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Development And Evaluation Of Reading Comprehension Test In English Ten

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Abstract: *People are limited in what they can accomplish without good reading and comprehension skills. Since then, poor reading comprehension has remained a common problem among the students that would be a critical factor in student success. The purpose of the study is to develop and evaluate a Reading Comprehension Test that will assess the reading level and competencies of Grade 10 students. A Descriptive Developmental research design was specifically utilized to come up with the top 50 reading comprehension test items. Participants of the study were the eight evaluators who assessed the reading texts and items. Multiple forms of validity evidence were used including appropriateness for the student's level, appropriateness for the rules of writing questions, relationship between the text and the question, and appropriateness for the reading comprehension learning acquisition. This research concluded that there must be careful planning, construction, and evaluation of reading comprehension test items to ensure the congruence of appropriate reading materials and prescribed reading competencies. Moreover, the most preferred items of the evaluators were from scan for needed information, read closely to get the author's purpose, examine biases, power struggles of characters (Marxist), and explain illustrations from linear to non-linear texts. On the other hand, the least preferred items were from read closely to get explicitly and implicitly stated, evaluate text content, elements, features, and properties using a set of criteria, present information using tables, graphs, and maps, and treatment of underlying or overarching issue concerning human experience.*

Keywords—Reading Comprehension, Test Development, Test Evaluation, Reading Competencies, Validity Evidence, Descriptive Developmental Research, Item Construction, Reading Assessment, Text-Question Relationship

CHAPTER I

THE PROBLEM AND REVIEW OF RELATED LITERATURE AND STUDIES

Introduction

Reading is fundamental to functioning in today's society. There are many adults who cannot read well enough to understand the instructions on a medicine bottle. That is a scary thought - especially for their children. Filling out application forms becomes impossible without help. Reading road or warning signs is difficult. Even following a map becomes a difficult chore. Day-to-day activities that many people take for granted become a source of frustration, anger, and fear because of their inability to read with comprehension.

Reading is a vital skill in finding a good job. Many well-paying jobs require reading as a part of job performance. There are reports and memos which must be read and responded to. Poor reading skills increase the amount of time it takes to absorb and react in the workplace. People are limited in what they can accomplish without good reading and comprehension skills.

A student's reading skills are important to their success in school as they will allow them to access the breadth of the curriculum and improve their communication and language skills. As an important skill in language learning, reading is critical in English language teaching and learning. Reading competence-training is regarded as a major goal of English teaching in the syllabi of English teaching in secondary and colleges (both for English majors and non-English majors). Thus, reading takes a large proportion in large-scaled language tests. Accordingly, designing a valid, reliable, and practical comprehension testing and ensuring its validity is crucially important in foreign language testing. In recent years, language teachers and scholars on testing have paid more attention to improve the quality of reading.

In addition, reading can be a fun and imaginative time for students, which opens doors to all kinds of new worlds for them. Indubitably, through reading, they do not only develop creative imagination as they zoom into the past and future events, but also they forget their hangdog feelings momentarily.

From time to time, students may have wondered why reading is taught in schools and they may think that there seem to be so many other things to do with their time. Reading is important for a variety of reasons. Students may look at some of those fundamental reasons; however, it is important that students realize that reading is important because it does not only develop their minds, but it offers them a vast repertoire of knowledge and lessons while keeping their minds active.

Reading is important in various ways. Reading can expose students to new experiences, for self-improvement, for understanding, gaining new knowledge from other people, improving communication, exercising the brain, or boosting imagination and creativity. Reading gives students incomparable pleasure. Reading nourishes the mind. It gives students both information and knowledge (and teaches them to distinguish between the two). They eat to keep the body fit and working. Then reading is food for the mind and soul.

Reading informs them of what is happening around, helps them remain updated about what is changing, and not just that. It encourages students to think and imagine, think out-of-the-box and imagine the impossible things. It is through reading

that they understand that knowledge knows no boundaries and the hunger for it is insatiable. In other words, reading can provide success for students in many ways.

In order to accomplish success, students need to have good reading and comprehension skills. Without these skills children will struggle to grow academically as reading is the foundation to all academic subjects such as History, Mathematics and Science and also influences the student's ability to speak and write. It is clear that reading early in life becomes a critical factor in student success. This is according to Anthony W. Marx, president of the New York Public Library, New York Times (2015). In hindsight, research consistently shows "strong correlation to reading and academic success at all ages" – National Center for Educational Statistics.

Students learn to read and write at a pretty early age. Their first encounter with reading is probably when they read out to, from story books and bedtime stories. They begin learning the alphabet, the basic math; they read fun and fascinating facts about animals, plants and the universe. Then, they ask 'whys' and 'hows' of things. In books, they find their answers. Textbooks accompany them all throughout their education; starting from school right through higher studies. They learn to read, and then read to learn, and keep reading to gain knowledge and remain with the world.

It is only through reading that they gain exposure to information from different sources. The latest developments in technology, advancements in science, breakthroughs in different fields, inventions, discoveries, product launches, movie reviews, celebrity gossips, changing political scenarios; just everything around them can become knowledge, only through reading.

Reading keeps students occupied. Reading leads to a fruitful use of time. It helps them get rid of worries. Yes, reading is a great stress buster. It diverts their minds from monotony. Books are excellent sources of recreation. Someone who loves to read can never get bored as reading a book is probably the best way to get rid of boredom. Books take students to an altogether different world, helping them relax and rejuvenate. In fact, Anthony Trollope (1815) once said: "The habit of reading is the only enjoyment in which there is no alloy; it lasts when all other pleasures fade."

The more students read, the more they developed their cognitive abilities. The more they read the more creative and imaginative they become. Reading improves their grasping skills and sharpens their analyzing and problem-solving abilities. It gives students knowledge and makes them more confident about themselves. The more they read about other people's lives and experiences, the higher the chances of them becoming better decision-makers. The more they read, the better they get.

Reading seems to be the goal of every teacher. Reading seems too difficult to teach. Developing reading comprehension among students is much more difficult. The researcher is no exception. She, too, finds it difficult to develop comprehension among her students in the public school. The National Achievement Test (NAT, given by the Department of Education (DepEd) mirrors the comprehension level of students.

There is information to be gained from data in the National Achievement Test (NAT). Tests in schools can be informative. Scores of students provide a quick glimpse of the current level of students' reading comprehension. This is the reason that the researcher wanted to develop Reading Comprehension Test (RCT) items in order to help them nurture skills for reading comprehension.

Review of Related Literature and Studies

Reading

Reading is considered as the process of building meaning in a suitable environment using appropriate information based on effective communication between the author and the reader in accordance with the appropriate aim and method (Özdemir & Akyol, 2019).

Reading skills are important throughout the lifespan, particularly as students respond to new demands and changes in jobs and reading for pleasure or recreation. Reading skills have been found to improve reading comprehension, writing style, vocabulary, and grammar development. Lack of literacy skills including reading causes problems even for online performance.

Some researches indicate (Kanniainen, et al., 2021) that there are students with difficulties in attention and executive function that affected their online research performance. Through reading, they acquire new ideas and knowledge, obtain needed information, relax the minds, and improve their command of language and vocabulary.

Reading comprehension is about understanding what is read. When students comprehend what they are reading, they do not only understand the words and their meanings, but they also understand them enough to form opinions, thoughts and reflections about what the words mean together. Reading comprehension is like having a conversation with a friend. If one does not understand what others are saying, he or she may not be able to give appropriate feedback because of lack of comprehension. In hindsight, reading comprehension is the ability to process text, to understand its meaning, and to integrate with what the reader already knows.

Reading Comprehension is the ability to understand a written passage of text. Basically: "Did you understand what you have read?" It is the bridge between the passive reader and active reader. It is the crucial link to effective reading which is essential for a rich academic, professional and personal life.

Indubitably, the goal of reading is comprehension. The process of comprehending text begins before children can

read, when someone reads a picture book to them. They listen to the words, see the pictures in the book, and may start to associate the words on the page with the words they are hearing and the ideas they represent.

Comprehension is the complex cognitive process students use to understand what they have read. There are five equally important components of reading: phonemic awareness, phonics, fluency, spelling, vocabulary and comprehension. Vocabulary development and instruction play a critical role in comprehension (Tong & McBride, 2017). The teachers have determined that young readers develop text comprehension through a variety of techniques, including answering questions (quizzes) and summarization or retelling the story in their own words.

In reading comprehension, students have to use their prior knowledge, predicting strategies, questioning, making inferences, visualizing the events, making a summary, identifying the main idea and many more. In other words, in reading, students must comprehend a lot in order to do all these things.

Although many students can read, reading and reading comprehension are two different things. While reading involves translating and decoding text into sounds and spoken words, reading comprehension involves taking what is read and deriving meaning from those words. In simpler terms, reading comprehension is the ability to read, understand, process, and recall what is read. Therefore, reading is a search for meaning and this meaning can only be found through comprehension of the text.

Content-area teachers often assign work such as reading and answering questions about a chapter, distinguishing relevant from extraneous information in word problems, or writing a summary of subject matter material. Such assignments require students to understand or comprehend what they read. Unfortunately, little time is typically dedicated to teaching students how to monitor their comprehension or use comprehension skills in completing assignments. Teachers can improve students' comprehension skills by explicitly teaching strategies to help them activate prior knowledge about a topic or concept, monitor comprehension and correct misunderstandings while reading, use graphic organizers to relate information from the text, answer different kinds of questions about the text, and generate questions about the material in the text.

