Foreword

The OECD Programme for International Student Assessment (PISA), created in 1997, represents a commitment by the governments of OECD member countries to monitor the outcomes of education systems in terms of student achievement, within a common internationally agreed framework. PISA is a collaborative effort, bringing together scientific expertise from the participating countries and steered jointly by their governments on the basis of shared, policy-driven interests. Participating countries take responsibility for the project at the policy level. Experts from participating countries also serve on working groups that are charged with linking the PISA policy objectives with the best available substantive and technical expertise in the field of internationally comparative assessment. Through involvement in these expert groups, countries ensure that the PISA assessment instruments are internationally valid and take into account the cultural and curricular context of OECD member countries. They also have strong measurement properties, and place an emphasis on authenticity and educational validity.

PISA 2009 represents a continuation of the data strategy adopted in 1997 by OECD countries. As in 2000, *reading literacy* is the focus of the PISA 2009 survey, but the reading framework has been updated and now also includes the assessment of reading of electronic texts. The framework for assessing *mathematics* was fully developed for the PISA 2003 assessment and remained unchanged in 2009. Similarly, the framework for assessing *science* was fully developed for the PISA 2006 assessment and remained unchanged in 2009.

This publication presents the guiding principles of the PISA 2009 assessment, which are described in terms of the skills students need to acquire, the processes that need to be performed and the contexts in which knowledge and skills are applied. Further, it illustrates the assessment domains with a range of sample tasks. These have been developed by expert panels under the direction of Raymond Adams, Juliette Mendelovits, Ross Turner and Barry McCrae from the Australian Council for Educational Research (ACER) and Henk Moelands (CITO). The reading expert group was chaired by Irwin Kirsch of Educational Testing Service in the United States. The mathematics expert group was chaired by Jan de Lange of the University of Utrecht in the Netherlands and the science expert group was chaired by Rodger Bybee of the Biological Science Curriculum Study in the United States. The questionnaire expert group was chaired by Jaap Scheerens of University of Twente in the Netherlands. The members of the expert groups are listed in Annex C of this publication. The frameworks have also been reviewed by expert panels in each of the participating countries. The chapters on reading, mathematics and science were drafted by the respective expert groups under the direction of their chairs, Irwin Kirsch (reading), Jan de Lange (mathematics) and Rodger Bybee (science). The chapter on the questionnaire framework was drafted by Henry Levin of Teachers College, Columbia University, New York, and is based on a review of central issues, addressed in conceptual papers for the PISA Governing Board, prepared by Jaap Scheerens in collaboration with the questionnaire expert group. The publication was prepared by the OECD Secretariat, principally by Andreas Schleicher, Karin Zimmer, Juliet Evans and Niccolina Clements.

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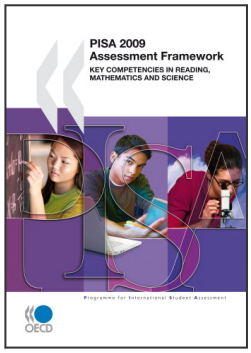

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