Introduction

Since the results from PISA 2000 were released in December 2001, the attention is now focussed on the continuing analysis of the PISA 2000 results, implemented at the international level through a series of thematic reports. The first report in this series is due to be released this November. At the same time, countries are now working towards the implementation of the second assessment in 2003 and toward establishing the broad design for PISA 2006, with an international call for tender for this survey cycle due early next year.

This issue provides an update on the development of PISA, new publications, news about PISA and the schedule of future meetings.

PISA Update

PISA 2003

The PISA 2003 field trial took place in 2002, and the Consortium is now working on the finalisation of the instruments for the main survey in 2003.

The 2003 assessment will focus on mathematical literacy as the major domain, and reading literacy and scientific literacy as minor domains. As an integral part of PISA, cross-curriculum competencies will be covered through an assessment of problem solving.

The PISA 2003 Questionnaires have shifted from focussing on socio-economic issues to focussing on teaching practices and other issues related to mathematics. The PISA 2003 context questionnaires cover the following areas:

- Background information: gender; grade; parental education; parental occupation; and family structure.
- Students’ attitudes towards mathematics: students’ engagement in mathematics; their perception of mathematics efficacy; their confidence with mathematics; their interest and motivation in mathematics; their perception of gender stereotypes in mathematics; the importance of mathematics in their school career; and the importance of mathematics for future occupations.
- The impact of school organisation and structures in promoting active student engagement in learning mathematics: the study program; the amount of mathematical instruction needed to follow it, or to be allowed to continue studying in the same track in the following school year; and the amount of time devoted to mathematics.
- The impact of learning and teaching strategies on mathematics achievement: teacher support, disciplinary climate, achievement press, homework practices, assessment practices relating to mathematics; teaching styles; school peers’ attitudes towards mathematics; school climate; assessment practices; admission and selection practices; stu-
The quality of these measures and inclusion in the main study instruments will be assessed after the field trial analyses.

**PISA Plus**

PISA 2000 is being implemented in an additional group of non-member countries including: Albania, Argentina, Bulgaria, Chile, Hong Kong, Indonesia, Israel, Macedonia, Peru, Romania and Thailand. Results will be released in June 2003.

A report with results on this is being prepared by the OECD and the UNESCO Institute for Statistics (UIS) in co-operation with participating countries covering: i) educational, economic and social contexts of youth in PISA 2002 countries; ii) student performance in reading, mathematical and scientific literacy, motivation and engagement in school, and learning strategies; iii) equality in the distribution of schooling outcomes; iv) quality of school opportunities; and v) policy implications.

**News**

A **PISA Science Forum** was created to involve national experts during the framework and instrument development phases for PISA 2006. Countries nominated experts and a first meeting is scheduled for December 2002.

**The PISA Symposium**

The Board of Participating Countries is organising a **PISA Symposium** on 18-20 November 2002 in Berlin, Germany for countries to:

- share and review analyses of the PISA 2000 outcomes at both national and international levels and seek a better understanding of the factors that foster strong learning outcomes;
- discuss policy initiatives and strategies that are being considered by countries in light of the PISA 2000 results, their rationale and the process for their implementation; and
- reflect on longer-term perspectives for the future development of PISA.

The PISA Symposium seeks to bring together the various stakeholders involved in assessing the results from
PISA and drawing policy lessons - senior policy makers, policy analysts, national administrators, teacher organisations and educational researchers.

The UNESCO Institute for Statistics (UIS) is sponsoring a two-part data workshop to train analysts from Latin American countries that participated in PISA. The purpose of workshop is to assist individual countries in analysing the PISA data to address policy issues of national concern. The countries that will send analysts to the workshop are Argentina, Chile, Mexico, Peru and Uruguay (PISA 2003). The Brazilian PISA team will lead a session in the first workshop to share their experiences of data analysis as well as preparing and launching a national report. The workshop will focus on the application of multi-level modelling techniques, as well as other relevant methods, with the goal of having at least a first draft of a national publication from each of the national teams. The UIS is considering organising similar initiatives in other countries/regions.

