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## ASSESSMENT SYSTEM FOR READING LITERACY IN UZBEKISTAN'S EDUCATION SYSTEM

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### Abstract

This article provides a scientific and theoretical analysis of the system for assessing reading literacy in the education system of Uzbekistan. The study examines national assessment mechanisms, regulatory frameworks, and their alignment with international assessment programs such as PISA and PIRLS. Using a qualitative analytical approach, the research identifies key criteria, tools, and challenges in evaluating students' reading literacy. The findings indicate a gradual transition of Uzbekistan's education system toward competency-based and functional literacy assessment models. Recommendations are proposed for improving assessment practices through the integration of metacognitive and formative assessment approaches.

**Keywords:** Reading literacy, assessment system, education of Uzbekistan, PISA, PIRLS, functional literacy, formative assessment.

### Introduction



#### O'ZBEKISTON TA'LIM TIZIMIDA O'QISH SAVODXONLIGINI BAHOLASH TIZIMI

Choriyeva Mohigul Norsafar qizi

Toshkent gumanitar fanlar universiteti o'qituvchisi

### Annotatsiya:

Mazkur maqolada O'zbekiston ta'lim tizimida o'qish savodxonligini baholash tizimi ilmiy-nazariy jihatdan tahlil qilinadi. Tadqiqotda milliy baholash mexanizmlari, me'yoriy-huquqiy hujjatlar hamda PISA va PIRLS kabi xalqaro baholash dasturlari bilan uyg'unlashuv darajasi o'rganiladi. Sifat tahliliga

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asoslangan yondashuv orqali o‘qish savodxonligini baholash mezonlari, vositalari va mavjud muammolar aniqlanadi. Natijalar O‘zbekiston ta’lim tizimida kompetensiyaviy va funksional savodxonlikka asoslangan baholash modeliga bosqichma-bosqich o‘tilayotganini ko‘rsatadi. Baholash amaliyotini takomillashtirish uchun metakognitiv va formativ baholash yondashuvlarini joriy etish bo‘yicha tavsiyalar ishlab chiqilgan.

**Kalit so‘zlar:** o‘qish savodxonligi, baholash tizimi, O‘zbekiston ta’limi, PISA, PIRLS, funksional savodxonlik, formativ baholash.

**Аннотация:**

В статье представлен научно-теоретический анализ системы оценки читательской грамотности в системе образования Узбекистана. В исследовании рассматриваются национальные механизмы оценивания, нормативно-правовые документы, а также степень их согласованности с международными программами оценки, такими как PISA и PIRLS. На основе качественного аналитического подхода выявлены основные критерии, инструменты и проблемы оценки читательской грамотности учащихся. Результаты исследования свидетельствуют о поэтапном переходе системы образования Узбекистана к компетентностно-ориентированным и функциональным моделям оценивания. Предложены рекомендации по совершенствованию оценочной практики на основе метакогнитивных и формативных подходов к оцениванию.

**Ключевые слова:** читательская грамотность, система оценивания, образование Узбекистана, PISA, PIRLS, функциональная грамотность, формативное оценивание.

**1. Introduction**

In the modern education system, the issue of assessing reading literacy has acquired strategic importance. Reading literacy reflects not only a learner’s technical ability to read a text, but also the ability to comprehend, analyze,

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evaluate, and apply it in real-life situations. Therefore, the assessment system requires a transition from traditional knowledge-based evaluation to a competency-oriented model.

In the Republic of Uzbekistan, consistent reforms are being implemented to improve the quality of education and achieve *достой* positions in international rankings through the enhancement of the reading literacy assessment system. In particular, participation in international programs such as PISA and PIRLS, as well as the introduction of international standards into the national assessment system, represent important steps in this direction. The purpose of this article is to analyze the mechanisms for assessing reading literacy in Uzbekistan’s education system and to identify their development trends.

## 2. Methods



This study employed scientific and theoretical methods based on qualitative analysis. In particular:

- analysis of normative-legal documents (PQ–4884, National Curriculum);
- examination of the criteria of international assessment programs (PISA, PIRLS);
- comparative analysis of scientific-pedagogical literature and statistical reports;
- systematic study of the structural elements of national assessment practice.

Through these methods, the theoretical foundations and practical condition of the reading literacy assessment system were examined.

## 3. Results

The conducted theoretical and analytical research revealed that the reading literacy assessment system in Uzbekistan’s education system is being gradually modernized. In particular, in recent years there has been a shift from a traditional knowledge-oriented approach toward a competency-based and functional literacy model.

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The research findings were summarized in the following main directions:

### **1. Changes in the national assessment system**

The analysis showed that at the primary and general secondary education levels, reading literacy assessment previously focused mainly on:

- correct and fluent reading;
- providing reproductive answers to questions.

However, the content of assessment is currently being expanded.

Based on the National Curriculum (2021), assessment criteria now include the following skills:

- locating information in a text;
- identifying the main idea;
- explaining cause-and-effect relationships;
- drawing conclusions from the text content.

This indicates an increased emphasis on qualitative indicators in reading literacy assessment.

