

# OECD Test for Schools

Based on PISA

Support school improvement with actionable data  
and international benchmarks



Layla and Courtney  
9th Grade

# Preparing Students to Succeed

Educators need reliable, actionable insights on how well their schools are preparing students for their futures. In addition to understanding overall academic performance, they need information about the school environment and how well students can apply knowledge to multi-step, real-world problems. The depth and breadth of quality information from the OECD Test for Schools provides key analytics and unique insights on these very things.

The Organisation for Economic Co-operation and Development (OECD) developed the Test for Schools based on their renowned Programme for International

Student Assessment (PISA). The OECD Test for Schools leverages the scale and rigor of PISA and provides educators the robust data they need to inform program- and system-level changes. Unlike PISA, which compares countries' educational systems as a whole, the OECD Test for Schools assesses individual schools, allowing them to compare themselves to other schools in the United States and around the world.

Educators from urban, suburban, and rural districts alike have repeatedly confirmed that the OECD Test for Schools is a compelling and useful tool for improving schools and student outcomes.

## PISA and the OECD Test for Schools

How do they compare?

	<b>PISA</b>	<b>OECD Test for Schools</b>
Purpose	Research study	<b>School improvement</b>
Administration	Country-level / Online via thumb drive	<b>School-level / Online via web</b>
Utilizes the common PISA scale	Yes	<b>Yes</b>
Includes student survey questions on engagement, school culture, and climate	Yes	<b>Yes</b>
School-level reporting	N/A—not designed for school-level reporting	<b>100+ page report for each school</b>
Country-level comparable data to “participating PISA countries comparison data”	Yes	<b>Yes</b>
Sample size	Two-stage random sampling: first selecting schools, then students within the schools (public, private, parochial, charter, etc.); PISA sampling is country representative	<b>Random selection of no more than 85 students at one school; OECD Test for Schools is school representative</b>
Test interval	Every three years	<b>On demand; no more than once a year</b>

# Data That Informs School Improvement

The OECD Test for Schools supports school system improvement by helping educational leaders:

- + compare their schools with other schools across the US and around the world
- + develop teaching practices that improve student learning
- + understand student engagement
- + improve their school's learning environment



# Understand How Your School Compares Internationally

International benchmarking and cross-country comparisons can help school leaders better understand whether their students are equipped with the critical-thinking and problem-solving skills needed to compete in today's globalized economy.

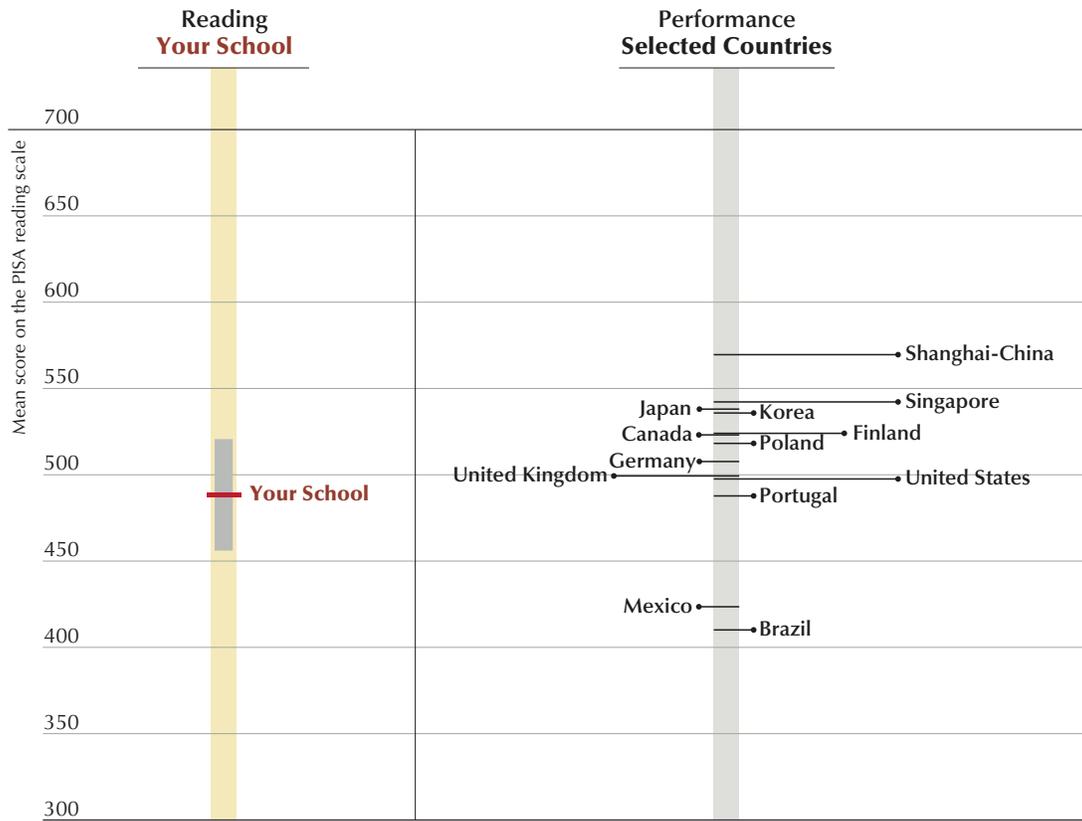
The OECD Test for Schools provides internationally comparable performance results, as well as best practices from top-performing education systems in the US and around the world.

