

**ЦЕНТЪР ЗА КОНТРОЛ И ОЦЕНКА НА КАЧЕСТВОТО НА УЧИЛИЩНОТО ОБРАЗОВАНИЕ
ФОНДАЦИЯ „ЗАЕДНО В ЧАС“**

**ИЗСЛЕДВАНЕ НА ЧЕТИВНАТА И МАТЕМАТИЧЕСКАТА
ГРАМОТНОСТ НА УЧЕНИЦИТЕ В VI КЛАС**

АНАЛИЗ НА РЕЗУЛТАТИТЕ

София, 2012 г.

**Анализът е изготвен по поръчка на ЦКОКУО и с финансовата подкрепа на
Фондация „Заедно в час“.**

**В него се изразява мнението на авторите и той не следва да се приема
като официална позиция на ЦКОКУО и Фондация „Заедно в час“.**

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1 , 2004, . 16.

2 UNESCO (2006). Education for All. Global Monitoring Report. Chapter 6: Understandings of literacy. Author. : http://www.unesco.org/education/GMR2006/full/chapt6_eng.pdf.

3 PISA 2009. , 2010, c. 10. : www.ckoko.bg; - PISA : www.oecd.org/pisa/.

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1) - TiaPlus® Test and Item Analysis
 Build 304, Cito, Measurement and Research Department. Arnhem, the Netherlands. © 2008.

2) IBM SPSS

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⁴ The Plurality of Literacy and its Implications for Policies and Programmes. UNESCO, p. 12.
⁵ , . 13.

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http://www.minedu.government.bg/opencms/export/sites/mon/top_menu/general/educational_programs/6klas/be_6kl.pdf

8 *PISA* ISA 2009.

2011, . 67. : http://georgesg.info/belb/personal/dimitrova_m/obrazovanie%20i%20KE.pdf;

6 2006, . 1-2, . 92-101. : http://www.ezik-i-literatura.eu/1-2_2006.html;

- PISA 2009. , 2011, . 20. :
http://www.ckoko.bg/images/stories/PISA_Analizi.pdf

⁹ Bloom, Benjamin S. *Taxonomy of Educational Objectives* (1956). Published by Allyn and Bacon, Boston, MA. Copyright (c) 1984 by Pearson Education, . . . Bloom, Benjamin S. (1980). *All Our Children Learning*. New York: McGraw-Hill; . . . J. R. Anderson. *Architecture of Cognition*, Cambridge MA, Harvard University Press. 1983.

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¹⁴ Metacognition in reading. In: PISA 2009. Assessment Framework – Key Competencies in Reading, Mathematics and Science. OECD, 2009, p. 72.

¹⁵, 2010, . 27.

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2-	47%	523	53%	527
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1-	11,6%	11,7%	0,3%	23,6%
2-	29,0%	32,2%	0,3%	61,5%
3-	7,9%	7,0%	0,1%	15,0%
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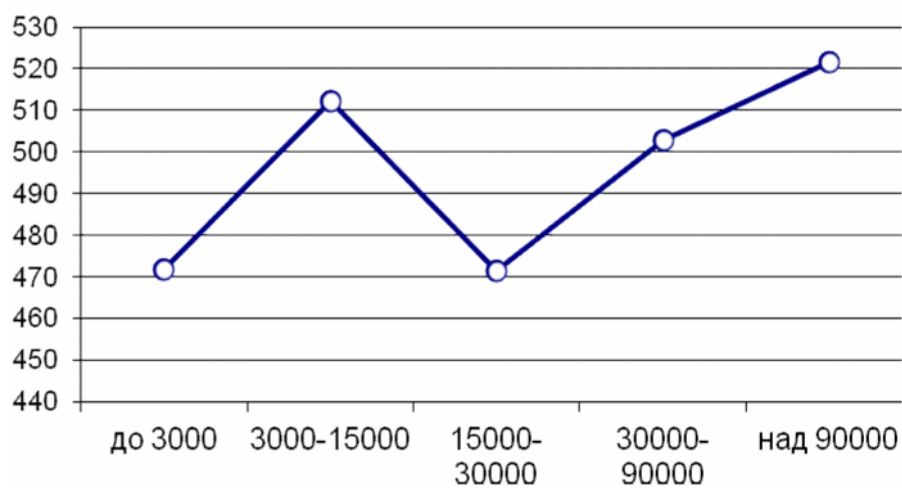
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4) 30-90000	503	32	31	0	-9	-19
2) 3-15000	512	41	40	9	0	-10
5) 90000	522	51	50	19	10	0

Графика на постиженията в теста по четене според големината на населеното място



¹⁷ . http://www.minedu.government.bg/opencms/export/sites/mon/top_menu/general/7klas/tests/test_bel_7kl-26May2011.pdf;
http://www.minedu.government.bg/opencms/export/sites/mon/top_menu/general/7klas/tests/2012_bel_21_mai_7kl.pdf

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16	26	74	92	(2)	
1	44	64	82	(2)	
3	43	64	88	(2)	
5	33	62	94	(2)	
17	30	62	94	(2)	
26	35	61	85	(2)	
22	30	55	87	(2)	
13	13	51	95	(2)	
23	11	51	80	(2)	
4	14	50	86	(2)	
25	11	49	84	(2)	
21	10	49	72	(2)	
7	13	43	83	(3)	

