



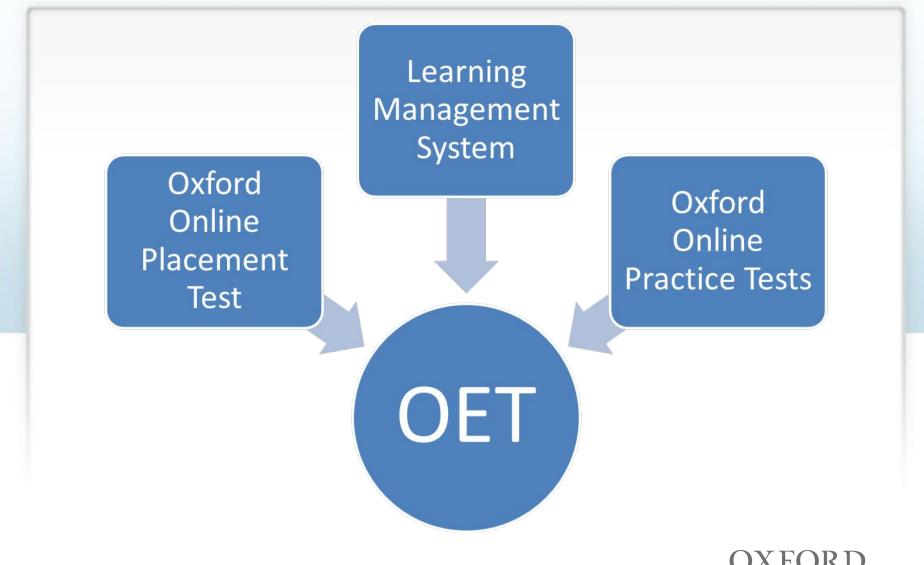
An introduction to oxfordenglishtesting.com







Возможности системы ОЕТ











The functions of tests







- for diagnostic testing: individual strengths or weaknesses
- to evaluate students' progress against syllabus
- to evaluate and update syllabus and objectives
- to evaluate **skills** of individual students
- to award **marks** for performance
- for exam training
- for placement







Oxford Online Placement Test









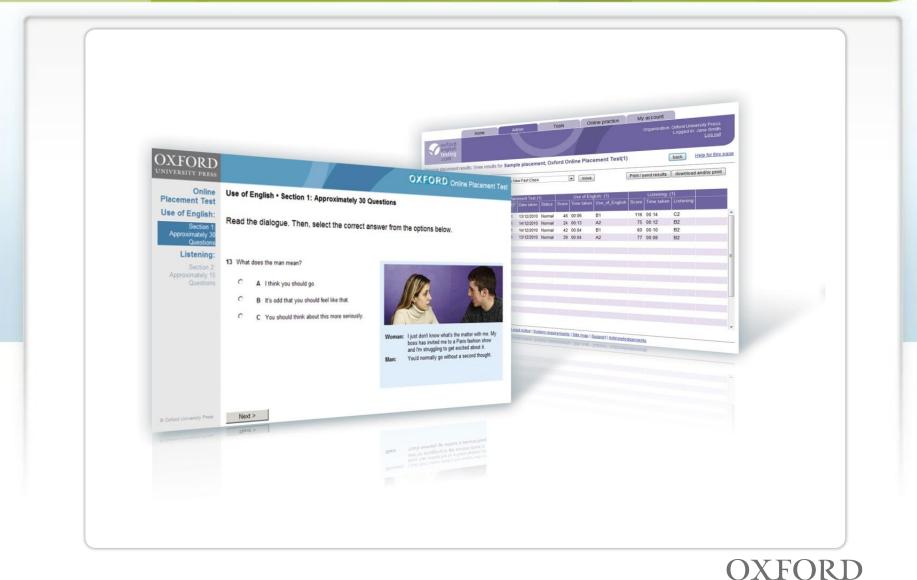
- schools, universities, academic institutions
- language schools
- corporate training companies
- Human Resources departments
- individual language learners



Placement Test



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- short
- comprehensive
- reliable
- clear
- flexible
- informative





The Oxford Online Placement Test

- short: 40 to 45 minutes
- comprehensive: Max 45 questions:
 - 30 Use of English, 15 Listening
- reliable: test identifies and adapts to student's level
- **clear**: automatic marking and instant result
- **flexible**: anywhere with a computer and internet access
- informative: results can be broken down and analysed





Placement: what we test

Form:

grammar and vocabulary



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OXFORD Online Placement Test

Oxford Online Placement Test

Use of English:

Section 1: Approximately 30 Questions

Listening:

Section 2: Approximately 15 Questions Use of English • Section 1: Approximately 30 Questions

Time allowed 01:18

.

