

Handbook

for the *TOEFL Junior*® Tests

Discover your students' full potential.
Guide them on their English-language journey.

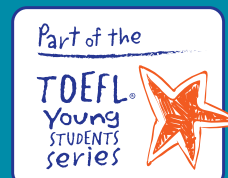


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Test Overview

The *TOEFL Junior*® Tests

TOEFL Junior Standard Test

Delivered on paper, the *TOEFL Junior* Standard test measures listening comprehension, language form and meaning, and reading comprehension.

Test Purpose

The *TOEFL Junior* tests are an objective and reliable measure of your English communication skills. While the ETS university-level *TOEFL*® test continues to set the standard for English proficiency worldwide, the *TOEFL Junior* tests measure the degree to which students in middle school and lower levels of high school have attained proficiency in the academic and social English-language skills representative of English-medium instructional environments.

Usually these students are ages 11+. However, the tests may be appropriate for other students. The appropriateness is based on the English-language proficiency of the students. The *TOEFL Junior* tests are not based on or limited to any specific curriculum. The tests may not be appropriate for students who have not yet attained a basic level of proficiency.

The *TOEFL Junior* tests:

- Provide parents, students and teachers with objective information about student progress in developing English-language skills over time
- Serve as measurement tools to support placement of students into programs designed to increase English-language proficiency levels
- Measure developing English communication skills in preparation for future studies in English
- Offer useful information that can be used for instructional purposes

The *TOEFL Junior* tests are NOT:

- Based on any specific curriculum
- Directly linked to *TOEFL iBT*® test scores
- Intended to predict performance on the *TOEFL iBT* test
- To be used to support high-stakes decisions such as for admissions purposes or criterion-based exit testing
- A substitute for *TOEFL iBT*, *TOEFL PBT*, or *TOEFL ITP*® tests

Before Test Day

Registering for the *TOEFL Junior* Tests

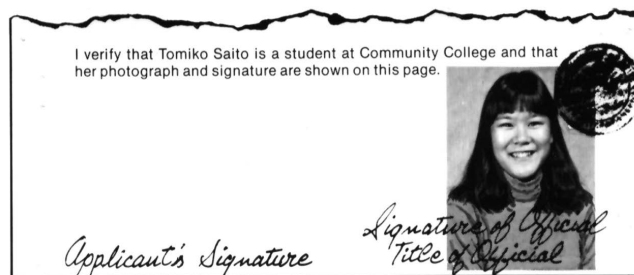
The *TOEFL Junior* tests are available throughout the world. Testing can be arranged through institutions that ask students to take the tests. If testing has not been arranged through your institution, you can contact your local ETS *TOEFL Junior* associate to find out more about the availability of the tests in your area.

The price to take the *TOEFL Junior* tests varies worldwide. To inquire about pricing in your area, contact your local ETS *TOEFL Junior* associate.

Identification Document (ID)

You may be required to provide identification (ID) before you test. If you have a passport, that would be the best ID document to use.

If you do not have a passport, or if your passport does not contain your signature and photograph, an official letter from the school you attend is an acceptable ID document. The letter must have your photograph glued (not stapled) to it, and the title, signature, and seal of the official who issued the letter must overlap the photograph, as shown here. Student letters are valid for one year from the date of issue.



Test Takers with Disabilities

The *TOEFL Junior* program and its local ETS *TOEFL Junior* associate, in response to requests from individuals with disabilities or health-related needs, will make special arrangements with test center administrators to administer the *TOEFL Junior* tests with accommodations.

Among the accommodations that can be provided are extended testing times, extra breaks, large print, or other aids customarily used by the test taker. See the Supplement to the Handbook for the *TOEFL Junior* tests, titled *Young Student Series Handbook Supplement for Test Takers with Disabilities or Health-Related Needs*. All requests for accommodations must be approved in advance, in accordance with ETS policies and procedures located on the website at www.ets.org/disabilities.

On Test Day

Procedures at Testing Site

The tests are given in one session on the date and at the time and place announced by your teacher or by an official of the institution administering the test. Be sure to arrive at the testing room on time.

You will have an assigned seat at the testing site. You are not allowed to change seats after you have been seated. All test takers must be facing the same direction. If you are left-handed, please inform the test administrator before the start of the test.

The following items are not allowed in the testing room:

- Backpacks, bags or briefcases
- Books, pamphlets, or dictionaries
- Calculator watches or watch alarms (especially with flashing lights or alarm sounds)
- Calculators
- Cell phones or smart phones
- Food or beverages (unless approved due to a disability or health-related need)
- Hats or headwear (unless by religious requirement)
- Highlighter pens or mechanical pencils of any kind
- Listening devices, personal stereos, radios with headphones, or recorders
- Nonmedical electronic devices (laptop computers, digital assistants, etc.)
- Papers of any kind
- Copying, scanning, or photographic devices
- Transmitting or receiving devices

If it is necessary for you to take a break during testing, you will not be allowed access to cell phones, electronic devices, or any unauthorized aid during your break. You will not be given extra testing time to make up for a rest room absence.

Because of the need to maintain order as well as security during testing, as a test taker you **should not**:

- Give or receive assistance of any kind to or from another test taker
- Use any prohibited item (see previous list)
- Disturb other test takers
- Remove your note-taking paper from the testing room
- Refuse to obey any policy or procedure

You may be asked to leave the room, and your test will not be scored, if you fail to comply with these rules. The test administrator has the right to request that ETS not score your test or not release your scores if you did not follow instructions or if there is reason to believe you cheated.

TOEFL Junior Standard Test

Bring with you to the test administration:

- No. 2 or HB black-lead pencils with erasers

During the test administration, you will be provided with:

- A clock in the room
- Blank note-taking paper for the Listening section of the *TOEFL Junior Standard* test

About the TOEFL Junior Standard Test

Test Structure

The *TOEFL Junior* Standard test consists of 126 multiple-choice questions. It includes three sections—Listening Comprehension, Language Form and Meaning, and Reading Comprehension. Each section contains 42 four-choice questions with a total testing time of 1 hour 55 minutes.

Some of the questions in the test may not count toward the section or total scores. Of the questions that count, each correct answer counts equally toward the score for that section.

The table below summarizes the structure of the test.

Section	Questions	Time
Listening Comprehension	42	40 minutes
Language Form and Meaning	42	25 minutes
Reading Comprehension	42	50 minutes
Total	126	1 hour 55 minutes

Test Content

The **Listening Comprehension section** measures your ability to listen to and understand English for interpersonal purposes, navigational purposes, and academic purposes.

The **Language Form and Meaning section** measures your ability to demonstrate proficiency in key enabling English skills such as grammar and vocabulary in context.

The **Reading Comprehension section** measures your ability to read and understand academic and non-academic texts written in English.

During the Test

Each section of the test has a time limit. The test administrator will tell you when to start and stop each section. During each time period, you may read or work only on the section of the test you are told to work on. If you finish one section early, you may not go on to the next section before you are told to do so, and you may not go back to a section you have already worked on. Failure to follow this rule will be considered cheating, and your scores will be canceled.

