



PARENT AND STUDENT HANDBOOK

for the

TOEFL[®] PRIMARY[™] TESTS

VERSION 1– SEPTEMBER 2013

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TEST OVERVIEW

TEST PURPOSE

The purpose of the *TOEFL® Primary™* test is to allow you and your child’s teachers to learn about your child’s English skills and abilities as a young learner of English in a non-English-speaking country. This information will help you and decision-makers in your child’s school make informed decisions about your child’s English study, language development, and program placement. There are three components to the *TOEFL Primary* test program:

TOEFL Primary Step 1—A paper-and-pencil test of reading and listening proficiencies designed for young students at the beginning stages of learning English

TOEFL Primary Step 2—A paper-and-pencil test of reading and listening proficiencies designed for young students who have acquired some communicative skills

TOEFL Primary Speaking—A computerized test of speaking proficiency suitable for young learners at various skill levels

READING AND LISTENING TESTS: STEP 1 AND STEP 2

There are two levels of the *TOEFL Primary* reading and listening test: Step 1 and Step 2. Ask your child’s teacher which level of the test should be taken. All *TOEFL Primary* reading and listening tests assess students’ knowledge, skills, and abilities for fulfilling core communication goals in English. Young learners are acquiring their English abilities at different times and in different ways depending on school curriculum and other factors. *TOEFL Primary* is offered as a Step 1 test and a Step 2 test so that teachers may select an assessment that more closely matches what their students have learned and the level of English proficiency their students have acquired.

The Step 1 Reading section 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 75 words on an everyday topic
- locate and connect information within a sentence or in a paragraph

The Step 2 Reading section 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 a longer text
- infer and draw conclusions

The Step 1 Listening section 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

The Step 2 Listening section 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

STEP 1 OVERVIEW

The Reading section of *TOEFL Primary* Step 1 has 39 questions. It will take 30 minutes. The Listening section has 41 questions and is paced by a recording. It will take about 30 minutes.

Section	Number of Questions	Number of Examples	Total Number of Questions	Time
<i>Reading</i>	36	3	39	30 minutes
<i>Listening</i>	36	5	41	About 30 minutes

STEP 2 OVERVIEW

The Reading section of *TOEFL Primary* Step 2 has 37 questions. It will take 30 minutes. The Listening section has 39 questions and is paced by a recording. It will take about 30 minutes.

Section	Number of Questions	Number of Examples	Total Number of Questions	Time
<i>Reading</i>	36	1	37	30 minutes
<i>Listening</i>	36	3	39	About 30 minutes

BEFORE THE TEST

CONSENT FORM

Your child will be given a Consent Form that you must sign and have your child return on or before the test. If your child does not have a signed Consent Form by test day, he or she will not be able to take the test.

COMPLETING THE ANSWER SHEET

Students will read passages and questions in a test book and will mark their answers on a separate answer sheet. Your child's teacher will help students understand how to mark the answer sheet before they take the test.

Before taking the test, your child will need to enter some personal information on the answer sheet. The information your child will need to provide is shown on page 20. Review this information with your child. Doing so will help him or her complete this information on the answer sheet quickly and correctly on the test day.

INFORMATION FOR STUDENTS

PREPARING FOR THE TEST

On the last page of this handbook, you will find a sample answer sheet. You will use a pencil to complete the answer sheet.

HOW TO FILL IN ANSWER CIRCLES

1. Fill in the entire circle completely.




Not like this.

Not like this.

Not like this.

Not like this.

 YES, like this.




2. Only fill in one answer.

Not like this.



Not like this.



YES, like this. 



EXAMPLE QUESTIONS

Match the number of the question 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 for 1.

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 for 2.

4 **Go On** →

Reading

1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	1. <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	2. <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

Listening

1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	1. <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	2. <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

DO NOT MARK IN THE TEST BOOK

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

Reading

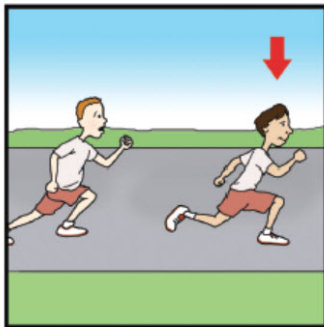
Look at the picture. Read the words. Which words go with the picture?
Fill in the correct circles on your answer sheet.

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

Reading

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

Read the email and answer the questions.

To: Grandma Paula

From: Melinda

Yesterday was my first day of school this year, and I have so much to tell you! This year I am in a music class for the first time. My teacher is going to teach us how to sing. I am really excited, but I think I am going to need a lot of practice. You have a beautiful voice and play the piano really well. Could you help me with some songs? You can play the piano while I sing. My teacher told us that singing with a piano is a good idea.

Thanks,

Melinda

4. Why is Melinda excited?

- (A) She is learning to play the piano.
- (B) She is going to visit her grandma.
- (C) She is starting a new class at school.

5. What does Melinda ask her grandma to do?

- (A) Give her piano lessons
- (B) Help her practice singing
- (C) Come to her music class

STEP 2 READING EXAMPLE QUESTIONS

The following passage and questions represent the level of English tested on the Step 2 reading test.



Read the passage and answer the questions.

Adobe is a type of brick made out of water, sand, clay, and dry grass. In hot, dry places, people use adobe instead of wood to build houses. Because people use water to make adobe bricks, the bricks start out wet but then dry in the hot sun. Adobe is useful for building houses because in hot, dry weather, the houses stay the same temperature inside the walls while the outdoor temperature changes a lot during the day. Adobe is also good to use because it is sturdy and lasts a long time. In fact, some of the oldest buildings in the world are adobe.

6. What is the passage about?

- (A) The places where people build adobe houses
- (B) The reasons to use adobe to build a house
- (C) How to build an adobe house

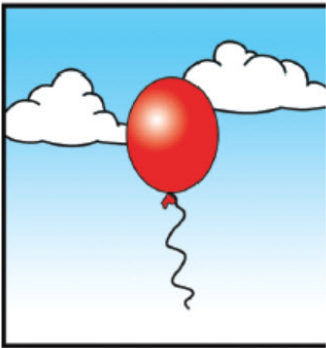
7. Most adobe houses are probably _____.

- (A) in the desert
- (B) in rainy places
- (C) on islands

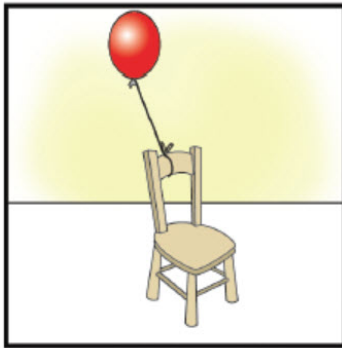
Listening

Listen to the words. Look at the pictures.
Fill in the correct circles on your answer sheet.

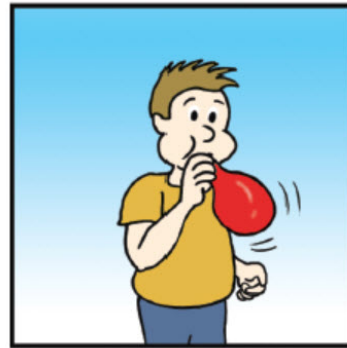
1.



(A)



(B)



(C)

Script

Number 1

Man The balloon is in the sky.

Listening

Fill in the correct circles on your answer sheet.

What did the teacher tell the students to do?

2.



(A)



(B)



(C)

3.



Script

Number 2

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

Number 3

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



Listening

Look at your answer sheet. Listen to a conversation. Which conversation sounds correct?

Script

Questions 4–6

Narrator: Listen to a girl talking to her father.

Number 4

Narrator A

Girl Look at this old picture, Dad. Who is this?

Man It's mine.

Narrator B

Girl Look at this old picture, Dad. Who is this?

Man It's your aunt.

Narrator C

Girl Look at this old picture, Dad. Who is this?

Man It's my school.

Number 5

Narrator A

Girl How old is she in this picture?

Man She's eight years old.

Narrator B

Girl How old is she in this picture?

Man She's coming soon.

Narrator C

Girl How old is she in this picture?

Man She's in the car.

Number 6

Narrator A

Girl Did she play sports in school?

Man Yes, she will.

Narrator B

Girl Did she play sports in school?

Man No, it won't.

Narrator C

Girl Did she play sports in school?

Man Yes, she did.



Listening

Listen to a conversation and answer the question.
Fill in the correct circle on your answer sheet.

7. When is the girl's party?

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

Script

Number 7

Narrator: Listen to a conversation between a teacher and a student and answer a question.
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

Narrator When is the girl's party?

- A Tonight
- B Next week
- C This weekend



Listening

Listen and answer the question.

Fill in the correct circle on your answer sheet.

8. What did Mike call about?

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

Script

Number 8

Narrator Listen and then answer a question. 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.

Narrator What did Mike call about?

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

STEP 2 LISTENING EXAMPLE QUESTIONS

The following passage and questions represent the level of English tested in the Step 2 listening section. On the test, passages, questions, and answer choices are both spoken on the audio and printed in the test book.



**Listen to the passage and answer the questions.
Fill in the correct circles on your answer sheet.**

- 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 do 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

Passage Script

Hundreds of years ago, leaders like 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 was 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 like a small 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.

SPEAKING SECTION OVERVIEW

The *TOEFL® Primary* Speaking test measures young learners' abilities to communicate orally in routine social situations related to their daily lives. Test tasks are administered via computer or tablet and headsets are provided to the students for listening to prompts and speaking their responses. Test tasks 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 will start by asking students some basic questions about themselves to make sure their headsets work properly. Then, students will be introduced to a storyline and characters who guide the student through the test tasks. 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 example questions for the Speaking test online at toeflprimary.caltesting.org/sampletest

TEST STRUCTURE

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

Section	# Questions	Time
<i>Speaking</i>	7–10	20 minutes

SPEAKING TASK TYPES

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

- Description: The test-taker 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 three 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 items used for warm-up or research purposes.

ANSWERS TO EXAMPLE ITEMS

Reading

1. B
2. A
3. B
4. C
5. B
6. B
7. A

Listening

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

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

SAMPLE ANSWER SHEET



EXAMPLE

YES A B ●	NO A B ●	NO A B X	NO A B C	NO A B C
--------------	-------------	-------------	-------------	-------------

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	
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	
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	
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	
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	
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	
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	
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	
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	
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	
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	
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	
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
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
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
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
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
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 <input type="radio"/> Apr <input type="radio"/> May <input type="radio"/> Jun <input type="radio"/> Jul <input type="radio"/> Aug <input type="radio"/> Sep <input type="radio"/> Oct <input type="radio"/> Nov <input type="radio"/> Dec	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>

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

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



Reading

1.	<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	3.	<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	5.	<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
7.	<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	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	2.	<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
4.	<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	6.	<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	8.	<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
10.	<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	12.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

