

MINISTRY OF EDUCATION
OF THE RUSSIAN FEDERATION
Federal State Budget Scientific Institution



**INSTITUTE FOR STRATEGY
OF EDUCATION DEVELOPMENT**
OF THE RUSSIAN ACADEMY OF EDUCATION

PIRLS

2016



***Lessons learned from PIRLS 2016.
The Russian Federation***

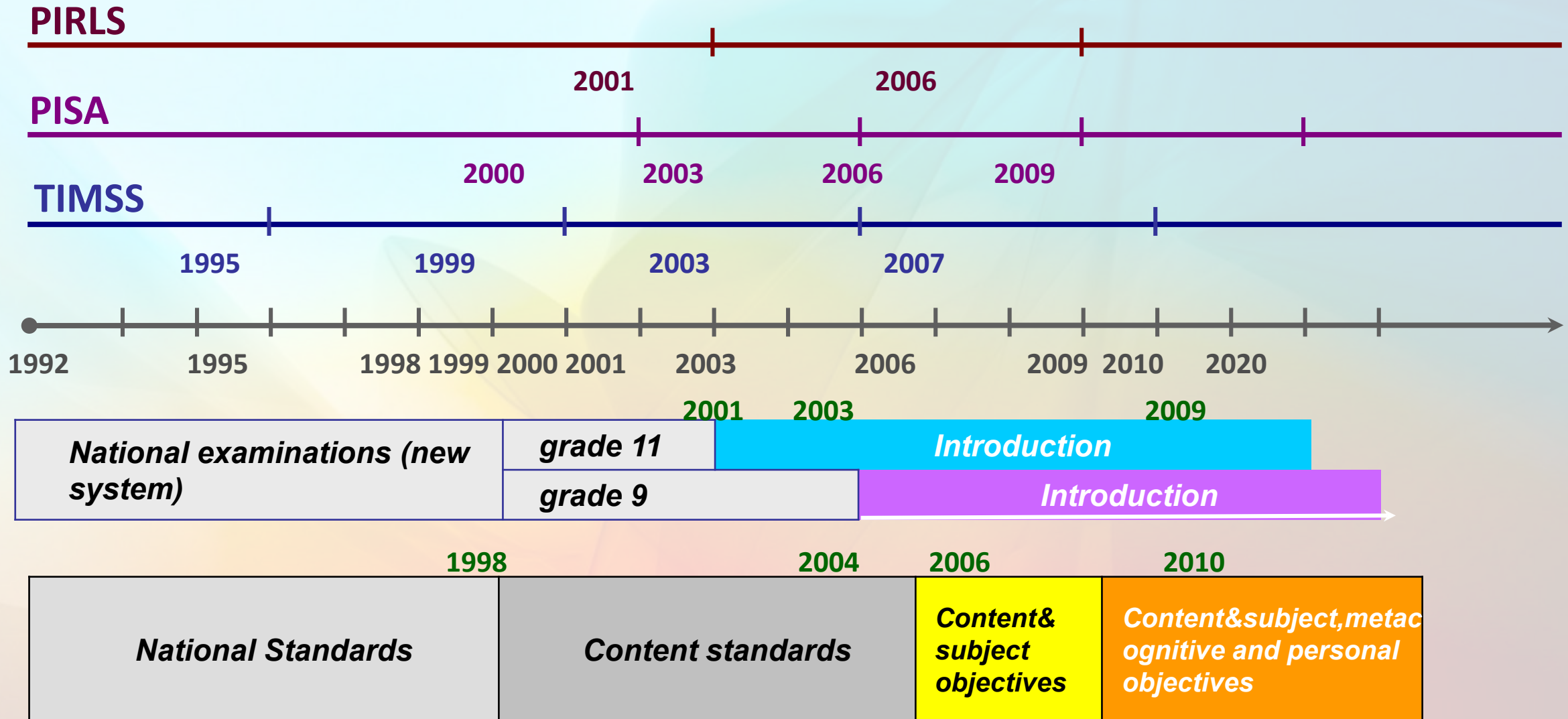


**BOSTON
COLLEGE**

**IEA General Assembly
Astana, 2018**



Reforms in Education and International Studies





The Federal System for Evaluating the Education Quality

PROCEDURES OF EDUCATION QUALITY ASSESSMENT



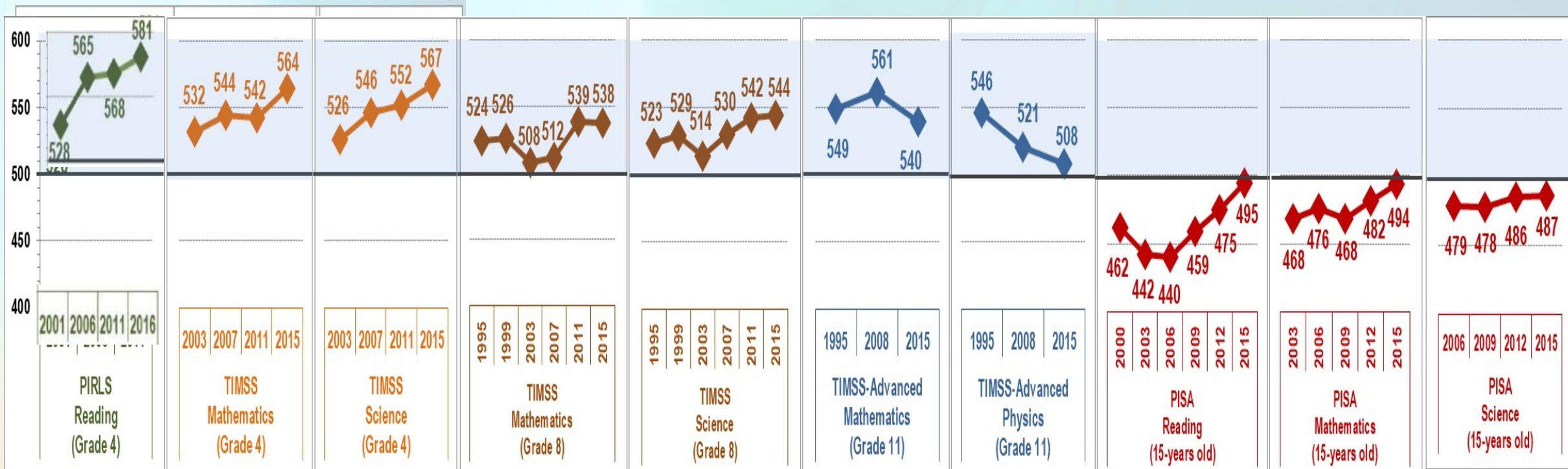
MINISTRY OF EDUCATION OF THE RUSSIAN FEDERATION

