



*Listening. Learning. Leading.*

 **TOEFL® Primary.**

*Success starts here.*



## The **TOEFL® Primary™** Tests

**Purpose:**

The TOEFL Primary Tests is to measure students' English language communication skills and progress in English classes and provide meaningful feedback about their abilities.

**Tests are designed to:**

- Assess the general English language proficiency of young students ages 8+.
- Provide a snapshot of each student's ability in reading, listening and speaking.
- Support teaching and learning by giving information about students' abilities in relation to a widely accepted international standard.

**Tests are designed for:**

The *TOEFL® Primary™* tests can be used to monitor student progress over time and, if appropriate, to place students in levels of English instruction.

- English language programs.
- Local schools that teach English as part of the curriculum.

**Research-based Tests Provide Information You Can Trust:**

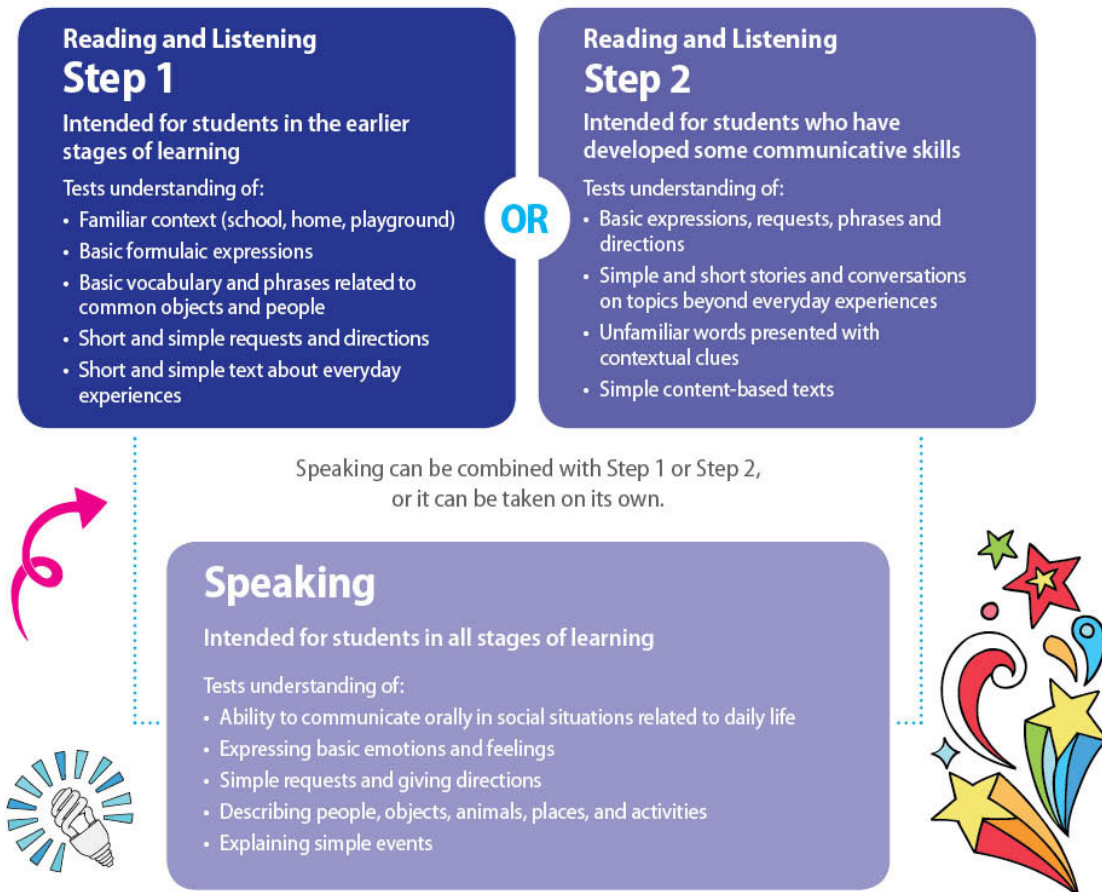
- The *TOEFL® Primary™* tests uphold **ETS's high standards** for developing valid and reliable tests that support educational purposes and reflect the latest research innovations.
- ETS and the *TOEFL®* program support a number of research studies to ensure the **validity and reliability**.
- The *TOEFL® Primary™* tests provide tasks that are **tailored to the cognitive, physical and emotional development** of young students.

