SAM is made for schools as a tool for monitoring the educational process and for assessment of subject competencies of students.

To compare the results of SAM of students with different cultural and socio-economic learning environments, a complex of contextual questionnaires has been developed.

**FEATURES**

- Comparison of the results of the assessment of the academic and subject competencies of students studying in various cultural and socio-economic conditions.
- Identification of the most effective educational strategies used in various cultural and socio-economic conditions.
- Development of approaches to the adjustment of educational policy by comparing groups of students with similar socio-economic and cultural conditions of learning.

**COMPLEX OF CONTEXTUAL QUESTIONNAIRES**

- Questionnaire for the teacher.
- Questionnaire for the student.

**INTERVIEW PROCEDURE**

- Student interview conducted after SAM testing.
- Teacher interview conducted before SAM testing.

**RESULTS**

- Provide information on the relationship between educational outcomes in mathematics and the various socio-economic, cultural, or individual characteristics of students and teachers.
- Provided in generalized form.

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STAGES OF DEVELOPMENT

1. Determination of the content of the contextual questionnaire.
2. Development of questions for student and teacher questionnaires.
3. Qualitative research on the perception of questionnaires by students of primary school (Russia).
4. Changing questions that are incomprehensible to students.
5. Approbation of student questionnaire (Russia).
6. Analysis of the results of approbation and making changes to the questionnaires.
7. Translation and adaptation of questionnaire questions into Armenian, Belarusian, Kyrgyz and Tajik languages.
8. Conducting qualitative research on the perception of questionnaires (Armenia, Belarus, Kyrgyzstan, Tajikistan).
9. Making changes to localized versions of questionnaires in Armenian, Belarusian, Kyrgyz and Tajik languages.

STUDENT QUESTIONNAIRE

Subjective well-being at school

- Satisfaction with various aspects of school life: achievements, relationships with teachers and classmates, rules adopted in school, etc.; the frequency of pleasant and unpleasant feelings experienced by the child in school;
- 11 statements with a Likert-type response scale;

Relationship with classmates

- They are characterized by two aspects: the frequency of cooperation and the frequency of hostility. Cooperation is understood as a willingness to come to the aid and the opportunity to accept it from classmates, to work together on educational tasks, to participate in class activities. Hostility reflects the frequency of manifestations of various kinds of aggression towards a child by classmates;
- 14 statements with a Likert-type response scale;

Learning motivation in subject areas

- Allows the determination of the level of intrinsic motivation and extrinsic motivation.
- 18 statements with a Likert-type response scale;

Interview duration: 30 minutes.
Format of interview: written questionnaire.

QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

Questionnaire collects information on:

- Socio-demographic characteristics of the teacher (gender, age, education, school status).
- Professional teacher training and student achievements (length of service, participation in advanced training programs).
- Job satisfaction and professional burnout.
- Characteristics of classes (number of children in a class, heterogeneity of genders in classes).
- Teaching practices and achievements of students (the allocation of time in the classroom, teaching materials, learning objectives, monitoring of educational achievements, extracurricular activities).

Number of questions: 32
Interview duration: 30 minutes.
Format of interview: computer-based questionnaire.