

Strong performers and successful reformers

Andreas Schleicher  
Hong Kong, May 2012

PISA

OECD Programme for  
International Student Assessment



High policy value

Understanding the instructional context of learning outcomes - linking how students learn with what teachers do

Must haves

Understanding drivers of successful reform trajectories

Monitoring educational progress  
'Democratising PISA'

Extending the range of competencies through which quality is assessed

The development of PISA

Examining individual, institutional and systemic factors associated with quality, equity and efficiency in education

Quick wins

PISA 2000

More difficult

Less difficult

Proliferation of assessment areas

Electronic delivery of assessments

Measuring student learning outcomes in key subjects

Money pits

Low-hanging fruits

Moderate policy value

High policy value

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Affective dimensions of outcomes

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# PISA

Using "tools" interactively to engage with the world

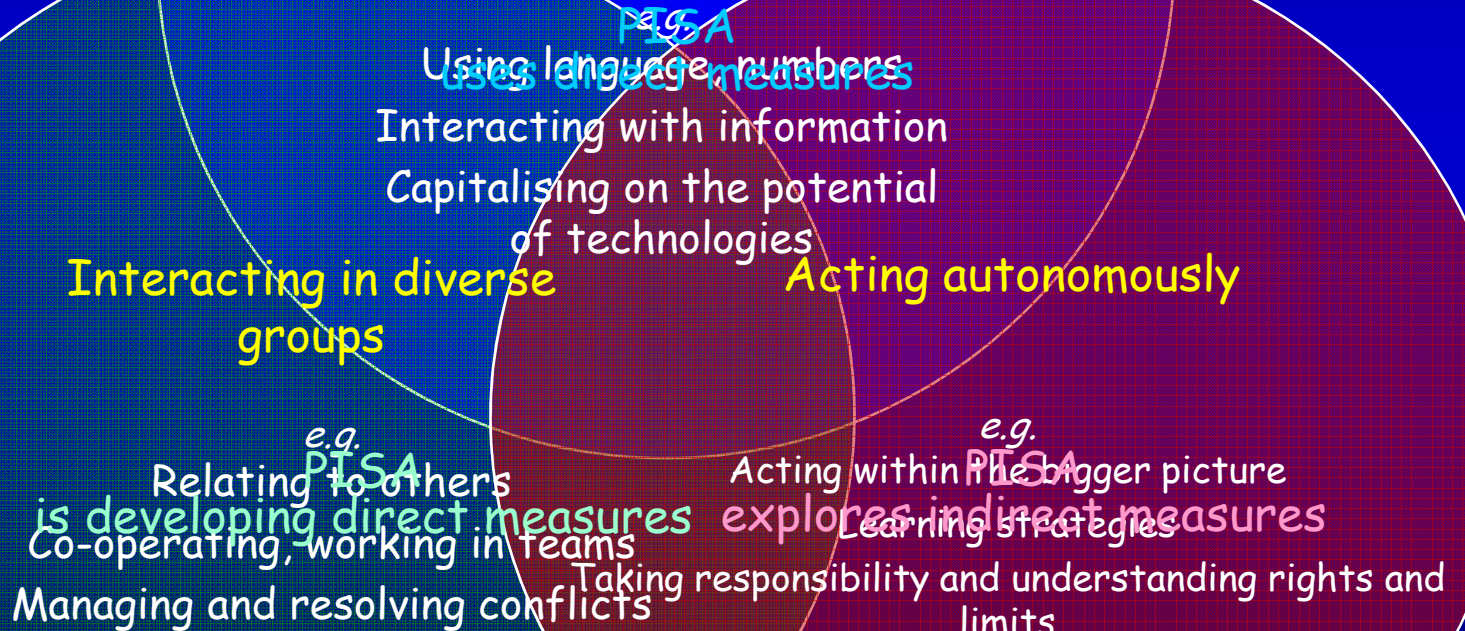
Interacting in diverse groups

Acting autonomously

Using language numbers  
Interacting with information  
Capitalising on the potential of technologies

Relating to others  
Co-operating, working in teams  
Managing and resolving conflicts

Acting within the bigger picture  
Learning strategies  
Taking responsibility and understanding rights and limits



# Challenges for new assessment domains

## ❑ Learning targets

- Defining what mastery means for a given skill level

## ❑ Progress variables

- Delineate a pathway that characterise the steps that learners typically follow as they become more proficient
- Evaluation of students reasoning in terms of the correctness of their solutions as well as in terms of their complexity, validity and precision

## ❑ Levels of achievement

- Describing the breadth and depth of the learner's understanding of the domain at a particular level of advancement

## ❑ Learning performances

- The operational definitions of what student's understanding would look like at each of the stages of progress .

## Some methodological challenges

- ❑ Can we sufficiently distinguish the role of context from that of the underlying cognitive construct ?
- ❑ Do new types of items that are enabled by computers and networks change the constructs that are being measured ?
- ❑ Can we drink from the firehose of increasing data streams that arise from new assessment modes ?
- ❑ Can we utilise new technologies and new ways of thinking of assessments to gain more information from the classroom without overwhelming the classroom with more assessments ?
- ❑ What is the right mix of crowd wisdom and traditional validity information ?
- ❑ How can we create assessments that are activators of students' own learning ?