When you take the test, you should work rapidly but carefully. Do not spend too much time on any one question, but try to answer every one. Some questions are harder than others. Your score will be based on the number of questions you answer correctly. It is to your advantage to answer every question, even if you have to guess.

Getting Ready for the Test

How to Get Ready to Take the TOEFL Junior Standard Test

No single school, textbook, or method of study is best to help prepare a person for the test, since it is not based on a specific course of instruction. Strong language proficiency can be achieved only after a relatively long period of study and practice. An attempt to study English for the first time shortly before taking the test will not be helpful.

The *TOEFL Junior* Standard test is not a “pass/fail” test. You are not expected to answer all of the questions correctly. The test is designed to be a tool that measures improvement over time.

Students taking a regular English curriculum should show gains in their scores if they take a form of the *TOEFL Junior* Standard test every 6 months or so.

Before taking the *TOEFL Junior* Standard test, there are several things you can do to prepare for the test and improve your English proficiency:

- Become familiar with the test format and how to mark your answers on the answer sheet. You can then focus your attention on the questions themselves, rather than on the format.
- Review carefully the test directions, the answer sheet including the background questions (in sections 6–12 of the answer sheet), and the sample questions on pages 11–22.
- Immerse yourself in the language as frequently as possible and in as many ways as possible. Reading, watching TV and videos, listening to recordings, taking an English course, and speaking to others in English are some of the ways to practice.
- Visit the *TOEFL Junior* website for additional resources that you may find helpful to familiarize yourself with the test.

How to Complete the Answer Sheet

When you take the test, you will be given an answer sheet like the one shown on pages 8–9. It is important that you fill out the information very carefully.

There are three sections on the Answer Sheet:

Identifying Information – This includes information about you, such as name, student number, date of birth, native country and native language. **Your name in area 1 should be filled out the same way each time you take the test.** You will also be asked to fill in the test center name, form code and other codes as directed by the test administrator.

Background Information Questions – These questions are located in the lower right-hand corner of the answer sheet. They are asked for statistical purposes and should be answered to the best of your ability.

- What is your current grade level?
- How many times have you taken the *TOEFL Junior* Standard test in the past?
- Including this year, how many years have you been studying English at a school?
- How many hours per week do you study English in your regular school?
- How many hours per week do you study English outside of your regular school?
- Have you lived in an English-speaking country?

Responses to Test Questions – Located on page 2 of the answer sheet. This is where you will record your answers to the test questions.

The marks you make on the answer sheet will be read by an electronic scoring machine. The machine can read only one mark in each row of four circles. The machine-scoring process is subject to frequent, careful quality control checks, including hand scoring of a sample of the answer sheets from each test administration. Every effort is made to ensure accurate scoring. However, you are responsible for marking your answer sheet properly.

Getting Ready for the Test (continued)

Follow these directions:

- Use only No. 2 or HB black-lead pencils. These are the only pencils permitted. Other writing instruments, such as pens, are not permitted as they may make the answers bleed over or stain the answer sheets in a way that causes errors in scanning.
- Be careful to mark the space that corresponds to the answer you choose for each question. Make sure you mark your answer in the row with the same number as the number of the question you are answering. You will not be allowed to make any corrections after time is called.
- Mark only one answer to each question.
- Completely fill the circle with a heavy, dark mark so you cannot see the letter inside the circle. Light or partial marks may not be read properly by the machine.
- Erase any extra marks completely.

The examples below show you the correct way and some wrong ways to mark your answer sheet. Be sure to fill in the circles the correct way.

CORRECT	INCORRECT	INCORRECT	INCORRECT	INCORRECT

Look at the answer sheet on page 8 and then read “Part of Tomiko Saito’s Answer Sheet.”

EXAMPLE: PART OF TOMIKO SAITO’S ANSWER SHEET

1. NAME: Print your name as you entered it in the first 21 boxes on your admission form. Using one box for each letter, first print your family name (surname), then your first (given) name, and then your middle name. Leave one box blank between names. Then, below each box, use a No. 2 (H.B.) pencil and fill in the circle containing the same letter.

SAITO TOMIKO C

2. STUDENT NUMBER (if assigned) — Start here

001235

3. DATE OF BIRTH

MO.	DAY	YEAR
02	28	85

4. NATIVE COUNTRY CODE

300

5. NATIVE LANGUAGE CODE

331

1 In area 1 (NAME), Tomiko Saito printed her name in the boxes. She printed her family name first (SAITO), left a space blank, then printed her first name (TOMIKO), left a space blank, then printed her middle initial. Under each box she filled in the circle corresponding to the letter she placed in that box.

2 In area 2 (STUDENT NUMBER), she entered the student number assigned by her institution and then filled in the corresponding circle beneath each number. (If you are not given a student number, you will leave this area blank.)

3 In area 3 (DATE OF BIRTH), she copied her birth date and then filled in the corresponding circle beneath each number.

4 In area 4 (NATIVE COUNTRY CODE), she entered the number provided by the Test Administrator and then filled in the corresponding circle beneath each number.

5 In area 5 (NATIVE LANGUAGE CODE), she entered the number provided by the test administrator and then filled in the corresponding circle beneath each number.

Next, practice filling in the sample answer sheet on page 8. When you take the test, you will mark your answers on the answer sheet. Each row of four circles corresponds to the four answer choices for that question; only one of the answer choices is correct.

ETS *TOEFL Junior*

CORRECT	INCORRECT	INCORRECT	INCORRECT	INCORRECT
(A) (B) ● (D)	(A) (B) ✓ (D)	(A) (B) ✗ (D)	(A) (B) S (D)	(A) (B) C (D)

Print your name in your first language:	Test Center Name:	Form Code:
		<p>ETS USE ONLY</p> <p>Consent Form is on file: <input type="radio"/> Yes <input type="radio"/> No</p>

[illegible]

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

[illegible]

☐ No

☐ Yes, I stayed less than 3 months

☐ Yes, I stayed between 3 months and 12 months

☐ Yes, I stayed over 1 year

[illegible]

YYYY				MM		DD	
2	0	0	7	0	1	3	0
0	0	0	9	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9



EXAMPLE				
CORRECT	INCORRECT	INCORRECT	INCORRECT	INCORRECT
A B ● D	A B ✓ D	A B ✗ D	A B ● D	A B C D

LISTENING COMPREHENSION				
<div>SAMPLES</div> <div>A A B C D</div> <div>B A B C D</div>				
1 A B C D	7 A B C D	16 A B C D	25 A B C D	34 A B C D
2 A B C D	8 A B C D	17 A B C D	26 A B C D	35 A B C D
3 A B C D	9 A B C D	18 A B C D	27 A B C D	36 A B C D
4 A B C D	10 A B C D	19 A B C D	28 A B C D	37 A B C D
5 A B C D	11 A B C D	20 A B C D	29 A B C D	38 A B C D
6 A B C D	12 A B C D	21 A B C D	30 A B C D	39 A B C D
	13 A B C D	22 A B C D	31 A B C D	40 A B C D
	14 A B C D	23 A B C D	32 A B C D	41 A B C D
	15 A B C D	24 A B C D	33 A B C D	42 A B C D