Having reading comprehension skills is important. It increases the intellectual curiosity, enjoyment and effectiveness of reading. It also helps not only the students' academic achievement, but also the students' professional and personal life. As parents and their students read aloud (Wolf, 2016), they share experiences they have had that relate to the story and have them share theirs.

They also realize how it is important to make connections with the characters and events in the story. In other words, possessing the reading comprehension skills allow students to make connections, form opinions, figure out what is important, create visual representations and draw conclusions, inferences, and predictions.

Levels of Reading. There are four levels of reading: 1) literal; 2) inferential; 3) evaluative; and 4) applied (Sousa, 2011).

Level 1 – Literal level– The literal level deals with what is actually stated. This level also includes stated facts in the text: data, specific dates, traits and settings (Sousa, 2011). For example, if students are required to read a text on drug abuse, students will have to locate factual information on drug addiction, reasons for taking drugs or effects of drugs on the brain. Other examples for this level include tests that are objective like those dealing with true/false, multiple choice, and fill-in-the-blank questions.

Common questions used to elicit this type of thinking are who, what, when, and where questions.

Level 2 – Inferential level – the inferential level builds on facts in the text: predictions, sequence and settings what is implied or meant, rather than what is actually stated. In other words, this level accounts for drawing inferences; activating prior knowledge or experience; attaching new learning to old information; making logical leaps and educated guesses; reading between the lines to identify what is meant by what is stated (Usha 2011). For example, if students are tasked to read a poem "The Road not Taken" by Robert Frost, they may be required to draw inferences. When students draw inferences, they use text clues or facts that they have when they combine things they already know (prior knowledge). Another example is when they hear the line: "the sky is gray, it is cold and there is a dark stuff piling up on the sky." Using students' prior knowledge about living in the countryside, they might infer: "it is going to rain."

With regard to tests, items are subjective, and the types of questions asked are open-ended, thought-provoking questions like why, what if, and how.

Level 3 – Evaluative level– the third level of reading comprehension is about judgment of text based on: fact or opinion, validity, appropriateness, comparison, cause and effect (Usha 2011). For example, if students are required to read a text, their teachers might also require them to evaluate it by giving their judgment about the importance of the selection and why they have to read it.

Level 4- Applied level– the fourth and last level of reading comprehension is applied level. This level is about response to a text based on: author's language, values, imagery, style and purpose. For instance, students may be required to extend their thinking about an issue. They may analyze or synthesize the major points of an article based on these.

Plight of Reading Comprehension

According to Cayubit (2012), Filipino students must develop higher order skills and functional literacy in the 21st

century. It has been noted that the students with sufficient reading skills would have greater chances of success in school compared to others whose reading skills are poor. Poor reading skills can be manifested through comprehension difficulties, faulty pronunciations, poor word recognition, and struggles in remembering significant information.

It was reported in a global survey of Program for International Student Assessment (PISA) of the Organization for Economic Cooperation and Development (OECD) in 2018 that the Philippines ranked last among 79 countries in terms of reading comprehension. The findings revealed that among 600,000 students worldwide, Filipino students around the age of 15 got a rating of 340 points in reading comprehension, lower than the average of 487 points (Manaog, 2020).

Furthermore, DepEd (2019) affirmed that the PISA result was also reflecting the learners' performance in the National Achievement Test (NAT). DepEd also recognizes the urgency of addressing issues and gaps in attaining quality of basic education in the Philippines. Department of Education continues to adhere its national effort for quality basic education through Sulong Edukalidad by implementing aggressive reforms in four key areas.

Development of Reading Comprehension Test

A critical issue in cognitive diagnostic assessment (CDA) lies in the dearth of research in developing diagnostic tests for cognitive diagnostic purposes. Most research thus far has been mainly carried out on large-scale tests such as Test of English as a Foreign Language (TOEFL), Michigan English Language Assessment Battery (MELAB), International English Language Testing System (IELTS).

In particular, CDA of formative language assessment that aims to inform instruction and to discover strengths and weaknesses of students to guide instruction has not been conducted in a foreign (i.e., second) language-learning context. Ranjbaran and Mohammed-Alavi (2017) explored how developing a reading comprehension test based on a cognitive framework could be used for such diagnostic purposes. To achieve this, initially, a list of 9 reading attributes was prepared by experts based on the literature, and then the targeted attributes were used to construct a 20-item reading comprehension test. Second, a tentative "Q-matrix" that specified the relationships between test items and the target attributes required by each item was developed. Third, the test was administered to seven language-testing experts who were asked to identify which of the 9 attributes were required by each item of the test. Fourth, on the basis of the overall agreement of the experts' judgments concerning the choices of attributes, review of the literature, and results of student think-aloud protocols, the tentative Q-Matrix was refined and used for statistical analyses.

Finally, the test was administered to 1986 students of a General English Language Course at the University of Tehran, Iran. To examine the CDA of the test, the Reparameterized Unified Model (RUM) (also known as the Fusion Model), a type of cognitive diagnostic measurement model (CDM), was used for further refining the Q-Matrix for future data analyses and, most importantly, for diagnosing the participants' strengths and weaknesses (Ranjbaran & Mohammed-Alavi, 2017). Data analysis results confirmed that the nine proposed reading attributes are involved in the reading comprehension test items. Such diagnostic information could be helpful for teachers and practitioners to prepare instructional materials that target specific weaknesses and inform them of the more problematic areas that need to be emphasized in class in order to plan for better L2 reading instruction. Further, such information could inform individualized student instruction and produce improved diagnostic tests for future use.

In Sweden, Dong (2011) made a study on a Test for English Majors (TEM) Band 8 in a large-scale nationwide standard test for English majors in China. It has been increasingly recognized in China that English teaching and learning is important. And therefore, the researcher paid attention to the development of reading comprehension among students. Since reading comprehension is a vital component of language learning, the researcher analyzed the content validity of the reading comprehension part of TEM-8 from 2008 to 2010 in terms of the new framework of task characteristics revised from Bachman and Palmer's framework (1996: 49), and in accordance with The Teaching Syllabus for TEM-8 and The 2004 Test Syllabus for TEM-8. He found out that TEM-8 reading comprehension part has relatively high content validity, basically corresponding to the requirements in the teaching syllabus and test syllabus. However, there are some deficiencies influencing the content validity of TEM-8, such as limited test method, limited data resources and time.

Ferrer, Vidal-Abarca, Serrano, and Gilabert (2017) conducted two experiments to analyze how text availability and question format affect readers' processes and performance on measures of expository text reading comprehension. Junior high school students read expository texts and answered both multiple choice and open-ended questions on a computer that recorded reading times and readers' actions with Read & Answer software.

The results showed that readers reread prior text segments during initial reading of the text more often when they knew that the text would be unavailable when answering questions than when they knew that the text would be available. In addition, readers made more search decisions in the text-available condition when answering open-ended questions than when answering multiple-choice questions. Regarding performance, the researchers repeatedly found an interaction effect between availability and question format: text availability benefited the open-ended but not the multiple-choice format. They concluded that the two availability conditions are useful in assessing different discourse processes. They discussed theoretical and practical implications for the development of models of reading and new ways to assess reading literacy skills that emphasize purposeful reading.

Tong and McBride (2017) made a study about the reciprocal relationship between Chinese syntactic awareness and Chinese reading comprehension among 129 Hong Kong Chinese-speaking children participating in a 10-year longitudinal study. All children were tested on tasks of non-verbal reasoning, phonological awareness, morphological awareness, vocabulary knowledge, word reading, syntactic judgment/correction, conjunction cloze, and reading comprehension.

Results showed that children's syntactic awareness at age 11 was significantly associated with their reading comprehension at age 12 even after taking into account early nonverbal reasoning ability, phonological awareness, morphological awareness, word reading, vocabulary knowledge, and the previous year's reading comprehension. The results also showed that children's performance in reading comprehension at age 11 accounted for substantial variance in syntactic awareness at age 12. These findings suggest that the relation between syntactic awareness and reading comprehension is bidirectional, and they may mutually reinforce each other during reading development in Cantonese-speaking children.

In the same way, 375 students from 24 randomly selected classes of a three-tier secondary school system were tested in a longitudinal study for their text-picture integration and pure reading competence as well as verbal and spatial intelligence at Grades 5–7 (Schnotz, Wagner, Ullrich, Horz & McElvany, 2017). Data were analyzed according to the integrated model of text and picture comprehension using hierarchical linear modeling techniques.

Results indicate that text-picture integration comprises higher spatial cognitive demands than pure reading. School tiers differed in terms of competency levels, but also in terms of growth rates of text-picture integration competence. Differences between lower tiers and higher tiers for text-picture integration competence became smaller from grade to grade, whereas developmental trajectories of reading competence ran parallel to each other. Findings revealed that the skills for the conjoint processing of text and pictures develop in a way that might help especially poorer students in lower school tiers to catch up with their mates in higher tiers as compared to the competence of pure reading. Text-picture integration seemed to provide gradually better opportunities for less capable learners to compensate for previous lags in their learning.

Cheng (2017) conducted a study on the development and validation of four brief measures of L2 language-skill-specific anxiety scales: L2 listening, speaking, reading, and writing anxiety scales. A total of 523 college students in Taiwan participated in the study. Lang's (1971) tripartite model of anxiety provided a theoretical basis for developing the four scales. An initial pool of items was developed based on a review of related literature and the results of a focus group interview. Less ideal items were removed based upon the results of a pilot test. In the formal study, exploratory factor analysis was conducted to select items for each anxiety scale, which was subsequently validated by confirmatory factor analysis and correlation analysis. The results provided evidence for the reliability, convergent validity, and discriminant validity of the scores of the four brief measures.

