PISA 2003 MAIN STUDY
TEST ADMINISTRATOR'S MANUAL

January, 2003

OECD
PISA

OECD Programme for International Student Assessment
Monitoring Knowledge and Skills in the New Millennium

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1. INTRODUCTION

1.1 OECD Programme for International Student Assessment (PISA)

Note to NPMs

This section is for NPMs to write. Decide which of the following to include:

- **Overview of the OECD/PISA study. The web site (www.pisa.oecd.org) contains a complete description of the study as well as text for brochures in English and French. You may choose to use your brochures to introduce the study or edit the text from the web site and insert it here.**

- **Organisation of the project and schedule of activities within the country.**

- **Information on whom to contact with questions or problems.**

Remove this box upon completion of this section.

1.2 The Role of the Test Administrator

Note to NPMs

Note that any additions or adaptations to procedures in relation to the Test Administrator (TA) must be submitted on the Manuals Adaptation Form for approval.

Remove this box upon completion of this section.

As a Test Administrator (TA), your primary responsibility is to administer the PISA assessment in one or more schools. PISA has established the following criteria for TAs:

- It is required that the TA **not** be the reading, mathematics or science instructor of any students in the sessions he or she will administer PISA.
- It is recommended that the TA **not** be a member of the staff of any school where he or she will administer PISA
- It is preferred that the TA **not** be a member of the staff of any school in the PISA sample.

As a TA, you will work with the School Co-ordinators (SCs) of each school to co-ordinate activities. Each school participating in PISA was asked to appoint a SC to be the liaison between the schools and study staff.

PISA relies also on you to:

- Attend the PISA Test Administrator Training;

- Conduct the assessment session according to the script and instructions in this manual;
- Record information about student participation on the Student Tracking Form (STF);
- Protect the security of all student booklets and questionnaires; and
- Return the completed assessment and questionnaire materials as directed.

The rest of this manual describes these activities thoroughly. It is essential that the procedures described be followed carefully to ensure that the tests are administered the same way in all of the participating countries. Failure to do so might invalidate the results of the study. The Checklist of Activities in Section 1.3 summarises these activities and provides references to the more detailed sections of the manual. If, after reviewing the information in this manual, you have any questions or concerns, please contact your National Project Centre (NPC).

Note to NPMs
Insert appropriate contact information here.
Remove this box upon completion of this section.

1.3　Checklist of Activities

Activity	TA Manual Reference	Suggested In-Country Schedule
Preparing for the assessment		
☐ Attend training session	Section 2.1	Training date
☐ Confirm plans for assessment with SC and NPM	Sections 2.2 & 2.8	1-2 weeks prior to assessment
☐ Receive and secure assessment materials	Section 2.3	2 weeks prior to assessment
☐ Update Student Tracking Form (STF)	Section 2.4	With SC prior to assessment
☐ Arrange for assistance	Section 2.7	With SC prior to assessment
Conducting the assessment session		
☐ Make final arrangements with SC	Section 3.1	Assessment Day
☐ Set up room and materials	Section 3.1	Assessment Day
☐ Prepare the Assessment booklets	Sections 3.2 & 3.3	Assessment Day
☐ Use the script to conduct the session	Appendix 1 & Section 3.5	Assessment Day
☐ Supervise and end the session	Sections 3.6 & 3.7	Assessment Day
Concluding assessment activities		
☐ Record participation status on STF	Section 4.1	Assessment Day
☐ Determine if a follow-up session will be held	Section 4.2	Assessment Day
☐ Complete the Session Report Form	Section 4.3	Assessment Day
☐ Collect the completed School Questionnaire	Section 4.4	Assessment Day
☐ Pack and ship all assessment materials	Section 4.5	Assessment Day

2. PREPARING FOR THE ASSESSMENT

2.1 Attending the PISA Test Administrator Training

All TAs must attend the Test Administrator training session held in their country. At the training session your role as TA will be further defined. It is important that you read this manual before training and bring it with you to the training session.

2.2 Working with the School Co-ordinator

Note to NPMs

This section assumes that NPMs will use external TAs. If TAs are staff of the schools where they will be testing, you may wish to modify this section.

Remove this box upon completion of this section.

Schools were asked to appoint a School Co-ordinator (SC). The SC co-ordinates activities within the school, such as scheduling the sessions and notifying teachers and students of the assessment. You will work closely with the SC to make sure that things go smoothly. You should contact the SC 1 to 2 weeks before the assessment date to:

- Verify the date and time and location of the assessment;
- Arrange for an assistant to help during the session;
- Review the handling of emergencies, problem situations and procedures for dismissing students at the end of the session;
- Discuss with the NPM and SC who will provide calculators and rulers. Make sure that extras will be available;
- Arrange to have some books or other reading material available to lend to students who finish the assessment early;
- Discuss how school staff, parents, and students will be notified, as necessary; and
- Review and update the STF.

2.3   Receiving and Securing Assessment Materials

The NPC will send TAs the following materials for each school:

- Student assessment materials**:** one Assessment Booklet and one Student Questionnaire for each of the 35 students in the sample;
- A bundle of extra booklets – one of each of the booklet types;
- Additional School and Student Questionnaires;
- The Student Tracking Form (STF) listing the students sampled in the school;
- A Session Report Form; and
- Other materials **[other materials]**.

When you receive the assessment materials, make sure you have all you will need and store them in a safe place. Contact the NPC for additional material or to replace any items that are missing or damaged.

Many test items are used from one test cycle to another in order to measure trends in student performance. Because PISA materials may be used in the future, their security is important. School staff, including the SC, may look through unused booklets **only after the assessment and in your presence**. Assessment booklets must not be photocopied under any circumstances.

The Student Questionnaire is not secure, and therefore may be copied and examined before the assessment.

You are responsible for protecting the security of the assessment materials and returning all materials to the NPC after the assessment is over.

2.4   Updating the Student Tracking Form

The Student Tracking Form (STF) contains the list of the sampled students and is used to record session information, demographic details, the study programme of the student and student participation. Accurate completion of this form is very important. The STF will be sent by the NPM to the SC so he/she can notify teachers, students and parents. A copy will be sent to you with the other assessment materials for each school.

Your copy of the STF should be reviewed with the SC and updated as you may need to use your copy during the assessment. This may be done prior to the assessment day by telephone or at the school immediately before the assessment. Updating the STF includes:

- Identify and correct missing or incorrect information;
- Identify students who have special education needs (Section 2.6 & Appendix 5); and
- Identify those students who cannot be included in PISA (Section 2.6 & Appendix 5).

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Note to NPMs

Insert the example STF and update any information below if the STF has been changed.

Remove this box upon completion of this section.

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All of the information at the top of the STF, including country and school information and sampling information in boxes A through F, will be completed by your NPM at the National Project Centre. NPMs will also complete columns 1 through 7. These columns provide information about students included in the sample.

