

**GENERAL GUIDELINES FOR THE AVAILABILITY AND USES OF THE
*PISA-BASED TEST FOR SCHOOLS***



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GENERAL GUIDELINES FOR THE AVAILABILITY AND USES OF THE *PISA-BASED TEST FOR SCHOOLS*

July 2013

Introduction

1. At the 34th meeting of the PISA Governing Board (PGB), the Secretariat presented progress with the development of the PISA-based test for schools, including the main outcomes of the pilot trial. The PISA Governing Board:

- **ASKED** the Secretariat to produce clear guidance on appropriate uses of the PISA-based test, including the communication of results at both aggregate and school levels, underlining the risks that the dissemination of results by schools themselves could pose to the nature of the PISA-based test for schools and the stakes involved in administering it.
- **ASKED** the Secretariat to further elaborate the four options for the implementation of the PISA-based test for schools, noting that countries using Options B, C or D for the implementation would not be permitted to use or associate the label PISA with the administration, the instruments or the results, and that countries using Option A (administration with full adherence to PISA standards) could decide whether or not to use the label PISA; and **ASKED** the Secretariat to clarify the participation fees involved in administering Option A.

2. This document addresses these points and provides guidance on the appropriate uses of the assessment in countries where it is made available. This version has been finalised based on comments received from PGB members.

Background

3. In March 2013, the Organisation for Economic Co-operation and Development (OECD) completed the international pilot trial of the PISA-based test for schools (or OECD Test for Schools as it is known in the United States). Since 2010 and following the decisions of the PGB, the OECD has carried out the development of the assessment and the pilot trial in collaboration with schools, local partners, and philanthropic organisations.

4. The PISA-based test for schools aims to support research, benchmarking and school improvement efforts by providing descriptive information and analyses on the skills and creative application of knowledge of 15-year-old students in reading, mathematics, and science that are comparable to existing PISA scales, when administered under appropriate conditions. Based on the contextual questionnaires that are an important part of the assessment, results also show how different factors within and outside the school are associated with student performance, including students' socio-economic background, students' attitudes and interests towards reading, science and mathematics, and the learning environment at school.

5. In countries where the assessment is available, educators and researchers will have the option of using the assessment under appropriate conditions to obtain results that are calibrated on the PISA scales. This is expected to decrease security pressures on the main PISA secure items, which have thus far been made available on request for such purposes. The school-level assessment is intended to be distinct but complementary to the main PISA studies by making PISA-based results more accessible to a wider

audience and empowering local educators to participate in and contribute to policy debates in their countries.

Options for the availability of the assessment

6. The sustainability and relevance of the assessment will rely on establishing a governance and operational model that is flexible enough to be responsive to the context and demands of specific countries while also ensuring that general quality standards and guidelines established by the OECD are met in all countries where the assessment is available.

7. In the earlier stages of rollout of the assessment, the PISA-based test for schools assessment will only be made available to OECD countries and Associate partners (i.e. those economies and countries that participate in the international PISA survey as members or non-member Associates).

8. The decision to make the PISA-based test for schools assessment available in a particular country is made by national educational authorities for that country. The OECD Secretariat will provide the PGB with periodic updates on the adoption of the assessment by countries so that the PGB can monitor the uses and availability of these options to ensure maintenance of the integrity of the main PISA. The development and maintenance of the PISA-based test for schools has been and will continue to be funded through voluntary contributions and the OECD Secretariat will provide the PGB with periodic financial overviews of the project.

9. The assessment and related materials will be made available for use by OECD countries and Associate partners for the phase 2013 to 2015 without additional fees. Countries that decide to make the assessment available may request specific assistance from the OECD Secretariat for the implementation process and negotiate any financial arrangements bilaterally.

10. For OECD Members and Associate partners in PISA, the following options A to D for availability of the assessment can be implemented.

- A. **Controlled and supervised use of the assessment that provides to users scores on PISA-comparable scales.** This option entails direct linkages with the PISA scales and the PISA label and it requires an accreditation process of eligible service providers to be conducted in the specific countries where the assessment is made available, in co-ordination with national authorities.
- B. **Formative uses of the assessment** whereby users have access to the test items and answer guides, along with descriptions of the constructs being assessed, but without external scoring or scaling of results and **no association to PISA and no reference to the label 'PISA'**.
- C. **Adoption of all or part of the instruments by education authorities for internal benchmarking.** In some cases, countries may want to adopt some or all of the units/items and apply them for their own benchmarking purposes, as a stand-alone assessment or in combination with other country-specific assessments.
- D. **Specific requests for research purposes from public or academic institutions and researchers** that may want to use the assessment material (fully or partially) for research studies.

