioned experts and consultants, development partners and the

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international contractors commissioned for the development and implementation of the project in each country. It is expected that the PIP will have several revisions for each participating country as activities progress and more input and information is available. After the initial meeting of the International Advisory Group that took place from 27-28 May 2014, it is expected that first drafts of all PIP for participating countries will be completed by December 2014.

68. A major risk in the implementation of PISA for Development is the possibility of deviations introduced at the national level during the course of the implementation. Seemingly unimportant decisions, taken alone or in combination, can undermine the integrity of the entire survey in a particular country. The international contractors shall seek an open and collegial process with National Project Managers that stresses the role that key design parameters shall play in assuring final quality. The strict adherence to PISA standards ensures that the assessment is carried out with a high degree of uniformity in all participating countries.

Subject Matter Expert Groups and Questionnaire Expert Groups

69. A strong cognitive core and a coherent theoretical underpinning are of key importance in the validity of PISA and other international comparative assessments. Furthermore, such assessments require a wide range of internationally available technical expertise in the different assessment domains. Substantive input from countries is also imperative in ensuring that the assessments will be internationally valid and reflect the cultural and curricular context of participating countries. Subject matter expert groups in PISA are established for each content domain to be tested as well as for context questionnaires. The expert groups are key players in the development of the assessment frameworks and instruments. In addition, these groups assist the international contractors in linking PISA's policy objectives with substantive and technical expertise. The OECD Secretariat and the Contractors for PISA for Development will establish processes by which the expert groups supporting main PISA, particularly the questionnaire expert group, the contractors and the Secretariat can best communicate with each other and the participating countries over any issues that are relevant for the project.

Technical Advisory Group

70. The Technical Advisory Group for PISA constitutes a forum through which the main actors implementing the project interact both among themselves and with those whose additional technical expertise is sought. Unlike the Subject Matter Expert Groups, the Technical Advisory Group has a permanent role across survey cycles and includes, among other experts, those individuals who have a leading operational role in PISA. The members of the group were, at the outset of the first PISA cycle, appointed by the OECD Secretariat in consultation with the PISA Governing Board, based on nominations by the contractors for the first cycle. Some of the membership of the group has remained constant since the first cycle, and new members have been appointed as required.

71. From the PISA 2015 cycle onwards, the Technical Advisory Group is managed by the OECD Secretariat. A core of the members of the existing PISA Technical Advisory Group will serve the PISA for Development project. These core members will be supplemented by two or three additional members that are experts in carrying out surveys in developing countries, including expertise related to out-of-school youths.

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72. The Technical Advisory Group explores technical issues that have policy or project implications. During project implementation, the OECD Secretariat will bring proposals for modifications of the programme of work or its implementation procedures that have cost implications at either international or national levels to the International Advisory Group for review and decision (*e.g.*, modifications to data-collection instrument development procedures, the sample and test design, the translation procedures, or marking and verification procedures). When appropriate, the International Advisory Group shall seek the advice of the Technical Advisory Group on these or other matters, either directly or through the OECD Secretariat. The detail of the agenda for TAG meetings is drawn up by the OECD Secretariat, working closely with the PISA 2015 International Survey Director.

Sampling referee

73. To ensure the integrity of national samples, the contractor for Strand A will appoint a sampling referee for PISA for Development. Based on evidence about the quality of the samples for PISA for Development and in consultation with the Technical Advisory Group or other experts and with the contractor for Strand A, the sampling referee will assess the implications for the use of country results in the reports of the project results and will make recommendations to the PISA Governing Board and International Advisory Group regarding the use of individual countries' data in the reporting process. In addition, the sampling referee will inform participating countries, the International Advisory Group and the OECD Secretariat as early as possible of problems with sampling or response rates that may or will jeopardise countries' compliance with sampling guidelines for PISA, providing an explanation for the problems or concerns and, when possible, suggesting remedies for them. The OECD Secretariat shall arbitrate disagreements between participating countries and the sampling referee under guidelines established and followed by PISA.

The OECD Secretariat

74. The OECD Secretariat is responsible for PISA's overall management. This entails preparing the terms of reference for each survey cycle and PISA for Development under the guidance of the PISA Governing Board, engaging contractors to implement specified activities, and monitoring the contractors for quality assurance purposes and the project on a day-to-day basis. The OECD Secretariat is also responsible for building consensus at the policy level among countries with full membership in the PISA Governing Board, both during the preparation of the terms of references and at milestone points of the surveys. In addition, the OECD Secretariat is responsible for building consensus at the policy level among countries participating in the PISA for Development project, both during the preparation of the terms of references and at milestone points of the survey, including but not limited to the delivery of country-specific reports for each participating country and the global technical report on the empirical from the PISA for Development pilot.

75. The OECD Secretariat serves as the Secretariat of the PISA Governing Board and the International Advisory Group and as the interface between these bodies and the contractors during all stages of PISA for Development. It is a further responsibility of the OECD Secretariat to provide the PISA Governing Board with progress reports on the PISA for Development project on a regular basis. It is also a responsibility of the OECD Secretariat to provide the International Advisory Group with a progress report on the project on no less than an annual basis as well as with a report on financial and contractual management on an annual basis.

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76. The OECD Secretariat produces indicators and analyses based on verified data sets and analytical outputs provided by the Contractors, and is fully responsible for preparing the national reports for each participating country and the international PISA for Development report, in collaboration with the participating countries and through the PISA Governing Board, and the contractors. It is also responsible for overseeing thematic reports or other reports or research papers related to PISA for Development, which are published under the responsibility of the OECD.

77. Additionally, it is the OECD Secretariat's role to participate actively during the development of all documents and reports and to oversee the documentation process of the project including approval of all documents before they are provided to participating countries. This applies, in particular, to meeting documents, manuals, test materials, data sets and analytical outputs.

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SECTION 3: STATEMENT OF WORK

Strand A: Cognitive Instruments

This Strand includes: design and preparation, sampling design, validation of translations and adaptations of instruments, oversight and quality assurance of pre-field trials, field trials, and test administration and data collection, coding and verification, database management, production of analytical outputs, and training and capacity-building of operational staff.

78. *Strand A* is an integral part of PISA for Development and will require a contractor to review, enhance through test design and implement the assessment instruments for mathematics, science and reading based on the available pool of secure PISA test material.

79. A key factor to be considered in the review and enhancement through test design will be the aim of making the assessment more relevant for developing countries in general and the participating countries in particular.

80. Bidders for *Strand A* are reminded that the OECD reserves the right to issue separate or combined contracts for *Strand A* and *Strand B*.

81. The contractor for *Strand A* shall deliver high quality services and outputs on time and within budget. The role of the contractor for *Strand A* shall not only be to implement the strand of work related to cognitive instruments of PISA for Development, but also to manage and co-ordinate with and ensure effective and efficient execution of Strand B with the corresponding contractors, if different from the Contractors for Strand A. The contractor for *Strand A* shall have sufficient authority to develop and apply effective quality assurance procedures during the project. Bidders for *Strand A* shall specify such procedures in their proposals and indicate how they will monitor the effectiveness of these procedures during the life of the contract.

82. The contractor for *Strand A* shall nominate a project director who shall liaise with the OECD Secretariat. In turn, the OECD Secretariat shall act as the communication channel between the contractor for *Strand A* and the International Advisory Group. It will be this contractor's responsibility to specify and implement procedures that promote excellent communication among the National Project Managers, the OECD Secretariat, the Technical Advisory Group (see descriptions for these three groups below, under *Task 10*), contractors with responsibility for *Strand B*, and others engaged in the implementation of PISA.

83. Proposals for *Strand A* must discuss how bidders will: (i) facilitate interaction and ensure effective collaboration among participating countries and other contractors; and (ii) ensure effective collaboration with and demonstrate responsiveness to the International Advisory Group. The potential use of different contractors heightens the need for effective co-ordination among all those involved with PISA

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for Development, including contractors, and it is expected that the Contractor for Strand A will coordinate the communication of the participating countries with all contractors for the PISA for Development assessment. Bidders for Strand A must discuss: (i) their experience that demonstrates relevant and successful co-ordination of large-scale assessments and/or projects involving multiple countries, particularly developing countries; and (ii) how their efforts during the period of contract implementation will promote and achieve the co-ordination required to ensure the success of PISA for Development.

Task 1: Cognitive assessment framework review and mapping of available pool of secure items

84. During the previous cycles of PISA, contractors and a network of international experts and participants developed assessment frameworks, including definitions for the three content domains in which students are tested. It is a constraint for the bidders that the selection of all PISA assessment items is based on existing PISA assessment frameworks for each of the subject areas: reading, mathematics and science.

85. In enhancing the PISA cognitive instruments, it will be essential for the Contractors to walk the representatives of the participating countries through the PISA 2015 assessment framework and to clearly identify the coverage of the framework that is represented by the available secure item pool. This is an important initial step regarding the test design activities while also considering issues of test targeting and others identified by the expert papers and other PISA for Development documentation.

86. While the PISA for Development assessment will be a paper based assessment, it will be a requirement for the bidders to consider the implications of the modifications to the assessment frameworks that have been made as PISA has transitioned to a computer-based assessment as the main mode of delivery in PISA 2015. The PISA assessment frameworks for successive cycles up to PISA 2015 can be accessed at this link: <http://www.oecd.org/pisa/pisaproducts/>.

87. It is important to note that for PISA 2015, computer-based assessment will be the primary mode of delivery for all domains. However, paper-based assessment instruments will be provided for countries choosing not to test their students by computer. Bidders are asked to note that trend items in reading, mathematics and science are included in PISA 2015 in both the computer-based and paper-and-pencil instruments. The successful Contractor(s) will need to include the trend items (65 items) in the PISA for Development cognitive instruments to allow trend analysis.

88. Given that the test which is administered to the students will be based on the existing PISA item pool, the Contractors will need to elicit feedback from participating countries on the relevance of different parts of the assessment frameworks to inform the test design activities.

89. Once the assessment instruments are completed (see sections below), the contractor for *Strand A* shall prepare a systematic mapping of all test items included in the proposed test forms to their respective domain frameworks. This map should provide information about where each item “fits” in the framework and how the combination of items in the test achieves the overall measurement goals described in the framework and test-targeting specifications, and taking into account the balance of different types of item response types.

90. Bidders should make explicit their plans for assessing the internal validity — that is, the statistical soundness and consistency with the framework — of the developed assessment instruments.

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Task 2: Development and testing of assessment instruments

91. PISA's success rests on the development of valid and reliable assessment instruments. The contractor for *Strand A* shall be responsible for all aspects of the development of assessment instruments for reading literacy, mathematical literacy, and science literacy for paper-and-pencil presentation.

92. A fundamental constraint for Contractors for PISA for Development is that no new cognitive items will be developed as part of the project. There is, however, a set of 337 existing secure PISA items in reading, mathematics and science which can be included in an appropriate test design targeted to give maximum information to the set of countries participating. This pool includes the intact clusters of trend items referred to above. PISA for Development participants have expressed a desire to review the secure pool to inform the selection of items based upon their cultural and contextual suitability and this process will be guided by and co-ordinated by the Contractors appointed for *Strand A*.

93. It is a requirement for the Contractors of *Strand A* that the cognitive assessment which will be administered to students in the PISA for Development project should give a robust and targeted measure of the strengths and weaknesses of the countries' educational systems so that policy makers and practitioners can identify areas for policy intervention in support of improvement in student performance. With regards to test design, bidders should adopt the approach of testing the students' competencies, knowledge and skills *as they are now* rather than preparing a test which assesses where it is thought the students' performance *should be* and which may prove too difficult for large percentages of students in the participating countries. Bidders should also consider and discuss in their proposals the ways in which students in developing countries might approach the PISA test and how the test itself might be presented to students to facilitate the most effective delivery of the assessment.

94. While it is recognised that it is essential to better target the PISA for Development instruments, participants have also expressed the importance of a test that assesses across the full range of student performance on the PISA scales. It is a requirement for Contractors that the test instruments designed using existing secure PISA material must ensure sufficient PISA frameworks coverage and assess students at the full range of PISA proficiency levels. Bidders should make clear in their proposals how this might be achieved, the different options available for accomplishing this, and the justification and supporting argumentation for the option(s) proposed.

Proficiency levels and test targeting

95. In their expert paper Adams and Cresswell (2014) showed that across the three domains it can be seen that there is a significant percentage of students for whom PISA is unable to describe their proficiency in a meaningful way, as they perform at or below the lowest proficiency level. This is more evident in mathematics and science than it is in reading. This result is probably a consequence of the expansion, in reading from 2009, of level 1 into two described proficiency levels - 1a and 1b.

96. It follows therefore that bidders should consider and propose ways in which PISA instruments and results for students can be made more meaningful and more useful for the participating countries. Given that the proficiency levels in PISA reflect the items developed and tested, it is inevitable that the existing pool of PISA items will not adequately describe the capacity of the students who perform below the lowest PISA proficiency levels. Bidders should therefore propose options of how this could adequately and robustly be addressed. This includes but is not limited to considering the use of assessment material

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from other existing international assessments⁶, and how this would effectively and efficiently be carried out.

97. As noted above, the PISA for Development cognitive instruments will be developed from the pool of 337 secure PISA items. While Adams and Cresswell (2014) assess that the secure item pool provides good coverage of the PISA frameworks, they consider that the pool is not well targeted to low-performing students in developing countries. In their proposals, therefore, bidders should respond specifically to the following questions in respect of the review of PISA assessment frameworks and available items:

- How will bidders help the participating countries to review the PISA framework in the context of their curriculum and policy priorities?
- What approach will bidders take to facilitate participating countries' involvement in the instrument design and item selection process?
- How would bidders manage the trade-off between test targeting and framework coverage?
- What approach would bidders take to manage translation and adaptation of instruments and indicate the extent to which adaptations should be allowable to permit cross-cultural validity and yet retain comparability with the main PISA instruments?

