

Research on the Content Validity of the English Reading Test in Harbin Senior High School Entrance Examination

-- A Case Study of 2019-2023

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Abstract: The Academic Test for the Junior High School Students, as a kind of academic level examination, plays a crucial role in the selection and streaming of talents at the secondary school level in China. Reading is an essential skill that language learners need to master, and it has a large proportion in the English test of the High School Entrance Examination (HSEE). Therefore, studying the validity of English Reading Test in the HSEE can not only provide the examiner of the HSEE with data references for judging the validity of the reading test, but also provide references for English teachers to innovate teaching methods, as well as cultivating the students' English reading strategies and achieving the overall improvement of the reading ability. Focusing on English Reading Test in Harbin HSEE (2019-2023), this research selects the framework of test characteristics proposed by Bachman and Palmer and analyzes discourse input and expected response to explore the content validity by using textual, quantitative and comparative analyses. The results show that English Reading Test in Harbin HSEE (2019-2023) has a certain degree of content validity and basically meet the requirements of the exam syllabus, but problems still exist. The presentation form of the test text is monotonous, the difficulty gradient is unreasonable and the assessment of reading skills is insufficient.

Keywords: Harbin High School Entrance Examination; Reading Test; Content Validity.

1. Introduction

The quality of the HSEE questions is related to the effective selection of talents, and questions must be based on the Compulsory Education English Curriculum Standard 2022 (*the CEECS 2022*) to ensure the validity of the questions. Hughes (1989) states that the greater a test's content validity is the more likely it is to accurately measure what it is supposed to measure. Bachman (1990) demonstrates that the test covers a given area of content or ability is therefore an essential part of validation. He points out that content validation includes two aspects: content relevance and content coverage. Content validity is an important issue for both language testing and language teaching. Henning (2001) states that content validity is concerned with whether or not the content of the test is sufficiently representative and comprehensive for the test to be a valid measure of what it is supposed to measure. The total English score of the Harbin HSEE is 100 points, of which English Reading Test accounts for 40 points, which has a certain proportion in the test. It shows that English reading ability is an important and indispensable language skill for language learners. Therefore, the research of the content validity of English Reading Test can provide an in-depth understanding of the content of the test, which plays an important role in the reform of English teaching and students' learning.

In recent decades, the theory and practice of language test have focused on the factors affecting the performance of testees and the validity of the test, represented by Bachman, an internationally renowned expert in language test. Together with Palmer, Bachman put forward a detailed and referable framework of language test characteristics in 1996: setting

characteristics, test rubrics characteristics, input characteristics, expected response characteristics, the relationship between input and response. Based on the research purpose, this research will investigate the content validity of English Reading Test in Harbin HSEE (2019-2023) in terms of discourse input and expected response.

2. Literature Review

For language learners, it is necessary to master a variety of aspects of language ability, including listening, speaking, reading and writing. Scholars at home and abroad have carried out extensive research to determine the extent of students' reading comprehension skills, and many scholars in the field of language test have been exploring and improving their research in this area. Certain results have emerged in test validity, testee impact, and teaching revelation. Due to space limitation, this research only summarizes the results of domestic and international research on the validity of reading test.

2.1. Researches on the Validity of Reading Tests Abroad

The validity research of foreign scholars on the reading test mainly focuses on the validity study of the reading test of the language examination, its impact on foreign language teaching and so on.

First, researches on language tests, including TOEFL, SAT, GRE, etc. Nicholson (2015) assessed the practicality, reliability and validity of the TOEIC test in South Korea, and found that it has high practicality, but it is not suitable as an indicator of language test nor can it truly measure English

language proficiency. Therefore, its reliability and validity are doubtful. Uzun et al. (2020) conducted a research on the content validity of the TEPSE English Transitional Examination for primary to secondary schools in Turkey from 2016 to 2017, and analyzed the data collected through semi-structured interviews with English language teachers as well as the degree of conformity with the textbook, and found that there is a congruence between the content of the TEPSE English test and the textbook, and therefore the content is valid.

Second, researches on the impact of reading test validity, which includes its effects on second language validity and on foreign language learning and teaching. Kobayash (2002) analyzed the results of reading comprehension test provided by more than seven hundred Japanese students to study the effects of discourse input and expected response on the performance of second language learners. It was concluded that text structure and test format caused an impact on students' performance, and that improving test validity requires enhancement through these two aspects. Jang (2005) argued that validity evaluation of cognitive reading skills can influence language learning and teaching, where diagnostic evaluation can provide much information for teaching that is worth reflecting on.

2.2. Researches on the Validity of Reading Tests at Home

Scholars at home have examined the content validity of a variety of large, national reading tests to varying degrees.

First, researches on the validity of English language level tests have included CET-4, CET-6, TEM-4 and TEM-8. For example, Cong Jin (2008) investigated the theoretical validity of TEM-4 reading comprehension test from the perspective of the three levels of reading skills, including vocabulary-grammar skills, extensive reading skills and intensive reading skills. Yang Weijian (2011) tested TEM-4 reading comprehension from the level of answer validity. Liu Ling and Yi Shasha (2016) analyzed the content validity of TEM-8 reading comprehension based on the English Syllabus for Teaching Syllabus for English Majors in Higher Education Institutions, while Zhang Yuke (2016) analyzed its content validity from the perspectives of input language characteristics and expected response characteristics. Ge Yujie (2020) analyzed the construct validity of TEM-4 reading comprehension and studied its answering process.

