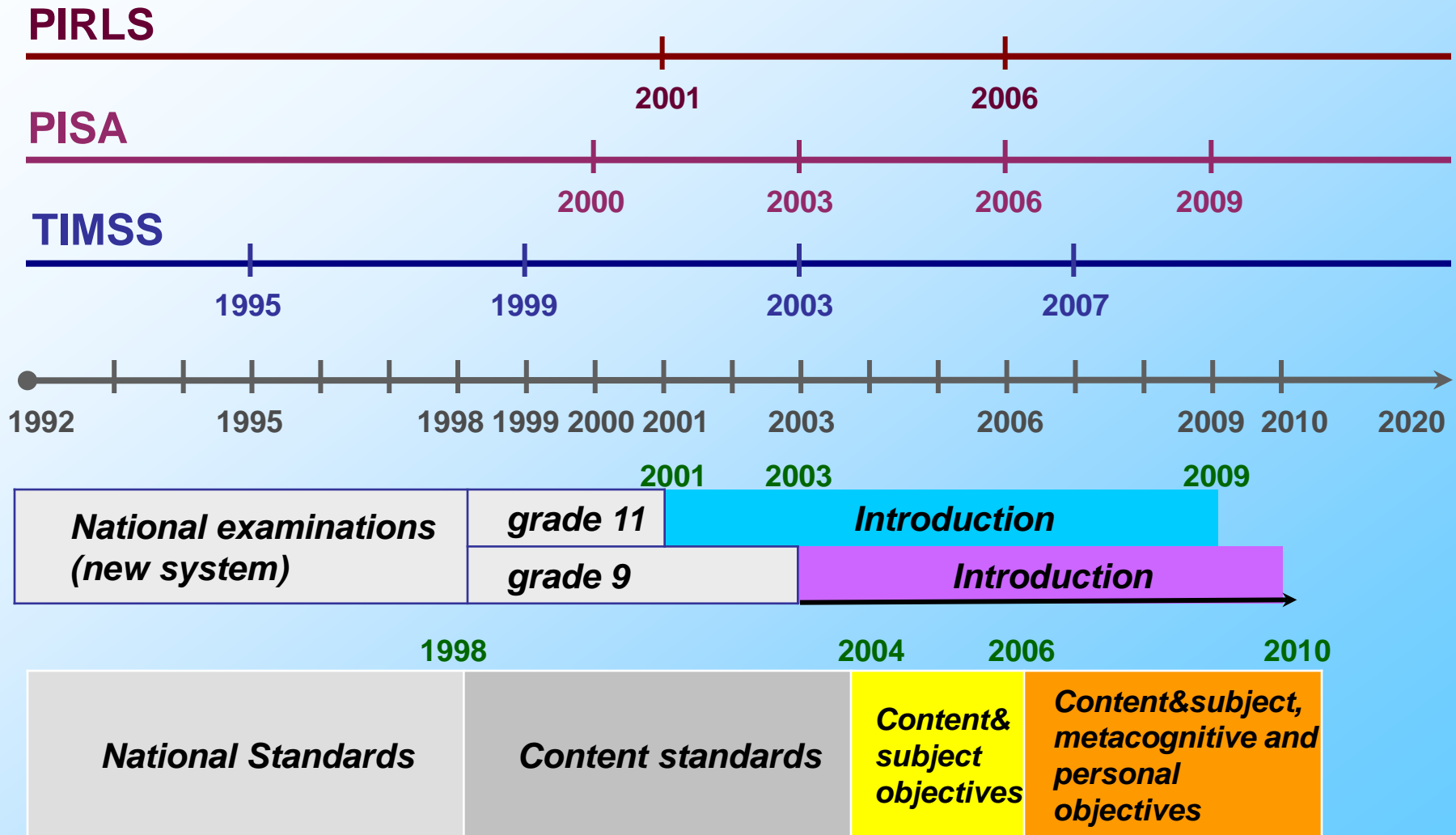


Impact of PIRLS 2006 on policy making in Russia

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Reforms in Education and International Studies



