Albania, Argentina, Australia, Austria, Azerbaijan, Belgium, Brazil, Bulgaria, Canada, Chile, China, - Programme for International Student Assessment 2009

Organisation for Economic Co-operation and Development (OECD)

Report generated on: August 26, 2021

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Overview

Identification

ID NUMBER
WLD_2009_PISA_v02_M

Version

VERSION DESCRIPTION

PRODUCTION DATE

NOTES

Overview

ABSTRACT
PISA assesses the extent to which students near the end of compulsory education have acquired some of the knowledge and skills that are essential for full participation in modern societies, with a focus on reading, mathematics and science. PISA focuses on young people’s ability to use their knowledge and skills to meet real-life challenges. This orientation reflects a change in the goals and objectives of curricula themselves, which are increasingly concerned with what students can do with what they learn at school and not merely with whether they have mastered specific curricular content. PISA also aims to examine students' learning strategies, their competencies in areas such as problem solving that involves multiple disciplines and their interests in different topics. This kind of broader assessment started in PISA 2000, which asked students about their motivation and other aspects of their attitudes towards learning, their familiarity with computers and, under the heading "self-regulated learning", about their strategies for managing and monitoring their own education. The assessment of students' motivations and attitudes continued in PISA 2006, with special attention given to students' attitudes towards and interest in science. Returning to reading as the major subject of assessment, PISA 2009 focused on students' engagement in reading activities and their understanding about their own reading and learning strategies.

PISA’s unique features include:

- Policy orientation, which connects data on student learning outcomes with data on students’ characteristics and on key factors shaping their learning in and out of school in order to draw attention to differences in performance patterns and to identify the characteristics of students, schools and education systems that have high performance standards.

- Innovative concept of “literacy”, which refers to the capacity of students to apply knowledge and skills in key subject areas and to analyse, reason and communicate effectively as they pose, interpret and solve problems in a variety of situations.

- Relevance to lifelong learning, which does not limit PISA to assessing students’ competencies in school subjects, but also asks them to report on their own motivation to learn, their beliefs about themselves and their learning strategies.

- Regularity, which enables countries to monitor their progress in meeting key learning objectives.

- Breadth of geographical coverage and collaborative nature, which, in PISA 2009, encompasses the 34 OECD member countries and 41 partner countries and economies.

KIND OF DATA
Sample survey data [ssd]

UNITS OF ANALYSIS
- Individual (student, parent)

- School

Scope

NOTES

The scope of the Programme for International Student Assessment 2009 includes:

- Educational career: Different aspects of experience at school

- ICT familiarity component for the student: Availability of ICT, General computer use, Use of ICT at home, Use of ICT at school, Attitude toward computers

- Parent: Basic parent characteristics, Child’s past reading engagement, Parent’s own reading engagement, Home reading resources and support, Parent’s background, Parent’s perception of and involvement in school, School choice

- Reading for school: The kind of reading typically done for school

- School: The Structure and organization of the school, The student and teacher body, The school's resources, School curriculum and assessment, School climate, School policies and practices, About respondent

- Student: About respondent, Family and home, Reading activities, Learning time, School, Test language lessons, Libraries, Strategies in reading and understanding texts

TOPICS

Topic	Vocabulary	URI
Education	World Bank	

Coverage

GEOGRAPHIC COVERAGE

75 countries and economies, including all 34 OECD countries and 41 partner countries and economies: Albania, Argentina, Australia, Austria, Azerbaijan, Belgium, Brazil, Bulgaria, Canada, Chile, Chinese Taipei, Colombia, Costa Rica, Croatia, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Himachal Pradesh-India, Hong Kong-China, Hungary, Iceland, Indonesia, Ireland, Israel, Italy, Japan, Jordan, Kazakhstan Korea, Kyrgyzstan, Latvia, Liechtenstein, Lithuania, Luxembourg, Macao-China, Malaysia, Malta, Mauritius, Mexico, Miranda-Venezuela, Montenegro, Netherlands, Netherlands-Antilles, New Zealand, Norway, Panama, Peru, Poland, Portugal, Qatar, Romania, Russian Federation, Serbia, Shanghai-China, Singapore, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Tamil Nadu-India, Thailand, Trinidad and Tobago, Tunisia, Turkey, United Arab Emirates, United Kingdom, United States, Uruguay, Vietnam.

