



UZBEK LANGUAGE ARTS (GRADE 1–4)

Development of Student Learning Standards and Scope and Sequences

The Challenge

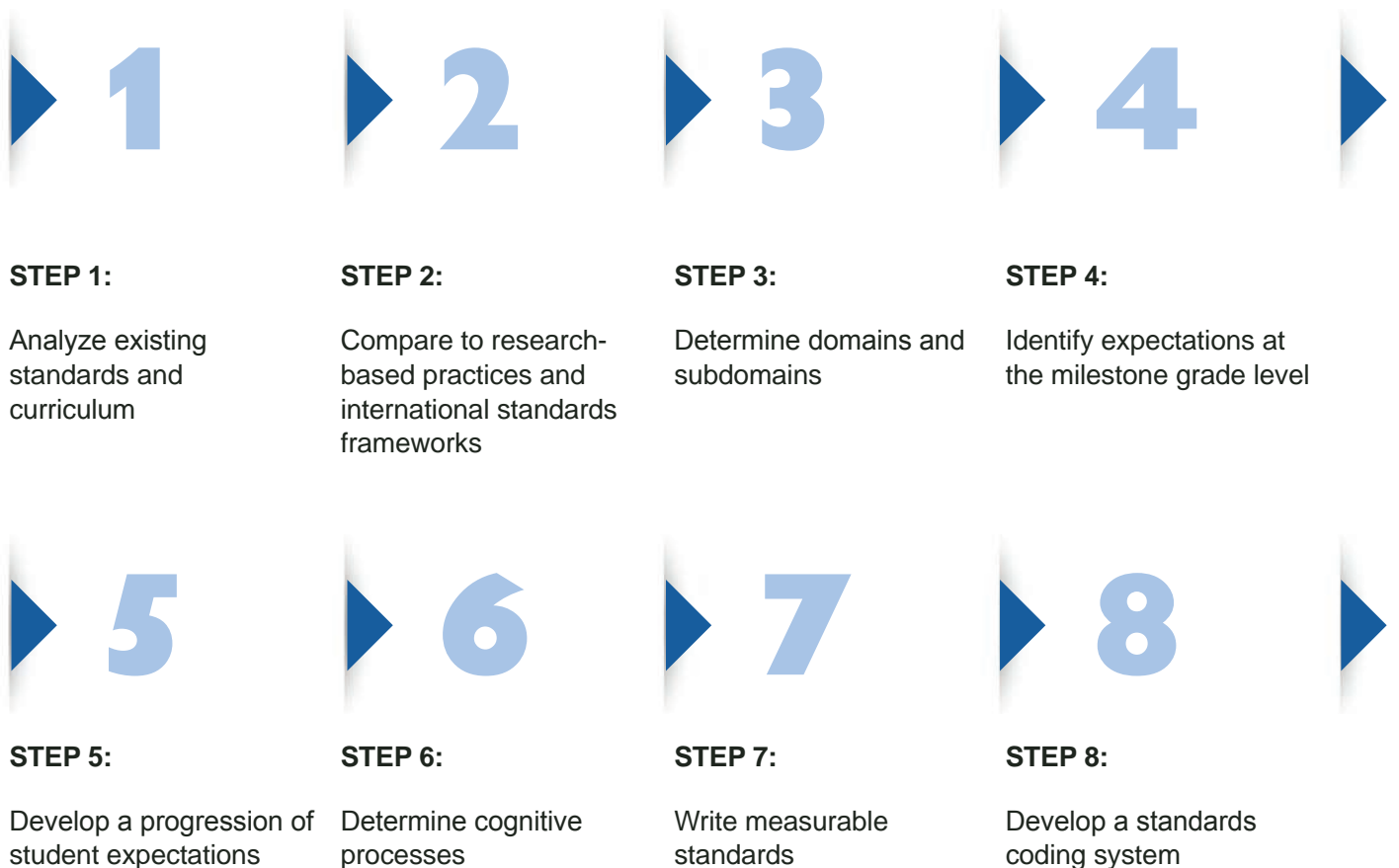
Central to the Ministry of Preschool and School Education (MoPSE) reform agenda is the shift to a modern standards-based education approach that aligns instruction and outcomes to specific competencies or standards. Such an approach includes student learning standards — the knowledge, concepts, and skills that students need to acquire — and materials, assessments, instructional practices, and teacher professional development that align to the student standards. In 2019, the Republican Education Center defined learning objectives for each subject in the benchmark years and stated that improvement was needed to develop well-defined, well-articulated, and grade-level appropriate standards for language arts skill areas of listening, speaking, reading, and writing for each grade. A move to a standards-based approach required that instructional materials aligned to standards and that teachers were equipped with the resources they need to bring standards-based instruction to life in their classroom.

The Journey

U.S. Agency for International Development (USAID) supported the MoPSE with the Uzbekistan Education for Excellence Program (UEEP). The Program established a team of international and Uzbek technical specialists to develop student standards for Uzbek Language Arts (ULA) for grades 1–4.

THE PROCESS OF DEVELOPING THE STANDARDS

The Program team designed and implemented the following systematic and replicable steps for developing high-quality, world-class student standards in any subject.





THE STEPS EXPLAINED

The Program established a core technical team supported by the MoPSE Product Review Group (PRG) who provided critical external review, feedback, and oversight throughout the process. It is important to note that when the work began, ULA as a subject was new and represented a shift of bringing together grammar and literature into one subject.

The technical team and PRG received an extensive orientation to prepare for the rigorous review process. The teams were taken through the steps of the process, introduced to the documents to be analyzed and the tools to be used, identified additional useful materials to be included, and addressed the attributes of quality feedback.

The technical team performed a comparative analysis of the following three standards frameworks to meet Draft of National Curriculum (DNC) goals and ensure that the Uzbek education system is based on world-class standards.

- **PIRLS 2021 Assessment Framework:** The DNC mentioned strong student performance on this international reading assessment multiple times.
- **UNESCO Global Proficiency Framework (GPF) for Reading (2020 draft):** The GPF “defines the global minimum proficiency levels that learners are expected to demonstrate at the end of each grade level, from grades one to nine” (UNESCO, 2020).
- **Turkey National Curriculum for Language (2018):** Turkish is closely related to Uzbek, and Turkey’s national language curriculum is detailed, well organized, and reflects a language arts approach emphasized in the DNC.

Revisions linked to the comparisons with international standards were determined by the goals and vision of the DNC. The technical team also developed additional guidelines for the revisions.

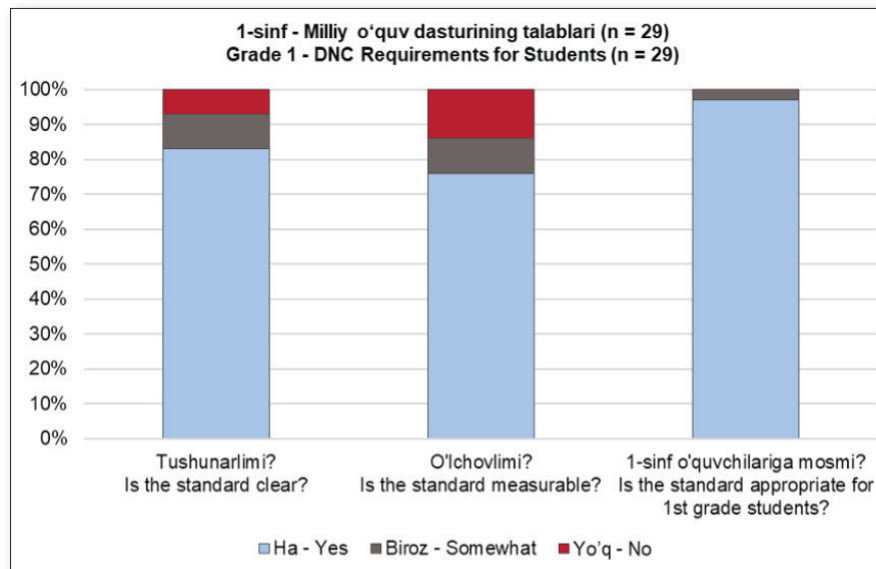
- Every PIRLS 2021 expectation that was not clearly addressed in the DNC would require a revision of an existing standard or a new standard.
- Every UNESCO 2020 GPF expectation not clearly addressed in the DNC would require a revision of an existing standard or a new standard.
- Standards from Turkey’s 2018 National Language Curriculum not clearly addressed by the DNC Standards would not automatically result in a revision or addition. Instead, each standard was evaluated to determine if it was meaningful for Uzbekistan’s students, aligned with the vision and goals of the DNC, and achievable in Uzbekistan’s public education system.

