

TESTING READING (WORKING WITH TESTS ON READING SKILLS, ANALYZING THE RESULTS)

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Abstract: This article focuses on test reading, providing four common test types and test objectives that differentiate between the test itself and the assessment. This article outlines the general preparation before taking the test, but each test concludes with a specific nature of the preparation and what points to assess. The value of this article is that I hope it will help teachers in testing, especially reading testing, so that they can understand what a reading test is, what to assess, how to prepare for it, and how to administer it.

Key words: reading, testing, reading, reading skills, analysis.

Аннотация: в этой статье основное внимание уделяется тестовому чтению, приводятся четыре общих типа тестов и цели теста, которые различают сам тест и оценку. В этой статье описывается общая подготовка перед сдачей теста, но каждый тест завершается конкретным характером подготовки и тем, какие баллы нужно оценивать. Ценность этой статьи в том, что я надеюсь, что она поможет учителям в тестировании, особенно тестировании чтения, чтобы они могли понять, что такое тестирование чтения, что оценивать, как к нему подготовиться и как его проводить.

Ключевые слова: чтение, тестирование, чтение, навыки чтения, анализ.

Reading is the art of understanding writers' intent to connect with readers' conceptualizations. Here, art refers to aesthetics and the reliability of what is read. Art means finding buried treasures in words, phrases, sentences, paragraphs, and discourse. Understanding; reading context refers to the ability to understand a written text to get the gist of what is written. Conceptualization refers to the prior knowledge held in the learner's mind that is used as a flexible filter during the learning process. To understand what reading is and how to do and improve it, it is better to look at what Shepherd & Mitchell showed: To understand how we read and how we can improve reading, we must first look a little at how . the eye works. Light entering the eye is focused by the lens onto the retina, which lines the inside of the eye. The retina itself consists of hundreds of millions of tiny cells that are sensitive to light. Some cells - cones - respond to certain colors; others - branches - to the total light intensity. These cells are connected to the neural network above the retina, which transmits information to the visual cortex. The center of the retina is a small area called the fovea, where the cells

are more densely packed, so the perception of images falling into the fovea is much sharper and more detailed than in other areas of the retina. When we focus on an object, the light from that object is focused on the fovea - this is called fixation (Shepherd & Mitchell, 1997)

Reading is not as easy as people think, it takes interest as an important step to continue reading comprehension. There are many other things that you need to do with reading to get to the level of reading enthusiasm and then to the level of fluency and comprehension. It is important to take tests and assessments to find out such a reading level. Previous research has shown that reading comprehension is a low achievement. Rathvon's National Center for Education Statistics (2002) reported that: On the 2002 NAEP reading assessment, 36% of fourth graders scored below the basic level in reading, indicating that they could read simple text and shows that he cannot understand. paragraph from a grade-level text. In addition, there are profound differences in reading achievement among racial/ethnic groups. Among African American, Hispanic, and American Indian/Alaska Native students, the respective percentages of fourth-graders reading below the baseline are 60%, 56%, and 60%, 56%, and 60%, respectively, compared with 25% and 30% for white and Asian/Pacific Islander students. It was 49%. Islander Students (National Center for Education Statistics, 2002). However, reading comprehension is not easy. showed that fourth-grade students in Asia had very poor reading ability and ability to understand a simple paragraph from grade-level text. According to Rathvon, "many questions, controversies, and challenges remain about the most effective way to identify children at risk for learning problems."

It is important to conduct a reading test to assess the aspects that can be used to create an effective way of analyzing and identifying the needs related to reading.

The test seems hard to read because it doesn't understand which things to test. Reading Comprehension, Fluency, Speed, Test Text Comprehension, Validity, Reliability, Difficulty, and Types of Tests must be taken into account. Below is a discussion of test reading in hopes that teachers will understand how to make test reading for students.

a) Testing and Assessing It is better to distinct between a test and an assessment. A test is a measuring device for assessing the achievement of the objectives in a training system which is a set of questions for which there is an accepted set of correct answers. The characteristics of a test may be knowledge, ability, attitude, intelligence etc. Testing refers to the way of questions and or statement to find out the feedback or response and answer to be assessed and evaluated. A test, especially in L2, is not intended to sheer judgement whether someone has had mastery or not, whether somone has comprehended or not, or whether someone can pass the test or not then to be stated as success. Let us say as what Harris & McCann (1994) reported about some

common arguments against classroom testing as follow: ‘Some of the students in my class, who have worked hard all year, fail tests. Others who have done less work pass them, just because they have been to an English speaking country or because they have private classes.’ A test is just to assess, measure, and evaluate, it is not a judgement at all. Testing is closely related to assessing and they should walk together. A test is done by teacher for the students but assessment is done by the teacher and the student. A test includes formal and informal assessment and self-assessment. A formal assessment is a test or exam conditions are established, is certainly an important way of assessing learners while informal assessment is assessment carried out by the teacher not under special test conditions, but in the normal classroom environment or a way of collecting information about our students’ performance in normal classroom conditions (for example with students helping each other when necessary). Self-assessment is that carried out by students themselves of their own progress and problems (Harris & McCann, 1994). An assessment is a part of a test, it is usually done before, in progress, and or after the learning. To assess means to estimate and not to judge to be said as success or not but a test might be said to decide as success or failure. An assessment is the ongoing process of gathering, analyzing, and reflecting on evidence to make informed and consistent estimation or decision to improve students’ future learning. The purposes of the test are as follow:

- 1) To assess the progress towards the goal or objectives or the training.
- 2) To compare the performance of a trainee with the standard group.
- 3) To improve trainee’s self understanding and motivation.
- 4) To diagnose the weakness of the trainees in certain area.
- 5) To promote grade or rate of the trainees.
- 6) To assess the standard of instruction or curriculum.

