

PISA 2025 International Options



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PISA 2025 International Options

1. At the 47th meeting of the PISA Governing Board (PGB) in April 2019, it was proposed that the PISA 2025 International Options should be the ICT Questionnaire, the Parent Questionnaire, the Science Teacher Questionnaire, as well as the Foreign Language Assessment – English (FLA), including an optional FLA Teacher Questionnaire. The purpose of the current document is to provide the costs and updated descriptions of the optional questionnaires that were introduced in prior PISA cycles plus a description of the new optional components, namely the PISA 2025 FLA and its associated questionnaires and questionnaire modules.
2. These descriptions include brief overviews of the relevant questionnaire and cognitive frameworks, as well as highlights of the policy relevance of data collected by the different optional components. This is followed by guidance regarding the implementation and operational procedures specific to each International Option.
3. Countries and economies are asked to provide a first indication of interest to participate in each option by **15 April 2022** and a firm commitment on their participation in the options by **30 September 2022**. A webinar for PGB representatives and National Project Managers (NPMs) in which the Secretariat will further explain the International Options will take place in February 2022.

Plan for rotating the International Options between PISA cycles

4. The purpose of the International Options is to gather and analyse internationally comparable data in areas of significant policy interest to some but not all countries, providing flexibility without overloading the core survey. During the development of the proposal regarding the International Options for the PISA 2022 cycle, the PGB noted that the increasing range of options offered in each cycle had led to a reduction in the number of countries taking any one particular option, so that the comparator set may sometimes be smaller than desired. The Secretariat was then asked to develop a multi-cycle strategy, suggesting how frequently each option should appear.
5. At its 47th meeting, the PGB welcomed this approach to the design of the PISA 2025 optional components, and the move towards systematic rotation of International Options. The main purpose of rotating the options over time is to maximise their comparative value while continuing to cover a wide range of topics in the long-term. A more focused offer in each cycle could attract more countries to those options on offer and thereby provide richer comparative data for each participating country. The rotated approach also enables in-depth developmental work to be more focused on the options on offer in each cycle.
6. As outlined in Table 1 below, notable changes from the list of International Options for the PISA 2022 cycle include the absence of the Student Well-being module of the Student Questionnaire¹ and the introduction of the FLA (with the FLA Student, FLA School, FLA Parent Questionnaire modules, the FLA Teacher Questionnaire, and the FLA System-level Questionnaire) to rotate with Financial Literacy every other cycle. It is also

¹ This is to respond to a PGB's request to reduce the number of optional questionnaires.

worth noting that the subject-specific modules from the Teacher Questionnaire are aligned with the change of main domain from Mathematics in PISA 2022 to Science in PISA 2025.

Table 1. Longer-term evolutions for the PISA International Options

	PISA 2018	PISA 2022	PISA 2025	PISA 2028*	PISA 2031*	PISA 2034*
Student modules (Questionnaires)	ICT Questionnaire Well-being Questionnaire Educational career Questionnaire	ICT Questionnaire Well-being Questionnaire	ICT Questionnaire	Innovative Questionnaire	ICT Questionnaire	Innovative Questionnaire
Teachers	Teacher Questionnaire	Teacher Questionnaire Subject-specific teaching practices	Teacher Questionnaire Subject-specific teaching practices (short)	Teacher Questionnaire Teaching practices and TALIS questions (full length)	Teacher Questionnaire Subject-specific teaching practices (short)	Teacher Questionnaire Teaching practices and TALIS questions (full length)
Parents	Parent Questionnaire	Parent Questionnaire	Parent Questionnaire	Parent Questionnaire	Parent Questionnaire	Parent Questionnaire
Full studies	Financial Literacy with Student Questionnaire module	Financial Literacy with Student Questionnaire module	Foreign Language Assessment with Student, Teacher and Parent Questionnaire modules	Financial Literacy with Student Questionnaire module	Foreign Language Assessment with Student, Teacher and Parent Questionnaire modules	Financial Literacy with Student Questionnaire module

*Note: *Years are indicative based on the frequency of previous cycles (pending decision about the frequency of future cycles).*

Summary table with cost estimates per option

7. Over the past months, the Secretariat has negotiated the International Options costs with the PISA 2025 contractors. The exact per-country costs for participation in the International Options will depend on the final number of countries that decide to sign up for each option, and the finalised test and questionnaire designs.

Table 2. Summary table (Cost estimates)

International Option Characteristics	ICT Questionnaire	Parent Questionnaire	Science Teacher Questionnaire ²	Foreign Language Assessment - English	Foreign Language Assessment - English Teacher Questionnaire ³
Minimum number of participating countries/economies	10	10	10	10	5
Number of participating countries/economies PISA 2022	56	19	23	N/A	N/A
Est. cost (if same number as in PISA 2022 participation, in EUR)	4 420	9 118	11 284	N/A	N/A
Estimated cost (if 10 countries participate, in EUR)	11 646	12 738	17 470	68 777	10 042
Estimated cost (if 20 countries participate, in EUR)	7 247	8 343	11 998	53 276	8 284

² The number of participating countries/economies in PISA 2022 and the estimated cost, assuming the same participation number in PISA 2025 for the Science Teacher Questionnaire, are based on participation numbers for the PISA 2022 Teacher Questionnaire International Option (for both mathematics teachers and other teachers).

³ Countries that participate in both the PISA 2025 Science Teacher and Foreign Language Teacher Questionnaires will have a EUR 2 000 reduction on the international fee as there is reduced contractor work with implementing both.

