

# A Content Validity Study on English Reading Comprehension of the Entrance Examination for Senior High School in Xinjiang Province from 2020 to 2022

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## Abstract

Based on Bachman and Palmer's framework of language task characteristics, from perspective of text input and expected response, this paper studies the content validity of English reading comprehension in Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022. It is found that the overall content validity is relatively high and offers some advice to improve. This study is beneficial for test designers, teachers and students to develop their comprehensive abilities in their respective fields.

**Keywords:** Senior High School Entrance Examination in Xinjiang Province, English reading comprehension, content validity

## 1. Research Background

SHSEE refers to Senior High School Entrance Examination, is the final test of nine-year compulsory education, and its purpose is to scientifically and effectively test the senior high school academic level of senior high school graduates. The final result of the exam can determine whether they can enter the senior high school and continue the next phase of study. The enrollment standard of the senior high school also takes the scores of the Senior High School Entrance Examination as one of the reference factors. In addition, the Senior High School Entrance Examination, as a selection examination, plays a vital role in selecting

students to enter the senior high school.

Language teaching and language testing have always been indispensable and inseparable. Language testing is an intentional evaluation tool to improve the quality of language teaching and has a significant impact on the process of language teaching. English, as one of the linguistic subjects, its fundamental of learning is to improve the ability of using language and truly achieve the purpose of applying what is learned. In terms of measuring students' English level, it is mainly based on their language operation ability, which is embodied by their reading ability.

Reading is the most direct and effective way for students to acquire language knowledge and develop language ability. In English teaching, reading is an extremely essential way of learning, and it is also the main way to develop students' personal language ability, cultural awareness, mind quality and learning ability. Reading ability can also indicate students' abilities in other aspects, such as discourse, vocabulary, etc. Therefore, reading comprehension is an indispensable way to evaluate students' core competence of English subject. That is the reason why reading comprehension which occupies a high proportion of scores in many English tests including Senior High School Entrance Examination has become an important part of the English testing. Besides, reading comprehension has a great influence on teaching mode, teaching content, teaching strategy and the distribution of teaching time of junior high schools' English lessons.

As one of the national standardized foreign language tests, the English test of Senior High School Entrance Examination can scientifically and effectively test students' comprehensive ability to apply English. Therefore, analyzing the trend of Senior High School Entrance Examination is conducive to the development of curriculum reform, to bring inspiration to the teaching of teachers and learning of students, and to promote the balanced development of education. It has become the focus of English teaching researchers in the current compulsory education stage to analyze the quality of the English test for Senior High School Entrance Examination and further improve the effect of the Senior High School Entrance Examination.

Senior High School Entrance Examination is the sign of curriculum reform in junior high school, so the trend of English test of Senior High School Entrance Examination determines the reform of English lessons in junior high school to a certain extent. Every junior high school English teacher should take the English test orientation of the Senior High School Entrance Examination, which is constantly changing with the curriculum reform, as an opportunity and challenge, and accurately grasp the new direction. Only in this way can teachers continuously improve the quality of English teaching and students' comprehensive English ability be effectively improved.

## 2. Literature Review

Since the 1960s, the study of language tests has been focused on validity. Yang Huizhong (1998) points out that reliability, validity and feasibility are the three fundamental issues of language testing, of which validity which is both the starting point of language testing and the most vital indicator in language testing. Generally speaking, test validity refers to whether the test has examined the content that needs to be examined, and whether the test results can be used as reference to judge the language ability that needs to be tested. Scholars have different opinions on the classification of test validity, Bachman (1999) divides test validity into construct validity, criterion-related validity, predictive validity, and face validity.

As for the content validity, Huang Guangyang (2012) thinks that content validity refers to the representativeness of the sample test in the field. In other words, Wang Xueqing and Huang Lianguang (2009) give the definition of content validity as whether the test content constitutes efficacious samples of the content that needs to be tested.

