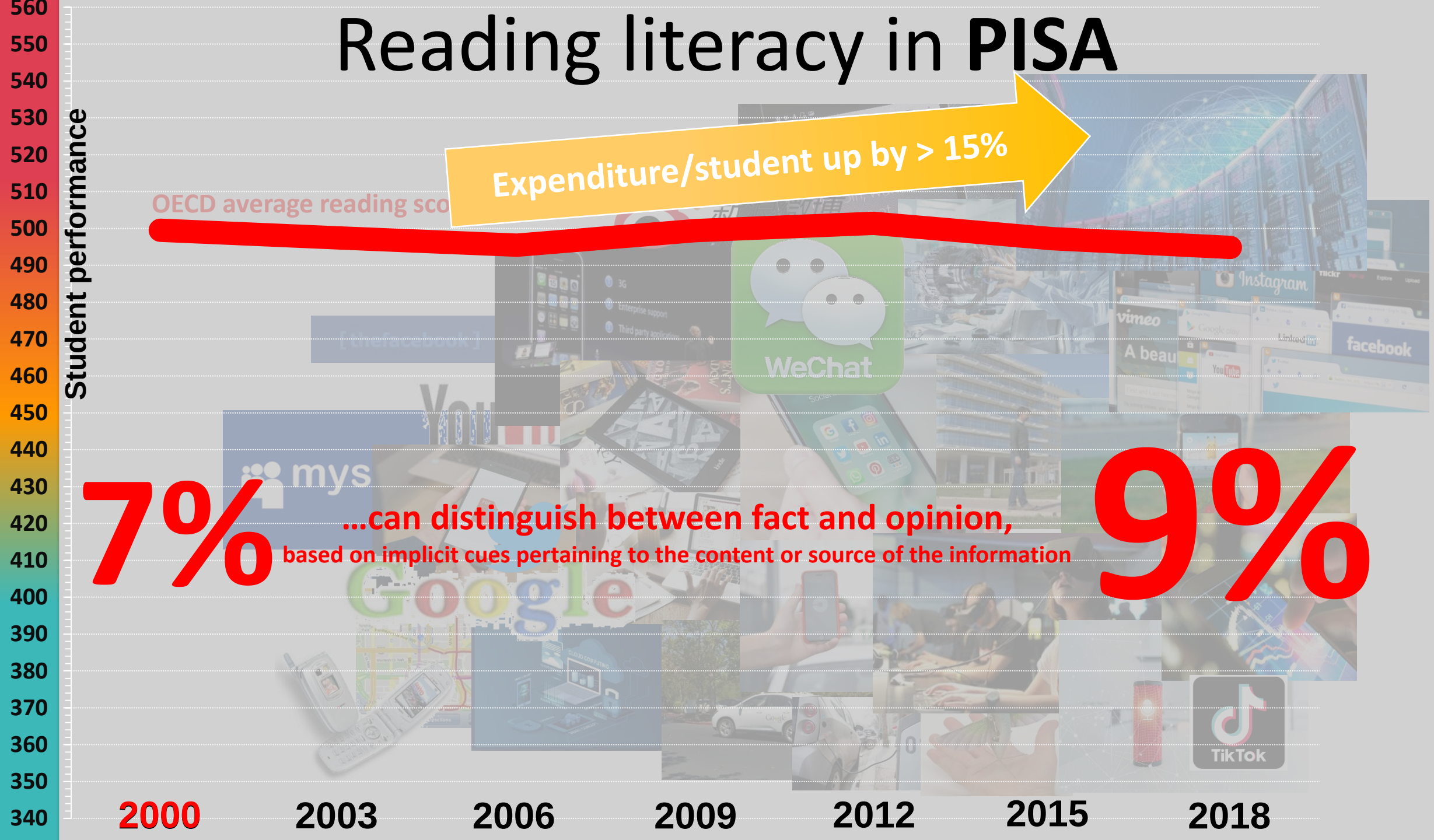
PISA 2018 Results
Programme for International Student Assessment

