



Results of International Assessment PISA 2022

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PISA

The Program for International Student Assessment (PISA) is a survey to assess the education systems of all participating countries around the world by testing the skills and knowledge of students who are preparing to transition into post-secondary education or the labor market. It differs from other international studies in that it tests students at the age of 15 and not at the grade level.

The test is applied every three years in three main domains: Reading, Science and Mathematics, in every cycle PISA focuses on one of the domains, in 2022 the main domain was mathematics. Qatar also participated in the innovative domain "Creative Thinking".

PISA Goals

The importance of PISA comes from the fact that it works to achieve several objectives:

1. Measuring the skills of the targeted students in reading, science and mathematics.
2. Collect information and data on basic educational skills, and compare them with the average of the organization and other educational systems.
3. Measure the student's ability to employ subjects' information in daily life.
4. Study the readiness of students in Qatar to participate effectively and productively in daily life and in the labor market.
5. Identify the strengths and weaknesses of students in order to develop and improve the educational systems in schools.
6. Identify strengths of the curricula and teaching methods to enhance them.
7. Determine the impact of new development programs by comparing the results of the study across PISA cycles.

Qatar Participation

Qatar participated for the first time in PISA in 2006, and the participation continued until it reached the eighth cycle (2022).

Qatar Sample

The size of the schools participating in the test reflects the diversity of educational curricula applied in Qatar, where the sampling phase takes place in two stages:

- **First Stage:** Selection of participating schools.
- **Second Stage:** Selecting a sample of eligible students from these schools.

Sample of schools and students participating in the study	
Students	Schools
7676	229

Overall performance indicators for Qatar students

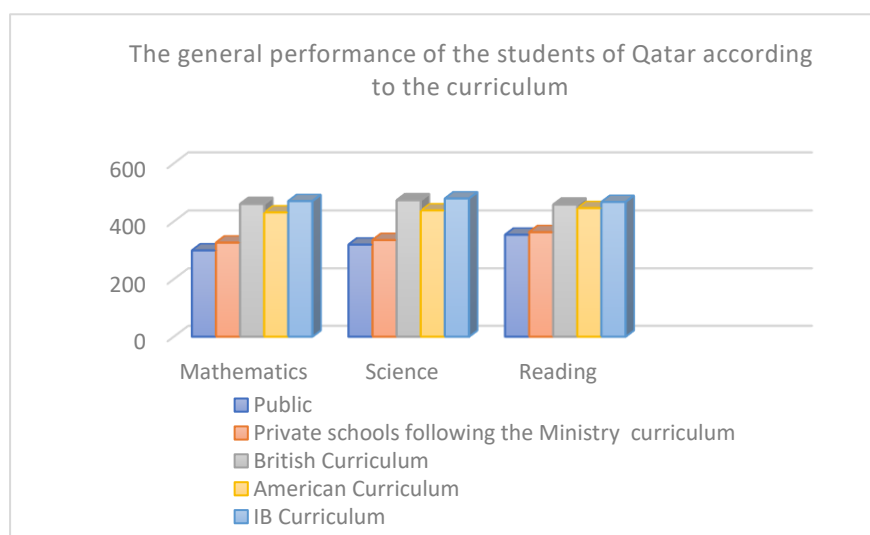
PISA performance indicators are feedback on core subjects and learning skills that a school can use to assess the curriculum, and teaching practices followed in classroom. It would also keep schools competitive in order to judge the educational quality that parents want their children to receive in these schools.

First: The performance of the students in Qatar according to School Type

Overall performance of Qatar PISA students according to School Type			
School Type	Mathematics	Science	Reading
Government	378	400	383
Private schools following the Ministry curriculum	381	397	373
Community	454	470	458
International	461	474	467

Second: The performance of the students in Qatar according to the Curriculum

Overall performance of Qatar PISA students according to the Curriculum			
Curriculum	Mathematics	Science	Reading
Public	377	399	383
Private schools following the Ministry curriculum	381	397	373
British Curriculum	471	481	468
American Curriculum	439	445	446
IB Curriculum	517	535	549



How your school results are displayed

This report presents the results of your school's students according to PISA performance levels¹, and then studies the extent to which all information is related to each other to provide a complete and clear picture of students' academic performance, in a smooth manner accompanied by tables and graphs for easy reading and understanding, and all these data and information are accurate and realistic, and can be used to assess the strengths and weaknesses of the educational process within the school.

How your school was selected to participate in the test

Your school is chosen as a regular educational institution, which meets all PISA participating requirements.

- 1- Enrolled PISA eligible students (15 years old).
- 2- Students must be in the preparatory and/or secondary.
- 3- Arabic and/or English must be the language of instruction used in classroom.

School Profile

School Profile	
School Type	Community
Curriculum	Srilankan
Language of instruction	English
Student Gender	Mixed
Participating grades	Preparatory/ Secondary
Number of participating students	41

How was the performance of your students in PISA

Based on your school's students' participation in PISA 2022 study in basic knowledge and skills, comparable performance averages were extracted at the level of the types of schools in Qatar, and at the level of the gender and nationality of the students.

The results showed an improvement in the performance of your students than the previous cycle in All subjects, and this report details these results according to the test topics and skills.

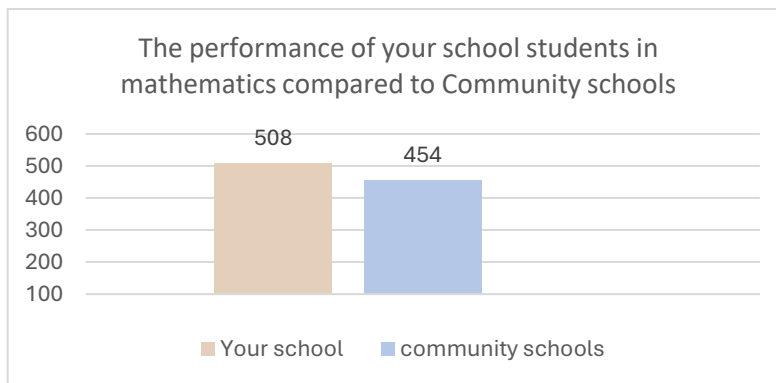
¹ Appendices: (1,2,3) to understand the definition of PISA international performance levels according to each knowledge.

Third: Performance in Mathematics

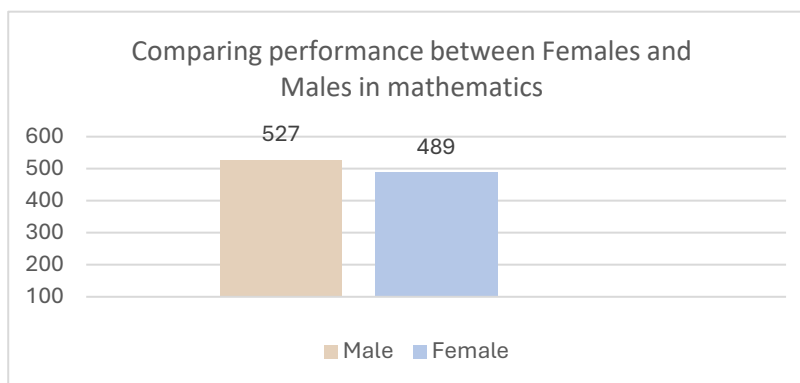
PISA 2022 measures mathematics skills, some of which were applied to students in a paper based version in 2012, in addition to developed new question models released for the first time in an innovative way using Electronic mathematics methods and tools, enabling students to explore and interact with mathematics concepts in a dynamic way.

