



Handbook

for the *TOEFL Junior*® Tests

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

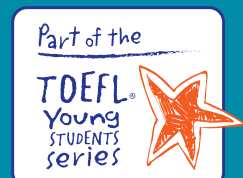


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Test Overview

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.

TOEFL Junior Speaking Test

A digitally delivered test that measures your ability to communicate orally in English in a classroom setting, for students in middle-school or lower-level high school.

Refer to page 28 for information about the *TOEFL Junior* Speaking test.

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.

Consent Form

You will be asked to submit a consent form signed by your parent or legal guardian in order to take a *TOEFL Junior* test. The form will be provided to you before the test date.

By signing the consent form, you agree that all information you provide, including demographic and background information, your answers to the test questions, and your scores, may be used for research, development, and marketing purposes relating to the *TOEFL Junior* tests. (See Appendix pages 37–39 for the consent forms.)

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.



EXAMPLE

| | | | | |
|---------|-----------|-----------|-----------|-----------|
| CORRECT | INCORRECT | INCORRECT | INCORRECT | INCORRECT |
| A B ● D | A B ● C D | A B X D | A B ● C D | A B ● C D |

LISTENING COMPREHENSION

| | | | | | |
|--|------------|------------|------------|------------|------------|
| SAMPLES A A B C D B A B C D | | 7 A B C D | 16 A B C D | 25 A B C D | 34 A B C D |
| 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 |
| 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 | 17 A B C D | 18 A B C D | 19 A B C D | 20 A B C D |
| 21 A B C D | 22 A B C D | 23 A B C D | 24 A B C D | 26 A B C D | 27 A B C D |
| 28 A B C D | 29 A B C D | 30 A B C D | 31 A B C D | 32 A B C D | 33 A B C D |
| 35 A B C D | 36 A B C D | 37 A B C D | 38 A B C D | 39 A B C D | 40 A B C D |
| 41 A B C D | 42 A B C D | | | | |

LANGUAGE FORM AND MEANING

| | | | | | |
|--|------------|------------|------------|------------|------------|
| SAMPLES A A B C D B A B C D | | 7 A B C D | 16 A B C D | 25 A B C D | 34 A B C D |
| 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 |
| 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 | 17 A B C D | 18 A B C D | 19 A B C D | 20 A B C D |
| 21 A B C D | 22 A B C D | 23 A B C D | 24 A B C D | 26 A B C D | 27 A B C D |
| 28 A B C D | 29 A B C D | 30 A B C D | 31 A B C D | 32 A B C D | 33 A B C D |
| 35 A B C D | 36 A B C D | 37 A B C D | 38 A B C D | 39 A B C D | 40 A B C D |
| 41 A B C D | 42 A B C D | | | | |

READING COMPREHENSION

| | | | | | |
|--|------------|------------|------------|------------|------------|
| SAMPLES A A B C D B A B C D | | 7 A B C D | 16 A B C D | 25 A B C D | 34 A B C D |
| 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 |
| 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 | 17 A B C D | 18 A B C D | 19 A B C D | 20 A B C D |
| 21 A B C D | 22 A B C D | 23 A B C D | 24 A B C D | 26 A B C D | 27 A B C D |
| 28 A B C D | 29 A B C D | 30 A B C D | 31 A B C D | 32 A B C D | 33 A B C D |
| 35 A B C D | 36 A B C D | 37 A B C D | 38 A B C D | 39 A B C D | 40 A B C D |
| 41 A B C D | 42 A B C D | | | | |

13. GROUP CODE (if assigned)

| | | | | |
|---|---|---|---|---|
| | | | | |
| 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 |

14. CODE SETS (if assigned)

| CODE SET 1 | | | CODE SET 2 | | | CODE SET 3 | | |
|------------|---|---|------------|---|---|------------|---|---|
| | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

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.”

20 Joe hurried through the school building, gathering together whomever he could find—two students, a math teacher, two secretaries, and a janitor.

When Joe explained why he needed them, everyone was happy to help.

25 Joe reminded the group to stay quiet as they all went toward the school’s basketball court. As Joe 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.