Comparing quality and equity in education
OECD Parliamentary Network

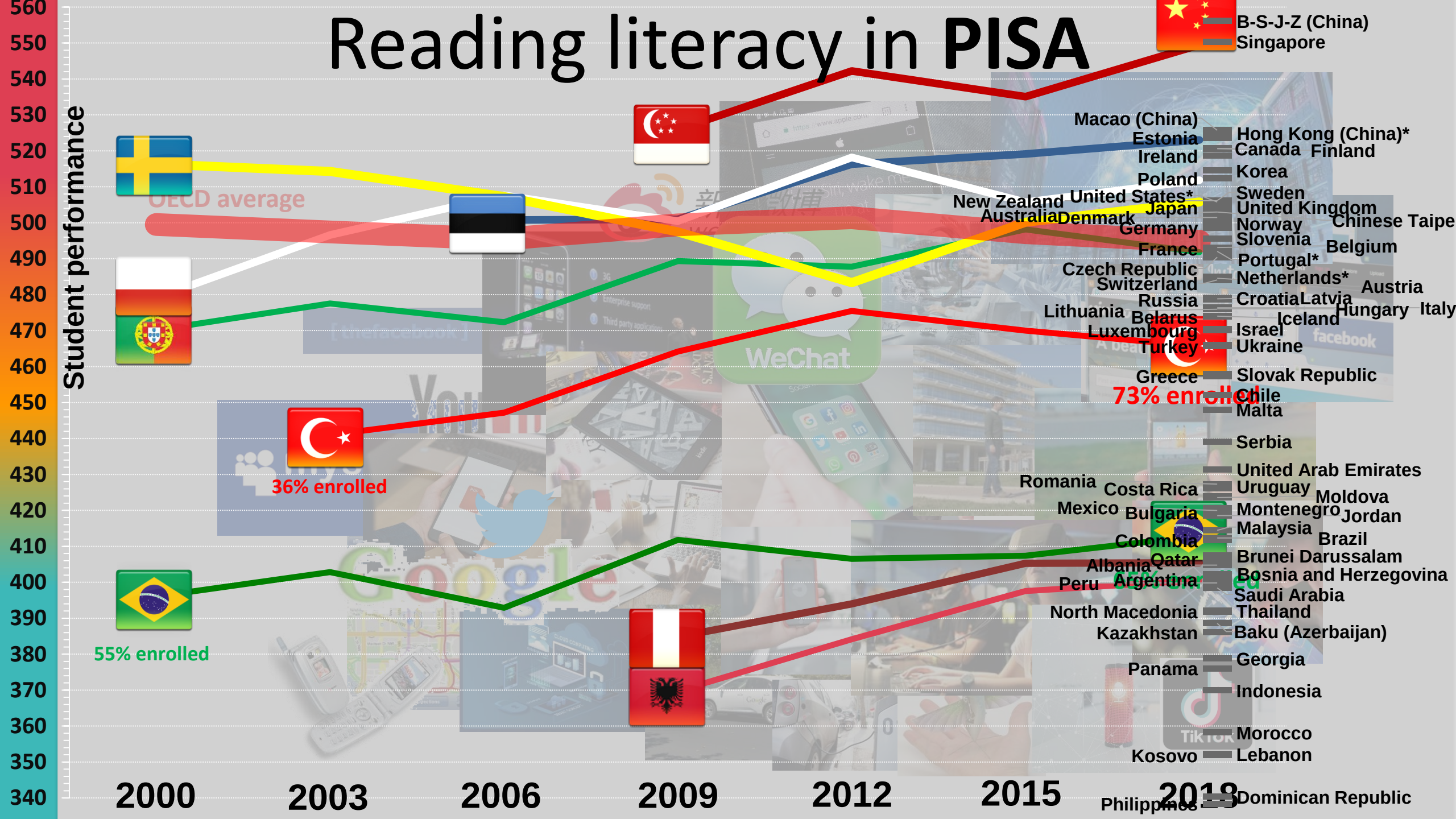
Andreas
Schleicher

OECD
BETTER POLICIES FOR BETTER LIVES

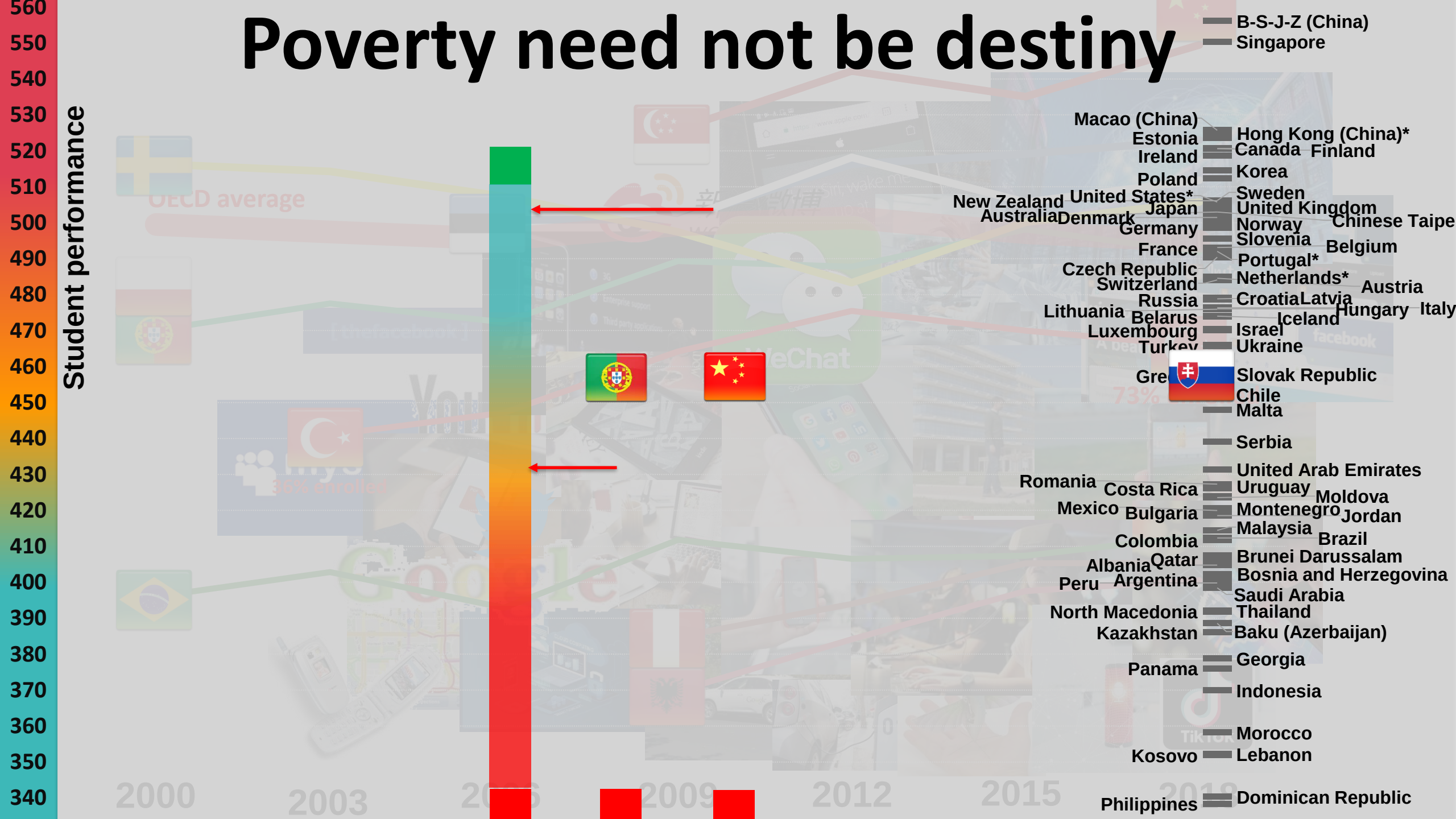