Where is the average of your school among Community Schools in Qatar

Average achievement of your school	Average achievement of Community Schools
508	454



Comparing the Performance of Females and Males in Mathematics



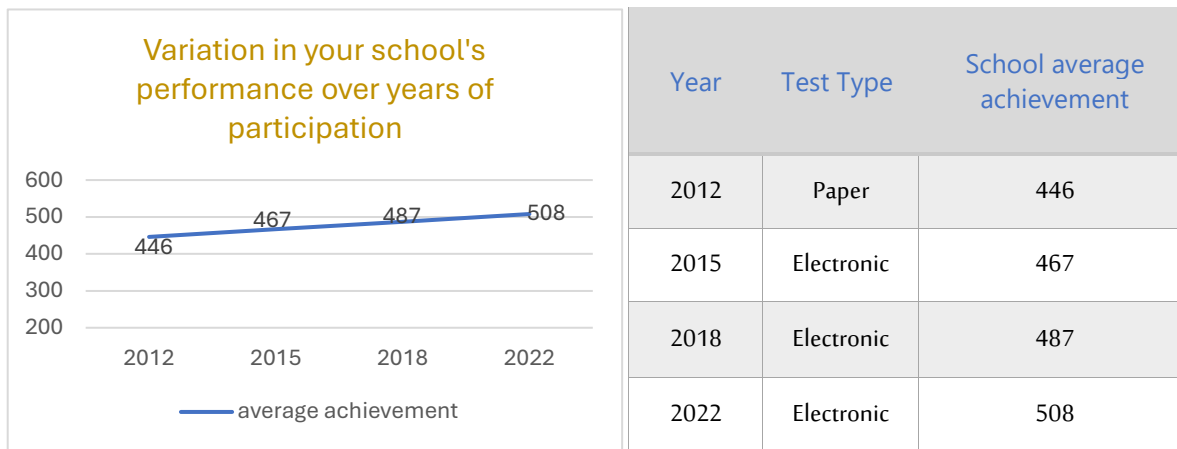
In your school, Male students outperform with an average of (527) points than Female with an average achievement of (489) in mathematics.



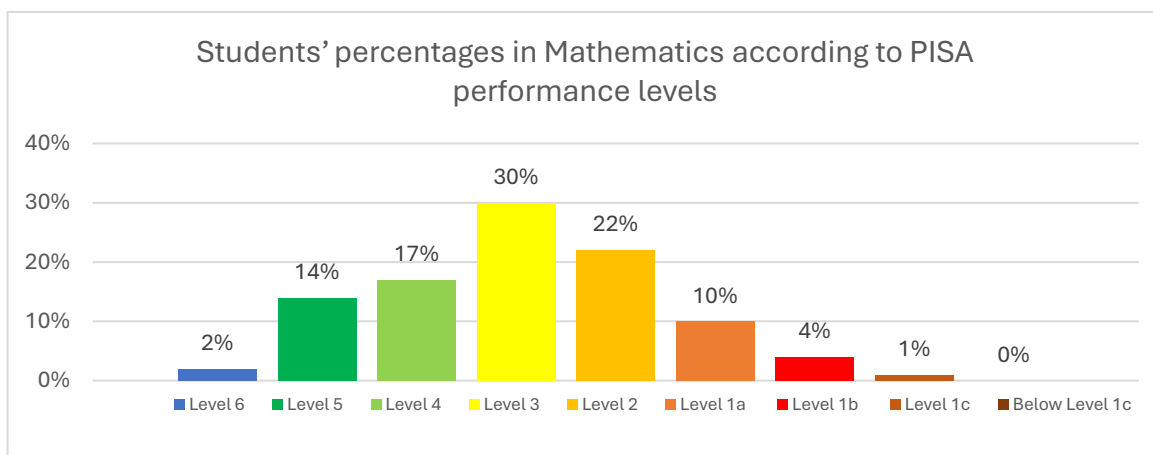
Mathematics

Variation in your school's performance in Mathematics over years of participation

The difference in performance in the PISA study over the years is related to the type of test taken by students, and the pattern of students' response to tests also varies.



Are the 15-year-old students in your school ready to face the challenges of the future in terms of Mathematics?



The figure above shows the percentages of your students in mathematics according to PISA performance levels. Which shows that the majority of students are in the basic and moderate levels (2,3,4), indicating that they have the basic skills in mathematics that enable them to engage in facing the challenges of the future.

You can refer to Appendix (1) for more details of the levels in the domain of mathematics.

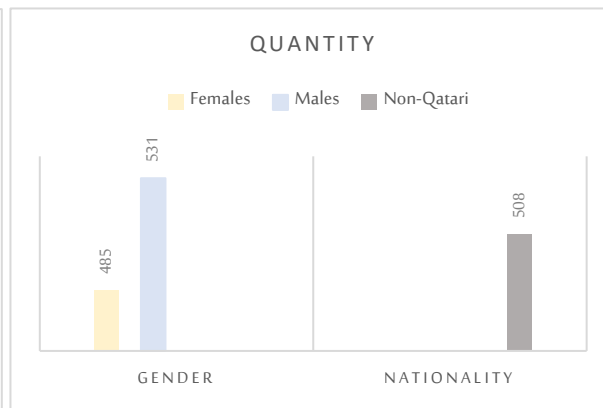
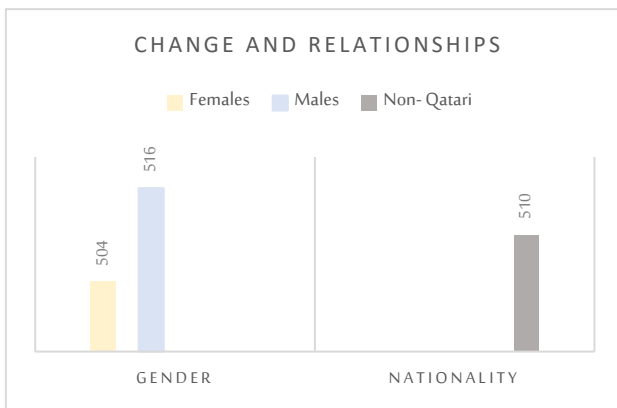