Second, researches on the validity of English reading test about the promotion examination, which includes the HSEE and the College Entrance Examination (the CEE). Gu Xiangdong and Wang Qiuyan (2008) analyzed the content validity of reading comprehension test in national and local examination papers to broaden the research object. Chang Libin (2013) studied the content validity of reading comprehension in the Shaanxi CEE in the light of the new curriculum standard and the five aspects of the task characteristic framework. Chen Yunqiao and Zhou Jiawen (2015) studied the content validity of the English reading test in Shenzhen HSEE and found that the validity in terms of discourse length was low and needed to be improved. Zhang Chenguang (2021), on the other hand, used the test content analysis method proposed by Alderson and Bachman to study the content validity of English reading comprehension over a 24-year period from 1996 to 2019 based on a corpus.

Through the above literature sorting, it can be found that in the research of the validity of reading test, foreign countries

mainly focus on the validity of different language tests and the impact of validity. Domestic scholars have mostly studied the English professional examination and the CEE. Comparatively speaking, there are fewer studies on the validity of English reading test in the HSEE.

3. Analysis and Discussion

This research has established a content validity research framework for English Reading Test in Harbin HSEE by combining the *CEECs 2022* and the Bachman and Plamer language test characteristics framework, collected data and statistics on the five-year test from 2019-2023 in terms of discourse input characteristics and expected response characteristics, and analyzed the results of the statistics according to the statistical data. The four passages in the reading comprehension section are labeled Passage A, Passage B, Passage C and Passage D, and the three passages in the task-based reading section are labeled Passage E, Passage F and Passage G.

3.1. Characteristics of Discourse Input

Discourse input refers to the characteristics of the input material for the examination task, which is analyzed in this research in the following aspects, such as presentation formats, vocabulary, new word rate, readability, genres and topics.

3.1.1. Presentation Formats

There are the following common presentation formats for English Reading Test: text format, text and picture combination format, text and table combination format, and text, picture and table combination format. The statistical results of this research on the presentation formats and the proportion of English Reading Test in Harbin HSEE (2019-2023) are shown in Table 1 and Figure 1.

Table 1. Statistics on the presentation formats of English Reading Test in Harbin HSEE (2019-2023)

Year	A	B	C	D	A	B	C
2019	Text	Text, picture and table	Text	Text	Text	Text	Text and table
2020	Text	Text	Text	Text	Text	Text	Text
2021	Text and picture	Text	Text	Text	Text	Text	Text
2022	Text and table	Text	Text	Text	Text	Text	Text
2023	Text and table	Text	Text	Text	Text	Text	Text

In the reading comprehension test, all four passages are in text form in 2020; of the other years, three passages were in text form and one was in combined form. In particular, Passage B in 2019 was in a combined text, picture and table format, which required students to choose the best answer based on the information provided in the table, and examined students' ability to synthesize their comprehension of

information processed in texts, pictures and tables. Passage A in 2021-2023, on the other hand, combines texts and tables, allowing students to access the information in the text more

intuitively and improve their ability to grasp information quickly.

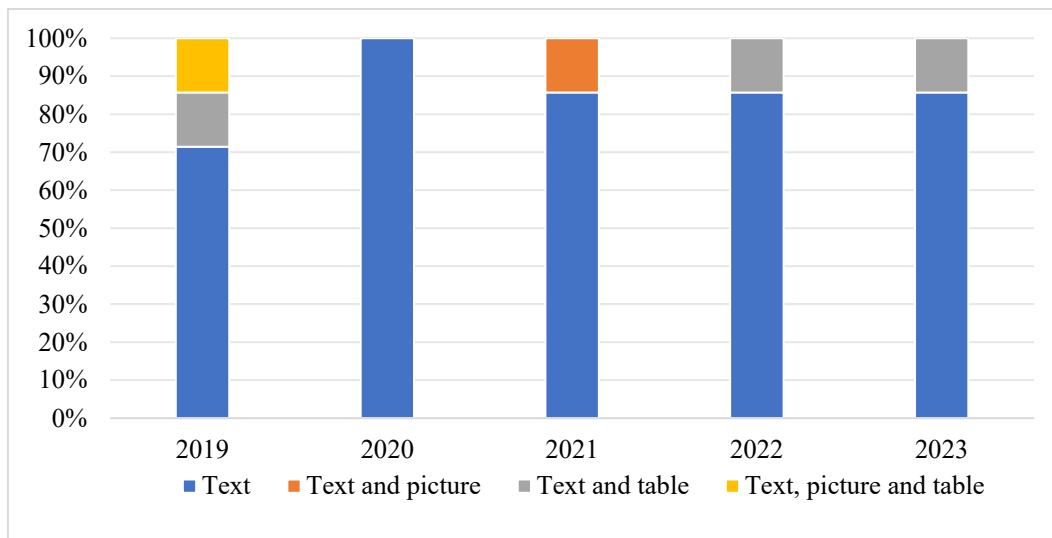


Figure 1. Proportion of presentation formats in English Reading Test in Harbin HSEE (2019-2023)

To sum up, in the materials of English Reading Test in Harbin HSEE (2019-2023), there are four presentation formats: text format, text and picture combination format, text and table combination format, and text, picture and table combination format. Every year, the text format takes up more

than 85% and the test often takes only one combination format, so overall the presentation format is relatively single and lacks creativity.