 **Defining the issues**

 **Recommendations for improving the education quality**

IMPROVING OUTCOMES

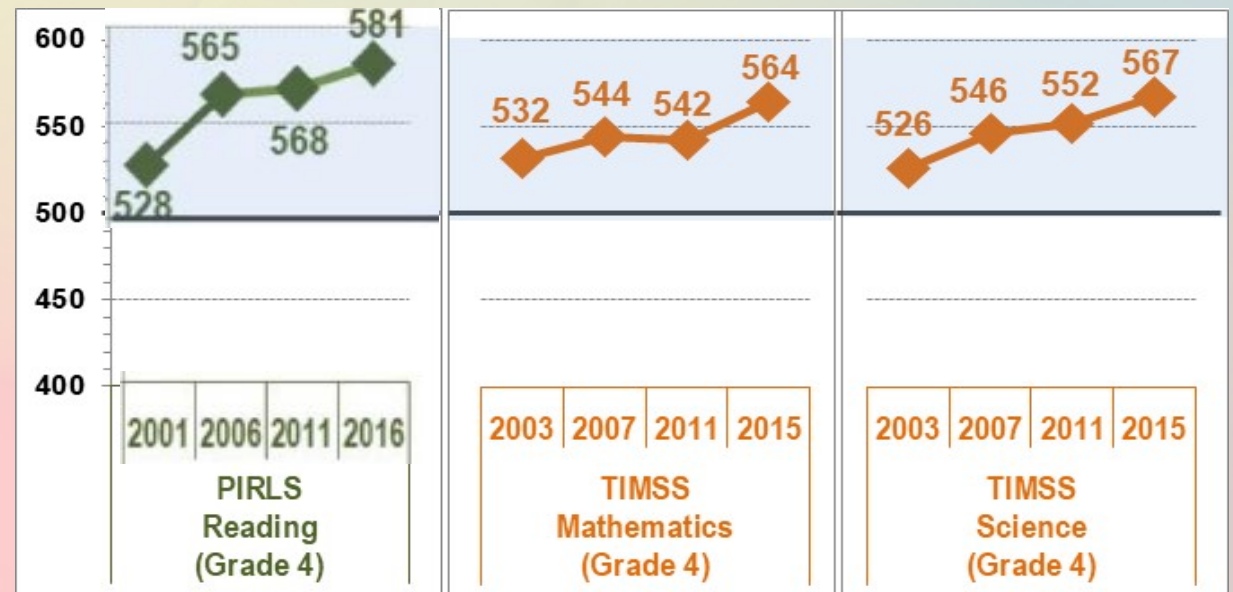
Trends in school students results in PIRLS, TIMSS and PISA (1995 – 2016)



