PISA 2018 Stimulus Submission Guidelines: Reading Literacy

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PISA 2018 STIMULUS SUBMISSION GUIDELINES: READING LITERACY

Introduction

Reading Literacy is the major assessment domain in the 2018 cycle of PISA. As such, the Core A Contractor must develop a set of new Reading Literacy items that will be added to the current pool of trend items. During the spring of 2015, the Core A Contractor will conduct specific item-writing workshops with participating countries. Prior to those workshops, we wish to have country teams identify and submit stimuli (texts and any associated graphics) that can be used to generate new Reading Literacy items. We have prepared this document to describe the guidelines to follow to identify appropriate stimuli and submit them to the Core A for consideration.

This document begins with a brief overview of the draft 2015 Reading Literacy framework[1], including the task characteristics and text classifications. It is not necessary to master all aspects of this framework to select potential PISA 2018 stimuli; we have included the information in order to focus on the key features to think about as you select potential stimuli.

It then includes a set of other considerations that will assist you as you make selections.

Finally, it provides the PISA 2018 Reading Literacy Stimulus Submission Form in Annex 1 and examples of stimuli and their completed forms in Annex 2, 3, and 4.

Reading Literacy Framework[2]

The definition of Reading Literacy in the draft 2015 framework is:

> *Reading literacy is understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.*

While the 2015 framework acknowledges the importance and prevalence of electronic texts and digital literacy, it was beyond its scope to incorporate these elements fully into the document. Based on the first meetings of the Reading Literacy Expert Group, we expect that the 2018 Reading Literacy framework will feature digital literacy prominently. Below, we include digital texts in the discussion in anticipation of its inclusion.

Task Characteristics

Three major task characteristics provide the foundation for the Reading Literacy assessment:

1. *Situation* – the context of or purpose for reading
2. *Text* – the type of written material read
3. *Process (formerly "Aspect" in the 2015 framework)* – the cognitive approach the reader brings when engaging with the text

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[1] As of January 2015.

[2] Information in this section is taken from the 2015 Reading Literacy framework developed by Core 1 and the PISA 2015 Reading Literacy Expert Group. Details and terminology used are subject to revision pending finalization of the 2018 framework.

For the purposes of this document, we will focus on *situation* and *text* with respect to their importance when selecting stimulus materials.

Situation

Situation refers to the context or purpose of the reading activity and includes four broad categories:
- Personal – reading for personal or intellectual development, e.g., novels, short stories, e-mail correspondence
- Public – reading that relates to issues in the larger society, e.g., official documents, newspaper or news web sites
- Educational – reading for instruction, e.g., academic articles, instruction manuals
- Occupational – reading to perform work-related tasks, e.g., job listings, workplace policies

Note that the categories overlap; texts may fall into more than one category.

Text

Texts can be classified in three ways:

1. Text display space – either ***static text*** or ***dynamic text***

Static texts refer to texts that appear on paper or on-line and are not meant to be changed, e.g., a brochure, whether printed as a hard paper copy or as a pdf on-line.

Dynamic texts, on the other hand, refer to hyperlinked texts that appear on-line, e.g., a web site with navigation features, content, and embedded hyperlinks.

2. Text format – ***continuous, non-continuous***

Continuous texts contain sentences organized into paragraphs, e.g., novels, newspaper articles, essays.

Non-continuous texts contain several lists organized in a matrix style, e.g., timetables, graphs, diagrams.

Mixed texts contain both continuous and non-continuous elements, e.g., web sites, which feature paragraphs along with embedded graphics, diagrams, and the like.

Multiple texts are texts that have been written independently but are put together for a particular purpose, e.g., two letters to the editor about a single topic.

3. Text type – the genre of the text based on its primary characteristics

Text Type	Examples
Descriptive	Diary, catalogue, timetable
Narrative	Novel, play, biography
Expository	Encyclopedia entry, scholarly journal article, chart
Argumentative	Letter to the editor, book review, online discussion forum post
Transactional	E-mails, text messages

Other Considerations

Authenticity – To the extent possible, stimuli should be (or be adapted from) real-world materials that are appropriate for 15-year-olds. To avoid giving an unfair advantage to students from any one country, stimulus materials should not be taken directly from textbooks or other common resource materials used by students in any country. Please note that any stimulus that is published, in print or on-line, may be subject to copyright restrictions. We, therefore, request that you provide us with copyright permission information when you submit a stimulus.

