

# **PISA 2006 Main Study**

## **School Coordinator's Manual**

Final Version

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**OECD**  
**PISA**  
OECD Programme for International Student Assessment

Project Consortium:

Australian Council For Educational  
Research (ACER)

Netherlands National Institute for  
Educational Measurement (CITO)

Educational Testing Service (ETS)

National Institute for Educational Policy  
Research (NIER, Japan)

Westat



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### **\*\* Note to NPMs \*\***

Certain adaptations are required to be made to this manual. These are shown either as angle brackets with bold highlighted text – e.g. <insert contact details here> - or in a **\*\*Note to NPMs\*\*** box such as this box. Other adaptations may be required where the operations of your national centre differs in some way to that outlined in the manual. Places where such adaptations are anticipated are indicated with a **\*\*Note to NPMs\*\*** box.

In some places in the manual, adaptations related to the International Options, *Computer Based Assessment of Science*, and the *Parent Questionnaire* are included. These adaptations are indicated at the start of brackets by <(CBAS)#XX ....> and <(PQ)#XX ...> respectively, where XX is the number of the adaptation related to that option. If you are not participating in either or both of these options, these can simply be deleted when preparing your manual.

All additions or adaptations to procedures in relation to the SC Manual must be submitted on the Manual Adaptation Spreadsheet (MAS) for approval.

*Remove this box upon completion of this section.*

## 1. INTRODUCTION

### 1.1. Overview of the OECD Programme for International Student Assessment (PISA)

#### **\*\*Note to NPMs\*\***

This section is for NPMs to write.

The web site ([www.pisa.oecd.org](http://www.pisa.oecd.org)) contains a complete description of the study as well as text for brochures in English and French. You may choose to use your brochures to introduce the study or to edit the text from the web site and insert it here.

*Remove this box upon completion of this section.*

<(CBAS#1) Overview of CBAS>

#### **\*\*Note to NPMs (CBAS)\*\***

Ignore this note if your country is not participating in CBAS.

If a school where a School Coordinator manual is required is also participating in CBAS, NPMs will need to inform the SC of this fact and modify this manual accordingly.

A supplementary paragraph(s) should be inserted in this section and is for NPMs to write. You will need to point out that some of the PISA sampled students will be also doing a one hour computer-based test in addition to the two hour paper-based test. The SC will have only a limited role in organising the CBAS activities: the SC will organise the venue for the CBAS activities and arrange for the students to show up. All other CBAS test administration activities are undertaken by the CBAS Test Administrator(s) appointed by the NC.

*Remove this box upon completion of this section.*

### 1.2. The Role of the School Coordinator

#### **\*\*Note to NPMs\*\***

Note that any additions or adaptations to this section must be submitted on the Manuals Adaptation Spreadsheet (MAS) for approval.

*Remove this box upon completion of this section.*

Each school participating in PISA was asked to appoint a School Coordinator (SC) to liaise between the school and the PISA National Centre (NC). The <NC> will appoint a Test Administrator (TA) who will visit your school to conduct the assessment.

As the SC you will be responsible for PISA activities within your school. These include:

- Scheduling the assessment and booking rooms for the sessions;
- **<Receiving the student booklets and questionnaires from the <NC> and protecting their security while they are at the school>;**
- Providing the list of eligible students to the <NC> for the selection of the student sample;
- Receiving the Student Tracking Form (STF), which lists the students sampled to participate in the assessments back from the <NC> and completing a number of columns of this form related to each of the sampled students;
- Notifying teachers, students and, if necessary parents about the PISA assessment according to the school's policies;
- Ensuring that the PISA School Questionnaire is distributed to the appropriate person at your school;
- **<(PQ#1) Ensuring the collection of the Parent Questionnaires>**
- Assisting the TA on assessment day;
- **<(CBAS#2) Arranging with the <NC> a suitable time and space for the administration of the CBAS tests>**

The rest of this manual describes these activities thoroughly. The Checklist of Activities in Section 1.3 summarises these activities and provides references to the more detailed sections of the manual.

If, after reviewing the information in this manual, you have any questions or concerns, please contact the <National Centre (NC)>:

**\*\* Note to NPMs \*\***

**Insert appropriate contact information here.**

*Remove this box upon completion of this section.*

**1.3. Checklist of Activities**

**\*\* Note to NPMs \*\***

**Revise this list of activities to reflect the organisation of the project in your country, adding due dates based on specific assessment plans. Note that any additions or adaptations to this section must be submitted on the MAS for approval.**