Select a word or phrase to complete the conversation shown below.



| Man: | Has Julia | | - | you her new email address yet? |
|--------|---------------------|-------------------|---|--------------------------------|
| Woman: | Yes, I'll se / E | 3 gave C given | | |
| | [|) giving | | Ŷ |

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Placement: what we test

Meaning:

understanding how language is used



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OXFORD Online Placement Test

Oxford Online Placement Test

Use of English:

Section 1: Approximately 30 Questions

Listening:

Section 2: Approximately 15 Questions Use of English • Section 1: Approximately 30 Questions

Time allowed 01:01

Read the dialogue. Then, select the correct answer from the options below.

- 14 What does the male teacher mean?
 - A The principal doesn't listen to what people say.
 - B The principal tends to push people too hard.
 - C The principal's far too critical of people.



Female teacher:I don't think much of the new principal, do you?Male teacher:No – he's always running people down.



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OXFORD Online Placement Test

Time allowed 01:06

Oxford Online Placement Test

Use of English:

Section 1: Approximately 30 Questions

Listening:

Section 2: Approximately 15 Questions Complete the text below. Write **ONE** word only into each space. There is an example (0) at the beginning.

Use of English • Section 1: Approximately 30 Questions

| Hi! My name's Magda 0 | and | I'd like to make new friends to email. | l'm 21 | Poland, |
|-------------------------------|---------------------------|--|-------------------------------|---------|
| but I live in a flat in Londo | on. I'm eighteen years 22 | and I'm a stude | ent at London University. I h | ave one |
| sister. 23 | name's Ela and s | he's fifteen. I don't have 24 | brothers. I | |
| 25 | speak English, French, | and Spanish. I like playing tennis and | really enjoy 26 | to |





Task 1 - Testing knowledge of grammar

Task 2 - Testing understanding of meaning

•

Task 3 - Testing knowledge of grammar, vocabulary and meaning





Placement: what we test

Listening Skills



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OXFORD Online Placement Test

Time allowed 00:54

Oxford Online Placement Test Use of English:

Section 1: Approximately 30 Questions

Listening:

Section 2: Approximately 15 Questions Read the sentences below. Then, listen to the short conversation. Select the correct answer from the options below. You will have time to play the recording twice.

about ... A taking the bus.

28 A mother and son are talking. The mother is thinking

Listening • Section 2: Approximately 15 Questions

- B selling her big car.
- C buying a motorbike.
- D buying a second car.

*



Placement: what we test

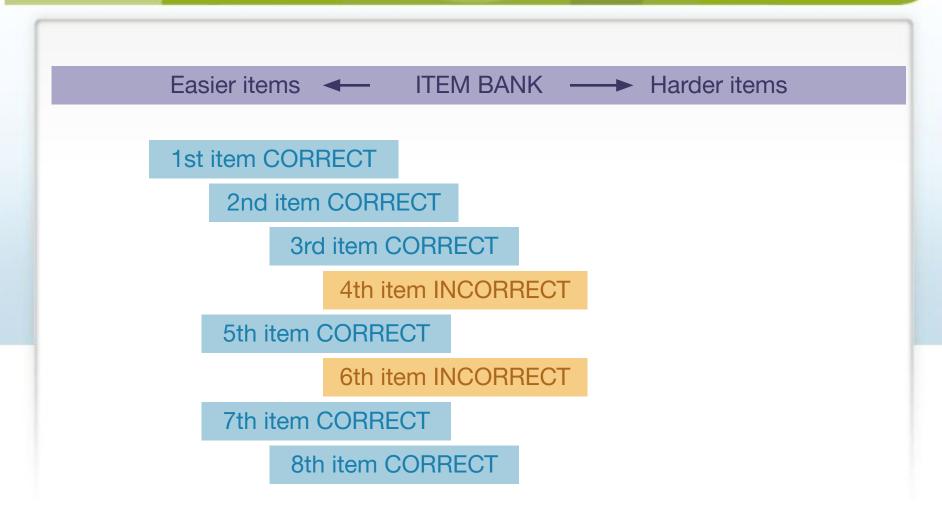


Listening Skills

- Approximately 15 questions (depending on test taker's level).
- Tests listening skills, and how well the test taker understands the meaning of what is being communicated.
- A choice of British or American, or a mixture of both accents available.
- Audio can only be played twice to ensure students finish the test within the time set.
- Three different task types:
 - 1. Short dialogue
 - 2. Long dialogue
 - 3. Monologue