Mathematics

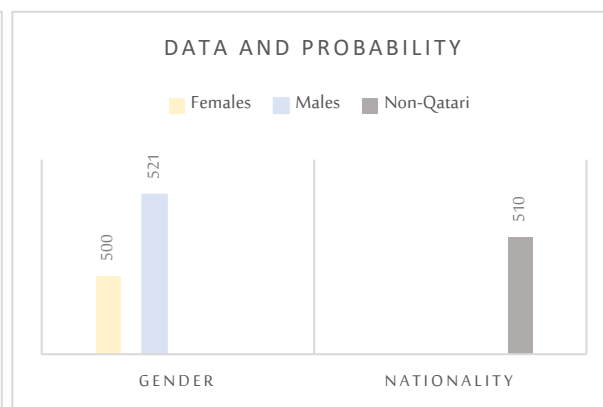
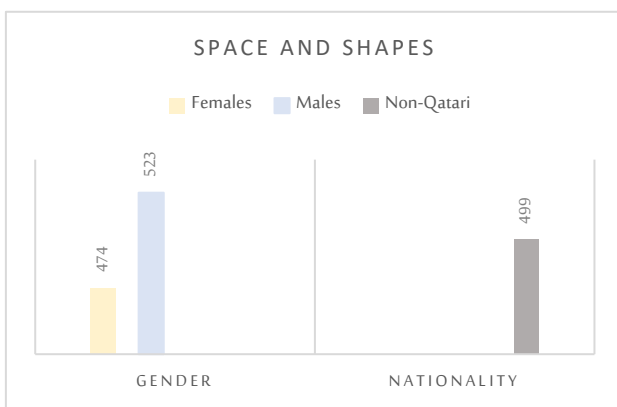
How did PISA evaluate Mathematics in your school?

1- Areas of Mathematical content

Content		Change and relationships		Content		Quantity	
Your Students achievement Rate By Gender		Your students Achievement Rate By Nationality		Your Students achievement Rate By Gender		Your students Achievement Rate By Nationality	
Females	Males	Qatari	Non-Qatari	Females	Males	Qatari	Non-Qatari
504	516	-	510	485	531	-	508



Content		Space and Shapes		Content		Data and Probability	
Your Students achievement Rate By Gender		Your students Achievement Rate By Nationality		Your Students achievement Rate By Gender		Your students Achievement Rate By Nationality	
Females	Males	Qatari	Non-Qatari	Females	Males	Qatari	Non-Qatari
474	523	-	499	500	521	-	510

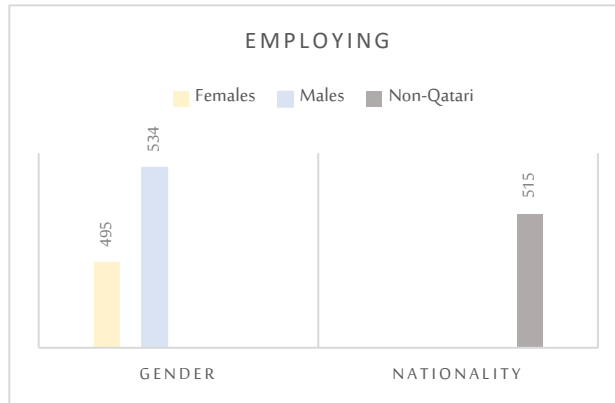
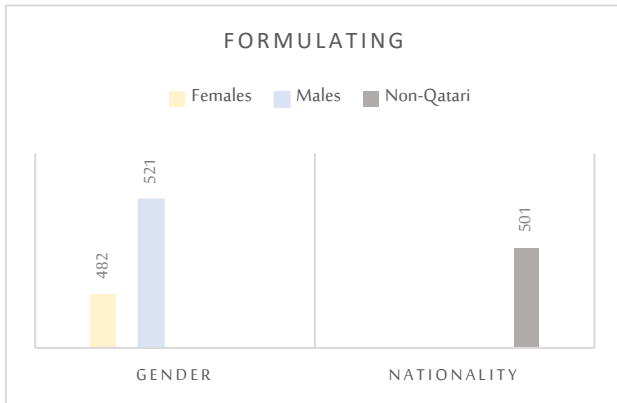


Mathematics

2- Areas of Mathematical reasoning and problem solving processes

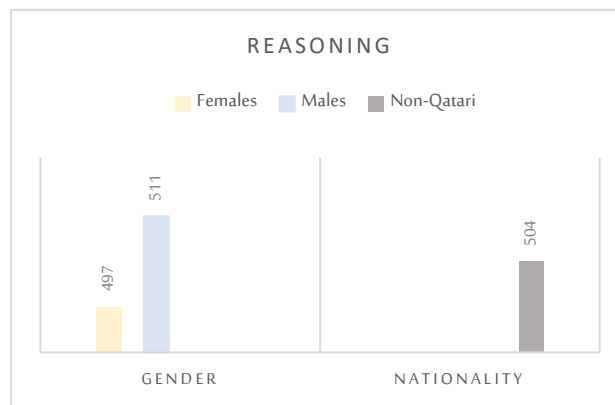
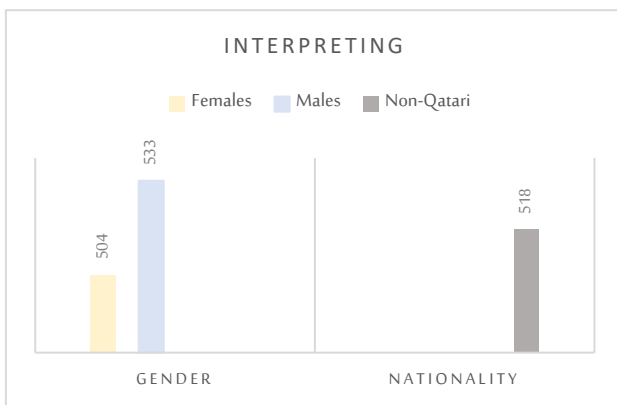
Process		Formulating	
Your Students achievement Rate By Gender		Your students Achievement Rate By Nationality	
Females	Males	Qatari	Non-Qatari
482	521	-	501

Process		Employing	
Your Students achievement Rate By Gender		Your students Achievement Rate By Nationality	
Females	Males	Qatari	Non-Qatari
495	534	-	515



Process		Interpreting	
Your Students achievement Rate By Gender		Your students Achievement Rate By Nationality	
Females	Males	Qatari	Non-Qatari
504	533	-	518

Process		Reasoning	
Your Students achievement Rate By Gender		Your students Achievement Rate By Nationality	
Females	Males	Qatari	Non-Qatari
497	511	-	504



Mathematics

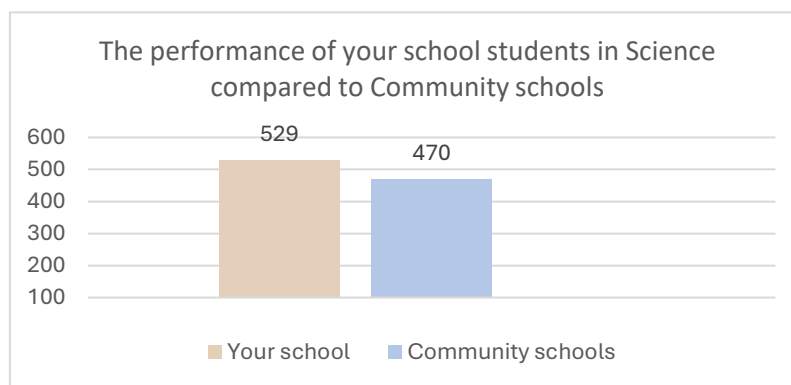
Fourth: Performance in science:

PISA 2022 measures the same scientific skills that have been measured since the first implementation of the computer based assessment in 2015 as the main domain in that cycle, and the extent to which students are interested in scientific topics and their ability to interpret them from their personal perspective in the following areas of knowledge of the sciences:

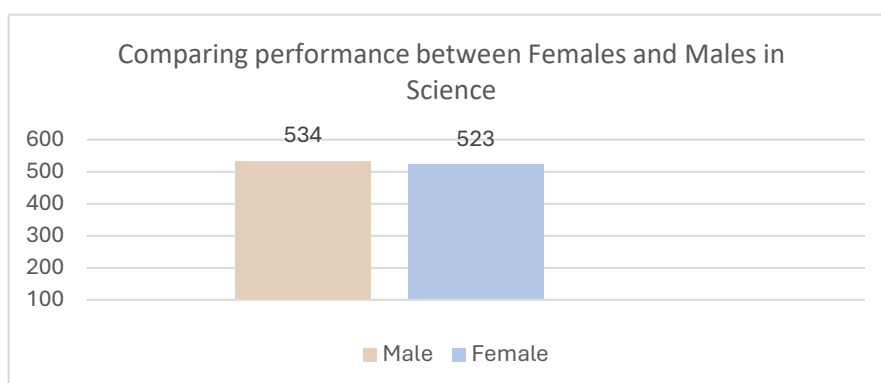
- 1- Interpret phenomena scientifically.
- 2- Evaluation and design of scientific investigation.
- 3- Interpret scientific data and evidence.

Where is the average of your school among Community Schools in Qatar

Average achievement of your school	Average achievement of Community Schools
529	470



Comparing the performance of Females and Males in Science



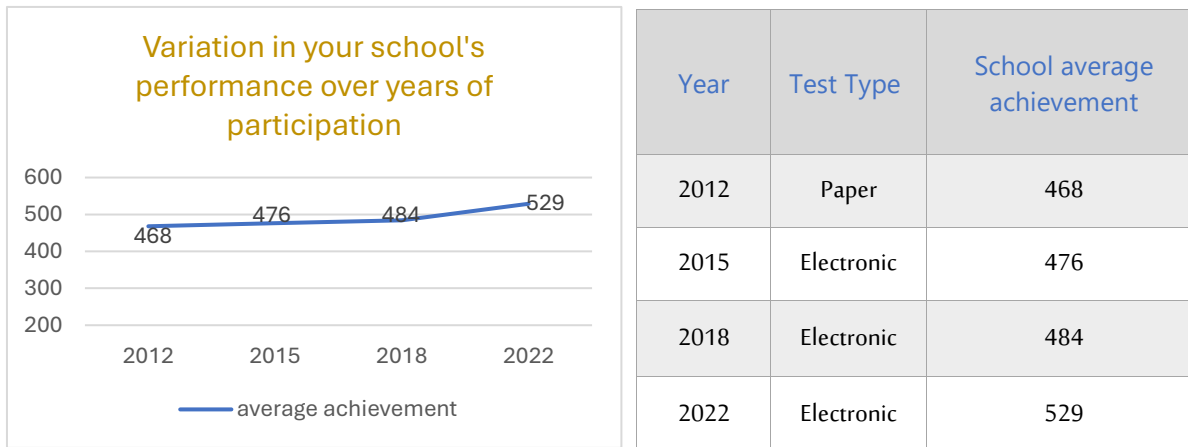
In your school, Males students outperform with an average of (534) points than Females with an average achievement of (523) in Science.



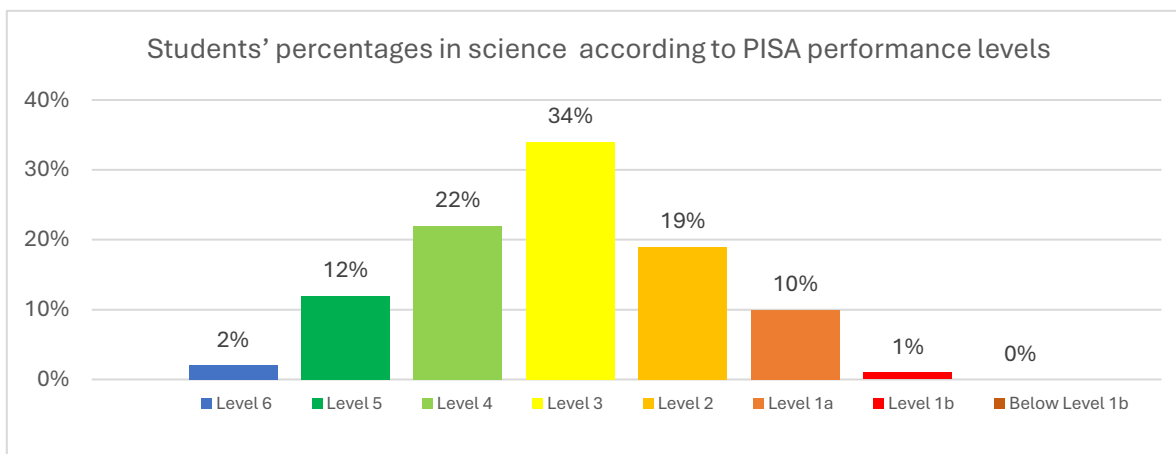
Science

Variation in your school's performance in Science over years of participation

The difference in performance in the PISA study over the years is related to the type of test taken by students, and the pattern of students' response to tests also varies



Are the 15-year-old students in your school ready to face the challenges of the future in terms of Science?



The figure above shows the percentages of your students in science according to PISA performance levels. Which shows that the majority of students are in the basic and moderate levels (2,3,4), indicating that they have the basic skills in science that enable them to engage in facing the challenges of the future.

You can refer to Appendix (2) for more details of the levels in the domain of science.



Science

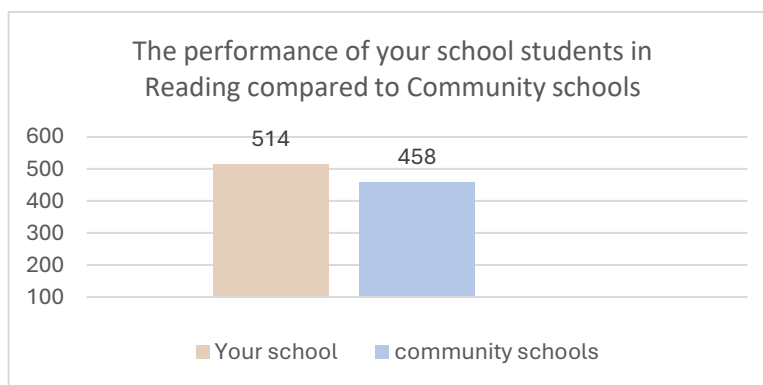
Fifth: Performance in Reading

PISA 2022 measures the same reading skills that have been measured since the first implementation of the computer based assessment in 2018 as a main domain in that cycle, the extent to which students are able to master digital reading and writing and to integrate and interpret information related to reading, namely:

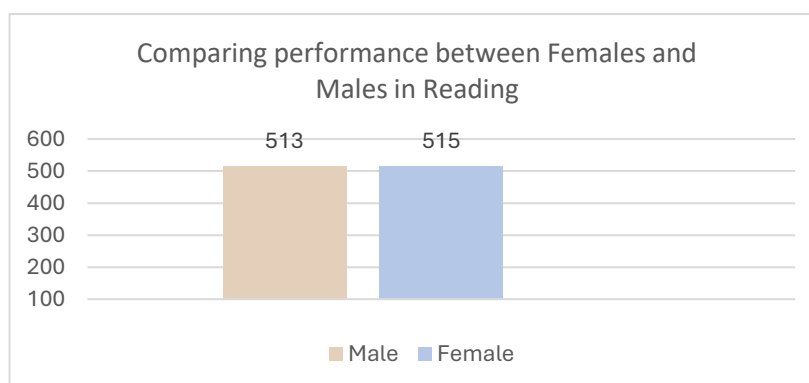
- 1- Search for information.
- 2- Understanding.
- 3- Evaluation and reflection.

