

PISA 2006 Main Study

Test Administrator's Manual

Final Version

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Project Consortium:

Australian Council For Educational
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National Institute for Educational Policy
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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 differ 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 TA manual must be submitted on the Manuals 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) 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.

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 main PISA test administration is separate from the CBAS test administration. It is assumed in this manual that these administration activities will be undertaken by separate persons. While the 'main PISA' TA will not have a role in organising the CBAS activities, he or she will need to be aware of this additional component, for example when reading the STF. All 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 Test Administrator

****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.

As a Test Administrator (TA) your primary responsibility is to administer the PISA assessment in one or more schools. PISA has established the following criteria for TAs:

- It is required that the TA **not** be the <reading>, mathematics or science instructor of any students in the sessions he or she will administer PISA.
- It is recommended that the TA **not** be a member of the staff of any school where he or she will administer PISA
- It is preferred that the TA **not** be a member of the staff of any school in the PISA sample.

As a TA, you will work with the School Co-ordinators (SCs) of each school to co-ordinate activities. Each school participating in PISA was asked to appoint a SC to be the liaison between the schools and study staff.

PISA relies on you undertaking the following activities:

- Attending the TA training provided by the <NC>;
- Protecting the security of all student booklets and questionnaires;
- **<(PQ#1) Ensuring the collection of the parent questionnaires>;**
- Conducting the assessment session according to the script and instructions in this manual
- Recording information about student participation in the assessment on the STF
- Returning the completed assessment and questionnaire materials, as well as the unused and empty envelopes to the <NC>;

PISA relies on you to perform these activities, which are thoroughly described in the rest of this manual. It is essential that the procedures described be followed carefully to ensure that the tests are administered the same way in all of the participating countries. Failure to do so might invalidate the results of the study. 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
<i>Preparing for the assessment</i>		
<input type="checkbox"/> Attend the PISA training session	Section 2.1	<Training date>
<input type="checkbox"/> Receive, check and secure package of assessment materials from the <NC>	Section 2.2	<2 weeks prior to assessment>
<input type="checkbox"/> Confirm assessment plans with SC	Section 2.3	<1 weeks prior to assessment>
<input type="checkbox"/> Review the Student Tracking Form with the SC	Section 2.4	<1 week prior to assessment>
<i>Conducting the assessment session</i>		
<input type="checkbox"/> Make final arrangements with SC	Section 3.1	<Morning of assessment day>
<input type="checkbox"/> Set up the room and materials	Sections 3.2	<Morning of assessment day>
<input type="checkbox"/> Use the script to conduct the session	Appendix 1 & Sections 3.3, 3.4, 3.5	<Assessment day>
<input type="checkbox"/> Supervise the session	Sections 3.6	<Assessment day>
<i>Concluding assessment activities</i>		
<input type="checkbox"/> Ending the session	Section 4.1	<Assessment day>
<input type="checkbox"/> Record the Session Code and complete the Session Report Form.	Sections 4.2 and 4.3, Appendix 2	<Just after the assessment>
<input type="checkbox"/> Count materials and double-check against STF and Session Report Form	Section 4.4	<Just after the assessment>
<input type="checkbox"/> Determine if a follow-up session needs to be held	Section 4.5	<Same week as the main session>
<input type="checkbox"/> Collect the completed School Questionnaire <(PQ#2) and Parent Questionnaires>	Section 4.6	<Before shipping materials>
<input type="checkbox"/> Pack and ship the assessment materials and the empty envelopes to the <NC>	Section 4.7	<Just after the assessment>
<input type="checkbox"/> Store copies of STF and Session Report Forms	Section 4.8	Until <end of school year>

2. WORKING WITH THE SCHOOL COORDINATOR

2.1. Attending the PISA training session

<Insert details of training session here, e.g. date, venue, times>

All TAs must attend the PISA training session held in their country. At the training session your role will be further defined. It is important that you read this manual before training and bring it with you to the training session, to be held on <day of training session>.

2.2. Receiving, Checking and Securing Assessment Materials

****Note to NPMs****

This section assumes that the National Centre will pack PISA materials for each school and send them to the TAs. This section may need to be adapted to reflect national differences and to explain how the materials will be packaged.

Adapt as necessary to take into account who (National Centre, school, or students) will provide pens (or pencils), calculators, and rulers.

Also list any other materials that will be sent to the TAs.

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:

- A **Materials Reception Form** (Appendix 8), to be faxed back to the <NC> as soon as the package has arrived and you have checked the contents;
- The **Student Tracking Form (STF)** listing the students who will participate in the assessment;
- <(CBAS#2) **Note that students with an ‘N/A’ in column 12b of the STF are participating in the separately administered CBAS assessment. The materials for these students will be provided to the CBAS test administrator.**>
- The **Student Assessment Materials**: a sealed envelope containing one Assessment Booklet, one Student Questionnaire <(PQ#3) and one **Parent Questionnaire**> for each of the students in the sample;
- The School Questionnaire;
- A bundle of **extra booklets** (one of each of the booklet types);
- A bundle of extra Student and School Questionnaires;
- Two **Session Report Forms** (one for the main session and one in case a follow-up session is necessary);

- A Return Shipment Form; and
- Other materials <e.g. rulers, pens, form for reimbursement of expenses, participation certificates for students and/or TAs, etc.>.

When you receive the package, make sure you have all you will need (cf. list above). Fax the Materials Reception Form to the <NC>, specifying any items that are missing or damaged so that they can be replaced. After checking the package, close it again and store it in a safe place.

Because PISA materials may be used in the future, their security is important. School staff, including the SC, may look through unused booklets **only after the assessment and in your presence**. Assessment booklets must not be photocopied or copied in any other way under any circumstances.

The Student Questionnaire is not secure, and therefore may be copied and examined before the assessment.

You are responsible for protecting the security of the assessment materials and returning all materials to the <NC> after the assessment is over.

2.3. Confirming Assessment Plans with the School Coordinator

**** Note to NPMs ****

This section assumes that NPMs will use external TAs. If TAs are staff of the schools where they will be testing, you may wish to modify this section.

Remove this box upon completion of this section.