Using the results

| | | | Home | | Ad | Imin | ٦ | rests | On | line practice | My | account | | |
|-----|-----------------------------------|----------------|------------------|----------------------------|---------|-----------------------------|--------------|--------|------------|------------------------------|-----------|----------------------------|------------------------------|-------------------|
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| Man | age placeme | ent results: | View r | esults for \$ | Samp | le placeme | ent, Oxi | ford O | nline Plac | ement Test(1) |) | (| back | Help for this pag |
| M | ove selected | students ir | nto this | lass Ac | lvanced | 1 | | [| ▼ move |] | Print / s | end results | download | and/or print |
| Ho | ver over time tak | en and level f | en corece. Al | | | | | | | | | | | |
| e. | Last name | First name | C | Oxford Onlir Time taken | | ement Test (* Date taken | l) Status | Score | Use of Eng | llish: (1) Use_of_English | Score | Listening: (Time taken | | ę |
| | Last name | r irst name | Scole | nine taken | | | Status | Score | nine taken | Use_or_crigiish | Score | Time taken | Listening | |
| V | Crum | Maria | 81 | 00:20 | C1 | 3/12/2010 | Normal | 46 | 00:06 | B1 | 116 | 00:14 | C2 | |
| | Gonzalez | Antoni | 50 | 00:25 | B1 | 14.12/2010 | Normal | 24 | 00:13 | A2 | 75 | 00:12 | B2 | |
| | Papadopolos | Maria | 51 | 00:15 | B1 | 14 12/2010 | Normal | 42 | 00:04 | B1 | 60 | 00:10 | B2 | |
| | Rodenberg | Vibeke | 58 | 00:13 | B1 | 13/12/2010 | Normal | 39 | 00:04 | A2 | 77 | 80:00 | B2 | |
| | | | | | | | | | | | | | | |
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Interpreting the scores

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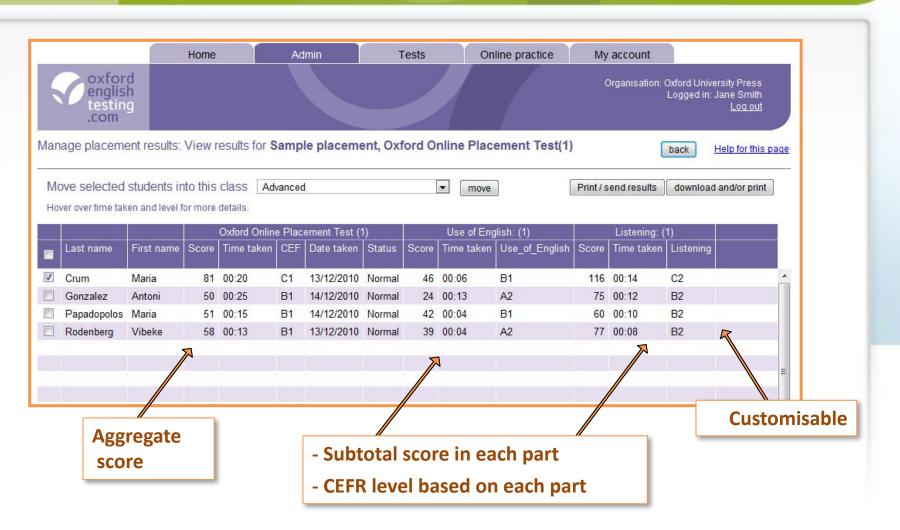
What do the results tell us about the students' level?

| Score | 0 | 1-20 | 21-40 | 41-60 | 61-80 | 81- 100 | >100 |
|-------|------|------|-------|-------|-------|------------|------|
| Level | < A1 | A1 | A2 | B1 | B2 | C1 | C2 |













How the test is administered managing results



| • | Report card for: Maria Crum Organisation name: Oxford University Press Test title: Oxford Online Placement Test Date test taken: 13/12/2010 Results: Results: | Co-branding Organisations can upload their logo so it appears on the system when test takers log in and on the Results card. |
|---|--|---|
| | Oxford Online Placement TestScoreTime takenCEF8100:20C1Use of English:ScoreTime taken4600:06B1Listening:ScoreTime takenScoreTime takenListening11600:14C2 | |
| | This is NOT an official Orderd certificate. References to the CEFR have been validated by OUP but all other score equivalences (grade cards) are used at the discretion of individual OUP customers and can only be an indication of what a score might be in those exams. | |

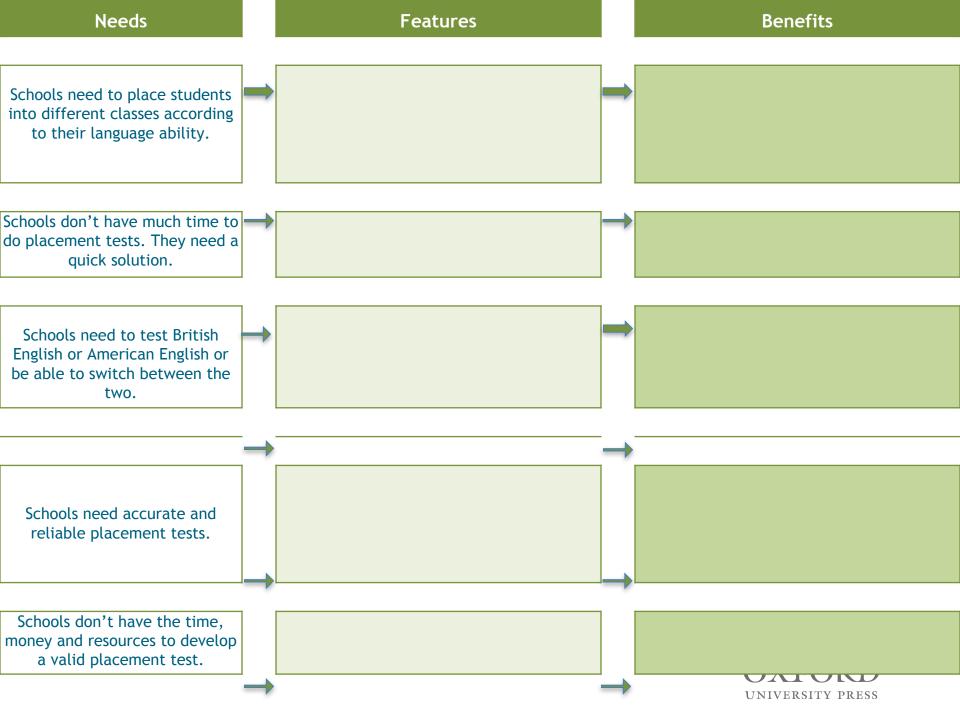




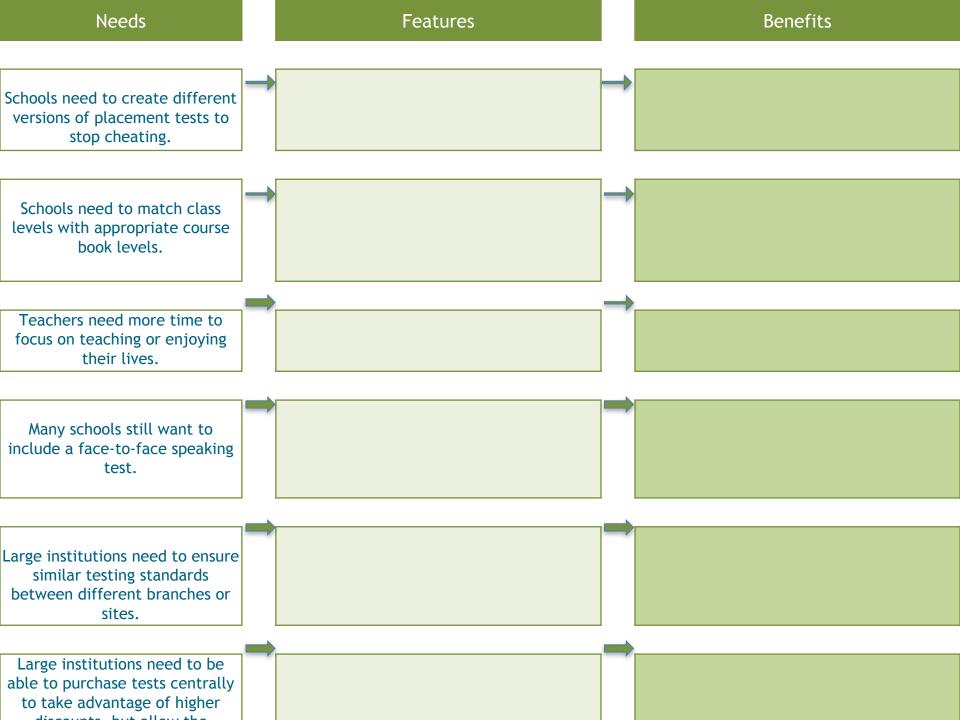


- Allows you to set, monitor and analyse tests whenever and wherever you want.
- Provides clear, accurate and reliable results to help you in the classroom.
- Helps indicate level of ability of each student.
- Differentiates scores for different skills.





