

Development and validation of reading test in english essay



THE PROBLEM: This study aimed to develop and validate a Reading Test in English (RTE) for Grade VI pupils in Bayambang District I using the results of the oral Informal Reading Inventory (IRI) as a basis. More specifically, it sought to determine: a) the reading level of grade VI pupils as shown by the results of the oral Informal Reading Inventory (IRI) Test, b) skills and specific areas of reading comprehension identified by Grade VI teachers that are to be included in the proposed Reading Test in English (RTE), and conformity of the proposed reading test in English to the criteria of a good test in terms of difficulty, discrimination, validity and reliability indices. **METHODOLOGY**The first part of this study made use of the descriptive method with the oral Informal Reading Inventory (IRI) Test and a questionnaire-checklist as the main data gathering instruments. The reading levels of grade VI pupils were determined by following the IRI criteria which classified reading levels into frustration, instructional and independent. The skills and specific areas of reading comprehension to be included to the proposed reading test in English were based on the ranking given by grade VI teachers. Respondents in this study were 316 grade VI pupils and 40 teachers of reading in Bayambang District I. In the second part of this study, the proposed reading test in English, employed the developmental method of research.

It allowed the research and development (R & D) procedures that included: (a) identifying the problem, b) generating alternative solutions, c) selecting the most likely solutions, d) implementing the selected solutions, and e) evaluating the implementation. The time series design was likewise utilized where the initial version and succeeding versions of the test were subjected to test item analysis until the final version was made. The compliance of the

Reading Test in English to the criteria of the good test was done by computing the difficulty, discrimination, validity and reliability indices.

RESULTS AND DISCUSSIONS Reading and Comprehension Levels of Grade VI Pupils based on the Results of the Informal Reading Inventory (IRI) Test. On the reading level, 24 percent of grade VI pupils belonged to the “ independent level”, 66 percent to the “ instructional level”, and 10 percent to the “ frustration leve”. This means that most of the Grade VI pupils still needed assistance from a teacher or someone who knows how to read well. On comprehension, 8 percent belonged to “ independent level”, 41 percent belonged to “ instructional level” and 51 percent belonged to “ frustration level”.

This situation indicates that Grade VI pupils did not yet have the ability to respond to comprehension questions correctly. Skills and Areas of Reading Comprehension to be Included in the Proposed Reading Test in English. The grade VI teachers ranked “ vocabulary words” as the first priority to be included in the reading test in English. This was followed by “ getting the main idea”, “ noting details”, “ predicting outcomes”, “ use of dictionary”, “ organizing ideas”, “ sequencing events”, “ evaluating and making judgments” and “ making inferences” in that order. This means that the pupils were poorest in “ vocabulary words”.

Development and Validation of the Reading Test in English. After subjecting the initial and succeeding versions of the Reading Test in English to a thorough item analysis, the final version revealed indices of difficulty as follows: no items were either “ very easy or very difficult” 1% was “ easy”

94% were “ moderately difficult” and 5% “ difficult”. Similarly, indices of discrimination were as follows: no items were “ poor”, 22% were “ marginal”, 16% “ average”, and 62% “ very good”. The final version was also subjected to validity and reliability tests.

Results showed that the test was highly valid with a mean of 3. 76 and very highly reliable with a reliability coefficient of 0. 959.

The finding mean that the indices of difficulty, discrimination, validity and reliability of the proposed reading test in English are in consonance with acceptable standards. CONCLUSIONS AND RECOMMENDATIONS Grade VI pupils in Bayambang District I could not yet fully read and comprehend reading materials in their own grade level. The proposed test in English which has taken into account the specific skills and areas of reading comprehension Grade VI pupils need, conforms to the criteria of a good test. In view of this, it is recommended that the Reading Test in English as developed and validated in this study should be as the instrument to assess the reading and comprehension levels of the Grade VI pupils.