10	18	36	79	(3)	
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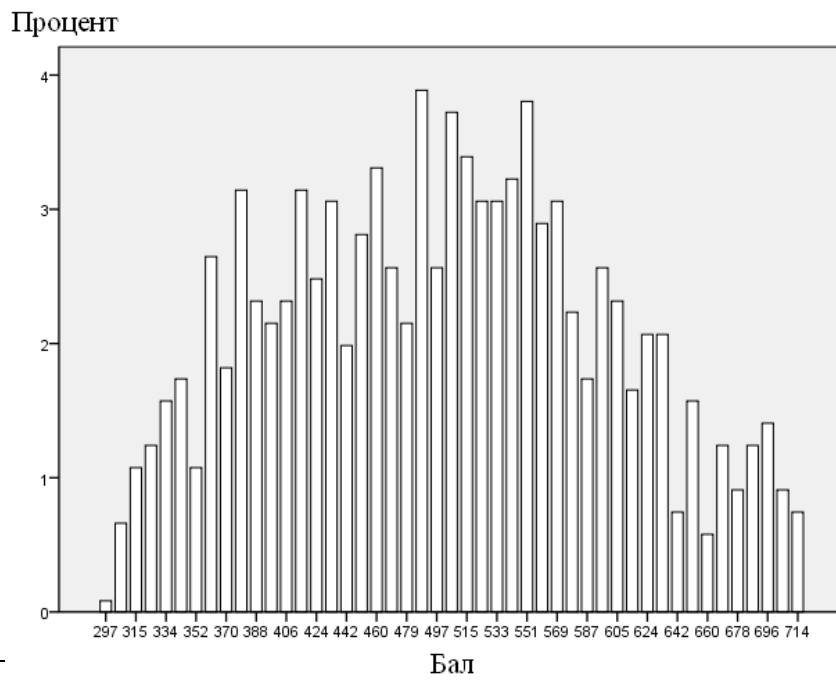
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1-	49%	373,84	51%	365,44
2-	54%	515,51	46%	513,13
3-	47%	657,94	53%	662,98
	52%	500,65	48%	498,85

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1-	379	182	42%	76	58%	106
	380 – 423	120	56%	67	44%	53
3-	624 – 669	100	52%	52	48%	48
	670	63	40%	25	60%	38

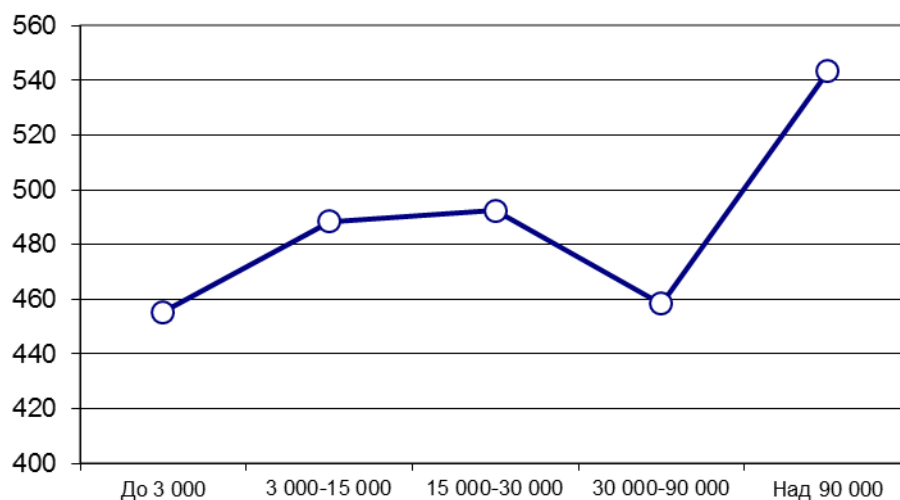
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15-16 PISA, . .

	3 000	322	28%	455,29	303,94	693,94
	3000 – 15 000	143	12%	488,40	322,94	693,94
	15 000 – 30 000	76	7%	492,40	303,94	702,94
	30 000 – 90 000	134	12%	458,28	303,94	684,94
	90 000	485	42%	543,39	294,94	711,94
		1160	100%	498,99	294,94	711,94

		1)	4)	2)	3)	5)
1) 3 000	455,29	0,00	-2,98	-33,11	-37,11	-88,10
4) 30 000 – 90 000	458,28	2,98	0,00	-30,13	-34,12	85,12
2) 3 000 – 15 000	488,40	33,11	30,13	0,00	-4,00	54,99
3) 15 000-30 000	492,40	37,11	34,12	4,00	0,00	-50,99
5) 90 000	543,39	88,10	85,12	54,99	50,99	0,00

Среден резултат на учениците по математика според типа на населеното място по брой жители



59 (27)

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1-	373,92	366,34	7,58
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1. The first paragraph discusses the importance of maintaining accurate financial records for a business. It states that proper bookkeeping is essential for determining the true financial position of the company and for providing reliable information to management and external stakeholders.

2. The second paragraph explains the different methods of bookkeeping, including the single-entry system and the double-entry system. The double-entry system is highlighted as the more accurate and widely used method because it ensures that every transaction is recorded in two different accounts, maintaining the accounting equation.

3. The third paragraph describes the various components of the accounting cycle, from identifying and recording transactions to preparing financial statements. It emphasizes the need for regular and systematic recording of all business activities to avoid errors and omissions.

4. The fourth paragraph discusses the role of the accountant in analyzing financial data and providing valuable insights to the business owner. It notes that accountants can help identify trends, assess profitability, and make informed decisions about the future of the company.

