OXFORD ELLT

Test Approval Document

CONTENTS

Introduction

The Oxford ELLT is a modularised skill test covering the four key skills (reading, listening, writing, and speaking). The first two skills (reading and listening) are automated tests. The third skill, writing, is assessed through a unique written task, and submitted directly to one of our highly experienced Oxford ELLT Examiners. The final part, the speaking test takes place with a live examiner over video call which is accessed through the Oxford ELLT Portal.

Included in the Oxford ELLT range is the fully online Oxford ELLT Digital, and the test centre-based Oxford ELLT Global.

Both tests draw from the same bank of test questions. Candidates sitting Oxford ELLT Digital begin with either the reading or listening tests, before moving onto the writing and finishing with the speaking test.

Formatted to be administered in one sitting, candidates completing Oxford ELLT Global begin with the writing test before moving onto the reading and listening tests and finishing with the speaking test. In both cases, the Oxford ELLT Examiner who meets with the candidate in the speaking test will have also marked their written test.

Test Components

Reading Test

Candidates have 40 minutes to complete the reading test. Each test is made up of two reading passages which correspond to 32 multiple choice style questions (16 per passage). The reading questions have been designed to test both reading level and reading skills.

Listening Test

Candidates have 25 minutes to complete the listening test. Each test is made up of three recordings (sections) with a total of 24 multiple choice style questions (8 per recording). At the beginning of each test students have 1 minute to read through the questions before the audio starts playing. Candidates will first listen to a monologue which will be played once, then they will hear a dialogue, which will be played twice. Finally, students will hear a listening analysis, which consists of three speakers, played twice. All audio content has been created based on real world scenarios.

Writing Test

The Oxford ELLT writing test, is assessed through a unique written task, and submitted directly to the candidates Oxford ELLT Examiner (the same one they will meet during the Oxford ELLT speaking test). The writing test consists of one opinion-based essay style question where candidates are required to write between 250 – 350 words.

Speaking Test

During the Oxford ELLT speaking test candidates live with an examiner over a video-call, over video call. The exam is broken into 4 sections and lasts approximately 20-30 minutes. The test is composed of an ID check and introduction (unassessed), a short verbal presentation task (students receive 15-min preparation time before the speaking test), a free-flowing question and answer session where examiners discuss the student's written test and finally an examiner led discussion based on a visual prompt.

Oxford ELLT Academic Content

Academic Content

Academic Structure and Content Information

Questions and Topics

We draw from a large bank of test questions. From these we can create the following numbers of tests:

- Speaking: 80 tests
- Writing: 80 tests
- Reading: 120 tests
- Listening: 135 tests

Having a large number of test questions to draw from enables the system to randomly construct tests to guarantee that multiple users do not see the same content. All test content is written and developed in house by our academic team who continue to update and refresh the bank of test questions every 2 weeks. Below is an example of some of the topics we use to construct questions with.

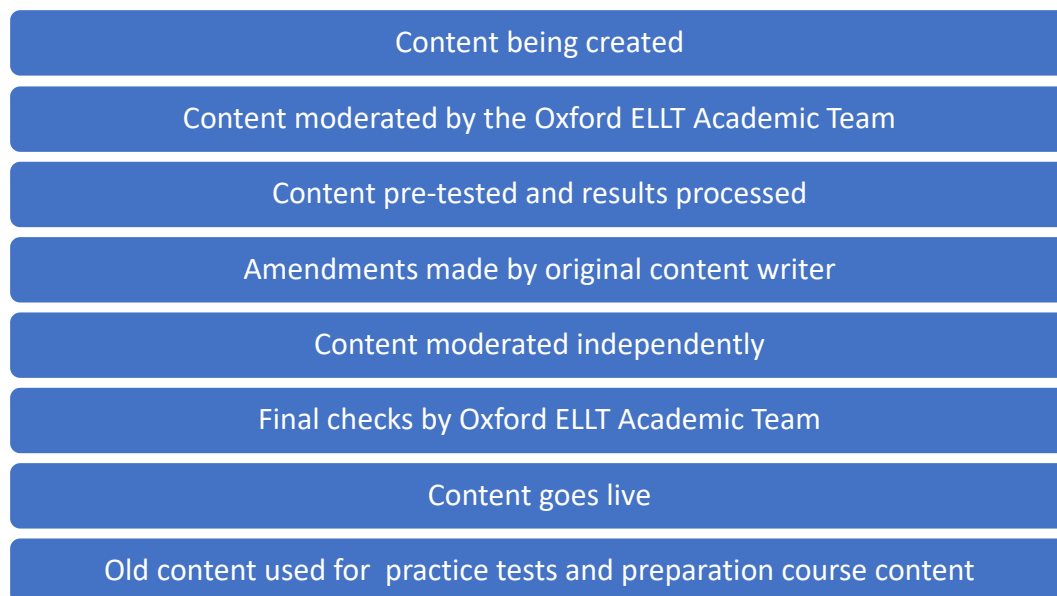| Retirement age	TV / Press	Computer Games	Exams
Illiteracy	Mobile phones	Marriage	Diet
Fashion	Exercise	Teenagers	Hollywood
The environment	The future	Mental health	Travel

We ensure all our questions take into account cultural sensitivities and cover topics students would likely have studied within their English language lessons.

Principles to test item writing, material creation, development, and moderation

As the Oxford ELLT continues to grow in popularity we are committed to growing our test-item bank further to ensure a consistent pipeline of new test material. Below are the processes and key principles followed by the academic team and all test-item writers.