98. Activities under this task shall include:

- Review of the pool of 337 secure PISA items in reading, mathematics and science for paper-and-pencil based delivery, drawing on the expertise of participating countries and taking into account the requirement of a test that is more relevant for developing countries.
- Review of PISA technical documentation regarding cognitive instruments, including but not limited to issues of form construction based on items, units, clusters and booklets used in PISA cycles up to PISA 2015, booklet rotation designs and imputation models.
- Proposal of test design(s) of paper-and-pencil assessment instruments based on the available pool of secure items, with technical justification for design proposed, in consultation with TAG, OECD Secretariat and participating countries and considering the inclusion of trend items to facilitate future trend analysis. This includes proposals for the appropriate statistical modelling for aspects of scaling, analysis and reporting of results. In reviewing and selecting from the item pool the contractor will draw on National Project Managers.
- Construction of assessment instruments according to the test specifications and content presented in the assessment frameworks and in consultation with the participating countries;
- Ensuring the appropriate translation and verification of all data-collection instruments (cognitive test and contextual questionnaires) into the languages in which participating students will be

⁶ These international assessments include: SACMEQ, PASEC, Pre-PIRLS, PIRLS, LLECE, STEP, LAMP, WEI-SPS, TIMSS, EGRA/EGMA, UWEZO and ASER. These are all assessments that are administered in multiple countries and, while not being directly comparable to PISA, items might be drawn from them for the purpose of PISA for Development

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assessed. The participating countries (*e.g.* through National Centres) will be responsible for translation of the instruments and the Contractors will conduct the review and verification of translated materials, following the standard PISA procedures for this.

- Field trialling of the data-collection instruments prepared by the contractors for *Strand A* (assessment instruments) and *Strand B* (context questionnaires), in order to assess their psychometric characteristics, comparability to PISA scales and across countries. Based on the results of the field trials, revisions of field trial assessment instruments for reading, mathematics and science for the main study as well as any modifications to contextual questionnaires that may be appropriate and justified;
- Preparation of a report that presents results from the field trials, the analysis of item parameters and a conclusion regarding item functioning across countries and the fitness of purpose of the instruments and deployment (*e.g.* booklet rotation). The report will also include any discussion of changes to framework coverage if items are to be taken out or instruments modified for the main data collection phase.

99. The contractor for *Strand A* shall be responsible for the co-ordination of developing, ensuring the translation, field trialling, revising, and administering the data-collection instruments together with the contractor for *Strand B*.

Language issues

100. While all NPMs are required to speak English, the ability of the contractor to deal with assessment material in multiple languages is important. Bidders for *Strand A* are required to work in English and French. Additionally, bidders for *Strand A* should identify and clearly state the additional languages (other than the required ones) for which they are prepared to undertake contract activities based on the list of current participating countries.

100. The PISA technical standards require that students are tested in the language of instruction. However, since there may be a large number of students in participating countries in PISA for Development for which an assessment in the official language of instruction does not provide a valid indication of a student's proficiency, bidders for *Strand A* should comment on how they would approach these cases should they be confirmed in participating countries and any implications this may have in terms of project timeline, costs and implementation. The bidders are also asked to comment on the extent to which the standard would need to be reviewed and how that would affect comparability with the results for PISA countries generally.

Scaling models

101. The scaling model used in PISA 2000-2012 is a generalised form of the Rasch model known as the multidimensional random coefficients Rasch model. The Rasch model, in its general form was chosen for PISA for a number of reasons that are stated in the expert paper by Adams and Cresswell (2014). In their expert paper, the experts argued that the fit of the developing country data to the PISA model is not good and scaling modifications to address some of the deviations should be explored. They noted, however, that changes to the model would have wider implications for PISA, including a need to rescale previously collected data. In PISA 2015, however, PISA will use a different scaling model than that used

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up to PISA 2012. Bidders should refer to the PISA 2015 Analysis Plan (ANNEX F) for details as well as the Adams and Cresswell (2014) paper in this regard.

102. Bidders should therefore include in their proposals, taking the PISA 2015 models as the starting point, a technical discussion regarding the options and recommendation for the scaling models for PISA for Development. This should consider a discussion of the strengths and weaknesses of different models (*i.e.* from PISA 2012 and PISA 2015) and options, in order to allow for:

- varying discrimination across items;
- dependencies between items clustered in units
- guessing of students
- imputation of student scores
- parameter variation (including difficulty) across countries, and
- other issues identified by bidders that should be taken into consideration.

103. The Adams and Cresswell paper also questions whether the item-by-country interactions that are observed for developing countries in their analysis means that a PISA-like learning metric cannot be constructed using the available secure items. Bidders should comment on this and explain how their proposals for scaling can address and overcome this.

104. The assessment instrument design should allow for the development of separate scales for each of the assessment domains including scales that permit the analysis of future trends in the content areas of mathematics, reading and science, going forward. It has to be possible to link the scales for PISA for Development to future cycles of PISA starting with PISA 2015.

105. The bidders should consider and propose how to use and further develop the use of the UH booklet for students with special educational needs. Further information on this is available as part of the PISA for Development call for tender located on the OECD website or attached.

106. Each participating country will draw up, in consultation with the OECD and the appointed International Contractor(s), a project implementation plan (PIP) that will include a review of item suitability for each country, how translations will be conducted and verified. In light of the sections above, bidders for *Strand A* should advise on the extent to which there should be some differences from the normal PISA processes for these activities.

Cross-cultural validity

107. The items selected for the instruments should be cross-culturally and cross-nationally valid. It is important therefore that Contractors adequately ensure cross-cultural, cross-linguistic and cross-national validity. Bidders are required to propose how they would ensure this through pre-field trials, field trials and the analysis of empirical evidence to determine the final instrument design (and items) to be used for the main data collection process.

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108. Bidders for *Strand A* should also be explicit in their proposal about how they will work with the existing PISA Subject Matter Expert Groups (where this is relevant to the project) and the National Project Managers during the different phases of the instrument design, field trialling and main data collection preparation.

109. In their expert paper Adams and Cresswell (2014) showed how the item-by-country interactions (country DIF) appear to be large between developing countries. This has implications for the validity of described scales and for construct comparability more generally. Bidders for *Strand A* should also discuss their approach to assessing and dealing with DIF as part of the field trialling process and for the main data collection.

Test design

110. It is also a requirement of the bidders that the test which will be administered to students of countries participating in the PISA for Development project should give a precise measure of the students' strengths and weaknesses so that policy makers and practitioners can implement changes which will seek improvement in student capacity. At the same time, the results from PISA for Development should be directly comparable with those from PISA.

111. PISA for Development will use a paper-and-pencil assessment. Due to the limited amount of testing time per student followed in PISA (not exceeding two hours for the cognitive part of the paper-and-pencil assessment), the previous PISA cycles used a booklet rotation scheme for the assessment of the cognitive domains. For example, the PISA 2012 design comprises a 2-hour cognitive test which is based around a rotated booklet design with 13 booklets (this is described in the expert paper by Adams and Cresswell, 2014). In 2015, PISA also provided countries with the option of implementing the paper-and-pencil version of the assessment. Bidders should also refer to the PISA 2015 paper-based design. Bidders are asked to include in their proposals a careful consideration of the paper-and-pencil linking items used in PISA 2015.

112. In designing and constructing the assessment instruments, an agreed upon proposal and technical justification will need to be agreed upon concerning the psychometric characteristics of the assessment instruments. This includes careful consideration of the design of the test instruments for reading, mathematics and science related to the number of forms or booklets used, the rotation design proposed in the case of multiple forms/booklets, cluster construction (if used and applicable), unit and item characteristics. Thus bidders for *Strand A* are required to provide a thorough discussion of the most important considerations regarding test instrument design, clearly identifying the main options to be considered and decided upon, setting forth preliminary proposals for the best-option(s) as considered by the bidders, as well as implications for implementation costs, resource requirements and timeline, if applicable.

113. The design should state the required test material per domain (*e.g.* number of items and/or time of assessment material included) and whether this design will provide sub-scale scores or not. Given that the paper-and-pencil PISA instruments have been 2-hours per student (*i.e.* booklets of 2-hours), bidders are required to consider the implications on comparability to PISA scales if booklets of less than 2 hours are proposed.

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114. Bidders for *Strand A* should discuss the effects of the rotation scheme on the sample design, on the comparability of results associated with the use of multiple booklets, on the number of test booklets to be used, and identify the respective capacity, cost and resource implications at both national and international levels. The bidders will be required to propose a PISA for Development assessment design that achieves the desired test targeting but at the same time provides good coverage of the frameworks and which can provide results comparable with the main PISA assessment. Bidders should feel free to deviate from the 13 booklet design but to fully justify a different design and to assess implications for international comparability with the main PISA results.

115. Bidders are also required to include a discussion of the balance between the different types of responses types for the items and the requirements for the scoring/coding of items (*e.g.* multiple choice, complex multiple choice, trained coder and expert coder). Consideration should also be given to the kinds of distractors employed in the stimulus of the items. It is expected that based on the need to adequately cover the constructs of the PISA assessment frameworks, considerations of test-targeting and design, multiple-choice questions shall be used along with a necessary number of short and long constructed-response items in order to ensure robust instruments that meet the test specifications. . Thus, bidders for *Strand A* should describe in their proposal a rationale for the recommended balance between types of items and response formats that they intend to use, and should discuss their rationale, and operational and cost implications at both national and international levels for these proposals. The proposals should provide several options for the extent to which open-ended items are used and discuss their respective benefits and cost.

116. The appointed International Contractor(s) would be expected to ensure robust psychometric properties of the test and target it for PISA for Development and, as noted earlier, this is likely to require identifying criteria for the selection of test items from the pool of PISA secure items. This implies considering the inclusion/exclusion of more difficult test items, taking as a reference point the proportion of items from the more difficult end of the scale in the regular PISA survey. However, the bidders are asked to consider the risk of a negative test/learning experience for the students if the test instruments are not well-targeted to large proportions of students at the lower-ends of the performance scales. In their discussion of the options to address this risk, bidders are asked to propose appropriate modelling methods to reliably forecast student performance at the higher end of performance from their responses to test questions at middle and lower-ends of performance, for example.

117. Annex F of these terms of reference provides the PISA 2015 Analysis Plan which describes the test design of the PISA model. Upon award of a contract, the contractor for *Strand A* shall finalise the survey design for PISA for Development, in co-operation with the contractor for *Strand B*, who shall agree on the most desirable scheme for the project, given its overall objectives, the time balance between the cognitive assessment and the questionnaires.

118. Bidders should also describe how their approach to test design would support future trend measurement over time. This should also consider the move in PISA 2015 to a largely computer-based assessment and the relation between the paper-based and the computer-based assessments for which countries opted. Bidders should consider and comment on how their proposed design supports comparison with main PISA cycles and results, given this change.

119. The bidders will also be required to present a proposal, with costs, for implementing an equating study between the PISA instruments and the PISA for Development instruments so as to support the comparability of the results on the same scales.

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Liaison and coordination

120. Once contractors for *Strand A and Strand B* of these Terms of Reference are identified, in collaboration with the OECD Secretariat, the contractor for *Strand A* shall liaise with the contractor for *Strand B* to ensure that the design of both the cognitive and contextual questionnaires for students, as well as the planning for the field trials and main data collection are well co-ordinated from the start of activities of the Contractors. Based on this collaboration, the contractor for *Strand A* shall present a unified data collection plan (including field trials) that includes both the cognitive and contextual questionnaires for students. The OECD Secretariat will work with both contractors during the development of the instruments but it is expected that the co-ordination and final design of test administration in the countries will be presented jointly by both Contractors of *Strand A* and *Strand B*.

121. Contractors for *Strand A* will be required to ensure effective co-ordination and communication (managerial, technical, organisational and operational) with Contractor(s) for Strand C, as well as those for Strand B, once these are identified. This co-ordination should be ensured at the international and managerial level as well as the in-country national levels, and also ensure effective co-ordination among NPMs, experts and other participating entities. Although the activities for Strand C will initially be on a separate timeline, Contractors for *Strand A* will be required to ensure that the in-country implementation of all three strands are well co-ordinated.

122. Based on the field trial, a report analysing the results of the field trial shall be prepared, resulting in recommendations to the OECD Secretariat for sampling, test instruments, test administration and coding procedures for the main study. The technical standards for the implementation of PISA specify the quality requirements in terms of sampling, translation and translation verification, test administration, quality monitoring, coding, data entry and data submission, and release and exclusion of data.

123. The proposed budget should include the cost of staffing for the development of assessment instruments and all related meetings. Further guidelines for the development of the assessment instruments were provided in the *Section 2*, under heading “Technical design”. The OECD Secretariat will provide appointed Contractors for *Strand A* with the assessment instruments from previous PISA cycles, as well as all documentation related to their respective development, and access to the secure pool of cognitive items, along with their respective documentation (e.g. item descriptions and coding guides).

Task 3: Oversight and quality assurance of the translation of data-collection instruments

124. The contractor for *Strand A* shall ensure the high quality and comparability of all translated data-collection instruments developed for *Strand A* (paper-and-pencil assessment instruments) and *Strand B* (questionnaires) from English and/or French to the national language(s) to be used for PISA for Development in each participating country. The contractor for *Strand A* shall ensure that the translation of the proposed data-collection instruments (*Strand A* and *Strand B*) is psychometrically equivalent to the source versions of the instruments and reflects the language as used in each participating country (e.g. the Spanish-language version developed for Ecuador and Guatemala will be suitable for use in both of those countries). Consequently, depending on the number of languages in which PISA for Development is

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administered in each country, one or more national versions of all data-collection instruments must be developed. In all instances, the contractor must ensure the cross-national comparability of the assessments and data-collection instruments for the cognitive domains and the context questionnaires in different languages.

125. The contractor for *Strand A* must budget for the independent verification of the national versions of all test materials. As noted in earlier sections of these ToR, the participating countries will be responsible for translating assessment instruments, when necessary, while the *Strand A* Contractor is responsible for verification of the translations and proposed adaptations. The *Strand A* contractor will put in place procedures for monitoring the translation verification process and for adjudicating in the case of any disagreements with national centres. In previous cycles, this has been done by a Translation Referee who has the necessary background and expertise both to carry out such adjudication tasks and to advise countries on language-related issues such as choice of assessment language in bilingual schools. The bidder should describe their approach to this aspect of quality control, whether by use of a Translation Referee or by other means.

Task 4: Oversight and quality assurance of coverage of target population and of sampling process

126. To ensure compliance with PISA standards, the base target population in each participating country should consist of 15-year-old students attending educational institutions in grades 7 and higher. This means that participating countries should include:

- 15-year-olds enrolled full-time in educational institutions;
- 15-year-olds enrolled in educational institutions who attend only on a part-time basis;
- students in vocational training programmes, or any other related type of educational programmes; and
- students attending foreign schools within the country (as well as students from other countries attending any of the programmes in the first three categories).

127. However, bidders should make provisions for a national option that allows a participating country to supplement the sample to allow the assessment to be conducted with a broader range of students, while still covering the international target population. For example, it may be found that a significant proportion of 15 year olds are in grades 6 or 5. In these cases countries may wish to assess these students to better understand their capabilities, although these results would not be included in the national results for the participating countries that are reported on the PISA scales. It should be noted that, as with the out-of-school 15 year olds, the aim of the project in these cases is to develop an approach and methodology for incorporating 15 year olds in lower grades into the assessment, rather than to deliver nationally representative results for these groups of students that fall outside the PISA standard target population. Bidders are therefore asked to include a description of how they would provide these services for those countries that choose this option, as well as the costs involved for each country that does so.

128. There is a strong interest among participating countries to strive for the greatest level of inclusion (especially with regard to students who are limited language proficient and those with special needs) that is possible and reasonable, in terms of fairness and sensitivity to students and validity of

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comparison. This can represent a serious problem for countries where students with special needs, who are not classified in exclusion categories of PISA, are in special schools rather than mainstreamed into the regular schools with other students. The exclusion of such schools will likely affect the maximum exclusion rates allowed by the technical guidelines, possibly invalidating the national data. Bidders for *Strand A* should specify their approach to the methods and standards for decisions regarding inclusion/exclusion of students and schools that consider these situations in the participating countries (e.g., the previous cycles of PISA administered an easier form of the assessments to students that might typically be excluded from special education institutions). This should include the technical, administrative, and cost implications for assessing the maximum number of students with special education needs, both those that are enrolled in special education institutions and those that are integrated in regular schools/classes if they do not fall under the PISA population exclusion criteria.

129. Bidders for *Strand A* should refer to the PISA 2015 sampling manual which is available as part of the PISA for Development call for tender located on the OECD website or attached. With reference to this manual, bidders should outline in their proposals how they would approach the task of developing a sampling plan for countries participating in PISA for Development and describe in particular their approach to co-ordinating with the NPMs as well as any changes which they would propose to improve on the sampling plans in previous cycles (see Annex G for the PISA 2015 sampling plan).

130. As previously mentioned the sampling plan shall allow for the development of separate scales for each of the three assessment domains and provide a basis for analysis of trends in future years. Additionally, the sampling method should allow for linkages of the student achievement data with student- and school-level variables. The contractor will need to consult with the participating countries and provide assistance and guidance as they develop their sampling frames and draw their samples. Quality control procedures should be developed and must be observed. In addition, sampling weights must be prepared. These activities should be performed for both the field trial and main study. In co-operation with the sampling referee (see paragraph below on "Sampling referee"), procedures for dealing with samples that do not meet the predetermined sampling standards shall be developed.

131. The sampling component of the proposed budget should cover: (i) the development of the sampling plan; (ii) the adherence to and confirmation of sampling standards; (iii) the consultation with countries in the development of their sampling frames and the drawing of their samples, both for the field trial and main study, including use or development of sampling software if planned; and (iv) the preparation of sampling-related quality control procedures and the preparation of sampling weights. The sampling plan for PISA 2015 can be found in Annex G of these terms of reference and the manuals and sample designs from the first and second survey cycles as well as the documentation related to their development can be found at www.pisa.oecd.org.

Sampling referee

132. The contractor for *Strand A* must ensure the integrity of national samples (school, student and sub-national jurisdictions, if applicable). For this purpose, the contractor shall appoint a sampling referee for whom bidders for *Strand A* shall provide nominations in their proposals. The contractor shall provide evidence about the quality of the samples of participating countries and their implications for the potential use of country results in the country-specific report as well as in the technical report of the project as whole to the sampling referee, who shall make recommendations to the OECD regarding the validity of the data for use in reporting.

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133. In addition, the sampling referee shall inform participating countries and the OECD as early as possible of problems with sampling or response rates that may or will jeopardise countries' compliance with sampling guidelines used in PISA for Development. If such notice shall be required, the sampling referee should provide an explanation for the problems or concerns and, when possible, suggest remedies for them. As required or desirable, the sampling referee may consult with the Technical Advisory Group (see description below under Task 10) or other experts. The OECD Secretariat shall arbitrate disagreements between participating countries and the sampling referee under guidelines established by the PISA Governing Board for main PISA.

Task 5: Survey procedures and operations (field trials and main data collection activities)

134. The contractor for *Strand A* shall develop and implement survey operations and related aspects of quality control, including the development of test administration procedures, the development of scoring procedures, and the training of country representatives in these procedures. These materials and procedures should be prepared in consultation with NPMs and participating countries, the Technical Advisory Group (see description below, under Task 10) and the OECD Secretariat and should be adapted to each participating country.

135. Standards must be met with regard to validity, reliability, and comparability across countries and over time. Consensus shall be reached on the establishment of standards that ensure comparable results. This requires agreement on an international refereeing process and agreement on procedures for quality control. Although national authorities will be responsible for data collection, the process will require the contractor for *Strand A* to prepare materials, guidance, quality control procedures and capacity building for the administration of the assessment by the participating countries.

136. Bidders are asked to establish plans for monitoring adherence to PISA's quality standards in the schools that participate in the assessment as well as plans for training and then monitoring the work of test administrators or quality monitors and to identify their cost for the Contractors and operational implications at both national and international levels. These plans shall include a requirement that the contractor for *Strand A* will arrange for quality monitors to visit a percentage of schools sampled in PISA for Development in each of the participating countries (percentage to be proposed by the contractor for *Strand A*) to assess their compliance with the project's guidelines, including but not limited to those related to sampling, data collection, test administration, collection and security of test materials and completeness and linking of student contextual questionnaires to booklets. Bidders' discussion of quality assurance should specify how this requirement will be achieved, the criteria for selecting schools to be visited, and how the findings will be used to ensure the project's overall integrity. The role of quality monitors and how they will be identified and trained should also be described. The proposed costs for quality monitoring (*e.g.* including training and deployment) shall be distinctly identified in each bidder's cost proposal.

137. The survey manuals developed for PISA's previous survey cycles as well as the documentation related to their development are available at www.pisa.oecd.org.

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Task 6: Coding and data input from cognitive and contextual instruments

138. Quality coding and data input are important aspects of PISA assessments to ensure robust and comparable results across participating countries. This is particularly important given that participating countries, through the NPMs and National Centres, are responsible for the coding of cognitive and contextual instruments, as well as the data input of these to form the national data set.

139. The responsibility of the Contractors of Strand A includes the following:

- a) Design of the coding procedures and standards to be followed by participating countries and the quality assurance process to be implemented by the Contractors. This includes but is not limited to redundant coding within countries to ensure reliable coding and identification of problems and issues, coding verification to be undertaken by expert coders at the offices of the Contractors of a sample of booklets and questionnaires from each participating country (early enough to identify issues with coders and coding process and correct), and the coding reliability study to be undertaken across all participating countries to provide empirical evidence of the reliability of the coding process.
- b) Review, validation and preparation of materials to be used for coding process of cognitive and contextual questionnaires:
 - coding guides for all items appearing in the cognitive and contextual questionnaires, including those in languages other than English that have been translated by participating countries;
 - guidelines for the selection and screening of coders for different domains and response-types of items, as well as adaptation of the screening materials available from previous PISA cycles;
- c) Capacity-building and training of coders (for different domains and response types) selected by the participating countries (this includes the development and provision of training materials);
- d) Implementing the monitoring and quality assurance mechanisms established for the coding process, including at the very least redundant coding and a coder reliability study.
- e) Establishing agreement with participating countries, through the NPMs and National Centres, of the data input procedure to be implemented, including the quantity and quality of human and technical resources needed for the data input, as well as the timeline of when data input activities (for field trials and main data collection) are to be conducted.
- f) Provision of data input software corresponding to the cognitive and contextual data to the participating countries, with adequate support and training as necessary of the NPMs and appropriate staff selected for the data input. The Contractors will need to establish the specific procedures with the participating countries, following PISA standards and procedures, for the data input and verification process (see Task 7 below).

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Task 7: Data input, management and verification and methods for analysis

140. The contractor for *Strand A* shall verify all data collected through *Strand A* and *Strand B* for the preparation of an international database. This task is necessary for field trials and for the main data collection activities. This includes but is not limited to establishing necessary procedures with the participating countries for necessary training of selected in-country staff, provision of data input software, oversight of data input, verification, data cleaning and over-all data-base management.

141. With the data collected during the field trial, the contractor shall conduct analyses to identify problems in the implementation of the test administration procedures and methodologies of data processing (including the methodology of scaling the cognitive data, which should ensure comparability to the PISA scales). The Contractors will co-ordinate with the NPMs to resolve any issues identified with the databases. The analyses of the databases carried out by the Contractors should inform modifications and preparations related to the main data collection as well as the contractor for *Strand B* with regards to the contextual instruments. The proposed budget for the bidders to *Strand A* should make provisions for this work.

Task 8: Preparation of data products and analytical outputs

142. The Contractor shall provide a fully documented data product that shall be delivered to the OECD Secretariat in preliminary form and in a final form in accordance with OECD's schedule for the project. This data product shall provide a set of basic indicators (or their components) and allow the OECD Secretariat, the PISA Governing Board, the International Advisory Group and the countries to conduct their own further analyses. These data products and analytical outputs include the following:

- a) Verified data sets of cognitive and contextual instruments for each participating country that successfully implements the PISA for Development survey activities. These data sets will be made available to the OECD Secretariat with the appropriate documentation for each participating country and will also be released to the NPMs under agreement with the Secretariat.
- b) The verified and adjudicated international data set for all participating countries of the cognitive and contextual questionnaires. The international micro data set will be in the same form as the standard micro-level PISA data sets available publicly from previous PISA cycles.
- c) Country-specific analytical outputs agreed upon with the OECD Secretariat and in consultation with the NPMs. This may take the form of, for example, table shells of results defined by the OECD Secretariat for all participating countries in PISA for Development as well as country-specific analytical outputs that will be defined in consultation with the NPMs and authorities from participating countries.

143. A technical report will be developed covering all aspects of PISA for Development, even if these aspects were managed by different contractors. The contractor for *Strand A* shall provide the OECD Secretariat with a copy of a comprehensive technical report no later than 31 December 2017. Upon feedback from the participating countries and the OECD Secretariat, the contractor for *Strand A* shall finalise the production of the *PISA for Development Technical Report* by 31 March 2018. This report shall summarise and clearly describe all data and statistical conventions or approaches applied in *Strand A* and *Strand B* (i.e. respective contractors are responsible for describing aspects related to their own

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component). To achieve this goal, this report shall be developed in co-operation with the respective contractors for each of the parts. The technical report should serve the needs and address the likely questions of the beginning as well as sophisticated users of data from PISA for Development. The *PISA 2009 Technical Report* (OECD, 2012) and the PISA 2012 Technical Report (OECD, forthcoming) are examples of the type of content that is expected to be included. Technical reports are available from www.pisa.oecd.org.

144. Subject to the wishes of the participating countries in respect of disclosure of the results of the assessment, the contractor for *Strand A* should develop and implement a plan to ensure that PISA-related data for each participating country are readily accessible to and user friendly for a wide range of potential users, including researchers, National Project Managers, policy makers, and others who would benefit from access to the data from PISA for Development. The PISA Governing Board does not wish to sacrifice data quality or the ability to conduct sophisticated analyses, yet the PISA Governing Board remains committed to facilitating widespread use of the data. Bidders should, therefore, propose the means to achieve this goal through software products, documentation and other means. Capacity-building and training on the use of data sets for participating countries (from PISA for Development as well as PISA) will be included as part of the Capacity-Building modules that will be selected by each participating country.

