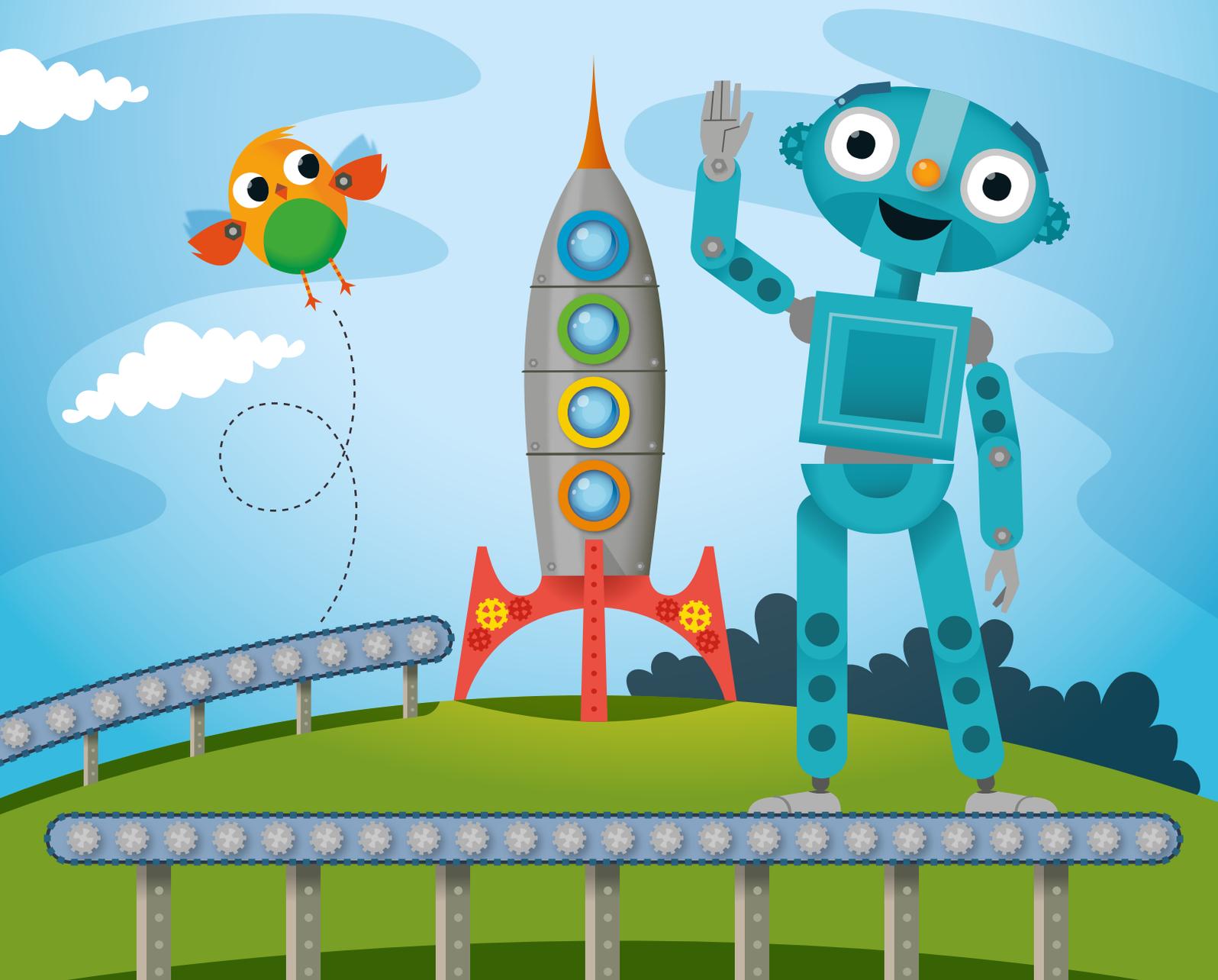


Oxford Young Learners Placement Test

Teacher's handbook

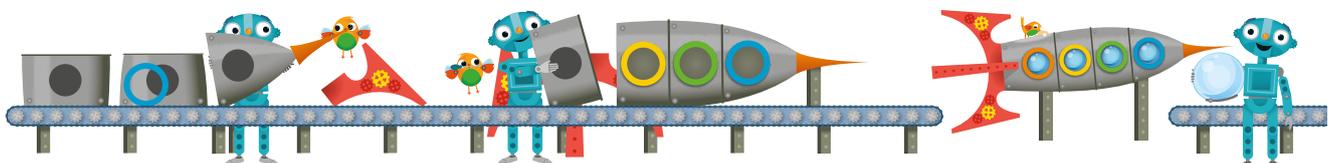


Oxford Young Learners Placement Test

Teacher's handbook

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Welcome to the Oxford Young Learners Placement Test

What is it?

The Oxford Young Learners Placement Test is an online placement test designed specifically to assess the language ability of young learners between 7 and 12 years old. It is based on a carefully designed syllabus which reflects the communicative language young learners meet in the primary classroom. It measures at three Council of Europe CEFR levels: A1, A2 and B1. It also measures at pre-A1 level (A0). The test is quick, accurate and fun! As the first English test experience for many learners, the OYLPT is intuitive, child-friendly and motivating.



Why use it?

Confident teaching

The Oxford Young Learners Placement Test gives you a clear overview of the general language ability of every child in your class right from the start of the course. As a result, you can choose either to stream into accurate level groups or to confidently customise your teaching to suit the unique make-up of your mixed-ability class.

Motivated young learners

Every child can benefit from learning at a level that matches his or her ability with just the right amount of challenge, increasing his or her motivation and confidence in learning English.

How is the test designed?

The Oxford Young Learners Placement Test has been carefully designed with young learners in mind. Taking into account their cognitive development, language proficiency and social development, the test has been designed to be maximally accessible and enjoyable for students, while being easy to use and providing accurate results for teachers.

