

*toefl junior®



TOEFL Junior[®] test taker handbook

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Overview

This Handbook contains information about the TOEFL Junior® Standard, TOEFL Junior® Speaking, and TOEFL Junior® Writing tests and related procedures that apply to institutional testing in the classroom or at home. Reviewing the descriptions of each test will help the test takers become familiar with the format and types of questions before the day of the test. Sample questions for the tests can be found at www.ets.org/toefl/junior/prepare or in Appendix F. The sample questions will be similar to the actual questions on the test.

About the TOEFL Junior® Tests

The TOEFL Junior tests are an objective and reliable measure of English communication skills. While the ETS university-level TOEFL iBT® test continues to set the standard for English proficiency worldwide, the TOEFL Junior tests measure the degree to which test takers 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.

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 TOEFL Junior Standard Test Scores	
Listening Section	.87
Language Form and 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 average 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 and Meaning Section	9.0
Reading Section	10.0
Total	16.7

Validity of Scores

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.

Information about the language learning context was collected from different sources, including:

- English-language standards/curricula and textbooks from countries where English is taught as a foreign language.
- 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 all collected information, three domains were identified as important for an assessment that aims to measure English proficiency required for an English-medium secondary 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, test takers should understand what a friend says in a casual conversation or be able to read a personal email from a friend or a teacher.

School Navigational – The school navigational domain refers to language tasks in which test takers communicate with peers, teachers, and other school staff about school and course-related materials. For example, test takers 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 previously. 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.

The TOEFL Junior tests:

- Provide parents, guardians, test takers, and teachers with objective information about the test taker's progress in developing English-language skills over time.
- Are available in paper and digital format depending on the test.
- Measure reading comprehension, listening comprehension, language form and meaning, the ability to communicate English orally and in Writing in an academic classroom.
- Serve as measurement tools to support placement of test takers 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.
- 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, or TOEFL ITP® tests.

Test Structure

The **TOEFL Junior Standard test** consists of 126 multiple-choice questions and evaluates skills in three areas:

- **Listening Comprehension** section measures the ability to listen to and understand English for interpersonal, school navigational, and academic purposes.
- **Language Form and Meaning** section measures the ability to demonstrate proficiency in key enabling English skills such as grammar and vocabulary in context.
- **Reading Comprehension** section measures the ability to read and understand academic and nonacademic texts written in English.

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

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

- **Task 1: Read Aloud**
A test taker will have one minute to quietly read a short passage, followed by one minute to read the passage aloud into the microphone.
- **Task 2: Picture Narration**
The test taker will see six pictures and tell a story about the pictures. The test taker will have one minute to prepare the story, followed by one minute to record the story into the microphone.
- **Task 3: Non-academic Listen-Speak**
The test taker will listen to a teacher or a group of students talking about a school-related topic and talk about what they heard. The test taker may take notes and will have 45 seconds to prepare, followed by one minute to record an answer into the microphone.
- **Task 4: Academic Listen-Speak**
First, a test taker will listen to a teacher talking about an academic topic. Then they will talk about what they heard. The test taker may take notes and will have 45 seconds to prepare and one minute to record an answer into the microphone.

Test	Number of Questions	Administration Time
Speaking	4	18 minutes

The **TOEFL Junior Writing test** measures a test taker's computer-based English writing ability to communicate for social/interpersonal, school navigational, and academic purposes.

The TOEFL Junior Writing test has four task types (Edit, E-mail, Opinion, and Listen-Write). The Edit task contains two sets of multiple-choice questions, and the other three tasks require written responses. The test lasts about 40 minutes, as noted in the chart below.

The test includes the following tasks:

- **Task 1: Edit**

In each Edit task, the test taker will read a paragraph about an academic topic that contains four options. The test taker will select the correct options to complete sentences in the paragraph and will have two minutes and thirty seconds to complete each Edit task. There are two sets of Edit tasks in the test.

- **Task 2: E-mail**

The test taker will read an e-mail about a school-related topic that asks for a response to some questions. The test taker will write a reply to the e-mail that answers the questions. The test taker will have seven minutes to read the e-mail and write a response. They will have seven minutes to read the e-mail and write a response.

- **Task 3: Opinion**

The test taker will read a question or statement about a specific topic and write a paragraph expressing their opinion about the topic. The test taker's paragraph should be about 100 to 150 words long. They will have ten minutes to plan and write a response.