11. It is expected that the same set of cognitive test items can be used for options A, C and D described in the previous paragraph, provided that these are kept secure in all applications of the options in countries where the assessment is available. As was conducted in the development of the currently available set of test items, all future development of test items for all four options (including option B for formative uses) of the PISA-based test for schools will be developed following as much as possible the item development process for main PISA (*e.g.* cognitive walk-through, panelling, content expert reviews, field trialling, analysis of item parameters for item difficulties and framework coverage, final selection of items from larger pool of field trialled items). It is important to note that option B is currently not available as this requires further development work to be commissioned by the OECD Secretariat that is contingent on the availability of funding for 2014.

Guidelines for the appropriate uses of the assessment

12. The following paragraphs provide guidance regarding the proper uses of the assessment applicable to all of the options A to D described above.

- Through their national educational authorities, each particular OECD country and PISA Associate will be able to decide *if* the PISA-based test for school assessment is made available in their country and in what modality and for which of the above option(s).
- The PISA-based test for schools is intended to be used for research, benchmarking and school improvement purposes. It is not intended as a high-stakes assessment or for accountability purposes.

Option A. Controlled and supervised administration of the assessment

13. This option requires that the different aspects of the assessment process (test administration, coding, scoring, data management, scaling, analysis and reporting) follow standards and procedures established by the OECD and carried out by accredited service provider(s).

14. Towards this end, an accreditation process will be conducted by the OECD in consultation with national authorities for the countries that decide to adopt this option. For reference, a general accreditation process is described in Annex A. Based on this general process, the specific accreditation process of service providers in countries will be designed on a case-by-case basis and in consultation with the PGB members for the particular countries. This will ensure that relevant country-specific conditions and constraints are considered, particularly with regards to the implementation of the main PISA studies in those countries.

15. The following are the general guidelines regarding the appropriate uses of the assessment that will be followed in countries where this option is implemented and for the other options when relevant. It should be noted that these guidelines are intended to be general enough to allow for adoption in a wide-range of country-specific contexts. Additional country-specific parameters to reflect local conditions (*e.g.* in federal, devolved, and/or decentralised systems) may be established for the assessment in consultation with national authorities for those countries where the assessment is made available.

- A1. The PISA-based test for schools will not be used as an alternative to the main PISA study. In countries where sub-national jurisdictions participate in PISA (*e.g.* states in the United States) and receive jurisdiction-level results through extended oversampling, such sub-national jurisdictions may not use the school assessment *instead of* the main PISA study to obtain jurisdiction-level results.

- A2. In countries where the PISA-based test for schools is made available, the main PISA studies take primacy. The OECD will work with national authorities of those countries to monitor the availability of the test for schools to ensure that confusion and interference with main PISA school recruitment, field trials, main data collection, and overall quality are avoided. The continued availability of the test in a country can be revisited by national authorities, the OECD, or the PISA Governing Board if the test for schools has a negative impact on the main PISA study.
- A3. In order to avoid possible interference with school recruitment, field trial or main data collection of PISA (and/or other international or local assessments, as determined by national authorities), particular periods during which the PISA-based test for schools assessment should not be available to users in specific countries will be established based on consultations with national authorities of those countries.
- A4. Schools that opt to administer the PISA-based test for schools in countries where it is made available will be asked to agree to participate in the main PISA studies, should they become part of a national or sub-national PISA sample.
- A5. In countries where the availability of the assessment requires the translation and verification of the assessment instruments (cognitive items and questionnaires), this process will be agreed upon with the implementation agency (government or service provider) and will mirror the translation and adaptation process conducted for the PISA field trials. The availability of the assessment in other languages requires that the OECD work with local agencies to provide oversight with regards to the translation, validation, and the implementation of a limited field trial to validate the translated instruments.