Producers and Sponsors

PRIMARY INVESTIGATOR(S)

Name	Affiliation
Organisation for Economic Co-operation and Development (OECD)	

OTHER PRODUCER(S)

Name	Affiliation	Role
Australian Council for Educational Research		
National Institute for Educational Measurement (Netherlands)		
Unité d’analyse des systèmes et pratiques d’enseignement (Belgium)		
cApStAn Linguistic Quality Control (Belgium)		
Deutches Institut für Internationale Pädagogische Forschung		
Westat (USA)		
Educational Testing Service (USA)		
National Institute for Educational Policy Research (Japan)		

FUNDING

Name	Abbreviation	Role
Organisation for Economic Co-operation and Development	OECD	

Metadata Production

METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
Development Economics Data Group	DECDG	World Bank	Documentation of the study

DATE OF METADATA PRODUCTION
2011-05-09

DDI DOCUMENT VERSION
Version 02 (July 2014)

DDI DOCUMENT ID
DDI_WLD_2009_PISA_v02_M_WB

Sampling

Sampling Procedure

The specific sample design and size for each country aimed to maximise sampling efficiency for student-level estimates. In OECD countries, sample sizes ranged from 4,410 students in Iceland to 38,250 students in Mexico. Countries with large samples have often implemented PISA both at national and regional/state levels (e.g. Australia, Belgium, Canada, Italy, Mexico, Spain, Switzerland and the United Kingdom). The selection of samples was monitored internationally and adhered to rigorous standards for the participation rate, both among schools selected by the international contractor and among students within these schools, to ensure that the PISA results reflect the skills of the 15-year-old students in participating countries. Countries were also required to administer the test to students in identical ways to ensure that students receive the same information prior to and during the assessment.

When a school has been selected to participate in PISA, a school co-ordinator is appointed. The school coordinator compiles a list of all 15-year-olds in the school and sends this list to the PISA National Centre in the country, which randomly selects 35 students to participate. The school co-ordinator then contacts the students who have been selected for the sample and obtains the necessary permissions from parents. The testing session is usually conducted by a test administrator who is trained and employed by the National Centre. The test administrator contacts the school co-ordinator to schedule administration of the assessment. The school coordinator ensures that the students attend the testing sessions. This can sometimes be difficult because students may come from different grades and different classes. The test administrator's primary tasks are to ensure that each test booklet is distributed to the correct student and to introduce the tests to the students. After the test is over, the test administrator collects the test booklets and sends them to the National Centre for coding.

In PISA 2009, 13 different test booklets were used in each country. Each booklet had a different subset of PISA questions, so that students answered overlapping groups of questions, in order to produce a wide range of test items while limiting the test time for each student. With 13 different booklets, in each group of 35 students, no more than 3 students were given the same booklet. Booklets were allocated to individual students according to a random selection process. The test administrator's introduction came from a prescribed text so that all students in different schools and countries received exactly the same instructions. Before starting the test, the students were asked to do a practice question from their booklets. The testing session was divided into two parts: the two-hour-long test to assess their knowledge and skills, and the questionnaire session to collect data on their personal background, their learning habits, their attitudes towards reading, and their engagement and motivation. The length of the questionnaire session varied across countries, depending on the options chosen for inclusion, but generally was about 30 minutes. Students were usually given a short break half-way through the test and again before they did the questionnaire.

For more information on PISA's technical background, refer to the documents "PISA 2009 Results: Overcoming Social Background - Volume II", Annex A and "PISA 2009 Technical Report" that are provided as external resources.