**New Publications**

**Sample Tasks from the PISA 2000 Assessment – Reading, Mathematical and Scientific Literacy (June, 2002)**

This publication describes the instruments underlying the PISA 2000 assessment. It introduces the PISA approach to assessing reading, mathematical and scientific literacy with its three dimensions of process, content and context. Furthermore it presents a sample of the PISA 2000 tasks, and explains how these tasks were scored and how they relate to the conceptual framework underlying PISA. The electronic version can be downloaded from [www.pisa.oecd.org](http://www.pisa.oecd.org).

**Manual for the PISA 2000 Database (July 2002)**

The Manual for the PISA 2000 Database describes the OECD PISA 2000 International Database. It comprises micro-level data on student performance for the 32 countries that participated in PISA 2000, plus students’ responses to the questionnaires and the test questions. Its purpose is to provide all information required to understand the PISA 2000 database and perform analyses in accordance with the complex methodologies used to collect and process the data.

This publication and the full micro-level database can be downloaded from: [www.pisa.oecd.org](http://www.pisa.oecd.org).


The PISA 2000 Technical Report presents the technical aspects of PISA and its methodology including all aspects of: test design and development, questionnaire design and content, sampling, scaling, translation, field operations, quality monitoring, data cleaning, methodology of development of proficiency scales and the database.

**Education at a Glance 2002 (Forthcoming, October 2002)**

The 2002 edition provides a rich, comparable and up-to-date array of indicators. This edition is particularly relevant for PISA as many of its indicators are based on PISA 2000 results. PISA provided information for the following aspects: i) levels of literacy, ii) variation in performance between schools, iii) occupational status of parents and performance, iv) place of birth and language spoken at home and their relationship with performance, v) instructional time, vi) computer use and availability at home, vii) attitudes and experiences of males and females with using information technology, and viii) classroom and school climate.

**Reading for Change - Achievement and Engagement across Countries (Forthcoming, November 2002)**

The report will focus on the relevance and nature of literacy skills for success in adult life and provide a profile of the strengths and weaknesses of student literacy skills in participating countries. This includes characterising the described proficiency scales as they were developed for PISA and exploring what performance at different levels on each of the reporting scales means to help practitioners and policy makers using the results from PISA to interpret their implications on student readiness for adult life.

The report will then identify contextual and systemic factors as well as factors relating to attitude that predict strong performance in the various aspects of reading literacy, to give insight for policy-making and practice on how to strengthen student literacy competencies.
Finally, the report will link student literacy skills, as measured by PISA, with the performance of adult populations in the International Adult Literacy Study (IALS) to provide an indication of the long-term implications of skill differences for employment and other important variables in economic and social life.

**Socioeconomic Background and Student Performance: Cross-National Differences in Equity and Role of National Education Systems (Forthcoming, December 2002)**

The aim of this report is to identify causes and consequences of skill gaps, the impact of social background and the role structural features of the education system can play to moderate differences in educational outcomes and the impact of social background. This report will address the following issues:

First, the report will examine the strength of the relationship between specific aspects of social background (such as parents’ education, occupation and wealth, family size and composition, ethnicity) and educational performance and how these disparities evolve.

Second, the report will explore the extent to which relationships between social background and educational performance can be explained by the differential access of students and their parents to financial, cultural and social resources.

Finally, it will examine the role that education systems can play to moderate differences in educational outcomes and the impact of social background on student performance.

**Contacts**

**OECD Secretariat**

Mr. Andreas Schleicher (Project Direction): tel. +33 1 4524 9366, Andreas.SCHLEICHER@OECD.org.

Mrs. Claudia Tamassia (Administration): tel. +33 1 4524 1903, Claudia.TAMASSIA@OECD.org.

Mrs. Kooghyang Ro (Administration): tel. +33 1 4524 9190, Kooghyang.RO@OECD.org.

Ms. Juliet Evans (Administrative Assistance): tel. +33 1 4524 9994, Juliet.EVANS@OECD.org.

**PISA Project Consortium**

The principal contact point for PISA at the PISA Project Consortium is Mr. Ray Adams: tel. +61 3 9277 5604, Adams@acer.edu.au.

General questions or comments to the consortium can also be sent to pisa@acer.edu.au.

**Contributions:**

If you would like to share contributions on PISA with other participants in the project, please contact Claudia Tamassia (tel. +33 1 4524 1903 or Claudia.TAMASSIA@OECD.org).