

The First READ Conference «Developing a Vision for Assessment Systems»
September 30 – October 2, 2009
Moscow, Russia

Russia's Experience and Prospects in Education Quality Assessment

Russia's Participation in International Comparative Studies

TIMSS
(IEA)

- 1995; 1999; 2003; 2007

PISA
(OECD)

- 2000; 2003; 2006; 2009

PIRLS
(IEA)

- 2001; 2006

Russian measurements and evaluations of school systems

USE

- 2001-2008 - pilot mode
- from 2009 - normal mode

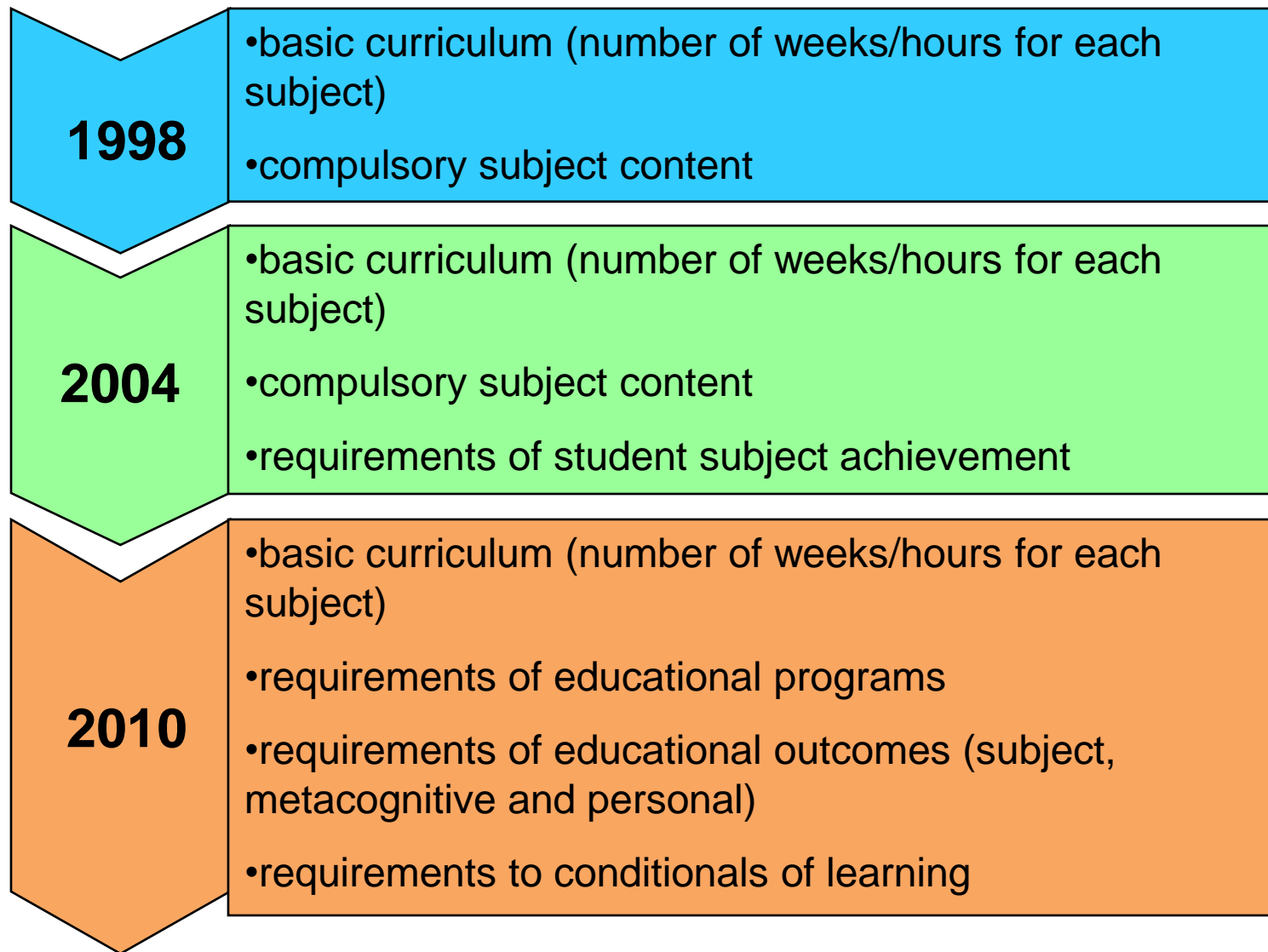
SA-9

- from 2003 till now – pilot mode

USE: scope and scale in 2009

- 83 Russian regions;
- 49 foreign countries (for schools at embassies, Russian military installations, etc.);
- about 1 mln. participants (April-June);
- over 3 mln. person/exams (April - June);
- about 470 versions of examination papers for 14 education subjects;
- examination materials for 6 education subjects translated in Braille

Development of the Russian standard for general education



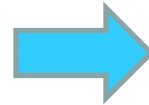
In-depth analysis of Russian outcomes in international comparative studies

In-depth analysis – a powerful tool to explain outcomes of international studies and manage education quality improvements:

- country-specific, i.e. better fitting socio-cultural context and better explaining learning outcomes of a specific country;
- operating with limited data on learning achievements;
- applicable in a variety of socio-cultural environments (i.e. can be replicated in different countries)

Assessment to support teachers and schools

Educational process as
“cultural development”
(theory by L.Vygotsky)



Monitoring of acquiring
cultural means, ways of
thinking and acting

Monitoring of learning and subject competences for primary school students :

- assessment of mathematical literacy;
- assessment of scientific literacy;
- assessment of language literacy;
- assessment of reading literacy (literary and information texts);
- assessment of learning skills;
- surveying students, parents, teachers and school administrators.

Assessment of students' information competences

- Information competence as ability to find, understand, evaluate and use information in various forms to address personal, social or global issues
- The toolkit would include:
 - means to ensure automated measuring of students' ICT competences,
 - item-bank,
 - tests administration and delivery guidelines,
 - materials and recommendations for teachers
- The toolkit may be used in education systems of Russia as well as in other countries

Assessing effectiveness of education systems

Goal – design a toolkit to manage the quality of education in regional systems based on statistics

Key differences of the toolkit from the international approach to education quality assessment and management:

- targets not so much individual learning achievements, but education quality in a certain region/area;
- considers not only learning achievements but also social effects;
- factors in specific conditions of education systems operation;
- is designed as means to develop recommendations for education policy at national, subnational and local levels

Russia's institutional capacity in education quality assessment

- RF Ministry of Education and Science;
- Federal Service for Supervision in Education and Science;
- Federal Institute for Educational Measurements;
- Federal Testing Center;
- Russian Academy of Education (Center for Evaluating the Quality of Education)
- Center for International Cooperation in Education Development (CICED): coordination of Russian projects in education development aid



Thank you!

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