5. The fifth paragraph concludes by stating that while bookkeeping can be a complex task, it is a necessary one for any business that aims to succeed. It encourages business owners to invest in proper accounting practices and to seek professional assistance when needed.

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¹⁹ International Civic and Citizenship Education Study. http://www.iea.nl/iccs_2009.html.
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	25%	13%	18%	44%
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V	25%	11%	26%	39%

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	20%	6%	37%	37%
	24%	7%	27%	41%
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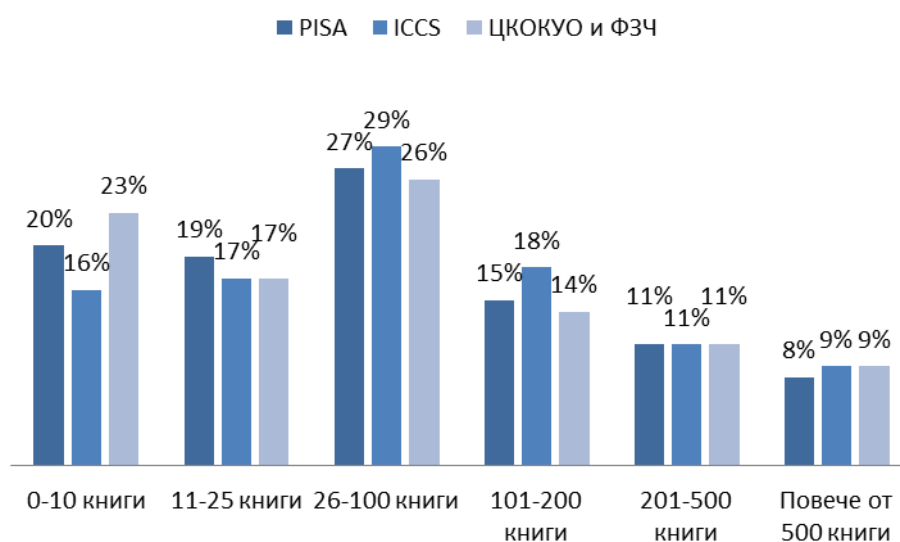
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²² IEA (2011). PIRLS International Report. Author, p. 135.

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	45,8	13,1	12,9	11,1	17,2
	33,8	23,6	15,4	14	13,2
	30,9	18,7	14,7	12	23,7
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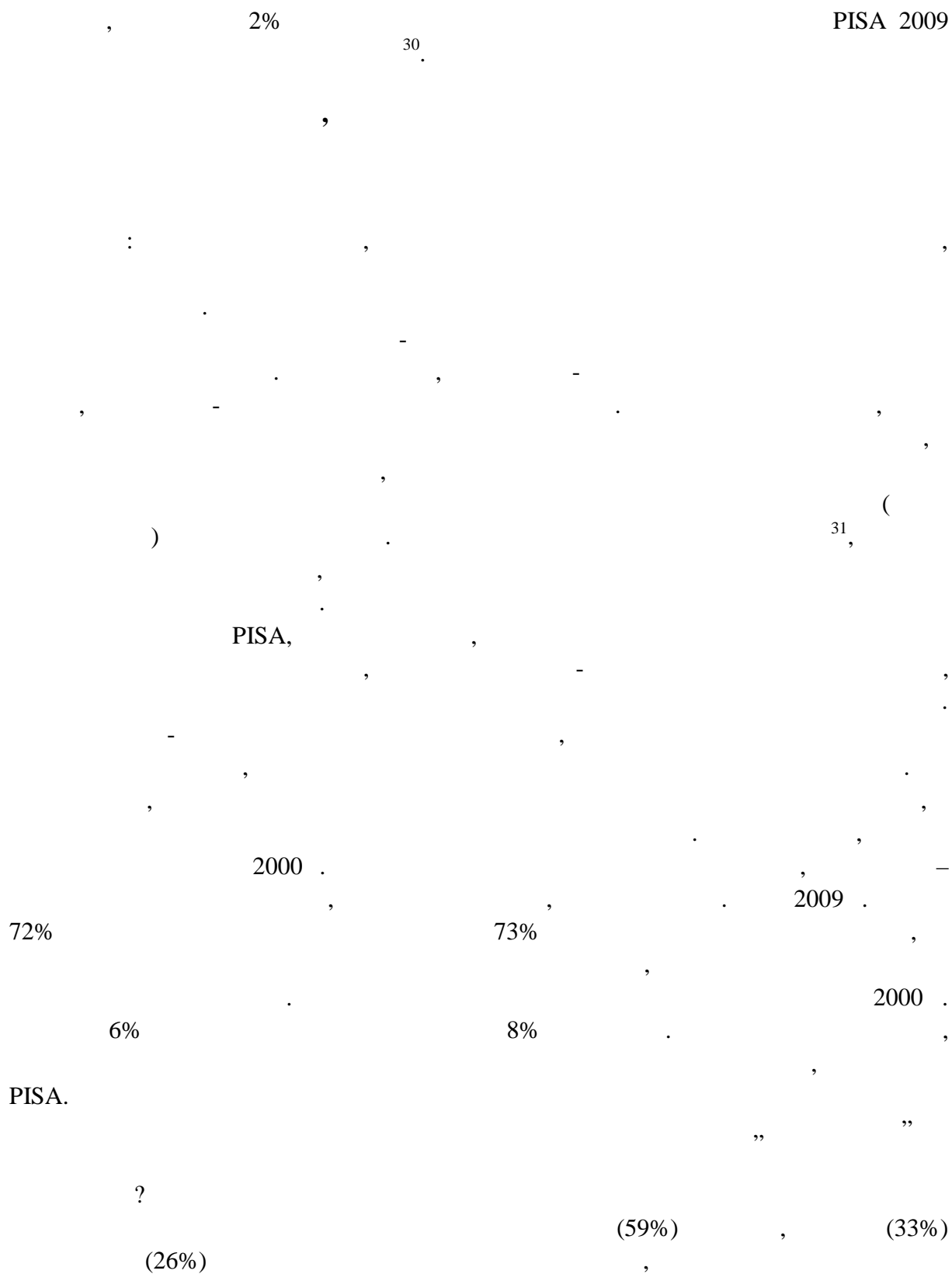
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		- 30	30-60	1-2	2
DVD	6,7	11,6	24,9	29,8	27,1
	6,8	11,2	23,1	3,4	24,9
	7,5	7	15,9	23,6	45,9
	19	31,9	18,9	13,3	16,9
	8,5	4,8	9	17,2	60,5
	11,5	11,7	16,5	25,8	34,5