Standart tushunarlimi? Is the standard clear?	Standart o'lchovlimi? Is the standard measurable?	Standart o'quvchilarning sinfiga mosmi? Is the standard appropriate for students in the grade?	Keyingi sinfdagi standart uchun oldingi sinfda shu mavzuga doir standart berilganmi? (faqat 2-4 sinflar) Is the prerequisite for the standard in the preceding grade? (Grades 2-4 only)
2020 MPE Draft National Education Program Requirements for Students			
O'qish va tushunish --- Reading and comprehension			
OTMT 4 NK A OT 1 matnning og'zaki talaffuz me'yorida aniq qilingan holda to'g'ri, ravon va ifodal o'qish; read texts correctly, fluently and expressively, following the rules of oral pronunciation;	Ha	Ha	Ha
OTMT 4 NK A OT 2 o'quv dasturida tavsiya qilingan matndagi so'z, so'z birligini, ibora va soddaga gaplarning mohiyatini anglash; understand the meaning of words, phrases, expressions and simple sentences in the texts recommended in the curriculum;	Ha	Yo'q	Ha
OTMT 4 NK A OT 3 matnning ma'lum qismini o'qib, uni mantiqan davom ettirish, matn mazmuniga mos keladigan sarlavha topish; read a certain part of the text and continue it logically, find a title that matches the content of the text;	Ha	Ha	Yes
OTMT 4 NK A OT 4 matnning asosiy mohiyatini aniqlay olish, matn yuzasidan savol, taklif va tavsiyalar bera olish; to be able to determine the essence of the text, to ask questions, suggestions and recommendations on the text;	Yo'q	Ha	Yo'q
OTMT 4 NK A OT 5 ertak, hikoya, rivoyatlarining asosiy g'oyasini, axloqiy jihatini aniqlash, ertak qahramonlari nutqini obrazga kiritib o'qiy olish; to determine the main idea, morality of fairy tales, stories, legends, to read the speeches of the heroes of fairy tales	Ha	Ha	Yo'q

The core technical team then undertook the review process, produced review reports, and presented key findings at a joint session for the PRG and representatives from the Ministry.

Xalqaro baholash dasturlariga asosan o'quvchilarga sinf darajasida qo'yiladigan talablar Grade-specific student expectation from the international framework	MO'Dning standartlari har bir talabga qanchalik mos keladi? How well do the DNC Standards address each expectation?	Dastur jamoasining izohi Program team comment
PIRLS 2021 Assessment Framework - Grade 4 Reading	This expectation is addressed by the 2020 draft MPE National Education Program Student Requirements (Standards)	
Purposes for Reading (Text Types)		
Literary Experience (PIRLS = 50%, ePIRLS = 0%). Acquire and Use Information (PIRLS = 50%, ePIRLS = 100%)		Current standards do not mention online information (retrieving and interpreting information).
Processes of Comprehension (Types of Tasks)		
Focus on and Retrieve Explicitly Stated Information (PIRLS = 20%, ePIRLS = 20%)		
Identifying and retrieving information that is relevant to the specific goal of reading.	Not clearly addressed	No standards that emphasize retrieving information or identifying textual evidence to support answers to questions.
Looking for specific ideas;	Clearly addressed	Standards ask students to look for specific information, but not necessarily specific "ideas"
Searching for definitions of words or phrases;	Not clearly addressed	Dictionary skills are not mentioned after grade 2 in the requirements. In the explanatory letter.
Identifying the setting of a story (e.g., time and place);	Exceeded	Addressed as early as grade 1.
Finding the topic sentence or main idea (when explicitly stated);	Not clearly addressed	No mention of "topic sentence" in the requirements or explanatory letter
Identifying specific information in a graphic (e.g., graph, table, or map).	Not clearly addressed	No clear standard where this type of reading is done. Graphs and tables probably covered by mathematics standards, but not maps. Explanatory letter only mentions students adding information to graphics. Reading visuals are given minimal attention.

The technical team carefully reviewed the PRG's feedback for each student standard, collectively for all the standards in each domain for every grade, and collectively for all the student standards from grades 1–4. For each recommended change, the team decided whether to revise the standard, remove it (in rare cases), add a standard, or make no change. In each case, the team noted the action taken and added a response to the PRG feedback. In many instances, after the team revised a standard in one grade, they revised the corresponding standards in the other grades for consistency.



