

**O‘ZBEKISTON RESPUBLIKASI
MAKTABGACHA VA MAKTAB TA’LIMI VAZIRLIGI
PEDAGOGIK MAHORAT VA XALQARO BAHOLASH
ILMIY-AMALIY MARKAZI**

**2026/2027-O‘QUV YILI “PREZIDENT IQTIDORLI FARZANDLARI”
MILLIY DASTURIGA 10-SINF O‘QUVCHILARINI TANLAB Olishda
INGLIZ TILI FANIDAN IMTIHON MATERIALLARI
SPETSIFIKATSIYASI**

Toshkent – 2026

SPECIFICATION OF EXAMINATION MATERIALS IN ENGLISH FOR THE SELECTION OF 10TH-GRADE STUDENTS FOR THE “PRESIDENT'S TALENTED CHILDREN” NATIONAL PROGRAM 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 10 of the general secondary schools.

I. General principles

The purpose of the assessment is to conduct a comprehensive evaluation of candidates' knowledge, skills, and competencies in the English language based on the learning objectives defined in the current curricula. To ensure that admission decisions to grade 10 of the “President’s Talented Children” national program are evidence-based and valid, the assessment is conducted in accordance with the principles of validity, reliability, fairness, and transparency.

II. Regulatory framework

1. Decree of the President of the Republic of Uzbekistan No. PF-86 dated May 15, 2025, “On measures to implement the ‘President’s Talented Children’ initiative.”
2. Current Mathematics curriculum for grades 7-8-9 of general secondary education.

III. Assessment Scope and Time Allocation

The entrance examination for the “President’s Talented Children” national program is structured as a rigorous two-stage process to identify high-potential students for Grade 10. In the first stage, candidates are required to complete a comprehensive English language proficiency test consisting of 40 closed-ended items. This stage is strictly timed at 50 minutes, requiring students to demonstrate not only linguistic accuracy but also cognitive speed and efficiency in processing information.

The test items are strategically categorized into three difficulty levels: type *A* (basic), type *B* (intermediate), and type *C* (complex). These levels are designed to evaluate a candidate's mastery of core grammar, contextual vocabulary, and advanced reading comprehension skills. While the first stage serves as an initial assessment of communicative competence, the second stage is administered by Cambridge Assessment Press, ensuring that the final selection meets international standards of academic excellence.

Subject area	Construct	# of questions
1. Vocabulary		10
<i>Basic lexical meaning</i>	Recognition and interpretation of the most common meanings of high-frequency words and fixed expressions as they occur in short, familiar contexts, including both concrete and abstract vocabulary used in everyday communication.	2
<i>Context-dependent meaning</i>	Accurate identification of the intended meaning of a word or phrase through interpretation of its relationship with surrounding lexical items, sentence structure, or situational cues, rather than reliance on isolated word knowledge.	2
<i>Lexical inference</i>	Recognition and interpretation of the approximate meaning of unfamiliar or partially familiar vocabulary using contextual information, word-formation elements (e.g. prefixes, suffixes), or examples provided within the text.	2
<i>Lexical distinction</i>	Effective differentiation between words or expressions with related or overlapping meanings, followed by appropriate selection of the option that best fits the context in terms of meaning, usage, or nuance.	2
<i>Lexical appropriacy</i>	Appropriate selection of vocabulary that aligns with the communicative situation, taking into account factors such as topic, level of formality, and communicative intention.	2
2. Grammar		10
<i>Fundamental grammatical forms</i>	Accurate identification of basic grammatical forms, including verb tense, noun–verb agreement, pluralization, and pronoun use, within short and familiar contexts.	2
<i>Contextual grammatical structures</i>	Demonstration of correct application of grammatical structures within sentences by analyzing linguistic cues and situational context, rather than relying on isolated rule knowledge.	3
<i>Complex grammatical patterns</i>	Recognition and application of less frequent or slightly complex structures, such as comparative and superlative forms, conditional phrases, or question formation, using context and sentence patterns to guide selection.	1
<i>Grammatical differentiation</i>	Effective differentiation between closely related grammatical forms (e.g., past simple vs. present perfect, prepositions of place/time) and appropriate selection of the form that ensures semantic and syntactic accuracy.	2
<i>Grammatical appropriacy and cohesion</i>	Appropriate selection of grammatical structures to maintain correctness, clarity, and cohesion in multi-sentence contexts, including the correct use of tense sequences, connectors, and sentence functions.	2
3. Reading comprehension		20
<i>Literal comprehension</i>	Accurate extraction of explicitly stated information from texts, including specific details, factual data, and descriptive elements, ensuring precise understanding of the author’s explicit message.	4

