



PISA FOR DEVELOPMENT

Annex A

Selected tables from PISA 2012 results, Volumes I-IV

Analyses in this report were based on PISA 2012 data, using the following tables. The tables are accessible on line following the links indicated below.

Volume 1

PISA 2012 Results: What Students Know and Can Do: Student Performance in Mathematics, Reading and Science (OECD, 2014)

- PISA target populations and samples, Table A2.1, <http://dx.doi.org/10.1787/888932937092>.
- Percentage of students at each proficiency level in mathematics, Table I.2.1a, <http://dx.doi.org/10.1787/888932935667>.
- Percentage of students below Level 2 and at Level 5 or above in mathematics in PISA 2003 through 2012, Table I.2.1b, <http://dx.doi.org/10.1787/888932935667>.
- Mean score, variation and gender differences in student performance in mathematics, Table I.2.3a, <http://dx.doi.org/10.1787/888932935667>.
- Percentage of students at each proficiency level in reading, by gender, Table I.4.2a, <http://dx.doi.org/10.1787/888932935705>.

Volume 2

PISA 2012 Results: Excellence through Equity: Giving Every Student the Chance to Succeed (OECD, 2013a)

- Variation in mathematics performance, Table II.2.8a, <http://dx.doi.org/10.1787/888932964908>.
- Students' socio-economic status, Table II.2.13a, <http://dx.doi.org/10.1787/888932964908>.
- Relationship between performance in mathematics, reading and science, and socio-economic status, Table II.2.1, <http://dx.doi.org/10.1787/888932964908>.
- Relationship between mathematics performance and socio-economic status, between and within schools, Table II.2.9a, <http://dx.doi.org/10.1787/888932964908>.
- Equity in opportunity to learn: Formal mathematics, Table II.4.1, <http://dx.doi.org/10.1787/888932964946>.
- Inequity in access to educational resources: Disciplinary climate, Table II.4.10, <http://dx.doi.org/10.1787/888932964946>.

Volume 3

PISA 2012 Results: Ready to Learn: Students' Engagement, Drive and Self-Beliefs (OECD, 2013b)

- Mathematics performance, by the number of times students arrived late for school in the two weeks prior to the PISA test, Table III.2.1a, <http://dx.doi.org/10.1787/888932963920>.
- Association between arriving late for school and mathematics performance, by performance level, Table III.2.1.c, <http://dx.doi.org/10.1787/888932963920>.
- Mathematics performance, by the number of times students skipped a day of school in the two weeks prior to the PISA test, Table III.2.2b, <http://dx.doi.org/10.1787/888932963920>.
- Association between skipping classes or days of school and mathematics performance, by performance level, Table III.2.2c, <http://dx.doi.org/10.1787/888932963920>.

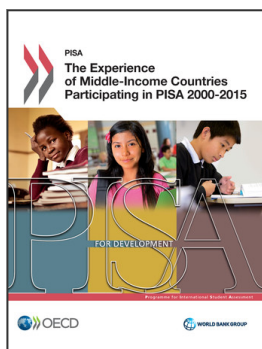
Volume 4

PISA 2012 Results: What Makes a School Successful? Resources, Policies and Practices (OECD, 2013c)

- Grade repetition, Table IV.2.2, <http://dx.doi.org/10.1787/888932957422>.
- Student grade level, Table IV.2.4, <http://dx.doi.org/10.1787/888932957422>.
- Preschool attendance, Table IV.3.33, <http://dx.doi.org/10.1787/888932957460>.
- Students' learning time in school, Table IV.3.21, <http://dx.doi.org/10.1787/888932957460>.
- Students' learning time in school, by school features, Table IV.3.22, <http://dx.doi.org/10.1787/888932957460>.
- Quality of physical infrastructure, by school features, Table IV.3.15, <http://dx.doi.org/10.1787/888932957460>.
- Index of quality of schools' educational resources, by school features, Table IV.3.17, <http://dx.doi.org/10.1787/888932957460>.
- Pre-service teacher training requirements in public institutions, Table IV.3.4, <http://dx.doi.org/10.1787/888932957460>.
- Student-teacher ratios, by school features, Table IV.3.9, <http://dx.doi.org/10.1787/888932957460>.
- Composition and qualifications of teaching staff, Table IV.3.6, <http://dx.doi.org/10.1787/888932957460>.
- Teacher professional development, Table IV.3.13, <http://dx.doi.org/10.1787/888932957460>.

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