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OXFORD

THE OXFORD TEST OF ENGLISH  
IS CERTIFIED BY THE  
UNIVERSITY OF OXFORD

# Information for universities, employers and professional organizations.

A guide to understanding  
and verifying test results.



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TEST OF ENGLISH

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# Results you can trust.

The Oxford Test of English is an online general English proficiency test certified by the University of Oxford.

The Oxford Test of English has been developed for learners aged 16 and above. It assesses the ability to understand and communicate effectively across three levels of the Common European Framework of Reference (CEFR): B2, B1, and A2.

Developed by Oxford University Press and a team of independent education and language experts, the test is independent of any curriculum or course and provides results which universities, employers and professional organizations can trust.

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# Certified, aligned, flexible and precise.

The Oxford Test of English is designed to provide universities, employers and professional organizations with the information they need to make confident decisions about an individual's proficiency in English.

To view a demo of the test, visit [www.oxfordtestofenglish.com](http://www.oxfordtestofenglish.com).

## Certified

The Oxford Test of English is certified by the University of Oxford. Certification is part of the University's endorsement of the test. Endorsement is founded on the University's ongoing quality assurance auditing of the test.

## Aligned

The Oxford Test of English assesses test takers' ability to understand and communicate effectively in English at B2, B1, and A2 levels of the CEFR. Results are reported using both the CEFR and a standardized score.

## Flexible

The Oxford Test of English consists of four modules: Speaking, Listening, Reading, and Writing.

Institutions can specify the modules and CEFR levels required. For example, universities may specify a particular CEFR result in all four modules to reflect the needs of academic life, while an employer may specify a CEFR level for just a single module required for a particular job.

## Precise

Listening and Reading modules are adaptive – the test adjusts according to the test taker's responses – providing more precise test results than traditional non-adaptive tests. Speaking and Writing modules offer the test taker individualized tasks, marked by trained assessors. Test content is independent of any curriculum or course.

# Endorsed and certified.

Endorsement and certification of the Oxford Test of English by the University of Oxford means that as a university, employer or professional organization, you can rest assured that the test meets the highest standards, as this letter from the University explains:




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***I am pleased to confirm that the University of Oxford endorses and certifies the Oxford Test of English.***

*Through its Education Committee, chaired by the Pro-Vice Chancellor for Education, the University of Oxford has overseen the development of the Oxford Test of English and continues to maintain a close monitoring role in ensuring that the highest standards of assessment and suitability are maintained.*

*The University's role during the development of the Test was to ensure that it was appropriate for the target candidate market and that the test stood up to appropriate National and European standards in English Language acquisition. This included overseeing a trial review, a test sign-off ensuring the Test was reliable and calibrated appropriately, pretest review ensuring that the marking scheme and the marking criteria were appropriate for the nature and level of the Test, and oversight of a pilot stage ensuring that all aspects of Test administration functioned appropriately.*