Dealing with the purposes of doing a test, Harris listed some:

- 1) To find out about a candidate’s suitability to follow a course of study, although this is not the case in state education.
- 2) To find out how a student is progressing during a course of study and possibly identify problem areas before a course ends.
- 3) To compare a student’s performance with that of other students.
- 4) To find out how much a student has learned during the course or academic year ie compare what students can do at the end of the course compared with the beginning of the course. Testing is to assess, measure, compare, improve, diagnose, promote, and evaluate what had been done, has been done, and has been in progress. There are three purposes of assessment as follow:

1. Assessment for Learning This assessment is done when teacher uses inferences about students’ progress to inform his/her teaching. This assessment is included in formative test.

2. Assessment as Learning This assessment is done when students reflect on and monitor their progress to inform their future learning goals. This assessment is included in formative test.

3. Assessment of Learning This assessment is done when teachers use evidence of students' learning to make estimations on students' achievement against goals and standards. This assessment is included in summative test.

b) Testing Reading There will be four skills that can be tested deal with language proficiency. If we deal with testing of reading then we may involve speaking and listening because when someone is tested in reading such as reading aloud then s/he seems to speak and listen to some items that will be tested such as the intonation, sterss, sounds, applying phonics, etc. Testing reading seems to be very easy at first glance but it would be very difficult when trying to conduct at various level and types of the tests. Hughes said (2003) that the basic problem is that receptive skills exercises (reading and listening) does not necessarily manifest itself directly in the overt behaviour because when people write and speak, we can see and hear but when people read and listen, we often have nothing to observe. There are some considerations to be involved when doing the test of reading and those should be put into account such as what to test and assess, types of test, how to test, and when to test. In doing test of reading, it is urged to decide what to assess so that we can determine the type of the test appropriately to take out. After deciding the first step, tester should identify the level of testee and the ages because each level of ages has different ability concerns reading ability. Preparation for expeditious reading test will be the tester's ability in how to test whether it will be skimming, search reading, and or scanning (Hughes, 2003). Mohamad (1999) said that when tester is preparing the assessment, s/he may go through some of the considerations such as ensuring that tester selects an appropriate text, making sure that the language used in the text is suitably pitched to his/her students' proficiency, and scrutinising the text to ensure that the information in each paragraph is tested. Dealing with the operation or the preparation of the test, Hughes further suggests careful reading operation as follow:

1. Identifying proniminal reference.
2. Identifying discourse markers.
3. Interpreting complex sentences.
4. Interpreting topic sentences.
5. Outlining logical organisation of a text.
6. Outlining the development of an argument.
7. Distinguishing general statements from examples.
8. Identifying explicitly stated main ideas.
9. Identifying implicitly stated main ideas.
10. Recognizing writer's intention.

11. Recognizing the attitudes and emotions of the writer.
12. Identifying addressee or audience for a text.
13. Identifying what kind of text is involved (e.g. editorial, diary, etc.)
14. Distinguishing fact from opinion.
15. Distinguishing hypothesis from fact.
16. Distinguishing fact from rumour or hearsay.

After making preparation, then a tester should be better to make some inferences such as the following:

1. Inferring the meaning of an unknown word from context.
2. Making propositional informational inferences, answering questions beginning with who, when, and what.
3. Making propositional explanatory inferences concerned with motivation, cause, consequence and enablement, answering questions beginning with why and how.
4. Making pragmatic inferences

CONCLUSION

Each type of test has different considerations to consider, but not all tests are easy to do or perform. Every tester should know how to prepare, conduct and include some important things in the test that will be conducted. When taking a reading test, there are some points to understand in order to get the best out of the test. Begin preparations such as deciding what to assess, determining the test-taker's level, and giving them an understanding of how to take the test. When it comes to what to assess, there are some types of tests that can be administered, such as reading decoding that assesses children's ability to encode or decode the sounds and phonetics in letters and/or words, and at least there are six tests. steps to prepare for the test. The next test is reading fluency, which is aimed at evaluating the correctness and automatic decoding of words in the text, expressive interpretation of the text, achieving optimal comprehension, and at least seven instructions must be followed when taking the test. Reading speed is one of the tests in the reading test. This test is aimed at evaluating speed; How many words are taken or read per minute and, of course, clearly and precisely. There are at least six steps to take to prepare for the test. The last type of reading test is reading comprehension, which is a general test of reading because it includes decoding, fluency, and speed. It is not only about the three things mentioned above, but also about how to understand what is read.

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