Where is the average of your school among Community Schools in Qatar

Average achievement of your school	Average achievement of Community Schools
514	458



Comparing the performance of Females and Males in Reading



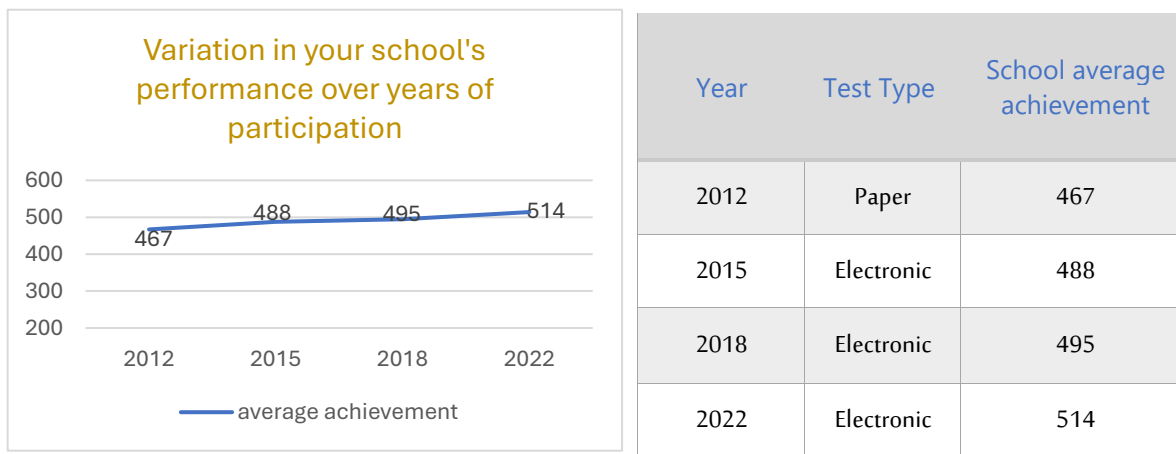
In your school, Females students outperform with an average of (515) points than Males with an average achievement of (513) in Reading.



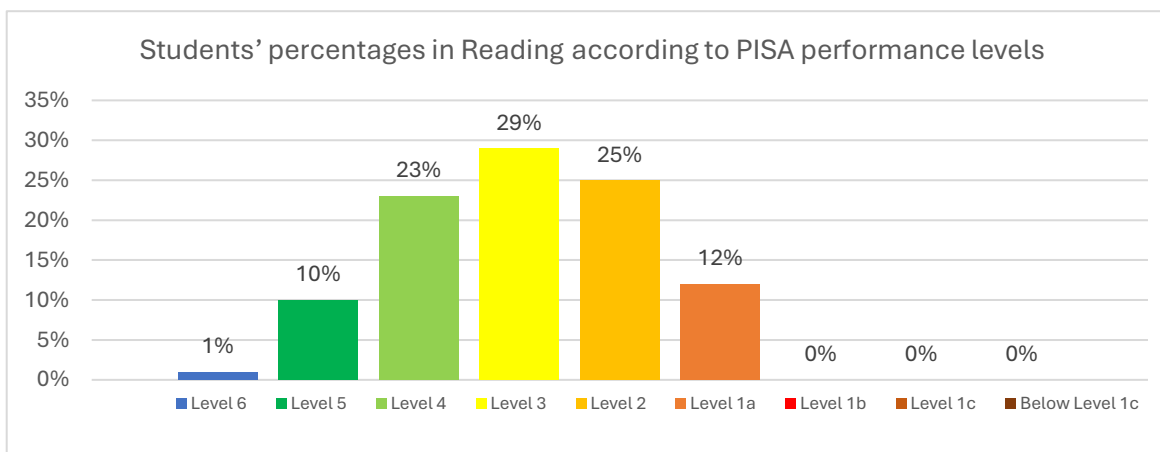
Reading

Variation in your school's performance in Reading over years of participation

The difference in performance in the PISA study over the years is related to the type of test taken by students, and the pattern of students' response to tests also varies



Are the 15-year-old students in your school ready to face the challenges of the future in terms of Reading?



The figure above shows the percentages of your students in Reading according to PISA performance levels. Which shows that the majority of students are in the basic and moderate levels (2,3,4), indicating that they have the basic skills in Reading that enable them to engage in facing the challenges of the future.

You can refer to Appendix (3) for more details of the levels in the domain of Reading.



Reading

Sixth: Creative Thinking

PISA 2022 defines Creative thinking as “the ability to generate, evaluate, and develop ideas productively, which can lead to new and effective solutions, advance knowledge, and express imagination in a powerful and influential way.”

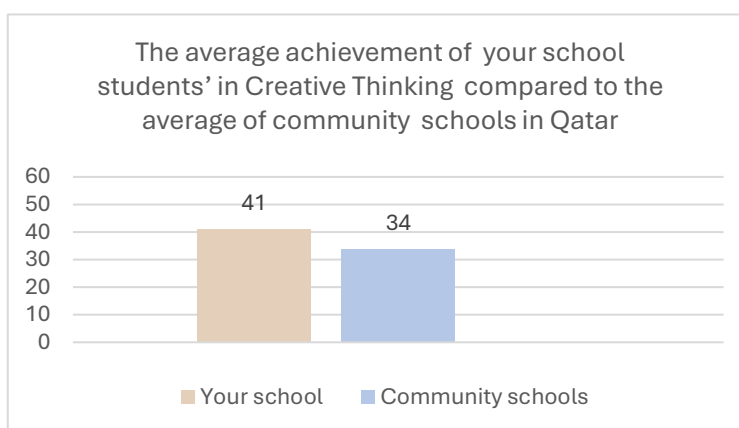
PISA definition of creative thinking aligns with the cognitive processes and outcomes associated with creativity.

Creative thinking consists of three distinct thinking processes for measurement purposes:

- 1- Generating diverse ideas.
- 2- Generating creative ideas.
- 3- Evaluating and improving ideas.