It is always construed that reading comprehension is often treated as a multidimensional construct. In many reading tests, items are distributed over reading process categories to represent the sub-skills expected to constitute comprehension. Tengberg (2018) explored (a) the extent to which specified sub-skills of reading comprehension tests were conceptually conceivable to teachers, who score and use national reading test results and (b) the extent to which teachers agreed on how to locate and define item difficulty in terms of expected text comprehension. Eleven teachers of Swedish were asked to classify items from a national reading test in Sweden by process categories similar to the categories used in the PIRLS reading test. They were also asked to describe the type of comprehension necessary for solving the items.

Findings of the study suggested that the reliability of item classification is limited and that teachers' perception of item difficulty is diverse. Although the data set in the study were limited, the findings indicate, in line with recent validity theory, that the division of reading comprehension into sub-skills by cognitive process level would require further validity evidence and should be treated with caution.

Soemer and Schiefele (2018) stated that previous research suggests that children's growth in reading abilities is positively related to their intrinsic reading motivation and the amount of spare time reading. Furthermore, a number of previous studies point to the possibility that spare time reading amount mediates the positive association between intrinsic reading motivation and reading comprehension. However, to date, most of the available evidence for a mediation model is either cross-sectional and/or limited to late elementary and secondary school students, whereas the early elementary grades have only rarely been targeted in longitudinal studies. Accordingly, the present study investigated longitudinal relations between intrinsic reading motivation, reading amount, and reading comprehension in the early elementary grades with a particular focus on the potential mediator role of reading amount.

Evidence was found for partial mediation by reading amount between reading comprehension and later intrinsic reading motivation. However, there was no evidence for (partial or full) mediation by reading amount between intrinsic reading motivation and later reading comprehension. It is concluded that in the process of becoming more sophisticated readers, early elementary students read more frequently in their spare time, and this makes reading more rewarding for them in the long run. In contrast, the potentially positive effect of spare time reading on later reading comprehension seems to be either non-existent or too weak to be reliably detected over longer time frames.

In their study, they found that longitudinal relations between reading amount, intrinsic reading motivation and reading comprehension were examined; reading amount significantly mediated the relation between reading comprehension and later intrinsic reading motivation; and no significant mediation by reading amount was observed between intrinsic reading motivation and reading comprehension.

Internet-based reading involves integration and evaluation of information from different sources and different formats, but also requires fluent navigation skills for adequate comprehension. The effects of linguistic (word decoding and comprehension-based print reading) and non-cognitive factors (reading frequency and self-efficacy) have extensively been studied for print reading; Salmerón, García and Vidal-Abarca (2018) know very little about their role in Internet reading, which is our focus in this study; 558 students from grades 7 to 10 performed a set of comprehension-based Internet reading tasks on a computer, while their navigation and comprehension scores were recorded. They were also assessed on print reading literacy, word decoding, Internet reading frequency and self-efficacy. Multiple regression analyses suggest that navigation skills increase proportionally with grade level and that print reading literacy and comprehension-based Internet reading share common processes. Moreover, the positive effect of navigation efficiency on Internet comprehension increases in higher grade levels. Finally, reading frequency of the Internet for informational purposes predicts Internet comprehension scores, and self-efficacy predicts more persistent and quicker navigation. In their study, the following were highlighted: internet reading skills gradually improve across high-school years; print reading comprehension abilities predict navigation and Internet reading skills; ICT self-efficacy is related to more persistent and quicker navigation; Internet use for informational purposes predicts higher Internet reading skills.

A reading intervention program was carried out in high school students during two academic years, in order to evaluate its effectiveness on reading comprehension and emotional intelligence. Del Pilar Jimenez, Alarcon and De Vicente-Yague (2018) used 521 high school students participated, of which 244 are male students and 277 are female students. In the intervened group (n = 258) the reading is explained by meaning of tokens, 30 random juvenile readings are chosen and read at home by the students, without working on reading competence or emotional intelligence in a specific way, nor the construct of the motivation. In the control group (n = 263), the guidelines specified in the current curriculum published by the Ministry of Education of the Junta de Andalucía are followed. The results show an increase in reading comprehension and emotional intelligence in the experimental group after the intervention. The results point to a direct relationship between reading habits, reading competence and emotional intelligence, in the same way, the results in the intervention group are significantly better than in control in both reading and emotional intelligence.

To distinguish the role of working memory in second language (L2) reading, Joh and Plakans (2017) investigated the influence of readers' prior knowledge on the contribution of working memory to L2 reading comprehension. Participants were 80 Korean college EFL learners from various academic backgrounds. Two types of reader knowledge (i.e., L2 linguistic knowledge and topic knowledge) were elicited, and a reading span task was used to measure working memory capacity. The results indicated the contribution of working memory to L2 reading comprehension was affected by prior knowledge. Working memory significantly predicted L2 reading comprehension only when the readers had sufficient knowledge, especially knowledge of the topic in the given text. Otherwise, their comprehension performance was mostly determined by their L2 linguistic knowledge, even when they had considerable working memory capacity. It was concluded that the contribution of working memory to L2 reading comprehension can be moderated by readers' prior knowledge, and that a certain level of knowledge in the target language and on the topic might be required for L2 readers to efficiently utilize their working memory capacity. Theoretical and practical implications were drawn for second language teaching and learning, followed by statements of limitations.

Validation of Reading Comprehension Test

Johnson & MehdiRiazi (2017) conducted a study to validate a locally created and rated writing test. The test was used to inform a higher education institution's decisions regarding placement of entering students into appropriate preparatory English program courses. An amalgam of two influential models – Kane's (1992, 1994) interpretive model and Bachman's (2005) and Bachman and Palmer's (2010) assessment use argument – was used to build a validation framework.

A mixed method approach incorporating a diverse array of quantitative and qualitative data from various stakeholders, including examinees, students, instructors, staff, and administrators, guided the collection and analysis of evidence informing the validation. Results established serious doubts about the writing test, not only in terms of interpreted score meaning, but also the impact of its use on various stakeholders, and on teaching and learning.

The study reinforces the importance of comprehensive validation efforts, particularly by test users, for all instruments informing decisions about test-takers, including writing tests and other types of direct performance assessments. Results informed a number of suggested changes regarding the rubric and rater training, among others, thus demonstrating the potential of validation studies as 'road maps' for immediate opportunities to improve both testing and decisions made based on testing. In their study, the following points were highlighted: a rare argument-based validation, by test-users, for high stakes writing assessment; novel validation framework combining Kane's and Bachman's models; they incorporated extensive quantitative and qualitative data from diverse stakeholders; evidence raised serious issues about what

test scores mean and impact test use had; and outcomes provided 'road map' for improving test, testing procedures, and decisions.

Reading comprehension is often treated as a multidimensional construct. In many reading tests, items are distributed over reading process categories to represent the sub-skills expected to constitute comprehension. Tengberg (2018) made a study that explored (a) the extent to which specified sub-skills of reading comprehension tests are conceptually conceivable to teachers, who score and use national reading test results and (b) the extent to which teachers agree on how to locate and define item difficulty in terms of expected text comprehension. Eleven teachers of Swedish were asked to classify items from a national reading test in Sweden by process categories similar to the categories used in the PIRLS reading test. They were also asked to describe the type of comprehension necessary for solving the items.

Findings of the study suggest that the reliability of item classification is limited, and that teachers' perception of item difficulty is diverse. Although the data set in the study is limited, the findings indicate, in line with recent validity theory, that the division of reading comprehension into sub-skills by cognitive process level will require further validity evidence and should be treated with caution. Implications for the interpretation of test scores and for test development are discussed.

Out of 120 newborns enrolled, most were African American, resided with a single parent, or had a parent with ≤high school education. The researchers got 82% of early literacy promotion participants received books/counseling at well visits <6 months old. Children in the early literacy promotion arm had greater SQRS scores (11.0 vs 9.4, P = .006) but similar PLS-5 scores at 6 months, but there were no differences in SQRS or PLS-5 scores between groups at 24 months (Guevara, et al., 2020). They concluded that the implementation of a literacy promotion program early in infancy was associated with richer home reading environments at 6 months but did not improve language development. Although an early literacy program was feasible, additional study may be needed to assess other potential benefits.

Gatt (2012) made a study with children's reading literacy achievements in Year levels 2, 4 and 6 of local primary schools, with the subtleties of two perspectives of literacy: reading comprehension and single word reading. This study serves to validate the 'Naqra u Nifhem' Reading Comprehension Test (TL1) against the one other widely used literacy test in Maltese, the Maltese Word-Reading Test. A comparative analysis between these two standardised measures of assessment was carried out with the intent of validating the 'Naqra u Nifhem' (TL1). Following this first step of validation, the two tests were then correlated to a measure of children's achievement in their respective Maltese Annual Examinations for Years 4 and 6. The research approach adopted in this dissertation constitutes a bibliographic search of relevant literature and a quantitative research design which required the conduction of standardized tests exclusively, with a sample size of around six hundred participants from the three local sectors. The findings of this research study provide evidence that the 'Naqra u Nifhem' (TL1) correlates with the Annual and Benchmark Examinations and that it does not discriminate against pupils of any gender or coming from any of the three school sectors. These results attest to the concurrent validity of the 'Naqra u Nifhem' (TL1) as it can now be considered a valid and an internally reliable assessment measure of Maltese reading literacy. In light of this validation, some recommendations for further research are also presented in this dissertation.

