

Handbook

for the

TOEFL Junior® Comprehensive Test



Part of the TOEFL® Family of Assessments

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About the *TOEFL Junior*[®] Comprehensive Test

This handbook is a guide for students who will take the *TOEFL Junior*[®] Comprehensive test. Its purpose is to help you become familiar with the format and types of questions before the day of the test.

In the following pages, you will find an introduction to the test, a short description of each question type, and sample questions.

Test Purpose

The *TOEFL Junior* Comprehensive test is a measure of your English communication skills. It assesses the academic and everyday English skills and abilities of middle-school and lower-high-school learners in non-English-speaking countries. It is a measure of your ability to use English in a school setting. The *TOEFL Junior* Comprehensive test may not be appropriate for students who do not have a basic level of English-language ability.

The *TOEFL Junior* Comprehensive test:

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

The *TOEFL Junior* Comprehensive test is **not**:

- Based on any specific curriculum
- Directly linked to *TOEFL iBT*[®] test scores
- Intended to predict performance on the *TOEFL iBT* test
- To be used to support high-stakes decisions, such as for admissions purposes or criterion-based exit testing
- A substitute for *TOEFL iBT*[®], *TOEFL*[®] *PBT*, or *TOEFL ITP*[®] tests

Test Content

Three domains are assessed in order to measure English-language proficiency required for an English-medium middle school setting. They are:

Social and Interpersonal

The social and interpersonal domain refers to the language used in personal relationships. For example, students should understand what a friend says in a casual conversation or be able to read a personal email from a friend or a teacher.

Navigational

The navigational domain refers to language tasks in which students communicate with peers, teachers, and other school staff about school and course-related materials. For example, students should understand a teacher's oral instructions about a homework assignment and be able to understand key information from school-related announcements.

Academic

The academic domain refers to language activities performed while learning academic content in English. Examples of language use in this domain include understanding key ideas in an academic lecture and comprehending written academic texts.

The questions in the four sections of the test – Reading Comprehension, Listening Comprehension, Speaking, and Writing – are designed to collectively provide evidence about a test taker's ability to communicate in English in each of the three domains defined above.

Test Structure

The test has four sections: Reading, Listening, Speaking, and Writing. The Reading and Listening questions are all multiple choice. You provide the answers for the Speaking and Writing questions. The entire test is taken on a computer.

The Reading and Listening sections in your test may include some questions that do not count toward your section scores or your total score. Of the questions that do count, each correct answer counts the same toward the score for that section.

About the *TOEFL Junior*[®] Comprehensive Test (continued)

The table below summarizes the structure of the test:

Section	Questions	Time
Reading Comprehension	36	41 minutes
Listening Comprehension	36	36 minutes
Speaking	4	18 minutes
Writing	5*	39 minutes
Total	81	2 hours 14 minutes

***NOTE:** There are four tasks in the Writing section: Editing, Email, Opinion, and Listen-Write. The Editing task has two items in it. The scores from the two Editing items are averaged.

Before Test Day

Registering for the *TOEFL Junior* Comprehensive Test

The *TOEFL Junior* test is available throughout the world. Testing is arranged through the schools or other institutions that ask students to take the test. If testing cannot be arranged through your institution, you can contact your local ETS *TOEFL Junior* associate to find out when and where you can take the test.

The price to take the test varies worldwide. To inquire about pricing in your area, contact your local ETS *TOEFL Junior* associate.

Consent Form

You will be asked to submit a consent form signed by your parent or legal guardian in order to take the test. This form will be provided to you with this Handbook.

By signing the consent form, you agree that all information you provide, including demographic and background information, your responses to the test questions, and your scores, may be used for research, development, and marketing purposes relating to the *TOEFL Junior* Comprehensive test.

Your name and other identifying information (first and last name, student number, date of birth) will be kept confidential. This information will appear on your score report but will not be used in any presentations or other publicly available materials.

You also agree to keep all test information private and not to reproduce or disclose any test questions, responses or topics, in whole or in part, to any person or entity in any form.