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 15-16-
 37%
 PISA 2009
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²⁸ , . 124.
²⁹ , . 128.



³⁰ , . 131.

³¹ OECD (2011). PISA in Focus: Has Discipline in School Deteriorated? Author.

PISA.

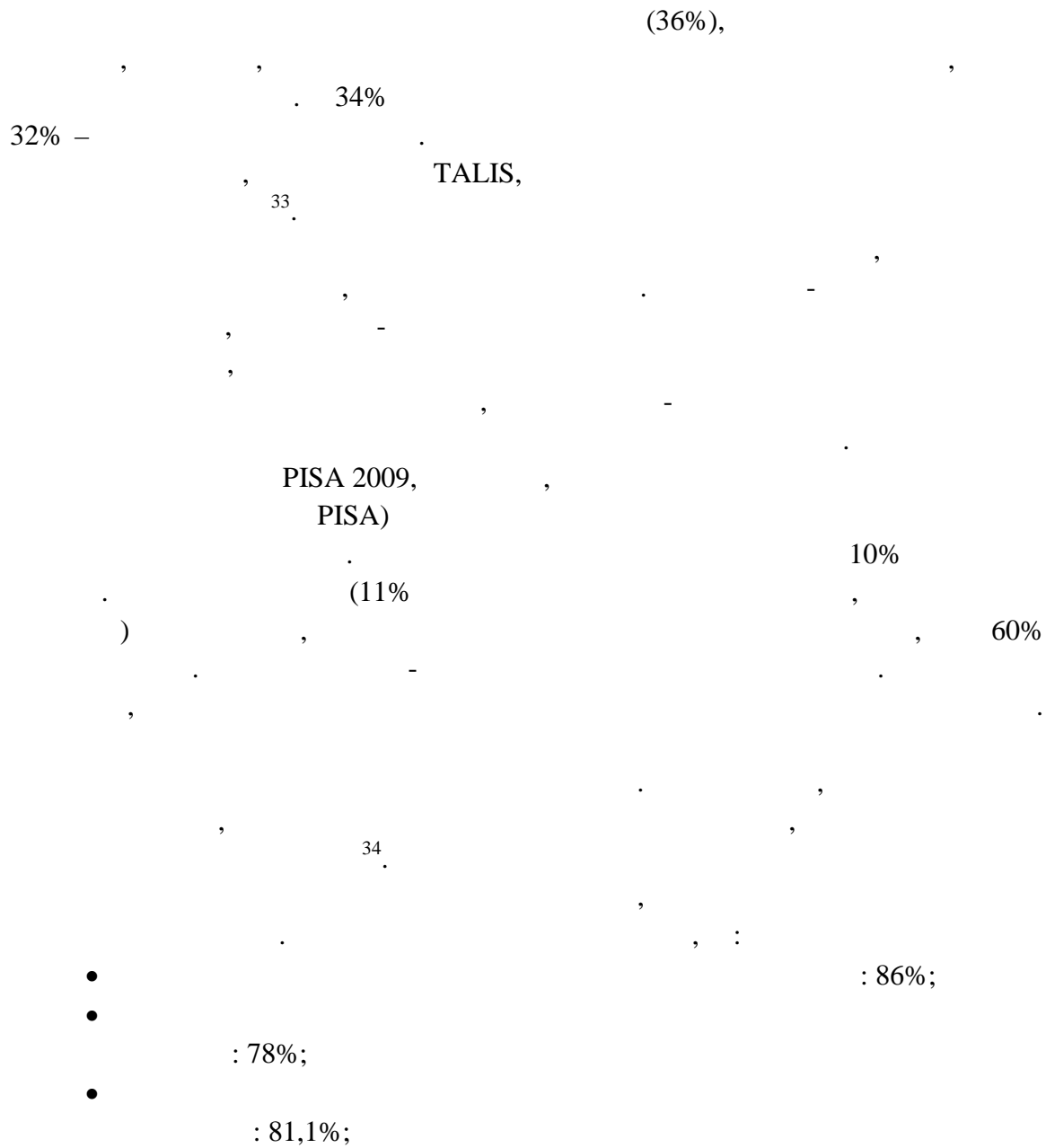
: PISA –

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	30,1	34		2,6
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à.	23,4	22,8		6
				27,6

, - 64% , 18% , 67,3% , 54,9% , 46% , 33,6% , 60% , 86% , 27% , 9% , 7% 2%.

