

**O‘ZBEKISTON RESPUBLIKASI  
MAKTABGACHA VA MAKTAB TA’LIMI VAZIRLIGI**

**2026-2027-O‘QUV YILIDA IXTISOSLASHTIRILGAN TA’LIM  
MUASSASALARI AGENTLIGI IJOD MAKTABLARINING 10-SINFIGA  
QABUL IMTIHONI UCHUN INGLIZ TILI FANIDAN TEST  
SPETSIFIKATSIYASI VA NAMUNAVIY TEST VARIANTI**

**Toshkent – 2026**

# **ENTRANCE EXAMINATION SPECIFICATION OF ENGLISH LANGUAGE FOR THE GRADE 10 OF SCHOOLS UNDER THE AGENCY FOR SPECIALIZED EDUCATIONAL INSTITUTIONS FOR THE 2026–2027 ACADEMIC YEAR**

This specification outlines the requirements for the content, scope, types, formats, assessment criteria, and administration procedures of test items used to assess the English language knowledge, skills, and competencies of candidates who have submitted applications for admission to grade 10 of schools under the Agency for Specialized Educational Institutions.

## **I. General principles**

The purpose of the assessment is to comprehensively evaluate candidates' knowledge, skills, and competencies in English based on the learning objectives defined in the current curriculum. In order to ensure that decisions regarding admission to grade 10 of schools under the Agency for Specialized Educational Institutions are well-founded (valid), the assessment is conducted in accordance with the principles of validity, reliability, fairness, and transparency.

## **II. Regulatory framework**

The Regulation on the Final State Attestation of Learners in General Secondary Education, approved by Order No. 56 of the Minister of Public Education of the Republic of Uzbekistan dated March 4, 2008.

The current curriculum for English for grades 10.

## **III. Assessment coverage and time allocation of entrance examination for the grade 10.**

In the admission examination to grade 10 of schools under the Agency for Specialized Educational Institutions, a total of 15 closed-ended test items are administered to assess candidates' level of English language proficiency. Candidates are given 30 minutes to complete the test.

The assessment includes *closed-ended test items requiring a single correct answer (Y1)*, *matching-type test items (Y2)*, and *sequencing test items (Y3)*. The distribution of test items by content domain and by the assessed knowledge, skills, and competencies is presented in the tables below.

| <b>Knowledge Domain</b>           | <b>Topic Description</b>   | <b># of items</b> |
|-----------------------------------|--|-------------------|
| <b>Vocabulary (questions 1-5)</b> | Learners can:<br>- describe and use vocabulary for personality traits, personal information, and daily life; | 5                 |

|   |   |   |
|---|---|---|
|   | <ul style="list-style-type: none"> <li>- identify and use vocabulary for places, landscapes, and urban environments;</li> <li>- name and classify vocabulary for animals, their characteristics, and habitats;</li> <li>- describe and use vocabulary for travel, holidays, and recreational activities;</li> <li>- identify and use vocabulary for homes, furniture, and household appliances;</li> <li>- describe and use vocabulary for school subjects, learning activities, and skills;</li> <li>- classify and use vocabulary for materials, objects, and their properties;</li> <li>- name and use vocabulary for sports, competitions, and related equipment;</li> <li>- identify and use vocabulary for internet, online communication, and technology;</li> <li>- describe and use vocabulary for films, genres, and media activities;</li> <li>- identify and use vocabulary for shopping, money, and basic transactions;</li> <li>- describe and use vocabulary for the human body, health, and wellbeing;</li> <li>- identify and use vocabulary for cooking, recipes, and food ingredients.</li> </ul>                              |   |
| <p style="text-align: center;"><b>Grammar</b><br/><b>(questions 6-11)</b></p> | <p>Learners can:</p> <ul style="list-style-type: none"> <li>- distinguish between facts, temporary situations, and ongoing actions using the present simple and present continuous;</li> <li>- identify and use stative verbs correctly;</li> <li>- narrate finished and interrupted past actions using the past simple and past continuous;</li> <li>- describe how actions are performed using adverbs of manner;</li> <li>- compare people, things, and eras using comparative and superlative adjectives and structures like not as...as;</li> <li>- express quantity and sufficiency using too, enough, some/any, much/many, a lot of, and a few/a little;</li> <li>- express obligation, prohibition, and advice using must, have to, mustn't, should, and shouldn't;</li> <li>- express future arrangements, intentions, and predictions using be going to, present continuous, and will;</li> <li>- recognize life experiences and durations using the present perfect (with ever, never, for/since, just, already, yet);</li> <li>- express certainty, possibility, and probability using modals (must, can't, might, could);</li> </ul> | 8 |

|  |   |           |
|--|---|-----------|
|  | <ul style="list-style-type: none"> <li>- refer to people, things, and places using relative clauses (who, which, that, where);</li> <li>- describe processes and actions in the passive voice (present simple passive, past simple passive);</li> <li>- state scientific truths, consequences, and hypothetical scenarios using conditionals (zero, first, second);</li> <li>- report requests, orders, and statements using reported speech and reported commands.</li> </ul>  |           |
| <b>Reading Comprehension (questions 12-15)</b> | <p>Learners can:</p> <ul style="list-style-type: none"> <li>- read texts on familiar, academic, and social topics and identify the main idea, key details, and factual information;</li> <li>- read descriptive and informational texts and interpret meaning expressed through vocabulary, descriptions, sequences, and explanations;</li> <li>- read texts and understand relationships such as cause and effect, comparisons, sequence of events, opinions, and purpose using context clues;</li> <li>- read texts and infer information about feelings, intentions, motivations, or outcomes that are not directly stated.</li> </ul> | 2         |
| <b>Total</b>                                   |   | <b>15</b> |

#### **IV. Cognitive skills and assessment criteria of entrance examination for the grade 10.**

The scores assigned to test items are determined by taking into account their level of complexity and the extent of knowledge, skills, and logical reasoning required for completion. Accordingly, tasks that assess basic knowledge and lower levels of difficulty are awarded fewer points, while tasks that require higher-order application, analysis, and independent reasoning are awarded higher points.

The distribution of test items by cognitive skills and assessment criteria is presented in the table below.

| <b>Cognitive skills</b>        | <b>Definition</b>  | <b># of questions</b> | <b>Score</b> |
|--------------------------------|--|-----------------------|--------------|
| <b>Knowing / Understanding</b> | Tasks at this level check learners' ability to recall and reproduce learned material. This includes remembering vocabulary, grammar rules, sentence structures, and concepts, and using them in familiar situations. | 3                     | 1.6          |
| <b>Applying</b>                | Learners consciously use learned rules, vocabulary, and structures in familiar contexts. Examples include constructing sentences, completing dialogues, or performing exercises with known language elements.        | 3                     | 1.6          |

|                  |  |   |     |
|------------------|--|---|-----|
|                  | Learners apply language rules in multi-step or partially new contexts. They analyze the situation, select appropriate forms, combine rules logically, and make intermediate decisions while producing language.            | 5 | 1.6 |
| <b>Analyzing</b> | Learners use knowledge in unfamiliar contexts, analyze language, synthesize ideas, compare, apply rules, and draw generalizations. These tasks require critical thinking and problem-solving in new or complex situations. | 4 | 1.6 |

The test items are scored out of a total of 24 points. For each test item, only one answer option is correct. No points are awarded if two or more options are selected.

#### **V. Examination procedures of entrance examination for the grade 10.**

*Prohibited items:* The use of mobile phones, smart watches, tablets, or notes during the examination is strictly prohibited.

*Ethics and discipline:* Cheating, asking for or providing assistance, talking during the examination, or leaving the examination room without permission is prohibited.

If the invigilator detects a violation, an official report shall be prepared, the candidate shall be removed from the examination, and the examination results shall be annulled.

#### **IX. Inclusion and accommodation of entrance examination for the grade 10.**

Candidates with special educational needs shall be granted an additional 15% of examination time. In addition, the format and type of tasks shall be adapted and presented in a manner that is appropriate and accessible to them.

Candidates with visual impairments are permitted to attend the examination with a special technical assistant to read the questions aloud; however, the assistant is strictly prohibited from indicating or suggesting the correct answer.

#### **X. References of entrance examination for the grade 10.**

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15. Swan, M., & Walter, C. (2007). The good grammar book: A grammar practice book for elementary to lower-intermediate students of English. Oxford University Press.
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