To evaluate a test, content validity is one of the most important judging factors. In a language test, if the expected language knowledge and skills are reflected, it can be considered that the content validity of the test is high. If the content validity of a test is low, it means that the test fails to successfully reflect expected language knowledge and skills, and does not fully meet the requirements of examination syllabus. Low validity will have a certain negative impact on teaching and learning. It is possible that teachers and students will ignore the parts that are not tested, which is not conducive to develop the students' comprehensive knowledge and ability. In order adopting a more scientific way to evaluate the test, Bachman and Palmer (1996) proposes the test usefulness framework to guide the use of language testing and its development. Gu xiangdong and Peng Kangzhou (2008) appraise that the features of each element of this framework are clear and operable, enabling designers to check the quality of language testing according to these indicators. It can be seen that content validity is of great significance for large-scale test such as Senior High School Entrance Examination.

Li Zhenzhu (2019) points out that the domestic researches on the validity of English reading comprehension mainly focus on CET-4, CET-6, TEM-4, TEM-8, college entrance examination

and so on. He Qian and Zhu Xiaodong (2018) take the 7 sets of English reading comprehension from different College Entrance Examination English test papers in 2017 as the research subject, aiming to explore the content validity. This comparative study of the College Entrance Examination in 7 provinces and cities is no longer limited to the same province and city which broadens the perspective of validity research. Compared with the College Entrance Examination, they are fewer researches on the content validity of the English reading comprehension in the Senior High School Entrance Examination starts.

Therefore, from the above collected research results and practical experience, it can be seen that the research on the content validity of the English reading comprehension of the Senior High School Entrance Examination in Xinjiang Province not only has strong practical significance and enriches the research on Senior High School Entrance Examination in Xinjiang Province.

### 3. Research Design

#### 3.1 Research Question

This study mainly analyzes the content validity of English reading comprehension of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022. To be specific, the research questions of this paper are:

- 1) What is the content validity of English reading comprehension in Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022?
- 2) What are the characteristics and trends of the English reading comprehension in Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022?

#### 3.2 Research Subject

The research subject of this paper is mainly the English reading comprehension of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022, involving a total of 12 reading comprehension passages and 60 test questions.

Based on the data analysis, this paper values the content validity, characteristics and trends of the

English reading test of Senior High School Entrance Examination in Xinjiang Province, so as to provide some suggestions and reference for the English test, help English teachers to innovate English reading teaching methods and ideas, thus improving the quality of English reading teaching in junior high schools in Xinjiang Province.

#### 3.3 Research Instrument

This study uses some instruments to analyze the content validity of English reading comprehension of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022. Firstly, the analysis is mainly based on the framework of task characteristics proposed by Bachman and Palmer which will be verified from text input including text length, new words, text genre, text topic, forms of test presentation and readability, and from expected response including types of test questions. Secondly, the English Curriculum Standard of Compulsory Education (2011) is used for reference during the analysis. Thirdly, the number of words in the passage and the Flesch Reading Ease score are calculated by Microsoft Word 2010. In addition, Microsoft Excel 2010 is used for basic data calculation and drawing tables.

#### 3.4 Research Procedure

Collection the research materials is the first step. The English papers of the Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022 are collected, and the reading comprehension part are sorted out from each paper. At the same time, The English Curriculum Standard of Compulsory Education (2011) is collected. Secondly, Microsoft Word and Excel are used to calculate the data. Thirdly, according to the data, the specific analysis and discussion are conducted.

### 4. Results and Discussion

#### 4.1 Text Length

Through the Microsoft Word 2010 to calculate the number of words which means the text length of English reading comprehension of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022 are summarized as follows.

**Table 1.** Text length of the English reading comprehension of Entrance Examination for Senior High School in Xinjiang Province from 2020 to 2022

Passage A	Passage B	Passage C	Passage D	Total	Average
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2020	213	169	242	181	805	201
2021	223	116	266	154	759	190
2022	199	234	201	182	816	204
Average	212	173	236	172	793	--

The table shows that the average of total words in the English reading comprehension of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022 is about 793 words. In 2021, English reading comprehension articles has the shortest length which is 790 words in total. The largest number of words is in 2022 with 816 words. The text length of around 200 words of each passage is suitable with the trend.

