Impact of PIRLS 2006 on policy making in Russia

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National Examination System

- **Unified State Examinations** (school leaving+ University entrance)
  - 11 subjects (20-450 parallel forms for each subject)
  - 99% of school graduates from 84 regions in 2008 (2411317 examinees in 2008 in all subjects, 1056060 in Russian)
  - Centralized test development (item-banking) and scaling (IRT)
  - School and University independent procedure

- **Basic School Attestation Examinations** (grade 9)
  - 7-10 subjects
  - About 30% basic school graduates from 73 regions in 2008 (about 525000 in Russian)
  - Centralized test development and scaling at the regional level
  - School dependent procedure with independent observers
National Education Standards

- **1998** – State Education Standards for primary, basic and upper secondary school
  - Content standards (compulsory minimum of content to be taught)

- **2004** - State Education Standards for primary, basic and upper secondary school
  - Content standards (compulsory minimum of content to be taught)
  - Requirements to students’ achievement

- **2010** - State Education Standards for primary, basic and upper secondary school
  - Requirements to the school curriculum (fundamental core of content)
  - Requirements to educational results (subject, metacognitive and personal)
  - Requirements to the conditions of learning
PIRLS-2006 findings:

- Top country together with Hong Kong and Singapore
- Substantial improvement since 2001 (average score 528 in 2001, 565 in 2008)

Complex reasons of progress

- Transition to 4-year primary school (63% of 3-year primary school students in 2001, almost all in 4-year primary school in 2006)
- Increase of the student age (10.3 in 2001 and 10.8 in 2006)
- Better per-school preparation
- More wide dissemination of the new textbooks developed on the basis of the child development theory
- More often use of the written tasks of PIRLS type since PILS-2001
- More individual help to students
- Many other reasons, not connected with the efforts in education
  - Improvement of the social-economic situation in the families
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    - Less proportion of children from economically disadvantage families (17%)
  - Decrease of the rural students (12%), etc.

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PIRLS-2006 findings:
Russian students results on the trend MC items

<table>
<thead>
<tr>
<th>Level</th>
<th>2001</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>low (3)</td>
<td>88.2</td>
<td>91.7</td>
</tr>
<tr>
<td>intermediate (7)</td>
<td>82.1</td>
<td>87.3</td>
</tr>
<tr>
<td>high (9)</td>
<td>63.3</td>
<td>76.3</td>
</tr>
<tr>
<td>advanced (4)</td>
<td>58.4</td>
<td>66.7</td>
</tr>
</tbody>
</table>
PIRLS-2006 findings:

- Retrieving
- Inferencing
- Interpreting
- Integ/eval
  
  ![](chart.png)
PIRLS-2006 findings: highest results – text, level and item format

- Items for informational texts: 37%
- Items for literary texts: 63%
- Open response items: 26%
- Multiple choice items: 74%

- Advanced: 26%
- Intermediate: 21%
- Low: 11%
- Повышенный: 42%
PIRLS findings: number of students at the PIRLS International benchmarks (%)
PISA findings: number of 15 year old students at the proficiency levels on the reading scale (%)

Below level 2  - 408, levels 2(408) & 3(481), levels 4(553) & 5(625).
Main conclusions of PIRLS-PISA comparison:

1. At the end of the primary school students have high level of reading comprehension skills.
2. At the end of the basic school they have lost their advantages.

What are the reasons?

2 Possible hypotheses:

- Developing effects of the primary school is higher than in the basic school oriented more on transmission of the subject knowledge and skills.
- The primary school gives the higher level of education but pays high cost for this (develops high level reading skills at the expense of student health, motivation, independence of thinking).
Secondary analysis of PIRLS data: “Looking for good practices and areas for improvement”

- Analysis of the positive results and trends in some countries
- Deep analysis of the PIRLS data for the strong and week areas as well as factors explaining the results
- PIRLS-2006 schools visits in 2008 (classroom observations, interview with teachers, assessment of students achievement in grade 6, etc.)
- Primary school textbook analysis in relation to PIRLS reading framework
- Preparing the publication “PIRLS reasons for success and failure”
Questions and comments

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