- ❁ **Computer-adaptive** Unlike paper-and-pen tests, where students are given tasks which are above and below their ability, a computer-adaptive system delivers tasks at the right level of challenge for the student. This means the child never feels a sense of failure when doing the test, ensuring a positive testing experience.
- ❁ **Focus on meaning** Targeting language use, rather than language knowledge, reflects the focus on communicative language teaching that most students will have experienced.
- ❁ **Short** At approximately 35 minutes, the test is short, thus avoiding student boredom or fatigue.
- ❁ **Discrete tasks** The majority of tasks have just one question, allowing the student to move quickly through the test. This minimises anxiety, as students who get stuck on a question can simply move on to the next one, thus providing the student with multiple fresh starts. Using discrete tasks also means that language in a wide variety of contexts can be assessed.
- ❁ **Familiar tasks** The tasks in the test reflect those students typically meet in YL course books. Instructions are given at the start of each task type, so students feel fully prepared.
- ❁ **Intuitive tasks** All tasks are presented in familiar contexts, and the requirements of the task are clear and straightforward. For most tasks, students simply click on an answer to select it. There is one drag-and-drop task.
- ❁ **Picture contexts** All tasks are richly illustrated in full colour, to maintain student interest and motivation in the test.

How the test works

How does the test work?

The Oxford Young Learners Placement Test is driven by a smart test engine. When a student answers a question, the test adapts to their answer. If the student answers a question correctly, they get a more challenging question; if they answer a question incorrectly, they get a slightly easier question. This means that the test responds to each individual student's ability, tailoring the questions so that the level of challenge is just right. Because there is a large bank of questions to choose from, each student receives a unique testing experience which is fast, accurate and reliable.

What does the test involve?

The test has six parts: three focusing on Language Use and three focusing on Listening Skills. The tasks have been specifically developed for young learners, taking into consideration their cognitive development, language proficiency and emotional development.

The focus is on how language is actually used, rather than language knowledge, so all tasks are richly contextualised in real-life child-friendly situations and supported with learner-friendly images. The tasks closely reflect those met in primary course books and assessments, and so are familiar and accessible. Each task type is designed to be intuitive for a young learner, maximising accessibility and minimising impact on the student's performance.



	PART 1		PART 2		PART 3		TIMING
	FOCUS	NUMBER OF QUESTIONS	FOCUS	NUMBER OF QUESTIONS	FOCUS	NUMBER OF QUESTIONS	
LANGUAGE USE	Vocabulary 3-option multiple-choice question	6	Function 3-option multiple-choice question	6	Grammar – two tasks multiple-choice cloze	6	30–40 minutes. The exact timing of the test depends on the questions that students answer.
LISTENING	Detail/gist 3-option multiple-choice question	4	Detail/gist 3-option multiple-choice question	4	Extended listening – one task multiple matching	4	Students at lower levels will normally have a shorter test than students at higher levels.

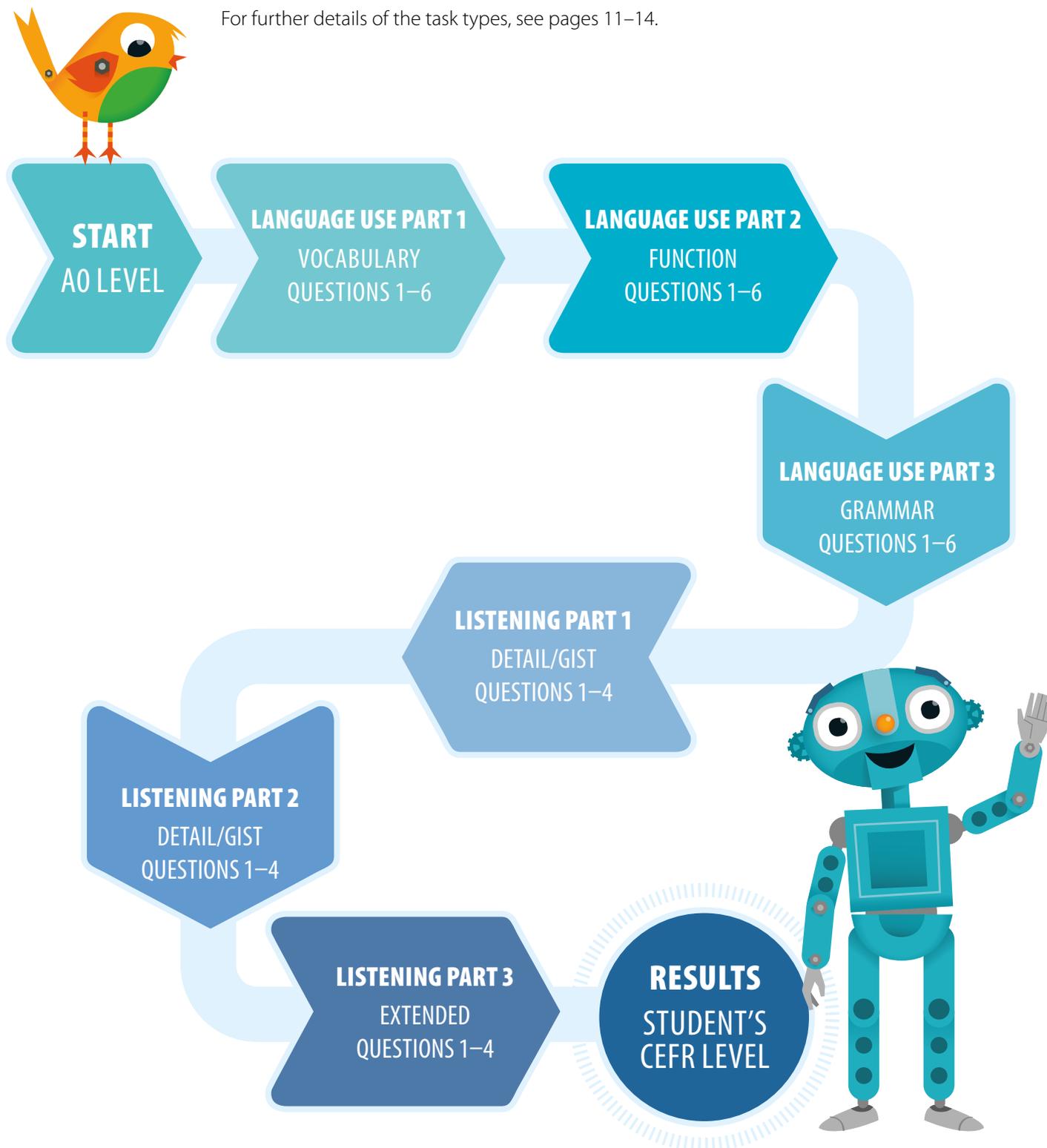
How is the test validated?

The questions in the test are benchmarked against the CEFR levels by a team of international Young Learner ELT and CEFR experts. After this, the questions are pretested by thousands of real children at the appropriate level of English. The data from pretesting is then processed by our validation department. On the basis of this information, all questions go through further checks and improvements to ensure that they are valid and reliable measures of linguistic competence.