In general, the total number of words is maintained between 759 and 816 words, which fluctuates normally around the average number of words, with a slight increase in 2022. This average number can provide data reference for Senior High School Entrance Examination in

Xinjiang Province, and the number of words in the future reading comprehension texts should be set around this value.

#### 4.2 New Words

In this paper, the words that do not exist in the scope of The English Curriculum Standard for Compulsory Education (2011), that is, the words marked in Chinese in the English reading comprehension are determined as new words. In this way, the specific distribution of new words is obtained. This part will analyze and illustrate the new words' distribution in the English reading comprehension of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022.

**Table 2.** New words of the English reading comprehension of Entrance Examination for Senior High School in Xinjiang Province from 2020 to 2022

	Passage A	Passage B	Passage C	Passage D	Total	Text length	Ratio
2020	0	0	1	3	4	805	0.50%
2021	1	0	5	4	10	759	1.32%
2022	2	2	2	3	9	816	1.10%

Liu Runqing and Han Baocheng (2004) has pointed that according to the survey on the vocabulary of junior high school students in various large domestic English tests, it can be recognized that the new words of English reading comprehension should be controlled at 2% of the total vocabulary.

It can be clearly seen from the above table that the proportion of new words has been controlled within the range of 0.5% to 1.32% in recent three years, not exceeding 2%, so it conforms to the general rule. Among the three years, the number of new words in 2020 was the smallest, accounting for only 0.5%; At the same time, the proportion of new words in 2021 is the largest, accounting for 1.32%. The small proportion of new words indicates that the unimportant difficulty and obstacle of reading, which can reduce the psychological burden of students and increase their confidence in

completing the exam. Nevertheless, increasing the proportion of new words also effectively facilitates the test designers to improve the quality of the exam.

#### 4.3 Text Genre

The common genres of reading passages mainly include narrative writing, expository writing, practical writing and argumentative writing. Narrative writing mainly focuses on people, often in the form of stories, describing the experience of characters and the development of things; Expository writing is a kind of genre that explains the true things and reasons, which is scientific, methodical and accurate; Practical writing's characteristics are obvious, often in the form of letter, publicity, advertisements and news, mainly used to convey information; Argumentative writing is used to express the author's opinions and often uses abstract mind to clarify things and reveal the nature of things.

This part produces statistics and analysis about the genres.

**Table 3.** Text genre of the English reading comprehension of Entrance Examination for Senior High School in Xinjiang Province from 2020 to 2022

	Narrative writing	Expository writing	Practical writing	Argumentative writing
2020	2	1	1	0
2021	1	1	2	0
2022	0	2	2	0
Average	1	1	2	0

It can be seen from the table that there are only three genres of English reading comprehension of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022, they are practical writing, expository writing and narrative writing while argumentative writing has not existed in in these three years.

In 2020, there are 1 expository article, 1 practical article and 2 narrative articles, accounting for 25%, 25% and 50% respectively; In 2021, there are 2 expository articles, 1 practical article and 1 narrative article, accounting for 50%, 25% and 25% respectively; In 2022, there are 2 expository articles and 2 applied articles, accounting for 50% and 50% respectively.

The average number can further explain the tendency of different genres of practical, expository, narrative and argumentative in 12 reading comprehension articles. Among them, there are averagely 2 practical articles per year, 1 expository article per year and 1 narrative article per year. There is no argumentative papers in the past three years, but the English Curriculum Standard of Compulsory Education (2011)

clearly points out that students' mind ability should be improved. Argumentative articles are beneficial for students to train their critical thinking abilities. Therefore, attention of designing the test should be paid to diversify the genre of English reading comprehension in the future.

#### 4.4 Text Topic

The topic of English reading comprehension refers to the themes described, stated, explained and discussed in the passage. The English Curriculum Standard of Compulsory Education (2011) stipulates 24 topics which are necessary for junior high school students to master.

Based on the topic in the English reading comprehension passage of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022, the author classifies these topics into Family, friends and people around, Plans and intention, Health, Entertainments and sports, the world and the environment, History and geography and Food and drink. The topic of all the passages is outlined as following.

**Table 4.** Text topic of the English reading comprehension of Entrance Examination for Senior High School in Xinjiang Province from 2020 to 2022

	Family, friends and people around	Plans and intention	Health	Entertainments and sports	The world and the environment	History and geography	Food and drink
2020	1	1	1	1	0	0	0
2021	1	0	0	1	1	1	0
2022	0	1	1	0	0	1	1
Total	2	2	2	2	1	2	1
Ratio	17%	17%	17%	17%	8%	17%	8%

From 2020 to 2022, topics of 2 passages are related to Family, friends and people around,

Plans and intention, Health, Entertainments and sports, and History and geography. Topics of 1



passage are related to the world and the environment and Food and drink. However, the other 16 topics designed by The English Curriculum Standard of Compulsory Education (2011) do not occur in the 12 passages. On the whole, the topics of 12 passages years cover many common topics, reflecting the comprehensive coverage of reading topics. In order to diversify the topics of test and reach the goal of investigating comprehensive ability, people who design and organize the test should consider adding some unfamiliar topics according to the circumstance.

It can be seen that the distribution of topics of English reading comprehension of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022 is comparatively even. Among them, there have been 2 passages on Family, friends and people around, Plans and intention, Health, Entertainments and sports, and History and geography, respectively accounting for 17%. And 1 passage on the world and the environment and Food and drink, respectively accounting for 8%,

From these data, the fact is the topic selection of English reading comprehension test is various to a certain extent and covers a wide range. However, comparing with other provinces, the topic range is relatively limited. Considering that Xinjiang Province is located in the remote area, lacking in educational resources and backward in educational quality, students' overall level is also limited. Therefore, English reading comprehension topics are set into

students' actual lives. The combination of practicality and education is beneficial to improve students' curiosity for the outside world, stimulate their craving for knowledge. However, in the future, while considering the quality of education, other types of topics should also be added, not rigidly constrained to the tradition, to enhance the comprehensive ability of students.

#### 4.5 Types of Test Questions

In the English reading comprehension of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022, every year has the same pattern and structure: Passage A is true or false; Passage B and Passage C are multiple choice; Passage D is passage completion. The pattern of question types is fixed and invariable in these three years. In addition, according to The English Curriculum Standard for Compulsory Education (2011), the language objectives of reading skills contain using simple reading strategies to get information according to different reading purposes, understanding the plot, inferring and understanding the meaning of new words according to context and word formation and so on.

The study will investigate the reading skills covered by types of the 60 questions in the 12 English reading comprehension passages. They will be classified into six categories including details, structure and logic, reasoning and judgment, main ideas, word-guessing and writing aim.

**Table 5.** Types of test questions of the English reading comprehension of Entrance Examination for Senior High School in Xinjiang Province from 2020 to 2022

	details	structure logic	and reasoning judgment	and main ideas	word-guessing	writing aim
2020	9	5	5	0	0	1
2021	9	5	4	1	1	0
2022	9	5	4	1	1	0
Total	27	15	13	2	2	1
Ratio	45%	25%	22%	3%	3%	2%

The table shows that the total number of English reading comprehension questions of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022 is fixed to 20 questions. Each passage contains five questions every year. According to the data, the most

frequently tested skill which nearly accounts for a half of all the question types is reading for the details, accounting for 45% per year on average. Considering the fact that the passage D is unchanging passage completion which intends to examine students' structure and logic ability

to organize the whole passage, so the number of this question type is regular, in other words, the skill of verify structure and logic comes next, taking up 25%. The skill of reasoning and judgement with 12% ranks third in number. The skills of understanding the main idea and word-guessing occupy 3% respectively, while the skill of understanding writing aim only occupies 2%.

From the above analysis, it can be seen that in the past three years, the test of Xinjiang Province has mainly exercised students' ability to analyze passages and obtain information in English. The significance is to develop students' comprehending ability and knowledge application ability. Although it can meet the requirements specified in The English Curriculum Standard for Compulsory Education (2011) to a certain extent, the proportion of details questions is too high while the proportion of other types of questions is relatively low. In summary, the overall content

validity in terms of reading skills is not good enough. However, since it is highly expected that the reading skills to be tested should cover all the intended skills, more questions concerned about other skills such as writing aim and main ideas should be increased so as to improve the content validity of the test. The test designers need to combine the current situation and development, appropriately adds new types of questions, and comprehensively explores the students' mastery of reading comprehension skills.

#### 4.6 Forms of Test Presentation

Common English reading comprehension presentation forms include the following categories: word, combination of picture and words, combination of table and words, and combination of picture, table and words. The presentation form and proportion of the English reading comprehension passages of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022 are as follows.

**Table 6.** Forms of test presentation of the English reading comprehension of Entrance Examination for Senior High School in Xinjiang Province from 2020 to 2022

	A	B	C	D
2020	words	table and words	picture and words	words
2021	words	picture, table and words	picture and words	words
2022	words	table and words	picture and words	words

As can be seen from the table, from 2020 to 2022, all passage A and passage D of reading comprehension are all presented by words while all passage C are all presented by the combination of picture and words. In 2020 and 2022, passage B is presented by the combination of table and words. In 2021, passage B is presented by the combination of picture, table and words which containing all elements in reading comprehension. The table shows that among the 12 passages, there are 6 passages are presented by pure word, 3 passages are presented by the combination of picture and words, 2 passages presented by the combination of table and word, only 1 passage is presented by the combination of picture, table and words.

It can be seen that a relatively fixed pattern of presentation of English reading comprehension is set in the test. To be specific, passage A and passage D are usually presented by pure words; passage C is usually presented by the

combination of picture and words; passage B is usually presented by the combination of table and words while sometimes by the combination of picture, table and words.

It can be concluded that the pure words presentation has a high frequency in the English reading comprehension test of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022. However, other kinds of presentation such as the combination of picture and words, combination of table and words, and combination of picture, table and words are also adopted in the test, which makes the article diversified and avoids single presentation. Therefore, from the aspect of the text presentation form, the content validity is high.

#### 4.7 Readability

Readability refers to the degree to which a text is easy to read and understand. Predicting the readability of a text by objective measurement

can greatly promote the development of reading teaching. The Flesch readability formula included in Microsoft Word 2010 is used to calculate the readability of English reading comprehension passages of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022.

**Table 7.** Readability Scale of Flesch Reading Ease Score

Readability score	Description of style
0-30	Very difficult
30-50	Difficult
50-60	Fairly difficult
60-70	Standard
70-80	Fairly easy
80-90	Easy
90-100	Very easy

In this scale, according to the difficulty of reading text, the readability score is divided into seven levels from very easy to very difficult. Readability score is inversely proportional to reading difficulty. In other words, the higher the score, the easier it is to understand the text. On the contrary, the lower the score, the more difficult it is to understand the text.

**Table 8.** Readability of the English reading comprehension of Entrance Examination for Senior High School in Xinjiang Province from 2020 to 2022

	Passage A	Passage B	Passage C	Passage D	Average
2020	94.2	84.6	44.6	70.1	73.4
2021	94.1	85.1	63	80.9	80.8
2022	74.9	79.8	73.9	92.8	80.4

It can be clearly seen from Table that the average readability of reading comprehension in recent years is in the range of 73.4 to 80.8, which is relatively stable on the whole and does not have strong volatility. According to the table of Readability Scale of Flesch Reading Ease Score, the lower the score, the more difficult the passage will be. In general, the description of style of English reading comprehension passages of Senior High School Entrance

Examination in Xinjiang Province from 2020 to 2022 is in the range of fairly easy and easy.

