

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

**2026-2027-O‘QUV YILIDA IXTISOSLASHTIRILGAN TA’LIM
MUASSASALARI AGENTLIGI IJOD MAKTABLARINING 8-SINFIGA
QABUL IMTIHONI UCHUN INGLIZ TILI FANIDAN TEST
SPETSIFIKATSIYASI VA NAMUNAVIY TEST VARIANTI**

Toshkent – 2026

**ENTRANCE EXAMINATION SPECIFICATION OF ENGLISH
LANGUAGE FOR THE GRADE 8 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 8 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 8 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 grade 8.

III. Assessment coverage and time allocation of entrance examination for the grade 8.

In the admission examination to grade 8 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.

Knowledge Domain	Topic Description	# of items
Vocabulary (questions 1-5)	Learners can: - identify and apply vocabulary for food, meals, and dining habits;	5

	<ul style="list-style-type: none"> - classify and apply vocabulary for technology, computing devices, software, and digital processes; - apply and relate to vocabulary for health, fitness, the human body, and wellbeing; - locate and relate to vocabulary for urban environments, public places, and facilities; - explain and associate vocabulary for natural phenomena, weather, environment, and seasons; - classify and recognize vocabulary for common and less common animals, including phrasal verbs related to animal behavior; - apply and relate to vocabulary for media, entertainment, TV, music, films, and online content; - identify and relate to vocabulary for reading materials, publications, genres, and literary forms; - apply and associate vocabulary for academic subjects, school systems, and learning activities; - associate and relate to vocabulary for family members, relationships, and personal characteristics. 	
Grammar (questions 6-11)	<p>Learners can:</p> <ul style="list-style-type: none"> - compare and contrast items using comparative, superlative, and as ... as / not as ... as structures; - give and ask for advice using should and shouldn't; - locate and relate to objects and movement using prepositions (across, through, along, beside, opposite); - narrate past events and interrupted actions using the Past Simple and Past Continuous; - express future intentions and plans using be going to; - connect ideas of cause, result, and time using conjunctions (as, because, so, when); - propose and suggest ideas using structures like Shall we ...?, Let's, Why don't we ...?, Why not ...?; - express obligation and lack of necessity using have to, has to, and don't/doesn't have to; - apply adverbs of manner to indicate how actions are performed; - apply adverbs of degree to show certainty, intensity, or probability; - indicate possession using possessive adjectives and pronouns. 	8
Reading Comprehension (questions 12-15)	<p>Learners can:</p> <ul style="list-style-type: none"> - read short texts and identify the main idea and key details related to people, places, activities, and events; 	2

	<ul style="list-style-type: none"> - read descriptive and informational texts and understand factual information, explanations, and descriptions presented in context; - read texts and interpret relationships such as sequence, cause and effect, comparison, and description using contextual clues; - read short texts and infer information about feelings, intentions, reasons, or outcomes that are not directly stated. 	
Total		15

IV. Cognitive skills and assessment criteria of entrance examination for the grade 8.

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 vocabulary, grammar rules, sentence structures, and concepts, and using them in familiar situations.	3	1.6
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	1.6
	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
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	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 8.

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 8.

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 8.

1. Kauffman, D., Buckley, E., & Bullock, L. (2010). Oxford picture dictionary for the content areas. Oxford University Press.
2. McCarthy, M., & O'Dell, F. (2017). English vocabulary in use: Elementary (2nd ed.). Cambridge University Press.
3. McCarthy, M., & O'Dell, F. (2010). Test your English vocabulary in use: Elementary. Cambridge University Press.
4. Murphy, R., & Naylor, H. (2008). Essential grammar in use: A self-study reference and practice book for elementary students of English (3rd ed.). Cambridge University Press.
5. Reed, S., & Bentley, K. (2021). Guess what! Student's book 5. Cambridge University Press.
6. Reed, S., & Bentley, K. (2021). Guess what! Student's book 6. Cambridge University Press.
7. Kosta, J., & Williams, M. (2021). *Prepare GRADE 8*. Cambridge University Press.