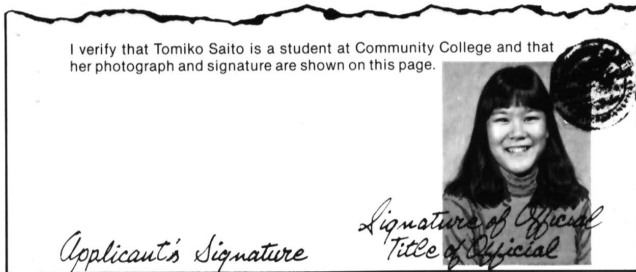
On Test Day

Identification Document (ID)

You may be required to provide identification (ID) before you can take the test. If you have a passport, that is the best ID document to use.

If you do not have a passport, or if your passport does not contain your signature and photograph, an official letter from the school you attend is an acceptable ID document. The letter should be on the school's official letterhead with your photograph glued (not stapled) to it. The title, signature, and seal of the official who issued the letter must overlap the photograph, as shown below.

Student letters are valid for one year from date of issue.



Procedures at the Testing Site

The test is given in one session on the date and at the time and place announced by your teacher or by an official of the institution administering the test. Be sure to arrive at the testing room on time.

You will have an assigned seat at the testing site. You are not allowed to change seats after you have been seated. All test takers must be facing the same direction. If you are left-handed, please inform the test administrator before the start of the test. Bring with you a pencil or pen.

During the test administration, you will be provided with blank note-taking paper for the Listening and Writing sections.

The following items are not allowed in the testing room:

- Backpacks, bags or briefcases
- 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 (laptop computers, digital assistants, etc.)
- Papers of any kind (except note-taking paper provided by the test administrator)
- Copying, scanning, or photographic devices
- Transmitting or receiving devices

If it is necessary for you to take a break during testing, you will not be allowed access to cell phones, electronic devices or any unauthorized aid during your break. You will not be given extra testing time to make up for a rest room absence.

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

- Give or receive assistance of any kind to or from another test taker
- Use any prohibited item (see previous list)
- Disturb other test takers
- Remove your note-taking paper from the testing room
- Refuse to obey any policy or procedure

You may be asked to leave the room, and your test will not be scored, if you fail to comply with these rules. The test administrator has the right to request that ETS not score your test or not release your scores if you did not follow instructions or if there is reason to believe you cheated.

On Test Day (continued)

During the Test

Each section of the test has a time limit. The timer in the top right corner of the computer screen will tell you how much time you have left to finish the section you are working on. If you finish one section early, you may go on to the next section, but you cannot go back to a section you have already worked on, and you cannot go back to a question once you have clicked *Next* and moved on to the next one. You may not continue answering questions after the timer reaches 0.00. There will be a short break after the Reading and Listening sections.

When you take the test, you should work quickly but carefully. Do not spend too much time on any one question, but try to answer every one. Some questions are harder than others. Your score will be based on the number of questions you answer correctly. It is best to answer every question, even if you have to guess.

Getting Ready for the Test

How to Prepare for the *TOEFL Junior Comprehensive Test*

No single school, textbook, or method of study is best to help prepare you for the test, since the test is not based on any specific course of instruction. Strong language skills can be achieved only after a relatively long period of study and practice. Studying English for the first time shortly before taking the test will not be helpful.

The *TOEFL Junior Comprehensive* test is not a “pass/fail” test. You are not expected to answer all of the questions correctly. The test is designed to be a tool that measures improvement over time.

Students who are studying English regularly should show improvement in their scores if they take a form of the *TOEFL Junior* test every 6 months or so.

Below are some things you can do to prepare for the test and improve your English-language skills:

- Learn about the test format and how to take a test on a computer. You can do this on the website at <https://toefl.caltesting.org/portal/index.html>
- Read the test directions and the sample questions in this Handbook and on the website at http://www.ets.org/toefl_junior/prepare/comprehensive_sample_questions
- Practice English as often as possible and in as many ways as you can, including reading, watching TV and videos, listening to recordings, taking an English course, and speaking with friends
- Visit the *TOEFL Junior* website for additional resources that you may find helpful to prepare yourself for the test

Sample Questions – Reading Comprehension Section

Part 1: Non-academic Reading

You will read a non-academic text that you might find in school, such as: emails, schedules, menus, announcements, or news articles.