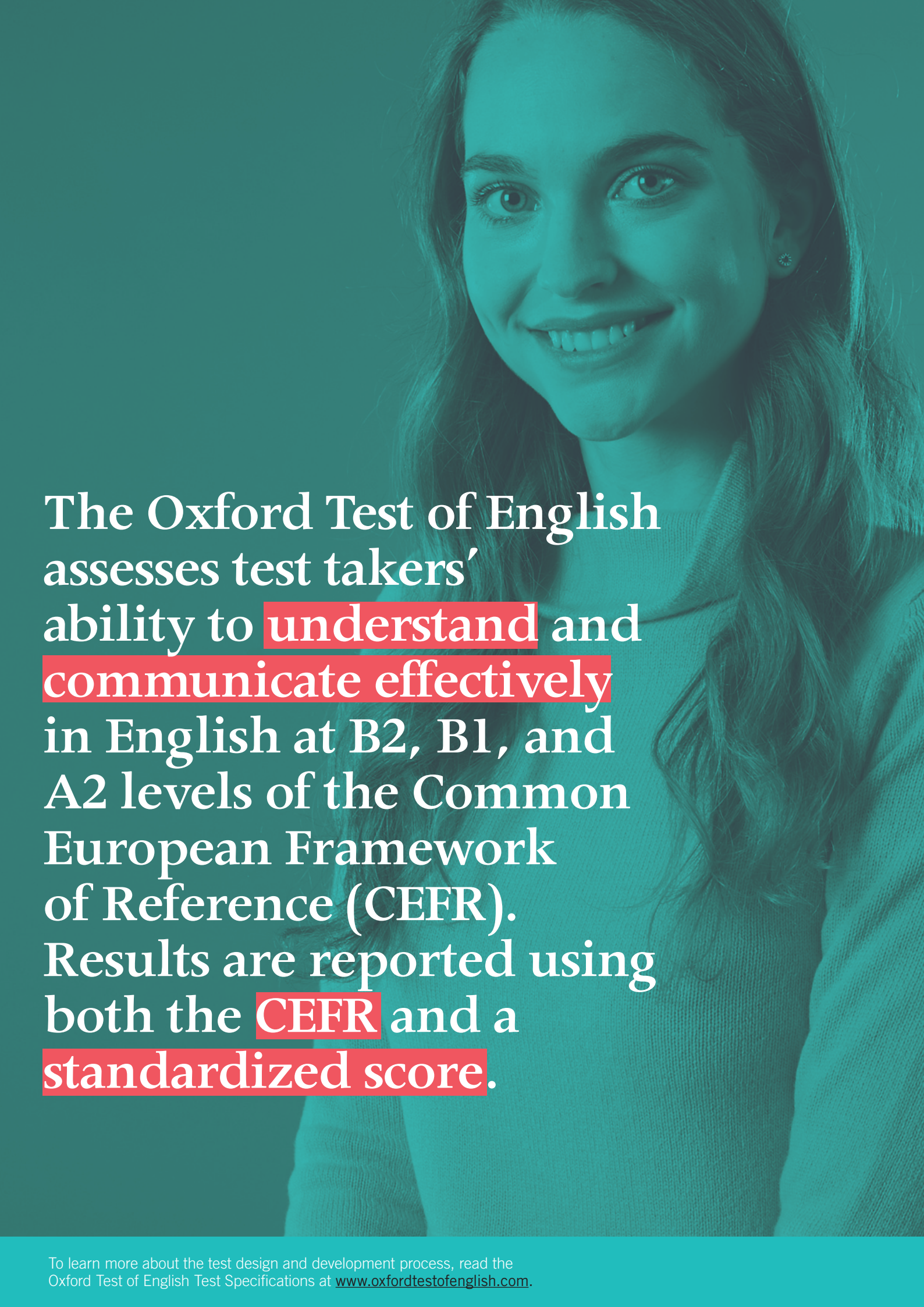
*The University of Oxford continues to closely monitor the Oxford Test of English to ensure quality control is maintained and that it remains fit for purpose.*

A handwritten signature in black ink, reading 'Angus Hawkins'.