Schools were asked to appoint a School Co-ordinator (SC). The SC co-ordinates activities within the school, such as scheduling the sessions and notifying teachers and students of the assessment. You will work closely with the SC to make sure that things go smoothly. You should contact the SC approximately 1 week before the assessment date to:

- Verify the date and time and location of the assessment;
- Arrange for an assistant to help during the session;
- Review the handling of emergencies, problem situations and procedures for dismissing students at the end of the session;
- Discuss with the NPM and SC who will provide calculators and rulers. Make sure that extras will be available;
- Arrange to have some books or other reading material available to lend to students who finish the assessment early;
- Discuss how school staff, parents, and students will be notified, as necessary; and
- Review and update the STF (cf. section 2.4).

You should make sure that space has been reserved for the session and that school staff, students, and parents have been notified. Enquire if there have been any parental refusals and if the SC intends to do anything to gain their co-operation.

You may wish to have an assistant to help control large sessions. The SC may suggest a school staff person who could assist. You should encourage the SC to be present throughout the session. If this is not possible, encourage the SC to be present when students first arrive and to check with you periodically during the session. Only TAs that have attended the PISA TA training session should conduct assessment sessions. The only exception is if a TA is not available for a follow-up session and the follow-up session cannot be held at another time. The SC could administer the session in this situation.

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 the SC.

Because the school where you administer might be selected for this check and the Quality Monitors will not preannounce their visits, it is necessary that any change of the date selected for the assessment be communicated to the <NC>. Thus, if the date or time of the assessment has changed, confirm that the SC has informed the <NC>.

2.4. Reviewing and updating the Student Tracking Form

The list of sampled students for each school is shown on the 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.

Some of these columns will be filled by the <NC>, and this copy will have been sent to you (as part of the package of materials described in section 2.2), as well as to the SC.

Following receipt of the STF, the SC will add information to several of the columns. Appendix 9 shows the information provided to the SC about the task of adding additional information to the STF, and the codes used.

As the TA, you are responsible for reviewing this information with the SC in the week prior to the assessment, as well as updating your own copy of the STF with the additional information. Therefore it is very important that you are familiar with the procedures described in Appendix 9 surrounding the completion of these columns and the codes used.

Work with the SC systematically through columns 3-9 of the STF to:

- Identify and correct missing or incorrect information (e.g. grade, gender, birth date, study programme);
- Ensure that the study programme codes have been recorded for each student in column 7 (cf. section 2.5 of Appendix 9);
- Ensure that students with special education needs have been coded correctly in column 8 (cf. the codes in section 2.6 of Appendix 9);
- Ensure that the instructions for excluding students based on their special education needs have been applied correctly (cf. the shaded box of section 2.7 of Appendix 9); and
- Ensure that other non-participants have been coded correctly in columns 9a and 9b (cf. section 2.8 of Appendix 9)

Appendices 5 and 6 show examples respectively of how column 8, and columns 9a and 9b of the STF are completed.

Organise to meet with the SC on the morning of the assessment day and run another check that your copy of the STF coincides with the SC's copy.

During the assessment session, you will add further information to the STF. This is described in section 4.2 of this manual.

3. CONDUCTING THE ASSESSMENT SESSION

3.1. Arriving on Assessment Day

You should arrive 1 hour before the beginning of the first session. You will use this time to

- meet with the SC to discuss any last minute arrangements
- run a final check that your copy of the STF coincides with the SC's
- record any final changes to the STF, for example a parental refusal
- review the set up of the room and assessment materials.

****Note to NPMs****

Adapt the procedure below to suit your national circumstances.

Remove this box upon completion of this section.

Write the name of each student on separate labels and allocate a desk and seat to each student in the order that they appear on the Student Tracking Form by placing the appropriate name label on the desks.

Students will be asked to write the date as DD/MM/YYYY on the cover of their test booklets. Please write the date on a board visible to all the students, for example 01/03/2006. This will be read to the students before the start of the session.

The materials you will need are:

- This manual, open to the script for administering the session;
- The envelopes containing Assessment Booklets **<and>** Student Questionnaires **<PQ#4 and Parent Questionnaires>**;
- The STF and Session Report Form;
- A stop watch or other timing device;
- Books or other reading material to lend to students who finish the assessment early (if appropriate in your country);
- A clock visible to the students;
- Extra calculators for students who do not have them;
- Pens or sharpened pencils; and
- Rulers.

3.2. Preparing the Assessment Booklets

**** Note to NPMs ****

Adapt this section as necessary. You may wish to describe how the students' materials will be packaged and labelled and any procedures related to student confidentiality.

Remove this box upon completion of this section.

The package sent by the <NC> contains the Assessment Booklets <and> Student Questionnaires <(PQ#5) and Parent Questionnaires> in sealed envelopes, one for each student. Each envelope is labelled with the student's name and an identification number. Only the latter is reproduced on the cover of the Assessment Booklet and the Student Questionnaire, in order to guarantee confidentiality (the empty envelope is returned to the <NC> **after the test and questionnaire sessions**).

Set aside the materials for students who are no longer enrolled in the school, those whose parent(s) refused to let them participate, and excluded students.

3.3. Distributing Materials to the Students

Let the students into the room. Once they are seated, ask them to clear their desks except for <calculators, pens and rulers>. After a brief presentation of the assessment, call them in the order of the STF and give them the sealed envelope containing the Assessment Booklet <and> Student Questionnaire <(PQ#6) and Parent Questionnaire>.

If the name, surname or identification code on the envelope label does not match the STF, correct the label.

Under no circumstance may a non-sampled student be allowed to substitute for a sampled student.

If <more than 5 out of 35 students> are absent, a follow-up session will have to be organised (cf. section 4.5).

3.4. Timing the Assessment Sessions

**** 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.

3.5. Reading the Script

Appendix 1 contains the script you will need to administer the sessions. To ensure that all assessments around the world are conducted the same way and that all students hear the same instructions, the script must be read **WORD-FOR-WORD** without omissions or additions. Do not attempt to memorise this script.

3.6. Supervising the Session

****Note to NPMs****

If appropriate, add a statement to the last paragraph regarding what students who are completely finished may be permitted to do (read a book or work on homework, etc.. You might want to tell the TA to bring books, newspapers and magazines to read for the students who have finished early.

Remove this box upon completion of this section.

You are responsible for monitoring the assessment session. Once booklet or questionnaire directions have begun, students may not be admitted to the session. Students must attend the beginning of the first part of the assessment to participate in the assessment. Make sure that all students understand how to record answers. You may not help the students with any of the items in the Assessment Booklet. You may answer questions about items in the Student Questionnaire (see Appendix 4).