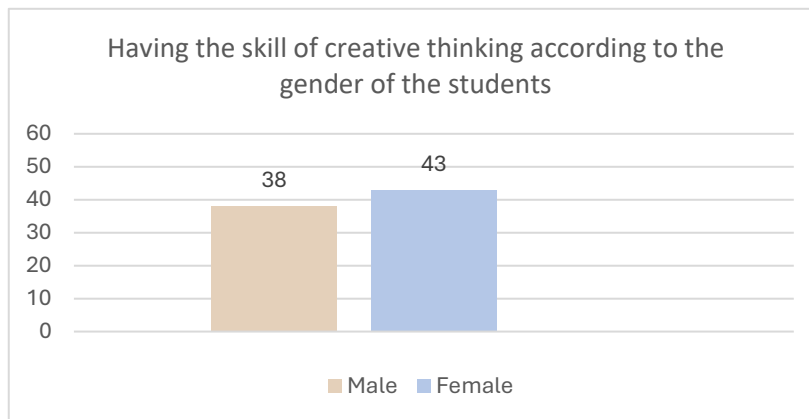
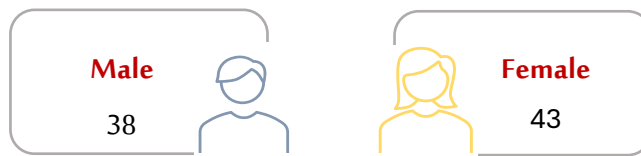
What is the ability of your school students to think outside the box

Average achievement of your school	Average achievement of Community Schools
41	34



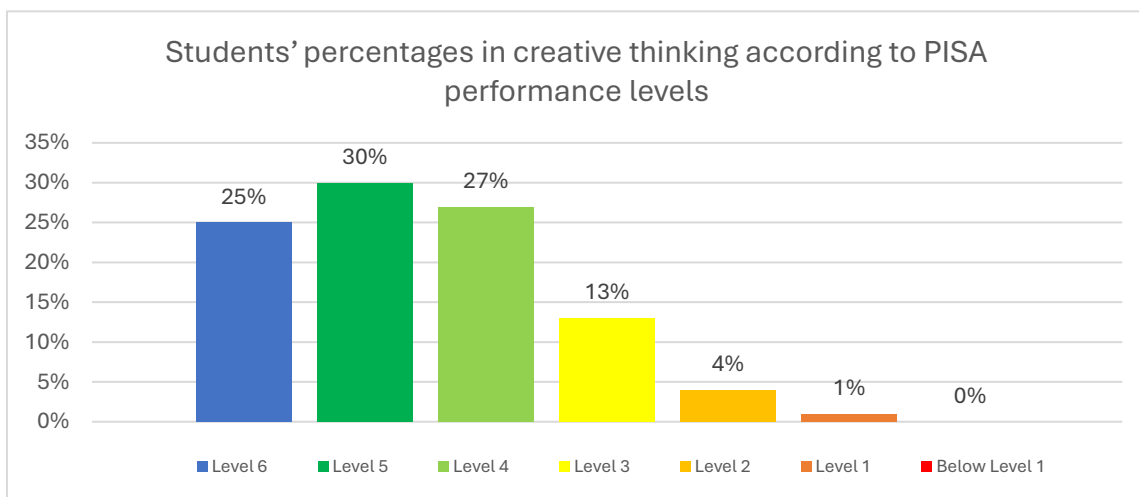
Creative Thinking

Who has the skill of creative thinking in your school, Females or Males



In your school, Female students outperform with an average of (43) points than Male with an average achievement of (38) in creative thinking.

Are the 15-year-old students in your school ready to face the challenges of the future in terms of creative thinking?



The figure above shows the percentages of your students in creative thinking according to PISA performance levels. Which shows that the largest percentage of students is in the level (5).

You can refer to Appendix (4) for more details of the levels in the domain of creative thinking.



Creative Thinking

For more information



Visit the Organization for Economic Co-operation and Development (OECD) website:

[/https://www.oecd.org/pisa](https://www.oecd.org/pisa)



Contact:

44045353 - 44045290



Send an email to:

pisa_3@edu.gov.qa

Appendices

Appendix (1)

Description of the levels of Mathematics proficiency in PISA 2022

Level	Lower score limit	Characteristics of tasks
6	669	At Level 6, students can work through abstract problems and demonstrate creativity and flexible thinking to develop solutions. For example, they can recognise when a procedure that is not specified in a task can be applied in a non-standard context or when demonstrating a deeper understanding of a mathematical concept is necessary as part of a justification. They can link different information sources and representations, including effectively using simulations or spreadsheets as part of their solution. Students at this level are capable of critical thinking and have a mastery of symbolic and formal mathematical operations and relationships that they use to clearly communicate their reasoning. They can reflect on the appropriateness of their actions with respect to their solution and the original situation.
5	607	At Level 5, students can develop and work with models for complex situations, identifying or imposing constraints, and specifying assumptions. They can apply systematic, well-planned problem-solving strategies for dealing with more challenging tasks, such as deciding how to develop an experiment, designing an optimal procedure, or working with more complex visualisations that are not given in the task. Students demonstrate an increased ability to solve problems whose solutions often require incorporating mathematical knowledge that is not explicitly stated in the task. Students at this level reflect on their work and consider mathematical results with respect to the real-world context.
4	545	At Level 4, students can work effectively with explicit models for complex concrete situations, sometimes involving two variables, as well as demonstrate an ability to work with undefined models that they derive using a more sophisticated computational-thinking approach. Students at this level begin to engage with aspects of critical thinking, such as evaluating the reasonableness of a result by making qualitative judgements when computations are not possible from the given information. They can select and integrate different representations of information, including symbolic or graphical, linking them directly to aspects of real-world situations. At this level, students can also construct and communicate explanations and arguments based on their interpretations, reasoning, and methodology.
3	482	At Level 3, students can devise solution strategies, including strategies that require sequential decision-making or flexibility in understanding of familiar concepts. At this level, students begin using computational-thinking skills to develop their solution strategy. They are able to solve tasks that require performing several different but routine calculations that are not all clearly defined in the problem statement. They can use spatial visualisation as part of a solution strategy or determine how to use a simulation to gather data appropriate for the task. Students at this level can interpret and use representations based on different information sources and reason directly from them, including conditional decision-making using a two-way table. They typically show some ability to handle percentages, fractions and decimal numbers, and to work with proportional relationships.
2	420	At Level 2, students can recognise situations where they need to design simple strategies to solve problems, including running straightforward simulations involving one variable as part of their solution strategy. They can extract relevant information from one or more sources that use slightly more complex modes of representation, such as two-way tables, charts, or two-dimensional representations of three-dimensional objects. Students at this level demonstrate a basic understanding of functional relationships and can solve problems involving simple ratios. They are capable of making literal interpretations of results.