Cultural Considerations – PISA is administered in over 60 countries. Stimuli should reflect the cultural and geographic diversity of the participating countries.

Translation Considerations – When selecting stimuli, please remember that PISA materials will be translated into numerous languages. Stimuli that include linguistic features unique to a particular language (e.g. puns) should be avoided.

Sensitivity Concerns – Stimulus materials should be selected with sensitivity to topics or language that would be offensive to test takers. Materials should avoid potentially controversial or upsetting topics (religion, politics, violence, racism) and should not include undesirable role models (use of drugs or alcohol or suggestions of potentially dangerous activities).

Choosing Stimuli

The goal of the test development process for PISA 2018 is to have an extensive range of stimuli that can be used as the basis for item writing, thus we encourage you to submit stimuli that reflect the wide variety of text types and topics that 15 year-old readers encounter every day. These may include, but are not limited to, excerpts from novels,[3] transcriptions of interviews, academic articles, short stories or fables, instruction manuals, reviews, blog posts, job descriptions, letters, web sites, wiki entries, catalog entries, charts and diagrams, brochures, advertisements, product descriptions, and newspaper or magazine articles.

Digital Literacy and Multiple Texts

We expect that in the final 2018 framework, digital literacy and multiple source documents will be emphasized to a greater extent than in previous frameworks. It is, therefore, worthwhile to focus on them for the purposes of these guidelines.

Digital Literacy

The widespread use of the Internet in many spheres of life (personal, educational, etc.) has given rise to a set of digital literacy skills that people use to navigate the information found on the Web. These skills include the ability to search for and evaluate information. They also include the understanding that texts can be dynamic, as in a web site that contains hyperlinks, which allow a reader to construct the text on-the-fly. Additionally, digital texts allow readers to connect with one another and co-construct meaning—through chat rooms, discussion forums, and other kinds of social networks—in ways never before experienced.

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[3] Please note that excerpts from well-known or best-selling novels may be problematic. Test developers may need to edit the stimulus and existing, and published translations of the novel may need to be edited accordingly. It is difficult to obtain permissions from publishers with these requirements.

For PISA 2018, including a wide range of digital texts will likely be an important aspect of the Reading Literacy assessment. We encourage all participants to submit examples of these kinds of texts—web sites, e-mail chains, discussion forums, etc. Of course, digital texts like web sites are subject to copyright claims, so while it may be unlikely that we will use well-known web sites as part of the assessment, we can simulate these digital texts to provide authentic stimuli for PISA participants. Please see Annex 3 for an example of a simulated web site on a topic thought to be of interest and relevant to 15 year-olds.

Multiple Texts

For any given topic, readers can choose to read a multitude of texts about that topic. For example, a person reading a novel might choose to read a biographical sketch of the author, historical information about the time and place of the novel's action, critical reception of the novel, interpretations of the novel, reviews of the novel, and comments about the reviews of the novel, if the review happen to be posted on the Internet. For any given source text, there could be dozens of additional texts that relate to it. Readers often have to navigate a set of texts about a single topic in order to acquire a complete understanding of the topic.

For PISA 2018, we anticipate including multiple texts in the assessment—that is, two or more texts on a single topic. We encourage all participants to submit such related texts. Examples of multiple texts include two blog posts about a social issue that represent opposite views of the issue; and a newspaper article about an event and an eye-witness account of the event. Please see the Annex 3 and Annex 4 for examples of multiple texts about the same topic.

Stimuli Submission Information

Please submit stimuli between February and August 2015 to accommodate the test development work being conducted in 2015 for the 2018 assessment. Stimuli submitted by the end of March will be considered for the test development workshops planned for April – May 2015. Stimuli submitted between April and August will be considered for independent test development activities that will continue through the end of the test development cycle. The earlier stimulus materials are submitted for review, the more likely it is that they can be included in the assessment.