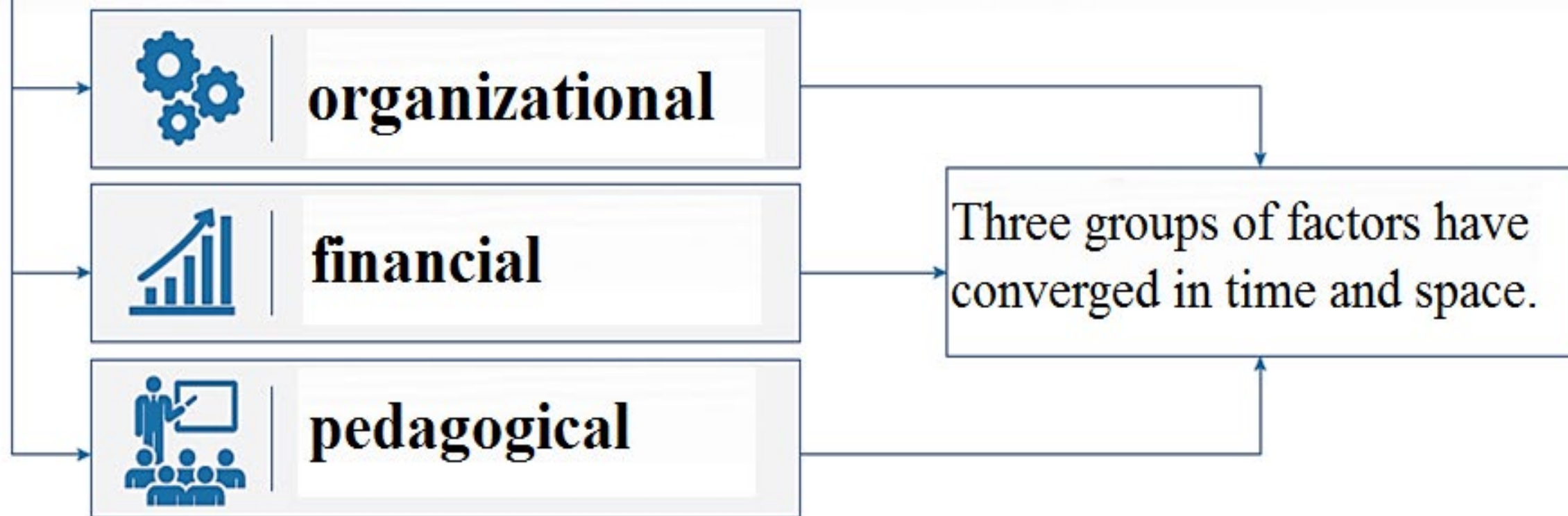
PIRLS 2016 main findings



- In 2016 Russia confirmed the status of the leader in the area of reading in the primary school.
- Russian 4th-grade students demonstrated significantly higher results than in 2011
- Russian boys improved the results more than girls.
- 26% of the Russian 4-grade students demonstrated the advanced level of reading comprehension and 44% - the high level.
- The major reason of improvement of the results in the primary school is the introduction of the Federal standards.
- Moscow was the first region of Russia joining PIRLS in 2016 and showed the highest results.



Three groups of factors that helped Moscow students to get high results in PIRLS-2016



Moscow – city for education

- High speed of implementing innovations in education
- Moscow school rating based on the education quality indicators
- Large educational school complexes – the basis for providing equal opportunities for all students
- Great powers of principles and high requirements for their responsibility
- Introduction of the new staff position in school – deputy principle for quality management
- Developing the regional assessment system for different subjects, metacognitive and learning skills, reading literacy, computer literacy, etc.
- Individual support of teachers on the basis of students assessment results by different Moscow organizations (Moscow center for quality of education, School and teachers support centers in each administrative area (12), Moscow in service training system, Moscow Pedagogical University, etc.)

The directions of the secondary analysis for improving the reading literacy of the Russian students

Galina Zukerman, Marina Kuznetsova, Galina Kovaleva:

Main goal: to reveal the strong and weak points of the Russian students' reading skills

Main steps:

1. Analyze the Russian students performance on all items using 5 indicators: Russian results, International average, maximum results, difference between Russian and international average results; difference between Russian and maximum results.
2. Group items describing the strong and weak points of the Russian students' performance (problem area, success area and prosperity area groups). Using the item characteristics (reading purposes, comprehension processes, response format, level of difficulty) we describe the students performance on these groups
4. Analyze the trends in the performance since 2001, 2006, 2011 and 2016.
5. Make the conclusions and recommendations.