LANGUAGE FORM AND MEANING				
<div>SAMPLES</div> <div>A A B C D</div> <div>B A B C D</div>				
1 A B C D	7 A B C D	16 A B C D	25 A B C D	34 A B C D
2 A B C D	8 A B C D	17 A B C D	26 A B C D	35 A B C D
3 A B C D	9 A B C D	18 A B C D	27 A B C D	36 A B C D
4 A B C D	10 A B C D	19 A B C D	28 A B C D	37 A B C D
5 A B C D	11 A B C D	20 A B C D	29 A B C D	38 A B C D
6 A B C D	12 A B C D	21 A B C D	30 A B C D	39 A B C D
	13 A B C D	22 A B C D	31 A B C D	40 A B C D
	14 A B C D	23 A B C D	32 A B C D	41 A B C D
	15 A B C D	24 A B C D	33 A B C D	42 A B C D

READING COMPREHENSION				
<div>SAMPLES</div> <div>A A B C D</div> <div>B A B C D</div>				
1 A B C D	7 A B C D	16 A B C D	25 A B C D	34 A B C D
2 A B C D	8 A B C D	17 A B C D	26 A B C D	35 A B C D
3 A B C D	9 A B C D	18 A B C D	27 A B C D	36 A B C D
4 A B C D	10 A B C D	19 A B C D	28 A B C D	37 A B C D
5 A B C D	11 A B C D	20 A B C D	29 A B C D	38 A B C D
6 A B C D	12 A B C D	21 A B C D	30 A B C D	39 A B C D
	13 A B C D	22 A B C D	31 A B C D	40 A B C D
	14 A B C D	23 A B C D	32 A B C D	41 A B C D
	15 A B C D	24 A B C D	33 A B C D	42 A B C D

Sample Questions Answer Sheet

Use the answer sheet below for the sample test questions that begin on page 11.

Listening Comprehension

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)
- 9 (A) (B) (C) (D)
- 10 (A) (B) (C) (D)

Language Form and Meaning

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)
- 9 (A) (B) (C) (D)
- 10 (A) (B) (C) (D)

Reading Comprehension

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)
- 9 (A) (B) (C) (D)
- 10 (A) (B) (C) (D)
- 11 (A) (B) (C) (D)
- 12 (A) (B) (C) (D)
- 13 (A) (B) (C) (D)
- 14 (A) (B) (C) (D)
- 15 (A) (B) (C) (D)
- 16 (A) (B) (C) (D)
- 17 (A) (B) (C) (D)
- 18 (A) (B) (C) (D)
- 19 (A) (B) (C) (D)
- 20 (A) (B) (C) (D)

Tear here to detach

Sample Questions

Listening Comprehension Section

The Listening Comprehension section tests your ability to listen for basic interpersonal, navigational and academic purposes. There will be 42 questions in this section of the test.

Students are asked to answer questions based on a variety of conversations and talks recorded in English. The testing time for this section is 35–40 minutes.

The first type of talk will have a teacher or other school staff member talking to students. Each talk is followed by one question. You will be asked to choose the best answer to each question and mark the letter of the correct answer on the answer sheet. You will hear each talk only one time.

Below are two samples of this type of talk. The audio files may be accessed through the following link:

http://www.ets.org/toefl_junior/prepare/standard_sample_questions/listening_comprehension.

Sample Item A

The students hear:

(Narrator): Listen to a high school principal talking to the school's students

(Man): I have a very special announcement to make. This year, not just one, but three of our students will be receiving national awards for their academic achievements. Krista Conner, Martin Chan, and Shriya Patel have all been chosen for their hard work and consistently high marks. It is very unusual for one school to have so many students receive this award in a single year.

(Narrator): What is the subject of the announcement?

The students see in their test books:

1. What is the subject of the announcement?

- (A) The school will be adding new classes.
- (B) Three new teachers will be working at the school.
- (C) Some students have received an award.
- (D) The school is getting its own newspaper.

Sample Item B

The students hear:

(Narrator): Listen to a teacher making an announcement at the end of the day.

(Man): Remember that a team of painters is coming in tomorrow to paint the walls. In this box on my desk are sheets of plastic that I want you to slip over your desks. Make sure you cover your desks completely so that no paint gets on them. Everything will be finished and the plastic will be removed by the time we return on Monday.

(Narrator): What does the teacher want the students to do?

The students see in their test books:

2. What does the teacher want the students to do?

- (A) Take everything out of their desks
- (B) Put the painting supplies in plastic bags
- (C) Bring paints with them to school on Monday
- (D) Put covers on their desks to keep the paint off

Sample Questions (continued)

The second type of talk will contain short conversations. Each conversation is followed by three or more questions. You will be asked to choose the best answer to each question. The conversation will be heard only one time.

Sample Set A

The students hear:

(Narrator): Listen to a conversation between two friends at school.

(Boy): Hi, Lisa.

(Girl): Hi, Jeff. Hey, have you been to the art room today?

(Boy): No, why?

(Girl): Well, Mr. Jennings hung up a notice about a big project that's going on downtown. You know how the city's been doing a lot of work to fix up Main Street you know, to make it look nicer? Well, they're going to create a mural.

(Boy): You mean, like, make a painting on the entire wall of a building?

(Girl): Exactly!

(Boy): But where?

(Girl): It's that big wall on the side of the public library. And students from this school are going to do the whole thing ... create a design, and paint it, and everything. I wish I could be a part of it, but I'm too busy.

(Boy): Cool! I'd love to help design a mural. Imagine everyone in town walking past that wall and seeing my artwork, every day.

(Girl): I thought you'd be interested. They want the mural to be about nature, so I guess all the design ideas students come up with should have a nature theme.

(Boy): That makes sense—they've been planting so many trees and plants along the streets and in the park.

(Girl): If you're interested you should talk with Mr. Jennings.

(Boy): This could be so much fun. Maybe I'll try to visit the zoo this weekend ... you know, to see the wild animals and get some ideas, something to inspire me!

(Girl): Well maybe you should go to the art room first to get more information from Mr. Jennings.

(Boy): Oh yeah. Good idea. Thanks for letting me know, Lisa! I'll go there right away.

(Narrator): Now answer the questions.

Sample Questions (continued)

The students see in their textbooks:

3. What are the speakers mainly discussing?

- (A) A new art project in the city
- (B) An assignment for their art class
- (C) An art display inside the public library
- (D) A painting that the girl saw downtown

4. Why is the boy excited?

- (A) A famous artist is going to visit his class.
- (B) His artwork might be seen by many people.
- (C) His class might visit an art museum.
- (D) He is getting a good grade in his art class.

5. Where does the boy say he may go this weekend?

- (A) To the zoo
- (B) To an art store
- (C) To Main Street
- (D) To the public library

6. Why does the girl suggest that the boy go to the art room?

- (A) So that he can hand in his homework
- (B) So that he can sign up for a class trip
- (C) So that he can see a new painting
- (D) So that he can talk to the teacher

The third type of talk will be talks or discussions about academic topics. Each talk or discussion will be followed by four or more questions. You will be asked to choose the best answer to each question and mark the letter of the correct answer on your answer sheet. The talk or discussion will be heard only one time.

