

*Rating system effectiveness as a basis for  
Higher education quality assessment  
improvement by the example of Bashkir  
State University (Russia) and Kostanay  
State Pedagogical Institute (Kazakhstan)*

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# Summary of the Presentation

- Rating system – key tool for Higher education assessment in BSU and KSPI.
  - Objective – to build strategy of improvement of the Bashkir State University (BSU) and Kostanay State Pedagogical Institute (KSPI) assessment systems through mutual enrichment.
  - BSU – KSPI assessment systems comparative analyses.
  - Rating system problems within both establishments were identified by means of: 1) questionnaires on the BSU MRS for instructors; 2) analyses of the legal base for assessment of two parties.
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# Plan of the Presentation

## **I. Rating System of Higher Education assessment in Russia and Kazakhstan**

**Introduction:** Modernization of Higher education in Russia and Kazakhstan

I.1. Module-rating system (MRS) in Bashkir State University (Russia).

I.2. Point-rating-letter system (PLRS) in Kostanay State Pedagogical Institute (Kazakhstan).

## **II. Survey “Module-rating system in BSU from the point of view of instructors”: analytical review**

## **III. Conclusion**

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# I. Rating System of Higher Education assessment in Russia & Kazakhstan

**Modernization of Russian&Kazakhstan society** 

**Innovative Economics** 

## **Tasks:**

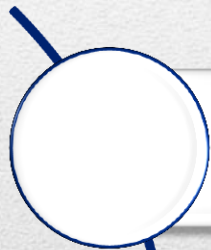
- to develop and independent public Higher education assessment system, which gives an opportunity of flexible transition from one educational programme to another;
  - to involve employers into the educational policy, and building of the Higher education quality standards taking into account new waves of the international market;
  - to integrate Russia&Kazakhstan into Global educational area.
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# Academic Grading in Russia, Republic of Kazakhstan & European Union

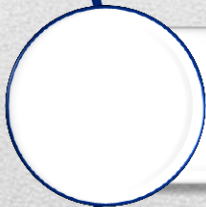
Number of points (from 1 to 5) in Russia and Kazakhstan	Five-point academic grading system in the Kazakhstan Republic and Russian Federation	Academic grading system within ECTS
5	“ <b>Excellent</b> ” denotes highest distinction and excellent knowledge of a subject	A “Excellent” and B “Very Good” (“Excellent”)
4	“ <b>Good</b> ” denotes good knowledge of a subject	C “Good”
3	“ <b>Satisfactory</b> ” denotes passing grade	D “Satisfactory”
2	“ <b>Unsatisfactory</b> ” denotes hardly any knowledge, below average, the first level of failing	E “Sufficient”, “Unsatisfactory”: Fx “Fail”
1	“ <b>Very Poor</b> ”, the lowest possible grade, denotes complete failure, and is very rarely used	F (“Fail” – considerable further work is required)

# I.1. Module-rating system in Bashkir State University (Russia)

**Module-rating system of learning and assessment** has 100 point scale for a semester and has 3 types of assessment:



**Continuous assessment** (classroom work and self-guided work assessment during each Module).



**Intermediate assessment** (assessment of knowledge and skills overall).



**Final performance control** (conducted at the very end of a semester).

# Final Performance Control in BSU

Pass	Exam
<p data-bbox="214 519 900 739"><b>no less than 60 p.</b> for the Continuous and Intermediate assessment</p>	<p data-bbox="1025 422 1682 651"><b>less than 35 p.</b> (75% lessons missed) – not permitted for the exam;</p> <p data-bbox="1070 733 1640 879"><b>no less than 45 p.</b> – “Satisfactory”;</p> <p data-bbox="1070 962 1640 1108"><b>no less than 60 p.</b> – “Good”;</p> <p data-bbox="1070 1190 1640 1336"><b>no less than 80 p.</b> – “Excellent”;</p>

## ***BSU MRS monitoring & updating***

**Originally:** points for attendance were added to **Continuous assessment** and **Intermediate assessment** points.

**Now:** points can be taken in case of missed lectures and practical courses.

### **MRS final examination procedure**

**Originally:** Having reached certain results, a student did not prepare for the exam, and hoped to receive the necessary mark, just coming to the Final examination and typing minimum points needed to reach the level of an excellent rating.

**Now:** it is necessary, except 60 points, to gain no less than 15 points out of 30 possible under *the Final performance control* while examination process, and as for the excellent mark, it is obligatory to score no less than 20 points out of 30 possible.

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## I.2. Point-letter-rating-system in Kostanay State Pedagogical Institute (Kazakhstan)

### KSPI Credit educational technology (CET)

Base:

Self-planning learning using credits as standard units to estimate volume of students and instructors academic work

Curriculum has 3 parts:

**1. Part GD**  
(General studies)

**2. Part BS**  
(Basic studies)

**3. Part SS**  
(Specialist subjects)

There are **Core** and **Elective** courses.