Chapter 1. PISA 2025 ICT Questionnaire

1.1. Description of the PISA 2025 ICT Questionnaire

8. With the advent of the information age, Information and Communication Technology (ICT) plays an increasingly important role in people's everyday lives. In the current on-going pandemic, ICT plays an even more important role. PISA 2025 offers the ICT Familiarity Questionnaire as an International Option. This optional questionnaire will provide opportunities to collect detailed data on: (i) ICT availability/quality in and out of school; (ii) the use of ICT to support learning; and (iii) student familiarity with ICT. Analyses on the ICT Questionnaire data will shed light on the overall level in these three areas as well as the disparities across and within countries.

9. In 2000, PISA implemented an optional questionnaire asking 15-year-old students about their familiarity with and use of ICT. Since then the ICT Questionnaire has been offered to countries as an optional part of the PISA assessment. For PISA 2022, an ICT Framework was developed for the first time ([PISA 2022 ICT Framework](#)).⁴ The ICT Framework paints a comprehensive picture about the availability and use of ICT resources in addition to student ICT proficiency. The PISA 2025 ICT Questionnaire will be based on the ICT Framework developed for PISA 2022 and built on the PISA 2022 ICT Questionnaire.

1.2. Added Value for educational policy of the PISA 2025 ICT Questionnaire

10. While the core Student Questionnaire will cover some questions related to ICT, these will be limited to key questions in order to better understand student performance in reading, mathematics, science and the innovative domain (Learning in the Digital World) and student well-being due to the limited space in the core Student Questionnaire. The new questions on digital learning skills for Learning in the Digital World (LDW) assessment are designed to be complementary to the questions in the ICT Questionnaire in that there will be no substantial overlap. A wide coverage of countries in the ICT Questionnaire will thus be helpful also for interpreting differences in performance in the Learning in the Digital World test. Data from the ICT Questionnaire will be particularly important to conduct in-depth analysis on the relationship between ICT familiarity and learning outcomes.

11. Similar to PISA 2022, the PISA 2025 ICT Questionnaire will continue focusing on quality of ICT resources, detailed use of ICT, and students' ICT engagement and self-reported proficiency.

(i) Availability/quality of ICT resources

12. PISA 2025 will collect constructs measuring the availability of *quality* ICT resources because the major variations between student, schools and countries revolve around issues of quality (e.g. Internet speed) rather than quantity of resources. Furthermore,

⁴ This work was jointly funded by the European Commission and the OECD and is managed by the OECD-PISA Secretariat.

the focus will also be given to newer mobile devices and to the availability of software that exploits the growing potential of social media and other developments in ICT.

(ii) Detailed use of ICT

13. PISA 2025 will address the use of ICT to support instruction and learning in science and other subjects. ICT-based or ICT-supported learning may include, for instance, educational games, drilling activities, simulations, tutorials and the use of social media. The collected data would reflect teaching practices using ICT, and how students use ICT to learn. The data could in turn be used to assess the relationships between the ICT use and students' cognitive and non-cognitive outcomes. The use of ICT out of school will also be an important area of investigation, since ICT-related out-of-school activities could enhance or undermine learning. These data will complement the information on ICT in school and will help paint a comprehensive picture about the impact of ICT on the lives of 15-year-olds. The use of ICT out of school would cover social interactions using ICT (e.g. social media and Skype) for purposes which could be related to learning but also to other non-curricular activities.

(iii) Student ICT engagement and proficiency

14. PISA 2025 will continue to measure two dimensions of ICT engagement: ICT related interest and student perceived autonomy in ICT. Interest in ICT is understood as enjoyment of the use of specific ICT-based products, such as mobile devices, games, or social networks, and acknowledging related benefits. ICT autonomy reflects students' perceived control in ICT-related activities. This facet is important because a feeling of control enables individuals to keep up with the latest technological developments. PISA 2025 will also include the questions on engagement to better reflect student ICT skills, knowledge and effectiveness, building on the PISA 2022 ICT Framework and Questionnaire items. Finally, the ICT Questionnaire will collect data about the ways in which students assess the quality, credibility and accuracy of online information.

1.3. Implementation of the PISA 2025 ICT Questionnaire

15. The PISA 2025 ICT Questionnaire is planned to take about 15 minutes and delivered in computer-based format.

16. This questionnaire will be offered to the same student sample as the core Student Questionnaire.

17. In preparing the PISA 2025 ICT Questionnaire, special attention will be given to issues of data comparability and national relevance. PISA has more than 90 participating countries and economies with different levels of technology adoption in their schools. This raises the challenge of finding a balance between producing comparable data which at the same time is nationally relevant.

18. Questions from previous PISA assessments will be partially retained to make trend comparisons possible. Comparisons with earlier PISA cycles will be possible for availability of ICT at home, availability of ICT at school, general computer use and frequencies of ICT use at and out of school.

Chapter 2. PISA 2025 Parent Questionnaire

2.1. Description of the PISA 2025 Parent Questionnaire

19. The questionnaire for parents of students that are assessed in PISA has been implemented as an International Option since PISA 2006. Parents are powerful stakeholders in education. By including the perspective of parents in the analysis, a more coherent picture of the students' learning environments can emerge. Information on parents' views and engagement is, therefore, valuable also within a large-scale assessment like PISA.

20. Similar to earlier PISA assessments, the PISA 2025 Parent Questionnaire will be used to collect data on (i) additional indicators of a student's background, (ii) contextual information on the learning and development of the child in out-of-school learning settings and on the interaction with institutional learning setting, and (iii) learning-related attitudes, expectations and practices of parents.

21. Science is once again the major domain in PISA 2025. Some of the science-related constructs of the PISA 2015 Parent Questionnaire will be resumed to provide information on change in the home learning settings between 2015 and 2025. Innovations in the PISA 2025 Science Framework and the PISA 2025 Learning in Digital World Framework could also be reflected in the Parent Questionnaire.⁵

2.2. Added Value for educational policy of the PISA 2025 Parent Questionnaire

22. The PISA 2025 Questionnaire Framework is organised by thematic modules, as was done in earlier assessments. Within those modules, the focus lies on specific issues that might be addressed by including information from different stakeholders in the educational setting, e.g. students, principals, and if applicable, parents and teachers. Thus, the parents' perspectives collected through the Parent Questionnaire can contribute to the improvement of measures represented by these modules.