Below are sample questions based on a talk or discussion about academic topics.

Sample Set B

The students hear:

(Narrator): Listen to a teacher talking in a biology class.

(Woman): We've talked before about how ants live and work together in huge communities. Well, one particular kind of ant community also grows its own food. So you could say these ants are like people—like farmers. And what do these ants grow? They grow fungi [FUN-guy]. Fungi are kind of like plants—mushrooms are a kind of fungi. These ants have gardens, you could say, in their underground nests. This is where the fungi are grown.

Now, this particular kind of ant is called a leafcutter ant. Because of their name, people often think that leafcutter ants eat leaves. If they cut up leaves they must eat them, right? Well, they don't! They actually use the leaves as a kind of fertilizer. Leafcutter ants go out of their nests looking for leaves from plants or trees. They cut the leaves off and carry them underground ... and then feed the leaves to the fungi—the fungi are able to absorb nutrients from the leaves. What the ants eat are the fungi that they grow. In that way, they are like farmers!

The amazing thing about these ants is that the leaves they get are often larger and heavier than the ants themselves. If a leaf is too large, leafcutter ants will often cut it up into smaller pieces—but not all the time. Some ants carry whole leaves back into the nest. In fact, some experiments have been done to measure the heaviest leaf a leafcutter ant can lift without cutting it. It turns out, it depends on the individual ant. Some are stronger than others. The experiments showed that some “super ants” can lift leaves about 100 times the weight of their body!

(Narrator): Now answer the questions.

Sample Questions (continued)

The students see in their test books:

7. What is the main topic of the talk?
- (A) A newly discovered type of ant
 - (B) A type of ant with unusual skills
 - (C) An increase in the population of one type of ant
 - (D) A type of ant that could be dangerous to humans
8. According to the teacher, what is one activity that both leafcutter ants and people do?
- (A) Clean their food
 - (B) Grow their own food
 - (C) Eat several times a day
 - (D) Feed their young special food

9. What does the teacher say many people think must be true about leafcutter ants?
- (A) They eat leaves.
 - (B) They live in plants.
 - (C) They have sharp teeth.
 - (D) They are especially large.

10. What did the experiments show about leafcutter ants?
- (A) How fast they grow
 - (B) Which plants they eat
 - (C) Where they look for leaves
 - (D) How much weight they can carry

Listening Comprehension Answer Key	
1. C	6. D
2. D	7. B
3. A	8. B
4. B	9. A
5. A	10. D

Sample Questions (continued)

Language Form and Meaning Section

The Language Form and Meaning section tests your ability to demonstrate proficiency in key English-language skills such as grammar and vocabulary in context. The section contains 42 questions. Within each question are boxes that contain four possible ways to complete a sentence. You will be asked to choose the word or words in each box that correctly completes the sentence. The testing time for this section is 25 minutes.

Below are sample Language Form and Meaning questions.

Questions 1-4 refer to the following email.

Hi, Linda!

Thanks for your last email! I know you like art, just like I do, so I wanted

1.

(A) tell
(B) told
(C) to tell
(D) telling

 you about the special trip my class went on last week. We took

2. a bus into the city and spent two hours at the art museum,

(A) if there was
(B) that there was
(C) which we had
(D) where we had

our own tour guide. The guide told us about the different artists and gave us the

3. history of some of the paintings.

(A) When
(B) Rather
(C) During
(D) Whether

 I have more time, I will send you another email with some

of the photos I took that day. I took a lot of them!

4. If your family comes to

(A) ask
(B) visit
(C) look
(D) return

 us this year, we can go to the art museum together.

Your cousin,

Samantha

Sample Questions (continued)

Questions 5-10 refer to the following magazine article.

5. Located in central Africa,

(A) Lake Victoria is (B) and Lake Victoria is (C) Lake Victoria's being (D) although Lake Victoria is
--

 a very unusual

6. lake.

(A) It not only one is (B) Is it one not only (C) One is it only not (D) Not only is it one
--

 of the largest lakes in the world; it is also

one of the youngest. Estimated to be about 15,000 years old, it is a relative

7. baby compared with Earth's other very large lakes,

(A) are (B) they are (C) which being (D) which can be
--

more than two million years old. Yet judging by the variety of life in it,

8. Lake Victoria

(A) resembles (B) portrays (C) views (D) likes

 a much older body of water. Usually, lakes

9. need a much longer time

(A) is populated (B) they are populated (C) to become populated (D) becoming populating
--

 by a diverse array of

10. life-forms.

(A) Is (B) It is (C) Being (D) Because it is

 common for new lakes to contain only a

Sample Questions (continued)

11. small number of species. Lake Victoria, however, is

(A) opened
(B) packed
(C) satisfied
(D) purchased

 with

12. colorful fish, most notably, cichlids. There are

(A) many
(B) as many
(C) too many
(D) as many as

 500 different species of just this one

type of fish.

Language Form and Meaning Answer Key	
1. C	7. D
2. D	8. A
3. A	9. C
4. B	10. B
5. A	11. B
6. D	12. D

Sample Questions (continued)

Reading Comprehension Section

The Reading Comprehension section tests your ability to read and understand both academic and non-academic texts written in English. There are 42 questions in this section of the test. The testing time for this section is 50 minutes.

After you read each passage, you will read the questions that follow it and the four possible answers. You will choose the best answer.

Below are sample Reading Comprehension passages and questions.

Questions 1-4 are about the following announcement.

Student Volunteers Needed!

On Saturday, December 12th, from 10 A.M. until 4 P.M., Carverton Middle School will be holding a music festival in the school gymnasium. The special event will feature a variety of professional musicians and singers.

We are looking for Carverton students to help with the jobs listed below.

Task	Time	Date
Make posters	1 P.M.–4 P.M.	December 5th
Set up gym	11 A.M.–4 P.M.	December 11th
Help performers	9 A.M.–4 P.M.	December 12th
Welcome guests	10 A.M.–2 P.M.	December 12th
Clean up gym	4 P.M.–7 P.M.	December 12th

Interested students should speak with Ms. Braxton, the music teacher. Students who would like to help at the festival must have written permission from a parent or guardian.

1. What time will the festival begin?

 - (A) 10 A.M.
 - (B) 11 A.M.
 - (C) 1 P.M.
 - (D) 2 P.M.
2. In line 3, the word feature is closest in meaning to ____.

 - (A) look
 - (B) keep
 - (C) include
 - (D) entertain
3. What job will be done the day before the festival begins?

 - (A) Making posters
 - (B) Setting up the gym
 - (C) Cleaning up the gym
 - (D) Helping the performers
4. Who is told to talk to Ms. Braxton?

 - (A) Parents
 - (B) Students
 - (C) Teachers
 - (D) Performers

Sample Questions (continued)

Questions 5-11 are about the following story.

- Line* “Did you see that?” Joe said to his friend Bill. “You’re a great shooter!”
Bill caught the basketball and bounced it before throwing it again. The ball flew into the net.
“Bill, you never miss!” Joe said admiringly.
- 5 “Unless I’m in a real game,” Bill complained. “Then I miss all the time.”
Joe knew that Bill was right. Bill performed much better when he was having fun with Joe in the school yard than he did when he was playing for the school team in front of a large crowd.
“Maybe you just need to practice more,” Joe suggested.
- 10 “But I practice all the time with you!” Bill objected. He shook his head. “I just can’t play well when people are watching me.”
“You play well when I’m watching,” Joe pointed out.
“That’s because I’ve known you since we were five years old,” Bill said with a smile. “I’m just not comfortable playing when other people are around.”
- 15 Joe nodded and understood, but he also had an idea.
The next day Joe and Bill met in the school yard again to practice. After a few minutes, Joe excused himself.
“Practice without me,” Joe said to his friend. “I’ll be back in a minute.”
Joe hurried through the school building, gathering together whomever he could find—two students, a
- 20 math teacher, two secretaries, and a janitor.
When Joe explained why he needed them, everyone was happy to help.
Joe reminded the group to stay quiet as they all went toward the school’s basketball court. As Joe
- 25 had hoped, Bill was still practicing basketball. He made five baskets in a row without noticing the silent people standing behind him.
“Hey, Bill!” Joe called out finally.
Bill turned. A look of surprise came over his
- 30 face.
“I just wanted to show you that you could play well with people watching you,” Joe said. “Now you’ll have nothing to worry about for the next game!”



Sample Questions (continued)

5. What would be the best title for the story?

- (A) Joe Joins the Team
- (B) Practice Makes Perfect
- (C) Bill Wins the Big Game
- (D) Bill's Basketball Problem

6. In line 6, the word performed is closest in meaning to _____.

- (A) acted
- (B) played
- (C) moved
- (D) changed

7. Why is Bill upset?

- (A) He plays better in practice than he does during games.
- (B) The school yard is not a good place to practice.
- (C) Joe watches him too closely when he plays.
- (D) His team loses too many games.

8. Why does Bill play well when Joe is watching him?

- (A) He is comfortable with Joe.
- (B) Joe tells him how to play better.
- (C) He does not know that Joe is there.
- (D) He wants to prove to Joe that he is a good player.

9. Why does Joe decide to gather a group of people?

- (A) Because he wants more players for his team
- (B) Because he wants to help Bill feel less nervous
- (C) Because he wants to show them his talent
- (D) Because he wants more people to see the next game

10. At the end of the story, all of the following people watch Bill practice EXCEPT _____.

- (A) Joe
- (B) a janitor
- (C) a math teacher
- (D) the basketball coach

11. Why does the group have to be quiet when they go to the basketball court?

- (A) Because Joe is telling Bill what to do
- (B) Because they do not want Bill to know they were there
- (C) Because Bill likes to practice alone
- (D) Because the group needs to listen to Joe's instructions

Sample Questions (continued)

Questions 12-20 are about the following passage.

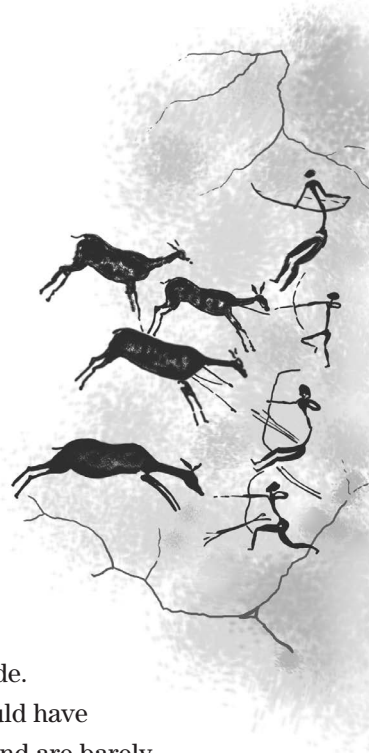
Line When another old cave is discovered in the south of France, it is not usually news.

Rather, it is an ordinary event. Such discoveries are so frequent these days that hardly anybody pays heed to them. However,

5 the world was amazed. Painted directly on its walls were hundreds of scenes showing how people lived thousands of years ago. The scenes show people hunting animals, such as bison or wild cats. Other images depict birds and, most noticeably, horses, which appear in more than
10 300 wall images, by far outnumbering all other animals.

Early artists drawing these animals accomplished a monumental and difficult task. They did not limit themselves to the easily accessible walls but carried their painting materials to spaces that required climbing
15 steep walls or crawling into narrow passages in the Lascaux complex.

Unfortunately, the paintings have been exposed to the destructive action of water and temperature changes, which easily wear the images away. Because the Lascaux caves have
20 many entrances, air movement has also damaged the images inside. Although they are not out in the open air, where natural light would have destroyed them long ago, many of the images have deteriorated and are barely recognizable. To prevent further damage, the site was closed to tourists in 1963, 23 years after it was discovered.



Sample Questions (continued)

12. Which title best summarizes the main idea of the passage?
- (A) Wild Animals in Art
 - (B) Hidden Prehistoric Paintings
 - (C) Exploring Caves Respectfully
 - (D) Determining the Age of French Caves
13. In line 3, the words pays heed to are closest in meaning to ____.
- (A) discovers
 - (B) watches
 - (C) notices
 - (D) buys
14. Based on the passage, what is probably true about the south of France?
- (A) It is home to rare animals.
 - (B) It has a large number of caves.
 - (C) It is known for horse-racing events.
 - (D) It has attracted many famous artists.
15. In line 8, the word depict is closest in meaning to ____.
- (A) show
 - (B) hunt
 - (C) count
 - (D) draw
16. According to the passage, which animals appear most often on the cave walls?
- (A) Birds
 - (B) Bison
 - (C) Horses
 - (D) Wild cats

17. In line 12, the word They refers to ____.
- (A) walls
 - (B) artists
 - (C) animals
 - (D) materials
18. Why was painting inside the Lascaux complex a difficult task?
- (A) It was completely dark inside.
 - (B) The caves were full of wild animals.
 - (C) Painting materials were hard to find.
 - (D) Many painting spaces were difficult to reach.
19. According to the passage, all of the following have caused damage to the paintings EXCEPT ____.
- (A) temperature changes
 - (B) air movement
 - (C) water
 - (D) light
20. What does the passage say happened at the Lascaux caves in 1963?
- (A) Visitors were prohibited from entering.
 - (B) A new lighting system was installed.
 - (C) Another part was discovered.
 - (D) A new entrance was created.