Sample Set 1: Email

Read the email, then answer the questions.

To: Grade 6, Section B

From: James Stone

Subject: Web design class

Sent: March 16, 11:30 AM

Hi, classmates. I'm writing to see if any of you are interested in taking a special class with me. I want to learn how to make my own Web site. It turns out that a woman who my mother once worked with has opened her own company that creates Internet home pages for other companies. **Plus**, on weekends, she teaches Web site design. She has one class now on Saturday mornings, but I can't take it because it's already full. (She's a very popular teacher!) But here's the good news: I called her, and she said that if I can find at least seven other students who are interested, she would be able to add a second class starting next week on Saturday afternoons from 2 to 4 p.m. Please let me know right away if you want to do this with me. It is a great opportunity to learn!

Jim

Question 1

What does Jim probably hope is true about his classmates?

- They can tell him about a computer class he missed.
- They share his interest in Internet page design.
- They are interested in organizing a class trip.
- They can attend his party on Saturday.

Question 2

Who used to work with Jim's mother?

- A news reporter
- A popular singer
- A business owner
- A teacher at his school

Question 3

The word **Plus** is closest in meaning to _____.

- Because
- However
- As a result
- In addition

Question 4

What was the problem with the class Jim wanted to take?









- It was too far away from his home.
- It cost much more than he expected.
- It was not advanced enough for him.
- It had too many students in it already.

Sample Questions – Reading Comprehension Section (continued)









Review Screen

After the last question in a reading set, you will see a Review screen.

If you have answered all the questions, you will see green check marks. This means you are ready to move on to the next passage by clicking *Next*.

READING	
Passage 	
Review The table below shows you what questions you have answered, marked for review, or still need to answer.	Key  = Answered  = Marked for Review  = Not Answered
<input type="button" value="Go"/>	 Question 1 - Answered
<input type="button" value="Go"/>	 Question 2 - Answered
<input type="button" value="Go"/>	 Question 3 - Answered
<input type="button" value="Go"/>	 Question 4 – Answered
<input type="button" value="Back"/>	<input type="button" value="Next"/>

If you have not answered all the questions, you will see red exclamation marks. This means you are not ready to move on. Click *Go* to return to the questions you have not answered. Once you click *Next*, you cannot return to previous questions

READING	
Passage 	
Review The table below shows you what questions you have answered, marked for review, or still need to answer.	Key  = Answered  = Marked for Review  = Not Answered
<input type="button" value="Go"/>	 Question 1 - Answered
<input type="button" value="Go"/>	 Question 2 – Not Answered
<input type="button" value="Go"/>	 Question 3 - Not Answered
<input type="button" value="Go"/>	 Question 4 – Answered
<input type="button" value="Back"/>	<input type="button" value="Next"/>

Sample Questions – Reading Comprehension Section (continued)

Sample Set 2: News Article

You will read an article from a school’s online newspaper and answer questions based on what you read.

On March 15, Dunes View Middle School held a contest for school bands. Student bands tried out for the opportunity to perform at the school picnic, which will be held at the end of June. The winner of the contest was the band called Four Square.

“We’re very proud that we won the contest and are excited to perform at the picnic,” says Peter Zandt, who plays guitar in the band. “And since we hope to perform someday at other local places, like restaurants and parks, this will be a great first step.”

The contest was the creation of music teacher Mr. Lopez and drama teacher Ms. Cho. The two thought of the idea while discussing recent years’ school picnics.

“The picnic is one of the biggest events of the year, but it has become a bit formulaic,” said Ms. Cho. “The activities are the same every year. We thought that a performance by a student band would make the school picnic more interesting and fun.”

Mr. Lopez, Ms. Cho, and three other teachers judged the contest, which took place in the gym. Eight student bands signed up to audition. The bands varied in their musical forms: there were several rock bands, a folk band, and even a jazz band.

“I’m disappointed that my band didn’t win, but I think the judges made the right choice,” says student Marisol Varga, a member of the folk trio called The Bell Girls. “Four Square is really good.”

To see if the bands could present a wide range of musical skills, the teachers asked them each to prepare two songs: one song

Question 1

Which would be the most appropriate headline for the article?

- Famous Band Visits School
- Teachers Give Music Lessons
- Students Have Fun at School Picnic
- School Holds Student Band Contest

Question 2

What is probably true about school picnics in recent years?

- They were held in March.
- They were not very exciting.
- They were very hard to organize.
- They included musical performances.

Question 3

The word formulaic is closest in meaning to _____.

- expensive
- uncertain
- long
- dull

Question 4

What type of band is NOT mentioned in the article?

- Pop
- Jazz
- Folk
- Rock

Sample Questions – Reading Comprehension Section (continued)

with original words, and another in which students played instrumental music only.

The judges finally chose the band Four Square as the winner of the contest. Four Square is a rock band with an unusual twist: it includes a violin player! The members of Four Square write their own songs and practice three times a week after school.

Students and teachers agreed that the band competition was a big success. All are looking forward to the school picnic in June.

Question 5

Why did the teachers ask each band to play two songs?

- To decide which songs to play at the picnic
- To see if the bands could play a variety of songs
- To make sure the contest did not go on too long
- To make the concert more enjoyable for students

Question 6

According to the article, what is unusual about the band Four Square?

- It is named after a popular children's game.
- Its members practice several times a week.
- It is a rock band with a violinist.
- Its members all play guitar.

Question 7

According to the article, what does the band Four Square hope to do in the future?

- Perform at the school picnic every year
- Perform in many different places
- Buy new instruments
- Record an album

Question 8

Click on the **name of the person** who will play music at the picnic this year.

Sample Questions – Reading Comprehension Section (continued)

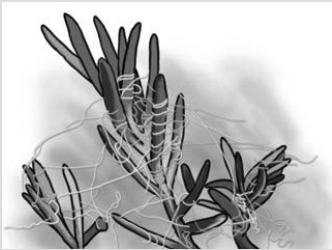
Part 2: Academic Reading

You will read an academic text that you might be required to read in a class at school. It may be about topics such as science, social studies, or arts. The text might also be a short story.

Sample Set: Academic text

You will read an academic passage and answer the questions based on what you read.

Read the following:



Dodder is an unusual and unwanted plant that attacks other plants. Except for its flowers, the plant looks like spaghetti noodles. Its almost leafless, thread-like stems hang down atop other plants that dodder needs to stay alive. Dodder does not produce its own food. Instead, it steals **it** from other plants. It feeds by sucking juices from the plant it is wrapped around, often making its host very weak or even killing it.

Dodder can find other plants by their smell. When a dodder seedling starts growing, it follows the scent of plants it prefers, like tomato plants, potato plants, or other farm crops.

Unlike most plants that usually grow in the direction of light or warmth, a dodder plant will grow in the direction of, for example, tomato odor—if a tomato happens to be growing nearby.

- However, a young dodder plant must find a host plant quickly. ■ If it cannot **catch a whiff** of a potential host within a few days, it will dry up and disappear—even if there is plenty of water around.

Question 1

What is the main topic of the passage?

- A new variety of farm crop
- Plants that are harmful to humans
- The special abilities of a dangerous plant
- Recent improvements in farming methods

Question 2

Why does the author mention spaghetti?

- To analyze the content of some food
- To describe the shape of a dodder plant
- To explain where the dodder plant came from
- To argue that dodder plants can be used to make food

Question 3

The word **it** refers to _____.

- host
- food
- plant
- dodder

Question 4

What causes dodder to grow in a particular direction?

- Odor
- Light
- Water
- Temperature

Sample Questions – Reading Comprehension Section (continued)

- Once it finds a host, the young dodder plant will attach itself to it and start growing faster. At that point, the dodder plant will drop its root. ■

Dodder is thus a difficult weed to manage and a real headache for farmers. When it does **get out of hand**, dodder can greatly reduce a farmer's harvest or even destroy crops completely. Before sowing their produce, farmers in warm parts of the world often check to make sure no unwanted dodder seeds have intermingled with their crop seeds. This is a good way to stop dodder plants from sneaking their way into a crop field.

Question 5

The expression **catch a whiff** is closest in meaning to

- eat the seeds
- notice the smell
- find the location
- determine the size

Question 6

What will happen if a dodder plant starts growing where there are no other plants around?

- It will soon die.
- It will grow deeper roots.
- It will attract other plants.
- It will cover the entire area of soil.

Question 7

Look at the four squares. They show where the following sentence could be added to the passage.

It no longer needs its root once it is attached to the host and wrapped around it.

Where would the sentence best fit? Click on a square ■ to add the sentence to the passage.

Question 8

The expression **get out of hand** is closest in meaning to

- dry up and die
- change its color
- become hard to find
- grow uncontrollably

Sample Questions – Listening Comprehension Section

The Listening section has 36 multiple-choice questions. You will wear headphones and look at the computer screen as you listen. You will use the computer mouse to click on the correct answer. You may take notes as you listen. Practice the Listening section sample questions online by visiting <https://toefl.caltesting.org/sampleQuestions/TOEFLJr/index.html>.

Part 1: Classroom Instruction

You will listen to a teacher, principal or other school staff member talking to students. Then you will answer one question about what the speaker says.

Sample 1: Math Teacher

Below is a script of the recording you will hear in order to answer the questions.



(Narrator): Listen to a math teacher talking to a class.

(Teacher): I just wanted to remind all of you that you will need to bring your calculators to class tomorrow. We have a lot to review before next week's exam, and we'll be able to cover more material and be able to work much faster if you have your calculators with you.

Question:

What is the purpose of the talk?

- To remind students to bring an item to class
- To announce the date of an upcoming exam
- To list the topics that will appear on an exam
- To request that students hand in their homework on time

Sample Questions – Listening Comprehension Section (continued)

Sample 2: Language Arts Teacher

Below is a script of the recording you will hear in order to answer the questions.



(Narrator): Listen to a language arts teacher talking to a class.

(Teacher): Last night you should have read the first two chapters of the novel. Today I would like to spend some time in class talking about the different main characters. Because there are so many characters introduced in this first part of the book, it can get very confusing. So it's a good idea for us to understand who is who from the beginning

Question:

What does the teacher imply about the novel the class is reading?

- It is extremely long.
- It is based on a true story.
- It was written a long time ago.
- It can be difficult to understand.

Sample Questions – Listening Comprehension Section (continued)

Sample Question 3: Science Teacher

Below is a script of the recording you will hear in order to answer the questions.



(Narrator): Listen to a science teacher talking to her students.

(Teacher): For our next science experiment, we are going to be working with microscopes. Please be very careful with the microscopes when you carry them to your desks—if you drop them, they will break. When you are finished, make sure you clean both the microscopes and your desks. Then put the microscopes back in the cabinet. That way they will be ready the next time we want to use them.

Question:

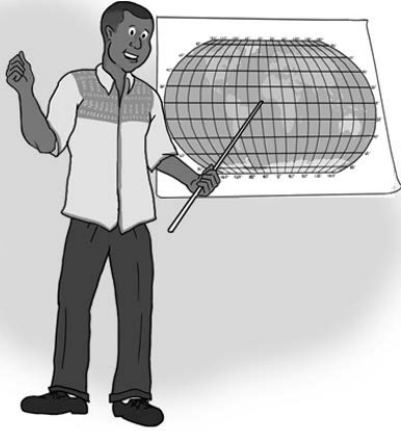
What is the teacher explaining?

- How students should handle microscopes
- How the next experiment will be completed
- When results of an experiment will be ready
- What students will look at with microscopes

Sample Questions – Listening Comprehension Section (continued)

Sample 4: Social Studies Teacher

Below is a script of the recording you will hear in order to answer the questions.



(Narrator): Listen to a social studies teacher talking to his students.

(Teacher): I'm sorry to tell you that today's scheduled speaker is not going to be able to come. She has the flu, and her doctor has told her to stay home and rest until she gets better. I know you were all excited about her coming today and hearing her talk about her job as a news reporter. But hopefully she will be able to visit with us another time.

Question:

Why does the teacher apologize?

- He did not bring the class schedule.
- A field trip will have to be canceled.
- He forgot to return the students' reports.
- A guest speaker cannot come to school today.

Sample Questions – Listening Comprehension Section (continued)

Part 2: Short Conversations

You will listen to a talk between two students or a student and a school staff member. Then you will answer four questions about what the speakers say.

Below is a script of the recording you will hear in order to answer the questions.



(Narrator): Listen to a conversation between two students at school.

(Boy): Excuse me—you're on the girls' football team, aren't you?

(Girl): [amused] How could you tell? I guess the ball gave it away, huh!

(Boy): It was a good clue! My name is Jonathan.

(Girl): Nice to meet you, Jonathan. I'm Ruby. [pause] I don't think I've seen you around before. Are you a new student?

(Boy): Yes, I just moved here from Germany. I'm still trying to find my way around. In fact, I'm lost right now! I'm looking for the football practice for the boys' team.

(Girl): Well, they usually practice over on the west fields. The east fields are for the girls' team. But the boys don't have their first practice until next week.

(Boy): Oh, great! I was so worried that it was too late to sign up.

(Girl): No, you've got plenty of time. The coach for the boys' team is Mr. Harper, the math teacher. You should go talk to him if you want to join the team.

(Boy): I'll go do that right now! Oh, uh. . .

(Girl): Oh, right! You don't know where his room is! Here, I've got a few minutes before practice starts. I'll show you where to find him.

(Narrator): Now answer the questions.

Sample Questions – Listening Comprehension Section (continued)

Question 1

What are the boy and girl mainly talking about?

- Where the girl can go to practice
- How to find the school gymnasium
- How the boy can join the football team
- When the boys' football team plays its games

Question 2

What does the girl mean when she says, "I guess the ball gave it away, huh"?

- Football players must bring their own balls to practice.
- It is obvious that she is on the football team.
- There are not enough footballs for practice.
- She cannot give the football to the boy.

Question 3

Why can't the boy find the boys' football practice?

- The boys' practice was canceled today.
- The usual location for practice was changed.
- The boys' team has not begun practicing yet.
- The coach told him the wrong time for practice.

Question 4

What will the boy and girl probably do next?

- Find another football
- Study for a math test together
- Walk to the other practice field
- Look for the boys' football coach

Sample Questions – Listening Comprehension Section (continued)

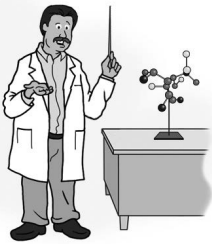
Part 3: Academic Listening Sets

You will listen to a classroom talk about an academic topic. Then you will answer four questions about what the speakers say.

Sample Question: Science Class

Below is the script of the recording that you will hear in order to answer the questions.

(Narrator): Listen to part of a discussion in a science class.



(Man): Today we're going to talk about how plants scatter their seeds—in other words, how plants spread out their seeds over a large area, making it possible for many new plants to grow. There are many different ways that plants do this, but there is one plant that is *particularly* unusual. This plant is called the stork's bill, and it has some rather strange-looking seeds. Take a look at this picture.



(Man): As you can see, this seed has a pointy tip at the bottom, and then it coils around like a spring. You might wonder why a seed would have to be shaped like this! Well, the spring serves a purpose—it is first used when the seed is separated from its mother plant. When the seed is mature, the spring helps the seed shoot away from the plant. This happens really fast, within a fraction of a second, and the seed can fly up to a meter away from the mother plant. That's a pretty long distance for a seed to travel! It doesn't even need wind. The seed actually flies by a force of its own.



(Girl): I have a question—so what happens then when the seed hits the ground? Most seeds are small and round and can easily get covered up with dirt. But this seed has such an unusual shape.



(Man): It's funny you should ask that, because on the ground, a stork's bill seed does another interesting thing. It doesn't just lay on the soil, but it actively digs itself in! The seed starts to turn around and screw itself right into the ground! As the seed continues to turn around, it digs deeper and deeper into the soil. Now, this is not a very quick process. It takes a while. In fact, scientists studying these seeds had to wait patiently for hours to observe exactly how it all happens. But they didn't just stand there and watch the seeds drill themselves in. They used slow-motion video cameras that recorded the movements of the seeds. When the video is sped up, this short film shows you in a few seconds what actually happens over a stretch of many hours or longer.

(Narrator): Now answer the questions.

Sample Questions – Listening Comprehension Section (continued)

Question 1

What is the class mainly discussing?

- How some seeds change size
- The light weight of plant seeds
- How a type of seed is scattered
- The number of seeds a plant can produce

Question 2

According to the discussion, what two statements are true about the seeds of the stork's bill plant?

- They need to be carried by the wind.
- They are shot away from their mother plant.
- They can actively bury themselves in the soil.
- They can dig in the ground very quickly.

Question 3

Why does the teacher mention springs?

- To describe the shape of a seed
- To explain how a plant climbs around trees
- To give an example of a tool used to observe seeds
- To show how some plants protect themselves against animals

Question 4

What did the scientists use to observe the seeds of the stork's bill plant?

- Safety goggles
- Special cameras
- Night-vision devices
- Traditional microscopes

Note: The questions in the Listening Comprehension section are read for you by a narrator. The questions and options are printed on the screen. Once you answer the questions, you can click Next to move to the next question. If you do not answer the question, you cannot move on.

Sample Questions – Speaking Section

The Speaking section has four questions. You will wear headphones and look at the computer screen as you are told what to do. You will speak into a microphone to record your answers. Practice the Speaking section sample questions online by visiting <https://toefl.caltesting.org/sampleQuestions/TOEFLJr/index.html>.

Part 1: Read Aloud

You will see words that you might not know. You will have one minute to read a short passage to yourself quietly, followed by one minute to read the passage aloud into the microphone.

Part 2: Picture Narration

You will see six pictures, and tell the story that the pictures show. You will have one minute to prepare your story, followed by one minute to record your story into the microphone.

Part 3: Non-academic Listen-Speak

You will listen to a teacher or a group of students talking about a school-related topic, and talk about what you heard. You may take notes as you listen. You will have 45 seconds to prepare, followed by one minute to record your answer into the microphone.

Part 4: Academic Listen-Speak

First you will listen to a teacher talking about an academic topic. Then you will talk about what you heard. You may take notes as you listen. You will have 45 seconds to prepare and one minute to record your answer into the microphone.

Sample Questions – Writing Section

The Writing section has five questions. You will type your responses onto the screen. When you have completed your writing for each question, you will click on *Next* to go to the next question. For the Editing part of the section, you will answer two questions. For each of the other three parts of the section, you will answer one question. Practice the Writing section sample questions online by visiting <https://toefl.caltesting.org/sampleQuestions/TOEFLJr/index.html>.

Part 1: Editing

You will read a paragraph that has four errors in it, and you will correct the errors. You will have a total of two and a half minutes to read the paragraph and correct the errors.

Part 2: Email

You will read an email that asks you to respond to some questions, and you will write a reply email that answers all of the questions. You will have seven minutes to write your reply.

Part 3: Opinion

You will write a paragraph that expresses your opinion on a topic. Your paragraph should be about 100 to 150 words. You will have 10 minutes to write the paragraph.

Part 4: Listen-Write

You will listen to a teacher talking about an academic topic, and you will write a response that describes what you heard. You may take notes as you listen. You will have 10 minutes to write your paragraph.

Answer Key

Reading

Non-academic

Email

- Q1. They share his interest in Internet page design.
- Q2. A business owner
- Q3. In addition
- Q4. It had too many students in it already.

News Article

- