toefl primary®

TOEFL Primary® test taker handbook

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Overview

This Handbook contains information about the TOEFL Primary® Step 1 and Step 2, TOEFL Primary® Speaking and TOEFL Primary® Writing tests and related procedures that apply to institutional testing in the classroom or at home. Reviewing the descriptions of each test will help students become familiar with the format and types of questions before the day of the test. Sample questions for the tests can be found at ***www.ets.org/toefl/primary/prepare***. The sample questions will be similar to the actual questions on the test.

The **TOEFL Primary Reading and Listening** tests are delivered as a paper-based or digital test. Questions are presented in multiple choice format. Test takers mark answers on a separate answer sheet or on a digital device.

The **TOEFL Primary Speaking** test is given during a fixed set of testing dates and is delivered in digital format. Test taker responses are recorded through a headset with a microphone via computer or tablet.

The **TOEFL Primary Writing** test is delivered in digital format on a computer or tablet. Test takers need headphones or earbuds to listen to the instructions. Test takers can also read the directions on the screen and do not need a separate keyboard to take the test on a tablet.

About the TOEFL Primary Tests

The TOEFL Primary tests allow teachers and parents to learn about young test takers, who are developing English skills.

Information on TOEFL Primary score reports helps teachers and parents:

- Obtain accurate and reliable information about test taker abilities
- Measure test taker progress
- Identify test takers' strengths and weaknesses in English
- Plan future lessons to match test taker needs
- Place test takers in classes appropriate to ability levels

The TOEFL Primary tests are designed for test takers 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 test takers as well. Decisions about the appropriateness of the tests should be based on the English-language proficiency of the test takers.

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

TOEFL Primary Reading and Listening

The TOEFL Primary Reading and Listening tests measure young students' abilities to understand written and spoken English that they are learning in classrooms and that is relevant to their daily lives. Test tasks require test takers to read or listen to information, instructions, or stories that reflect on experiences at school, home, and other age-appropriate contexts.

The following describes the differences between Step 1 and Step 2 tests.

Step 1 Tests

These tests measure reading and listening proficiencies and are designed for young students at the beginning stages of learning English.

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

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

Step 2 Tests

These tests measure reading and listening proficiencies and are designed for young students who have acquired some communicative skills in English.

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

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

The communication goals assessed in Reading are:

- Identifying people, objects, and actions
- Understanding commonly occurring non-linear written texts (examples: signs, schedules)
- Understanding written directions and procedures
- Understanding short personal correspondence (examples: letters, emails)
- Understanding simple, written stories
- Understanding written informational texts about age-appropriate content-area topics

The communication goals assessed in Listening are:

- Understanding simple descriptions of familiar people and objects
- Understanding spoken directions and procedures (example: teacher directions in a classroom)
- Understanding conversations
- Understanding spoken stories
- Understanding short informational texts related to daily life (example: a voicemail message)
- Understanding expository monologues about age-appropriate content-area topics

Young students are developing their English proficiencies at different times and in different ways depending on their school curricula and other factors. Thus, the TOEFL Primary Reading and Listening tests are offered at two levels, Step 1 and Step 2, so that students can be matched with the assessment that best reflects their current proficiency levels. The following charts show the differences in the abilities assessed on the two levels.

Assessing Abilities

TOEFL Primary Reading Test questions that focus on the ability to:	**Step 1**	**Step 2**
recognize simple words	√	
understand simple sentences	√	
understand a paragraph of about 75 words on an everyday topic	√	√
understand 2–4 simple sentences about a topic	√	√
find information in menus, schedules, and posters	√	√
locate and connect information within a sentence or a paragraph	√	√
interpret information in menus, schedules, or posters	√	√
understand sentences that are more complex and include less familiar vocabulary		√
understand a paragraph on an academic subject		√
understand a sequence of instructions		√
understand a story of about 250 words		√
connect information throughout a text		√
infer and draw conclusions		√

TOEFL Primary Listening Test questions that focus on the ability to:	**Step 1**	**Step 2**
recognize simple words	√	
comprehend commonly used expressions and phrases	√	
identify details in short social conversations	√	√
understand simple directions heard at home and at school	√	√
understand the purpose of phone messages and classroom announcements of about 50 words	√	√
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		√

Question Types

The following describes the question types represented on the Step 1 and Step 2 tests. Examples of the question types can be found in Appendix D.

TOEFL Primary Reading Question types:	**Step 1**	**Step 2**
Match picture to text – Test takers see a picture and 3 written options. Students select the option that matches the picture.	√	
Sentence clues – Students read a short description and select the option that matches what is described.	√	√
Reading sets – Students read a passage (correspondence, telegraphic, instructional, narrative, expository) and answer 2–4 questions about the passage.		
The passage may be *a single* paragraph or may be of another type (menu, schedule, poster, set of directions, etc.).	√	√
The passage may be *more than 1* paragraph in the form of a narrative or an informational text.		√

TOEFL Primary Listening Question types:	**Step 1**	**Step 2**
Listen and match to a picture – Students see 3 pictures and listen to a sentence. Students select the picture that matches the sentence they heard.	√	
Listen to directions – Students see 3 pictures and hear some directions. Students select the picture that shows the person(s) who followed the directions they heard.	√	√
Basic conversations – Students hear 3 versions of a 2-turn conversation. Only 1 of the 3 versions makes sense. Students select the correct version of the conversation.	√	
Details in conversations – Students listen to a conversation and answer a question about a detail in the conversation. The question and answer choices are both spoken on the audio track and shown in the test book.	√	√
Messages – Students listen to a message and answer a question about the message. The question and answer choices are both spoken on the audio track and shown in the test book.	√	√
Listening sets – Students listen to an academic or narrative passage and answer 3–4 questions about the passage. The questions and answer choices are both spoken on the audio track and printed in the test book.		√

TOEFL Primary Speaking Test

The TOEFL Primary Speaking test measures young students' abilities to communicate orally in routine social situations related to their daily lives. Test questions are administered via computer or tablet, and a headset is provided to test takers for listening to prompts and speaking responses.

The communication goals assessed in the Speaking test are:

- 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 test takers some basic questions about themselves to make sure headsets work properly. Then, test takers are introduced to a storyline and characters who guide them through the test questions. The first prompt is an unscored practice question that gives test takers a chance to become more comfortable with the 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.

Task Types

The following task types are scored using a 3-point rubric: (See TOEFL Primary Speaking Scoring Guide - 3 Point section for further information)

- **Description:** The test taker will see a picture and a character will ask the test taker to describe parts of the picture.
  Response time: 20 seconds
- **Expression:** A character will present some pictures and ask the test taker to choose 1 and express an opinion 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:** The test taker will ask 3 questions about an aspect of the storyline.
  Response time: 30 seconds

The following task types are scored using a 5-point rubric: (See TOEFL Primary Speaking Scoring Guide - 5 Point section for further information)

- **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 TOEFL Primary Speaking test has 8 questions, and it takes about 20 minutes to complete.

Test	Number of Questions	Time
Speaking	8	20 minutes

Sample questions for the Speaking test are online at ***www.ets.org/toefl/primary/prepare***.