Column 7 is about the study programmes of students. Information about this column including the codes used is discussed in detail in Section 2.5.

Columns 8 and 9 are used to record any special needs and the inclusion status of all sampled students. These columns are to be completed by the SC and are discussed in detail in Section 2.6 of this manual.

While the completion of columns 8 and 9 of the STF are primarily the responsibility of the SC, you are responsible for reviewing the STF with the SC. Therefore, it is important that you are familiar with the procedures surrounding the completion of these columns.

You will complete columns 11 and 12 during the assessment session.

2.5 Study Programmes: Column 7 of the Student Tracking Form

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Note to NPMs

In countries where all students attend the same study programme, NPMs should replace this section with a short explanation on why this column is on the STF and already completed.

In countries where the study programmes vary between students and/or schools, NPMs should insert the national study programmes and their codes, extracted from the approved national Study Programme Table into this section, and add appropriate explanatory text. Guidelines for defining codes for study programmes and programme levels are found in the NPM manual.

Remove this box upon completion of this section.

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In addition to grade, gender, and birth date, the STF contains a column used to gather information about the study programme in which students are enrolled. The table below shows a code for each study programme. Check that a valid study programme code has been recorded for each student listed on the STF.

[NPMs should insert the list of national study programmes and their matching codes here]

2.6 Special Education Needs and Inclusion: Columns 8 and 9 of the Student Tracking Form

Information about the special education needs of students is recorded in column 8 of the STF. The codes to be used are defined below.

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Note to NPMs

Guidelines for defining special education needs (SEN) are found in the NPM manual. Insert your approved national definitions here. Include the codes used for each SEN category.

Update the examples in appendix 5 so that they are consistent with your approved national definitions.

Remove this box upon completion of this section.

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Most students will receive code "0" in column 8, meaning they have no special education needs.

Column 9 is not to be confused with column 8. Information about the inclusion of students in the assessment is recorded in column 9 of the STF. The intent of PISA is to be as **inclusive** as possible.

However, some students with limited proficiency in the language(s) of the assessment or those who have a physical, mental or emotional disability may not be able to participate. The codes to be used to identify students with special education needs who will not be included in PISA because of these special education needs are defined below.

Note to NPMs

Guidelines for defining students with special education needs who cannot be assessed are found in the NPM manual. Insert your approved national definitions here. Include the codes used for each exclusion category.

Update the examples in appendix 5 so that they are consistent with your approved national definitions.

Remove this box upon completion of this section.

In addition, some students cannot be included in the assessment because:

- They are no longer attending the school; or
- They are not age 15 as is defined by PISA.

The SC follows the steps below for recording information in column 9.

Step 1. If a student with special needs or limited assessment language proficiency is to be excluded from the assessment, the same code recorded in column 8 is copied for this student into column 9. Note that many of these students will be able to be **included** in the assessment and should receive a code of "0" in column 9.

Step 2. Next, any students who are no longer at the school or who are not age 15 as defined by PISA are identified. The following codes should be recorded in column 9 for these students:

Code	Meaning
5	Student transferred out of this school to another school
6	Student no longer in school, but it is not known if he or she is attending school elsewhere
7	Student is not age 15 as it is defined by the PISA

Step 3. Finally, a "0" is recorded in column 9 for all other students, meaning that they are to be assessed in the PISA session. All students with a "0" in column 9 will be included in the PISA assessment.

Examples of how to use columns 8 and 9 of the STF are included in the Appendix 5 of this manual.

2.7 Arranging for Assistance (Optional)

You may wish to have an assistant to help control large sessions. The SC may suggest a school staff person who could assist. You should encourage the SC to be present throughout the session. If this is not possible, encourage the SC to be present when students first arrive and to check with you periodically during the session. Only TAs that have attended the PISA TA training session should conduct assessment sessions. The only exception is if a TA is not available for a follow-up session and the follow-up session cannot be held at another time. The SC could administer the session in this situation.

2.8 Confirming Assessment Plans

Several days before the assessment, you should call the SC to confirm the date and time of the assessment. You should make sure that space has been reserved for the session and that school staff, students, and parents have been notified. Enquire if there have been many parental refusals and if the SC intends to do anything to gain their co-operation.

If the date or time of the assessment has changed, confirm that the SC has informed the NPM.

3.   CONDUCTING THE ASSESSMENT SESSION

3.1   Arriving on Assessment Day

You should arrive 45 minutes to 1 hour before the beginning of the first session. You will use this time to meet with the SC to review plans for the assessment and update the STF. You will also need to set up the room and assessment materials. The materials you will need are:

- This manual, open to the script for administering the session;

- The Assessment Booklets and Student Questionnaires;

- The STF and Session Report Form;

- A stop watch or other timing device;

- Books or other reading material to lend to students who finish the assessment early (if appropriate in your country);

- A clock visible to the students;

- Extra calculators for students who do not have them;

- Pens or sharpened pencils; and

- Rulers.

3.2   Preparing the Assessment Booklets

Note to NPMs

Adapt this section as necessary. You may wish to describe how the students' materials will be packaged and labelled and any procedures related to student confidentiality.

Remove this box upon completion of this section.

The NPC may send the Assessment Booklets and Student Questionnaire in sealed envelopes for each student. The envelopes may already be labelled with the students' names. If not, you may prepare the envelopes at any time before the session. To prepare the envelopes, simply write each student's name and/or identification number on an envelope or label, to assign the envelope to the student.

If the NPC has sent separate, sealed bundles of Assessment Booklets and Student Questionnaires, you should open the bundles and prepare these materials right before the session begins.

Set aside the materials for students who are no longer enrolled in the school, those whose parent(s) refused to let them participate, and excluded students.

3.3 Distributing Materials to the Students

The scripts give instructions for distributing the materials to the students. You may distribute the materials either before the students arrive, as described below, or at the beginning of the session.

To distribute materials before the students arrive:

- Place all assessment materials for a student at a desk. Make sure that the student's name is clearly visible;
- If you discover an error in the labelling of materials, correct the labels to match the STF;
- As students arrive, tell them to find their name and sit at that desk;
- Begin the session and then collect the materials for absent students from the empty desks, after the other students have begun working on the assessment; and
- Note the student absences on the STF.

Under no circumstance may a non-sampled student be allowed to substitute for a sampled student.

3.4 Timing the Assessment Sessions

Note to NPMs
Choose the appropriate length of the Questionnaire session taking into account the inclusion of international and national options.
Remove this box upon completion of this section.

It is expected that the PISA assessment will take approximately 3 hours to administer, including time to read the directions, distribute the materials and breaks between the parts of the assessment. The timing of the assessment is as follows:

- Reading the directions and distributing the materials will take 10-15 minutes;
- The Assessment Booklet will take approximately 2 hours, with a short break after the first hour;
- The Questionnaire session should take about **[35~~0~~ minutes or 50~~45~~ minutes]**. It should be given right after the assessment. However if this is not possible, it can be given on a different day; and
- Collecting the materials and ending the session will take 3-5 minutes.
-
- The Assessment Booklets consist of two cognitive sections. Students may work on the sections at their own pace within the two-hour time limit.