Students should not leave the session unless it is necessary. If a student cannot complete the session (e.g., he or she becomes ill) or must leave temporarily, but will return, collect the materials. If the student is gone for more than 10 minutes, record this student as a partial participant by entering code

“1” into column 9a and/or 9b for that student.

Describe on the booklet cover any unusual circumstances about the assessment of a student, such as missing or defective pages in a booklet. At the end of the session, this information should be collated and recorded onto the Session Report Form.

Observers should be limited to necessary staff members, PISA Quality Monitors (see section 2.3) **<and NC representatives>**. Additionally, to ensure standardised assessment procedures and security of the assessment items, **no copying of test materials, photographs or video recordings of the sessions are allowed.**

Students finishing early should be encouraged to review their work. **The Booklets should be collected only at the end of the scheduled time.**

3.7 <(PQ#7) Parent Questionnaire Placeholder>

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

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

You will need to insert appropriate instructions for handing out the Parent Questionnaire. This procedure will differ from country to country. A recommended procedure is to place the Parent Questionnaire in a sealable envelope, within the student’s main envelope containing their Test Booklet and Student Questionnaire. After completing the assessment activities, the student would be instructed to take the Parent Questionnaire home for one of his or her parent’s to complete (the instructions could also be printed on the envelope).

One way of gathering the completed questionnaire is to include a stamped self-address envelope so the parent can post it directly back to the NC. Another way is to ask students to return the completed Parent Questionnaire in the sealed envelope to the School Coordinator who forwards it to the NC. This should also be explained in section 4.6

Whatever method of collection you decide upon you should ensure that it does not cause delay in returning the students’ assessment and questionnaire material.>

Remove this box upon completion of this section.

4. CONCLUDING ASSESSMENT ACTIVITIES

4.1. Ending the Session

After you have completed the session, collect the assessment and student questionnaire material. All material must be accounted for **before** the students are dismissed.

Thank the students again for their participation and dismiss them according to school policy.

4.2. Recording the Session Code on the Student Tracking Form and the Session Report Form

**** Note to NPMs ****

For the Main Study a two-digit session code is required. This is to avoid errors and to ensure consistent data in the international database. Please take care to update the relevant sections of your national manuals.

An additional change from the Field Trial is an OPTION to allow for a session code of '88' to be entered for students listed on the STF who were absent (for whatever reason) from the session. The '88' code is NOT REQUIRED to be entered, as it is the default code in KeyQuest. However it may provide some assurance for TAs concerned about how to code students who are absent from a testing session. If the code is entered, it should be 'pencilled in' to allow for the possibility of the student attending a follow-up session (in which case the '88' code would need to be erased and a session code entered.)

NPMs should choose one of two approaches with regard to this option and adapt their procedures accordingly:

- 1) Leave the procedure unchanged from the Field Trial. Make no mention of the '88' code.**
- 2) Incorporate the use of the '88' code in the administration procedures, including the possibility of this code needing to be replaced with a follow-up session code.**

Remove this box upon completion of this section.

After all the Assessment Booklets and Student Questionnaires are accounted for, enter a session code for each participating student in columns 11a (test session) and 11b (questionnaire session) of the STF. You will also need to record the same code on the Session Report Form. This will help the <NC> to distinguish between multiple sessions administered in your school (e.g. there may be a main session and a follow-up session).

The session code is a unique two-digit code for each separate session administered at the school. The first digit of the session code is a number identifying the Test Administrator. If there is only one TA in a given school, the first digit for all the sessions will be '1'. The second digit is the number of the session administered by that TA. So if there are multiple sessions, the codes will follow the pattern '11', '12', '13', and so on. In schools where the test is administered by several TAs, they should

decide in advance which separate digit they will each have. In this case, the session codes might be `11`, `12` (for the first TA), `21`, `22` (for the second TA), and so on.

Note that to ensure consistency of the data from all schools, IT IS ESSENTIAL that a two-digit session code is entered, even where it is known in advance that there will be only one TA. Some examples of session codings are shown below. Note that a separate Session Report Form needs to be administered for each separate session. If more than two sessions are required, it may be necessary to make additional copies of the Session Report Form. **However, please note that a single STF should be used to record participation data for all of the students sampled from your school.**

Examples for recording the session code:

1. The tests and questionnaires are administered to all sampled students in a single, combined test and questionnaire session. No follow up sessions are required.

In this case, all participating students are marked as attending session code "11" in columns 11a and 11b. <If you decide to not use the `88` code, write here that these columns should be left blank for any student that did not participate; if you decide to use the code `88` for absent students, write here that they should use the code `88` to record any absent student.> A single Session Report is completed. The session code is also recorded on the Session Report.

2. The tests are administered on one day, but the questionnaires are administered on a later day. No follow up sessions are required for either the tests or the questionnaires.

In this case, enter `11` into column 11a as the session code for all students who participated in the test session. <Leave this column blank or Enter the code `88`> for any student who did not participate in the test session. Enter `12` into column 11b as the session code for all students who participated in the questionnaire session, <leaving the column blank or entering `88` for any student who did not participate in the questionnaire session>. In this case, two Session Reports are completed, one for the test session and one for the questionnaire session. The appropriate session code (`11` or `12`) is recorded on each Session Report.

3. A combined test and questionnaire session is held on one day, and a follow-up combined test and questionnaire session is held on a later day.

In this case, students who participated in the first day's session should be marked as attending session code 11, and students who participated in the follow-up session should be marked as attending session code 12. The cells should be <left blank or coded '88'> for students who did not attend either session. <If you decide to use the code '88' for absent students, write here that SAs should pencil in '88' so that it can be erased after the follow-up session.> Two Session Reports are completed, one for the first day, and one for the follow-up day. The appropriate session code ('11' or '12') is recorded on each Session Report.

4. The school cannot fit all students into a single room, and it is decided to run two parallel test and questionnaire sessions.

*In this case, two test administrators will be required. **Note that both test administrators must have been trained by the <NC>**. Prior to the administration, a copy of the STF will need to be made, so that each test administrator will have a copy. Each test administrator will also need a copy of Chapters 3 and 4, and Appendices One and Two of this manual. The test administrators will decide in advance who will use '1' as the first digit in the session code and who will use '2'. Each enters the appropriate session code ('11' or '21') into columns 11a and 11b for the students who participated in their session. <As above, if you decide to use the code '88' for absent students, write here that TAs should pencil in '88' so that it can be erased after the follow-up session.> Two Session Reports are completed, one by each test administrator. The appropriate session code ('11' or '21') is recorded on each Session Report. **Once the test and questionnaire sessions have been administered, the Test Administrator should reconcile the participation data from each session onto a single STF. In this case return to the <NC> the reconciled STF, the two separately completed STFs, as well as the two session reports.***

An example of a completed STF is shown in Appendix 7 of this manual.

