

中国基础教育监控与评价体系

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The Monitoring and Evaluation System for Basic Education in China

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报告内容

- 一、教育督导体系
- 二、基础教育监控体系
- 三、学校督导评估体系

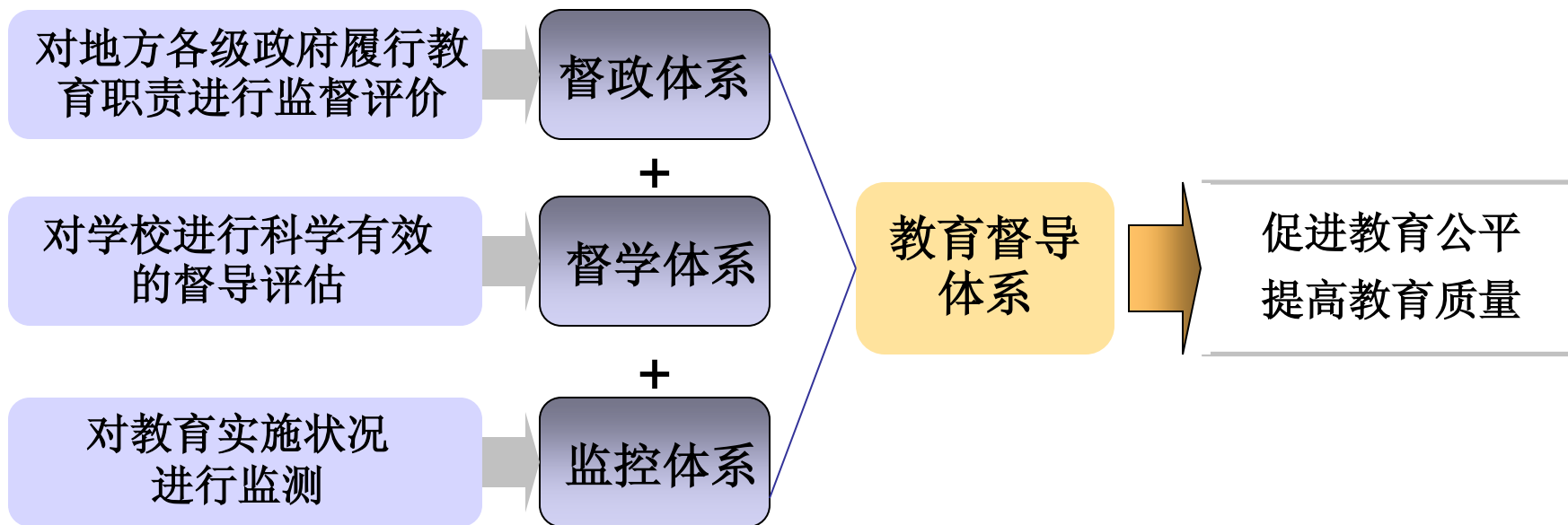
The Content of the Report

- I. Educational Supervision System**
- II. Basic Education Monitoring System**
- III. School Supervision and Evaluation System**

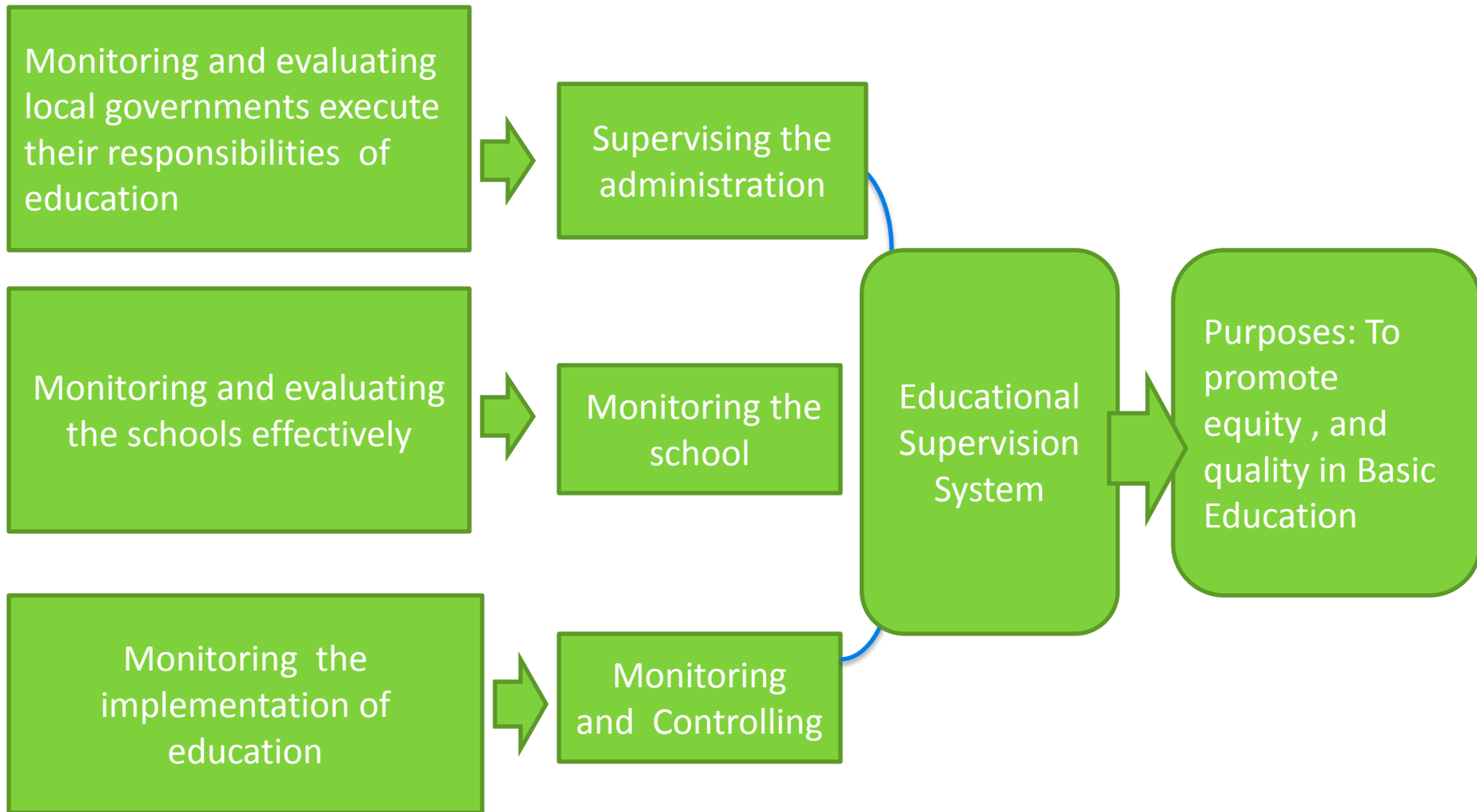
一、教育督导体系

I. Educational Supervision System

(一) 教育督导工作体系



(1) Educational Supervision System



(二) 教育督导机构

- 机构框架：

- 国家、省、市、县四级督导机构。

- 国家教育督导机构—国家教育督导团。属教育部领导。

- 主要职责：

- 研究制定教育督导与评估的方针、政策、规章制度和指标体系；对地方人民政府贯彻执行国家有关教育方针政策的情况进行指导、监督、检查、评估，保障素质教育的实施和教育目标的实现。