| Needs | Features | Benefits |
|---|--|---|
| Schools need to place students into different classes according to their language ability. | The OOPT places students into CEFR levels. It also gives them a precise score from 1-120. | Schools can place students into the right class. Even if many students fall into one CEFR level, students can be grouped according to a precise score that shows whether they are at the low or high end of |
| Schools don't have much time to do placement tests. They need a | complete. It can be done off-site and login | the level. The OOPT is quick without losing accuracy. It can be done before students arrive at an |
| quick solution. | details emailed to students. | OOPT offers great flexibility for schools. If |
| Schools need to test British English or American English or be able to switch between the two. | The OOPT offers both American and British English. Teachers choose which variety they want to test at the point when they assign the test. | they have different types of students and offer different classes, the OOPT still works for them. Or they can just use one language variety all the time. |
| | \rightarrow \rightarrow | t |
| Schools need accurate and reliable placement tests. | The OOPT has been researched and constructed by placement testing experts. It has been pretested and piloted by thousands of students in over 60 countries. | It's very accurate and reliable. The results are usually more valid than schools' in-house placement tests, which are usually not made by testing experts. This means students get put into the right class for their ability. |
| Cohoola daalt haya tha tima | OUD has associated time, manay and | |
| Schools don't have the time, money and resources to develop a valid placement test. | OUP has committed time, money and expertise to produce the OOPT. It takes around two years to create a new test. | Schools can rely on the validity and overall quality of the OOPT. |
| | \rightarrow \rightarrow | UNIVERSITY PRESS |



| Needs | Features | Benefits |
|---|---|--|
| Schools need to create different versions of placement tests to | The OOPT has over 1000 test items which are selected randomly according to a student's answers. Each time a student | There's no way of predicting which questions will appear, so students can't learn the answers in advance, or copy |
| stop cheating. | takes a test, the questions will be different. | students next to them. |
| Schools need to match class levels with appropriate course book levels. | OOPT scores are linked to CEFR levels. So are OUP courses. In addition, we've made correlation charts mapping OOPT scores to course book levels. | Schools can ensure that students get the course book level which best fits student levels, increasing motivation and learning success. Classes will be more enjoyable for students and teachers alike. |
| The share and some time to | → | |
| Teachers need more time to focus on teaching or enjoying their lives. | The OOPT is automatically marked, and the results are instantly available. | Teachers are spared from marking and can focus their time on teaching or relaxing. |
| | | |
| Many schools still want to include a face-to-face speaking test. | The OOPT LMS is customizable. Schools can add columns for oral tests or any other scores they like. | Schools can combine the OOPT with current practices, increasing their sense of security. Additionally, they could save time and money by only giving oral tests to students with borderline OOPT scores. |
| | | |
| Large institutions need to ensure similar testing standards between different branches or sites. | The OOPT gives a fair score no matter where the student takes it. It is totally impartial and consistent. | Schools can rely on OOPT test results. Students cannot accuse teachers or schools of bias. Teachers are not seen as judges and can instead focus on supporting students' learning. |
| | ⇒ | |
| Large institutions need to be able to purchase tests centrally to take advantage of higher | The OOPT Learning Management System allows Chains to set up a Chain school with | OOPT is even more cost effective, and the central administrator can monitor results in |





Making the most of practice tests











testing = practice test

teaching = book



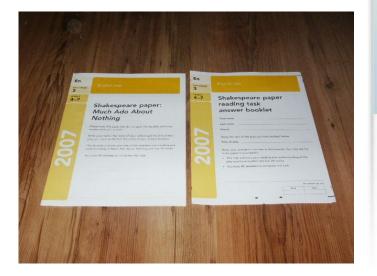




Benefits of Practice Tests

Level, content & task type practice

Students need practice at the right level, using appropriate content and the same task types as in the exam.









Benefits of Practice Tests

Time management

Students need to get used to the time pressures under exam conditions.









Benefits of Practice Tests

Examination techniques and strategies

Practice tests help students get "inside the mind" of the examiner.









digital self study

Student's discs

Student's websites

Online Dictionary Practice Tests e-book

digita assessment

Oxford English Testing.com Test

Oxford Online Print Test Placement Generator

Extra tests online and on disc



Oxford > making digital sense







What is oxfordenglishtesting.com?

A website for online practice tests

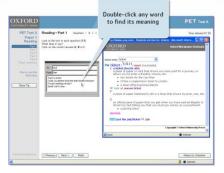
• KET, PET, FCE, CAE, IELTS, TOEIC[®] and TOEFL iBT[™]





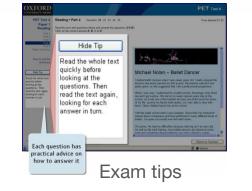


Instant Support



Online Dictionary







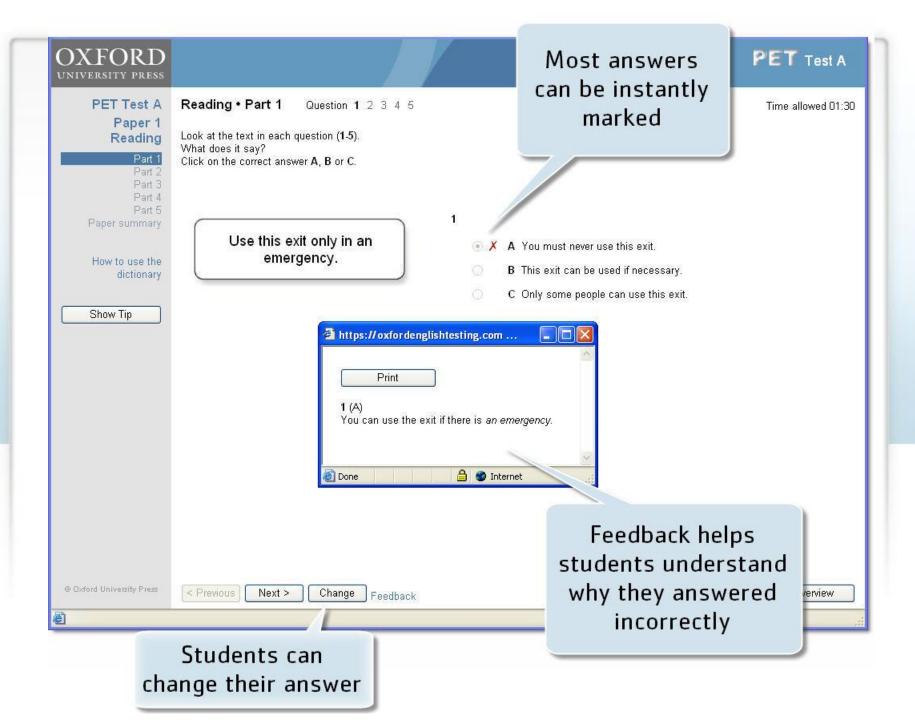
Sample written answers

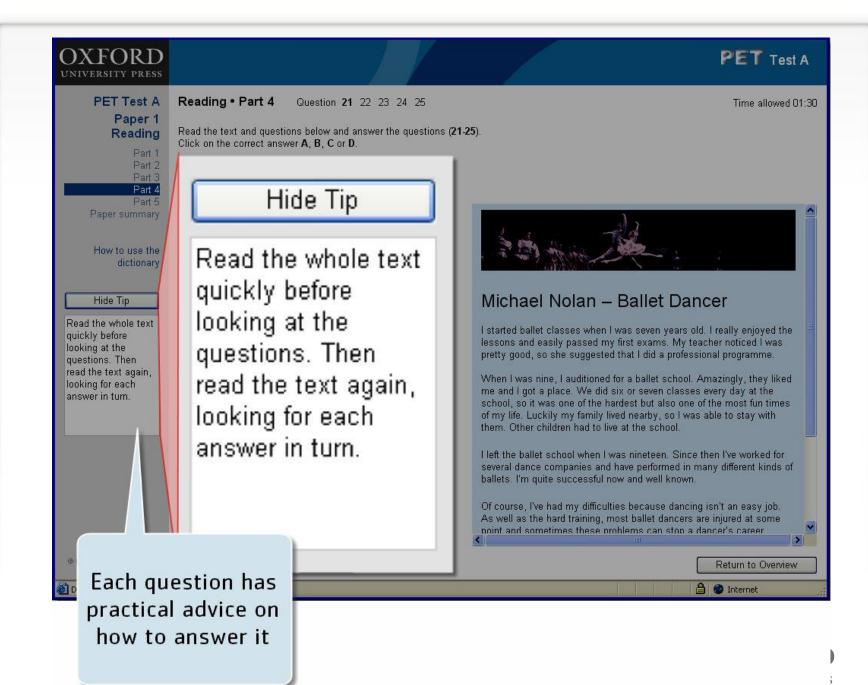


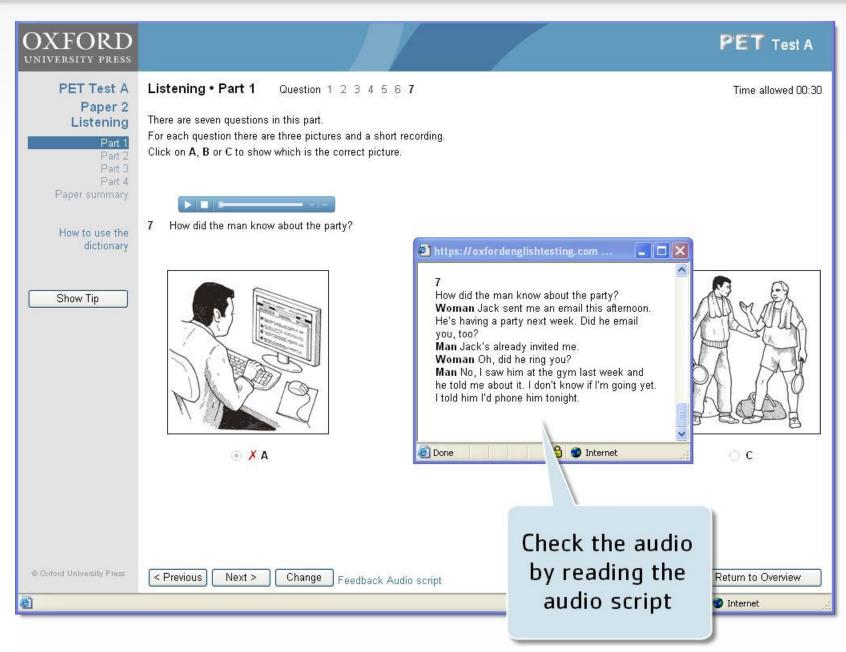
Useful phrases



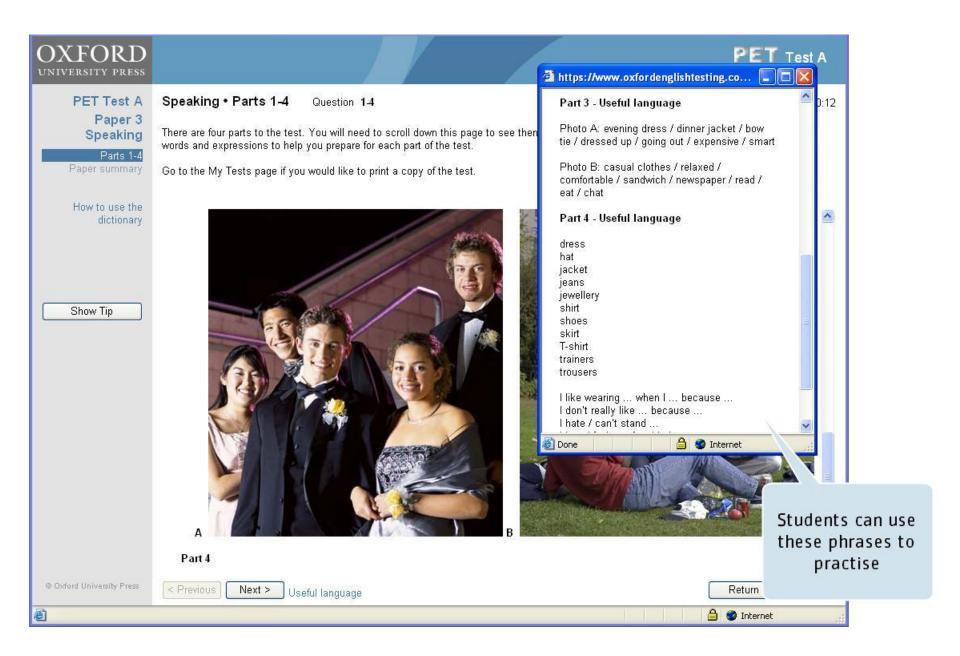
| DXFORD NIVERSITY PRESS | | Double-click any to find its mear | | PET Test A |
|--|--|---|--|---------------------------------|
| PET Test A | Reading • Part 1 Question 1 2 3 4 | | | Time allowed 01:30 |
| Paper 1 Reading | Look at the text in each question (1-5). | ttp://www.oup.com - Possible er | ntries for tickets - | Microsoft Intern 🔳 🗖 🔀 |
| Part 1 Part 2 Part 3 | What does it say? Click on the correct answer A , B or C. | OXFORD UNIVERSITY PRESS | (| Dxford Wordpower Dictionary |
| Part 4 Part 5 Paper summary | To Jack | Select entry: ticket | ▼ table] | |
| How to use the dictionary Show Tip | From Sam Trip to London Could you please book the train tickets because I've got meetings all day? Sarah can't come. | a piece of paper or card that allows you to enter a theatro • two tickets for the Cup I • I'd like a single/return to • a ticket office/machine/o | e, cinema, etc. Final icket to London. | paid for a journey, or |
| | | look at season ticket a piece of paper fastened to | sth in a shop tha | t shows its price, size, etc. |
| | | an official piece of paper that driven too fast telling you the a parking ticket | | |
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| OXFORD UNIVERSITY PRESS | | PET Test A | |
|--|--|--|--|
| PET Test A Paper 1 Writing Part 1 Part 2 Part 3 Paper summary | Writing • Part 2 Question 6 Answer the question below. Type 35-45 words in the text box. | https://oxfordenglishtesting.com - Sample Print 6 Below is a sample answer for Question 6, and some comments on it. | |
| How to use the dictionary | Write an email to Sarah. I eme. In your email, you should: Per wou • thank her for having you See | Sar enjo Thi Sarah Thank you for my visit last week. I very much enjoyed meeting your family and England. The journey home was also going fine. There were not no problems. I hope you can to visit me soon. I go to my aunts in Portugal on holiday, but what about next summer? See you soon Rosa Comments 4 marks Rosa has included all the content points that she needed | The answers are written by real students |
| @ Oxford University Press | Previous Next > Change Email/print answer Sample and | to and most of the email is accurate and clearly expressed. However, she has written 56 words (the word limit is 45) and has included unnecessary information about her aunt. This has lost her marks. | |