3.5   Reading the Script

Appendix 1 contains the script you will need to administer the sessions. To ensure that all assessments around the world are conducted the same way and that all students hear the same instructions, the script must be read **WORD-FOR-WORD** without omissions or additions. Do not attempt to memorise this script.

3.6   Supervising the Session

****Note to NPMs****

If appropriate, add a statement to the last paragraph regarding what students who are completely finished may be permitted to do (read a book or work on homework, etc.).

Remove this box upon completion of this section.

You are responsible for monitoring the assessment session. Once booklet or questionnaire directions have begun, students may not be admitted to the session. Students must attend the beginning of the first part of the assessment to participate in the assessment. Make sure that all students understand how to record answers. You may not help the students with any of the items in the Assessment Booklet. You may answer questions about items in the Student Questionnaire (see Appendix 4).

Students should not leave the session unless it is necessary. If a student cannot complete the session (e.g., he or she becomes ill) or must leave temporarily, but will return, collect the materials. If a student cannot complete the session or is gone for more than 5 minutes, record on the booklet cover the reason the student left the session, the part of the assessment they were working on when they left (and returned) and how long they worked in the booklet. Describe on the booklet cover any unusual circumstances about the assessment of a student, such as missing or defective pages in a booklet.

Observers should be limited to necessary staff members and OECD/PISA representatives. Additionally, to ensure standardised assessment procedures and security of the assessment items, **no copying of test materials, photographs or video recordings of the sessions are allowed.**

Students finishing early should be encouraged to review their work.

3.7   Ending the Session

After you have completed the session, collect the assessment and questionnaire material. All must be accounted for before the students are dismissed.

Thank the students again for their participation and dismiss them according to school policy.

4.   CONCLUDING ASSESSMENT ACTIVITIES

4.1   Recording Participation Status on the Student Tracking Form (STF)

After all the Assessment Booklets and Student Questionnaires are accounted for, enter a participation status code for each student in column 11. The codes to be used are:

Code	Meaning
0	Absent
1	Present for all of the session (including total absences $\leq$ 10 minutes)
2	Present for part of the session (including total absences > 10 minutes)
3	Parent or student refusal
8	Not included in the session (those with codes 1-7 in column 9)

An example of a completed STF is included in Appendix 6.

4.2   Determining if a Follow-up Session is Needed

Note to NPMs

The goal of holding follow-up sessions is to maximise the student participation rate. NPMs should adopt procedures to achieve this goal. If it is thought that the requirement that follow-ups be held will dissuade schools from participating, then it may be best to adapt or delete the requirement.

The value of 5 (absent students) assumes a within-school sample of 35 students. If the typical within-school sample is not 35 this number should be adjusted so that it is about 15% of the typical within-school sample size.

Remove this box upon completion of this section.

If more than 5 sampled students out of 35 are absent from the assessment session (not counting student or parent refusals, or excluded or ineligible students) a follow-up session should be scheduled. If a typical assessment session does not include 35 students, a follow-up session should be held if 15 percent or more of the students are absent.

The SC will elect a date and time that will maximise the number of students attending the session and is convenient for the TA. Only one follow-up session will be held.

The SC will notify the students who were absent from the original session and their teachers about the follow-up session. Encourage the SC to make every attempt to ensure that absent students attend the session. Conduct the follow-up session following the same procedures used for the original session.

4.3   Completing the Session Report Form

Please complete a Session Report Form for each session. An example Session Report Form can be found in Appendix 2.

4.4   Collecting the School Questionnaire

Before leaving the school, collect the completed School Questionnaire from the SC. If the School Questionnaire is not yet completed, the SC may return it separately to the National Project Centre (NPC) along with any remaining Student Questionnaires.

Record whether the School Questionnaire has or has not been returned on the Return Shipment Form.

4.5   Packing and Shipping the Assessment Materials

****Note to NPMs****

You may wish to insert special instructions and a diagram or statement on how to pack and ship the assessment materials that are appropriate for your country. The following materials should be included in the shipment:

> **Assessment Booklets**
> **Student Questionnaires**
> **School Questionnaire**
> **Student Tracking Form(s)**
> **Session Report Form(s)**

Remove this box upon completion of this section.

It is important that assessment materials be returned for processing as soon as possible. Ship the assessment materials to the NPC within 24 hours after an assessment session is completed, if possible. Do not delay the shipment of the assessment material while waiting for the return of the School Questionnaire. You may wait to ship the material if a follow-up session will be held shortly after the original session. If you are doing this, please advise the NPC of the date when you expect to be shipping the materials. Make a copy of the completed STF. One copy should be left with the SC. The original should be sent to the NPC with the Assessment Booklets.

APPENDIX 1. TEST ADMINISTRATOR'S SCRIPT TO BE READ FOR THE SESSIONS

****Note to NPMs****

Only the text to be read to the students is shaded. Directions for the TAs are in plain text. If the TAs in your country are more familiar with a different format, you may reformat this script.

There are several places in this script where the wording may be modified. Some examples of the adaptations that may be made include:

- Adding instructions about the way the Assessment Booklet and Student Questionnaire are packaged, will be given out, and collected at the end of the session;

- Increasing the length of of the Questionnaire Session by up to 15 minutes to accommodate the inclusion of international and national options;

- Clarifying instructions about the use of pencils or pens, erasers and calculators, according to national procedures;

- Telling students they can read a magazine or book at the end of the session if it is a national procedure; and

- Explaining arrangements for the break after the first cognitive section of the Assessment Booklet.

Any modifications to the script must be recorded on the Manuals Adaptation Form and approved by ACER.

Remove this box upon completion of this section.

SCRIPT TO BE READ FOR THE SESSIONS

INTRODUCING THE STUDY

The only text to be read to the students is in shaded boxes, and must be read word-for-word. The un-shaded text is background and instructions for the test administrators.

Record the start time on the Session Report Form.

Introduce yourself if the students do not know you.

> You have been chosen to take part in an important international education study. This study is called the Programme for International Student Assessment, 'PISA' for short. Its goal is to find out what students your age all around the world know about reading, mathematics and science. There are about <number of> students representing <country>. Around the world there are about 200,000 students involved, from more than 7000 schools in 40 countries.
>
> The results of the study will help countries determine what students are learning. Because the study may affect students all over the world in the future, we ask that you do the very best that you can.

Distribute the materials, if you have not done so already, then say:

> You should have an Assessment Booklet, with your name on it, on your desk. Please do not open it yet. Does everyone have an Assessment Booklet and a **[pen or pencil]?**

Give students the booklet and/or a **[pen or pencil]** as necessary.