- All test content is selected and created by experienced ELT content writers and examiners.
- All materials are checked using a text analyser to ensure appropriacy of level. In addition, the content writers refer to EQUALS/ British Council Level inventories to ensure that the complexity of grammatical structures and range of vocabulary match the level of the material.
- The creation of test items follows a set framework (described below) which ensures the full range of reading and listening subskills are tested.
- The selection of topics is informed by GCSE and A-level syllabi to reflect a range of lexis of a pre-university candidate. Topics selected by item writers are monitored by the head office academic team to ensure there is a balanced representation.
- All new materials are drawn from original sources and are authentic. All content writers must reference the original source, and this is confirmed during the moderation process. This not only adds authenticity to the test, but ensures all questions are unique and original. Additionally, each content writer submits several item drafts to show the development process which enhances the uniqueness of each item.
- All new content is externally moderated by experienced examiners/content writers to ensure the parameters of the writing brief have been met and to ensure quality control. The moderation criterion checks the length and level of the text, it's originality and test construct. Additionally, each test item is analysed and if necessary, amended, and revised.
- All new content goes through vigorous test item moderation, post-test item/test analysis processes.

Oxford ELLT Content Development follows a rigorous 8-week cycle as shown below. This allows content creation to be an ongoing process and to ensure an elevated level of quality. Any content older than 3 months is removed and used it for our preparation courses.

Content being created
Content moderated by the Oxford ELLT Academic Team
Content pre-tested and results processed
Amendments made by original content writer
Content moderated independently
Final checks by Oxford ELLT Academic Team
Content goes live
Old content used for practice tests and preparation course content

Content Creation

The content writers are issued with EAQUALS Core Inventory for General English alongside the TrackTest English Language Level descriptors. Content writers also use the many levelling tools available when producing their content to ensure that reading texts and listening tracks are graded at B2 and C1 level. To ensure that the test is also accessible for all level learners (A2-C2) we make sure that several questions are graded at A2 / B1 levels in terms of lexis/grammatical structure. We also make sure that the test also tests a variety of subskills such as skimming, scanning, listening for specific information, identifying vocabulary in context etc. to ensure it is fair for all candidates. Any skimming/scanning questions should correlate with the order of the paragraph/text. All writing and speaking assessment follow a strict rubric which is informed by the EQUALs/British Council (CEFR) language competencies at each level.

Content moderated by the Oxford ELLT Academic Team

Content is moderated alongside the EQUALS/ British Council Level inventories to ensure that the complexity of grammatical structures and range of vocabulary match the level of the material and to ensure the test is accessible to all candidates regardless of the level. For example, would an A2 level candidate be able to understand the writing question. Test items can be sent back to content writers at this stage to be re-written.

Each Oxford ELLT test item is carefully moderated using steps 1-to-8:

1. The question stem is clear and concise
2. There is only one answer
3. The question can be answered by reading the text
4. The distractors look similar to the answer and do not stand out
5. Distractors are plausible
6. Distractors are NOT ridiculous or humorous
7. What is the correct answer and which paragraph is in?
8. Difficulty of question – A2/B1/B2/C1

Content pre-tested and results processed

All test material including test items are pre-tested in exam conditions on adult students in our seven year-round schools in the UK, USA, and Canada. These students have already been placement tested on arrival and grouped into classes accordingly.

All assessment sets are tested twice, using two cohorts of different levels to ensure accuracy and validity of results. If we are testing B2 level texts, then we would test texts on both B2 level and C1 level students with the notion that C1 level candidates should be able to correctly identify correct answers. If the majority of students are unable to correctly identify the correct answer, the item is sent back for review/rewriting.

All writing and speaking assessment follow a strict rubric which is informed by the EQUALs/British Council (CEFR) language competencies at each level.

Reading Test B		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q1	Q2	Q3	Q4	Q5	Q6	Total 14	%	Level
CORRECT ANSWER		D	B	C	A	A	Pollen &nectar/fructose and glucose	Fermentation	A	B	D	C	A	B	D	14		
Vay B1	Intermediate	C	B	A	D	D	Fluctose and glucose	Beverge	D	B	D	D	A	B	D	7	50%	B1+
Ping B1+	Intermediate	D	A	C	A	C	Melibio	Micro-organisms	A	B	D	A	B	C	D	7	50%	B1+
Bara B1+	Intermediate	D	B	C	D	A	Melibio	Micro-organisms		D	B	A	C	B	D	6	42%	B1/B1+ BORDERLINE
Kankit	Intermediate	D	A	B	A	D	Micro organisms	Yeast fermentation	B	A	A	D	A	B	D	6	42%	B1/B1+ BORDERLINE
Ahmad Al Zoubi B1+	Intermediate	A	C	C	A	C		Micro of yeast	D	B	D	C	A	B	D	8	57%	B2
Saskisova Oleksandra B2	Upper Int	D	B	C	A	A	Fructose and glucose	Fermentation	A	C	D	C	A	B	D	12	85%	B2+
Jukui Niu B2	Upper Int	D	B	C	D	A	Fructose and glucose	Yeast	D	C	D	C	B	A	D	8	57%	B2
Faisal B2	Upper Int	D	B	C	A	A	Bees, flowers	Micro organisms, yeast	C	B	B	C	A	B	D	10	71%	B2/B2+ BORDERLINE
Diana B2	Upper Int	D	B	C	D	A	Micro organism, sugar	Fermentation	A	B	D	C	C	B	D	11	78%	B2+
Bulgakos Finatoliy B2	Upper Int	C	B	C	A	D	Fructose and glucose	Fermentation	D	C	D	A	A	B	D	10	71%	B2/B2+ BORDERLINE
Valentina B2	Upper Int	D	B	C	A	A	Pollen, nectar	Fermentation	A	C	D	A	A	B	D	12	85%	B2+
Trou	Upper Int	D	B	C	C	C	Nectar	Fermentation	A	B	D	C	A	B	D	10	71%	B2/B2+ BORDERLINE

All reading and listening assessments test the range of subskills in line with the CEFR framework and are benchmarked by the Oxford ELLT academic team using the empirical data collected during pre-testing. Results for each test item are recorded and averages are compared to level boundaries. Where an item scores significantly below / above it is edited or removed from the bank.