*Remove this box upon completion of this section.*

Activity	Manual Reference	Suggested In-Country Schedule
<input type="checkbox"/> Select a date for the assessment and inform the <NC>	Section 2.1	<6 weeks prior to assessment>
<input type="checkbox"/> Prepare a list of all students eligible for the assessment and send it to the <NC>	Section 2.2	<6 weeks prior to assessment>
<input type="checkbox"/> Receive, check and secure package of assessment materials from the <NC>	Section 2.3	<2 weeks prior to assessment>
<input type="checkbox"/> Review the Student Tracking Form (STF), identify students with Special Education Needs, and those who are to be excluded from the assessment	Sections 2.4, 2.5, 2.6, 2.7, 2.8	<2 weeks prior to assessment>
<input type="checkbox"/> Distribute the School Questionnaire	Section 2.9	<1-2 weeks prior to assessment>
<input type="checkbox"/> Organise and confirm assessment plans	Section 2.10	<1-2 weeks prior to assessment>
<input type="checkbox"/> Assist the TA on assessment day	Section 2.12	<b>Assessment day</b> <Same week as the main session>
<input type="checkbox"/> Arrange for a follow-up session (if needed)	Section 2.13	<Same week as the main session>
<input type="checkbox"/> Return the completed School Questionnaire to the TA	Section 2.14	<b>Assessment day</b>
<input type="checkbox"/> Store copies of STF and Session Report Forms	Section 2.15	Until <end of school year>
<input type="checkbox"/> <(PQ#2) Return the completed Parent Questionnaires to the <NC>	<Section 2.16>	<1 week after the assessment>



## 2. SCHOOL COORDINATOR RESPONSIBILITIES

### 2.1. Selecting a Date for the Assessment

PISA assessments must be conducted during <test window dates>. The <NC> may suggest particular dates during this period for the assessment in your school. You will then select the best date and alternative dates for your school.

#### **\*\*Note to NPMs\*\***

**Choose the appropriate length of the Questionnaire session taking into account the inclusion of international and national options.**

*Remove this box upon completion of this section.*

It is expected that the PISA assessment will take approximately 3 and a half hours to administer, including time to read the directions, distribute the materials and breaks between the parts of the assessment. The timing of the assessment is as follows:

- Reading the directions and distributing the materials will take 15-20 minutes;
- The Assessment Booklet will take approximately 2 hours, with a short break after the first hour;
- There will be a <15 minute> break before the Questionnaire session;
- The Questionnaire session should take about <35 minutes>. It should be given right after the assessment. However if this is not possible, it can be given on a different day; and
- Collecting the materials and ending the session will take 3-5 minutes.

Because of the length of the test administration, it is best to plan to start at 9 am.

It is especially important that you inform the <NC> of the preferred and alternative dates as soon as possible because of the need to manage the schedules of the TAs.

#### **\*\*Note to NPMs (CBAS)\*\***

**You may insert a paragraph here to explain the procedure of negotiating a suitable date for the CBAS activities with the NC.**

*Remove this box upon completion of this section.*



**On the day of the assessment, PISA Quality Monitors appointed by the International PISA Management Team will visit a few randomly selected schools.** The main task of the PISA Quality Monitors is to document the extent to which testing procedures have been followed by the National Centres and are being implemented in schools. In order to this, PISA Quality Monitors will visit schools, observe testing sessions and have a short interview with you.

Because your school might be selected for this check, **it is necessary that any change of the date selected for the assessment be communicated to the <NC>. Note that the Quality Monitors will not preannounce their visits: please make sure there are no administrative obstacles that could prevent them from entering your school.**

## 2.2. Sending a List of Eligible Students to the <NC>

### **\*\* Note to NPMs \*\***

**These instructions can be skipped if you already have this information from other sources (e.g. central register of enrolments).**

**Adapt the instructions as appropriate in your country.**

*Remove this box upon completion of this section.*

Send to the <NC> the list of all students eligible to participate in PISA in your school, i.e. **all** students in Grades 7 or higher born between <lower limit eligible birth date> and <upper limit eligible birth date> <(as well as all students attending grade \_\_)>. Please send this list to the <NC> by <due date>. The <NC> will then randomly select a sample of <35> students from this list.

**<(CBAS#3) In some schools <10> of the <35> students will be randomly selected to additionally participate to the CBAS study>.**

An example of a Student Listing Form is shown on the following page.

Column E of this example form refers to the Study Programme of the student. Please refer to the instructions in Section 2.5 of this manual for more information about study programmes. If convenient, this can be recorded for all students on this Student Listing Form. If the study programme is not easily obtainable from your school records, you can ignore this column from the Student Listing Form. The recording of this information can be left until the sample of students that will participate in the test has been selected (refer to Section 2.4).

## Example of Student Listing Form

### STUDENT LISTING FORM

School ID: \_\_\_\_\_ Country Name: \_\_\_\_\_

School Name: \_\_\_\_\_ List Prepared By: \_\_\_\_\_

Address: \_\_\_\_\_ Telephone #: \_\_\_\_\_

\_\_\_\_\_ Date List Prepared: \_\_\_\_\_

\_\_\_\_\_ Total # Students Listed: \_\_\_\_\_

**DIRECTIONS:** Please complete columns A, B, C, D and E for every student in Grades 7 and higher <born between .... and ....> Include students who may be excluded from other testing programs, such as some students with disabilities or limited language experience. Detailed instructions and information about providing computer-generated lists are on the following page.