23. For countries choosing the Parent Questionnaire, additional prospects for reporting might be found when adding the modules outlined below.

(i) Additional indicators of a student's background

24. The Parent Questionnaire can contribute to the measures of socio-economic background and home resources by providing information such as expenditures for education, their household income, investments made in remedial courses or home resources (**“Economic, social, and cultural status” module**).

25. Information provided by parents can be used to assess information on the family's immigration background and the language spoken at home, factors which are related to the learning outcomes of students. (**“Migration and language exposure” module**).

⁵ An additional FLA Parent Questionnaire module will be included in the Parent Questionnaire for countries/economies taking the PISA 2025 Foreign Language Assessment - English (FLA). For more information about the FLA Parent Questionnaire module, please refer to [section 4.2\(iii\) FLA Parent Questionnaire module](#).

(ii) Contextual information on the learning and development of the child

26. Parents' information will add valuable information regarding the quality and quantity of parental involvement in learning. This includes (i) parents' engagement that focuses on the interaction with the institutional learning setting, i.e. teachers and schools, which could be influenced by school policies, and (ii) parents' engagement, at present as well as in the past, that focuses on the interaction with the child, i.e. supporting learning at home. Parents can be asked about support they provide for their children's homework, or about additional out-of-school learning settings regarding science. (**“Parental involvement and support” and “Experiences out of regular school hours” modules**).

27. Information about students' early childhood education might better be assessed by asking parents rather than students, as parents are more likely to provide more valid information. This could include the starting age of ISCED 0 and the availability and reasons for attending day-care. Furthermore, parents can also provide more detailed information about reasons for selecting a specific school or educational track for their child. (**“Educational career” module**).

28. Parents can provide information on environments to support students' aspiration for science-related careers. For example, parents can be asked if any family members are engaged in science-related occupations. (**“Post-secondary preparedness and aspirations” module**).

29. PISA currently asks principals about accountability to parents, e.g. reporting of students' outcomes. The Parent Questionnaire might add valuable information by asking parents if and how they use this information, e.g. for engaging in discussion with teachers, or for improving the learning support for their child. (**“Assessment, Evaluation and Accountability” module**).

(iii) Learning-related attitudes, expectations and practices of parents

30. Parents can provide information on their attitudes and beliefs on science and environment. For example, the constructs covered by the Student Questionnaire such as enjoyment of science, epistemic beliefs, environmental awareness, environmental concerns and environmental agency can be included in the Parent Questionnaire. (**“Science identity” module**).

31. The Parent Questionnaire can include questions about parents' attitudes towards failure (i.e. whether they view it as debilitating or enhancing) and their beliefs on intelligence (i.e. if they view intelligence as malleable or fixed). Parents' beliefs and practices influence the development of children's mindsets. (**“General social and emotional characteristics, growth mindset and well-being” module**).

32. The innovative domain of assessment in PISA 2025 will be Learning in Digital World (LDW). The parents' questionnaire can include questions addressing parents' contribution to the development of their children's self-directed learning.

2.3. Implementation of the PISA 2025 Parent Questionnaire

33. The PISA 2025 Parent Questionnaire will take approximately 20 minutes, and will be delivered in a paper-based format.

34. The Parent Questionnaire will be administered to the parents of the students participating in PISA. While the Parent Questionnaire is unlikely to have a negative

influence on participation rates at the school or the student level, it should be noted that participation rates of parents have been fluctuating between cycles and between countries. Non-response by parents might be associated with background characteristics, e.g. socio-economic status or immigrant background. For PISA 2025, different measures could be taken to further ensure high participation rates, e.g. engage parents by sharing information on the purpose of the project and the Parent Questionnaire, prepare materials in minority languages and other such measures.

Chapter 3. PISA 2025 Science Teacher Questionnaire

3.1. Description of the PISA 2025 Science Teacher Questionnaire

35. The Teacher Questionnaire was implemented as an International Option for the first time in PISA 2015 in response to a growing interest in teacher-related policies within OECD countries as well as partner countries/economies. Interest in a Teacher Questionnaire reflects the central role teachers' play in education, and their role also as school leaders and key sources of innovation.

36. The Teacher Questionnaire for PISA 2025 has a core module, which is followed by a science teacher module and/or a Foreign Language Assessment –English (FLA) teacher module.⁶ Countries/economies implementing in the Science Teacher Questionnaire are able to implement the science teacher module without the FLA teacher module.⁷

37. The PISA 2025 Science Teacher Questionnaire will broaden the scope of PISA by providing additional information about students' learning environments from teachers' perspectives. In addition to the core module of the Teacher Questionnaire, which focuses on questions relevant to teachers across subject domains, the science teacher module will be used to collect information on (i) science teacher background qualifications and professional development, (ii) science teaching practices, (iii) school policies, practices and learning environments, and (iv) science teacher attitudes and beliefs related to students and student outcomes.

38. Teachers' responses complement the information collected from principals and students regarding practices and policies at the school level. Especially, teachers' professional perspectives allow for PISA to collect broader and more valid information on teaching and learning activities and strategies, covering inquiry-based, reflexive as well as traditional kinds of activities. The Teacher Questionnaire also provides reliable information on teachers themselves including professional development, beliefs and attitudes. It is often difficult to collect these data using the student and school questionnaires.

39. Information from sampled teachers can only be used to estimate school-level indicators, since there is no linkage between individual students with individual teachers. Unlike PISA 2022, there is no plan to develop teacher weights in PISA 2025, as the primary aim of the PISA 2025 Science Teacher Questionnaire is to describe students' learning environments rather than describe a teacher population.

⁶ In some countries, there may be an overlap between the samples of science teachers and of teachers of foreign languages, when they teach both Science and English as a Foreign language, or they teach science in English, where English is not the main language of instruction of the school/ students. These teachers would be part of the sample of both modules (for countries/economies choosing to take both Science and Teacher Questionnaires).

⁷ For more information about the FLA Teacher questionnaire module, please refer to [section 4.2\(iii\) FLA Teacher Questionnaire](#)

3.2. Added value for education policy of the PISA 2025 Science Teacher Questionnaire

40. The PISA 2025 Questionnaire Framework is organised by thematic modules, as was done in earlier assessments. Within those modules, the focus lies on specific issues that might be addressed by including information from different stakeholders in the educational setting, e.g. students, principals, and if applicable, parents and teachers. Thus, the teachers' perspectives collected through the Teacher Questionnaire can contribute to the improvement of measures represented by these modules.

41. For countries choosing the Teacher Questionnaire, additional prospects for reporting might be found when adding the modules outlined below:

(i) Teacher background, qualifications and professional development

42. The PISA 2025 Teacher Questionnaire will include similar questions to the ones included in the PISA 2015, 2018 and 2022 Teacher Questionnaires. These include teacher gender, teacher age, employment status, years of teaching experience, pre-service teacher training, through which pathways teaching qualifications were achieved, areas of teaching qualifications, areas of professional trainings and participation in in-service professional development activities (**“Teacher qualification, training and professional development” module**).

43. With regard to teacher qualifications, a distinction is made between initial education (tertiary/secondary education studies and certificates) and professional development. Professional development activities will cover those that aim to enhance teachers' knowledge in the three distinct areas of (i) content knowledge (related to the subject matter taught, its conceptual foundations, basic ideas), (ii) pedagogical content knowledge (related to teaching and learning the subject matter, including issues of student understanding, teaching practices, assessment procedures), and (iii) general pedagogical knowledge (related to basic concepts of pedagogy, such as classroom management). (**“Teacher qualification, training and professional development” module**).

44. Additional teacher backgrounds such as their socio-economic and immigrant backgrounds can be included in the Science Teacher Questionnaire. This will provide additional information to conduct analyses on the level of diversity in school and on role models in the context of student educational/occupational aspirations. (**“School culture and climate” and “Post-secondary preparedness and aspirations” modules**).

(ii) Teaching practices

45. As in earlier assessments, the PISA 2025 Science Teacher Questionnaire will ask science teachers about science teaching practices, types of tasks and curriculum content and general teacher behaviours (e.g. teacher support) to collect further information in addition to data from students and school principals. Teaching practices aiming to contribute to science identity can also be included. (**“Organisation of student learning at school” and “Science teacher behaviour” and “Science identity” modules**).

46. This focus will allow for a broader, deeper and theoretically sound coverage of teaching and learning in countries/economies implementing this option. More specifically, PISA 2025 aims to improve questions regarding teacher guidance of student inquiry and reasoning because inquiry-based teaching practices play a significant role in science education, as detailed in the PISA 2025 Questionnaire Framework.

(ii) School policies, practices and learning environments

47. The PISA 2025 Science Teacher Questionnaire can include questions on interpersonal relations, professional collaboration and leadership. For example, questions can be included relating to (i) trust between teachers, students, parents, and school management, (ii) collaborative teaching, (iii) peer observation, (iv) exchange of teaching materials and practices, and (v) instructional leadership. It can also include questions on disciplinary climate. (**“School culture and climate” module**).

48. Teachers can provide valuable additional information on how content is selected, organised and implemented within the school. In PISA 2025, the Science Teacher Questionnaire can include questions on (i) science learning time in school, (ii) how science classes are organised (by topics, by ability, etc), (iii) whether each science class is compulsory or optional, (iv) the existence of a formal curriculum, and (v) the school philosophy on science teaching and learning. (**“Organisation of student learning at school” and “Exposure to science content” modules**).

49. Given that they frequently meet with parents, teachers could prove to be a reliable source of information when it comes to measuring parental involvement. The Science Teacher Questionnaire can include questions about (i) whether their teacher education included teacher-parent cooperation as a topic, (ii) how they involve parents in their science teaching, and (iii) types of parental support they receive or they expect to receive. (**“Parental involvement and support” module**).

50. While questions about general school resources (financial, personnel, buildings, educational material) should be answered by the principal, questions about the use of classroom resources (rooms, learning materials, PCs, access to internet) should be better answered by teachers. Only teachers, and possibly students, can report on the frequency of using the existing classroom resources. (**“School type and resources” module**).

51. Assessment is closely related to teaching practices. Besides formal mandatory assessment, such as high-stakes testing and monitoring studies, teachers can provide information about the types and frequency of student assessment and grading. (**“Assessment, evaluation and accountability” module**).

(iv) Teacher attitudes and beliefs related to students and student outcomes

52. Teachers can provide information on their attitudes and beliefs about science and the environment. For example, constructs covered by the Student Questionnaire such as enjoyment of science, epistemic beliefs, environmental awareness, environmental concerns and environmental agency can be included in the Science Teacher Questionnaire. (**“Science identity” module**).

53. The Science Teacher Questionnaire can include questions about teachers’ attitudes towards failures and their beliefs about intelligence, given that parents’ beliefs and practices influence the development of children’s mindsets. (**“General social and emotional characteristics, growth mindset and well-being” module**).

54. The innovative domain of assessment in PISA 2025 will be Learning in Digital World (LDW). The Teacher Questionnaire can include questions addressing teachers’ contribution to the development of their students’ self-directed learning.

3.3. Implementation of the PISA 2025 Science Teacher Questionnaire

55. The PISA 2025 Science Teacher Questionnaire will take about 30 minutes, and will be delivered online in a computer-based format. This will allow teachers to work flexibly on the questionnaire either at school or from their home.

56. Teachers of the PISA sampled schools will respond to the Science Teacher Questionnaire. A sampling design for teachers will be developed by the PISA 2025 sampling contractor, building on the experiences gained through the PISA 2022 Teacher Questionnaire. In PISA 2022, 10 mathematics teachers and 15 teachers of other subjects are selected per school. If there are not 10 mathematics teachers or 15 teachers of other subjects, all are taken into the teacher sample. While teacher weights are developed in PISA 2022, there is no plan to develop teacher weights for PISA 2025.

57. There have been concerns that a Teacher Questionnaire might affect the participation rate of schools or students. The success of the PISA 2015 and 2018 Teacher Questionnaires indicates that the introduction of an additional Teacher Questionnaire has no negative side effect on the participation rate of schools and students. Satisfactory participation rates were also achieved in most of the countries/economies that distributed the PISA Teacher Questionnaire in 2015 and 2018. However, in a few countries/economies the non-response rate was above 20%.

Chapter 4. PISA 2025 Foreign Language Assessment - English

4.1. The importance of assessing Foreign Language Competency

58. In today's globalised world, economic interdependency, technological innovation and human migration flows have made interactions amongst people from different countries and cultures increasingly important. This has made proficiency in more than one language an essential tool to be able to communicate and interact with others and a key asset for employability. Learning foreign languages brings multiple benefits for individuals and economies, including increased intercultural understanding and global competence skills, economic benefits, and even improvements in cognitive outcomes.

59. Countries and economies around the world are investing significant resources in foreign language teaching and learning, and want to know if their efforts are working. They would like to compare their students' competencies in foreign languages with their own policy goals, international standards and other countries' performance. They are also keen to know if their efforts to promote foreign language teaching and learning are effective, and need evidence on the most effective policies and teaching approaches and methods.

60. The PGB decided in 2019 that the first cycle of the FLA will focus on English. It is expected that the FLA programme will extend to other languages in future cycles. English has become the lingua franca in many higher education settings, work force and civil society contexts where people need to communicate across countries. Reflecting this, English stands out as the most commonly taught foreign language in education systems around the world. It is a compulsory subject in many PISA-participating countries and considered a core subject in some countries.

61. The instruments for the first cycle of the FLA have been designed to consider the specific nature of English as a foreign language. The cognitive language tests will be developed by Cambridge Assessment English, and the Student, School and System-level Questionnaires have been developed to take into account the different ways that students learn English, both through school and – in some cases – through exposure in everyday life. While many countries have their own national assessments of English as a foreign language, the PISA 2025 Foreign Language Assessment - English (FLA) will allow them to interpret their results and policies with an international perspective.

4.2. The PISA assessment strategy for assessing foreign language

(i) The first cycle of the PISA Foreign Language Assessment (FLA) programme

62. PISA 2025 will include for the first time an optional foreign language assessment, which will assess the main foreign language competences needed to study and work in a globalised world. The assessment will be implemented every two PISA cycles, allowing for trend analyses.

63. The PGB suggested feasibility and simplicity as guiding principles for the development of this first cycle, and to consider that further elements can be added in later cycles. Consultations with PISA countries/economies were undertaken to select the language and skills for inclusion in the first cycle of FLA. For this first cycle, the study will assess English as a foreign language and will focus on the three skills of reading,

listening and speaking.⁸ The intention is to add other languages and skills in future cycles, subject to interest by countries/economies and technical feasibility.

64. In addition to the cognitive assessment, this option will also collect data on the background factors that relate to foreign language teaching and learning.

(ii) The PISA 2025 FLA cognitive assessment

The cognitive framework

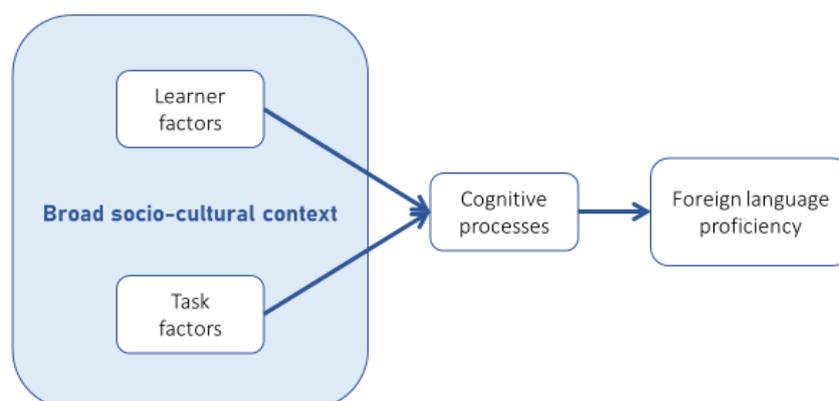
65. The PISA 2025 FLA Framework builds on other international experiences of assessing foreign languages, in particular the Common European Framework of Reference for Languages (CEFR) descriptive scheme and a socio-cognitive model of language use.

66. The framework defines foreign language proficiency as the ability to use a foreign language to communicate effectively. This requires a combination of communicative language competences and general competences that allow the foreign language learner to perform communicative language activities (reception, production, interaction and mediation), which involve one or a combination of reading, listening, speaking and writing skills. It also requires the activation of appropriate language strategies. While the framework provides a comprehensive description of foreign language proficiency, the 2025 assessment will focus only on some of its elements.

67. Foreign language proficiency is viewed as the joint outcome of two combined sources of influence, namely (i) learner factors and (ii) task or activity factors, which determine the cognitive processes that the learner employs when using a foreign language. Learner factors can include motivation, prior foreign language exposure and self-efficacy, as well as school environment, teachers' training, teaching and assessment practices. Task factors are the reasons that motivate the foreign language learner to engage in the language learning activity and meet the demands of the activity. They include task purpose, function, complexity, time constraints and linguistic demands. Learner and task factors interact within a broad socio-cultural context. The framework details how learner and task factors will be addressed in the assessment.

