

Introduction:

English has become the language of global opportunity. In order for students to gain access to the widest range of opportunities possible, they need the English-language skills to succeed. The TOEFL® *Junior*™ test can help teachers see if their students are acquiring these skills.

The TOEFL® *Junior*™ test measures the degree to which younger students have attained proficiency in the academic and social English-language skills representative of their instructional environments. It is a well-designed, objective measure of English proficiency that gives teachers useful information about a student's skills and progress. The TOEFL® *Junior*™ test is a general English proficiency assessment that is not based on/limited to any specific curriculum.

The TOEFL® *Junior*™ test is a distinct product within the growing TOEFL® family of English-language assessments. While ETS's university-level TOEFL iBT™ test sets the standard for the measurement of academic English proficiency worldwide, TOEFL® *Junior*™ test is the appropriate assessment for middle-school pupils, between 11 and 14 years old. In some cases the test will be appropriate for students up to the age of 16.

About the Test:

The TOEFL® *Junior*™ test is a 110-minute multiple-choice test that consists of 126 questions divided into three sections:

- **Listening Comprehension:** This section tests how well students understand spoken English. It contains 42 questions administered by CD. Students are asked to answer questions based on a variety of statements, questions, conversations and talks recorded in English. Total time: approximately 35–40 minutes.
- **Language Form and Meaning:** This section assesses key language skills such as grammar and vocabulary in context. The section includes 42 questions. Total time: approximately 25 minutes.
- **Reading Comprehension:** This section tests how well students read and comprehend written English. Students read a variety of materials and respond to 42 questions. Total time: 55 minutes.

TOEFL® *Junior*™ Testing Sessions:

All examinees must have a signed Consent Form by a parent or guardian at the time of testing.

Typical TOEFL® *Junior*™ form lifecycle is:

- 1) Secured administration for the 1st use on scheduled testing windows (either Public or Private testing)
- 2) Private testing at Authorized test centers with accredited proctors

1) Secured administration on scheduled testing windows for the 1st use of the new forms.

The goal of the 1st administration for a test form is to get enough test takers for statistical analysis. Our partners must guarantee that the test takers cannot take the same form twice in a given year.

2) Private Testing

Private testing is for Authorized test centers with accredited proctors.

Clients can arrange a testing date for their institution. Previously administered test forms will be assigned for institutional testing. There are currently 2 available forms for institutional testing.

TOEFL® Junior™ Scores:

The TOEFL® Junior™ score report provides both section and total scores to assist parents, students and teachers in understanding what the scores mean. The TOEFL® Junior™ test scores are determined by the number of questions a student has answered correctly. There is no penalty for wrong answers. The number of correct responses on each section is converted to a number and reported on a scale of 200–300 points. The total score is a sum of the three section scores and therefore ranges from 600–900 points. The TOEFL® Junior™ Score Report will provide you with section and total scores as shown in the table below:

Sections	Scale Scores
Listening Comprehension	200-300
Language Form & Meaning	200-300
Reading Comprehension	200-300
Total Score	600-900

Please note that TOEFL® Junior™ is not a pass or fail test but is made to assess English-language proficiency. There will also be "can do" statements associated with each section score (please see below). This will give teachers additional information about what their pupils can do. In addition, the following information will be on the report:

- CEFR Level
- Lexile® measure

You will find more details on these two elements in the following pages.

Detailed Score Reports:

The TOEFL® Junior™ score report provides a description of the English-language abilities typical of test takers scoring around a particular scaled score level. There are four possible descriptions for each section of the test. A table of these descriptions is provided below :

Listening Comprehension
<p>Test takers who score below 210 may need to develop the following skills:</p> <ul style="list-style-type: none"> • 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
<p>Test takers who score between 210 and 245 may have the following strengths:</p> <ul style="list-style-type: none"> • 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.
<p>Test takers who score between 250 and 275 may have the following strengths:</p>

- 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 280 and 300 may 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.

Language Form and Meaning

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

- Broadening their general vocabulary.
- Improving their skill in using basic grammatical structures such as subject-verb agreement, simple prepositions and simple relative clauses.
- Understanding how sentences are combined together to create effective paragraphs.

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

- They sometimes recognize the proper use of the most basic grammatical structures (e.g., subject-verb agreement, simple prepositions, simple relative clauses, etc.) in non-academic texts.
- They have knowledge of the most commonly used, non-academic vocabulary. They sometimes recognize how sentences should be structured into paragraphs in non-academic texts, but usually have difficulty doing so with academic texts.

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

- They usually recognize the proper use of basic grammatical structures (e.g. subject-verb agreement, simple prepositions, simple relative clauses, etc.) in non-academic and academic texts but do not consistently recognize the proper use of more advanced structures.
- They have good command of vocabulary typically used in everyday, non-academic texts.
- They usually recognize how sentences should be structured into paragraphs in non-academic texts, but sometimes have difficulty doing so with academic texts.

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

- They usually recognize the proper use of the most advanced grammatical structures (e.g., perfective verb forms, noun clauses, object complements, passive mood, etc.) in academic and non-academic texts.
- They have an extensive range of vocabulary that includes words found primarily in academic texts.
- They usually recognize how sentences should be structured into paragraphs in non-academic and academic texts.

Reading Comprehension

Test takers who score below 210 may 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 non-linear reading materials such as schedules, menus, etc.
- Determining the meaning of unfamiliar vocabulary words from context.

Test takers who score between 210 and 245 may 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 non-linear texts, such as schedules and menus that use every day, 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 between 250 and 275 may 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 280 and 300 may 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.

Mapped to the Common European Framework of Reference:

In order to help clarify the meaning of the test scores, TOEFL® Junior™ test scores were mapped to scores levels of the Common European Framework of Reference for Languages (CEFR).

The table below shows what ranges of TOEFL® Junior™ scores map into each CEFR level.

Sections	CEFR Level A2	CEFR Level B1	CEFR Level B2
Listening Comprehension	210–245	250–275	280–300
Language Form & Meaning	210–245	250–275	280–300
Reading Comprehension	210–245	250–275	280–300

CEFR levels are clearly defined in terms of the language skills necessary to reach them. To find out more about the Common Reference Levels please visit the Council of Europe website:

http://www.coe.int/t/dg4/linguistic/cadre_EN.asp

The complete mapping onto the CEFR can be found at:

http://www.ets.org/research/policy_research_reports/rm-11-07

TOEFL® Junior™ Test Scores and Lexile® Measures:

TOEFL® Junior™ Test Scores also come with Lexile® Measures.

The best way to improve one’s reading ability is to read. However, finding the right books for practice can be difficult. Without help, students can choose a book that is too hard or too easy. This may keep them from practicing well.

Lexile® measures help teachers find the *Right books* for reading practice.

Lexile® measures put the ability of readers and the difficulty of texts on the same scale. Each TOEFL® Junior™ score report includes a Lexile® measure. This Lexile® measure can be used to find books at the student’s reading level to help them improve their reading ability.

Tens of thousands of books have Lexile® measures, and more books are being measured every day!

To find out more about it, please visit www.lexile.com/toefljunior to browse the Lexile Book Database.