(A) Student's Name			(B)	(C) Sex	(D) Birth Date	(E) Study Programme
(First	Middle Initial	Last)	Grade	(M / F)	(mm/yy)	

## **A. Instructions for Preparing a List of Eligible Students**

1. Please prepare a list of ALL students **<insert eligibility criteria>** using the most current enrolment records available.
2. Include on the list students who may typically be excluded from other testing programs (such as some students with disabilities or limited language experience).
3. Write the name for each eligible student. Please also specify current grade, sex, and birth date for each student.
4. If confidentiality is a concern in listing student names, then a unique student identifier may be substituted. Because some students may have the same or similar names, it is important to include a birth date for each student.
5. Enter the Study Programme code for each eligible student (unless this will be collected after the student sample has been drawn – see section 2.4).
6. The list may be computer-generated or prepared manually using the example Student Listing Form on the previous page. You may copy this form or request copies from your National Project Manager.
7. Send the list to the **<NC>** to arrive no later than **<DATE>**. Please address to as follows: **<NPM insert name, fax number, email address, mailing address>**

## **B. Suggestions for Preparing Computer-generated Lists**

- Write the school name and address on the list.
- Number the students.
- Include the date the printout was prepared.
- Define any special codes used.
- Include preparer's name and telephone number.

## **Suggestions for Sending Data Files**

**<NPM to insert instructions, if appropriate>**

### 2.3. Receiving the Student Tracking Form and the School Questionnaire

#### **\*\*Note to NPMs\*\***

**This section assumes that PISA tests and student questionnaires will be brought to the school by Test Administrators on the day of the assessment. This section may need to be adapted to reflect national differences and to explain how the materials will be packaged.**

*Remove this box upon completion of this section.*

About 2 weeks prior to the assessment, the <NC> will send you a package with the following materials for your school:

- The **Student Tracking Form (STF)** listing the students who will participate in the assessment;
- The School Questionnaire
- Other materials **<e.g. form for reimbursement of expenses, participation certificates for students and/or SCs, etc.>**

### 2.4. Updating the Student Tracking Form

The list of sampled students will be sent to you on a Student Tracking Form (STF). The STF is an essential document that is used to record session information, demographic details, the study programme of the student and student participation. Accurate completion of this form is very important. Appendices 5 to 7 show examples of completed STFs that are discussed on the following pages.

Some of the information on the STF, including country and school information and sampling information will have already been completed by the <NC>. The <NC> will also complete columns 3 through 6 using information provided earlier on the Student Listing Form (cf. section 2.2).

#### **\*\*Note to NPMs (CBAS)\*\***

**Ignore this note if your country is not participating in CBAS.**

**Note that the abbreviations “N/A” (“not applicable”) and “CBAS” will appear in columns 12a to 12c to identify students who will also be doing the computer based test. This abbreviation is not translatable and should not be adapted.**

*Remove this box upon completion of this section.*

**<(CBAS#4) Column 12b will show whether the student has been selected to participate in CBAS; this will be indicated with the word `CBAS'. Column 12a is where the non-participation codes can be entered and 12c where the CBAS session codes should be entered>.**

Column 10 will have been filled with the allocated Test Booklet Number. If the study programme was provided on the Student Listing Form, column 7 will also have been filled.

Upon receiving the package from the <NC>, you will need to review and update the information already completed, as well as enter further details as described below:

- Identify and correct missing or incorrect information such as grade, gender, birth date and study programme from columns 1 to 7. (For information about study programmes and their codes, refer to the detailed instructions in Section 2.5)
- Column 8 is used to record the special education needs of sampled students. You will complete this column as discussed in detail in Section 2.6.
- Columns 9a and 9b are used to record non-participation of sampled students in the test session and the questionnaire session respectively. You will complete these columns as discussed in detail in Sections 2.7 and 2.8.
- **<(CBAS#5 Students participating in the CBAS option will be identified with `CBAS' in column 12b. All other students will have N/A in column 12b. You must ensure that the teachers and the students know which student is participating in CBAS, when and where .>**

You may photocopy the STF and use it to notify teachers of the students selected.

**2.5. Study Programmes: Column E of the Student Listing Form and Column 7 of the Student Tracking Form**

<b>**Note to NPMs**</b>
<p><b>In countries where all students attend the same study programme, NPMs should replace this section with a short explanation on why this column is on the STF and already completed.</b></p> <p><b>In countries where the study programmes vary between students and/or schools, NPMs should insert the national study programmes and their codes, extracted from the approved national Study Programme Table into this section, and add appropriate explanatory text. Guidelines for defining codes for study programmes and programme levels are found in the NPM manual.</b></p> <p style="text-align: center;"><i>Remove this box upon completion of this section.</i></p>

In addition to grade, gender, and birth date, the Student Listing Form and the STF each contain a column used to gather information about the study programme in which students are enrolled. The table below shows a code for each study programme. Check that a valid study programme code has been recorded for each student listed on the STF.