⁸More specifically, reading comprehension, listening comprehension and spoken production.

Figure 1. Factors that contribute to foreign language proficiency



Source: OECD (2021), PISA 2025 Foreign Language Assessment and Analytical Framework, PISA, OECD Publishing, Paris.

68. For more information on the cognitive framework, see the [PISA 2025 Foreign Language Assessment Framework](#) and the [Framework brochure](#).

Test design proposal

69. An initial test design proposal was prepared by the OECD Secretariat based on the recommendations the PGB gave at its 46th and 47th meeting and inputs received from countries/economies, experts and the PISA Technical Advisory Group (TAG). It was presented and discussed at a webinar on 18 November 2020 with PISA Governing Board (PGB) representatives, National Project Managers (NPMs) and foreign language experts from countries. The test design will be further developed once the contractors responsible for the design, development and implementation and for sampling of the PISA 2025 cycle are in place.

70. The test design proposal states that the design for FLA should support the reporting goals of providing (i) valid measurement, at the population level, of students' reading, speaking and listening proficiency in a foreign language (ii) inter-correlations among skills assessed by the FLA, as well as between FLA-reading, and (iii) reading in the language of instruction.

71. The test design proposal aims to follow as much as possible the design used for the Financial Literacy in 2018 and 2022, while taking into account the particularities of assessing speaking and listening in the PISA setting, and the inclusion of the PISA Reading test to be administered to a sub-sample of students.

72. Some characteristics of each test are the following:

- For reading, the test will be based on the adaptive design for reading in PISA 2018 and is expected to follow a multi-stage adaptive design. It will last about 60 minutes per student.
- For speaking, the test would be non-adaptive and will last about 15 minutes per student (of which about 7-8 minutes recording time), plus time for testing the equipment.
- For listening, the test is expected to be adaptive, with a simplified multi-stage adaptive design. The overall length of the test is between 30 and 40 minutes (easier testlets are

expected to be slightly shorter than hard testlets, for an equivalent amount of information).

73. For more information, see [Test design proposal for the PISA 2025 foreign language assessment](#) [EDU/PISA/GB(2020)22].⁹

Reporting foreign language proficiency

74. For the PISA 2025 FLA, each skill assessed (reading, listening and speaking) will be reported on a separate six-point scale aligned with the CEFR scales. The use of these globally recognised scales will facilitate easy and appropriate interpretation of PISA results by educators and policy makers.

75. The CEFR level descriptors correspond to a progression in language competence; for each level, a series of “can-do” statements indicate what language learners whose competence falls within that level are typically able to do. The levels covered in PISA 2025 will be from Pre-A1 to C1.

76. In addition, it is expected that the results will also be reported on a continuous scale, as is normally done in PISA.

(iii) The PISA 2025 FLA background questionnaires

77. The PISA 2025 FLA includes a set of questions – in addition to the cognitive language test – to be included in the PISA questionnaires for students and school principals. For countries/economies that wish to administer questionnaires to teachers and/or parents, the FLA also includes modules for these two groups.¹⁰ The FLA also includes a System-level Questionnaire that collects information on foreign language teaching and learning from policy officials.

78. The information gathered through the questionnaires will be analysed together with the information on foreign language proficiency collected through the tests to provide a comprehensive picture of the factors that influence foreign language learning inside and outside school.

79. The questionnaire framework was developed based on an in-depth review of the scientific literature and past large-scale international assessments, and on the input received from experts and policy makers. The background questionnaires cover 44 constructs categorised into the four policy domains of (i) Government and school policies, (ii) Students and learning environment, (iii) Teacher’s training and profile, and (iv) Teaching practices. In addition, the background questionnaires cover two transversal topics, ICTs, and the use of the target language for instruction in other subjects. Most of the constructs are addressed in multiple questionnaires.

80. While the FLA has been designed as a set of instruments that complement each other to obtain the maximum amount of data, analyses and policy benefits, it is possible for PISA participating countries/economies who cannot engage with the whole assessment to

⁹ Available for individuals with access to O.N.E Members and Partners ([link](#)) or PISA’s SharePoint site ([link](#))

¹⁰ The PISA 2025 school, teacher and Student Questionnaires are computer based, while the Parent Questionnaire is paper-based.

apply only the questionnaires (all of them or some of them). The costs of doing this are described in Annex A.1.

81. For more information on the questionnaire framework, see Section 5 of the [PISA 2025 Foreign Language Assessment Framework](#).

FLA Student and School Questionnaire modules

82. For countries/economies taking the FLA, the Student and School Questionnaires will each include a module of questions related specifically to foreign language.

83. The length of the FLA Student module in the Main Survey is expected to be approximately 10-15 minutes in addition to the main Student Questionnaire, and the length of the School Student module about 5-10 minutes in addition to the main school questionnaire.

FLA Parent Questionnaire module

84. Countries/economies taking both the FLA and the Parent Questionnaire are encouraged to include a module of questions for parents related specifically to foreign language. In principle, all parents would answer the same questionnaire regardless of whether their children are taking the FLA tests or not. Including this module comes at no additional international cost, as it is included in the international fee for the FLA.

85. The length of the module in the Main Survey is expected to be approximately 5 minutes (in addition to the main Parent Questionnaire).

FLA Teacher Questionnaire

86. Countries/economies taking the FLA may choose to administer a questionnaire for teachers who teach English as a foreign language. This is an International Option within the PISA 2025 FLA, with an international fee in addition to the that of the FLA Option. Cost estimates for all International Options are summarised in the summary table (Table 2. Summary table (Cost estimates)).