Another study on validation of reading comprehension test was conducted by Mallipa (2018). She investigated the validity of Reading Comprehension test that was taken from Longman complete course for the TOEFL test, Preparation for computer and paper test written by Debora Philips (2011), page 528 until page 537. Thirty-five undergraduate students of English Education major took part in this study. The result of the test are dichotomously scored and analyzed by employing Rash model with the application of winsteps software. The findings revealed that all items in Reading Comprehension Test were valid based on the criteria proposed by Boone et al. (2014). The test information function and the level of students' ability were low. To get the optimal of test information function, the test should be administered to the students in medium ability. It is suggested to use this test to improve the reading comprehension of students with low level proficiency.

Language comprehension involves analysis at the level of the word, sentence, and message and the integration of message meaning with the prior discourse and world knowledge. Contemporary research converges on another facet of comprehension: the validation of message consistency (Singer, 2013). Existing evidence already favors several principles in validation of reading and listening. Validation is initiated immediately and is routine rather than requiring intentional strategies. Successful validation is a precondition to updating the situational representation of the message. Validation applies to discourse inferences as well as explicit assertions. Finally, the memory-retrieval processes that enable validation closely resemble those of intentional discourse memory. Competing observations of people's validation failures are proposed to systematically stem from features of the message, understanding, and comprehension task. Therefore, theoretical analysis that accommodates both successful and deficient language validation ought to be attainable.

Özdemir & Akyol (2019) considered reading comprehension as an important aspect of lifelong learning. For them, it is an interactive process between the reader and the text. They likewise believe that students need reading comprehension skills at all educational levels and for all school subjects. Determining the level of students' reading comprehension skills is the subject of testing and evaluation.

Tests used to measure students' success are expected to provide accurate and reliable information. Therefore, the aim of this study is to develop a valid and reliable reading comprehension test appropriate for fourth grade reading comprehension learning outcomes. The participants in the study were 245 fourth graders from three schools at low, middle, and high socioeconomic levels in the central district of Kars.

Items with discrimination indices below .30 and those that did not differ by 27% in the upper and lower groups on the independent groups t-test were excluded from the test. The difficulty indices of the test items ranged from .37 to .79. The KR-20 reliability coefficient was found to be 0.83, indicating that this multiple-choice reading comprehension test is valid and reliable.

Bilal Sezer Cetin, Dudu, Tosun, & Yildirim (2021) investigated the effects of three different read-aloud methods on text reading fluency and reading comprehension. The sample included a total of 152 first-grade and third-grade students. The data were collected by evaluating students' text reading fluency and reading comprehension levels.

Synthesis of Literature and Studies

Reading Comprehension (RC) is about understanding what students have read. When students comprehend what they are reading, they do not only understand the words and their meanings, but they also understand them enough to form opinions, thoughts, and reflections about what the words mean together. Comprehension is an important element of reading. Reading will not be reading without the element of comprehension. This is the main reason for teachers in teaching reading: for students to comprehend the text. There have been several attempts made by teachers to improve students' reading comprehension. However, teachers observed that their comprehension of the text is not yet enough. That is why the researcher wants to develop and validate reading comprehension items to help students in their struggle through the text (Cheng, 2017).

It has been the experience of the researcher that many students struggle trying to determine the key ideas from the details; other students have a hard time understanding what the purpose of a paragraph or chapter. The researcher firmly believes that helping students increase their reading comprehension can be a key to educational success. Good reading comprehension strategies, therefore, are not only for low-level readers but for all readers. There is always a room for improving comprehension.

The work of Joh & Plakans in 2017 led the researcher to include materials that involved prior knowledge of the students for better reading comprehension. Schnotz, Wagner, Ullrich, Horz & McElvany (2017) used of text-picture integration gave idea to the researcher to do the same in her Reading Comprehension Test. Johnson & MehdiRiazi (2017) study on locally created and rated writing test to inform a higher education institution's decisions regarding placement of entering students into appropriate English program courses gave insight to the researcher to develop a Reading Comprehension test to gauge the reading competency of Grade 10 students. The tool of Ozdemir & Akyol (2019) on the selection of texts and items guided the researcher in the evaluation process done by the experts.

The reviewed literature had helped the researcher in various ways. In fact, it is the result of many different thoughts, done automatically and simultaneously, in order to understand the meaning communicated by a text. These thoughts generate ideas but are not limited to getting the meaning of a text; predicting outcomes; determining the purpose of a text; activation of prior knowledge; and many more. Reading comprehension is a mental process that is interactive, strategic, and adaptable for each reader.

In the same manner, these ideas were transformed into concepts of how the reading comprehension items would be crafted and evaluated by experts.

Conceptual Framework of the Study

The conceptual framework exhibits the various procedures carried out by the researcher in order to gather the relevant data needed to answer the research questions and develop reading comprehension test in Grade 10.

Improving the reading comprehension of the students has been the goal of every teacher be it in elementary, secondary, or even in the college level. The focus of the study was to develop a Reading Comprehension Test (RCT) and let it be validated. This test aimed at assessing the reading level and competencies of the learners in Grade 10.

The development and evaluation of a Reading Comprehension Test in English 10 was a series of process. During the development stage, the researcher secured a copy of the Grade 10 Curriculum Guide where the reading competencies were stipulated. This was done to plan out the congruence of the reading competencies and the intended reading comprehension test. Considering the competencies altogether from first quarter to fourth quarter, the researcher gathered pertinent materials that would suit every competency. Some pertinent articles were taken from colleagues in English Department; some other ones were lifted verbatim from books; others were taken from the net; while still some others were original compositions. However, those taken verbatim were acknowledged properly to give prominence to authors.

Moreover, the next phase of development was to prepare a Table of Specification (TOS) containing all the reading competencies from the Curriculum Guide. In this way, the number of items per competency would be clearly identified. Upon accomplishing this, 200 items were crafted and polished. The finalized Reading Comprehension Test in English 10 was presented to other English teachers and adviser for critiquing and approval.

As the researcher moved on to the evaluation stage, permission from the Graduate School to conduct the study was

sought. The consent was also asked from the Schools Division Superintendent and Curriculum Implementation Division Chief of the Department of Education Schools Division of Bulacan in order to allow the researcher to let the developed Reading Comprehension Test be evaluated. The School Heads in the District of Bustos granted approval to the researcher for the evaluation of the Reading Comprehension Test items by the English teachers under their jurisdiction.

The evaluation of the RCT was based on the selection of texts and items. The selection of text covered the students' level, topic of the text, content of the text, aim of the text, cohesion, main idea, supporting ideas, text length, heading-text relationship, wording, and orthographic rules. The selection of items on the reading comprehension text was based on the appropriateness for the student's level, appropriateness for the rules of writing questions, relationship between the text and the question, and appropriateness for the reading comprehension learning acquisition. Moreover, the reliability and validity of the reading comprehension test items were verified by the seven English teachers in the District of Bulacan and an Education Program Supervisor in English in the Schools Division of Bulacan.

After the evaluation of the Reading Comprehension Test, the statistical treatment was made by her statistician in order to arrive at the top 50 items out of the 200 items. Below is the schematic presentation of the research paradigm. It all started in the development stage. The researcher developed the 200 items for evaluation procedures. The evaluators came up with top 50 items by using validation criteria of 1) appropriateness for students' level; 2) rules of writing question; 3) relationship between the test and question; and 4) appropriateness for the reading comprehension learning acquisition. Figure 1 shows the paradigm.

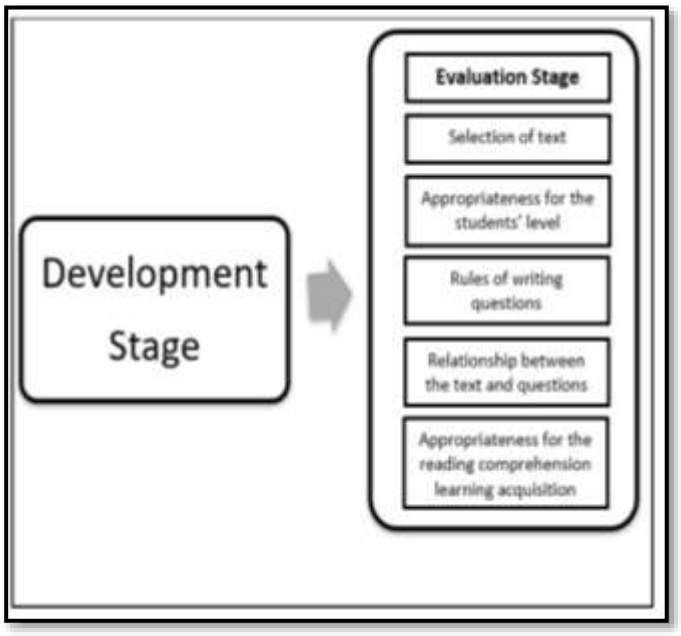

Figure 1. Research Paradigm

Definition of Terms

Comprehension is the ability of students to understand the written text or reading materials.

Curriculum Guide refers to the scope of what the teachers can teach and when to teach.

Development is the process of crafting test items for reading comprehension.

Planning refers to the stage for gathering and selecting materials.

Reading Comprehension is about understanding what students have read.

Table of specification refers to the list of reading competencies with corresponding number of day the competency is taught and the corresponding number of item for each competency.

Evaluation is the process of determining to what extent the educational objectives are actually being realized.

