



**A TEXT ASSESSMENT GUIDE USED IN CONDUCTING THE PIRLS INTERNATIONAL
ASSESSMENT PROGRAM**

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Annotation

Evaluation methods have been developed to provide a fair assessment of the PIRLS program in the rapidly evolving international assessment program. This article discusses how to select texts in the PIRLS International Assessment Program, what questions to structure, and to what extent.

Keywords: interpretation, finding, direct conclusion, evaluation, critical evaluation

Introduction

This international program plays an important role in the development of the child as an independent person and assesses the reading comprehension skills of students in primary education on an international scale. It is well known that reading literacy is directly related to people's learning goals. Many young readers, when they are just starting to read, read mostly wise texts (e.g., stories or picture books) or texts rich in information that answer students' questions about the environment around them. According to the curriculum, because reading is important for learning from books and other printed materials, young students are required to develop reading literacy and study to learn.

Reading Literacy is the ability to understand and use all forms of written language that are valued by an individual or required by society. Just as there is a purpose to conducting or doing everything, there is a purpose to conducting the PIRLS international evaluation program. Objectives of reading literacy:

- If the text you are reading is classified as a literary text, ask questions that are appropriate for that purpose.

- If the given text is classified as informative (informational) text, create such a type of question.

- When writing questions, approach them for the purpose of the text, because the purpose of reading does not always correspond to a particular type of text.

In the PIRLS program, texts are done by selecting PIRLS texts and ePIRLS online texts. Texts submitted as part of the PIRLS and ePIRLS international research will be reviewed by the Student Reading Skills Development Team and research coordinators. It is important to note that the texts and websites submitted in the assignments have the following features:

-Clarity and logical connection;

- The content of the texts is appropriate for all participating countries;

- Interesting and attractive materials for students;

- To have a sufficient basis for evaluating a number of broad understanding processes.

The strict timing of the assessment process also places some restrictions on students reading large volumes of text, as students are required to read the entire text and answer questions based on it. Due



to the complexity of the texts in the PIRLS study, their size should typically be between 500 and 800 words. However, the size of the text can also change, as other aspects of the text also affect the level of reading comprehension of the students.

In selecting the texts used in the international study, special attention will be paid to the specifics of the participating countries. The main purpose of this is to ensure that all the texts presented in the assignments are relevant to the countries involved.

The PIRLS program evaluates four types of comprehension processes in terms of artistic and informative purposes in the process of text comprehension. In formulating the questions, special attention should be paid to the evaluation criteria or percentages set for each process.

The percentage of the PIRLS assessment program, which focuses on the student's comprehension process and learning objectives, serves as the basis for each text-based question:

Interpretation and Finding

3 to 4 points (where 3 to 4 questions and assignments can be asked, as the questions are mostly open-ended questions that require an alternative or one-point answer);

Direct conclusion

5 to 6 points (there can be 4 or 5 questions, as the questions will mostly consist of open-ended questions that require an alternative option or a two-point answer);

Demand and summarize

5 to 6 points (there can be 2 or 3 questions, as the questions will mostly consist of longer open-ended questions that require a 2- or 3-point answer);

Assessment and Critical Assessment:

3 to 4 points (usually with several different types of questions, so questions can range from 4 alternative answer options to three-point open-ended questions that require a single answer).

Each question created as part of the PIRLS International Assessment Survey should be able to assess one of the learning processes and objectives outlined in the PIRLS coverage. The number of questions and the scores assigned to each text The total score allocated to the questions in each text should be at least 15 points in order to accurately assess students' reading comprehension skills. Taking into account the fact that some questions will be removed during the experimental test and review, a total of **18-20** points will be asked for each text. There should be an average of **12 to 14** questions for each text.

- One point is given to the alternative answer questions.
- Depending on the level of complexity of the reading comprehension questions required, open-ended questions that require answers are given one, two, or three points.

In order to form a group of questions for each text, the guidelines take into account the following 12 to 14 questions on each text:



Initial questions should be easier questions - Students are given one or two easier questions before they move on to more complex questions. These are relatively uncomplicated questions that allow students to work with the text. The questions should focus on the main idea of the text or the basic information given in the beginning of the text.

The questions should be asked in accordance with the sequence of information given in the text - the answers to the questions should be in the sequence of information given in the text. This is especially useful when creating questions that assess the ability to find information and draw the right conclusions. However, this can be applied to other questions as well. Students should not spend a lot of time trying to find the right answers to questions in the text.

Not all questions that assess more complex processes should be asked at the end of the assignment - questions that assess students' ability to interpret and summarize or evaluate and critically evaluate should be evenly distributed throughout the assignment. This allows students who do not have time to complete assignments to demonstrate these types of skills.

Forming a group of questions for each text is divided into groups as follows:

Create one three-point question for each text - This question tests students' ability to interpret and summarize and evaluate the process. Creating one three-point question based on each text will help students demonstrate their level of understanding. More than one three-point question is asked not to be structured, as students may spend a lot of time completing these questions. The three-point question should not be the questions asked at the beginning of the assignment, as it is also inappropriate to put it in the student section, as students may be forced to skip these types of questions and complete the test.

As much as possible, pay attention to the objectivity of the questions - Make sure that the information provided in the question is not directed to find answers to other questions. Also, the correct answer to a particular question should not depend on previous questions either. In addition, open-ended questions that require answers should be answered differently and should not require students to copy questions or the main idea.

General assessment guidelines for one-point questions:

Acceptable answer (1 point). In such answers, students demonstrate that they understand the part of the text that is relevant to the question. The answers include all the elements asked in the question. These answers are evaluated as correct based on the concepts or information in the text.

Unacceptable answer (0 points). Students do not demonstrate in such answers that they understand the part of the text that is relevant to the question. They tried to take into account some or all of the elements in the question in the answers. However, the answers are judged to be correct based on the concepts or information in the text. In addition, the answers are considered incorrect because they contain unrelated, very vague concepts or information.

Also, give "0 points" to inexplicable answers. Such answers include unreadable entries that have been crossed out and attempts to erase, and answers that are not relevant to the given task, as well as various characters and unnecessary pictures.

General assessment guidelines for two-point questions:



Full understanding (2 points). In such answers, students demonstrate that they fully understand the part of the text that is relevant to the question. The answers include all the elements asked in the question. Where appropriate, they demonstrate a level of understanding that transcends literal comprehension and provides appropriate interpretations, conclusions or assessments that are relevant to the text, or responses that are derived from the text and relevant concepts or information to substantiate the interpretation, conclusion or assessment based on the text.

Partial understanding (1 point). In such answers, students demonstrate a partial understanding of the part of the text that pertains to the question. The answers cite some, not all, of the elements asked in the question, or all the elements asked in the question may be mentioned in the answers, but only literal understanding is demonstrated, although the question requires interpretation, conclusion, or a more abstract understanding. If the question asks for an interpretation, conclusion, or assessment of the interpretation, but the answers may contain information that is not relevant, inaccurate, or unrelated to the text, it is taken from the text.

Misunderstanding (0 points). In such answers, students demonstrate that they do not understand the part of the text that is relevant to the question. Students tried to cite some or all of the elements asked in the question in their answers, but the answers were assessed as incorrect based on the concepts or information in the text, or the answers did not include any of the elements asked in the question or the answers were related to the question contains non-existent or highly vague information or concepts that are not considered evidence of understanding.

Also, give “0 points” to inexplicable answers. Such answers include unreadable notes that have been crossed out and attempts to erase, and answers related to a given task, as well as various characters and unnecessary pictures.

Three-point questions General assessment guide:

Broad understanding (3 points). In such answers, students demonstrate a broad understanding of the part of the text relevant to the question. The answers include all the elements asked in the question. Where appropriate, students demonstrate an understanding of important, abstract, and relatively complex concepts or information related to the main idea or topic of the text put forward in the text. In doing so, in addition to literally understanding the text, they provide a basis from the text for conclusions, interpretations, or evaluations when asked in question.

Satisfactory understanding (2 points). In such answers, students demonstrate that they have satisfactorily understood the part of the text that is relevant to the question. The answers provide all the elements asked in the question in full, but do not provide evidence of understanding the ideas or information in the text that may be considered complex or relatively abstract, or the literal understanding of the text in order to draw conclusions, interpretations, or assessments. Some evidence is presented that it has been excluded, but the basis taken from the text in the answer may not be complete.

Minimum level of understanding (1 point). In such responses, students demonstrate a minimal understanding of the part of the text relevant to the question. The answers listed some, but not all, of the elements asked in the question. Students may demonstrate in their answers that they literally



understand certain concepts or information in the text, but if asked to do so, the answers may include evidence that is incorrect or unrelated to the text.

Unsatisfactory comprehension (0 points). In such answers, students demonstrate an unsatisfactory understanding of the part of the text relevant to the question. Students try to cite some or all of the elements asked in the question in their answers, but the answers are assessed as incorrect based on concepts or information in the text, or the answers do not include any of the elements asked in the question or the answers are minimal. very vague concepts or information that are not relevant to the question are given to serve as evidence for understanding. Also, give “0 points” to inexplicable answers. Such answers include unreadable writing and non-task-related answers, as well as various characters and unnecessary pictures, which have been scratched and attempted to be erased.

Based on the above, all of these assessment systems, designed to make the PIRLS program smarter, will enable educated students, expand their ranks, and enhance the position of each country.

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