87. The Teacher Questionnaire for PISA 2025 has a core module, which is followed by a science teacher module and/or a FLA teacher module.¹¹ Countries/economies are implementing the option are able to implement only the FLA teacher module without the science teacher module.¹²

88. In addition to the core module of the Teacher Questionnaire, which focuses on questions relevant to teachers across subject domains, the FLA Teacher module is composed of questions addressing (i) foreign language teacher profiles and qualifications,

¹¹ In some countries, there may be an overlap between the samples of science teachers and of teachers of foreign languages, when they teach both Science and English as a Foreign language, or they teach science in English, where English is not the main language of instruction of the school/students. These teachers would be part of the sample of both modules (for countries/economies choosing to take both Science and Teacher Questionnaires).

¹² For more information about the Science Teacher Questionnaire module, please refer to [section 3.1](#)

(ii) foreign language teaching practices, (iii) foreign language teaching environment, and (iv) foreign language teacher professional development.

89. The PISA 2025 FLA Teacher Questionnaire will be delivered online in a computer-based format. This will allow teachers to work flexibly on the questionnaire either at school or from their home.

90. A sampling design for teachers will be developed by the PISA 2025 sampling contractor. It will build on the experiences gained through the previous PISA Teacher Questionnaires.

91. Information from sampled teachers can only be used to estimate school-level indicators, since there is no linkage between individual students with individual teachers. There is no plan to develop teacher weights in PISA 2025, as the primary aim of the PISA 2025 FLA Teacher Questionnaire is to describe students' learning environments rather than describe a teacher population.

92. The length of the FLA Teacher Questionnaire in the Main Survey is expected to be approximately 30 minutes (10 minutes for the Core Module and 20 minutes for the FLA module).

FLA System-level Questionnaire

93. The national centres of countries/economies taking the FLA will be responsible for completing a System-level Questionnaire. Its goal is to collect information on characteristics of an education system and on the wider national context that can have an impact on foreign language learning. The questionnaire will be delivered online in a computer-based format.

94. The system-level questions address the topics of human resources in primary to upper secondary foreign language education, guidelines for language-teaching approaches and assessments. They also address the regulatory environment, for example about who decides which languages are a compulsory part of the curriculum, and on the intensity of target language learning at school. Other dimensions covered include policies on English exposure through the media (e.g. subtitling/dubbing of programmes on public television) and information regarding tourism levels and characteristics.

95. PISA participants who are not taking the PISA 2025 FLA can choose to answer this questionnaire at no additional cost.

4.3. Implementation and feasibility of the PISA 2025 Foreign Language Assessment

Implementation

96. The PISA 2025 FLA cognitive test will be a computer-based assessment that will use the same platform as the other components of PISA. It will take students approximately 120 minutes to complete.

97. In order to analyse the relationship between student's proficiency in the FLA and in the core PISA Reading domain, the test design proposal suggests that students participating in the FLA will be placed into three groups taking different combinations of tests, detailed in the table below. This has implications on the data collection procedures.

Table 3. Proposed allocation of students for the FLA

Test type	Proportion of sample	First hour	Second hour	Implications for data collection
1	25%	FLA-reading	PISA Reading*	These students require no special room arrangement and are expected to take the test together with the regular PISA population
2	25%	PISA Reading*	FLA-reading	
3	50%	FLA-speaking and listening	FLA-reading	A separate test session, in a room with specific seating and hardware arrangements, is required. This can be run in parallel to the main test session.

Note: * PISA Reading refers to the reading test in the student's language of instruction which is part of the standard PISA test.

Target population and sampling

98. The PISA 2025 FLA is appropriate for assessing English when it is formally taught in school settings and it is not the main language of instruction (the main language of schooling is defined as the language of the PISA reading test).¹³ English will most likely not be an official language of the country, but in some cases, it can be.

99. To the extent possible, the FLA option should use the same population and the same school sampling and student sampling frames as the main PISA. Reporting will occur, in principle, on the same population as for main PISA.

100. However, given the complexities of the language landscape, exceptions may apply, such as:

- Participating entities or schools that use English as the main language of instruction (and where the PISA reading test is therefore administered in English) will normally not be considered eligible for the FLA. It would be possible to make an exception and include schools where, due to a system-level policy to improve students' language skills, English is the main language of instruction but is not the language spoken by students at home and in their social environment.
- Countries/economies implementing the option may choose the FLA to be administered in a subset of school sampling strata only.¹⁴

101. Ideally, English should not be the mother tongue of a significant percentage of students of the participating entity. This is very difficult to control for when sampling within the PISA context, so being a native speaker will not be an exclusion criteria. However, information about the students' linguistic environment and background will be collected through the Student Questionnaire and used for the analyses.

102. Whenever possible, the FLA sample will be composed of an additional sample of students from the same schools that participate in the core PISA survey. To reduce

¹³ While the assessed language can be one of the languages of instruction, it should not be the main language of instruction

¹⁴ Sampling standards for this option would need to be achieved in this subset, including (if needed) through over-sampling of schools and students, and would be adjudicated separately. When selecting (and defining) the strata to include in the target population, countries should be reminded of the implications for trend measurement, and ensure, to the extent possible, that the same definition and meaning of the target population can be kept in future rounds.

burdens for schools and countries, the FLA sample size will be as small as possible, ideally not much larger than the one for Financial Literacy, which is 11 students per school. The final sample size will need to be considered in relation to the overall survey design and may be larger than the one for Financial Literacy. An updated estimate of the FLA sample size will be shared with countries/economies by the end of March 2022.

103. The standard sample design for FLA is expected to fit the situation in most countries/economies. However, there will be national options available for countries/economies that need or wish to modify the sample design. For example, countries/economies implementing the options may choose to identify schools that do content and language integrated learning (CLIL) and/or bilingual schools as an explicit stratum and oversample them.