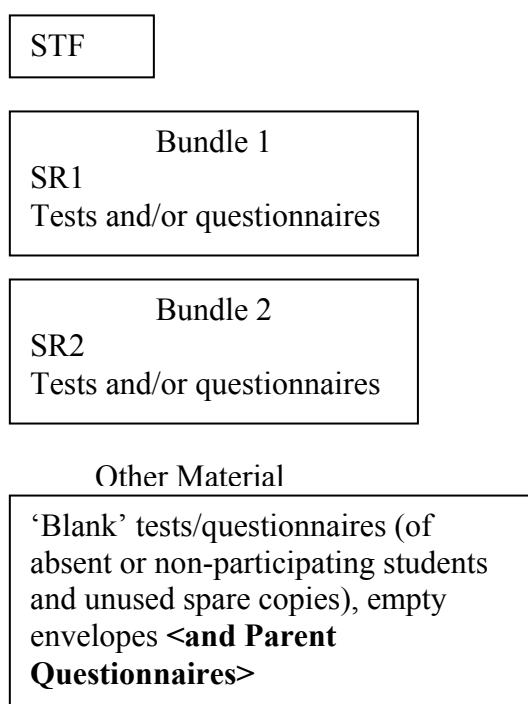
4.3. Complete remainder of the Session Report Form

Please complete a Session Report for each separately administered session. A Session Report Form can be found in Appendix 2.

4.4. Bundling materials with the session report

Following each separate session, the materials need to be counted and double checked against the data recorded in the STF and the Session Report Form. The number of students indicated at Question 5 of the Session Report Form should correspond with the number of students recorded on the STF as attending that session (i.e. the number of students with that session code recorded against them). These data should also of course coincide with the number of materials completed by students at that session. Discrepancies between these counts will lead to time-consuming follow-ups down the track, so please take the time to carefully run these checks.

The materials (tests and/or questionnaires) completed in any one session should be bundled with the Session Report for that session, and bound together (e.g. with an elastic band). If further sessions are required, securely store all materials. The materials from any additional sessions are bundled together in the same way. Once all sessions have been administered, the materials should be organised as in the following diagram:



4.5. Determining if a Follow-up Session is 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.

The SC will select a date and time that will maximise the number of students attending the session and is convenient for the TA. Only one follow up session will be held.

Conduct the follow-up session following the same procedures used for the original session. Remember to complete a separate Session Report Form for each separately administered session.

4.6. Collecting the School Questionnaire **<(PQ#8 and Parent Questionnaires >**

The completed School Questionnaire should be included with other materials to be returned to the **<NC>**. If the School Questionnaire is not yet completed, the School Coordinator may return it separately to the **<NC>**. Record whether the School Questionnaire has or has not been returned on the Return Shipment Form.

<(PQ#9) Parent Questionnaire Placeholder>

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

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

As noted in section 3.7, one way of gathering the completed questionnaire is to include a stamped self-address envelope so the parent can post it directly back to the NC. Another way is to ask students to return the completed Parent Questionnaire in the sealed envelope to the School Coordinator who forwards it to the NC.

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

Remove this box upon completion of this section.

4.7. Packing and Shipping the Assessment Materials

****Note to NPMs****

You may wish to insert special instructions and a diagram or statement on how to pack and ship the assessment materials that are appropriate for your country.

Remove this box upon completion of this section.

It is important that assessment materials be returned for processing as soon as possible. Ship the assessment materials to the <NC> within 24 hours after an assessment session is completed, if possible. Do not delay the shipment of the assessment material while waiting for the return of the School Questionnaire. You may wait to ship the material if a follow-up session will be held shortly after the original session. If you are doing this, please advise the <NC> of the date when you expect to be shipping the materials.

4.8. Store copies of STF and Session Reports

Make copies for yourself of the completed STF, Session Report Form(s) and Return Shipment Form(s). Ensure that the originals for these forms are returned to the <NC> with the assessment booklets. Also make a copy of the completed STF for the SC to keep at the school.

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. TEST ADMINISTRATOR'S SCRIPT TO BE READ FOR THE SESSIONS

****Note to NPMs****

Only the text to be read to the students is shaded. Directions for the TAs are in plain text. If the TAs in your country are more familiar with a different format, you may reformat this script.

There are several places in this script where the wording may be modified. Some examples of the adaptations that may be made include:

- Adding instructions about the way the Assessment Booklet and Student Questionnaire are packaged, will be given out, and collected at the end of the session;
- Increasing the length of the Questionnaire Session by up to 15 minutes to accommodate the inclusion of international and national options;
- Clarifying instructions about the use of pencils or pens, erasers and calculators, according to national procedures;
- Telling students they can read a magazine or book at the end of the session if it is a national procedure;
- Explaining arrangements for the break after the first test section of the Assessment Booklet; and
- <(PQ#10) If you are participating in the Parent Questionnaire, and you have decided to put this questionnaire in the envelope with the other student materials, insert a note in the script for the SA so that he/she can tell the students to give the questionnaire to their parents and return it as you will have deemed appropriate.>

Any modifications to the script must be recorded on the Manuals Adaptation Spreadsheet and approved by the Consortium.

Remove this box upon completion of this section.

SCRIPT TO BE READ FOR THE TEST SESSIONS

The only text to be read to the students is in **shaded boxes**, and must be read word-for-word. The un-shaded text is background and instructions for the Test Administrator.

Introducing the study

Record the start time on the Session Report Form.

Introduce yourself if the students do not know you. Then read:

You are here to participate in an international study called the Programme for International Student Assessment, 'PISA' for short. What we want to find out is what students your age all around the world know about reading, mathematics and science. We are going to carry out this study in a number of schools with about **<estimated sample size for Main Study in your country>** students representing **<country>**. In total there will be over 250,000 students involved, from more than 7500 schools in over 50 countries.

This is an important study because it will tell us about what you have been learning and what school is like for you. Because your answers will help influence future educational policies in your country, we ask you to do the very best you can.

Then say:

Now, please switch off your mobile phones.

Give them a couple of minutes to do so.

