

Oecd Programme For International Student Assessment

OECD.

PISA Programme for International Student Assessment (PISA) PISA 2000 Technical Report ,

OECD Programme for International Student Assessment Clara Morgan,2007

PISA Are Students Ready for a Technology-Rich World? What PISA Studies Tell Us OECD,2006-01-24 Drawing on data from the OECD's Programme for International Student Assessment (PISA), this book examines how extensive access to ICT is in schools, how it is used by students, and how it impacts student performance.

Production of OECD's "Programme for International Student Assessment" (PISA) Luís Miguel Carvalho,2009

PISA Programme for International Student Assessment (PISA) Manual for the PISA 2000 Database

OECD,2002-07-17 Describes the OECD PISA 2000 international database. The PISA 2000 database comprises micro-level data on student performance for 32 countries collected in 2000 and processed during the second half of 2000 and 2001, together with students' responses to the questionnaires and the test questions.

PISA for Development Assessment and Analytical Framework Reading, Mathematics and Science

OECD,2018-09-25 "What is important for citizens to know and be able to do?" The OECD Programme for International Student Assessment (PISA) seeks to answer that question through the most comprehensive and rigorous international assessment of student knowledge and skills. As more countries join its ranks, PISA ...

Commentary on the OECD's Programme for International Student Assessment 2012 Bernie Froese-Germain,2013

Every three years the focus of the international education community shifts to the release of the Programme for International Student Assessment (PISA) study conducted by the Organisation for Economic Co-operation and Development (OECD). No other international study of education commands as much attention as PISA. In an age of intense global competition among information-based economies where education is increasingly viewed as an important (if not the most important) national competitive advantage, in less than two decades, PISA has become the widely used if inadequate proxy for the performance of education systems around the world. The OECD's interest in education in the service of human capital development and economic growth is of course not surprising given the organization's focus. The expansion of PISA to include the assessment of financial literacy demonstrates the narrow goals driving the program. The number of participating countries/economies grows with each testing cycle--countries increasingly feel they cannot be left out of this influential test. PISA 2012 tested

over half a million 15-year-old students in 65 participating countries and economies (between 5,000 and 10,000 students from at least 150 schools were tested in each country). The major focus of the survey was mathematics, with a secondary focus on reading, science and problem-solving. As noted, financial literacy was included for the first time in 2012. The assessment is a paper-based test lasting 2 hours with an additional 40 minutes added in some countries for a computer-based assessment of math, reading and problem-solving. PISA 2015 is expected to transition to a fully computer-based assessment. This brief commentary provides highlights of the Canadian PISA results, comments on the obsessive focus on rankings, and discusses how to tackle inequity within and outside the education system. The commentary goes on to explore the elements of educational success--the teaching profession and teacher unions and PISA's impact on education policy in Canada.

PISA 2018 Results (Volume V) Effective Policies, Successful Schools OECD,2020-09-29 The OECD Programme for International Student Assessment (PISA) examines what students know in reading, mathematics and science, and what they can do with what they know. This is one of six volumes that present the results of the PISA 2018 survey, the seventh round of the triennial assessment. Volume V, Effective Policies, Successful Schools, analyses schools and school systems and their relationship with education outcomes more generally.