- 教育督导机构。分属省、市、县人民政府领导。省、市、县教育督导机构为人民政府

- 国家、省、市、县共有四万多人的专兼职督导队伍。

(2) Official organizations of the Educational Supervision System

- **The structure of the organizations**
- **Four levels: nation, province, city, district**
- **The national supervision institution—the board of national supervision, under the leadership of the Ministry of Education.**

Main responsibilities:

Formulate the policies, regulations , and indicating system for the educational monitoring and evaluation; guide, monitor, control, evaluate the implementation of the national policies in the local government in order to guarantee the implementation of quality education and the completion of educational goals.

- **Educational supervision institutions in provinces, cities, districts which are under the leadership of local governments.**
- **There are 40,000 part-time and full-time staffs in total working in the different levels of supervision teams.**

（三）教育督导的任务

■ 工作任务：

- 1、“督政”：监督下级人民政府及其有关职能部门履行教育工作职责，依法行政，促进教育公平。
- 2、“督学”：督促学校全面实施素质教育，全面提高教育质量。
- 3、“监控”：监测基础教育发展状况，为教育决策提供科学依据。

(3) Main Tasks of Educational Supervision

- **Monitoring the administrations: legitimately monitoring the fulfillment of the duties of the local governments and other relative departments; promoting the educational equity**
- **Monitoring schools: monitoring the implementation of quality-oriented education in schools; improve educational quality in an all-round way**
- **Monitoring and control: monitoring the development of basic education, consulting policy making procedure**

二、基础教育监控体系

II. Monitoring system for basic education

（一）监控的必要性

- 从国家发展战略上看，开展基础教育质量监测工作，是建立人力资源强国、提高国家竞争力的迫切需要；
- 从教育发展上看，是落实科学发展观、促进教育公平和全面实施素质教育的一项基础工程；
- 从教育督导工作上看，是完善教育督导体系，提高教育督导的科学性、针对性和指导性，更好地为教育改革和发展服务的需要。

(1) Why we need the monitoring

- **It is one of the national strategies, which is not only good for national development in terms of the strong human resources , but for improving national competitiveness in Global context**
- **It is a primary project for promoting educational equity and quality in terms of education development**
- **It is essential to enhance the monitoring system more effectively and efficiently, which could support educational development and reform better**

（二） 监控的目的

- 全面了解和把握我国教育发展状况和基础教育质量状况（时间和空间上的分布），探求基础教育发展的规律，为教育决策提供科学依据；
- 引导社会、学校、教师和家长树立正确的人才观、价值观和质量观。营造全社会支持教育、关心学生全面发展的良好舆论环境和社会氛围。

(2) The Purposes of Monitoring

- **To generally understand the Educational development and quality of basic education (from both time and space perception), exploring rules of basic education development, and consulting in policy- making**
- **To Guide communities, schools, teachers and parents are able to construct the appropriate understanding of the talents, value, and quality. Creating the atmosphere that the whole society contribute to the support of education development and the concern of students development**

(三) 监控的基本原则

- 依法监测，服务决策
- 科学评价，重在导向
- 准确诊断，探求规律

(3) The Basic Principles of Monitoring

- **According to the law, serve the decisions**
- **Scientific evaluation, emphasize on the function of directing activities**
- **Diagnose correctly, and try to find the rules of the development**

(四) 监控体系

基础教育监控体系

区域

学校

质量

监测区域（包括全国、省、市、县）基础教育发展总体状况。主要是教育公平、各类教育的协调发展、义务教育均衡状况。

监测学校办学基本状况。主要是学生的变动情况、教育经费和教育教学设施设备的使用情况等。

监测基础教育质量状况。主要是学生身心发展状况及其影响因素。

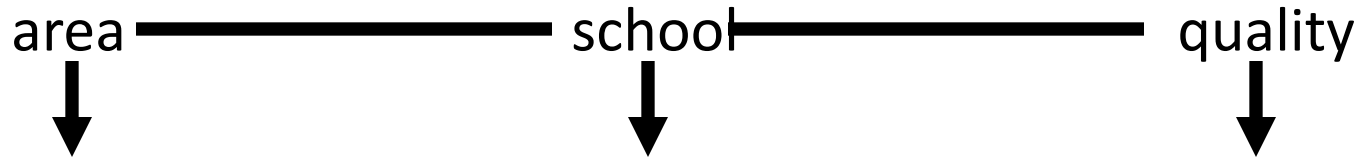
教育部基础教育
监测中心

中央教科所义务
教育监测办

教育部基础教育
质量监测中心

(4) Monitoring system

Monitoring system for basic education



Monitor the general situation of basic education nationally, provincially, and locally. Focus on educational equality, the balanced development of the different kinds of education and the development of compulsory education.

Monitoring Centre for basic Education (Ministry of Education)

Monitor the operations of schools, including the students' flow, the expense of educational funds, and the using of educational facilities

The Compulsory Education Monitoring Agency (NIES)

Monitor the quality of the basic education, focus on students' personal development (physically and mentally) and impacts of factors

Monitoring Centre for the quality of basic Education (Ministry of Education)

1、区域教育状况监测

教育部基础教育监测中心：

根据中国教育统计数据、问卷调查和对各地的督导情况，对各地基础教育状况进行监测。

国家教育督导团根据监测结果于2006年、2008、2011发布了三个督导报告。

- (1) 《国家教育督导报告2005（摘要）——义务教育均衡发展：公共资源配置状况》
- (2) 《国家教育督导报告2008（摘要）——关注义务教育教师》
- (3) 《国家教育督导报告——关注职业教育》

i) The Monitoring of Local Education

Monitoring Centre for Basic Education (Ministry of Education):

According to the educational statistics, the questionnaire, monitoring the development of local basic education.