Submissions for Reading Literacy stimuli should be provided by completing the Reading Literacy Stimulus Submission Form provided in Annex 1. Please complete a submission form for each stimulus followed by an electronic version/scanned hard copy of the stimulus.

For multiple text submissions (two or more texts on the same topic that are meant to be presented in the same assessment unit), please use the same stimulus name for each text, followed by a number, e.g. {Stimulus Name, Text 1, Text 1 Name}, {Stimulus Name, Text 2, Text 2 Name}, etc. Please see Annex 3 and Annex 4 for examples.

Graphics should be in a high-resolution format as a .jpg or .gif file. Photos should be at least 3 megapixels. Hard-copy submissions of images and graphics must be originals rather than copies.

You must provide the following information about each stimulus.

- Information about any copyright considerations (who holds the copyright, who has been contacted to seek permission to use the material, and copyright permission when it is obtained). Countries are responsible for obtaining copyright information for any submitted material.

- The classification of each item according to Situation and Text categories in the Reading Literacy framework.

- Information about the source of the stimulus (original, or from a book or other source)

Stimuli can be submitted in up to six languages including English, French, German, Japanese, Italian, and Spanish. Material submitted in other major languages of instruction among PISA countries may also be accepted upon prior consultation with Core A.

Stimuli may be submitted in one of two ways:

▶ If you have access to the PISA 2015 Portal, please upload these materials in electronic format to the Portal at PISA 2015 Documents -> Materials -> 2018 Test Development.

▶ Send by email to Ann Kennedy at AKennedy@ets.org

Please name the files using the following structure:

CCC_Submission_XXXXXX

where CCC is your country code and XXXXX is the stimulus name or a general reference to multiple stimuli.

ANNEX 1: PISA 2018 Reading Literacy Stimulus Submission Form

Please submit one form per stimulus.

Submitting name	
Submitting agency/country	
Stimulus name	
Copyright Permission (indicate one with **boldface and underlining**)	Not Needed (original material) Not Needed (other reason; please explain) Obtained In Process
Situation (indicate one with **boldface and underlining**)	Personal Public Educational Occupational
Text Display Space (indicate one with **boldface and underlining**)	Static Dynamic
Text format (indicate one with **boldface and underlining**)	Continuous Non-continuous Mixed Multiple
Text Type (indicate one with **boldface and underlining**)	Descriptive Narrative Expository Argumentative Transactional
Comments on potential tasks/processes using the stimulus	
Source – Author, Date, Title/Label For materials taken from the web, please include URL and date of access. Other original sources should be attached in	

electronic form (paper materials can be scanned).	

ANNEX 2: Sample Completed Stimulus Form and Stimulus 1: Static Continuous Text

Submitting name	John Smith
Submitting agency/country	USA
Stimulus name	Hydropower
Copyright Permission (indicate one with **boldface and underlining**)	**Not Needed (original material)** Not Needed (other reason; please explain) Obtained In Process
Situation (indicate one with **boldface and underlining**)	Personal Public **Educational** Occupational
Text Display Space (indicate one with **boldface and underlining**)	**Static** Dynamic
Text format (indicate one with **boldface and underlining**)	**Continuous** Non-continuous Mixed Multiple
Text Type (indicate one with **boldface and underlining**)	Descriptive Narrative **Expository** Argumentative Transactional
Comments on potential tasks/processes using the stimulus	Locate key information in the text

Source – Author, Date, Title/Label • For materials taken from the web, please include URL and date of access. • Other original sources should be attached in electronic form (paper materials can be scanned).	ETS, 2014, *Hydropower* Original material

Hydropower
Electricity can be generated using many different sources. One source is moving water, like a river. When you're watching a river flow by, it's hard to imagine the incredible force it carries. But if you have ever been in a boat on a river, then you've felt a small part of a river's strength. Hydropower plants are designed to harness that strength and convert it into electricity. The process is simple: water flows through a dam and spins a turbine. The turbine turns a generator to make electricity.