Commentary on the OECD's Programme for International Student Assessment (PISA) 2009 Study Bernie Froese-Germain,2011 This paper presents some of the major issues raised in Education International's preliminary analysis of the overall PISA (Programme for International Student Assessment) 2009 study. Some of these issues are: (1) PISA has serious limitations. The study does not cover the full curriculum, focusing on a narrow set of subject areas, neglecting such important domains as the arts, humanities and social sciences; (2) Moreover, as noted above PISA is not designed on the basis of national education goals, curricula and programs, but it applies its own innovative methods to assess literacy and competencies in reading, mathematics and science. PISA provides only a snapshot of the selected group at one point in time during the life of the school; (3) PISA is intended to provide policy guidance to governments. Predictably, the reports will argue that the results show how countries can learn from each other about how to set and achieve measurable goals achieved elsewhere; and (4) PISA presents the performance of different students in different countries (each cycle brings in new countries and territories) at different times, and in different political, social and economic circumstances. The collection of 2009 PISA data overlapped with the deep economic crisis and recession affecting many OECD and partner countries, yet the PISA analysis does not take this broader context into account. According to Education International, while PISA reveals interesting data on correlations between the performance of students in reading, science and mathematics, their socioeconomic backgrounds, and the organization of schools, it is based on a relatively simple set of questions posed in a 2-hour paper-and-pencil test, answered by a sample of students drawn from one particular age-group (15-year-olds). As such it conveys neither the complexity nor the breadth of education systems, nor does it portray anything close to the total picture of

education quality in any country. (Contains 13 sources and resources).

PISA and Global Education Policy Jennifer Chung, 2019-07-01 PISA and Global Education Policy: Understanding Finland's Success and Influence provides an in-depth investigation for the reasons behind Finland's success in the Programme for International Student Assessment (PISA). Finland's high performances in every administration of PISA since 2000 have captured worldwide attention. This volume offers a comprehensive exploration into the context of Finland, uncovering its historical, cultural, political, and societal nuances. Furthermore, it delves into the history of Finnish education, providing a strong foundation from which to view the system that produced so much success in PISA. The book analyses empirical data from Finnish professors of education, ministers of education, head teachers, and teachers for the reasons behind Finland's consistently high outcomes in the survey. It includes viewpoints from OECD officers with direct responsibility for PISA. In addition, it uncovers the impact of Finnish influence on education policy worldwide. Thus, the text presents an analysis of the growing politicisation of international achievement studies such as PISA. The increasingly globalised educational context surrounding PISA calls for an analysis of policy transfer and the already-apparent uncritical policy borrowing of Finnish education policy within the UK context.

PISA Under Examination Miguel A. Pereyra, Hans-Georg Kotthoff, Robert Cowen, 2012-03-24 From the 23rd to 26th of November 2009 in La Palma island, in the Canaries, the Comparative Education Society in Europe (CESE) organized an international symposium entitled PISA under Examination: Changing Knowledge, Changing Tests, and Changing Schools. During four days seventeen leading scholars of Europe and America presented their contributions to debate the different problematiques of the remarkable phenomenon represented by the OECD Programme for International Student Assessment or PISA. PISA is not merely an educational event. It is also a media circus which involves the public rehearsal for reasons for failure or success; and even, in some cases, public and political and academic explanations about why 'failure' was not really that, and why 'success' was not really that either. At the centre of all these indications, we find the growing influence of international agencies on education and schooling which is decisively contributing to a marketisation of the field of education, in the context of an increasingly multilevel and fragmented arena for educational governance based on the formulation, the regulation and the transnational coordination and convergence of policies, buttressed at the same time by the diffusion of persuasive discursive practice. Organized in four sections entitled The Comparative Challenges of the OCDE PISA Programme, PISA and School Knowledge, The Assessment of PISA, School Effectiveness and the Socio-cultural Dimension, PISA and the Immigrant Student Question, and Extreme Visions of PISA: Germany and Finland, the contributions of this book offers a comprehensive approach of all these challenging and significant issues written from different and distinct research and academic traditions.

PISA Programme for International Student Assessment (PISA) PISA 2000 Technical Report OECD, 2003-01-24 The PISA

2000 Technical Report now describes the complex methodology underlying PISA 2000, along with additional features related to the implementation of the project at a level of detail that allows researchers to understand and replicate its analyses.