2008 .
 – TALIS³².



³² Teaching and Learning International Survey.

: www.oecd.org.

³³

www.ckoko.bg

³⁴

2009. 135.

- : 87,5%;
- : 82,8%. 74,1%

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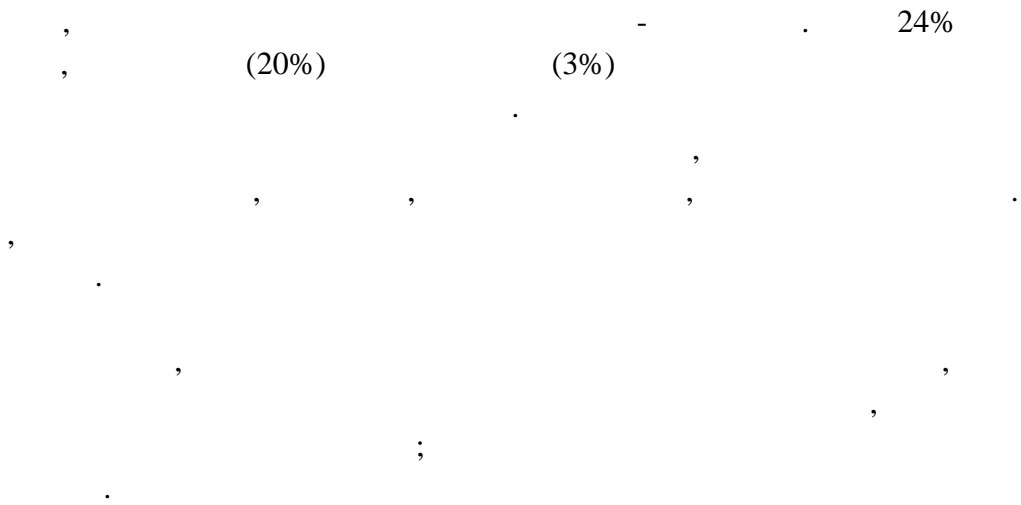
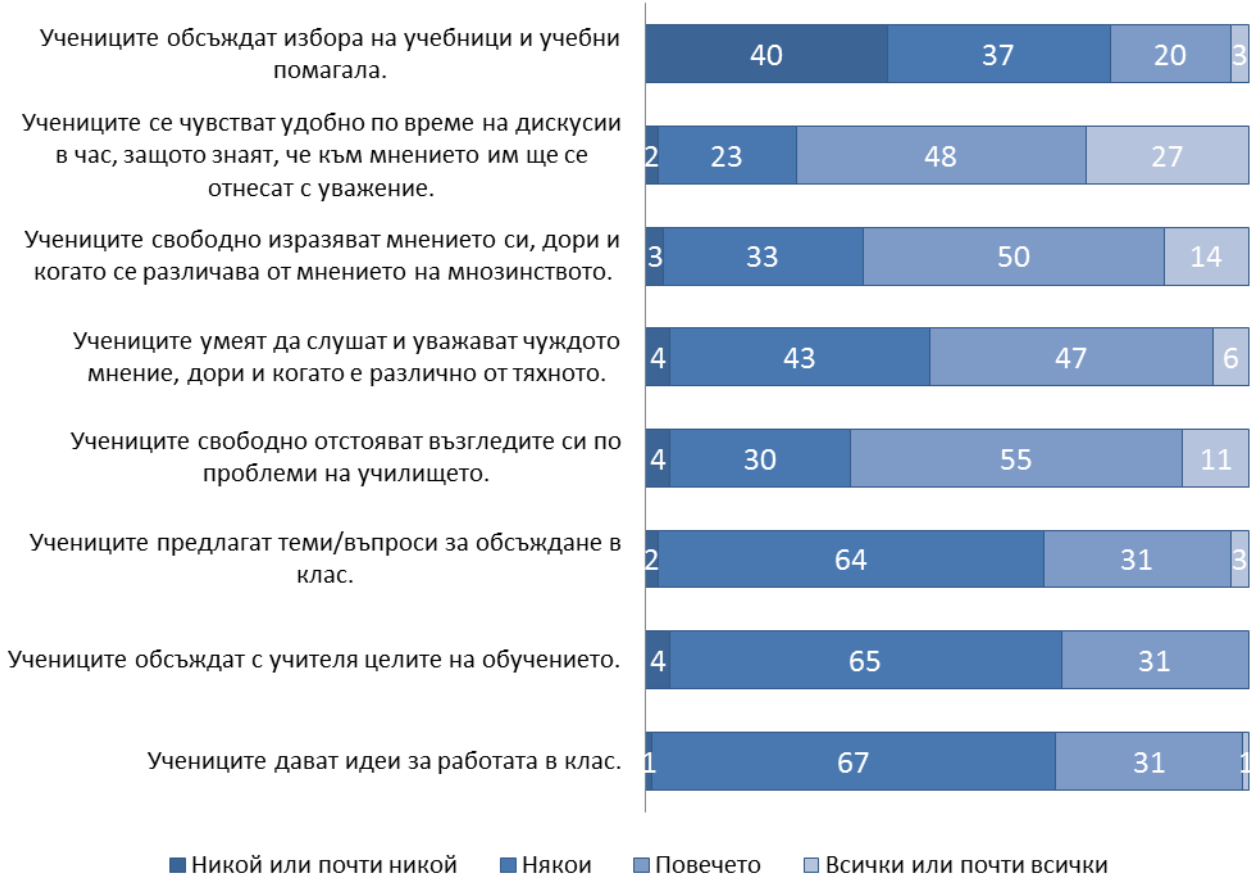
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³⁶ OECD (2012). PISA in Focus. Are Large Cities Educational Assets or Liabilities? Author.
: www.oecd.org.