If the students are to be provided with calculators, say:

> There should also be a calculator on your desk.
>
> If the students are bringing their own calculators, say:
>
> You should have brought your calculator with you. Does anyone not have a calculator?

If the students are bringing their own calculators, say:

> You should have brought your calculator with you. Does anyone not have a calculator?

If anyone has forgotten to bring their calculator, give them one. Say:

> If you find you need a ruler, or an eraser or pencil sharpener during the session, please raise your hand and I will assist you.

Resolve any other problems with the distribution of the material. Remind students that they should not have anything on their desks apart from their Assessment Booklet and the implements they need for doing the assessment.

Do not admit any more students to the session.

BEGINNING THE TEST SESSION

Say:

> To make sure that all students doing this test around the world receive exactly the same instructions, I will be reading them to you.
>
> You may find some of the questions in this assessment easy and some difficult. Answer as many questions as you can.
>
> You may use your calculator at any time, although you may not need it. If you need another **[pen or pencil]** during the session, please raise your hand.
>
> Please open your Assessment Booklet and turn to the General Directions beginning on page 3.
>
> I am going to read these directions aloud, while you read them to yourself.

The directions and examples are on the next four pages of this manual. They are exactly the same as those that appear at the start of the Assessment Booklets.

Slowly read aloud the text in the shaded boxes. You will not read the details or the answer categories.

General directions

In this booklet, you will find ~~questions about~~ a combination of mathematics, science, reading and general problem solving questions. Because there are many different booklets, the other students around you may be working on booklets that are different from yours.

Read each question carefully and answer it as well as you can.

Do not start working through the test questions yet. You will be told when to begin.

First you will be doing a practice exercise so you know what kinds of questions to expect on the test. The questions in this practice exercise are based on the material below, "The Fastest Runners".

Read aloud the start of the question, but not the details in the columns

The following table gives the running times for the Year 2000 Olympic Gold medallists in the 100m, 200m, 400m and 800m events.

Event	Men	Women
100m	9.87	10.75
200m	20.09	21.84
400m	43..84	49.11
800m	1:45.08	?

Some of the questions will be followed by four or more possible answers each indicated with a letter next to it. For these questions, circle the letter next to the answer you consider to be correct. This is illustrated in Example 1.

EXAMPLE 1

Which one of the following is the most likely running time for the gold medallist of the Women's 800m race?

A   1:00.18
B   1:20.43
C   1:48.02
D   1:56.15

The letter D has been circled because the Women's 800m time is likely to be more than the Men's 800m time, and the difference is likely to be more than 6 seconds, because there is nearly that difference over 400m.

If you are not sure about the answer to a question, circle the answer that you think is best and continue with the next question on the test.

If you decide to change an answer to a question, either clearly erase your answer OR put an "X" over your first choice and then put a circle over the correct answer as shown in Example 2.

EXAMPLE 2

Which one of the following is the most likely running time for the gold medallist of the Women's 800m race?

A   1:00.18
B   1:20.43
C   1:48.02
D   1:56.15

As you can see Answer B was selected first and then changed to D.

Some of the questions ask you to give several answers by circling one answer in each row, as in Example 3.

EXAMPLE 3

In the table below, circle "True or False" for each of the following statements.

Statement	Circle "True" or "False"
For Olympic running races of the same distance, in general, men run faster than women.	True / False
The time difference between the men's and the women's race is about the same whatever the race distance.	True / False

The completed answer should look like this. Notice that one answer needs to be circled in EVERY row

Statement	Circle "True" or "False"
For Olympic running races of the same distance, in general, men run faster than women.	True / False
The time difference between the men's and the women's race is about the same whatever the race distance.	True / False

EXAMPLE 4

Calculate the running time in **seconds** for the Men's 800m gold medallist. Show your work.

....

To answer this question correctly you should write something like the following:

1:45.08 = 60 secs + 45.08 secs = 105.08 seconds

EXAMPLE 5

The following gives the gold medallists' running times for the 100m sprint in 1896, 1956 and 2000.

Year	Time in seconds
1896	12.0
1956	10.5
2000	9.87

Give two reasons why you think the running times are getting shorter over the years.

....

....

> *To answer this question you should write your answer on the lines provided. The number of lines gives some indication of the expected length of your response.*

> *These answers would EACH be given a full score:*

> - People are in better health than before, and the training methods are more scientific.
> - There are specially made shoes and clothes that improve performance. People now, on average, are generally taller than people 100 years ago.
> - The running tracks have improved over the years. There are special sports training institutes for training athletes.

> *Notice that all of these answers, although different, include an explanation which shows an understanding of the question AND gives two reasons for the answer.*
>
> *For mathematics questions, sometimes a space is provided instead of lines. Please use the space to show all your working.*
>
> *In some questions, a fictitious country called "Zedland", and a fictitious currency "zed" are used.*
>
> *A formula sheet is provided on the inside of the front cover of the booklet.*

When you have completed reading the directions out loud, say:

> Are there any questions about how to record your answers?

Clarify students' queries about recording answers, referring to the examples provided in the General Directions. Then say:

> Please STOP here.
>
> DO NOT TURN TO THE NEXT PAGE UNTIL YOU ARE TOLD TO DO SO.

FIRST HOUR OF COGNITIVE SESSION

> You will have 2 hours to complete your Assessment Booklet. We will have a short break between the two hours.
>
> Now turn to the next page.
>
> Use your time carefully and do as much as you can. Please begin.

Record the start time on the Session Report Form.

Use a watch or clock to time the session.

Monitor the students.

After a total of 60 minutes, record the time on the Session Report Form.

> Please stop. Turn your booklet over, open to where you are working. We shall now have a [___ **minute**] break. You may stand up and stretch if you like. You may talk quietly but please do not talk to each other about the assessment during this break.

The break does not have to be timed exactly.

SECOND HOUR OF COGNITIVE SESSION

After the break, when the students are seated and quiet, say:

> You have 60 minutes remaining to complete the assessment. Use your time carefully and do as much as you can. Please begin.

- Record the time on the Session Report Form.
- Monitor the students.

Note to NPMs

Modify the following to reflect your national procedures.

Remove this box upon completion of this section.

Prior to the assessment you should have organised for some books or magazines for the students who finish before the full time has passed.

As the end time approaches, watch for students who appear to have finished and remind them to check their work. Once you are satisfied that a student has finished all that he or she can do, you may give him or her a book or magazine to read.

After a total of 60 minutes, record the time on the Session Report Form and say:

> Please stop.
>
> Now turn to the last page or so in your booklet, where there is a question about calculator use and a question about effort. Please answer these now, and then close your booklet.

- Record the time on the Session Report Form.
- Monitor the students. They should not need more than a minute or two to answer these questions.