Education, Social Background and Cognitive Ability Gary N. Marks, 2013-10-23 Are socioeconomic inequalities in education declining? Is socioeconomic background becoming less important for people's occupational class or status? How important is cognitive ability for education and later occupational outcomes? How do countries differ in the importance of socioeconomic background for education and work? Gary N. Marks argues that in western industrialized countries, pervasive views that socioeconomic background (or class background) has strong and unchanging relationships with education and later socioeconomic outcomes, resistant to policy and social change, are unfounded. Marks provides a large amount of evidence from many countries showing that the influence of socioeconomic background for education is moderate and most often declining, and socioeconomic background has only very weak impacts on adults' occupation and earnings after taking into account education and cognitive ability. Furthermore, Marks shows that cognitive ability is a more powerful influence than socioeconomic background for educational outcomes, and that in addition to its indirect effects through education has a direct effect on occupation and earnings. Its effects cannot be dismissed as simply another aspect of socioeconomic background, nor do the usual criticisms of 'cognitive ability' apply. The declining effects for socioeconomic background and the importance of cognitive ability support several of the contentions of modernization theory. The book contributes to a variety of debates within sociology: quantitative and qualitative approaches, explanatory and non-explanatory theory, the relationship between theory and empirical research, the role of political ideology in research, sociology as a social science, and sociology's contribution to knowledge about contemporary societies. It will appeal to professionals in the fields of education and sociology as well as postgraduate students and academics involved in the debate.

PISA 2015 Results (Volume I) Excellence and Equity in Education OECD, 2016-12-06 The OECD Programme for International Student Assessment (PISA) examines not just what students know in science, reading and mathematics, but what they can do with what they know. Results from PISA show educators and policy makers the quality and equity of learning outcomes achieved elsewhere ...

The Frontier of Education Reform and Development in China Dandan Guo, 2023-01-02 This book covers education theory and philosophy, basic education, education economy, management and other fields, focusing on the hot and frontier issues of Education reform and development in China 2020. The articles in this book has been translated from Educational Research—the top academic journal in the field of education research in China. It addresses the current issues and status of Chinese education, and pays a close attention on it. Educational researchers in the college and university, educational policymakers and frontline teaching staff would be interested in it. By focusing on the current hot issues and frontier education issues, we want to explore the deep theoretical basis behind the phenomenon, so as to establish in the reader's

mind the connections between theory and practice, China and world.

Education Statistics Quarterly ,2002

PISA 2018 Results (Volume II) OECD,2020-04-03 The OECD Programme for International Student Assessment (PISA) examines what students know in reading, mathematics and science, and what they can do with what they know. It provides the most comprehensive and rigorous international assessment of student learning outcomes to date. Results from PISA indicate the quality and equity of learning outcomes attained around the world, and allow educators and policy makers to learn from the policies and practices applied in other countries. This is one of six volumes that present the results of the PISA 2018 survey, the seventh round of the triennial assessment. Volume III, What School Life Means for Students' Lives, focuses on the physical and emotional health of students, the role of teachers and parents in shaping the school climate, and the social life at school. The volume also examines indicators of student well-being, and how these are related to the school climate.

PISA PISA 2003 Technical Report Organisation for Economic Co-operation and Development,2005-08-09 The OECD Programme for International Student Assessment (PISA) is a three-yearly international comparable survey of the educational performance and skills of 15-year-olds in reading, mathematics, and science across OECD countries and other partner countries. This publication contains information on the methodology underlying the PISA 2003 project, including the test and sample design, data analysis, technical features and quality control mechanisms.

PISA PISA Data Analysis Manual: SAS, Second Edition OECD,2009-04-21 The OECD Programme for International Student Assessment (PISA) surveys collected data on students' performance in reading, mathematics and science, as well as contextual information on students' background, home characteristics and school factors ...

PISA 2018 Results (Volume I) OECD.,2019

Unveiling the Magic of Words: A Review of "**Oecd Programme For International Student Assessment**"

In a global defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is really awe-inspiring. Enter the realm of "**Oecd Programme For International Student Assessment**," a mesmerizing literary masterpiece penned with a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve into the book's central themes, examine its distinctive writing style, and assess its profound impact on the souls of its readers.

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