The board of national education supervision issued three reports according to the monitoring results in 2006, 2008 and 2011.

- a) 1) *The Monitoring Report of National Education Supervision 2005(the Summary): The Balanced Development of Compulsory Education and the Distribution of Public Resources*
- b) 2) *The Monitoring Report of National Education Supervision 2005(the Summary): Focus on teachers of compulsory Education*
- c) 3) *The Monitoring Report of National Education Supervision 2005(the Summary): Focus on Vocational Education*

2、学校情况监测

中国教育科学研究院教育督导与评估中心：

每年对分布在各省（自治区、直辖市）的72个县的1万所小学、初中学生、教师、经费、和办学条件进行监测。向教育部提供监测报告。

- (1) 《2005年义务教育阶段学校办学条件监测报告》
- (2) 《2006初中学生辍学情况监测报告》
- (3) 《关于全国353个县（市、区）中小学教师工作生活状况调查——义务教育教师工作压力状况专题报告》

ii) Monitoring Schools

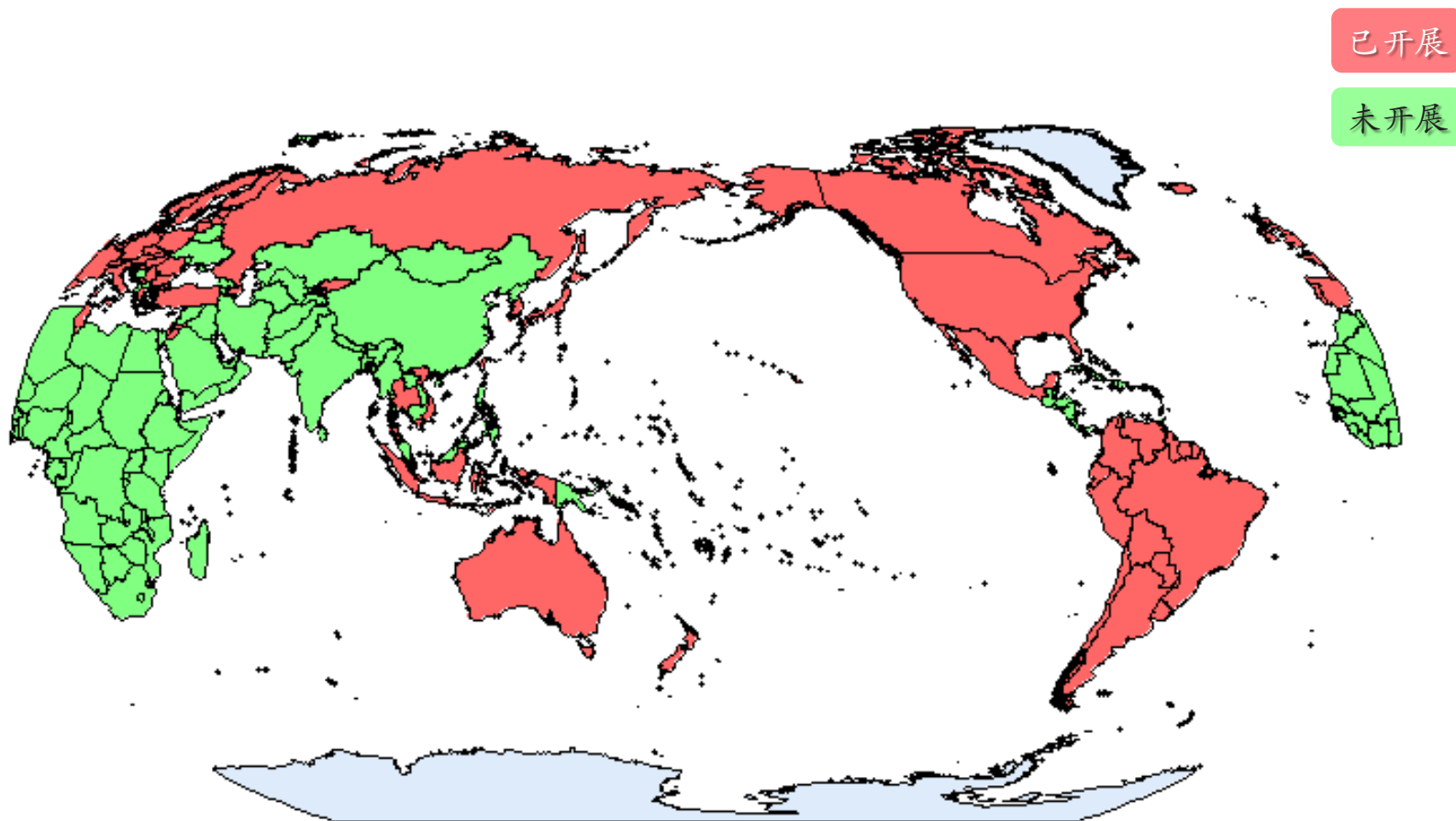
The Centre of Education Supervision and Evaluation at National Institute of Education Sciences:

Monitoring students, teachers, expenses and teaching conditions of 10,000 elementary and junior high schools in 72 towns located in different areas, and providing monitoring reports to Ministry of Education(MoE)

- a) The Monitoring Report for Compulsory Education in 2005***
- b) The Monitoring Report for Dropout Students in Junior High Schools in 2006***
- c) A Survey on the Work and Life Condition of Primary School and Junior High School Teachers in 353 Counties(Cities or Districts)-----A Special Reports on the Working Stress of Compulsory Education Teachers***

