

**2026-2027-O‘QUV YILIDA IXTISOSLASHTIRILGAN TA’LIM
MUASSASALARI AGENTLIGI MAKTABLARINING 9-SINFIGA
QABUL IMTIHONI UCHUN INGLIZ TILI FANIDAN TEST
TOPSHIRIQLARI SPETSIFIKATSIYASI**

Toshkent – 2026

ENTRANCE EXAMINATION SPECIFICATION OF ENGLISH LANGUAGE FOR THE GRADE 9 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 9 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 9 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 9.

III. Assessment coverage and time allocation of entrance examination for the grade 9.

In the admission examination to grade 9 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)	<p>Learners can:</p> <ul style="list-style-type: none"> - apply and express vocabulary for personal traits, information, and daily life; - recognize and relate to vocabulary for places, landscapes, and urban environments; - name and classify vocabulary for animals and their characteristics; - express vocabulary for travel, holidays, and leisure activities; - classify and apply vocabulary for homes, furniture, and household items; - identify and apply vocabulary for school subjects, study activities, and learning skills; - classify and relate to vocabulary for materials, objects, and their properties; - name and apply vocabulary for sports, competitions, and related equipment; - recognize and express vocabulary for internet, online communication, and technology; - relate to and express vocabulary for films, genres, and media activities; - express and apply vocabulary for shopping, money, and transactions; - recognize and relate to vocabulary for the human body, health, and wellbeing; - identify and express vocabulary for cooking, recipes, and food ingredients. 	5
Grammar (questions 6-11)	<p>Learners can:</p> <ul style="list-style-type: none"> - distinguish habitual and ongoing actions using the Present Simple and Present Continuous; - identify states, feelings, and ownership using stative verbs; - narrate completed and interrupted past events using the Past Simple and Past Continuous; - distinguish subjects and objects in questions; 	8

	<ul style="list-style-type: none"> - compare actions using comparative and superlative adverbs; - indicate ownership and possession using possessive forms; - express future plans, arrangements, predictions, and possibilities using Present Continuous, will, may, and might; - express obligation, prohibition, and necessity using must, mustn't, have to, and don't have to; - apply specific verb patterns (gerunds after prepositions/verbs, infinitives after verbs); - identify things generally or specifically using determiners; - define people and objects using relative pronouns; - connect ideas using conjunctions for reason, result, and time; - apply the Present Perfect to life experiences, recent actions, and durations; - reflect actions back onto the subject using reflexive pronouns; - predict outcomes using the First Conditional; - explain production or processes using the Present Simple Passive; - report historical facts with the Past Simple Passive. 	
<p>Reading Comprehension (questions 12- 15)</p>	<p>Learners can:</p> <ul style="list-style-type: none"> - read texts on familiar, academic, and social topics and identify the main idea, key details, and factual information; - read descriptive and informational texts and interpret meaning expressed through vocabulary, descriptions, sequences, and explanations; - read texts and understand relationships such as cause and effect, comparisons, sequence of events, opinions, and purpose using context clues; - read texts and infer information about feelings, intentions, motivations, or outcomes that are not directly stated. 	2
Total		15

IV. Cognitive skills and assessment criteria of entrance examination for the grade 9.

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	1.1
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 9.

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 9.

1. Kauffman, D., Buckley, E., & Bullock, L. (2010). Oxford picture dictionary for the content areas. Oxford University Press.

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3. Reed, S., & Bentley, K. (2021). Guess what! Student's book – 6. Cambridge University Press.

4. Kosta, J., & Williams, M. (2021). Prepare grade 7. Cambridge University Press.

5. Kosta, J., & Williams, M. (2021). Prepare grade 8. Cambridge University Press.

6. Kosta, J., & Williams, M. (2021). Prepare grade 9. Cambridge University Press.

7. Mann, M., & Taylore-Knowles, S. (2008). Destination B1: Grammar & vocabulary. Oxford: Macmillan Education.

8. McCarthy, M., & O'Dell, F. (2017). English vocabulary in use: Elementary. Cambridge: Cambridge University Press.

9. McCarthy, M., & O'Dell, F. (2010). Test your English vocabulary in use: Elementary. Cambridge; New York: Cambridge University Press.

10. Murphy, R. (2019). English grammar in use (5th ed.). Cambridge University Press.

11. Murphy, R., & Naylor, H. (2008). Essential grammar in use: A self-study reference and practice book for elementary students of English; With answers. Cambridge University Press.

12. Redman, S. (2015). English vocabulary in use: Pre-intermediate and intermediate: With answers. Cambridge University Press.

13. Reed, S., & Bentley, K. (2021). Guess what! Student's book – 5. Cambridge University Press.

14. Reed, S., & Bentley, K. (2021). Guess what! Student's book – 6. Cambridge University Press.

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.

16. Swan, M., & Walter, C. (2019). *Oxford English grammar course: Intermediate*. Oxford University Press.