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# Self-planning Learning

Students choose a **learning path** and build their **Individual plan (IP)**.

## IP's strong point:

*self-oriented educational approach*, which reveals student's motives, interests, paying attention to his/her aptitudes. A student learns to make his/her own choice, and becomes more independent, unaided.

## IP's weak point:

sometimes a student is not ready to make his/her own choice and design IP.

To differentiate *Advisor (KSPI) / Tutor (KSPI) / Academic advisor (BSU)* follow the Presentation glossary.

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# KSPI assessment system

**Continuous assessment;**



**Intermediate assessment;**



**Final performance control.**

The final mark consists of the following figures:  
60% – result of student's work during the semester and 40%  
–result of the examination.

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# Correspondence of grades to the rating points

<b>Grade</b>	<b>Percent quantity</b>	<b>Traditional grade</b>
<b>A; A-</b>	30–28	<b>Excellent</b>
<b>B+; B; B-</b>	27–22	<b>Good</b>
<b>C</b>	21–10	<b>Satisfactory</b>
<b>F</b>	9–0	<b>Unsatisfactory</b>

# BSU&KSPI forms of assessment

Form of Assessment	BSU	KSPI
Intermediate& Continuous	Test, written achievement test, interview, long essay	
Final Performance Control	Examination procedure is NOT obligatory	Examination procedure is obligatory/test is preferable

# Grade point average (GPA), KSPI

$$GPA = \frac{K_1 \cdot U_1 + K_2 \cdot U_2 + \dots + K_n \cdot U_n}{K_1 + K_2 + \dots + K_n}$$

**$K_1, K_2, \dots, K_n$  – volume of a discipline, in credits;**

**$U_1, U_2, \dots, U_n$  – final examination points (from 0 to 4);**

**$n$  – number of disciplines per a year.**

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# Summer semester in KSPI

If student's GPA is not enough



**Summer semester**

**(repeated training course)**

**“+” summer semester – chance to improve results**

**“–” summer semester – may demotivate students to work hard during the semester**

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## **II. Survey “Module-rating system in BSU from the point of view of instructors”: analytical review**

**The basic process of survey research  
was following:**

1. The research aim was defined.
  2. The respondents and sample were identified.
  3. The Questionnaire was designed
  4. The survey was carried out.
  5. The data was analyzed.
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# Questionnaire “Module-rating system in BSU from the point of view of instructors”

1. 400 questionnaires were distributed to Deans of all 15 BSU faculties.
  2. 378 questionnaires with answers were collected in 2 weeks.
  3. The survey was anonymous.
  4. Questionnaire had 8 questions.
  5. Questions 2, 3, 6 and 7 had more than one answer.
  6. Questions 1, 5, 7, 8 were open-ended.
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# Results of the Survey

## Positive MRS feedbacks

**86,5%** of answers: **33,5%** think that MRS motivates students to work hard systematically during a semester; **26%** – MRS provides transparency of assessment; **17%** – it intensifies self-guided work of the students, involving them into the process of assessment;

**9%** – significant that learning material is divided into module parts within each semester.

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# Results of the Survey

## **Negative MRS feedbacks**

- MRS complicates the already complex cognitive process of assessment (Faculty of Romance and German Philology);
  - MRS intensifies self-guided work of the students only up to the certain number of points (Institution for Economics, Finance & Business); MRS increases just formalism (Faculty of Bashkir Philology and Journalism);
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# Results of the Survey

## Negative MRS feedbacks

- Students do not get more knowledge, they just work for points (several instructors call this *pointmania*) (Faculty of Physics, Institute of Law);
  - MRS does not motivate students, but takes much instructor's time (Faculty of Physics);
  - **10 %** of answers indicate that there are no positive moments connected with MRS.
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# Conclusion

- BSU Rating-plan of a discipline should reflect concrete competence, 2) types of tasks focused on achieving the competence, 3) assessment criteria for the task and number of points.
  - Final performance control: according to the results of Survey, the procedure of examination in BSU should be returned. Basic forms of exam: test, oral/written.
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# Conclusion

- Main notions, principals, properties (e.g. GPA) were borrowed by KSPI from the European assessment system, and this fact increases academic mobility of KSPI students. GPA may be applied in BSU.
  - Phenomenon of the summer semester is unique for Russian educational area. The idea of its implementation in BSU is significant, but there is a problem of its financing (instructors salaries).
  - Survey showed (*see slide 19*) that BSU should make MRS more transparent for tutors: clarify objectives, properties, tools of it.
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