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Abstract

The article describes and critically analyzes how Russian education researchers approached the topic of quality evaluation in education between 1990 and 2014. Evaluation and quality have grown into major policy issues in education across the world, simultaneously acting as powerful steering mechanisms on national and transnational levels. Russia is no exception to this global phenomenon, but little is known about how Russian education researchers discuss the topic in national academic journals. This article discusses four major periods, each characterized by a shift in the focus of discussion and/or the introduction of a completely new agenda. These periods capture the dominant themes, titled “effective management and customization of education,” “the rise of broad-scale assessments,” “systemic approach to quality evaluation,” and “toward a more nuanced usage of evaluation data.” We interpret the findings within two intertwined conceptual frameworks: governance at a distance and New Public Management. How these frames help us understand the academic discussion on quality evaluation in Russian school education is also discussed.(HRK / Abstract übernommen)