Russia’s Experience and Prospects in Education Quality Assessment
Russia’s Participation in International Comparative Studies

**TIMSS (IEA)**

**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

1998
- basic curriculum (number of weeks/hours for each subject)
- compulsory subject content

2004
- basic curriculum (number of weeks/hours for each subject)
- compulsory subject content
- requirements of student subject achievement

2010
- basic curriculum (number of weeks/hours for each subject)
- requirements of educational programs
- requirements of educational outcomes (subject, metacognitive and personal)
- requirements to conditionals of learning
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

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.

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

Monitoring of acquiring cultural means, ways of thinking and acting

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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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