Reading literacy in **PISA**



Reading literacy in **PISA**



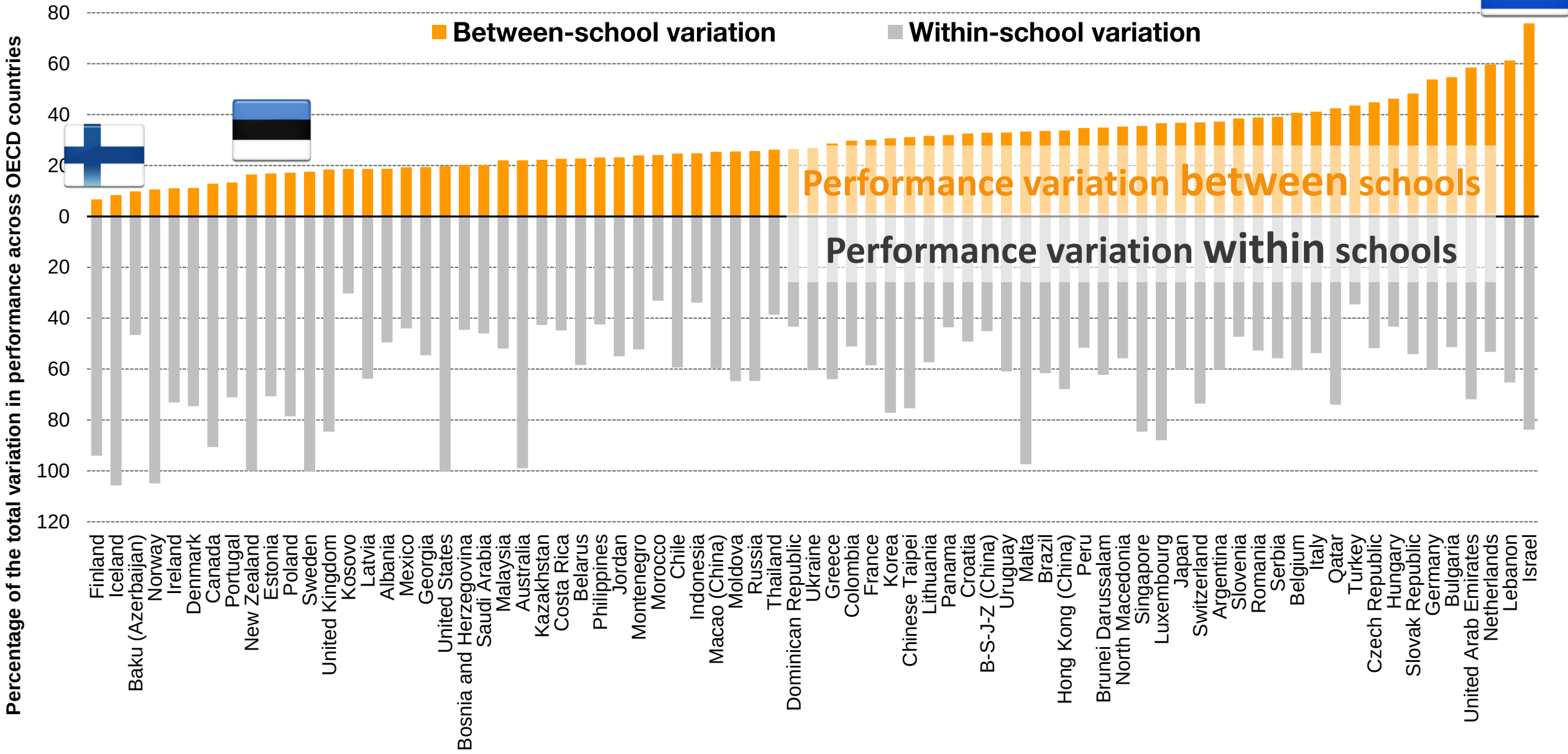
Poverty need not be destiny



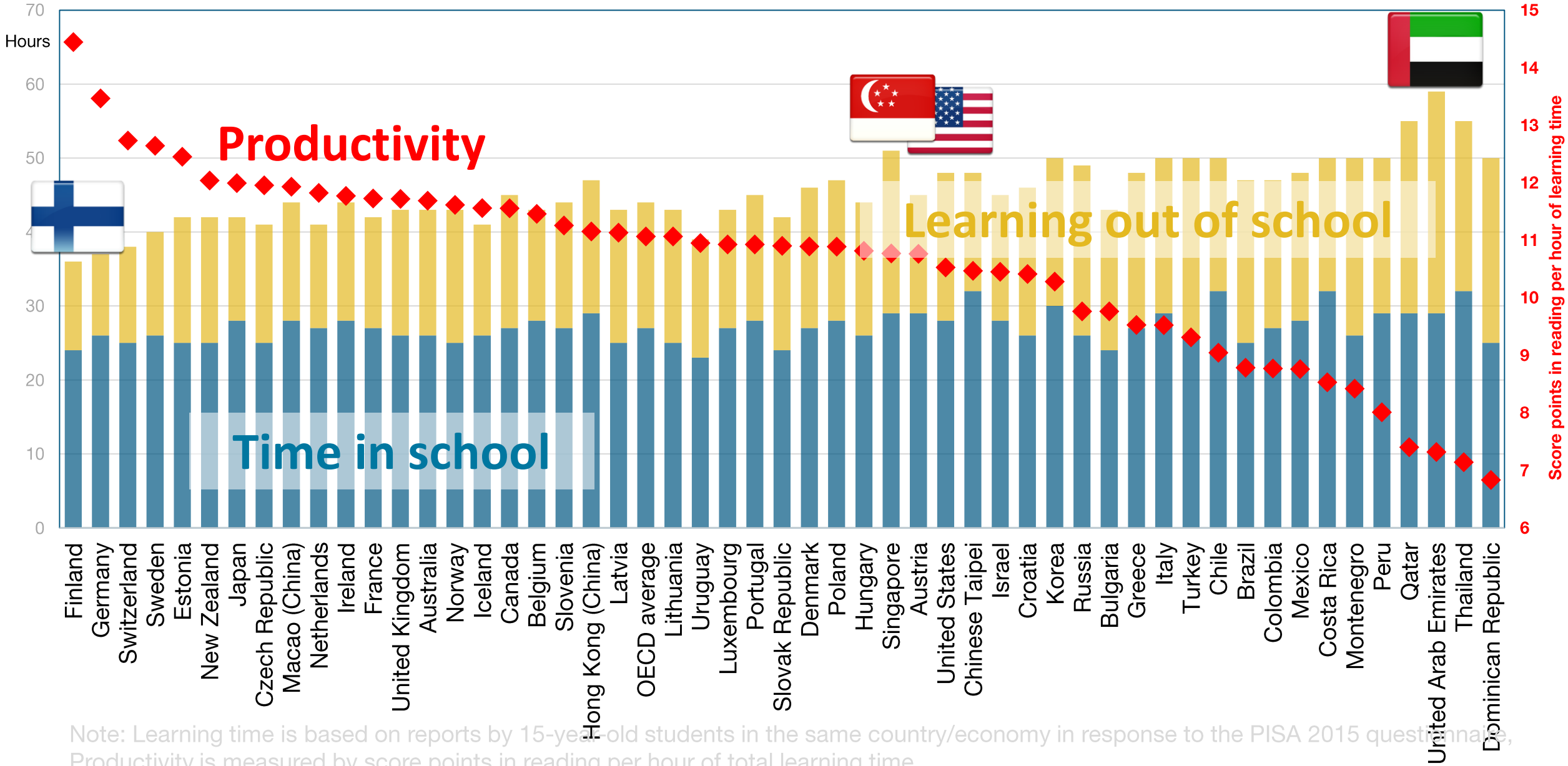
Can the closest school be always the best school?