CONCLUDING THE COGNITIVE SESSION

> I shall now collect the Assessment Booklets, any rulers or pencils I lent you, and any calculators that belong to the school. Please stay in your seats until I say that you can leave.

If the students will complete the student questionnaire **shortly after** the Cognitive Session, say:

> We shall now take a short break before completing a short questionnaire.

Depending on what you have arranged with the school, the students may go outside for this brief break (which should be about 10 minutes). However, they should not be permitted to go to the canteen, and should be advised to spend the time somewhere near the testing room so that they will hear you (or the school coordinator) when you call them back in.

Instructions for administering the questionnaire are on the next page.

Ensure that the students leave their name labels on their desks.

If the students will complete the student questionnaire **at another time**:

Inform them of the date, the time and the location where the student questionnaire session will be held.

Thank the students.

Dismiss the students according to the policy of the school—after you have accounted for <u>all</u> of the test booklets.

Follow the directions in chapter 4 of this TA manual for securing the booklets, completing the forms, arranging for a follow-up session, if needed, and preparing the material for shipment.

THE STUDENT QUESTIONNAIRE SESSION SCRIPT

INTRODUCING THE STUDENT QUESTIONNAIRE

You may answer students' questions about items in the questionnaire that they are having difficulty with. Notes to clarify aspects of the questionnaire are included as Appendix 4. Please familiarise yourself with these notes.

After the students are seated, say:

> In the next [~~half hour or so~~**35 minutes**] you will be answering some questions about yourself, your home, your school, your educational interests and your educational experiences.
>
> You should have a Student Questionnaire on your desk. You should also have a **[pen or pencil]**.
>
> Do not open the Student Questionnaire until I tell you.

- Record attendance or absence on the STF.
- Note that, if a sampled student arrives for this part of the session but has missed the cognitive part, you should warn the student that he or she will need to do the assessment in a follow-up session. If it is clear that a follow-up session will not need to be held, the student need not do the questionnaire. (If the student insists, allow him or her to do it.)
- Resolve any problems with the distribution of the material.

BEGINNING THE STUDENT QUESTIONNAIRE SESSION

> Please look at page 3 of the questionnaire, where there are some instructions about doing the questionnaire. Read the instructions now.

After allowing students a short time to read the instructions, ask:

> Is there anything you don't understand about the instructions?

Pause, answering any questions the students may have.

> Now turn to the questions beginning on page 5. You will have 3 5̶0̶ minutes to complete the questionnaire. You may ask me for help if there is something in the questionnaire that you don't understand. If you need another pencil after we begin, or if you have any questions about the items, please raise your hand.
>
> Just before finishing time, I will walk around and put an envelope on your desk. That will be for you to put your questionnaires in, but please don't put them in until I tell you. No one at the school will see your answers.
>
> Please begin.

Use a watch or clock to time the session.

Remember that you may clarify students' queries about items in the questionnaire, using the notes supplied in Appendix 4. Usually you will answer these queries individually, going to the student's desk to do so.

ENDING THE STUDENT QUESTIONNAIRE SESSION

If all of the students have finished with the questionnaire before <3~~0~~5 minutes>, say:

> Please go back and look over your answers, particularly to make sure you didn't leave out any of the questions.

Allow a few minutes, then when the students have finished their checking, say:

> Please close your questionnaire now.

If after <3~~0~~5 minutes> it appears that more than 4 or 5 of the students are still working, allow up to an extra 10 minutes. Say:

> Because some of you have not finished the questionnaire, I shall give you a few more minutes. If you have finished, please look back over your answers to make certain that you have not left out any of the questions.

After 10 minutes, or earlier if all students have finished, say:

> Please stop working and close your questionnaire.

Record the time on the session report form.

> I shall now collect the questionnaires, and any pencils or other things that I lent you.
>
> Thank you very much for participating in this study.

Dismiss the students according to the policy of the school—after you have accounted for all of the questionnaires.

Follow the directions in Chapter 4 for securing the booklets, completing the forms, arranging for a follow-up session, if needed, and preparing the material for shipment.

THANK YOU FOR ASSISTING WITH THIS IMPORTANT INTERNATIONAL STUDY.

APPENDIX 2. OECD/PISA SESSION REPORT FORM

1.   **School Name:** _____

2.   **PISA Identification Number:** _____

3.   **School Identification Number:** _____

4.   **Test Administrator:** _____

5.   **School Co-ordinator:** _____

Session Information

6.   **Date of Testing:** _____/_____/_____
                               Day   Month   Year

7.   **Scheduled Start Time:** _____:_____
                               24:00

8.   **Type of Session: (one only)**

     Combined Cognitive Questionnaire Session   ☐ 1

     Cognitive Session only   ☐ 2

     Questionnaire Session only   ☐ 3

     Follow-up Combined Cognitive Questionnaire Session   ☐ 4

     Follow-up Cognitive Session only   ☐ 5

     Follow-up Questionnaire Session only   ☐ 6

9.   **Position of Test Administrator: (one only)**

     National Centre staff   ☐ 1

     Regional/District staff   ☐ 2

     External contractor staff   ☐ 3

     Teacher of any sampled student   ☐ 4

     School staff, but not a teacher of any sampled student   ☐ 5

     Other   ☐ 6

Session Timing

		Start	End	Not Applicable
10	Introduction to the Cognitive Assessment (Preparation of Students, Instructions, Materials Distribution)	__:__ 24:00	__:__ 24:00	☐
11	Part 1 (60 Minutes)	__:__ 24:00	__:__ 24:00	☐
12	Part 2 (60 Minutes)	__:__ 24:00	__:__ 24:00	☐
13	Student Questionnaire	__:__ 24:00	__:__ 24:00	☐

14. **Were any of the following present during the testing session?**

		Yes	No
a)	The School Coordinator	☐1	☐2
b)	An assistant to the Test Administrator	☐1	☐2
c)	School or District Staff	☐1	☐2
d)	Government Official	☐1	☐2
e)	PISA Quality Monitor	☐1	☐2
f)	Other	☐1	☐2

Student Behaviour

		No Students	Some Students	Most Students
15.	**How many students talked to other students before the end of the test session?**	☐1	☐2	☐3
16.	**How many students complained or argued with the test administrator?**	☐1	☐2	☐3
17.	**How many students made noise or moved around unnecessarily disrupting other students concentrating on the test?**	☐1	☐2	☐3
18.	**How many students became restless towards the end of the session?**	☐1	☐2	☐3

Disruptions

19. **Did any of the following affect the test session?**

		Yes	No
a)	Announcements over the loudspeaker	☐1	☐2
b)	Alarms	☐1	☐2
c)	Class changeover in the school	☐1	☐2
d)	Other students not participating in the test session	☐1	☐2
f)	Students or Teachers visiting the testing room	☐1	☐2

continued next page…

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Assessment Booklet Format and Content

20. Were there any problems with the Assessment Booklets (e.g. errors or omissions, unclear directions, confusing format, too long, too hard, boring, tiring etc.)?
( )No   ( )Yes.   Specify

_____
_____
_____

21. Were there any problems with specific test items?
( )No   ( )Yes.   Specify (include booklet number and item number):

BOOK#   ITEM#   PROBLEM
_____   _____   _____
_____   _____   _____
_____   _____   _____
_____   _____   _____
_____   _____   _____
_____   _____   _____
_____   _____   _____
_____   _____   _____
_____   _____   _____

Student Questionnaire Format and Content

23. Were there any problems with the Student Questionnaires (e.g. errors or omissions, unclear directions, confusing format, too long, too hard, boring, tiring, etc.)?
( )No   ( )Yes.   Specify

_____

24. Were there any problems with specific questions?
( )No   ( )Yes.   Specify (include the item number):

ITEM#   PROBLEM
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

Other Comments

25. Please note other comments that you think would help improve the assessment:

_____
_____
_____
_____
_____

THANK YOU VERY MUCH

APPENDIX 3. RETURN SHIPMENT FORM

Note to NPMs
This form may be modified or not used.
Remove this box upon completion of this section.

School Name: _____   School ID #: _____

Shipment Sent By: _____   Telephone #: _____
           (Name)   Date Shipped: _____

MATERIALS INCLUDED IN THIS SHIPMENT: How many   How many
                                            completed?   not completed?

☐ STUDENT TRACKING FORM FOR SCHOOL   (1)

☐ ASSESSMENT BOOKLETS   _____   _____

☐ STUDENT QUESTIONNAIRES   _____   _____

☐ SESSION REPORT FORM(S)   _____

☐ SCHOOL QUESTIONNAIRE   (1)

IS THIS THE FIRST SHIPMENT?   ☐

OR A SUPPLEMENTARY SHIPMENT (FOLLOW-UP SESSION, ETC.)? ☐

WILL THERE BE ADDITIONAL SHIPMENTS FROM A FOLLOW-UP SESSION OR TO RETURN THE SCHOOL QUESTIONNAIRE?

☐ YES

☐ NO

APPENDIX 4. EXPLANATORY NOTES ON QUESTIONNAIRE ITEMS

STUDENT QUESTIONNAIRE

Question 4

Notes for Test Administrator

If a student belongs to two households then the questions refer to the household in which he or
    she spends most time. If a student says he or she spends equal time in two households
    then he or she may choose either household, but consistently answer 'Home' questions
    for the chosen household.

Question 5

Notes for Test Administrator

Students should answer this question with regard to their mother's main occupation. If
e.g. the mother is working part-time but also doing home duties, students should <tick>
b) 'working part-time'.

If a student has no mother (or equivalent female guardian), then he or she should leave
this question blank.

Question 6

Notes for Test Administrator

Students should answer this question with regard to their father's main occupation. If e.g.
the father is working part-time but also doing home duties, students should <tick> b)
'working part-time'.

If a student has no father (or equivalent male guardian), then he or she should leave this
question blank.

Question 7

<u>Notes for Test Administrator</u>

'main job': If the mother has more than one job, her 'main job' is the job in which most time is spent, not necessarily the highest earning job.

If a student has no mother (or equivalent female guardian), then he or she should leave this question blank.

Encourage students to answer this question. A general description such as 'works in an office' is better than nothing written.

Question 9

<u>Notes for Test Administrator</u>

'main job': If the father has more than one job, his 'main job' is the job in which most time is spent, not necessarily the highest earning job.

If a student has no father (or equivalent male guardian), then he or she should leave this question blank.

Encourage students to answer this question. A general description such as 'works in an office' is better than nothing written.

Question 11

<u>Notes for Test Administrator</u>

This question is asking about completion, that is, obtaining a qualification. Just attending an institution where these qualifications can be obtained is not sufficient.

If a student has no mother (or equivalent female guardian), then he or she should leave this question blank.

Question 12

<u>Notes for Test Administrator</u>

This question is asking about completion, that is, obtaining a qualification. Just attending an institution where these qualifications can be obtained is not enough.

If a student has a mother who was trained in a non-university setting but currently has an occupation requiring university education for admission (a common example is teaching and nursing, and some accounting occupations) he or she may use response category a).

Question 13

<u>Notes for Test Administrator</u>

This question is asking about completion, that is, obtaining a qualification. Just attending an institution where these qualifications can be obtained is not sufficient.

If a student has no father (or equivalent male guardian), then he or she should leave this question blank.

Question 14

<u>Notes for Test Administrator</u>

This question is asking about completion, that is, obtaining a qualification. Just attending an institution where these qualifications can be obtained is not enough.

If a student has a father who was trained in a non-university setting but currently has an occupation requiring university education for admission (a common example is teaching and nursing, and some accounting occupations) he or she may use response category a)

Question 15

<u>Notes for Test Administrator</u>

Q15b Years – students should give their age in full years.

Question 16

<u>Notes for Test Administrator</u>

This question asks for the language the student speaks at home **most of the time**. Students should not answer with regard to any other languages that are also spoken or understood at home.

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Question 17

<u>Notes for Test Administrator</u>

Item e): Any computer software that may be used to help with studies for school.

Question 18

<u>Notes for Test Administrator</u>

The 'home' should be the family home. If students spend time in more than one home, they should select the home where they spend most of their time. If they spend time equally in two homes, they should just select one. They should <u>not</u> sum the contents of both homes.

Students should include their own computer in the count of computers in the home.

Question 21

<u>Notes for Test Administrator</u>

Encourage students to calculate their starting ages if they cannot remember it.

Question 22

<u>Notes for Test Administrator</u>

Students who are still studying in <ISCED 2> should skip the third item (in countries with students on ISCED level 1 a similar instruction should be given).

Question 23

<u>Notes for Test Administrator</u>

If students say that they do not know what level of education they expect to achieve, ask them to give their best guess.

Note that this question asks for what students *expect*, not what they would *like,* to achieve.

Question 27

<u>Notes for Test Administrator</u>

'School' refers to the whole school, and not just being among peers in the school grounds.

Question 29

'homework': specific tasks assigned by a teacher to be completed by the student outside of class time.

'study' — less specific tasks than for homework, which may or may not be assigned by a teacher, but which a student undertakes to improve his or her understanding of, or performance in, school work.

Time spent reading books for school counts as homework or study set by the teachers.

Question 33

Time spent reading books on Mathematics for school counts as homework or study set by the Mathematics teacher.

Question 35

<class period>: The length of time each lesson runs for on a normal day. Some classes may run for 'double periods', but the class period refers to the basic unit of time used to break up the teaching day.

Number of **Mathematics** <class periods>: Students should sum the number of **regular** Mathematics classes that they study. Remedial or Enrichment Mathematics classes should NOT be included here.

