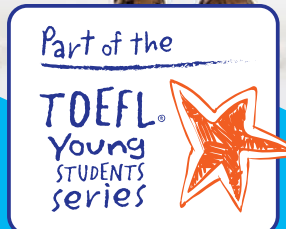


Parent and Student Handbook

for the
TOEFL® Primary™ Tests



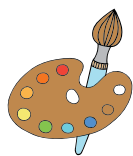
Contents

Test Overview	1
Test Purpose.....	1
Outline of the <i>TOEFL</i> ® <i>Primary</i> ™ Tests.....	1
Reading and Listening—Step 1 Tests Overview	2
Reading and Listening—Step 2 Tests Overview	2
Before the Test	3
How to Register for the <i>TOEFL Primary</i> Tests.....	3
Consent Form	3
Test Takers with Disabilities or Health-related Needs.....	3
How to Complete the Reading and Listening Answer Sheet.....	3
Personal Information for the Answer Sheet.....	4
On Test Day	5
Answer Sheet	5
Identification Document (ID)	7
Procedures	7
During the Test.....	7
How to Get Ready for the <i>TOEFL Primary</i> Tests	8
Filling in Circles on the Answer Sheet.....	8
Practice Answer Sheet for Example Questions	10
Reading Question Formats.....	11
Listening Question Formats.....	13
Answers to Example Questions	17
Test Scores and Score Reporting	18
Reading and Listening Scores	18
CEFR Levels.....	18
Lexile® Measures.....	18
<i>TOEFL Primary</i> Reading Scores Summary	19
<i>TOEFL Primary</i> Listening Scores Summary	19
Reading and Listening Descriptors and Next Steps.....	20



Contents

Certificates	24
Acceptable Scores.....	24
Test Score Data Retention	24
Release of Test Results	24
Test Fairness and Score Use.....	24
How the Tests Are Scored.....	25
Reliability of Scores.....	25
Standard Error of Measurement	25
Testing Irregularities.....	25
Validity of Scores	25
Speaking Test Overview	26
Test Structure	26
Speaking Task Types.....	26
Speaking Test Scores and Score Reporting	26
<i>TOEFL Primary</i> Speaking Scores.....	27
Speaking Descriptors and Next Steps	28
Policy and Guidelines for the Use of <i>TOEFL Primary</i> Test Scores.....	30
Introduction.....	30
Policies.....	30
Guidelines.....	31
Normally Appropriate Uses and Misuses of <i>TOEFL Primary</i> Scores.....	31
Appropriate Uses.....	31
Misuses.....	31
Comments	31



Test Purpose

The purpose of the *TOEFL® Primary™* tests is to allow teachers and parents to learn about young students' developing English skills. Information on *TOEFL Primary* score reports helps teachers and parents:

- Obtain accurate and reliable information about student abilities
- Measure student progress
- Identify students' strengths and weaknesses in English
- Plan future lessons to match student needs
- Place students in classes appropriate for their ability levels

The *TOEFL Primary* tests are designed for students as young as 8 years old who have been learning English for about a year or more, though the tests may be appropriate for other students as well. Decisions about the appropriateness of the tests should be based on the English-language proficiency of the students.

The *TOEFL Primary* tests are not based on or limited to any specific curriculum. All *TOEFL Primary* tests assess students' knowledge, skills, and abilities for fulfilling core communication goals in English. These communication goals are shared across curricula worldwide.

Outline of the *TOEFL Primary* Tests

There are 3 *TOEFL Primary* tests:

TOEFL Primary Reading and Listening— Step 1 Tests

Paper-and-pencil tests of reading and listening proficiencies designed for young students at the beginning stages of learning English

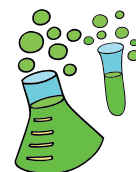
TOEFL Primary Reading and Listening— Step 2 Tests

Paper-and-pencil tests of reading and listening proficiencies designed for young students who have acquired some communicative skills in English

TOEFL Primary Speaking Test

A computerized test of speaking proficiency suitable for young English learners at various skill levels

Refer to page 26 for information about the *TOEFL Primary* Speaking test.



Reading and Listening—Step 1 Tests Overview

The table below summarizes the structure of the Reading and Listening—Step 1 tests.

Test	Number of Questions	Number of Examples	Total Number of Questions	Time
Reading	36	3	39	30 minutes
Listening	36	5	41	About 30 minutes

The **Step 1 Reading** test assesses the ability to:

- recognize simple words
- understand simple sentences
- understand 2–4 simple sentences about a topic
- find information in menus, schedules, and posters
- understand a paragraph of about 150 words on an everyday topic
- locate and connect information within a sentence or in a paragraph

The **Step 1 Listening** test assesses the ability to:

- recognize simple words
- understand simple directions heard at home and at school
- comprehend commonly used expressions and phrases
- identify details in short social conversations
- understand the purpose of phone messages and classroom announcements of about 50 words



Reading and Listening—Step 2 Tests Overview

The table below summarizes the structure of the Reading and Listening—Step 2 tests.

Test	Number of Questions	Number of Examples	Total Number of Questions	Time
Reading	36	1	37	30 minutes
Listening	36	3	39	About 30 minutes

The **Step 2 Reading** test assesses the same skills as Step 1 and also assesses the ability to:

- understand sentences that are more complex and include less familiar vocabulary
- find and interpret information in menus, schedules, or posters
- understand a sequence of instructions
- understand a story of about 250 words
- understand a paragraph on an academic subject
- locate and connect information throughout text
- infer and draw conclusions

The **Step 2 Listening** test assesses the same skills as Step 1 and also assesses the ability to:

- understand conversations and messages that contain less familiar vocabulary
- understand stories and simple academic texts of about 250 words
- connect information within teacher instructions, messages, stories, dialogues, conversations, and simple academic texts
- infer and draw conclusions from spoken texts



How to Register for the TOEFL Primary Tests

The *TOEFL Primary* tests are available throughout the world. Schools may arrange for the testing of individual classes or the entire school. Parents may arrange for testing by contacting a local ETS *TOEFL Primary* program associate to find out when and where testing is available.

The fee to take the *TOEFL Primary* tests varies worldwide. To inquire about pricing in your area, contact your local ETS *TOEFL Primary* associate. Go to www.ets.org/toeflprimary for more information about registration.

Consent Form

A parent or legal guardian will be asked to sign a consent form before a student takes a *TOEFL Primary* test. Students return the consent form to school or to the local ETS *TOEFL Primary* associate before the test. If a student does not have a signed Consent Form by test day, he or she will not be able to take the test.

By signing the consent form, you agree that all information you and your child provide, including demographic and background information, answers to test questions, and test scores, may be used for research, development, and marketing purposes relating to the *TOEFL Primary* tests.

Test Takers with Disabilities or Health-related Needs

ETS is committed to providing access to test takers with disabilities and health-related needs by providing reasonable accommodations whenever possible. The *TOEFL Primary* program and its local ETS *TOEFL Primary* associates will attempt to make arrangements with test centers to administer the tests with accommodations.

Among the accommodations that may be provided are extended testing times, extra breaks, large print, or other aids customarily used by the test taker. All requests for accommodations must be approved in accordance with ETS policies and procedures located on the website at www.ets.org/disabilities.

How to Complete the Reading and Listening Answer Sheet

On the Reading and Listening tests (Step 1 and Step 2), students will read passages and questions in a test book and will mark their answers on a separate answer sheet. A sample answer sheet is shown on page 5, and instructions for marking the answer sheet are on page 8. For testing in schools, your child's teacher will help students understand how to mark the answer sheet before they take the test.



On test day, and sometimes before test day in schools, your child will need to enter some personal information on the answer sheet.

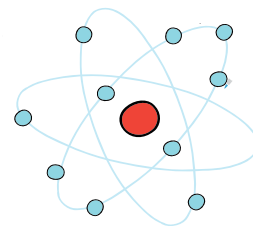
The information your child will need to provide is shown below.

Review this information with your child. Doing so will help him or her complete this information on the answer sheet quickly and correctly on test day. Students must use a pencil on the answer sheet.

Personal Information for the Answer Sheet

Student Information Needed to Complete Answer Sheet

1. Given (First) Name (in English): _____
2. Family (Last) Name (in English): _____
3. Birth Month: _____
4. Birth Day: _____
5. Birth Year: _____
6. Gender (Boy/Girl): _____
7. Birth Country: _____
8. Language Spoken Most: _____
9. Grade at Current School: _____
10. Studied English for:
 - 1 year or less
 - 2 years
 - 3 years
 - 4 years
 - 5 years
 - 6 years or more
11. Tests Taken Before?
 - TOEFL Primary Step 1
 - TOEFL Primary Step 2
 - Both
 - None



Answer Sheet



EXAMPLE

YES	NO	NO	NO	NO
A B ●	A B ●	A B ●	A B ●	A B ●

Print your name in your first language:	Test Center Name:	Form Code:
Test Date:	SCHOOL USE ONLY Is Consent Form on file? <input type="radio"/> Yes <input type="radio"/> No	

1. NAME: Print your name. Using one box for each letter, first print your Given (first) name, then your Family (last) name. Below each box, use a No. 2 pencil and fill in the circle matching the same letter.

GIVEN (FIRST) NAME										FAMILY (LAST) NAME									
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

2. STUDENT NUMBER
Start here

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

3. DATE OF BIRTH

Month	Day	Year		
<input type="radio"/> Jan				
<input type="radio"/> Feb				
<input type="radio"/> Mar	0	0	0	0
<input type="radio"/> Apr	1	1	1	1
<input type="radio"/> May	2	2	2	2
<input type="radio"/> Jun	3	3	3	3
<input type="radio"/> Jul	4	4	4	4
<input type="radio"/> Aug	5	5	5	5
<input type="radio"/> Sep	6	6	6	6
<input type="radio"/> Oct	7	7	7	7
<input type="radio"/> Nov	8	8	8	8
<input type="radio"/> Dec	9	9	9	9

4. GENDER

BOY

GIRL

5. COUNTRY 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

6. 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

7. At my school, I am in:

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Other

8. I have studied English for:

1 year or less

2 years

3 years

4 years

5 years

6 years or more

9. What test(s) have you taken before?

TOEFL Primary Step 1

TOEFL Primary Step 2

Both

None

10. GROUP CODE (if assigned)

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

11. 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



Answer Sheet

Reading

- 1. (A) (B) (C)
- 2. (A) (B) (C)
- 3. (A) (B) (C)
- 4. (A) (B) (C)
- 5. (A) (B) (C)
- 6. (A) (B) (C)
- 7. (A) (B) (C)
- 8. (A) (B) (C)
- 9. (A) (B) (C)
- 10. (A) (B) (C)
- 11. (A) (B) (C)
- 12. (A) (B) (C)
- 13. (A) (B) (C)

- 14. (A) (B) (C)
- 15. (A) (B) (C)
- 16. (A) (B) (C)
- 17. (A) (B) (C)
- 18. (A) (B) (C)
- 19. (A) (B) (C)
- 20. (A) (B) (C)
- 21. (A) (B) (C)
- 22. (A) (B) (C)
- 23. (A) (B) (C)
- 24. (A) (B) (C)
- 25. (A) (B) (C)
- 26. (A) (B) (C)

- 27. (A) (B) (C)
- 28. (A) (B) (C)
- 29. (A) (B) (C)
- 30. (A) (B) (C)
- 31. (A) (B) (C)
- 32. (A) (B) (C)
- 33. (A) (B) (C)
- 34. (A) (B) (C)
- 35. (A) (B) (C)
- 36. (A) (B) (C)
- 37. (A) (B) (C)
- 38. (A) (B) (C)
- 39. (A) (B) (C)

SAVED

Listening

- 1. (A) (B) (C)
- 2. (A) (B) (C)
- 3. (A) (B) (C)
- 4. (A) (B) (C)
- 5. (A) (B) (C)
- 6. (A) (B) (C)
- 7. (A) (B) (C)
- 8. (A) (B) (C)
- 9. (A) (B) (C)
- 10. (A) (B) (C)
- 11. (A) (B) (C)
- 12. (A) (B) (C)
- 13. (A) (B) (C)
- 14. (A) (B) (C)

- 15. (A) (B) (C)
- 16. (A) (B) (C)
- 17. (A) (B) (C)
- 18. (A) (B) (C)
- 19. (A) (B) (C)
- 20. (A) (B) (C)
- 21. (A) (B) (C)
- 22. (A) (B) (C)
- 23. (A) (B) (C)
- 24. (A) (B) (C)
- 25. (A) (B) (C)
- 26. (A) (B) (C)
- 27. (A) (B) (C)
- 28. (A) (B) (C)

- 29. (A) (B) (C)
- 30. (A) (B) (C)
- 31. (A) (B) (C)
- 32. (A) (B) (C)
- 33. (A) (B) (C)
- 34. (A) (B) (C)
- 35. (A) (B) (C)
- 36. (A) (B) (C)
- 37. (A) (B) (C)
- 38. (A) (B) (C)
- 39. (A) (B) (C)
- 40. (A) (B) (C)
- 41. (A) (B) (C)

Identification Document (ID)

If students are not taking the tests at school, they may be required to provide identification (ID) before they take the tests. A passport is the best ID document. If the student does not have a passport or other ID with a signature and photograph, then an official letter from the school the student attends is an acceptable ID document. The letter must have the student's photograph glued (not stapled) to it, and the title, signature, and seal of the official who issued the letter must overlap the photograph. Student letters are valid for one year from the date of issue.

Procedures

The tests will be given on the date and time announced by the teacher or by an official of the institution administering the tests. Students must report to the testing room on time. Seating at the test center will be prearranged by a test administrator. Students will not be permitted to change seats after they have been seated. All students will face the same direction. Students should bring:

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

During the test administration students will be provided with:

- A clock in the room

The following items are not allowed in the testing room:

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

- Copying, scanning, recording or photographic devices
- Transmitting or receiving devices

During any breaks in the testing, test books and answer sheets will be held by the test administrator until students return. Students will not be allowed to access cell phones, electronic devices, or any unauthorized aid during a break. Students will not be given extra testing time for a restroom absence.

To maintain a proper testing environment, students may not:

- Give or receive assistance of any kind
- Use a prohibited aid
- Disturb other test takers
- Look through the test book before the start of the test
- Look at a test other than the one they are working on
- Remove a page or part of a page from the test book
- Work longer than permitted or refuse to follow any other testing regulation

If a student fails to comply with these regulations, the student may be asked to leave the testing room, and the test may not be scored. The test administrator has the right to request that ETS not score a student's answer sheet if the student did not follow instructions or if the test administrator suspects that the student cheated. No scores will be reported for that student.

During the Test

Reading and Listening Tests (Step 1 and Step 2)

The Reading test is timed, and students are given 30 minutes to work. The test administrator will start and stop the Reading test. The Listening test is paced by a recording and is about 30 minutes long. Students may only work on one test at a time. If a student finishes the Reading test early, he or she may not work on the Listening test. Students may not work on the Reading test during the Listening test. Scores will be canceled if these rules are not followed.

Speaking Test

Refer to page 26 for more information about the *TOEFL Primary Speaking* test.

The *TOEFL Primary* tests are not based on any particular curriculum, textbook, or method of study. Because the tests are used to help teachers and parents understand student abilities and what students can learn next, learning for the purpose of performing well on the tests is discouraged. Instead, we encourage having students take the tests at different times during their early English language learning to monitor progress and make appropriate decisions for their future learning.

The *TOEFL Primary* tests are not “pass/fail” tests. Students are not expected to answer all of the questions correctly. The texts on the Reading and Listening tests (Step 1 and Step 2) cover a range of complexity, with less complex and middle level texts on Step 1, and middle level and more complex texts on Step 2.






















Filling in Circles on the Answer Sheet


On the Reading and Listening tests (Step 1 and Step 2), students read the questions in the test book and mark their answers on a separate answer sheet. The following information shows how to properly fill in the circles on the answer sheet.

Use a pencil.

Students should use only No. 2 or HB black-lead pencils. Other writing instruments, such as pens, are not permitted because they may cause an error during automated scoring.

Fill in the circle completely.

				Not like this.
				Not like this.
				Not like this.
				Not like this.
				 YES, like this.



Fill in only one circle for each question.

Erase any extra marks completely.



Do not mark in the test book.

Mark your answers on the answer sheet. Nothing marked in the test book will be scored.

Match the question number in the test book to the same number on the answer sheet.

Reading

Part 1

Look at the picture. Read the words. Which words go with the picture?
Fill in the correct circles on your answer sheet.

Let's do two example questions.

1.



- (A) The boy is drawing a picture.
- (B) The boy is taking a photo.
- (C) The boy is talking on the phone.

The answer is "B." Fill in "B" on your answer sheet.

2.

What does the arrow show?



The boy with the arrow is ahead of the other boy.

- (A) Ahead
- (B) Beside
- (C) Under

The answer is "A." Fill in "A" on your answer sheet.

Reading		
1. <input type="radio"/> <input type="radio"/> <input type="radio"/>	14. <input type="radio"/> <input type="radio"/> <input type="radio"/>	27. <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. <input type="radio"/> <input type="radio"/> <input type="radio"/>	15. <input type="radio"/> <input type="radio"/> <input type="radio"/>	28. <input type="radio"/> <input type="radio"/> <input type="radio"/>

Listening		
1. <input type="radio"/> <input type="radio"/> <input type="radio"/>	15. <input type="radio"/> <input type="radio"/> <input type="radio"/>	29. <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. <input type="radio"/> <input type="radio"/> <input type="radio"/>	16. <input type="radio"/> <input type="radio"/> <input type="radio"/>	30. <input type="radio"/> <input type="radio"/> <input type="radio"/>

Practice Answer Sheet for Example Questions

Reading

1.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
4.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
7.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

2.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
5.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
8.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

3.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
6.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
9.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

Listening

1.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
4.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
7.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
10.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

2.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
5.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
8.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
11.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

3.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
6.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
9.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
12.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

Before taking a *TOEFL Primary* test, it is helpful if students are familiar with the types of questions on the test, especially if this will be their first test-taking experience. The following examples show the types of questions on the Reading and Listening tests (Step 1 and Step 2) to help students become familiar with the test format and directions. A sample answer sheet is shown on page 10 so that students can practice following the directions for the different question formats.

Reading Question Formats

Format #1: Picture Questions

Look at the picture. Read the words. Which words go with the picture?

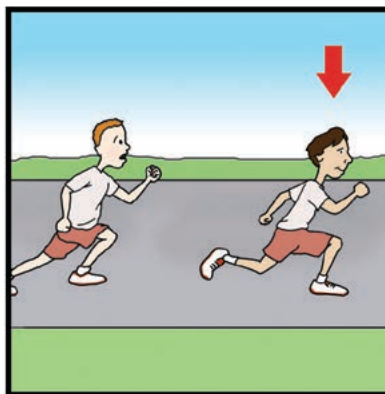
Fill in the correct circles on your answer sheet.

1.



- (A) The boy is drawing a picture.
- (B) The boy is taking a photo.
- (C) The boy is talking on the phone.

2.



- (A) Ahead
- (B) Beside
- (C) Under



Format #2: Short Group of Sentences with 1 Question

Read and find the answer.

Fill in the correct circles on your answer sheet.

3. Students go to class here. Teachers work here. It has many desks.

What is it?

- (A) A house
- (B) A school
- (C) A bank

Format #3: Text with More than 1 Question

Read the letter. Answer questions 4 and 5.

Dear Mr. Ross,

I really enjoyed your class last year. Remember when we learned about rain forest environments and the tropical animals that live there? Well, this summer, I went to the zoo with my family and I saw some of these animals. I saw monkeys and all sorts of colorful birds. I told my family everything I learned about these animals in your class.

I even kept my science journal from last year and wrote about the zoo animals in it. Science journals were fun, and I am going to continue mine in my new science class.

Sincerely,

Kim

4. Why is Kim writing to her teacher?

- (A) To thank him for a fun class trip
- (B) To ask him about his new class
- (C) To tell him about her summer

5. What did Kim like about her science class?

- (A) Drawing tropical animals
- (B) Writing in her journal
- (C) Learning about different types of forests



Listening Question Formats

Directions for the Listening questions will be spoken on the recording, and students will have a chance to practice following the directions on the example questions. Listening questions are designed to be accessible for students who may be beginning to read in English. Many of the questions have picture options, and all written questions and options are read aloud to students on the recording. The following examples include what is printed in the test book as well as the script of what students would hear on the recording. In order to hear the audio for the Listening Questions, access the following website: http://www.ets.org/toefl_primary/parentstudenthandbook.

Format #1: Picture Questions

The students hear:

Narrator: Part one. Listen to the words. Look at the pictures. Fill in the correct circles on your answer sheet.
Let's do an example. Number 1.

Man: The balloon is in the sky.

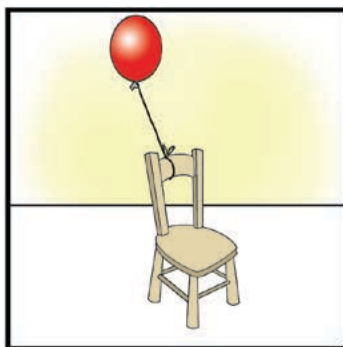
Narrator: What did you hear? Look at the pictures.

The students see in their test books:

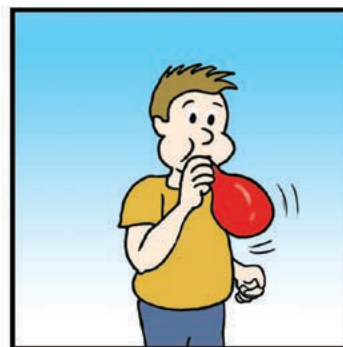
1.



(A)



(B)



(C)



The students hear:

Narrator: Listen to a teacher.

Man: In a minute we are going outside. Please put on your coats and hats because it is cold outside.

Narrator: Now, answer this question. What did the teacher tell the students to do? Look at the pictures. So, which picture shows:

Man: In a minute we are going outside. Please put on your coats and hats because it is cold outside.

The students see in their test books:

2.



(A)



(B)



(C)

The students hear:

Narrator: Let's do another example. Listen to a teacher.

Woman: Please sit down. It's time for class to start.

Narrator: What did the teacher tell the students to do? Look at the pictures. Fill the correct circle.

The students see in their test books:

3.



(A)



(B)



(C)

Format #2: Conversation Responses

For these questions, students mark their answers on the answer sheet and do not need to look at their test books.

The students hear:

Narrator: Listen to a phone conversation between an aunt and her nephew.

4.

Narrator: A, What's your favorite thing about your new town?

Boy: Yes, I really like it.

Narrator: B, What's your favorite thing about your new town?

Boy: I have a lot of friends here.

Narrator: C, What's your favorite thing about your new town?

Boy: No, I just moved.

5.

Narrator: A, Do a lot of children live near you?

Boy: Yes, there are many.

Narrator: B, Do a lot of children live near you?

Boy: Yes, he's my friend.

Narrator: C, Do a lot of children live near you?

Boy: There's a lot to do.

6.

Narrator: A, When do you start school?

Boy: I'm in the fifth grade.

Narrator: B, When do you start school?

Boy: Across the street

Narrator: C, When do you start school?

Boy: In a few weeks

The students see in their test books:

4.

5.

6.



Format #3: Conversations and Messages with 1 Question

The students hear:

Narrator: Listen to a conversation between a teacher and a student. Listen for the answer to this question: When is the girl's party?

Woman: Congratulations! Are you doing anything special to celebrate?

Girl: Yes, I'm having a party this weekend.

Woman: Will you have cake?

Girl: Yes

The students hear and see in their test books:

7. When is the girl's party?

- (A) Tonight
- (B) Next week
- (C) This weekend

The students hear:

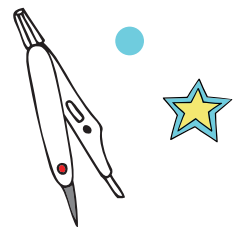
Narrator: Listen to a phone message.

Boy: Hi, Laura. It's Mike. I forgot to ask you at school when the movie starts. Call me back when you come home from the library.

The students hear and see in their test books:

8. What did Mike call about?

- (A) Homework
- (B) A movie
- (C) A library book



Format #4: Listening Text with More than 1 Question

The students hear:

Narrator: Listen to a teacher in a history class.

Hundreds of years ago, leaders such as kings and queens lived in large, fancy houses called castles. They needed to keep the castles safe, so they had workers dig moats around the castles. A moat was a deep ditch all around a castle and sometimes filled with water. The moat kept dangerous people and the king's or queen's enemies away from the castle. People had to cross the moat on a bridge or in a boat. Some moats were small, but some were more like a lake. There were even castles with moats inside the castle. These moats separated different parts of the castle. Most places today, even very large houses or museums, do not have moats. But some places do—like zoos. Sometimes zoos use moats to separate animals from people.

Narrator: Now, answer the questions.

The students hear and see in their test books:

9. Why did people build moats hundreds of years ago?

- (A) To make a castle more beautiful
- (B) To make castle walls stronger
- (C) To keep a castle safe

10. How can people make moats?

- (A) By digging around a building
- (B) By building very tall walls
- (C) By joining two large buildings together

11. Why do some zoos have moats?

- (A) To keep people away from animals
- (B) To give animals water to drink
- (C) To make space for more animals

Answers to Example Questions

Reading: 1. B 2. A 3. B 4. C 5. B

Listening: 1. A 2. B 3. A 4. B 5. A 6. C 7. C 8. B 9. C 10. A 11. A

Reading and Listening Scores

Scores obtained from a school test administration are reported only to the school. The school will receive a copy of each student's score report and will give parents and students a personal copy.

Scores obtained from a public test administration are reported directly to the parents and students.

Each *TOEFL Primary* Reading and Listening (Step 1 and Step 2) score report provides:

- A level for each skill (Reading and Listening) that includes descriptors of student ability and recommended next steps that students can take to improve their English
 - Reading and Listening Step 1 Levels are shown as stars ☆ (maximum of 4).
 - Reading and Listening Step 2 Levels are shown as badges 🏆 (maximum of 5).
- Scale scores that help show progress within a level when students take the test again
 - The number of correct responses on each section is converted to a scale score that ranges from 100 to 115 in increments of 1.
 - Step 1 scale scores range from 101–109.
 - Step 2 scale scores range from 104–115.
 - A scale score of 100 on Step 1 may indicate that a student is at the very beginning stages of learning English. A scale score of 100 on Step 2 may indicate that taking Step 1 can provide better information about a student's proficiency.
- Common European Framework of Reference (CEFR) levels that show student ability in comparison to a widely used tool for describing language proficiency
- A Lexile® measure to help select books at appropriate reading levels

CEFR Levels

The Common European Framework of Reference (CEFR) is a widely used tool for understanding different stages of language development and proficiency. The CEFR provides descriptors of adult language performance across a broad range of tasks. CEFR descriptors modified to reflect young language learner ability are used to evaluate *TOEFL Primary* test content and determine the student's proficiency level according to the CEFR. CEFR levels cannot be meaningfully compared across large age differences.





Lexile® Measures


The *TOEFL Primary* Reading and Listening score report provides a Lexile measure to help identify books at the appropriate reading level for a student. Lexile measures, from MetaMetrics®, are based on a developmental scale for measuring both readers and texts and 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. The online service for matching Lexile measures and books is free and easy to use. For more information, visit www.lexile.com/toeflprimary.

The charts on the next page summarize Reading and Listening score report information.








TOEFL Primary Reading Scores Summary

Step 1 Level	Step 2 Level	Lexile	Scale Score	CEFR
	 Perform exceptionally well on this test	750L	115	B1
			114	
			113	
	 Understand simple stories and age-appropriate academic texts	550L	112	A2
			111	
			110	
☆☆☆☆ Understand short descriptions, information in signs and short messages	 Understand simple stories and are beginning to understand age-appropriate academic texts	325L	109	A1
			108	
			107	
☆☆☆ Understand short descriptions and find information in signs, forms, and schedules	 Understand short descriptions and find information in signs, messages, and stories	125L	106	A1
			105	
			104	
☆☆ Begin to understand words and some short descriptions		BR125L	103	Below A1
			102	
			101	

Students receiving a level of ☆ and a scale score of 100 may be at the very beginning stages of learning English. Students receiving one  and a scale score of 100 may receive better information about their proficiency levels by taking Step 1. Score reports with a scale score of 100 show a Lexile measure of BR250L and a CEFR level of Below A1.

TOEFL Primary Listening Scores Summary

Step 1 Level	Step 2 Level	Scale Score	CEFR
	 Perform exceptionally well on this test	115	B1
		114	
		113	
	 Understand conversations, simple stories, and age-appropriate academic talks	112	A2
		111	
		110	
☆☆☆☆ Understand simple descriptions, instructions, conversations, and messages	 Understand conversations and simple stories and begin to understand age-appropriate academic talks	109	A1
		108	
		107	
☆☆☆ Understand short, simple descriptions, conversations, and messages	 Understand basic conversations and messages and begin to understand stories and informational texts	106	A1
		105	
		104	
☆☆ Begin to recognize some familiar words in speech		103	Below A1
		102	
		101	

Students receiving a level of ☆ and a scale score of 100 may be at the very beginning stages of learning English. Students receiving one  and a scale score of 100 may receive better information about their proficiency levels by taking Step 1. Score reports with a scale score of 100 show a CEFR level of Below A1.

Reading and Listening Descriptors and Next Steps

The following charts provide the descriptors (“Can Do”) and recommended next steps for each score level of Reading and Listening.

Reading—Step 1

Stars	Can Do	Next Steps
4 stars	<p>Students understand short descriptions, information in signs, and short messages. They can:</p> <ul style="list-style-type: none"> Understand common words and some less common words about objects, places, people, actions, and ideas (examples: <i>ring, adventures, whisper, double</i>) Comprehend the meaning of complex sentences (examples: <i>This is a friendly thing to do when you say goodbye. People do this when they talk quietly.</i>) Connect information in longer sentences and across different sentences to infer information, identify main ideas, and understand the meaning of unfamiliar words. Locate key information in texts 	<p>To improve their reading ability, students should:</p> <ul style="list-style-type: none"> Study new, unfamiliar words Practice reading stories and informational texts about a variety of topics Practice reading longer and more complex texts Speak or write in their own words about stories and information they read
3 stars	<p>Students understand short descriptions and find information in signs, forms, and schedules. They can:</p> <ul style="list-style-type: none"> Understand common words and social expressions (examples: <i>play a game, go to a museum, wave goodbye</i>) Comprehend simple descriptions of current and past events (examples: <i>The mouse is on top of the table. He is washing his hands.</i>) Recognize relationships among words and phrases within familiar categories (examples: <i>food–fruit–strawberries; rain–sky–clouds; one more time–again</i>) Make connections across simple sentences (example: <i>Clouds are in the sky. Rain comes from them. Sometimes they cover the sun.</i>) 	<p>To improve their reading ability, students should:</p> <ul style="list-style-type: none"> Read longer paragraphs and stories about familiar people, objects, and information Learn more words that describe objects, places, people, actions, and ideas Speak or write in their own words about paragraphs, stories, and information they read
2 stars	<p>Students begin to understand words and some short descriptions. They can:</p> <ul style="list-style-type: none"> Understand common words in familiar categories such as home, school, family, colors, body parts, animals, and actions Recognize key words for understanding simple sentences Understand everyday actions in the present (examples: <i>The children play. He is eating.</i>) 	<p>To improve their reading ability, students should:</p> <ul style="list-style-type: none"> Learn vocabulary and common expressions used in social and familiar settings Practice reading simple sentences and short texts about familiar topics
1 star	<p>Students begin to recognize some basic words. They may be able to:</p> <ul style="list-style-type: none"> Identify basic vocabulary with visual support 	<p>To improve their reading ability, students should:</p> <ul style="list-style-type: none"> Learn and practice reading common words in familiar categories such as home, school, family, colors, body parts, animals, and actions Read short, simple sentences about familiar people, objects, and actions (example: <i>The boy is eating an apple.</i>)

Reading—Step 2

Badges	Can Do	Next Steps
5 badges	<p>Students perform exceptionally well on this test. They can:</p> <ul style="list-style-type: none"> Understand a wide variety of common and less common words to describe objects, places, people, actions, and ideas Comprehend the meaning of complex sentences, paragraphs, and longer texts Connect information across several sentences and paragraphs to infer information, identify main ideas, and understand the meaning of unfamiliar words Identify specific details in longer texts 	<p>To improve their reading ability, students should:</p> <ul style="list-style-type: none"> Read longer and more complex stories and academic texts about a variety of topics Speak or write in their own words about stories and information they read Consider taking the <i>TOEFL Junior</i>® test for more accurate information about their reading ability
4 badges	<p>Students understand simple stories and age-appropriate academic texts. They can:</p> <ul style="list-style-type: none"> Understand a variety of common words and many less common words about objects, places, people, actions, and ideas Comprehend the meanings of complex sentences and paragraphs Connect information in longer sentences and across several sentences to infer information, main ideas, and the meaning of unfamiliar words Identify specific details in texts 	<p>To improve their reading ability, students should:</p> <ul style="list-style-type: none"> Read longer and more complex stories and informational texts about a variety of topics Speak or write in their own words about stories and information they read
3 badges	<p>Students understand simple stories and are beginning to understand age-appropriate academic texts. They can:</p> <ul style="list-style-type: none"> Understand common words and some less common words about objects, places, people, actions, and ideas (examples: <i>ring, adventures, whisper, double</i>) Comprehend the meaning of complex sentences (examples: <i>This is a friendly thing to do when you say goodbye. People do this when they talk quietly.</i>) Connect information in longer sentences and across different sentences to infer information, identify main ideas, and understand the meaning of unfamiliar words Locate key information in texts 	<p>To improve their reading ability, students should:</p> <ul style="list-style-type: none"> Study new, unfamiliar words Practice reading stories and informational texts about a variety of topics Practice reading longer and more complex texts Speak or write in their own words about stories and information they read
2 badges	<p>Students understand short descriptions and find information in signs, messages, and stories. They can:</p> <ul style="list-style-type: none"> Understand common words and social expressions (examples: <i>play a game, go to a museum, wave goodbye</i>) Comprehend simple descriptions of current and past events (examples: <i>The mouse is on top of the table. He is washing his hands.</i>) Recognize relationships among words and phrases within familiar categories (examples: <i>food–fruit–strawberries; rain–sky–clouds; one more time–again</i>) Make connections across simple sentences (example: <i>Clouds are in the sky. Rain comes from them. Sometimes they cover the sun.</i>) 	<p>To improve their reading ability, students should:</p> <ul style="list-style-type: none"> Read longer paragraphs and stories about familiar people, objects, and information Learn more words that describe objects, places, people, actions, and ideas Speak or write in their own words about paragraphs, stories, and information they read
1 badge	<p>Students begin to recognize some basic words. They may be able to:</p> <ul style="list-style-type: none"> Identify basic vocabulary with visual support 	<p>To improve their reading ability, students should:</p> <ul style="list-style-type: none"> Learn words and common expressions used in familiar social settings Learn words that show relationships among people, objects, and places (examples: <i>at, on, around, between, on top of</i>) Practice reading simple sentences and short texts about familiar topics Consider taking the <i>TOEFL Primary Step 1</i> test for more information about their reading ability <p><small>Note: Lexile® information provided for students at this score level is less precise than at other score levels. Students should consider taking the <i>TOEFL Primary Step 1</i> test for more precise information about their Lexile measure.</small></p>

Listening—Step 1

Stars	Can Do	Next Steps
4 stars	<p>Students understand simple descriptions, instructions, conversations, and messages. They can:</p> <ul style="list-style-type: none"> Understand less common words that describe familiar topics, settings, and actions (examples: <i>pocket, pour, lamp, branch</i>) Understand indirect responses to questions in conversations Understand messages in which information is not explicitly stated Connect information to infer the main idea or topic of messages, stories, and informational texts Synthesize information from multiple locations in a longer spoken text 	<p>To improve their listening ability, students should:</p> <ul style="list-style-type: none"> Learn new, unfamiliar words they hear in longer stories and academic talks Practice using less common words and expressions in conversations Speak or write in their own words about stories and information they listen to
3 stars	<p>Students understand short, simple descriptions, conversations, and messages. They can:</p> <ul style="list-style-type: none"> Understand common expressions used in everyday conversations Understand a simple, single instruction spoken in familiar words, with key words repeated Understand the purpose of messages in which key information is repeated Understand the main ideas of simple stories in which key information is explicitly stated and repeated 	<p>To improve their listening ability, students should:</p> <ul style="list-style-type: none"> Study more words that describe familiar topics, settings, and actions Practice using less common words and expressions in conversations Listen to age-appropriate academic talks and longer stories Speak or write in their own words about stories and information they listen to
2 stars	<p>Students begin to recognize some familiar words in speech. They can:</p> <ul style="list-style-type: none"> Understand words for objects and people in familiar categories such as school, home, family, colors, body parts, and animals Recognize action words in simple sentences (examples: <i>The children play. He is eating.</i>) 	<p>To improve their listening ability, students should:</p> <ul style="list-style-type: none"> Practice saying and listening to familiar words used in simple sentences Practice having short, simple conversations Practice listening to messages spoken by teachers, friends, and family Begin listening to and identifying basic information in short, simple stories
1 star	<p>Students begin to recognize some familiar words in speech, such as words for objects, places, and people. They may be able to:</p> <ul style="list-style-type: none"> Understand familiar words with visual support 	<p>To improve their listening ability, students should:</p> <ul style="list-style-type: none"> Learn everyday words for objects and people in familiar categories such as home, school, family, colors, body parts, and animals Use pictures to help learn new words Listen to short, simple sentences about everyday actions, objects, and people. (example: <i>She is swimming.</i>) Practice using common, everyday expressions, such as greetings

Listening—Step 2

Badges	Can Do	Next Steps
5 badges	<p>Students perform exceptionally well on this test. They can:</p> <ul style="list-style-type: none"> Understand less frequently used words that describe familiar topics, settings, and actions Understand messages and stories that include unfamiliar words and some idiomatic expressions Consistently connect information throughout stories and academic talks to infer meaning Identify specific information in longer texts 	<p>To improve their listening ability, students should:</p> <ul style="list-style-type: none"> Listen to longer and more complex stories and academic texts about a variety of topics Practice using less common words and expressions in conversations Speak or write in their own words about stories and information they listen to Consider taking the <i>TOEFL Junior</i>® test for more accurate information about their listening ability
4 badges	<p>Students understand conversations, simple stories, and age-appropriate academic talks. They can:</p> <ul style="list-style-type: none"> Understand less frequently used words that describe familiar topics, settings, and actions Understand messages and stories that include unfamiliar words and some idiomatic expressions Consistently connect information throughout stories and academic talks to infer meaning Identify specific information in longer texts 	<p>To improve their listening ability, students should:</p> <ul style="list-style-type: none"> Listen to longer and more complex stories and academic texts about a variety of topics Practice using less common words and expressions in conversations Speak or write in their own words about stories and information they listen to
3 badges	<p>Students understand conversations and simple stories. They begin to understand age-appropriate academic talks. They can:</p> <ul style="list-style-type: none"> Understand less common words that describe familiar topics, settings, and actions (examples: <i>pocket, pour, lamp, branch</i>) Understand indirect responses to questions in conversations Understand messages in which information is not explicitly stated Connect information to infer the main idea or topic of messages, stories, and informational texts Synthesize information from multiple locations in a longer spoken text 	<p>To improve their listening ability, students should:</p> <ul style="list-style-type: none"> Learn new, unfamiliar words they hear in longer stories and academic talks Practice using less common words and expressions in conversations Speak or write in their own words about stories and information they listen to
2 badges	<p>Students understand basic conversations and messages and begin to understand stories and informational texts. They can:</p> <ul style="list-style-type: none"> Understand common expressions used in everyday conversations Understand a simple, single instruction spoken in familiar words, with key words repeated Understand the purpose of messages in which key information is repeated Understand the main ideas of simple stories in which key information is explicitly stated and repeated 	<p>To improve their listening ability, students should:</p> <ul style="list-style-type: none"> Study more words that describe familiar topics, settings, and actions Practice using less common words and expressions in conversations Listen to age-appropriate academic talks and longer stories Speak or write in their own words about stories and information they listen to
1 badge	<p>Students begin to recognize a few familiar words in speech, such as words for objects, places, and people. They may be able to:</p> <ul style="list-style-type: none"> Understand familiar words with visual support 	<p>To improve their listening ability, students should:</p> <ul style="list-style-type: none"> Learn everyday words for objects and people in familiar categories such as home, school, family, colors, body parts, and animals Practice having short, simple conversations Practice listening to teacher instructions and short messages Begin listening to and identifying information in short, simple stories Consider taking the <i>TOEFL Primary</i> Step 1 test for more information about their listening ability



See page 26 for information about *TOEFL Primary* Speaking score reports.

Certificates

The *TOEFL Primary* Certificate of Achievement is an acknowledgement of a student's English proficiency. The Certificate of Achievement is not available through all local *TOEFL Primary* associates. Contact an associate for availability.

The Reading and Listening Certificate of Achievement features:

- Student name
- Test date and location
- The administering organization
- A watermark on back
- A format that is suitable for framing

Acceptable Scores

Each school determines test score requirements for itself. There is no specific passing or failing score set by ETS for the *TOEFL Primary* tests.

Test Score Data Retention

Scores are used to measure a test taker's English proficiency at the time that the test is administered. Because English-language skills may improve or decline over time, a score report will not be re-issued if one year has passed since a student has taken the test. ETS does not require schools or *TOEFL Primary* associates to retain test administration data beyond one year.

Release of Test Results

Scores obtained from a school test administration are reported only to the school. Schools will receive names and scores of everyone who tested at the same time. The school will also receive a copy of each student's score report and is responsible for giving a personal copy to parents and students.

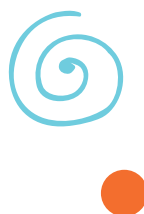
Individuals who test at public test administrations will receive the score report directly from the local ETS *TOEFL Primary* associate.

TOEFL Primary test scores will not be reported by ETS to any other institution.

TOEFL Primary scores are measurement information, and their release is subject to all restrictions indicated in this Handbook. The scores, however, are not the property of the test taker.

Test Fairness and Score Use

The ETS *TOEFL Primary* Program and its authorized local ETS *TOEFL Primary* 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.



How the Tests Are Scored

TOEFL Primary Reading and Listening test scores include levels and scale scores.

The total number of correct answers for each skill is statistically adjusted, or equated, to account for differences in difficulty between test forms. These equated scores are then converted to scale scores that range from 100 to 115. Because the scores are equated and scaled, the reported scores are neither the number nor the percentage of questions answered correctly.

Reliability of Scores

Score reliability is an important measure of the quality of a test. It indicates the consistency of test scores if a test were to be taken multiple times by the same group of test takers. Testing, like any other form of measurement, is subject to the influence of many factors that are not related to the ability being measured. These factors contribute to what is called “measurement error.” The measurement error influences the reliability of the test scores. In testing, score reliability is a statistic used to indicate the consistency of the scores. Such a statistic, called a coefficient, can have values ranging from 0 (not at all reliable) to 1 (perfectly reliable). There exist several different reliability coefficients that can be used to estimate the consistency of test scores. The reliability coefficient of *TOEFL Primary Speaking* test scores is estimated using the Cronbach’s alpha reliability coefficient. The reliability coefficients of the *TOEFL Primary Reading and Listening* test scores are estimated based on item response theory.



Standard Error of Measurement

A well-developed test is expected to yield a test score that will reflect a person’s true ability as much as possible and keep errors of measurement to a minimum. A test taker’s true score is the average score on the test if it could be taken a large number of times. The standard error of measurement (SEM) is the standard deviation of scores the test taker would receive if the test could be taken numerous times. In reality, taking any test a large number of times is not possible. The SEM is a measure that can be used to define a confidence interval (an approximate score range) in which one’s true score lies with a certain level of probability.

For instance, a 90% confidence interval can be estimated by taking the test taker’s observed score plus or minus 1.65 times the SEM. If a test taker could take the test repeatedly and an interval was constructed each time, approximately 90% of those intervals would contain the test taker’s true score.

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 *TOEFL Primary* associates may offer students the opportunity to take the test again as soon as possible without charge.

Validity of Scores

It is recommended that scores not be used beyond one year due to rapid development of English proficiency by younger learners. Scores can be considered valid beyond one year if the student has provided evidence of having maintained the same level of English language learning.

The *TOEFL Primary* Speaking test measures young learners' abilities to communicate orally in routine social situations related to their daily lives. Test questions are administered via computer or tablet, and headsets are provided to the students for listening to prompts and speaking their responses. The test questions require students to show ability in the following communication goals:

- Giving simple descriptions
- Expressing basic emotions, feelings, and opinions
- Making simple requests
- Asking questions
- Giving directions
- Explaining and sequencing simple events

The recorded responses are scored by trained raters at ETS.

The Speaking test starts by asking students some basic questions about themselves to make sure their headsets work properly. Then, students are introduced to a storyline and characters who guide students through the test questions. The first prompt is an unscored practice question that gives students a chance to become more comfortable with the computer setup and format of the test. Test prompts include audio, picture, and video elements. Each question has a time limit, and the time limit varies by question type. The longest amount of time allotted for a response is 30 seconds.

Students can practice sample questions for the Speaking test online at <https://c4l.caltesting.org/sampleQuestions/TOEFLPrimary/index.html>.

Test Structure

The *TOEFL Primary* Speaking test has between 7 and 10 questions, and it takes about 20 minutes to complete.

Test	Number of Questions	Time
Speaking	7–10	20 minutes

Speaking Task Types

The following task types are scored using a 3-point rubric:

- Description: The student will see a picture and be asked to describe things that look strange in the picture. Response time: 20 seconds

- Expression: A character will present some pictures and ask the test taker to choose one and express some thoughts or opinions about it. Response time: 15 seconds
- Requests: A character will ask the test taker to make a request of another character in the story. Response time: 5–15 seconds
- Questions: A character will present an object and invite the test taker to ask 3 questions about it. Response time: 30 seconds


The following task types are scored using a 5-point rubric:

- Directions: Either a video or a sequence of pictures appearing one by one will show a character performing an activity. Afterwards, the test taker will be asked to explain how to do the activity that was shown. Response time: 30 seconds
- Narration: The test taker will watch a video or view a sequence of pictures. After watching the animation or seeing the pictures, test takers will be asked to tell a story based on what they saw in the animation or pictures. Response time: 30 seconds

The Speaking test may also include some unscored questions used for warm-up or research purposes.

Speaking Test Scores and Score Reporting

Each *TOEFL Primary* Speaking score report provides:

- A level, shown as ribbons  (maximum of 5)
- Descriptors of student ability and recommended next steps that students can take to improve their English
- Scores that help show progress within a level when students take the test again
 - The score range is 0–27.
- Common European Framework of Reference (CEFR) levels that show student ability in comparison to a widely used tool for describing language proficiency

The chart on the next page summarizes Speaking test score report information.



TOEFL Primary Speaking Scores

Level	Score	CEFR
Typical students at this level:		
 speak in English to expand descriptions, communicate multistep directions, and tell stories effectively.	27	B2
	26	
	25	B1
	24	
	23	
 speak in English to express and explain what they like and give directions.	22	A2
	21	
	20	
	19	
 speak in English to say what they like and give some descriptions.	18	A1
	17	
	16	
 begin to speak in English by using words and simple statements.	15	A1
	14	
	13	
	12	
 attempt to speak in English using words and simple phrases.	11	Below A1
	10	
	9	
	8	
	7	
	6	
Score reports for students receiving a score of 0 will show N/S for the CEFR level.		



Speaking Descriptors and Next Steps

Ribbons	Can Do	Next Steps
5 ribbons	<p>Students speak in English to expand descriptions, communicate multistep directions, and tell stories effectively. They successfully ask questions and make simple requests. They can:</p> <ul style="list-style-type: none"> • Use a wide range of vocabulary and grammatical structures effectively • Include relevant details to expand descriptions, give directions, and tell stories • Include structures such as connecting words and phrases that make directions and stories easy to follow • Form questions and requests appropriately and use intonation to communicate meaning • Speak fluidly with few errors in pronunciation or intonation 	<p>To improve their speaking ability, students should:</p> <ul style="list-style-type: none"> • Read and listen to age-appropriate academic content • Speak and write about age-appropriate academic content • Consider taking the <i>TOEFL Junior</i>® Comprehensive test for more information about their speaking ability
4 ribbons	<p>Students speak in English to express and explain what they like and give directions. They begin to expand their descriptions of things and events. They can:</p> <ul style="list-style-type: none"> • Use appropriate word choices • Use complete statements to communicate ideas • Use appropriate grammatical structures • Begin to form questions and requests • Speak clearly with few errors in pronunciation or intonation 	<p>To improve their speaking ability, students should:</p> <ul style="list-style-type: none"> • Learn less common words that describe familiar places, objects, and people • Practice asking and answering questions about everyday topics • Practice giving details about places, people, and events in the stories they read and programs they watch



Ribbons	Can Do	Next Steps
3 ribbons	<p>Students speak in English to say what they like and give some descriptions. They begin to ask questions and tell stories. They can:</p> <ul style="list-style-type: none"> • Use words and phrases to communicate meaning • Use a limited number of grammatical structures to describe objects and actions • Begin to form questions and requests • Begin to communicate a sequence of events • Pronounce words and statements clearly most of the time 	<p>To improve their English speaking ability, students should:</p> <ul style="list-style-type: none"> • Learn more words that describe familiar places, objects, and people • Practice asking and answering questions about everyday topics • Practice describing in sentences what happens in stories they read and programs they watch
2 ribbons	<p>Students begin to speak in English by using words and simple statements. They begin to say what they like and give some descriptions. They can:</p> <ul style="list-style-type: none"> • Say some common words in familiar categories such as home, school, family, colors, animals, and actions • Communicate meaning in short, simple statements (examples: <i>The tiger is big. The zoo has two birds.</i>) • Pronounce words and phrases clearly but slowly some of the time 	<p>To improve their speaking ability, students should:</p> <ul style="list-style-type: none"> • Learn more words that describe familiar places, objects, and people • Practice asking and answering questions about everyday topics • Practice describing what happens in stories they read and programs they watch
1 ribbon	<p>Students attempt to speak in English using words and simple phrases. They may be able to:</p> <ul style="list-style-type: none"> • Say some common words in familiar categories such as home, school, family, colors, animals, and actions • Say simple phrases 	<p>To improve their speaking ability, students should:</p> <ul style="list-style-type: none"> • Learn and practice saying common words • Name what they see in pictures (example: <i>I see a house.</i>) • Practice speaking in sentences about objects and activities they like



Introduction

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

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

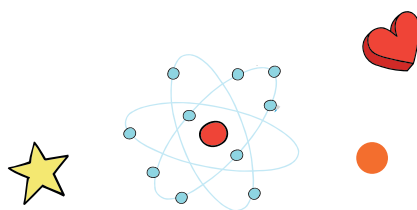
To this end, the following policies and guidelines are available to all *TOEFL Primary* test takers, institutions and organizations that are recipients of *TOEFL Primary* test scores.

Policies

In recognition of their obligation to ensure the appropriate use of *TOEFL Primary* test scores, the *TOEFL Primary* program and its local ETS *TOEFL Primary* 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.

Confidentiality: *TOEFL Primary* scores, whether for an individual or aggregated for an institution, are confidential and can be released only by authorization of the test taker, the test taker's parent or guardian if the test taker 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 Primary* 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 Primary* scores have an obligation to use the scores in accordance with the guidelines that follow. Organizations have a responsibility to ensure that all individuals who have access to *TOEFL Primary* scores are aware of the guidelines and to monitor the use of scores, correcting instances of misuse when they are identified. The *TOEFL Primary* program and local ETS *TOEFL Primary* 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 Primary* scores can be a powerful tool in student placement in English classes, monitoring student progress, providing performance feedback, and other school-related decisions.

Maintain Confidentiality of *TOEFL Primary* Scores: All individuals who have access to *TOEFL Primary* scores should be aware of the confidential nature of the scores and agree to maintain their confidentiality. Policies should be developed and implemented to ensure that confidentiality is maintained.

Normally Appropriate Uses and Misuses of *TOEFL Primary* Scores

The suitability of a *TOEFL Primary* test for a particular use should be explicitly examined before using test scores for that purpose. The list of appropriate uses of *TOEFL Primary* 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 Primary* scores, but any use not listed should be discussed in advance with *TOEFL Primary* program staff and the local ETS *TOEFL Primary* associate to determine its appropriateness.

If a use other than those listed is contemplated, it is important for the score user to validate the use of the scores for that purpose. The *TOEFL Primary* Program staff and local ETS *TOEFL Primary* 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 Primary* test scores are recommended for the following uses:

- Placing students in English language programs or classes so they are matched with level-appropriate instruction
- Monitoring student progress over time to gauge learning and changes in proficiency
- Using performance feedback, including can-do statements for instructors, to tailor English instruction and guide conversations with parents

Misuses

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

Comments

Test takers can provide comments during a testing session by informing their test administrator.

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



NOTES



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

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