

Using Student Assessment Results for Education Quality and Systems Strengthening

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CASE STUDY

Uses of assessment information to support student learning in the Russian Federation

ESCHBORN, GERMANY – OCTOBER 25, 2011



General Overview of the Russian Federation and its Education System

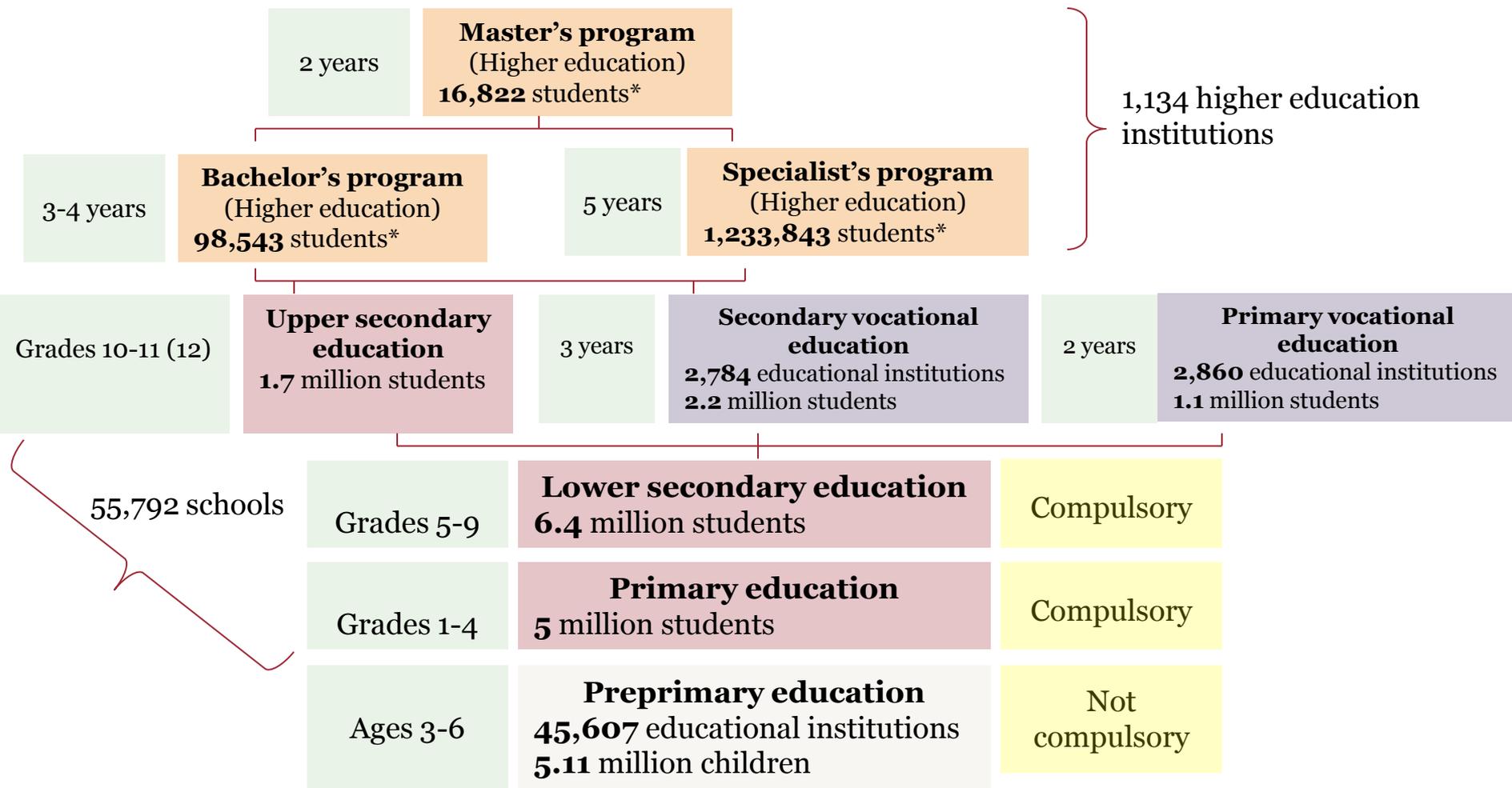


Population: 142,905,208



Area: 17,075,400 km²

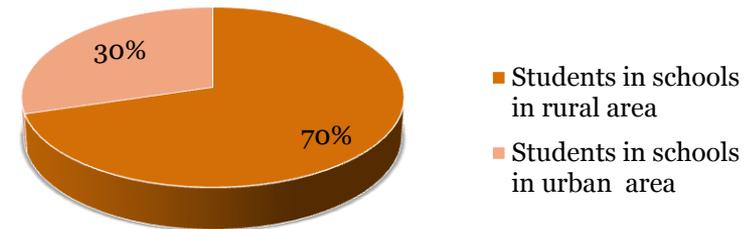
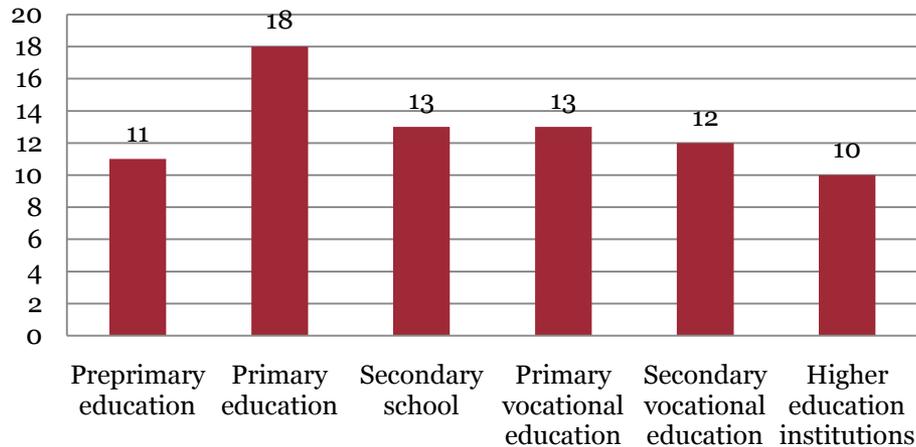
General Overview of Russian Federation and its Education System



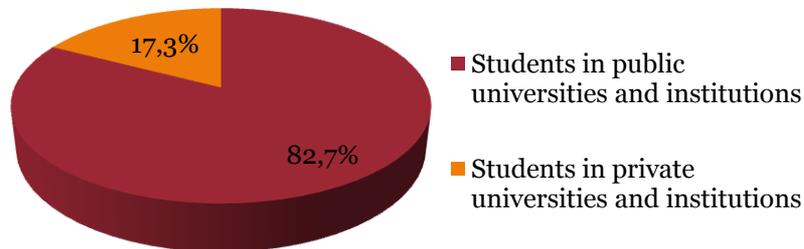
*graduated in 2008

General Overview of the Russian Federation and its Education System

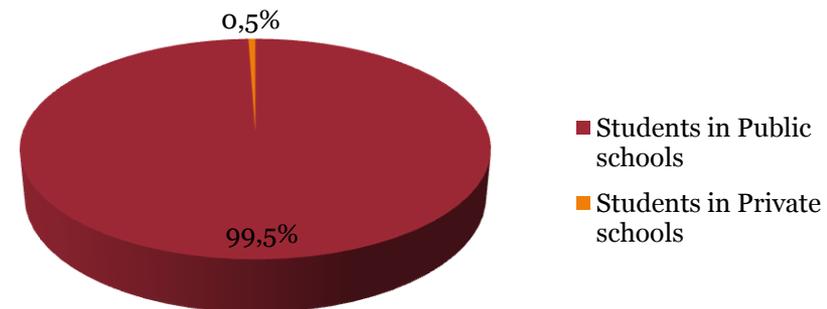
Student per teacher ratio



7,5 million students studying in higher education institutions



13,4 million students studying in schools



Focus and Key Questions for this Case Study

1. How are **Unified State Exam** and **International Comparative Assessment** information used to support student learning in the Russian Federation?
2. How have the uses changed over time?
3. What were the mechanisms and drivers that allowed for those changes?

General Overview of Student Assessment Activities in Russia: Unified State Exam

- 2001: start of the experiment to introduce USE by the Government of Russian Federation
- Goals:
 - to develop an objective system of assessment of the quality of school graduates 'and university applicants' preparation and
 - to provide government oversight and control over the quality of education
- 2009: the USE was transferred to a regular regime
- Dual function: combining the graduation test and the entrance test for admission to universities