104. The target population definition and implications for sampling will be further developed and described in the PISA 2025 Technical Standards. While efforts will be made to make accommodations for countries/economies implementing the option that need such accommodations, any exceptions to the definition of the population and to the sampling guidelines will have to be discussed and agreed with the contractors for PISA 2025 and may imply additional international costs if considered a national option. In addition, exceptional approaches may be noted in the reporting of results and could imply that results are not considered comparable to those from other countries/economies implementing the option.

Assessing listening and speaking

105. The FLA in PISA 2025 will be the first time that PISA includes a listening and speaking test. A comprehensive pilot was conducted in 2020 to confirm the feasibility of including these skills in a PISA test setting for 15-year old students. The pilot successfully concluded that these skills can be assessed through PISA. The pilot was implemented in five countries (Colombia, Germany, Russian Federation, Spain and Switzerland). It confirmed both the technical aspects (adequate technological capacity to record and playback quality audio) and operational aspects (seating arrangements and external disturbances) of testing listening and speaking skills.

106. Students taking Listening and Speaking will be in a separate test session in a room with specific seating arrangements and hardware.

107. Ensuring the comparability of the testing conditions is essential for the data collection of listening and speaking. Students taking FLA listening and speaking will require headsets which meet the following technical specifications:

- Over-ear headset with a closed back and padding for comfort;
- Adjustable band to fit variety of head sizes;
- A boom directional microphone (with at least up/down vertical directionality);
- A wired connection via a stereo 3.5mm audio jack or USB-A connector (depending on the computer used for testing);
- Headsets may require appropriate drivers on the computers used for testing, to be installed and confirmed as working before the test day.

108. For more information, see the [PISA Foreign Language Assessment: Outcomes of the Pilot Study](#) report draft [EDU/PISA/GB(2021)18].¹⁵

International and National Costs

109. The international fee for participating in the FLA will, like other options, depend on the number of countries/economies that participate. It is estimated at EUR 68 777 if a total of 10 countries participate, and EUR 53 276 if a total of 20 countries participate (see Table 2 above). The international fee covers the development, co-ordination, survey operations, sampling, data analyses and support. The fee has been kept at a minimum thanks to financial support from the European Commission for the development of the assessment, including the development of the assessment framework, the draft questionnaires, and the coordination of the pilot for speaking and listening. In addition, Cambridge Assessment English is a partner for the development of the test and will conduct the central coding of speaking and provide the cognitive items and technical advice, all free of charge.

110. In addition to the international fee, participating countries will need to cover the national implementation costs. As with all PISA options, national centre resources are required to implement the survey operations for the FLA. The table below provides some key information specific to this Option for national centres to estimate their national implementation costs.

¹⁵ Available for individuals with access to O.N.E Members and Partners ([link](#)) or PISA's SharePoint site ([link](#))

Table 4. PISA 2025 FLA: Operational activities that will impact on the national costs

Activity	Tasks/requirements for national centers (Yes/No)	Description
Additional testing room and additional Test Administrator	Yes	Students taking the listening and speaking tests will be in a separate testing room and will require an additional test administrator.
Translation/adaptation of cognitive test instructions	Yes	The instructions and orientation section of the three tests will require translation and adaptation.
Translation/adaptation of questionnaires	Yes	The Student and School Questionnaire modules will require translation and adaptation. The system level questionnaire will not require translation or adaptation. Countries may choose also to participate in optional Parent and Teacher Questionnaire modules, which will also require translation and adaptation.
Provision of headsets	Yes	Students taking the listening and speaking tests will require headsets that meet the technical specifications (see section 4.3 Assessing listening and speaking). Headsets normally used by schools will not necessarily meet these requirements.
Translation/adaptation of test administrator manuals and materials	Yes	The test administrator manuals and materials for listening and speaking will include special instructions that will require translation and adaptation.
Translation/adaptation of cognitive test items	No	The tests will be integrally in English and there will be no translation or adaptation required.
Coding of open-ended questions	No	Countries will not need to do any coding of the FLA test. The listening and reading tests will not have open-ended items and the coding of speaking responses will be conducted centrally by Cambridge Assessment English with the technical support of the contractor for PISA 2025.

4.4. Further reading

EDU/PISA/GB(2021)18, [PISA Foreign Language Assessment: Outcomes of the Pilot Study](#)¹⁶

EDU/PISA/GB(2020)22, [Test design proposal for the PISA 2025 Foreign Language Assessment](#)¹⁷ OECD (2021), [PISA 2025 Foreign Language Assessment Framework](#), PISA, OECD Publishing, Paris

OECD (2020), [Learning Another Language – The PISA 2025 Foreign Language Assessment Framework](#), PISA, OECD Publishing, Paris

[PISA 2025 Foreign Language Assessment \(FLA\): Responses to questions raised at webinar, 18 November 2020](#)¹⁸

¹⁶ Available for individuals with access to O.N.E Members and Partners ([link](#)) or PISA’s SharePoint site ([link](#))

¹⁷ Available for individuals with access to O.N.E Members and Partners ([link](#)) or PISA’s SharePoint site ([link](#))

¹⁸ Available for individuals with access to PISA’s SharePoint site ([link](#))

Annex A. FLA questionnaire costs for PISA participants not taking FLA

Table A A.1. FLA questionnaire costs for PISA participants not taking FLA

Possible arrangements for PISA participants not taking FLA	
FLA Teacher Questionnaire module	This is an International Option described in this document. The costs are the same regardless of whether the PISA participant is taking the FLA option.
FLA System-level Questionnaire	Available free of charge for all PISA participants, regardless of whether they are taking the FLA option or not.
FLA School, Student and Parent modules	Taking some or all of these modules will be considered national options, to be negotiated directly with the contractors.