MATERIAL PREPARATION FT 2012

Doc: NPM(1010)4a also Material_Prepare_FT12

National Project Managers' Meeting

Budapest, Hungary

3-8 October, 2010

Consortium:

Australian Council for Educational Research (ACER, Australia)

cApStAn Linguistic Quality Control (Belgium)

Deutsches Institut für Internationale Pädagogische Forschung (DIPF, Germany)

Educational Testing Service (ETS, USA)

Institutt for Lærerutdanning og Skoleutvikling (ILS, Norway)

Leibniz - Institute for Science Education (IPN, Germany)

National Institute for Educational Policy Research (NIER, Japan)

The Tao Initiative: CRP - Henri Tudor and Université de Luxembourg - EMACS (Luxembourg)

Unité d'analyse des systèmes et des pratiques d'enseignement (aSPe, Belgium)

Westat (USA)

TABLE OF CONTENTS

PREPARATION OF TEST INSTRUMENTS, MANUALS, AND MATERIALS FOR THE PISA 2012 FIELD TRIAL

Introduction

1. This document sets out instructions for NPMs and those responsible for national translations of the PISA 2012 assessment material.

2. Please refer to the NPM manual for a full description of the PISA standards, the testing languages, the double translation procedure, the Preferred Verification Schedule, the Translation Plan and the recruitment of translators.

3. The table below show the key documents that are essential for the translation, adaptation and preparation of the material and that are referred to in this document.

Key documents

Reference	Document title
NPM(1010)4a	**Material Preparation PISA 2012**
NPM(1010)4b	**PISA 2012 Computer Based Assessment Translation Management System Manual**
NPM(1010)4c	**PISA 2012 Translator's User Guide to Online Language Tool**
NPM(1010)4d	**PISA 2012 Reconciler's and National Reviewer's User Guide to Online Language Tool**
NPM(1010)4e	**PISA 2012 Translation & Adaptation Guidelines**

Internationally equivalent PISA materials

4. The equivalence of the test material, questionnaires and manuals with the international source versions is the subject of PISA Standards 5.1 and 5.2 displayed in the NPM manual.

Document languages to be used

5. The PISA Standard that relates to the test languages used in PISA is displayed in the NPM manual.

6. The NPM should develop as many versions of the test instruments as there are languages of instruction used in the schools included in the national sample. The test languages identification was part of the sampling task 2 (due 1st July 2010) and is now completed.

Amount of material to translate

7. Estimates of the volumes to be translated were provided in the PISA Newsletter 2 to assist you in discussing volumes, costs & deadlines with your translators.

8. A document listing all units to be translated and their volume in the English source version will be made available at or shortly after the NPM meeting Note that most of the units listed in this document will have gone through extensive review since the bundle dispatches, and many will undergo further review after the Budapest meeting. Therefore, units from the four bundles, and from the 'Field Trial" bundle distributed in Budapest, should **not** be considered as being ready for translation.

Prepare national School Coordinator (SC) and Test Administrator (TA) manuals (or School Associate (SA) Manual)

Receive English source versions of SC, TA and SA manuals

9. The English source versions of the SC and TA and SA manuals will be released to National Centres two weeks before the NPM Meeting in September.

10. The source versions of manuals describe procedures for administration of the core PISA 2012 components, i.e.:

- Paper-Based PISA assessment of mathematics, reading and science; and
- Computer-Based assessment of Problem Solving.

11. If the roles of school coordinator and test administrator are to be undertaken by the same person in most or all of the schools, NPMs should use the SA manual. If these roles will at least predominantly be undertaken by separate people, then separate SC and TA manuals should be prepared.

12. NPMs are encouraged to prepare national version(s) of their SC and TA or SA manuals immediately after the NPM meeting in Budapest, especially countries administrating the Field Trial in March 2011. This will help to spread the load of the translation work. It is also advantageous because it requires early consideration of the test administration procedures as they will apply at the national level. Procedural issues can be properly considered and resolved, and incorporated into the training of test administrators and school coordinators well in advance of the testing period.

13. The paragraphs of the source version manuals are **numbered**. I**t is required that the paragraphs of your national manuals also be numbered.**

Prepare tracking instruments and coding instructions

14. One of the most important tasks for the SC and the TA is to accurately record information on a number of tracking instruments that are provided with the manuals. There are four such instruments, the *List of Eligible Students* (LST), The *Student Tracking Form* (STF), the *Session Attendance Form* (SAF) and the *Session Report Form* (SRF). Each of these is summarised below.