General Overview of Student Assessment Activities in Russia: Unified State Exam

3 parts

Multiple choice items

Short response items

Open-constructed response items

- 14 subject areas
- Russian language proficiency and mathematics are mandatory

Stakeholders

Russian regions

Municipalities

Schools

Teachers

Parents

Graduates/applicants

Findings: Use of the Results

- Federal Level
 - Evaluating the level of achievement of school graduates /Reporting results
 - Evaluating the regions
 - Publication of instructions for teachers
- Regional Level
 - Evaluating the achievement of schools → administrative and financial pressure
 - Analytical work and recommendations
 - Developing schools ranking
- School Level
 - Bonuses for teachers
 - Intensive coaching for the USE
- Parent/Student Level
 - Using of training materials (recommendations, exercises) for self-preparation

Findings: How have the uses changed over time?

NB: the USE has been in countrywide application for only 2 years!

- The instrument is changing (in terms of structure, items, etc.), but the pattern of use hasn't changed:
 - ✓ using of USE results as unique criteria to assess school effectiveness
 - ✓ intensification of coaching processes
 - ✓ neglect of analytical work and conversion of results into policy decisions
- The use of results to improve learning was slightly increasing on regional level

Findings: What were the mechanisms and drivers that allowed for changes?

Main drivers:

- Academy of Education
- Universities
- Federal and regional centers for assessment of the quality of education

All the smallest changes are provided mainly thanks to some universities and education quality assessment centers.