Dams
Dams are giant walls that hold back massive amounts of water. The wall essentially stops a river's flow and stores the water in an artificial lake called a reservoir. The stored water in the reservoir is allowed to enter the dam through a pipe called the penstock. The penstock is made from steel and can be 30 feet or more in diameter. It's like a big water tunnel. The water rushes very fast through the penstock and quickly builds up pressure.

Water Turbines
Inside the dam is a water turbine, a device that helps convert water pressure into electricity. A water turbine has blades, like the propellers of a boat, attached to a central shaft. The moving water pushes against the blades and causes the shaft to spin. With incredible efficiency, the movement of water through the dam is the "fuel" that makes the turbine run.

Power Generators
The turbine shaft connects to a generator. When the generator is turned, electricity is created and gets transmitted to where it will be used. The remaining water empties out past the dam and becomes part of the river again. The amount of energy stored in a flowing body of water depends on the speed of the flow and the quantity of water.

ANNEX 3: Sample Completed Stimulus Form and Stimulus 2: Static Multiple Text

Submitting name	John Smith
Submitting agency/country	USA
Stimulus name	Green Schools (Text 1, What is a Green School?)
Copyright Permission (indicate one with **boldface and underlining**)	**Not Needed (original material)** Not Needed (other reason; please explain) Obtained In Process
Situation (indicate one with **boldface and underlining**)	Personal Public **Educational** Occupational
Text Display Space (indicate one with **boldface and underlining**)	**Static** Dynamic
Text format (indicate one with **boldface and underlining**)	Continuous Non-continuous Mixed **Multiple**
Text Type (indicate one with **boldface and underlining**)	Descriptive Narrative **Expository** Argumentative Transactional
Comments on potential tasks/processes using the stimulus	Along with Green Schools, Text 2 (see following sample): locate key information, compare content and purpose of information in Texts 1 and 2

Source – Author, Date, Title/Label	
• For materials taken from the web, please include URL and date of access. • Other original sources should be attached in electronic form (paper materials can be scanned).	ETS, 2014, *What is a Green School?* Original material

http:www.go-green.com/green_schools.html

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Posted by Linda Thompson, Go Green Staff Writer

What is a "Green School?"
A green school is a kind of school that is specifically designed to save energy, natural resources, and money. Historically, the focus of school design was on creating a building that would provide a good learning experience for students. For example, in the past, designers wanted to make sure that there were enough classrooms and desks in a school. They wanted to provide ways for students to get to their classes efficiently. Designers of green schools also make sure that their schools have these basic features, but they go a step beyond. They make sure that the schools contribute to a healthy environment by using sustainable and energy efficient materials.

Green Schools and the Environment

• Sustainable Materials
Builders choose sustainable materials to build a green school. They use wood from trees that grow faster than they are harvested. This helps to preserve endangered forests that have slow-growing trees.

• Saving Energy and Water
In some green schools, renewable energy sources, like solar energy, are used to operate the school. These schools have solar panels on the roof that capture the sun's rays and convert them into electricity for the school. Using solar energy helps reduce the amount of oil and natural gas that the school buys.

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ANNEX 4: Sample Completed Stimulus Form and Stimulus 3: Dynamic Multiple Text

Submitting name	John Smith
Submitting agency/country	USA
Stimulus name	Green Schools (Text 2, Discussion Forum)
Copyright Permission (indicate one with **boldface and underlining**)	**Not Needed (original material)** Not Needed (other reason; please explain) Obtained In Process
Situation (indicate one with **boldface and underlining**)	Personal **Public** Educational Occupational
Text Display Space (indicate one with **boldface and underlining**)	Static **Dynamic**
Text format (indicate one with **boldface and underlining**)	Continuous Non-continuous Mixed **Multiple**
Text Type (indicate one with **boldface and underlining**)	Descriptive Narrative Expository Argumentative **Transactional**
Comments on potential tasks/processes using the stimulus	Along with Green Schools, Text 1: locate key information, compare content and purpose of information in Texts 1 and 2

Source –Author, Date, Title/Label • For materials taken from the web, please include URL and date of access. • Other original sources should be attached in electronic form (paper materials can be scanned).	ETS, 2014, *Go Green Discussion Forum* Original material