**Professor Angus Hawkins, FRHistS**

Director, Public & International Programmes

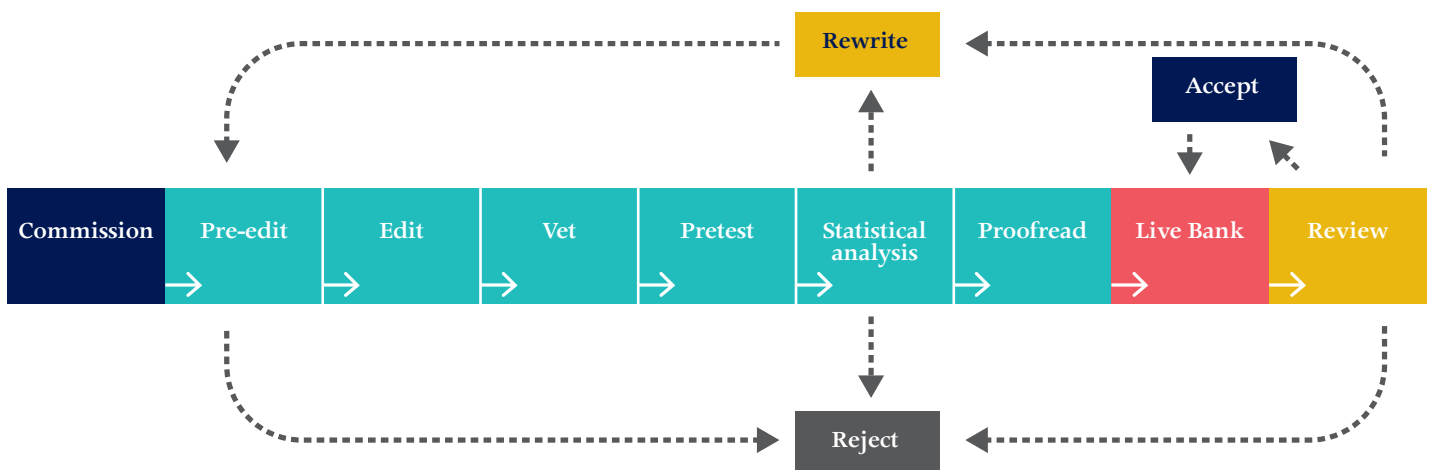




The Oxford Test of English assesses test takers' ability to **understand** and **communicate effectively** in English at B2, B1, and A2 levels of the Common European Framework of Reference (CEFR). Results are reported using both the **CEFR** and a **standardized score**.

# Developed according to international standards.

The test development process used for the Oxford Test of English is an ongoing activity involving regular review of test design, production, administration and quality assurance.



The process draws on a number of international standards, including the Association of Language Testers in Europe (ALTE) Code of Practice.

One part of the process is the development of tasks for the live banks. This process includes a rigorous cycle of pre-editing, editing, pretesting, analysis and review as shown in the diagram.

Each stage of the task development process follows best practice in test development; for example:

- test items are pretested by thousands of students in more than 50 countries
- pretest data is analysed and reviewed by expert statistical analysts.

# Security is prioritized in test design, delivery and administration.

Effective security measures have been built into the test design to ensure the integrity of test results and fairness to all test takers.

## Security in design

The test design ensures test takers receive different combinations of test questions. This reduces the chances of malpractice and increases confidence in the results.

- Listening and Reading modules adapt to the test taker's responses
- Speaking and Writing modules are individualized

## Security in delivery

The Oxford Test of English is a web-based service which operates in a secure browser environment. The software automatically opens only the login webpage of the Oxford Test of English. How it works:

- the test is displayed full-screen
- no other webpages can be accessed
- no other application can be started
- 'Print' and 'Print screen' functions are disabled
- 'Copy' and 'Paste' functionalities are disabled.

## Security in administration

The Oxford Test of English is only available from Approved Test Centres that are vetted and independently inspected to ensure they comply with security procedures detailed in the Test Centre Handbook. These procedures ensure that:

- invigilators are assigned to each test session
- procedures for registering test takers and confirming their identity are followed
- the test room conforms to agreed standards and conditions
- test takers do not bring any mobile devices, notebooks, dictionaries, etc. to the test room.

# How to verify Oxford Test of English results.

Paper Certificates of Proficiency and Module Report Cards alone should never be accepted as evidence of results for the Oxford Test of English.

Third parties, such as universities, employers and other organizations, should always request that the test taker provides results verification.

## How does results verification work?

1

The third party requests results verification from the test taker, and provides the test taker with an official institution email address for the results verification to be sent to.

2

The test taker requests results verification from Oxford University Press, providing the institution email address, via the results verification site <http://verify.oxfordtestofenglish.com>.

3

Oxford University Press emails the third party with verification of the results. Results verifications are always sent from [OTESupport@oup.com](mailto:OTESupport@oup.com).