Level	Lower score limit	Characteristics of tasks
1a	358	At Level 1a, students can answer questions involving simple contexts where all information needed is present, and the questions are clearly defined. Information may be presented in a variety of simple formats and students may need to work with two sources simultaneously to extract relevant information. They are able to carry out simple, routine procedures according to direct instructions in explicit situations, which may sometimes require multiple iterations of a routine procedure to solve a problem. They can perform actions that are obvious or that require very minimal synthesis of information, but in all instances the actions follow clearly from the given stimuli. Students at this level can employ basic algorithms, formulae, procedures, or conventions to solve problems that most often involve whole numbers.
1b	295	At Level 1b, students can respond to questions involving easy to understand contexts where all information needed is clearly given in a simple representation (i.e., tabular or graphic) and, as necessary, recognize when some information is extraneous and can be ignored with respect to the specific question being asked. They are able to perform simple calculations with whole numbers, which follow from clearly prescribed instructions, defined in short, syntactically simple text.
1c	233	At Level 1c, students can respond to questions involving easy to understand contexts where all relevant information is clearly given in a simple, familiar format (for example, a small table or picture) and defined in a very short, syntactically simple text. They are able to follow a clear instruction describing a single step or operation.

Appendix (2)

Description of the levels of Science proficiency in PISA 2022

Level	Lower score limit	Characteristics of tasks
6	708	At Level 6, students can draw on a range of interrelated scientific ideas and concepts from the physical, life, and earth and space sciences and use content, procedural and epistemic knowledge in order to offer explanatory hypotheses of novel scientific phenomena, events and processes or to make predictions. In interpreting data and evidence, they are able to discriminate between relevant and irrelevant information and can draw on knowledge external to the normal school curriculum. They can distinguish between arguments that are based on scientific evidence and theory and those based on other considerations. Level 6 students can evaluate competing designs of complex experiments, field studies or simulations and justify their choices.
5	633	At Level 5, students can use abstract scientific ideas or concepts to explain unfamiliar and more complex phenomena, events and processes involving multiple causal links. They are able to apply more sophisticated epistemic knowledge to evaluate alternative experimental designs and justify their choices, and use theoretical knowledge to interpret information or make predictions. Level 5 students can evaluate ways of exploring a given question scientifically and identify limitations in interpretations of data sets, including sources and the effects of uncertainty in scientific data.
4	559	At Level 4, students can use more complex or more abstract content knowledge, which is either provided or recalled, to construct explanations of more complex or less familiar events and processes. They can conduct experiments involving two or more independent variables in a constrained context. They are able to justify an experimental design by drawing on elements of procedural and epistemic knowledge. Level 4 students can interpret data drawn from a moderately complex data set or less familiar context, draw appropriate conclusions that go beyond the data and provide justifications for their choices.
3	484	At Level 3, students can draw upon moderately complex content knowledge to identify or construct explanations of familiar phenomena. In less familiar or more complex situations, they can construct explanations with relevant cueing or support. They can draw on elements of procedural or epistemic knowledge to carry out a simple experiment in a constrained context. Level 3 students are able to distinguish between scientific and non-scientific issues and identify the evidence supporting a scientific claim.
2	410	At Level 2, students are able to draw on everyday content knowledge and basic procedural knowledge to identify an appropriate scientific explanation, interpret data and identify the question being addressed in a simple experimental design. They can use basic or everyday scientific knowledge to identify a valid conclusion from a simple data set. Level 2 students demonstrate basic epistemic knowledge by being able to identify questions that can be investigated scientifically.
1a	335	At Level 1a, students are able to use basic or everyday content and procedural knowledge to recognise or identify explanations of simple scientific phenomena. With support, they can undertake structured scientific enquiries with no more than two variables. They are able to identify simple causal or correlational relationships and interpret graphical and visual data that require a low level of cognitive demand. Level 1a students can select the best scientific explanation for given data in familiar personal, local and global contexts.
1b	261	At Level 1b, students can use basic or everyday scientific knowledge to recognise aspects of familiar or simple phenomena. They are able to identify simple patterns in data, recognise basic scientific terms and follow explicit instructions to carry out a scientific procedure.

Appendix (3)

Description of the levels of Reading proficiency in PISA 2022

Level	Lower score limit	Characteristics of tasks
6	698	<p>Readers at Level 6 can comprehend lengthy and abstract texts in which the information of interest is deeply embedded and only indirectly related to the task. They can compare, contrast and integrate information representing multiple and potentially conflicting perspectives, using multiple criteria and generating inferences across distant pieces of information to determine how the information may be used.</p> <p>Readers at Level 6 can reflect deeply on the text's source in relation to its content, using criteria external to the text. They can compare and contrast information across texts, identifying and resolving inter-textual discrepancies and conflicts through inferences about the sources of information, their explicit or vested interests, and other cues as to the validity of the information.</p> <p>Tasks at Level 6 typically require the reader to set up elaborate plans, combining multiple criteria and generating inferences to relate the task and the text(s). Materials at this level include one or several complex and abstract text(s), involving multiple and possibly discrepant perspectives. Target information may take the form of details that are deeply embedded within or across texts and potentially obscured by competing information.</p>
5	626	<p>Readers at Level 5 can comprehend lengthy texts, inferring which information in the text is relevant even though the information of interest may be easily overlooked. They can perform causal or other forms of reasoning based on a deep understanding of extended pieces of text. They can also answer indirect questions by inferring the relationship between the question and one or several pieces of information distributed within or across multiple texts and sources.</p> <p>Reflective tasks require the production or critical evaluation of hypotheses, drawing on specific information. Readers can establish distinctions between content and purpose, and between fact and opinion as applied to complex or abstract statements. They can assess neutrality and bias based on explicit or implicit cues pertaining to both the content and/or source of the information. They can also draw conclusions regarding the reliability of the claims or conclusions offered in a piece of text.</p> <p>For all aspects of reading, tasks at Level 5 typically involve dealing with concepts that are abstract or counterintuitive, and going through several steps until the goal is reached. In addition, tasks at this level may require the reader to handle several long texts, switching back and forth across texts in order to compare and contrast information.</p>
4	553	<p>At Level 4, readers can comprehend extended passages in single or multiple-text settings. They interpret the meaning of nuances of language in a section of text by taking into account the text as a whole. In other interpretative tasks, students demonstrate understanding and application of ad hoc categories. They can compare perspectives and draw inferences based on multiple sources.</p> <p>Readers can search, locate and integrate several pieces of embedded information in the presence of plausible distractors. They can generate inferences based on the task statement in order to assess the relevance of target information. They can handle tasks that require them to memorise prior task context.</p> <p>In addition, students at this level can evaluate the relationship between specific statements and a person's overall stance or conclusion about a topic. They can reflect on the strategies that authors use to convey their points, based on salient features of texts (e.g., titles and illustrations). They can compare and contrast claims explicitly made in several texts and assess the reliability of a source based on salient criteria. Texts at Level 4 are often long or complex, and their content or form may not be standard. Many of the tasks are situated in multiple-text settings. The texts and the tasks contain indirect or implicit cues.</p>

