



MINFULNESS OF THE PISA EXAMS AT MY SCHOOL

PISA SPAIN 2018 RESULTS

Thriving in an interconnected world

In our interconnected world the ability to live and work together with other people, who may think differently or have a different background to us, is vital for success.

Many students want to learn about other cultures and people who are different to them

In response to the statement **"I respect people from other cultures as equal human beings"**

82%
agreed

18%
disagreed

Girls reported greater respect for people from other cultures than boys

as did advantaged students compared to their disadvantaged peers



Around **4 in 5** or more students were in schools

whose curriculum covered **global issues**, such as climate change and epidemics



Students who had **positive attitudes and dispositions** reported more **global and intercultural learning** at school

Schools, teachers and parents can help students develop the skills and attitudes needed to thrive in our interconnected world

Many students reported supporting sustainability and intercultural understanding

However, this is mostly done through **simple actions requiring neither time nor money**

71% reduced their energy consumption



64% followed world events on social media

TAKE ACTION

All data are OECD average, unless otherwise indicated, and were collected in 2018; PISA students are 15 years old

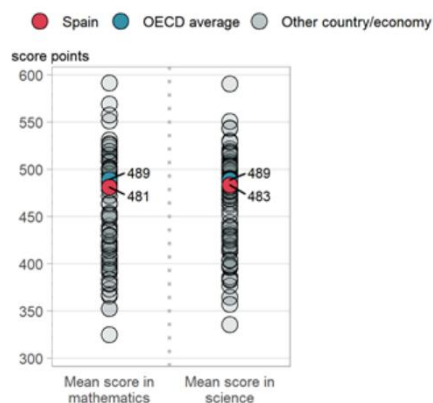




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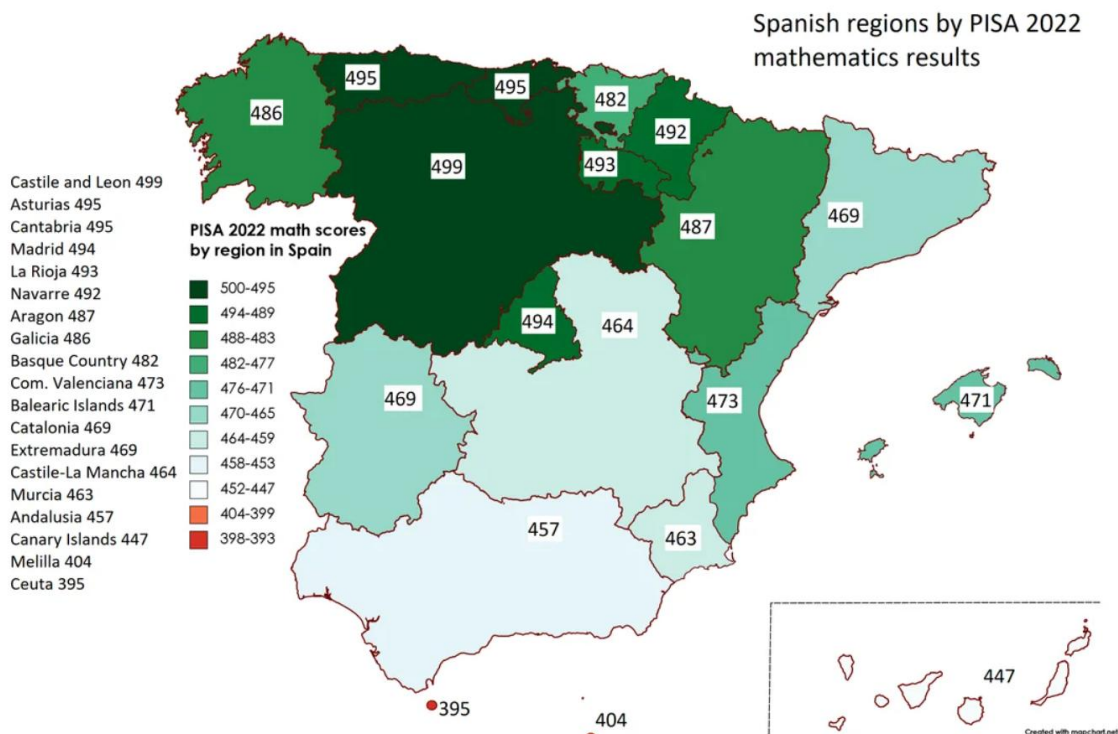
What 15-year-old students in Spain know and can do