Reading Comprehension Answer Key			
1. A	6. B	11. B	16. C
2. C	7. A	12. B	17. B
3. B	8. A	13. C	18. D
4. B	9. B	14. B	19. D
5. D	10. D	15. A	20. A

TOEFL Junior Standard Test Scores

Score Reports

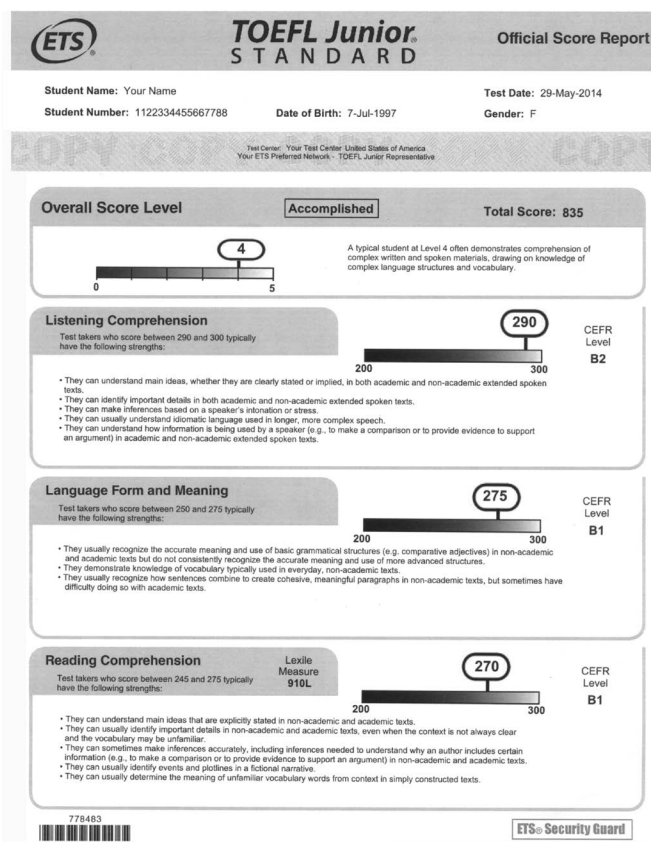
Each *TOEFL Junior* Standard score report provides:

- An overall score level accompanied by an overall performance descriptor
- A total score calculated from the Listening Comprehension, Language Form and Meaning, and Reading Comprehension section scores
- A description of the English-language abilities typical of test takers scoring within a particular scaled score range to help identify strengths and areas for improvement (See Appendix pages 41–42 for all Performance Descriptors)
- Section test scores which are mapped to levels of the Common European Framework of Reference (CEFR)
- A Lexile® measure to help you find books at your English reading level

Interpreting Scores

TOEFL Junior Standard test scores are determined by the number of questions a student has answered correctly. Some of the questions in the test may not count toward the section or total scores. Of the questions that count, each correct answer counts equally toward the score for that section. The number of correct responses on each section is converted to a scaled score that ranges from 200 to 300 in increments of 5. The total scaled score is a sum of the three section scores, and, therefore, ranges from 600–900 points in increments of 5.

Scores from the three different sections should not be directly compared to each other because the measures are scaled independently.



Test Section	Score Range
Listening Comprehension	200–300
Language Form & Meaning	200–300
Reading Comprehension	200–300
Total Score	600–900

Acceptable Scores

Each institution determines for itself what scores, or ranges of scores, are acceptable. There is no specific passing or failing score set by ETS for the *TOEFL Junior* tests.

How Your Test is Scored

TOEFL Junior Standard test scores include three section scores and a total score. Some of the questions in the test may not count toward the section or total scores. Of the questions that count, each correct answer counts equally toward the score for that section.

TOEFL Junior Standard Test Scores (continued)

The total number of correct answers for each section is statistically adjusted, or equated, to account for differences in difficulty between test forms. These equated scores are then converted to section scaled scores that range from 200 to 300. The total scaled score is the sum of scaled scores for each section and ranges from 600 to 900. Because the scores are equated and scaled, the reported scores are neither the number, nor the percentages of questions answered correctly.

Reliability of Scores

The *TOEFL Junior* Standard test exists in several different editions, called “forms.” All the forms of the *TOEFL Junior* Standard test measure the same set of skills, but with different questions and tasks. If a test taker took two different forms of the test, the scores on the two forms could be different. Reliability is the extent to which the test takers’ scores are consistent across different forms of the test.

The two statistics commonly used to describe the reliability of the scores of a group of test takers are the **reliability coefficient** and the **standard error of measurement**. The reliability coefficient is an estimate of the correlation between scores on different forms of the test. It can vary from .00 (indicating no agreement at all) to 1.00 (indicating perfect agreement). The reliability coefficients of the four *TOEFL Junior* Standard scores, in the group of all test takers, are estimated to be as follows:

Reliability Estimates of the TOEFL Junior Standard Test Scores	
Listening Section	.87
Language Form & Meaning Section	.87
Reading Section	.89
Total	.95

The standard error of measurement indicates the extent to which test takers’ scores differ from their “true scores.” A test taker’s “true score” is the average of the scores that particular test taker would earn on all possible forms of the test. The difference between a test taker’s “true score” and the score the test taker actually earned is called “error of measurement.” The standard error of measurement, for a group of test takers, is the average¹ size of those differences. It is expressed in the same units as the scores. In a large group of test takers, about two-thirds will earn scores that differ from their “true scores” by less than the standard error of measurement. About 95 percent of the test takers will earn scores that differ from their “true scores” by less than twice the standard error of measurement. The standard error of measurement for each of the *TOEFL Junior* Standard scores is as follows:

Standard Error of Measurement for each of the TOEFL Junior Standard Test Scores	
Listening Section	9.8
Language Form & Meaning Section	9.0
Reading Section	10.0
Total	16.7

Validity of Scores

TOEFL Junior Standard Test

Efforts have been made to ensure that the *TOEFL Junior* Standard test measures young adolescent English learners’ ability to communicate in an academic environment where English is the medium of instruction.

The test was designed on the basis of information about language tasks that middle-school students are expected to perform in English-medium secondary school contexts.

¹ A special kind of average called a “root mean square,” which involves squaring the differences, then taking the average, and then taking the square root.

TOEFL Junior Standard Test Scores (continued)

The information was collected from a variety of sources, including:

- English-language standards/curricula and textbooks from countries where English is taught as a foreign language (such as Chile, China, France, Korea and Japan)
- English-language proficiency standards for English learners in U.S. middle schools (such as California, Colorado, Florida, New York, and Texas state standards and the WIDA consortium Standards)
- Input from experienced language assessment experts
- Academic literature on language used in academic contexts

From the careful analysis of the collected data, three domains were identified as important for an assessment that aims to measure English proficiency required for an English-medium middle school.

The three major domains are:

Social and Interpersonal – The social and interpersonal domain encompasses the language used to establish and maintain personal relationships. For example, students should understand what a friend says in a casual conversation or be able to read a personal email from a friend or a teacher.

Navigational – The navigational domain refers to language tasks in which students communicate with peers, teachers, and other school staff about school- and course-related materials. For example, students should understand a teacher’s oral instructions about a homework assignment and be able to extract key information from school-related announcements.

Academic – The academic domain consists of language activities performed while learning academic content in English. Examples of language use in this domain include understanding ideas in an academic lecture and comprehending written academic texts.

Items in the Listening Comprehension and Reading Comprehension sections of the *TOEFL Junior* Standard test are designed to collectively provide evidence about a test taker’s ability to communicate in English in each of the three domains defined above. In addition, test items in the Language Form and Meaning section assess the underlying enabling skills, such as grammatical and lexical knowledge, that form the basis for communicative skills in English.