Distribute the materials, if you have not done so already, then say:

Open the envelope I have just given you. In it you should find an Assessment Booklet, **<and a Student Questionnaire> <and>**. Take out the Assessment Booklet only and check that the identification number on the cover is the same as the number on the label of the envelope. If the numbers are not the same or if or if you don't have the assessment booklet, please raise your hand.

If any students have miss-matching identification numbers, update the identification number on the booklet so that it matches the STF. **<At the same time, check and if necessary update the identification number on the Student Questionnaire.>**

If a student does not find an Assessment Booklet <or> Student Questionnaire <(PQ#11) or Parent Questionnaire> in his envelope, give him one from the bundle of spare materials and mark that student's identification code on the cover. The Assessment Booklet should be the booklet number allocated to that student on the STF. If this is not possible, give the student one of the other spare booklets and update the STF.

Say:

Does everyone have a <pen or pencil?>

Give students a <pen or pencil> if they do not have one.

If the students are to be provided with calculators, say:

There should also be a calculator on your desk.

If the students are bringing their own calculators, say:

You should have brought your calculator with you. Is there anybody who does not have a calculator?

If anyone has forgotten to bring their calculator, give them one. Say:

If you find you need a ruler, or an eraser or pencil sharpener during the session, please raise your hand and let me know.

Resolve any other problems with the distribution of the material. Remind students that they should not have anything on their desks apart from their Assessment Booklet and the implements they need for doing the assessment.

Do not admit any more students to the session.

Beginning the test session

Point to the date on the board and say:

This is today's date, please write it in the space provided on the cover of your booklet as it is on the board.

Once they have written the date, say:

To make sure that all students doing this test around the world get exactly the same instructions, I will be reading them to you.

You might find some of the questions in this assessment easy and some difficult. Answer as many questions as you can.

You may use your calculator at any time, if you think that you need it. Please open your Assessment Booklet and turn to the General Directions beginning on page 3.

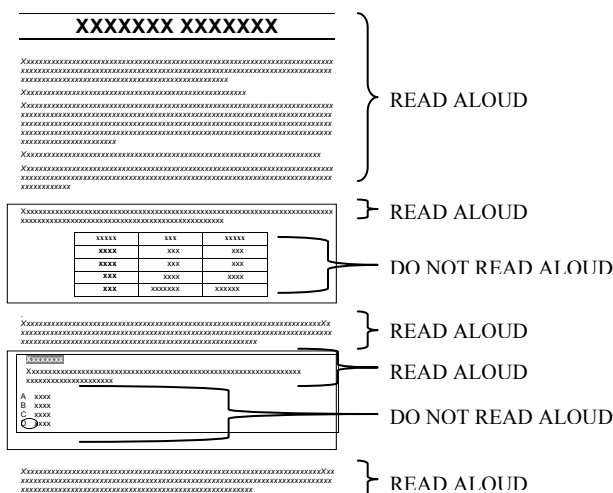
Please read these instructions to yourself while I read them out loud.

The directions and examples are on the next four pages of this manual. They are shown exactly as they appear at the start of the Assessment Booklets. It is important that each example be understood by the student and particular attention should be given to example 6 because that kind of question can easily be misunderstood.

Slowly read aloud these directions and examples to the students. Read aloud ALL of the text on the following four pages with the exception of:

- the tables of running times on the first page as well as in example 5; and
- the response options in examples 1 to 3, 6 and 7.

The graphic below illustrates which parts of the first page should / should not be read aloud to students.



After reading the directions and examples, clarify students' queries about recording answers, referring to the examples that you have just read through.

****Note to NPMs****

The General Directions will be distributed as a separate document, and will also be available on the MS Resources_06 page of the PISA website. There are five pages in this document, with the General Directions appearing on the first four pages, and an instruction for students to stop until instructed to proceed appearing on the fifth page. This document must be presented identically (content and layout) in each test booklet as well as in this SA manual. It is expected that there will be no, or very minimal adaptations to these General Directions. The General Directions will be verified as part of the process of verifying all of the Common Booklet Parts. Submit any proposed adaptations on the BAS. (Refer to the NPM chapter on preparing your main study instruments and materials).

Insert the five pages of the verified General Directions here.

Remove this box upon completion of this section.

First hour of test session

Say:

You will have 2 hours to complete your Assessment Booklet. You will have a short break in one hour.

Now turn to the next page. Use your time carefully and do as much as you can. Please begin.

Record the start time on the Session Report Form.

Use a watch or clock to time the session.

Monitor the students. Record any partial absences (of more than 10 minutes) in the STF (Code 1 in Column 9a).

****Note to NPMs****

The break after the first hour of the test should last no more than 5 minutes.

Remove this box upon completion of this section.

After a total of 60 minutes, record the time on the Session Report Form. Say:

Please stop. Leave your booklet, open to where you are working but turn it over. We will now have a <__ minute> break. You may stand up and stretch if you like. You may talk quietly but please do not talk to each other about the assessment.

The break does not have to be timed exactly.

Second hour of test session

After the break, when the students are seated and quiet, say:

You have 60 minutes left to complete the assessment. Use your time carefully and do as much as you can. Please begin.

Record the start time on the Session Report Form.

Use a watch or clock to time the session.

Monitor the students. Record any partial absences (more than 10 minutes) in the STF (Code 1 in Column 9a)

****Note to NPMs****

Modify the following to reflect your national procedures.

Remove this box upon completion of this section.

Prior to the assessment you should have organised for some books or magazines for the students who finish before the full time has passed.

As the end time approaches, watch for students who appear to have finished and remind them to check their work. Once you are satisfied that a student has finished all that he or she can do, you may give him or her a book or magazine to read. Nevertheless, do not take back any booklet before the end of the second hour.

After a total of 60 minutes, record the time on the Session Report Form and say:

Please stop.

Now turn to the last page or so in your booklet, where you are asked how much effort you put into the test. Please answer this question now if you have not already done so, and then close your booklet.

Monitor the students. They should not need more than a minute or two to answer this question.

Concluding the test session

Say:

I am now going to collect the Assessment Booklets, and any calculators or any other stationery that I lent you. Please stay seated until I say that you can leave.

If the students will complete the student questionnaire shortly after the Test Session, say:

We are now going to take a short break before completing a short questionnaire.

Depending on what you have arranged with the school, the students may go outside for this brief break (which should be about 10 minutes). They should be advised to spend the time somewhere near the testing room so that they will hear you when you call them back in.

Instructions for administering the questionnaire are on the next page.

Ensure that the students leave their **<name labels and>** envelopes on their desks.