Task 9: Support for the preparation of national reports and the international report

145. The OECD Secretariat is responsible, with the participating countries, for the preparation of the national reports that will present the results from the data collection and analysis for the countries participating in PISA for Development. based on the analytical outputs and analysis plan agreed upon with the contractors for *Strand A* and *Strand B*. The purpose of these national reports will be to:

- Provide evidence on the quality and equity of learning outcomes of students in participating countries in reading, mathematical and scientific literacy;
- Provide insights into the factors associated with the development of the student learning outcomes in these countries;
- Examine and present evidence regarding how these factors interact;
- Provide comparative analysis of student performance and contextual factors in these countries with PISA results for countries participating in previous PISA cycles (2015 and prior). ; and
- Provide a discussion of the insights provided by the PISA results of these countries in relation to the policy priorities identified by these countries and the implications for educational policies and practice in these countries.

146. The reports published by the OECD in its *Strong Performers and Successful Reformers in Education* series provide relevant examples of the type of analysis that the participating countries and OECD may include in the national reports from PISA for Development. These reports include: *Lessons from PISA for Mexico* (OECD, 2011); *Lessons from PISA for Japan* (OECD, 2012); *Guidance from PISA for the Canary Islands, Spain* (OECD, 2012); *Lessons from PISA for the United States* (OECD, 2013); and *Lessons from PISA for Korea* (OECD, 2014).

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147. In support of the development of these country reports in PISA for Development, the contractor for *Strand A* shall:

- Provide the analytical outputs agreed upon with the OECD Secretariat and participating countries (*e.g.* based on table shells and analysis specifications), and conduct the necessary revisions/corrections to these based on the review of the OECD Secretariat and the participating countries.
- Provide feedback on and make suggestion regarding the analytical outputs proposed by the OECD Secretariat in consultation with participating countries to ensure the most accurate, precise and accessible reporting of results;
- Provide support to the OECD Secretariat and the participating countries during the development of the national reports related to the analysis and presentation of results of student performance and contextual factors associated with performance, as well as the technical description and documentation of the services considered in *Strand A* of these terms of reference;
- Review and provide comments and suggested revisions to the drafts of the national reports prepared by the OECD Secretariat jointly with the participating countries, particularly with regards to technical accuracy, consistency and coherence; and
- Review and provide feedback on the draft reports that other contractors complete for Strand B, the strand of work related to out-of-school-children and related reports.

148. The OECD Secretariat will prepare a technical report that will summarise the overall results of the PISA for Development project, particularly with regards to the empirical evidence supporting the extent to which objectives were reached and relevant lessons related to developing country participation in future PISA cycles. This report will consolidate the evidence from the technical strands of work, the policy-relevance for participating countries, lessons learnt, best practices and main challenges related to the implementation of the PISA survey in developing contexts. This document will draw on the contractor's technical report (see above) as well as the report of an independent review of the project that is planned for the first half of 2017.

149. The OECD will present the report at an international seminar which it will organise with participating countries, other PISA participants and other developing countries centred on peer-to-peer learning opportunities and the uses of PISA results and PISA-related policy products for secondary analysis and national processes. This seminar will take place at the end of 2017 or early 2018. The contractor for *Strand A* shall review and provide comments and suggested revisions to the international report prepared by the OECD Secretariat for accuracy, consistency and coherence and the Contractors will be required to participate in the international seminar as key presenters.

Task 9: Capacity building and peer-to-peer learning

150. Capacity building of the participating countries and peer-to-peer learning opportunities, involving non-OECD countries already participating in PISA, are key features of the PISA for Development project. The main areas for capacity building in the project are being identified through the completion of capacity-needs analysis (CNA) reports and the design of capacity-building programmes

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(CBP) for each participating country. The CNA and CBP documents that have been completed to date which are available as part of the PISA for Development call for tender located on the OECD website or attached. Drawing on the available CNA and CBP documents, bidders are required to include a description of how they would respond to technical capacity-building and institutional strengthening, and identify knowledge-transfer opportunities as part of the implementation of the project with each of the participating countries. Given the important responsibilities that participating countries will assume, through their NPMs and National Centres, in the implementation of the project activities, as well as the explicit interest of the countries in becoming familiar with all of the aspects related to implementing a PISA survey, bidders are asked to explicitly describe (and budget for) the mechanisms through which country representatives (NPMs and technical staff) will be informed, trained and supported throughout the different activities of project implementation.

151. The topics for the capacity-building and peer-to-peer learning opportunities include, but are not restricted to, the following:

- Procedures for and verification of translations and adaptations of assessment materials (of different languages and/or different adaptations of same language versions)
- Sample design and selection, including population coverage, exclusions, and response rates
- Field administration of the assessment and data collection
- Quality assurance of the field administration and data collection
- Marking and coding of open-ended and multiple-choice items (for cognitive and questionnaire responses)
- Data entry, cleaning, and verification
- Scaling of results using PISA models (*e.g.* IRT/Rasch and those used for PISA 2015 for the cognitive and contextual results)
- Calculation of specific indices (*e.g.* ESCS gradients, resilient students, related to teaching and learning environments in schools and classrooms)
- Calculation, analysis, and calibration of item parameters (item difficulty, point-bi-serial indices, and other psychometric coefficients for possible data entry errors, translation, or other problems)
- Compilation of data sets for analysis (student responses and scaled scores)
- Exploitation of PISA data sets for analysis (country-specific and international data sets)
- Training in ISCO (International Standard Classification of Occupations) coding and negotiation of study programme tables, national language codes and other issues related to coding of contextual information..

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- PISA Assessment Frameworks in Mathematics, Reading, and Science (these are the basis of the content, competencies, and skills of the PISA assessment)
- Item development process (based on PISA frameworks and the standard process followed in PISA cycles)
- Design and drafting of analytical reports following PISA country report models
- Specific technical topics: plausible variables, IRT models, conditioning, scaling, DIF (Xgender, Xcountry and Xlanguage), student and school weights

152. Bidders should include a separate budget for capacity building and peer-to-peer learning in their proposals that responds to the capacity needs identified and covers the costs of activities that ensure successful implementation of activities by participating countries, through their NPMs and National Centres, ensure that the needs and capacity-building priorities identified in each country are addressed during the timeline of the project and beyond.

Task 10: Project structure and management

153. The contractor for *Strand A* should have access to staff possessing the skills and abilities to implement the all of the tasks described in these ToR, and proposals from bidders should provide evidence of this. It is anticipated that much of the work may be conducted with subcontractors (*i.e.* other organisations, agencies, experts, or consultants), and bidders should provide details on these subcontractors as well as the strengths they bring to the project, in particular their experience of working in and with developing countries related to student assessments and conducting large-scale surveys. It is a requirement of bidders that they propose to partner with organisations and relevant entities in the regions supported by PISA for Development that would add value to the activities, namely; Latin America; Sub-Saharan Africa; and Asia (if countries from this last region are confirmed). It is also a requirement of the bidders that wherever possible they include roles for competent local expert consultants in the implementation of activities.

154. A project director appointed by the contractor shall be nominated. Upon the OECD's approval of the person nominated to be project director, this person will be expected to devote the majority of his/her time to the implementation of the PISA for Development project and be available for enquiries from and communication with the Secretariat and participating countries on an ongoing basis. The proposals from bidders shall include a signed statement from the nominated project director indicating his or her understanding and acceptance of this requirement. At the bidder's discretion, the same person nominated to be project director for *Strand A* may also be nominated as study director for *Strand B*.

155. Other key positions and roles for delivery of services should be described in the proposals. Additionally, the structure and procedures for communication and decision-making with the OECD Secretariat and with other contractors of PISA for Development, as well as with subcontractors and experts, should be discussed. The co-ordination of work with other contractors of PISA for Development; the oversight of subcontractors' work, ensuring accountability and control from a financial as well as a technical perspective, and the procedures for interacting with them on a daily basis should be described. Bidders should ensure that subcontractors, in addition to being highly qualified, are drawn from the

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participating regions and countries as much as possible. A description of the overall communication tools, protocol and strategy required to successfully implement the project should be included in the bid.

156. The contractor for *Strand A* shall also: (i) liaise with the OECD Secretariat to ensure the overall success of PISA for Development. This will also include support in responding to information requests by the PISA Governing Board, the International Advisory Group and OECD Secretariat and attendance at the senior level, either in person or through web-based communication tools, at all meetings of the International Advisory Group, the Technical Advisory Group and, where necessary, the PISA Governing Board. For budgetary purposes, bidders should assume personal attendance of senior staff at every meeting of the International Advisory Group, the Technical Advisory Group and selected meetings that take place twice a year of the PISA Governing Board, and availability by web-based communication tools such as a video-link at all other meetings. The contractor for *Strand A* will bear the costs of their Managers' personal or virtual attendance in the meetings, including expenses for travel and compensation.

157. Furthermore, at least one representative of *Strand A* at the senior level shall be present, in person, at all meetings of the National Project Managers and Technical Advisory Group. The contractor for *Strand A* will bear the costs of their managers' participation in these meetings, including expenses for travel and compensation.

158. Furthermore, the contractor for *Strand A* shall: (i) advise the Secretariat about the effects on the international costs of countries that may join later, withdraw, or cause delays to the project; and (ii) develop a schedule and procedures for the review of national data to ensure their accuracy before these data are provided to participating countries..

159. Meetings of the Technical Advisory Group, expert groups and NPM meetings shall operate in English. Working documents shall be prepared in English.

National project managers (NPM)

160. With respect to National Project Managers, the contractor for *Strand A* shall: (i) expand on and finalise the description of their role and profile in the context of PISA for Development; and (ii) specify its intended working relationships with these managers. This description shall be provided to participating countries no later than January 2015.

161. A detailed profile from previous cycles of PISA is available at www.pisa.oecd.org. In their proposals, bidders for *Strand A* must: (i) propose a timeline for the national implementation of PISA for Development, including a list of materials that countries would need to provide to the contractor; and (ii) specify how they will work with the National Project Managers and the PISA Subject Matter Expert Group to review and receive guidance on the selection from the secure item pool in order to ensure that the assessment instruments respond to the assessment frameworks and is fit-for-purpose for participating countries as well as for comparability to PISA scales. .

162. The OECD Secretariat and the contractor for *Strand A* shall jointly call, organise, and host meetings of PISA for Development National Project Managers. For reference, in PISA six such meetings are normally held during the life of the contract, including two training sessions before the field trial and the main study. Provisions for meeting facilities as well as for travel and compensation of experts, as required, should be included in bidders' proposals. No compensation and travel costs for National Project

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Managers or representatives from the OECD Secretariat should be included in the cost proposals. Participating countries will bear the costs of their Managers' participation in these meetings.

163. Bidders are encouraged to propose ways in which PISA for Development participating countries may benefit from participating in meetings of the main PISA National Project Managers. These are typically attended by more than 130 participants with a wide variation in experience level, and bidders are requested to take these dimensions into account in their proposal for interactions between the PISA for Development participating countries and this wider group of PISA NPMs.

Subject Matter Expert Groups

164. For PISA for Development, bidders for *Strand A* should indicate how they intend to engage with and use as a resource the existing PISA Subject Matter Expert Groups. Regardless of the approaches suggested in bidders' proposals, the contractor for *Strand A* shall have ultimate responsibility for ensuring that participating countries are provided an opportunity to participate in the development of the assessment instruments. The contractor(s) should consider drawing on the experts from previous cycles to provide continuity, yet should also describe any additional expertise that might be required for the project.

165. Bidders' proposed budgets should reflect the anticipated cost of any meetings involving the Subject Matter Expert Groups, to include meeting facilities, travel, and compensation for the members of the Subject Matter Expert Groups. The OECD Secretariat shall decide on its own participation in PISA for Development meetings with the Subject Matter Expert Groups on a case-by-case basis and shall bear the costs of such participation. Bidders are encouraged to propose innovative approaches to and to identify efficiency gains in meeting arrangements, *e.g.* through different meeting structures and an enhanced use of web-based communication tools.

Technical Advisory Group

166. The contractor for *Strand A* will play a key role in ensuring the overall technical quality of PISA for Development. In support of ensuring the overall technical quality of PISA for Development, the PISA Governing Board, the International Advisory Group and the OECD will make use of the existing PISA Technical Advisory Group for the PISA for Development project. The PISA Technical Advisory Group is managed by the OECD Secretariat and has a permanent role across survey cycles and includes, among other experts, those individuals who have a leading operational role in PISA 2015. Thus, the Technical Advisory Group constitutes a forum through which the main actors implementing PISA interact both among themselves and with those whose additional technical expertise is sought.

167. The Technical Advisory Group explores technical issues that have policy implications. These issues are then taken to the OECD Secretariat, who in turn raises them with the PISA Governing Board as necessary. During the implementation of PISA for Development, the OECD Secretariat shall bring proposals for modifications of the project's programme of work or its implementation procedures that have cost implications at either international or national levels to the International Advisory Group for review and decisions (*e.g.* modifications to data-collection instrument development procedures, the sample and test design, the translation procedures, or marking and verification procedures). When appropriate, the International Advisory Group shall seek the advice of the Technical Advisory Group through the OECD Secretariat.

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168. The successful bidder for *Strand A* of PISA for Development should assume that the Technical Advisory Group will meet approximately once a year to focus on PISA for Development during the period of the contract associated with *Strand A*. However, in 2015 there are likely to be two meetings of the Technical Advisory Group on PISA for Development. The first of these meetings, scheduled for January 2015, will be a webinar to provide an opportunity for the Group to review the initial plans and proposals of the contractors for *Strand A* and *Strand B*. The contractor for *Strand A* will therefore need to liaise closely with the OECD Secretariat regarding the meetings of the Technical Advisory Group for PISA for Development.