Reporting and communicating of results

- A6. The assessment should not be used by schools and local jurisdictions for developing rankings or league tables and this practice will be discouraged.
- A7. The model school reports developed by the OECD for the pilot trial of the assessment should serve as the reference for the reports provided to schools and entities with multiple schools that use the assessment, although these can be adapted and modified by countries in agreement with the OECD. Samples of the school reports are available on the OECD Website (www.oecd.org/pisa/pisa-basedtestforschools/). Changes and further innovations to the model school reports (design, content or visual identity) will be reviewed by the OECD (in consultation with relevant PGB members) in countries where the assessment is made available. Results from PISA-based test for schools must be described as such and avoid representation of results that could suggest that the results from the school assessment are from the main PISA studies.
- A8. The PISA-based test is a school-level assessment. Aggregate-level results for networks and other entities with multiple schools that decide to implement the assessment may only be reported *in addition* to individual school-level reporting. In other words, an entity with multiple schools would not be allowed to use the school assessment for aggregate results without having individual schools that participate also receive their school-level results as part of the process. This helps ensure that the assessment supports school-improvement discussions at the school level, with the school at the centre of the process. This also helps ensure that the assessment is perceived by schools to be relevant and useful to them, as opposed to something that is imposed by local or other authorities.

- A9. Multiple-school entities that request to use the assessment for aggregate-level results in addition to school-level results will follow sampling procedures established with the service provider in accordance with OECD guidelines. Multiple-school entities may request to have sampling designs include specific sub-populations or socio-economic groups about which the entities with multiple schools wish to collect information. This will be agreed upon on a case-by-case basis with the accredited service provider(s) in each country. For these cases, the service providers will consult with the OECD who will in turn consult with PGB members.
- A10. The results of the assessment, for individual schools or local multiple-school entities, should not be used for marketing or commercial purposes by the schools themselves, by third parties or by contractors.
- A11. Performance should also be considered in light of the information the assessment provides in terms of the teaching and learning environment at schools. The school-level estimates in reading, mathematics and science that the assessment provides on the PISA-comparable scales should be considered only part of the performance picture. Through the materials describing the assessment, the school reports and in the agreements, users of the assessment will be invited to consider the information collected through the student questionnaires related to the learning environment (e.g. teacher-student relations, disciplinary climate, students' attitudes and engagement towards learning and meta-cognitive strategies).
- A12. Although schools and multi-school entities that opt to use the assessment are invited to openly share and discuss their results with the local education community of stakeholders (school staff as well as current and prospective students and parents), they will not be obligated to do so by choosing to use the assessment.
- A13. School results and reports will be made electronically available to the appropriate representative(s) of participating schools and appropriate administrative authorities (e.g. districts or local authorities) through a secure file-transfer-protocol by the accredited service providers. Subject to A15, the possible access to school results by other administrative levels (e.g. in countries with federal, devolved or decentralised school systems) will also be determined in consultation with national authorities.
- A14. School results and reports will not be released publicly or made available to third parties by the service providers or the OECD without prior written permission from the appropriate school representatives.

Ownership and uses of school-level data

- A15. Individual schools that participate in the assessment own their school-level data. In cases where a network or multi-school entity is using the assessment, it will be the decision of the participating schools to grant access to their school-level data (and results) to the network or entity. The student-level de-identified data sets of the cognitive and contextual information obtained through the assessment for each school will be provided to the appropriate representatives of that particular school and to the representatives of the multiple-school entity, where agreed upon by the school. In cases where other educational authorities wish to have access to school results, this may form part of the implementation process as determined a specific country in consultation with national authorities.
- A16. The de-identified datasets provided to participating schools must not be used to identify individual student responses or results. In cases where the percentages of students responding

in a certain manner in the contextual questionnaires could be small enough to facilitate identification, measures to perturb those responses will be taken by the service providers prior to releasing the datasets to participating schools. As part of the preparation conducted with schools that decide to administer the assessment, school leaders, teaching staff, students and parents will be provided with information by the service providers related to the information that is collected from students and how this information will be used in the reporting for the school.

A17. The datasets provided to each participating school should be used for further analysis to support school improvement and benchmarking practices and not for any type of accountability or marketing purposes.

A18. The OECD will maintain a database with the de-identified datasets from participating schools that will be used solely for research purposes of the OECD. Participating schools will be asked to provide their permission to the OECD to use their de-identified datasets for research purposes when they agree to the uses of the assessment with the service providers. In cases where the OECD may want to publicly report findings from the data sets, permissions will be obtained expressly for this purpose from national authorities of countries where the assessment is available.