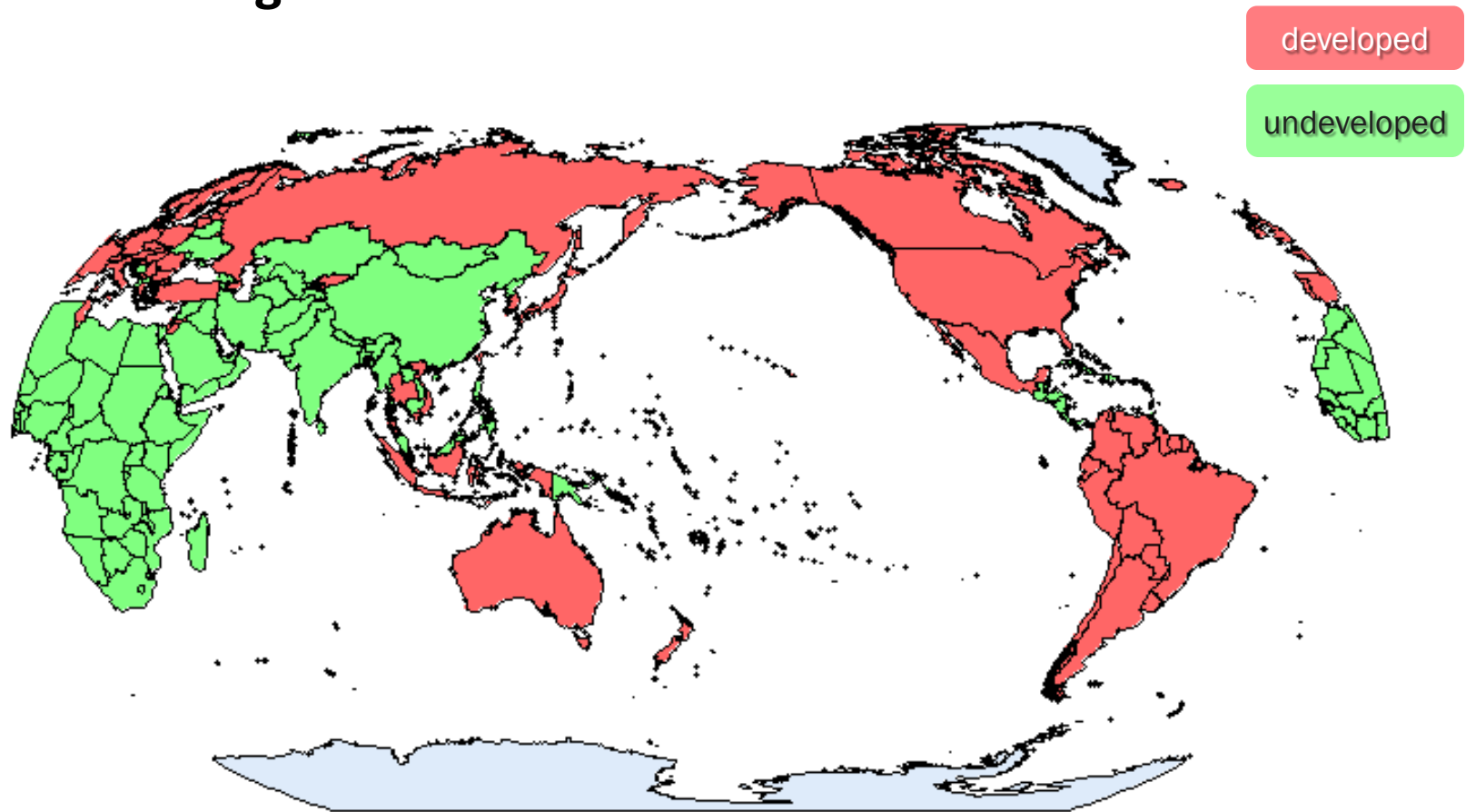
3、质量监测

(1) 2006年前开展基础教育质量监测的国家和地区

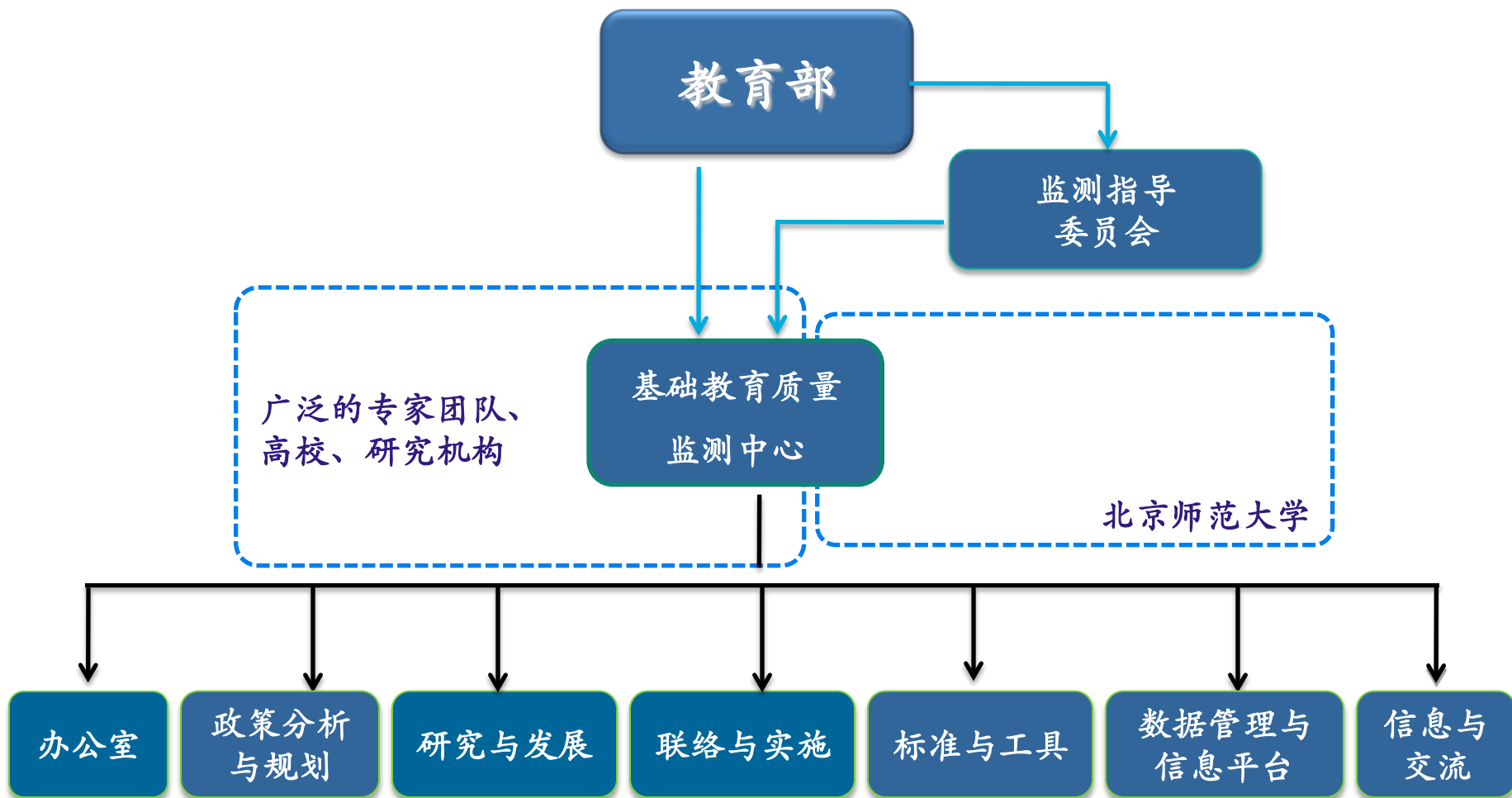


iii) Monitoring the Qualities

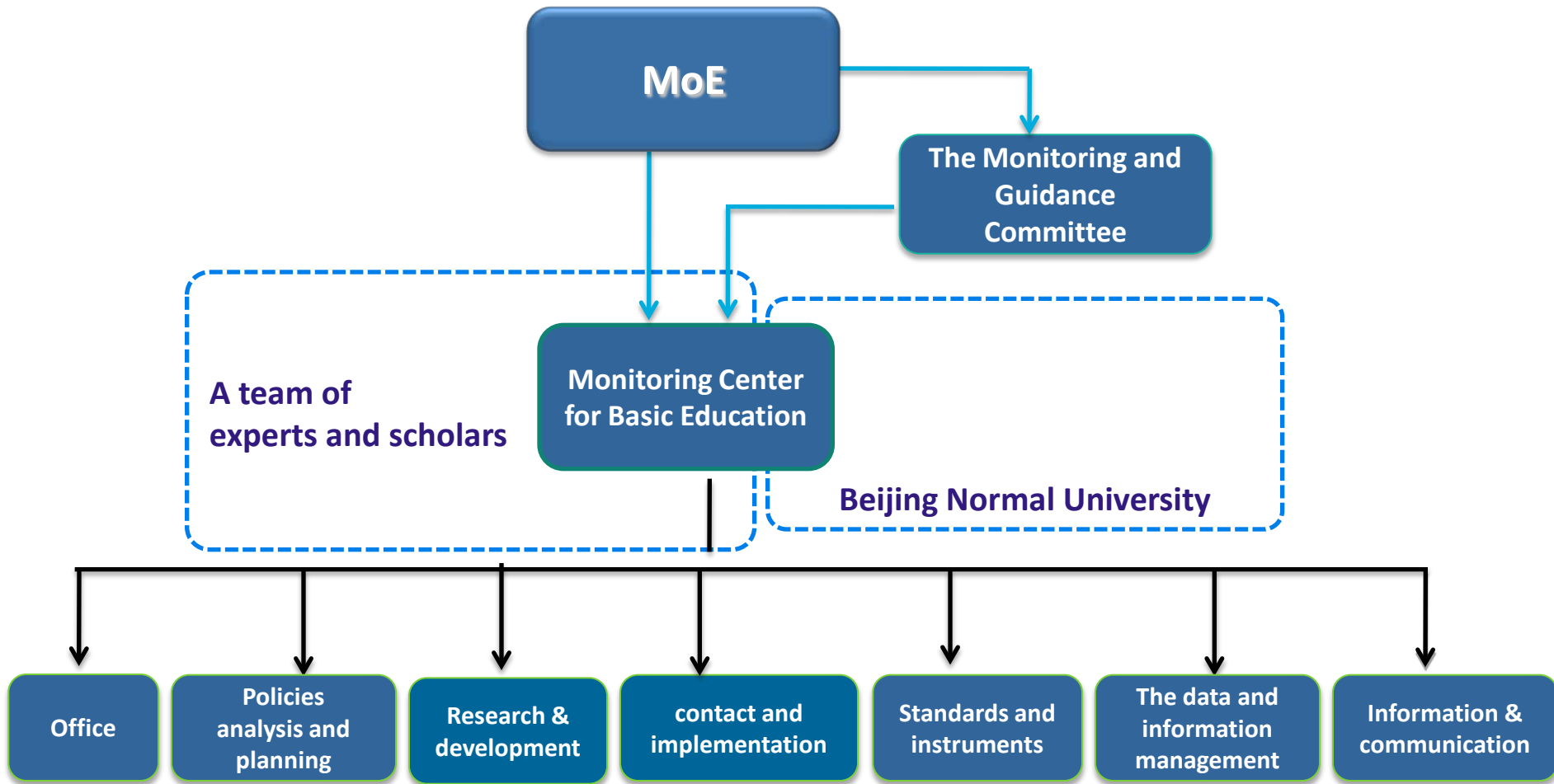
- a. The countries and areas which have conducted the monitoring of basic education before 2006.



(2) 国家基础教育质量监测机构



b. The National Organizations for Basic Education Monitoring



(3) 教育部基础教育质量监测中心职责

- 拟定基础教育质量监测标准；
- 研究开发基础教育质量监测工具；
- 受教育部委托具体实施全国基础教育质量监测工作；
- 为各地基础教育质量监测工作提供技术支持和业务指导。

c. The Responsibilities of Monitoring Centre for Basic Education (Ministry of Education)

- **Formulating standards of the monitor in basic education**
- **Developing the instruments of basic education monitoring**
- **Accomplishing the monitor of basic education on behalf of the Ministry of Education**
- **Supporting and Guiding the monitor of local basic education**

(4) 监测的重点领域与内容

监测内容—六大方面

➤ 学生的思想品德和公民素养

如自尊、自强、遵纪守法、诚实守信、保护环境等

➤ 学生的身体和心理健康水平

如身体形态、机能、素质、健康习惯、情绪、意志品质、行为习惯、与人交流等

d. The Main Aspects & Contents of Monitoring

Six main aspects of monitoring:

- **The moral and the citizen education (Such as students' self-respect, self-improvement, honesty and the awareness of protecting the environment)**
- **Students' physical and mental health (such as the body figures, the functions, the qualities, the health habits, the emotion, the behaviors and the communication skills)**

(3) 我国基础教育质量监测的重点领域与内容

- 学生的学业水平和学习素养
学生各学科学业成绩、学习兴趣、习惯、方法等
- 学生的艺术素养
- 学生的实践能力和创新意识
- 影响学生发展的教育环境与社会环境

The Main Aspects & Contents of Monitoring

- **Students' academic performance (the exam scores and their study interests, habits and methods)**
- **Students' artistic quality**
- **Students 'practical creative abilities**
- **The educational and social environment which influence the development of students**

