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**PISA Strategic Development Group**

**BALANCING COMPUTER-BASED AND PAPER-AND-PENCIL ASSESSMENT IN PISA 2012 AND 2015**

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## **BALANCING COMPUTER-BASED AND PAPER-AND-PENCIL ASSESSMENT IN PISA 2012 AND 2015**

1. At the last meeting of the PISA Governing Board (PGB) and Strategic Development Group (SDG) in Istanbul in 2009, the SDG discussed a vision for the use of computer-based assessment (CBA) in PISA and how paper-and-pencil assessments would be utilised as well. The vision for 2012 was that:

- Two of the four domains (reading and mathematics) would be delivered by both CBA and paper-and-pencil assessment;
- Science would be delivered by paper-and-pencil assessment only, since 2012 would be the final year of assessment before the domain is revisited for assessment as a major domain in 2015;
- Problem-solving would be delivered by CBA only, with no paper-and-pencil components as with the other domains; and
- The paper-and-pencil components of all assessments would be required, whereas CBA components would be international options.

2. The vision for 2015 was that:

- The science assessment, as the major domain in this year, would be developed as a CBA. If paper-and-pencil components were needed, they would be drawn from the existing science assessment, as applicable under the revisited framework.
- The mathematics assessment would transition to being delivered by CBA only.
- The reading assessment would be delivered both by CBA and paper-and-pencil and results used to determine whether or not to move to CBA-only in PISA 2018.

### **The current status**

3. The reality is that, so far, less than 30 countries have signed on for the CBA components of PISA 2012, which represents less than half of all participating countries. Some of the reasons that countries have chosen not to participate at this time include concerns about the time required (nearly double) to deliver the assessments, the financial costs of development and implementation, and the potential impacts on securing the participation of a sufficient number of schools.

4. Thus, the SDG should reopen the discussion on the vision for incorporating CBA into PISA at its meeting in April 2010. Given the current status of countries' participation in the CBA components of PISA 2012, what guidance should the SDG provide to the PGB? For example, should the SDG maintain its current vision and work to encourage buy-in among countries or overcome the barriers to participation? Or, should it alter its vision and, if so, in what ways?