



Foreword

The OECD Programme for International Student Assessment (PISA), created in 1997, represents a commitment by the governments of OECD and partner countries to monitor the outcomes of education systems, in terms of student achievement, within a common, internationally agreed framework. PISA is a collaborative effort, bringing together scientific expertise from the participating countries/economies and steered jointly by their governments on the basis of shared policy interests. Experts from participating countries also serve on working groups that are charged with linking the PISA policy objectives with the best available substantive and technical expertise in the field of internationally comparable assessments. Through involvement in these expert groups, countries ensure that the PISA assessment instruments are internationally valid and take into account the cultural and curricular context of the PISA-participating countries and economies.

Participation in PISA by non-OECD countries is growing and is combined with demand from these countries for innovations that will maximise their benefits from participation in the assessment. PISA for Development (PISA-D) is an initiative that has been developed in response to this demand and in the context of the Education Sustainable Development Goal that was adopted by the United Nations General Assembly in 2015 and which emphasises universal access to literacy and numeracy. This pilot project aims to make PISA more accessible and relevant to middle- and low-income countries. It does this by developing and piloting enhanced PISA survey instruments that are more relevant for the contexts found in middle- and low-income countries but which produce scores that are on the same scales as the main PISA assessment. The initiative also includes the development of an approach and methodology for including out-of-school youth in the survey. All of the instruments and approaches piloted in PISA-D will be mainstreamed in PISA from the 2021 edition of the assessment onwards.

This publication presents the guiding principles behind the PISA-D assessment for both the school-based and the out-of-school instruments. Sample tasks are also included. It assembles versions of the PISA assessment frameworks for reading, mathematical and scientific literacy that are based on the PISA 2012 and PISA 2015 frameworks, but extends these frameworks to allow for more relevant measurement in a broad range of middle- and low-income countries. Making the measurement more relevant to these countries requires more detail in the description of competencies of the most vulnerable students, those with the lowest levels of performance; which in turn requires including items that will enable the observation of these competencies in greater detail. Yet the relevance of PISA-D, and the aim of mainstreaming the outputs from the initiative in main PISA, also depends on comparability with international PISA results: the instruments therefore allow for students to demonstrate the full range of proficiency levels in PISA.

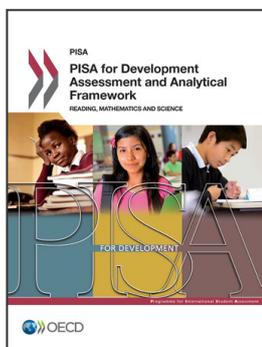
As with previous cycles of PISA, the PISA-D cognitive frameworks have been reviewed and updated by a network of international experts who have experience with PISA, the relevant domains and the contexts found in middle- and low-income countries. A group of Pearson content experts led by a chair, together with three experts suggested by the participating countries, reviewed existing versions of the PISA 2012 and 2015 assessment frameworks and prepared Chapters 2, 3 and 4 of this publication. The reading framework was led by Jean-François Rouet, the mathematics



framework by Zbigniew Marciniak and the science framework by Jonathan Osborne. Additionally, representatives of the participating countries have provided advice and guidance in the development and extension of the assessment and analytical framework for PISA-D.

This document also includes the framework for the PISA-D questionnaires in Chapter 5. This questionnaires framework was developed by J. Douglas Willms from The Learning Bar Inc. of Canada, with contributions from Lucia Tramonte and Robert Laurie. The questionnaire expert group included Servaas Van der Berg (South Africa, Chair), Andres Peri (Uruguay), Fons van de Vijver (Netherlands) and Wilima Wadhwa (India). Other experts who contributed to the development of the questionnaire framework include Danielle Durepos and Alma Lopez-Garcia.

The publication was prepared by the OECD Secretariat, principally by Michael Ward, Catalina Covacevich and Kelly Makowiecki, with contributions from Francesco Avvisati, Mario Piacentini and Alfonso Echazarra. A full list of all contributing experts and support staff is included at Annex B.



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