Uses of the PISA name by schools and entities

A19. Schools and entities with multiple schools that decide to use the assessment in countries where it is made available will be asked to sign a letter of agreement with the service provider in which they agree to abide by the general guidelines of the assessment with regards to uses of the assessment, reporting of results, and uses of the PISA name.

A20. Through signed agreements, participating schools, local authorities, and third party agents involved in the implementation of the test for schools, will be asked to use the international name of the assessment – the PISA-based test for schools – unless national authorities decide on a different name for the assessment in the country. Similarly, they will be asked to refrain from referring to their results as “PISA results” and from using the results for rankings, league tables or commercial purposes.

Option B. Formative uses of the assessment

16. The focus of this option is on local school improvement through a better understanding among local educators of the student competencies and skills stemming from the PISA assessment frameworks, rather than benchmarking schools’ performance. In this option, users have access to cognitive assessment items that have been developed based on the PISA assessment frameworks. Users would also receive answer guides for the test questions, along with descriptions of the constructs being assessed and other relevant information that could help educators to use the items to support improvement in the classrooms. This option, however, does *not* include any external scoring or scaling of results and there is no association of results to PISA scales or PISA scale scores.

17. In this option, users would be provided access to a separate set of cognitive items (i.e. test questions) that can be released publicly without considerations of security of the items. The current pool of test items used in the PISA-based test for schools assessment for controlled and supervised uses could not be used for this purpose as items cannot be released in one country while kept secure in another. Thus, this option requires the development of separate materials by the OECD that can be based on publicly released test items from PISA (e.g. in the “PISA Take the Test” publication) or on further development of test

questions expressly for this purpose commissioned by the OECD Secretariat in 2014 if funding is available. As described previously, any new items developed for this option will be developed based on the quality procedures used for items for the other options and aligned with the PISA item development process.

18. The main difference between this option and users simply using the released items available in the “PISA Take the Test” publication is that test items will be in the form of assessment booklets or clusters of items in specific domains and for specific testing times (e.g. 30 or 60 minutes in reading, mathematics or science) that teachers and schools can easily use. The test items would also be complemented with user-friendly descriptions of the PISA assessment frameworks and proficiency levels so that users can better understand the underlying reasoning of the test items.

Option C. Benchmarking uses by public education authorities

19. This option contemplates the adoption of all or part of the instruments by education authorities for internal benchmarking. In some countries, education officials may want to adopt some or all of the units/items for their own benchmarking purposes, as a stand-alone assessment or in combination with other country-specific assessments. Internal benchmarking conducted by education officials may consist, for example, of administering the assessment (in whole or in part) to obtain information regarding specific schools that would then inform further data collection and qualitative information gathering regarding school policies, practices and resources. The OECD would agree with the county authorities the appropriate uses of this type of adoption.

20. Once the specific country-level agreements for this option are in place, the OECD would release the test items along with the corresponding technical materials available to the PGB (e.g. calibrated item parameters, coding guides, and scaling guidelines). Given that this option is for internal benchmarking purposes by government authorities in countries where it is adopted, this option excludes any uses of the assessment items in “high stakes” or for accountability purposes. Similarly, governments would agree to not publicly release any scaled scores on the PISA-comparable scales or any results that are linked to PISA or PISA-scales.

Option D. Specific requests for research purposes

21. This option will be available based on specific requests for research purposes from public or academic institutions and researchers that may want to use the assessment material (fully or partially). Similar to the current approach taken with requests to the PGB for access to the main PISA items, approval for this type of use of the PISA-based test for schools assessment would be granted on a case-by-case basis and in consultation with national authorities for the particular country.

22. The use of the test material for research purposes excludes any commercial uses. In cases of multi-country research consortia, approval would have to be granted by the PGB members of each country where the assessment material will be used for research purposes.

