

Assessment of Reading Literacy in the Pirls International Study

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Abstract:

This article discusses the concept of reading literacy and its goals in the PIRLS international assessment program. Information is given on the four comprehension processes of reading literacy, namely, focusing and gathering specific information, making inferences, interpreting ideas and information, and evaluating and critiquing text elements.

Keywords: PIRLS, reading literacy, comprehension process, constructive, interactive, text.

Introduction

Literacy is the ability to perceive and practice the forms of written language required by society and valued by people. This point of view is becoming more and more important in modern society, where students' ability to use the information obtained from reading is more and more important. The focus shifts from demonstrating understanding to demonstrating skills in how to apply learned information to new projects and situations. Reading literacy is the foundation of academic success, and PIRLS is a valuable tool for exploring whether new or revised policies affect achievement. The PIRLS reading assessment is based on a comprehensive framework that covers key learning objectives for literary experience, information acquisition and use, and Internet information searching.

References and Methodology

The PIRLS Reading Achievement Framework was first developed for the 2001 study using the IEA's 1991 Reading Literacy Survey. Since then, the PIRLS assessment frameworks have been updated for each survey period, including the 2021 survey period.

Currently, according to the definition of PIRLS, reading literacy is the ability to understand and use the forms of written language required by society and valued by people, as well as the ability to create meaning from texts in various forms. This view of reading literacy as a constructive and interactive process reflects many theories of reading. In the process of the student's work with the text, through the interaction between the student and the text (that's why this process is called interactive), the student creates meaning (that's why this process is called "construct" in English). The reader is an active participant in this process, creating meaning, reflecting on the text, and consciously choosing effective reading strategies. Each type of text follows typical patterns and rules to help the reader interpret the text. Any text can have different forms. These include traditional books, magazines, documents and newspapers, as well as written forms in digital form.

PIRLS focuses on the comprehensive goal of elementary school students' learning in and out of the classroom. It is reading to gain artistic experience and to obtain and use information. These two important goals of reading literacy prepare young students for their initial reading (stories, picture books). That's why PIRLS has the main goal of evaluating reading literacy to make texts equal. Students' interest in learning will definitely contribute to their success in education and society.

In addition, PIRLS integrates four broad comprehension processes within each of the learning objectives. These are: focusing and finding specific information, drawing direct conclusions,

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interpreting and integrating ideas and information, and evaluating and critiquing content and text elements. Comprehension processes help to understand the text perfectly. Young students begin to understand the text by focusing their attention, and when drawing conclusions, the student deviates from the topic more often. The reader should be able to interpret each text, think about it, and at the same time be able to evaluate the elements of the text and express critical opinions about it. PIRLS assesses the 4 comprehension processes mentioned above.

Evaluation and critical analysis of text and content related units

The content of the text can be objectively evaluated and criticized based on the personal opinion of the reader. This process requires the student to make an impartial assessment, reject, approve, and express neutrality in relation to the content of the text. For example, the reader can confirm or dispute the ideas presented in the text or compare the ideas presented in the text with information from other sources.

Characteristics of texts used in PIRLS research. Depending on the complexity of the texts in PIRLS, on average 500 to 800 words, for countries with low reading levels, 400-500 words, and in ePIRLS, about 1000 words. Accuracy and consistency are important criteria for PIRLS texts.

Number of questions and marks assigned to each text

In order to accurately assess the students' reading comprehension skills, the total score allocated to the questions in each text should be at least 15 points. Taking into account that some questions will be removed during the practice test and revision process, questions worth 18-20 points will be made on each text. There should be an average of 12 to 14 questions for each text.

- ✓ One point is awarded for multiple-choice questions.
- ✓ Depending on the level of difficulty of the reading comprehension questions required, one, two, or three points are awarded for the written questions.

Conclusion

The PIRLS international assessment program for primary school students is aimed at assessing reading literacy. The goals of reading literacy serve to expand the scope of thinking of young students, to form their creative thinking. Students will be able to observe each text and thereby gain an artistic experience. Each comprehension process in the reading literacy goals is essential to the program. Through comprehension processes, elementary school students critically analyze the text and approach the text creatively. Through this, creative thinking is formed in young students. At present, books on mother tongue and teaching literacy for primary school students are compiled on the basis of this program. The texts in the book teach the reader to think freely, to interpret, to draw conclusions based on ideas. Of course, this serves to form the level of free thinking of the student from a young age. In conclusion, the PIRLS international assessment program has such effective aspects for students. Based on this program, the quality of our education is improving.

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