55 . , 88% 35 ..

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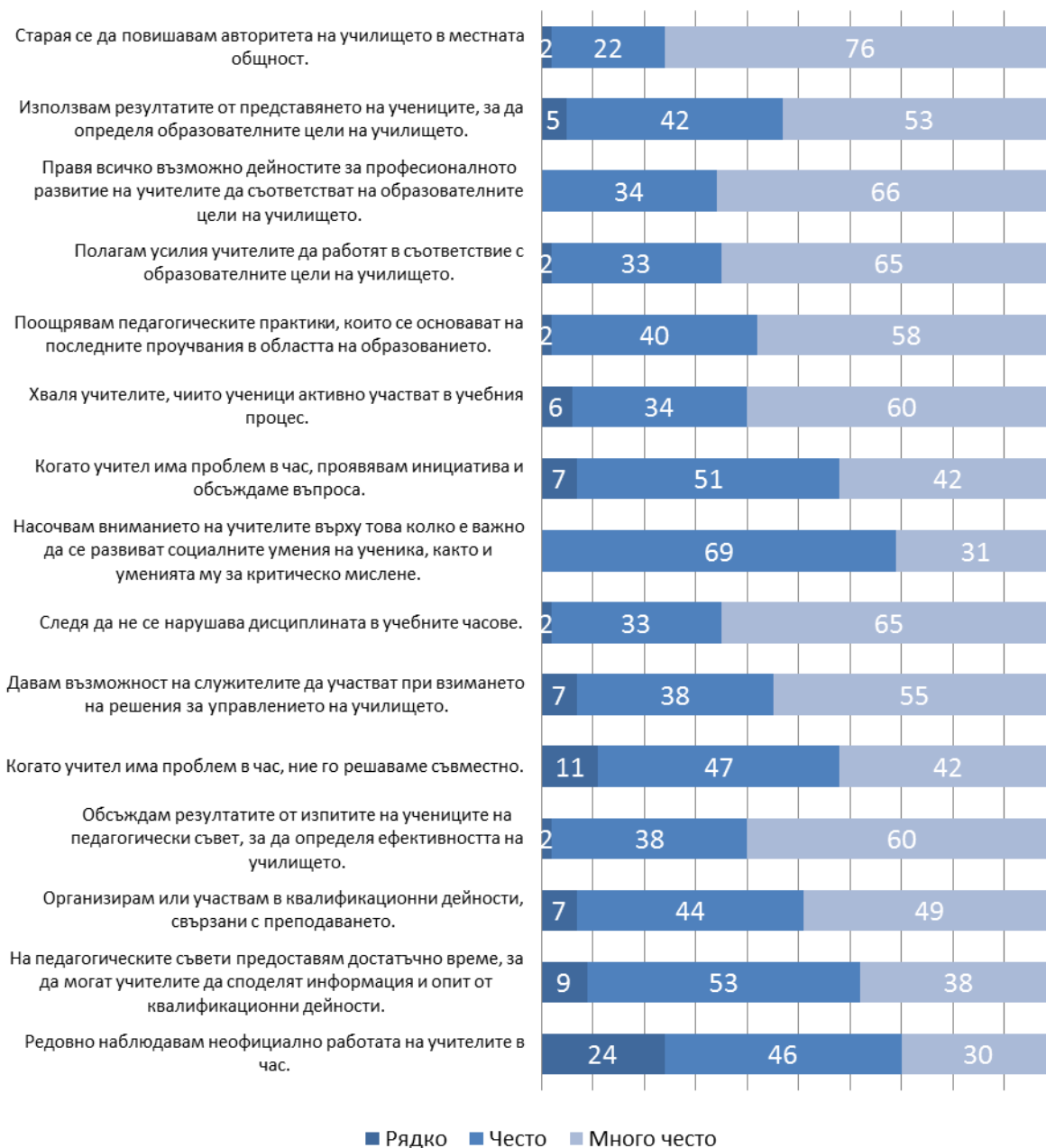
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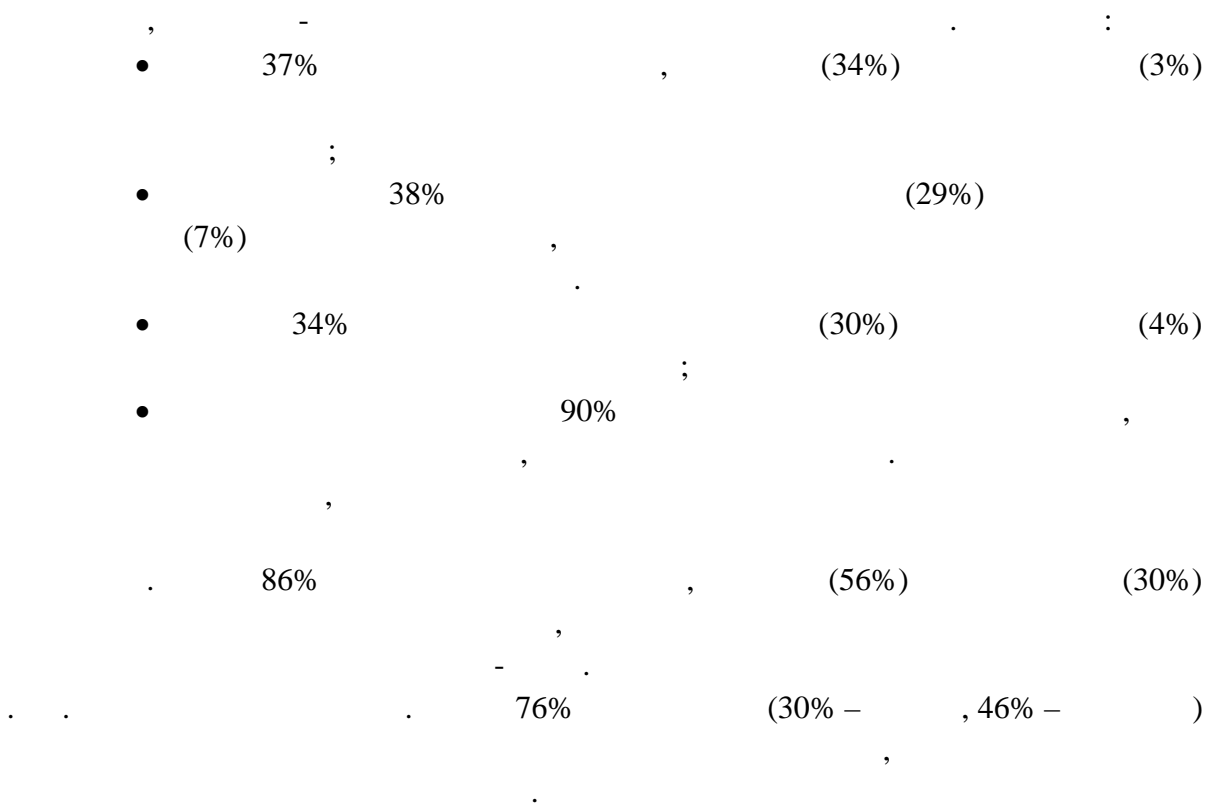
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	11	4	1	1	1	4
	10	5	1	1	1	2
	8	3	0	2	1	2
	21	11	2	1	1	6
	50	23	4	5	4	14