If the students will complete the student questionnaire at another time, say:

I will also be collecting the envelopes with the questionnaires that you will be filling out **<date and time>**. Please make sure that the **<questionnaire is/student and parent questionnaires are>** still in the envelope.

Inform them of the date, the time and the location where the student questionnaire session will be held.

Thank the students.

Dismiss the students according to the policy of the school—after you have accounted for all of the test booklets.

Follow the directions in chapter 4 of this TA manual for securing the booklets, completing the forms, arranging for a follow-up session, if needed, and preparing the material for shipment.

THE STUDENT QUESTIONNAIRE SESSION SCRIPT

Introducing the Student Questionnaire

You may answer students' questions about items in the questionnaire that they are having difficulty with. Notes to clarify aspects of the questionnaire are included as Appendix 4. Please familiarise yourself with these notes.

After the students are seated, say:

In the next **<35 minutes>** you are going to be answering some questions about yourself, your family, your school, your interests and your views on various issues relating to science. You should have the envelope with the Student Questionnaire and a **<pen or pencil>** on your desk.

Do not open the Student Questionnaire until I tell you.

Record any partial absences on the STF (Code 1 in column 9b).

Note that, if a sampled student arrives for this part of the session but has missed the test part, you should inform the student that he or she will need to do the assessment in a follow-up session. If it is clear that a follow-up session will not need to be held, the student need not do the questionnaire. (If the student insists, allow him or her to do it.)

Resolve any problems with the distribution of the material.

Beginning the student questionnaire session

Please look at page <3> of the questionnaire, where you will find instructions about how to answer the questions and read them now.

Record the start time on the Session Report Form.

After allowing students a short time to read the instructions, ask:

Are there any instructions that you don't understand?

Pause, answering any questions the students may have.

Now turn to the questions beginning on page <5>. You will have <35 minutes> to complete the questionnaire. You may ask me for help if there is something in the questionnaire that you don't understand. If you need another pencil after we begin, or have any questions, please raise your hand.

After finishing time, I will collect your questionnaires. No one at the school will see your answers.

Please begin.

Use a watch or clock to time the session.

Remember that you may clarify students' queries about items in the questionnaire, using the notes supplied in Appendix 4. Usually you will answer these queries individually, going to the student's desk to do so.

Ending the student questionnaire session

If all of the students have finished with the questionnaire before **<35 minutes>**, say:

Please go back and look over your answers, particularly to make sure you didn't leave out any of the questions.

Allow a few minutes, then when the students have finished their checking, say:

Please close your questionnaire now.

If after **<35 minutes>** it appears that more than 4 or 5 of the students are still working, allow up to an extra 10 minutes. Say:

Because some of you have not finished the questionnaire, I will give you a few more minutes. If you have finished, please look back over your answers to make sure that you have not left out any of the questions.

After 10 minutes, or earlier if all students have finished, say:

Please stop working and close your questionnaire.

Record the time on the session report form. Say:

I will now collect the questionnaires, the empty envelopes, and any pencils or other things that I lent you.

Thank you very much for participating in this study.

Dismiss the students according to the policy of the school—after you have accounted for all of the questionnaires.

Follow the directions in Chapter 4 for securing the booklets, completing the forms, arranging for a follow-up session, if needed, and preparing the material for shipment.

APPENDIX 2. OECD/PISA SESSION REPORT FORM

Stratum ID School ID Session code

School Name: _____

School Coordinator : _____

Q1 Test Administrator

a) *(Please write down your name)*

_____	_____	_____
<i>Title</i>	<i>Surname</i>	<i>Given name(s)</i>

b) *(Please <tick> only one box, that best describes your position)*

- PISA National Centre staff ₁
- Regional/District staff ₂
- External contractor ₃
- A **<Reading>**, Mathematics or Science teacher of at least one sampled student ₄
- School staff, but not a **<Reading>**, Mathematics or Science teacher of any sampled student ₅
- Other ₆

Q2 Language of Session

(Please <tick> only one box, that describes the language of the test administered at this session.)

- <Language 1>** _{<xxx>}
- <Language 2>** _{<xxx>}
- <Language 3>** _{<xxx>}
- _{<xxx>}

continued next page...

--	--

Day

--	--

Month

Q3 Date of Session

(Please write the day and month of the session in four digit format: e. g. 03/05 for 3 May)

For the following questions please tick the box indicating the type of session and complete the details for that row only.

Please fill in the numbers of students.

Please use the '24 hour 4- digit time' format to show the start and the end of each of the parts of the session e.g. 13:05.

Q4 Type of Session	Q5 Number of Students		Q6 Session Timing										
			Student Questionnaire	<i>Introduction¹</i>		<i>First hour of test</i>		<i>Second hour of test</i>		<i>Questionnaire</i>			
				<i>Start</i>	<i>End</i>	<i>Start</i>	<i>End</i>	<i>Start</i>	<i>End</i>	<i>Start</i>	<i>End</i>		
				<i>Hr : Min</i>	<i>Hr : Min</i>	<i>Hr : Min</i>	<i>Hr : Min</i>	<i>Hr : Min</i>	<i>Hr : Min</i>	<i>Hr : Min</i>	<i>Hr : Min</i>		
Test and Questionnaire combined <input type="checkbox"/> ₀₁			_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____
Test only <input type="checkbox"/> ₀₂		N/A (97)	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	N/A (97) N/A (97) N/A (97) N/A (97)
Questionnaire only <input type="checkbox"/> ₀₃		N/A (97)	N/A (97) N/A (97)	N/A (97) N/A (97)	N/A (97) N/A (97)	N/A (97) N/A (97)	N/A (97) N/A (97)	N/A (97) N/A (97)	N/A (97) N/A (97)	N/A (97) N/A (97)	N/A (97) N/A (97)	N/A (97) N/A (97)	_____ : _____
Follow-up Test and Questionnaire combined <input type="checkbox"/> ₀₄			_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____
Follow-up Test only <input type="checkbox"/> ₀₅		N/A (97)	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	_____ : _____	N/A (97) N/A (97) N/A (97) N/A (97)
Follow-up Questionnaire only <input type="checkbox"/> ₀₆		N/A (97)	N/A (97) N/A (97)	N/A (97) N/A (97)	N/A (97) N/A (97)	N/A (97) N/A (97)	N/A (97) N/A (97)	N/A (97) N/A (97)	N/A (97) N/A (97)	N/A (97) N/A (97)	N/A (97) N/A (97)	N/A (97) N/A (97)	_____ : _____

¹ **Note for data entry (TA please ignore this note):** All Q6 variables should be entered as 2-digit string. The data entry labels for them are formed from the first letter of the session (e. g. I for Introduction) followed by St for Start or En for End, followed by Hr for Hour or Min for Minute. For example, IStHr is a label for the starting hour of the Introduction. If the Introduction started at 9.30 am and went for 15 mins, then IStHr = 09; IStMin = 30; IEnHr=09; IEnMin =45.