ANNEX A

GENERAL ACCREDITATION PROCESS OF SERVICE PROVIDERS IN COUNTRIES WHERE THE ASSESSMENT IS AVAILABLE FOR CONTROLLED AND SUPERVISED ADMINISTRATION (OPTION A)

Accreditation of service providers

23. The following is a summary of the general steps involved in the accreditation process of an appropriate service provider in a particular country:

- i. In consultation with national authorities of the country, the OECD will draft a “Call for Expressions of Interest” (CEI) to be launched publicly. The CEI will describe the scope of services required related to the assessment, the institutional, technical and logistical capacities expected of potential service providers, the documentation and information that should be submitted with the expression of interest, and the criteria that will be used for the review and selection of the service provider to be accredited.
- ii. The CEI will be targeted at potential service providers and can be launched publicly either by the OECD, national authorities for a particular country, or jointly. Interested service providers will be asked to respond and submit the documentation within a period of approximately four to six weeks after the public CEI.
- iii. The OECD will review the expressions of interest and supporting documentation submitted by contractors and in consultation with national authorities for the country, the OECD will identify the service providers that are eligible for accreditation based on the selection criteria specified below.
- iv. OECD will extend to selected service providers the terms of the agreement of accreditation and proceed with the accreditation process. The agreement will set out the guidelines and parameters under which services will be tendered to interested schools and local authorities that wish to use the assessment in the country. Actual testing in schools that request to use the assessment is expected to begin at least three months after the accreditation process to allow enough coordination and mechanisms for technical oversight to be established with the service provider(s) by the OECD.
- v. From the time of the public announcement in the country of the availability of the assessment to the time the contractor is accredited and can directly communicate and coordinate with interested schools and local authorities, the OECD may directly receive inquiries and requests from schools and educators through a specific email account setup for this purpose and through information on the OECD Website (e.g. through a country-specific page linked to the www.oecd.org/pisa/pisa-basedtestforschools/ page). This procedure is similar to the one followed during the pilot trial and allows the OECD to answer questions directly from interested (potential) users until the time when the accredited contractor(s) are fully operational.

Criteria to be used in selection of service provider to accredit

24. Within a period of approximately four weeks after the public launch of the CEI, interested service providers will be expected to submit their expressions of interest and the supporting documents requested. The OECD will convene a review group made up of OECD staff and will consult with national authorities regarding the review and selection process that will be based on the following criteria:

- Institutional, technical and operational capacity to deliver full scope of services necessary for the assessment (through support documents provided).
- Experience in successfully providing similar scope of services directly to schools and entities with multiple schools.
- Acceptance of general terms of accreditation and willingness to enter signed agreement with the OECD for that purpose.
- Degree of demonstrated understanding regarding the importance of the technical oversight required by the OECD in terms of quality assurance procedures, appropriate uses of PISA and OECD names, and appropriate reporting and uses of data.
- Simplicity and feasibility of the proposed administrative and contractual model to be established directly with schools and other entities deciding to use the assessment.

25. The OECD will not enter a contractual agreement for the delivery of services with the selected service provider. Financial arrangements for the delivery of services will need to be established between the accredited service provider and schools and local authorities that opt to use the assessment in the country. The accreditation (or licensing agreement) of the service provider in the specific country/jurisdiction will require a signed agreement between the OECD and the service provider selected to be accredited and will be established in consultation with the national authorities to take into account country-specific conditions (*e.g.* in federal, devolved or decentralised systems).

26. To facilitate a high-degree of oversight by the OECD during the initial phases of the availability of the assessment, a single service provider or a limited number of service providers may be granted accreditation for a limited period. This will be agreed with national authorities for the country.

27. Requests for information and queries from interested schools and entities regarding the assessment will be channelled to the appropriate service provider(s) in those countries where the assessment is available in this modality. In other cases, queries can be channelled to the OECD through the generic contact emails established for this purpose: pisabasedtestforschools@oecd.org.

Outline of content of accreditation agreement

28. The following is an outline of the content of a typical accreditation agreement that will be established between the OECD and the service provider:

Country-specific validity and period of accreditation

29. Service providers will be accredited to provide services related to the assessment in specific countries and jurisdictions, as determined by the agreement with the OECD (and in consultation with national authorities). This is necessary in order to abide by the decisions of national authorities with regards to the availability of the assessment in their respective countries. The initial period of accreditation will extend (at least) to May 2015 although the period of accreditation may be longer if this is an enabling factor for the service provider to be able to comply with the terms of accreditation, including costing parameters of the assessment.

