



Reader's Guide

Data underlying the figures

The data referred to in this volume are presented in Annex B and, in greater detail, on the PISA website (www.pisa.oecd.org).

Five symbols are used to denote missing data:

- a The category does not apply in the country concerned. Data are therefore missing.
- c There are too few observations or no observation to provide reliable estimates (*i.e.* there are fewer than 30 students or fewer than five schools with valid data).
- m Data are not available. These data were not submitted by the country or were collected but subsequently removed from the publication for technical reasons.
- w Data have been withdrawn or have not been collected at the request of the country concerned.
- x Data are included in another category or column of the table.

Country coverage

The Programme for International Student Assessment encompasses 65 countries and economies, including all 34 OECD countries and 31 partner countries and economies (see Figure VI.A). The data from another nine partner countries were collected one year later and will be published in 2011. This publication features data on 19 countries and economies for the digital reading assessment, including 16 OECD countries, and 45 countries for the ICT questionnaire, including 29 OECD countries.

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Calculating international averages

An OECD average was calculated for most indicators presented in this report. The OECD average corresponds to the arithmetic mean of the respective country estimates. The OECD average is used to compare performance across education systems. In the case of some countries, data may not be available for specific indicators, or specific categories may not apply. Readers should, therefore, keep in mind that the term "OECD average" refers to the OECD countries included in the respective comparisons.

In this volume, different OECD averages have been calculated, depending on the number of OECD countries participating in the digital reading assessment (16 OECD countries), in the ICT questionnaire (29 OECD countries), or in both of them (15 OECD countries). The OECD average in the tables is presented as OECD average-xx, "xx" corresponding to the number of countries taken into account in this average. Some tables include the OECD average without any number of countries. This means that the OECD average does not take into account the same number of countries for the different columns. In this case, the number of countries encompassed in the OECD average is indicated in the title of the corresponding columns.

The OECD average is computed based on available data. However, sometimes there is no data available for certain categories. In these cases, the OECD average difference is not equal to the difference between the OECD averages of the two categories in question.

Rounding figures

Because of rounding, some figures in tables may not exactly add up to the totals. Totals, differences and averages are always calculated on the basis of exact numbers and are rounded only after calculation.



All standard errors in this publication have been rounded to one or two decimal places. Where the value 0.00 is shown, this does not imply that the standard error is zero, but that it is smaller than 0.005.

Reporting student data

The report uses “15-year-olds” as shorthand for the PISA target population. PISA covers students who are aged between 15 years 3 months and 16 years 2 months at the time of assessment and who have completed at least 6 years of formal schooling, regardless of the type of institution in which they are enrolled, whether they are in full-time or part-time education, whether they attend academic or vocational programmes, and whether they attend public or private schools or foreign schools within the country.

Reporting school data

The principals of the schools in which students were assessed provided information on their schools’ characteristics by completing a school questionnaire. Where responses from school principals are presented in this publication, they are weighted so that they are proportionate to the number of 15-year-olds enrolled in the school.

Focusing on statistically significant differences

This volume discusses only statistically significant differences or changes. These are denoted in darker colours in figures and in bold font in tables. See Annex A3 for further information.

Categorising student performance

This report uses a shorthand to describe students’ levels of proficiency in the subjects assessed by PISA:

Top performers are those students proficient at Levels 5 or 6 of the assessment.

Strong performers are those students proficient at Level 4 of the assessment.

Moderate performers are those students proficient at Level 2 or 3 of the assessment.

Lowest performers are those students proficient below Level 2 of the assessment.

Abbreviations used in this report

Corr. Correlation

Dif. Difference

ESCS PISA index of economic, social and cultural status

GDP Gross domestic product

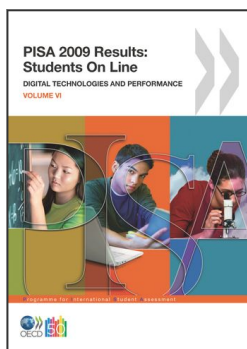
ISCED International Standard Classification of Education

PPP Purchasing power parity

Further documentation

For further information on the PISA assessment instruments and the methods used in PISA, see the *PISA 2009 Technical Report* (OECD, forthcoming) and the PISA website (www.pisa.oecd.org).

This report uses the OECD’s StatLinks service. Below each table and chart is a url leading to a corresponding Excel workbook containing the underlying data. These urls are stable and will remain unchanged over time. In addition, readers of the e-books will be able to click directly on these links and the workbook will open in a separate window, if their Internet browser is open and running.



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