<b>Study programme</b>	<b>Code</b>
<Programme X>	1
<Programme Y>	2
<Programme Z>	3
<...>	4

## 2.6. Special Education Needs: Column 8 of the Student Tracking Form

### **\*\*Note to NPMs\*\***

**Note that any additions or adaptations to this section (e.g. definition of SEN code 4) must be submitted on the Manuals Adaptation Spreadsheet for approval.**

*Remove this box upon completion of this section.*

Information about the special education needs (SEN) of students is recorded in column 8 of the STF. The codes to be used are defined below.

Code 1 Functional disability - student has a moderate to severe permanent physical disability

Code 2 Intellectual disability – student has a mental or emotional disability and has either been tested as cognitively delayed or is considered in the professional opinion of qualified staff to be cognitively delayed

Code 3 Limited assessment language experience – student is not a native speaker of any of the languages of the assessment in the country and has limited proficiency in these languages

Code 4 **<Optional additional category, defined by NPM and approved by Consortium>**

For most students column 8 will be left blank, meaning they have no SEN.

## 2.7. Students with Special Education Needs who cannot be assessed. Columns 9a and 9b of the Student Tracking Form

Information about the non-participation of students in the assessment is recorded in columns 9a (test session) and 9b (questionnaire session) of the STF. The intent of PISA is to be as **inclusive** as possible. However, some students with insufficient experience in the language(s) of the assessment or those who have a severe physical, mental or emotional disability may not be able to participate.

The following guidelines are provided to assist you in deciding whether a student with a SEN should be **excluded** from the PISA assessment. The exclusion code for students with a SEN that prevents them from participating is code “3”, “Non participant; excluded on SEN basis”, and this is recorded in columns 9a and 9b.

### **STUDENTS WITH SPECIAL EDUCATION NEEDS WHO CANNOT BE ASSESSED**

**Functional disability.** Student has a moderate to severe permanent physical disability such that he/she cannot perform in the PISA testing situation. **Functionally disabled students who can respond to the assessment should be included.**

**Intellectual disability.** Student has a mental or emotional disability and is cognitively delayed such that he/she cannot perform in the PISA testing situation. This includes students who are emotionally or mentally unable to follow even the general instructions of the assessment. **Students should NOT be excluded solely because of poor academic performance or disciplinary problems.**

**Insufficient assessment language experience.** Only students who meet all of the following three criteria may be excluded on this basis. The student:

- is not a native speaker in the assessment language,
- has limited proficiency in the assessment language, and
- has received less than one year of instruction in the assessment language.

**<Optional additional category: exclusion on the basis of another special education need. This must correspond to a special education need defined under code 4 of column 8. The instructions for schools to use in deciding about whether a student should be excluded on this basis must be approved by the Consortium.>**



## 2.8. Other non-participation codes: Columns 9a and 9b of the Student Tracking Form

In addition to exclusion on the basis of SEN, some students cannot be included in the assessment because they are no longer attending the school, because of student or parent refusal, or because they are not eligible students according to the PISA population definition. This information will be recorded in columns 9a and 9b as well.

A student may only partially participate in the test session and/or questionnaire session, for example due to illness experienced during the session. This code can only be assigned on the assessment day, as discussed later in this manual.

The full set of codes to be used in columns 9a and 9b are defined below.

**Code 1** Partially participated in session

**Code 2** Non participant; refusal

**Code 3** Non participant; excluded on SEN basis

**Code 4** Non participant; transferred out of school

**Code 5** Non participant; no longer in school, but not a known transfer

**Code 6** Non participant; does not meet age definition

**Code 7** Non participant; does not meet grade definition

The steps for recording information in columns 9a and 9b are:

**Step 1.** If a student with special education needs is to be excluded from the assessment, record a code **3** for this student into columns 9a and 9b. **Note that many students with a SEN will be able to be included in the assessment.**

**Step 2.** Next, identify any students who are no longer at the school, who were not born between <**lower limit eligible birth date**> and <**upper limit eligible birth date**>, or who are in Grade 6 or below. Use codes **4 - 7** for these students.

**Step 3.** Finally, columns 9a and 9b are left empty for all other students, meaning that they are in principle to be assessed in the PISA session.

Examples of how to use columns 8, 9a and 9b of the STF are included in the Appendices 1 and 2 of this manual.

## 2.9. Distributing and Collecting the School Questionnaire

The School Questionnaire included in the package sent from the <NC> is designed to collect information about the school and its characteristics in terms of size, staffing, instructional practices and organisation.

Consult the principal, who will decide whether to fill out the questionnaire personally or delegate the task. The questionnaire should be completed before the assessment date so that it can be given to the TA on assessment day.