The student journey

Students follow the journey mapped out below as they move through the test. The difficulty of the questions is automatically customised to each individual student's ability.

For further details of the task types, see pages 11–14.



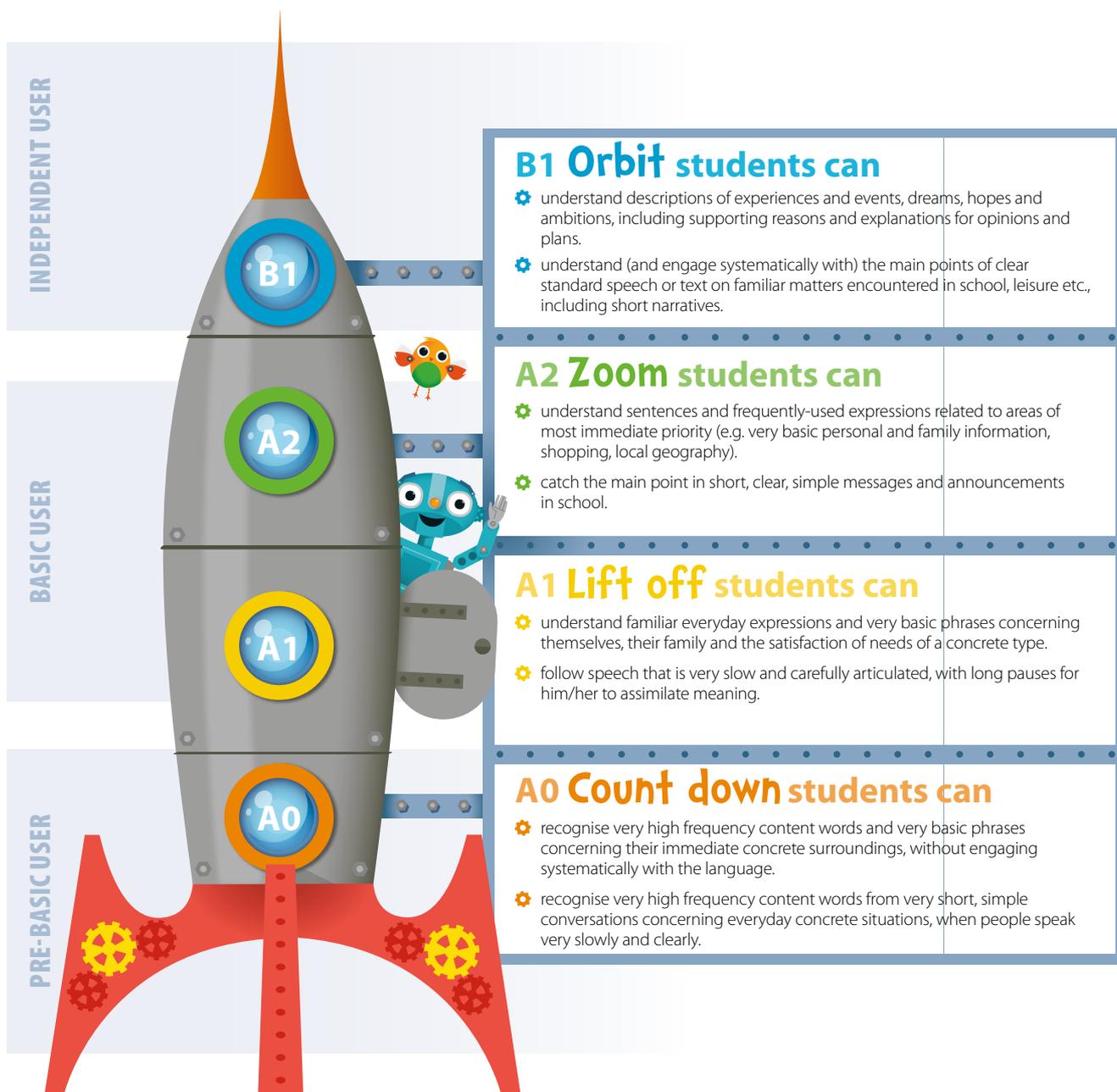
Scores and CEFR levels

What does the test measure?

The test is designed to measure young learners' CEFR level in their language use and listening ability. These are expressed in the CEFR as Can do statements, which describe what a student at a particular level can be expected to be able to do.

The Oxford Young Learners Placement Test measures at four levels in relation to the CEFR: A0, A1, A2 and B1. These levels are divided into Low, Mid and High, giving parents, teachers and institutions fine-grained information on which to base sound decisions.

At A0, students do not have a systematic knowledge of any underlying language patterns, but rely on rehearsed situation-dependent phrases and isolated lexical items of a concrete nature related to their immediate environment. As students progress, their knowledge of the underlying structural system of the language increases, their language knowledge moves to less concrete, and they are able to construct meanings in more novel situations. By the time they have reached B1, students can understand opinions, dreams and intentions.





Quality control: the journey of a test question

Every test question in the Oxford Young Learners Placement Test goes through the same journey before being used in a test to ensure quality, accuracy and reliability.



STAGE 1 WRITING

Every question is commissioned and written to meet quality-reviewed specifications. Our question writers are assessment professionals, with many years of experience in young learner pedagogy and testing.

STAGE 2 PRE-EDITING

Every question is analysed by a team of assessment experts to check it meets the specifications and that it actually tests what we want it to. The writer then makes any suggested improvements to the question.

STAGE 3 EDITING

The revised questions are checked by the same team of assessment experts, joined this time by members of the item writing team, who further review and improve each question to ensure it is clear, fair, and is testing the appropriate language.

STAGE 4 VETTING

The edited questions are quality-checked by independent reviewers. Each question is checked again against the specifications to ensure that it is at the right level, is suitable and fair for young learners, and meets OUP's quality standards.



STAGE 5 PRETESTING

The vetted questions are put into pretests. The pretests are taken by young learners in primary schools all over the world.



STAGE 6 QUALITY CHECK

The results of the pretests are analysed. Only those questions which meet OUP standards are selected to be used in live tests.

STAGE 7 LIVE TEST

The questions are released into the online system with OUP's quality seal of approval, ensuring accurate, reliable and valid results.

Frequently Asked Questions

1. Do students need to prepare for the test?

No. The placement test is designed to be accessible without the need to prepare. You can tell your students what the test will involve using pages 11–14 of this handbook. They will also see instructions within the test at the start of each new task type.