National sampling options: oversampling for sub-national jurisdictions or specific population groups and 15 year olds in lower grades

169. As discussed in earlier sections of these ToR, participating countries may choose to implement oversampling in order to obtain specific results on the PISA scales of subnational jurisdictions (*e.g.* as is the case in PISA countries for regions, provinces and states, for example) or groups of subpopulations. The procedures involved with implementing the PISA for Development activities so that results are obtained for subnational jurisdictions or specific sub-groups in addition to the country results will be considered as the oversampling option available to countries. This implies additional sampling procedures for the jurisdictions or population groups in question in each country, and the corresponding services related to test administration, analysis and reporting. Bidders are therefore asked to include a description of how they would provide these services for those countries that choose this option, as well as a preliminary costs involved for each country that does so.

170. In offering this option, the contractor shall consider countries' national interests when drawing the school and student samples. The contractor for *Strand A* shall be responsible for supervising this option as it relates to the sampling frame. However, the contractor for *Strand A* is required to include all students in the international level analysis and database upon the countries' requests. Countries will inform the OECD Secretariat, who shall inform the contractor for *Strand A*, about their interest in national sampling options.

171. In the previous cycles of PISA, some countries were interested in oversampling, especially in cases where different regions of a country were being compared on a sub-national level, but this may apply to other sub-populations also. The contractor will need to work with countries to define the target populations and draw the samples, perform data verification and establish quality-control mechanisms. The contractor will also need to co-ordinate scaling and preparation of data products to be distributed to participating countries and to other contractors.

172. As noted in earlier sections of these ToR, it may be found that in certain PISA for Development countries a significant proportion of 15 year olds are in grades 6 or 5. In these cases countries may wish to assess these students to better understand their capabilities, although these results would not be included in the national results for the participating countries that are reported on the PISA scales. It should be noted that, as with the out-of-school 15 year olds, the aim of the project in these cases is to develop an approach and methodology for incorporating 15 year olds in lower grades into the assessment, rather than to deliver nationally representative results for these groups of students that fall outside the PISA standard target population. Bidders are therefore asked to include a description of how they would provide these services for those countries that choose this option, as well as the costs involved for each country that does so.

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173. In offering this option for incorporating 15 year olds in lower grades into the assessment, the contractor shall consider countries' national interests when drawing the school and student samples. The contractor will also bear in mind that the aim of the project in these cases is to develop an approach and methodology for incorporating 15 year olds in lower grades into the assessment, rather than to deliver nationally representative results for these groups of students that fall outside the PISA standard target population. The contractor for *Strand A* shall be responsible for supervising this option as it relates to the sampling frame. However, the contractor for *Core A* is required to include all students in the international level analysis and database upon the countries' requests. Countries will inform the OECD Secretariat, who shall inform the contractor for *Strand A*, about their interest in national sampling options.

Strand B: Contextual Questionnaires

This Strand includes: the preparation, development and implementation of the questionnaires that will collect contextual information about the school and students. This is also considered a core component of the assessment, together with Strand A. A key factor to be considered in the development and implementation will be the aim of making the questionnaires more relevant for developing countries in general and the participating countries in particular. Bidders for Strand B are reminded that the OECD reserves the right to issue one or more contracts for Strand A and Strand B.

Task 1: Framework development

174. Bidders for *Strand B* shall propose an organising conceptual framework, based on the existing PISA analytical framework that provides guidance on how the priorities for the context questionnaires can be meaningfully and efficiently addressed by the project. The expert paper by Willms and Tramonte (2014) identified seven key themes that should be considered for enhancement in the PISA for Development context questionnaires to make them more relevant for developing countries. The themes were discussed during the PISA for Development technical workshop in Washington in April 2014 and participating countries and partners agreed on the suggestions for enhancement and modification. The seven themes are:

- early learning opportunities
- language at home and school
- family and community support
- quality of instruction
- learning time
- student socioeconomic status
- school resources

175. These themes are addressed with theoretical, methodological, and technical discussions in the later sections of these ToR. Bidders should note that a key requirement in the enhancement of the

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questionnaires is that they maintain international comparability and consistency with the current PISA framework.

176. The expert paper suggests that the PISA contextual questionnaires can be enhanced with relatively minor modification and extensions of the existing instruments to accommodate the first five of the themes referred to above. The last two themes – student socioeconomic status and school resources – arguably require more extensive modification for PISA for Development and this is emphasised in these ToR. Bidders will be asked to consider this guidance in presenting their proposals and justify approaches that differ from this.

177. Bidders need to demonstrate an understanding of cultural differences, institutional differences, and differences related to the organisation of the educational services, in the development and enhancement of contextual questionnaires. Bidders are also required to propose design modifications and enhancements for PISA for Development where needed in order to improve the comparability of the context questionnaires across countries and the relevance for developing countries in general and the participating countries in particular. This will be agreed by the contractor for *Strand A* and the OECD Secretariat.

178. The student questionnaires used to collect information from students shall contain two components:

- A *core component* with basic demographic information that shall be stable over time. The core component of this questionnaire for PISA for Development shall replicate key questions from the previous PISA cycles.
- A *focused component* through which in-depth information on one or more specific policy issues identified by the participating countries is collected. The focused component of the questionnaire will be designed specifically for the project in order to address policy issues of interest to the participating countries, particularly those related to the themes identified above. The IAG and the OECD shall review and approve the proposed constructs, indices, variables and questions associated with these themes. The student questionnaire should reflect methods that permit PISA to portray important aspects of the three assessment domains, information about students' experience with the domains in and out of school (*e.g.* experience of different approaches to teaching mathematics, student engagement in learning, preferred ways of learning), motivation, interest in science and engagement with science, among others (see also Annex H of these terms of reference).

179. The school questionnaire should explore curriculum, teaching and learning in the three assessment domains, including aspects of the teachers' careers and qualifications. Bidders should make clear in their proposals how this might be done for all three domains within a 30 to 35 minute student questionnaire.

180. An extensive survey of background and behaviour is beyond the scope of PISA for Development, so the questionnaires must be highly focused. In addition to the core and focused components, the questionnaires used to gather information about students and schools should: (*i*) address policy issues of interest to participating countries; and (*ii*) not require more than 30 to 35 minutes to be completed. They should also work closely with the Contractor for *Strand A* to be able to take into account

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contextual information regarding the paper-and-pencil assessment of reading, mathematical and science literacy that needs to be obtained from students, and are pertinent to *Part A* of these terms of reference.

181. The contractor shall submit to the OECD a detailed conceptual framework for PISA for Development's collection of contextual data (based on the PISA framework) that shall:

- Provide a common language and vehicle for discussing and explaining the nature of the questionnaires and their analytical use;
- Promote the continued development and use of PISA, by developing a clear understanding of what PISA is measuring;
- Clearly identify, discuss and substantiate the modifications and extensions to the PISA framework that are proposed in the context of the PISA for Development contextual questionnaires;
- Identify relevant variables and discuss their relationship to learning processes and outcomes;
- Explain how the participating countries' policy priorities will be connected with the school and student questionnaires;
- Explain the constructs and their rationale to address the participating countries' policy concerns; and
- Assist in the process of building consensus around the PISA for Development context questionnaires and their goals.

182. The OECD and the IAG shall review and approve the conceptual framework, which must reflect PISA's policy-driven focus and provide an integrated and coherent approach similar to the frameworks developed for each of the content domains. Furthermore, the framework should identify opportunities to include data from other sources (*i.e.* data not collected solely through questionnaires, or data collected on the level of education systems)

183. In addition, bidders should include a discussion as to how the contextual questionnaires could engage with and offer possible linkages with other regional and international surveys, such as the *Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN* (PASEC), Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), *Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación* (LLECE) or the Trends in International Mathematics and Science Study (TIMSS). In addition, considerable literature and empirical evidence exists on the various factors that impact on learning outcomes in each of the PISA for Development regions and should be reflected in the bidders' proposals.

Task 2: Questionnaire development

184. The contractor for *Strand B* shall establish clear and detailed mechanisms for translating the PISA for Development project's priorities for contextual and background information and PISA's conceptual framework into operational constructs and particular items that are compatible with the design of PISA. This will require a highly interactive process of questionnaire development between the OECD, the participating countries and the contractor and flexibility in the design parameters of PISA. The IAG has identified the broad topics it would like to address in PISA for Development (see above); the

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contractor will need to identify the data that must be collected and the questions to be used to adequately explore these topics. .

185. To address issues regarding early learning opportunities, language at home and school, family and community support, quality of instruction, and learning time, bidders should discuss in their proposals the options for including a limited set of questions, if not already included in the PISA contextual questionnaires, covering the following aspects:

- *Early learning opportunities*: Details of students' early learning experiences, such as whether they attended a day-care or repeated a grade during their early years.
- *Language at home and school*: Information on students' familiarity with the language of the test.
- *Family and community support*: Measures of parental involvement, social capital and cultural capital; Measures that focus directly on the role and involvement of other community members in the school (including in relation to school safety and security), and descriptive variables regarding types of community.
- *Quality of instruction*: The revised questionnaire should seek to capture the extent to which class time is spent in independent activities, such as working in workbooks, *versus* small group activity and whole-class teacher-centred instruction, for example.
- *Student learning time*: Bidders should propose: how to capture students' learning time, in and out of school? How bidders plan to enhance the measure of school attendance and integrate novel information on students' participation in the labour market?

186. On these themes, bidders should elaborate in their proposals on the following aspects:

- Who are the best respondents to target in order to get robust information on the aforementioned features? This should consider:
 - a) The extent to which 15-year old students provide reliable retrospective data on early learning opportunities?
 - b) The extent to which system-level data collection would be a better source or a good complementary source in relation to the student or the school questionnaire to collect such information, and if so, an identification of these aspects.
 - c) To what extent is it necessary to triangulate data collected from students, parents, teachers and principals to fully describe these features and what proposals do you make for such triangulation?
- How do bidders plan on collecting data on quality of instruction that are subject-specific?

187. The last two themes proposed by Willms and Tramonte (2014) and agreed by participants in the project are socioeconomic status and school resources and these are discussed in more detail below.

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Measuring socio-economic status

188. The current PISA measure of socioeconomic status, ESCS, does not include a sufficient number of items at the lower end of the scale to adequately describe the populations of students in the PISA for Development countries. The expert paper presents two options for addressing this issue:

- extending the current indicators of PISA ESCS to include more items at the lower end of the SES scale,
- developing new “poverty-related” measures.

189. In their paper, Willms and Tramonte recommend pursuing the first option as a starting point, but were concerned that it may have limitations in that the resulting scale will not be uni-dimensional and the new items will differ in their relationship to achievement for low and high SES students. The authors argue that a combined approach could be pursued, with attention to the goals of international comparability and maintaining a link to the current PISA framework.

190. The bidders should use the expert paper as a starting point to propose a defensible strategy for measuring socio-economic status that is based on the PISA index but that adequately differentiates and describes students at the lower end of the scale. The requirements, constraints, and questions for the bidders to respond to are set out in the following paragraphs.

191. A key requirement for bidders is that the measure of socioeconomic status (SES) that is developed must be comparable across participating countries and compatible with the main PISA survey, even if the scales are extended. In addition, a measure of SES for PISA for Development should be:

- a reliable and valid measurement of SES within each country
- a tool for accurate assessment of low levels of SES and poverty within each country and across countries; and
- a comparable measure of SES and its variability across the participating countries

192. The bidders should propose what they will take into account in seeking solutions that respond to the following issues:

- The need for PISA for Development to capture the experiences of different countries regarding their own variables for measuring socio-economic status. Countries participating in the project have a history of data collection and valuable experience on how to effectively assess SES in their cultural and geographical contexts. The bidders should suggest viable options to survey and incorporate these experiences while aiming at maintaining international comparability of SES.
- Bidders should explain how they would create a global measure of poverty that can be applied consistently across countries for comparative purposes. The bidders should spell out the benefits and drawbacks of having a cross-country poverty scale versus a country-specific one.

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- If bidders favour the extension of the current PISA measure of SES (*i.e.* ESCS) at its low end, is there an argument for allowing each country to extend arbitrarily the PISA ESCS index? If so, how will it be possible to ensure international comparability of PISA for Development results using an extended international version and national versions of the ESCS index?
- How would bidders ensure comparability of results of the project on ESCS scales with international results, even if scales are extended?

Measuring school resources

193. The current PISA questions on school resources focus on administrators' perceptions of whether a lack of school resources hinders the school's capacity to provide instruction. The questions focus mainly on didactic resources. In the expert paper and during the technical workshop, authors and participating countries agreed on the need to integrate into the current PISA questionnaires a small set of new measures on school resources that provided data on basic services, didactic facilities and didactic materials.

194. PISA for Development aims at assessing the quality of school environment, not only school infrastructure, but also student and staff safety. In some of the participating countries violence and security are important concerns that need to be reflected. As school safety is a determinant of school attendance and participation, especially for the most vulnerable students, bidders must include in their proposals a detailed account of how to assess the quality of the environment and school safety by accounting for the specificities of school types and intake in each country. It will also be important to capture information on the use of resources, such as science laboratories, not just their availability, and also to reflect the organisation of the school.

195. The bidders should therefore propose viable options that address various challenges:

- Maintaining comparability with the main PISA instruments when essentially the same construct is being measured. Bidders should therefore explain the extent to which their proposal will achieve this.
- Identifying who are the optimal respondents about availability, conditions, and use of basic services, didactic facilities and didactic materials. This issue relates to the broader discussion on the extension of PISA core questionnaires to accommodate teacher and/or parent questionnaires (see later sections).
- How to capitalise on potential synergies in data collection with on-going national assessments.