Level	Lower score limit	Characteristics of tasks
3	480	<p>Readers at Level 3 can represent the literal meaning of single or multiple texts in the absence of explicit content or organisational clues. Readers can integrate content and generate both basic and more advanced inferences. They can also integrate several parts of a piece of text in order to identify the main idea, understand a relationship or construe the meaning of a word or phrase when the required information is featured on a single page.</p> <p>They can search for information based on indirect prompts, and locate target information that is not in a prominent position and/or is in the presence of distractors. In some cases, readers at this level recognise the relationship between several pieces of information based on multiple criteria.</p> <p>Level 3 readers can reflect on a piece of text or a small set of texts, and compare and contrast several authors' viewpoints based on explicit information. Reflective tasks at this level may require the reader to perform comparisons, generate explanations or evaluate a feature of the text. Some reflective tasks require readers to demonstrate a detailed understanding of a piece of text dealing with a familiar topic, whereas others require a basic understanding of less-familiar content.</p> <p>Tasks at Level 3 require the reader to take many features into account when comparing, contrasting or categorising information. The required information is often not prominent or there may be a considerable amount of competing information. Texts typical of this level may include other obstacles, such as ideas that are contrary to expectation or negatively worded.</p>
2	407	<p>Readers at Level 2 can identify the main idea in a piece of text of moderate length. They can understand relationships or construe meaning within a limited part of the text when the information is not prominent by producing basic inferences, and/or when the text(s) include some distracting information.</p> <p>They can select and access a page in a set based on explicit though sometimes complex prompts, and locate one or more pieces of information based on multiple, partly implicit criteria.</p> <p>Readers at Level 2 can, when explicitly cued, reflect on the overall purpose, or on the purpose of specific details, in texts of moderate length. They can reflect on simple visual or typographical features. They can compare claims and evaluate the reasons supporting them based on short, explicit statements.</p> <p>Tasks at Level 2 may involve comparisons or contrasts based on a single feature in the text. Typical reflective tasks at this level require readers to make a comparison or several connections between the text and outside knowledge by drawing on personal experience and attitudes.</p>
1a	335	<p>Readers at Level 1a can understand the literal meaning of sentences or short passages. Readers at this level can also recognise the main theme or the author's purpose in a piece of text about a familiar topic, and make a simple connection between several adjacent pieces of information, or between the given information and their own prior knowledge.</p> <p>They can select a relevant page from a small set based on simple prompts, and locate one or more independent pieces of information within short texts.</p> <p>Level 1a readers can reflect on the overall purpose and on the relative importance of information (e.g. the main idea vs. non-essential detail) in simple texts containing explicit cues.</p> <p>Most tasks at this level contain explicit cues regarding what needs to be done, how to do it, and where in the text(s) readers should focus their attention.</p>

Level	Lower score limit	Characteristics of tasks
1b	262	<p>Readers at Level 1b can evaluate the literal meaning of simple sentences. They can also interpret the literal meaning of texts by making simple connections between adjacent pieces of information in the question and/or the text.</p> <p>Readers at this level can scan for and locate a single piece of prominently placed, explicitly stated information in a single sentence, a short text or a simple list. They can access a relevant page from a small set based on simple prompts when explicit cues are present.</p> <p>Tasks at Level 1b explicitly direct readers to consider relevant factors in the task and in the text. Texts at this level are short and typically provide support to the reader, such as through repetition of information, pictures or familiar symbols. There is minimal competing information.</p>
1c	189	<p>Readers at Level 1c can understand and affirm the meaning of short, syntactically simple sentences on a literal level, and read for a clear and simple purpose within a limited amount of time.</p> <p>Tasks at this level involve simple vocabulary and syntactic structures.</p>

Appendix (4)

Description of the levels of creative thinking proficiency in PISA 2022

Level	Lower score limit	Characteristics of tasks
6	48	At Level 6, students can productively engage in creative idea generation, generating both original and diverse ideas for a wide range of expressive and problem-solving tasks including those in more complex, abstract and unfamiliar contexts. With respect to students at Level 5, students at this level can identify weaknesses in existing solutions to social or scientific problems, including those that are in less familiar contexts, and build on this understanding to suggest original and innovative ways to improve solutions. They can also generate several appropriate solution ideas for complex social and scientific problems that require more specific knowledge of the domain context and that have a more restricted range of solutions. For expressive tasks, students at Level 6 can create and improve more abstract visual designs, combining visual elements and representations in unexpected ways and conveying an original interpretation or iteration of an existing representation.
5	41	At Level 5, students can productively engage in creative idea generation, generating both original and diverse ideas for a range of expressive and problem-solving tasks. Students at Level 5 can think of several qualitatively different ways to express their imagination and to address familiar social and scientific problems. They can make several different idea associations, considering different interpretations and perspectives on the same issue or stimulus. For both simple and more abstract written expression tasks, they can use their imagination to create original written outputs that make unconventional associations between ideas or that add atypical details to elaborate creatively on common themes. With respect to students at Level 4, students can create original visual outputs that combine elements in an unusual or unexpected way for open visual design tasks. Students at this level can also generate unconventional solution ideas that integrate innovative approaches in familiar social, and sometimes scientific, problem contexts. This includes when tasked to iterate on and improve an existing solution idea in more open, familiar problem contexts.
4	32	At Level 4, students can productively engage in idea generation across a range of expressive and problem-solving tasks. Students at Level 4 can also generate original and diverse ideas for simple tasks in more familiar domain contexts. With respect to students at Level 3, students at this level can generate an appropriate idea for most types of idea generation task, including more complex or unfamiliar problem-solving tasks and tasks in a scientific context. They can also build on others' ideas for solutions in social and scientific contexts, although they tend to provide an obvious or common iteration with respect to their peers. Students at Level 4 can generate their own original ideas in written expression tasks and sometimes when iterating on others' ideas. They can express their imagination in unexpected ways, making unconventional idea associations between elements of the stimulus and their written output, or they can add atypical details to elaborate creatively on more common ideas. Students at this level can often suggest two or three qualitatively different ideas in open written expression and social problem contexts, but are less successful in more complex or constrained social and scientific problem contexts.

Level	Lower score limit	Characteristics of tasks
3	23	At Level 3, students can generate one or several appropriate ideas for simple to moderately complex expressive and problem-solving tasks, including extended written ideas that require them to engage and express their imagination and coherently build upon others' ideas. Students at this level thus show a greater level of engagement with creative tasks than students at Level 1 or Level 2. Students at Level 3 still typically suggest ideas that rely on obvious idea associations or common themes with respect to their peers, but they begin to demonstrate the ability to generate original solutions for familiar, everyday problems with a social focus. They may suggest solution ideas that not many other students think of or add an innovative or different twist to more conventional solution ideas.
2	15	At Level 2, students can generate appropriate ideas for simple visual and written expression tasks as well as those that focus on solving familiar, everyday social problems. With respect to students at Level 1, students in Level 2 can develop simple written ideas in the form of longer captions or short dialogues. Students at Level 2 typically suggest ideas that rely on obvious idea associations for expressive tasks or that refer to existing solutions for problems in social problem-solving tasks. Students can generate more than one appropriate idea for some written expression and social problem-solving tasks, but these ideas are not qualitatively different to one another.
1	6	At Level 1, students can generate very simple visual designs using isolated shapes or existing visual elements, and in some cases very short written outputs (e.g. a few words), that require them to engage their imagination. In general, students at this level rely on obvious themes or idea associations as the basis for their response and struggle to generate more than one appropriate idea even for very open and simple imagination tasks. These students typically generate simple visual or written outputs with few details that reflect only a minimal level of engagement with the task.