Amendments made

The items which need to be revised are sent back to the writers alongside the results analysis and feedback. Content writers make any changes and crosscheck new test items/updates against the EQUALS/ British Council Level inventories. *Once an item is revised or edited at this stage it goes back to step-two 'Content moderated by the Oxford ELLT Academic Team'.*

Content moderated independently

Those test items which pass are sent to our moderation test item team who check each item against the EQUALS/ British Council Level inventories. Test items at this stage will either pass or fail.

Final checks

All passed content is checked again and formatted. It is then ready to go live on the portal.

Test Accuracy

The English Language Level Test assesses students on a 13-level scale for each skill - reading, listening, speaking, and writing - as well as their overall level: 0 - 12

A study was conducted to show the accuracy of the Oxford ELLT in assessing the proficiency level of English language learners. A sample of 10 cohorts of 130 students representing 21 different nationalities were selected at random.

At the time of the study, participating students were enrolled on an Oxford International English course at one of five institutions. As part of the study, all students were instructed to take the test under Oxford ELLT test conditions.

Upon analysing the results, 96.8% of the participating students received an overall level matching the course level in which they were enrolled at the time. The results were then analysed across the reading and listening components to ensure accuracy and adherence to the course level of each student.
- Reading levels were 96.5% in-line with existing course levels
- Listening levels were 94.7% in-line with existing course levels

Sample Questions

Reading Assessment

Each reading test lasts 40 minutes and consists of two texts, each with 16 questions. The texts are between 400-600 words and graded from authentic sources to a B2/B2+ or C1/C2 level.

The Oxford ELLT Reading test contains the following question types:

Vocabulary in context questions:
The word absorbing in the paragraph is the closest in meaning to?

   a. Revolving
   b. Taking in
   c. Involving
   d. Consuming

General comprehension multiple choice questions:
According to the paragraph, when did oxygen begin to be released by red beds into the atmosphere?

   a. 1 billion years ago
   b. 2 billion years ago
   c. 3 billion years ago
   d. 4 billion years ago

According to the paragraph, what happened in Britain after 579 AD?
   a. Britain was divided into several kingdoms, all-dependent on one another
   b. Britain was divided into several kingdoms, all independent
   c. Britain was divided into several kingdoms, and some remained independent
   d. Britain was united into one kingdom

Other question types included:

   • True / false statements
   • Inference questions
   • Statement paraphrasing
   • Matching tasks

Listening Assessment

The listening test lasts approximately 25 minutes and consist of three tracks – one monologue, one dialogue, and one listening analysis consisting of three speakers, each with 8 questions. The tracks are approximately 6-12 minutes long. The monologue can be a talk, lecture, or presentation. The dialogues and listening analysis are typically a real-life scenario.

The question types for each listening test are as follows:

- • General gist questions
- • Implied meaning or inference
- • True / false / not mentioned
- • Inference questions
- • WH – questions

Part 1:
Monologue: This section is worth 8 points and consists of between 6 and 8 questions. Candidates will listen to the monologue once and then answer either multiple questions containing one correct answer and three distractors or True/False questions. This section includes authentic sources and reflects the real-life scenario of attending a lecture or listening to a presentation.

Part 2:
Dialogue: The dialogue section is worth 8 points. Candidates will listen to the dialogue twice and be required to answer between 6 and 8 questions. The question types for this section on the listening will consist of multiple choice containing one correct answer and three distractors and gap fill questions where candidates are to complete the sentence using no more than one word or number.

Part 3:
Listening Analysis: The listening analysis is worth 8 points on eight items. Candidates will hear 3 speakers talking about five real life situations; the three speakers will be responding to the same topic and each response will be between 45 seconds to a minute long. The candidates will be required to listen to twice and must match the correct speaker to the given information. This section of the test exposes candidates to real life situations.

Example listening test questions:

Question 1

What is the biggest problem with this student's essay?

- • Grammar
- • Thesis statements
- • Organisation
- • Citations

Question 2

Why are office hours important?

a. Because it is a designated amount of time which students can speak with professors
b. Because they are a set period of time where the professor works completely undisturbed
c. They aren't actually important at all
d. Because they are when professors hold make-up classes who are behind in attendance

Question 3

The professor explains a few benefits of using citations properly. Read the statements below (1-3).

For each statement, select YES, NO, or NOT GIVEN based on the professor's comments.
YES = if the statement is mentioned by the professor
NO = if the statement contradicts what is mentioned by the professor NOT GIVEN = if the statement is not mentioned by the professor

1. The essay becomes easier to read (YES/NO/NOT GIVEN)
2. Proper academic writing mandates the use of two styles of citations simultaneously (YES/NO/NOT GIVEN)
3. She personally prefers one style of citation (YES/NO/NOT GIVEN)

Writing Assessment

The test items for the writing component follow one of these two principles:

1. The writing task is centred around a topic which is set in a context with a quotation or extract from an authentic source. A student must be guided how to respond to the given quote e.g., to what extent do you agree or disagree with this statement.

   "Within the past 6,000 years, a small fraction of human history, some of our ancestors come together in cities. Today more than half the world's people live in these new settings, some of which have tens of millions of inhabitants."
   (Source: National Geographic)

   "The rising popularity of on-demand streaming services like Netflix and Hulu have made it easier than ever to have uninterrupted access to full TV series, and Collins Dictionary even declared "binge-watch" the word of the year for 2015.''
   (Source: theguardian.com)

2. The writing task is centred around a question which the candidate must answer in the form of an opinion-based essay.

Candidates are prompted to give both sides of the argument and give examples from their own experience.

   In your experience what are the advantages and disadvantages of on-demand streaming services?
   In your opinion how true is this and what are the positive or negative effects of consumerism? Include examples from your own experience.

Speaking Assessment

The principles outlined above apply to the creation and writing of the presentation part of the speaking test.

> "On average the UK population donated £10 billion to charities each year between 2016 and 2019. The money raised through these charities is for a wide range of medical and social issues such as cancer research, environmental changes, supporting the blind or deaf, the impoverished, and those who have lost loved ones."
> (Source CAF- UK giving 2019 report)

Some people believe that charity begins at home. To what extent do you agree with this statement? Discuss both sides of the argument and include examples from your own experience.