**+ “The OECD Test for Schools is not just another test. It’s a system diagnostic that provides rich and actionable data that districts can really use to drive their school improvement efforts.”**

**Dr. Patricia Deklotz, Superintendent**  
Kettle Moraine School District, WI



**How students at your school compare with students from selected countries and economies in reading in PISA 2012**



Source: OECD Test for Schools report sample

## Support for Professional Learning

As the US test service provider for the OECD Test for Schools, NWEA™ offers professional learning and networking opportunities to help schools and districts:

- + gain essential knowledge about PISA and the OECD Test for Schools
- + build educators' collaborative inquiry skills
- + engage in data conversations related to test results
- + use their OECD Test for Schools report and other data sources to develop or modify plans
- + learn from other educators and district leaders who have used the OECD Test for Schools to make changes that improve student outcomes

# OECD Test For Schools—Sample Item

## REACTION TIME

In a Sprinting event, the 'reaction time' is the time interval between the Starter's gun firing and the athlete leaving the starting block. The 'final time' includes both this reaction time, and the running time.

The following table gives the reaction time and the final time of 8 runners in a 100 metre sprint race.

Lane	Reaction time (sec)	Final time (sec)
1	0.147	10.09
2	0.136	9.99
3	0.197	9.87
4	0.180	Did not finish the race
5	0.210	10.17
6	0.216	10.04
7	0.174	10.08
8	0.193	10.13

## QUESTION 1

Identify the Gold, Silver and Bronze medallists from this race. Fill in the table below with the medallists' lane number, reaction time and final time.

Medal	Lane	Reaction time (sec)	Final time (sec)
Gold			
Silver			
Bronze			

## SCORING GUIDE 1

**Full credit:**

Medal	Lane	Reaction time (sec)	Final time (sec)
Gold	3	0.197	9.87
Silver	2	0.136	9.99
Bronze	6	0.216	10.04

**No credit:** Other responses and missing.

## QUESTION 2

To date, no humans have been able to react to a starter's gun in less than 0.110 second.

If the recorded reaction time for a runner is less than 0.110 second, then a false start is considered to have occurred because the runner must have left before hearing the gun.

If the Bronze medallist had a faster reaction time, would he have had a chance to win the Silver medal? Give an explanation to support your answer.

## SCORING GUIDE 2

**Full credit:** Yes, with adequate explanation.

- + Yes. If he had a reaction time of 0.05 sec faster, he would have equaled second place.
- + Yes, he would have a chance to win the Silver medal if his reaction time was less than or equal to 0.166 sec.
- + Yes, with the fastest possible reaction time he would have done a 9.93 which is good enough for silver medal.

**No credit:** Other responses (including yes without adequate explanation) and missing.

**Questions in the OECD Test for Schools focus on how well students can apply critical thinking to multi-step problems.**

**See more sample questions at: [www.oecd.org/pisa/aboutpisa/pisa-based-test-for-schools.htm](http://www.oecd.org/pisa/aboutpisa/pisa-based-test-for-schools.htm)**

# Actionable Data on Student Learning

Using an efficient student sampling model, the data from the OECD Test for Schools illuminates what 15-year-old students know and can do in reading, math, and science. Details on the distribution of students across a range of proficiency levels provide insight on the kinds of tasks they can perform.

Educators can use the information in the report to inform instructional practice improvements and program changes—at both the school and system level. The broad array of school data, coupled with the best practice examples and case studies from around the world, can help transform teaching and learning and improve student outcomes.

## Understand Student Engagement and Your Learning Environment

When considering school improvement initiatives, it is important to know whether the learning environment is enhancing or hindering student learning outcomes. PISA research and data have shown that a strong learning environment and confident, engaged, and motivated students are factors that consistently contribute to better learning outcomes.

Because student voice is critical to school improvement and system changes, the OECD Test for Schools includes a questionnaire for students. Their responses provide extensive information about their school's learning climate. Educators can use these insights to inform cultural, structural, and instructional practices in their school. As a result, many schools using the OECD Test for Schools are seeing increased student engagement, as well as improvements in academic performance.

**Data from the OECD Test for Schools can help you answer these questions about your school's learning environment:**

- + Is the climate at your school conducive to learning?
- + To what extent are students' skills in science and math related to their motivation and belief in their capacity to solve difficult tasks?
- + How motivated are students at your school compared to those of other schools?

**The report helps you understand how factors within and outside the school impact student learning, including:**

- + School climate and culture
- + Teacher-student relationships
- + Disciplinary climate in the classroom
- + Students' attitudes toward learning (instrumental motivation and self-efficacy)

**+ “The learning environment information in the OECD Test for Schools provides a leading indicator of academic outcomes. The results are like a ‘health check’ on your entire system.”**

**Adam Stephens, Officer of Advanced Academics**  
Houston Independent School District, TX



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