3.1.2. Vocabulary

Table 2. Statistics on vocabulary of English Reading Test in Harbin HSEE (2019-2023)

Year	A	B	C	D	E	F	G	Total length	Average word count
2019	228	80	227	261	157	174	178	1305	186
2020	296	316	305	185	159	182	146	1589	227
2021	168	278	340	228	188	212	130	1544	221
2022	196	213	215	155	184	141	125	1229	176
2023	183	216	251	163	221	209	131	1374	196
Average	214	221	268	198	182	18	142	1408	201

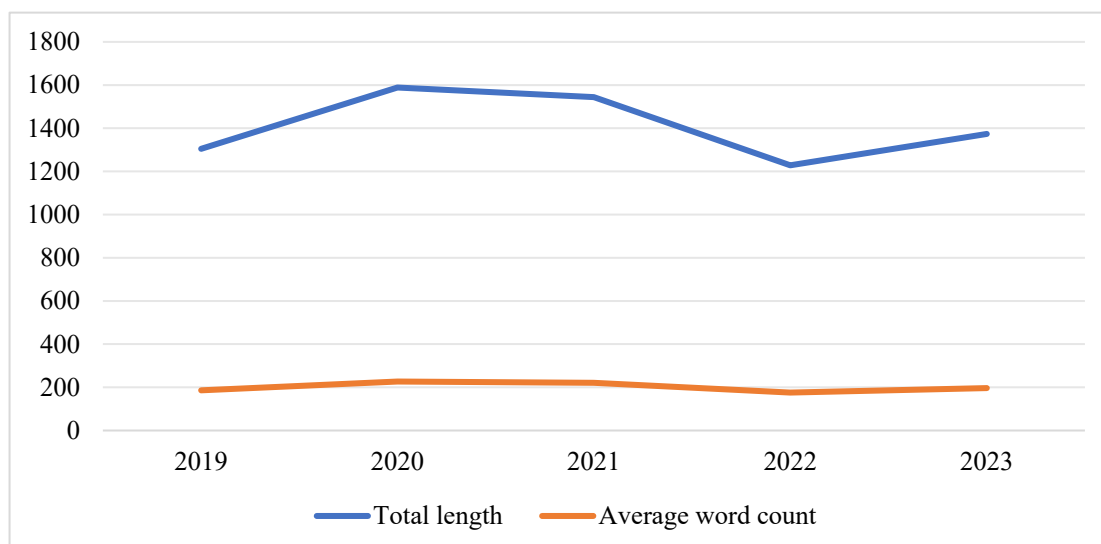


Figure 2. Changes in vocabulary of English Reading Test in Harbin HSEE (2019-2023)

In this research, through the word counting tool of Microsoft Word 2010, the vocabulary of each passage of English Reading Test in Harbin HSEE (2019-2023) for each year is compiled, as well as its total length and average value.

As shown in Table 2 and Figure 2, in terms of the total vocabulary of the passages, the highest is in 2020, which is about 1,589 words, an increase of 284 words compared with the previous year. This is followed by 2021 with about 1,544 words. Overall, the total vocabulary count for the English Reading Test (2019-2023) averaged around 1,408 words or

less, with no overall increase.

In English Reading Test, the length of the reading should take into account the students' acceptance ability, so as to avoid students' anxiety and pressure during the examination. And the length of the passage should abide by the principle of first short and then long, in a gradual and orderly manner, so as not to bring too much pressure to the students. As shown in Figure 3, the length of passages in the reading test is gradually equalized, which conforms to students' reading habits and reduces their reading stress.