TOEFL Junior Standard Test Scores (continued)

Overall Score Levels

The table below shows the *TOEFL Junior* Standard overall score levels, total scores, overall performance descriptors, and CEFR profiles. Overall Performance Descriptors are modified to reflect middle-school age student ability required in institutions where English is the medium of instruction and used to determine the student's proficiency level according to the CEFR level.

Overall Score Level	Total Scale Score	TOEFL Junior Standard Overall Performance Descriptors	CEFR Profile
These descriptions represent performance in middle schools that use English for instruction. A typical student at this level:			A typical student at this level achieved these section-level CEFR scores:
5 Superior	845–900	Consistently demonstrates comprehension of complex written and spoken materials, drawing on knowledge of complex language structures and vocabulary	B2 for all sections
4 Accomplished	785–840	Often demonstrates comprehension of complex written and spoken materials, drawing on knowledge of complex language structures and vocabulary	B1 for all sections
3 Expanding	730–780	Demonstrates comprehension of some complex written and spoken materials and most basic materials, drawing on knowledge of basic language structures and vocabulary	Mostly B1 for all sections, but occasionally A2
2 Progressing	655–725	Occasionally demonstrates comprehension of basic written and spoken materials, drawing on knowledge of basic language structures and vocabulary	Mostly A2 for all sections, but occasionally A1 for Reading and Listening
1 Emerging	600–650	Can comprehend some very basic written and spoken texts, drawing on knowledge of basic language structures and vocabulary, but needs to further develop these language skills and comprehension abilities	Mostly A1 for Listening and Reading; mostly A2 for Language Form and Meaning

Common European Framework of Reference

Your section scores will be mapped to the Common European Framework of Reference (CEFR) to help you understand what your scores mean. The *TOEFL Junior* scores give you as a student the ability to see your level on a global scale.

Sections	CEFR Below A2	CEFR Level A2	CEFR Level B1	CEFR Level B2
Listening Comprehension	Under 225	225–245	250–285	290–300
Language Form and Meaning	Under 210	210–245	250–275	280–300
Reading Comprehension	Under 210	210–240	245–275	280–300

Lexile® Measure

English reading ability is a rewarding skill, but it takes practice to improve. The *TOEFL Junior* Standard test provides a Lexile measure with your score report to help you, your parents and your teachers find the right books for you. Lexile measures are the standard for matching readers with appropriate texts. Millions of English language learners and teachers worldwide use Lexile measures to improve reading in English and track progress over time. With Lexile measures, readers at every age and proficiency level can find the right books to read and improve. The service is free and easy to use. For more information, visit www.lexile.com/toefljunior.

Certificate of Achievement



The *TOEFL Junior* Standard test Certificate of Achievement is an acknowledgement of your English proficiency. The Certificate of Achievement is not available through all local *TOEFL Junior* associates.

The Certificate of Achievement features:

- Your name
- Your Listening Comprehension section score, your Language Form and Meaning section score, your Reading Comprehension section score, and your overall score level
- Your test date and location
- The administering organization
- A format that is suitable for framing

Overall Score Level	Certificate Color
5 Superior	Gold
4 Accomplished	Silver
3 Expanding	Bronze
2 Progressing	Green
1 Emerging	Blue

Policy and Guidelines for the Use of *TOEFL Junior* Scores

Introduction

These guidelines are designed to provide information about the appropriate uses of *TOEFL Junior* test scores. They are intended to protect test takers from unfair decisions that may result from inappropriate uses of scores. Adherence to the guidelines is important.

The *TOEFL Junior* Program and its local ETS *TOEFL Junior* associates have a particular obligation to inform score users of the appropriate uses of *TOEFL Junior* test scores and to identify and try to rectify instances of misuse.

To this end, the following policies and guidelines are available to all *TOEFL Junior* test takers, institutions, and organizations that are recipients of *TOEFL Junior* test scores.

Release of Test Results

If you are taking the test through your school or another institution, that institution will receive your scores on a list containing the names and scores of everyone who took the test at the same time you did. The institution will also receive a copy of each test taker's score report and is responsible for giving you your personal copy.

If you took the test independently, you will receive your score report directly from your local ETS *TOEFL Junior* associate.

Scores obtained from a *TOEFL Junior* test will not be reported by ETS to any other institution.

A *TOEFL Junior* score is measurement information and its release is subject to all restrictions indicated in this *Handbook*. However, the score is not the property of the test taker.

Test Fairness and Score Use

The ETS *TOEFL Junior* Program and its authorized local ETS *TOEFL Junior* associates have taken steps to ensure, to the extent possible, that tests and test scores are fair for all test takers regardless of gender, age, and nationality.

Test Score Retention

TOEFL Junior test scores are available for reporting for two years after the test date. Because English-language proficiency can change rapidly depending on additional learning or development since the time of testing, decisions involving scores will be most valid when scores are obtained close to the point at which the decisions are made. Institutions can choose to use scores that are more than two years old as a record of an individual's English-language proficiency at the time the test was taken.

Testing Irregularities

"Testing irregularities" refers to irregularities in connection with the administration of a test, such as equipment failure, improper access to test content by individuals or groups of test takers, and other disruptions of test administration (natural disasters and other emergencies). When testing irregularities occur, ETS and its local ETS *TOEFL Junior* associates may offer test takers the opportunity to take the test again as soon as possible without charge.

Policies

In recognition of their obligation to ensure the appropriate use of *TOEFL Junior* test scores, the *TOEFL Junior* Program and its local ETS *TOEFL Junior* associates developed policies designed to make score reports available only to approved recipients, to protect the confidentiality of test takers' scores, and to follow up on cases of possible misuse of scores. The policies are discussed below.

Confidentiality: *TOEFL Junior* scores, whether for an individual or aggregated for an institution, are confidential and can be released only by authorization of the individual, individual's parent or guardian if the individual is a minor, or by compulsion of legal process.

We recognize test takers' rights to privacy with regard to information that is stored in data or research files held by ETS and local ETS *TOEFL Junior* associates and our responsibility to protect test takers from unauthorized disclosure of information.

Policy and Guidelines for the Use of *TOEFL Junior* Scores (continued)

Encouragement of appropriate use and investigation of reported misuse: All organizational users of *TOEFL Junior* scores have an obligation to use the scores in accordance with the guidelines that follow. Organizations have a responsibility to ensure that all individuals using *TOEFL Junior* scores are aware of the guidelines and to monitor the use of scores, correcting instances of misuse when they are identified. The *TOEFL Junior* Program and local ETS *TOEFL Junior* associates are available to assist institutions in resolving score-misuse issues.

Guidelines

Use Multiple Criteria: Regardless of the decision to be made, multiple sources of information should be used to ensure fairness and to balance the limitations of any single measure of knowledge, skills, or abilities. These sources may include hours of English-language classes, school grades, and recommendations from past teachers and administrators. When used in conjunction with other criteria, *TOEFL Junior* scores can be a powerful tool in student placement in English classes, monitoring student progress, providing performance feedback and other school-related decisions after admission.

Maintain Confidentiality of *TOEFL Junior* Scores: All individuals who have access to *TOEFL Junior* scores should be aware of the confidential nature of the scores and agree to maintain their confidentiality.