Q7	How many students behaved in the following way?	<i>No student</i>	<i>Some students</i>	<i>More than half</i>
a)	Talking to other students before the end of the test session	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b)	Complaining or arguing with the test administrator	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c)	Making noise or moving around unnecessarily disrupting other students concentrating on the test	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d)	Becoming restless towards the end of the session	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q8	Did any of the following affect the test session?	<i>Yes</i>	<i>No</i>
a)	Announcements over the loudspeaker	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	Alarms	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	Class changeover in the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	Other students not participating in the test session	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e)	Students or teachers visiting the testing room	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Problems with printed materials

Q9	Were there any problems with the Test Booklets?	<i>Yes</i>	<i>No</i>
	<i>(For example poor printing; errors or omissions; missing pages; faulty cutting, folding or stapling. If 'Yes', please describe the nature and extent of the problem)</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q10	Were there any other problems with specific test items?	<i>Yes</i>	<i>No</i>
	<i>(For example errors or omissions, problems with graphics. If 'Yes', please identify the booklet number and item number, and describe the problem)</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

<i>Booklet</i>	<i>Question Number</i>	<i>Item Number</i>	<i>Problem</i>
----------------	------------------------	--------------------	----------------

Q11 **Were there any problems with the Questionnaires?** *Yes* *No*

(For example poor printing; errors or omissions; missing pages; faulty cutting, folding or stapling. If 'Yes', please describe the nature and extent of the problem) ₁ ₂

Q12 **Were there any other problems with specific questionnaire items?** *Yes* *No*

(For example errors or omissions, problems with tabulations. If 'Yes', please identify the item number, and describe the problem) ₁ ₂

Item *Problem*

Other Comments

(Please note other comments that you think would help improve the assessment)

THANK YOU VERY MUCH

APPENDIX 3. RETURN SHIPMENT FORM

****Note to NPMs****

This form may be adapted.

Remove this box upon completion of this section.

School Name: _____

School ID #: _____

Shipment Sent By: _____

Telephone #: _____

(Name)

Date Shipped: _____

MATERIALS INCLUDED IN THIS SHIPMENT:

- | | Number |
|---|----------------|
| <input type="checkbox"/> USED ASSESSMENT BOOKLETS | _____ |
| <input type="checkbox"/> USED STUDENT QUESTIONNAIRES | _____ |
| <input type="checkbox"/> USED SESSION REPORT FORMS | _____ |
| <input type="checkbox"/> <(PQ#12) USED PARENT QUESTIONNAIRES> | _____ |
| <input type="checkbox"/> UNUSED SEALED ENVELOPES | _____ |
|
 | |
| <input type="checkbox"/> STUDENT TRACKING FORM | YES () NO () |
| <input type="checkbox"/> SCHOOL QUESTIONNAIRE | YES () NO () |
| <input type="checkbox"/> ENVELOPE WITH SPARE MATERIALS | YES () NO () |
| <input type="checkbox"/> USED (EMPTY) ENVELOPES | YES () NO () |
|
 | |
| <input type="checkbox"/> NUMBER OF SPARE BOOKLETS USED | _____ |
| <input type="checkbox"/> NUMBER OF SPARE QUESTIONNAIRES USED | _____ |

WILL THERE BE ADDITIONAL SHIPMENTS FROM A FOLLOW-UP SESSION OR TO RETURN THE SCHOOL QUESTIONNAIRE?

- YES
 NO

APPENDIX 4. EXPLANATORY NOTES ON QUESTIONNAIRE ITEMS

****Note to NPMs****

The `TA Notes' (Explanatory Notes on Questionnaire Items) will be distributed as part of the Student Questionnaire for the translation and verification process. A separate document will also be distributed and available on the MS Resources_06 page of the PISA website. For the Main Study, adaptations to the `TA Notes' will be recorded on the Questionnaire Adaptation Spreadsheet (QAS) and will be verified as part of the process for verifying the Student Questionnaire.

Insert the verified `TA Notes' here.

Remove this box upon completion of this section.

APPENDIX 5. EXAMPLE STF WITH SEN CODES

**** Note to NPMs (CBAS) ****

For countries not doing CBAS, insert Appendix 1 of the SC manual here. Change the appendix number to 5.

For countries doing CBAS, insert Appendix 1 (CBAS) version of the SC manual here. Change the appendix number to 5.

Remove this box upon completion of this section.

APPENDIX 6. NON-PARTICIPATION CODES (PRIOR TO ASSESSMENT DAY)

**** Note to NPMs (CBAS) ****

For countries not doing CBAS, insert Appendix 2 of the SC manual here. Change the appendix number to 6

For countries doing CBAS, insert Appendix 2 (CBAS) version of the SC manual here. Change the appendix number to 6

Remove this box upon completion of this section.

APPENDIX 7: EXAMPLE STF COMPLETED WITH SESSION CODE

A. Student Participation in Assessment Sessions

On the day of the assessment, additional non-participation codes may also be required to be entered into columns 9a and 9b.

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

After the assessment sessions are over and all the Assessment Booklets and Student Questionnaires are accounted for, a unique two-digit code for each separately administered session is entered for both in columns 11a and 11b.

****Note to NPMs****

If you are using the code '88' to record absent students please update columns 11a and 11b of the STF example in this appendix.

Remove this box upon completion of this section.

Examples:

- Even though Fred Peters was included in the sample, his parents refused to allow him to participate. He is coded as “2” in columns 9a and 9b and columns 11a and 11b are **<left blank/coded 88>**.
- Jennifer Trader left the test session 15 minutes early, but was present for the entire questionnaire session. Because she attended the first test and questionnaire session offered at the school an “11” is entered in columns 11a and 11b. But she is also coded “1” in column 9a (partial participation in test session). Column 9b is left blank.
- Jeffrey Jenkins, José Rodriguez, Sam Walker, Fred Peters, Tammy Alexander, Lisa McCoy and Melissa Holten were non-participants (as coded in columns 9a and 9b) and columns 11a and 11b are **<left blank/coded 88>** for these students.
- Ted Brooks, Rose Matthews and Joshua Benson were all absent from school the day of the assessment. A follow up session was held later that week, Ted and Joshua were present but Rose was not. The same TA administered the follow-up session. The session code of ‘12’ is entered into columns 11a and 11b for Ted and Joshua. These columns are **<left blank/coded 88> for Rose**.
- Roy Zastrow was present for the test session on the first day of the assessment, but was ill and not able to complete the questionnaire session. He completed the questionnaire session during the follow-up session later in the week. He is coded as attending test session **11** in column 11a and session **12** in column 11b.

PISA STUDENT TRACKING FORM

Stratum ID 01 School ID 010

School Name: Kangaroo High School

School Coordinator: Skippy Dundee

Test Administrator: Edna Everidge

		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	12	12
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		1		10	11	11
00006	00024	Roy Zastrow	9	2	09/90	1	3			11	11	12
00007	00028	Sam Walker	10	2	07/90	1	1	3	3	12		
00008	00033	Julie Walters	10	1	04/90	1				13	11	11
00009	00037	Suzanne Smith	10	1	07/90	1				1	11	11
00010	00041	Fred Peters	10	2	10/90	1	1	2	2	2		
00011	00045	Tammy Alexander	10	1	12/90	1		6	6	3		
00012	00049	Lisa McCoy	10	1	08/90	1	2	3	3	4		
00013	00053	Melissa Holten	10	1	09/90	1		7	7	5		
00014	00057	Joshua Bensen	10	2	07/90	1				6	12	12

APPENDIX 7 (CBAS VERSION): EXAMPLE STF COMPLETED WITH SESSION CODE****Note to NPMs****

Delete this appendix if you are not participating in CBAS.
 If you are participating in CBAS, replace Appendix 7 with this appendix.
 There is no French source version of this CBAS appendix.

Remove this box upon completion of this section.

B. Student Participation in Assessment Sessions

On the day of the assessment, additional non-participation codes may also be required to be entered into columns 9a and 9b.

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

After the assessment sessions are over and all the Assessment Booklets and Student Questionnaires are accounted for, a unique session code for each separately administered session is entered for both in columns 11a and 11b.

****Note to NPMs****

If you are using the code `88` to record absent students please update columns 11a and 11b of the STF example in this appendix.

Remove this box upon completion of this section.

Examples:

- Even though Fred Peters was included in the sample, his parents refused to allow him to participate. He is coded as “2” in columns 9a and 9b and columns 11a and 11b are **<left blank/coded 88>**.
- Eveline Green left the test session 15 minutes early, but was present for the entire questionnaire session. Because she attended the first test and questionnaire session offered at the school an “11” is entered in columns 11a and 11b. But she is also coded “1” in column 9a (partial participation in test session). Column 9b is left blank.
- Jeffrey Jenkins, José Rodriguez, Sam Walker, Fred Peters, Tammy Alexander, Lisa McCoy and Melissa Holten were non-participants (as coded in columns 9a and 9b) and columns 11a and 11b are **<left blank/coded 88>** for these students.

- Ted Brooks, Rose Matthews and Joshua Benson were all absent from school the day of the assessment. A follow up session was held later that week, Ted and Joshua were present but Rose was not. The same TA administered the follow-up session. The session code of '12' is entered into columns 11a and 11b for Ted and Joshua. These columns are **<left blank/coded 88> for Rose.**
- Roy Zastrow was present for the test session on the first day of the assessment, but was ill and not able to complete the questionnaire session. He completed the questionnaire session during the follow-up session later in the week. He is coded as attending test session 11 in column 11a and session 12 in column 11b.
- Julie Walters and Daron Dolittle were present at Session 1 for both the test and the questionnaire. They are both coded '11' in columns 11a and 11b.
- Note that Jennifer Trader and Tammy Alexander are CBAS students (as indicated by CBAS in column 12b) but as they also participate in the main PISA activities, they are coded 11 in columns 11a and 11b. The CBAS Test Administrator will be adding a session code in column 12c.

PISA STUDENT TRACKING FORM

Stratum ID 01 School ID 012

School Name: Wallaby High School

School Coordinator: Skippy Dundee

Test Administrator: Edna Everidge _____ CBAS Option: CBAS Sampling in Addition to PISA

(1)	(2)	(3)	Demographics					Non Participants		Booklet Number (10)	Session code		Computer Session (CBAS only)		
			(4)	(5)	(6)	(7)	(8)	(9a)	(9b)		(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	12	12	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	11	11		CBAS	
00006	00024	Roy Zastrow	9	2	09/90	1	3			11	11	12	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	11	11	N/A	N/A	N/A
00009	00037	Suzanne Smith	10	1	07/90	1		6	6	1			N/A	N/A	N/A
00010	00041	Fred Peters	10	2	10/90	1	1	2	2	2			N/A	N/A	N/A
00011	00045	Tammy Alexander	10	1	12/90	1				3	11	11		CBAS	
00012	00049	Lisa McCoy	10	1	08/90	1	2	3	3	4			N/A	N/A	N/A
00013	00053	Melissa Holten	10	1	09/90	1		7	7	5			N/A	N/A	N/A
00014	00057	Joshua Bensen	10	2	07/90	1				6	12	12	N/A	N/A	N/A
00015	00061	Daron Dolittle	10	2	9/90	1				7	11	11	N/A	N/A	N/A
00016	00065	Eveline Green	10	1	9/90	1		1		8	11	11	N/A	N/A	N/A

APPENDIX 8: MATERIALS RECEPTION FORM

(Send by fax to the <NC> at <Fax number> as soon as the package of materials has been received and verified)

School name:

Stratum ID: (shown on Student Tracking Form)

School ID: (shown on Student Tracking Form)

Materials received on (date):

Materials complete (yes or list of missing or damaged materials)

Date _____

Test Administrator _____

APPENDIX 9: SC CODING OF THE STUDENT TRACKING FORM

This appendix contains instructions provided to School Coordinators for recording information in several columns of the STF.

As the TA, you are responsible for reviewing this information with the SC in the week prior to the assessment, as well as updating your own copy of the STF with the additional information (cf. section 2.4). Therefore it is very important that you are familiar with the procedures described in this appendix surrounding the completion of these columns and the codes used.

Note to NPMs
Insert sections 2.4 to 2.8 of the SC Manual here.
<i>Remove this box upon completion of this section.</i>