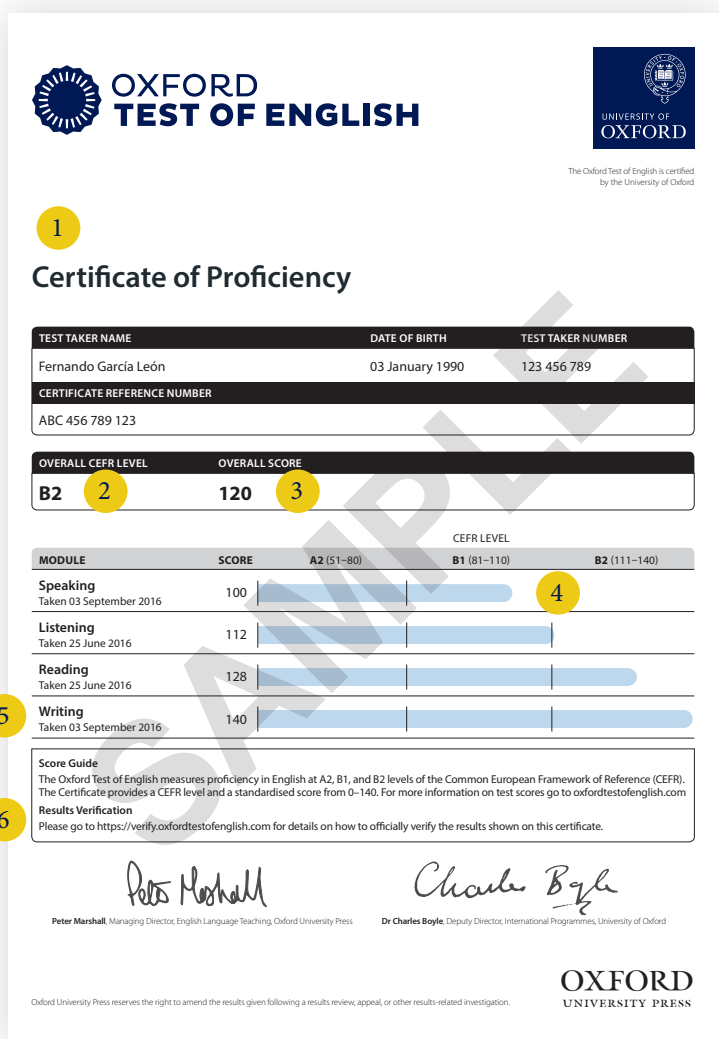
Only accept results verification from [OTESupport@oup.com](mailto:OTESupport@oup.com).  
Never accept results verification from any other email address.



# Understanding results.

Oxford Test of English results are valid for life – they never run out. However, organisations may wish to specify that results have been gained within a time limit, for example, in the last two years.

Test takers receive a Module Report Card for each module they complete. If the test taker completes all four modules, they receive a Certificate of Proficiency.



**1**

## Certificate of Proficiency

TEST TAKER NAME	DATE OF BIRTH	TEST TAKER NUMBER
Fernando García León	03 January 1990	123 456 789

CERTIFICATE REFERENCE NUMBER
ABC 456 789 123

OVERALL CEFR LEVEL	OVERALL SCORE
<b>B2</b>	<b>120</b>

MODULE	SCORE	CEFR LEVEL		
		A2 (51–80)	B1 (81–110)	B2 (111–140)
<b>Speaking</b> Taken 03 September 2016	100	4		
<b>Listening</b> Taken 25 June 2016	112			
<b>Reading</b> Taken 25 June 2016	128			
<b>Writing</b> Taken 03 September 2016	140			

**5**

**6**

**Score Guide**  
The Oxford Test of English measures proficiency in English at A2, B1, and B2 levels of the Common European Framework of Reference (CEFR). The Certificate provides a CEFR level and a standardised score from 0–140. For more information on test scores go to [oxfordtestofenglish.com](http://oxfordtestofenglish.com)

**Results Verification**  
Please go to <https://verify.oxfordtestofenglish.com> for details on how to officially verify the results shown on this certificate.

*Peter Marshall*  
Peter Marshall, Managing Director, English Language Teaching, Oxford University Press

*Charles Boyle*  
Dr Charles Boyle, Deputy Director, International Programmes, University of Oxford

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Oxford University Press reserves the right to amend the results given following a results review, appeal, or other results-related investigation.

## 1 Certificate

Test takers receive a certificate if they complete all four modules (Speaking, Listening, Reading, and Writing).

## 2 Overall CEFR level and score

Certificates have an overall CEFR level and an overall score. The overall score is the average of the scores of the four individual modules, out of a total of 140.

## 3 Test scores

Scores for the Oxford Test of English are from 51–140. These scores are aligned to CEFR levels A2, B1, and B2. The scale is used for the individual module scores and the overall score for the test.

## 4 Module score

Each module is given a CEFR level and a score out of 140. This shows the test taker's relative strengths across the four skills.

Test takers may retake modules and their best results appear on the Certificate or Module Report Card.

## 5 Date module was taken

Test takers may take individual modules on different dates. Here you can see the date each module was taken.

## 6 Verifying results

Test takers can provide results verification to their university, employer or organization. For more information, go to <http://verify.oxfordtestofenglish.com>.