## 2.10. Organising and Confirming Assessment Plans

During the two weeks preceding the assessment, you should:

- Inform relevant colleagues, students and, if necessary parents about the PISA study (you may use the overview in the Introduction to this manual). Ask students to bring a calculator on the day of the assessment.
- Procure a few spare calculators, and some books or magazines for students who finish the assessment ahead of schedule.
- Review the organisational aspects and make sure that everything is set for the assessment (room, date, hour). The room should have capacity for <35 > sampled students sitting at single desks. Make sure the room has been reserved for the entire morning of the assessment day. Because the test administration will take up about 3 and half hours, it is best to plan to start at 9 am. Ask the teachers of the classes concerned to refrain from scheduling tests on assessment day.
- If the date or time of the assessment needs to be changed, all of those concerned should be informed. **In particular, it is important to advise <the NC> so that the TAs and Quality Monitors can be in turn advised.**

The TA assigned to your school should telephone or visit approximately 1 week before the assessment date to:

- Confirm the time and location of the assessment session;
- Discuss how to handle emergencies or problem situations;
- Review the updated STF; and
- Resolve any remaining questions.

### 2.11. Maintaining security

Because PISA materials may be used in the future, their security is important. You and other school staff members may look through unused booklets only after the assessment, and in the presence of the TA. Furthermore, Assessment Booklets must NOT be photocopied, or copied in any other way, under any circumstances.

However the Student Questionnaire is not secure and may be photocopied and examined before the assessment.

### 2.12. Assisting the TA on Assessment Day

<b>**Note to NPMs**</b>
<b>NPMs should adapt some of the following instructions to reflect the country policy</b>
<i>Remove this box upon completion of this section.</i>

On the day of the assessment, it is your responsibility to help the TA with final arrangements. You are asked to:

- **<Provide calculators and rulers for students>;**
- Inform the TA of any final changes to the STF – for example a student refusal
- Ensure that the students are ready to begin the assessment at the designated time. It is very important that as many of the sampled students as possible are assessed;
- Ensure that only sampled students are assessed; and
- Be present throughout the assessment to assist the TA if possible. If this is not possible, your presence at the beginning of the assessment session will help set the tone of the session and demonstrate the importance of the study.

### 2.13. Arranging for a follow-up session (if needed)

#### **\*\*Note to NPMs\*\***

The goal of holding follow-up sessions with sampled students who were absent during the initial sessions is to maximise the student participation rate. NPMs should adopt procedures to achieve this goal. If it is thought that the requirement that follow-ups be held will dissuade schools from participating, then it may be best to adapt or delete the requirement.

The value of 5 (absent students) assumes a within-school sample of 35 students. If the typical within-school sample is not 35 this number should be adjusted so that it is about 15% of the typical within-school sample size.

*Remove this box upon completion of this section.*

If more than 15% of the students sampled from your school **<(e.g. more than 5 out of 35 students)>** are absent from the assessment session (not counting student or parent refusals, or excluded or ineligible students) a follow-up session should be scheduled for these students.

Select a date and time that will maximise the number of students attending the session and that is convenient for the TA. There can only be one follow-up session. Make every attempt to ensure that absent students attend the follow-up session.

### 2.14. Returning the completed School Questionnaire to the TA

The filled out School Questionnaire should be returned to the **TA on the day of the assessment.**

### 2.15. Storing a copy of the STF

After completing the assessment, the TA will make a photocopy of the STF for you to keep at the school. The **<NC>** may need to refer to this information should any questions arise during the coding of the assessment booklets.

Store the STF until **<the end of the school year>**.

2.16. <(PQ#3)Return the completed Parent Questionnaires to the <NC>

**\*\*Note to NPMs (Parent Questionnaire)\*\***

If you are not administering the Parent Questionnaire you can ignore this note and delete this section.

If the SC will be involved in returning the completed parent questionnaires following the assessment, insert appropriate instructions here.

Whatever method of you decide upon you should ensure that it does not cause delay in the return of the students' assessment and questionnaire material.

*Remove this box upon completion of this section.*

**Your help with PISA is very important to its success. The <NC> and the International Project Team appreciate your willingness to help and thank you for your time.**

## APPENDIX 1. EXAMPLE STF WITH SEN CODES

### **\*\* Note to NPMs (CBAS) \*\***

Schools which participate in CBAS as well as the main PISA activities will receive a Student Tracking Form that has 3 additional columns. [Appendices 1 and 2](#) will need to be replaced with [appendices 1 and 2 \(CBAS Version\)](#). There is no French source version for these CBAS appendices.

*Remove this box upon completion of this section.*

#### **A. Identifying Students with Special Education Needs (SEN)**

The codes for special needs are:

- 1 = Functional disability
- 2 = Intellectual disability
- 3 = Limited assessment language experience
- <4 = **(Must be defined by NPM to be used)**>

For most students column 8 will be left blank, meaning they have no special education needs.