Statement of the Problem

The main objective of the researcher in conducting this study was to develop items and have them evaluated for reading comprehension test of Grade 10 students in Bustos District Schools Division of Bulacan during the School Year 2020-2021.

Specifically, the researcher answered the following questions:

1. How may the Reading Comprehension Test be developed?

2. How may the items for Reading Comprehension Test be evaluated based on:

2.1 Appropriateness for the students' level;

2.2 Rules of writing questions;

2.3 Relationship between the text and the questions;

and

2.4 Appropriateness for the reading comprehension learning acquisition?

Significance of the Study

Students. The students who may find essential feedback and information as regard to their reading skills may be guided on better reading English language skill development and for a more improved reading performance. Moreover, they may also be directed to focus on any of the language proficiency skills identified as weak among them.

English Teachers. The teachers may be guided with reference derived from the study relative to the information on reading comprehension. They may use the essential information to improve their teaching practices. With the results, they may then device project innovation in improving reading skills to integrate learning content with the students' current deficiencies in reading. Consequently, emphasis on the improvement on the reading program will be investigated.

School Administrators. The school administrators may also use the output of this study as a reference in formulating school policies and programs. They may propose and initiate series of in-service training and seminars for teachers. Gradually, the reading program content may be improved based on the needs of the students. Significantly, the output may shed light on evaluating the reading program of the school.

Parents. Output of this study may also be beneficial to parents since the results may guide them in choosing the opportunities and interventions that may be provided to their children so as to enhance their reading skills and academic performance.

Curriculum Writers can use this study to give them insights to enrich and upgrade the learning competencies and standards prescribed by the Department of Education towards students' reading comprehension skills. This study may serve as basis in facilitating effective learning and produce holistic graduates endowed with necessary knowledge and skills in 21st century.

Future Researchers can use this study and may acquire a deeper understanding towards the improvement of students' works toward the enrichment of their manuscripts. In the near future, they will have an easier way of developing reading skills of the students. This may also serve as additional literature and guide in the preparation of other researches related to development and evaluation of reading comprehension test.

Scope and Limitation

As with any study, this study has limitations that must be acknowledged. This study was focused on the development and evaluation of reading comprehension test. The researcher culled the 50-item reading comprehension test for Grade 10 students out of the 200 test items.

After the researcher had developed the items, such underwent evaluation process by experts in the District of Bustos, Schools Division of Bulacan in January 2020. It was only limited in 50-item since the 200 items were good for four quarters. Practically, the 50-item test was meant for one quarter only. These items were based on the competencies stipulated in the Grade 10 Curriculum Guide.

CHAPTER II

METHODOLOGIES

Research Design

In this study, the researcher used the descriptive developmental method. Developmental research involves conditions in which the instructional material development and process is explained, depicted, and the final product is validated. Moreover, developmental research refers to the process of analyzing the students' needs, identifying what competencies students should acquire, and crafting materials or reading comprehension test items to accomplish the objectives of the study (Tosh et al. 2020).

The development and evaluation of Reading Comprehension Test (RCT) for Grade 10 students were the main interest of this study. It was also one of the vital reasons for the researcher to employ a developmental study. Moreover, this study was a descriptive quantitative in nature and developmental study in approach. Furthermore, according to McCombes (2020), descriptive research aimed at describing a population, situation, or phenomenon precisely and methodically. This study was descriptive quantitative in nature because this described Grade 10 students on the basis of their reading comprehension. The researcher focused on answering the how, what, and when questions of the research problem. Specifically, question number 2 was about "how the test items would be evaluated." This study was developmental in approach because it focused on the progressive changes that occurred as the study developed. In other words, the researcher developed 200 test items, and out of 200, she was able to come up with 50 test items based on the evaluators' answer.

In the descriptive developmental method, the researcher aimed at casting light on current issues or problems through a process of data collection that enabled her to describe the current reading situation of Grade 10 students.

In its essence, in this study, descriptive developmental method was used to describe various aspects of the reading comprehension phenomenon of the Grade 10 students. First, the researcher secured a copy of the reading competencies for Grade 10 English from the basic education Curriculum Guide (See APPENDIX B). Second, when she had a copy of the competencies, she formulated a Table of Specification (TOS) (See APPENDIX C) and created 200 items intended for the reading comprehension test. Third, she scattered the items among the levels of Bloom's taxonomy. For example, there were items for remembering, understanding, applying, analyzing, evaluating, and creating. Fourth, the researcher adopted the tool of Özdemir & Akyol (2019) (See APPENDIX D) for the evaluators to assess the suitability, language, and content of all the items. A total of eight evaluators helped the researcher in the evaluation of items in January 2020. There were seven English teachers and one supervisor in the Schools Division of Bulacan. Fifth, the researcher asked the help of statistician for some treatment and item analysis. Finally, the researcher got the top 50 items for reading comprehension.

Participants of the Study

The participants in this study were the seven (7) Grade 10 English teachers from four identified schools in Bustos, Bulacan and the Division English Supervisor in the Division of Bulacan who evaluated the Reading Comprehension Test in English 10.

Table I displays the quantity of evaluators of the Reading Comprehension Test in Grade 10 and the name of the school where they came from.

Schools	Total Number of Evaluators
1. Alexis G. Santos National High School	2
2. Cambaog National High School	2
3. Tibagan National High School	1
4. Dr. Pablito V. Mendoza Sr. MHS	2
5. Division English Supervisor	1
Total:	8

Table I shows the evaluators of the Reading Comprehension Test in English 10. It composed of seven (7) English teachers from public schools in the district of Bustos namely Alexis G. Santos National High School, Cambaog National High School, Dr. Pablito V. Mendoza Sr. Memorial High School, and Tibagan National High School and the Division English Supervisor in the Division of Bulacan.

Research Site

Figure 2. Research Site

The illustration shows the map of Bustos, one of the municipalities in the Province of Bulacan. It is classified as second-class municipality.

It is known for Minasa Festival, a week-long festival which includes street dancing, fireworks, and fair selling local merchandise. The major sources of income of its residents are farming and bag making.

Materials and Instruments

The main instrument in this study was adopted from the tool of Özdemir & Akyol (2019). This study employed the expert opinion form for the selection of texts and items on the Reading Comprehension Test. Moreover, the selection of texts covered text features namely students' level, topic of the text, content of the text, aim of the text, cohesion, main idea, supporting ideas, text length, heading-text relationship, wording, and orthographic rules. On the other hand, test items were evaluated based on the: 1) appropriateness for the students' level; 2) rules of writing questions; 3) relationship between the text and the questions; and 4) appropriateness for the reading comprehension learning acquisition (See APPENDIX D).

The following is a list of prescribed competencies for Grade 10 English.

1. Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text
2. Compare new insights with previous learnings
3. Transcode information from linear to non-linear texts and vice–versa
4. Explain illustrations from linear to non-linear texts and vice-versa
5. Present information using tables, graphs and maps
6. Scan for needed information
7. Read closely to get the author's purpose
8. Read closely to get explicitly and implicitly stated meaning
9. Evaluate text content, elements, features and properties using a set of criteria
10. Overall artistic value of the structure and elements of the selection (structuralist/formalist)
11. Treatment of underlying or overarching issue concerning human experience
12. Power struggles of characters (Marxist)
13. Gender relationships of characters (feminist)
14. Relevance of the selection to the historical context during which it was produced (historical)
15. Personal significance of the selection to the reader(reader-response)
16. Identifying textual details that affirm or negate

17. Examining biases
18. Use locational skills to gather information from primary and secondary sources of information
19. Get vital information from various websites on the internet
20. Synthesize essential information about a chosen issue
21. Distinguish facts from beliefs
22. Evaluate the accuracy of given information
23. Draw conclusions from the set of details
24. Point out relationships among statements
25. Distinguish between general and specific statements

Based on these competencies for Grade 10 English Curriculum Guide, the researcher provided a Table of Specification (TOS) for crafting 200 items. And out of 200 items, the researcher was able to come up with top 50 items for reading comprehension test.

Data Collection

The researcher asked permission from the Schools Division Superintendent of Bulacan to evaluate the 200-item Reading Comprehension Test in English 10 by the English teachers in the District of Bustos and Division English Supervisor in the Schools Division of Bulacan. Permission from Curriculum Implementation Division was also sought prior to the evaluation of Reading Comprehension Test which was done in January 2020. The researcher personally went to the four public schools to seek the consent of the school heads before endorsing the Reading Comprehension Test to English teachers for evaluation.

Data Analysis

For data analysis, the researcher sought the assistance of a statistician for the result of the validation in Reading Comprehension Test in English 10. After getting the result of evaluation, the researcher was able to get the top 50 items to determine the prescribed competencies for English 10.

The initial evaluation of the 200 test items was done by seven Grade 10 teachers and one education program supervisor. The evaluators tested if the test items were appropriate in terms of students' level, rules of writing questions, relationship between the test and the questions, and the reading comprehension learning acquisition. Weighted mean was used establish the average scores given by the evaluators. After the initial evaluation some of the items were removed and some items were retained. Item analysis was conducted to choose the best 50-item test considering that all competencies earlier identified were included in the test.

Many techniques involving statistics are used to help treat research data in organized manner. Statistical treatment of data is vital when it comes to making use of the gathered data for the study.

The data gathered were statistically treated using the following methods:

1. Weighted Mean

A mean is a mathematical average for the set of numbers provided the data is in the numerical form. This was done to establish the average of the collected data or the mean itself and the gap or the distance between the given variables.