Example speaking test

Part 1 – Introduction & ID check (5-minutes)

This first part of the test is unassessed and comprises of a few general questions on common small talk topics such as hobbies, family, and education. These topics are familiar to the candidate and are designed to put them at ease before starting the assessed part of the test.

Part 2 – Student led presentation (3-5 minutes)

This section is a 3–5-minute presentation based on a written prompt. Candidates have 24 hours to research and prepare their presentation. They must weigh up both sides of the argument and give a conclusion which includes a personal reflection. All presentation topics are based on current affairs or subjects covered during Key Stage 4. This task is characteristic of an academic presentation and gives the candidate the opportunity to demonstrate their oral presentation skills.

Part 3 – Examiner led Q&A based on an Oxford ELLT writing test (5-7 minutes)

Part 3 is an examiner led discussion based on a piece of academic writing. The aim of this stage is two-fold, firstly, to evaluate spontaneous use of language, and secondly, to serve as a deterrent for academic malpractice. The examiner may focus on

  I. Clarification of facts and / or opinions presented in the essay
 II. Reflection on the writing process
III. Personal experience This stage gives the candidate the opportunity to defend and justify their ideas, as well as demonstrating the ability to maintain a spontaneous discussion on an academic topic.

Part 4 – Examiner led discussion based on a visual prompt (5-7 minutes)

This section is an interactive discussion based on a visual prompt. This section lasts between 5-7 minutes and globally assesses spontaneous use of language and interactive communication. Candidates are given 15 seconds to familiarise themselves with the visual prompt before the examiner leads the discussion with a selection of questions graded from A2-C2; the starting level of the question is selected based on Parts 2 and 3 of the tests; the test taker is then challenged until communication failure. The introduction of part 4 to the Oxford ELLT speaking test increases the accuracy of results and makes the test more reliable and authentic as a broader range of skills are evaluated.

Example
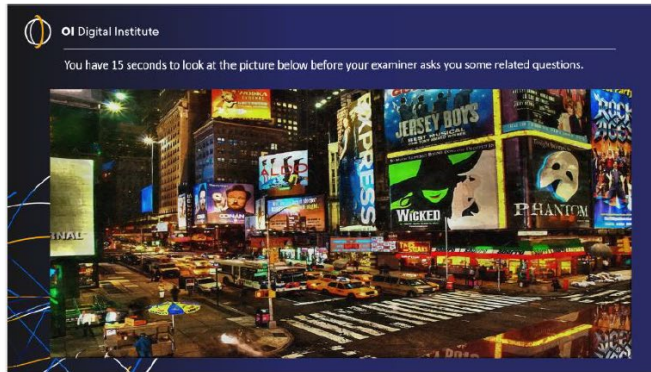
1. What can you see in the picture?

2. Can you see any people there? Why not?

3. Why do you think there are a lot of cars?

4. What is the biggest problem for someone living in a city?

5. Do you think that the isolation most people face has a negative impact on their lives? In what sense?

6. How would you recommend someone deal with the affects of loneliness?

Marking Criteria and Mapping Diagram

The grading scale covers the range of proficiency levels among Oxford ELLT test takers. The 13 OIDI levels have been mapped to CEFR bands as well as IELTS. This removes any ambiguity around the definition of higher scores, where CEFR bands often overlap several IELTS grades.

OI Digital Institute Mapping Diagram

OIDI	0	1	2	3	4	5	6	7	8	9	10	11	12
IELTS	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9
CEFR	A2		B1			B2			C1			C2	

Your Overall Level

Your Overall Level reflects an average of the reading, listening, writing and speaking scores, where each component is equally weighted.

The assessment rubrics for the speaking and writing assessment align with the scale. The scale and rubrics allow examiners to give an accurate evaluation of the language skills required for university applicants.

Table of levels for reading and listening

The Oxford ELLT reading test is scored out of 32 and the listening test is scored out of 24 these are then mapped to the Oxford ELLT grading scale and CEFR.

Reading Total Points	0-6	7-10	11-12	13-14	15-16	17-20	21-24	25-26	27-28	29	30	31	32
Listening Total Points	0-4	5-6	7-8	9-10	11-12	13-14	15-17	18-19	20	21	22	23	24
OIDI Level	0	1	2	3	4	5	6	7	8	9	10	11	12
CEFR	A2		B1			B2			C1			C2	

Mapping diagram for Oxford ELLT writing and speaking assessments.

OIDI Level	0	1	2	3	4	5	6	7	8	9	10	11	12
IELTS Equivalent	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	7.0	7.5	8.0	8.5	9.0
CEFR	A2		B1			B2			C1			C2	

Oxford ELLT
Security Measures & Results

Oxford ELLT Security

Test Security, Results, and the Oxford ELLT Portal

This section will include information regarding the security protocols implemented during the Oxford ELLT Digital and Oxford ELLT Global. These security protocols ensure candidates are completing the test under the correct conditions and a true representation of the level is given at the end of the test.

Candidates complete their Oxford ELLT on the Oxford ELLT Portal, a specifically designed testing platform. Students will register and verify their account on the Oxford ELLT Portal and make payment for the test. On the Oxford ELLT Portal candidates complete their reading, listening, and writing tests, book their speaking test and access their results (to download).

Partners are provided with a bespoke Oxford ELLT registration link for candidates to sign up through. This link also gives partners access to view and verify results.

Registration

At the point of registration, candidates are required to upload a scanned copy of their passport and take a picture of themselves through their computer or laptop (selfie style). These images are used throughout the candidate's test as the base reference point by the Oxford ELLT Academic Team and the candidate's Oxford ELLT Examiner. Both these images are printed on the final certificate enabling easy results verification.

Along with the scanned image of the candidate's passport they are also required to enter their passport number (also printed on the certificate). The passport number is used as a unique identifier which ensures that each candidate is only able to hold one account on the Oxford ELLT portal. This enables the Oxford Academic team to review test history as well as stop candidates being able to take multiple tests through different accounts.