Variation in reading performance between and within schools

Fig II.4.1



Learning time ≠ learning outcomes



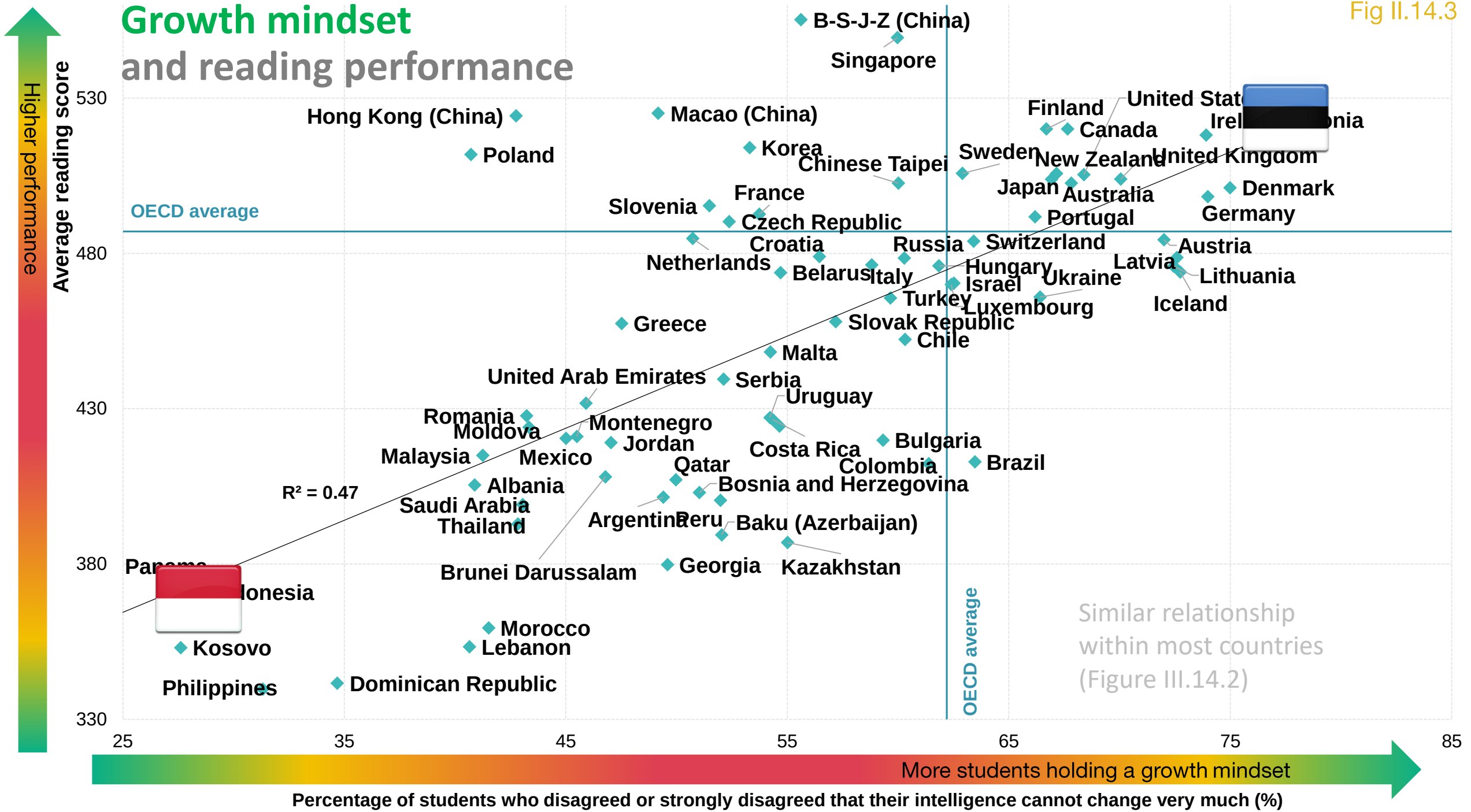
Note: Learning time is based on reports by 15-year-old students in the same country/economy in response to the PISA 2015 questionnaire, Productivity is measured by score points in reading per hour of total learning time

Beyond reading, math and science

Growth mindset

Growth mindset and reading performance

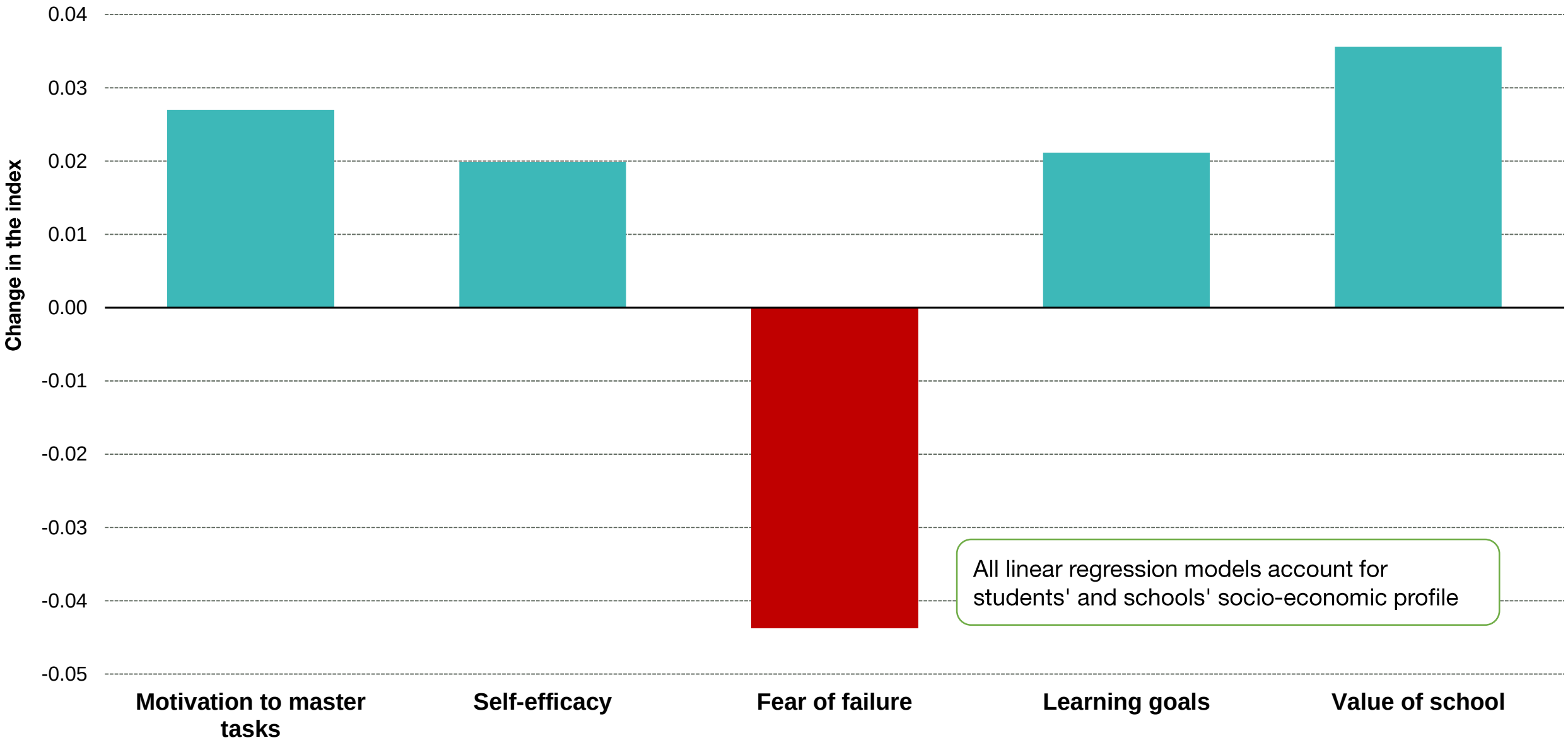
Fig II.14.3



Growth mindset and student attitudes

Change in the following indices when students disagreed or strongly disagreed that "your intelligence is something about you that you can't change very much":