2. Item Analysis

Item analysis is the act of analyzing student responses to individual exam questions with the intention of evaluating exam quality. It is an important tool to uphold test effectiveness and fairness (Lee, 2019).

CHAPTER III

PRESENTATION, ANALYSIS, AND INTERPRETATION

Development of Reading Comprehension Test (RCT)

The researcher followed two distinctive stages: the development and evaluation of test items. For development stage, the researcher used two phases: planning and construction.

Development Stage

During the Planning Phase of Reading Comprehension Test (RCT), or preparatory stage, the researcher identified the competencies for reading comprehension from the Curriculum Guide in English 10. The competencies were listed beginning first quarter to fourth quarter.

The researcher gathered materials that were appropriate for each competency. Moreover, the researcher also sought the help of other English teachers as to the materials and references.

During the Construction Phase, the researcher made the Table of Specification (TOS) consisting of 200 items. The TOS contained all the reading competencies for English 10 with corresponding number of day it was taught, percentage and the number of items allotted for each competency.

After making the TOS, the researcher began writing the draft of the test. Questions were distributed according to Bloom's Taxonomy. It underwent polishing process. She finalized the 200-item Reading Comprehension test in English 10. The researcher presented such to other English teachers and to her adviser for comments and suggestions.

The researcher adopted the expert opinion form for the selection of texts and items on the Reading Comprehension Test by Özdemir & Akyol (2019) that served as the main tool in gathering and validation of data. But there was slight revision made in the scale. Instead of 0, 1, and 2, the researcher made it 1,2, and 3. This tool aimed at selecting the top 50 items out of the 200-item Reading Comprehension Test.

Evaluation Stage of Reading Comprehension Test

During the evaluation stage, the researcher sought permission from the office of the Graduate School to conduct the study. The researcher then asked permission from Schools Division Superintendent of Bulacan and the Curriculum Implementation Division to let the English teachers evaluate her Reading Comprehension Test.

The researcher went to public high schools in the District of Bustos namely: Cambaog National High School, Dr. Pablito V. Mendoza, Sr. Memorial High School, Tibagan High School, and Alexis Santos High School. The researcher also sought the permission of the School Heads prior to endorsing the copy of the test.

Using the tool, the English teachers carefully gauged the appropriateness of the texts and then selected the items by ranking them from 1 to 200. The researcher asked the assistance of a statistician for the statistical treatment of the data in order to get the ranking of the test items. From this, the top 50 items were carefully selected.

From the data collected, the evaluators further affirmed that the selected texts for reading comprehension test for Grade 10 were developmentally and pedagogically appropriate in all aspects of text features. According to the evaluators, the texts were very much appropriate for the Grade 10 learners.

"The materials provided informative texts that would challenge students' comprehension of the reading material," a remark from the evaluator.

However, the evaluators assessed the test items based on: 1) Appropriateness for the students' level;2)Rules of writing questions;3)Relationship between the text and the questions; and 4) Appropriateness for the reading comprehension learning acquisition. Table 2 shows the results.

Table 2

Test Item Ranking Result

Test item Number	Competencies	Appropri-ateness for the students' level weighted mean	Rules of writing questions weighted mean	Relation-ship between the test and the questions weighted mean	Appropri-ateness for the reading comprehe-sion learning acquisi-tion weighted mean	Gen. Ave.	Rank
75	Scan for needed information	3.00	3.00	3.00	3.00	3.00	1
82	Read closely to get the author's purpose	3.00	3.00	3.00	3.00	3.00	2
141	Examining biases	3.00	3.00	3.00	3.00	3.00	3
117	Power struggles of characters (Marxist)	3.00	2.86	3.00	3.00	2.96	4
65	Explain illustrations from linear to non-linear texts and vice-versa	3.00	3.00	3.00	2.71	2.93	5
76	Scan for needed information	3.00	2.71	3.00	3.00	2.93	6
99	Evaluate text content, elements, features and properties using a set of criteria	2.71	3.00	3.00	3.00	2.93	7
103	Evaluate text content, elements, features and properties using a set of criteria	3.00	2.86	3.00	2.86	2.93	8
111	Treatment of underlying or overarching issue concerning human experience	3.00	3.00	2.86	2.86	2.93	9
12	Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	3.00	2.57	3.00	3.00	2.89	10
19	Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	2.86	2.86	2.86	3.00	2.89	11
74	Scan for needed information	2.86	2.86	3.00	2.86	2.89	12
118	Power struggles of characters (Marxist)	2.86	2.86	2.86	3.00	2.89	13
159	Synthesize essential information about a chosen issue	2.86	2.71	3.00	3.00	2.89	14

185	Draw conclusions from the set of details	2.71	2.86	3.00	3.00	2.89	15
43	Compare new insights with previous learnings	2.86	2.86	2.86	2.86	2.86	16
55	Transcode information from linear to non-linear texts and vice-versa	3.00	2.71	2.86	2.86	2.86	17
70	Present information using tables, graphs and maps	2.86	2.86	2.86	2.86	2.86	18
72	Present information using tables, graphs and maps	2.71	2.86	3.00	2.86	2.86	19
93	Read closely to get explicitly and implicitly stated information	2.86	2.71	3.00	2.86	2.86	20
112	Treatment of underlying or overarching issue concerning human experience	3.00	2.86	2.86	2.71	2.86	21
137	Identifying textual details that affirm or negate	2.86	2.71	3.00	2.86	2.86	22
186	Draw conclusions from the set of details	2.71	2.86	3.00	2.86	2.86	23
1	Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	2.86	2.57	2.86	3.00	2.82	24
13	Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	2.86	2.71	2.86	2.86	2.82	25
16	Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	2.86	2.86	2.71	2.86	2.82	26
18	Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	2.86	2.86	2.71	2.86	2.82	27
35	Compare new insights with previous learnings	2.71	2.57	3.00	3.00	2.82	28
64	Explains illustrations from linear to non-linear texts and vice-versa	2.86	2.86	3.00	2.57	2.82	29
67	Present information using tables, graphs and maps	2.71	2.86	2.86	2.86	2.82	30
69	Present information using tables, graphs and maps	2.71	2.86	2.86	2.86	2.82	31
81	Read closely to get the author's purpose	2.86	2.86	2.71	2.86	2.82	32
94	Read closely to get explicitly and implicitly stated information	2.86	2.86	2.86	2.71	2.82	33
100	Evaluate text content, elements, features and properties using a set of criteria	2.71	2.86	2.86	2.86	2.82	34
108	Overall artistic value of the structure and elements of the selection (structuralist/ formalist)	3.00	2.57	2.86	2.86	2.82	35

114	Treatment of underlying or overarching issue concerning human experience	2.86	2.57	2.86	3.00	2.82	36
14	Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	2.86	2.57	2.86	2.86	2.79	37
15	Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	2.71	2.86	2.71	2.86	2.79	38
17	Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	2.86	2.71	2.71	2.86	2.79	39
34	Compare new insights with previous learnings	2.86	2.43	3.00	2.86	2.79	40
46	Compare new insights with previous learnings	2.71	2.71	2.86	2.86	2.79	41
48	Compare new insights with previous learnings	2.71	2.71	2.86	2.86	2.79	42
50	Compare new insights with previous learnings	2.71	2.86	2.86	2.71	2.79	43
66	Explain illustrations from linear to non-linear texts and vice-versa	2.71	2.71	3.00	2.71	2.79	44
68	Present information using tables, graphs and maps	2.71	2.86	2.86	2.71	2.79	45
85	Read closely to get explicitly and implicitly stated	2.86	2.86	2.71	2.71	2.79	46
89	Read closely to get explicitly and implicitly stated	3.00	2.86	2.71	2.57	2.79	47
102	Evaluate text content, elements, features and properties using a set of criteria	2.86	2.57	2.86	2.86	2.79	48
110	Treatment of underlying or overarching issue concerning human experience	2.86	2.71	2.71	2.86	2.79	49
115	Power struggles of characters (Marxist)	2.86	2.57	2.86	2.86	2.79	50

Legend:

1- The item is not appropriate

2- The item should be revised

3- The item is appropriate

As gleaned from Table 2, top 50 items were (in order by rank) item numbers 75, 82, 141, 117, 65, 76, 99, 103, 111, 12, 19, 74, 118, 159, 185, 43, 55, 70, 72, 93, 112, 137, 186, 1, 13, 16, 18, 35, 64, 67, 69, 81, 94, 100, 108, 114, 14, 15, 17, 34, 46, 48, 50, 66, 68, 85, 89, 102,110 and 115.

The items were evaluated according to: appropriateness for the students' level, rules of writing questions, relationship between the text and the questions, and appropriateness for the reading comprehension learning acquisition. This finding was supported by Joh and Plakans (2017) who said that readers' prior knowledge and level had something to do with working memory to L2 reading comprehension. During the cursory interview made by the researcher with the validators, two of them disclosed that these items focused on determining when a student was ready to move to the next level.

Item numbers 75, 76, and 74 were the most preferred test items from the prescribed reading competencies. These items deal with the competency "Scan for needed information." The following questions were drawn by the evaluators: (75) Why did the little girl polish shoes? She wanted to_____; (76) The story is about_____; and (74) What is the source of living of the old man?

Ranked number 1 was item 75 with a weighted mean of 3.0 in all the aspects of evaluation. When students absorb information, they try to build meaning. And this scanning for information is construed to be the beginning of learning. When they scan for needed information, they try to construct meaning out of the text and communicate with the author. In other words, when students construct meaning, they use appropriate information for learning.

