



How PISA for Development works with other international large-scale assessments

- The OECD worked with representatives of other international large-scale assessments to identify best practices for middle- and low-income countries.
- PISA-D efforts to build the capacity of countries to conduct international large-scale assessments, and to report PISA-D results, have benefitted other large-scale assessments.
- PISA and PISA-D contribute to the work of the Global Alliance to Monitor Learning, which is developing internationally comparable learning-outcome indicators, in collaboration with countries and other large-scale assessments, to measure progress towards achieving the Sustainable Development Goal for education.

PISA conducted its first assessment in 2000 across 28 OECD countries and 4 partner countries – most of them high-income countries. Since then participation has grown to over 80 countries, including 40 middle-income and 4 low-income countries. To maintain its relevance and be accessible to a wider range of countries, PISA has evolved over the years. A key moment in PISA's evolution was the launch of PISA-D in 2014.

PISA-D was designed to: (i) provide a more granular definition of performance at the lower end of the PISA scales; (ii) capture a wider range of social and economic contexts; and (iii) incorporate an assessment of out-of-school youth build country capacity for managing and using the results of international large-scale assessments.

Looking to other assessments to make enhancements to PISA

As a basis for enhancing PISA in these ways, the OECD, with the support of the World Bank, commissioned a review of the major international large-scale assessments (see table below) to identify practices that are particularly useful to middle- and low-income countries. The OECD collaborated with other large-scale assessments to determine the aspects of practice, frameworks, constructs, indices, variables, lessons and findings that could inform and enrich PISA-D.

During the initial PISA-D technical meeting, for example, participants, including representatives from other large-scale assessments, reviewed the main technical challenges of the project and identified ways to build on existing work and establish linkages between current efforts and PISA-D, including through technical leads and partnerships. The representatives of large-scale assessments also participated in PISA-D technical workshops to develop the cognitive test instruments, the contextual questionnaires and approaches to include out-of-school youth. In addition to participating in meetings, including the annual gatherings of the PISA-D International Advisory Group, these representatives also reviewed and provided feedback on PISA-D reports and working papers.



ILSAs in education reviewed for PISA-D

Type	Name	Established by
Large-scale international surveys	PISA	OECD
	PIRLS/PrePIRLS and TIMSS/TIMSS-Numeracy	International Association for the Evaluation of Educational Achievement (IEA)
	Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)	UNESCO International Institute for Educational Planning (IIEP)
	Programme for the Analysis of Education Systems (PASEC)	Conference of the Ministers of Education of French-speaking countries (CONFEMEN)
	Latin American Laboratory for Assessment of the Quality of Education (LLECE)	UNESCO Regional Office for Latin America and the Caribbean (OREALC)
School-based surveys	World Education Indicators-Survey of Primary Schools (WEI-SPS)	UNESCO Institute of Statistics and OECD
	Early Grade Reading Assessment (EGRA) Early Grade Mathematics Assessment (EGMA)	Research Triangle Institute (RTI)
Household-based surveys	Programme for the International Assessment of Adult Competencies (PIAAC)	OECD
	Skills Toward Employment and Productivity (STEP)	World Bank
	Literacy Assessment and Monitoring Programme (LAMP)	UNESCO Institute of Statistics
	Annual Status of Education Report (ASER)	Pratham
	Uwezo	Twaweza

Contributions to the Sustainable Development Goal for education

One of the main aims of PISA-D is to build country capacity to conduct large-scale assessments of education, and analyse and use the results to support evidence-based decision-making. As PISA-D countries also participate in other large-scale assessments, these assessments benefit from countries' improved capacities in implementation, data management, analysis and reporting.

PISA-D collaboration with other large-scale assessments includes working with the Global Alliance to Monitor Learning – the group that is developing standards, methodology and guidelines to enable countries to produce data related to the UN Sustainable Development Goal (SDG) for education. Data from large-scale assessments are particularly relevant for one of the indicators of progress towards that goal: the “proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex”. Representatives of PISA-D and other large-scale assessments helped analyse the proficiency-level descriptors of cross-national, regional and community-led tests in reading and mathematics to develop global proficiency scales. The UNESCO Institute for Statistics (UIS) in consultation with the Global Alliance then aligned the different tests to the scales so that countries will be able to use and compare test results to report progress towards the SDG.

References

Cresswell, J., U. Schwantner and C. Waters (2015), *A Review of International Large-Scale Assessments in Education: Assessing Component Skills and Collecting Contextual Data*, PISA, The World Bank, Washington, D.C./OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264248373-en>.

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