Fig III.14.5



Growth mindset matters more for some groups

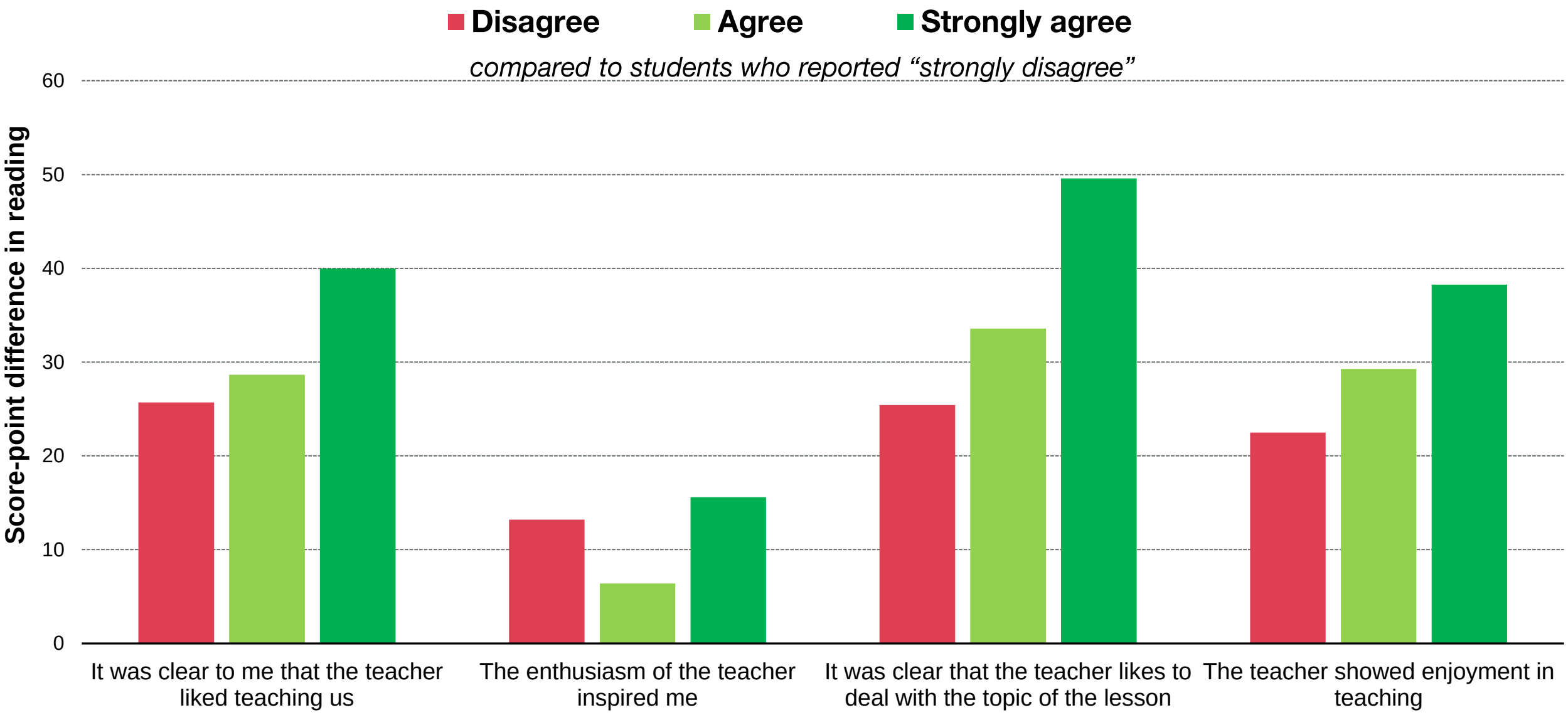
Students who disagreed or strongly disagreed that "your intelligence is something about you that you can't change very much", by the following groups of students

