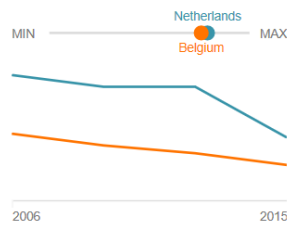


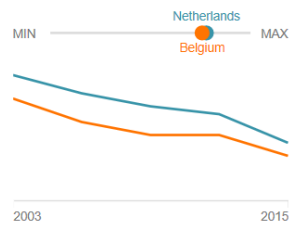
Average performance

The headline indicator for the three subject areas: science, mathematics and reading. Average performance refers to all 15-year-old students in a country/economy regardless of the school type and grade attended. Small differences between countries and over time may be statistically insignificant.

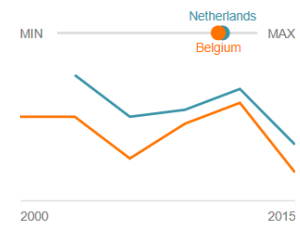
Science



Mathematics



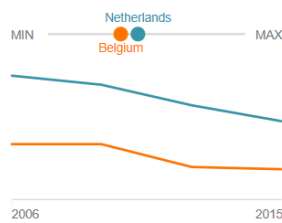
Reading



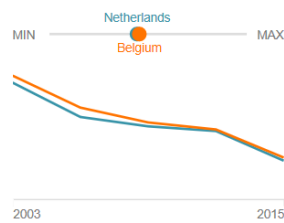
Share of top performers

Top-performing students in science can use abstract scientific ideas or concepts to explain unfamiliar and more complex phenomena and events. In mathematics, they are capable of advanced mathematical thinking and reasoning. In reading, top performers can retrieve information that requires the student to locate and organise several pieces of deeply embedded information from a text or graph.

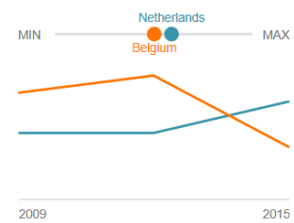
Science



Mathematics



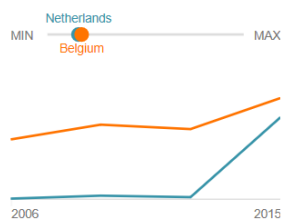
Reading



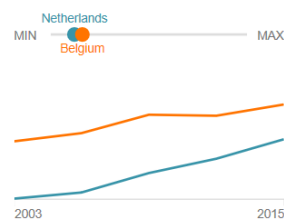
Share of low performers

Low performers in science are unable to use basic or everyday scientific knowledge to interpret data and draw a valid scientific conclusion. In mathematics, they cannot compute the approximate price of an object in a different currency or compare the total distance across two alternative routes. In reading, low performers struggle with recognising the main idea in a text.

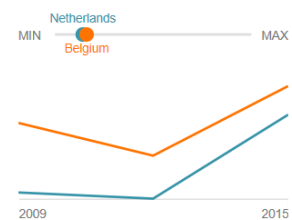
Science



Mathematics



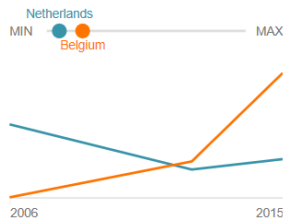
Reading



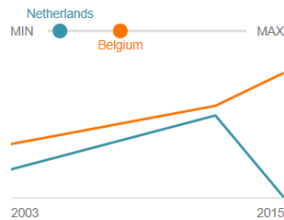
Performance gap between boys and girls

In most countries, boys perform slightly better than girls in science. However, top-performing boys outperform top-performing girls by a large margin in many countries. Boys outperform girls in mathematics in most countries while girls outperform boys in reading in virtually all countries and economies. The charts below refer to the size of the gap in favor of boys or girls.

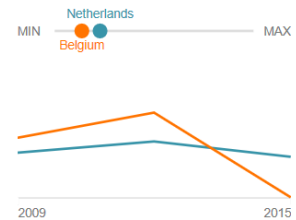
Science



Mathematics



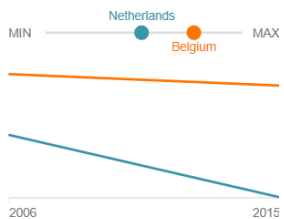
Reading



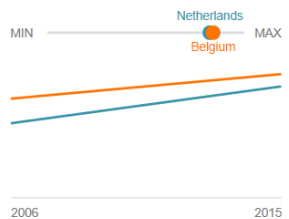
Social equity

Schools should provide a good education for all students, regardless of their parents' education or career. PISA assesses to what extent differences in education outcomes are associated with the social status of parents as well as the performance gap between advantaged and disadvantaged students. It also identifies the share of students who perform well, despite coming from disadvantaged backgrounds, known as resilient students.

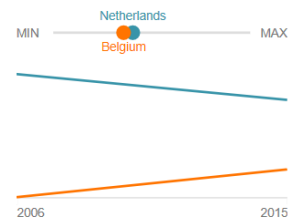
Impact of social background



Performance gap



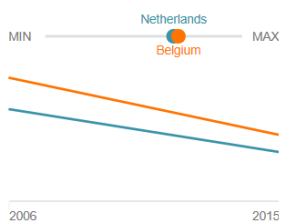
Resilience



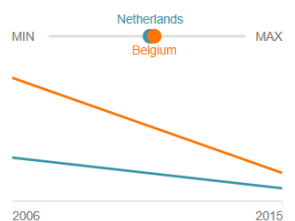
Immigrant students

Many countries find it difficult to give immigrant students the same educational opportunities as non-immigrant students. PISA assesses how immigrant students fare compared to their native peers and measures the performance gap between the two groups. It also looks at context factors such as the share of immigrant students among all students and the likelihood for immigrant students to be placed in schools with a large share of socially disadvantaged students.

Gross performance gap



Performance gap excluding social factors



Share of immigrant students



Student well-being

Teenagers who feel part of a school community and enjoy good relations with their parents and teachers are more likely to perform better academically and be happier with their lives. PISA 2015 analyses for the first time students' well-being, their sense of belonging at school but also their relationships with peers and teachers, their home life, and how they spend their time outside of school.

Life satisfaction



Sense of belonging at school



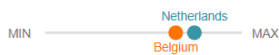
Schoolwork-related anxiety



Collaborative problem-solving

Modern societies require people to collaborate with one another. PISA 2015 assessed for the first time how well students work together as a group as well as their attitudes towards collaboration. Indicators include the average performance of students in collaborative problem solving, the performance in problem solving relative to the performance in mathematics, reading and science, and the performance gap for boys who lag behind girls in all 52 economies who participated in this module.

Average performance



Performance compared with math, reading and science



Performance gap for boys