INFORMATION COMMUNICATION TECHNOLOGY (ICT) QUESTIONNAIRE

Question 1

Notes for Test Administrator

'Available' means that the student can use the computer, even if access is limited to certain times, or to certain activities (such as, for example, entering data at work).

'A computer' is defined as equipment and software for processing or transmitting digital information that performs diverse general functions whose options can be user-specifiable or programmable. It does not include, for the purposes of PISA, calculators or graphics calculators, or game stations (eg Nintendo™).

Question 2

Notes for Test Administrator

To be provided by the National Project Manager.

EDUCATIONAL CAREER (EC) QUESTIONNAIRE

Question 7

<u>Notes for Test Administrator</u>

<Mathematics> - consists of all Mathematics subjects. For Version 2 of this question it cannot be disaggregated. For Version 1 of this question, an average value will be calculated if Mathematics is disaggregated.

The <marks> received in the last school report should be those given by the Mathematics teacher(s) of the student and *not* those received at an assessment external to the school. If the <marks> are received at an external assessment, the students should omit this question.

Question 8

<u>Notes for Test Administrator</u>

If students do not know what job they expect to have, they should be advised that it is acceptable to write 'don't know' in the space provided. However do not announce to all students that 'Don't know' is an acceptable answer.

'job title' is the common name of the job.

APPENDIX 5. EXAMPLE STF COMPLETED WITH SEN AND INCLUSION STATUS

A. **Identifying Students with Special Education Needs (SEN)**

The codes for special needs are:

 0 = No special education needs
 1 = Functional disability
 2 = Intellectual disability
 3 = Limited assessment language proficiency
 4 = (Must be defined by NPM to be used)

Most students will receive a "0" in column 8, meaning they have no special education needs.

Examples:

- José Rodriguez has limited English proficiency and is coded as "3" in column 8.

- Sam Walker is blind and is coded as "1" in column 8.

- Fred Peters is physically disabled. He is coded as "1" in column 8.

- Lisa McCoy has been professionally assessed as cognitively delayed and is coded as "2" in column 8.

- All other students do not have any special education needs and are coded as "0" in column 8.

SAMPLE PISA STUDENT TRACKING FORM: COL. 8

Country Name: **United States**   **Stratum ID:** **01**
School Name: **Roosevelt High School**   **School ID:** **102**

SAMPLING INFORMATION					
(A) # Students Age 15	(B) # Students Listed for Sampling	(C) Sample Size	(D) Random Number	(E) Sampling Interval	(F) First Line # Selected [(Box D X Box E) + 1]
145	145	35	0.4576	4.1429	2.8958

(1) ID #	(2) Line # (Sample)	(3) Student Name	(4) Grade	(5) Gender F=1; M=2	(6) Birth Date (MM-YY)	(7) Study Programme	(8) SEN Code	(9) Inclusion Code	(10) Booklet Number	Participation Status			
										(11) Original Session		(12) Follow-up Session	
										Booklet	SQ	Booklet	SQ
1	3	Ted Brooks	10	2	12/87	1	0		3				
2	8	Jeffrey Jenkins	10	2	11/87	1	0		4				
3	12	Rose Matthews	10	1	12/87	1	0		5				
4	16	José Rodriguez	10	2	05/87	1	3		6				
5	20	Jennifer Trader	9	1	04/87	1	0		7				
6	24	Roy Zastrow	9	2	09/87	1	0		8				
7	28	Sam Walker	10	2	07/87	1	1		9				
8	33	Julie Walters	10	1	04/87	1	0		10				
9	37	Suzanne Smith	10	1	07/87	1	0		1				
10	41	Fred Peters	10	2	10/87	1	1		2				
11	45	Tammy Alexander	10	1	12/86	1	0		3				
12	49	Lisa McCoy	10	1	08/87	1	2		4				
13	53	Melissa Holten	10	1	09/87	1	0		5				
14	57	Joshua Bensen	10	2	07/87	1	0		6				

B.   Determining the Inclusion Code

The Student Tracking Form identifies all sampled students. After columns 8 and 9 have been filled in, it identifies the students that are expected to attend the session.

All students who are eligible and who can be assessed should have the code "0" in column 9, including students with special educational needs who can participate in PISA. If a student with special needs is to be excluded from the assessment, the same special needs code recorded in column 8 for this student should be copied into column 9.

The codes to be used in column 9 are:

> 0 = Included; to be assessed
> 1 = Not included; functional disability
> 2 = Not included; intellectual disability
> 3 = Not included; limited test language proficiency
> 4 = Not included; defined by NPM
> 5 = Not included; transferred out of school
> 6 = Not included; no longer in school, but not a known transfer
> 7 = Not included, does not meet age definition

Examples:

- Jeffrey Jenkins has recently transferred out of school. He is coded as "5" in column 9.

- José Rodriguez has limited English proficiency and is coded as "3" in column 8. He has been taught in English for this year only and his teachers believe that he will not be able to participate in the assessment. Therefore, he is coded as "3" in column 9.

- Sam Walker is blind and is coded as "1" in column 8. PISA is not offered in Braille. Therefore, he is unable to participate in the assessment and is coded as "1" in column 9.

- Even though Fred Peters is functionally disabled, it does not affect his ability to participate. So, although he is coded as "1" in column 8, he is coded as "0" in column 9.

- Tammy Alexander does not meet the age definition and is coded as "7" in column 9.

- Lisa McCoy has been professionally assessed as cognitively delayed and is coded as "2" in column 8. She does not participate in other testing programs. Therefore, she will not participate in the assessment and is coded as "2" in column 9.

- All other students do not have any special needs and are eligible to participate. Therefore, they are coded "0" in both column 8 and 9.

SAMPLE PISA STUDENT TRACKING FORM: COL. 9

Country Name: **United States**   **Stratum ID:** **01**
School Name: **Roosevelt High School**   **School ID:** **102**

SAMPLING INFORMATION					
(A) ial # Students Age 15	(B) # Students Listed for Sampling	(C) Sample Size	(D) Random Number	(E) Sampling Interval	(F) First Line # Selected [(Box D X Box E) + 1]
145	145	35	0.4576	4.1429	2.8958

(1) ID #	(2) Line # (Sample)	(3) Student Name	(4) Grade	(5) Gender F=1; M=2	(6) Birth Date (MM-YY)	(7) Study Programme	(8) SEN Code	(9) Inclusion Code	(10) Booklet Number	Participation Status			
										(11) Original Session		(12) Follow-up Session	
										Booklet	SQ	Booklet	SQ
1	3	Ted Brooks	10	2	12/87	1	0	0	3				
2	8	Jeffrey Jenkins	10	2	11/87	1	0	5	4				
3	12	Rose Matthews	10	1	12/87	1	0	0	5				
4	16	José Rodriguez	10	2	05/87	1	3	3	6				
5	20	Jennifer Trader	9	1	04/87	1	0	0	7				
6	24	Roy Zastrow	9	2	09/87	1	0	0	8				
7	28	Sam Walker	10	2	07/87	1	1	1	9				
8	33	Julie Walters	10	1	04/87	1	0	0	10				
9	37	Suzanne Smith	10	1	07/87	1	0	0	1				
10	41	Fred Peters	10	2	10/87	1	1	0	2				
11	45	Tammy Alexander	10	1	12/86	1	0	7	3				
12	49	Lisa McCoy	10	1	08/87	1	2	2	4				
13	53	Melissa Holten	10	1	09/87	1	0	0	5				
14	57	Joshua Bensen	10	2	07/87	1	0	0	6				

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APPENDIX 6. EXAMPLE STF COMPLETED WITH PARTICIPATION STATUS

A.   Student Participation in Original Session

After the assessment sessions are over and all the Assessment Booklets and Student Questionnaires are accounted for, a participation status code is entered for both in column 11.