<i>Inferential comprehension</i>	Recognition and synthesis of implicit information by interpreting contextual cues, connecting multiple sentences, and deducing meaning not overtly articulated in the text.	5
<i>Textual cohesion and integration</i>	Appropriate identification and linkage of ideas, sentences, and textual elements to maintain coherence and logical progression, including interpretation of anaphoric references, discourse markers, and sequencing of events.	5
<i>Evaluation and critical interpretation</i>	Analytical assessment of the author's purpose, tone, perspective, or intent, alongside judgment of the validity, relevance, or reliability of information based on evidence presented within the text.	6

IV. Cognitive Skills Distribution

The scores assigned to each task are determined by considering their complexity, as well as the knowledge, skills, and logical thinking required to solve them.

The following table shows the distribution of test items by cognitive skills and assessment criteria.

Categories	Definition	# of questions	Score
A	Reproductive-level tasks are designed to assess students' ability to recall and reproduce learned material without further processing. These tasks evaluate knowledge of laws, properties, formulas, concepts, and terms, as well as the ability to remember and recognize them and apply them in familiar situations.	8	1
B	Productive-level tasks require students to apply learned rules and formulas in familiar contexts. In these tasks, students perform simple calculations, solve standard problems, and directly apply a given formula or rule.	24	1
	More complex productive tasks require students to apply learned rules and formulas in multiple-step and partially unfamiliar situations consciously. Students analyze the problem conditions, select an appropriate solution method, apply several formulas or rules sequentially and logically, and draw intermediate conclusions throughout the solution process.		1
C	Intellectual-level tasks demand that students apply acquired knowledge and skills in unfamiliar situations, analyze and synthesize information, make comparative evaluations, and apply laws and principles to generalize and draw conclusions.	8	1

VII. Assessment Format

Students' proficiency in English is evaluated in the first stage with a total of 40 points.

The content domains, cognitive processes, and assessment criteria for the first stage are presented in the tables below.

VIII. List of recommended references

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

1. Reed, S. and Bentley, K. (2021). Guess What Student's Book – 5. Cambridge University Press.
2. Reed, S. and Bentley, K. (2021). Guess What Student's Book – 6. Cambridge University Press.
3. Kosta, J. and Williams, M. (2021). Prepare Grade 7. Cambridge University Press.
4. Kosta, J. and Williams, M. (2021). Prepare Grade 8. Cambridge University Press.
5. Mann, M. and Taylore-Knowles, S. (2008). Destination B1: Grammar & Vocabulary. Oxford: Macmillan Education.
6. McCarthy, M. and O'Dell, F. (2017). English Vocabulary in Use. Elementary. Cambridge: Cambridge University Press.
7. McCarthy, M. and O'Dell, F. (2010). Test Your English Vocabulary in Use. Elementary. Cambridge; New York: Cambridge University Press.
8. Murphy, R. (2019). English Grammar in Use (5th ed.). Cambridge University Press.
9. Murphy, R. and Naylor, H. (2008). Essential Grammar in Use: A Self-Study Reference and Practice Book for Elementary Students of English; With Answers. Cambridge: Cambridge University Press.
10. Redman, S. (2015). English Vocabulary in Use. Pre-intermediate and Intermediate: With Answers. Cambridge: Cambridge University Press.
11. Reed, S. and Bentley, K. (2021). Guess What Student's Book – 5. Cambridge University Press.
12. Reed, S. and Bentley, K. (2021). Guess What Student's Book – 6. Cambridge University Press.
13. Swan, M., & Walter, C. (2007). The good grammar book: a grammar practice book for elementary to lower-intermediate students of English. Oxford University Press.
14. Swan, M. and Walter, C. (2019). Oxford English Grammar Course: Intermediate. Oxford University Press.