Pre-test Set-Up & Candidate Requirements

Before a candidate is able to begin an individual test, they must complete the Pre-Test Set-Up. This is to confirm they are ready to begin, and to verify their identity. The following checks are included in the Pre-Test Set-Up:

- Take a picture of yourself
- Take a picture of you holding your passport
- Upload a scanned copy of your passport or take a picture using your webcam
- Check your computer volume
- Complete a 360-degree video environment scan
- And check your internet speed

The Oxford ELLT Academic Team and the candidate's Oxford ELLT Examiner has access to these images / recordings and uses them to verify the candidate against other data collected throughout the test.

Once these checks have been completed, the candidate will be able to review the test rules and agree to the Oxford ELLT disclaimer and then begin their test.

Test Rules

Below are the Oxford ELLT Test Rules, each candidate reads and agrees to these before starting each individual component test.

Test Rules

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- Ensure you are always visible.
- Keep your ears visible and uncovered (where possible).
- Earphones can only be used during the listening test.
- Make sure you are in a well-lit room - if we are unable to see you clearly, your test will not be accepted.
- Always keep your microphone and camera on - if you turn off either your microphone or camera, your test will be stopped.
- You must share your full screen - we must be able to see the tool bars at the top and bottom of your screen. If your screen share has been cut or tampered with, your test will not be accepted.

👎

- Do not look away from the screen.
- No hats or headphones that cover your ears.
- Do not leave the web browser or testing window - if you open another tab or window, your test will not be accepted.
- Do not speak unless instructed. You will not be required to speak during any part of this test - if you talk to someone during the test, your test will not be accepted.
- Do not allow others in the room with you - if anyone enters the room, your test will not be accepted.
- Do not use any other devices or materials - if you use any additional devices or materials, your test will not be accepted.

An AI approach to Proctoring

For the listening, reading, and writing components, AI proctoring software records the entirety of the candidate's test. This is done through the candidate's webcam, microphone and screenshare. Candidates must have these elements enabled throughout the duration of the tests and will be unable to continue if at any point they disable them.

The proctoring system follows a carefully selected set of rules/actions to monitor candidates. This is done by monitoring the candidate's eyes, mouth, audio, keystrokes, and curser tracking. If any of the following rules/actions are detected by the proctoring software a warning (flag) will be triggered on the proctoring log.

Actions/rules that will cause a warning (flag) to be raised on the proctoring log are as follows:

- Multiple people (pairs of eyes) in the camera preview.
- Nobody in the camera preview (unable to detect eyes or mouth).
- Candidates looking away from the camera/screen for extended periods of time (unable to detect a pair of eyes in the camera preview within 20 seconds).
- Unable to detect a mouth within the camera preview but can detect a pair of eyes.
- Background noise that can be recognised as clear speech (candidates are not required to speak in the reading, listening, or writing tests).
- If candidates attempt to leave the testing window (through tracking of the mouse position within the screen).
- The use of screen mirroring software or additional screensharing to another computer
- The use of a 3rd party application to aid the test taker.

The proctoring software also implements facial recognition to be able to differentiate between different possible candidates attempting to complete the test (within the same session).

Before candidates complete their speaking test their Oxford ELLT Examiner will review all warnings/flags within the proctoring logs. Each warning/flag can be viewed as a video/audio clip to determine the next course of action. Once confirmed by the examiner a warning/flag will be escalated for review, this review will be carried out by one of the Oxford ELLT Senior Academic Team, who will, if necessary, contact the candidate in question before they complete the speaking test.

Oxford ELLT speaking Test

During the speaking test the Oxford ELLT Examiner will act as a human proctor, they will complete the ID check at the beginning of the test as well ask a number of security-based questions including requesting the candidate completes a scan of their environment. During the speaking test the examiner will monitor the candidate. All speaking tests are recorded and stored centrally; videos are available to the Oxford ELLT Academic Team for the purposes of reviewing.

360-Degree Video Environment Scan

As part of the Pre-Test Set-Up candidates must complete a 360-degree recording of their surroundings. This is made available to their examiner and the Oxford ELLT Academic Team prior to the speaking test. Candidates are also required to complete 360-degree video environment scans at random intervals throughout the component tests (between sections during the listening test) to ensure they are situated in an appropriate setting to complete the test.

Oxford ELLT Global

Oxford ELLT Global, has been formatted to be completed in one three-hour sitting. The test is conducted online at an approved Oxford ELLT Test Centre, in partnership with VFS Global who establish and operate our test centres globally.

As part of Oxford ELLT Global, candidates are required to complete an in-person ID check, which is conducted by the Oxford ELLT Test Centre Coordinator before the candidate can enter the test room.

Oxford ELLT Global candidates must complete their test in an invigilated environment which adds an additional layer of security on top of the AI Proctoring and security protocols already in place.

Oxford ELLT Results and Certification

Introduction

Once an examiner has completed the assessment documentation all results go to our senior academic team for review. Examiners also highlight any areas of concern which are then subject to further scrutiny. During the review a final Identity check is carried out and the proctoring events are checked. Finally exams are marked as complete and available for candidates to download.

All Oxford ELLT results are moderated by a member of the academic team for accuracy, quality assurance and academic integrity before a personalised report and certificate are issued.

There are three possible outcomes for an Oxford ELLT result at the end of the moderation and verification process: **result released, results withheld, result void** due to disqualification for malpractice.

Oxford ELLT Certificate and Report

Example of Oxford ELLT Digital and Oxford ELLT Global certificate alongside the Oxford ELLT report.

Results Released

An Oxford ELLT result will be released if it is free from any academic misconduct and the accuracy of the grading has been confirmed by the Oxford ELLT Academic Team. Candidates will receive a copy of their certificate and report.

Results Withheld

An Oxford ELLT withheld result means that the candidate will not receive their result, however, they are able to retake the Oxford ELLT by purchasing a new test licence.

The main reasons results are withheld are as follows, but not limited to:

- A high grade in one skill, such as reading and listening, whilst performing weakly in another.
- Reading from a prepared script or over-memorisation.
- A dramatic difference in level between two exams taken.
- Amount of time taken to complete an individual component test.
- A lack of listening comprehension in the spoken assessment which contradicts the level awarded in the listening test.
- During the interview the candidate demonstrates that their speaking skills do not correlate with that of the written composition.

If there is a discrepancy of 4 or more OIDI levels between any of the skills. A thorough review of all components will take place by the senior team which includes remarking all assessments and rechecking all proctoring logs.

Void Results

An Oxford ELLT void result means that the candidate will not receive their result. Their Oxford ELLT account will be deactivated, and they will be unable to take the test again.

The main reasons results are void are as follows, but not limited to:

- ID Fraud
- Use of word predictor, translation app, or third-party software
- Plagiarism or using AI generated content
- Miming during the speaking test
- Not being alone in the room (someone aiding them during their test)
- Refusing to screenshare or turn camera on (speaking test)
- Being fed answers through headphones or by other means

Appeal Process

Test takers can appeal their speaking and/or writing results within 14 days of results being issued. Once the appeal form has been submitted, a member of our senior academic team will process it within 14 working days. The cost of an appeal is £30.00.

Oxford ELLT Retakes

Candidates can retake the Oxford ELLT up to 3 times, if a candidate has still not achieved their required score after 3 attempts, we will offer them support through a variety of different courses. There is no minimum waiting time before the candidate can retake the test.

Oxford ELLT Partner Portal

The Oxford ELLT Partner Portal allows partner institutions to keep track of candidates taking the Oxford ELLT through their bespoke registration link. Partners can access candidates results and download candidate's certificates and reports.

From the Oxford ELLT Partner Portal it is also possible to set up pre-test verification checks, based on candidate nationality. Oxford ELLT will provide partners with both a bespoke registration link and Oxford ELLT Partner Portal login details.

Verifying Results

Partners can view candidates results via the 'Results tab' on the Oxford ELLT Partner Portal for any candidate who registers through their partner bespoke registration link. Partners are able to search by either name, email address or OIDI number. Partners will be able to view a breakdown of the four components, the overall level and images of the candidate and passport. From this page it is also possible to download a copy of the certificate and report.

If a candidate has not registered through a specific bespoke partner registration link, partners are still able to verify results by entering the Certificate ID or OIDI number using the search feature found within the 'Oxford ELLT Verification' tab. It is possible to view a breakdown of results and an image of the candidate to verify against submitted records.

Candidate and Partner Resources

The Oxford ELLT Candidate Guide was written to support candidates through the processes of registering, paying, and starting their Oxford ELLT. The guide includes screenshots from the portal and clear step by step instructions as to what they must do.

The Oxford ELLT Partner Portal Guide includes information on how partners can use the tools available to download certificates, manage candidate bookings, and verify results.
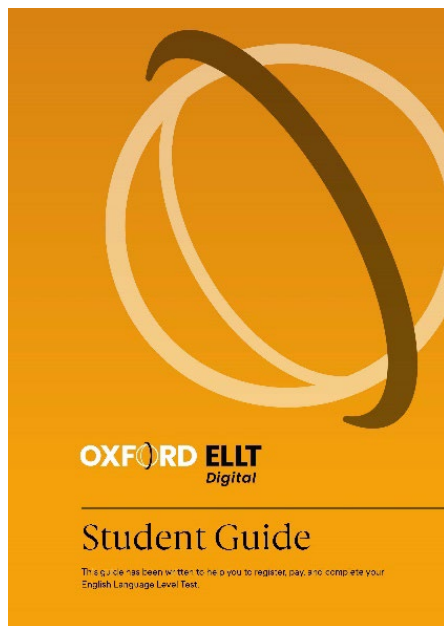
Oxford ELLT Examiner Training & Management

Examiner Training & Management

Oxford ELLT Examiner Recruitment Flow

1. Job description published on academic recruitment websites (BALEAP Professional job forum, LinkedIn, TELF.com and Oxford International Website)
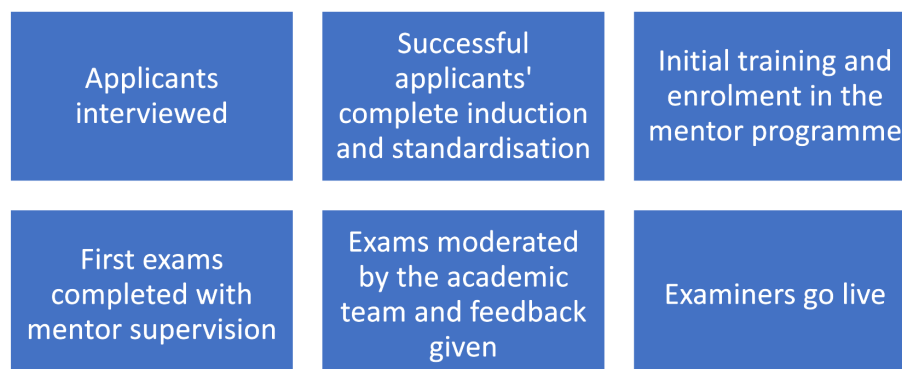2. Applicants are screened by the academic team and those meeting the minimum criteria are shortlisted to complete the pre-interview task
3. Successful applicants are invited to interview
4. Applicants complete a 45-minute interview. The interviewer completes the Oxford ELLT Examiner Assessment form. The academic team then reviews all interview feedback and invites successful applicants to the next stage
5. Successful applicants' complete induction and standardisation
   - All applicants are sent out standardisation training materials. All applicants are expected to look at the samples alongside the rubrics and grade each sample
   - Standardisation Training Session conducted by the academic manager and academic coordinators. The 90-minute session includes the exam breakdown, analysis of the writing and speaking assessment criteria and samples of past exams. All applicants discuss their grading of the samples with fellow applicants before a full analysis and justification of the sample results are given
   - Applicants conduct a final standardisation task in which they must accurately mark three full Oxford ELLT assessments. Results must be completed within 48 hours. The standardisation task is marked and verified by 2 members of the academic team
6. The HR team process a formal job offer and complete all necessary pre-employment processes
7. All new examiners are invited to an induction meeting where full training is given on the examining portal, processes and procedures. During this meeting all examiners will be introduced to the full Oxford ELLT Academic and Operational Teams
8. All new examiner are enrolled onto the Oxford ELLT Mentor Programme. This is a two-week programme where an experienced examiners supports and works with a new examiner to offer initial guidance and supervision. All new examiners complete a minimum of 8 exams with mentor supervision
9. After completion of the Oxford ELLT Mentorship Programme all examiners have two exams moderated by the academic team with feedback given
   - If both tests are too standard, then the examiner goes live
   - If one test is too standard, then the examiner goes through the standardisation and mentor programme again
   - If both are not too standard, then the applicant loses their Oxford ELLT Examiner status and is invited to reapply in 6 months