30 Bill turned. A look of surprise came over his 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)

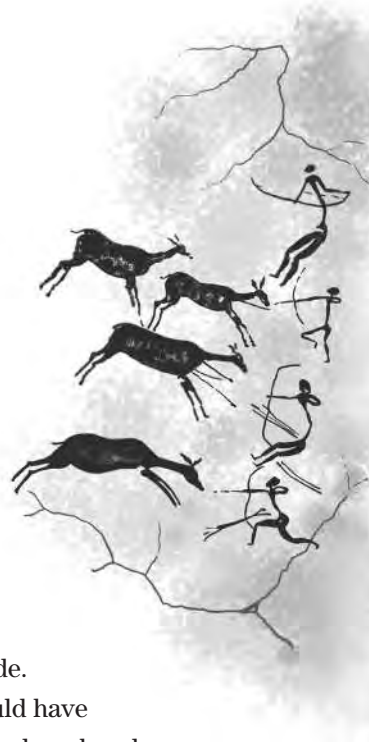
Questions 12-20 are about the following passage.

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, when the Lascaux cave complex was discovered in 1940, 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 5 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 steep walls or crawling into narrow passages in the 15 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

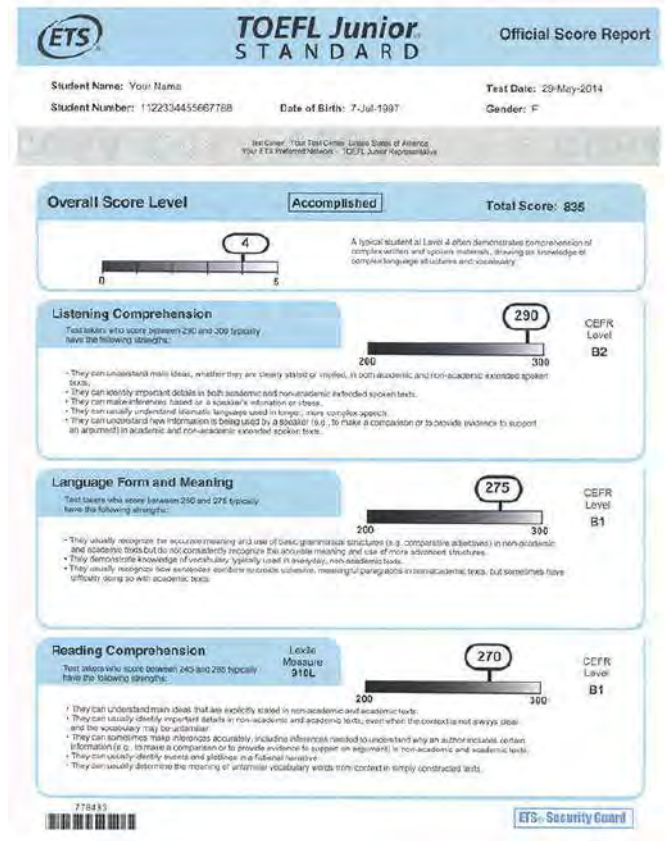
Each *TOEFL Junior* Standard score report provides:

- 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.

TOEFL Junior Standard Test Scores (continued)

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.

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 <i>TOEFL Junior</i> 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 <i>TOEFL Junior</i> 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 following table shows the *TOEFL Junior*[®] Standard test overall score levels, total scale scores, overall performance descriptors and Common European Framework of Reference (CEFR) typical profiles. The table was based on a research study published in 2015 and was refined in 2021, after analysis of the scores of all test takers between 2016 and 2018.

Performance descriptors represent performance in middle schools using English for instruction and show what a typical student at that level can do. The CEFR profile indicates the CEFR section-level scores a typical student would achieve on their overall TOEFL Junior score level. Because the overall score level is based on the total scale score achieved in the three test sections, the typical CEFR profile might not always apply to each individual student. For this reason, the CEFR level of each test section appears separately on the front page of the score report.

| Overall Score Level | Total Scale Score | <i>TOEFL Junior</i> Standard Overall Performance Descriptors | CEFR Profile |
|---------------------------|-------------------|---|--|
| 5 Superior | 865–900 | Consistently demonstrates comprehension of complex written and spoken materials, drawing on knowledge of complex language structures and vocabulary | B2 for all sections |
| 4 Accomplished | 785–860 | 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 | 625–725 | 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 | 600–620 | 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 210 | 210–240 | 245–285 | 290–300 |
| Language Form and Meaning | Under 210 | 210–245 | 250–275 | 280–300 |
| Reading Comprehension | Under 210 | 210–240 | 245–285 | 290–300 |

TOEFL Junior Standard Test Scores (continued)

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 |

About the *TOEFL Junior*[®] Speaking Test

Test Structure

The *TOEFL Junior* Speaking test is digitally delivered, and you will be provided with a headset to listen to instructions and record your responses. The *TOEFL Junior* Speaking test has four tasks and lasts about 18 minutes, as you can see in the chart below.

| Test | Number of Tasks to Perform | Time |
|----------|----------------------------|------------|
| Speaking | 4 | 18 minutes |

Test Content

The *TOEFL Junior* Speaking test measures your ability to communicate orally in English in a classroom setting in middle-school or lower-level high school.

While taking the test, you will wear headphones and look at the digital screen to be able to both listen to and follow the directions. You will speak into a microphone to record your responses to the four tasks. Here is a description of the types of tasks you will perform:

Task 1: Read Aloud

You will have one minute to read a short passage to yourself quietly, followed by one minute to read the passage aloud into the microphone.

Task 2: Picture Narration

You will see six pictures, and tell the story that the pictures show. You will have one minute to prepare your story, followed by one minute to record your story into the microphone.

Task 3: Non-academic Listen-Speak

You will listen to a teacher or a group of students talking about a school-related topic, and talk about what you heard. You may take notes as you listen.

You will have 45 seconds to prepare, followed by one minute to record your answer into the microphone.

Task 4: Academic Listen-Speak

First you will listen to a teacher talking about an academic topic. Then you will talk about what you heard. You may take notes as you listen. You will have 45 seconds to prepare and one minute to record your answer into the microphone.

During the Test

Each task has a time limit. The timer in the top right corner of the screen will tell you how much time you have left to finish the task you are working on. You may not continue responding to the task after the timer reaches 0.00 and you may not go back to respond to previous tasks. Scores for each response are assigned based on standardized scoring guides used by ETS-trained raters. You should try to perform each task to the best of your ability.

Getting Ready for the Test

How to Get Ready to Take the TOEFL Junior Speaking 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* Speaking test is not a “pass/fail” test. The test is designed to be a tool that measures improvement over time.

Below are some things you can do to prepare for the test and improve your English-language skills.

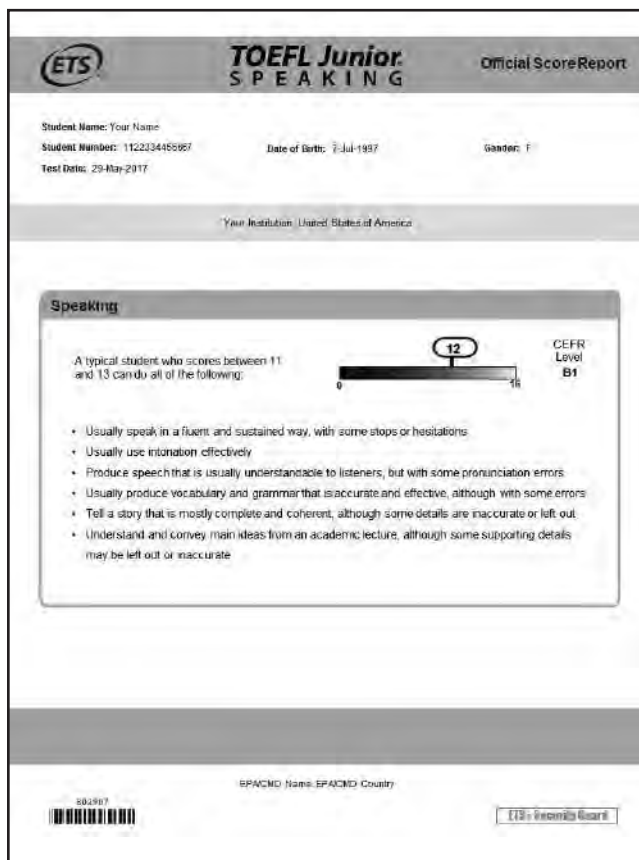
- Learn about the test format and how to take a digitally delivered test. You can do this on the website at <http://www.ets.org/toefljunior/speaking/samplequestions>
- Read the test directions and the sample questions in this *Handbook* and on the website at <http://www.ets.org/toefljunior/speaking/samplequestions>
- Practice English as often as possible and in as many ways as you can, including reading, watching TV and videos, listening to recordings, taking an English course, and speaking with friends
- Visit the *TOEFL Junior* website for additional resources that you may find helpful to prepare yourself for the test

TOEFL Junior Speaking Test Scores

Score Reports

Each *TOEFL Junior* Speaking score report provides:

- Score level
- Descriptors of student’s ability (See Appendix page 43 for all Performance Descriptors)
- Common European Framework of Reference (CEFR) levels that show student ability in comparison to a widely used tool for describing language proficiency



Interpreting Scores

Your Speaking test total score is determined by adding the scores you receive on each of your task responses. More information can be found below in “How Your Test is Scored.”

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* Speaking test.

How Your Test is Scored

The *TOEFL Junior* Speaking test contains tasks that ask you to respond in spoken English. Your responses are scored by ETS raters using standardized scoring rules. Speaking score quality is maintained through multiple rigorous measures that include trying out new questions, requiring raters to pass demanding assessments before they can score any Speaking responses, monitoring of scoring quality throughout live scoring sessions by expert scoring leaders, and analyzing the performance of the raters. The score range is from 0 to 16. Detailed information about the scoring of Speaking responses can be found at http://www.ets.org/toefl_junior/scores_research/speaking

TOEFL Junior Speaking Test Scores (continued)

Reliability of Scores

The *TOEFL Junior* Speaking test exists in several different editions, called “forms.” All the forms of the *TOEFL Junior* Speaking test measure the same set of skills, but with different tasks. As described previously in the Section titled “*TOEFL Junior* Standard Test Scores” (see page 24), reliability refers to the extent to which the test takers’ scores are consistent across different editions 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 and the standard error of measurement of the *TOEFL Junior* Speaking scores, in the group of all test takers, are estimated to be as follows:

TOEFL Junior Speaking

| Reliability Estimate | Standard Error of Measurement |
|----------------------|-------------------------------|
| 0.87 | 1.24 |

Validity of Scores

TOEFL Junior Speaking Test

Efforts have been made to ensure that the *TOEFL Junior* Speaking test accurately 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.

The information was collected from the same variety of sources as the *TOEFL Junior* Standard test (see pages 24–25).

From careful analysis of the collected data, it was determined that the same three domains are important for the *TOEFL Junior* Speaking test as the *TOEFL Junior* Standard test (see page 25).

Common European Framework of Reference

Your section scores will be mapped to the Common European Framework of Reference (CEFR) levels to help you understand what your scores mean, and so you can see your levels on a global scale.

| Score Range | CEFR Level |
|-------------------|------------|
| Between 14 and 16 | B2 |
| Between 11 and 13 | B1 |
| Between 8 and 10 | A2 |
| Below 8 | Below A2 |

Certificate of Achievement



The *TOEFL Junior* Speaking test Certificate of Achievement is an acknowledgement of your English-language ability. Certificates are not available in all locations.

The Certificate of Achievement features:

- Your name
- Your Speaking test score
- Your test date and location
- The administering organization
- A format that is suitable for framing

TOEFL Junior Speaking Test Scores (continued)

These are the certificate levels:

| Score Range | Certificate Color |
|-------------------|-------------------|
| Between 14 and 16 | Gold |
| Between 11 and 13 | Silver |
| Between 8 and 10 | Bronze |
| Below 8 | 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



Consent Form

This *TOEFL Junior*® Standard test (the “Test”) is being conducted by _____

located at _____ and Educational Testing Service located in Princeton, NJ (“ETS”).

The Test will take approximately 1 hour 55 minutes to complete. Additional information about the test can be found in the “Handbook for the *TOEFL Junior* Standard Test” at www.ets.org/toefl_junior.

You agree that information about you, including your first and last name, student number, date of birth, region code, course level, number of years studying English, grade level, school name, demographic and background questions, and responses to questions (“Personal Information”) will be collected during the Test. Your name and other identifying information (first and last name, student number, date of birth) will be kept confidential and will not appear in any presentations or other publicly available materials, except that some of your Personal Information will appear on your score report. You agree that non-identifying information you provide (such as demographic and background information, and answers to test questions) and scores may be used for research, development and promotional purposes relating to the Test.

You may request to review your personal identifying information by contacting:

Email: _____ Phone: _____

You agree to maintain the full confidentiality of all test questions and answers, specifically not to reproduce or disclose any test question or answer in whole or in part to any person or entity in any form.

I have read the above statement and understand and agree to these terms. I confirm that I am 18 years old or older. (If not, a parent or guardian must provide consent as well.)

I hereby expressly consent to permit _____ and ETS to transfer my Personal Information, including my personal identifying information, into and out of the United States and other countries worldwide and to use such Personal Information for the purposes stated herein.