- **Task 4: Listen-Write**

First, a test taker will listen to a short talk about an academic topic. While listening, they will see one or more pictures to help them understand the information in the talk. Then, the test taker will write about the information they heard. The test taker may take notes as they listen and use their notes to help prepare a response. The test taker will have ten minutes to plan and write a response.

Test	Number of Tasks to Perform	Time	Number of Questions
Writing	4	Approximately 40 minutes	5

Registering for the TOEFL Junior Tests

The TOEFL Junior tests are available throughout the world. Testing can be arranged through institutions that request the test taker to take the tests. If testing has not been arranged through the institution, contact the 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, contact the local ETS TOEFL Junior Associate for pricing in your area.

Test Takers with Disabilities

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

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 *TOEFL Young Students Series Handbook Supplement for Test Takers with Disabilities or Health-Related Needs* at www.ets.org/toefl/junior/prepare.

All requests for accommodations must be approved in advance, in accordance with ETS policies and procedures outlined on the website at www.ets.org/disabilities.

Preparing to Take the Test

The TOEFL Junior tests are not based on the content of any particular English course, but rather on the test taker's English language proficiency and the overall ability to use English.

No single school, textbook, or method of study is best to help prepare for the test, since it is not based on a specific course of instruction. Strong language proficiency can be achieved 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. Test takers who follow a regular English curriculum should show gains in their scores if they take the TOEFL Junior tests every 6 months or so.

The **TOEFL Junior Standard**, **TOEFL Junior Speaking** and **TOEFL Junior Writing** tests are not “pass/fail” tests. The tests are designed to be a tool that measures improvement in English language abilities over time.

Before the Test

There are several things a test taker can do to prepare for the test:

- Become familiar with the test format and testing requirements. If taking the paper-based test, carefully review the following:
 - Consent Form – Appendix A
 - How to Complete Your Answer Sheet – Appendix B
 - Sample Answer Sheet – Appendix C
 - Example of a Completed Answer Sheet – Appendix D
- If taking the digital test from home, be sure you have received the **Bring Your Own Proctor (BYOP) Test Taker Procedures** from the local administering institution.
- Become immersed in the English language as frequently as possible and in as many ways as possible. Read textbooks or other materials that cover a variety of subject areas. Reading, watching television and videos, listening to music and singing along in English, taking an English course and speaking to others in English are some of the ways to practice.
- Take the TOEFL Junior Practice Tests to help prepare with real practice tests from ETS.
- Review the Official Guide to prepare for the TOEFL Junior Standard Test. It includes:
 - Questions and scripts with audio for the Listening Comprehension section
 - A description of test sections and question types
 - Sample questions for each test section
 - A full practice test with answer rationales
- Practice writing in English on a computer or tablet as often as possible. Simple things like writing a list of school supplies for the next day, sending a quick text message to a friend in English, writing down the lyrics of your favorite songs in English, or taking notes using a graphic organizer while listening to information in English are all good ways to practice writing.
- Review sample Speaking Test questions at www.ets.org/toefl/junior/prepare.
- For additional information about testing, please visit the TOEFL Junior website at www.ets.org/toefl/junior.

During the Test

Test takers should:

- Work quickly and carefully.
- Not spend too much time on any one question.
- Try to answer every question to the best of their ability.
- Pay close attention to the time during each section:
 - In the Listening Comprehension and Language Form and Meaning sections of the TOEFL Junior Standard test, there is a defined time limit for each question.
 - In the Reading Comprehension section of the TOEFL Junior Standard test, keep an appropriate pace; work quickly; and if an answer to a question is unknown, come back to it later.
 - In the Speaking and Writing tests, the ability to go back to a question once the time limit for each task has been reached is not permitted.
- Choose only one answer for each question. If more than one answer is chosen, that question will be counted as wrong—even if one of the answers is correct.
- Be aware that the score will be based on the number of questions answered correctly.
- Demonstrate their ability to speak about a variety of topics during the Speaking test, and speak clearly and coherently into a headset microphone to record responses to the four tasks.
- Demonstrate their ability during the Writing test to edit texts and write clearly and coherently in response to a variety of tasks using a digital platform. During the last two tasks, headsets are required to listen to some directions before submitting written responses in digital format.
- Refer to the **What to Bring for Testing** section for note taking material guidelines.

What to Bring for Testing

Classroom Testing

- **Consent Form.** A test taker will be asked to submit a Consent Form signed by a parent or legal guardian to take a TOEFL Junior test, see Appendix A. The form will be given to the test taker before the test date. By signing the consent form, the parent or legal guardian agrees that all information provided, including demographic and background information, answers to the test questions, and scores, may be used for research, development, and marketing purposes relating to the TOEFL Junior tests.
- **Identification Documents.** The test taker may be required to provide identification (ID) before taking the test. Refer to the “Identification” Section for more information.
- **Pencils and Erasers.** The test taker must bring several sharpened, medium soft (No. 2 or HB), black lead pencils. The test taker may not use a pen, a colored pencil, or a liquid pencil to mark the answer sheet. The test taker will also need a good quality eraser that will completely erase any unintended marks made on the answer sheet. Pencils and erasers will not be supplied by the proctor.

At Home Testing

- **Consent Form.** The test taker will be asked if the Consent Form was provided to the school in advance of testing. The test taker must select “Yes” to proceed with verification.
- **Identification Documents.** The test taker will be required to provide identification (ID) before taking the test. Refer to the “Identification” section for more information.
- **Note Taking Material.** The test taker cannot take notes on regular paper for security purposes. They will need a small, desktop dry-erase whiteboard with an erasable marker or one blank piece of paper inside a transparent sheet protector with an erasable marker. The paper should not be removed from its transparent sheet protector at any time during the test administration. The test taker **must** show the proctor that all notes have been erased at the end of the test.
- **Compliant Equipment.** The test taker will need to ensure their device(s) meet the minimum system requirements. Refer to the **Bring Your Own Proctor (BYOP) Test Taker Procedures** provided by the local administering institution. **NOTE:** A compliant headset is required for the Speaking and Writing tests.

Testing Procedures and Regulations

The tests are given in one session on the date and at the time and place announced by the proctor or by an official of the institution administering the test. Test takers should arrive on time.

The following procedures and regulations apply for test takers during the entire test session:

- Dress to adapt to any room temperature.
- Except for ETS-authorized observers, no one else is allowed in the testing room while testing is in progress.
- Valid identification documents may be required to be presented (see “**Identification**” section).
- Other than ID, personal items are not allowed in the testing room. Before the test, the test taker will get instructions from the proctor regarding where to store personal items. The following items are not allowed in the testing room:
 - Backpacks or bags
 - 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 (personal laptop computers, digital assistants, etc.)
 - Papers of any kind
 - Copying, scanning, or photographic devices
 - Transmitting or receiving devices
- Test takers may be given a 5 minute break between the Language Form and Meaning section and the Reading Comprehension section. During this time, the test taker may be permitted to stand and stretch. Access to personal items is not allowed. Additional breaks may be permitted, however any lost time cannot be made up.

Specifics for Classroom Testing

- The proctor will assign a seat; the test taker is not allowed to change seats.
- All test takers must be facing the same direction.
- If the test taker is left-handed, the proctor should be informed before the start of the test.
- No test taker will be admitted after test materials have been distributed.
- Test takers will be given scratch paper for note taking. Paper that is not provided by the proctor is not allowed in the testing room.
- Test takers will be provided with the appropriate materials and/or compliant equipment for testing.
- If a test book is provided, test takers can also take notes in the blank areas of the test book during the listening parts of the test, but **not** on the answer sheets. At the conclusion of the test, the test taker will be required to return the test book, answer sheet, and any scratch paper used to the supervisor.
- Instructions for **How to Complete Your Answer Sheet** can be found in Appendix B.

Dismissal from a Test Session

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

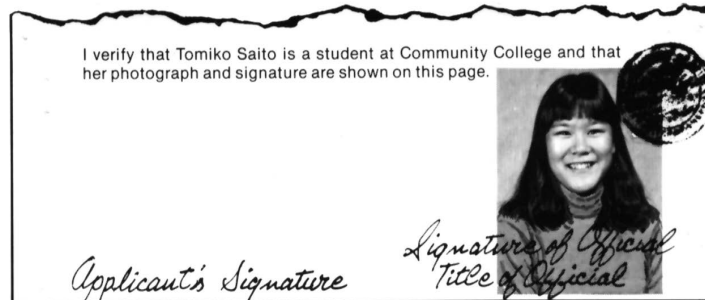
- Attempt to take the test for someone else or have someone else take the test for them.
- Give or receive assistance during the test.
- Fail to follow instructions given by the proctor.
- Read or work on one section of the test during the time allowed for another, or continue to work after the end of the testing time.
- Refuse to obey any policy or procedure.
- Create a disturbance or behave inappropriately.
- Copy test questions or answers.
- Attempt to take testing material or note material from the testing room.
- Cheat in any other way.

If the test taker fails to comply with these rules, they may be asked to leave the room, and the test will not be scored. The proctor has the right to request that ETS not score the test or not release the scores if the test taker does not follow instructions or if there is reason to believe the test taker cheated.

Identification

The test taker may be required to present valid and acceptable identification. It is their responsibility to ensure that ID documents are up-to-date and available on the day of the test.

A passport would be the best ID document to use. If the test taker does not have a passport, or if the passport does not contain a signature and photograph, an official letter from the school the test taker attends is an acceptable ID document. The letter must have the test taker's 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. Letters written by the school for the test taker are valid for one year from the date of issue.



Score Reports

The institution will receive the scores on a list containing the names and scores of everyone who tested at the institution at the same time. The institution will also receive a copy of each test taker's score report and is responsible for giving each test taker their personal copy of the score report.

If the test was taken independently, a score report will be directly provided from the local ETS TOEFL Junior Associate.

Acceptable Scores

Each institution determines for itself what scores, or ranges of scores, are acceptable. An acceptable score depends entirely on the requirements of the institution and varies from institution to institution. There are no passing or failing scores set by ETS for the TOEFL Junior tests. If there are any questions about how scores have been interpreted, contact the institution that administered the test.

TOEFL Junior Standard

The **TOEFL Junior Standard** score report provides:

- A total score calculated from the scores of the Listening Comprehension, Language Form and Meaning, and Reading Comprehension sections.
- An overall score level accompanied by an overall performance descriptor.
- 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, Appendix E.
- Common European Framework of Reference (CEFR) levels that show test taker ability in comparison to a widely used tool for describing language proficiency.
- A Lexile® measure to help the test taker find books at their English reading level.



TOEFL Junior®
STANDARD

Official Score Report

Student Name: Your Name

Test Date: 29-May-2023

Student Number: 1122334455667788

Date of Birth: 7-Jul-2011

Gender: F

Test Center: Your Test Center United States of America

Your ETS Preferred Network - TOEFL Junior Representative

Overall Score Level

Accomplished

Total Score: 835



A typical student at Level 4 often demonstrates comprehension of complex written and spoken materials, drawing on knowledge of complex language structures and vocabulary.

Listening Comprehension

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



290

CEFR Level B2

- 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.

Language Form and Meaning

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



275

CEFR Level B1

- 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.

Reading Comprehension

Test takers who score between 245 and 285 typically have the following strengths:

Lexile Measure 910L



270

CEFR Level B1

- 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.

ETS® Security Guard

TOEFL Junior Speaking

The **TOEFL Junior Speaking** score report provides:

- A score level accompanied by an overall performance descriptor.
- 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, Appendix E.
- Common European Framework of Reference (CEFR) levels that show test taker ability in comparison to a widely used tool for describing language proficiency.



TOEFL Junior
S P E A K I N G

Official Score Report

Student Name: Your Name

Student Number: 1122334455667

Date of Birth: 7 July 2011

Gender: F

Test Date: 29 May 2023

Test Center, Country

Speaking

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



CEFR Level
B1

- 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

EPA/CMD Name, EPA/CMD Country



TOEFL Junior Writing

The **TOEFL Junior Writing** score report provides:

- A score level accompanied by an overall performance descriptor.
- 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, Appendix E.
- Common European Framework of Reference (CEFR) levels that show test taker writing ability in comparison to a widely used tool for describing language proficiency.



TOEFL Junior® Official Score Report
Writing

Student Name: Your Name

Student Number: 26792

Date of Birth: 7 July 2011

Gender: F

Test Date: 29 May 2023

Test Center, Country

Writing

A typical student who scores between 13 and 16 can do all of the following:

14

016

CEFR Level
B2

- Correctly complete sentences in a written text nearly all of the time
- Produce simple and complex sentences accurately
- Provide answers to informal questions, and the answers are clear, complete and appropriate
- Express an opinion on a school-related topic, almost always with substantial detail and development
- Understand and accurately convey all main ideas and supporting details from an academic lecture, with almost no omissions

EPA, Country
08412014

ETS® Security Guard

Understanding Scores

TOEFL Junior Standard

The information in this section will provide an explanation of the scores. For this reason, it is helpful to keep this Handbook and refer to it once the scores have been received. Please refer to Appendix E for the Test Score Descriptors.

TOEFL Junior Standard scores include three section scores and a total score and are determined by the number of questions a test taker 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 and Meaning	200–300
Reading Comprehension	200–300
Total Score	600–900

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 test taker at that level can do. The CEFR profile indicates the CEFR section-level scores a typical test taker 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 test taker. 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	Overall Performance Descriptor	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

The Common European Framework of Reference (CEFR) is an international scale that describes language skills at different levels of proficiency (e.g., how well someone can speak English). The TOEFL Junior scores have been mapped for each test section and for the entire test to the CEFR to help see a test taker's level on a global scale to get a better understanding of what test taker scores mean. For more information about the CEFR levels, visit the Resource page at www.ets.org/toefl/junior/resources.

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

Lexile® Measure

English reading ability is a rewarding skill, but it takes practice to improve. The TOEFL Junior Standard test provides a Lexile measure on the score report to help test takers, parents and teachers select the most appropriate books. 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 <https://englishpractice.lexile.com>.

How Scores Are Reported

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.

TOEFL Junior Speaking

TOEFL Junior Speaking scores are determined by adding the scores received on each task response. More information can be found in the “How Scores Are Reported” section. Please refer to Appendix E for the Test Score Descriptors.

Common European Framework of Reference

A test taker’s Speaking score will be mapped to the Common European Framework of Reference (CEFR) levels to help test takers understand what their scores mean and understand their levels on a global scale.

TOEFL Junior Speaking Score	CEFR Level
14 – 16	B2
11 – 13	B1
8 – 10	A2
Below 8	Below A2

How Scores Are Reported

The TOEFL Junior Speaking responses are scored by ETS-trained raters using standardized scoring guides. 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 Speaking test total score is determined by adding the scores received on each of the task responses.

The score range is from 0 to 16. Detailed information about the scoring of Speaking responses can be found at www.ets.org/toefl/junior/scoring-reporting.

TOEFL Junior Writing

TOEFL Junior Writing scores are determined by adding the scores received on each task response. More information can be found in the “How Scores Are Reported” section. Please refer to Appendix E for the Test Score Descriptors.

Common European Framework of Reference

A test taker’s Writing score will be mapped to a Common European Framework of Reference (CEFR) level to help the test taker understand what their score means and understand their level on a global scale.

TOEFL Junior Writing Score	CEFR Level
13 – 16	B2
10 – 12	B1
6 – 9	A2
Below 6	Below A2

How Scores Are Reported

The TOEFL Junior Writing test contains tasks that ask a test taker to respond in written English on the computer or tablet. Test taker responses are scored using an automated scoring engine, which takes advantage of ETS’s Natural Language Processing and artificial intelligence (AI) capabilities. ETS’s automated scoring models are trained on human ratings.

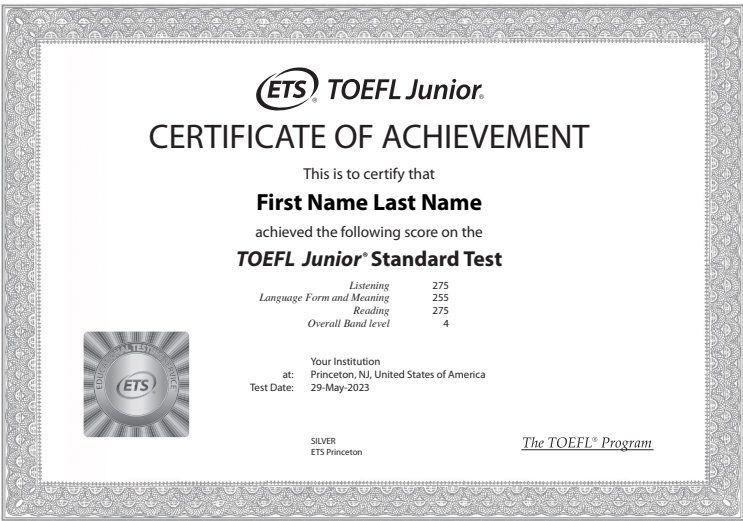
The score range is from 0 to 16. Detailed information about the scoring of Writing responses can be found at www.ets.org/toefl/junior/scoring-reporting.

Certificates of Achievement

The **TOEFL Junior Standard** Certificate of Achievement is an acknowledgement of English proficiency. Certificates are available upon request through local TOEFL Junior Associates in certain markets.

The Certificate of Achievement features:

- Test taker name
- Test taker scores
- Test taker test date and location
- The administering organization
- A format that is suitable for framing



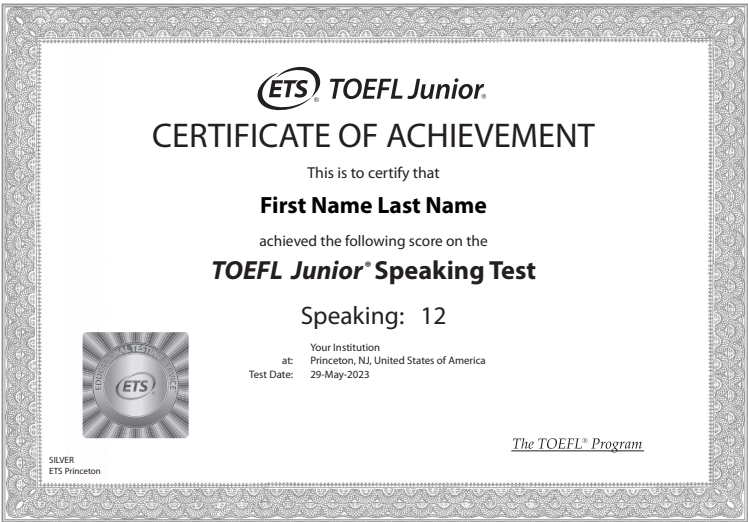
The following chart shows the certificate levels:

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

The TOEFL Junior Speaking Test Certificate of Achievement is an acknowledgement of English proficiency. Certificates are available upon request through local TOEFL Junior Associates in certain markets.

The Certificate of Achievement features:

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



The following chart shows the certificate levels:

Score Range	Certificate Color
14 – 16	Gold
11 – 13	Silver
8 – 10	Bronze
Below 8	Blue

The TOEFL Junior Writing Test Certificate of Achievement is an acknowledgment of English proficiency. Certificates are available upon request through local TOEFL Junior Associates in certain markets.

The Certificate of Achievement features:

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



The following chart shows the certificate levels:

Score Range	Certificate Color
13 – 16	Gold
10 – 12	Silver
6 – 9	Bronze
Below 6	Blue

Policies and Guidelines for the Use of TOEFL Junior Test 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. It is important to follow these guidelines. The TOEFL Junior Program and its local ETS TOEFL Junior Associates have a particular responsibility 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

The institution or school where the test taker took their test will receive a list containing the names and scores of everyone who took the test at the same time. The institution will also receive a copy of each test taker's score report and is responsible for providing test takers with a personal copy. If the test was taken independently, a score report will be received directly from the 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. For additional information, visit www.ets.org/pdfs/toefl/toefl-junior-research.pdf.

Test Score Retention

TOEFL Junior 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 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.

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 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:

- Determining whether test takers have sufficient communicative skills to succeed in a classroom that uses English for instruction.
- Placing test takers in English-language programs so they are matched with level-appropriate instruction.
- Monitoring test taker 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.

Note: The TOEFL Junior tests measure a test taker's current level of English proficiency and are not designed to be a predictor of future TOEFL iBT test scores.

Misuses

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

Comments

Comments can be provided during the test administration by informing the test administrator. For questions or comments regarding the TOEFL Junior tests, please contact the local ETS TOEFL Junior Associate or the TOEFL Junior Program, ETS, 660 Rosedale Road, Princeton, New Jersey 08541, USA or by email at: ***toefljunior@ets.org***.

Test Question Inquiries

Language specialists prepare all test questions. These specialists follow careful procedures developed to ensure that all test material is of high quality. Each question is reviewed by several members of the ETS staff.

After test questions have been reviewed and revised as appropriate, they are tried out before they are assembled into actual tests. The tests are then reviewed according to established ETS and TOEFL Program procedures to ensure that all possible versions of the tests are free of cultural bias. Statistical analyses of individual questions are done to make sure that all questions provide appropriate measurement information.

Although ETS has extensive quality control checks throughout the development of test questions and the preparation of final tests, typographical errors or flaws in questions may occasionally occur. If you suspect a problem and want to question a test item for any reason, please contact TOEFL® Institutional Services immediately after taking the test:

TOEFL Institutional Services

Email: ***toefljunior@ets.org***

Mailing address:

TOEFL Institutional Services

ETS

660 Rosedale Road

Wood Hall – D840B

Princeton, NJ 08541-6156, USA

Please include the name of the test, the section of the test, the test date, the institution where the test was taken, and, if possible, the number of the test item being questioned.

For any complaints about the testing facilities or the test administration staff, contact Institutional Services within three days after the test date. Be sure to give the date of the test, and the institution, city, and country where you tested.

Appendix A

Consent Form



Consent Form

This TOEFL Junior test (the “Test”) is being conducted at

Your Test Center Name, City, State & Country

by _____ located in _____
Organization administering the test(s) City, State, and Country

and ETS located in Princeton, NJ, USA (“ETS”).

You are taking the test(s) checked:

- ☐ The TOEFL Junior Standard Test will take approximately 1 hour 55 minutes to complete.
- ☐ The TOEFL Junior Speaking Test will take approximately 18 minutes to complete.
- ☐ The TOEFL Junior Writing Test will take approximately 42 minutes to complete.

Additional information about the tests can be found in the “Handbook for the TOEFL Junior 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 or update your personal identifying information by contacting the organization administering the test(s):

Organization administering the test(s), Address, Email, and 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 and understand the above terms and conditions, and the ETS Privacy Policy located at www.ets.org/privacy. I hereby expressly consent to permit _____

Organization administering the test(s)

and ETS to transfer the test taker’s 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 of Test Taker (please print) _____

Name of Parent/Guardian (please print) _____

Signature (Parent/Guardian if test taker is under 18 years old) _____

Date _____

Appendix B
How to Complete Your
Answer Sheet

When taking the test, you will be given an answer sheet like the one shown in Appendix C. It is important that you fill out the information very carefully because the identifying information you provide will be printed exactly the same way on the score report sent to the institution administering the test.

Look at the sample answer sheet in Appendix C; then read “Example of a Completed Answer Sheet” in Appendix D. Practice filling out the sample answer sheet according to the instructions given. When you have finished, continue reading the rest of this Handbook.

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.

- Gender?
- What is your current grade level?
- How many times have you taken the TOEFL Junior 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 – 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.

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
(A) (B) ● (D)	(A) (B) ✓ (D)	(A) (B) ✗ (D)	(A) (B) ⊙ (D)	(A) (B) ⊙ (D)

Appendix C

Sample Answer Sheet

1. **NAME:** Print your name. Using one box for each letter, first print your family name, then your first (given) name. Leave one box blank between names. Then, below each box, use a No. 2 pencil and fill in the circle matching the same letter.

2. STUDENT NUMBER

A 10x10 grid of numbers from 0 to 9. The word "PLEASE" is written across the grid in large, outlined letters. The letters are positioned as follows: 'P' covers rows 4-8 and columns 1-4; 'L' covers rows 4-8 and columns 5-8; 'E' covers rows 4-8 and columns 9-12. The letters are white with black outlines. The background is a light gray grid with numbers 0-9 in each cell.

5.	LANGUAGE CODE		
	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

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

LISTENING COMPREHENSION

SAMPLES

- A A B C D
B 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

- 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
21 A B C D
22 A B C D
23 A B C D
24 A B C D

- 25 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

- 34 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

- 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
21 A B C D
22 A B C D
23 A B C D
24 A B C D

- 25 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

- 34 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

- 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
21 A B C D
22 A B C D
23 A B C D
24 A B C D

- 25 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

- 34 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
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

Appendix D
Example of a Completed
Answer Sheet

Look at the Sample answer sheet in Appendix C and practice filling it in. Also, read the Completed Answer Sheet Example below.

EXAMPLE: COMPLETED ANSWER SHEET

① 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 2. STUDENT NUMBER (if assigned) Start here

001235

③ 3. DATE OF BIRTH

MO.	DAY	YEAR
0	2	8
2	8	5

④ 4. NATIVE COUNTRY CODE

300

⑤ 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.

Appendix E

Test Score Level Descriptors

Listening comprehension

Score range	CEFR level	Proficiency descriptors
290–300	B2	Test takers within this score range typically have the following strengths: • They can understand main ideas, whether they are clearly stated or implied, in both academic and nonacademic extended spoken texts. • They can identify important details in both academic and nonacademic 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 nonacademic extended spoken texts.
245–285	B1	Test takers within this score range typically have the following strengths: • They can understand main ideas that are explicitly stated in academic and nonacademic extended spoken texts where the language is simple and the context is clear. • They can identify important details in academic and nonacademic 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.
210–240	A2	Test takers within this score range 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.
Below 210	Below A2	Test takers typically need to develop their proficiency in the following ways: • 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