15. The *List of Eligible Students* (LST) is used by the SC to list ALL students eligible for PISA that attend the school. That is, all students in grades 7 or above who are born within the range of birth dates that was agreed with Westat in the discussion of your sampling plan. Additional background data, for example gender, birthdate, and grade are also collected on this form. For students participating in an additional grade-based sample international option, additional students who are not eligible for the core PISA assessment, but who are eligible for the grade-based sample must also be listed. It is important to emphasise that ALL eligible students must be listed on the LST, even students who may need to be excluded from the assessment, for example due to a permanent physical disability. Failure to record all eligible students from the school may seriously invalidate the sample. The *LST* is completed by the SC and returned to the national centre and imported into KeyQuest[1], and a sample of students is selected from this list. The list of sampled students who will participate in PISA is recorded on the *Student Tracking Form* (STF). The STF is returned to the SC, who uses a code to identify any students who cannot participate in PISA, for example because of a special education need. (For more details see the *SC manual* paragraphs 14 to 18)

[1] Refer to the Data Management Manual FT12 for further information about the KeyQuest software

16. On the day of the assessment, the TA records student attendance at the session on a *Session Attendance Form* (SAF) separately for the *Paper-Based (PB)* session and the *Computer-Based (CB)* session. Following each PB and CB session, the TA also records information about each session, for example timing information, on a *Session Report Form* (SRF) (separately for *PB* and *CB* sessions).

17. After the assessment the STF, SAF and SRF are all returned to the National Centre and checks are made to ensure that the forms are completed accurately and that all materials *are accounted for*. Each form is then data entered into KeyQuest to provide the vital links in the database between students, the assessment instruments they were administered, and the sessions they attended.

18. One of the key tasks in the preparation of the *TA Manual* and the *SC Manual* (or the *SA Manual*) is to explain the procedures relating to the correct coding of these tracking instruments. The source manuals provide detailed instructions concerning these tasks.

19. Some aspects of these procedures, for example the definitions of the Special Education Needs (SEN) categories, and instructions to assist schools in deciding whether a student with a special education need should be excluded, may require some national adaptation.

20. In particular, a fourth category of SEN is available (subject to ACER approval) for National Centres who wish to include an additional SEN category. In earlier PISA surveys, for example, a small number of National Centres wanted to be able to distinguish between students who had been professionally diagnosed as dyslexic from students identified under the international Special Education Needs categories.

21. Adaptations made to the source definitions for SEN must be documented on the Manuals Adaptation Spreadsheet (MAS) and submitted to ACER for review. This of course includes any addition of a fourth category defined by the NPM.

22. Similarly, instructions to assist schools in deciding whether a student with a SEN should be excluded must also be documented on the MAS and submitted to ACER for review.

23. You should use the information below to develop instructions for your country. It is important to provide precise instructions in the SC and TA manuals (or SA Manual). All manuals indicate where these instructions should be placed for SCs and TAs (or SAs).

Prepare Instructions for providing student background information on the List of Eligible Students (LST)

24. The source version of the SC manual provides a sample template for the LST where the following background information is collected for each eligible student: Student Name, Grade, Gender, Birth date, Study Programme and SEN.

25. The Study Programme names and codes must exactly correspond with those that have been agreed with ACER on the Study Programme Table. Refer to the Data Management Manual for further information about this instrument.

26. SCs are also asked to indicate whether any of the eligible students has a SEN. **Note that this column on the *List of Eligible Students* is simply to indicate that a student has a SEN. Many such students will be able to be included in the assessment.** A separate column on the *Student Tracking Form* is used to indicate that a student is to be **excluded** on the basis of his/her SEN.

27. It is recommended to collect the SEN data for all students on the LST. Collecting the data at this point will save the SC from needing to return to the school records a second time following the selection of the student sample. It will also provide National Centres with

potentially useful data about the distribution of SEN across all eligible students at the school, rather than for just the sampled students. If you believe that collecting SEN information for all eligible students at each school will be too great a burden for the SC, you may adapt the source procedures so that this information is collected for sampled students only and recorded onto the *Student Tracking Form.*

28. **You may need to adapt SEN definitions to suit national circumstances. All adaptations are recorded on the MAS and submitted to the Consortium for review.**

Prepare the national version of the Student Tracking Form (STF)

29. When the student sample for a participating school is drawn in KeyQuest a STF will be printed, carrying over student background data from the LST, and allocating a booklet number and a questionnaire form to each student. The STF is an internationally standardised instrument, and therefore only the most limited adaptations to this form are possible, as explained below.

