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## ASSESSMENT OF ANSWERS TO QUESTIONS IN THE INTERNATIONAL PEARLS STUDY ON READING LITERACY ASSESSMENT OF PRIMARY CLASS STUDENTS

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### ABSTRACT

As stated in the PIRLS international research scope, this study assesses the ability of fourth graders to read a variety of texts and understand the meaning of the texts they read. A paper from of PIRLS research was chosen in Uzbekistan. Digital PIRLS includes electronic PIRLS (ePIRLS), which assesses online reading of information in a simulated Internet environment.

### KEYWORDS

International Assessment, PIRLS, ePIRLS, Codes “8” and “9”, Texts in PIRLS Bulletin 3, African Rhinoceros and Oxspect Birds.

### INTRODUCTION

On the basis of the relevant decision of the Cabinet of Ministers of the Republic of Uzbekistan<sup>1</sup>, preparation for international studies in the field of education quality assessment in the public education system was started. Scientific research aimed at the development and implementation of innovative methods of

assessment and development of students' reading, mathematical and natural-scientific literacy, and creative thinking related to PISA programs is being conducted.

Evaluation of the quality of education in the public education system of the Republic, organization of

research, establishment of international relations, scientific research and innovation activities of the students, first of all, creative ideas and creativity of the young generation. Progress in International Reading and Literacy Study (PIRLS) is an international assessment program to assess the level of reading and comprehension of primary 4th graders based on the decision of the Cabinet of Ministers for the purpose of support and encouragement. is considered The "Roadmap" for the preparatory processes of the participation of the Republic of Uzbekistan in international studies has been approved, and systematic work has been started on this basis.

Among these researches, as case studies, the National Study on Student Literacy Assessment based on the requirements of the PISA program, the research based on the requirements of the TIMSS program for the component of the quality of education within the framework of the Human Capital Index - 2020 project, and REDS studies can be cited as examples.

PIRLS assesses elementary school students' classroom and extracurricular learning with two overarching goals: artistic experience and information acquisition and use.

## LITERATURE ANALYSIS

- State Inspection of Education Quality Control under the Cabinet of Ministers of the Republic of Uzbekistan, National Center for the Implementation of International Research on the Evaluation of the Quality of Education, NEWSLETTER 2021-N<sup>o</sup>3 (General a set of tasks intended for primary school teachers and students of secondary educational institutions) - Tashkent - published in 2021. Published under the general editorship of Professor U.N. Tashkenbayev,

Doctor of Physical and Mathematical Sciences. Authors A.A. Ismailov - Director of the National Center for the Implementation of International Research on the Evaluation of the Quality of Education - National Project Manager of PISA International Research, H.J. Daminov, K.K. Karimberdiyev, Z.Sh. Islamova.

- This newsletter (set of assignments) was based on the materials used in the PIRLS (The Progress in International Reading Literacy Study) research conducted by the International Association for the Evaluation of Educational Achievement (International Association for the Evaluation of Educational Achievement).

- Newsletter Experimental works based on the newsletter recommended based on the decision of the meeting of March 29, 2021 (minute no. 1) of the Scientific Council of the State Inspection of Education Quality Control under the Cabinet of Ministers of the Republic of Uzbekistan were also covered in the article.

- According to the Decree of the President of the Republic of Uzbekistan No. 60 dated 28.01.2022, the State Program was developed, and the following tasks were defined in paragraphs 175-176:

- Ensuring the participation of Uzbekistan in the international assessment program TIMSS 2023, which assesses the literacy of students of the 4th and 8th grades in mathematics and natural sciences in 2023;

- Promotion of the international program, organization of seminars and trainings, development of the potential of school principals and teachers;

- Strengthening the material and technical base, improving the quality of Internet connection and

organizing research in 166 schools selected by international organizations.

Training and professional development of personnel, school education based on the results of studies to be announced at the international level in 2024.

Ensuring the participation of Uzbekistan in the international PISA 2025 research program on student literacy assessment.