**The *TOEFL® Primary™* Tests Can Be Used To:**

- **Guide** your teaching goals
- **Monitor** student progress
- **Identify** students' strengths and weaknesses
- **Determine** instructional plans
- **Inform** placement decisions, if appropriate
- **Focus** your work with both individual students and groups
- **Shape** your communication with parents about student learning

## The TOEFL® Primary™ Tests Design:

### TOEFL® Primary™ Tests at a Glance



### TOEFL® Primary™ Reading and Listening Test— Step 1:

A paper-based test that is intended for students in the earlier stages of learning and tests the understanding of:

- Familiar contexts (school, home, playground)
- Basic formulaic expressions
- Basic vocabulary and phrases related to common objects and people
- Short and simple requests and directions
- Short and simple texts about everyday experiences

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

**TOEFL® Primary™ Reading and Listening Test — Step 2:**

A paper-based test that is intended for students who have begun to develop communicative skills. It covers the same skills as Step 1 as well as tests the understanding of:

- Basic expressions, requests, phrases and directions
- Simple short stories and conversations on topics beyond everyday experiences
- Unfamiliar words given sufficient amount of contextual clues
- Simple content-based texts

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

**TOEFL® Primary™ Speaking Test:**

A computer-based test that is intended for students in all stages of learning and tests:

- Ability to communicate orally in social situations related to daily life
- Expressing basic emotions and feelings
- Simple requests and giving directions
- Describing people, objects, animals, places and activities
- Explaining simple events

***The speaking test can be combined with Step 1 or 2, or it can be taken on its own.***

Section	Number of Questions	Time
Speaking	41830	20 minutes

### Meaningful Score Reports:

- **Fast score turnaround**
- **Descriptors** with meaningful information for each section, including recommendations on next steps that students can take to improve their English-language abilities.
- **Students' abilities in relation to the Common European Framework of Reference (CEFR)**, a widely accepted international standard.
- **Lexile® Reading Measures**, making it easier to find books and articles that best match students' English reading abilities.

### CEFR Mapping:

- The Common European Framework of Reference (CEFR) is a **widely used tool** for understanding different stages of language development and proficiency.
- CEFR **descriptors** are modified to reflect young language learner ability and used to determine the **student's proficiency level according to the CEFR levels**.

### TOEFL® Primary™ Score Levels:



1-4 Stars for the *TOEFL® Primary™* Step 1 test



1-5 Badges for the *TOEFL® Primary™* Step 2 test



1-5 Ribbons for the *TOEFL® Primary™* Speaking test

- *TOEFL® Primary™* Reading and Listening Step 1 scores are shown as **Stars**
- *TOEFL® Primary™* Step 2 scores are shown as **Badges**
- *TOEFL® Primary™* Speaking scores are showed as **Ribbons**



## Official Score Report Step 1

Student Name: Katia Maia  
Student Number: 337921  
Test Date: 30-Oct-2013

Date of Birth: 22-May-2003  
Gender: F

### Reading

The Student's Level is:



2 Out of 4 Stars

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

CEFR Level: A1  
Lexile Measure: BR125L  
The student received 103 on a scale of 100 to 109

### Listening

The Student's Level is:



3 Out of 4 Stars

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 about stories and information they listen to

CEFR Level: A1

The student received 104 on a scale of 100 to 109










Test Center: TOEIC Services America, L.P. United States of America  
ISPU "ALPHA" Tirana Albania



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**TOEFL® Primary™ Reading Scores:**

**TOEFL Primary Reading Scores**

Step 1 Level	Step 2 Level	Scale Scores	CEFR	Lexile
Typical students at this level:	Typical students at this level:			
Step 1 does not assess content in the scale range of 110–115	 Perform exceptionally well on this test	113–115	B1	750L
	 Understand simple stories and age-appropriate academic texts	110–112	A2	550L
 Understand short descriptions, information in signs, and short messages	 Understand simple stories and are beginning to understand age-appropriate academic texts	107–109		325L
 Understand short descriptions and find information in signs, forms and schedules	 Understand short descriptions and find information in signs, messages and stories	104–106	A1	125L
 Begin to understand words and some short descriptions	Step 2 does not assess content in the scale range of 101–103	101–103		BR125L
 Begin to recognize some basic words	 Begin to recognize some basic words	100	Below A1	BR250L

**TOEFL® Primary™ Listening Scores:**

**TOEFL Primary Listening Scores**

Step 1 Level	Step 2 Level	Scale Scores	CEFR
Typical students at this level:	Typical students at this level:		
Step 1 does not assess content in the scale range of 110–115	 Perform exceptionally well on this test	113–115	B1
	 Understand conversations, simple stories and age-appropriate academic talks	110–112	A2
 Understand simple descriptions, instructions, conversations and messages	 Understand conversations and simple stories. They begin to understand age-appropriate academic talks	107–109	
 Understand short, simple descriptions, conversations and messages	 Understand basic conversations and messages and begin to understand stories and informational texts	104–106	A1
 Begin to recognize some familiar words in speech	Step 2 does not assess content in the scale range of 101–103	101–103	
 Begin to recognize familiar words in speech, such as words for objects, places and people	 Begin to recognize familiar words in speech, such as words for objects, places and people	100	Below A1



## Reading Score Level Descriptors

Stars	Can Do	Next Steps
<b>4 stars</b>	<p><b>Students understand short descriptions, information in signs, and short messages. They can:</b></p> <ul style="list-style-type: none"> <li>Understand common words and some less common words about objects, places, people, actions, and ideas (examples: <i>ring, adventures, whisper, double</i>)</li> <li>Comprehend the meaning of complex sentences (examples: <i>This is a friendly thing to do when you say goodbye. People do this when they talk quietly.</i>)</li> <li>Connect information in longer sentences and across different sentences to infer information, identify main ideas, and understand the meaning of unfamiliar words.</li> <li>Locate key information in texts</li> </ul>	<p><b>To improve their reading ability, students should:</b></p> <ul style="list-style-type: none"> <li>Study new, unfamiliar words</li> <li>Practice reading stories and informational texts about a variety of topics</li> <li>Practice reading longer and more complex texts</li> <li>Speak or write in their own words about stories and information they read</li> </ul>

## Listening Score Level Descriptors

Badges	Can Do	Next Steps
<b>5 badges</b>	<p><b>Students perform exceptionally well on this test. They can:</b></p> <ul style="list-style-type: none"> <li>Understand less frequently used words that describe familiar topics, settings, and actions</li> <li>Understand messages and stories that include unfamiliar words and some idiomatic expressions</li> <li>Consistently connect information throughout stories and academic talks to infer meaning</li> <li>Identify specific information in longer texts</li> </ul>	<p><b>To improve their listening ability, students should:</b></p> <ul style="list-style-type: none"> <li>Listen to longer and more complex stories and academic texts about a variety of topics</li> <li>Practice using less common words and expressions in conversations</li> <li>Speak or write in their own words about stories and information they listen to</li> <li>Consider taking the <i>TOEFL Junior®</i> test for more accurate information about their listening ability</li> </ul>

## Reading Score Level Descriptors

Badges	Can Do	Next Steps
<b>5 badges</b>	<p><b>Students perform exceptionally well on this test. They can:</b></p> <ul style="list-style-type: none"> <li>Understand a wide variety of common and less common words to describe objects, places, people, actions, and ideas</li> <li>Comprehend the meaning of complex sentences, paragraphs, and longer texts</li> <li>Connect information across several sentences and paragraphs to infer information, identify main ideas, and understand the meaning of unfamiliar words</li> <li>Identify specific details in longer texts</li> </ul>	<p><b>To improve their reading ability, students should:</b></p> <ul style="list-style-type: none"> <li>Read longer and more complex stories and academic texts about a variety of topics</li> <li>Speak or write in their own words about stories and information they read</li> <li>Consider taking the <i>TOEFL Junior®</i> test for more accurate information about their reading ability</li> </ul>






## Listening Score Level Descriptors

Stars	Can Do	Next Steps
<b>4 stars</b>	<p><b>Students understand simple descriptions, instructions, conversations, and messages. They can:</b></p> <ul style="list-style-type: none"> <li>Understand less common words that describe familiar topics, settings, and actions (examples: <i>pocket, pour, lamp, branch</i>)</li> <li>Understand indirect responses to questions in conversations</li> <li>Understand messages in which information is not explicitly stated</li> <li>Connect information to infer the main idea or topic of messages, stories, and informational texts</li> <li>Synthesize information from multiple locations in a longer spoken text</li> </ul>	<p><b>To improve their listening ability, students should:</b></p> <ul style="list-style-type: none"> <li>Learn new, unfamiliar words they hear in longer stories and academic talks</li> <li>Practice using less common words and expressions in conversations</li> <li>Speak or write in their own words about stories and information they listen to</li> </ul>



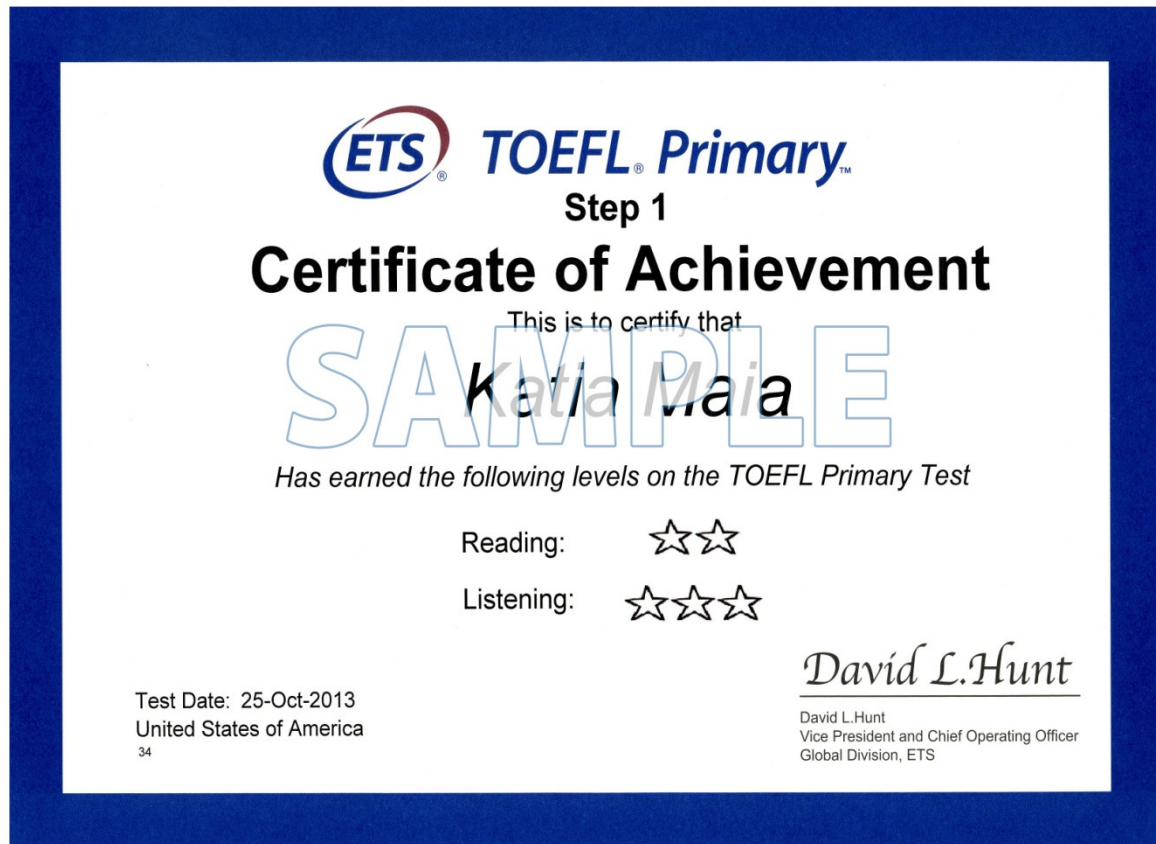
## TOEFL® Primary™ Speaking Scores:

### TOEFL Primary Speaking Scores

Level	Scores	CEFR
Typical students at this level:		
 Speak in English to expand descriptions, communicate multistep directions, and tell stories effectively	23–27	B2
		B1
 Speak in English to express and explain what they like and give directions	18–22	A2
 Speak in English to say what they like and give some descriptions	13–17	A1
 Begin to speak in English by using words and simple statements	7–12	
 Attempt to speak in English using words and simple phrases	0–6	Below A1

## Speaking Score Level Descriptors

Ribbons	Can Do	Next Steps
<b>3 ribbons</b>	<p><b>Students speak in English to say what they like and give some descriptions. They begin to ask questions and tell stories. They can:</b></p> <ul style="list-style-type: none"> <li>• Use words and phrases to communicate meaning</li> <li>• Use a limited number of grammatical structures to describe objects and actions</li> <li>• Begin to form questions and requests</li> <li>• Begin to communicate a sequence of events</li> <li>• Pronounce words and statements clearly most of the time</li> </ul>	<p><b>To improve their English speaking ability, students should:</b></p> <ul style="list-style-type: none"> <li>• Learn more words that describe familiar places, objects, and people</li> <li>• Practice asking and answering questions about everyday topics</li> <li>• Practice describing in sentences what happens in stories they read and programs they watch</li> </ul>



#### Lexile® Measures from MetaMetrics®:

- TOEFL® Primary™ scores and Lexile® measures make it easier to find the right books at the **right reading level**, simply by matching a Reading section score with a Lexile measure.
- Using Lexile measures takes the guesswork out of **selecting reading materials** that can help to build English reading skills.
- The Lexile site [www.lexile.com/toefl-primary](http://www.lexile.com/toefl-primary) contains a searchable database to find books that match students' reading level and interests.

#### Validity of Scores:

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

**Contact Information:**

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

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