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

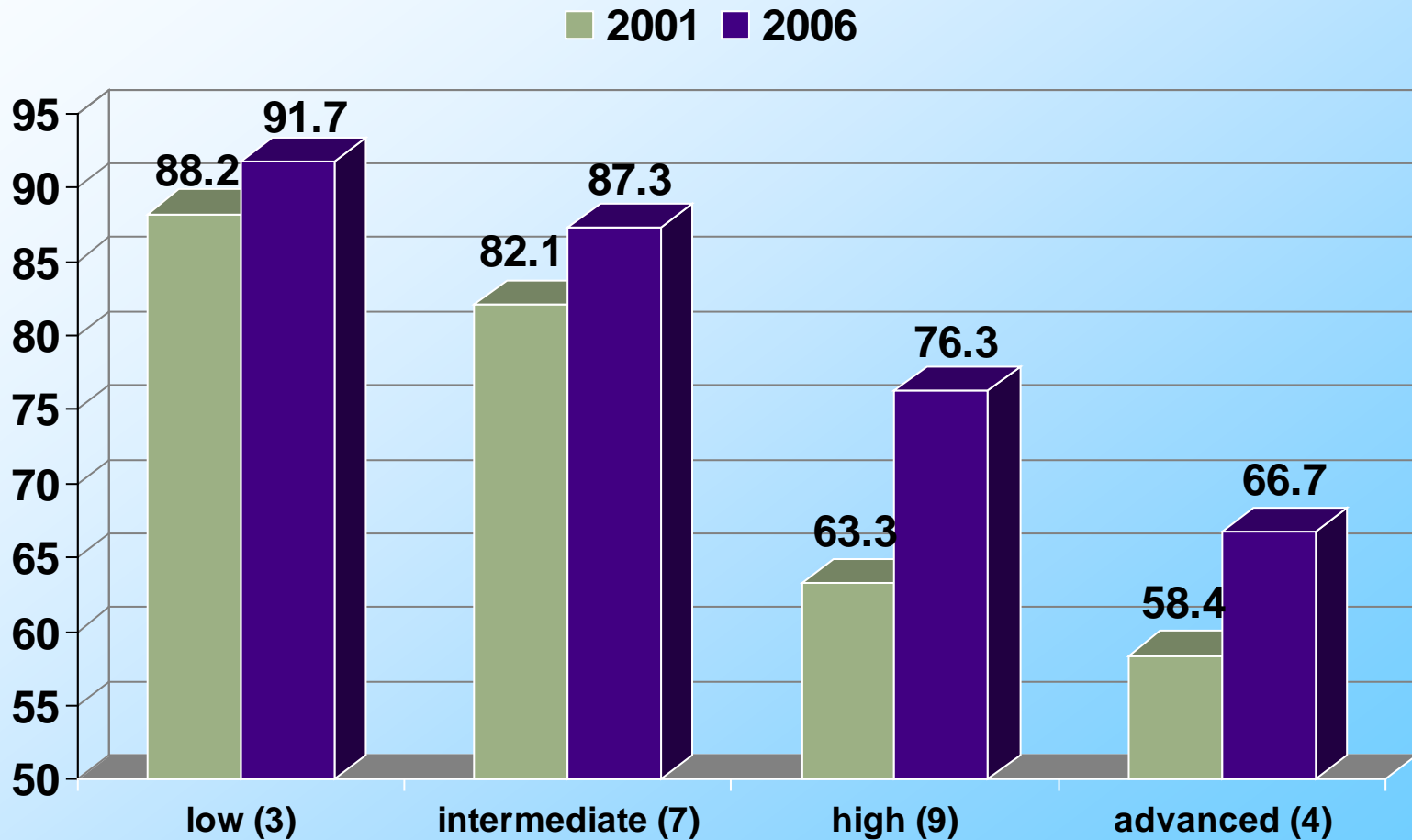
National Education Standards

- **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

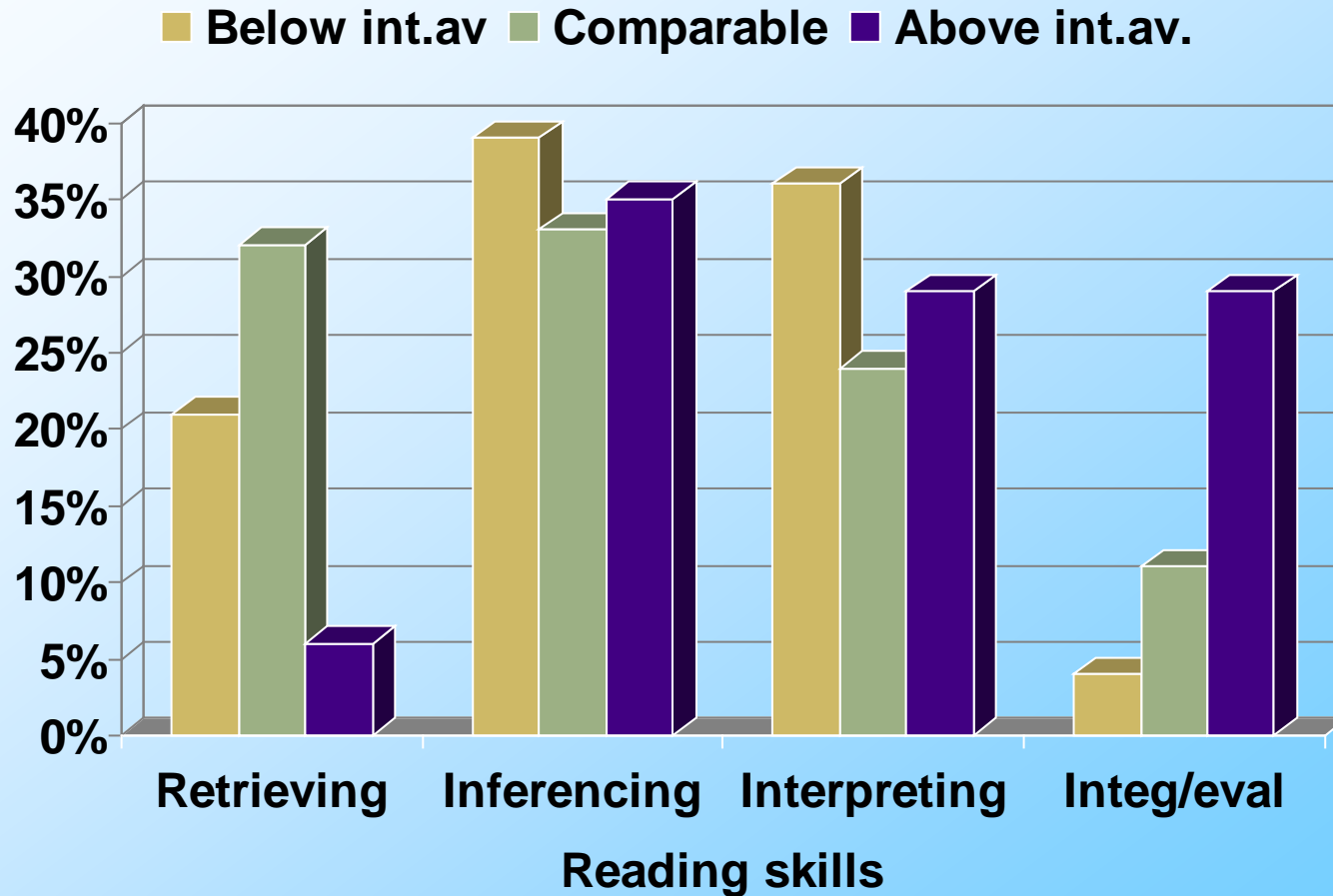
PIRLS-2006 findings:

- **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 PIRLS-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**
 - **More books, computers, study area for students in the families**
 - **Less proportion of children from economically disadvantage families (17%)**
 - **Decrease of the rural students (12%), etc.**

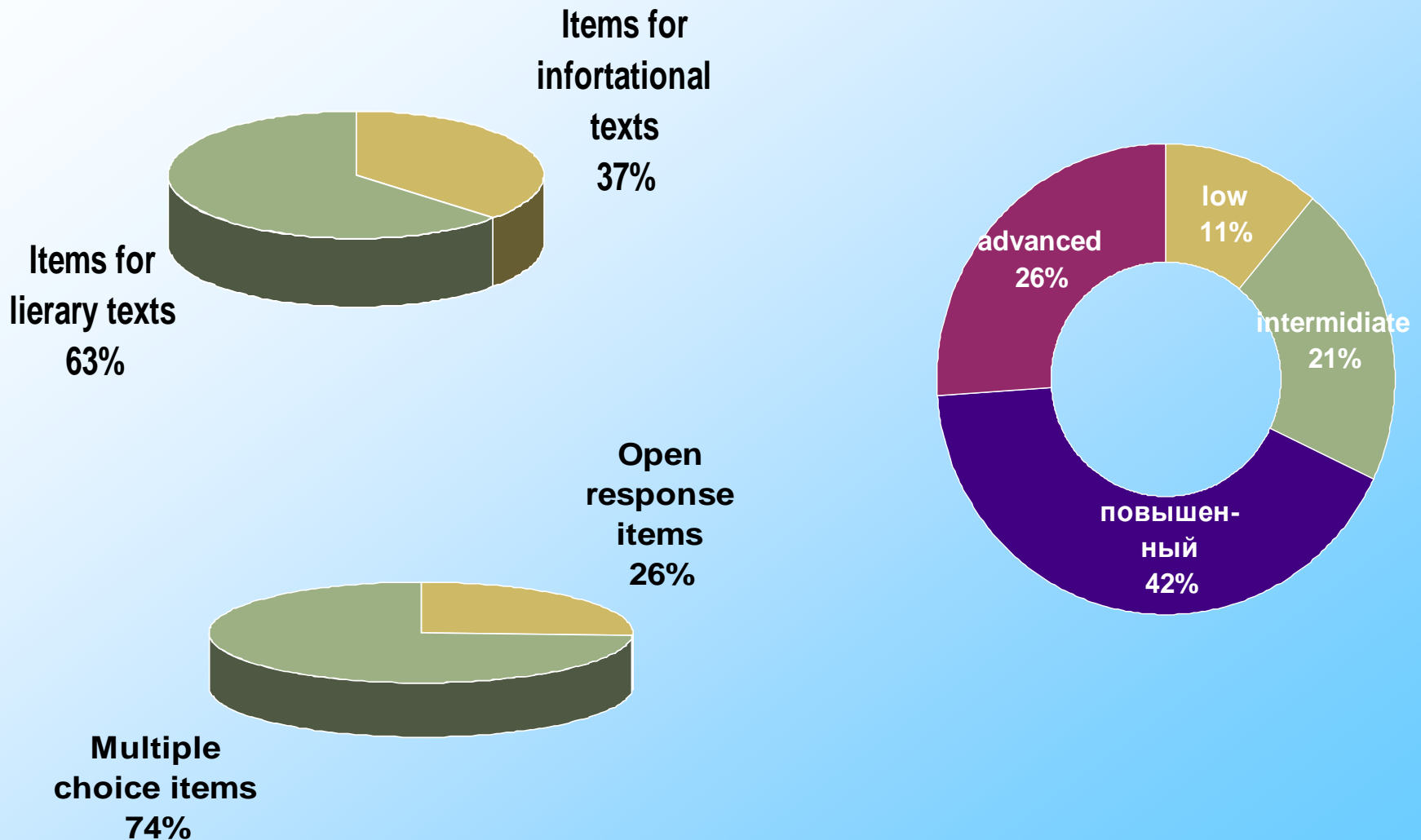
PIRLS-2006 findings: Russian students results on the trend MC items



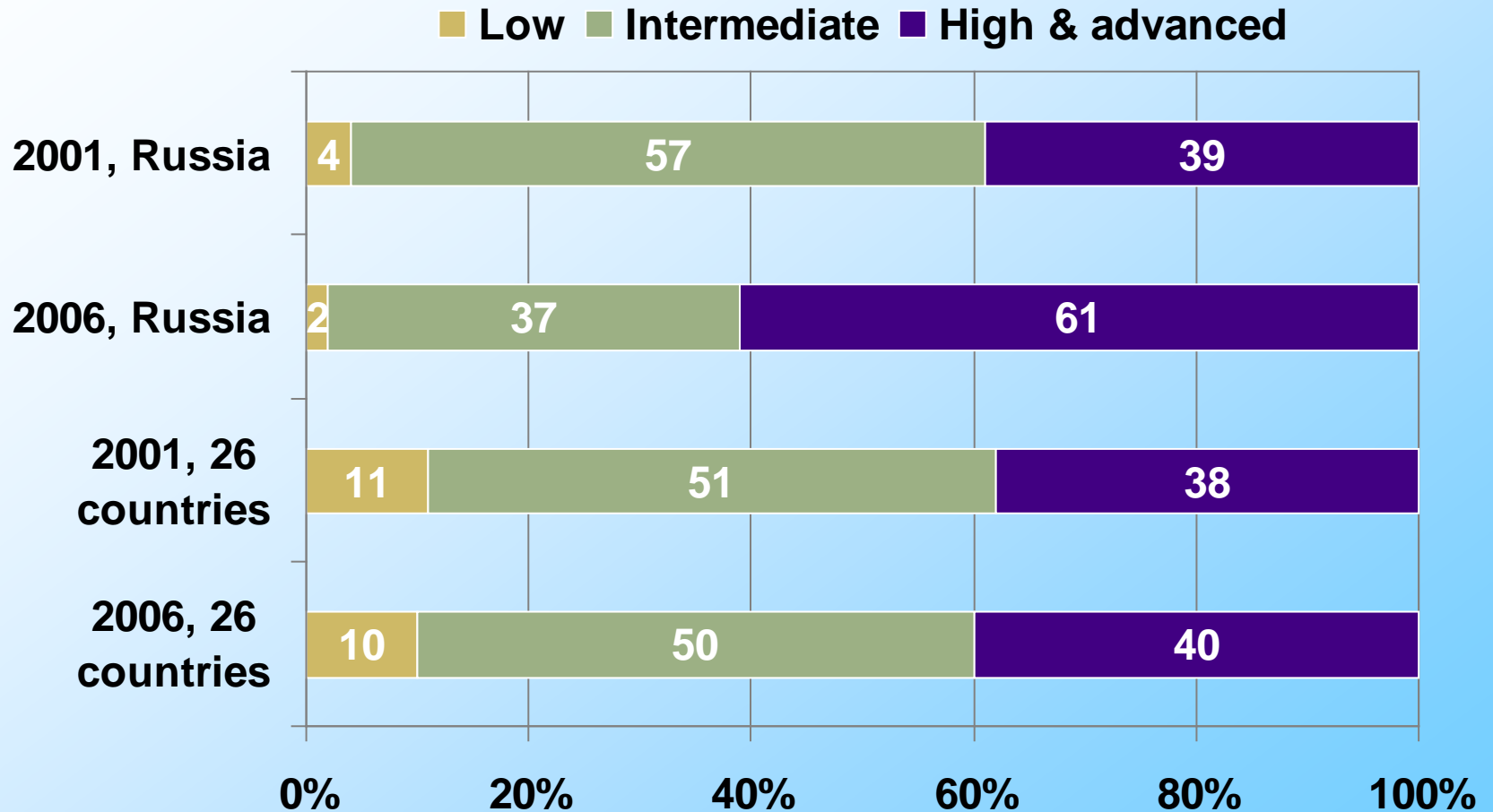
PIRLS-2006 findings:



PIRLS-2006 findings: highest results – text, level and item format

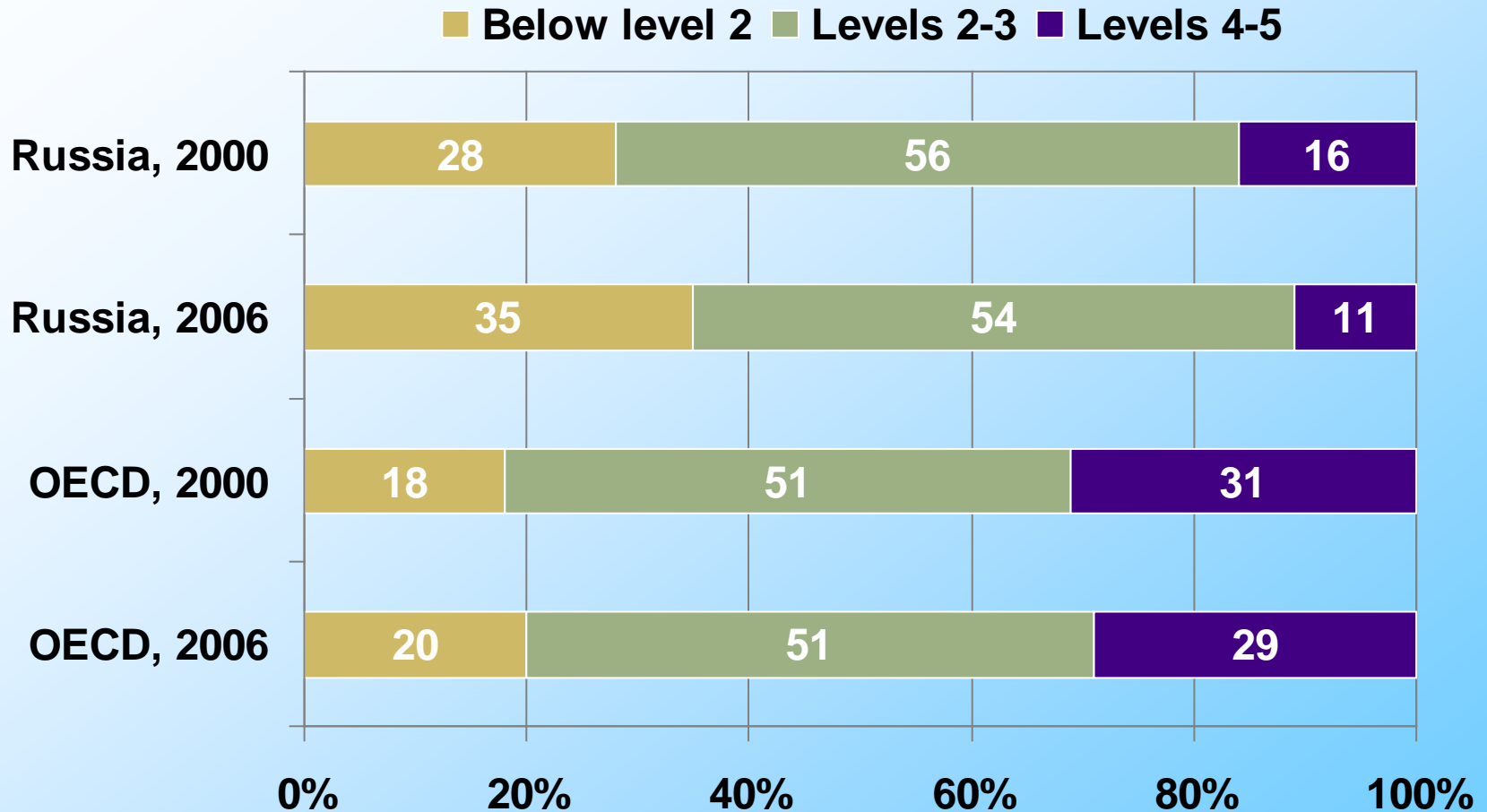


PIRLS findings: number of students at the PIRLS International benchmarks (%)



Low – 400, Intermediate (475), Advanced (550), High (625).

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 weak 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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