Findings: Major Barriers to Adequate Use of Results

- Low credibility of the USE
- The USE data are not available
- Administrative and economic pressure on schools and teachers
- No organization of teacher training based on identified USE deficiencies

The revision of curricula and standards is rather driven by the results of international studies

General Overview of Student Assessment Activities in Russia: International Comparative Assessment

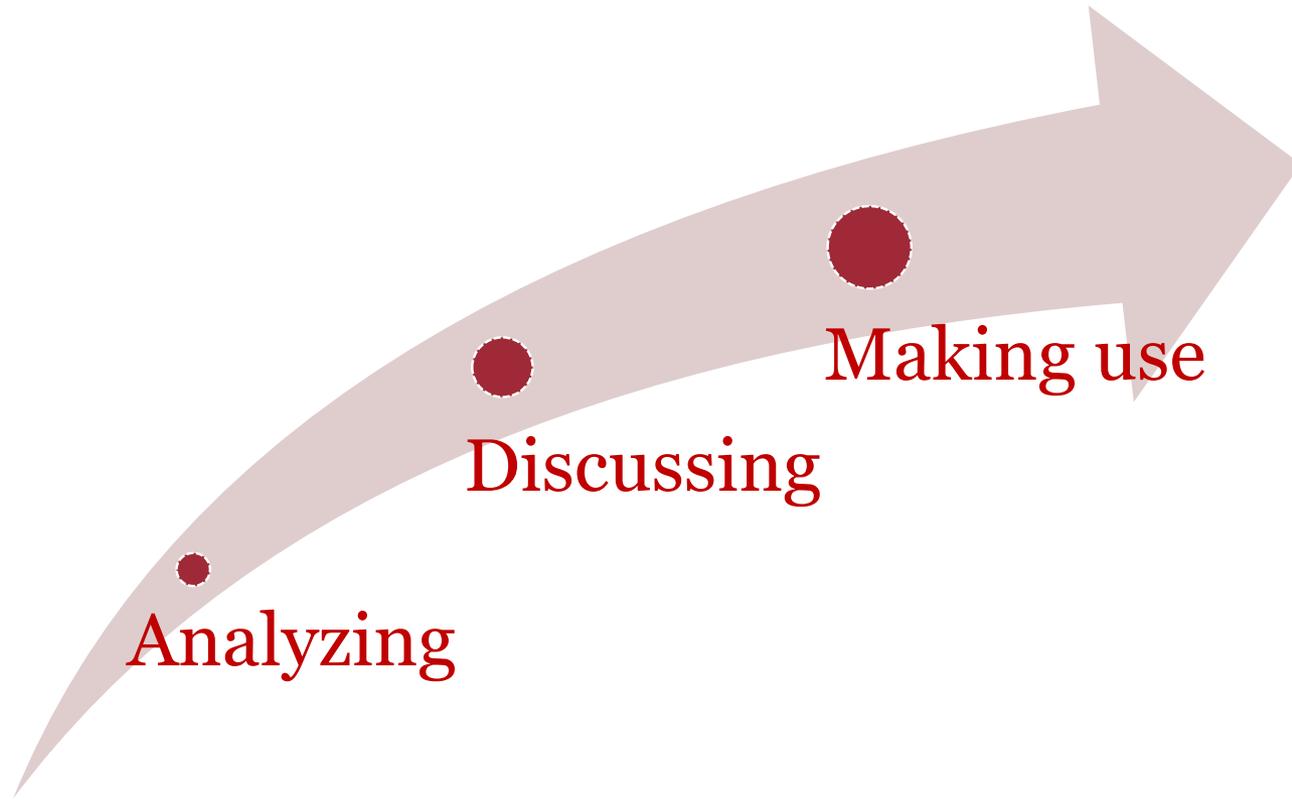
- The Ministry of Education and the Russian Academy of Education have been conducting studies since 1988
 - TIMSS since 1995
 - PISA since 2000
 - PIRLS since 2001
- Purposes:
 - to assess the educational achievements of students
 - to identify the factors affecting the quality of education

Findings: Use of the Results

The Academy of Education:

- Reporting
- Intensive professional discussions and wide media coverage of the results
- Involving policy makers at all levels of educational system
- Clear recommendations of the Academy of Education:
 - development of curricula
 - selection of textbooks
 - changing national educational standards

Findings: How have the uses changed over time?



What were the mechanisms and drivers that allowed for changes?

- Cultural shift → changing attitude to ICA
- High level of credibility of ICA
- Comparative results
- Available databases → independent studies
- Specific position of the Academy of Education:
 - 1) the national project manager for the ICA,
 - 2) one of the developers for the national educational standards,
 - 3) the main guide to textbooks and curricula development

Discussion and Lessons Learned

- Sufficient resources (time and quality of assessment)
- Conversation of the learning results into a policy-making process as the particular task
- Access to the databases of results
- Focused and clear messages based on analysis
- No sanctions against the regional ministries and schools with poor performance