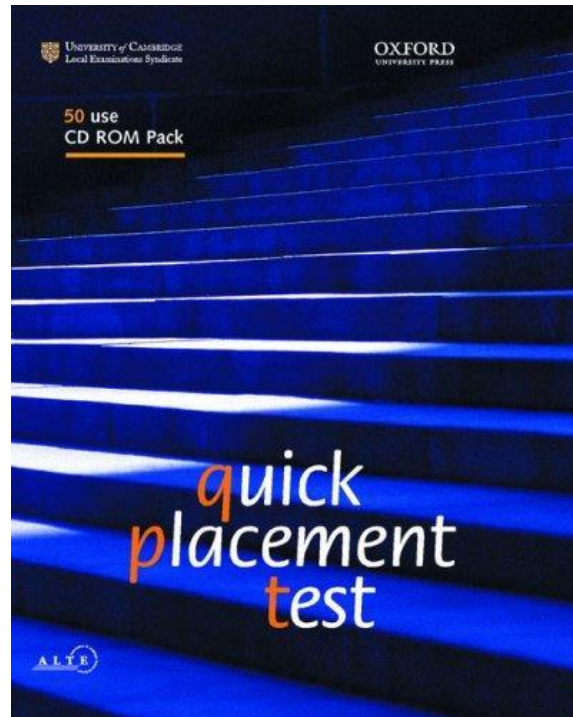




## Quick Placement Test



- Adaptative Test
- Listening Comprehension
- Reading Comprehension
- Use of English
- Results aligned to ALTE and CEF Scales

Test development and validation - Windows Internet Explorer

http://www.trantor.net/ELT\_OUP\_QPT\_Test\_development\_validation.htm

### What is computer-adaptive testing?

In a computer-adaptive test (CAT) the test-taker responds to questions presented by a computer. As the test proceeds the computer estimates the ability of the test taker and chooses items which are of the right difficulty for that level. Because of this, each response contributes a maximum amount of information. CAT tests can thus be shorter than equivalent paper and pen tests, without sacrificing reliability.

Bank of items, ordered by difficulty

Easiest Hardest

Start with midding item

RIGHT - take harder item

RIGHT - take harder item

WRONG - take easier item

Items 'home in' on testee's level

Ability estimate stabilises

Thus to do computer-adaptive testing it is first necessary to build up sets of items covering a wide range of levels, where the difficulty of each item is precisely known. This approach to test construction is called *item banking*, and it involves the use of a particular branch of statistics known as *item response theory*.

An example of how adaptive testing works would be two learners at rather different levels taking an adaptive test. Firstly, because the difficulty of the questions adapts to the level of the test-taker, the learners in this example will get a roughly similar number of items right and wrong - they both might finish with a score of about 60% correct. But clearly, a score of 60% on a set of easier questions demonstrates less ability than a score of 60% on a set of harder questions. To estimate ability, the adaptive test must take account not only of the test-taker's score but also

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New Skills Areas Tested in the QPT - Windows Internet Explorer

http://www.trantor.net/ELT\_OUP\_QPT\_Skills\_Areas\_Tested.htm#Listening\_Tasks

### Listening Tasks

**1. Listen and select**  
Students read a question and a number of possible answers. They then listen to a short text and choose the best answer.

Focus: General comprehension, gist, understanding reference.

**2. Listen and select (graphic)**  
Students listen to a short text and read a short question. They are presented with a number of graphics representing possible answers and they choose the one that they think best answers the question.

Focus: General comprehension, gist.

### Reading Tasks

**1. Read and select**  
Students see a notice, diagram, label, memo or letter containing a short text. From a number of options, they choose the phrase that most closely matches the meaning of the text in the graphic.

Focus: Understanding of specific, everyday information.

options, they choose the phrase that most closely matches the meaning of the text in the graphic.

Focus: Understanding of specific, everyday information.

## Use of English / Grammar Tasks

**1. Multiple choice**  
Students choose the best word or phrase to complete a sentence.

Focus: Lexis, collocation, grammatical rules, phrasal verbs, adverbial phrases, connectives, semantic sets.

**2. Multiple-choice cloze**  
Students complete a gapped text by choosing the best word or phrase for each blank from a selection of words presented.

Focus: Lexis, collocation, lexico-grammatical structures.

**Name** - The name of the student.

**Level** - The level which can be shown to the student on the end screen and which relates to the ALTE framework.

**Score** - The score in the electronic test is a mark on a 0-100 point scale. This is not shown to the student as it is primarily to provide teachers with more detailed information. For example, the score out of 100 can indicate whether a Level 3/B2 student is near the top, middle or bottom of the level. The precise relationships between the ALTE/Common European Framework levels and the 100-point scale will be explained in the QPT User Manual. For more technical information on test score validation please refer to the section on [Development and validation](#).

**Chart of equivalent levels**

ALTE Level	Common European Framework Description	Common European Framework Level	Cambridge Examinations
5	Mastery (Upper Advanced)	C2	CPE
4	Effective Proficiency (Lower Advanced)	C1	CAE BEC Higher CELS Higher
3	Vantage (Upper Intermediate)	B2	FCE CELS Vantage
2	Threshold (Lower Intermediate)	B1	PET BEC Preliminary CELS Preliminary
1	Waystage (Elementary)	A2	KET
0.5	Breakthrough	A1	
0	Beginner		

**ALTE and the Council of Europe**

**ALTE**