The PISA 2018 Assessment Framework: Balancing Innovation and Trend

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PISA 2018

• OECD’s Programme for the International Student Assessment

• In 2018, reading literacy was the main assessment area
  / Mathematics and science as minor areas
  / Global competences and financial literacy as optional areas

• The reading framework updated
  / Defines the construct and guides the nature of the actual assessment
  / New test material for the reading assessment
  / Pearson responsible for the framework development, ETS for the test item development and implementation of the assessment
Process of framework (FW) development

1. Phase
   • Initial brainstorming for innovative reading assessment FW (Pearson bid)

2. Phase
   • The draft FW guiding the test item development (Pearson & ETS)

3. Phase
   • Finalizing the FW with proficiency scales (ETS)
REG

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Balancing innovation and trend

Innovation:
Changing nature of literacy
CBA

Trend:
Maintaining the comparability from one cycle to another

Measuring change & changing the measure!
Definition of reading literacy for PISA2018

- Reading literacy is understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one’s goals, to develop one’s knowledge and potential and to participate in society. (OECD 2019, 28)

- Written texts → texts
  - Includes all language as used in its graphic form
  - Excludes purely aural language artefacts (podcasts, TV, animated visuals) and pictures
  - Texts do include visual displays such as pictures, tables, graphs and comic strips, which include some written language
  - Dynamic texts (reader’s choices, hypertext, navigating within multiple sources)

- Evaluating veracity of the arguments, the point of view of the author and the relevance of a text

- Multiliteracies?
Cognitive focus: updated processes of reading

(OECD 2019, 33)
Computer-based assessment

• Principal mode of delivery for PISA 2018
  / New test items for this mode only
• Opening new possibilities
  / Multiple-source items typical in the digital environment
  / New response formats (e.g. drag-and-drop)
  / Adaptive testing
  / Measuring fluency (accuracy and timing)
  / Log-data (?)
Improved validity of the assessment

- CBA provides (more) authentic ways of measuring reading skills
  - New processes and multiple-source item types
    - Incl. Aspects of digital literacy (searching relevant texts and handling conflicts)
- Also scenario-based assessment contributes to authenticity
- Authenticity contributes to the validity of assessment (Sulkunen 2007)
  - Construct validity (Messick 1994; Wu & Stansfield 2001)
  - Face validity & test-taker motivation (Linn 1993)
References

Thank you!

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