ELLT Recruitment Cycle
4-week cycle

Applicants interviewed	Successful applicants' complete induction and standardisation	Initial training and enrolment in the mentor programme
First exams completed with mentor supervision	Exams moderated by the academic team and feedback given	Examiners go live

Oxford ELLT Examiner Main Duties

- To conduct and assess Oxford ELLT spoken and written examinations
- Mark written and spoken assessments objectively and accurately against the set marking criteria
- Carry out online speaking assessments in a professional manner using a prescribed script and procedure
- Complete a final report for each candidate with detailed comments on their spoken, written and overall English proficiency
- Be punctual and adhere strictly to exam schedules and administrative deadlines
- Report any instances of suspected malpractice or suspicious behaviour for investigation
- Be fully familiar with all examination specifications, marking criteria and materials
- Participate in examiner inductions and bi-yearly standardisation
- Operate as a flexible team member and provide a high level of customer service to students and staff connected with OIDI
- To contribute to the overall ethos, work and aims of OIDI
- Carry out any other duties that may reasonably be required by the manager

Oxford ELLT Examiner Person Specification

Person specification		
	Essential	**Desirable**
Statutory requirements	• Eligibility to live and work in in the UK • Undergo an Enhanced DBS disclosure check or overseas equivalent	
Qualifications	• Educated to degree level • CELTA or Trinity CertTESOL • Good numeracy and literacy skills • Competence in Microsoft Office and other IT applications	• Qualified EFL examiner (IELTS / Cambridge suite / Trinity College)
Experience and knowledge	• A minimum of 5 years assessment experience working with Cambridge, IELTS or similar. • Familiar with online platforms used for teaching and/or testing	• Experience of educational platforms
Skills and abilities	• Excellent oral and written communication skills in English • Able to build rapport and credibility quickly • Strong IT skills with a sound knowledge of Microsoft Office, especially excel • Excellent organisational skills with the ability to organise and prioritise a varied workload • Proven ability to work to deadlines and work under pressure • An excellent eye for detail and the ability to work accurately and efficiently	• Experience of Microsoft Teams
Personal qualities	• Adopts a highly professional and mature approach to work, recognising the need to maintain confidentiality with sensitive data • A 'can-do' attitude • Desire to work collaboratively and contribute to team success • Innovative and solution-focused • Adopts a collaborative approach to working • Acts with integrity at all times	

Oxford ELLT Examiner Interview

During the 45-minute interview with a member of the Oxford ELLT Academic team, each applicant will be asked a range of questions in the categories of online examining/teaching experience, examining international students, flexibility and teamwork, candidate issues, and Oxford ELLT Examiner role expectations, to demonstrate their suitability and aptitude for the role.

Oxford ELLT Examiner Interview Assessment Form Questions

Online Examining/Teaching Experience

- What platforms have you used to teach/examine online?
- What aspects of examining do you find most difficult? Why?
- How do you put candidates at ease and create a warm atmosphere?
- What technical problems can you find when examining online? How do/did you deal with them?

Examining International students

- What are the challenges of examining international students and how do you tackle them?
- What are your expectations of the candidates?

Flexibility

- How flexible are you as an examiner? Give some examples.
- We provide all the examining and assessment materials for the Oxford ELLT exam. What are the advantages of having a fixed rubric and a standardised assessment criterion?
- In your opinion, how does examining students differ from teaching them?

Teamwork

- Although you won't share candidates with other examiners, we do encourage collaboration among colleagues. How can this happen in an online environment?
- How much support do you expect / would you like to get OI staff?

Candidate Issues

- What candidate issues might arise during on on-line speaking exam? How would you deal with them?
- How do you think a candidate might cheat during an on-line speaking exam?
- What would you do if you suspect a candidate is cheating?

Role understanding & expectations

- Are you comfortable working with online platforms, Zoom, Google Spreadsheets?
- Are you able to work under pressure and meet deadlines? Please can you give an example
- All examiners are provided with a company email address.
- How comfortable would you be contacting candidates to rearrange a speaking exam or to request ID documentation?

New Examiner Standardisation and Initial Training

All applicants are sent out standardisation training materials. All applicants are expected to look at the samples alongside the rubrics and grade each sample independently.

Standardisation Training is conducted by the academic manager and academic coordinators. The 90-minute session includes the exam breakdown, analysis of the writing and speaking assessment criteria and samples of past exams. All applicants discuss their grading of the samples with fellow applicants before a full analysis and justification of the sample results are given.

Applicants conduct a final standardisation task in which they must accurately mark three full Oxford ELLT assessments. Results must be completed within 48 hours. The standardisation task is marked and verified by 2 members of the academic team.

Oxford ELLT Mentorship Programme

The Oxford ELLT Mentorship Programme is intended to help Oxford ELLT Examiners during their initial employment. The aim of the programme is to help new examiners feel comfortable in their new role and provide assistance during the initial stage of employment.