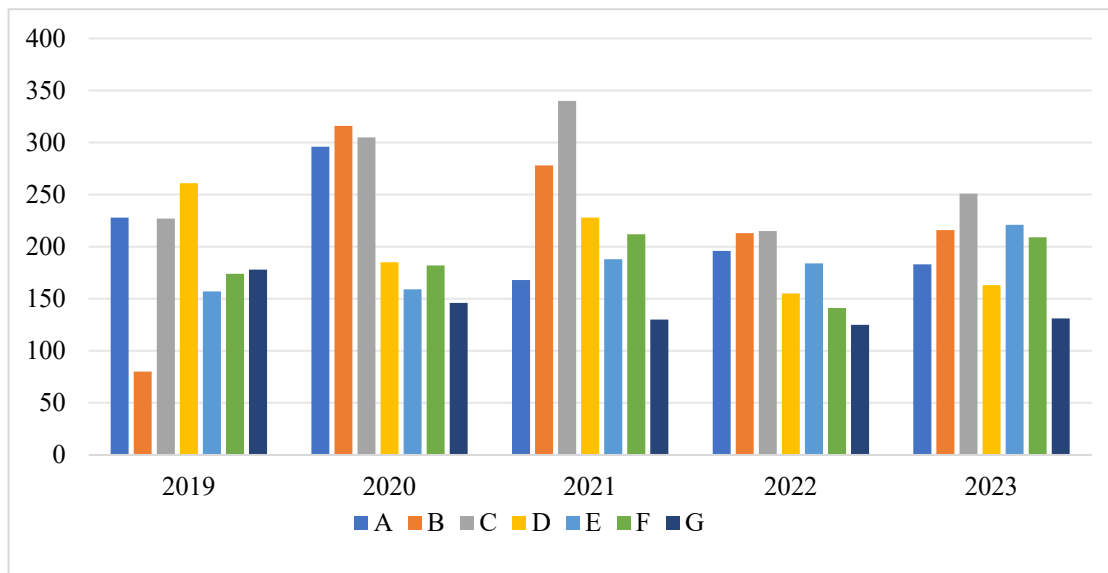


Figure 3. Comparison of vocabulary of English Reading Test in Harbin HSEE (2019-2023)

3.1.3. New Word Rate

In this research, the words marked in Chinese in English

Reading Test are counted as new words, and the new word rate of English Reading Test in Harbin HSEE (2019-2023) is calculated, and the results are shown in Table 3:

Table 3. Statistics on new words of English Reading Test in Harbin HSEE (2019-2023)

Year	A	B	C	D	E	F	G	Total Number	Total length	Proportion
2019	2	2	3	4	0	4	3	18	1305	1.38%
2020	2	2	4	0	0	3	3	14	1589	0.88%
2021	0	1	2	1	0	3	0	7	1544	0.45%
2022	2	1	0	0	2	2	0	7	1229	0.54%
2023	1	2	3	0	2	2	2	12	1374	0.87%

As shown in the table above, the new word rate of English Reading Test in Harbin HSEE (2019-2023) in the past five years is between 0.45% and 1.38%. Except for 2019, they are all below 1%. Among them, 2019 has the highest new word rate of 1.38%. 2021 has the lowest new word rate of 0.45%. Overall, the raw word rate of English Reading Test in Harbin HSEE (2019-2023) is low. So, it can be concluded that the proposers are not focusing their questions on the difficulty of new words to make students lose confidence. However, teachers and students should be prepared for the fact that the amount of new word will increase with the difficulty of the test. Therefore, it is necessary to increase the study of extracurricular reading to expand the vocabulary as well as the ability to guess the words.

3.1.4. Readability

Reading ease measures the degree of difficulty of the reading material and the extent to which the reader is able to understand the textual material being read. Linguistic features

of a text can be quantitatively analyzed using Reading Ease Formula, of which the widely accepted ones are Flesch, Flesch-Kincaid, fog, etc. In this research, the Flesch tool in Microsoft Word 365 is used as the core readability statistics, and the readability of the reading text is analyzed with reference to the Flesch readability index reference table. This level of difficulty is representative of the level at which passages are appropriate for reading in America from the first grade of primary school to the third grade of high school. Where the lower the reading ease index, the higher the difficulty of reading the text, and vice versa the higher the reading ease index, the lower the difficulty of reading the text. In general, a calculated value of 60 points is acceptable. The content of the corresponding reading ease score is mainly shown in Table 4.

Table 4. Flesch Reading Ease Score Chart

Reading ease score	Readability level
90-100	Very easy to read
80-90	Easy to read
70-80	Fairly easy to read
60-70	Standard reading comprehension level
50-60	Fairly difficult to read
30-50	Difficult to read
30-40	Very difficult to read

Table 5 below shows the collation and statistics of the Flesch readability of English Reading Test in Harbin HSEE (2019-2023). Since Passage B in 2019 is tabular information

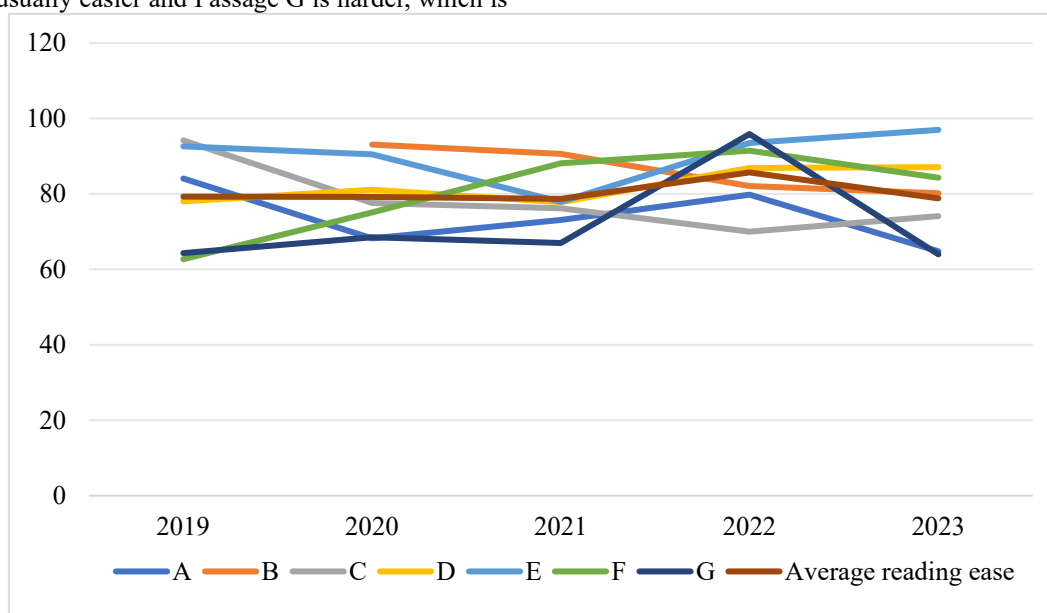
without complete sentences, it is impossible to analyze its Flesch Reading Ease, so it is not included in the statistics.

