

**2026-2027-O‘QUV YILIDA IXTISOSLASHTIRILGAN TA’LIM
MUASSASALARI AGENTLIGI TIZIMIDAGI MAKTABLARINING
6-SINFIGA QABUL IMTIHONI UCHUN INGLIZ TILI FANIDAN TEST
TOPSHIRIQLARI SPETSIFIKATSIYASI**

Toshkent – 2026

ENTRANCE EXAMINATION SPECIFICATION OF ENGLISH LANGUAGE FOR THE GRADE 6 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 6 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 6 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

Resolution No. 214 of the Cabinet of Ministers of the Republic of Uzbekistan dated May 27, 2023, "On Approval of Normative Legal Acts Regulating the Selection and Admission of Students to Presidential, Creative, and Specialized Schools and Boarding Schools."

The current curriculum for English for grades 6.

III. Assessment coverage and time allocation of entrance examination for the Grade 6.

In the admission examination to grade 6 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 35 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.

Knowledge Domain	Topic Description	# of items
Vocabulary (questions 1-5)	Learners can: <ul style="list-style-type: none"> - recognize, name, and locate familiar countries and use simple sentences to talk about them; - identify and use ordinal numbers and dates in simple sentences to talk about events, birthdays, or schedules; - recognize and use basic personality adjectives to describe people in short sentences (e.g., friendly, kind, shy); - identify and describe common actions at school or on the playground using simple present sentences (e.g., play football, read a book); - recognize, name, and classify common sea animals and describe them using simple characteristics (e.g., fish, dolphin, crab); - identify, name, and describe common electronic gadgets and their simple functions (e.g., phone, tablet, computer); - recognize and name basic natural elements such as plants, trees, weather, and landscapes in simple sentences; - identify and describe common household chores using simple sentences (e.g., wash the dishes, make the bed); - recognize, name, and describe basic feelings and emotions in short sentences (e.g., happy, sad, excited); - identify, name, and describe common outdoor sports and activities in short sentences (e.g., play football, run, swim); - recognize and name basic body parts and describe simple actions or movements using short sentences (e.g., raise your hand, jump, run). 	5
Grammar (questions 6-11)	Learners can: <ul style="list-style-type: none"> - ask and answer about past existence using Was there / Were there (e.g., "Was there a storm? Yes, there was."); - describe past events with time clauses using When (e.g., "When I was six, I went to Florida"); - express intentions and efforts in the past using verb + infinitive patterns (e.g., "We wanted to sleep outside," "We tried to make a tent"); - report requests and instructions using the structure ask someone to do something (e.g., "You asked me to wash the cups and bowls"); - compare skills and abilities using irregular comparative and superlative adjectives (good, better, the best and bad, worse, the worst); - express desires for others' actions using the structure want + object + infinitive (e.g., "My family wants me to cook dinner"); - explain the reason for an action using the infinitive of purpose (e.g., "I went to the supermarket to buy some rice"); 	8

	<ul style="list-style-type: none"> - describe how actions are performed using adverbs of manner (e.g., "He plays the trumpet slowly," "She plays the guitar well"); - make comparisons between how people do things using comparative adverbs (e.g., "Pedro sings more beautifully than I do"); - describe past possibility and ability using could and couldn't (e.g., "They couldn't buy e-books in 1980"); - give and ask for advice on environmental issues using should and shouldn't; - talk about future plans and intentions using be going to (e.g., "They're going to travel in a spacecraft"); - define and describe people, things, and places using relative clauses with who, that, and where (e.g., "The costume that I made," "My friend who lives on my street"). 	
Reading Comprehension (questions 12-15)	<p>Learners can:</p> <ul style="list-style-type: none"> - read texts on familiar and global topics and identify the main idea and key factual details related to events, objects, people, or phenomena; - read descriptive and informational texts and interpret meaning expressed through topic-specific vocabulary, descriptions, and explanations; - read texts and understand relationships such as cause and effect, comparison, sequence, and purpose within the text; - read texts and infer meaning about opinions, intentions, importance, or outcomes using information and clues from the text. 	2
Total		15

IV. Cognitive skills and assessment criteria of entrance examination for the grade 6.

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.

Cognitive skills	Definition	# of questions	Score
Knowing / Understanding	Tasks at this level check learners' ability to recall and reproduce learned material. This includes remembering	3	1.1

	vocabulary, grammar rules, sentence structures, and concepts, and using them in familiar situations.		
Applying	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	1.1
	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	2.1
Analyzing	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	2.1

The test items are scored out of a total of 25,5 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 6.

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.

VI. References of entrance examination for the grade 6.

1. Kauffman, D., Buckley, E., and Bullock, L. (2010). Oxford Picture Dictionary for the Content Areas. Oxford University Press.

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3. McCarthy, M. and O'Dell, F. (2010). Test Your English Vocabulary in Use. Elementary. Cambridge; New York: Cambridge University Press.

4. Murphy, R. (2019). English Grammar in Use (5th ed.). Cambridge University Press.

5. Redman, S. (2015). English Vocabulary in Use. Pre-intermediate and Intermediate: With Answers. Cambridge: Cambridge University Press.

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

7. Reed, S. and Bentley, K. (2021). *Guess What! Student's Book – 1*. Cambridge University Press.

8. Reed, S. and Bentley, K. (2021). *Guess What! Student's Book – 2*. Cambridge University Press.

9. Reed, S. and Bentley, K. (2021). *Guess What! Student's Book – 3*. Cambridge University Press.

10. Reed, S. and Bentley, K. (2021). *Guess What! Student's Book – 4*. Cambridge University Press.