Deviations from Sample Design

Response Rate

- School Response Rates: A response rate of 85% was required for initially selected schools. If the initial school response rate fell between 65% and 85%, an acceptable school response rate could still be achieved through the use of replacement schools. To compensate for a sampled school that did not participate, where possible, two potential replacement schools were identified. Furthermore, a school with a student participation rate between 25% and 50% was not considered as a participating school for the purposes of calculating and documenting response rates. However, data from such schools were included in the database and contributed to the estimates included in the initial PISA international report. Data from schools with a student participation rate of less than 25% were not included in the database, and such schools were regarded as non-respondents.

- Student Response Rates: An overall response rate of 80% of selected students in participating schools was required. A student who had participated in the original or follow-up cognitive sessions was considered to be a participant. A minimum student response rate of 50% within each school was required for a school to be regarded as participating: the overall student response rate was computed using only students from schools with at least a 50% student response rate. Again, weighted student response rates were used for assessing this standard. Each student was weighted by the reciprocal of

his/her sample selection probability.

For more detailed information on school and student response rates, refer to Chapter 4 in the technical document "PISA 2009 Technical Report" that is provided as an external resource.

Weighting

Questionnaires

Overview

- Questionnaire on Educational Career: Different aspects of experience at school
- ICT Familiarity Component for the Student Questionnaire: Availability of ICT, General computer use, Use of ICT at home, Use of ICT at school, Attitude toward computers
- Parent Questionnaire: Basic parent characteristics, Child's past reading engagement, Parent's own reading engagement, Home reading resources and support, Parent's background, Parent's perception of and involvement in school, School choice
- Reading for School: The kind of reading typically done for school
- School Questionnaire: The Structure and organization of the school, The student and teacher body, The school's resources, School curriculum and assessment, School climate, School policies and practices, About respondent
- Student Questionnaire: About respondent, Family and home, Reading activities, Learning time, School, Test language lessons, Libraries, Strategies in reading and understanding texts

Data Collection

Data Collection Dates

Start	End	Cycle
2009	2009	1st Round
2010	2010	2nd Round

Data Collection Mode

Face-to-face [f2f]

Data Collection Notes

- Around 470,000 students completed the assessment in 2009, representing about 26 million 15-year-olds in the schools of the 65 participating countries and economies. Some 50,000 students took part in a second round of this assessment in 2010, representing about 2 million 15 year-olds from 9 additional partner countries and economies.
- Each participating student spent two hours carrying out pencil-and-paper tasks in reading, mathematics and science. In 20 countries, students were given additional questions via computer to assess their capacity to read digital texts.
- The assessment included tasks requiring students to construct their own answers as well as multiple-choice questions. The latter were typically organised in units based on a written passage or graphic, much like the kind of texts or figures that students might encounter in real life.
- Students also answered a questionnaire that took about 30 minutes to complete. This questionnaire focused on their personal background, their learning habits, their attitudes towards reading, and their engagement and motivation.
- School principals completed a questionnaire about their school that included demographic characteristics and an assessment of the quality of the learning environment at school.

Questionnaires

- Questionnaire on Educational Career: Different aspects of experience at school
- ICT Familiarity Component for the Student Questionnaire: Availability of ICT, General computer use, Use of ICT at home, Use of ICT at school, Attitude toward computers
- Parent Questionnaire: Basic parent characteristics, Child's past reading engagement, Parent's own reading engagement, Home reading resources and support, Parent's background, Parent's perception of and involvement in school, School choice
- Reading for School: The kind of reading typically done for school
- School Questionnaire: The Structure and organization of the school, The student and teacher body, The school's resources, School curriculum and assessment, School climate, School policies and practices, About respondent
- Student Questionnaire: About respondent, Family and home, Reading activities, Learning time, School, Test language lessons, Libraries, Strategies in reading and understanding texts

Supervision

Data Processing

Data Editing

Other Processing

Data Appraisal

Estimates of Sampling Error

Other forms of Data Appraisal

Documentation

Questionnaires

School Questionnaire for PISA 2009

Title	School Questionnaire for PISA 2009
Author(s)	Cito Institute for Educational Measurement University of Twente University of Jyväskyla, Institute for Educational Research Direction de l'Evaluation de la Prospective et de la Performance (DEPP)
Date	2008-12-01
Language	English
Filename	PISA09_School_questionnaire.pdf

Student Questionnaire for PISA 2009

Title	Student Questionnaire for PISA 2009
Author(s)	Cito Institute for Educational Measurement University of Twente University of Jyväskyla, Institute for Educational Research Direction de l'Evaluation de la Prospective et de la Performance (DEPP)
Date	2008-12-01
Language	English
Filename	PISA09_Student_questionnaire.pdf

Questionnaire on Educational Career PISA 2009

Title	Questionnaire on Educational Career PISA 2009
subtitle	International Option
Author(s)	Cito Institute for Educational Measurement University of Twente University of Jyväskyla, Institute for Educational Research Direction de l'Evaluation de la Prospective et de la Performance (DEPP)
Date	2008-12-01
Language	English
Filename	PISA09_EC_questionnaire.pdf

Parent Questionnaire for PISA 2009

Title	Parent Questionnaire for PISA 2009
subtitle	International Option
Author(s)	Cito Institute for Educational Measurement University of Twente University of Jyväskyla, Institute for Educational Research Direction de l'Evaluation de la Prospective et de la Performance (DEPP)
Date	2008-12-01
Language	English
Filename	PISA09_Parent_questionnaire.pdf

Questions about Reading for School

Title	Questions about Reading for School
Language	English
Filename	PISA09_RFS_questionnaire.pdf

ICT Familiarity Component for the Student Questionnaire

Title	ICT Familiarity Component for the Student Questionnaire
Author(s)	Cito Institute for Educational Measurement University of Twente University of Jyväskyla, Institute for Educational Research Direction de l'Evaluation de la Prospective et de la Performance (DEPP)
Date	2008-12-01
Language	English
Filename	PISA09_ICT_questionnaire.pdf

Reports

PISA 2009 Results: What Students Know and Can Do - Volume I

Title	PISA 2009 Results: What Students Know and Can Do - Volume I
Author(s)	This report is the product of a collaborative effort between the countries participating in PISA, the experts and institutions working within the framework of the PISA Consortium, and the OECD Secretariat.
Date	2010-01-01
Language	English
Description	This report provides the results of PISA 2009 in the context of how performance is defined, measured and reported, and then examines what students are able to do in reading. After a summary of reading performance, it examines the ways in which this performance varies on subscales representing three aspects of reading. It then breaks down results by different formats of reading texts and considers gender differences in reading, both generally and for different reading aspects and text formats. Any comparison of the outcomes of education systems needs to take into consideration countries' social and economic circumstances, and the resources they devote to education. To address this, the volume also interprets the results within countries' economic and social contexts. The volume concludes with a description of student results in mathematics and science.

Table of contents	Executive summary.....13 Chapter 1 Introduction.....17 PISA – An overview.....18 • PISA 2009 – Focus on reading.....18 • The PISA surveys.....18 What is different about the PISA 2009 survey?.....21 • A new profile of how well students read.....21 • An assessment of reading digital texts.....21 • More detailed assessment of a wider range of student abilities.....21 • More emphasis on educational progress.....21 • Introducing new background information about students.....21 What PISA measures and how.....22 • Performance in PISA: What is measured.....22 • The PISA instruments: How skills are measured.....22 • The PISA student population.....24 Reporting results from PISA 2009.....26 Reader's Guide.....29 Chapter 2 A profile of student performance in Reading.....31 A context for comparing the performance of countries.....34 The PISA approach to assessing student performance in reading.....37 • The PISA definition of reading literacy.....37 • The PISA 2009 framework for assessing reading literacy.....38 • How the PISA 2009 reading results are reported.....45 • What students can do in reading.....49 Student performance in different areas of reading across participating countries.....59 • Aspect subscales.....59 • Examples of the PISA 2009 reading units.....90 Chapter 3 A profile of student Performance in Mathematics and Science.....121 What students can do in mathematics.....122 • A profile of PISA mathematics questions.....122 Student performance in mathematics.....130 • Mean country performance in mathematics.....133 • Gender differences in mathematics.....137 What students can do in science.....137 • A profile of PISA science questions.....137 Student performance in science.....147 • Mean country performance in science.....150 • Gender differences in science.....154 Policy Implications.....157 Tackling low performance.....158 Pursuing excellence.....158 Strengths and weaknesses in different kinds of reading.....159 Student performance in mathematics and science.....159 The potential to improve performance across the world.....160 References.....163 Annex A Te chnical Background.....165 Annex A1: Indices from the student, school and parent context questionnaires.....166 Annex A2: T he PISA target population, the PISA samples and the definition of schools...171 Annex A3: Standard errors, significance tests and subgroup comparisons.....184 Annex A4: Quality assurance.....185 Annex A5: D evelopment of the PISA assessment instruments.....187 Annex A6: Reliability of the coding of responses to open-ended items.....190 Annex B Tables of results.....193 Annex B1: Results for countries and economies.....194 Annex B2: Results for regions within countries.....232 Annex C The development and implementation of PISA – A collaborative effort.....267
Filename	http://browse.oecdbookshop.org/oecd/pdfs/free/9810071e.pdf

PISA 2009 Results: Overcoming Social Background - Volume II

Title	PISA 2009 Results: Overcoming Social Background - Volume II
Author(s)	OECD
Date	2010-01-01
Language	English

Description	Volume II, Overcoming Social Background: Equity in Learning Opportunities and Outcomes, starts by closely examining the performance variation shown in Volume I, particularly the extent to which the overall variation in student performance relates to differences in results achieved by different schools. The volume then looks at how factors such as socio-economic background and immigrant status affect student and school performance, and the role that education policy can play in moderating the impact of these factors.
Table of contents	Executive summary....13 Introduction to PISA....17 Reader's Guide....23 Chapter 1 Moderating the impact of socio-economic background on educational outcomes....25 Interpreting gaps and dispersion in student performance....27 Family and socio-economic background....29 Socio-economic background, underlying social and economic inequality and mean performance at the level of the education system....30 Looking ahead....33 Chapter 2 Three pe rspe ctives on educational equity and equality....37 Equality in learning outcomes....38 • Relative performance gaps within countries....38 • Share of the students failing to reach a baseline level of proficiency....41 Equity in the distribution of educational resources....41 Equity in learning regardless of student background....43 • Family and socio-economic background....43 • Family structure....45 • School location and variation in performance across geographical areas....46 Chapter 3 Learning outcomes and socio-economic background....51 Students' socio-economic and cultural status and performance....52 The socio-economic gradient: an approach to equity in PISA....52 A comparative perspective on socio-economic gradients....57 Student resilience in PISA: the proportion of disadvantaged students who succeed in PISA....62 Chapter 4 Learning outcomes of students with an immigrant background....65 Students with an immigrant background....66 The size of the immigrant-background student population and mean performance of the system...66 Performance gaps across immigrant status....70 First-generation students and age of arrival....74 Immigrant status and home language....75 Performance, immigrant status and country of origin....77 Immigrant status and school resources....79 Chapter 5 School systems and the impact of socio-economic background....83 The relationship between performance and socio-economic background....84 Performance differences within and between schools....84 Differences in the socio-economic background of students and schools....86 Performance differences and the socio-economic background of students and schools....86 Predicted and actual performance of students in different socioeconomic contexts....92 Performance, socio-economic background and the role of parents....95 Performance, socio-economic background and participation in pre-primary education....95 Policy Implications....101 Patterns in the relationship between performance and socio-economic background....101 A disproportionate number of low-performing students....105 Different slopes and strengths of socio-economic gradients....108 • Gentle slopes and weak-versus-strong gradients....108 • Steep slopes and weak-versus-strong gradients....110 Different socio-economic profiles....112 Differing gradients across schools....113 Differing gradients within schools....114 References....123 Annex A Te chnical Background....125 Annex A1: C onstruction of reading scales and indices from the student, school and parent context questionnaires....126 Annex A2: T he PISA target population, the PISA samples and the definition of schools....134 Annex A3: Standard errors, significance tests and subgroup comparisons....147 Annex A4: Quality assurance....149 Annex B Tables of results....151 Annex B1: Results for countries and economies....152 Annex B2: Results for regions within countries....198 Annex C The development and implementation of PISA – A collaborative effort....215
Filename	http://browse.oecdbookshop.org/oecd/pdfs/free/9810081E.pdf