Fig III.14.4

What school life means for students’ life

Teacher enthusiasm and reading performance

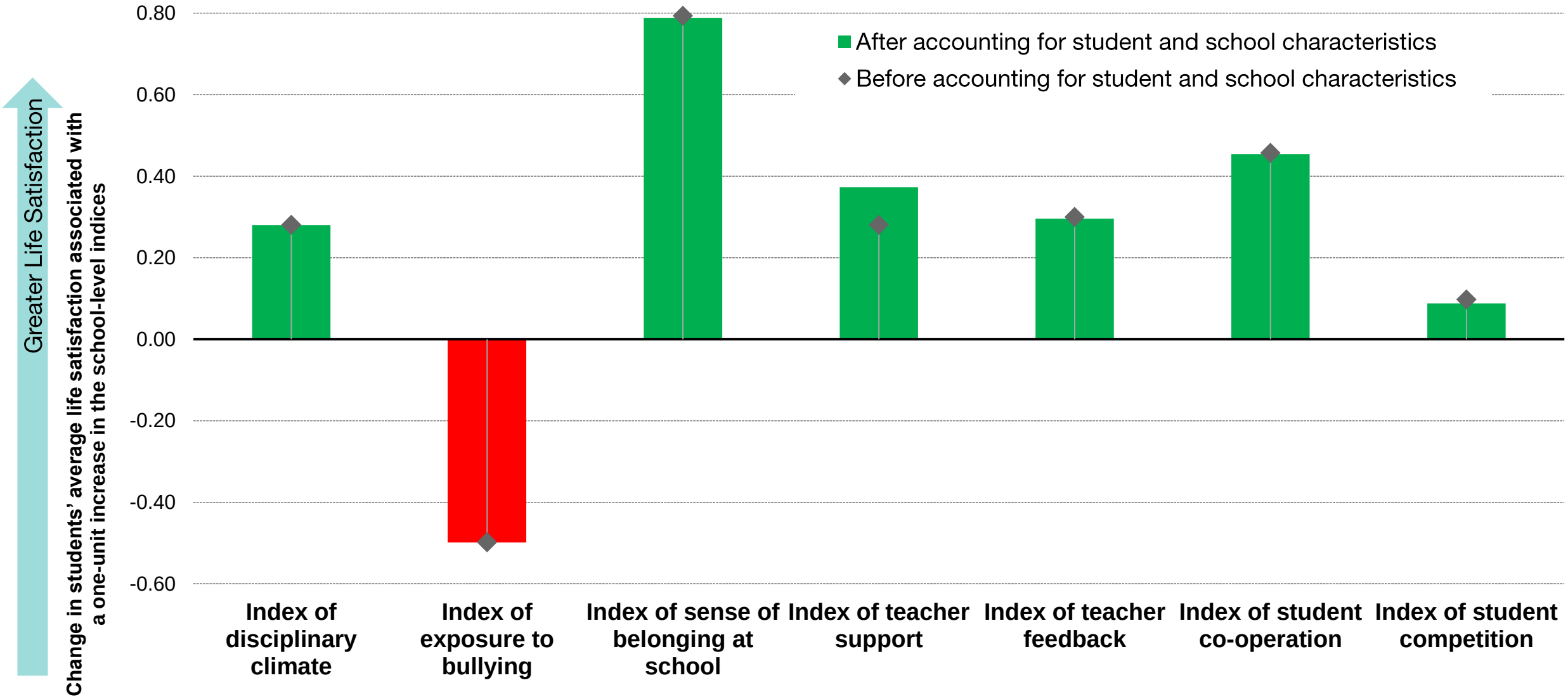
Fig III.5.3



Students' life satisfaction and school climate

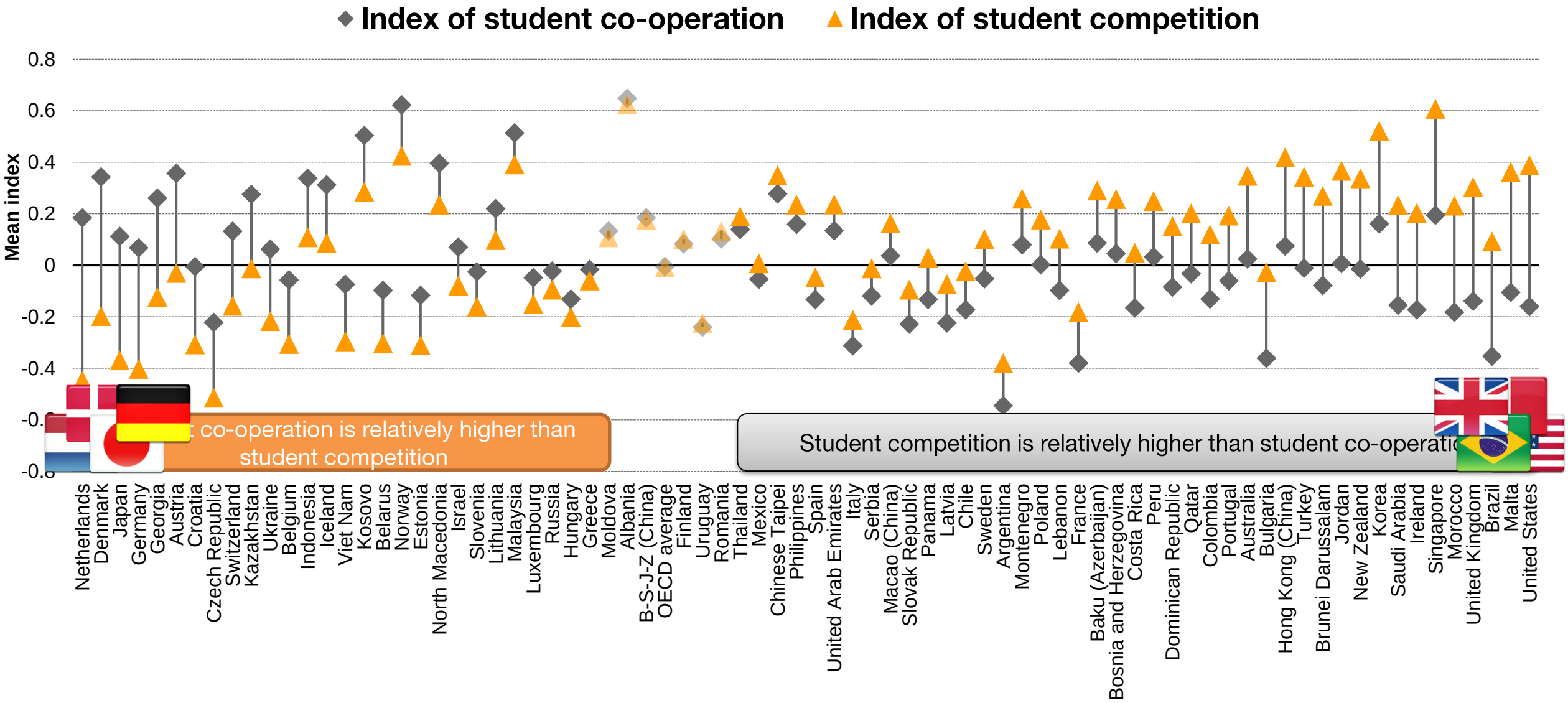
Change in the school-level index associated with a one-point change on the student life-satisfaction scale