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Fragmented text containing various punctuation marks and symbols, including apostrophes, hyphens, and quotation marks.

International Student Assessment, OECD). PISA (The Program for International Student Assessment, OECD). PISA

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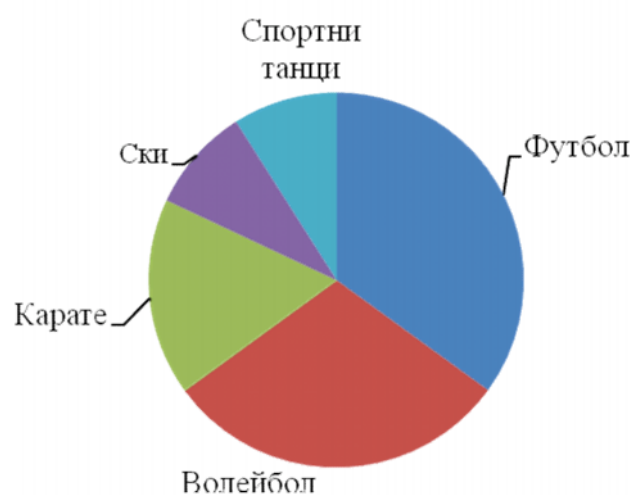
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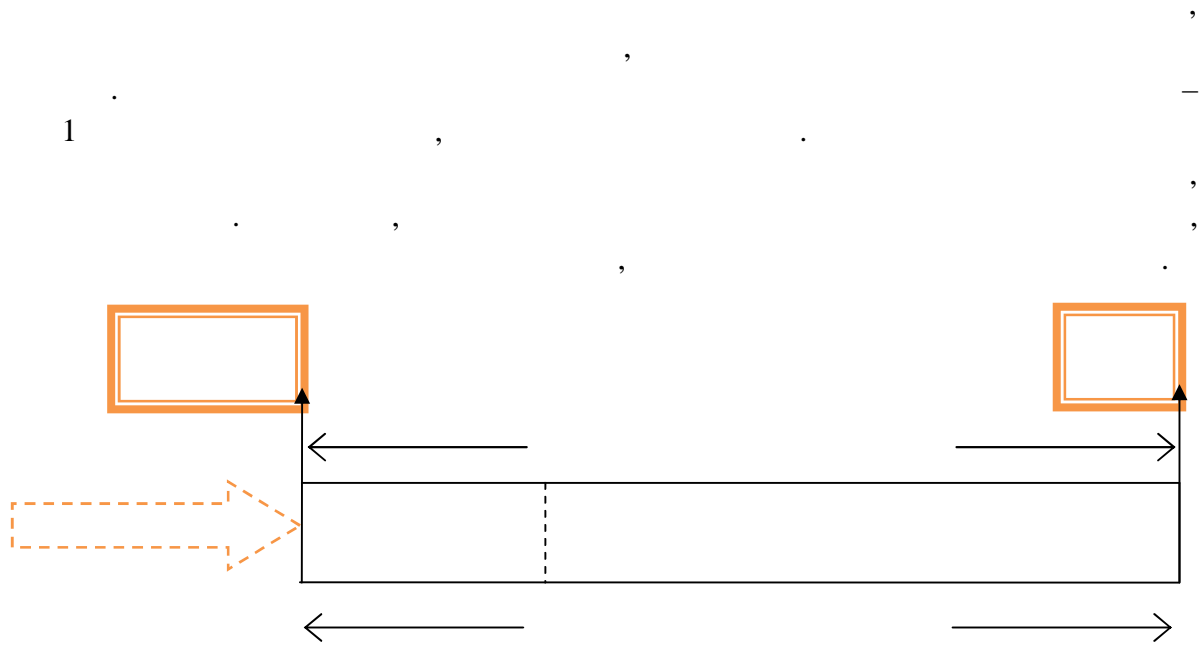
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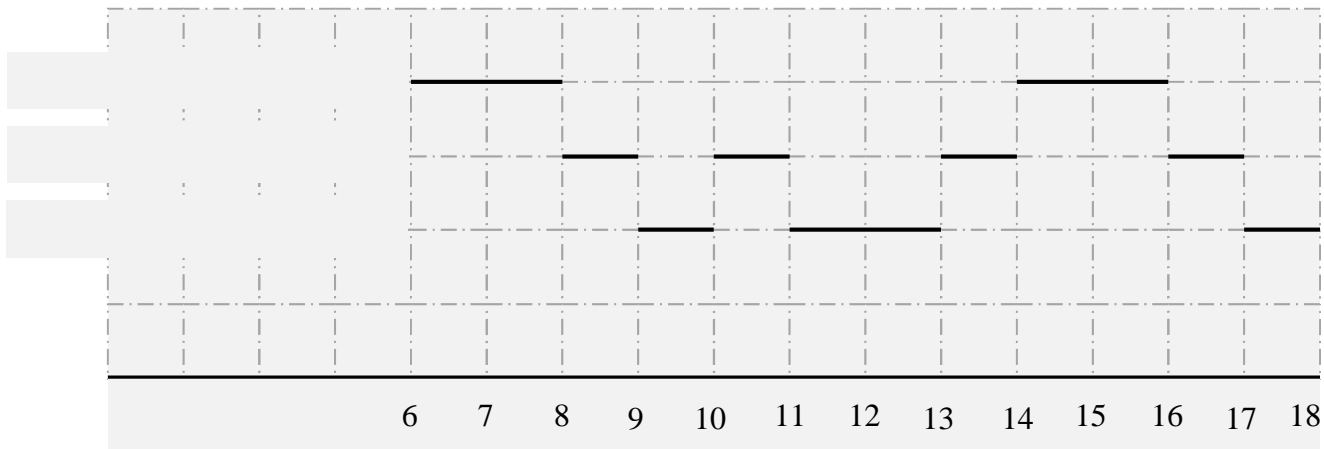
32-3