Score range	CEFR level	Proficiency descriptors
280–300	B2	Test takers within this score range 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 nonacademic 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 nonacademic and academic texts.
250–275	B1	Test takers within this score range typically have the following strengths: • They usually recognize the accurate meaning and use of basic grammatical structures (e.g., comparative adjectives) in nonacademic 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, nonacademic texts. • They usually recognize how sentences combine to create cohesive, meaningful paragraphs in nonacademic texts, but sometimes have difficulty doing so with academic texts.
210–245	A2	Test takers within this score range 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 nonacademic texts. • They demonstrate knowledge of the most commonly used, nonacademic vocabulary. • They sometimes recognize how sentences combine to create cohesive, meaningful paragraphs in nonacademic texts, but usually have difficulty doing so with academic texts.
Below 210	Below A2	Test takers 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

Score range	CEFR level	Proficiency descriptors
290–300	B2	Test takers within this score range typically have the following strengths: • They can understand main ideas in nonacademic and academic texts, including ones that are not explicitly stated. • They can accurately comprehend important details in nonacademic 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 nonacademic 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.
245–285	B1	Test takers within this score range typically have the following strengths: • They can understand main ideas that are explicitly stated in nonacademic and academic texts. • They can usually identify important details in nonacademic 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 nonacademic 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.
210–240	A2	Test takers within this score range typically have the following strengths: • They can sometimes identify main ideas that are explicitly stated in nonacademic texts. • They can sometimes identify basic details in nonacademic 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, nonacademic vocabulary. • They can sometimes make simple inferences in straightforward, nonacademic texts. • They can sometimes determine the meaning of unfamiliar vocabulary words from context in simply constructed nonacademic texts.
Below 210	Below A2	Test takers 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.

Score range	CEFR level	Proficiency descriptors
14–16	B2	A typical student within this score range 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
11–13	B1	A typical student within this score range 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
8–10	A2	A typical student within this score range 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
Below 8	Below A2	A typical student 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

Score range	CEFR level	Proficiency descriptors
13–16	B2	A typical student within this score range can do all of the following: • Correctly complete sentences in a written text nearly all of the time • Produce simple and complex sentences accurately • Provide answers to informal questions, and the answers are clear, complete and appropriate • Express an opinion on a school-related topic, almost always with substantial detail and development • Understand and accurately convey all main ideas and supporting details from an academic lecture, with almost no omissions
10–12	B1	A typical student within this score range can do all of the following: • Correctly complete sentences in a written text most of the time • Produce some complex sentences, with occasional vocabulary and grammar errors • Usually provide answers to informal questions, and the answers are clear and appropriate • Express an opinion on a school-related topic, usually with some development • Understand and convey main ideas from an academic lecture, although some details may be left out or inaccurate
6–9	A2	A typical student within this score range can do all of the following: • Correctly complete sentences in a written text some of the time • Produce basic, simple sentences, with some vocabulary and grammar errors • Provide basic answers to informal questions, although sometimes the answers are unclear • Express an opinion on a school-related topic, with little development • Understand and convey a few main ideas from an academic lecture, but probably leave out many supporting details
Below 6	Below A2	A typical student may need to develop the following skills: • Correctly completing sentences in a written text • Producing simple sentences • Providing basic answers to informal questions • Expressing and developing an opinion on a school-related topic • Understanding and conveying some information from an academic lecture

Appendix F
Sample Questions and
Answer Sheet

Listening Comprehension

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

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.

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.

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

Language Form and Meaning

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

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

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

Reading Comprehension

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

Questions 5-11 are about the following story.

- Line* “Did you see that?” Joe said to his friend Bill. “You have great aim!”
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!”



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

Questions 12-20 are about the following passage.

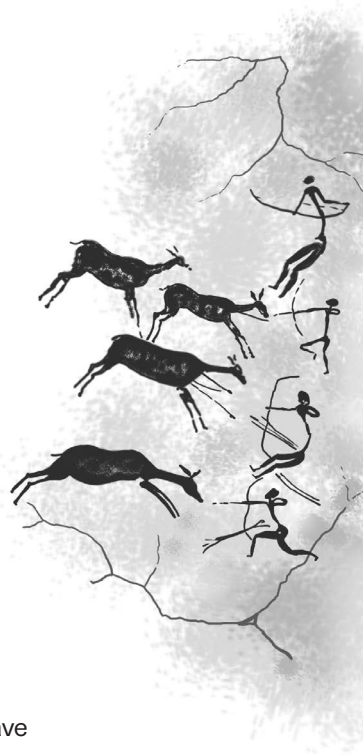
Line When another old cave is discovered in the south of France, it is not usually news.

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,

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.



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

Sample Questions Answer Sheet

Use the answer sheet below for the sample test questions that begin on page 50.

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)

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