Figure 1. Snapshot of performance in mathematics and science



Note: Only countries and economies with available data are shown.
Source: OECD, PISA 2018 Database, Table I.1.

PISA SPAIN 2020 RESULTS

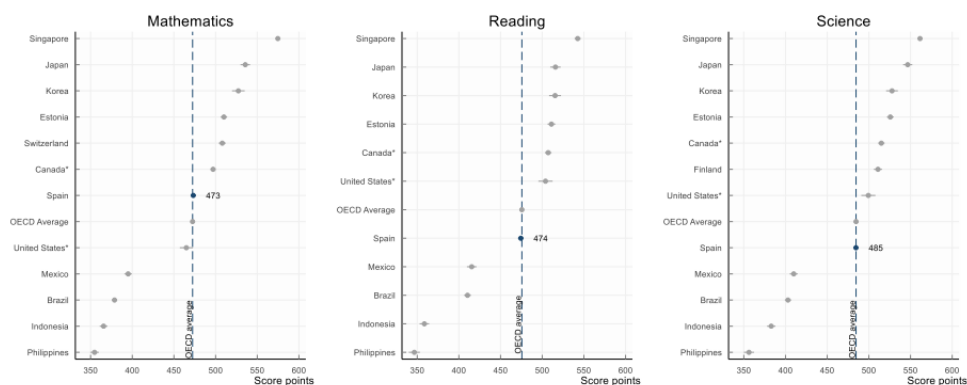




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Figure 2. Mean performance in mathematics, reading and science in PISA 2022

Spain, OECD average and selected comparison countries



Notes: Comparison countries include the six highest-performing countries in each subject and the five countries with the largest population of 15-year-old students.

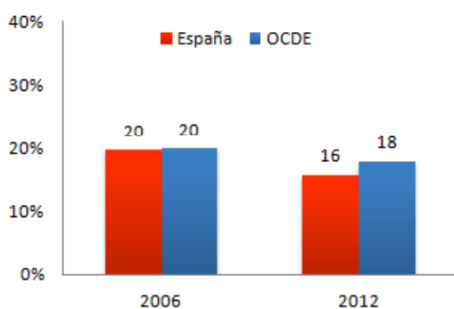
Horizontal lines that extend beyond the markers represent a measure of uncertainty associated with mean estimates (the 95% confidence interval).

Source: OECD, PISA 2022 Database, Tables I.B1.2.1, I.B1.2.2 and I.B1.2.3.

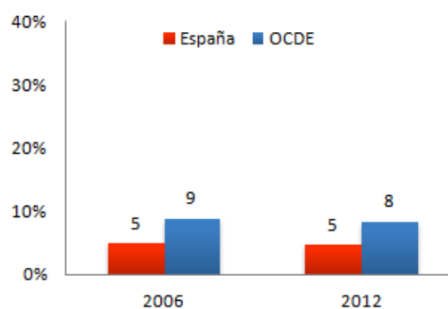
- Students in Spain scored close to the OECD average in mathematics, reading and science.
- A smaller proportion of students in Spain, than on average across OECD countries, were top performers (Level 5 or 6) in at least one subject. At the same time a larger proportion of students than on average across OECD countries achieved a minimum level of proficiency (Level 2 or higher) in all three subjects.