196. Overall, bidders should provide a detailed account of the methods proposed to measure SES and school resources, as well as to conduct pilot testing for the revised questionnaires generally. Bidders should clarify their strategies to deal with the key challenges associated with pilot testing, such as sampling of schools, obtaining reliable and valid data from school administrators, and integrating the new content into the current PISA framework.

197. Ultimately, a key requirement for bidders is that data collection and their analyses must enable the assessment of equity and the distribution of school infrastructure and resources in each country and

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across countries. Bidders should take into consideration that information has to be collected from all school types in the sample: public, private, religious schools, etc.

198. A key constraint for the bidders in general is that the questionnaires need to be kept to a manageable length. In PISA 2012, the student questionnaire was of 30 minutes duration for each student, but there were rotated versions. In PISA 2015 there will be a single 35-minute version. Bidders should describe their suggested approach for PISA for development, including a discussion of the pros and cons of this for PISA for Development.

199. Bidders for *Strand B* are encouraged to consider innovative approaches to collecting contextual information about students and schools from several sources. Although the school questionnaires provide useful explanatory information, reliance on a single source of information in characterising an entire educational setting is problematic, especially when the respondents may have an interest in portraying their schools in a favourable way. Accordingly, bidders are asked to suggest how data might be collected that complement or substitute the standard questionnaires in ways that are culturally sensitive and suitable for use in the participating countries. More important, the contractor shall demonstrate that the experts developing the questionnaires have a sufficient understanding about schools and the social, cultural, and educational environments in which students learn, including the educational systems and the cultural contexts of the participating countries in particular and developing countries in general, as well as about the difference existing between them. Bidders are requested to look into ways of cross-nationally validating the data collected in the participating countries. Bidders shall demonstrate in which ways they will improve the cross-national comparability of the questionnaire measures. Significant improvements in the validity and international comparability of the questionnaire constructs will be an important criterion for evaluating proposals for *Strand B* of these terms of reference.

200. As described in *Strand A*, there will not be a major domain assessed in PISA for Development, so bidders for *Strand B* should propose methods that will allow PISA to portray important aspects of learning and instruction in all three domains, including an investigation of the relationship between learning and teaching strategies and achievement as well as the relationship between school organisation and structures and active student engagement with learning.

201. Participating countries may modify the wording or format of items, or add national components to the questionnaires used to collect background or explanatory information from students or schools. The contractor for *Strand B* shall provide guidance for such issues and approve them prior to the administration to ensure comparability. The contractor will be expected to facilitate the co-ordination of national components among interested countries.

202. Upon the OECD's approval of the conceptual framework and of the preliminary questionnaires, the contractor for *Strand B* shall co-ordinate with the contractor for *Strand A* to field trial the questionnaires in all participating countries and languages. The contractor for *Strand B* may also choose to assess the validity of its proposed questionnaires through the use of cognitive labs and interviews with focus groups.

203. Although the contractor for *Strand B* will provide the context questionnaires to the *Strand A* contractor, they will be expected to participate in the translation and adaptation process by providing the necessary co-operation to ensure that the translated questionnaires truly reflect the desired meaning, following the PISA procedures established for translation, adaptation and verification.

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204. Finally, upon the OECD's approval of the final questionnaires, the contractors for *Strand A* and *Strand B* shall co-ordinate the successful inclusion of these questionnaires in the overall package of instruments that will be administered to students and others who may be asked to provide information about schools and learning environments.

Task 3: Data analysis

205. Within three months of the OECD's approval of the questionnaires concerning students and their learning environments, the contractor for *Strand B*, in consultation with the contractor for *Strand A*, shall submit a draft analysis and reporting plan to the OECD for its review and approval. A copy of this plan shall also be discussed with the other contractors; for example, the contractor for *Strand C*. This plan shall discuss the kinds of analyses that will be possible with the data collected in PISA for Development under *Strand B*. This plan, led by the contractor for *Strand A*, will guide the OECD Secretariat in preparing and designing the reporting plans for PISA for Development, particularly the national and international reports. Most importantly, the plan should summarise and explain the types of analyses that can and should be conducted to address PISA's policy-driven focus and discuss how the data can best be presented and reported, perhaps through the illustrative use of tables and figures, definition, construction, and illustrative application of proposed indexes, and discussion of analytical and statistical techniques that make best use of the data while ensuring their access by policy makers and researchers. Once approved by the OECD and the IAG, the plan will serve as the basis of the national and international reports. With the approval of the OECD Secretariat, contractors can amend the analysis and reporting plan in the interests of improving quality, format, or analysis and in response of policy-priorities established by participating countries.

206. The contractor for *Strand A* shall clean all data collected through *Strand B* for the preparation of the international database. The contractor for *Strand B* will need to specify requirements for data cleaning for the contractor, *Strand A* and work together with that contractor to respond to queries. The clean database will be transferred to the contractor for *Strand B*, who shall be responsible for analysing these data according to the previously approved analysis plan, including the generation of indices summarising the constructs. To undertake this work, the proposed budget should make provisions for additional contractor staff. One of the permanent project staff members must also be an experienced programmer and data manager, assuming responsibility for the task of data analysis.

Task 4: Support for the preparation of the national and international reports

207. The OECD Secretariat is responsible, with the participating countries, for the preparation of the national reports that will summarise the results of PISA for Development, based on the analysis plan prepared by the contractor for *Strand B*. The purpose of these national reports will be to:

- Provide evidence on the performance of students and participating countries in reading, mathematical and scientific literacy;
- Provide insights into the factors associated with the development of these competencies;
- Examine how these factors interact;

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- Compare performance across the participating countries and across PISA's first four cycles; and
- Identify the implications for policy and practice.

208. The reports published by the OECD in its *Strong Performers and Successful Reformers in Education* series provide appropriate examples of the type of analysis that the participating countries and OECD might desire in the national reports from PISA for Development. These reports include: *Lessons from PISA for Mexico* (OECD, 2011); *Lessons from PISA for Japan* (OECD, 2012); *Guidance from PISA for the Canary Islands, Spain* (OECD, 2012); *Lessons from PISA for the United States* (OECD, 2013); and *Lessons from PISA for Korea* (OECD, 2014). The contractor for *Strand B* shall:

- Provide statistical and technical support to the OECD Secretariat and the participating countries during the development of the national reports, concerning aspects and results related to *Strand A* of these terms of reference;
- Design tables and describe analysis, in co-ordination with the OECD Secretariat;
- Review the national report prepared by the OECD Secretariat jointly with the participating countries for technical consistency and coherence; and
- Review draft reports that other contractors complete.

209. The OECD Secretariat will also be responsible for the preparation of an international report that will summarise the results of the PISA for Development project. This report will be for a wider audience and will consolidate the evidence from the technical strands of work, the policy-relevance for participating countries, lessons learnt, best practices and main challenges related to the implementation of PISA as a student learning assessment instrument in developing contexts. This document will draw on the contractor's technical report (see above) as well as the report of an independent review of the project that is planned for the first half of 2017.

210. The OECD will present the report at an international seminar which it will organise with participating countries, other PISA participants and other developing countries centred on peer-to-peer learning opportunities and the uses of PISA results and PISA-related policy products for secondary analysis and national processes. This seminar will take place at the end of 2017 or early 2018. The contractor for *Strand B* shall review the international report prepared by the OECD Secretariat for technical consistency and coherence and support the preparations for the international seminar.

Task 5: Preparation of data products

National databases and international data set

211. The contractor for *Strand A*, in co-ordination with the contractors for *Strand B* shall provide a fully documented data product that shall be delivered to the OECD Secretariat in preliminary form and subsequently in a final form in accordance with OECD's schedule for the project. This data product shall provide a set of basic indicators (or their components) and allow the OECD Secretariat, the PISA Governing Board, and the contractors to conduct their own further analyses. In order to achieve this goal,

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the contractor for *Strand B* shall deliver to the contractor for *Strand A*, in a database form, all elements associated with *Strand B* that shall be included in the database, particularly all indices in accordance with the schedule agreed. Additionally, the contractor for *Strand B* is responsible for co-operating with the contractor for *Strand A* on the development of a PISA for development technical report, which may include, but is not limited to, presenting the contractor for *Strand A* with technical documents presenting the various steps of the data development and analysis processes associated from the questionnaire development and describing every step of the data process including the full account of the development of outcomes to the contractor for *Strand A* for inclusion in the PISA for Development technical report (see description for Task 7 of *Strand A* for more information).

Task 6: Capacity building and peer-to-peer learning

212. Capacity building of the participating countries and peer-to-peer learning opportunities, involving non-OECD countries already participating in PISA, are key features of the PISA for Development project. The main areas for capacity building in the project are being identified through the completion of capacity needs analysis (CNA) reports and the design of capacity building programmes (CBP) for each participating country. The CNA and CBP documents that have been completed are available as part of the PISA for Development call for tender located on the OECD website or attached. Drawing on the available CNA and the available CBP, bidders should include in their proposals an approach to technical capacity-building and institution building, and identify knowledge-transfer opportunities as part of the implementation of the project with each of the participating countries. These capacity building and peer-to-peer learning opportunities include, but are not restricted to, the following under *Strand B*:

- Field administration of the assessment and data collection
- Quality assurance of the field administration and data collection
- Marking and coding of open-ended and multiple-choice items (for cognitive and questionnaire responses)
- Data entry, cleaning, and verification
- Scaling of results using IRT models (cognitive and contextual)
- Calculation of specific indices (*e.g.* ESCS gradients)
- Compilation of data sets for analysis (student responses and scaled scores)
- Exploitation of PISA data sets for analysis (country-specific and international data sets)

213. Bidders should include a separate budget for capacity building and peer-to-peer learning in their proposals that responds to the capacity needs identified and covers the costs of initiatives and activities that build the foundation for capacity development as well as build momentum for the implementation of the project, the use of the results of student assessment, and the achievement of the desired future capacities in a timely fashion.

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Task 7: Project structure and management

214. The contractor for *Strand B* should have access to staff possessing the skills and abilities to implement the tasks, and proposals should provide evidence of this access. It is anticipated that much of the work may be conducted with subcontractors (*i.e.*, other organisations, agencies, experts, or consultants), and bidders should provide details on these subcontractors as well as the strengths they bring to the project, in particular their experience of working in and with developing countries. It is a requirement of bidders that they partner with organisations in the regions supported by PISA for Development, namely; South America; Sub-Saharan Africa; and Asia. It is also a requirement of the bidders that wherever possible they include roles for local consultants in the project. A study director, a member of the bidder's staff who shall lead the contractor's work, should be nominated.

215. Due to the key role of the contextual information to be collected, the contractor for *Strand B* shall ensure close co-ordination with the contractor chosen to implement *Strand A* of these terms of reference. For example, the contractor for *Strand B* must work with the contractor for *Strand A* on issues related to questionnaire design, translation, field trialling, and data analysis. The OECD Secretariat will work closely with all contractors to ensure effective co-ordination and adjudicate disagreements, should they occur. Accordingly, bidders for *Strand B* must discuss: (*i*) their experience that demonstrates familiarity with large-scale assessments and/or projects involving multiple countries and developing countries; and (*ii*) how their efforts during the period of contract implementation will promote and achieve the co-ordination required to ensure the success of PISA for Development.

216. The contractor for *Strand B* shall nominate one representative who shall participate in the Technical Advisory Group (TAG) meetings on PISA for Development (under the responsibility of the contractor for *Strand A*, see Task 9 of *Strand A*) and attend these meetings. Bidders for *Strand B* should budget for the participation of this representative, including expenses for travel and compensation. Bidders for *Strand B* should assume that the Technical Advisory Group will meet approximately once a year during the three year contract associated with *Strand A*.

217. The contractor for *Strand B* shall respond to information requests by the International Advisory Group, PISA Governing Board and OECD Secretariat and shall secure staff attendance, at the senior level, either in person or through web-based communication tools, at all meetings of the International Advisory Group and, where required, PISA Governing Board. The PISA Governing Board will endeavour to keep their requests for attendance in person to the necessary minimum. For budgetary purposes, bidders shall assume personal attendance of senior staff at one or two meetings of the PISA Governing Board, and availability by web-based communication tools such as a video-link at all other meetings. The contractor for *Strand B* will bear the costs of their Managers' personal or virtual attendance in the meetings, including expenses for travel and compensation.

National project managers (NPM)

218. With respect to National Project Managers, the contractor for *Strand A* shall: (*i*) develop a description of their role and profile; and (*ii*) specify its intended working relationships with these managers. The contractor for *Strand B* is expected to communicate any particular skills and experience that were deemed desirable to the contractor for *Strand A* for inclusion in the NPM role description. This description shall be provided to participating countries.

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219. The OECD Secretariat and the contractor for *Strand A* shall jointly call, organise, and host meetings of PISA for Development National Project Managers. The contractor for *Strand B* is expected to contribute to these meetings, as well as attend them. In previous cycles, four to six such meetings were held during the life of the contract, including two training sessions, one before the field trial and one before the main study. The contractor for *Strand B* will bear the costs of their managers' participation in these meetings, including expenses for travel and compensation.

Questionnaire Expert Group

220. Bidders for *Strand B* should indicate whether and how they intend to utilise the structures of the existing Questionnaire Expert Group. Regardless of the approaches suggested in bidders' proposals, the contractor for *Strand A* shall have responsibility for ensuring that participating countries are fully engaged in the development of the questionnaires.

221. Bidders' proposed budgets should reflect the anticipated cost of any meetings involving the Questionnaire Expert Group, to include meeting facilities, travel, and compensation for the members of the Questionnaire Expert Group. The contractor for *Strand A* would arrange meetings with the Questionnaire Expert Group in consultation with the contractor for *Strand B*. The OECD Secretariat shall decide on its own participation in PISA for Development meetings with the Questionnaire Expert Group on a case-by-case basis and shall bear the costs of such participation. Bidders are encouraged to propose innovative solutions and to identify efficiency gains in meeting arrangements, *e.g.* through different meeting structures and an enhanced use of web-based communication tools.

