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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)

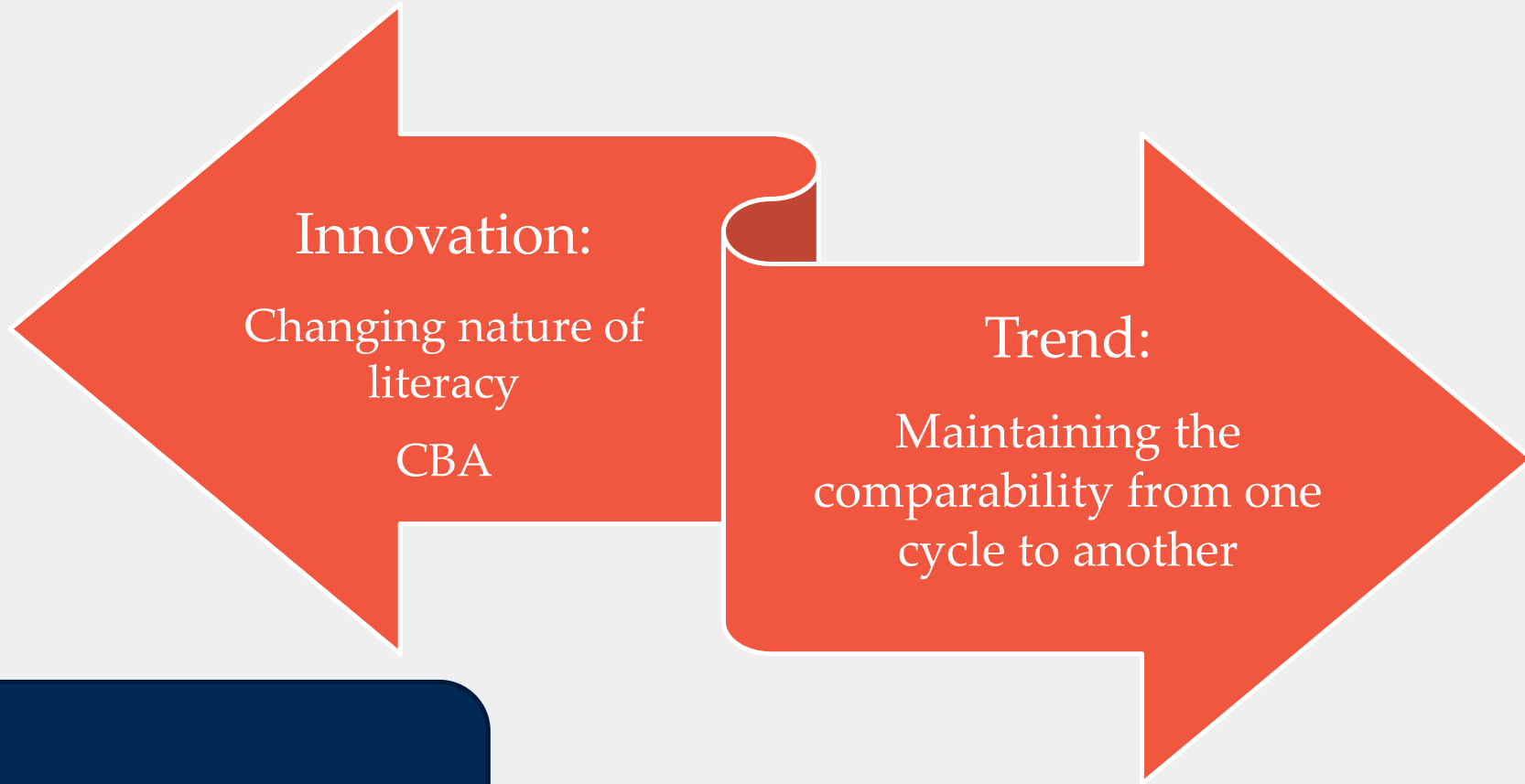


REG

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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