ANALYSIS OF PERFORMANCE OVER THE YEARS

Porcentaje de alumnos rezagados (niveles <1 y 1)



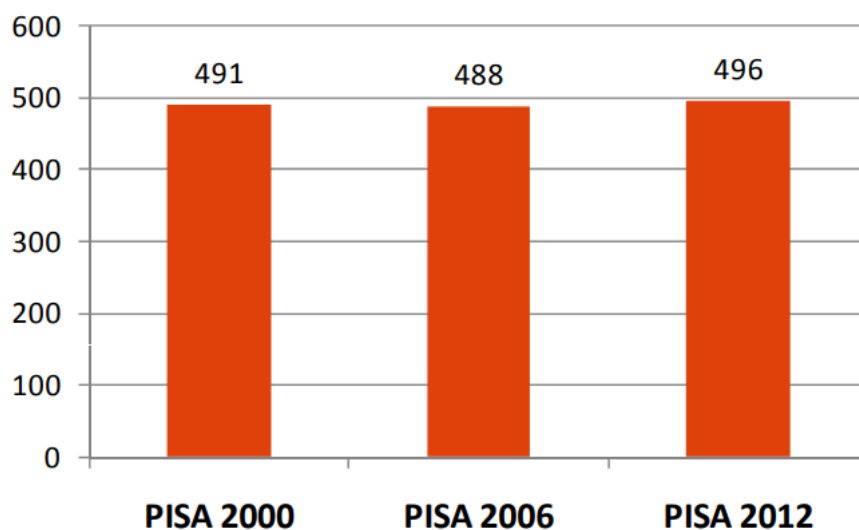
Porcentaje de alumnos excelentes (niveles 5 y 6)



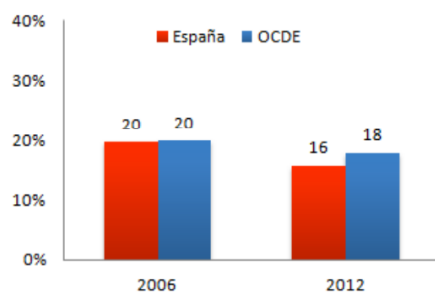


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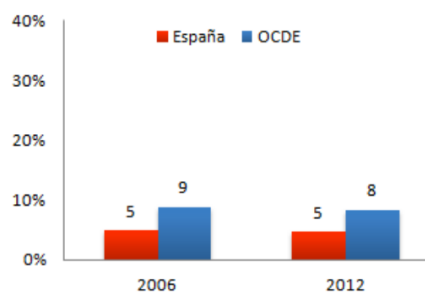
Evolución del rendimiento en ciencias en España



Porcentaje de alumnos rezagados (niveles <1 y 1)



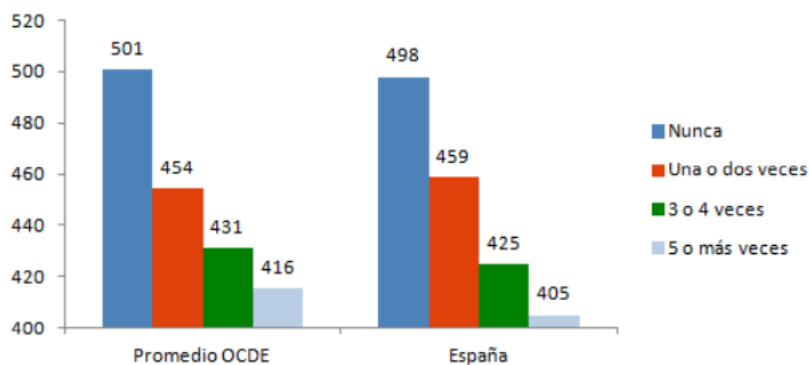
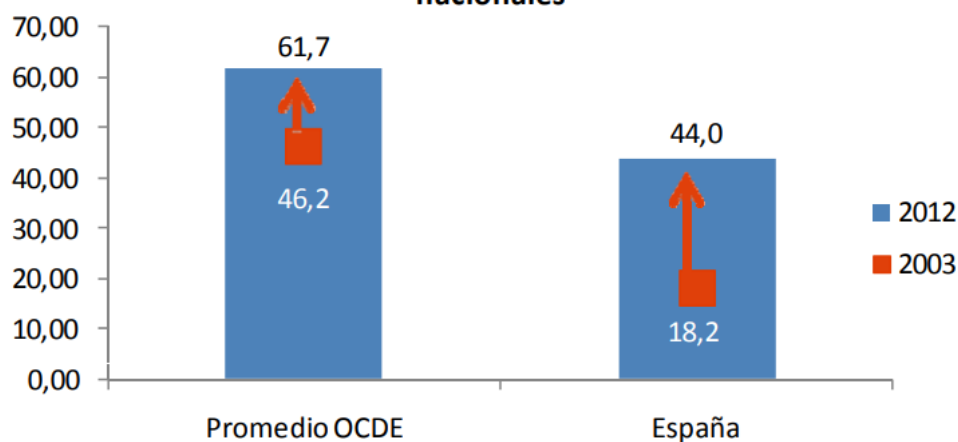
Porcentaje de alumnos excelentes (niveles 5 y 6)