Normally Appropriate Uses and Misuses of *TOEFL Junior* Scores

The suitability of a *TOEFL Junior* test for a particular use should be explicitly examined before using test scores for that purpose. The list of appropriate uses of *TOEFL Junior* scores that follows is based on the policies and guidelines outlined on this page. The list is meant to be illustrative, not exhaustive, in nature.

There may be other appropriate uses of *TOEFL Junior* scores, but any use not listed below should be discussed in advance with *TOEFL Junior* Program staff and the local ETS *TOEFL Junior* associate to determine its appropriateness.

If a use other than those listed below is contemplated, it is important for the score user to validate the use of the scores for that purpose. The *TOEFL Junior* Program staff and local ETS *TOEFL Junior* associates will provide advice on the design of such validity studies.

Appropriate Uses

Based on the test design and the validity evidence collected so far, *TOEFL Junior* test scores are recommended for the following uses. **Please note:** The *TOEFL Junior* tests measure a student's current level of English proficiency and are not designed to be a predictor of future *TOEFL iBT* test scores.

- Determining whether students have sufficient communicative skills to succeed in a classroom that uses English for instruction
- Placing students in English-language programs so they are matched with level-appropriate instruction
- Monitoring student progress over time to gauge learning and changes in proficiency
- Using performance feedback, including can-do statements for instructors, to tailor English instruction and guide conversations with parents

Misuses

Any use of test scores for purposes other than those listed should be discussed with ETS before being implemented.

Test Taker Comments

You can provide comments during the test administration by informing your test administrator.

If you have questions or comments regarding the *TOEFL Junior* tests, please contact your local ETS *TOEFL Junior* associate or the *TOEFL Junior* Program, ETS, Rosedale Road, Princeton, New Jersey 08541, USA or email us at toefljunior@ets.org.

Appendix

TOEFL Junior® Standard Test Score Descriptors

Listening Comprehension

Test takers who score between 290 and 300 typically have the following strengths:

- They can understand main ideas, whether they are clearly stated or implied, in both academic and non-academic extended spoken texts.
- They can identify important details in both academic and non-academic extended spoken texts.
- They can make inferences based on a speaker's intonation or stress.
- They can usually understand idiomatic language used in longer, more complex speech.
- They can understand how information is being used by a speaker (e.g., to make a comparison or to provide evidence to support an argument) in academic and non-academic extended spoken texts.

Test takers who score between 250 and 285 typically have the following strengths:

- They can understand main ideas that are explicitly stated in academic and non-academic extended spoken texts where the language is simple and the context is clear.
- They can identify important details in academic and non-academic extended spoken texts where the language is simple and the context is clear.
- They can make inferences in short spoken texts where the language is simple and the context is clear.
- They can understand some common idioms used in moderately complex speech.

- They can understand how information is being used by a speaker (e.g., to make a comparison or to provide evidence to support an argument) when the context is familiar.

Test takers who score between 225 and 245 typically have the following strengths:

- They can understand the main idea of a brief classroom announcement if it is explicitly stated.
- They can understand important details that are explicitly stated and reinforced in short talks and conversations.
- They can understand direct paraphrases of spoken information when the language is simple and the context is clear.
- They can understand a speaker's purpose in a short talk when the language is simple and the context is clear.

Test takers who score below 225 typically need to develop the following skills:

- Understanding the main ideas and important details of announcements, short talks and simple conversations
- Understanding a speaker's purpose in a short talk when the language is simple and the context is clear
- Paraphrasing spoken information when the language is simple and the context is clear

Language Form and Meaning

Test takers who score between 280 and 300 typically have the following strengths:

- They usually recognize the accurate meaning and use of more advanced grammatical structures (e.g., relative clauses) in academic and non-academic texts.
- They demonstrate knowledge of a wide range of vocabulary that includes words found primarily in academic texts.
- They usually recognize how sentences combine to create cohesive, meaningful paragraphs in non-academic and academic texts.

Test takers who score between 250 and 275 typically have the following strengths:

- They usually recognize the accurate meaning and use of basic grammatical structures (e.g., comparative adjectives) in non-academic and academic texts, but do not consistently recognize the accurate meaning and use of more advanced structures.
- They demonstrate knowledge of vocabulary typically used in everyday, non-academic texts.
- They usually recognize how sentences combine to create cohesive, meaningful paragraphs in non-academic texts, but sometimes have difficulty doing so with academic texts.

Test takers who score between 210 and 245 typically have the following strengths:

- They sometimes recognize the accurate meaning and use of the most basic grammatical structures (e.g., present or past simple verb tense) in non-academic texts.
- They demonstrate knowledge of the most commonly used, non-academic vocabulary.
- They sometimes recognize how sentences combine to create cohesive, meaningful paragraphs in non-academic texts, but usually have difficulty doing so with academic texts.

Test takers who score below 210 typically need to develop their proficiency in the following ways:

- Increase their general vocabulary
- Improve their knowledge and use of basic grammatical structures (e.g., subject-verb agreement or simple prepositions)
- Understand how sentences combine to create cohesive, meaningful paragraphs

Reading Comprehension

Test takers who score between 280 and 300 typically have the following strengths:

- They can understand main ideas in non-academic and academic texts, including ones that are not explicitly stated.
- They can accurately comprehend important details in non-academic and academic texts, including texts with a high level of linguistic complexity.
- They can effectively make inferences when reading, including inferences needed to understand why an author includes certain information (e.g., to make a comparison or to provide evidence to support an argument) in non-academic and academic texts.
- They can usually infer the attitude or point of view of a character in a fictional story. They can usually understand figurative language and determine the meaning of unfamiliar vocabulary words from context, even in linguistically complex academic texts.

Test takers who score between 245 and 275 typically have the following strengths:

- They can understand main ideas that are explicitly stated in non-academic and academic texts.
- They can usually identify important details in non-academic and academic texts, even when the context is not always clear and the vocabulary may be unfamiliar.
- They can sometimes make inferences accurately, including inferences needed to understand why an author includes certain information (e.g., to make a comparison or to provide evidence to support an argument) in non-academic and academic texts.

- They can usually identify events and plotlines in a fictional narrative.
- They can usually determine the meaning of unfamiliar vocabulary words from context in simply constructed texts.

Test takers who score between 210 and 240 typically have the following strengths:

- They can sometimes identify main ideas that are explicitly stated in non-academic texts.
- They can sometimes identify basic details in non-academic and academic texts where the language is simple and the context is clear.
- They can usually locate basic information in nonlinear texts, such as schedules and menus that use everyday, non-academic vocabulary.
- They can sometimes make simple inferences in straightforward, non-academic texts.
- They can sometimes determine the meaning of unfamiliar vocabulary words from context in simply constructed non-academic texts.

Test takers who score below 210 typically need to develop the following skills:

- Identifying main ideas and important details in texts written in simple, clear language
- Making inferences based on texts written in simple, clear language
- Locating basic information in nonlinear reading materials, such as schedules, menus, etc.
- Determining the meaning of unfamiliar vocabulary words from context

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