All new Oxford ELLT Examiners are enrolled onto the Oxford ELLT Mentorship Programme. The mentorship programme runs for two weeks, but this can be extended if extra support and guidance are needed. Each cycle consists of a compulsory 30-minute initial meeting where the mentor and mentee meet to introduce themselves and address the most urgent needs.

An Oxford ELLT mentor's main duties include:

- Helping their mentee with basic tech support with Zoom if and when necessary, day-to-day questions related to the exam, day-to-day support with navigation on the platform and completing exam admin, and consulting on suspected cheating cases or unambiguous performance
- Submitting a weekly written mentee report
- Completing a mentee moderation report
- Attending a final debrief with the Oxford ELLT Academic Manager after each mentorship cycle

All Oxford ELLT Mentors are experienced examiners, who have been examining for more than 12 months and with all moderation criteria being rated as above standard.

Oxford ELLT Examiner Standardisation

Standardisation occurs biannually to ensure all Oxford ELLT Examiners are grading to standard and as per the rubrics.

During standardisation Oxford ELLT Examiners will need to assess 3 full exams. Grading must be within 1 band either-side to be considered to standard. Examiners who grade 2 bands below/above standard will receive feedback and an extra assessment given - this second assessment must be to standard if not an examiner will have to re-train before resuming examiner duties. Examiners who grade 3 or more bands below/above standard will be required to retrain during the next Oxford ELLT Examiner training session.

Examiner Moderation

All Oxford ELLT examiners have two exams moderated every three months by two different members of the academic team.

They are graded as standard, borderline, or below standard on the accuracy of grading, the accuracy of comments, compliance with procedure, and professionalism and manner.

The following highlights the moderation cycle:

- If both exams are to standard, then no action is required
- If one exam is not to standard, then guidance and support will be given, and another exam moderated in an agreed time frame.
- If both exams are not to standard, you will be given a standardisation task which must be completed before uploading any new availability.
- If you fail the standardisation, then you will be required to retrain as an Oxford ELLT examiner and go through the next induction, standardisation, and mentorship training cycle.
- If you fail to meet the standard during retraining, you will no longer be able to examine but can reapply again in 6 months.

All examiners have access to the moderation form and are actively encouraged to use it as a guide for each exam. The moderation form includes:

Writing Assessment

	Task Achievement	Organisation	Accuracy of Language	Range of Language
Examiner Grade				
Moderator Grade				
Difference/reason				

- Is the passport clearly shown?
- Is the carousel free of any signs of malpractice?
- Has the essay been checked for plagiarism?
- Are the comments detailed with examples and related to each component of the rubric?
- Has the word count been met?
- Have the comments been proofread?

Speaking Assessment

Part 2	Task Achievement	Accuracy and appropriacy of language	Fluency and discourse management	Pronunciation
Examiner Grade				
Moderator Grade				
Difference/reason				

Part 3	Task Achievement	Accuracy and appropriacy of language	Fluency and discourse management	Pronunciation
Examiner Grade				
Moderator Grade				
Difference/reason				

Part 4	Global grade
Examiner Grade	
Moderator Grade	
Difference	

- Is the front, back, inside pages, and passport page clearly shown?
- Is the passport in date, been checked against the passport shown on the writing carousel, and passport number been read out by the candidate?
- Is the 360-room scan thorough and the room and desk clearly checked?
- Is the screen share checked and only on at the required times?
- Does the examiner explain the format of the test?
- Does the examiner display the OIDI background?
- Is the examiner professional and polite?
- Are there any signs of malpractice?
- Are the comments detailed with examples?
- Is the exam within the set time constraints of 20-30 minutes?
- Part 3 questions were planned and pre-prepared?
- All comments completed within 12 hours?

Examiner Support and Management

Oxford ELLT examiners have access to a comprehension support programme including initial training and induction, the Oxford ELLT Mentorship Programme, regular standardisation and examiner moderation. Additional support includes:

- A comprehensive Oxford ELLT Examiner Handbook which contains all essential information and processes (attached)
- Bi-weekly Oxford ELLT Bulletins 'The Testing Times' communicate vital updates and best practice
- An active Microsoft Team forum called the 'Examiner Staffroom' which is monitored daily during office hours by the academic team
- Two weekly staff meetings on Zoom led by the Oxford ELLT Academic and Operation Managers. These address the day-to-day running of the exam but also frequently incorporate short CPD input selected based on specific needs of the staff. These often include technical support and assessment standardisation.
- Daily email interaction with the academic team for examiner support and grading issues
- Continuous moderation of performance by the Oxford ELLT Academic and Operations Team
- Bi-yearly standardisation and appraisals

The interactive and varied nature of the support programme enables examiners to feel supported and confident in their role but also ensures that the day-to-day management and supervision of examiners is personable and transparent.

Oxford ELLT Senior Academic Team

Name	Educational Qualifications (degrees earned)	Other Experience	Special Training
Kamila Dolejsi OIDI Academic Director	BA, DELTA	Trinity College London Teacher Trainer International teaching and examining experience. Pre-sessional English course-design and curriculum development	Course and Test Design DELTA component Cambridge and IELTS Examiner
Layla El-khatib Oxford ELLT Academic Manager	MA, CELTA	International teaching and examining experience. EAP Course designer & tutor City and Guilds assessor	TOEFL, TOEIC & IELTS Preparation TOEIC Examiner TYLEC qualified
Luigi Vallillo Oxford ELLT Content Manager	BA, DELTA	International teaching and examining experience. EAP Tutor	Course and Test Design DELTA component Cambridge and IELTS Examiner Oxford ELLT Examiner

The Oxford ELLT Academic Team attends specialist academic webinars and conferences to keep up to date with all new academic and test development within the industry. They are a member of BALEAP testing group (Global Forum for EAP Professionals) and regularly mark and moderate exams together to keep standards high and grading consistent.

The Oxford ELLT Academic Team is supported by a highly qualified and experienced team of TEFLQ senior examiners and Oxford ELLT content writers based around the world.