

WHAT IS THE IMPORTANCE OF THE PEARLS INTERNATIONAL ASSESSMENT PROGRAM?

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Abstract: This article discusses the importance, achievements and expected results of the PIRLS International Evaluation Program. While reading the article, you will get answers to all your questions about PIRLS.

Key words: PIRLS, opportunity, goal, result, program, importance, primary school teachers and students, new textbooks.

PIRLS (English: Progress in International Reading Literacy Study) is an international assessment system that assesses the quality of the reading and comprehension levels of primary school students in different countries.

The study is conducted periodically - once every five years, and so far it has been conducted five times: in 2001, 2006, 2011, 2016 and 2021.

PIRLS enables evidence-based decision-making to improve reading instruction. States use PIRLS to:

- to monitor the trends of achievements at the level of the education system on a global scale;
- monitor the impact of new or revised education policies;
- identifying weak points of education and implementing educational reform;
- Improving teaching and learning through research and analysis of PIRLS data;
- conducting appropriate work such as monitoring fairness or evaluating students in additional classes;
- learning to read and teach.

The PIRLS international study provides an international comparison of information on the level of development of reading comprehension skills of primary school students, which can serve public policy in the field of education to improve reading and teaching. provides analysis. Currently, according to the definition of PIRLS, reading literacy is the ability to understand and use written language forms that are required by society and valued by people, as well as the ability to create meaning from texts in various forms[1].

Research focuses on demonstrating understanding of how to apply knowledge to new projects and situations.

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. The PIRLS study assesses student learning in two ways: in-class and out-of-school:

Reading to evaluate the student's literary experience;

Reading in order to acquire and use information.

According to the rules of research, four groups of reading ability are evaluated when reading artistic and informational texts:

- find the specified information;
- forming conclusions;
- data interpretation and synthesis;
- analysis and evaluation of content, language features and text structure.

Depending on the complexity of the texts in the study, the average is 500 to 800 words, 400–500 for countries with low student literacy, and about 1000 words in ePIRLS.

The content of the text is suitable for students of 9-10 years old, it deviates from the topics that are very specific to some cultures, and it is also interesting and not very familiar to the student.

In the PIRLS study, the levels of reading literacy are described as follows:

Highest level (625 points and above) – Students can absorb a text as a whole while also understanding its individual parts in relation to each other. Can draw on the text to support his/her opinion when explaining the author's idea.

High level (550 points) - Students understand the important messages of the text, make their own conclusions based on the text, can evaluate both the content and form of the text, and can pay attention to some of its linguistic features.

Intermediate level (475 points) – Students can find information from the text, draw their own conclusions based on the text using some features of text form and language.

Lower Level (400 points) – Students extract a clear message from a text that is easy to limit.

The following system is used for qualitative and quantitative assessment of work performed at PIRLS:

- correct answers in the answer selection method are evaluated with 1 point;
- correct answers regarding determining the sequence of topics are evaluated with 1 point;
- tasks that require a free answer are evaluated from 1 to 3 points depending on the complexity of the task.

Modern test theory is used for the final processing of the results.

Assessment of the achievements of students is carried out by conducting objective tests not from all students, but from students selected as representatives of this layer. Also, surveys of school principals, teachers, students, and even parents are conducted to collect valuable information on 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, which can serve public policy in the field of education to improve reading and teaching. is a major international evaluation program that provides analysis.

Currently, PIRLS defines reading literacy as the ability to understand and use forms of written language that are required and valued by society, as well as the ability to make meaning from texts in a variety of ways.

Research focuses on demonstrating understanding of how to apply knowledge to new projects and situations.

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