



Foreword

The recognition of the Programme for International Student Assessment (PISA) in many countries has fostered an interest in the tests the students take. This publication examines the link between the PISA test requirements and student performance. Focus is placed on the proportions of students who answer questions correctly across the range of difficulty from easy, to moderately difficult to difficult. The questions are classified by content, competencies, context and format and analysed to see what connections exist.

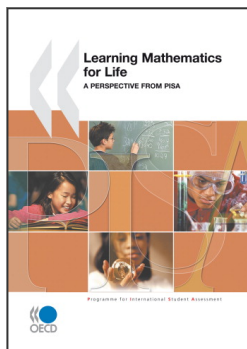
This analysis has been carried out in an effort to link PISA results to curricular programmes and structures in participating countries and economies. Results from the assessment reflect differences in country performance in terms of content, competencies, context, and format of the test questions. These findings are important for curriculum planners, policy makers and in particular teachers – especially mathematics teachers of intermediate and lower secondary school classes.

This thematic report is the product of a collaborative effort between the countries involved in PISA, the members of the Mathematics Expert Group listed in Annex A6 who worked to develop the assessment items, the experts who guided the thematic report to its initial form (Jan de Lange, Alla Routitsky, Kaye Stacey, Ross Turner and Margaret Wu), the OECD Directorate for Education staff (principally Andreas Schleicher, Claire Shewbridge and Pablo Zoido with the collaboration of Niccolina Clements), and John Dossey who edited the report in its final form. Juliet Evans provided administrative support and Peter Vogelpoel did the typesetting.

The development of this thematic report was steered by the PISA Governing Board, which is chaired by Lorna Bertrand (United Kingdom). This report is published on the responsibility of the Secretary-General of the OECD.

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From:
Learning Mathematics for Life
A Perspective from PISA

Access the complete publication at:
<https://doi.org/10.1787/9789264075009-en>

Please cite this chapter as:

Bertrand, Lorna and Barbara Ischinger (2010), "Foreword", in OECD, *Learning Mathematics for Life: A Perspective from PISA*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/9789264075009-1-en>

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