2. Do I need to do any supplementary testing?

No. The result will be a reliable measure with which to place your students. However, should you wish to carry out your own speaking or writing test, you can add a column into the online markbook to include these results alongside those of the Oxford Young Learners Placement Test. See the **Get started** section on the www.oxfordenglishtesting.com LMS homepage.

3. How do I set up a test session?

The test is delivered online via www.oxfordenglishtesting.com and you can buy tests in the online shop. Please read full instructions on how to set up a test session in the **Get started** section on the [oxfordenglishtesting.com](http://www.oxfordenglishtesting.com) homepage. A suggested lesson plan for running the test in the classroom can be found on page 15 of this handbook. You must check that your school can meet the minimum technical specifications listed on www.oxfordenglishtesting.com.

4. How long does the test last?

Between 30 and 40 minutes. The exact time it takes to sit a test can depend on the level of the student, since at higher levels the audio recordings will be longer.

5. Can students see their scores after completing a test?

No. You will be the only one who can view the results. However, if you wish, you can print out a Student's report card for each child from pages 17–20 of this handbook for them to take home. You can also email results to parents via the online markbook on the www.oxfordenglishtesting.com LMS.

6. Where do I see students' results?

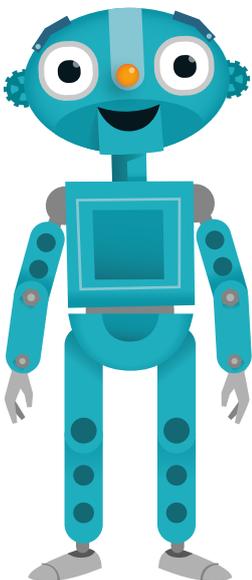
You can see the students' results in the online markbook immediately after they have finished the test. You will also be able to download a Teacher's report card for each student (see page 16 of this handbook).

7. Can I give the same test to students at the end of the year to check progress?

No. The Oxford Young Learners Placement Test is specifically designed to place students at the start of a course of study. It should not be used to check progress at the end of the course. A progress test would require a test based on a specific syllabus for your course.

8. Who can I contact for technical support?

First, read the Frequently Asked Questions found in the **Support** section of www.oxfordenglishtesting.com. If this does not answer your query, you can email customerservice.eltonline@oup.com or call +44 (0) 1865 354500 for further support between 9am and 5pm UK time.



Test overview

Language Use Part 1: Vocabulary with 3-option multiple-choice



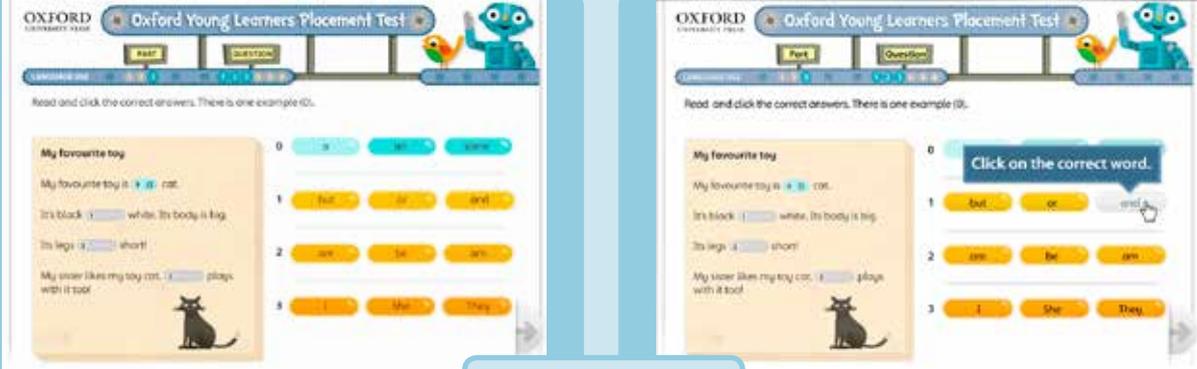
- ⚙ This part tests vocabulary in the context of a two-turn conversation.
- ⚙ At A0, the focus is on word recognition. The student matches one of three words to a picture, by clicking on the appropriate button.
- ⚙ At A1–B1 level, the focus is on context-appropriate lexis or collocation. The student chooses one of three words to complete a sentence, again by clicking on the appropriate button.

Language Use Part 2: Functional language with 3-option multiple-choice



- ⚙ This part tests functions in the context of a two-turn conversation.
- ⚙ The student clicks on a speech bubble to choose the most appropriate response to a question or statement.
- ⚙ At lower levels, the focus is on the meaning of high frequency phrases. At higher levels, the focus is on the meaning of lower frequency phrases.

Language Use Part 3: Grammar with multiple-choice cloze



My favourite toy

My favourite toy is a **cat**.

It's black **and** white. Its body is big.

Its legs are **short**.

My sister likes my toy cat. **She** plays with it too!

0 **is** **at** **are**

1 **but** **or** **and**

2 **am** **be** **are**

3 **I** **she** **they**

Click on the correct word.

1 **but** **or** **and**

2 **am** **be** **are**

3 **I** **she** **they**

The child clicks on a word for each gap (1-3).

- ⚙ This part tests structures in the context of a short factual text or a short email. The focus is on structural knowledge taught at primary levels, such as prepositions of place ('the book is on the table'), tenses ('my sister plays tennis') and comparatives ('He's much bigger than I am').
- ⚙ At A0, the focus of Part 3 is on vocabulary, rather than structures. It focuses on meaningful chunks, which reflects how languages are acquired and learned.
- ⚙ The student chooses the most appropriate of three options for each gap in the text, by clicking on one button per gap.

Listening Part 1: Listening for detail or gist with picture options



- ⚙ This part tests the student's ability to listen for detail.
- ⚙ At all levels, the student listens to a short conversation and clicks on the most appropriate of three pictures to answer the question.
- ⚙ At A0, the focus is on listening to identify individual words.
- ⚙ At higher levels, the focus is on understanding meaning.

Listening Part 2: Listening for detail or gist with text options



- ⚙ This part tests listening ability in general contexts. The focus is on listening for detail at lower levels and main message at higher levels.
- ⚙ At all levels, the student listens to a short conversation or monologue, and clicks on one of three text options to answer the question.
- ⚙ The audio plays twice automatically.
- ⚙ At A0, the focus is on listening for the target word with no distraction.
- ⚙ At higher levels, the focus is on the less concrete, such as opinions and feelings.