30. If at any time the OECD considers that the accredited service provider is failing to comply with the agreement, the OECD will notify the service provider and ask that the specific issue is addressed/rectified. The OECD will maintain the right, in consultation with the national authorities, to revoke the accreditation granted to the service provider.

Scope of services to be rendered

31. The following services will be required of accredited service providers (or a consortium of service providers or public education bodies, if that is deemed appropriate in consultation with national authorities) related to the assessment and following the guidelines and technical specifications set out by the OECD:

- A. Development of school-level and network-level sampling, procedures and reporting options available to specific schools and entities that wish to use the assessment;
- B. Planning, preparation and test administration with schools and local systems in compliance with scripts, guidelines and quality assurance procedures;
- C. Coding of test materials, coding review, scoring and data input in compliance with guides and appropriate methods;
- D. Data management of cognitive and contextual data (data “cleaning” and validation);
- E. Appropriate scaling of cognitive and contextual data, score-generation, analysis and appropriate reporting of results, considering standard errors and confidence intervals, adherence to principles of anonymity of student information and de-identified data; and
- F. Quality assurance monitoring and reporting of services delivered.
- G. In cases where the instruments need to be translated and verified in different languages from the source versions, this process will require translation, adaptation and validation procedures with a limited field trial similar to the procedures conducted for the PISA instruments. The translation, adaptation, field trialling and validation process may be conducted by different service providers than those providing services A to F. This will be planned on a country-specific basis.

32. The services tendered by the accredited service provider will be expected to comply with federal and local laws, as applicable, with regards to student information and privacy.

Guidelines on quality standards, procedures and technical specifications to be followed

33. Each of the clusters of services (A to F) described in paragraph 27 above will have specific guidelines and parameters for the services to be tendered. In addition to the technical, quality assurance procedures and reporting guidelines, the following are some of the guidelines relating to test administration with schools (based on the PISA Technical Standards and procedures established for the assessment):

- *Quality of school-level sampling frame* that includes all age-eligible students and clearly identifies any potential exclusion of students. In general, 75 students will be the sample size to be effectively tested at each participating school and no fewer than 49 students in the case of smaller schools, although this may vary depending on the sampling frame for the particular school. Student exclusions should be clearly supported by appropriate school staff and confirmed prior to

the day of testing. For cases of grade-based additional sampling (i.e. oversampling), the quality and completeness of the sampling frame will also be verified.

- *Sufficient preparation time and information* to teachers, students and parents to ensure highest possible participation of students on the day(s) of testing and the resolution of any questions or issues with regards to parental and student consent.
- *Quality proctoring/invigilation during testing sessions* to ensure comparable conditions, time allotments and completeness of answers to questionnaires and to monitor potential distractions and motivational issues among students. Given the larger numbers of students to be tested at each school (compared with main PISA), the standard of 1 Test Administrator for every 35 students (up to 42 students) will be followed.
- *Security of testing materials and appropriate handling/shipping* to avoid breaches of security and lost, damaged or misplaced materials.

Costing parameters

34. Based on the experience of the pilot trial and of the associated costs, service providers are expected to maintain their fees to interested schools and entities up to 40 to 60 Euros per student for larger schools and at a fixed-fee of approximately 8 000 Euros for smaller schools, ***although this will be determined on a country-by-country basis***. The accreditation agreement will also describe the pricing model with regards to decreasing marginal costs per students and for multiple schools testing in the same local entity. Initial versions of the pricing models are expected to be set forth by interested service providers as part of their responses to the CEI. For the period from 2016 onwards, an annual accreditation fee is expected to be charged for service providers that are successfully accredited (e.g. this could be 10 000 Euros but the amount may vary depending on the conditions in specific countries and so the amount will be fixed at a later time).

Administrative and contractual model with schools and multiple-school entities

35. Given that in most cases contractual arrangements for services will be established directly between the service provider and the schools and local authorities that decide to use the assessment, accredited service providers will need to propose a straightforward and manageable administrative and contractual model. The general contractual model established by accredited service providers in countries that make the assessment available will be determined in consultation with national authorities to take into account country-specific conditions.

36. Based on experience from the pilot, schools are likely to want to administer the assessment during the months when there is less assessment occurring (e.g. for certification, advanced academic placement, mandated accountability testing or others). Interested schools and local authorities are likely to want to administer the assessment during months where there is less of an administrative/assessment burden on schools and this may vary from country to country.