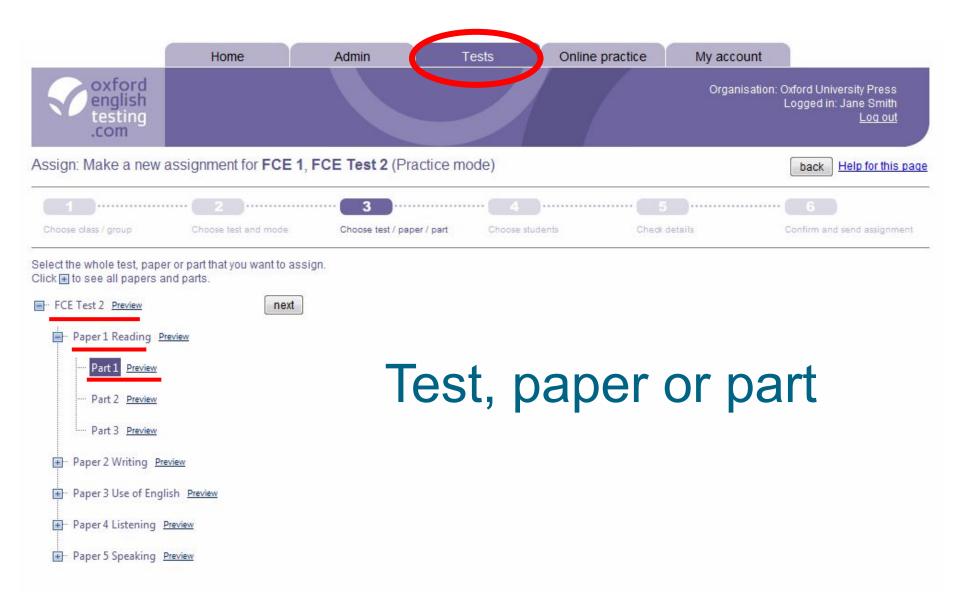


Test mode

• No support features and timer on.

 Teacher can re-assign in practice mode for students to review.









Homework or mock exam

- Assign practice tests in practice mode for homework
- Assign practice tests in test mode to give students timed practice under exam conditions







Benefits for **Students**

- Practice English interactively
- Get better exam results
- Practice when and where they want
- Feel more confident with the language







Benefits for Teachers

- Less administration
- Improve their students results
- Have confidence in materials
- Offer extra practice and homework online







Free Practice Test Trial

www.oxfordenglishtesting.com



Online Placement Test 160 руб. 00 коп.

Online practice tests for: KET Test 1 200 руб. 00 коп. Online practice tests for: KET Test Pack (tests 1 - 4) 690 руб. 00 коп.

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Online practice tests for: FCE Test 1 REVISED 250 руб. 00 коп. Online practice tests for: FCE Test Pack (tests 1 - 4) 880 руб. 00 коп.



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