30. If you are administrating only the standard core components (PB PISA and CB assessment of Problem Solving) preparation of the STF will simply involve the translation of the form headers (i.e. the school identifying information and the column headings) into the language of the assessment.

31. If you are participating in one or more of the international options KeyQuest will produce a specific STF reflecting your options and variations agreed by ACER. This will be fully explained in the Data Management Manual and supplement documents specific to these options that will be provided with the source version manuals.

32. You may also need to make adaptations to the international instructions for identifying students who cannot be assessed for PISA to make them suitable to the national context. Please note however, that it is absolutely vital that the instructions do not lead to the exclusion of students who can, and therefore should participate in the assessment. The intent of the study is to be as <u>inclusive</u> as possible. The PISA Standards with regard to population coverage and participation are discussed in the NPM manual, and NPMs must be very familiar with these Standards.

33. However, there will be some students who **cannot** participate in PISA. Following the selection of the student sample, the *Student Tracking Form* is returned to the SC, who must identify such students in a column specifically for this purpose. The full list of codes to be applied together with instructions for their use are provided in the source version *SC manual* in paragraphs 29 to 35. It is important that these criteria be followed strictly for the study to be comparable within and across countries. WHEN IN DOUBT, INCLUDE THE STUDENT.

Prepare Session Attendance Forms (SAF)

34. Two separate *Session Attendance Forms* will be needed, one *SAF for PB PISA* session and another *SAF for CB assessment* session. They will be printed by KeyQuest at the same time that the STF is printed, at the time of student sampling. The SAF consists of some student identifying information carried over from the STF, two extra columns for the TA to code attendance at the test and questionnaire sessions respectively, and a space for some comments. Both forms will be provided as appendices to the *TA manual*. No adaptations are expected to be required for this instrument.

Prepare Session Report Forms (SRF)

35. The *Session Report Form* is an additional administration document that is completed by the Test Administrator for each separately administered PB and CB sessions. Both forms will be provided as appendices to the *TA manual*. Once again, few adaptations are expected to be necessary for this instrument.

36. One of the questions on the *SRF for PB PISA* relates to the language in which the particular test session was administered. International language codes, as provided on your agreed Language Table (LNT)[2] need to be provided with this question.

37. The question about the language of the session will be unnecessary in countries where all sessions are administered in the same language. Cases where this question should be deleted and instructions for the exclusion of this question from the *SRF for PB PISA* will be provided in the MAS.

Other adaptations to the manuals

38. A number of other national adaptations must be made to *the SC and TA Manuals*, to make sure that instructions given to the School Co-ordinators and Test Administrators are consistent with decisions made by the NPM (for instance concerning the testing schedule). In the source version of both manuals, text boxes titled "*Notes to NPMs*" draw your attention to those passages in which it is recommended that the NPM make an adaptation.

39. The manuals have been designed as materials that can be used in the field with only the most minimal adaptations, as described above. Adaptations beyond these minimal necessary changes should be avoided as far as possible. This is because of the risk that a change to field procedures may unintentionally lead to serious consequences in the quality of the collected data. This point was emphasised by the OECD in its Call for Tender for the PISA project.

> Perhaps the greatest risk in the proposed project is the possibility of deviations introduced at the national level during the course of the implementation. Seemingly unimportant decisions, taken alone or in combination, can undermine the integrity of the entire survey in a particular country. (OECD)

40. It is nevertheless recognised that in certain limited situations, some further adaptations may be required to the manuals. For more details about the international procedures that MAY BE or SHOULD NOT be changed, refer to the Translation and Adaptation Guidelines.

Recording adaptations to the manuals

41. ACER will provide a Manuals Adaptation Spreadsheet (MAS) for the recording of adaptations to the manuals. A copy of this form will be distributed in September at the time that the source version manuals are released.

42. Within the MAS separate spreadsheets will be provided for each of the three manuals. You will need to record any adaptations that you have made versus the source version manuals in the preparation of your national manuals.

43. In your national version of the manuals, a number of "specified" parts must be equivalent to the source versions (see PISA Standard 5.2, described on page 43 of the NPM Manual.) For these parts, very little or no adaptations should be made. **For each of the specified parts, you will be required to record the paragraph location of the part in your manual**.

44. For other parts of the manuals (the 'non-specified parts') you will NOT need to provide word-for-word detail of proposed adaptations. However, as the Consortium expert who must agree to these adaptations will in most cases not be able to read the actual manuals, you must carefully consider the impact of proposed adaptations, discuss any potential issues envisaged with ACER, and extensively document the changes onto the MAS.

[2] The LNT will be discussed at the Budapest meeting and will be negotiated with you during October.

45. All additional procedures, no matter how apparently trivial, should be described in the MAS. Where international procedures are removed from the manuals, for example because some of the roles of the TA and/or SC as described in the source versions will be undertaken at the national centre, the consequences of these changes to the procedures described in the manuals must be thoroughly described in the MAS.

46. **It is your responsibility as NPM to ensure that adaptations to the source manuals are thoroughly recorded in the MAS, and carefully explained to the manual development team at ACER**.

English backtranslations

47. If some of your proposed adaptations are complex, it may be simpler for all concerned if you provide a separate document with an English backtranslation of the relevant section of your national manual rather than to explain the details in the format of the MAS spreadsheet. In this case, you will still continue to use the MAS spreadsheet to indicate the location of the text within your national manual, and to explain or justify your proposal, and insert a reference to the separate document in the columns where the adaptation would normally be recorded.

48. An example of a complex adaptation to the manuals that is sometimes adopted is to take out the procedure for collecting the list of eligible students (i.e. the LST) from the manuals, because it is decided to collect this list directly from school principals. In this case, an English backtranslation of the letter that is sent to principals is to be sent to ACER. The location of specified parts within the letter (e.g. the population date of birth definition, the study programmes, and the SEN codes) must be clearly recorded in the relevant rows of the MAS. A reference to the document name of the English backtranslation must also be recorded in relevant rows of the MAS.

49. With the examples of the List of Eligible Students, the Student Tracking Form, and the Session Attendance Forms that appear in the manuals, English backtranslations are **required** to be sent to ACER. This is because the task of checking these examples involves close examination of how the codes have been applied, and therefore goes beyond checking for linguistic equivalence.

The administration of national options following the core PISA assessment

50. Where an additional instrument or instruments are to be administered as national options, these must be administered after the PISA international material. (Refer to PISA Standard 7.2 see page 31 of the NPM manual). The proposal to administer additional instruments must have been discussed and agreed with ACER, via the ‘Options and Variations’ on-line form available on MyPISA. You are strongly encouraged to provide procedural information related to these additional instruments as separate documents to the PISA manuals.

Implement approved adaptations and submit national manuals to ACER

51. Once completed, you will upload the MAS to MyPISA for approval of the proposed adaptations.

52. A member of the ACER manual development team will consider the adaptations documented on the MAS, and approve, not approve (giving reasons), or request further information regarding each adaptation.

53. Following the resolution of all issues related to the adaptation of the manuals, an approved MAS, and accompanying documents, for example the national versions and English backtranslations of tracking instruments, will be uploaded to MyPISA.

54. You should finalise your national manuals incorporating any feedback provided on the approved MAS, and then submit the manuals within so called “final MAS package” to MyPISA

for the final check. **Remember, there is no linguistic verification of manuals by cApStAn at the Field Trial stage.**

Translation / Adaptation of test material[3]

55. The material for the Paper-based assessment (Mathematics and Financial Literacy Option) will be provided as follows:

- Separate units, containing stimulus, questions and coding instructions together with the ***Test Adaptation Spreadsheets (TAS)***, in which all units will be listed, and all cases where national adaptations are expected by the test developers will already be highlighted. There are three TAS:: one TAS for the new mathematics units, one TAS for financial literacy units; and one TAS for link material including different worksheets.
- The booklet shell together with the ***Common Booklet Parts Adaptation Spreadsheet (BAS)***, in which all common booklet parts (general directions, cover, survey etc…) will be listed, and all cases where national adaptations are expected will already be highlighted.
- Clusters (groups of items from which booklets will be formed using the rotation design of the study).
- Booklets (master copies of the final test booklets).
- Separate Coding Guides for each domain (compiled from the coding guides for the open-response items).
- Workshop material for each domain.