This finding was consistent with Özdemir & Akyol (2019) when they said that reading is considered as the process of building meaning in a suitable environment using appropriate information based on effective communication between the author and the reader in accordance with the appropriate aim and method.

Ranked number 6 was item 76 with general weighted average of 2.93 while Number 12 was item 74 with the general weighted average of 2.89. These are considered sub-skills of reading. These findings were consistent with Tengberg (2018) that the extent to which specified sub-skills of reading comprehension tests are conceptually conceivable to teachers, who score and use national reading test results. During the interview with the evaluators, they stated that:

"Scanning is one of the most basic skills in getting the key ideas in a certain text when one can scan the needed

information, he/she can allot more time in more complicated skills."

Item numbers 82 and 81 were the preferred test items from the competency "Read closely to get the author's purpose." The following questions were drawn by the evaluators: (82) What was the dilemma of the narrator in the story; and (81) What is the author's purpose in the given text?

Ranked number 2 was item 82 with a weighted mean of 3.0 in all the aspects. When students read a text, they try to get or identify the author's purpose as they give their judgment about the text. If a student will be able to learn how to read closely, he/she will get the purpose of the writer easier.

Ranked number 32 was item 81 with a general weighted average of 2.82. One evaluator commented,

"Knowledge on how to scan the text to get the author's purpose gives the learners understanding about the text on the appreciation of the text read."

This finding was parallel with Usha (2011) when she disclosed that if students are required to read a text, their teachers might also require them to evaluate it by giving their judgment about the importance of the selection and why they have to read it.

Item number 141 was the preferred test item from the competency "Examining biases." (141) "People's beliefs that their ideas, thoughts, and actions are better than the others" is an example of_____?

"Examining biases" was ranked number 3. Examining biases needs critical thinking that if mastered more advanced competencies can be easier.

Item numbers 117, 118, and 115 were the test items from the competency "Power struggles of characters (Marxist)." The following questions were drawn by the evaluators: (117) As Macbeth became so obsessed with the throne in the play, he became_____?; (118) The playwright used symbolism through_____?; and (115) Macbeth as a play was written by _____?

Ranked number 4 was item 117 with a weighted mean of 3.00, 2.86, 3.00, and 3.00 respectively. This item got 2.96 as the general weighted average. In other words, when students are asked to share their understanding of the stories or selections, they try to make connections with the characters and events as they portray a role during performance tasks.

Ranked number 13 was item 118 with a general weighted average of 2.89 while item 115 was ranked number 50 with 2.86, 2.57, 2.86, and 2.86 respectively. This finding was supported by Wolf (2016) when she said that students realize how important it is to make connections with the characters and events in the story.

Item numbers 65, 64, and 66 were the test items from the competency "Explain illustrations from linear to non-linear texts and vice-versa." The following questions were drawn by the evaluators: (65) What is the difference between 2000 and 2015 population census in Central Luzon?; (64) What year has the smallest number of population in Central Luzon? and (66) What about the difference between 2000 and 2010 population census in Central Luzon?

Item 65 was ranked 5th with a general weighted average of 2.93, ranked 29th was item 64 with a general weighted average of 2.82, and item 66 was ranked number 44.

The above-mentioned competency is what the students need to understand a reading text. Outside the school, students will not only see written text but also visuals like road signs. Students who exhibit this competency will display how accurate they understood information presented to them whether in linear or non-linear text form.

Item numbers 99, 103, 100, and 102 were the test items from the competency "Evaluate text content, elements, features and properties using a set of criteria." The following questions were drawn by the evaluators: (99) In 2000, which had the lowest number of population?; (103) "Time with us is handled much like a material" means that we_____:? (100) In 2015, which had the biggest number of population? and (102) The sentence: "From the standpoint of human nature, some feel that 24 hours is not enough while others feel that the same 24 hours is too much." means that the time is:_____?

Seventh in rank was item 99 with a general weighted average of 2.93. It means that when students process the information, they create mental pictures. And this develops their thought processes. Eighth in rank was item 103 with a general weighted mean of 2.93.

Ranked number 34 was item 100 with a general weighted average of 2.82 while ranked number 48 with a general weighted average of 2.79. This competency develops higher-order thinking guided by a set of criteria.

These findings were consistent with Schnotz, Wagner, Ullrich, Horz, and McElvany (2017) when they revealed that the skills for the conjoint processing of text and pictures develop in a way that might help especially poorer students.

Item numbers 111, 112, 114, and 110 were the test items from the competency "Treatment of underlying or overarching issue concerning human experience." The following questions were drawn by the evaluators: (111) The human experience can always be felt through the_____?; (112) The human experience starts from_____:? ; (114) Adulthood may make us mature and_____; and (110) The world we live in is characterized by_____?

Ranked number 9 was item 111 with 2.93 as its general weighted average. It shows that as students develop reading comprehension, they reveal their ability to process text, understand its meaning and apply what they learn in their actual life situations.

Ranked number 21 was item 112 with a general weighted average of 2.86, item 114 was ranked 36 with a general weighted average of 2.82 and ranked number 49 was item 110 with a general weighted average 2.79. Learning is not only concerned with facts. Developing this competency allows students to not only be concerned about facts but also to values that human beings give weight to for a long period of time which would be reflected in literature.

According to the evaluators, during the interview, at least three of the evaluators had the same opinion about the items. The same line of thought was expressed.

"These items were never devoid of human nature. It means that these items were about human experiences. They continued by commending the items, saying that these should be the case because learning materials should be within the experiences of students. They learn best when they are familiar with the experiences."

These findings were consistent with Taboada (2018) who stated that reading comprehension is the students' ability to process text, understand its meaning and integrate what they already know in their actual life situations.

Item numbers 12, 19, 1, 13, 16, 18, 14, 15, and 17 were the test items from the competency "Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text." The following questions were drawn by the evaluators: (12) If the thoughts that run through your head are mostly positive, your outlook on life is more likely?; (19) This advance organizer teaches you to be_____:?; (1) What does the title infer about Andy?; (13)Based on the pyramid, the least effective method is the _____?;(16)The learning pyramid demonstrates that the best methods for learning retention are at the_____ of the pyramid;(18) The Learning Pyramid clearly illustrates that active participation in the learning process results in _____ retention of learning. (14)If people get actively involved and collaborate with others, their retention rate dramatically_____.;(15) The difference in retention between passive and active teaching methods maybe due to the extent of _____ and deep cognitive processing.; and(17) There are various methods students can engage in which will allow them to learn _____ at various percentages of retention?

Ranked number 10 was item 12 with a general weighted average of 2.93. Ranked number 11 was item 19 with a weighted mean of 2.86 for appropriateness for the students' level; 2.86, for rules of writing; with the general average of 2.89.

Ranked number 24 was item 1 with a general weighted average of 2.82 while ranked number 25 was item 13 with a general weighted average of 2.82.

Item number 16 ranked number 26 with a general weighted average of 2.82. Here, one validator, when asked about her comment, mentioned that:

"Learning on how to read and understand the textual aids help the learners grasp the ideas in the easiest way."

Moreover, ranked number 27 was item 18 with a general weighted average of 2.82, and item 14 was ranked number 37. Next in rank was item 15 and ranked number 39th was item 17.

It could be noted that these are higher-order thinking skills because students tried to figure out the meaning by using a visual organization practice which can be used at the beginning of a class or a new unit of study to present new information. It can also set the stage for building on existing knowledge from prior learning.

The fact that these items were for higher-order thinking skills was confirmed by the English teacher evaluators during the interview.

"These items were slated for higher-order thinking skills because these distinguished critical thinking skills from low-order learning outcomes, such as those attained by rote memorization. The evaluators continued by saying that HOTS include synthesizing, analyzing, reasoning, comprehending, application, and evaluation."

Their observations, as revealed during the interview, were found to be parallel with the findings indicated in the table.

Item number 159 was the test item from the competency "Synthesize essential information about a chosen issue." The question drawn by the evaluators was: (159) Training and control of oneself and one's conduct, usually for personal improvement is known as_____?

Ranked number 14 was item 159 with a general weighted average of 2.89. Three evaluators concurred with the idea that comprehension needs pre-requisite skills and one of them is being able to evaluate what the text is about, its elements and features, such will lead to understanding.

"Learning is a lot easier when it relates to human experience especially the issues in the society that the reader may be facing. Real understanding of a text can be manifested through a synthesis that must be enhanced in every student."

It means that when students synthesize, they use the vocabularies of their own. In other words, vocabulary development is an important element of reading comprehension.

This finding was supported by Tong and McBride (2017) when they said that vocabulary development in instruction plays a critical role in comprehension.

Item numbers 185 and 186 were the test items from the competency "Draw conclusions from the set of details." The following questions were drawn by the evaluators: (185) Your neighbor is Mrs. Reyes who is a high school teacher. The mother of your friend is also a teacher. And you know that in your school there are only five male teachers. What can you conclude?; and (186) Your research findings stated that the

"senior high school teachers lack the necessary teaching materials yet they can teach well." It means that the teachers are_____?

For ranked 15th was item 185 with a weighted average of 2.89. Ranked number 23 was item 186 with a general weighted average of 2.86.

This only shows that as students develop comprehension skills, they also learn how to draw conclusions or treat underlying issues within the text especially when prior text segments during initial reading of the text are presented. These findings were consistent with Ferrer, Vidal-Abarca, Ángeles-Serrano and Gilabert (2017) when they disclosed that prior text segments during initial reading of the text are important.

