

## **REPORT**

### **PISA (Programme for International Student Assessment) Framework for Assessment:**

Report on Virtual Workshop

**Date: 19th December, 2020**

**Resource Person: Ms Arti Chopra, Principal, Amity International School, Sector 46, Gurugram**

Attended by: Ms Shikha Bhardwa H.O.D- Physics, Ms Pooja Batra H.O.D-Mathematics and Ms Kalpna Bisaria H.O.D English

A virtual workshop on PISA Framework for Assessment was conducted by Ms Arti Chopra, Principal, Amity International School, Sector 46, Gurugram. Over 70 participants from different schools, members of Gurgaon Progressive Schools Council, attended the workshop. The main purpose of the workshop was to enable participants to acquire knowledge of PISA, assess real world knowledge and skills, attempt questions based on PISA pattern and to frame questions to enhance the level of understanding and competence.

The Programme for International Student Assessment (PISA) is a worldwide study by the Organisation for Economic Co-operation and Development (OECD), intended to evaluate educational systems by measuring 15-year-old school pupils' scholastic performance in mathematics, science, and reading. It was first performed in 2000 and then repeated every three years.

The PISA Reading Literacy assessment is based on three major task characteristics: (i) process, which refers to the cognitive approach that determines how readers engage with a text (ii) text, which refers to the range of material that is read and (iii) situation, which refers to the broad context or purpose for which the reading takes place. The type of reading task dimension is measured on three scales, which include retrieving information, interpreting text, reflecting and evaluating. The text format may include continuous text (prose that may be narrative, expository, descriptive etc) or non- continuous text (charts, graphs, tables etc.) There are six reading levels of learners designated by PISA. Reading Literacy measures a student's capacity to understand, use, evaluate, reflect on and engage with texts, in order to achieve one's goals.

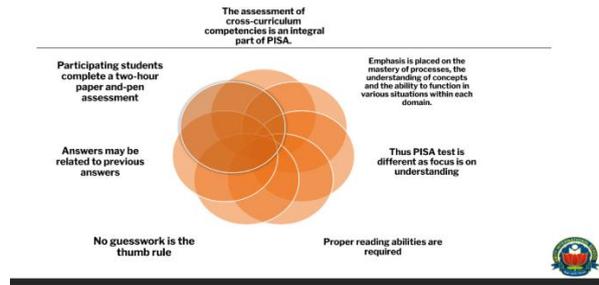
Mathematical Literacy includes formulating the situation mathematically, its application, interpretation, employing analysis and evaluation of mathematical outcomes. The various levels of assessing mathematical literacy suggested are real world context problems, organising the problems, making assumptions, generalising, formalising and then solving the problems.

Scientific Literacy includes the capacity to use scientific knowledge, to identify questions, to draw evidence-based conclusions in order to understand and help make decisions about the natural world. It also integrates thinking scientifically about a question with knowledge from other fields, to utilise scientific evidence and reconcile conflicting claims about it. Scientific Literacy levels are based on Depth of Knowledge Taxonomy: (i) Low level, which includes carrying out one step procedure, eg. recall of a fact, term, principle etc. (ii) Medium level,

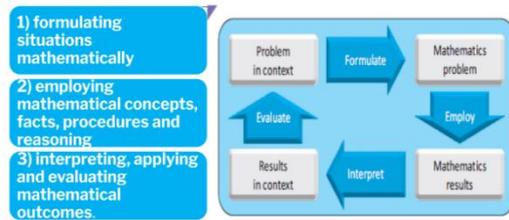
which includes use and application of conceptual knowledge to describe or explain a phenomenon, interpret data etc. (iii) High level, which includes analysis of complex information or data, evaluating evidence and developing a plan or sequence of steps to approach a problem.

The resource person shared PISA questions based on the three subjects through an interactive session which included quizzes, videos, interpreting data and framing questions. The session concluded with an emphasis on the fact that the outcomes outlined by PISA are not only desirable but also attainable and compatible with the New Education Policy 2020.

### Principles of Testing in PISA



### Processes involved in Mathematical thinking:



# ORGANISING THE DOMAIN OF READING

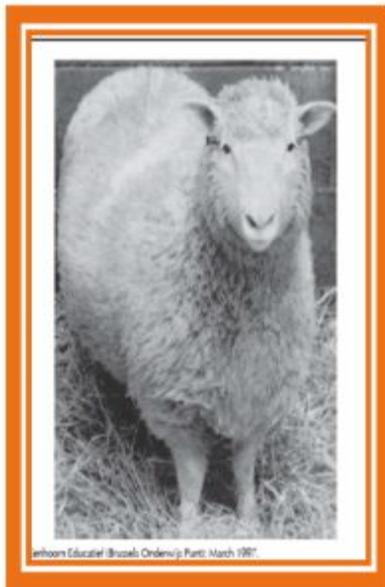


The PISA reading literacy assessment is built on three major task characteristics to ensure a broad coverage of the domain:

- **processes**, which refers to the cognitive approach that determines how readers engage with a text
- **text**, which refers to the range of material that is read
- **situation**, which refers to the range of broad contexts or purposes for which reading takes place.



## CLONING



ephoon Educatief (Buzaklı Ordusu) j. Partı: March 1997

Without any doubt, if there had been elections for the animal of the year 1997, Dolly would have been the winner!

Dolly is a Scottish sheep that you see in the photo. But Dolly is not just a simple sheep. She is a clone of another sheep. A clone means: a copy. Cloning means copying 'from a single master copy'.

Scientists succeeded in creating a sheep (Dolly) that is identical to a sheep that functioned as a 'master copy'. It was the Scottish scientist Ian Wilmut who designed the 'copying machine' for sheep. He took a very small piece from the udder of an adult sheep (sheep 1). From that small piece he removed the nucleus, then he transferred the nucleus into the egg-cell of another (female) sheep (sheep 2). But first he removed from that egg-cell all the material that would have determined sheep 2 characteristics in a lamb produced from that egg-cell. Ian Wilmut implanted the manipulated egg-cell of sheep 2 into yet another (female) sheep (sheep 3). Sheep 3 became pregnant and had a lamb: Dolly. Some scientists think that within a few years it will be possible to clone people as well. But many governments have already decided to forbid cloning of people by law