56. The Computer-based units and coding guides (one WORD document per unit) will be available from the Translation Management System (please refer to *NPM (1010) 4b*). Consolidated coding guides per domain (Problem Solving, CBAM and ERA) will be dispatched late January.

57. The various test material will be dispatched as shown in the table below:

Material dispatches

Material	Dispatch date
Reading, Math and Science link units and corresponding TAS	September
New Paper-Based Math and Financial Literacy units	No later than 3 December
Booklet Shell and corresponding BAS	3 December
Clusters and Booklets	21 December
Consolidated Coding guides (one per domain) and workshop material	28 January

Receive English and French source versions of the material[4]

58. **In addition to the material newly developed for PISA 2012, countries that did not participate in PISA 2009** will have to translate the Math, Reading and Science link material selected from PISA 2009. The process to be followed in preparing the link material is exactly the same as the process described below for the preparation of the new material.

59. **Countries that participated in PISA 2009** will not need to field trial the link material.

[3] Note that Reading Components have their own Translation and Adaptation Guidelines and are not covered by this document.
[4] Please note that there will be only an English source version of the Financial Literacy units.

60. **Countries that participate in the CBAL option and that participated in the ERA option in PISA 2009** will not need to field trial the Reading material from CBAL.

Translate into national versions of the test units, documenting all proposed adaptations

61. Countries should organise for the translation of material using the "***double translation and reconciliation***" procedures described in the NPM manual and following the advice provided in *PISA Translation/Adaptation Guidelines*.

62. One of the roles of the *reconciler* of the translations is to document all national adaptations in the test material that the translation team deemed necessary. For the paper-based material, s/he will do this by completing the *Test Adaptation Spreadsheet (TAS).* S/he will describe the adaptations made in each of these cases, and mention all additional adaptations next to the corresponding units.

63. For the computer-based material, the translators will find needed information on how to manage the translation in the *PISA 2012 Translator's User Guide to Open Language Tool***.** The reconciler will find instructions about how to manage the reconciliation and record adaptations in the *PISA 2012 Reconciler's and National Reviewer's User Guide to Open Language Tool*

Translate the coding instructions

64. The coding instructions for both the Paper-based assessment and the Computer-based assessments only require single translation. As explained in the *PISA 2012 Translation and Adaptation Guidelines*, the reconciler will need to finalise and review the translation of these instructions in the light of the final national version of stimuli and items.

65. For the paper-based assessment, the coding instructions need to be translated and reconciled within the unit in WORD format and submitted for verification together with items and stimuli.

66. For the computer-based assessment, the coding instructions of each unit will be made available in the form of separate WORD files at the same time as the computer-based units. It is **strongly** recommended to produce the single translation of these instructions in Word format *at the same time* as the translations of the units in OLT. Indeed, once the Computer-based units have gone through final checks it is *impossible* to introduce new changes.

67. It will then be the Reconciler's responsibility to prepare consolidated coding guides (one per domain) in finalising the translation in the light of the final national version of the units and possible consortium changes, and to submit them for verification according to the agreed CB_PVS Schedule. The verification of coding guides for computer-based assessments follows the same procedure as the verification of paper-and-pencil units; material submitted for verification must be uploaded on VegaSuite with the corresponding TAS.

REMINDER

Once the Computer-based units have gone through final checks it is *impossible* to introduce new changes, even if new insights arise when finalising the coding guides..

Prepare the booklet shell for the Paper-based Assessment

68. There are a number of elements that appear in each of the test booklets. These include:

- the cover page. Note that the Student Questionnaire will have a similar cover page as the test booklet,

- the General Directions (that are read to the students prior to the test). The General Directions are also inserted into the TA or SA manual,
- acknowledgment of sources for permission to use material,
- Calculator use and Effort Thermometer survey (for the regular booklets). For the two booklets that include Financial Literacy, there will be two versions of a short questionnaire on financial literacy attitudes/behaviour in the Field Trial.,
- a formula sheet for new countries that test math items in the Field Trial

69. The cover of the test booklets and questionnaire forms is the subject of PISA Standard 10.2 (see page 64 of the NPM manual)

70. Changes to the covers are subject to the restrictions described in the NPM manual

71. National adaptations to the cover page and other common booklet parts are recorded on the *Common Booklet Parts Adaptation Spreadsheet* (*BAS)*, using the same process as described for the TAS.

