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**DIRECTORATE FOR EDUCATION
PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT GOVERNING BOARD**

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PISA Strategic Development Group

QUESTIONS ON EXPERIENCES USING COMPUTERS IN ASSESSING STUDENT PERFORMANCE

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QUESTIONS ON EXPERIENCES USING COMPUTERS IN ASSESSING STUDENT PERFORMANCE

At its last meeting, the PISA Governing Board agreed to seek information from countries on their uses of computers in large-scale student assessment, testing, and examination programs and/or their capacities to do so internationally in the future. This information is needed to inform efforts to develop a plan for using computers in the PISA assessments. From PISA 2012 onward, it is anticipated that computer-based assessment will be available for all schools in countries' PISA samples.

The questions on the following pages solicit information on the “basics” of computer-based assessments, with closed-ended items on design and process, and on broader issues, with open-ended items on capacity, challenges, successes, etc.

Please send your responses to [INSERT CONTACT AND DATE]. The Secretariat will collate the material obtained and send out a summary report inviting further comments from the PISA Governing Board.

Thank you for your participation!

Country:

Name of PGB member:

This survey asks questions about countries' uses of computers in student assessment, testing, and examination programs.

The **first section** asks for specific details about the use of computers in assessments, tests, or examinations in your country that are implemented *system-wide* (e.g., at the national/federal or provincial/regional level). The **second section** asks about capacity for future implementation.

The **third section** is broader and asks about issues in and implications from implementing computer-based assessment. Your thoughtful answers to the questions in the second section, especially, will provide valuable information for planning the future of PISA.

I. Describing Computer-Based Assessments

The first item asks about the use of computers to assess student performance.

- 1) a. Does your country currently use computers to assess student performance?
- YES / NO (Circle one)
- b. If yes, what is the name of the assessment/test/examination program in which they are used?
(If there is more than one example in your country, please complete this survey individually for each example.)
- c. If yes, please mark all those that apply from among the following choices.

The assessment/test/exam items mainly:

- Mirror the paper-and-pencil items of a paper-based assessment ****OR****
- Are taken from a paper-based assessment but are enhanced by the increased functionality of the computerised environment (e.g., hypertext, audio/video) ****OR****
- Have no analogy to paper-based items, either because the items have been reconceptualised or measure content or skills that are not measurable in a paper-based format

The items a student receives are:

- Presented in a linear fashion ****OR****
- Selected adaptively, based on the student's responses to prior questions

Student responses are:

- Provided/recorded on paper ****OR****
- Provided to/recorded by the computer

Scoring of the assessment/test/exam:

- Is manual ****OR****
- Is automated and performed by the computer ****OR****
- Includes both manual and automated elements

The assessment/test/exam is delivered:

- On individual laptops or computer, onto which the testing system/software has been loaded ****OR****
- Using a browser on the Internet (*i.e., web-based*) ****OR****
- Using a single computer/laptop acting as a server for local computers/laptops (*i.e., server-based*) ****OR****
- Using a large-scale network of computers (*i.e., cloud computing*).

II. Capacity

- 1) We are interested in your country's capacity to deliver a computer-based assessment to the entire PISA sample.
 - a. In 2012, what proportion of you country's schools do you expect would have computers manufactured after 2005?
 - b. In 2012, what proportion of you country's schools do you expect would have stable high speed internet access?
 - c. Would you have the capacity to provide hardware (*e.g.* laptops, server) to schools during test administrations to make up any for any lack of school hardware?

III. Issues and Implications with Using Computers to Assess Student Performance

- 1) What was/were the purpose(s) of implementing computers to assess student performance in your country? Did the computerised assessment/test/exam, as planned or implemented, fulfill this/these purpose(s)?

- 2) If you moved from a paper-based assessment to a computer-based format, was maintaining comparability of the assessment over time a specific goal? Was it met? How was this issue dealt with?

- 3) What are the benefits (not including costs, see below) of using computers to assess student performance compared to paper-and-pencil assessments in the instances in which they are used in your country? That is, have they provided added value and what was that value?

- 4) Did you encounter any problems in implementing the computer-based assessment/test/exam (*e.g.*, with the hardware or software platform, capacity of schools for implementation, etc.)? If so, please describe.

- 5) Did you implement procedures to maintain the security of the instruments (*e.g.*, to prevent email transfer, printing, saving locally, etc.)? If so, please describe.

- 6) How does the cost of implementing computer-based assessments/tests/exams compare with implementing paper-and-pencil assessments? Are they more expensive or less? In what areas have the higher costs been? The lower costs?

- 7) Has the use of computers to assess student performance affected the information that is provided to users (*e.g.*, policy makers, schools, teachers, the public)?