(4) 监测工作进展情况

2007-2010年教育部基础教育质量监测中心监测样本情况

| 监测样本省 | | 2007年 浙江、湖北、陕西 | 2008年 上海、山东、广东、 河南、湖北、海南、 甘肃、贵州 | 2009年 山西、辽宁、重庆 | 2010年 天津、辽宁、浙江、 安徽、湖南、海南、 四川、云南 |
|-------------|-------|-------------------|--|-------------------|--|
| 监测 样本量 | 县区（个） | 15 | 50 | 30 | 79 |
| | 学校（所） | 295 | 900 | 450 | 1398 |
| | 校长（名） | 295 | 900 | 450 | 1398 |
| | 教师（名） | 295 | 7600 | 2707 | 8575 |
| | 学生（名） | 14000 | 34910 | 18556 | 56760 |
| 覆盖四、八年级学生人数 | | 391.4万 | 1309.8万 | 272.3万 | 919.6万 |

The Progress of Monitoring

The Monitoring Sample for Basic Education Monitoring Centre (MoE), 2007-2010

| Sample Areas | | Zhejiang Province, Hubei Province and Shanxi Province 2007 | Shanghai、Shandong Province、Guangdong Province、Heinan Province、Hubei Province、Hainan Province、Gansu Province、Guizhou Province 2008 | Shanxi、Liaoning Province、Chongqing 2009 | Tianjin、Liaoning Province、Zhejiang Province、Anhui Province、Hunan Province、Hainan Province、Sichuan Province、Yunnan Province 2010 |
|------------------------|---------------|---|--|--|--|
| Number of the samples | towns | 15 | 50 | 30 | 79 |
| | Schools | 295 | 900 | 450 | 1398 |
| | Head teachers | 295 | 900 | 450 | 1398 |
| | Teachers | 295 | 7600 | 2707 | 8575 |
| | Students | 14000 | 34910 | 18556 | 56760 |
| The number of students | | 3,914,000 | 13,098,000 | 2,723,000 | 9,196,000 |

(4) 监测工作进展情况

2011年还对北京等11省（自治区、直辖市）学生英语学习质量和体育与健康状况及其影响因素进行试点监测。

iv) The Progress of Monitoring

In 2011, we have done pilot monitoring in the quality of English study, P.E, health condition and the influential factors in 11 province (Beijing et,al.)

三、学校督导评估体系

III. The School Supervision and Evaluation System

（一）教育评价的历史转变

- 1、国家对教育活动进行评价：最早开始于中国隋朝建立的科举考试制度。
- 2、现代意义上的教育评价：起于上世纪二十年代的美国。美国科学家将数理统计的理论和方法引入教育评价，进行教育测量，教育评价具有了科学技术的基础。标志着现代教育评价的开始。
- 3、教育研究三大领域：教育基础理论研究、教育发展研究和教育评价研究。

(1) The Evolution of Educational Evaluation

- a. The educational evaluation can be dated back to the Sui Dynasty in the form of imperial competitive examination**
- b. The modern educational evaluation originated in USA in the 1920s. The American scientists introduced the theory and methods of the mathematical statistics into educational evaluation, which marked the beginning of modern educational evaluation.**
- c. The three fields in education research: theory of education, education development, and educational evaluation.**

（一）教育评价的历史转变

4、近百年来，世界各国教育评价完成或正在经历着三方面的转变：

一是理念上，完成了从选拔适应教育的学生到通过评价为每个学生提供合适教育的转变。爱生教育、全纳教育、素质教育是这一转变结果的集中表现。“一切为了学生，为了一切学生，为了学生一切”已经成为教育评价所要达到的理想目标；

(1)The Evolution of Educational Evaluation

- d. In the last one hundred years, the educational evaluation have experienced with great changes in the following three aspects.**
- The principle of education have transformed from the idea of selecting students who are fit for the education to providing each student with proper education through educational evaluation. Quality-oriented education could be represented this idea. The ideal purposes of education assessment now could be ‘all for students’, ‘for all students’ and ‘for students all’**

（一）教育评价的历史转变

二是目的上，完成了从对评价对象作出某种资格证明到促进教育工作改进的转变。正如教育评价CIPP模式的创始人斯塔弗尔比姆强调的：“评价最重要的目的不是证明，而是改进。”

三是教育评价模式上，完成或正在完成从教育结果评价到发展性评价的转变。既重视教育的结果——学生的学业成就，更重视学生的学习过程和学生进步及发展幅度是发展性评价的核心。而增值评价是发展性评价的现代“最新版本”。

(1) The Evolution of Educational Evaluation

- **The purpose of educational evaluation has been transformed from certifying the subjects to improving educational quality. As the founder of CIPP, Pro. D.I. Stumbeam emphasized, “The most important purpose of educational evaluation is not to testify, but to improve.”**
- **The model of educational evaluation has been transformed from evaluating results to monitoring process. Focus on both educational achievements(students’ academic performance) and study process, progress and development. And the “value-added” model has been reflected in terms of the transformation.**

(二) 科学有效的学校督导评估体系的构成

- 1、一种先进的理念：如：素质教育理念。英国：提高学生进步和发展幅度（增值）的理念等。
- 2、一个体现以学生为本的有限目标：遵循教育规律，符合国家法律法规和素质教育的要求。在时间和空间上是有限的，针对性要强。针对性越强，评估体系越有效。

(2) The Elements of a Scientific and Effective School Supervision and Evaluation System

- An advanced concept: for example, the idea of quality-oriented education and the idea of “value-added” (in England)**
- A students- oriented goal : accordance with the rules of educational development and the national laws and regulations. Because of the limitation of time and space, the more specific, the more effective the evaluation system will be.**

(二) 科学有效的学校督导评估体系的构成

- 3、一套标准：以提高学生发展质量或学生素质为核心的学校评价标准体系。
- 4、一套科学的评价工具和规范程序：保证评估客观性的、公正性的科学测量工具和规范化程序。
- 5、一套行之有效评价机制：行之有效的评价机制是发挥评价功能重要条件。

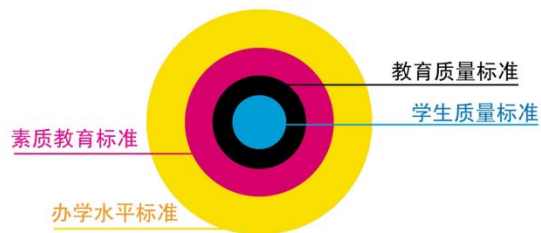
(2) The Elements of a Scientific and Effective School Supervision and Evaluation System