Verification of paper-based test material

72. Once the improvements suggested by the experts of the National Committee are implemented, the revised target version and related *Test Adaptation Spreadsheets* should be submitted for international verification. The submission dates for this material should be in accordance with those negotiated on the *Preferred Verification Schedule*

73. Your paper-based material should be submitted for verification in unit format, together with the related *TAS* and *BAS*. **Note that, unlike the *Manuals Adaptation Spreadsheet* and the *Questionnaire Adaptation Spreadsheets*, the *TAS* and the *BAS* should be sent directly to the verification co-ordinator (cApStAn).** Please document in the *TAS* all changes that you intend to implement in each test unit and in the *BAS* all changes that you intend to implement in the covers, the general directions, the sources and other common booklet parts. **Verification of test materials will be performed only if the accompanying adaptation spreadsheet has been received by the verification co-ordinator.**

74. For PISA 2012, cApStAn will be the verification co-ordinator for all translated/adapted test materials and questionnaires (English as well as non-English). cApStAn will advise you how to access and use the VegaSuite web-based exchange platform to submit materials for verification and receive verified materials.

Implement feedback from verification process

75. Following verification, the materials (including the *TAS* and the *BAS*) will be returned with the verifier's comments and suggestions to the national translation team, for implementation at the National Centre.

76. The international consortium referee will review all comments entered by the verifiers before sending back the TAS and BAS to the NC. Some of the referee comments will be labelled as key corrections (for example advice to follow the verifier's correction, or in some cases to implement a different solution after discussion with the NC), i.e. corrections deemed necessary to keep the equivalence between the national and the source versions. Some other referee comments will not be key corrections but either recommendations that the Consortium wishes to be considered carefully before making the final corrections, or agreements on the original translation/adaptation.

77. However, not all verifier corrections in the unit will elicit an intervention in the TAS. For example fixing a typographical error or an incorrect subject/verb agreement that makes a

sentence ungrammatical are corrections at the purely linguistic level, which should not give rise to any controversy and therefore do not require further follow-up. That does not imply that those corrections are less important.

78. Where the National Centre disagrees with key corrections, they should discuss this with the consortium referee. Unresolved issues will be referred to the test developers.

79. It is highly recommended that you have your revised material proof-read independently so as to spot typos or spelling errors that may have been introduced while entering the corrections.

Construct national versions of clusters and test booklets

80. Once the national versions of the test units have been finalised, item clusters should be formed and perfected, and then test booklets should be formed from the clusters and from the booklet shell (finalised according to the agreed BAS). To assist with the formation of clusters and booklets, a table showing the allocation of the items and units to clusters and booklets will be distributed at the same time as the source versions of the clusters and booklets.

81. The NPM should check carefully that all errata that have been dispatched since the release of the units have been included. Information about errata will be available on MyPISA Website.

82. In the construction of test booklets, take note of PISA Standard 10.3 below, concerning layout and pagination.

Exhibit 1: Layout and pagination, PISA Standards

Standard 10.3 The layout and pagination of all test material is the same as in the source versions, *unless otherwise agreed upon*.

Submit final national versions of test booklets to the Consortium for final optical check.

83. After assembling the booklets, hard copies or .pdf files should be submitted to the National Committee for final endorsement, and then sent to the verification co-ordinator for a “Final Optical Check” (FOC) via upload to VegaSuite. This is a check of layout related issues, as well as a check that key corrections (as ruled by the Consortium) have been correctly implemented. Note that the FOC should NOT be considered as being a new complete verification or proof-reading of the material. Please understand that both these two final steps are important and must be completed BEFORE the material is sent to the printer.

84. After receiving the FOC report via download from VegaSuite, last edits suggested by the verifier need to be entered in test booklets *before* printing and the FOC report sent back to the verification co-ordinator to document this step.

85. **Please note that beyond any changes suggested by the verifier, there must be NO changes to text, layout and pagination following the final optical check. Such changes at this point can lead to extremely serious consequences in relation to your final data.**

86. It is **highly recommended** that you check a proof copy of each booklet before multiple copies are printed. There were still several instances in PISA 2009 where the printer was sent a correct PDF file but printed the cover page single-sided so that odd-numbered pages appeared on the left of a double page layout and even-numbered pages on the right! Please do not hesitate to seek further advice from the Consortium with regard to ANY issues related to printing that may affect the international equivalence of your booklets.