PRG MEMBERS INDEPENDENTLY ANSWERED THE FOLLOWING QUESTION:

“Do the standards in this domain meet the expectations of the Draft National Curriculum (DNC)?”

If the PRG member answered “no,” they wrote a comment about that standard.

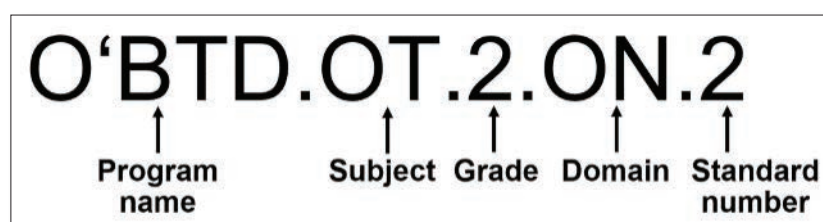
THE ORGANIZATION AND CODING OF ULA STUDENT LEARNING STANDARDS

The Program developed a coding system for the student standards similar to the system used for the Draft of National Curriculum Standards, which has the following benefits:

- It communicates information about each standard using a concise and consistent system across subjects.
- Educators and curriculum developers can use the codes as a shorthand method for referencing and showing relationships between standards.
- Digital education platforms can systematically and explicitly align curriculum products, assessments, and professional development opportunities with student standards.

ULA standards coding system, which includes five segments:

- **Segment 1:** An abbreviation for the Program name, which can be replaced after the final standards are adopted.
- **Segment 2:** An abbreviation for the subject
- **Segment 3:** The grade
- **Segment 4:** An abbreviation for the domain name
- **Segment 5:** The number of the standard within the domain



Building System Capacity to Develop Student Standards

In January 2020 the Program conducted three virtual workshop sessions to prepare the Ministry Product Review Group for reviewing the Uzbek Language Arts student standards. These sessions included the following components:

- an overview of the student standards development process
- an introduction to the standards review process, resources, tools, and templates
- a practice review activity that the PRG completed between the second and third sessions
- an opportunity for the PRG to share feedback from the practice review activity and reflect on the processes, resources, and tools they used during the activity
- preparation for the final standards review assignment

The Impact of the Standards on Materials Development

PRG members reviewed and approved the draft standards in 2020, and the technical team moved forward with the materials development process. Before developing the scope and sequences, the technical team identified high-level domains and subdomains for Uzbek Language Arts, which provided an organizational structure for the subject. These domains and subdomains also reflect the components of language arts and the order of language acquisition and development in children.



Building on the standards, domains, and subdomains the technical team undertook a backwards mapping exercise to develop the scope and sequence by term, theme, and week to ensure content developed for the teaching and learning materials would be aligned with the standards. The technical team also created the instructional design of the weekly lesson structure based on the domains and subdomains to enable students to be introduced to new content and practice it each week, allowing for teachers to scaffold learning and practice skills in different ways. The scoping including a comprehensive mapping of Uzbek grammar with the integration of social and emotional skills.

Working from the detailed scope and sequence, the technical team developed student textbooks and teacher's guides for a comprehensive package of ULA standards-based teaching and learning materials. To ensure content was aligned with learning objectives, the technical team did a triangulation exercise, mapping the content developed by writers against the standards and the scope and sequence. The Program piloted the materials during the 2022–2023 school year and then revised all materials including the standards and scope and sequence based on teacher's feedback, PRG feedback, and observations from classroom visits and teacher trainings. In some instances edits were made to the standards to clarify the meaning of new terminology, and in others edits were made to make the language and descriptions more user-friendly and accessible for teachers.

It is essential to develop and share information and resources to support teachers' awareness, understanding, adoption, and implementation of the final student standards. This information should emphasize new terminology, pedagogy, and instructional tasks aligned to best practices in language arts.



Program in Brief

USAID partners with the Government of Uzbekistan to enhance student learning in English, information and communication technology, reading, and mathematics. The USAID Uzbekistan Education for Excellence Program supports the MoPSE to revise student learning standards, provide new teaching and learning materials and comprehensive teacher training aligned to these standards, and conduct rigorous monitoring and research. Working closely with the Ministry, our consortium — led by RTI International and including Florida State University and Mississippi State University — brings the experience and expertise of international and local experts to drive effective program implementation. Together, we aim to foster student engagement and improve learning outcomes.

