TOEFL Junior

First international exam administered at the end of level three

As a level achievement test ICPNA Chiclayo will administer the TOEFL Junior at the end of level three or the junior program. The TOEFL Junior tests are part of the TOEFL® Family of Assessments, which also includes the TOEFL iBT® test and the TOEFL® ITP Assessment Series. Based on the long-standing and trusted heritage of the TOEFL test, the TOEFL Junior tests use the most up-to-date methods for language testing and are fair, reliable and valid for their intended purposes. TOEFL Junior scores are mapped to CEFR levels, so as to gauge achievement against an international standard, and give a more in-depth understanding of your students' English proficiency levels.

TOEFL Junior Scores

TOEFL Junior score reports are a valuable tool that can help you guide your students. They include section and total scores as well as "can-do" statements that you can use to help students, parents and instructors understand students' proficiency levels and progress.

Scores can be useful for international benchmarking because they are mapped to CEFR levels, and they are matched with Lexile® measures from MetaMetrics®, which makes it easier for instructors to help students choose books at the right reading level to improve their English reading proficiency.

The TOEFL Junior tests measure a student's current level of English-language proficiency and are not designed to be a predictor of future TOEFL iBT® scores. Because language proficiency is likely to change over time, institutions are advised not to use test scores that are older than two years.
TOEFL Junior® Standard Test Scores

Scoring
The TOEFL Junior® Standard test is scored locally by ETS Preferred Network offices and features fast turnaround times. TOEFL Junior test scores are determined by the number of questions a student has answered correctly. There is no penalty for wrong answers. The number of correct responses on each section is converted to a scale score of 200–300 points. The total score is a sum of the three section scores, and, therefore, ranges from 600–900 points.

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<thead>
<tr>
<th>Sections</th>
<th>Scale Scores</th>
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<tbody>
<tr>
<td>Listening Comprehension</td>
<td>200–300</td>
</tr>
<tr>
<td>Language Form and Meaning</td>
<td>200–300</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>200–300</td>
</tr>
<tr>
<td>Total Score</td>
<td>600–900</td>
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Score Reports
Each TOEFL Junior score report provides:
• both section and total scores to assist parents, students and teachers in understanding what the scores mean
• a description of the English-language abilities typical of test takers scoring around a particular scaled score level to help identify strengths and areas for improvement
• section test scores mapped to score levels of the Common European Framework of Reference (CEFR)
• a Lexile® measure to help you find books at the student's reading level
Listening Comprehension

Test takers who score between 290 and 300 may have the following strengths:
• They can understand main ideas, whether they are clearly stated or implied, in both academic and nonacademic extended spoken texts.
• They can identify important details in both academic and nonacademic extended spoken texts.
• They can make inferences based on a speaker’s intonation or stress.
• They can usually understand idiomatic language used in longer, more complex speech.
• They can understand how information is being used by a speaker (e.g., to make a comparison or to provide evidence to support an argument) in academic and nonacademic extended spoken texts.

Test takers who score between 250 and 285 may have the following strengths:
• They can understand main ideas that are explicitly stated in academic and nonacademic extended spoken texts where the language is simple and the context is clear.
• They can identify important details in academic and nonacademic extended spoken texts where the language is simple and the context is clear.
• They can make inferences in short spoken texts where the language is simple and the context is clear.
• They can understand some common idioms used in moderately complex speech.
• They can understand how information is being used by a speaker (e.g., to make a comparison or to provide evidence to support an argument) when the context is familiar.

Test takers who score between 225 and 245 may have the following strengths:
• They can understand the main idea of a brief classroom announcement if it is explicitly stated.
• They can understand important details that are explicitly stated and reinforced in short talks and conversations.
• They can understand direct paraphrases of spoken information when the language is simple and the context is clear.
• They can understand a speaker's purpose in a short talk when the language is simple and the context is clear.

Test takers who score **below 225** may need to develop the following skills:
• Understanding the main ideas and important details of announcements, short talks and simple conversations
• Understanding a speaker’s purpose in a short talk when the language is simple and the context is clear
• Paraphrasing spoken information when the language is simple and the context is clear

**Language Form and Meaning**
Test takers who score between **280 and 300** may have the following strengths:
• They usually recognize the proper use of the most advanced grammatical structures (e.g., perfective verb forms, noun clauses, object complements, passive mood, etc.) in academic and nonacademic texts.
• They have an extensive range of vocabulary that includes words found primarily in academic texts.
• They usually recognize how sentences should be structured into paragraphs in nonacademic and academic texts.

Test takers who score between **250 and 275** may have the following strengths:
• They usually recognize the proper use of basic grammatical structures (e.g., subject-verb agreement, simple prepositions, simple relative clauses, etc.) in nonacademic and academic texts, but do not consistently recognize the proper use of more advanced structures.
• They have good command of vocabulary typically used in everyday, nonacademic texts.
• They usually recognize how sentences should be structured into paragraphs in nonacademic texts, but sometimes have difficulty doing so with academic texts.

Test takers who score between **210 and 245** may have the following strengths:
• They sometimes recognize the proper use of the most basic grammatical structures (e.g., subject-verb agreement, simple prepositions, simple relative clauses, etc.) in nonacademic texts.
• They have knowledge of the most commonly used, nonacademic vocabulary.
• They sometimes recognize how sentences should be structured into paragraphs in nonacademic texts, but usually have difficulty doing so with academic texts.

Test takers who score **below 210** may need to develop the following skills:
• Broadening their general vocabulary
• Improving their skill in using basic grammatical structures, such as subject-verb agreement, simple prepositions and simple relative clauses
• Understanding how sentences are combined together to create effective paragraphs

**Reading Comprehension**

Test takers who score between **280 and 300** may have the following strengths:
• They can understand main ideas in nonacademic and academic texts, including ones that are not explicitly stated.
• They can accurately comprehend important details in nonacademic and academic texts, including texts with a high level of linguistic complexity.
• They can effectively make inferences when reading, including inferences needed to understand why an author includes certain information (e.g., to make a comparison or to provide evidence to support an argument) in nonacademic and academic texts.
• They can usually infer the attitude or point of view of a character in a fictional story. They can usually understand figurative language and determine the meaning of unfamiliar vocabulary words from context, even in linguistically complex academic texts.

Test takers who score between **245 and 275** may have the following strengths:
• They can understand main ideas that are explicitly stated in nonacademic and academic texts.
• They can usually identify important details in nonacademic and academic texts, even when the context is not always clear and the vocabulary may be unfamiliar.
• They can sometimes make inferences accurately, including inferences needed to understand why an author includes certain information (e.g., to make a comparison or to provide evidence to support an argument) in nonacademic and academic texts.
• They can usually identify events and plotlines in a fictional narrative.
• They can usually determine the meaning of unfamiliar vocabulary words from context in simply constructed texts.

Test takers who score between 210 and 240 may have the following strengths:
• They can sometimes identify main ideas that are explicitly stated in nonacademic texts.
• They can sometimes identify basic details in nonacademic and academic texts where the language is simple and the context is clear.
• They can usually locate basic information in nonlinear texts, such as schedules and menus that use every day, nonacademic vocabulary.
• They can sometimes make simple inferences in straightforward, nonacademic texts.
• They can sometimes determine the meaning of unfamiliar vocabulary words from context in simply constructed nonacademic texts.

Test takers who score below 210 may need to develop the following skills:
• Identifying main ideas and important details in texts written in simple, clear language
• Making inferences based on texts written in simple, clear language
• Locating basic information in nonlinear reading materials, such as schedules, menus, etc.
• Determining the meaning of unfamiliar vocabulary words from context

Common European Framework of Reference (CEFR)

TOEFL Junior® scores are mapped to the Common European Framework of Reference (CEFR) so you can use them for international benchmarking of your students’ English proficiency levels.
The CEFR is a widely-used tool for understanding different stages of language learning. It covers six proficiency levels: A1, A2, B1, B2, C1 and C2, with C2 being the highest level. The performance descriptors for each section of the TOEFL Junior tests are adapted from the CEFR level descriptors to reflect the TOEFL Junior test content and the age of the test takers.

In 2010, a standard-setting study was conducted by ETS researchers to map TOEFL Junior Standard test scores to the Common European Framework of Reference (CEFR). The purpose of the study was to provide policymakers with recommended minimum scaled scores (cut scores) for the Listening Comprehension, Language Form and Meaning, and Reading Comprehension sections. Because the TOEFL Junior test is available in two testing modes, the TOEFL Junior Standard test (paper-based) and the TOEFL Junior Comprehensive test (computer-based), a second mapping study was conducted in 2012 to identify the minimum scores on the TOEFL Junior Comprehensive test that correspond to each level of the CEFR. Further research was also conducted employing equipercentile equating of the Reading and Listening measures of the TOEFL Junior Comprehensive test to their corresponding TOEFL Junior Standard scores. These additional studies allow ETS to align the test scores and the CEFR cut scores for both TOEFL Junior tests.

The revised recommended TOEFL Junior Standard cut scores for CEFR Levels A2, B1 and B2 are shown below, starting October 2012:

<table>
<thead>
<tr>
<th>Sections</th>
<th>CEFR Level A2</th>
<th>CEFR Level B1</th>
<th>CEFR Level B2</th>
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<tbody>
<tr>
<td>Listening Comprehension</td>
<td>225–245</td>
<td>250–285</td>
<td>290–300</td>
</tr>
<tr>
<td>Language Form and Meaning</td>
<td>210–245</td>
<td>250–275</td>
<td>280–300</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>210–240</td>
<td>245–275</td>
<td>280–300</td>
</tr>
</tbody>
</table>

Note: Our goal is to make sure that most if not all the graduating students from level three achieve the **CEFR level A2**. The ones that go beyond this level have surpassed the set goal. A student with a **CEFR level A2**:
• Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, and employment)

• Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters

• Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need