Listening Part 3: Extended listening with multiple matching

The child drags each name to a picture. There is one distractor picture.

- ⚙ This part tests extended listening. The focus is on listening for detail across a range of options.
- ⚙ At all levels, the student listens to an extended conversation consisting of four shorter dialogues (and one example) and matches each dialogue to one of six pictures.
- ⚙ There is one extra picture that the students do not need to use.

Running a test session: optional lesson plan

TIME

Warmer: 5 minutes Test preparation: 10 minutes Test: 30 minutes (average)

PRE LESSON PREPARATION

- Read through the **Get started** guide on the homepage of www.oxfordenglishtesting.com.
- Load all your students' names on the Manage Placement Groups page.

MATERIALS

- 1 computer station (with minimum technical requirements) and a pair of headphones per student.
- 1 www.oxfordenglishtesting.com login slip per student.
- 1 coloured-in Resource sheet 1.
- Sufficient copies of each Photocopiable 1–10 to ensure a fast finishers activity and a report card for each child.



Before the lesson

- Leave each computer on the login screen, ready for the children to enter their details.

Warmer

- Stick *Resource sheet 1: Colour in Ace and Chirp* on the board.
- Introduce the characters to the class. *This is Ace and Chirp*. Explain to the children that Ace and Chirp run a smart machine that finds out how much English they know. Explain that they need to find out what the children can do and what they cannot do yet.
- Younger option: Ask the children to tell Ace and Chirp their favourite English words. Write the words on Ace.
- Older option: Group the children in pairs. Give each pair a copy of Resource sheet 1. Ask them to think of as many words as they know in English and write them on Ace.

Main activity

- Explain to the children that they are going to try Ace and Chirp's smart English machine.
- If they are not already doing so, sit each child at their own computer station.
- Guide the class through the login process by explaining that they need to enter the numbers on their slip by clicking the number pad with the mouse.
- Check that each child has their name registered. If they do not, change it in the Manage Placement Group table and log in again on the child's computer.
- Guide the children through the sound check screen to ensure their headphones are working correctly. If they cannot hear anything, adjust the system volume on their computer.
- When all the children are ready, ask them to click on the 'Start' button to begin the test.

Fast finishers activity

- Resource sheets 1 and 2.

End of test

- According to the online markbook, print out a Student's report card and Resource sheet 3–6 at the appropriate level for each child. Colour in the correct number of stars for their score.

Teacher's report card and scoring

Report card



Report card for: Vicky Potter

Organisation name: My English Primary Academy

Test title: Young Learners Placement Test

Date test taken: 05/11/2012

Results:

Young Learners Placement Test		
Score	Time taken	CEF YLOOPT
38	00:23	A1
Language Use:		
Score	Time taken	CEF YLOOPT
50	00:04	A2
Listening:		
Score	Time taken	CEF YLOOPT
27	00:19	A1

This is NOT an official Oxford 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.

This section shows:

- the student's name
- the school or centre
- the date they took the test

- The student's total score is out of 80.
- It allows you to create a rank order of the students in your class.
- Each score maps to a band of the CEFR as below.
- As well as a total score, you can see scores for the individual Language Use and Listening modules.

Scores and CEFR levels

SCORE	CEFR LEVEL	NAME	STARS
61–80	B1	Orbit	★★★ 75–80 ★★ 68–74 ★ 61–67
41–60	A2	Zoom	★★★ 55–60 ★★ 48–54 ★ 41–47
21–40	A1	Lift off	★★★ 35–40 ★★ 28–34 ★ 21–27
0–20	Pre-A1	Count down	★★★ 16–20 ★★ 10–15 ★ 0–9

Oxford Young Learners Placement Test

This report card is for

.....

Class

.....

Date

.....

RESULT

A0
Count down

★ ★ ★



 for all your
testing needs
online go to
oxfordenglishtesting.com

Oxford Young Learners Placement Test

This report card is for

.....

Class

.....

Date

.....

RESULT

A1

Lift off



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testing needs
online go to

oxfordenglishtesting.com



Oxford Young Learners Placement Test

This report card is for

.....

Class

Date

.....

RESULT

A2
Zoom

★ ★ ★

 for all your testing needs online go to oxfordenglishtesting.com



Oxford Young Learners Placement Test

This report card is for

.....

Class

Date

.....

