PISA Implementation: Case of the Republic of Korea

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I. PISA general timeline
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What is PISA?

PISA IS LESS INTERESTED IN KNOWING WHETHER STUDENTS CAN REPEAT LIKE PARROTS WHAT THEY HAVE BEEN TAUGHT IN CLASS.

REAL-LIFE SITUATIONS & PROBLEMS

RATHER, THE SURVEY IS DESIGNED TO FIND OUT WHETHER, FOR EXAMPLE, STUDENTS CAN USE THE READING SKILLS THEY HAVE LEARNED AT SCHOOL TO MAKE SENSE OF THE INFORMATION.
Programme for International Student Assessment

Assess 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 the modern societies, with a focus on reading, mathematics and science.

Starting 2000, a three-yearly survey of knowledge, skill and other characteristics of 15-year-olds in OECD countries and partner countries around the world.

Assess basic literacy that students can use their knowledge appropriately for various situations and purposes rather than knowledge based on school curriculum.
What PISA Assesses
PISA 2015

PISA General Timeline
PISA General Timeline

Project establishment activities

- Decision to participate
- Establish national centers
- Determine framework directions
- Consider possible international options

< Questionnaires >
- Student – Educational Career(EC), ICT
- Teacher
- Parents
<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>PISA 2015</td>
<td>Establish FT</td>
<td>FT</td>
<td>MS</td>
<td>Release Results</td>
<td>In-depth study</td>
<td>In-depth study</td>
</tr>
<tr>
<td>PISA 2018</td>
<td></td>
<td></td>
<td></td>
<td>Establish FT</td>
<td>FT</td>
<td>MS</td>
</tr>
</tbody>
</table>
PISA Consortium

OECD
- Directorate for Education and Skills

Group of international contractors
- Core 1: Pearson (Cognitive Assessment Framework Development)
- Core 2: ETS (Development of the Electronic Platform for computer-Based Assessment)
- Core 3: ETS (Instrument Development, Scaling, and Analysis)
- Core 4: Westat (Survey Operations and Procedures)
- Core 5: Westat (Sampling)
- Core 6: DIPF (Background Questionnaire Development and Framework)
- Core 7: ETS (Oversight and Management)

Expert Group
- Reading Expert Group
- Mathematics Expert Group
- Science Expert Group
- Questionnaire Expert Group
- Technical Expert Group
- Collaborative Problem Solving Expert Group etc.

PISA
- PISA Governing Board (PGB)

Participating Countries
- OECD
- Partners

KOREA
- National Center (NC)
  - KICE PISA Team
- Administrative Cooperation
  - Korean Ministry of Education (MOE)
- Implementation of PISA
  - Sampled School
Cognitive Domain

- Reading
- Mathematics
- Science
- CPS

Questionnaire

- Student
- School (+) Parents
- Teacher

PISA 2015

Paper Based Assessment (PBA) is also available!
Cognitive Domain

Educational Contextual Variables

Main Study

Computer Based Assessment (CBA)

Trend, New
(Science, Reading, Mathematics, CPS)

Student Common Questionnaire

Educational Career Questionnaire

ICT Questionnaire
**PISA General Timeline**

**YEAR 1**
- Submit items
- Review draft frameworks
- Select international options
- Determine participation in International Options
- Finalization of participants

**PGB decision points**
- Field trial instrument approval
- Finalization of national options

**National activities**
- Review draft framework
- Review items
- Adapt national instruments
- Set test dates
- Identify field trial sample
- Receive field trial instruments
PISA General Timeline

YEAR 2

Field trial

National data processing
Review field trial results
Contribute to item selection
National instrument adaptations
Setting MS testing dates
Main survey sampling
Receive main survey instruments

PGB decision points
Review field trial outcomes
Approve main survey instruments
Select thematic report topics

Translate instruments

National activities
PISA General Timeline

**YEAR 4**

- Make adjudication decisions
- Review initial results

**PGB decision points**

- Review draft international report

**National activities**

- Contribute to adjudication if necessary
- Review proposed proficiency scales
- Receive and review database and compendium
- Prepare national report/s
PISA 2015

Sampling in PISA
Why Sample?

- Usually not feasible to assess all PISA students.
- Need to assess about 4500 of them, chosen in such a way so that they represent the entire population.

In case of Korea,
# of Sampled students – 5,749
# of weighted students – 616,000 (approximately)
How To Sample

- Usually not feasible to have a list of all PISA students to select from, nor practical.
- PISA has a two-stage sampling design: schools are sampled first, and then PISA students are sampled within sampled schools.

By KeyQuest
PISA Target Population

- Need to define the target population of PISA students.
- Need to identify which schools could have ANY of these students at time of assessment.
- Compile a list of these schools for sampling.
PISA Target Population

- Generally referred to as “15-year-olds”.

- More specifically:
  - students of ages between 15 years and three completed months and 16 years and two completed months at the beginning of testing
  - attending ANY educational institution in the country
  - Restricted to grades 7 and above
Student birth date definition needs to be adjusted for the chosen time of testing.

If assessments are done in April 2015, the best student birth date definition is students born in 1999.

Assessment period or testing time can be no longer than 6 weeks → 42 consecutive days.

In case of Korea for PISA 2015, MS : May 11(Mon) ~ May 30(Sat)
Sample Design

- Stratified two-stage sample design.
- Schools sampled probability proportional to size (PPS).
- Size = best estimate of school enrollment of PISA students.
- Students within schools are sampled with equal probability, with the same number of students sampled per school in a stratum (target cluster size (TCS)).
Sample Design

- Sample size:
  - At least 150 sampled schools
  - At least 5250 sampled students
  - At least 4500 assessed students

In Case of Korea for PISA 2015,

<table>
<thead>
<tr>
<th></th>
<th>Sampled</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>171</td>
<td>168</td>
</tr>
<tr>
<td>Students</td>
<td>5749</td>
<td>5581</td>
</tr>
</tbody>
</table>
Exclusions From The Target Population

- PISA aims to minimize exclusions.
- Do NOT assume that acceptable exclusions from other national surveys will be acceptable for PISA.
Exclusions From The Target Population

- Within-school student-level exclusions:
  - Try not to exceed the maximum allowable of 2.5% of the student target population.
    - Functionally disabled students that cannot take the test
    - Students with cognitive, behavioral or emotional disability that cannot take the test
    - Students with insufficient language experience
    - Students for which there are no test materials available in the language of instruction.
School Sampling

- Information required for school sampling will be mainly collected on the PISA Portal website, uploaded on several sampling forms.

- Westat and ACER, Core 5 work together to select your school sample and return it, as well as some completed sampling forms, to you.
PISA requires a minimum of 85% (weighted) of originally sampled schools to participate.

PISA requires at least 150 participating schools, including replacements.
Response Rates

- If the school response rate of original sampled schools is below 65%, it is unlikely that the data will be included in the international database because of the increased risk of school non-response bias.

- PISA requires a national student response rate, including students in any replacement schools, of 80% (weighted).
Core 5 supplied software, *KeyQuest*, needs to be used for within-school student sampling

**Why?**
- Ensures that students are sampled according to standardized procedures
- Stores information required for weighting the student samples
Make sure that schools send complete lists of all students with the specified birth dates, including those:

- Students from grades 7-12
- Students from both genders
- Students from different classes
- Students in all school tracks/programs
- Students in all shifts/attendance sessions
- Students to all languages of instruction.
PISA 2015

Survey Operations
Training Key PISA Staff

- **National Project Managers**
  - Coordinate review/development of manual

- **Trainers (or training co-ordinators)**
  - Review/develop materials
  - Conduct training

- **School Co-ordinators & Test Administrators**
  - Review/develop materials
  - Adapt cooperatively with participating countries

- **PISA Quality Monitors training**
  - Review/develop materials/manual
  - Conduct training
List of Manuals

- **NPM Manual** (National Project Managers)
- **SC Manual** (School Co-ordinators)
- **TA Manual** (Test Administrators)
- **SA Manual** (School Associates)
- **PQM Manual** (PISA Quality Monitors)
Revisions to Manuals

- Build upon previous cycles’ experience as much as possible
- Two types of changes:
  - Minor changes to procedures when absolutely necessary to improve efficiency in procedure and data quality.
  - Major changes brought about by:
    - transition to computer-based assessment
    - new international options
Core 4 will produce a “source version” and will issue to countries.

Countries will produce a “national English version”
- Derived from “source version”
- Includes national adaptations to procedures that must be approved by Core 4.
Describes roles and responsibilities of the National Project Manager (including tasks that you should delegate)

Details about the design, planning, and procedures (what?, when?, by whom?)

English/does not need to be translated
Describes **roles and responsibilities** of:
- School co-ordinators (SC)
- Test administrators (TA)
- School associates (SA)

**Source versions in English**

**Can be adapted to country specific needs**

**Should be translated in national languages(s)**
School co-ordinators manage logistics of PISA within the school

- Confirm assessment dates and locations
- Prepare and submit lists of eligible students
- Receive and check testing materials
- Notify teachers, students, and parents
- Attend test administration sessions
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Test administrators:
- Receive/handle materials
- Make pre-assessment visits to schools
- Set up room and materials
- Conduct test administration session
- Organise and return materials
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Combination of SC and TA Manual

Used in schools where the same person handles both functions
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- Visit a sample of school (n≈15)
- Ensure adherence to procedures
- Report to Core 4
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Training the Trainers

- Provide guidance so that national training can be implemented in the most standardized and efficient manner possible
- Trainers (or those responsible for the co-ordination of test administrator’s training)
  - Will be trained assuming the role of test administrators
  - Will be able to ask questions and/or clarifications
- Webinar
Test Administrator Training

- Train test administrators in all aspects of assessment administration
- Reinforce uniformity and reduce errors
- Conducted by national center based on materials provided by Core 4 and adapted countries’ needs
- Held shortly before data collection
Support and Quality Control

- Support in providing answers to questions about process and procedures

- Quality control: 2 components
  - National Center: direct observation of assessment administration
  - Contractor: PQM reports to Core 4 on random visits to schools
Cognitive Translation and Verification Workflow (PISA 2018 – CBA – Full Translation of New Units)
1.0. Negotiation (New + Trend) <NPM>
1.1. Negotiation (New + Trend) <DIPF>
1.2. Implementation in QAT (New) <NPM>
2.0 Verification (Completeness check) <Reviewer>
2.1 Verification <Verifier>
2.2 Verification (Review) <Reviewer>
2.3 Questionnaire Review <DIPF>
2.4. Implementation of review feedback <NPM>
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3.0 Final Check (Completeness check) <Reviewer>
3.1 Final Check <Verifier>
3.2 Final Check Review <Reviewer>
3.3 Questionnaire Final Check <DIPF>
3.4 Questionnaire Final Check <DIPF>
3.5 Harmonization Check <ETS DM>
3.6 Harmonization Corrections
3.7 Preparation for The Field <ETS QQ>

Countries

DIPF

cApStAn

ETS DM

ETS QQ

Questionnaire Negotiation and Verification Workflow

End
What <grade> are you in?

(Please select from the drop-down menu to answer the question.)

<Grade>

- ST001Q01TA01
  Select...
  <National modal grade for 15-year-olds- possibility a>
  <National modal grade for 15-year-olds- possibility b>
  <National modal grade for 15-year-olds- possibility c>
**Are you female or male?**

*(Please select one response.)*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>STD04Q01TA01</td>
</tr>
<tr>
<td>Male</td>
<td>STD04Q01TA02</td>
</tr>
</tbody>
</table>
The following two questions concern your father’s job:

(If he is not working now, please tell us his last main job.)

What is your father’s main job?
(e.g. school teacher, kitchen-hand, sales manager)
Please write in the job title.

What does your father do in his main job?
(e.g. teaches high school students, helps the cook prepare meals in a restaurant, manages a sales team)
Please use a sentence to describe the kind of work he does or did in that job.
The following question asks how satisfied you feel about your life, on a scale from "0" to "10". Zero means you feel 'not at all satisfied' and "10" means 'completely satisfied'.

**Overall, how satisfied are you with your life as a whole these days?**

*(Please move the slider to the appropriate number.)*

0 not at all satisfied  

completely satisfied 10
PISA 2015

Case of Korea
### Timetable for PISA 2015 in Korea

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Script</th>
<th>Student Time</th>
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</thead>
<tbody>
<tr>
<td>09:00~9:15</td>
<td>Student logons, passwords, and introducing the test</td>
<td>A, B, C</td>
<td>15 minutes</td>
</tr>
<tr>
<td>09:15~09:20</td>
<td>Introduction</td>
<td>D</td>
<td>5 minutes</td>
</tr>
<tr>
<td>09:20~10:20</td>
<td>Test Section I</td>
<td>E</td>
<td>60 minutes(exactly)</td>
</tr>
<tr>
<td>10:20~10:25</td>
<td>Break</td>
<td>F</td>
<td>5 minutes</td>
</tr>
<tr>
<td>10:25~11:25</td>
<td>Test Section II</td>
<td>G</td>
<td>60 minutes(exactly)</td>
</tr>
<tr>
<td>11:25~11:40</td>
<td>Break</td>
<td>H1, I1</td>
<td>15 minutes</td>
</tr>
<tr>
<td>11:40~12:25</td>
<td>Student Questionnaire</td>
<td>J, K</td>
<td>45 minutes</td>
</tr>
<tr>
<td>12:25~12:30</td>
<td>Ending the session, collection and transfer of data</td>
<td>L</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>3 hours 30 minutes (approximately)</td>
</tr>
</tbody>
</table>
Procedure of Implementing PISA 2015 at School-level
Procedure of Implementing PISA 2015 at School-level

- Session 1 – PISA assessment
- Session 2 – PISA Questionnaire

**Selecting Session**
Wait till further notice about the session

**Login to Session 1**
Fill out the student ID and Password

- Student ID:  
- Password:  

Login
Procedure of Implementing PISA 2015 at School-level

- Wait till further notice to start.
- Click here to see the information about the test

Was there any instruction to start the test?
In this introduction, you will learn about the test and the kinds of questions to expect.

You will use the buttons shown below to move between the questions in the test or to get information.

- Clicking on the NEXT arrow takes you to the next question.
- Clicking on the BACK arrow takes you back to a previous question.
- Clicking on the HELP button displays a window with information about how to answer a question. Clicking on the “Close” link or button on the HELP screen will return you to the testing screen.

You are leaving this unit and will NOT be able to return to this work.

Are you ready to go on to the next unit?
Procedure of Implementing PISA 2015 at School-level

- Wait till further notice to start.
- Click here to start the session 1 of the test

Was there any instruction to start the test?

You are leaving this unit and will NOT be able to return to this work.
Are you ready to go on to the next unit?
You finished the session 1 and your response was saved. Wait till the further notice to start the next session.

Thank you. You finished the test and your response is saved.
### Procedure of Implementing PISA 2015 at School-level

#### Selecting Session
Wait till further notice about the session

<table>
<thead>
<tr>
<th>Session 1</th>
<th>PISA assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2</td>
<td>PISA Questionnaire</td>
</tr>
</tbody>
</table>

- Session 1 – PISA assessment
- Session 2 – PISA Questionnaire
Thank you very much!