Some facts can also be indicated from this table. In 2020, comparing with the test in 2021 and 2022, the English reading comprehension is the most difficult which owns the average readability of 73.4. The test in 2021 holds the easiest English reading comprehension passages which account for averagely 80.8. Then the test in 2022 has the similar average readability which is 80.4 with 2021. It can be seen that the readability which means the difficulty of passages in 2021 and 2022 are very close. In addition, among the three years, the most difficult passage always is Passage C which generally introduces some Chinese cultural heritage or historical knowledge involving some complex sentence and words. Among the 12 passages, the most difficult passage is Passage C in 2020 with the readability of 44.6 belongs to the difficult level. And the easiest passage is Passage A in 2020 with the readability of 94.2 belongs to the very easy level.

On the whole, the English reading comprehension passages of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022 is not difficult. In general, there are many easy and fairly easy passages, which are in line with the competence of most junior high school students. However, to select high-quality students, it is necessary to improve the difficulty of English reading comprehension.

## 5. Conclusion

In this chapter, author will analyze the content validity from seven aspects including text length, new words, text genre, text topic, types of test questions, forms of test presentation and readability. At the same time, some implications and suggestions are also offered respectively to improve the content validity of the test in the future. Finally, the limitations are illustrated in the end.

### 5.1 Text Length

The content validity of text length is high. According to the analysis of the text length of English reading comprehension of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022, the text length of 12 passages fluctuates between 759 and 816 words, with an average text length of about 793 words. The average text length of each passage is at least 116 words while the maximum is about 266 words. Through the analysis of the total



vocabulary of 12 reading comprehension texts, it is predicted that the total vocabulary of reading comprehension texts in the following years would fluctuate around this value.

As for the text length standard of the English reading comprehension in Senior High School Entrance Examination, the test in Xinjiang Province from 2020 to 2022 is suitable with the trend. Liu Runqing and Han Baocheng (2004) mention that the text length requirement of English reading comprehension passages in the domestic large-scale English test is between 200 and 500 words per passage. According to other literature on large-scale language tests, it can be seen that the text length of English reading comprehension of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022 meets this standard. Therefore, in terms of text length, the content validity is high.

However, from the data analysis, it can be seen that the text length does not follow the rules of showing an increasing trend from Passage A to Passage D. Instead, the text length of each passage is irregular. In order to effectively reduce students' psychological fear, test designers can take organizing the text length of English reading comprehension passages from short to long into consideration. In this way, forming a gradual acceptance process can reduce the anxiety of students in the test, effectively improve students' confidence during the test and eventually improve the validity of the test.

### 5.2 New Words

The content validity of new words is high. Based on English reading comprehension of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022, the number of new words in the 12 passages is systematically counted. From the statistical results, the proportion of new words in each passage is lower than 2% which is the ration set by the conventional requirements, even with a minimum of 0.5%. The number of new words which meets the reading level of junior high school students can reduce the difficulty of reading, improve students' confidence in reading and completing successfully the test. The reason for adopting new words with Chinese notes in the daily test is to enable students to build a gradual process to adapt, reduce their psychological burden of new words in the formal large-scale examination. For

schools, it is also beneficial to select high-level students. From the above analysis, it can be seen that the content validity of new words is high.

### 5.3 Text Genre

In terms of text genre, the content validity is relatively normal. The common genres of reading articles mainly include narrative writing, expository writing, practical writing and argumentative writing. From 2020 to 2022, among the 12 English reading comprehension passages of Senior High School Entrance Examination in Xinjiang Province, the passage genre includes three types: narrative writing, expository writing and practical writing. Among them, the most frequent genre of passages is applied writing, and a total of 5 passages are applied passages. In 2021 and 2022, the proportion of applied passages even reaches 50%. From 2020 to 2022, there is no argumentative writing passage. However, the other three genres are involved in these 12 passages, and the distribution is relatively balanced. Considering the difficulty of argumentative writing, the lack of educational resources in Xinjiang Province, and the relatively low overall level of students, it is reasonable to hold low frequency argumentative writing in the English reading comprehension of Senior High School Entrance Examination in Xinjiang Province. Besides, according to the study of English reading comprehension of Senior High School Entrance Examination in other provinces and cities, the frequency of argumentative passages is also very low.