RESULT

B1

Orbit

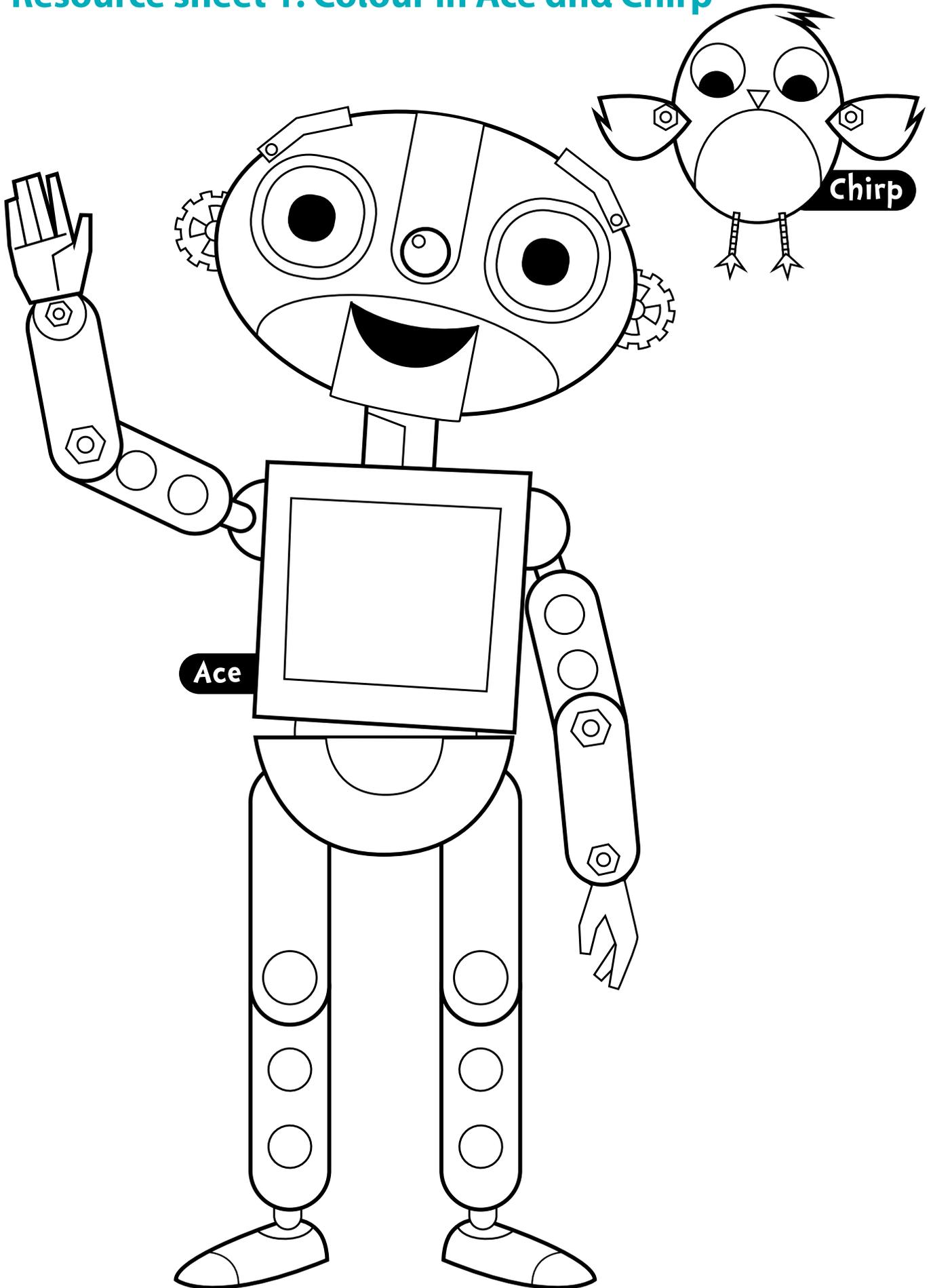


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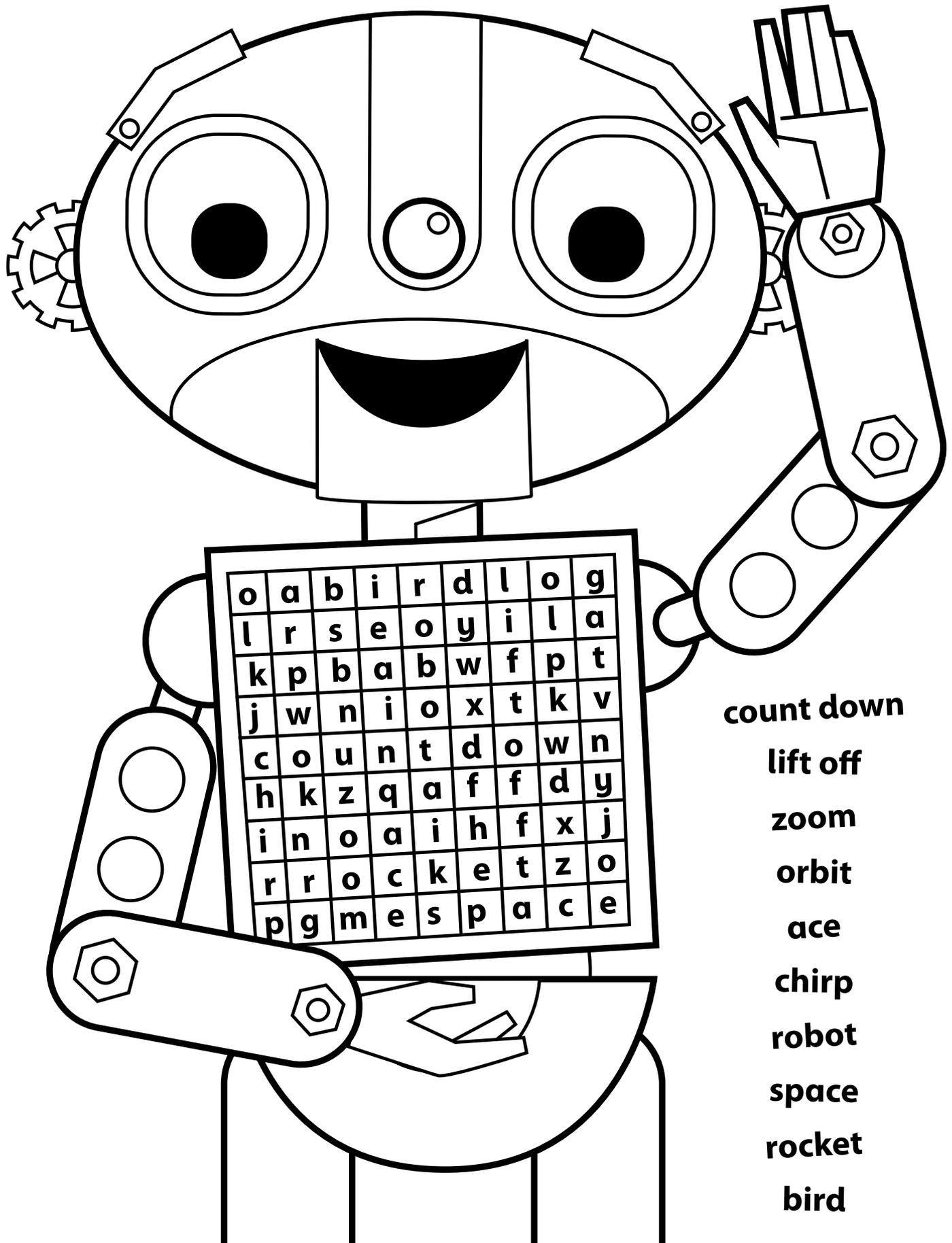
oxfordenglishtesting.com