Technical Advisory Group

222. The OECD Secretariat manages the Technical Advisory Group. The successful bidder for *Strand A* of PISA for Development will be responsible for liaising with the OECD Secretariat regarding meetings of the Technical Advisory Group to discuss PISA for Development. The bidders for *Strand A* and *Strand B* should assume that the Technical Advisory Group will meet approximately once a year to discuss PISA for Development during the implementation of the project. The contractor for *Strand B* will therefore need to liaise closely with the contractor for *Strand A* regarding the meetings of the Technical Advisory Group for PISA for Development.

223. Furthermore, at least one senior-level representative of *Strand B* shall be present, in person, at the meetings of the Technical Advisory Group for discussions of PISA for Development. The contractor for *Strand B* will bear the costs of their managers' participation in these meetings, including expenses for travel and compensation.

Task 8: PISA for Development and National Assessments

224. PISA for Development will offer a new opportunity for assessment at the national level. This means that PISA for Development data should be a tool and a resource for each participating country. It is a requirement of bidders for *Strand B* to identify options and approaches to maximise the synergy between existing national assessments and the PISA for Development project. In their proposals, bidders should consider the main requirement of maintaining the core PISA content to ensure:

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- stability and consistency of data collection within the country;
- comparability of data between PISA for Development countries and PISA countries;
- valid and reliable indices that can be used to conduct meaningful analyses within each country;
and
- manageable national datasets that can be analysed by the PISA for Development national analytical teams.

225. Bidders should propose innovative methods of data collection and data merging that allow for effectively linking PISA for Development data to locally-collected national datasets.

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SECTION 4: SCHEDULE AND DELIVERABLES

Schedule

226. Bidders are asked to propose the schedule of deliverables for the scope of work within the framework of the indicative implementation schedule at Annex B. Although the PISA for Development project is bound by certain predetermined milestones (*e.g.* review of instruments, design of enhancements and preparation and planning for field trials in 2015; field trial and data collection in 2015-2016; and analysis and reporting in 2017), the bidders' expert judgement is sought on the timeline for development of the assessment and survey instruments. Of particular relevance are the bidders' proposals concerning the allocation of time for the review and development of the assessment design, the development of the assessment instruments and the field trials and in-country data collection. Bidders are asked to propose how they would ensure timely delivery of services and outputs without sacrificing quality within this timeframe while discussing and providing justification in detail for any proposed changes (*i.e.* extensions) of the timeline.

Work task deliverables

227. This section will specify the deliverables that the contractor(s) for *Strand A* and *Strand B* shall prepare for the PISA for Development project. These documents are to be submitted to the OECD Secretariat within the specified timeline, which, in turn, shall report on these to the International Advisory Group and the PISA Governing Board and provide these with the necessary documents and information. All final documents related to the project and delivered to the countries are to be given to the OECD Secretariat in electronic form for archiving and documentation purposes.

Strand A: Cognitive instruments

228. The contractor for *Strand A* shall prepare draft and final versions of the following:

- Project Implementation Plans (building on the drafts prepared by the Participating Countries) that reflect revisions and changes agreed upon with the Participating Countries, through the NPMs, and that reflect the Capacity-Building Programmes developed by each country. Contractors will be required to present a specific outline of the capacity-building and training work programme that will support all phases of implementation.
- The test specifications for the assessment of reading literacy, mathematical literacy and scientific literacy;

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- The data collection instruments in paper-and-pencil format for the assessment of reading, mathematical and scientific literacy; ensuring the quality of the translation of the data collection instruments for the assessment of reading, mathematics and science into all primary languages of participating countries, including the instruments prepared by the contractor of *Strand B*. This should include the supporting evidence of the quality control and validation process of the translations and adaptations;
- The report describing the design specifications of the cognitive instruments, descriptions of items and item maps in relation to the respective frameworks for the cognitive instruments;
- The sampling plans for the field test and main study (including those for optional oversampling in specific countries);
- The reports on survey procedures and quality assurance procedures (including test administration, translation, coding, data input and management, and quality control/assurance) for field test and main study;
- The report of an equating study between the PISA instruments and the PISA for Development instruments so as to support the equivalence of the results;
- The reports on field test and main study, including technical report and results (this should include item parameters and statistics, as well as documented analysis conducted on the performance of items and the assessment instruments)
- The cleaned micro data sets for each participating country and the international data base for data collected through *Strand A and Strand B*;
- A fully documented data product, including measures of the quality and equity of student performance for each participating country, and the questionnaire responses and constructed indices from the context questionnaires;
- Analytical outputs (*e.g.* pre-defined tables and charts) to provide support for the OECD Secretariat in preparing the national and international reports of PISA for Development; and
- The PISA for Development technical report with annexes and supporting documentation.

Strand B: Context questionnaires

229. The contractor for *Strand B* shall prepare draft and final versions of the following:

- The initial analytical framework for the context questionnaires considering the PISA analytical framework, the participating countries' policy priorities and OECD priorities and guidelines;
- A technical and analytical substantiation for the design and composition of the proposed contextual questionnaires: student, school, teachers and parents. This should include a description of the variables, indices and constructs used from the PISA instruments, as well as the description of the modifications and enhancements to the instruments.
- A work programme for the pre-field trialling, field-trialling, analysis and main data collection activities in the context of each participating country in PISA for Development.

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- Source versions in English and French of the contextual questionnaires in paper-and-pencil format;
- Versions of the translated and adapted contextual questionnaires in the main languages of assessment of participating countries, as appropriate, as well as the supporting evidence of the quality control and validation process of the translations and adaptations.
- An analysis plan for the contextual questionnaires based on the analytical outputs defined by the OECD Secretariat, the priorities of participating countries and in co-ordination with Contractors for *Strand A*;
- Contributions to the PISA for Development technical report and fully documented data product on all aspects related to the context questionnaires and their constructs. The Contractors for Strand B will be required to provide input to, review and provide feedback on the national reports and the technical report on PISA for Development.

Management deliverables

230. The contractor(s) shall submit a tri-monthly report that describes the progress made during the quarter, work to be undertaken during the next quarter, and any problems or difficulties encountered. These reports are to be submitted to the OECD Secretariat by 15 January, 15 April, 15 July and 15 October of each year covering the three-month period preceding the relevant date. Additionally, an annual budgetary update including the distribution of resources (physical and human) by task must be prepared and submitted to the OECD Secretariat no later than 30 January covering the previous calendar year. These documents are to be submitted to the OECD Secretariat, which shall report to the IAG and the Board on the progress and implementation of PISA for Development. Additionally the contractor for Strand A will be required to present: initial plans and proposals to the PISA for Development Technical Advisory Group in January 2015; the first draft annual work plan to the PISA for Development International Advisory Group in March 2015; the second draft annual work plan to the PISA for Development International Advisory Group in March 2016; and the third draft annual work plan to the PISA for Development International Advisory Group in March 2017.

Budget guidelines and assumptions

231. Budgets should be presented in EURO. The OECD is not providing budgetary guidance for Strand A nor Strand B.

232. *Strand A*: The budget for *Strand A* should be for the three year period of PISA for Development implementation (2015 to 2017) and include aspects of capacity building that are the responsibility of the contractor. In preparing the budget, bidders should ensure that they are considering the quality and timely provision and delivery of all of the services and outputs described in the ToR. Bidders should also assume that 6 countries will participate. At the discretion of the OECD other countries may also participate in PISA for Development. To accommodate the possibility of such participation, bidders must demonstrate a capacity to include up to 8 countries in PISA for Development and should provide the marginal cost for each additional country beyond the 6 confirmed countries. The budget should include the costs of capacity building for the participating countries and this element should be shown separately.

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233. The OECD Secretariat will establish an initial contract by November/December 2014 based on the number of countries that have confirmed their participation in the project followed by a second contract established in April 2015 with any additional countries that have decided to participate after the establishment of the first contract. Regardless of the number of countries that participate in PISA for Development, all of them shall have a role in the design, development and deployment of instruments and project activities.

234. *Strand B*: The budget for *Strand B* should be for the three year period of PISA for Development implementation and include aspects of capacity building that are the responsibility of the contractor. In preparing the budget, bidders should ensure that they are considering the quality and timely provision and delivery of all of the services and outputs described in the ToR. Bidders should also assume that 6 countries will participate. At the discretion of the OECD other countries may also participate in PISA for Development. To accommodate the possibility of such participation, bidders must demonstrate a capacity to include up to 8 countries in PISA for Development and should provide the marginal cost for each additional country beyond the 6 confirmed countries. Bidders for *Strand B* should not budget for translation, as all material from *Strand B* will be translated by the contractor for *Strand A*. The budget should include the costs of capacity building for the participating countries and this element should be shown separately.

235. The OECD Secretariat will establish an initial contract by November/December 2014 based on the number of countries that have confirmed their participation in the project followed by an amendment in April/May 2015 with any additional countries that have decided to participate after the establishment of the contract. Regardless of the number of countries that participate in PISA for Development, all of them shall have a role in the design, development and deployment of instruments and project activities.

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Timeline for Milestones and Deliverables

Dates	Responsible Party: Countries
15 October 2014	Confirm to the OECD Secretariat participation in PISA for Development
15 October 2014	Nominate National Project Managers
19 December 2014	Inform the contractor for <i>Strand A</i> and <i>Strand B</i> which national sampling options will be part of the PISA for Development assessment (OECD Secretariat and IAG)
	Inform OECD Secretariat if participating in oversampling options (national options)
	Participating countries present initial draft of Project Implementation Plans
Dates	Responsible Party: IAG/OECD Secretariat
Nov/Dec 2014	Inform contractors for <i>Strand A</i> and <i>Strand B</i> how many countries will participate in PISA for Development (<i>Strand A</i> and <i>Strand B</i>). Establish first contract for PISA for Development
April 2015	Inform contractors <i>Strand A</i> and <i>Strand B</i> how many additional countries will participate in the core components of PISA for Development (<i>Strand A</i> and <i>Strand B</i>). Establish amendment for PISA for Development
December 2014	Inform contractor <i>Strand A</i> which countries will participate in the oversampling options
Dates	Responsible Party: Contractors
January 2015	Contractor <i>Strand A</i> : Provide the OECD Secretariat and TAG with initial project plans and proposals
January 2015	Contractor <i>Strand A</i> : Provide the OECD Secretariat with a clear description of the role and responsibilities of National Project Managers
March 2015	Contractor <i>Strand A</i> present first draft annual work plan to IAG
15 July 2015	Contractor for <i>Strand A</i> to submit initial proposal for the design of the cognitive instruments and the mechanisms to include input from countries for the item selection
	Contractor for <i>Strand A</i> and Contractor for <i>Strand B</i> : Prepare a detailed conceptual framework on the PISA for Development context questionnaires
September 2015	Contractor for <i>Strand A</i> : Submit the draft paper-and-pencil assessment instruments for review by the OECD
	Contractor for <i>Strand B</i> : Submit the draft paper-and-pencil context questionnaires for review by the OECD
March 2016	Contractor <i>Strand A</i> present second draft annual work plan to IAG

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July 2016	Contractor for <i>Strand A</i> : Prepare a field trial analysis report with recommendations to the OECD and IAG concerning fit-for-purpose considerations of the instruments, sampling and test administration procedures
31 May 2016	Contractor for <i>Strand A</i> : Submit the paper-and-pencil assessment instruments for review by the OECD Contractor for <i>Strand B</i> : Submit the paper-and-pencil context questionnaires for review by the OECD
30 September 2016	Contractor for <i>Strand B</i> : Submit all elements related to questionnaires that shall be included in the fully documented data product to contractor for <i>Strand A</i> , who is responsible for producing the final product
March 2016	Contractor Strand A present third draft annual work plan to IAG
31 March 2017	Contractor for <i>Strand A</i> : Deliver the draft version of the fully documented data product (database) to the OECD Secretariat
July 2017	Contractor for <i>Strand A</i> : Deliver the final version of the fully documented data product (database) to the OECD Secretariat
July 2017	Contractor for <i>Strand A</i> : Deliver the PISA for Development technical report to the OECD Secretariat

YEARLY TIMELINES

Dates	Responsible Party: Contractors
15 January	Tri-monthly reports covering the period from October to December
30 January	Annual financial report on expenditures
15 April	Tri-monthly reports covering the period from January to March
15 July	Tri-monthly reports covering the period from April to June
15 October	Tri-monthly reports covering the period from July to September

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SECTION 5: EVALUATION CRITERIA FOR BIDS

236. This section is based on the specific requirements of the PISA for Development project and presents the key criteria to be used in the evaluation of bids submitted in response to the call for tenders.

Strand A and Strand B: 100 points maximum

237. **Technical quality** (40 points). The extent to which the proposal demonstrates an understanding of the project design is a main consideration. The proposal should describe in detail how the work, from a technical perspective, will be implemented successfully and in a timely manner. Proposals shall elaborate and improve on the work statements and project design. The bidder's ability to implement the technical tasks and provide the services and outputs described, build capacity of the developing countries and assist in the OECD's completion of high-quality national and international reports should also be described. This section shall be evaluated on: (i) the quality of the bidder's plan and ability with regard to the technical aspects of instrument design and development; (ii) sample design; (iii) data collection and preparation (including scaling); and (iv) plans for delivery of the analytical outputs, micro datasets, technical reports and inputs for the national and international reports (10 points each).