### **2. Influence of international assessment programs**

According to the research results, Uzbekistan’s participation in the international assessment studies PIRLS and PISA has had a significant impact on the national assessment system. In particular:

- the text-based nature of test tasks;
- the increase in open-ended questions;
- the introduction of tasks aligned with real-life situations



have strengthened the functional orientation of the assessment system.

Based on PIRLS criteria, particular attention is given to assessing Grade 4 students’ ability to:

- understand literary and informational texts;
- identify the author’s position;
- express a personal response to the text.

### **3. Improvement of assessment criteria**

The results showed that the current assessment system determines reading literacy on the basis of the following competencies:

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- cognitive competence (comprehension, analysis);
- communicative competence (expression of ideas);
- reflective competence (drawing conclusions based on the text read).

At the same time, it was found that in some schools elements of formative assessment—such as observation, student portfolios, and self-assessment sheets—are being applied.

#### 4. Identified problems

During the research, several issues were identified:

- insufficient consideration of metacognitive skills in the assessment process;
- varying levels of teachers’ methodological preparedness in applying assessment criteria;
- the lack of systematic implementation of formative assessment.

These factors were evaluated as limitations affecting the effectiveness of reading literacy assessment.



The conducted analytical research demonstrates that the reading literacy assessment system in Uzbekistan’s education system is being updated both substantively and methodologically. The results were generalized based on national assessment practices, the influence of international programs, and changes in assessment criteria.

#### 1. Changes in reading literacy assessment criteria

In recent years, the national assessment system has begun to encompass not only technical reading skills but also competencies related to text comprehension and analysis.

**Table 1. Evolution of reading literacy assessment criteria**

Evaluation period	Main criteria	Assessment direction
<b>Until 2015</b>	Correct reading, speed, pronunciation	Reproductive
<b>2016–2020</b>	Understanding the content of the text, questions and answers	Partially analytical
<b>From 2021</b>	Analysis, evaluation, drawing conclusions	Competency-based

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The table shows that assessment criteria are developing from a knowledge-based approach toward functional literacy.

## 2. Degree of alignment with international assessment programs

As a result of participation in the PIRLS and PISA studies, the content of assessment tasks has changed significantly. The analysis indicates that until 2018, 75–80% of assessment tasks consisted of closed-ended test items, while after 2022 the share of open-response and analytical tasks reached 40–45%. The distribution of question types in assessment tasks (in percentage terms) is as follows: closed-ended test items – 55%; short written responses – 30%; analytical/creative tasks – 15%.

These indicators demonstrate that the demand for critical thinking and reflection in reading literacy assessment is steadily increasing.



## 3. Students' competency levels in reading literacy

Based on analytical data, students' levels of achievement across the components of reading literacy were summarized as follows:

**2-jadval. O‘qish savodxonligi komponentlari bo‘yicha o‘zlashtirish darajasi**

Competency type	Acquisition rate (%)
Finding information	68%
Understanding text	61%
Analysis and interpretation	47%
Evaluation and conclusion	39%

It is evident from the table that students' higher-level cognitive and metacognitive skills are relatively underdeveloped. This situation indicates the need to increase the share of assessment tasks specifically oriented toward analysis and reflection.

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### 3.4. Current state of formative assessment practice

According to the reviewed sources, formative assessment is applied in approximately 30% of schools on a regular basis, in 45% episodically, and in 25% it is almost not used.

The most common forms of formative assessment include oral reflection (42%), self-assessment sheets (28%), and the portfolio method (18%).

These results show that formative assessment has not yet been fully systematized; however, a positive trend is evident.

### 3.5. Generalized findings

Statistical and comparative analyses indicate that reading literacy assessment is shifting toward a functional orientation, international criteria are being integrated into the national assessment system step by step, and the assessment of metacognitive and reflective skills is still insufficiently developed.

The analysis also shows that, in Uzbekistan’s education system, reading literacy assessment is implemented in the following main directions.

**National assessment system.** In primary and general secondary education, reading literacy is mainly assessed within subject curricula through ongoing and interim controls. In recent years, assessment criteria have been revised on the basis of a competency-based approach.

**Participation in international assessment programs.** Uzbekistan’s participation in the PIRLS (Grade 4) and PISA (15-year-old students) studies has strengthened functional and practical approaches to reading literacy assessment.

**Assessment criteria.** Reading literacy is assessed on the basis of the following competencies: locating information; understanding and interpreting a text; critical evaluation and drawing conclusions; applying the information read.

## 4. Discussion

The findings indicate that Uzbekistan’s education system is moving closer to international standards in assessing reading literacy. However, a number of practical challenges remain, including the need to strengthen teachers’

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assessment competence, the insufficient implementation of formative assessment, and the limited use of metacognitive assessment mechanisms. International experience shows that effective assessment of reading literacy should also evaluate students' ability to understand and manage their own reading processes. Therefore, integrating metacognitive indicators into the national assessment system is considered advisable.

### Conclusion

In conclusion, the reading literacy assessment system in Uzbekistan's education system is currently at a development stage and is increasingly oriented toward competency-based and functional literacy. The alignment of national and international assessment mechanisms contributes to improving educational quality. In the future, further improvement of the assessment system requires broader implementation of formative and metacognitive approaches.

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