



Listening. Learning. Leading.

 **TOEFL Junior.**

Listening. Learning. Leading.®

The **TOEFL Junior®** Tests



Discover potential. **Expand global opportunity.**

EPA **ETS**
Preferred
Associate™

Authorized as an ETS Distributor in Pakistan.

Purpose:

The TOEFL Junior Test is a low- to medium-stakes assessment that measures the degree to which middle-school students have attained proficiency in the academic and social English-language skills representative of English-medium instructional environments. Usually these students are from ages 11-15. The TOEFL Junior test is a paper-based test.

The TOEFL Junior test:

- Provides parents, students and teachers with objective information about student progress in developing English-language skills over time.
- Serves as a comprehensive measure to support placement of students into programs designed to increase English-language proficiency levels.
- Measures developing English communication skills in preparation for future studies in English.
- Offers useful information that can be used for instructional purposes.
- Provides appropriate information for low- to medium-stakes decisions.

Market Need for Tests for Young Students:

- English proficiency is an increasingly important skill for students worldwide; it is the key to educational, personal and professional opportunities
- EFL instruction is beginning at earlier ages
- English-medium instructional environments take many forms:
 - Public and private schools in English-dominant countries
 - International schools in non English-dominant countries
 - Schools in any country using a bilingual or content and language integrated learning (CLIL) approach
- These tests respond to the aspirations of students as they attain English-language proficiency

TOEFL® tests for a younger generation:

- A distinct product within the growing TOEFL® family of assessments
- A natural extension of the TOEFL brand, but specifically geared to the language learning needs of middle grade students
- Informed by research and relevant standards
- Development draws on years of experience creating international assessments of English-language proficiency for both adults and K-12 students as well as ETS's expertise in English-language assessments for young students
- Design based on iterative prototyping and piloting research, drawing on feedback from students and teachers on test questions
- Meets ETS Standards for Quality and Fairness

ETS Assessments for a younger generation – middle school & early high school students (11+)



- The TOEFL Junior® Standard Test launched October 2010



- The TOEFL Junior® Comprehensive Test launched July 2012

Benefits of the TOEFL Junior® tests:

- Accurate, convenient and reliable
- Based on the rich heritage of the TOEFL® test
- New forms available each year
- Practical information to inform learning
- Lexile® Reading measure, from MetaMetrics®*
- CEFR (Common European Framework of Reference for Languages) levels and corresponding certificates
- “Can-do” statements for instructors

Ways to use *TOEFL Junior*[®] scores:

The following test uses have been identified:

- A general academic proficiency standard
- Information supporting placement decisions
- Information about student progress in developing English language proficiency over time
- Advise students on appropriate book selections to improve their reading proficiency based on Lexile[®] Measures

Who uses the *TOEFL Junior*[®] tests?

The following types of institutions can use information provided by the *TOEFL Junior*[®] tests to help make placement decisions or measure student progress in English:

- English-language programs
- International schools where the language of instruction is English
- Schools in non-English speaking countries that focus on teaching content through English

***TOEFL Junior*[®] Standard test:**

***TOEFL Junior*[®]**
STANDARD

- Administered in paper-based format
- Includes measures of Listening Comprehension, Reading Comprehension, and Language Form and Meaning
- All items are multiple-choice
- Curriculum independent
- Largely administered by institutions (private language schools, private middle schools, or international schools)
- Quick score turnaround
- Operational since October 2010

Administered in more than 50 countries, including:

- | | |
|-------------|----------|
| • Korea | • China |
| • Vietnam | • Egypt |
| • Brazil | • Kuwait |
| • France | • UAE |
| • Poland | • Jordan |
| • Indonesia | • Japan |
| • Mexico | • Greece |

TOEFL Junior® Standard Test Design:

- **Listening Comprehension**
- Classroom Instruction
- Short Conversations
- Academic Listening
- **Language Form and Meaning**
- One-third tests meaning
- Two-thirds test form
- **Reading Comprehension**
- All Reading questions based on passages

Each section contains 42 questions.

Total testing time is approximately 2 hours.

Section	Number of Items	Scale Scores	Testing Time
Listening Comprehension	42	200–300	40 min
Language Form and Meaning	42	200–300	25 min
Reading Comprehension	42	200–300	50 min
Total	126	600–900	1 hr 55 min

TOEFL Junior® Standard Score Report:

- Section scores for Listening, LFM, and Reading:

Section	Scale Scores
Listening Comprehension	200-300
Language Form and Meaning	200-300
Reading Comprehension	200-300
Total Score	600-900
- Provides descriptors of the English language abilities typical of test takers scoring around a particular scaled score level
- Linked to the Common European Framework of Reference
- Includes Lexile® reading measure

TOEFL Junior[®] Standard Score Report Sample:



Official Examinee Score Report

Discover Potential. Expand Global Opportunity.

Student Name: Your Name

Student Number: 112233*****

Date of Birth: 1997-07-07 Gender: Female

Test Date: 2012-10-04

YOUR TOTAL SCORE



Listening Comprehension

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



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 may have the following strengths:



CEFR
Level
B1

- 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.

Reading Comprehension

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

Lexile
Measure
910L



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.

Common European Framework of Reference for Languages (CEFR):

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

The CEFR levels provided are context dependent. They are based on the language abilities of middle school students and lower-level high school students. They should not be compared to CEFR levels on other *TOEFL*® tests.

Listening Comprehension Section:

This section is designed to measure the listening skills needed for success in an English-medium instructional environment. Three key skills are measured—the abilities to listen for:

1. Basic, interpersonal purposes
2. Instructional purposes
3. Academic purposes

Sample Listening Descriptors:

Test takers who score between 225 and 245 may 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.

Listening: Classroom Instruction:

Classroom Instruction items provide students with the opportunity to demonstrate their ability to understand information disseminated as instructions, announcements, etc, by teachers and other school staff. Listening abilities tested include:

- Main idea
- Speaker's purpose
- Inference
- Prediction

Listening: Short Conversations:

Short Conversations provide students with the opportunity to demonstrate their ability to listen to and understand short conversations in English about student life. Listening abilities tested include:

- Main idea
- Detail
- Inference
- Prediction
- Rhetorical device
- Prosody

Short Conversations Sample Set:

Why does the girl mention Saturn?

- (A) To tell the teacher about a book she recently read
- (B) To describe a planet with many volcanoes
- (C) To explain why she does not want to write about planets
- (D) To explain how she first became interested in the solar system

What is the girl's problem?

- (A) She is behind schedule in her schoolwork.
- (B) She has chosen the same topic as another student.
- (C) She cannot find the books she needs in the library.
- (D) She cannot decide on a topic for her assignment.

What does the teacher imply about the other students in the class?

- (A) They have already finished their projects.
- (B) They will have to do less work for their projects.
- (C) They will need a lot of help with their projects.
- (D) They have chosen more interesting topics for their projects.

What is the girl probably going to do next?

- (A) Go to the library
- (B) Hand in an assignment
- (C) Read a book about volcanoes
- (D) Meet her friend Michelle for lunch

Listening: Academic Talks:

Academic Listening sets provide students with an opportunity to demonstrate their ability to learn new information in English in an academic context. Listening abilities tested include:

- Main idea
- Detail
- Inference
- Prediction
- Rhetorical device
- Prosody

Language Form and Meaning Section:

This section is designed to assess students' understanding of the structure of English and the depth of their vocabulary knowledge. The items are cloze exercises embedded within a single paragraph.

Text Types:

- Expository
- Biographical
- Correspondence
- Announcement
- Advertisement
- Fiction

Language Meaning Question Types:

- Noun
- Verb
- Modifier
- Determiner
- Preposition
- Conjunction

Language Form Question Types:

- Subject
- Object
- Subject and verb
- Verb form
- Passive voice
- Adjective or adjective phrase
- Adverb or adverb phrase
- Object complement
- Relative clause
- Noun phrase or noun clause
- Expletive
- Comparative or superlative
- Predicate nominative
- Word order
- Word form

**Language Form and Meaning:
Academic Text**

Questions 33-40 refer to the following magazine article.

33. 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

34. 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

35. 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,

36. Lake Victoria

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

 a much older body of water. Usually, lakes

Reading Comprehension Section:

This section is designed to assess the degree to which students have the reading skills representative of English-medium instructional environments. This includes two general types of reading:

- The ability to read and comprehend academic texts
- The ability to read and comprehend non-academic texts

Reading Comprehension Genres:

Text types are representative of genres that middle school type students might encounter in a classroom:

- Non-linear texts
- Correspondence
- Journalism
- Fiction
- Expository
- Biographical
- Persuasive

Reading Comprehension Questions:

- Main idea
- Factual information
- Negative Fact
- Inference
- Author's purpose/Rhetorical structure
- Vocabulary in context
- Idiomatic language
- Figurative language
- Pronoun referent

TOEFL Junior[®] Comprehensive Test:

TOEFL Junior[®]
COMPREHENSIVE

- Administered via computer
- Includes measures of Listening Comprehension, Reading Comprehension, Speaking, and Writing
- Listening and Reading are all multiple-choice; Speaking and Writing all constructed response
- Speaking and Writing questions scored by ETS-trained raters
- First operational administration July 2012
- Fixed administrations with scheduled testing dates

TOEFL Junior® Comprehensive Test Design:

Listening Comprehension (36 questions)

Classroom instruction
Short conversations
Academic listening

Reading Comprehension (36 questions)

All Reading questions are based on passages

Speaking (4 questions)

Read aloud, Picture narration, Listen-speak (classroom activity),
Listen speak (academic content)

Writing (4 questions)

Editing (x2), Email, Opinion, Listen-write

Total testing time is approximately 2:15

Section	Number of Items	Scale Scores	Testing Time
Reading Comprehension	36	140-160	41 min
Listening Comprehension	36	140-160	36 min
Speaking	4	0-16	18 min
Writing	4	0-16	39 min
Total	80		2 hr 14 min


TOEFL Junior® Comprehensive Score Report :

TOEFL Junior Comprehensive Sections	TOEFL Junior Comprehensive Scale Scores	
	Min	Max
Reading	140	160
Listening	140	160
Speaking	0	16
Writing	0	16

- Provides descriptors of the English language abilities typical of test takers scoring around a particular scaled score level
- Linked to the Common European Framework of Reference
- Includes Lexile® reading measure

TOEFL[®] Junior[®] Comprehensive

Score Report Sample :

Official Score Report

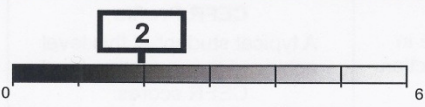
TOEFL[®] Junior[™] Comprehensive Test

Student Name: Chikly, Dorthy Ann	Test Date: 2012-JUL-16
Student Number: 10000101	Gender: F
Date of Birth: 1999-JUN-22	

Overall Score Level

Developing

2



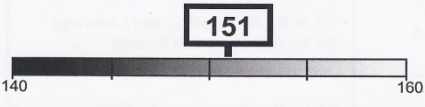
TOEFL Junior assesses language skills representative of middle schools which use English for instruction. A typical student at Level 2 occasionally demonstrates the skills needed to communicate successfully in simple interactions and while using basic materials.

Reading

Lexile Measure 785

CEFR Level B1

151



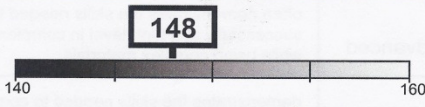
A typical student who scores between 151 and 156 can do all of the following.

- Understand main ideas that are explicitly stated in non-academic and academic texts
- Usually identify important details in non-academic and academic texts, even when the context is not always clear and the vocabulary may be unfamiliar
- 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) from non-academic and academic texts
- Usually identify events and plotlines in a fictional narrative
- Usually determine the meaning of unfamiliar vocabulary words from context in simply constructed texts

Listening

CEFR Level A2

148



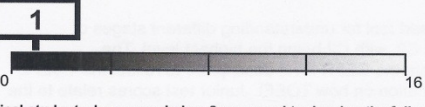
A typical student who scores between 143 and 149 can do all of the following.

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

Speaking

CEFR Below A2

1



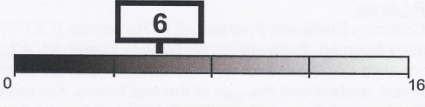
A typical student who scores below 8 may need to develop the following skills.

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

Writing

CEFR Level A2

6



A typical student who scores between 6 and 9 can do all of the following.

- Recognize and correct simple errors identified in a written text
- Produce basic, simple sentences, although 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, although with little development
- Understand and convey a few main ideas from an academic lecture, but probably leave out many supporting details

Common European Framework of Reference for Languages (CEFR):

TOEFL Junior Comprehensive Overall Score Level	Overall Performance Descriptor These descriptors represent performance in middle schools which use English for instruction. A typical student at this level:	CEFR Profile A typical student at this level achieved these section-level CEFR scores:
6 Excellent	consistently demonstrates the skills needed to communicate successfully at a high level in complex	B2 for all sections (Reading, Listening, Speaking, and Writing)
5 Advanced	often demonstrates the skills needed to communicate successfully at a high level in complex interactions and	B1 or B2 for Reading and Listening; B1 for Speaking and
4 Competent	demonstrates the skills needed to communicate successfully in some complex situations and in most	B1 for Reading and Listening; B1 or A2 for Speaking and Writing
3 Achieving	usually demonstrates the skills needed to communicate successfully in simple interactions and while using basic	A2 or B1 for Listening; A2 for Reading, Speaking, and Writing
2 Developing	occasionally demonstrates the skills needed to communicate successfully in simple interactions and	A2 for Reading and Listening; below A2 for Speaking and
1 Beginning	demonstrates some basic language skills but needs to further develop those skills in order to communicate	Below A2 for all sections (Reading, Listening, Speaking,

Sections	CEFR Level A2	CEFR Level B1	CEFR Level B2
Listening Comprehension	143-149	150-156	157-160
Reading Comprehension	143-150	151-156	157-160
Speaking	10-Aug	13-Nov	14-16
Writing	9-Jun	12-Oct	13-16

The CEFR levels provide are context dependent. They are based on the language abilities of middle school students and lower-level high school students. They should not be compared to CEFR levels on other TOEFL® tests.

Speaking Section:

This section measures oral communication in an English-medium, middle-school type environment. The tasks cover three domains and measure the proficiency needed to:

1. Negotiate social and interpersonal interactions
2. Navigate the school environment and receive instruction
3. Learn academic material in content areas

These proficiencies are linked to the following task types:

1. Read aloud
2. Picture narration
3. Listen-speak: class or school activity
4. Listen-speak: academic content

Speaking Tasks:

Read Aloud (Academic domain)

- Evaluates discrete features of oral proficiency

Picture Narration (Social/interpersonal domain)

- Evaluates routine/everyday language

Listen-Speak: Class/School Activity (School/instructional domain)

- Evaluates routine/everyday language in a school environment

Listen-Speak: Academic Talk (Academic domain)

- Evaluates the use of academic language representative of middle-school course content

Speaking Tasks: Scoring

- All responses scored on a 4-point scale
- All responses scored holistically using three different rubrics
- Scored on-line by experienced raters who are trained and certified for the *TOEFL Junior*[®] tests

Writing Section:

This section measures written communication in an English-medium, middle-school type environment. The tasks cover three domains and measure the proficiency needed to:

- Negotiate social and interpersonal interactions
- Navigate the school environment and receive instruction
- Learn academic material in content areas

These proficiencies are linked to the following task types:

- Editing
- E mail
- Opinion
- Listen-write: academic talk

Writing Tasks:

Edit (Academic and school/instructional domains)

- Evaluates grammatical & mechanical accuracy and knowledge

E mail (Social/interpersonal & school/instructional domains)

- Evaluates everyday language used to communicate with friends and classmates

Opinion (Academic domain)

- Evaluates the ability to express and provide support for an opinion

Listen-Write: Academic Content (Academic domain)

- Evaluates the ability to understand an academic lecture and provide a description of the lecture’s main points and important details

Writing Tasks: Scoring

- All items are scored on a 4-point scale
- Four different rubrics are used
- Scored online by experienced *TOEFL*® and *TOEIC*® raters who are trained and certified for the *TOEFL Junior*® tests
- Scored holistically (except for Editing questions, which are analytically scored—each tested point is either right or wrong)

Lexile® Measures and Lexile® Library:

- Lexile® measures from MetaMetrics® match test takers with texts that are at appropriate reading level
- Browse and search the Lexile book database (50,000 titles)
- Store favorites to create a custom reading list
- Jump to online booksellers for purchase and more info
- Online preview for some books provides immediate practice
<http://toefljunior.lexile.com/>

Lexile® Measures

Reading Ability

850L

Reader



Text

Text Complexity


850L

Optimal range for practice is 100L below to 50L above reading level

- Reading ability level is determined by a test
- Text complexity levels are determined by software
- When reading levels and text complexity levels match, reading and learning improve

Lexile® Library:

- Students can browse and search the Lexile® book database (50,000 titles)
- They indicate their interests to create and store a custom reading list
- They can jump to online booksellers to purchase books or for more info
- Online preview for some books, providing immediate practice

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715 books in 4 categories plus 6 reading lists.

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All Your Categories

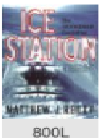
- Adventure
- Fantasy
- Graphic Novels & Comics
- Mystery
- [Update Your Categories](#)

Reading Lists

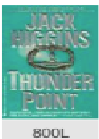
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Picture Book of Lewis and Clark
By Adler, David A. (2003)
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900L AD




Ice Station
By Reilly, Reilly J. (1999)
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Thunder Point
By Higgins, Jack (1993)
[Buy Online](#) [Add to bookshelf](#) [Preview Online](#)
800L



Magic Street
By Card, Orson Scott (2005)
[Buy Online](#) [Add to bookshelf](#)
800L



To Jaykæ
By Okimoto, Jean Davies (1999)
[Buy Online](#) [Add to bookshelf](#)
800L

Contact Information:

- The *TOEFL® Junior™* tests are **being introduced in phases** in various locations around the country.
- Administrations began in late 2013.
- If you have any questions, please contact us at:

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URL Link: <http://www.nts.org.pk/Products/ETS/TOEFL/toefl-intro.php>