238. **Organisational and management capabilities** (20 points). The proposal should describe the bidder's organisational capacity. The ability of the bidder(s) to develop a collaborative working relationship with the other actors – including the OECD Secretariat, participating countries through the NPMs and National Centres, expert bodies such as the PISA Technical Advisory Group, as well as other contractors and regional entities that would add value to the technical work - should be demonstrated along with the ability to build capacity in participating countries, support peer-to-peer learning and promote consensus-building activities through effective communication and management (10 points). The proposal should contain evidence that the bidder is able to build an effective management structure and has the financial controls in place to manage a project of this size and scope (5 points) and is capable of successfully managing subcontractors and co-ordinating with contractors for other parts (5 points).

239. **Staff qualifications and previous experience** (25 points). Special emphasis will be placed on the bidders' past experience in conducting international studies (5 points) and large surveys (5 points), which should be described in the proposal. Evidence of effective performance in implementing relevant work, particularly in developing countries and including capacity building experience, should also be included. At least some of the key staff proposed by the bidders should present a minimum level of relevant experience in developing country contexts. For each member of the team identified as a professional, the proposal should contain the expected position and responsibilities, qualifications for working on the project, and the individual's résumé. For positions that are not necessary at the outset of the project, the necessary qualifications for conducting the work and the anticipated procedures for securing staff should be described briefly. Bidders are strongly encouraged to seek effective partnerships with regional entities in Latin America, Africa and Asia that would add value and enhance the technical quality of the work. (5 points). It is also a requirement of the bidders that wherever possible they include roles for local consultants in the project. Special emphasis shall be placed on the project director, and bidders must confirm that their proposed project director will spend the majority of his/her time on the implementation of PISA for Development and be available for enquiries from and communication with the Secretariat and participating countries on an ongoing basis (10 points).

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240. ***Innovation and efficiency gains*** (15 points). Bidders will be assessed on the extent to which they can:

- ***Strand A:*** Propose technically robust and innovative options for the design and development of the cognitive instruments and scaling methods in the context of PISA and PISA for Development. Identify efficiency gains in the process of managing the project, including co-ordination with countries on both operational and technical levels; exploring the further optimisation of the project design and implementation. Propose innovative and effective approaches to capacity building and peer-to-peer learning.
- ***Strand B:*** Propose technically robust and innovative options for the design and development of the contextual instruments, based on the PISA analytical framework, the topics identified by the PISA for Development project to make PISA more relevant for developing countries, and the priorities of the participating countries. Propose innovative solutions to identify and address challenges such as the validity of the outcomes across institutional contexts, cultures and languages and the enhancement and delivery of contextual questionnaires to improve data quality and reduce costs.

Technical review process

241. The technical review panel consisting of members of the International Advisory Group, representatives of participating countries and development partners, the OECD Secretariat and outside experts appointed by the OECD will meet to review and emit recommendations with regards to the bids and the awarding of contract(s). In scoring the proposals, panel members will be asked to evaluate each part of each proposal on its own merits against the evaluation criteria and not to compare the proposals to one another. A comparative evaluation of the proposals will follow as a second stage.

242. During the review phase, each bid will start with the maximum number of points for each criterion, from which points will be deducted based on the quality and completeness of bids. In deducting points from proposals, panel members will be asked to use measures that are relatively equal within each scale. In other words, the points (if any) deducted from the maximum allowable for a specific item in the proposal, should be proportional to the size of the scale. For example, a deduction of 3 points from the maximum allowed (15 points) for the project director's qualifications, would represent the same relative ranking as a 2-point reduction from the maximum allowed (10 points) for management capabilities. Panel members will be asked to carefully document the criteria that they have used for deducting points from proposals.

243. While reviewing each proposal, panel members will be asked to keep a written record of comments, both positive and negative (*i.e.* explanations for point deductions and the evaluation of the strength and weaknesses of the proposal). This will facilitate the discussion when the group reconvenes as well as the preparation of the panel report describing the review, its outcomes and the panel recommendations. All deductions of points must be qualified and the criteria for deductions must be documented.

244. Once the panel members have completed their individual assessment, the panel will convene and the OECD Secretariat will record the panel members' ratings on a master scoring matrix. Once all the scores have been recorded, the average will be taken to provide a rank order of the proposals. Each panel member will then explain their evaluation of each proposal. Following the initial phase of reviews, the

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Technical Review Panel will undertake a comparative evaluation of all proposals. This evaluation will be organised by the review criteria established in the terms of reference.

245. After the technical review and questions to and from bidders have been resolved and the process completed, the OECD Secretariat will distribute the cost proposals. The cost proposals will be evaluated in relation to the accompanying technical proposals. The emphasis is on finding the optimal value-for-money option.

246. Afterwards, the Technical Review Panel will agree on the main outcomes and recommendations for the panel report, which will seek to rate each bid according to the evaluation criteria that are stated in the terms of reference, describe the strengths and weaknesses of the bids in each aspect described in the statement of work, provide a comparative evaluation of trade-offs between costs and technical quality, provide a comparative description of differences in approach, management and organisation of the proposals and list technical questions that need to be clarified with the bidders. Once an outline has been agreed on, the panel will distribute the work of drafting the report among its members. The panel report will also contain the individual panel members' ratings.

247. The report of the Technical Review Panel will be circulated to members of the International Advisory Group for their comment prior to the OECD finalising this document and submitting it to the OECD Procurement Board for their review and approval of the conclusions and recommendations. After the Procurement Board has approved and agreed with the recommendations of the panel report, the OECD Secretariat will proceed with a draft contract for the successful bidder(s).

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ANNEX A: LONGER TERM STRATEGY OF THE DEVELOPMENT OF PISA (ATTACHED)

ANNEX B: SCHEDULE FOR PROJECT IMPLEMENTATION (ATTACHED)

ANNEX C: PISA FOR DEVELOPMENT PROJECT DOCUMENT (ATTACHED)

**ANNEX D: EXPERT PAPER ON ENHANCING PISA'S COGNITIVE INSTRUMENTS
(ATTACHED)**

**ANNEX E: EXPERT PAPER ON ENHANCING PISA'S CONTEXTUAL QUESTIONNAIRES
(ATTACHED)**

ANNEX F: PISA 2015 ANALYSIS PLAN (ATTACHED)

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ANNEX G: PISA 2015 SAMPLING PLAN (ATTACHED)

ANNEX H: TECHNICAL STANDARDS FOR PISA (ATTACHED)

ANNEX I: CURRENT ASSESSMENT FRAMEWORKS (ATTACHED)

MINIMUM GENERAL CONDITIONS

ARTICLE 1 – GOODS OR SERVICES

The services supplied under the Contract (hereinafter “The Work”) shall conform to the standards mentioned in the Terms of Reference. It is expressly agreed that the Contractor shall perform the Work in accordance with all Standards or, where no such standards have yet been formulated, the authoritative standards of the profession will be the applicable norms.

ARTICLE 2 - PRICES

Prices charged by the Contractor under the Contract shall not vary from the prices quoted by the Contractor in its Tender, with the exception of any price adjustment authorised in the Contract or in the Organisation’s request for Tender validity extension, if need be.

ARTICLE 3 - PAYMENTS AND TAXES

Payment will be made in Euros.

The Organisation is exempt from taxation, including from sales tax and value added tax (V.A.T.). Therefore, the Contractor shall not charge any such tax to the Organisation. Upon request, the Organisation will provide the Contractor with a certificate of this exemption. All other taxes of any nature whatsoever are the responsibility of the Contractor.

ARTICLE 4 - DELAY IN EXECUTION

The Contractor shall perform the Work in accordance with the time schedule and the terms specified in the Contract, this being an essential element of the Contract.

ARTICLE 5 - ACCESS TO THE PREMISES

If the Work requires at any time the presence of the Contractor and/or of the Contractor’s employees, agents or representatives on the premises of the Organisation, they shall observe all applicable rules of the Organisation, in particular security rules, which the Organisation may enforce by taking any measures that it considers necessary.

ARTICLE 6 - FORCE MAJEURE

Neither Party shall be liable or be deemed to be in breach of the Contract as a result of any delay in performing, or any failure to perform its obligations, if such delay or failure is caused by force majeure. Force majeure may only be invoked when an event is, at the same time, unforeseeable, unavoidable and beyond the control of the party invoking it. Such events may include, but are not restricted to, civil unrest, wars, revolutions, fires and floods, but under no circumstances shall include public transport strikes or strikes by Contractor’s personnel. The party invoking it shall notify the other Party of its existence as soon as possible, use reasonable endeavours to mitigate its effects and recommence performing the Contract as soon as the force majeure ends.

MINIMUM GENERAL CONDITIONS

ARTICLE 7 - AUTHORITY

The Contractor hereby declares having all rights and full authority to enter into this Contract and to be in possession of all licences, permits and property rights, in particular intellectual property rights, necessary for the performance of this Contract.

ARTICLE 8 - LIABILITY

The Contractor shall be solely liable for and shall indemnify, defend and hold the Organisation and its personnel harmless from and against any and all claims, losses, damages, costs or liabilities of any nature whatsoever, including those of third parties and Contractor's personnel, arising directly or indirectly out of or in connection with Contractor's performance or breach of this Contract.

It is the responsibility of the Contractor to possess adequate insurances to cover such risks, including any risks related to the execution of the Contract.

ARTICLE 9 - REPRESENTATIVES

Neither the Contractor nor any of its experts, employees, agents or representatives:

- Shall in any capacity be considered as members of the staff, employees or representatives of the Organisation;
- Shall have any power to commit the Organisation in respect of any obligation or expenditure whatsoever;
- Shall have any claim to any advantage, payment, reimbursement, exemption or service not stipulated in this Contract. In particular and without limitation, it is understood that neither the Contractor, nor any of Contractor's employees, agents or representatives may in any manner claim the benefit of the privileges and immunities enjoyed by the Organisation or by its personnel;
- Shall disclose or use, in whole or in part, for any purpose whatsoever, other than that specified in the present Contract, information or documents communicated to them, or which come to their knowledge in the course of the performance of this Contract, including, but not limited to, the results of the Work under the Contract. The Contractor shall ensure that the Contractor's employees, agents and representatives are expressly bound by and respect the provisions of the present clause.

ARTICLE 10 - DESIGNATION OF A CO-ORDINATOR

The Contractor shall appoint a co-ordinator within its personnel, to be approved by the OECD. The co-ordinator shall actively cooperate with the Organisation's representatives. Throughout the duration of the Contract, the co-ordinator will consult the Organisation as often as necessary and will attend meetings, if need be. The OECD reserves its right to ask for the replacement of this co-ordinator if deemed necessary.

MINIMUM GENERAL CONDITIONS

ARTICLE 11 - INTELLECTUAL PROPERTY

The copyright and any other intellectual property rights arising from the Work carried out in performance of this Contract, including the intermediate and final results thereof, shall vest in the Organisation as the Work is created, or be assigned to the Organisation, as the case may be under any applicable legal theory.

The Contractor undertakes not to use the Work for any purpose whatsoever that is not directly necessary to the performance of the Contract, except with the prior written consent of the Organisation. The Contractor shall ensure that the Contractor's employees, agents and representatives are expressly bound by and respect the provisions of the present clause 15.

ARTICLE 12 - TRANSFER OF RIGHTS OR OBLIGATIONS

The Contractor shall not transfer to any third party any rights or obligations under this Contract, in whole or in part, or sub-contract any part of the Work, except with the prior written consent of the Organisation.

ARTICLE 13 - TERMINATION FOR BREACH

Without prejudice to any other remedy for breach of Contract the Organisation may claim, the Organisation reserves the right to terminate the Contract without any prior notice or indemnity:

- i) In the event of failure by the Contractor to comply with any of its obligations under the Contract; and/or
- ii) If the Contractor, in the judgment of the Organisation, has engaged in corrupt or fraudulent practices in competing for or in executing the Contract.

ARTICLE 14 - TERMINATION FOR CONVENIENCE

The Organisation may, by written notice sent through registered mail with recorded delivery to the Contractor, terminate the Contract, in whole or in part, at any time for its convenience. The notice shall specify that termination is for the Organisation's convenience, the extent to which Work of the Contractor under the Contract has been completed, and the date upon which such termination becomes effective. The Work that is complete on receipt of notice by the Contractor shall be accepted by the Organisation, at the Contract terms and prices. For the remaining, the Organisation may elect:

- i) To have any portion completed at the Contract terms and prices; and/or;
- ii) To cancel the remainder and pay to the Contractor the amount corresponding to the completed work.

MINIMUM GENERAL CONDITIONS

ARTICLE 15 - ARBITRATION CLAUSE

Any dispute arising out of the interpretation or implementation of this Contract, which cannot be settled by mutual agreement, shall be referred for decision to an arbitrator chosen by agreement between the Organisation and the Contractor or, failing such agreement on the choice of the arbitrator within three months of the request for arbitration, to an arbitrator appointed by the First President of the Court of Appeal of Paris at the request of either Party. The decision of the arbitrator shall be final and not subject to appeal. The arbitration shall take place in Paris, France.

ARTICLE 16 - CONFIDENTIALITY

Any information, on any medium whatsoever, sent to the Contractor to which the Contractor obtains access on account of the Contract, shall be held confidential. In consequence, the Contractor shall not disclose such information without the written prior consent of the Organisation.

ARTICLE 17 - DURATION OF THE CONTRACT

The duration of the contract shall be determined at a later stage

I declare having read the terms of the present Minimum General Conditions for OECD Contracts and agree to comply with said terms should (please insert here the name of your entity).....be selected to carry out the Contract.

Done at:

Date:

Signature: