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TEST ADMINISTRATOR'S MANUAL

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1. INTRODUCTION

1.1 OECD Programme for International Student Assessment (PISA): Monitoring Knowledge and Skills in the New Millennium

Note to NPM

You should decide which of the following to include in this section:

- 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. NPMs may choose to use their brochures to introduce the study or they may decide to edit the text from the web site and insert it here. For convenience, the study description from the web site is repeated in the introduction to the NPM Manual.
- Organisation of the project and schedule of activities within your country.
- Information on whom to contact with questions or problems.

1.2 The Role of the Test Administrator (TA)

As a TA for one or more schools in PISA, you are very important to the success of the study. It is your job to:

- Make sure only sampled students attend the assessment session;
- Give each sampled student the materials assigned to him or her;
- Conduct the assessment session according to the script and instructions in this manual;
- Time the parts of the assessment session, using a watch or stopwatch;
- Record information about student participation on the Student Tracking Form;
- Protect the security of all student booklets and questionnaires; and
- Return the completed test and questionnaire materials as directed.

The tasks involved in carrying out these activities are described in detail in this manual. It is essential that the study's procedures are 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. Therefore, TAs should become familiar with the procedures described in this manual before conducting a PISA assessment.

Your National Project Centre and the International Project Centre thank you for giving your time to this important international study!

1.3 PISA Materials

Note to NPM

This section assumes that the National Centre will pack PISA materials by school and send them to the TA. You may need to modify this section to reflect national differences and to explain how the materials will be packaged.

You should also explain your country's policy on calculator usage and who (National Centre, school, or students) will provide the calculators and rulers.

The National Centre 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** listing the students sampled in the school;
- **A Session Report Form**;
- **The Return Shipment Form**; and
- **Other materials [NPM to list].**

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

1.4 Timing the Assessment Sessions

It is expected that the PISA assessment will take approximately 3 hours to administer, including time to read the directions, distribute the materials and have 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 is divided into two 1-hour parts. Students must be given exactly 1 hour for each of these two parts;
- A 5-20 minute break is suggested between the two parts of the Assessment Booklet and a longer break before beginning the Student Questionnaire session;
- The Student Questionnaire section is expected to take 20-30 minutes. It should be given after the achievement test and can be given on a different day; and
- Collecting the materials and ending the session will take 3-5 minutes.

1.5 Organisation of This Manual

The organisation of the rest of this manual follows the three phases of the assessment; preparing for the assessment (Chapter 2), conducting the assessment session (Chapter 3) and concluding assessment activities (Chapter 4). Each chapter describes in detail the tasks involved in each phase.

The activity checklist (Section 1.6) summarises key activities and provides references to the appropriate parts of the manual.

1.6 Checklist of Activities

Note to NPM

Revise this list of activities to reflect your project organisation. A suggested schedule is given for your convenience and may be deleted in your TA Manual. Add due dates and schedules based on your assessment plans.

Activity	TA Manual Reference	Suggested In-Country Schedule
BEFORE THE ASSESSMENT DAY		
<input type="checkbox"/> Attend training session	Section 2.1	Training date
<input type="checkbox"/> Confirm plans for assessment with School Co-ordinator (SC) and NPM	Sections 2.2, 2.7, 2.8	1-2 weeks prior to assessment
<input type="checkbox"/> Receive and secure assessment materials	Sections 2.3, 2.4	2 weeks prior to assessment
<input type="checkbox"/> Update Student Tracking Form	Section 2.5	With SC prior to assessment
<input type="checkbox"/> Identify students who will be excluded	Section 2.6	With SC prior to assessment
ON ASSESSMENT DAY		
<input type="checkbox"/> Make final arrangements with SC	Section 3.1	
<input type="checkbox"/> Set up room and materials	Section 3.1	
<input type="checkbox"/> Prepare the booklets to be given to students	Section 3.2	
<input type="checkbox"/> Use the script to conduct the session	Appendixes 1, 2, 3 Sections 3.3-3.8	
<input type="checkbox"/> Record session timing on Session Report Form	Sections 3.6, 4.3	
<input type="checkbox"/> Secure assessment materials	Section 3.9	
<input type="checkbox"/> Record participation status on Student Tracking Form	Section 4.1	
<input type="checkbox"/> Determine if a follow-up session will be held	Section 4.2	
<input type="checkbox"/> Complete the session report form	Section 4.3	
<input type="checkbox"/> Collect the completed School Questionnaire	Section 4.4	
<input type="checkbox"/> Pack and ship all assessment materials	Section 4.5	
<input type="checkbox"/> Conduct follow-up-session, if necessary	Section 4.6	

2. PREPARING FOR THE ASSESSMENT

2.1 Attending the PISA TA Training

All TAs must attend an in-person training session. At the training session, your role as TA will be defined and the contents of this manual reviewed. It is important that you read this manual before coming to training, and please bring it with you to the training session!

2.2 Working with the School Co-ordinator to Verify the Date, Time, Location and Other Logistics of the Test

Note to NPM

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

Schools were asked to appoint a School Co-ordinator (SC); that is, someone to co-ordinate within-school activities, such as scheduling the sessions and notifying teachers and students. You will want to work closely and co-operatively with the SC to make sure that things go smoothly. It is suggested that you telephone or visit the SC 1 or 2 weeks before the test date to:

- Verify the date and time of the assessment. (The date and time of the assessment should have been established already by the SC and the National Project Manager, the NPM);
- Confirm that the SC has informed the NPM of any changes to the date or time of the assessment. This is necessary so that the NPM can tell the School Quality Monitors (SQMs). A subset of schools has been selected for an unannounced quality monitoring visit by an SQM employed by the International Project Centre. The purpose of the quality monitoring visits is to ensure that assessment procedures are carried out uniformly in all countries. Neither the TA nor the SC is informed whether or not a particular test session will be observed;
- Arrange for an assistant to help during the session. This is encouraged but optional. Discuss the possibility of using a school staff person with the SC. If the SC cannot be present throughout the session, the SC should stay with you at the beginning of the session until all students are accounted for and ready to begin the test;
- Review the handling of emergencies, problem situations and procedures for dismissing students at the end of the session;
- **NPM to modify:** Review the policy on calculators and who will provide them and the rulers. Make sure that extras will be available;
- Determine the test session location(s). Arrange for adequate space and enough work surfaces;
- Discuss how school staff, parents, and students will be notified. It is especially important to determine if parental permission is required. Students whose parents refuse consent must not be assessed; and

- Review and update the Student Tracking Form.

2.3 Receiving and Securing Assessment Materials

When you receive the assessment materials, check them for completeness and store them in a safe place. Failure to protect the security of the cognitive items may invalidate this survey. Contact the National Project Centre for additional material or to replace any items that are missing or damaged.

Note to NPM

You may want to include here the schedule for shipping materials, a list of test materials that will be sent to the TA or to the SC, and a list of additional items that the TA will need for the assessment.

2.4 Receiving the Student Tracking Form

Note to NPM

The format of the Student Tracking Form may differ from country to country. Modify this section to describe your form AND insert an example as Exhibit 2-1.

The Student Tracking Form (Exhibit 2-1) contains the list of the sampled students and is used to keep track of the results of the assessment. Accurate completion of this form is very important. A copy of the Student Tracking Form 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 testing material for the school.

2.5 Updating the Student Tracking Form

Your copy of the Student Tracking Forms should be reviewed with the SC and updated because you may need to use your copy at the assessment. Updating may be done prior to the assessment day by telephone or at the school immediately before the assessment is to take place. Updating the Student Tracking Forms should include the following tasks:

- Identifying and correcting missing or incorrect information;
- Identifying students who are ineligible. Ineligible students are those students who are no longer enrolled in the school and students who should not have been on the original sampling list (for example, someone who does not meet the eligibility criteria); and
- Identifying excluded students as described in Section 2.6.

2.6 Identifying Students Who Will Be Excluded from the Assessment

PISA is a timed assessment administered to groups of students in the instructional language(s) of each country. The intent of the study is to be as **inclusive** as possible. However, some students with limited proficiency in the language(s) of the test or those who have a physical, mental or emotional disability may not be able to participate under these conditions. Therefore, PISA has developed criteria for all schools to use when there is doubt about whether a selected student should be assessed.

Using these PISA instructions, the SC will determine whether a sampled student should be excluded from testing. Criteria for determining if a student with a disability and/or with limited language proficiency should be excluded are discussed below.

Note to NPM

Guidelines for defining exclusion categories may be found in Section 5.4 of the NPM Manual. Modify these guidelines as appropriate for your country and insert them here.

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. Encourage the SC to be present throughout the session. If this is not possible because of other responsibilities, encourage the SC to be present when students first arrive and to check with you periodically during the assessment session.

Note to NPM

The person who conducts the test session should receive PISA TA Training. The only exceptions would be a session where no TA is available because of a schedule conflict and a follow-up session that could not be held otherwise. The SC could administer the session in these situations.

2.8 Confirming the Date, Time and Logistics with the SC

Several days before the test date, call the SC again to confirm the date and time of the assessment. This is also a good time to review the test session logistics to be certain that the test space has been reserved and that the 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 test has changed, confirm that the SC has informed the NPM.

3. CONDUCTING THE ASSESSMENT SESSION

3.1 Getting Ready on Assessment Day

It is recommended that you arrive 45 minutes to 1 hour before the beginning of the first session. This should allow enough time to do the following to get ready for the session.

- Meet with the SC. It may be necessary to:
 - Review plans for the assessment including how to receive the students at the beginning of the session, dismiss students at the end and handle any special or emergency situations;
 - Identify students who should not be assessed because of parental refusal; and
 - Update the Student Tracking Forms described in Section 2.5.
- 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 Student Tracking Form and Session Report Form;
 - A stop watch or other timing device;
 - **NPM – Modify according to your policy:** Extra calculators for students who do not have them and pens or sharpened pencils; and
 - Rulers.

3.2 Preparing the Assessment Booklets to Be Given to the Students

Note to NPM

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

If the National Centre has sent sealed envelopes containing the Assessment Booklets and Student Questionnaire 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, thus assigning the envelope to the student.

If the National Centre has sent separate, sealed bundles of test booklets and questionnaires, you should open the bundles and prepare these materials no more than 45 minutes before the session begins. If an SQM visits one of your assessment sessions, he or she will check that the envelopes or bundles of materials are sealed until 45 minutes before the beginning of the session.

If a PISA SQM is not at your school 45 minutes before the session begins, open the bundles of booklets and proceed.

Set aside the materials for students who have withdrawn from the school, ineligible students, those whose parent(s) refused to let them participate, and excluded students.

3.3 Conducting the Session

Once students have entered the room, count the number present. It is important that as many students participate as possible, in order for the study results to be accurate.

Note to NPM

Modify the following statement to reflect your policy.

If more than five students are absent from the PISA population, a follow-up session should be scheduled, if at all possible. Because of this, try to find missing students who are in school but not at the session. However, do not delay the session waiting for students who are late.

3.4 Reading the Scripted Directions

Appendix 1 contains the scripts you will need to administer the sessions. The scripts contain the following:

- An introduction to the session;
- Instructions for distributing the booklets and the student questionnaires;
- Directions to students;
- Timing for each session; and
- Procedures for concluding each session.

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.

3.5 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, as in the script.

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. As students arrive, tell them to find their name and sit at that desk. The SC should help with this step to ensure that students sit at the correct desk. **[NOTE TO NPM: If you are labelling the students' materials before sending them to the TA, explain this here. If not, instruct the TA to create name tags or labels, using the Student Tracking Form to make sure that the materials assigned to each student are given to that student]**;
- If you discover an error in the labelling of materials, correct the labels to match the Student Tracking Form;
- Begin the session and then pick up the materials for absent students from the empty desks, after the other students have begun working on the test; and
- If a student is absent, note this on the Student Tracking Form and place that student's booklet (or envelope) aside.

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

3.6 Timing the Assessment

Note to NPM

NPM to modify if participating in national options and to describe.

The Cognitive Session is divided into two parts. The students will have 1 hour to complete Part 1 and 1 hour to complete Part 2 of their Assessment Booklets. The Student Questionnaire will take about one-half hour.

Be sure to note the start and ending times of each part of the session on the Session Report Form (described in Section 4.3).

3.7 Supervising the Session

Monitor the assessment session, observing the following points:

- Once booklet or questionnaire directions are 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;
- Be sure that students understand how to record answers. You may help them with this;
- Do not help the students with any of the items in the Assessment Booklet. However, you may answer questions about items in the Student Questionnaire (see Appendix 3);
- **[NPM may modify]** If you do not know the students, it is helpful to have the students' names on labels where they can be seen easily, for example on a corner of their desks. Before the session begins, put each student's name on a removable label on each booklet or envelope. At the beginning of the session, ask the students to put this label on a corner of their desk. As you walk around the room you will be able to read the students' names on the labels;
- The Assessment Booklet contains 2 one-hour parts. Students must work in Part 1 only during the first hour and in Part 2 only during the second hour. Monitor the students to make sure they are working in the correct part.
- 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 where they left (and returned) and how long they worked in the booklet. Describe on the booklet cover any other 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. To ensure standardised test procedures and security of the test items, **no copying of test materials, photographs or video recordings of the sessions are allowed;** and
- **[NPM to modify]** Students finishing a part early should be encouraged to review their work in that part only. Students who are completely finished may be permitted to read a book or work on homework.

3.8 Ending the Session

After you have completed the session, collect the test and questionnaire material. It is critical that all test and questionnaire material be accounted for before the students are dismissed.

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

3.9 Securing Test Material and Maintaining Student Confidentiality

Many test items are used from one test cycle to another in order to measure trends in student performance. For this to be possible, the test items must remain secure. Assessment Booklets must always be stored in a secure place. Each booklet must be accounted for whether it is used or unused.

The assessment may be seriously jeopardised if any booklet is lost.

Interested parties may look at unused Assessment Booklets only after the assessment session is finished, and only in your presence. These booklets must **not** be copied.

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

All Assessment Booklets and Student Questionnaires must be returned to the National Centre immediately after the assessment. It is your responsibility to do so.

4. CONCLUDING ASSESSMENT ACTIVITIES

4.1 Recording Participation Status on the Student Tracking Form

After all the Assessment Booklets and Student Questionnaires are accounted for, check that each student's participation status code for each part of the assessment (Parts 1 and 2 of the Assessment Booklet and the Student Questionnaire) has been entered in column 9. The codes to be used are:

- 0 = absent
- 1 = present for all of the session (including absences of less than 5 minutes)
- 2 = present for part of the session (including absences of more than 5 but less than 55 minutes)
- 3 = parent or student refusal.

Note that students who were excluded or not eligible should have a code of 8 (not applicable).

Exhibit 4-1 is an example of a completed Student Tracking Form.

Note to NPM

Insert an example of a Completed Student Tracking Form.

4.2 Determining If a Follow-up Session Is Needed

Notes to NPM

- The goal of holding Follow-up Sessions is to maximise the student participation rate. NPM's 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 modify or delete the requirement.
- The value of 5 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 for the PISA population.

If more than five students were absent from the PISA population (not counting student or parent refusals, or excluded or ineligible students), a follow-up session should be planned if at all possible. This

is necessary to make sure that the student response rate meets international standards. Only one follow-up session will be held.

If a follow-up session is necessary, discuss this with the SC and schedule the follow-up session as soon as possible. If possible, an SQM will attend this session if one attended the original session. Instructions for conducting a follow-up session are reviewed in Section 4.6.

4.3 Completing the Session Report Form

Please complete a Session Report Form (Appendix 4) for each session and give a copy to the SQM, if present.

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 Centre along with any remaining Student Questionnaires.

Record whether the School Questionnaire has or has not been returned on the Return Shipment Form (Appendix 5).

4.5 Packing and Shipping the Assessment Materials

It is important that assessment materials be returned for processing as soon as possible. Guidelines are as follows:

- Please send the test material back to the National Centre within 24 hours after an assessment 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 National Centre of the date when you expect to be shipping the materials;
- If you are not able to conduct a follow-up session within the same week as the original session, then you should ship the original material and keep only the materials that you will need to conduct the follow-up session. You should send a **copy** of the Student Tracking Form with the

material from the original test session. Retain the **original** of the Student Tracking Form and return it with the material from the follow-up session; and

- Make a copy or copies of the completed Student Tracking Form. One copy should be left with the SC. The original should be sent to the National Centre with the assessment booklets. If an SQM has visited a school, he or she should also receive a copy of this form.

Note to NPM

NPMs may wish to insert special instructions and a diagram or statement on how to pack and ship the test material that is appropriate for your country. These materials should be included in the shipment:

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

4.6 Conducting a Follow-up Session

If at all possible, a follow-up session should be held if more than five students from the PISA population are absent (not counting refusals), preferably within the same school week. If the School Quality Monitor (SQM) attended the original session, then if at all possible he or she will attend the follow-up session.

For the follow-up session:

- Encourage the SC to make every attempt to get absent students to attend the follow-up session;
- Conduct the follow-up session following the same procedures used for the original session;
- Account for all test material, secure the material, and protect student confidentiality;
- Complete the Student Tracking Form;
- Make a copy or copies of the Student Tracking Form. The SC should store one copy. If an SQM has attended the follow-up session, he or she should receive a copy. The original Student Tracking Form should be returned with the test material; and
- Pack and ship test material. Refer to the instructions for shipping the material from the original session if the follow-up session could not be conducted in the same week as the original session.

APPENDIX 1 TEST ADMINISTRATOR'S SCRIPT

OECD PISA SESSION SCRIPT

Note to NPM:

TEXTS SUCH AS THIS THAT ARE PRINTED IN BOLD ITALIC CAPITAL LETTERS AND SET OFF IN SHADED BOXES LIKE THIS ONE ARE NOTES TO THE NPMs. THESE STATEMENTS MARK PLACES IN THE TEXT WHERE YOU MAY MODIFY THE SCRIPT.

DIRECTIONS FOR THE TEST ADMINISTRATORS ARE PRINTED IN CAPITAL LETTERS AND ARE PART OF THE SCRIPT. IF THE TEST ADMINISTRATORS IN YOUR COUNTRY ARE MORE FAMILIAR WITH A DIFFERENT FORMAT, YOU MAY REFORMAT THIS SCRIPT.

PLEASE CHECK ALL MODIFICATIONS WITH THE INTERNATIONAL PROJECT CENTRE BEFORE FINALISING THE SCRIPT.

SCRIPT FOR THE COGNITIVE BOOKLET

INTRODUCING THE STUDY

Note to NPM:

YOU MAY ADAPT THE INTRODUCTION AND THE NEXT SECTION ON DISTRIBUTING MATERIALS.

INSTRUCTIONS TO TEST ADMINISTRATORS ARE IN CAPITAL LETTERS AND SHOULD NOT BE READ TO THE STUDENTS.

WRITE DOWN THE TIME YOU BEGIN EACH SESSION ON THE SESSION REPORT FORM.

Hello, my name is (INSERT YOUR NAME IF IT IS NOT KNOWN TO THE STUDENTS).

You have been chosen to take part in an important international education study sponsored by [NPMs SHOULD INSERT THE NAME OF THE SPONSORING AGENCY]. This study is called the Programme for International Student Assessment. Its goal is to find out what students your age all around the world know about reading, mathematics and science.

The results of this study will help government leaders and schools 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.

DISTRIBUTING THE MATERIALS [IF NOT ALREADY DISTRIBUTED]

Now I am going to give you the materials that you will use. Before I hand these out, please clear your desks.

As I call your name, please come forward to get your Test Booklet, ruler and a pencil (pen). Do not open the Test Booklet until I tell you. Also, please do not bend or fold the booklet as this will interfere with the marking of your answers.

CALL THE NAMES OF THE STUDENTS IN THE ORDER THAT THEY APPEAR ON THE STUDENT TRACKING FORM.

CONFIRM THAT THE STUDENT'S NAME AND THE TEST BOOKLET IDENTIFICATION CODE ON THE STUDENT TRACKING FORM MATCH THOSE ON THE TEST BOOKLET OR ENVELOPE.

RECORD WHETHER THE STUDENTS ARE PRESENT OR ABSENT ON THE STUDENT TRACKING FORM.

Does everyone have a Test Booklet, ruler and a pencil (pen)?

RESOLVE ANY PROBLEMS WITH THE DISTRIBUTION OF THE MATERIAL.

DO NOT ADMIT ANY MORE STUDENTS TO THE SESSION.

BEGINNING THE COGNITIVE SESSION

To make sure that all students receive the same instructions, I shall 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 pencil during the session, please raise your hand.

Please open your Assessment Booklet and turn to the directions beginning on page (STATE THE PAGE NUMBER). INSTRUCT STUDENTS TO BREAK THE SEAL, IF THE PARTS ARE SEALED.

Read these directions to yourself as I read them out loud.

Note to NPM:

THE TEST BOOKLET DIRECTIONS SHOULD BE INSERTED HERE.

READ OUT LOUD THE DIRECTIONS, THE EXAMPLES AND THE ANSWERS VERBATIM AND SLOWLY.

WHEN YOU HAVE COMPLETED READING THE DIRECTIONS OUT LOUD WRITE DOWN THE TIME ON THE SESSION REPORT FORM. SAY:

Are there any questions about how to record your answers?

TIMING THE COGNITIVE SESSION

Your Test Booklet is divided into two parts. You will have one hour to complete each part. We shall have a short break between the two parts.

PART 1

Now turn to the beginning of Part 1 (on page __). Use your time carefully and do as much as you can. Please begin.

USE A WATCH OR STOPWATCH TO TIME THE SESSION. WRITE DOWN THE START TIME ON THE SESSION REPORT FORM UNDER "START TIME" NEXT TO "PART 1."

MONITOR THE STUDENTS. MAKE SURE THAT THEY WORK IN PART 1 ONLY.

AFTER 30 MINUTES, SAY:

You have 30 minutes to complete the rest of Part 1. If you finish early, you may review your answers.

MONITOR THE STUDENTS. MAKE SURE THAT THEY WORK IN PART 1 ONLY.

20 MINUTES LATER SAY: **You have 10 minutes left in Part 1.**

AFTER A TOTAL OF 60 MINUTES, WRITE DOWN THE END TIME OF PART 1 ON THE SESSION REPORT FORM, AND SAY:

Please stop. Close your Test Booklet. We shall now have a (STATE THE LENGTH OF THE BREAK) break before beginning the next part. Please do not talk to each other about the assessment during this break.

AFTER THE BREAK, SAY:

Please be seated.

PART 2

WHEN THE STUDENTS ARE SEATED AND QUIET, SAY:

Now turn to the beginning of Part 2 (on page ___). INSTRUCT STUDENTS TO BREAK SEAL, IF APPLICABLE.

You will have 60 minutes to complete Part 2. Use your time carefully and do as much as you can. Please begin.

WRITE DOWN THE START TIME OF PART 2 ON THE SESSION REPORT FORM.

MONITOR THE STUDENTS. MAKE SURE THAT THEY WORK IN PART 2 ONLY.

AFTER 30 MINUTES, SAY:

You have 30 minutes to complete the rest of Part 2. Please continue.

MONITOR THE STUDENTS. MAKE SURE THAT THEY WORK IN PART 2 ONLY.

20 MINUTES LATER SAY: **You have 10 minutes left in Part 2.**

AFTER A TOTAL OF 60 MINUTES, WRITE DOWN THE END TIME OF PART 2 ON THE SESSION REPORT FORM AND SAY:

Please stop. Close your Test Booklet.

CONCLUDING THE COGNITIVE SESSION

IF THE STUDENTS WILL COMPLETE THE STUDENT QUESTIONNAIRE SHORTLY AFTER THE COGNITIVE BLOCKS SESSION, SAY:

We shall now take a (INSERT THE LENGTH OF THE BREAK) break before completing a short questionnaire.

IF THE STUDENTS WILL COMPLETE THE STUDENT QUESTIONNAIRE AT ANOTHER TIME, SAY:

I shall now collect the Test Booklets (and the pencils pens). Please remain seated until I say that you can leave.

COLLECT THE BOOKLETS AND THE PENCILS.

INFORM THE STUDENTS 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 ALL OF THE TEST BOOKLETS.

FOLLOW THE DIRECTIONS IN CHAPTER 4 OF THE TEST ADMINISTRATOR MANUAL FOR SECURING THE BOOKLETS, COMPLETING THE FORMS, ARRANGING FOR ADDITIONAL SESSIONS, IF NEEDED AND PREPARING THE MATERIAL FOR SHIPMENT.

THE STUDENT QUESTIONNAIRE SESSION SCRIPT

INTRODUCING THE STUDENT QUESTIONNAIRE

NOTE THAT 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 2.

In the next half hour you will be answering some questions about yourself, your home, your school, your educational interests and your educational experiences.

DISTRIBUTING THE MATERIALS [IF NOT ALREADY DISTRIBUTED]

Now I am going to give you the materials that you will use. Before I hand these out, please clear your desks.

As I call your name, please come forward to get your questionnaire and your pencil. Do not open the Test Booklet until I tell you. Also, please do not bend or fold it, as this will interfere with marking the questionnaire.

CALL THE NAMES OF THE STUDENTS IN THE ORDER THAT THEY APPEAR ON THE STUDENT TRACKING FORM.

CONFIRM THAT THE STUDENT'S NAME AND THE TEST BOOKLET IDENTIFICATION CODE ON THE STUDENT TRACKING FORM MATCH THOSE ON THE STUDENT QUESTIONNAIRE.

RECORD ATTENDANCE OR ABSENCE ON THE STUDENT TRACKING FORM.

RESOLVE ANY PROBLEMS WITH THE DISTRIBUTION OF THE MATERIAL.

DO NOT ADMIT ANY MORE STUDENTS TO THE SESSION.

Does everyone have a questionnaire and a pencil (pen)?

BEGINNING THE STUDENT QUESTIONNAIRE SESSION

Note to NPM:

IF NATIONAL OPTIONS HAVE BEEN ADDED OR YOU ARE TAKING INTERNATIONAL OPTIONS, THE INSTRUCTIONS AND TIMING SHOULD BE MODIFIED.

Please look at page 3 of the questionnaire booklet, 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 (STATE THE PAGE NUMBER) You will have 30 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.

SET THE STOPWATCH FOR 30 MINUTES.

Please begin.

REMEMBER THAT YOU MAY CLARIFY STUDENTS' QUERIES ABOUT ITEMS IN THE QUESTIONNAIRE. IF AFTER 30 MINUTES IT APPEARS THAT MORE THAN *[NPMS SHOULD INSERT THE REQUIRED PERCENT]* OF THE STUDENTS ARE STILL WORKING, SET THE TIMER FOR 10 MINUTES AND 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, SAY:

Please stop working and close your questionnaire.

IF ALL OF THE STUDENTS HAVE FINISHED WITH THE QUESTIONNAIRE BEFORE 30 MINUTES, SAY:

Please stop working and close your questionnaire.

RECORD THE TIME ON THE SESSION REPORT FORM.

ENDING THE STUDENT QUESTIONNAIRE SESSION

I shall now collect the questionnaires (and the pencils).

COLLECT THE STUDENT QUESTIONNAIRES.

THANK THE STUDENTS.

DISMISS THE STUDENTS ACCORDING TO THE POLICY OF THE SCHOOL—AFTER YOU HAVE ACCOUNTED FOR ALL OF THE QUESTIONNAIRES.

FOLLOW THE DIRECTIONS IN THE TEST ADMINISTRATOR MANUAL FOR SECURING THE BOOKLETS, COMPLETING THE FORMS, ARRANGING FOR ADDITIONAL SESSIONS, IF NEEDED AND PREPARING THE MATERIAL FOR SHIPMENT.

**THANK YOU FOR ASSISTING WITH THIS
IMPORTANT INTERNATIONAL STUDY.**

APPENDIX 2. ANNOTATED GENERAL DIRECTIONS FROM TEST BOOKLETS

In this booklet, you will find questions about reading, mathematics or science, or a combination of the three. 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, "Olympic Cities".

OLYMPIC CITIES

Below is a table showing the cities which have been selected to host the Olympic Games since 1960. Refer to the table to answer the questions which follow it. **[NOTE TO TA: DO NOT READ THE COLUMNS OF THE TABLE. INSTEAD SAY: As you can see this table has three columns — the year the city and the continent where the Olympic Games were held]**

<i>Year</i>	<i>City</i>	<i>Continent</i>
1960	Rome	Europe
1964	Tokyo	Asia
1968	Mexico City	N. America
1972	Munich	Europe
1976	Montreal	N. America
1980	Moscow	Europe
1984	Los Angeles	N. America
1988	Seoul	Asia
1992	Barcelona	Europe
1996	Atlanta	N. America
2000	Sydney	Australia
2004	Athens	Europe

*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. **[NOTE TO TA: DO NOT READ THE QUESTION AND ANSWER CATEGORIES.]***

EXAMPLE 1

In which city were the Olympic Games held in 1972?

- A Mexico City
- B Munich
- C Los Angeles
- D Sydney

The letter B has been circled because the Olympic Games were held in Munich in 1972.

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

How many times have the Olympic Games been held in North America since 1960?

- A once
- B twice
- C three times
- D four times

As you can see Answer A 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 "Yes" or "No" for each city to show whether the city has been selected to host the Olympic Games between 1960 and 2004. The first one has been done for you. As you can see "Yes" is circled because the Olympic Games were held in Atlanta between 1960 and 2004. **[NOTE TO TA: DO NOT READ THE ANSWER CATEGORIES.]**

City	Olympic Games host 1960-2004?
Atlanta	<input checked="" type="radio"/> Yes / No
Barcelona	Yes / No
Berlin	Yes / No
Seoul	Yes / No

The completed answer should look like this. Notice that one answer needs to be circled in EVERY row. [NOTE TO TA: DO NOT READ THE ANSWER CATEGORIES.]

City	Olympic Games host 1960-2004?
Atlanta	Yes/ No
Barcelona	Yes/ No
Berlin	Yes/ No
Seoul	Yes/ No

For other questions you will be asked to write short answers in the space provided in your booklet. For these questions, you may need to use words, drawings, and/or numbers in your answers. Example 4 shows a question that asks for this type of short answer.

EXAMPLE 4

Name the two Asian cities which have been selected to host the Olympic Games since 1960.

.....

To answer this question correctly you should write "Tokyo and Seoul".

Finally, there is another kind of question in which you will be asked to give reasons or an explanation for an answer related to the material. For these questions there are many ways of answering correctly. You will be marked on the way you demonstrate your understanding of the material, and on the kind of thinking you show. Example 5 shows a question that asks for this type of answer.

EXAMPLE 5

On which continent do you think the Olympic Games should be held in the year 2008? Refer to the table to explain your answer.

.....

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:

- Africa. It is not fair. The Olympics weren't held there in any of the years shown in the table.
- Asia. It will be 20 years since the last Olympics in Asia, so it is now Asia's turn.
- I think it should be North America because even though it's been there four times in the last 40 years, the USA is one of the wealthiest countries in the world and it can afford to put on the Games which can be very costly.
- Any continent except Australia or Europe would be OK, because these two will have had the most recent turns.

Notice that all of these answers, although different, include an explanation

which shows an understanding of the table AND gives a reason for the answer.

*For mathematics questions, sometimes a space is provided instead of lines.
Please use the space to show all your workings.*

APPENDIX 3. EXPLANATORY NOTES ON QUESTIONNAIRE ITEMS

It is permissible to clarify items in the Student Questionnaire if students ask for help. The following notes are provided to assist TAs to answer students' questions.

A note about the formatting: subscripts are used on many of the response boxes. These are provided to assist in the accuracy of data entry. The students responding to the Questionnaire do not need to be concerned about these subscripts (which are intentionally missing for some of the items).

Clarifications of specific items

Q2 <grade> refers to the administrative level of the student in the school. It does not mean the name of a class.

Q4 <home> refers to that place where the student usually resides, not including boarding school. The term used should connote a family or domestic setting. 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 same household throughout.

Q5 'Brothers' and 'sisters' may be step/half brothers and step/half sisters.

Q6-7 If a student has only one parent (or equivalent guardian), the student should answer the question that pertains to this parent and leave the other question blank.

You may need to explain that self employed or freelance workers should be included in responses to a) and b).

Q8-9 & Q10-11 'main job' — If a parent (or equivalent guardian) has more than one job, 'main job' is the job in which most time is spent, not necessarily the highest earning job. .

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

If a student has only one parent (or equivalent guardian), the student should answer the pair of these questions that pertains to this parent and leave the other pair of questions blank.

Q 12-15 These questions are asking about completion, that is, obtaining a qualification. Just attending an institution where these qualifications can be obtained is not enough.

Q 17 The language spoken at home is needed for this question, not languages that are understood at home.

Q 18 A 'year' is the previous 12 months.

Q 19 The term 'discuss' should connote a two-way conversation and not a monologue. Similarly, being told to 'clean up your room' does not constitute an affirmative answer to f) 'spend time just talking to you'.

'listening' to music should connote something more than having the music on in the background.

Q 20 The term 'schoolwork' should be interpreted as including any academic and non-academic (including sport) activities required or advised by the school.

Q 21 The 'home' should be the family home. If the student spends time in more than one home, he or she should select the home where they spend most time. If they spend time equally in two homes, they should select just one (the same one they selected for Q4).

Q 22 This question should be answered for the home that was selected for Q4 and Q21. Students should not sum the contents of two homes.

If a student has his or her own computer, this should be included in the count of computers in the home.

Q 23 a) <extension> course — is an additional course of study taken to improve a student's performance, irrespective of their level of achievement; typically such courses are designed for above-average students.

b) & c) <remedial> — a course designed to correct or remedy an educational problem or learning difficulty.

It is assumed that at least some students in all countries will have received at least some training to improve study skills.

study skills — courses which teach students about time management, summarising, use of reference books: that is, general skills to help learning.

Q 24 a) <extension> course — is an additional course of study taken to improve a student's performance, irrespective of their level of achievement; typically they are designed for above-average students.

b) & c) <remedial> — a course designed to correct or remedy an educational problem or learning difficulty.

e) <private tutoring> — additional assistance provided out of school and designed to improve the student's performance at school, where the person or institution providing the assistance is paid for doing so.

Q 27 'last full week' — if the last full week was not typical, e.g. an examination period, then a suitable substitute is needed (e.g. the last full week before the examination period began).

Q 28 c) <science> consists of Physics, Chemistry, Biology and the Earth Sciences (e.g. Geology). It does not consist of Geography, Psychology or the Social Sciences. In those countries where Geography is considered a science, it should not be counted as a science subject for this question.

Q 29 'previous two school weeks' — if these two weeks were not typical (e.g. an examination period), then a suitable substitute is needed (e.g. the last two full school weeks before the examination period began).

a) 'miss' school — includes both authorised and unauthorised absence from school.

b) <skip> — unauthorised failure to attend classes.

Q 31 ‘School’ refers to the whole school, and not just being among peers in the school grounds.

Q 32-33 ‘homework’ — specific tasks assigned by a teacher.

Q 32 <marks> — a summary to describe the level of achievement of a student given by a teacher, for example, 60 out of 100.

Q 33 ‘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, schoolwork.

Time spent reading books, e.g. a novel, for school counts as homework or study.

c) <science> -- consists of Physics, Chemistry, Biology and the Earth Sciences (e.g. Geology). It does not consist of Geography, Psychology or the Social Sciences.

Q 34 If the amount of reading done varies widely, students should try and provide an estimate of the average time. Calculate the average over the past week.

Q 39 The ownership of computers or calculators is not relevant in answering this question. Irrespective of whose computer or calculator, the student should count its usage.

The word ‘you’ refers to the individual student, that is, to the respondent not to his or her class.

e) <science> -- consists of Physics, Chemistry, Biology and the Earth Sciences (e.g. Geology). It does not consist of Geography, Psychology or the Social Sciences.

- Q 40** 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.

- Q 41** This question aims to collect school marks in three subject areas — the test language, mathematics and science — that the student received in his or her last school report and to establish how these marks compare with the pass/fail mark used by the teacher. There are proposed to be a minimum of three values on this variable: Failed, Pass Mark only, Above Pass Mark.

<Pass mark> is a grade given by the teacher indicating the minimum level of proficiency considered as acceptable for the task assessed.

c) <Science> - consists of Physics, Chemistry, Biology and the Earth Sciences (e.g. Geology). It does not consist of Geography, Psychology or the Social Sciences. An average value should be calculated if science is taught as separate subjects.

APPENDIX 4 OECD/PISA SESSION REPORT FORM

School Name: _____ School Identification Number: _____

Test Administrator: _____ School Co-ordinator: _____

Session Information	Session Results
Type of Session: <input type="checkbox"/> - Regular <input type="checkbox"/> - Follow-up Date of Testing: _____ Scheduled Start Time: _____ Location: (e.g., library, classroom) _____	How many students were: SAMPLED _____ - Excluded _____ - Not Eligible _____ = TO BE ASSESSED _____ - Absent (including refusals) _____ = ASSESSED _____

Position of Test Administrator:

- National Centre Staff
- Regional/District Staff
- External Contractor Staff
- Teacher of Any Sampled Student
- School Staff, But Not a Teacher of Any Sampled Student
- Other, Specify:

Session Timing

Start Time	End Time	Session Section
_____	_____	Introduction to the Cognitive Assessment (Preparation of Students, Instructions, Materials Distribution)
_____	_____	Part 1 (60 Minutes)
_____	_____	Part 2 (60 Minutes)
_____	_____	Student Questionnaire

Did a School Quality Monitor (SQM) observe the session?

- No Yes, National SQM Yes, International SQM

Were there any other observers during the session?

- No Yes. Specify (e.g., other school or district staff, government officials, etc.):

Were students uncooperative, loud, or disruptive during the session?

- No Yes. Specify

Were there any disruptions to the session (e.g. alarms, announcements, changing of classes, etc.) or any unusual circumstances?

- No Yes. Specify

(Continue on Reverse)

Assessment Booklet Format and Content

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

Were there any problems with specific test items?

()No ()Yes. Specify (include booklet number and item number):

BOOK#	ITEM#	PROBLEM
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----
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-----	-----	-----
-----	-----	-----

Student Questionnaire Format and Content

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

Were there any problems with specific questions?

()No ()Yes. Specify (include the item number):

ITEM#	PROBLEM
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-----	-----
-----	-----
-----	-----
-----	-----

Other Comments

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

THANK YOU VERY MUCH

APPENDIX 5. RETURN SHIPMENT FORM

School Name: _____

School ID #: _____

Shipment Sent By: _____

Telephone #: _____

(Name)

Date Shipped: _____

MATERIALS INCLUDED IN THIS SHIPMENT:

	How many completed?	How many not completed?
<input type="checkbox"/> STUDENT TRACKING FORM FOR SCHOOL	(1)	
<input type="checkbox"/> ASSESSMENT BOOKLETS	_____	_____
<input type="checkbox"/> STUDENT QUESTIONNAIRES	_____	_____
<input type="checkbox"/> SESSION REPORT FORM(S)	_____	
<input type="checkbox"/> 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