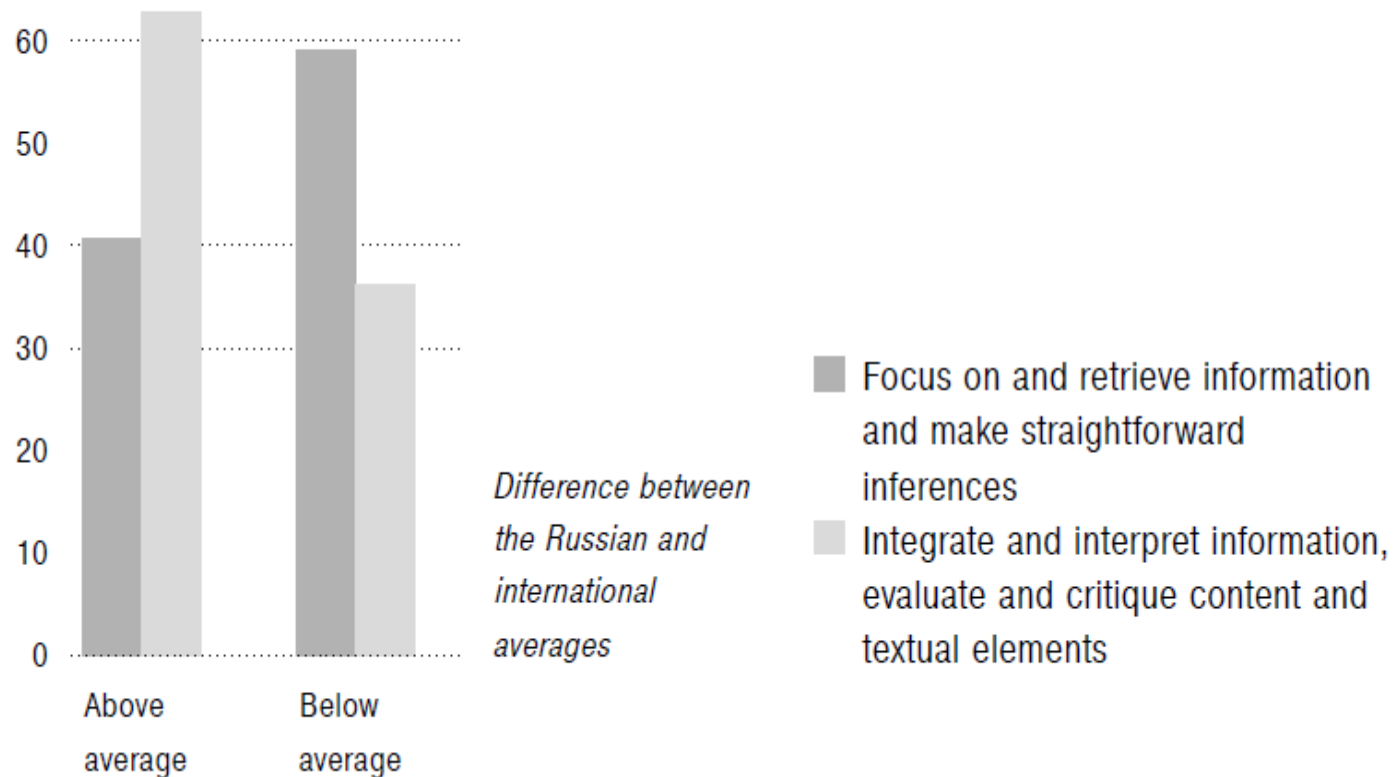


The Reading Literacy of Russian Fourth-Graders: Lessons from PIRLS-2016

[G. Zuckerman](#), [G. Kovaleva](#), [V. Baranova](#)

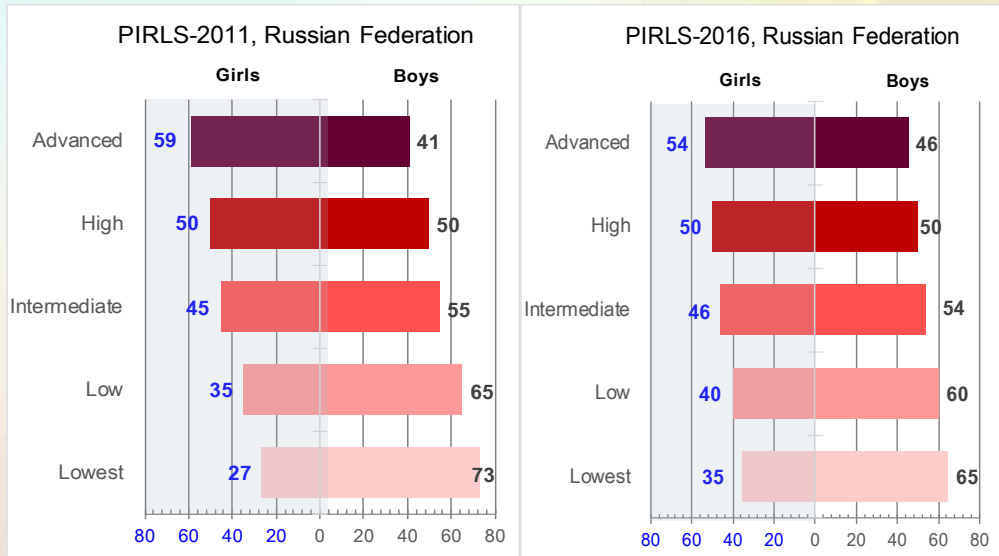
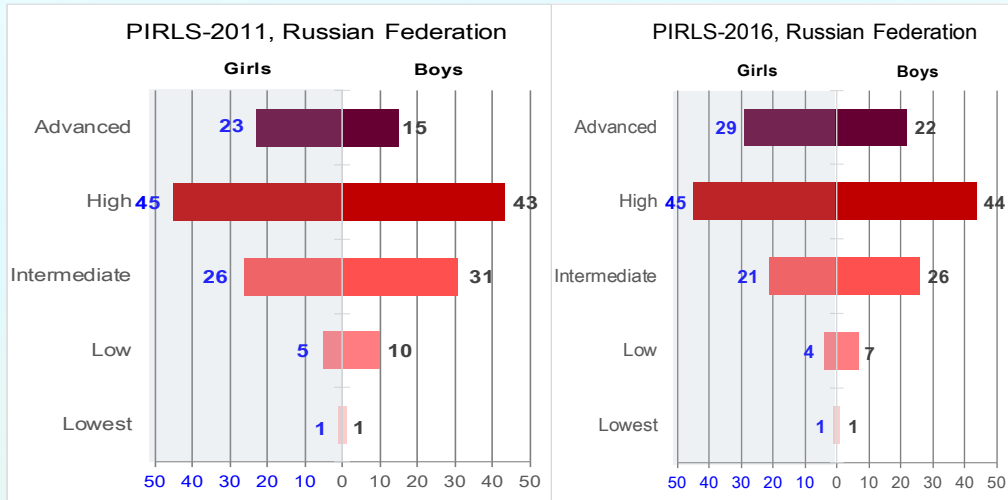


70 Number of items, %

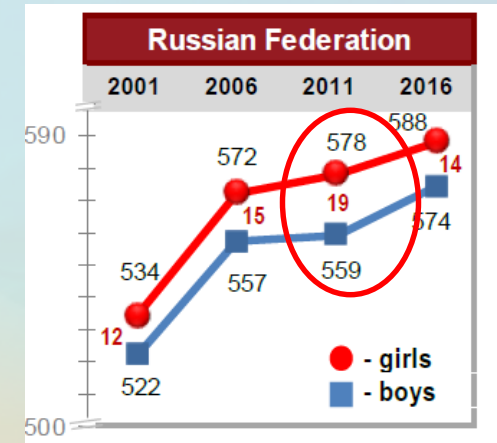


PIRLS 2016 data indicated that the Russian fourth-graders are relatively stronger at the secondary stage of information processing and relatively weaker at the primary stage. The same imbalance of reading competencies was observed in PIRLS-2006, but the lessons of this study have not been learned over the last decade. In other words, the foundation of the magnificent building up of the Russian fourth-graders' reading literacy has long been showing signs of instability. Could this be the reason for the low reading literacy of 15-year-old Russians that has regularly been documented in PISA.

Gender issues in PIRLS-2016

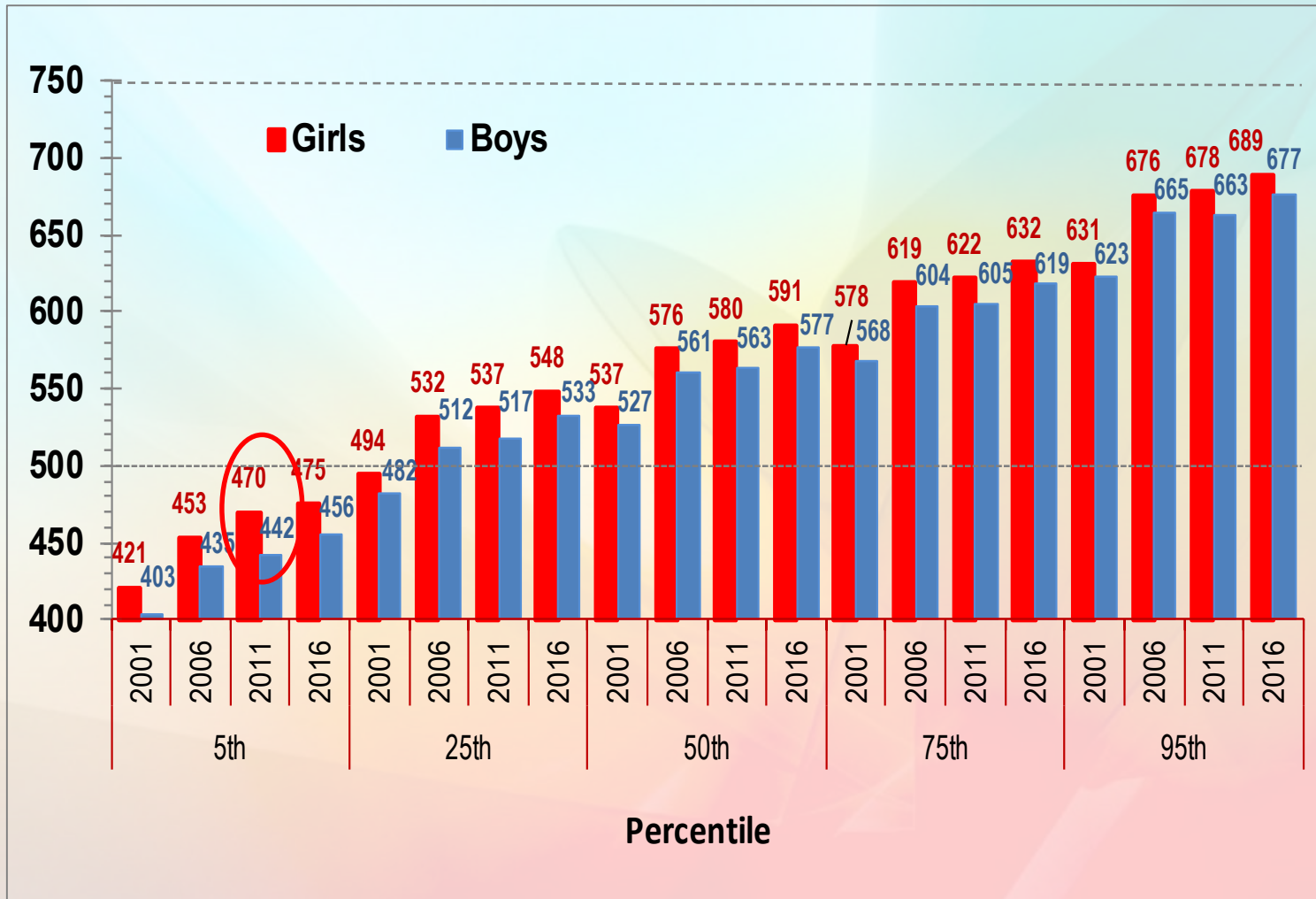


- Boys significantly improved reading performance in 2016, especially at the advanced and low level
- More boys among good readers read every day to find out about things they want to learn
- 22 countries have lower gender difference comparing to Russia



Some findings from the gender analysis and recommendation for improvement

Galina Kovaleva, Marina Kuznetsova, Galina Sidorova:



Findings: Boys use the computer to find or read information for the schoolwork less time than girls, but more time for playing games, surfing internet.

Recommendations: Develop students' strategies to access and read digital information; make homework task more active using digital devices.

Findings: Boys more seldom borrow books from the library; boys have less books at home

Recommendations: Organize the special activities in the libraries to attract boys; increase computer access in the libraries

Findings: Independent on gender weak readers (25%) have troubles reading stories with difficult words.