PISA 2009 Results: Learning to Learn - Volume III

Title	PISA 2009 Results: Learning to Learn - Volume III
Author(s)	This report is the product of a collaborative effort between the countries participating in PISA, the experts and institutions working within the framework of the PISA Consortium, and the OECD Secretariat.
Date	2010-01-01
Language	English
Description	Volume III, Learning to Learn: Student Engagement, Strategies and Practices, explores the information gathered on students' levels of engagement in reading activities and attitudes towards reading and learning. It describes 15-year-olds' motivation, engagement and strategies to learn.
Table of contents	Executive summary.....13 Introduction to PISA.....17 Reader's Guide.....23 Chapter 1 Effective Learners, Proficient Readers.....25 How PISA 2009 examines engagement in reading and approaches to learning.....28 Engagement in reading activities and reading performance.....29 • Are students who enjoy reading better readers?.....29 • The association between time spent reading for enjoyment and reading performance.....32 • The association between the material students read and reading performance.....34 • On line reading and reading performance of print texts.....39 Approaches to learning and reading performance.....42 • The association between strategies to understand and remember information and reading performance.....42 • The association between strategies to summarise information and reading performance.....45 • The association between the use of memorisation, elaboration and control strategies and reading performance.....48 Do observed associations mirror the demographic and socio-economic background of students?....52 • What do high-performing readers look like?.....52 Chapter 2 The Reading and Learning Habits of 15-Year-Olds.....59 Profiles of readers.....60 The reading habits of 15-year-old students.....63 • How often do students read for enjoyment?.....63 • What do students read for enjoyment?.....70 • How much do students enjoy reading?.....76 Approaches to learning.....77 • Awareness of effective strategies to understand and remember information.....77 • Awareness of effective strategies to summarise information.....79 • Use of memorisation, elaboration and control strategies.....79 Chapter 3 Tackling gender and socio-economic inequalities in reading.....85 Inequalities in reading performance and the role of engagement in reading and learning strategies....86 How reading habits and approaches to learning mediate the gender gap in reading performance.....88 How reading habits and approaches to learning mediate socio-economic inequities in reading performance....91 The underachievement of disadvantaged boys.....94 Policy Implications.....97 Engagement in reading matters.....97 Approaches to learning matter.....98 Levelling the playing field matters.....98 References.....101 Annex A Te chnical Background.....105 Annex A1: Construction of reading scales and indices from the student, school and parent context questionnaires.....106 Annex A2: T he PISA target population, the PISA samples and the definition of schools.....114 Annex A3: Standard errors, significance tests and sub-group comparisons.....127 Annex A4: Quality assurance.....129 Annex A5: L atent profile analysis.....131 Annex B Table s of results.....133 Annex B1: Results for countries and economies.....134 Annex B2: Results for regions within countries.....227 Annex C The devel opment and imple mentation of PISA – A coll aborative effort.....261
Filename	http://browse.oecdbookshop.org/oecd/pdfs/free/9810091E.pdf

PISA 2009 Results: Learning Trends - Volume V

Title	PISA 2009 Results: Learning Trends - Volume V
Author(s)	OECD
Date	2009-01-01
Description	Volume V, Learning Trends: Changes in Student Performance since 2000, provides an overview of trends in student performance in reading, mathematics and science from PISA 2000 to PISA 2009. It shows educational outcomes over time and tracks changes in factors related to student and school performance, such as student background and school characteristics and practices.
Filename	http://browse.oecdbookshop.org/oecd/pdfs/free/9810111E.pdf

PISA 2009 Results: What Makes a School Successful? - Volume IV

Title	PISA 2009 Results: What Makes a School Successful? - Volume IV
Author(s)	OECD
Date	2009-01-01
Description	Volume IV, What Makes a School Successful? Resources, Policies and Practices, explores the relationships between student-, school- and system-level characteristics, and educational quality and equity. It explores what schools and school policies can do to raise overall student performance and, at the same time, moderate the impact of socio-economic background on student performance, with the aim of promoting a more equitable distribution of learning opportunities.
Filename	http://browse.oecdbookshop.org/oecd/pdfs/free/9810101E.pdf

PISA 2009 Assessment Framework

Title	PISA 2009 Assessment Framework
Author(s)	OECD
Date	2009-01-01
Description	Volume VI, Students On Line: Reading and Using Digital Information, explains how PISA measures and reports student performance in digital reading, and analyses what students in the 20 countries participating in this assessment are able to do.
Filename	http://www.oecd.org/dataoecd/11/40/44455820.pdf

Item Compendia

Title	Item Compendia
Language	English
Filename	Item_Compendia_DEC10.xls

ICT Compendia

Title	ICT Compendia
Language	English
Filename	Comp_IctEc09_Dec10.zip

Parent Compendia

Title	Parent Compendia
Language	English
Filename	Comp_Par09_Dec10.zip

Reading for School Compendia

Title	Reading for School Compendia
Language	English
Filename	Comp_Rfs09_Dec10.zip

School Compendia

Title	School Compendia
Language	English
Filename	Comp_Sch09_Dec10.zip

Student Compendia

Title	Student Compendia
Language	English
Filename	Comp_Stu09_Dec10.zip

Technical documents

Codebook for student questionnaire data file

Title	Codebook for student questionnaire data file
Language	English
Filename	Codebook_Stu09_Dec10.pdf

Codebook for school questionnaire data file

Title	Codebook for school questionnaire data file
Language	English
Filename	Codebook_Sch09_Dec10.pdf

Codebook for parent questionnaire data file

Title	Codebook for parent questionnaire data file
Language	English
Filename	Codebook_Par09_Dec10.pdf

Codebook for cognitive item response data file

Title	Codebook for cognitive item response data file
Language	English
Filename	Codebook_Cogn09_TD_Dec10.pdf

Codebook for scored cognitive item response data file

Title	Codebook for scored cognitive item response data file
Language	English
Filename	Codebook_Cogn09_S_Dec10.pdf

PISA 2009 Technical Report

Title	PISA 2009 Technical Report
Author(s)	OECD
Date	2012-01-01
Language	English
Description	This report contains a description of the theoretical underpinning of the complex techniques used to create the PISA 2009 Database, which includes information on 470 000 students in 65 countries. The database includes not only information on student performance in the three main areas of assessment – reading, mathematics and science – but also their responses to the Student Questionnaire that they completed as part of the assessment. Data from the principals of participating schools are also included. The PISA 2009 Database was used to generate information and to be the basis for analysis for the PISA 2009 initial report.
Filename	PISA 2009 technical report.pdf