In order to improve the content of genre, although argumentative writing passages are typically challenging, according to the actual situation, test designers can consider adding argumentative writing passages to English reading comprehension. Most argumentative writing passages are designed to test students' mind and exploration abilities. They can not only guide students to develop a rational mind, but also enrich the genre of passages, so as to improve students' reading ability in more ways. Therefore, from the perspective of text genre, content validity is relatively normal and has room for improvement.

### 5.4 Text Topic

From the perspective of text topic, the validity is relatively high. Among the 12 English reading comprehension passages of Senior High School Entrance Examination in Xinjiang Province from

2020 to 2022, the topics selected are wide and diverse. According to data, there are seven types of topics presented in these readings, including Family, friends and people around, Plans and intention, etc. Among these topics, the most frequent topics are family, friends and people around, Plans and intention, Health, Entertainments and sports, with a possibility of 17%; Through analysis, it is obvious that the text topic of each year are diverse and universal. In general, the content of English reading comprehension of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022 focuses on enabling students to understand the Chinese cultural heritage and custom, develop suitable interpersonal relationships, spread health knowledge, and train students' ability to extract information. It can be seen that the coverage of reading topics is wide, close to the daily life of students, holding educational and practical significance. Therefore, it has high content validity in the selection of topics. Test designer can make the topics more diverse and balance the distribution in the future.

#### *5.5 Types of Test Questions*

The content validity of the test question types is relatively low. The English reading comprehension of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022 involves six types of test questions, which are moderately traditional and lack of diversity. The skills investigated by these 12 English reading comprehension passages test mainly focuses on details, structure and logic, and reasoning and judgment. However, with the development of tests, the type of questions should also change and be updated in time.

In general, the diversity of the types of questions is not enough, and the proportion of existing types of questions is too large and unbalanced. Therefore, the content validity is relatively low. What needs to be mentioned for test designers is the fact that, other types of questions should be added to assess students' comprehensive abilities and increase the content validity of test question types.

#### *5.6 Forms of Test Presentation*

The content validity of test presentation forms is relatively high. Based on the statistics and analysis of the presentation forms of the English reading comprehension of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022, it is found that the common

English reading comprehension presentation forms including word, combination of picture and words, combination of table and words, and combination of picture, table and words have all been designed within the test. It can be seen that the presentation forms are diverse, not restricted to the traditional pure text form while not completely abandons the traditional pure text form. Adding pictures and tables can stimulate students' reading expectations and curiosity for reading. In addition, the distribution of these four forms of presentation is relatively balanced and regular. Therefore, from the perspective of presentation, the content validity is relatively high, and future test designers can also follow this pattern.

#### *5.7 Readability*

The content validity of readability content validity is relatively high. The readability of English reading comprehension of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022 is relatively high, with an average number of 73.4 to 80.4, indicating that the difficulty of reading articles was relatively low. Among the 12 passages, there is only one difficult passage which is the Passage C in 2020, with the readability of 44.6; Except for Passage C in 2021 with the readability of 63, which is standard, other passages are fairly easy, easy and very easy. On the whole, it can be seen that this test is in line with the reading level of junior high school students. Besides, there is a gap between the different levels of readability among each passage, which is conducive to distinguishing students of different levels. Therefore, for the analysis of readability, the content validity is high. Test designers can adopt this way to achieve the purpose of selective examination.

#### *5.8 Limitations*

First of all, this paper takes the English reading comprehension of Senior High School Entrance Examination in Xinjiang Province from 2020 to 2022 as the research subject. In fact, there is only 12 passages in the research scope. Taking into account the effectiveness of the test for a given period, 2020 to 2022 is selected as the study year which makes the time span is relatively short and the research subjects are relatively limited. Therefore, the accuracy of the study is hard to guarantee.

Secondly, this paper produces the content validity analysis from seven different levels,

such as the text length, text genre and readability, but does not explore the relationship between these seven factors.

Therefore, in the future research, the years studied can be appropriately extended while the research subjects can be appropriately amplified. In addition, the relationship between various factors to investigate the content validity can be further explored. By doing that way, the conclusions will be more scientific and reasonable, and can make the research more complete.

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