Item numbers 43, 35, 34, 46, 48, and 50 were the test items from the competency "Compare new insights with previous learning." The following questions were drawn by the evaluators: (43) Everyone starts at the lowest level at the base known as _____;(35)Red is powerful means when you wear red, you feel _____; (34) Red is fun and exciting means that the color makes you feel _____; (46)The higher need is what motivates us to achieve more. You can compare it to a video game. Once we have fulfilled a need, we want to reach the next _____;(48) Physiological needs include_____; and (50)The added level represents our sense of _____.

Ranked number 16 was item 43. This item obtained a general weighted average of 2.86. Ranked number 28th was item 35 with a general weighted average of 2.82. One of the evaluators disclosed that

"Comparing new insights to the previous learning helps the learners weigh or gauge the reliability, veracity and validity of the text presented."

Ranked 40th was item 34 which obtained a general weighted average of 2.79 while ranked 41 was item 46 with a general weighted average 2.79. Item 48 was ranked number 42 and item 50 was ranked number 43.

On the part of the teacher, it would give an insight on how well students are aware about information presented to them and this would help the teacher assist students in processing new information.

Item number 55 was the test item from the competency "Transcode information from linear to non-linear text and vice versa." The question drawn by the evaluators was: (55) In 1939, what was the rough estimate of population in Southern Tagalog Region?

Item 55 was ranked number 17. This item received a general weighted average of 2.86. Reading sequentially can help the readers to make sense in understanding the gist of the text from the start until the end. On the contrary, the reading path in non-linear and non-sequential manner would help the readers to understand their own reading style.

Item numbers 70, 72, 67, 69, and 68 were the test items from the competency "Present information using tables, graphs, and maps." The following questions were drawn by the evaluators: (70) What is the difference between SY 2016-2017 and SY 2017-2018 in the salary of regular teachers; (72) Salary of part-time teachers increased because of the implementation of the _____; (67)For SY 2016-2017, the salary of regular teachers had an increase via 3rd tranche, how much was the increase?; (69)For SY 2016-2017, which had the lowest expenses?; and (68) For SY 2016-2017, which had the biggest expenses?

Item numbers 70 and 72 have general weighted average of 2.86 which were ranked 18th and 19th respectively. Ranked 30th was item 67 with a general weighted average of 2.82, item 69 was ranked 29th, and item 68 was ranked 45th.

There are learners who are more visual learners who understand illustrations better than mere words. Two of the evaluators said that:

"Learners need to acquire the knowledge of interpreting ideas or insights through organizational charts." They continued by saying, "Understanding the reading text can be shown or interpreted through tables, graphs and maps."

Generally speaking, this is a useful competency to visually communicate data and information in compact form. It does not only have a purpose inside the classroom but even in the workplace when an employee for example is asked to do a presentation of the strong and weak areas of the company.

Item numbers 93, 94, 89, and 85 were the test items from the competency "Read closely to get explicitly and implicitly stated information." The following questions were drawn by the evaluators was: (93) In this story, Howard Kelly became_____; (94) What does the line "Paid in full with a glass of milk" mean _____; (89)When grief enters our lives on a deeper level, we are on the stage called_____; and (85)What is grieving?

Ranked 20th was item 93 which obtained a general weighted average of 2.86 while ranked 33rd was item 94 with a general weighted average 2.82. Item 89 was ranked number 47 and item 85 was ranked number 46. Item numbers 85 and 89 should be included as a competency for students to develop in order to make an inference from what they have read.

Skills in getting ideas or information whether explicit or implicit is a very important skill to be acquired by the learners through reading. At this point, the researcher saw the importance of the parents in reading with and for children at a young age because as children grow, they develop the love for reading explicitly and implicitly to get the stated information.

Item number 137 was the test item from the competency "Identifying textual details that affirm or negate." The question drawn by the evaluators was: (137) One of the characteristics of an amazing teacher is their love for children.

Ranked 22nd was item 137 which obtained a general weighted average of 2.86. This competency must take into consideration to take turns by sharing students' views, insights, or predicaments. Expressing agreement or disagreement can affirm and refute the ideas presented.

Item number 108 was the test item from the competency "Overall artistic value of the structure and elements of the selection (structuralist/formalist)." The question drawn by the evaluators was: (108) A teacher should have the kind of mind which always wants to go on _____.

Item 108 was ranked number 35 which obtained a general weighted average of 2.82. This competency will allow the students to connect a certain literary approach with the other works of similar structures.

This competency would teach students to look at literature based on the issues of economic and political factors. The significance of this competency would be the connection that students could make based on what they have read to their current experience. However, there are other perspectives in literary criticism that should also be pointed out and that they should not limit themselves to only one point of view. It only shows that those specified sub-skills were conceptually conceivable to teachers.

In the same manner, another evaluator, who happened to be a division supervisor in Bulacan, revealed that items for higher-order thinking skills are important. He also said that:

"It is a concept of education reform based on learning taxonomies (such as Bloom's taxonomy). The idea is that some types of learning require more cognitive processing than others, but also have more generalized benefits."

He, likewise, stated that:

"The identified items and competencies should be included in the reading test for they are equally important. One competency could be a prerequisite of other competencies. Each competency contributes to the achievement of reading comprehension. Reading is done not only to equip oneself with new knowledge, but also to sort out significant details from insignificant ones."

Additionally, he observed that it is important to note how competencies fall under the domains of Bloom's taxonomy as it guides educators in giving pre- and post-assessments. Noticeably, most competencies cover the fall under understanding, application, and analysis which he believes what comprehension tests require. Scanning for needed information, examining biases, and getting the author's purpose are essentials as jump starters in comprehension tests. Meanwhile, competencies that require analysis and creation should also be considered to provide progression from the lower domains as these items demand higher order thinking from the learners. Reading skill is directly associated with speaking and writing skills. Comprehension is achieved if a learner is able to analyze, explain, interpret, synthesize, and draw conclusion from the text. Also, it is vital to relate what one has read to its practical application to reality.

These findings were consistent with Johnson and MehdiRiazi (2017) when they also validated a locally created and rated writing test. The test was used to inform a higher education institution's decision regarding placement of entering students into appropriate preparatory English program courses.

This was consistent with Tengberg (2018) who explored the extent to which specified sub-skills of reading comprehension tests were conceptually conceivable to teachers. These findings were also supported by Ranjbaran and Mohammed-Alavi (2017) who explored how developing a reading comprehension test based on a cognitive framework could be used for such diagnostic purposes.

Likewise, the evaluators were consistent in the choice of competencies that might develop the higher order thinking abilities for reading comprehension of students.

The findings of the study revealed the evaluation evidence in relation to the development of reading comprehension test for Grade 10 with the intent to gauge and improve students' reading comprehension skills and aid the teachers to direct their instruction.

The evaluators noted that the development of reading comprehension test requires the coordination of multiple linguistic abilities, cognitive processes, and knowledge sources. Thus, the reading comprehension test must depend on the students' context and intended instructional objectives and competencies.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

The researcher had come up with the following findings:

Development of Reading Comprehension Test

In this initial stage, the researcher listed all the reading competencies from the Curriculum Guide in English 10. The researcher gathered and selected all the possible materials that were appropriate for each competency.

The researcher also made the Table of Specification (TOS) for Reading Comprehension Test in English 10. Based on this TOS, the researcher crafted the 200-item test where questions were distributed according to Bloom's taxonomy. The test underwent polishing process before arriving at the final one.

Evaluation of Reading Comprehension Test

The researcher went to public high schools in the District of Bustos to conduct the study with the permission of the School Head. The Reading Comprehension test was handed to

the English teachers for evaluation to determine the appropriateness of the reading text to the students' learning context. However, the evaluators assessed the test items based on: 1) appropriateness for the students' level; 2)Rules of writing questions;3)Relationship between the test and the questions; and 4) Appropriateness for the reading comprehension learning acquisition. As shown in Table 2 the Top 50 items were (in order by rank) item numbers 75, 82, 141, 117, 65, 76, 99, 103, 111, 12, 19, 74, 118, 159, 185, 43, 5 5, 70, 72, 93, 112, 137, 186, 1, 13, 16, 18, 35, 64, 67, 69, 81, 94, 100, 108, 114, 14, 15, 17, 34, 46, 48, 50, 66, 68, 85, 89, 102,110, and 115. After indicating the gathered data, these significant findings about RCT ascended.

Conclusions

1. The development and evaluation of a reading comprehension test for Grade 10 must undergo careful planning, construction, and evaluation to ensure the congruence of the appropriate material and prescribed reading competencies.

2. The most preferred items of the evaluators were from scan for needed information, read closely to get the author's purpose, examine biases, power struggles of characters (Marxist), and explain illustrations from linear to non-linear texts. Moreover, the least preferred items were from read closely to get explicitly and implicitly stated, evaluate text content, elements, features, and properties using a set of criteria, present information using tables, graphs, and maps, and treatment of underlying or overarching issue concerning human experience.

Recommendations

1. The Reading Comprehension Test can be used for Grade 10 as a diagnostic test/pre-test and post-test after careful planning and evaluation. This RCT can be used to enrich the vast realm of Learning Resource Development Management System (LRMDS) that can be a good source of teaching and learning material whether online or offline resources. Moreover, this can also be baseline data for intensifying Remedial classes in Reading.

2. This RCT can be designed as supplementary reading material in addressing the least preferred items. The learners could be given more guided reading activities in the competencies that were least mastered and those that were never devoid of human experiences.

3. Other interested researchers may replicate this study by using other variables such as self-efficacy and competency beliefs in developing reading comprehension. They may also focus on vocabulary as equally important component of reading comprehension.

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