A2		B1		B2	
A2.1	A2.2	B1.1	B1.2	B2.1	B2.2
51	66	81	96	111	126
					141



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1

## Module Report Card

TEST TAKER NAME	DATE OF BIRTH	TEST TAKER NUMBER
Fernando García León	03 January 1990	123 456 789
MODULE REPORT CARD REFERENCE NUMBER		
ABC 456 789 123		

		CEFR LEVEL		
MODULE	SCORE	A2 (51–80)	B1 (81–110)	B2 (111–140)
Speaking Taken 03 September 2016	100			2

<b>Score Guide</b> The Oxford Test of English measures proficiency in English at A2, B1, and B2 levels of the Common European Framework of Reference (CEFR). The Module Report Card provides a CEFR level and a standardised score from 0–140. For more information on test scores go to <a href="https://www.oxfordtestofenglish.com">oxfordtestofenglish.com</a>
<b>Results Verification</b> Please go to <a href="https://verify.oxfordtestofenglish.com">https://verify.oxfordtestofenglish.com</a> for details on how to officially verify the results shown on this module report card.

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Oxford University Press reserves the right to amend the results given following a results review, appeal, or other results-related investigation.

## 1 Module Report Card

Test takers receive a Module Report Card for individual modules. Report cards do not give an overall CEFR level or overall score.

## 2 Module score

The Module Report Card shows the module score and CEFR level for the module completed.

## Guidance from the CEFR.

The table below provides a description of the English language ability demonstrated at each of the six bands that comprise the CEFR. The Oxford Test of English reports at bands B2, B1, and A2.

The table can be used as a reference for universities, employers and institutions wanting to determine what level of English language ability is appropriate in their context.

<b>C2</b>	<ul style="list-style-type: none"> <li>• Can understand with ease virtually everything heard or read</li> <li>• Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation</li> <li>• Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations</li> </ul>
<b>C1</b>	<ul style="list-style-type: none"> <li>• Can understand a wide range of demanding, longer texts, and recognise implicit meaning</li> <li>• Can express him/herself fluently and spontaneously without much obvious searching for expressions</li> <li>• Can use language flexibly and effectively for social, academic and professional purposes</li> <li>• Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices</li> </ul>
<b>B2</b>	<ul style="list-style-type: none"> <li>• Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation</li> <li>• Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party</li> <li>• Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options</li> </ul>
<b>B1</b>	<ul style="list-style-type: none"> <li>• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</li> <li>• Can deal with most situations likely to arise whilst travelling in an area where the language is spoken</li> <li>• Can produce simple connected text on topics which are familiar or of personal interest</li> <li>• Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans</li> </ul>
<b>A2</b>	<ul style="list-style-type: none"> <li>• Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment)</li> <li>• Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters</li> <li>• Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need</li> </ul>
<b>A1</b>	<ul style="list-style-type: none"> <li>• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</li> <li>• Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has</li> <li>• Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help</li> </ul>

Common Reference Levels: global scale (<https://rm.coe.int/1680459f97>)

# Test overview.

## The Oxford Test of English consists of four modules: Speaking, Listening, Reading, and Writing.

The Listening and Reading modules are computer adaptive, whereas the Speaking and Writing modules are individualized.

The table below shows the approximate length, number of parts, and content in each module.

	Part 1	Part 2	Part 3	Part 4
<b>Speaking</b> Approx. 15 minutes	<b>Interview</b> Eight questions on everyday topics	<b>Voicemails</b> Two voicemails in response to two different situations	<b>Talk</b> Short talk on an issue or scenario	<b>Follow-up questions</b> Six follow-up questions on the theme of the Part 3 talk
<b>Listening</b> Approx. 30 minutes	<b>Multiple choice – picture options</b> Five short monologues/ dialogues each with one 3-option multiple-choice question and picture options	<b>Note completion</b> A longer monologue with five 3-option multiple-choice note-completion questions	<b>Matching opinions with people who say them</b> A longer dialogue with five 3-option multiple-choice questions focusing on identifying opinion	<b>Multiple choice</b> Five short monologues/ dialogues each with one 3-option multiple-choice question
<b>Reading</b> 35 minutes	<b>Multiple-choice questions on short texts</b> Six short texts from a variety of sources, each with one 3-option multiple-choice question	<b>Multiple matching</b> Six profiles of people to match with four longer text descriptions	<b>Gapped texts</b> Six extracted sentences are inserted into a longer text	<b>Multiple-choice questions on a longer text</b> Four 3-option multiple-choice questions
<b>Writing</b> 45 minutes (20 + 25 minutes)	<b>Email</b> Written response to an input email 80–130 words	<b>Essay or article/ review</b> Essay OR article/ review on a topic typical of classroom discussion 100–160 words	–	–





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