- Payment of membership fees in accordance with the agreement with the Organization for Economic Cooperation and Development (OECD);
- In cooperation with the Organization for Economic Cooperation and Development, tasks and tasks such as organizing the pilot test of the research in 2024 and the main tests in 2025 and developing measures aimed at ensuring the successful participation of schools in the research are set as priorities.

It is known that reading literacy is directly related to people's goals for studying. When many young readers are just beginning to read, they read mostly narrative texts (such as stories or picture books) or texts that provide students with information and questions about their environment. According to the curriculum, because reading is important for obtaining information from books and other materials, young students are required to develop reading literacy and read to learn.

For the first time, the 4th grade students of our country took part in the PIRLS international assessment program held in 2021, among about 60 countries. They took 49th place out of 57 countries. This result was not satisfactory for us. In order to improve the results of this, it is necessary to strengthen the knowledge and

methods of the international evaluation program of teachers.

The PIRLS International Assessment Program aims to improve students' reading comprehension, new ideas, and a broader understanding of other cultures and countries. Assessment of student achievements is carried out by conducting objective tests not from all students, but from students selected as representatives of this layer. Also, questionnaires were conducted among school principals, teachers, students, and even parents, and valuable information was collected on the factors affecting the quality of education.

The PIRLS international study provides an international comparison of information on the level of development of reading comprehension skills of primary school students, analyzes that can serve public policy in the field of education to improve reading and teaching. Research focuses on demonstrating understanding of how to apply knowledge to new projects and situations. The content of the text is understood and the purpose of reading is achieved only when the reader and the text interact. A key consideration in selecting texts for the PIRLS assessment program is to provide multiple text types based on intended reading goals. In this, the main goal is to create an environment similar to the study activities conducted both in school and outside of school for students. The reader is an active participant in this process, observes the text and consciously chooses effective reading strategies.

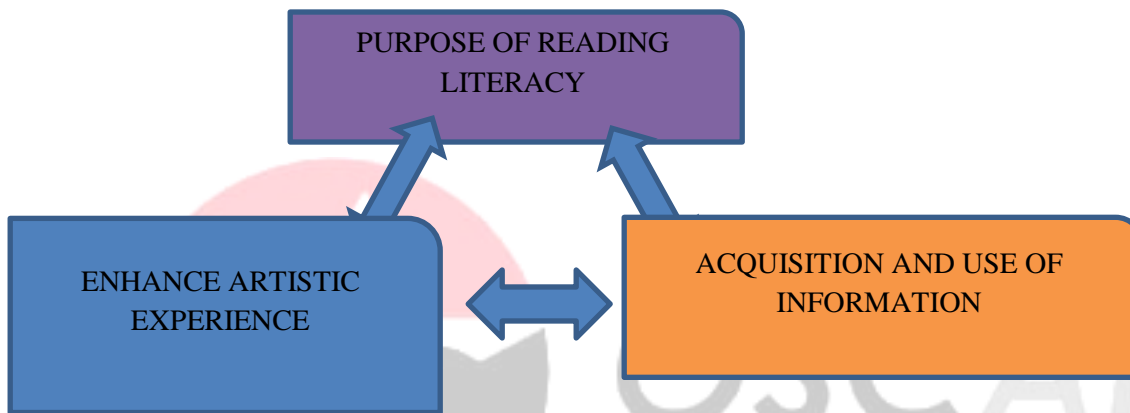
There are many definitions of reading literacy. Literacy is the ability to understand and use all forms of written

language valued by the individual and required by society.

Reading literacy is the ability of a person to understand texts, use them, reflect on them and react to them in order to achieve the goal of developing his knowledge and potential, finding his place in society. At the beginning, in the middle and at the end of the reading

process, the student uses a set of language skills, cognitive and metacognitive strategies, and primary knowledge and skills in content formation.

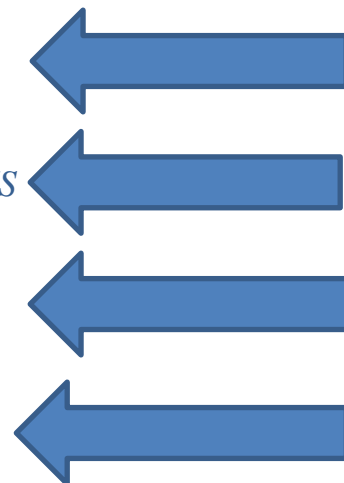
The PIRLS assessment of elementary school students' classroom and extracurricular learning has two overarching goals.



Because both learning goals are equally important for elementary students, the PIRLS program consists of the same number of items that assess each goal. In

turn, each of these goals integrates four broad comprehension processes. These are:

1. *FOCUSING AND FINDING CLEAR INFORMATION*
2. *DIRECT - DRAWING CORRECT CONCLUSIONS*
3. *CHECKING AND ASSESSING LANGUAGE AND TEXT ELEMENTS*
4. *INTERPRETING AND HARMONIZING IDEAS AND INFORMATION*



As not all countries are ready to switch to electronic assessment, PIRLS 2021 will be held in two formats, i.e. digital and paper. Digital PIRLS also includes electronic PIRLS (ePIRLS), which evaluates online reading of information in a simulated Internet environment. Based on this, a paper form of PIRLS research was chosen in Uzbekistan. Students are given 40 minutes to complete two sections or sections consisting of a set of questions. Four options are given in the assessment. Each four-choice question has one correct answer. A correct answer to this type of question is evaluated with 1 point.

The PIRLS study uses two other types of questions, which are:

1. Multiple-choice questions for the question by the students (usually, in this type of questions, the phrase "check all the relevant answers" is used);
2. Questions in which the students should determine the events described or narrated in the text in the correct order based on the text.

Criteria for evaluation of open questions

One-point, two-point and three-point evaluation criteria are introduced in the evaluation of open questions.

Scoring criteria for one-point questions

Acceptable answer (1 point)

Unacceptable answer (0 points)

Scoring criteria for two-point questions

Complete understanding (2 points)

Partial understanding (1 mark)

Not understanding at all (0 points)

Criteria for evaluating three-point questions

Broad understanding (3 points)

Satisfactory understanding (2 marks)

Minimum understanding (1 mark)

Unsatisfactory understanding (0 points)

Also, unexplained answers will be scored "0". Open-ended questions have specifics on how to code "no answer" (no response). Two codes are defined for this: codes "8" and "9". When assigning these codes in cases of non-response, the following instructions should be followed.

PIRLS<sub>3</sub> The following texts and tasks used in the research are given:

1. AFRICAN RHINOCEROS AND OXPEKER BIRDS
2. THE SAVIOR DOLPHIN
3. TAILOR
4. ELIGIBILITY OF CHORI
5. PEARL
6. SEARCH FOR FOOD
7. PUPPY RAISING

#### AFRICAN RHINOCEROS AND OXPEKER BIRDS

Based on the table, information about rhinoceros and oxpeckers is given.



RHINOCEROS	OX SPEAKER
Rangi: kulrang	Rangi: jigarrang
Og‘irligi: 3600 kilogramm	Og‘irligi: 0,5 kilogramm
Bo‘yi: 1,8 metr	Bo‘yi: 20 santimetr
Oziqlanishi: o‘t va barglar	Oziqlanishi: hasharotlar va kanalar

"Rhinos and oxpeckers help each other. They are very different creatures. A rhinoceros is a very large terrestrial animal. Only an elephant is bigger than him. And the oxpecker bird is very small. "Oxpeckers live on rhinos." Based on the given information, they answer the questions through an open and closed test.

**CONCLUSION**

The importance of the teaching process in the development of students' learning performance in the PIRLS international program, joint efficiency in the

organization of the teaching process, the relationship between school staff, parents and students mutual trust is considered a factor that serves to create a positive learning process at school, and these factors, in turn, create a positive learning environment.

According to the 2016 study, out of 50 countries, Russia, Singapore, Hong Kong, Ireland and Finland had the highest scores, while Russian and Singaporean students had the highest reading and comprehension scores. showed high results. Also, Russian primary school students led the world in this criterion.

***The high results of reading literacy in these countries are related to the following factors:***

***Availability of books and digital devices at home***

***Intellectual parents and their love for books***

***The fact that the child has learned to read and write before going to school and the high rate of inclusion in preschool educational institutions***

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