Fig III.11.7



Student co-operation and competition

Fig III.8.1



Social background

Immigration

Location

Gender

Inclusion

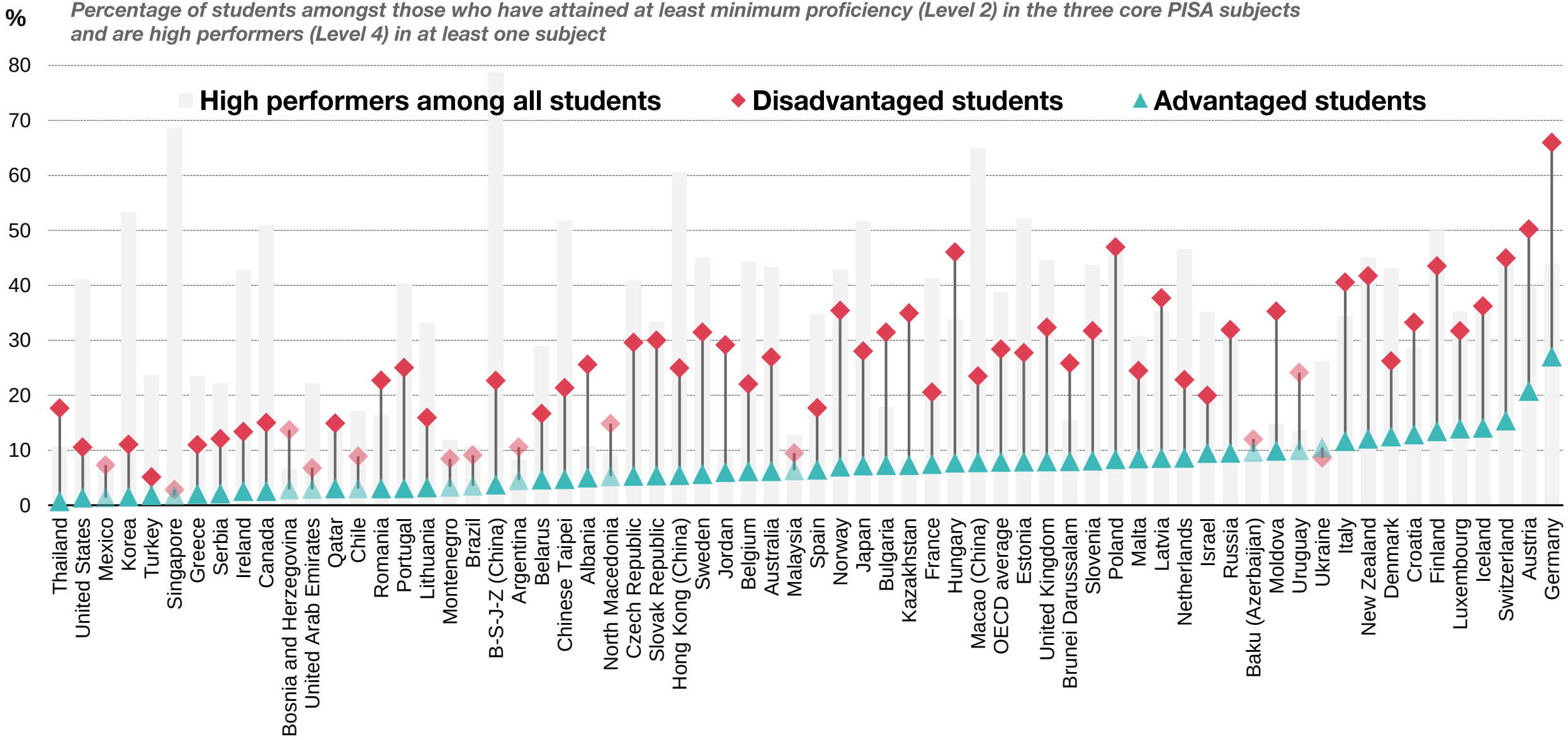
The right to be equal

The right to be different

High performers who do not expect to complete higher education

Fig II.6.5

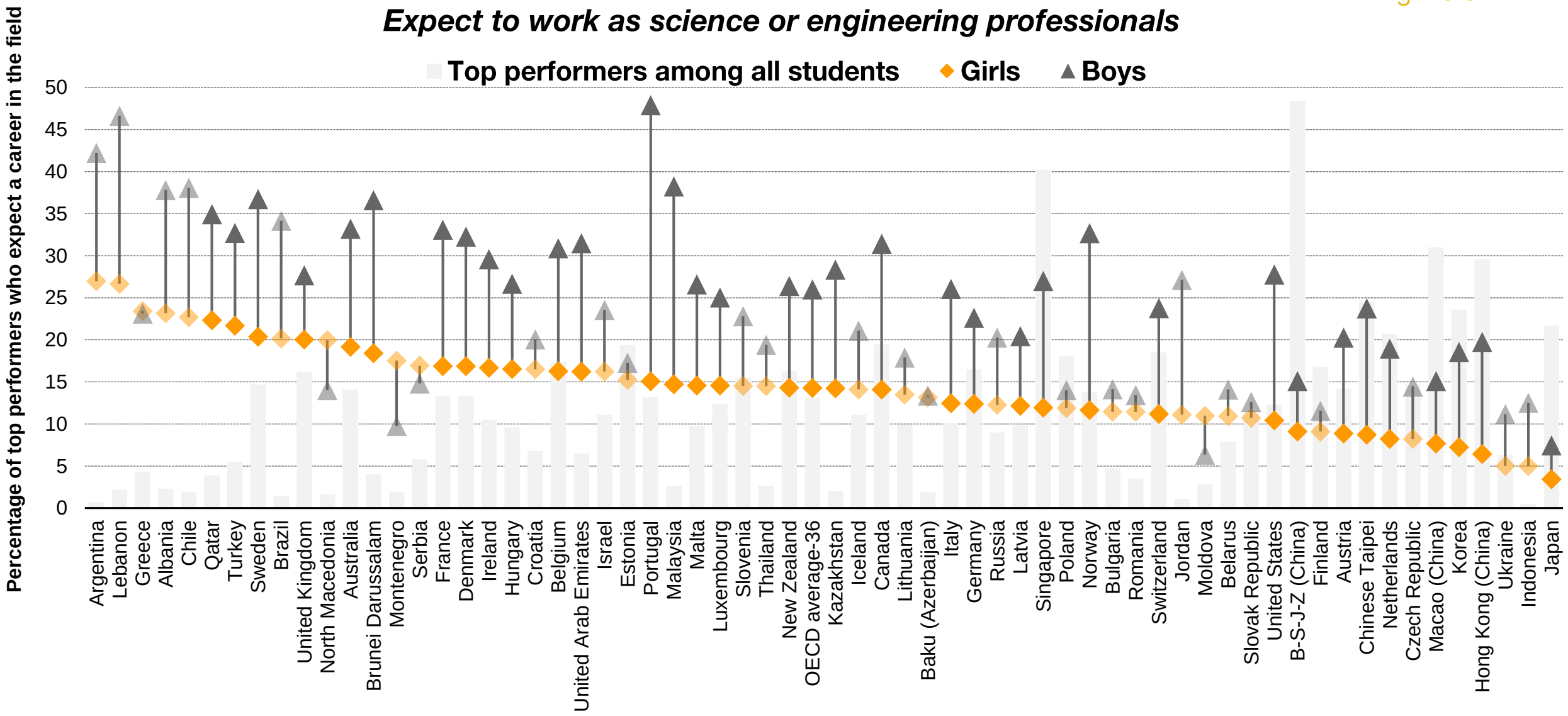
Percentage of students amongst those who have attained at least minimum proficiency (Level 2) in the three core PISA subjects and are high performers (Level 4) in at least one subject



Gender gap in career expectations amongst top performers

High performers in mathematics and/or science who aspire to science and engineering professionals