Recommendations: To increase the time and improve methods of working with lexical difficulties

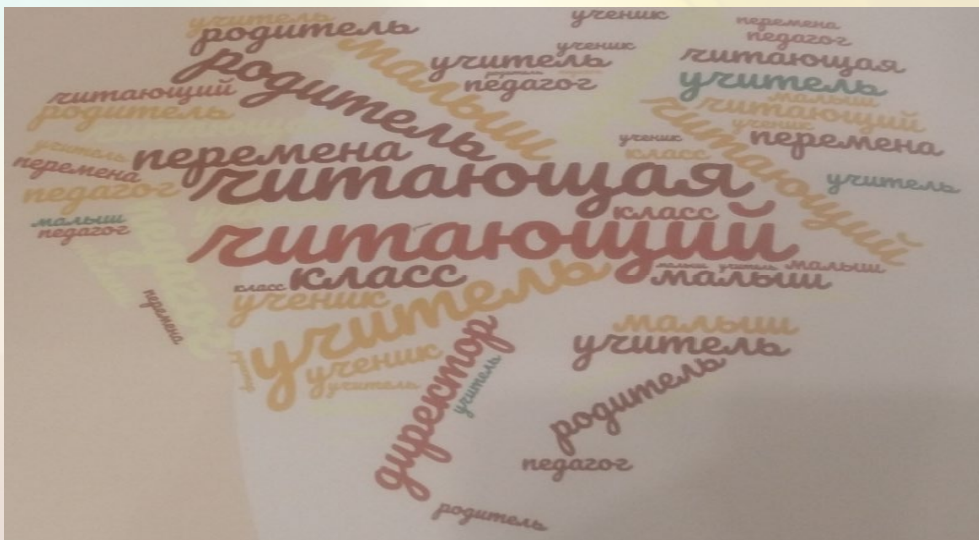
The programs of supporting children and teenagers reading in the Russian Federation (2017)

Project “Reading school”

Goal: to solve the problems of the current crisis of children reading – weak reading environment: not reading parents, lack of good funds of children literature in home and school libraries (especially for teenagers)

5 steps to reading school – strategies of development:

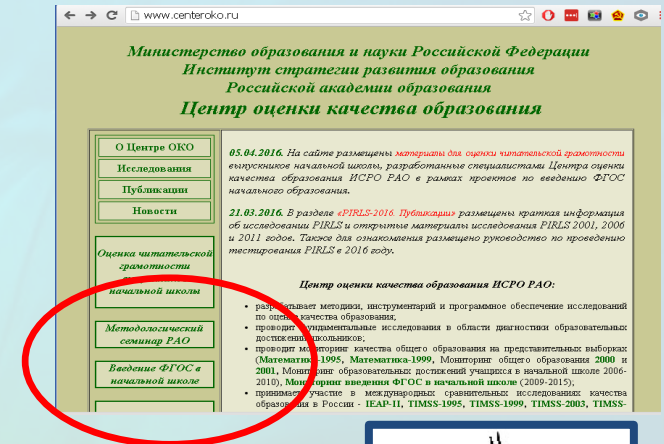
1. Lessons: reading through all school subjects (Special curriculum program and assessment materials)
2. Out of school activity: Reading as the way of self-realization (School Chronicle, Live classics)
3. Educational environment: Space for free reading
4. Family: Family reading, Family libraries, Reading mother
5. Training programs: Reading teacher, Reading workshops, Retraining of school librarians



Developing the training materials for teachers and assessment materials for students and teachers

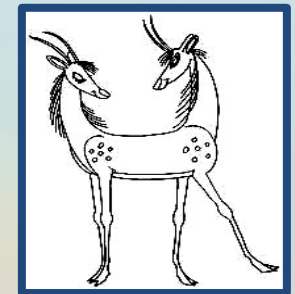
Examples:

1. Assessment and training materials on www.centeroko.ru



2. “Pull and Push” tests (PIRLS-PISA tests) for measuring the dynamics in reading literacy

3. Set of assessment materials for students and teachers which include texts in Mathematics, Russian, Science and Social studies



4. Teacher assessment in reading literacy and in reading literacy instructions (in development)

Questions and comments

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