Resource sheet 1: Colour in Ace and Chirp



Resource sheet 2: Wordsearch



count down

lift off

zoom

orbit

ace

chirp

robot

space

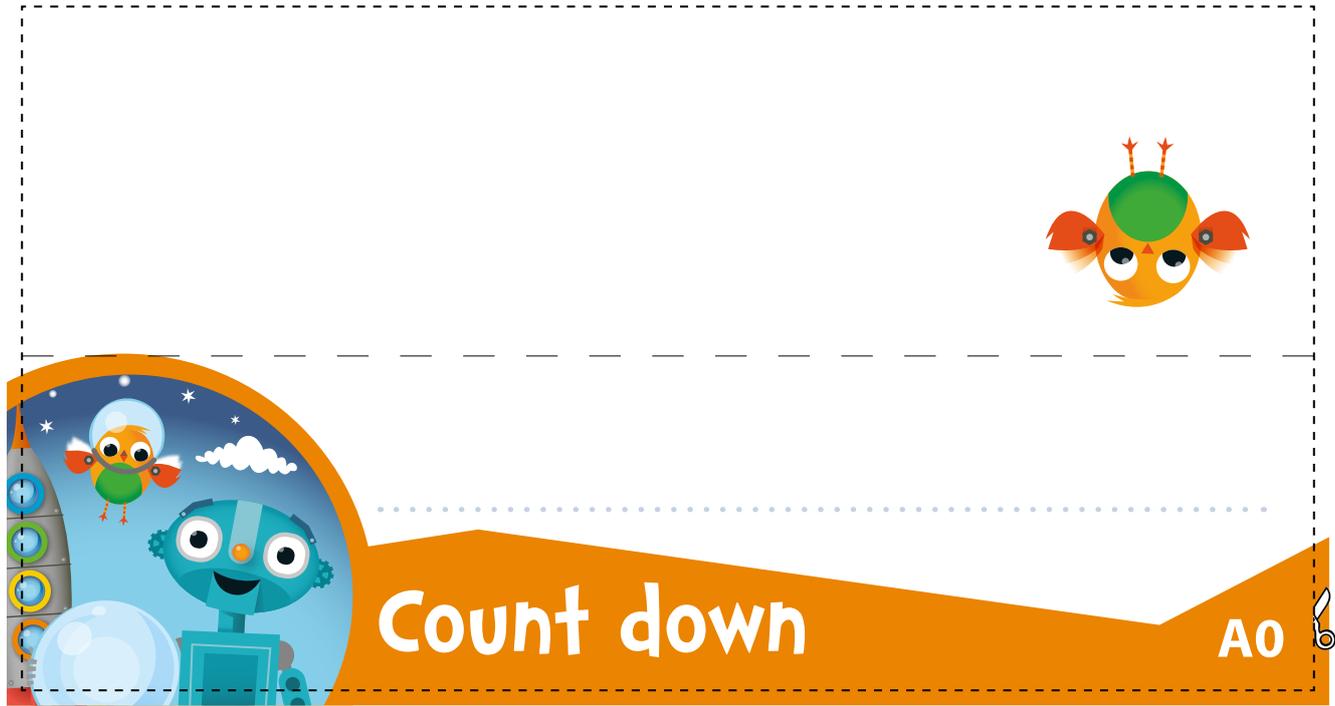
rocket

bird

Resource sheet 3: A0 (Count down)

Desk name label

Write your name . Cut out . Fold .



Wrist band

Cut out . Put on your wrist . Glue .



Badge

Cut out .
Ask your teacher to pin your badge .

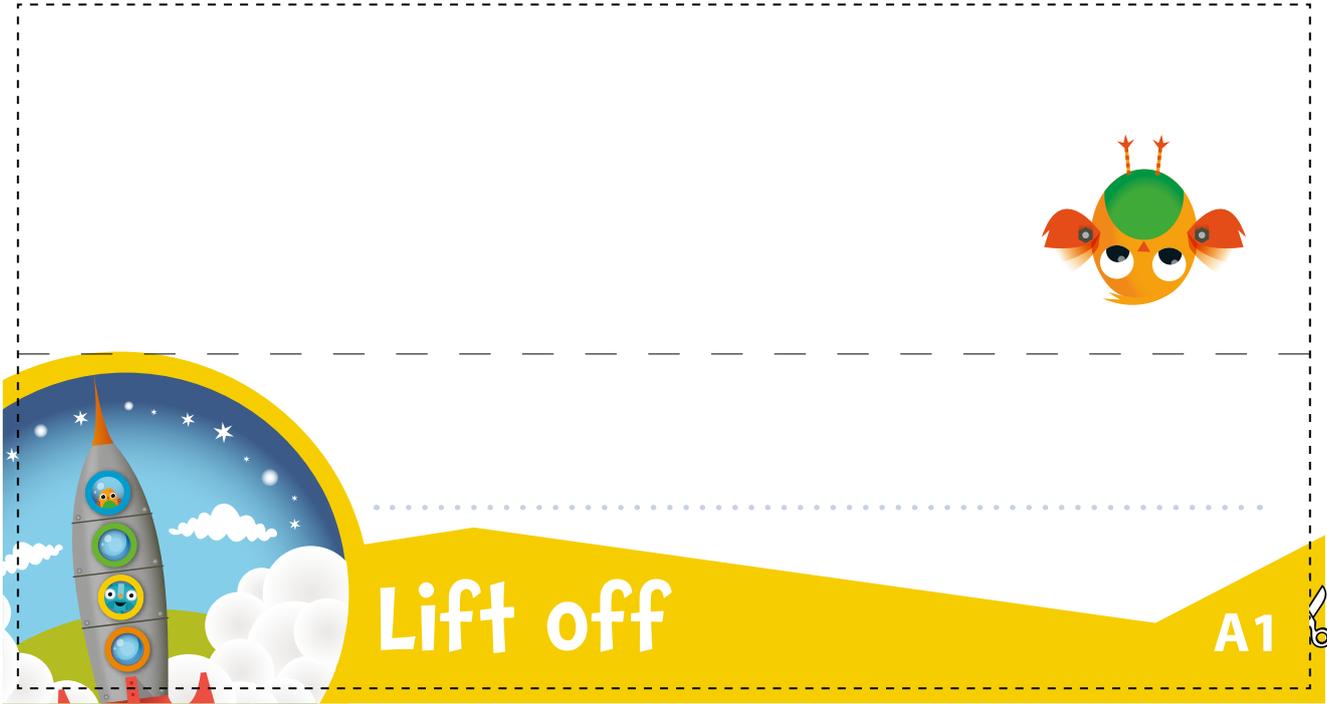


 Be careful with scissors.

Resource sheet 4: A1 (Lift off)

Desk name label

Write your name . Cut out . Fold .



Wrist band

Cut out . Put on your wrist . Glue .



Badge

Cut out .
Ask your teacher to pin your badge .