#### **Examples:**

- José Rodriguez is not a native English speaker and has less than one year of instruction in English and is coded as “**3**” in column 8.
- Roy Zastrow is not a native speaker of English. While he has received instruction in English for more than one year he still has some difficulties with English expression and requires some extra tuition. He also is coded as “**3**” in column 8.
- Sam Walker is blind and is coded as “**1**” in column 8.
- Fred Peters is physically disabled. He is coded as “**1**” in column 8.
- Lisa McCoy has been professionally assessed as cognitively delayed and is coded as “**2**” in column 8.
- All other students do not have any special education needs and column 8 is left blank.

# PISA STUDENT TRACKING FORM

Stratum ID 01 School ID 010

School Name: Kangaroo High School

School Coordinator: Skippy Dundee

Test Administrator: Skippy Dundee

		Demographics						Non Participants		Booklet Number	Test/Questionnaire Session code	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9a)	(9b)	(10)	(11a)	(11b)
Student ID	Line Number (Sample)	Student Name	Grade	Gender F=1 M=2	Birth Date (MM-YY)	Study Programme	SEN	Test	SQ	Test	Test	SQ
00001	00003	Ted Brooks	10	2	12/90	1				6		
00002	00008	Jeffrey Jenkins	10	2	11/90	1				7		
00003	00012	Rose Matthews	10	1	12/90	1				8		
00004	00016	José Rodriguez	10	2	05/90	1	3			9		
00005	00020	Jennifer Trader	9	1	04/90	1				10		
00006	00024	Roy Zastrow	9	2	09/90	1	3			11		
00007	00028	Sam Walker	10	2	07/90	1	1			12		
00008	00033	Julie Walters	10	1	04/90	1				13		
00009	00037	Suzanne Smith	10	1	07/90	1				1		
00010	00041	Fred Peters	10	2	10/90	1	1			2		
00011	00045	Tammy Alexander	10	1	12/90	1				3		
00012	00049	Lisa McCoy	10	1	08/90	1	2			4		
00013	00053	Melissa Holten	10	1	09/90	1				5		
00014	00057	Joshua Bensen	10	2	07/90	1				6		

## APPENDIX 1 (CBAS VERSION). EXAMPLE STF WITH SEN CODES

### **\*\*Note to NPMs\*\***

Delete this appendix if you are not participating in CBAS.  
If you are participating in CBAS, replace Appendix 5 with this appendix.  
There is no French source version of this CBAS appendix.

*Remove this box upon completion of this section.*

#### **A. Identifying Students with Special Education Needs (SEN)**

The codes for special needs are:

- 1 = Functional disability
- 2 = Intellectual disability
- 3 = Limited assessment language experience
- <4 = **(Must be defined by NPM to be used)**>

For most students column 8 will be left blank, meaning they have no special education needs.

#### **Examples:**

- José Rodriguez is not a native English speaker and has less than one year of instruction in English and is coded as “3” in column 8.
- Roy Zastrow is not a native speaker of English. While he has received instruction in English for more than one year he still has some difficulties with English expression and requires some extra tuition. He also is coded as “3” in column 8.
- Sam Walker is blind and is coded as “1” in column 8.
- Fred Peters is physically disabled. He is coded as “1” in column 8.
- Lisa McCoy has been professionally assessed as cognitively delayed and is coded as “2” in column 8.
- All other students do not have any special education needs and column 8 is left blank.



# PISA STUDENT TRACKING FORM

Stratum ID 01 School ID 012

School Name: Wallaby High School

School Coordinator: Skippy Dundee

Test Administrator: Skippy Dundee

CBAS Option: CBAS Sampling in Addition to PISA

(1)	(2)	(3)	Demographics					Non Participants		Booklet Number	Session code		Computer Session (CBAS only)		
			(4)	(5)	(6)	(7)	(8)	(9a)	(9b)	(10)	(11a)	(11b)	(12a)	(12b)	(12c)
Student ID	Line Number (Sample)	Student Name	Grade	Gender F=1 M=2	Birth Date (MM-YY)	Study Prog	SEN	Test	SQ	Test	Test	SQ	Non Participants	CBAS Indicator	Session
00001	00003	Ted Brooks	10	2	12/90	1				6			N/A	N/A	N/A
00002	00008	Jeffrey Jenkins	10	2	11/90	1				7			N/A	N/A	N/A
00003	00012	Rose Matthews	10	1	12/90	1				8			N/A	N/A	N/A
00004	00016	José Rodriguez	10	2	05/90	1	3			9			N/A	N/A	N/A
00005	00020	Jennifer Trader	9	1	04/90	1				10				CBAS	
00006	00024	Roy Zastrow	9	2	09/90	1	3			11			N/A	N/A	N/A
00007	00028	Sam Walker	10	2	07/90	1	1			12			N/A	N/A	N/A
00008	00033	Julie Walters	10	1	04/90	1				13			N/A	N/A	N/A
00009	00037	Suzanne Smith	10	1	07/90	1				1			N/A	N/A	N/A
00010	00041	Fred Peters	10	2	10/90	1	1			2			N/A	N/A	N/A
00011	00045	Tammy Alexander	10	1	12/90	1				3				CBAS	
00012	00049	Lisa McCoy	10	1	08/90	1	2			4			N/A	N/A	N/A
00013	00053	Melissa Holten	10	1	09/90	1				5			N/A	N/A	N/A
00014	00057	Joshua Bensen	10	2	07/90	1				6			N/A	N/A	N/A
00015	00061	Daron Dolittle	10	2	9/90	1				7			N/A	N/A	N/A
00016	00065	Eveline Green	10	1	9/90	1				8			N/A	N/A	N/A

## APPENDIX 2. NON-PARTICIPATION CODES (PRIOR TO ASSESSMENT DAY)

The Student Tracking Form identifies all sampled students. After columns 8, 9a and 9b have been filled in, it identifies the students that are expected to attend the session.

Columns 9a and 9b should be blank for all students who are eligible and who can be assessed, including students with special educational needs who can participate in PISA.

The codes to be used in columns 9a and 9b are:

**Code 1** Partially participated in session

**Code 2** Non participant, refusal

**Code 3** Non participant ; excluded on SEN basis

**Code 4** Non participant; transferred out of school

**Code 5** Non participant; no longer in school, but not a known transfer

**Code 6** Non participant; does not meet age definition

**Code 7** Non participant; does not meet grade definition

### Examples:

- Jeffrey Jenkins has recently transferred out of school. He is coded as “4” in columns 9a and 9b.
- José Rodriguez is coded as “3” in column 8. He has been taught in English for this year only and his teachers believe that he will not be able to participate in the assessment. Therefore, he is coded as “3” in columns 9a and 9b.
- While Roy Zastrow’s experience with English is limited, he has been taught in English for more than 1 year and therefore does not meet the PISA criteria for exclusion on the basis of insufficient language experience (cf. section 2.7). Columns 9a and 9b are left blank, and Roy is expected to participate in the assessment.
- Sam Walker is blind and is coded as “1” in column 8. PISA is not offered in Braille. Therefore, he is unable to participate in the assessment and is coded as “3” in columns 9a and 9b.
- Even though Fred Peters is functionally disabled, it does not affect his ability to participate. So, although he is coded as “1” in column 8, columns 9a and 9b are left blank.
- The following two students are ineligible according to the PISA population definition. They were mistakenly included on the list of all eligible students and were subsequently sampled:
  - Tammy Alexander does not meet the age definition and is coded as “6” in columns 9a and 9b.
  - Melissa Holten is in Grade 6 and so is coded as “7” in columns 9a and 9b.
- Lisa McCoy has been professionally assessed as cognitively delayed and is coded as “2” in column 8. She does not participate in other testing programs. Therefore, she will not participate in the assessment and is coded as “3” in columns 9a and 9b.
- All other students are eligible to participate. Therefore, columns 9a and 9b are left blank.

**PISA STUDENT TRACKING FORM**

**Stratum ID 01 School ID 010**

**School Name: Kangaroo High School**

**School Coordinator: Skippy Dundee**

**Test Administrator: Skippy Dundee**

		Demographics						Non Participants		Booklet Number	Test/Questionnaire Session code	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9a)	(9b)	(10)	(11a)	(11b)
Student ID	Line Number (Sample)	Student Name	Grade	Gender F=1 M=2	Birth Date (MM-YY)	Study Programme	SEN	Test	SQ	Test	Test	SQ
00001	00003	Ted Brooks	10	2	12/90	1				6		
00002	00008	Jeffrey Jenkins	10	2	11/90	1		4	4	7		
00003	00012	Rose Matthews	10	1	12/90	1				8		
00004	00016	José Rodriguez	10	2	05/90	1	3	3	3	9		
00005	00020	Jennifer Trader	9	1	04/90	1				10		
00006	00024	Roy Zastrow	9	2	09/90	1	3			11		
00007	00028	Sam Walker	10	2	07/90	1	1	3	3	12		
00008	00033	Julie Walters	10	1	04/90	1				13		
00009	00037	Suzanne Smith	10	1	07/90	1				1		
00010	00041	Fred Peters	10	2	10/90	1	1			2		
00011	00045	Tammy Alexander	10	1	<del>12/90</del>	1		6	6	3		
00012	00049	Lisa McCoy	10	1	08/90	1	2	3	3	4		
00013	00053	Melissa Holten	<del>10</del>	1	09/90	1		7	7	5		
00014	00057	Joshua Bensen	10	2	07/90	1				6		

**APPENDIX 2 (CBAS VERSION). NON-PARTICIPATION CODES (PRIOR TO ASSESSMENT DAY)**

**\*\*Note to NPMs\*\***

Delete this appendix if you are not participating in CBAS.  
If you are participating in CBAS, replace Appendix 6 with this appendix.  
There is no French source version of this CBAS appendix.

