

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

**2026-2027-O‘QUV YILIDA IXTISOSLASHTIRILGAN TA’LIM  
MUASSASALARI AGENTLIGI IBRAT MAKTABINING 7-SINFIGA  
QABUL IMTIHONI UCHUN INGLIZ TILI FANIDAN TEST  
SPETSIFIKATSIYASI VA NAMUNAVIY TEST VARIANTI**

**Toshkent – 2026**

# **ENTRANCE EXAMINATION SPECIFICATION OF ENGLISH LANGUAGE FOR THE GRADE 7 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 7 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 7 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 7.

## **III. Assessment coverage and time allocation of entrance examination for the Grade 7.**

In the admission examination to grade 7 of schools under the Agency for Specialized Educational Institutions, a total of 20 closed-ended test items are administered to assess candidates' level of English language proficiency. Candidates are given 40 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: recognize, understand, and use vocabulary related to common classroom objects and their functions.	7

	<p>Sports:</p> <ul style="list-style-type: none"> <li>- recognize, name, and use vocabulary related to different sports and sporting activities;</li> <li>- recognize, name, and associate sports equipment vocabulary with specific sports or activities;</li> <li>- recognize and use vocabulary related to everyday routines and habitual actions;</li> <li>- recognize, name, and use vocabulary related to food items and meals in familiar contexts;</li> <li>- recognize and understand vocabulary related to different music genres and styles;</li> <li>- recognize and use common music-related phrases to describe listening, playing, or preferences;</li> <li>- recognize and use evaluative adjectives to express opinions and judgments (e.g., good, exciting, boring);</li> <li>- recognize, understand, and use vocabulary related to feelings and emotions in simple contexts;</li> <li>- recognize and use verbs commonly associated with historical events and past actions;</li> <li>- recognize, name, and use vocabulary related to buildings and features of a city or town;</li> <li>- recognize and name common jobs and occupations and associate them with basic responsibilities;</li> <li>- recognize and use vocabulary related to work activities, workplaces, and duties;</li> <li>- recognize and use vocabulary related to holidays, travel, and transportation in familiar contexts;</li> <li>- recognize, name, and use vocabulary related to bedroom furniture and household items;</li> <li>- recognize and use vocabulary related to leisure activities and hobbies;</li> <li>- recognize, name, and use vocabulary related to clothing items and what people wear;</li> <li>- recognize and use vocabulary related to materials (e.g., wood, metal, plastic) and their basic properties;</li> <li>- recognize and use vocabulary related to shopping, prices, and basic buying and selling situations.</li> </ul>	
<p style="text-align: center;"><b>Grammar</b> <b>(questions 6-11)</b></p>	<p>Learners can:</p> <ul style="list-style-type: none"> <li>- describe people and objects using the positive, negative, and question forms of the verb be;</li> <li>- identify the presence or existence of items in a specific location using there is / there are;</li> <li>- state and ask about possession of personal items using have got;</li> </ul>	<p style="text-align: center;">10</p>

	<ul style="list-style-type: none"> <li>- express physical and mental ability or lack thereof using can and can't;</li> <li>- describe habitual actions and facts using the Present Simple tense;</li> <li>- describe the frequency of actions using adverbs of frequency (always, usually, often, sometimes, never);</li> <li>- contrast ongoing actions with habits by distinguishing between the Present Continuous and Present Simple;</li> <li>- express preferences and emotional reactions to activities using like, don't like, hate, and love + -ing;</li> <li>- describe past states and locations using the Past Simple of be (was/were);</li> <li>- narrate completed actions in the past using Past Simple regular verbs (ending in -ed);</li> <li>- specify when historical events occurred using dates with the prepositions in and on;</li> <li>- ask and answer questions about the past using Past Simple negatives and questions (using did/didn't);</li> <li>- describe past experiences using Past Simple irregular verbs;</li> <li>- refer to indefinite people, things, and places using indefinite pronouns (someone, anyone, nowhere, etc.);</li> <li>- indicate ownership and avoid noun repetition using possessive pronouns and determiners (mine, yours, hers, etc.);</li> <li>- quantify countable and uncountable nouns using some, any, a lot of, a few, and a bit of.</li> </ul>	
<b>Reading Comprehension (questions 12-15)</b>	<p>Learners can:</p> <ul style="list-style-type: none"> <li>- read short texts on familiar and social topics and identify the main idea and key details related to objects, activities, people, places, and events;</li> <li>- read descriptive and informational texts and understand meaning expressed through topic-specific vocabulary, descriptions, and factual information;</li> <li>- read texts and understand relationships such as sequence, cause and effect, comparison, opinion, and purpose using contextual clues;</li> <li>- read short texts and infer information about feelings, intentions, reasons, or outcomes that are not stated directly.</li> </ul>	3
<b>Total</b>		<b>20</b>

#### **IV. Cognitive skills and assessment criteria of entrance examination for the grade 7.**

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.	5	1.9
<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.	4	1.9
	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.	6	1.9
<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.	5	1.9

The test items are scored out of a total of 38 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 7.**

*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 7.**

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 7.**

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 7*. Cambridge University Press.