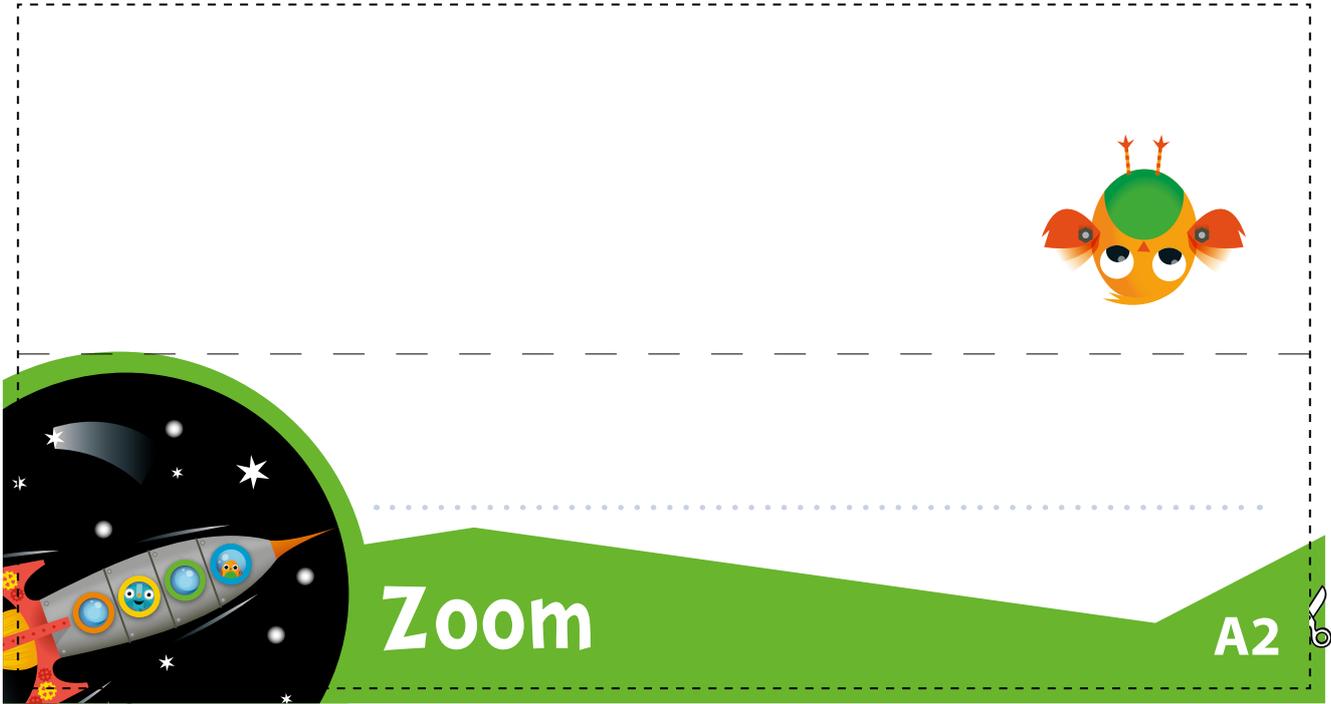


 Be careful with scissors.

Resource sheet 5: A2 (Zoom)

Desk name label

Write your name . Cut out . Fold .



Wrist band

Cut out . Put on your wrist . Glue .



Badge

Cut out .
Ask your teacher to pin your badge .

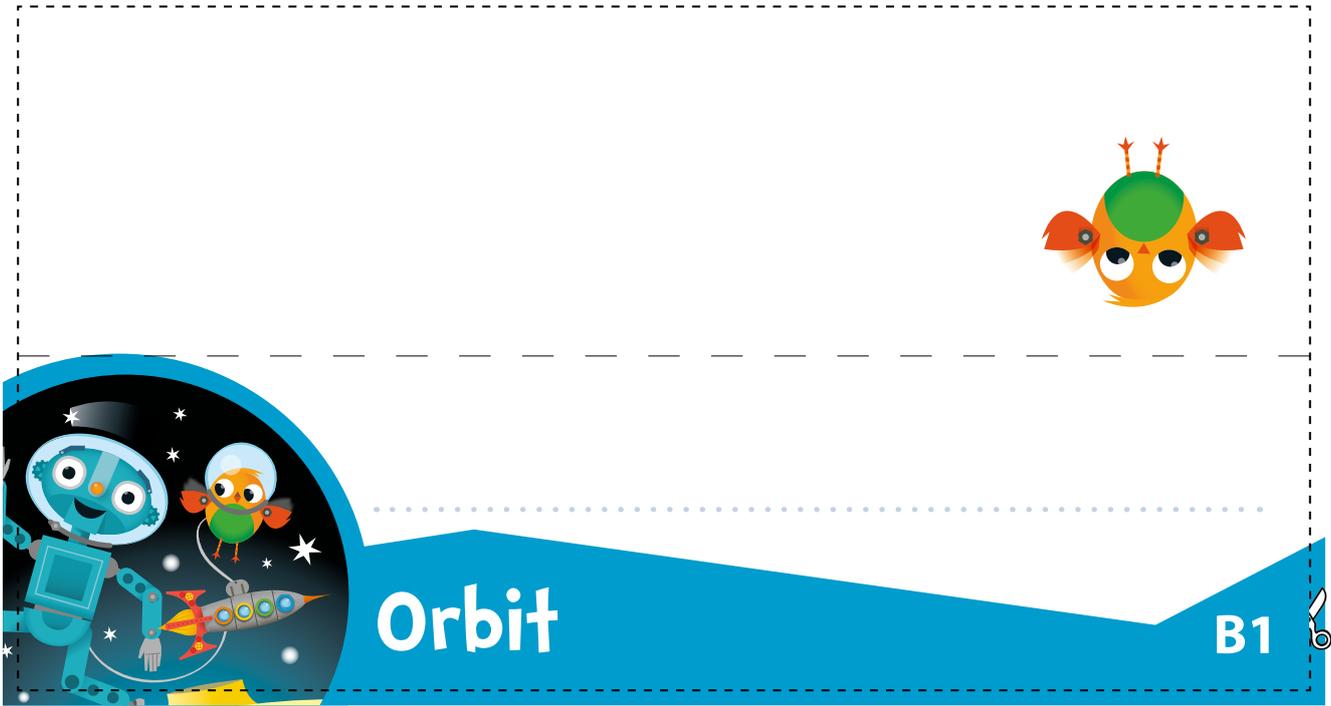


 Be careful with scissors.

Resource sheet 6: B1 (Orbit)

Desk name label

Write your name . Cut out . Fold .



Wrist band

Cut out . Put on your wrist . Glue .



Badge

Cut out .
Ask your teacher to pin your badge .



 Be careful with scissors.

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