87. National versions of the separate Coding Guides will need to be assembled according to the source versions that will be first dispatched in late January and include all possible last edits circulated by the test developers after the February coder meeting. Note that there is no Final Optical Check of the coding guides for the Field Trial.

88. It is not required to translate the Workshop Material though it is highly recommended. Therefore, there is no verification of the national versions of the Workshop material.

Verification of Computer-based material

89. The verification of the Computer-based material follows the same general principles as for the paper-based instruments, but the processes are quite different. The recommendations made above about PVS, key corrections negotiation and proof-reading thus also apply to the Computer-Based material

90. Please refer to *PISA 2012 Reconciler's and National Reviewer's User Guide to Open Language Tool* for a description of CBA verification processes.

Prepare national Questionnaires

Prepare table of country and region codes

91. For the PISA 2012 Field Trial, standard codes will be used for country variables that appear in questions of the Student Questionnaire. This will reduce data entry and recoding errors, and will streamline international recoding following data submission.

92. The process for preparing the table that lists country and region names and their codes will be discussed in the data management session at the Budapest meeting. The Student Questionnaire will need to be modified to incorporate the agreed country names and their codes.

93. The Country Table (CBT) [5] will be submitted to the Consortium as part of the Questionnaire Adaptation Spreadsheet (QAS), discussed in further detail below.

94. Note also that the data entry codes for Student Questionnaire items relating to language will be those agreed to on your agreed Language Table[6] .

Receive English and French source versions of questionnaire material

95. The questionnaire material includes the Student Questionnaire (STQ), the School Questionnaire (SCQ) and the following optional questionnaires: Familiarity with Information and Communication Technology Questionnaire (ICTQ), Educational Career Questionnaire (ECQ) and Parent Questionnaire (PQ).

96. The Student Questionnaire will be provided in the following formats:

- An "All-Notes" version which provides information for NPMs and translators about issues associated with particular items. The Notes version will also indicate whether the item was used in the PISA 2003, 2006, or2009 Main Study, and if so any modifications that have been made to the item since then.
- A version with 'TA notes' only, which contains just one occurrence of every question – i.e. it combines all forms but without duplicates- and which will be used for revision, translation and verification **only**. The Questionnaire adaptation spreadsheet will reflect this version. After verification, this version could also be printed out for use by TA's during the questionnaire session

[5] The Country Table (CBT) will be made available on MyPISA website

[6] The LNT will be discussed at the Budapest meeting and will be negotiated with you during October

- A “No Notes” version in .pdf format.
- 4 forms that will be used in the Field Trial for countries that participated in the PISA 2003 Main Study, and an additional form for countries that did not participate in the PISA2003 Main Study.

97. The ICT and Educational Career components, School, and Parent Questionnaires will be provided in two formats: a “Notes” version and a “No Notes version”.

98. Whether your country will use the online School Questionnaire or not will not make a difference for the translation, adaptation and verification of this questionnaire.

99. The different forms of the Student Questionnaire will be dispatched on December 17 while the All-Notes, No Notes, TA Notes versions of the other questionnaires will be dispatched on December 10.

100. Accompanying the questionnaire material will be the ***Questionnaire Adaptations Spreadsheet (QAS)***, where all questionnaire items will be listed, and all cases where national adaptations are expected by the questionnaire developers will be highlighted. Adaptations made to the TA notes will also be recorded in the QAS.

Translate into national questionnaires, documenting all proposed adaptations

101. Countries should organise for the translation of material following the detailed advice provided in *PISA Translation/Adaptation Guidelines*.

102. All newly prepared questionnaire items, as well as previous PISA items that have been extensively modified should be translated using the “double translation and reconciliation” procedures described in the NPM manual.

103. The preparation of the national questionnaires is the subject of PISA Standard 4.3 displayed in the NPM manual

104. As well as linguistic changes, the adaptations to the questionnaire instruments will require a deep understanding of the educational structure of the country, and so the NPM, or someone appointed by the NPM will need to work with the translators to document all national adaptations deemed necessary in the questionnaire material. Together they will need to complete the QAS, using the instructions contained in the *PISA 2012 Translation Guidelines*. They will describe the adaptations made to each item, and provide a brief explanation of the reasons for each adaptation.

105. The NPM will also need to submit the translated material and the national adaptations to the country’s **National Expert Committee** for discussion and approval.

106. The QAS should then be submitted to the Consortium. The submission dates for this material should be in accordance with those negotiated on the *Preferred Verification Schedule*.