The codes to be entered for the Booklet and the Questionnaire are:

> 0 = Absent
> 1 = Present for all of the session (including total absences ≤10 minutes)
> 2 = Present for part of the session (including total absences > 10 minutes)
> 3 = Parent or student refusal
> 8 = Not included in session (those with codes 1-7 in column 9)

Examples:

- Jeffrey Jenkins, José Rodriguez, Sam Walker, Tammy Alexander, and Lisa McCoy were all excluded from the sample and are coded as "8" in column 11.

- Ted Brooks, Rose Matthews, Jennifer Trader, Julie Walters, Suzanne Smith, and Joshua Bensen were all absent from school the day of the assessment and therefore coded as "0" in column 11.

- Even though Fred Peters was included in the sample, his parents refused to allow him to participate. He is coded as "3" in column 11.

- Roy Zastrow attended both sessions full-time. He is coded 1 in column 11.

- Melissa Holten was present for the entire booklet session, but left the questionnaire session 15 minutes early. She is coded 1 for booklet and 2 for SQ in column 11.

SAMPLE PISA STUDENT TRACKING FORM: COL. 11

Country Name: **United States**   **Stratum ID: 01**
School Name: **Roosevelt High School**   **School ID: 102**

SAMPLING INFORMATION					
(A) # Students Age 15	(B) # Students Listed for Sampling	(C) Sample Size	(D) Random Number	(E) Sampling Interval	(F) First Line # Selected [(Box D X Box E) + 1]
145	145	35	0.4576	4.1429	2.8958

(1) ID #	(2) Line # (Sample)	(3) Student Name	(4) Grade	(5) Gender F=1; M=2	(6) Birth Date (MM-YY)	(7) Study Programme	(8) SEN Code	(9) Inclusion Code	(10) Booklet Number	Participation Status (11) Original Session Booklet	(11) Original Session SQ	(12) Follow-up Session Booklet	(12) Follow-up Session SQ
1	3	Ted Brooks	10	2	12/87	1	0	0	3	0	0		
2	8	Jeffrey Jenkins	10	2	11/87	1	0	5	4	8	8		
3	12	Rose Matthews	10	1	12/87	1	0	0	5	0	0		
4	16	José Rodriguez	10	2	05/87	1	3	3	6	8	8		
5	20	Jennifer Trader	9	1	04/87	1	0	0	7	0	0		
6	24	Roy Zastrow	9	2	09/87	1	0	0	8	1	1		
7	28	Sam Walker	10	2	07/87	1	1	1	9	8	8		
8	33	Julie Walters	10	1	04/87	1	0	0	10	0	0		
9	37	Suzanne Smith	10	1	07/87	1	0	0	1	0	0		
10	41	Fred Peters	10	2	10/87	1	1	0	2	3	3		
11	45	Tammy Alexander	10	1	12/86	1	0	7	3	8	8		
12	49	Lisa McCoy	10	1	08/87	1	2	2	4	8	8		
13	53	Melissa Holten	10	1	09/87	1	0	0	5	1	2		
14	57	Joshua Bensen	10	2	07/87	1	0	0	6	0	0		

B. Student Participation in Follow-up Session

If more than 5 students are absent from the PISA population (not counting student or parent refusals, or excluded or ineligible students), a follow-up session should be planned. This is necessary to make sure that the student response rate meets international standards.

The participation codes to be entered for the Booklet and the Questionnaire during the follow-up session (Column 12) are the same as those during the original session (Column 11):

> 0 = Absent
> 1 = Present for all of the session (including total absences ≤ 10 minutes)
> 2 = Present for part of the session (including total absences > 10 minutes)
> 3 = Parent or student refusal

Examples:

- Ted Brooks, Rose Matthews, Jennifer Trader, Julie Walters, Suzanne Smith, and Joshua Bensen were all absent for the original session but attended the follow-up session. They are therefore coded as "1" in column 12.

SAMPLE PISA STUDENT TRACKING FORM: COL. 12

Country Name: **United States** **Stratum ID:** **01**
School Name: **Roosevelt High School** **School ID:** **102**

SAMPLING INFORMATION					
(A) # Students Age 15	(B) # Students Listed for Sampling	(C) Sample Size	(D) Random Number	(E) Sampling Interval	(F) First Line # Selected [(Box D X Box E) + 1]
145	145	35	0.4576	4.1429	2.8958

(1) ID #	(2) Line # (Sample)	(3) Student Name	(4) Grade	(5) Gender F=1; M=2	(6) Birth Date (MM-YY)	(7) Study Programme	(8) SEN Code	(9) Inclusion Code	(10) Booklet Number	Participation Status			
										(11) Original Session		(12) Follow-up Session	
										Booklet	SQ	Booklet	SQ
1	3	Ted Brooks	10	2	12/87	1	0	0	3	0	0	1	1
2	8	Jeffrey Jenkins	10	2	11/87	1	0	5	4	8	8		
3	12	Rose Matthews	10	1	12/87	1	0	0	5	0	0	1	1
4	16	José Rodriguez	10	2	05/87	1	3	3	6	8	8		
5	20	Jennifer Trader	9	1	04/87	1	0	0	7	0	0	1	1
6	24	Roy Zastrow	9	2	09/87	1	0	0	8	1	1		
7	28	Sam Walker	10	2	07/87	1	1	1	9	8	8		
8	33	Julie Walters	10	1	04/87	1	0	0	10	0	0	1	1
9	37	Suzanne Smith	10	1	07/87	1	0	0	1	0	0	1	1
10	41	Fred Peters	10	2	10/87	1	1	0	2	3	3		
11	45	Tammy Alexander	10	1	12/86	1	0	7	3	8	8		
12	49	Lisa McCoy	10	1	08/87	1	2	2	4	8	8		
13	53	Melissa Holten	10	1	09/87	1	0	0	5	1	2		
14	57	Joshua Bensen	10	2	07/87	1	0	0	6	0	0	1	1