Name (please print): _____

Signature: _____ Date: _____

For test takers under 18 years old:

I have read the above statement and understand and agree to these terms.

I hereby expressly consent to permit _____ and ETS to transfer Personal Information, including personal identifying information belonging to the above-named test taker into and out of the United States and other countries worldwide and to use such Personal Information for the purposes stated herein.

Name of Parent/Guardian (please print): _____

Signature: _____ Date: _____

Consent Form

This TOEFL Junior[®] Speaking test (the "Test") is being conducted by _____

located at _____ and Educational Testing Service located in Princeton, NJ ("ETS").

The Test will take approximately 18 minutes to complete. Additional information about the test can be found in the "Handbook for the TOEFL Junior Standard Tests" at www.ets.org/toefl_junior.

You agree that information about you, including your first and last name, student number, date of birth, region code, course level, number of years studying English, grade level, school name, demographic and background questions, and responses to questions ("Personal Information") will be collected during the Test. Your name and other identifying information (first and last name, student number, date of birth) will be kept confidential and will not appear in any presentations or other publicly available materials, except that some of your Personal Information will appear on your score report. You agree that non-identifying information you provide (such as demographic and background information, and answers to test questions) and scores may be used for research, development and promotional purposes relating to the Test.

You may request to review your personal identifying information by contacting:

Email: _____ Phone: _____

You agree to maintain the full confidentiality of all test questions and answers, specifically not to reproduce or disclose any test question or answer in whole or in part to any person or entity in any form.

I have read the above statement and understand and agree to these terms. I confirm that I am 18 years old or older. (If not, a parent or guardian must provide consent as well.)

I hereby expressly consent to permit _____ and ETS to transfer my Personal Information, including my personal identifying information, into and out of the United States and other countries worldwide and to use such Personal Information for the purposes stated herein.

Name (please print): _____

Signature: _____ Date: _____

For test takers under 18 years old:

I have read the above statement and understand and agree to these terms.

I hereby expressly consent to permit _____ and ETS to transfer Personal Information, including personal identifying information belonging to the above-named test taker into and out of the United States and other countries worldwide and to use such Personal Information for the purposes stated herein.

Name of Parent/Guardian (please print): _____

Signature: _____ Date: _____

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 245 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 210 and 240 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 210 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 290 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 285 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

TOEFL Junior® Speaking Score Level Descriptors

A typical student who scores between 14 and 16 can do all of the following:

- Almost always speak in a fluent and sustained way
- Almost always use intonation effectively
- Produce speech that is always understandable to listeners, with only minor errors in pronunciation
- Almost always produce vocabulary and grammar that is accurate, varied and effective, with only a few errors
- Tell a complete and coherent story with elaboration and detail
- Understand and accurately convey all main ideas and supporting details from an academic lecture, with almost no omissions

A typical student who scores between 11 and 13 can do all of the following:

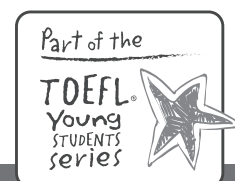
- Usually speak in a fluent and sustained way, with some stops or hesitations
- Usually use intonation effectively
- Produce speech that is usually understandable to listeners, but with some pronunciation errors
- Usually produce vocabulary and grammar that is accurate and effective, although with some errors
- Tell a story that is mostly complete and coherent, although some details are inaccurate or left out
- Understand and convey main ideas from an academic lecture, although some supporting details may be left out or inaccurate

A typical student who scores between 8 and 10 can do all of the following:

- Speak fluently for a few brief stretches
- Sometimes use intonation effectively
- Produce speech that is at times understandable to listeners, but with obvious pronunciation errors
- Often produce basic vocabulary and simple grammatical structures
- Tell a limited story, occasionally providing details
- Understand and convey limited information from an academic lecture, but probably leave out many supporting details

A typical student who scores below 8 may need to develop the following skills:

- Speaking fluently for at least a few brief stretches
- Using intonation effectively
- Producing speech that is understandable to listeners
- Producing basic vocabulary and simple grammatical structures
- Telling a story with some details
- Understanding and conveying some information from an academic lecture



For more information about
the *TOEFL Junior*[®] tests, visit
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About the *TOEFL*[®] Young Students Series

Designed to set the foundation for the successful development of English-language skills, the *TOEFL*[®] Young Students Series features age-appropriate assessments, products and services — including the *TOEFL Junior*[®] and *TOEFL Primary*[™] tests — to help guide younger students to the next steps of learning.

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