Guidelines for appropriate reporting and uses of school results and data

37. The accredited service provider will ensure that student information is kept anonymous and de-identified and that personally identifiable information is destroyed when no longer needed.

38. Reporting of school results will follow the general reporting model established by the OECD during the pilot trial but with improvements and modifications agreed upon with the OECD. In general,

school's results will not be presented in "league tables" and references to the PISA scales and OECD will follow the same convention used in the pilot reports and will be reviewed by the OECD prior to reporting.

39. In addition, school results will not be disclosed to third parties and the raw data sets for a particular school will be made available to that particular school and to the local administrative authorities if that arrangement is established. In addition, the service provider will inform users that de-identified data (i.e. not identifying the school) will be made available to the OECD for purposes of secondary research and participating schools will be asked to consent to this use by the OECD.

Guidelines on promotional, communication and media materials

40. Accredited service providers will be asked to outline their communications strategy following guidelines established by the OECD in order to mitigate potential risks to the PISA brand (e.g. from misuse, miscommunication or confusion between the school-based assessment and main PISA studies); they will also be asked to promote the appropriate uses of the assessment and a deeper understanding of the content behind it (i.e. the PISA frameworks).

41. PGB representatives in the particular country will have the opportunity to review the communications plans and draft materials from the accredited service provider(s), through the OECD, to ensure that communication plans and materials of the service providers are congruent with national plans and communication related to the main PISA studies in that country.

42. The communication strategy and materials developed by the accredited service providers are to provide information and to respond to inquiries about the assessment from interested schools and educators in that particular country. This may include posting relevant information on the contractor's Website and developing printed and electronic information material that can be provided to interested schools and entities. Presentations in seminars and conferences regarding the assessment can also be conducted. Contractors will not be expected to conduct commercial advertising related to the PISA-based test for schools assessment and they will not be allowed to produce other materials tied to the PISA brand, such as study guides or alignment methods.

Guidelines on acquiring authorisation and appropriate uses of OECD and PISA logos and references

43. The accredited service provider will be granted authorisation to use the OECD logos and the PISA-based test for schools "design identity" on a case-by-case basis depending on the content, nature and format of the materials (i.e. printed, Web-based, other). This will be specified in the accreditation agreement. Materials in draft form will be submitted by the accredited service provider to the OECD for approval. Any additional uses of the OECD logo and references to PISA not outlined in the accreditation agreement will require express permission by the OECD.

OECD Oversight and reporting requirements by contractor

44. During the initial period of accreditation, close communication and coordination between the OECD and the service provider will be required to ensure that the service provider is prepared to respond to the requests for use of the assessment and to put in place the organisational, technical and operational processes necessary. In addition, the OECD will consult with the PGB members for the particular country where the assessment is being made available to ensure that any country-specific considerations are addressed. It is expected that accredited service providers will provide the OECD with a quarterly summary report outlining the activities conducted and plans for administering the assessment. The accredited service provider(s) must also be prepared to provide up-to-date status reports (e.g. school participation, testing dates) within 24 hours of a request from the OECD.

45. Accredited service providers will agree to not conduct testing for PISA-based test for schools during the periods agreed upon by the OECD in consultation with national authorities for that particular country. Additional communication and coordination may be required in particular countries so as to avoid potential overlap or interference with the school recruitment efforts for the main PISA studies in these countries.

Parameters for further development of reporting content, formats and complementary materials

46. The accredited service provider will be provided with the technical specifications and procedures used in the pilot for the analytical outputs and the generation of the school report e-books (pdf files). This includes the macro-enabled “table shells” to generate figures and charts (.xlsm). The graphic design templates used to generate the school report e-books will also be provided by the OECD. Thus, the school report e-books and the summary notes provided to participants as part of the pilot should be seen as the starting point (i.e. the “beta models”) of reports to be provided to schools and entities.

47. The accredited service provider will be invited to propose options for additional reporting content that could be provided to schools and multiple-school entities as part of their reports. This could include additional reporting of contextual information (i.e. relating to learning environments) and additional comparisons based on country-specific variables included in the student questionnaires. In addition, the service provider will be asked to consider the option of providing a dynamic workbook (.xlsm) that provides school and aggregated entity results in the context of national and international results for PISA.