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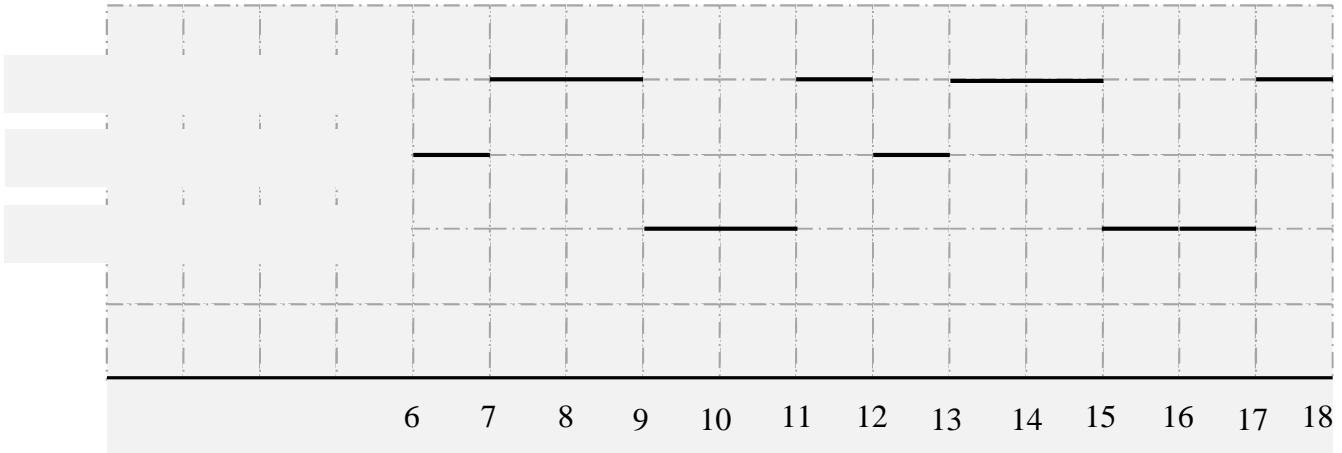
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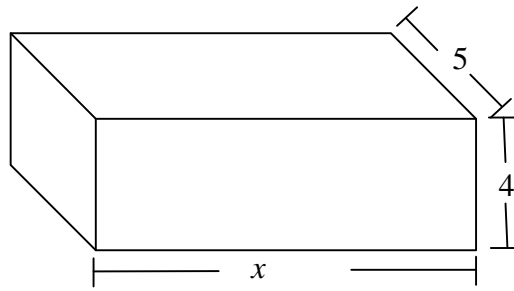
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