*Remove this box upon completion of this section.*

The Student Tracking Form identifies all sampled students. After columns 8, 9a and 9b have been filled in, it identifies the students that are expected to attend the session.

Columns 9a and 9b should be blank for all students who are eligible and who can be assessed, including students with special educational needs who can participate in PISA.

The codes to be used in columns 9a and 9b are:

**Code 1** Partially participated in session

**Code 2** Non participant, refusal

**Code 3** Non participant ; excluded on SEN basis

**Code 4** Non participant; transferred out of school

**Code 5** Non participant; no longer in school, but not a known transfer

**Code 6** Non participant; does not meet age definition

**Code 7** Non participant; does not meet grade definition

**Examples:**

- Jeffrey Jenkins recently transferred out of school. He is coded as “4” in columns 9a and 9b.
- José Rodriguez is coded as “3” in column 8. He has been taught in English for this year only and his teachers believe that he will not be able to participate in the assessment. Therefore, he is coded as “3” in columns 9a and 9b.
- While Roy Zastrow’s experience with English is limited, he has been taught in English for more than 1 year and therefore does not meet the PISA criteria for exclusion on the basis of insufficient language experience (cf. section 2.7). Columns 9a and 9b are left blank, and Roy is expected to participate in the assessment.
- Sam Walker is blind and is coded as “1” in column 8. PISA is not offered in Braille. Therefore, he is unable to participate in the assessment and is coded as “3” in columns 9a and 9b.
- Even though Fred Peters is functionally disabled, it does not affect his ability to participate. So, although he is coded as “1” in column 8, columns 9a and 9b are left blank.
- The following two students are ineligible according to the PISA population definition. They were mistakenly included on the list of all eligible students and were subsequently sampled:
  - Suzanne Smith does not meet the age definition and is coded as “6” in columns 9a and 9b.
  - Melissa Holten is in Grade 6 and so is coded as “7” in columns 9a and 9b.

- Lisa McCoy has been professionally assessed as cognitively delayed and is coded as “**2**” in column 8. She does not participate in other testing programs. Therefore, she will not participate in the assessment and is coded as “**3**” in columns 9a and 9b.
- All other students are eligible to participate. Therefore, columns 9a and 9b are left blank.

# PISA STUDENT TRACKING FORM

Stratum ID 01 School ID 012

School Name: Wallaby High School

School Coordinator: Skippy Dundee

Test Administrator: Skippy Dundee

CBAS Option: CBAS Sampling in Addition to PISA

(1)	(2)	(3)	Demographics					Non Participants		Booklet Number	Session code		Computer Session (CBAS only)		
			(4)	(5)	(6)	(7)	(8)	(9a)	(9b)	(10)	(11a)	(11b)	(12a)	(12b)	(12c)
Student ID	Line Number (Sample)	Student Name	Grade	Gender F=1 M=2	Birth Date (MM-YY)	Study Prog	SEN	Test	SQ	Test	Test	SQ	Non Participants	CBAS Indicator	Session Code
00001	00003	Ted Brooks	10	2	12/90	1				6			N/A	N/A	N/A
00002	00008	Jeffrey Jenkins	10	2	11/90	1		4	4	7			N/A	N/A	N/A
00003	00012	Rose Matthews	10	1	12/90	1				8			N/A	N/A	N/A
00004	00016	José Rodriguez	10	2	05/90	1	3	3	3	9			N/A	N/A	N/A
00005	00020	Jennifer Trader	9	1	04/90	1				10				CBAS	
00006	00024	Roy Zastrow	9	2	09/90	1	3			11			N/A	N/A	N/A
00007	00028	Sam Walker	10	2	07/90	1	1	3	3	12			N/A	N/A	N/A
00008	00033	Julie Walters	10	1	04/90	1				13			N/A	N/A	N/A
00009	00037	Suzanne Smith	10	1	<del>07/90</del>	1		6	6	1			N/A	N/A	N/A
00010	00041	Fred Peters	10	2	10/90	1	1			2			N/A	N/A	N/A
00011	00045	Tammy Alexander	10	1	12/90	1				3				CBAS	
00012	00049	Lisa McCoy	10	1	08/90	1	2	3	3	4			N/A	N/A	N/A
00013	00053	Melissa Holten	<del>10</del>	1	09/90	1		7	7	5			N/A	N/A	N/A
00014	00057	Joshua Bensen	10	2	07/0	1				6			N/A	N/A	N/A
00015	00061	Daron Dolittle	10	2	9/90	1				7			N/A	N/A	N/A
00016	00065	Eveline Green	10	1	9/90	1				8			N/A	N/A	N/A