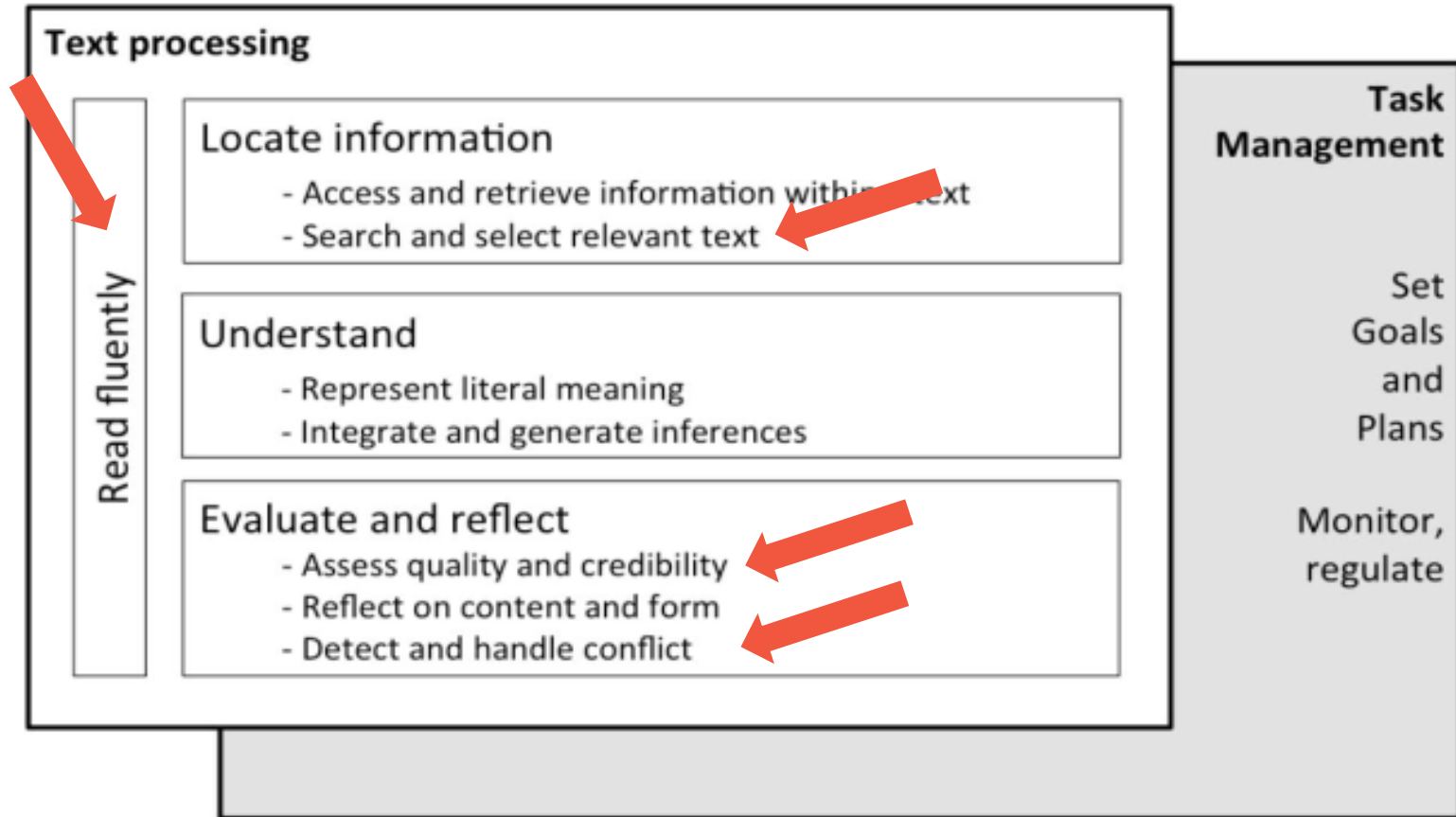


- Reading literacy is understanding, using, **evaluating**, reflecting on and engaging with **texts** in order to achieve one's goals, to develop one's knowledge and potential and to participate in society. (OECD 2019, 28)
- Written texts → texts
 - / Includes all **language as used in its graphic form**
 - / 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



Figure 2.2. PISA 2018 Reading framework processes



(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 (?)



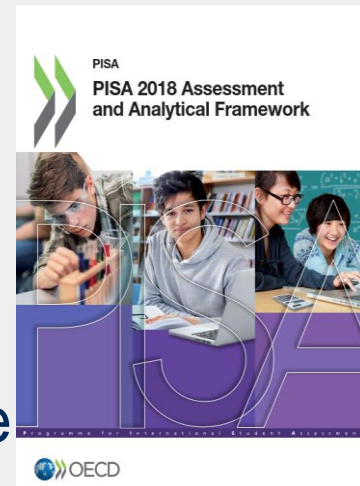
Improved validity of the assessment

- 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)



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Thank you!

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