



Mainstreaming PISA for Development into PISA

- PISA for Development (PISA-D) is a six-year project set to conclude in 2019. From 2021, the initiative will be integrated into the main PISA test, making the assessment more accessible and relevant to middle- and low-income countries.
- The PISA 2021 cognitive instruments will use adaptive testing that allows for more items suitable for students with lower levels of proficiency, and the contextual questionnaires will be better suited to capture the diverse situations of students in lower-income countries.
- Support for capacity building, analysis and reporting will be offered as an option to all countries participating in PISA, and an optional module to incorporate out-of-school 15-year-olds in the assessment will also be offered.

PISA's 2021 instruments will be better suited for middle- and low-income countries.

The PISA 2021 cycle will focus on mathematics as the main cognitive domain. The results of the PISA-D initiative are being integrated into the mathematics framework and item development for this cycle, including lower performance levels and items that measure these levels of proficiency. The reading and science instruments will also include more items at lower performance levels.

For countries conducting the computer-based assessment, the cognitive instruments are moving towards adaptive testing procedures in order to improve the quality and accuracy of the data collected. This will allow for far more differentiation of student performance at different levels on the proficiency scales, especially at the bottom and top of those scales.

Despite PISA's shift to a predominately computer-based assessment, paper-based forms will continue to be offered in 2021 to allow countries without adequate computer coverage to participate in the programme. The paper-based version will be the same as that used in PISA-D; at least 60% of the items will be at proficiency Level 2 and below (PISA describes six proficiency levels, with Level 6 the highest and Level 1 and below the lowest).

From 2021 onwards, the PISA questionnaires will incorporate some of the PISA-D questions, particularly those that extend the measure of student economic, social and cultural status, to better capture lower levels of parents' education and income, and risk factors of poverty that are more frequently found in lower-income countries. Adaptive-style questions are being introduced so that socio-economic status can be more accurately measured without significantly extending the time required to complete the questionnaire. Depending on the results of PISA-D, other questions on topics such as pre-primary attendance, language of instruction versus language spoken at home, quality of instruction, and how long students spend receiving different types of instruction during the school day might also be included.

Capacity-building support will be offered as an optional component.

The PISA-D model of preparing and supporting new countries to participate successfully in PISA will also be incorporated in PISA from the 2021 cycle onwards. New countries can now opt for



capacity-building support from the OECD and its contractors. This support is provided first through the three-stage process piloted successfully in PISA-D. The process begins with an analysis of a country's capacity to implement PISA and make use of PISA data, and includes planning to strengthen that capacity. In addition, countries opting for this capacity-building assistance are supported by the OECD and its contractors at each stage of the PISA cycle:



Countries can also opt for training and assistance in data analysis, the interpretation of PISA results, report writing, and communication through a process that has been successfully piloted in PISA-D:



These types of support are designed to help middle- and low-income countries, in particular, to overcome two potential barriers to their participation in PISA: a lack of capacity to implement the assessment, and a lack of experience in using PISA data and results.

An out-of-school assessment will be offered as an optional component.

PISA will also offer an out-of-school assessment as an optional module, starting in the 2021 cycle. Piloted in PISA-D, this module measures the competencies of out-of-school 15-year-olds, providing a context for interpreting the in-school results for PISA-participating countries that have sizeable proportions of 15-year-olds who do not attend school. With this enhancement, PISA will be able to provide countries with important information about the human capital in the population as a whole, not just among those who have attained grade 7 or higher by the time they are 15 years old. This measure will also help monitor progress towards the Sustainable Development Goal on education, which emphasises ensuring that all children and young people achieve at least minimum levels of proficiency in reading and mathematics.

Incorporating these enhancements from PISA-D into PISA will make the assessment more relevant to a wider range of countries, especially middle- and low-income countries.

References

OECD (2017), *PISA for Development Assessment and Analytical Framework: Reading, Mathematics and Science*, Preliminary Version, OECD Publishing, Paris, <http://www.oecd.org/pisa/aboutpisa/pisaforddevelopment.htm>.

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