

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

Toshkent – 2026

ENTRANCE EXAMINATION SPECIFICATION OF ENGLISH LANGUAGE FOR THE GRADE 5 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 5 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 5 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 5.

III. Assessment coverage and time allocation of entrance examination for the grade 5.

In the admission examination to grade 5 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"> - 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)	<p>Learners can:</p> <ul style="list-style-type: none"> - ask and answer questions about origin using the structure Where are you from? / I'm from [Country]; 	8

	<ul style="list-style-type: none"> - identify birth details by asking and answering When were you born? / Where were you born? and using the structure I was born on [Date]; - compare two people or animals using comparative adjectives (e.g., smarter than) and more complex comparatives (e.g., more hardworking than); - express school and social rules using the modals should and shouldn't for advice and obligations; - give and follow instructions using imperative verbs with object pronouns (e.g., Bring me the phone or Pass Max a ruler); - identify extremes in a group using superlative adjectives (e.g., the strongest, the heaviest, the most dangerous); - narrate past events using regular past simple verbs (e.g., studied, listened) and identifying negative past actions (e.g., didn't listen); - describe past experiences with irregular verbs (e.g., ate, caught, drank, had, saw, swam, went); - express necessity and obligation at home using have to and don't have to; - provide reasons for emotions using the conjunction because (e.g., He's scared because he doesn't like spiders). - inquire about specific past timing using "When" and "What" questions for past actions (e.g., What did she do last weekend? / When did you go skating?). 	
<p style="text-align: center;">Reading Comprehension (questions 12-15)</p>	<p>Learners can:</p> <ul style="list-style-type: none"> - read short texts on familiar topics and identify the main idea and key details related to people, places, actions, and events; - read texts and interpret meaning expressed through grammatical structures and vocabulary, including time references, comparisons, rules, obligations, and instructions; - read texts and understand relationships such as cause and effect, sequence of events, and comparison, using contextual clues; 	2

	- read short texts and infer information about feelings, intentions, reasons, or outcomes that are not stated directly.	
Total		15

IV. Cognitive skills and assessment criteria of entrance examination for the grade 5.

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 5.

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 5.

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.