Negotiate proposed adaptations with the Consortium

107. A Consortium expert will consider the adaptations documented on the QAS, and approve, not approve (giving reasons), or request further information regarding each adaptation.

108. All adaptations and negotiations from previous PISA cycles will be available and familiar to Consortium staff to make sure that negotiations will be as efficient as possible.

109. The consideration of adaptations to questionnaire items is likely to be an iterative process of communication between the National Centre and the Consortium. NPMs should factor this into their scheduling plans and ensure that adequate resources are in place for a rapid turnaround of requests from the Consortium for further information.

110. Following the resolution of all issues related to the adaptation of the Questionnaires, an approved QAS will be returned to the NPM.

Submit Questionnaire Instruments and QAS to verification co-ordinator

111. Once an approved QAS has been returned to the National Centre, the NPM should then submit the national questionnaire instruments and approved QAS to the international verification co-ordinator (cApStAn). The submission dates for this material should be in accordance with those negotiated on the *Preferred Verification Schedule*. **Verification of Questionnaires will be performed only if the QAS has been approved by the Consortium.**

112. For PISA 2012, cApStAn will be the verification co-ordinator for all translated/adapted test materials and questionnaires (English as well as non-English). cApStAn will advise you how to access and use the VegaSuite web-based exchange platform to submit materials for verification and receive verified materials.

Implement feedback from verification process

113. Following verification of the Questionnaire instruments, the materials will be returned with the verifier's comments and suggestions to the national translation team, for implementation at the National Centre.

114. A member of the Consortium Questionnaire team will review all comments entered by the verifiers before sending back the QAS to the NC. Some of the comments will be labelled as key corrections (for example advice to follow the verifier's correction, or in some cases to implement a different solution after discussion with the NC), i.e. corrections deemed necessary to keep the equivalence between the national and the source versions. Some will not be key corrections but either recommendations that the Consortium wishes to be considered carefully before making the final corrections, or agreements on the original translation/adaptation.

115. However, not all verifier corrections in the unit will elicit an intervention in the QAS. For example fixing a typographical error or an incorrect subject/verb agreement that makes a sentence ungrammatical are corrections at the purely linguistic level, which should not give rise to any controversy and therefore do not require further follow-up. That does not imply that those corrections are less important.

116. Where the National Centre disagrees with key corrections, it should discuss this with the Consortium Questionnaires team. Unresolved issues will be referred to the questionnaire developers.

Submit final national versions of questionnaires to the verification co-ordinator for final optical check.

117. After implementing the corrections suggested by the verifier, the Student questionnaire items should be assembled into the different forms of the questionnaire booklets following the instructions provided in the document dispatched together with the Questionnaires. The content of the Questionnaire forms is also shown in the Field Trial Study Design.

118. Pdf copies of the finalised national versions of the questionnaire instruments should be submitted to the National Committee for final endorsement, and then sent to the verification co-ordinator for a "Final Optical Check" via upload to VegaSuite. This is a check of layout related issues, as well as a check that key corrections (as ruled by the Consortium) have been correctly implemented. Note that the FOC should NOT be considered as being a new complete verification or proof-reading of the material. Please understand that both these two final steps are important and must be completed BEFORE the material is sent to the printer.

119. In the construction of the questionnaires, take note of PISA Standard 10.4, below, concerning layout and formatting.

Exhibit 2: Layout and formatting of questionnaires, PISA Standards

Standard 10.4 The layout and formatting of the questionnaire material will be equivalent to the source version.

120. After receiving the FOC report via download from VegaSuite, last edits suggested by the verifier need to be entered in questionnaires *before* printing and the FOC report sent back to the verification co-ordinator to document this step.

121. **Please note that beyond any changes suggested by the verifier, there must be NO changes to text, layout and pagination following the final optical check. Such changes at this point can lead to extremely serious consequences in relation to your final data.**

Providing copies of your final national paper-based version(s) to ACER

122. Please refer to the NPM manual: Field Trial Preparation Phase

Contact Information

123. Different institutions within the Consortium are responsible for different components of the adaptation and verification activities. As with all PISA activities, if in any doubt about where communications should be directed, send your communication to PISA Central and it will be forwarded to the appropriate institution.

124. Exhibits 17a and 17b in the NPM manual indicate which Consortium institutions are responsible for the different activities. Contact details for all institutions can be found on MyPISA. (https://mypisa.acer.edu.au)