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Porcentaje de alumnos que acuden a los centros donde los resultados de la evaluación se utilizan para compararlos con los puntos de referencia regionales y nacionales





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Figure 3. Top performers and low-performing students in mathematics, reading and science

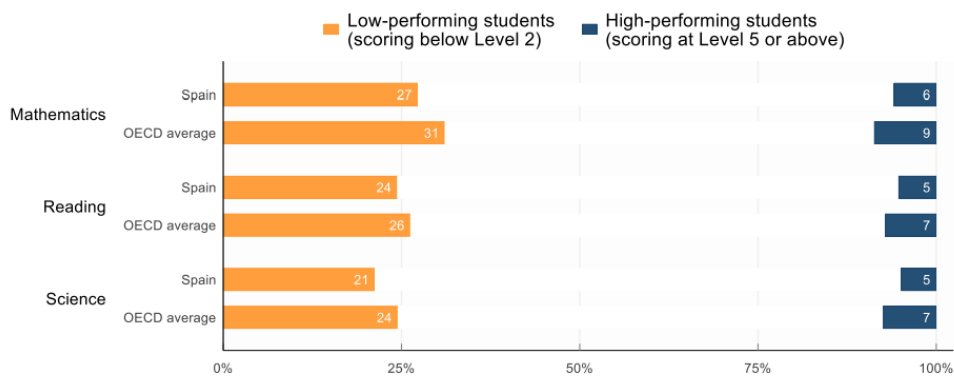
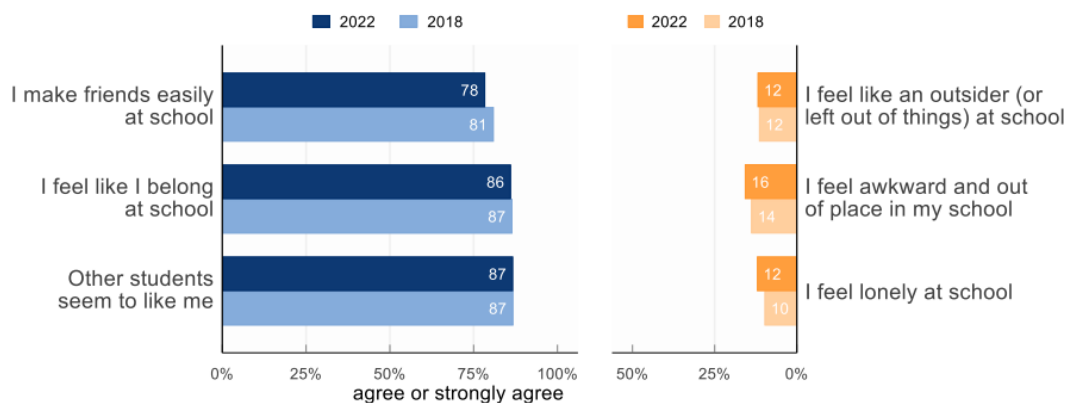


Figure 5. Students' sense of belonging at school



Note: Numbers inside the figure correspond to percentages.
Source: OECD, PISA 2022 Database, Table II.B1.1.4.