TOEFL Primary Writing Test

TOEFL Primary Writing measures young students' computer-based English writing ability to communicate about familiar topics related to their daily lives. The test is designed to measure a wide range of ability, from writing words to writing a cohesive paragraph. Test questions are administered via computer or tablet, and a headset is provided to test takers for listening to prompts to responses.

The communication goals assessed in the Writing test are:

- Describing people, objects, animals, places, activities, and situations
- Reading and making appropriate edits in order to make the texts meaningful and accurate
- Sequencing a simple event
- Writing a short, coherent story

Test taker responses are scored using an automated scoring engine, which takes advantage of ETS's Natural Language Processing and artificial intelligence (AI) capabilities. ETS's automated scoring models are trained on human ratings.

Each TOEFL Primary Writing test is based around a story with a few characters. The characters of the story are introduced at the beginning of the test, and the test questions are about everyday events in the characters' lives at school, home, and other familiar places.

There are four types of tasks on the TOEFL Primary Writing test.

- Write a Word
- Build a Sentence
- Edit a Text
- Write a Story

Write a Word and Build a Sentence tasks include an opportunity for test takers to complete a practice question to make sure they understand how to respond. The Edit a Text task includes multiple-choice items. The Write a Story task includes questions that help test takers prepare to write a paragraph independently.

Task Types

The following is a description of the task types.

- **Task 1: Write a Word**
  Test takers look at a picture and read a simple sentence. There is one word missing in the sentence, and there are spaces to show the number of letters in the missing word. Test takers write the missing word. One letter goes in each space.

  The Write a Word task begins with a practice question so that test takers are familiar with how to type the missing word. The answer to the practice question is provided in the task directions. The practice question is not scored.

- **Task 2: Build a Sentence**
  Test takers look at a picture and read words in a sentence that are not in the correct order. There are spaces for each word in the sentence. Test takers select the words and spaces to unscramble the sentence. Some sentences already have a word or a few words provided to ensure that there is only one correct way to write the sentence.

  The Build a Sentence task begins with a practice question so that test takers are familiar with how to move the words into the spaces. The answer to the practice question is provided in the task directions. The practice question is not scored.

- **Task 3: Edit a Text**
  Test takers read a short paragraph about an academic topic or from a story. There are four spaces in the paragraph, and each space has three options that a test taker can choose from to complete the sentence. Test takers must use English grammar knowledge to select the correct options.

- **Task 4: Write a Story**
  Test takers see a sequence of four pictures that show a short story. Then, test takers are shown the pictures one-by-one and answer a question about each picture by writing a sentence. These questions about the individual pictures help test takers get ready to write a final paragraph.

  Test takers read an example sentence for the first picture in the sequence and then write answers to questions about the next three pictures.

  Finally, test takers see both the entire picture sequence and the answers they wrote to the preparation questions. Test takers use the answers to write a paragraph that tells the story of the entire picture sequence.

  The score for the Write a Story task is based on the final paragraph, not on the preparation questions, see TOEFL Primary Writing Scoring Guide.

The TOEFL Primary Writing test has a total of 19 questions, and it takes about 30 minutes to complete.

Test	Number of Tasks to Perform	Time	Number of Questions
Writing	4	30 minutes	19

Sample questions for the Writing test are online at ***www.ets.org/toefl/primary/prepare***.

Registering 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 Associate to find out when and where testing is available.

The fee to take the TOEFL Primary tests varies worldwide. To inquire about pricing, contact a local ETS TOEFL Primary Associate. Go to ***www.ets.org/toefl/primary*** for more information about registration.

Test Takers with Disabilities

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

Among the accommodations that may be provided are extended testing times, extra breaks, large print, or other aids customarily used by the test taker. See the TOEFL Young Students Series Handbook Supplement for Test Takers with Disabilities or Health-Related Needs, which contains policies and instructions to request nonstandard testing accommodations.

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

Preparing to Take the 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 students' abilities and what students can learn next, learning for the purpose of performing well on the tests is discouraged. Strong language proficiency can be achieved only after a relatively long period of study and practice. An attempt to study English for the first time shortly before taking the test will not be helpful. Instead, we encourage having students take the tests at different times during their learning to monitor progress and make appropriate decisions for future learning.

The **TOEFL Primary Reading and Listening Step 1 and Step 2**, **TOEFL Primary Speaking,** and **TOEFL Primary Writing** tests are not "pass/fail" tests. The tests are designed to be a tool that measures improvement in English language abilities over time. The text on the Reading and Listening tests (Step 1 and Step 2) cover a range of complexity, with less complex and middle level text on Step 1, and middle level and more complex text on Step 2.

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 the first test-taking experience.

When taking the Reading and Listening tests (Step 1 and Step 2), students will read passages and questions and will mark the answers on a separate answer sheet or on a screen.

Reading and Listening Sample tests and an answer sheet (Step 1 and Step 2) can be found in Appendices D & E. For paper testing, a sample answer sheet is shown in Appendix C, and instructions for marking the answer sheet can be found in Appendix B. For testing in schools, the teacher will help students understand how to mark the answers before the test begins.

There are 5 Reading examples and 11 Listening examples that show the type of questions on the Reading and Listening tests (Step 1 and Step 2). These examples help test takers become familiar with the test format and directions. An answer sheet for the example questions is provided in Appendix E. The answer sheet allows a student to practice following the directions for each type of question.

TOEFL Primary Test question samples can also be found on the ETS website:
www.ets.org/toefl/primary/prepare.

Before the Test

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

- Become familiar with the test format and testing requirements. If taking the paper-based test, carefully review the following:
  - Consent Form – Appendix A
  - How to Complete Your Answer Sheet – Appendix B
  - Sample Answer Sheet – Appendix C
- If taking the test from home, ensure receipt of the **Bring Your Own Proctor (BYOP) Test Taker Procedures** from the local administering institution.
- Learn about the test format and how to take a computer-based test. Read the test directions and the sample questions in this Handbook (Appendix D) and on the website at ***www.ets.org/toefl/primary/prepare***.
- Practice writing in English on the computer or tablet as often as possible. Simple things like writing a list of school supplies for the next day, sending a quick text message to a friend in English, writing down the instructions to a favorite game or activity, and writing a short story in English are all good ways to practice writing. Visit the TOEFL Primary website ***www.ets.org/toefl/primary*** for additional resources that can help students prepare for the test.
- Become immersed in the English language as frequently as possible and in as many ways as possible. Read textbooks or other materials that cover a variety of subject areas. Reading, watching television and videos, listening to music and singing along in English, taking an English course and speaking to others in English are some of the ways to practice.
- Practice writing in English on the computer or tablet as often as possible. Simple things like writing a list of school supplies for the next day, sending a quick text message to a friend in English, writing down the lyrics of favorite songs in English, or taking notes using a graphic organizer while listening to information in English are all good ways to practice writing.
- Practice speaking with sample Speaking Test questions that can be found online at ***www.ets.org/toefl/primary/prepare***.
- Review the information below with the students. Doing so will help them complete this information on the answer sheet quickly and correctly on test day.

Test Taker Information for the TOEFL Primary Tests

Review below with the test taker since personal information is requested to be filled out on the answer sheet or on a digital screen. The questions will vary depending on the TOEFL Primary Test that is taken.

1. Given (First) Name (in English): _____

2. Family (Last) Name (in English): _____

3. Birth Month (Jan-Dec): _____ 4. Birth Day (2 Digits) _____ 5. Birth Year: _____

6. Gender (Boy/Girl): _____ 7. Birth Country: _____ 8. Language Spoken Most: _____

9. 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

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
   - ○ TOEFL Primary Speaking
   - ○ TOEFL Primary Writing
   - ○ None

12. Each week, at my regular school, I have ____ of English classes.
   - ○ 0 hours
   - ○ 1 hour
   - ○ 2 hours
   - ○ 3 hours
   - ○ 4 hours
   - ○ 5 or more hours

13. Each week, at my after school program, I have ____ of English classes.
   - ○ 0 hours
   - ○ 1 hour
   - ○ 2 hours
   - ○ 3 hours
   - ○ 4 hours
   - ○ 5 or more hours

14. Each week, outside the classroom, I study English for ____.
   - ○ 0 hours
   - ○ 1 hour
   - ○ 2 hours
   - ○ 3 hours
   - ○ 4 hours
   - ○ 5 or more hours

15. On what platform are you taking the test today?
   - ○ Computer *
   - ○ iPAD® *
   - ○ MAC® *
   - ○ Chromebook™
   - ○ Android™

* Platforms supported only for At Home Testing

During the Test

- Work quickly and carefully.
- Do not spend too much time on any one question.
- Try to answer every question.
- Pay close attention to the time during each section.
  - The Reading test is timed, and test takers are given 30 minutes to work. The test administrator will start and stop the Reading test. If a test taker finishes the Reading test early, he or she may not begin work on the Listening test.
  - The Listening test is paced by a recording and is about 30 minutes long. Test takers may only work on one test at a time. Test takers may not go back to work on the Reading test during the Listening test.
  - In the Speaking and Writing tests, each task has a time limit. The timer in the top right corner of the screen will tell test takers how much time is left to finish the task. Test takers may not continue responding to the task after the timer reaches 0:00 and may not go back to respond to previous tasks.
  - Scores will be canceled if these rules are not followed.
- Choose only one answer for each question. If more than one answer is chosen, that question will be counted as wrong—even if one of the answers is correct.
- The test taker's score will be based on the number of questions answered correctly.
- For the Speaking test, the test taker must make sure to speak clearly and coherently into a headset microphone to record responses to the four tasks.
- For the Writing test, the test taker will wear headphones and look at the digital screen to listen to and follow the directions. The test taker will write responses on the computer.
- Please see the "What to Bring for Testing" section for note taking materials.

What to Bring for Testing

Classroom Testing

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

At Home Testing

- **Consent Form.** The test taker will be asked if the Consent Form was provided to the school in advance of testing. The test taker must select "Yes" to proceed with verification.
- **Identification Documents.** The test taker will be required to provide Identification (ID) before taking the test. Refer to the "Identification" Section for more information.
- **Note Taking Material.** The test taker cannot take notes on regular paper for security purposes and will need a desktop whiteboard with an erasable marker or paper inside a transparent sheet protector with an erasable marker. The test taker **must** show the proctor that all notes have been erased at the end of the test.
- **Compliant equipment.** The test taker will need to ensure the device(s) meet the minimum system requirements. Refer to the **Bring Your Own Proctor (BYOP) Test Taker Procedures** provided by the local administering institution. **NOTE:** A compliant headset is required for the Speaking test.

Testing Procedures and Regulations

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

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

- Dress to adapt to any room temperature.
- Except for ETS-authorized observers, no one else is allowed in the testing room while testing is in progress.
- Valid identification documents may be required to be presented (see the "Identification" Section).
- Other than ID, personal items are not allowed in the testing room. Before the test, the test taker will get instructions from the proctor regarding where to store personal items. The following items are not allowed in the testing room:
  - Backpacks or bags
  - Books, pamphlets, or dictionaries
  - Calculator watches or watch alarms (especially with flashing lights or alarm sounds)
  - Calculators
  - Cell phones or smart phones
  - Food or beverages (unless approved due to a disability or health-related need)
  - Hats or headwear (unless by religious requirement)
  - Highlighter pens or mechanical pencils of any kind
  - Listening devices, personal stereos, radios with headphones, or recorders
  - Nonmedical electronic devices (personal laptop computers, digital assistants, etc.)
  - Papers of any kind
  - Copying, scanning, or photographic devices
  - Transmitting or receiving devices
- There is no scheduled break during the test. The test taker must have the proctor's permission to leave the testing room. Access to personal items during testing is not allowed. Any lost time cannot be made up.

Specifics for Classroom Testing

- The proctor will assign a seat; the test taker is not allowed to change seats.
- All test takers must be facing the same direction.
- If the test taker is left-handed, please inform the proctor before the start of the test.
- No test taker will be admitted after test materials have been distributed.
- Test takers will be given scratch paper for note taking. Paper that is not provided by the proctor is not allowed in the testing room.
- Test takers will be provided with the appropriate materials and/or compliant equipment for testing.

- If a test book is provided, test takers can also take notes in the blank areas of the test book during the listening parts of the test, but **not** on the answer sheets. At the conclusion of the test, the test taker will be required to return the test book and answer sheet to the supervisor.
- Instructions for **How to Complete Your Answer Sheet** can be found in Appendix B.

Dismissal from a Test Session

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

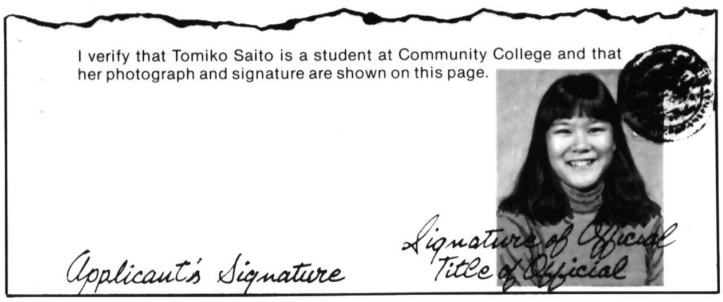
- Attempt to take the test for someone else or have someone else take the test for them.
- Give or receive assistance during the test.
- Fail to follow instructions given by the proctor.
- Read or work on one section of the test during the time allowed for another, or continue to work after the end of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

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

Identification Section

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

A passport would be the best ID document to use. If the test taker does not have a passport, or if the passport does not contain a signature and photograph, an official letter from the school the test taker attends is an acceptable ID document. The letter must have the test taker's photograph glued (not stapled) to it, and the title, signature, and seal of the official who issued the letter must overlap the photograph, as shown here. Letters written by the school for the test taker are valid for one year from the date of issue.



Understanding Scores

Common European Framework of Reference

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 language performance across a broad range of tasks. TOEFL Primary scores are mapped to CEFR levels, using CEFR descriptors that were modified to reflect the developing language skills and cognitive abilities of young learners. The CEFR levels are included in the score report to know about students' abilities in relation to a widely accepted international standard.

TOEFL® Reading and Listening Tests

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 the student's 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).
- Scaled 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 scaled score that ranges from 100 to 115 in increments of 1.
  - Step 1 scaled scores range from 101–109.
  - Step 2 scaled scores range from 104–115.
- A scaled score of 100 on Step 1 may indicate that a student is at the very beginning stages of learning English. A scaled score of 100 on Step 2 may indicate that taking Step 1 can provide better information about a student's proficiency.
- Although Reading and Listening scale scores are reported on the same scale (100–115), the two scores are not comparable. Reading and Listening scale scores should be considered two separate and independent measures.
- 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

Lexile® Measures

The TOEFL Primary Reading and Listening score reports provide a Lexile measure to help identify books at the appropriate reading level for the student. The Lexile Framework for Reading developed by Metametrics® is a scientific approach that places both the reader and text on the same developmental scale, making it easy to identify books that match a child's reading ability. More than 100 million books, articles, and websites have received Lexile text measures. The online service for matching Lexile measures with books is free and easy to use. For more information, visit ***https://englishpractice.lexile.com***.

The following two charts 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	
			111	
			110	A2
☆☆☆☆ Understand short descriptions, information in signs and short messages	🎖🎖🎖 Understand simple stories and are beginning to understand age-appropriate academic texts	325L	109	
			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	
			102	
			101	Below A1
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

<table>
<tr><th>Step 1 Level</th><th>Step 2 Level</th><th>Scale Score</th><th>CEFR</th></tr>
<tr><td rowspan="6"></td><td rowspan="3">
Perform exceptionally well on this test</td><td>115</td><td rowspan="4">B1</td></tr>
<tr><td>114</td></tr>
<tr><td>113</td></tr>
<tr><td rowspan="3">
Understand conversations, simple stories, and age-appropriate academic talks</td><td>112</td></tr>
<tr><td>111</td><td rowspan="5">A2</td></tr>
<tr><td>110</td></tr>
<tr><td rowspan="3">☆☆☆☆
Understand simple descriptions, instructions, conversations, and messages</td><td rowspan="3">
Understand conversations and simple stories and begin to understand age-appropriate academic talks</td><td>109</td></tr>
<tr><td>108</td></tr>
<tr><td>107</td></tr>
<tr><td rowspan="3">☆☆☆
Understand short, simple descriptions, conversations, and messages</td><td rowspan="3">
Understand basic conversations and messages and begin to understand stories and informational texts</td><td>106</td></tr>
<tr><td>105</td></tr>
<tr><td>104</td><td rowspan="3">A1</td></tr>
<tr><td rowspan="3">☆☆
Begin to recognize some familiar words in speech</td><td rowspan="3"></td><td>103</td></tr>
<tr><td>102</td></tr>
<tr><td>101</td><td>Below A1</td></tr>
<tr><td colspan="4">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.</td></tr>
</table>

TOEFL Primary Reading and Listening Descriptors and Next Steps

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

Reading—Step 1

Stars	Can Do	Next Steps
4	**Students understand short descriptions, information in signs, and short messages. They can:** • Understand common words and some less common words about objects, places, people, actions, and ideas (examples: *ring*, *adventures*, *whisper*, *double*) • Comprehend the meaning of complex sentences (examples: *This is a friendly thing to do when you say goodbye. People do this when they talk quietly.*) • 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	**To improve their reading ability, students should:** • 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	**Students understand short descriptions and find information in signs, forms, and schedules. They can:** • Understand common words and social expressions (examples: *play a game, go to a museum, wave goodbye*) • Comprehend simple descriptions of current and past events (examples: *The mouse is on top of the table. He is washing his hands.*) • Recognize relationships among words and phrases within familiar categories (*examples: food–fruit–strawberries; rain–sky–clouds; one more time–again*) • Make connections across simple sentences (example: *Clouds are in the sky. Rain comes from them. Sometimes they cover the sun.*)	**To improve their reading ability, students should:** • 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	**Students begin to understand words and some short descriptions. They can:** • 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: *The children play. He is eating.*)	**To improve their reading ability, students should:** • Learn vocabulary and common expressions used in social and familiar settings • Practice reading simple sentences and short texts about familiar topics
1	**Students begin to recognize some basic words. They may be able to:** • Identify basic vocabulary with visual support	**To improve their reading ability, students should:** • 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: *The boy is eating an apple.*)

Reading—Step 2

Badges	Can Do	Next Steps
5	**Students perform exceptionally well on this test. They can:** • 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	**To improve their reading ability, students should:** • 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 TOEFL Junior® test for more accurate information about their reading ability
4	**Students understand simple stories and age-appropriate academic texts. They can:** • 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	**To improve their reading ability, students should:** • 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	**Students understand simple stories and are beginning to understand age-appropriate academic texts. They can:** • Understand common words and some less common words about objects, places, people, actions, and ideas (examples: *ring, adventures, whisper, double*) • Comprehend the meaning of complex sentences (examples: *This is a friendly thing to do when you say goodbye. People do this when they talk quietly.*) • 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	**To improve their reading ability, students should:** • 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	**Students understand short descriptions and find information in signs, messages, and stories. They can:** • Understand common words and social expressions (examples: *play a game, go to a museum, wave goodbye*) • Comprehend simple descriptions of current and past events (examples: *The mouse is on top of the table. He is washing his hands.*) • Recognize relationships among words and phrases within familiar categories (examples: *food–fruit–strawberries; rain–sky–clouds; one more time–again*) • Make connections across simple sentences (example: *Clouds are in the sky. Rain comes from them. Sometimes they cover the sun.*)	**To improve their reading ability, students should:** • 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	**Students begin to recognize some basic words. They may be able to:** • Identify basic vocabulary with visual support	**To improve their reading ability, students should:** • Learn words and common expressions used in familiar social settings • Learn words that show relationships among people, objects, and places (examples: *at, on, around, between, on top of*) • Practice reading simple sentences and short texts about familiar topics • Consider taking the TOEFL Primary® Step 1 test for more information about their reading ability Note: Lexile® information provided for students at this score level is less precise than at other score levels. Students should consider taking the TOEFL Primary Step 1 test for more precise information about their Lexile measure.

Listening—Step 1

Stars	Can Do	Next Steps
4	**Students understand simple descriptions, instructions, conversations, and messages. They can:** • Understand less common words that describe familiar topics, settings, and actions (examples: *pocket, pour, lamp, branch*) • 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	**To improve their listening ability, students should:** • 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	**Students understand short, simple descriptions, conversations, and messages. They can:** • 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	**To improve their listening ability, students should:** • 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
2	**Students begin to recognize some familiar words in speech. They can:** • 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: *The children play. He is eating.*)	**To improve their listening ability, students should:** • 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	**Students begin to recognize some familiar words in speech, such as words for objects, places, and people. They may be able to:** • Understand familiar words with visual support	**To improve their listening ability, students should:** • 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: *She is swimming.*) • Practice using common, everyday expressions, such as greetings

Listening—Step 2

Badges	Can Do	Next Steps
5	**Students perform exceptionally well on this test. They can:** • 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	**To improve their listening ability, students should:** • 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 TOEFL Junior test for more accurate information about their listening ability
4	**Students understand conversations, simple stories and age-appropriate texts. They can:** • 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	**To improve their listening ability, students should:** • 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	**Students understand conversations and simple stories. They begin to understand age-appropriate academic talks. They can:** • Understand less common words that describe familiar topics, settings, and actions (examples: *pocket, pour, lamp, branch*) • 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	**To improve their listening ability, students should:** • 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	**Students understand basic conversations and messages and begin to understand stories and informational texts. They can:** • 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	**To improve their listening ability, students should:** • 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	**Students begin to recognize a few familiar words in speech, such as words for objects, places, and people. They may be able to:** • Understand familiar words with visual support	**To improve their listening ability, students should:** • 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 TOEFL Primary Step 1 test for more information about their listening ability

TOEFL Speaking Test

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 English speaking skills
- Scores that help show progress within a level when students take the test again (The score range is 0–27)
- A Common European Framework of Reference (CEFR) level that shows student ability in comparison to a widely used tool for describing language proficiency

TOEFL Primary Speaking Score Summary

The following chart summarizes Speaking test score report information:

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	
	21	A2
	20	
	19	
	18	
Speak in English to say what they like and give some descriptions	17	
	16	
	15	A1
	14	
	13	
Begin to speak in English by using words and simple statements	12	
	11	
	10	
	9	Below A1
	8	
	7	
Attempt to speak in English using words and simple phrases	6	
	5	
	4	
	3	
	2	
	1	
Score reports for students receiving a score of 0 will show NS (No Score).		

TOEFL Primary Speaking Descriptors and Next Steps

Ribbons	Can Do	Next Steps
5	**Students speak in English to expand descriptions, communicate multistep directions and tell stories effectively. They successfully ask questions and make simple requests. They can:** • 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	**To improve their speaking ability, students should:** • Read and listen to age-appropriate academic content • Speak and write about age-appropriate academic content • Consider taking the TOEFL Junior® Speaking Test for more information about their speaking ability
4	**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:** • 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	**To improve their speaking ability, students should:** • 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
3	**Students speak in English to say what they like and give some descriptions. They begin to ask questions and tell stories. They can:** • 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	**To improve their speaking ability, students should:** • 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	**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:** • Say some common words in familiar categories such as home, school, family, colors, animals and actions • Communicate meaning in short, simple statements (examples: *The tiger is big. The zoo has two birds.*) • Pronounce words and phrases clearly but slowly some of the time	**To improve their speaking ability, students should:** • 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	**Students attempt to speak in English using words and simple phrases. They may be able to:** • Say some common words in familiar categories such as home, school, family, colors, animals and actions • Say simple phrases	**To improve their speaking ability, students should:** • Learn and practice saying common words • Name what they see in pictures (example: *I see a house.*) • Practice speaking in sentences about objects and activities they like
0	**The student did not respond to the test tasks or did not respond in English.**	

TOEFL Primary Speaking Scoring Guide – 3 Point

This scoring guide is used for the following communication goals: express basic emotions, feelings and opinions, give simple descriptions, make simple requests, ask questions.

Score	Language Use, Content and Delivery Descriptors
3	**The test taker achieves the communication goal.** A typical response at the 3 level is characterized by the following. • The meaning is clear. Minor errors in grammar or word choice do not affect task achievement. • The response is accurate and complete, and the content is appropriate for the task. • Speech is intelligible, and the delivery is generally fluid. It requires minimal listener effort for comprehension.
2	**The test taker partially achieves the communication goal.** A typical response at the 2 level is characterized by the following. • The meaning is mostly clear. Some errors in grammar or word choice may interfere with task achievement. • The response is not fully accurate or complete, or the content is not fully appropriate for the task. • Speech is generally intelligible, but the delivery may be slow, choppy, or hesitant. It requires some listener effort for comprehension.
1	**The test taker attempts to achieve the communication goal.** A typical response at the 1 level is characterized by the following. • The meaning is obscured because of frequent errors in grammar and word choice. • The response is inaccurate or incomplete, or the content is inappropriate for the task. • Speech is mostly unintelligible or unsustained. It requires significant listener effort for comprehension.
0	**The test taker does not attempt to achieve the communication goal OR the response contains no English OR the response is off topic and does not address the prompt.**

TOEFL Primary Speaking Scoring Guide – 5 Point

This scoring guide is used for the following communication goals: explain and sequence simple events, give directions.

Score	Language Use, Content and Delivery Descriptors
5	**The test taker achieves the communication goal.** A typical response at the 5 level is characterized by the following. • The meaning is clear. Grammar and word choice are effectively used. Minor errors do not affect task achievement. Coherence may be assisted by use of connecting devices. • The response is full and complete. Events are described accurately and are easy to follow. • Speech is fluid with a fairly smooth, confident rate of delivery. It contains few errors in pronunciation and intonation. It requires little or no listener effort for comprehension.
4	**The test taker partially achieves the communication goal.** A typical response at the 4 level is characterized by the following. • The meaning is mostly clear. Some errors in grammar and word choice may be noticeable, but the task is still achieved. Use of connecting devices to link ideas may be limited. • The response is mostly complete. Descriptions contain minor lapses or inaccuracies, but the events can still be readily followed. • Speech is mostly fluid and sustained, though some hesitation and choppiness may occur. It contains minor errors in pronunciation and intonation. It requires minimal listener effort for comprehension.
3	**The test taker partially achieves the communication goal.** A typical response at the 3 level is characterized by the following. • The meaning is sometimes obscured. Errors in grammar and word choice are noticeable and limit task achievement. The response may include attempts to use connecting devices. • The response is somewhat complete. Lapses and inaccuracies require the listener to fill in the gaps between key events. • Speech may be sustained throughout, but the pace may be slow, choppy, or hesitant. It contains errors in pronunciation and intonation. It requires some listener effort for comprehension.
2	**The test taker is limited in achieving the communication goal.** A typical response at the 2 level is characterized by the following. • The meaning is often obscured because of errors in grammar and word choice. Attempts at using connecting devices are unsuccessful or absent. • The response is mostly incomplete. Multiple lapses and gaps make it difficult for listeners unfamiliar with the events to follow along. Meaningful content may be conveyed through repetition. • Speech is noticeably slow, choppy, or hesitant throughout and may include long pauses. It contains frequent errors in pronunciation and intonation. It requires listener effort for comprehension.
1	**The test taker attempts to achieve the communication goal.** A typical response at the 1 level is characterized by the following. • The meaning is obscured because of frequent errors. Grammar and word choice are extremely limited and often inaccurate. • The response is incomplete. Major lapses and gaps make events unclear. The response may consist of a single word or a few words related to the prompt. It may be highly repetitive. • Speech is not sustained or is mostly incomprehensible. It contains numerous errors in pronunciation and intonation. It requires significant listener effort for comprehension.
0	**The test taker does not attempt to achieve the communication goal OR the response contains no English OR the response is off topic and does not address the prompt.**

TOEFL Writing Test

Each TOEFL Primary Writing score report provides:

- A level, shown as ribbons (maximum of 4)
- Total score
- Descriptors of test taker's ability and recommended next steps that test takers can take to improve English writing skills
- Common European Framework of Reference (CEFR) levels that show test taker's writing ability in comparison to a widely used tool for describing language proficiency

TOEFL Primary Writing Score Summary

The following chart summarizes the Writing test score report information:

Level	Score	CEFR
Typical students at this level:		
Produce short, coherent texts with details and mostly accurate language use	17	B1
	16	
Describe familiar situations and begin to connect ideas in narratives	15	A2
	14	
	13	
	12	
	11	
Describe some objects, places, and routines and begin to write narrative texts	10	A1
	9	
	8	
	7	
	6	
Describe familiar situations using words and phrases	5	Below A1
	4	
	3	
	2	
	1	
	0	

TOEFL Writing Descriptors and Next Steps

Ribbons	Can Do	Next Steps
4	**Students at this score range are typically able to produce short, coherent texts with details and mostly accurate language use. They typically can:** • Use their vocabulary knowledge to consistently name and describe a wide range of everyday actions and objects • Produce short narrative texts with details that describe everyday events • Use transition words to maintain coherence throughout a text (examples: *and*, *then*, *but*, *first*, *next*, *finally*, and *after*) • Construct simple and complex sentences with mostly correct syntax, word choice, and grammatical form, and with adequate capitalization and punctuation	**To improve their writing ability, students should practice:** • Producing longer narrative texts about both everyday events and unfamiliar situations • Writing well-organized paragraphs for personal and academic purposes, such as longer messages to friends, opinions, and summaries of academic topics • Using a wide variety of vocabulary, sentence structures, and grammatical forms Students may also consider taking the TOEFL Junior® Writing test to learn more about their writing ability
3	**Students at this score range are typically able to describe familiar situations and begin to connect ideas in narratives. They typically can:** • Use their vocabulary knowledge to name and describe some everyday actions and objects, such as daily routines, clothes, body parts, animals, and school supplies • Produce short narrative texts with some details about everyday events • Use transition words to give coherence to parts of a text (examples: *and*, *then*, *but*, *first*, *next*, and *finally*) • Construct simple sentences and questions with some correct syntax, word choice, and grammatical forms	**To improve their writing ability, students should practice:** • Producing short narrative texts in which all the details are connected so that the entire story is coherent • Writing complex sentences by using a wider vocabulary and a variety of grammatical forms and structures
2	**Students at this score range are typically able to describe some objects, places, and routines, and they begin to write narrative texts. They typically can:** • Write common words describing familiar objects and activities at school and at home • Attempt to write short narrative texts with a few short sentences • Construct short, simple sentences	**To improve their writing ability, students should practice:** • Producing short descriptive and narrative texts about everyday events • Adding details to sentences • Connecting details with transition words (examples: *and*, *then*, *but*, *first*, *next*, and *finally*) • Writing simple and complex sentences
1	**Students at this score range attempt to describe familiar situations using words and phrases. They typically can:** • Use phonetic knowledge in attempts to write basic words and phrases • Use a basic noun-verb syntactic structure in attempts to write sentences	**To improve their writing ability, students should practice:** • Writing words and phrases that name everyday objects, activities at school and at home, and places they visit • Producing simple sentences to describe familiar topics and situations

TOEFL Primary Writing Scoring Guide

This scoring guide is used for the following communication goals: descriptions, reading and editing text, sequencing a simple event and writing a short, coherent story.

Part 4: Write a Story

Score	Development and Language Use Descriptors
3	**The test taker achieves the communication goal.** A typical response at this level is characterized by the following: • The response is complete with appropriate details. For items with a required word list, all of the words are used. • The response maintains coherence with the support of cohesive devices (e.g., pronouns, transition words). • The language demonstrates accuracy and/or variety in word choice, grammar, and mechanics (e.g., capitalization, punctuation, spelling), though a few errors may be present.
2	**The test taker partially achieves the communication goal.** A typical response at this level is characterized by the following: • The response is partially complete, with some appropriate details. For items with a required word list, some of the words are used. • Parts of the response are coherent. Limitations or inaccuracies in the use of cohesive devices weaken the overall coherence. • The language demonstrates a lack of variety or control of sentence structures and may include multiple errors in word choice, grammar, and mechanics (e.g., missing punctuation or inaccurate spelling).
1	**The test taker attempts to achieve the communication goal.** A typical response at this level is characterized by the following: • The response is incomplete, perhaps addressing only one picture beyond the given sentence or one aspect of the prompt. Appropriate details may be expressed in single words, short phrases, or even a single sentence. For items with a required word list, few, if any, of the words are used. • The response is mostly incoherent. • The word choice is basic and/or repetitive, and the grammar and mechanics are mostly inaccurate. Major errors are present throughout the response, or the response is too short to evaluate language use.
0	A typical response at this level may be: • Off-topic (e.g., a memorized response to a different question) • Entirely in another language • Random strings of letters • No response (i.e., blank) • A copy of the prompt or provided scaffolding language (with no attempt to modify or create new language) • Contains only "I don't know"

Note: The Writing Scoring Guide is only for this part.

Acceptable Scores

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

For more information about decision accuracy at the proficiency and CEFR levels, and about interrater agreement and rater performance for the scoring of Speaking and Writing constructed response tasks, email GMSInstProdOpsPaper@ets.org.

How the Tests Are Scored

TOEFL Primary Reading and Listening test scores include levels and scale scores. Raw scores are determined by the number of questions the test taker answered correctly. There is no penalty for wrong answers.

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 scaled scores that range from 100 to 115 and levels shown as stars or badges. Because the scores are equated and scaled, the reported scores are neither the number nor the percentage of questions answered correctly.

The TOEFL Primary Speaking test contains questions that ask test takers to respond in spoken English. Responses are scored by ETS raters using standardized scoring rules. Speaking score quality is maintained through multiple rigorous measures that include trying out new questions, requiring raters to pass demanding assessments before any Speaking responses can be scored, the monitoring of scoring quality throughout live scoring sessions by expert scoring leaders, and analyzing the performance of the raters. The score range is 0 to 27, and levels are shown as ribbons. Detailed information about the scoring of speaking responses can be found at ***www.ets.org/toefl/primary/scoring-reporting***.

The TOEFL Primary Writing test contains tasks that ask test takers to respond in written English on a computer or tablet. Test takers' responses are scored using Natural Language Processing technology and artificial intelligence (AI) capabilities. With these capabilities, ETS's automated scoring engine has been built upon human ratings. That is, human raters used scoring guides to score responses to TOEFL Primary Writing items. ETS compared the human ratings with ratings from an automated scoring engine. ETS then designed the scoring model that best predicts human scores. Test takers' written responses are scored with this engine. The score range is 0 to 17. Detailed information about the scoring of Writing responses can be found at ***www.ets.org/toefl/primary/prepare/***.

Certificate of Achievement

The TOEFL Primary Certificate of Achievement is an acknowledgement of English proficiency. Certificates are not available through all local TOEFL Primary Associates.

The Certificate of Achievement features:

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

Policies and Guidelines for the Use of TOEFL Primary Test Scores

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. It is important to follow these guidelines. The TOEFL Primary Program and its local ETS TOEFL Primary Associates have a particular responsibility 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.

Release of Test Results

The institution or school where the test taker took their test will receive a list containing the names and scores of everyone who took the test at the same time. The institution will also receive a copy of each test taker's score report and is responsible for providing test takers with a personal copy. If the test was taken independently, a score report will be received directly from the local ETS TOEFL Primary Associate.

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

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. For additional information, visit: ***www.ets.org/pdfs/toefl/toefl-primary-research.pdf***.

Test Score Retention

TOEFL Primary test scores are available for reporting for one year after the test date. Because English language proficiency can change rapidly depending on additional learning or development since the time of testing, decisions involving scores will be most valid when scores are obtained close to the point at which the decisions are made. A score report will not be re-issued if one year has passed since a test taker has taken the test. ETS does not require schools or TOEFL Primary Associates to retain test administration data beyond one year.

Testing Irregularities

"Testing irregularities" refers to irregularities in connection with the administration of a test, such as equipment failure, improper access to test content by individuals or groups of test takers, and other disruptions of test administration (natural disasters and other emergencies). When testing irregularities occur, ETS and its local ETS TOEFL Primary Associate may offer test takers the opportunity to take the test again as soon as possible without charge.

Policies

In recognition of their obligation to ensure the appropriate use of TOEFL 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. The policies are discussed below.

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 test taker placement in English classes, monitoring test taker 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 confidentiality.

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 the previous 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 test takers in English language programs or classes that are matched with level appropriate instruction
- Monitoring test taker progress over time to gauge learning and changes in proficiency
- Using performance feedback, including can-do statements for instructors, to tailor English instruction and guide conversations with parents

Misuses

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

Comments

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

Test Question Inquiries

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

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

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

TOEFL® Institutional Services
Email: ***toeflprimary@ets.org***

Mailing address:
TOEFL Institutional Services
ETS
660 Rosedale Road
Wood Hall – D840B
Princeton, NJ 08541-6156, USA

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

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

Appendix A
Consent Form

toefl primary®

Consent Form

This TOEFL Primary test (the "Test") is being conducted at

_____

Your Test Center Name, City, State & Country

by _____ located at _____

Organization administering the test(s) City, State, and Country

and ETS located in Princeton, NJ, USA ("ETS").

You are taking the test(s) checked:

- ☐ The TOEFL Primary Reading & Listening Test will take approximately 1 hour to complete.
- ☐ The TOEFL Primary Speaking Test will take approximately 20 minutes to complete.
- ☐ The TOEFL Primary Writing Test will take approximately 30 minutes to complete.

Additional information about the tests can be found in the "Parent and Student Handbook for the TOEFL Primary Test" or at ***www.ets.org/toefl_primary***.

You agree that information about you, including your first and last name, student number, date of birth, region code, course level, number of years studying English, grade level, school name, demographic and background questions, and responses to questions ("Personal Information") will be collected during the Test. Your name and other identifying information (first and last name, student number, date of birth) will be kept confidential and will not appear in any presentations or other publicly available materials, except that some of your personal Information will appear on your score report.

You agree that non-identifying information you provide (such as demographic and background information, and answers to test questions) and scores may be used for research, development and promotional purposes relating to the Test.

You may request to review or update your personal identifying information by contacting the organization administering the test(s):

_____

Organization administering the test(s), Address, Email, and Phone

You agree to maintain the full confidentiality of all test questions and answers, specifically not to reproduce or disclose any test question or answer in whole or in part to any person or entity in any form.

I have read and understand the above terms and conditions, and the ETS Privacy Policy located at ***www.ets.org/privacy****. I hereby expressly consent to permit* _____

Organization administering the test(s)

and ETS to transfer the test taker's personal Information, including my personal identifying information, into and out of the United States and other countries worldwide and to use such personal Information for the purposes stated herein.

Name of Test Taker *(please print)*_____

Name of Parent/Guardian *(please print)* _____

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

Date _____

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Appendix B

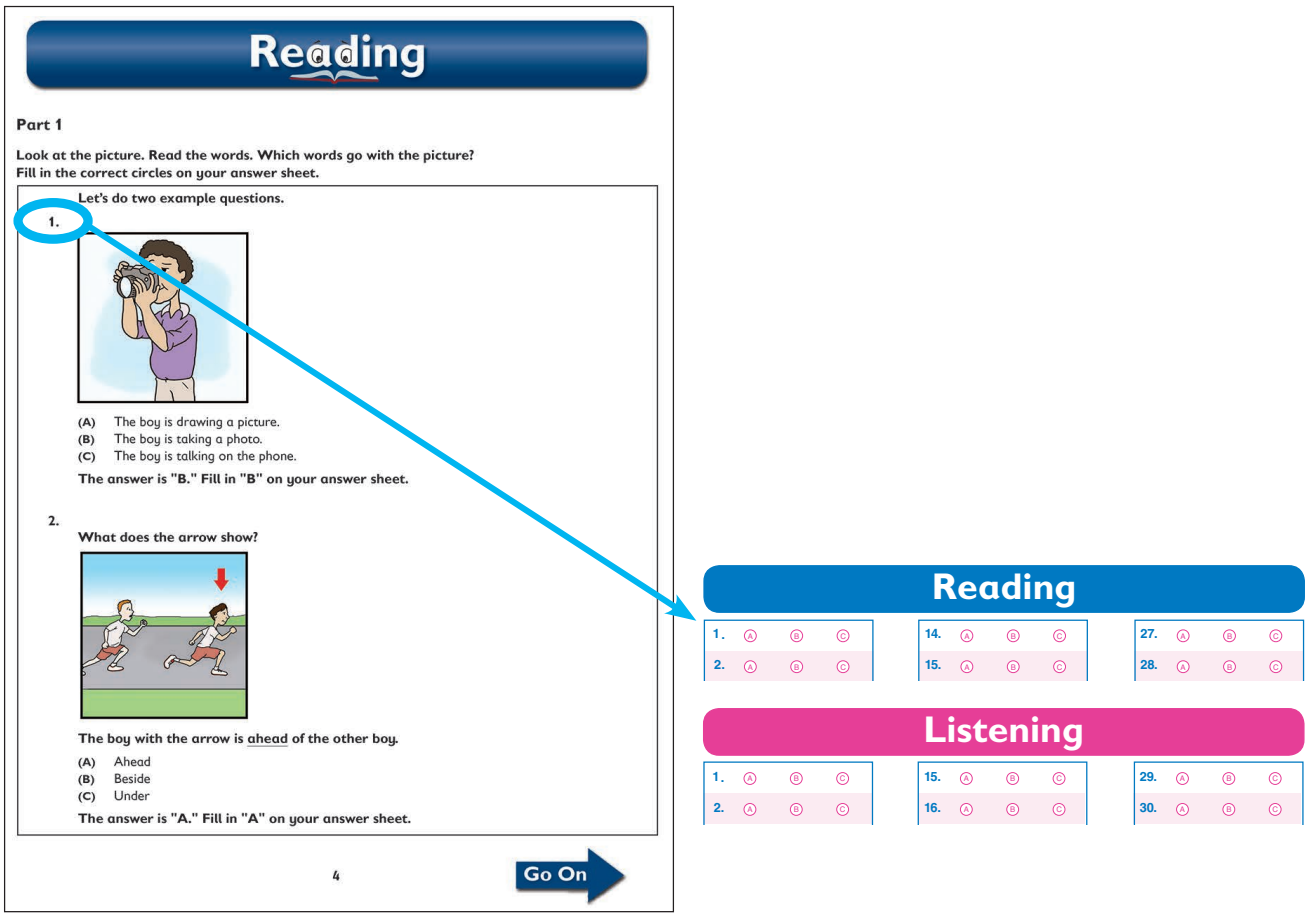
How to Complete Your Answer Sheet

Filling in Circles on the Answer Sheet

On the paper-delivered Reading and Listening tests (Step 1 and Step 2), test takers 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:

Test takers will mark their answers on the answer sheet. Nothing marked in the test book will be scored.

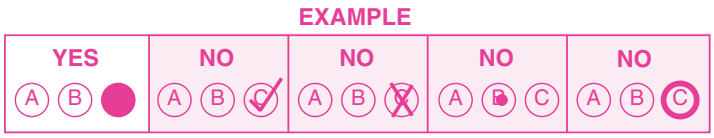
Match the question number in the test book to the same number on the answer sheet.



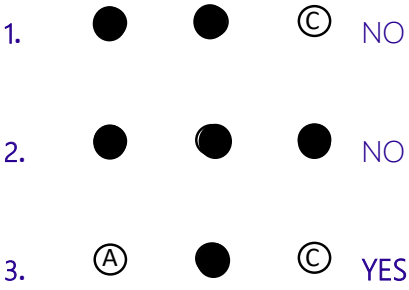
Use a pencil.

Test takers 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.



Fill in only 1 circle for each question.



Erase any extra marks completely.

Appendix C
Answer Sheet

toefl primary®

USE A NO. 2 PENCIL. DO NOT USE A PEN.

YES	NO	NO	NO	NO
A B ●	A B ✓	A B ✗	A ● C	A B ●

Print your name in your first language:	Test Center Name:	Test Book Form Code:
		○ Step 1 ○ Step 2
	Test Date:	SCHOOL USE ONLY Is Consent Form on file? ○ Yes ○ 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

2. STUDENT NUMBER

Start here

3. DATE OF BIRTH

Month: ○ Jan ○ Feb ○ Mar ○ Apr ○ May ○ Jun ○ Jul ○ Aug ○ Sep ○ Oct ○ Nov ○ Dec

Day: 0 1 2 3

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

4. GENDER

○ BOY

○ GIRL

5. COUNTRY CODE

6. LANGUAGE CODE

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)

11. CODE SETS (if assigned)

CODE SET 1 | CODE SET 2 | CODE SET 3

846881

SAMPLE

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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

SAMPLE

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

Appendix D
Reading and Listening Question Types Step 1 and Step 2 Sample Questions and Answer Sheet

Reading Question Types

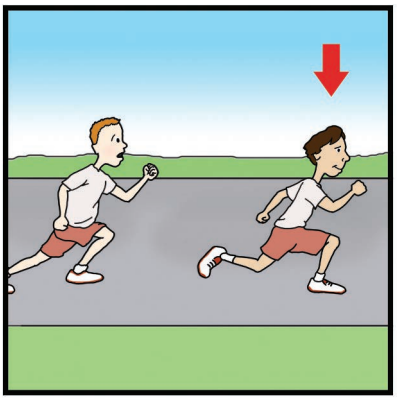
Type #1: Match Picture to Text (Step 1 only)

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

Type #2: Sentence Clues

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

Type #3: Reading Sets

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 Types

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

Type #1: Listen and Match to a Picture (Step 1 only)

The students hear:

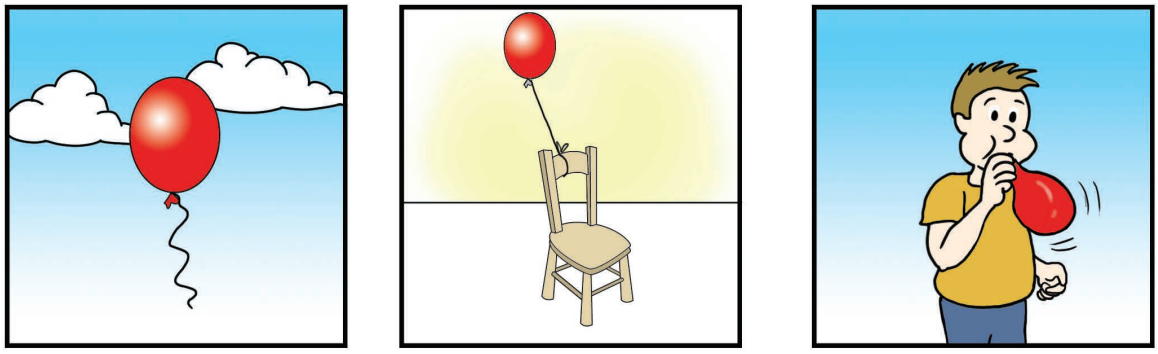
Narrator: Part one. Listen to the words. Look at the pictures. Fill in the correct circles on your answer sheet. Let's do an example. Number 1.

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)**

Type #2: Listen to Directions

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:

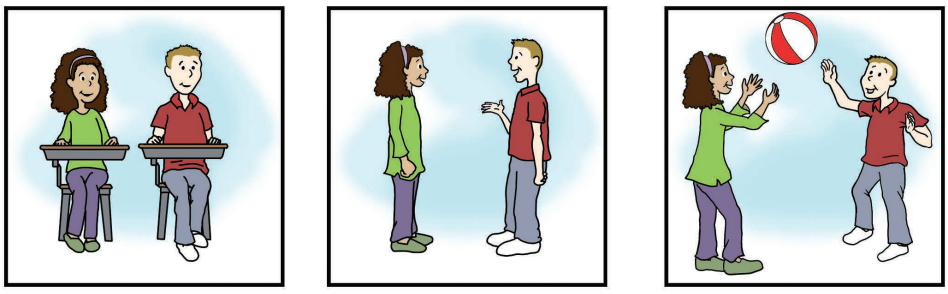
Narrator: Let's do another example. Listen to a teacher.

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

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

The students see in their test books:

3.



(A) (B) (C)

Type #3: Basic Conversations (Step 1 only)

For these questions, test takers 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.

Type #4: Details in Conversation

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.

Narrator: Fill in the correct circle on your answer sheet.

The students hear and see in their test books:

7. When is the girl's party?

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

Type #5: Messages

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.

Narrator: Fill in the correct circle on your answer sheet.

The students hear and see in their test books:

8. What did Mike call about?

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

Type #6: Listening Sets (Step 2 only)

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

Appendix E

Practice Answer Sheet for Example Questions

Practice Answer Sheet for Example Questions

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

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

The TOEFL Primary® tests

Visit: www.ets.org/toefl/primary

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