- **A set of standards: An evaluation system which focuses on the quality of students' development.**
- **Scientific evaluation instruments and normative procedure that can ensure the objectivity and justness of the evaluation.**
- **An effective mechanism which maximum the effects of evaluation**

（二）科学有效的学校督导评估体系的构成

几点说明：

学校评估体系的不同范围



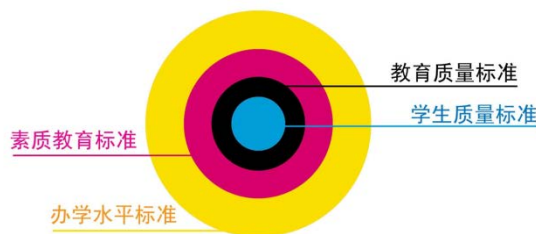
评价体系的核心是评价标准，评价标准的核心是学生发展质量标准。

建立学校评价体系的重点和难点是：学生质量标准的确定和测量。

(2) The Elements of a Scientific and Effective School Supervision and Evaluation System

Some explanations:

The different ranges of the school evaluation system



The core of the evaluation system is the standards. And the core of the standards is the quality of student development.

The key point and difficulty in building school evaluation system is to establish the standards and to measure student development quality.

（三）学校督导评估工作进展

- 1、1991年原国家教委印发《普通中小学校督导评估指导纲要》，1997年修订《指导纲要》并印发各地。
- 2、二十年来，全国各地普遍开展了学校督导评估工作。制定了学校督导评估指标体系和工作方案，建立了督导评估制度。
- 3一些地方还建立了适合本地实际的督导评估模式：

上海：发展行督导评估；北京、江西、福建：素质教育督导评估；湖北：示范学校督导评估；甘肃、西南四省（区）以推动制定和实施学校发展计划为核心，促进学校改进的督导评估。

(3)The Progress of The School Supervision and Evaluation

- In 1999, National Education Committee(MoE now) issued the former version of *Outlines for primary and secondary schools Supervision and Evaluation*, which was revised in 1997
- In the past two decades, most of areas have conducted school supervision and evaluation and established the supervision and evaluation system.
- Some cities have already established suitable supervision and evaluation system in their own context.

For example,

- Shanghai: develop local monitoring and evaluation
- Beijing Jiangxi and Fujian: quality-oriented education monitoring and Evaluation; Hubei: example Schools Supervision and Evaluation; Gansu and other 4 provinces in South west: develop supervision and evaluation in order to facilitate school improvement.

（四）以学生学业成绩增值为核心的评价—增值评价

1、动力

- （1）纳税人：要求政府和教育部门用好每一分钱，提高教育质量和效能；
- （2）政府：要求学校必须切实承担起教育的职责，提高学生质量和教育效益，因此必须对学校进行督导评估。
- （3）学校：要求政府给予公正评价。

2、前提

建立区域内统一的学生学业水平测试制度。

(4) 'Value-added' Model

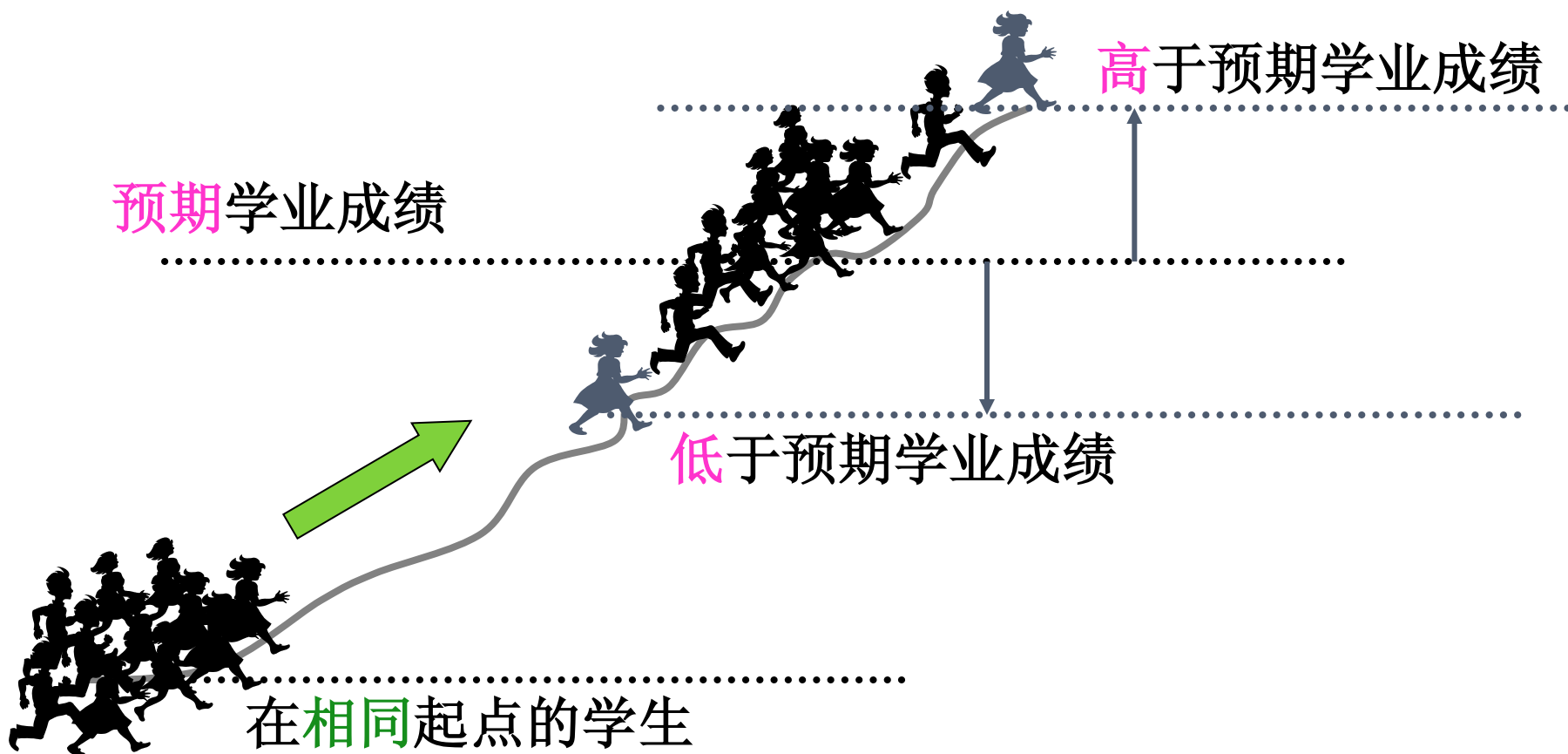
i) Motivations:

- tax payers: require the government and Educational Departments to use their money effectively.**
- government: require for school accountability and improve the quality of education as well as educational effectiveness**
- Schools: require for fair evaluation from the government**

ii) The pre-condition: establish unified test for students' academic performance

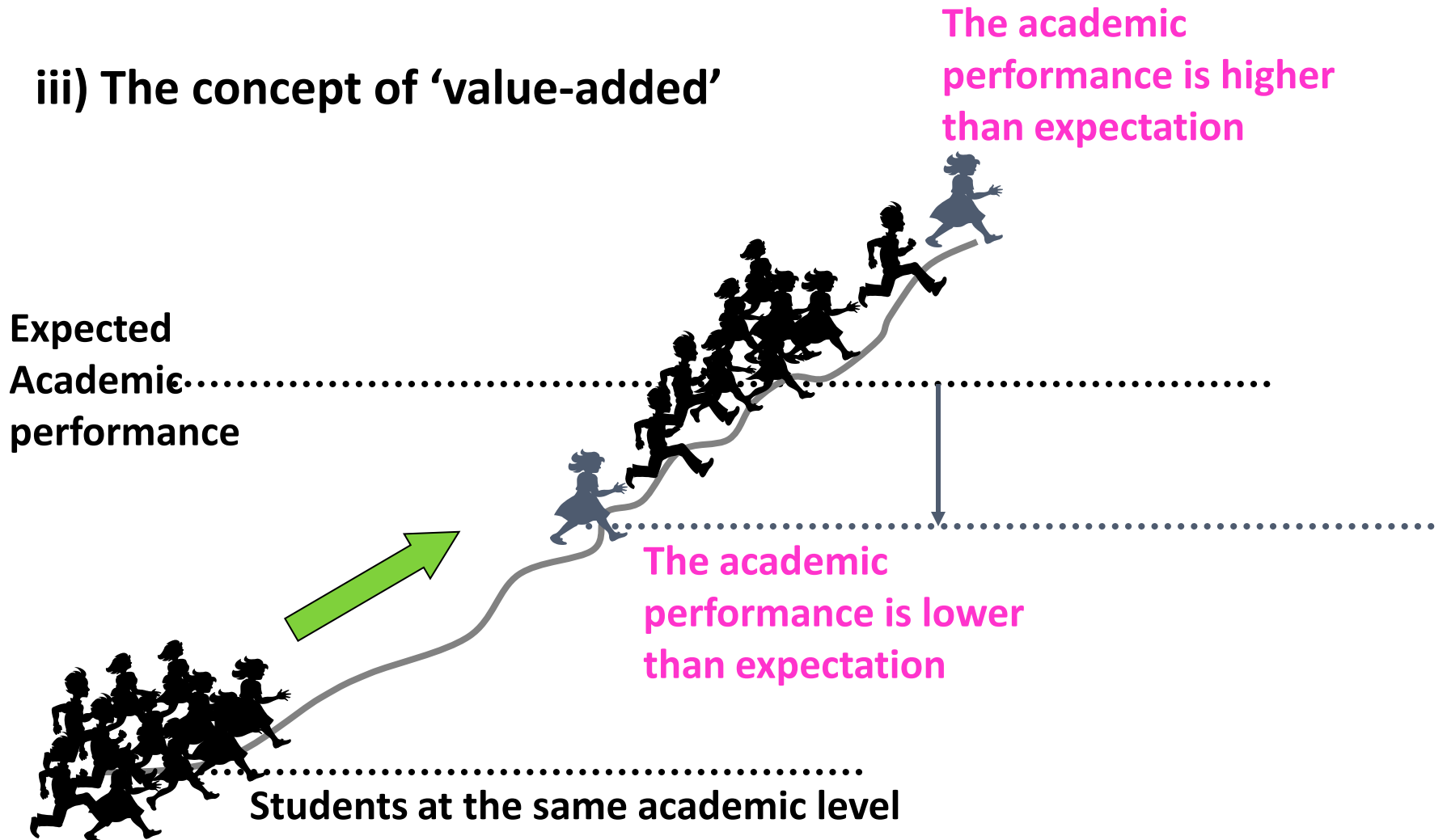
(四) 以学生学业成绩增值为核心的评价—增值评价

3、增值的概念



(4) 'Value-added' Model

iii) The concept of 'value-added'



（四）以学生学业成绩增值为核心的评价—增值评价

4、特征：

以学生学业成绩的增值为核心。以学生个体学业成绩增值为基础。

仅考虑学校对学生学习及学业成绩的影响。剔除其他诸如学生来源、家庭背景、社会经济状况等对学生学习及成绩的影响。

运用数学模型表示学生学业成绩增值的等效性，并运用数理统计方法进行计算，保证增值测量科学性。

(4) 'Value-added' Model

iv) The features:

- Center on the 'value-added' of the students' academic performance. The system is based on the added value of students' academic scores.**
- It measure the schools influences on students and their academic performance , taking the students' intake, family background and the social and economic condition into account.**
- It use the mathematical model to show the added value of students' academic performance and the use of mathematical statistics could ensure the evaluation is scientific**

（四）以学生学业成绩增值为核心的评价—增值评价

5、开展增值评价研究和实施的地区

四川省成都市青羊区。山东省青岛市市南区。

(4) 'Value-added' Model

- v) The areas that conduct the 'value-added' evaluation.**
 - Qingyang District in Chengdu, Sichuan Province**
 - Shinan District in Qingdao, Shandong Province**

（四）以学生学业成绩增值为核心的评价—增值评价

6、增值评价目前还难以在全国和省区等较大地区全面开展

原因：

- 一是：学生电子档案系统尚未建立；
- 二是：技术力量短缺（包括：数据分析系统和技术人员）；
- 三是：统一测试制度尚未建立。

(4) 'Value-added' Model

v) It is difficult to implement 'value-added' evaluation across the country

Because:

- The Students' Electric Profile System hasn't been established yet.**
- The shortage of technician (including the shortage of data analysis system and the technician)**
- The unified test system hasn't been established.**

谢谢！

谢谢！

Thank you!