Fig II.8.8

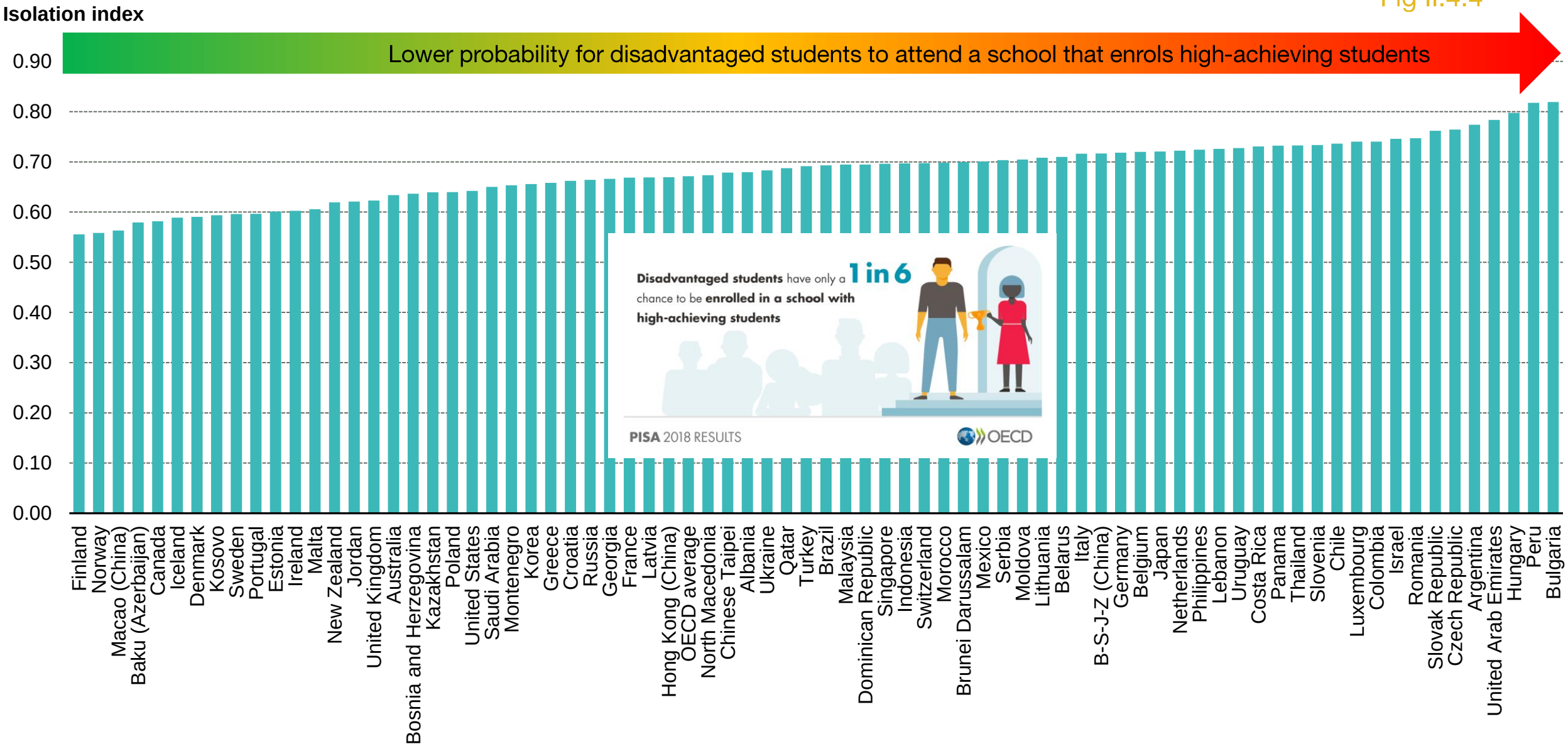


Compounding disadvantage

	Students with **disadvantaged** social background	Students with **advantaged** social background
Growth mindset		
Positive feeling		
Life satisfaction		
Sense of belonging		
Bullying		
Discipline		
Teacher enthusiasm		
Teacher support		
Co-operation		

Isolation of disadvantaged students from high-achieving students in reading

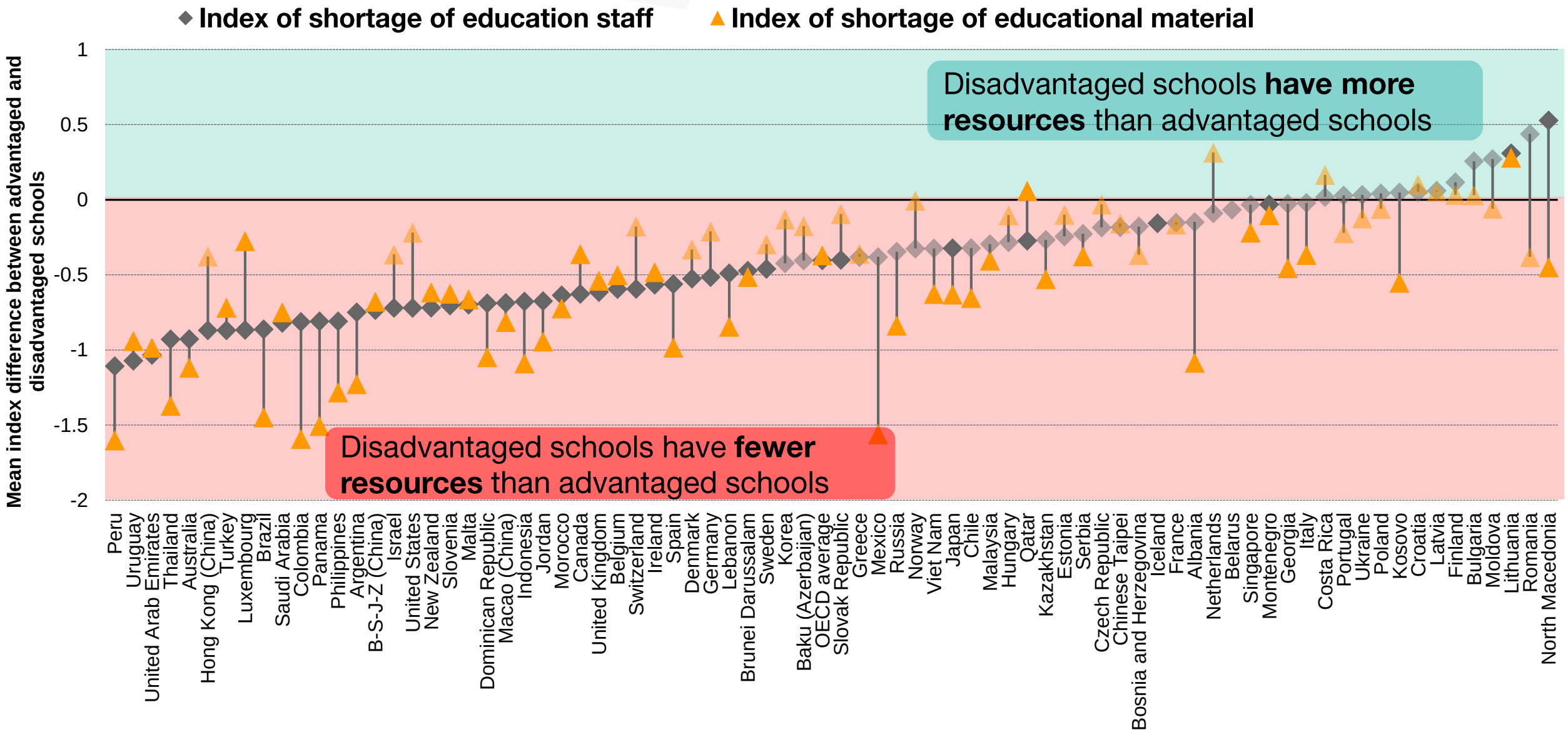
Fig II.4.4



Few systems align resources with needs

Based on principals' reports

Fig II.5.5



Thank you

Find out more about our work at www.oecd.org/pisa

- **PISA 2018:** ***Insights and Implications***
- **PISA 2018 Results (Volume I):** ***What Students Know and Can Do***
- **PISA 2018 Results (Volume II):** ***Where All Students Can Succeed***
- **PISA 2018 Results (Volume III):** ***What School Life Means for Students' Lives***

Take the test: www.oecd.org/pisa/test

FAQs: www.oecd.org/pisa/pisafaq

PISA indicators on Education GPS: http://gpseducation.oecd.org

PISA Data Explorer: www.oecd.org/pisa/data

Email: **Andreas.Schleicher@OECD.org**