Table 5. Statistics on reading ease score of English Reading Test in Harbin HSEE (2019-2023)

Year	A	B	C	D	E	F	G	Average reading ease	Average readability level
2019	84.1	—	94.2	78.0	92.6	62.7	64.3	79.3	Fairly easy to read
2020	68.2	93.1	77.6	81.1	90.5	75.1	68.5	79.2	Fairly easy to read
2021	73.1	90.6	76.2	77.8	77.9	88.1	67.0	78.7	Fairly easy to read
2022	79.8	82.1	70.0	86.9	93.5	91.5	95.9	85.7	Easy to read
2023	64.8	80.2	74.1	87.1	97.0	84.3	64.0	78.8	Fairly easy to read

As shown in Figure 4, the difficulty of English Reading Test in Harbin HSEE (2019-2023) of the past five years is in the range of easy and very easy, with a roughly downward trend in the average reading ease index and an increase in difficulty. In the reading comprehension test, Passage A is usually harder and Passage D is easier, which is not a reasonable choice of reading difficulty. In task-based reading, Passage E is usually easier and Passage G is harder, which is

in line with students' psychological expectations and conducive to their acceptance. Overall speaking, English Reading Test has not been very difficult in recent years, and most secondary school students are basically capable of handling this level of difficulty, but the setting of reading difficulty needs to be optimized even further for the purpose of selecting the best students.

**Figure 4. Changes in reading ease score of English Reading Test in Harbin HSEE (2019-2023)**

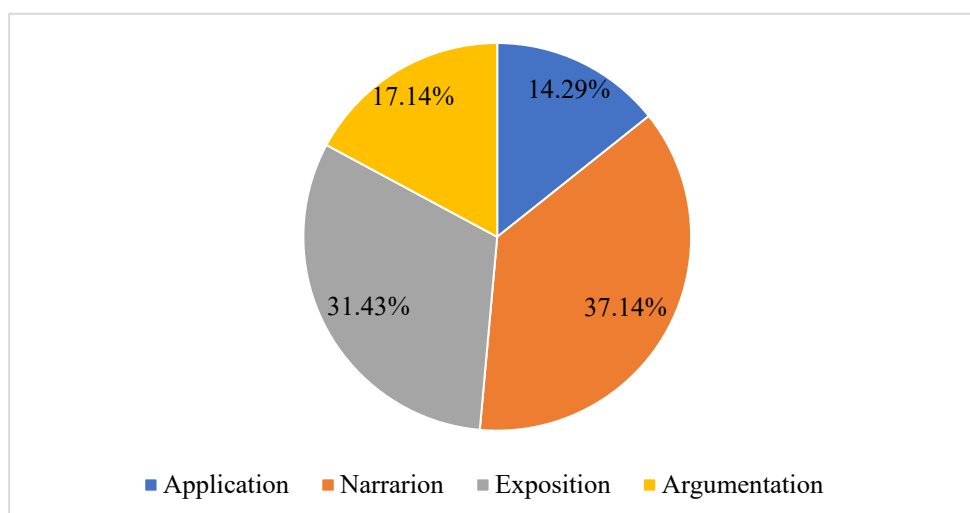
3.1.5. Genres

The common genres of passages for reading are application, narration, exposition, and argumentation. Different genres also vary in terms of students' reading ability. The CEECS 2022 requires that students in junior high school can read and

understand common genres at the appropriate level. Therefore, according to the provisions of the CEECS 2022 and the actual situation of the examination, this research conducts statistics on English Reading Test genres of Harbin HSEE (2019-2023), and the results are shown in Table 6 and Figure 5.

Table 6. Statistics on genre of English Reading Test in Harbin HSEE (2019-2023)

Year	Application	Narration	Exposition	Argumentation
2019	B	A, C, E	F, G	D
2020	A	B	C, F, G	D, E
2021	A	B, E, F	C, G	D
2022	A	B, E, F	C, G	D
2023	A	B, E, F	C, G	D
Total	5	13	11	6
Proportion	14.29%	37.14%	31.43%	17.14%

**Figure 5.** Proportion of genres of English Reading Test in Harbin HSEE (2019-2023)

Overall, the distribution of genres is relatively balanced and fixed. The frequency of examination of the narration accounts for the highest proportion of 37.14%, followed by exposition, accounting for 31.43%, and argumentation and application accounts for a relatively small proportion of 17.14% and 14.29% respectively. This distribution of genres takes into full consideration the existing reading level of junior high school students. The skills of analyzing, summarizing and evaluating required for the reading of argumentation belong to the skills of higher cognitive level, whereas application, narration and exposition are more skills of knowledge and comprehension, which do not require a very high cognitive level. Therefore, in this kind of English proficiency test, Passage A, Passage B, Passage E and Passage F are written in the relatively simple genres of narration and application, which matches the cognitive development level of junior high school students and helps them to enter the state of reading test. In conclusion, the content validity in terms of genre in the past five years is basically reasonable.

3.1.6. Topics

Topics of English Reading are the themes described, stated, explained and discussed in the text. The CEECS 2022 specifies the following topics in the three levels of objectives: People and Self, People and Society, and People and Nature. People and self includes topics such as #1 Life and Learning and #2 Conducting Oneself and Doing Things. People and Society includes topics such as #3 Social Services and Interpersonal Communication, #4 Literature, Arts and Sports, #5 History, Society and Culture and #6 Science and Technology. People and Nature includes topics such as #7 Natural and Ecology, #8 Environmental Protection, #9 Disaster Prevention and #10 Cosmic Exploration. Several sub-themes are set under each theme.

As shown in Table 7 and Table 8, the reading topics cover 7 out of 10 topical clusters specified in the CEECS 2022. From the data, it can be seen that Harbin has implemented a diversified development model in terms of topics in the five-year period from 2019 to 2023, and the emergence of the science text in 2023 will help students to increase their knowledge, broaden their horizons, and develop a scientific way of thinking. There is also a lack of examination of some topics, such as #8 Environmental Protection, #9 Disaster Prevention and #10 Cosmic Exploration.

Table 7. Statistics on topics of English Reading Test in Harbin HSEE (2019-2023)

Year	A	B	C	D	E	F	G
2019	#1	#1	#1	#4	#1	#7	#4
2020	#1	#1	#5	#4	#3	#1	#7
2021	#3	#3	#7	#5	#1	#1	#5
2022	#1	#1	#5	#3	#1	#1	#7
2023	#3	#1	#6	#3	#1	#4	#5

As shown in Table 8 and Figure 6, the two topics of #1 Life and Learning and #2 Conducting Oneself and Doing Things accounts for a relatively large proportion and appeared more frequently, accounting for 31.43% and 28.57% respectively, so that the students can understand that there is a certain connection between the test, reading and life. Introducing English into life can form a close connection between life and English reading, which will enhance students' love of life and stimulate their desire for knowledge. Other topics such as #5 History, Society and Culture, #3 Social Services and Interpersonal Communication, #7 Natural and Ecology, #4 Literature, Arts and Sports and #6 Science and Technology

accounting for 14.29%, 11.43%, 11.43%, 8.57% and 2.86% each. Therefore, the topics of English Reading Test in Harbin

HSEE (2019-2023) are rich, close to the actual life of students and up to date.

Table 8. Proportion of topics of English Reading Test in Harbin HSEE (2019-2023)

Topic	Number	Sum	Proportion
#1 Life and Learning	11	35	31.43%
#2 Conducting Oneself and Doing Things	7	35	20.00%
#3 Social Services and Interpersonal Communication	4	35	11.43%
#4 Literature, Arts and Sports	3	35	8.57%
#5 History, Society and Culture	5	35	14.29%
#6 Science and Technology	1	35	2.86%
#7 Natural and Ecology	4	35	11.43%
#8 Environmental Protection	0	35	0
#9 Disaster Prevention	0	35	0
#10 Cosmic Exploration	0	35	0

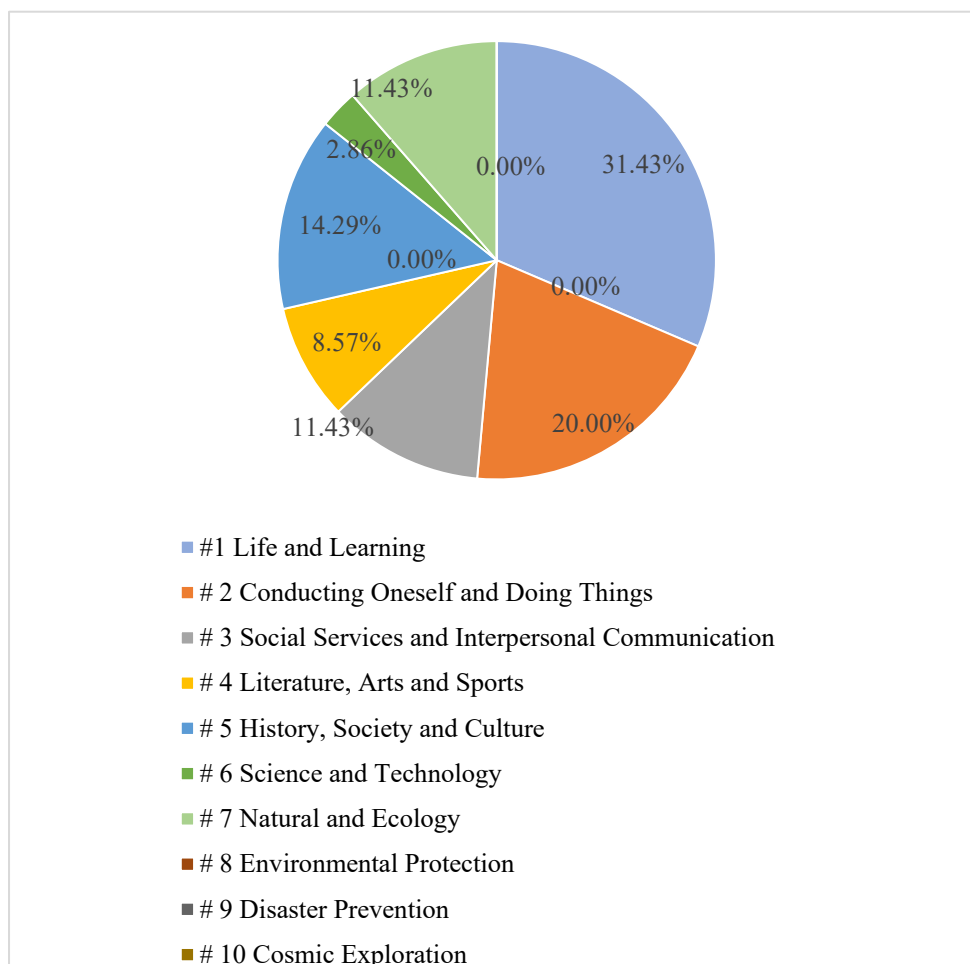


Figure 6. Proportion of topics of English Reading Test in Harbin HSEE (2019-2023)

3.2. Characteristics of Expected Responses

The research content of expected response characteristics is similar to that of discourse input characteristics, but the main part of the research is the response made by the testees of the task. Combining with *the CEECS 2022* and the characteristics of the reading test, the following two aspects

are selected for analysis in this research, such as assessment of skills and question types.

3.2.1. Assessment of Skills

English Reading Test is designed to assess the students' performance in reading ability and their mastery of reading skills. The reading skills required by the CEECS 2022 for junior high school students include the ability to find the main

idea of a passage, to understand the plot of a story, to predict the trend of the story and its possible outcomes, to predict the meaning of unknown words based on the context of the text, and to understand the logic of sentences. In this research, the assessment skills of reading are divided into these six types of

questions according to the CEECS 2022, including main idea, guessing of word meaning, viewpoint and intention, inference and judgement, passage structure and specific information. This research only counted the multiple-choice questions in the reading test, and the results are shown in Table 9.

Table 9. Statistics on assessment skills of English Reading Test in Harbin HSEE (2019-2023)

Type	2019	2020	2021	2022	2023	Sum	Proportion
Main idea	1	1	1	1	1	5	2.78%
Guessing of word meaning	6	5	5	5	5	26	14.44%
Viewpoint and intention	0	0	0	0	0	0	0
Inference and judgement	8	8	9	7	7	39	21.67%
Passage structure	8	8	8	8	8	40	22.22%
Specific information	17	13	12	14	14	70	38.89%
Sum	40	35	35	35	35	180	—

As shown in Figure 7 below, only five types of questions were examined in English Reading Test, namely, specific information questions, passage structure questions, inference and judgement questions, word meaning guess questions and main idea questions. Among them, specific information questions accounts for the largest proportion, accounting for

38.89%, much higher than other question types. Passage structure questions and inference and judgement questions comes next, accounting for 22.22% and 21.67%. Guessing of word meaning and main idea questions, accounting for 14.44% and 2.78% respectively.

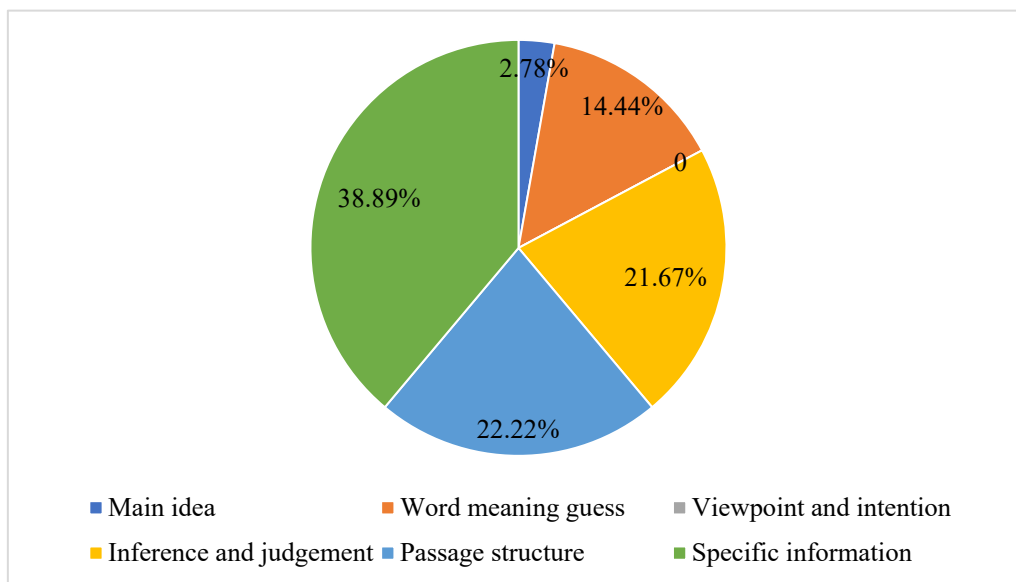


Figure 7. Proportion of assessment skills of English Reading Test in Harbin HSEE (2019-2023)

Specific information questions are relatively easy for students, and they echo the content of the preceding and following passages. Inference and judgement questions and passage structure questions, on the other hand, require students to master the logical structure of the passage's reading ability is higher and have a deep understanding of the passage. It can be seen that the reading test questions in Harbin mainly test these two types of questions, focusing on students' reading skills related to finding specific information and reasoning judgement. However, the reading skills of finding out the theme of the text and inferring the meaning of word are examined less. The proportion of the various types of assessment skills varies greatly and is not balanced enough, and the examination of the author's viewpoint and passage structure is missing.

Therefore, on the whole, English Reading Test in Harbin HSEE (2019-2023) involves a variety of assessment skills, but there is a large difference in the proportion of the test, and some skills are missing, which needs to be further improved.

3.2.2. Question Types

The types of the questions can influence students' reading and test-taking methods, thus testing students' reading skills as well as their language knowledge and abilities. The types of the questions reflect the expectations of the examiner for the students' responses. Therefore, the research of the question types can show that the reading test examines the students' reading ability. The statistics on the question types and the number of occurrences of English Reading Test in Harbin HSEE (2019-2023) are shown in Table 10.

The first type of question is multiple-choice questions. It is usually set after Passage A and Passage C to test the ability to understand the main idea, guess the meaning of words and reason in details. However, it is easy for students to guess the answers among the four options, and the options are not easy to design.

Table 10. Statistics on question types of English Reading Test in Harbin HSEE (2019-2023)

Year	Multiple choice	True or false	Completion	Short answer question
2019	15	5	17	3
2020	10	5	22	3
2021	10	5	22	3
2022	10	5	22	3
2023	10	5	22	3

The second type of question is the judgement question, which is usually in the format of judgement questions in Passage B reading every year. Most of the questions are based on the information provided in the reading test and basically do not examine students' ability to reason about the information. There are some disadvantages to this type of question because there are only two options and there is a 50% probability of guessing. The third type of question is completion. Harbin HSEE (2019-2023) usually sets different forms of completion questions after Passage D, Passage E, Passage F and Passage G respectively, including restoring the short passage with the given words, sentences, the English interpretation and the first letter of the prompt spelling words, transforming the synonymous sentence, and completing the table according to the short passage. The fourth type of question is short answer question. This type of question not only examines students' reading comprehension, but also their spelling ability, which is more demanding for students.

In summary, English Reading Test in Harbin HSEE (2019-2023), which examines students' reading ability by many questions but fails to embody different question types in the same passage, has some obvious drawbacks, including limited scope of assessment, lack of in-depth comprehension, dependence on test-taking strategies, lack of diversity, and bias in assessment results. Therefore, when designing and implementing English Reading Test, consideration should be given to adopting diversified question types to assess students' reading ability more comprehensively and to promote their all-round development.

4. Conclusion

The present research analyzes the content validity of English Reading Test in Harbin HSEE (2019-2023) from the perspective of discourse input and expected response, and finds that it is basically in line with the syllabus. The formats of reading questions are basically the same; the topics and genres of reading passages are rich and varied; the lengths of the passages are basically reasonably arranged; the difficulty level is maintained at a certain fixed level every year. However, there are still some shortcomings. The presentation formats are relatively single and lacks creativity; the difficulty gradient is set unreasonably, which is not conducive to students' acceptance; the examination of certain skills is missing and needs to be further improved; only one type of question format is examined in each reading, and the test-taking strategy is highly dependent on it.

In addition, after the 2024 Harbin HSEE reform, the word interpretation questions of Passage C in the Reading Comprehension Test will change from Chinese word meanings to English word meanings, which is conducive to

students thinking directly in the target language. In Passage D, a distractor will be added to complete the short passage with the given sentences, preventing students from picking four of the answers and then guessing the last answer. In task-based reading, two questions will be added to the Passage E to complete the passage with the given words and answer questions, and five questions will be added to complete the table according to the passage, so the weight of reading in the HSEE will increase. There is a greater need to analyze the validity of reading tests.

Due to time constraints, this research examines the content validity of the reading questions from two aspects only, and content validity can be explored more deeply from other aspects in the future. English Reading Test in Harbin HSEE has a larger space for research compared with other tests, and each city has the right to make its own questions, so the validity of the HSEE has become an issue worth exploring.

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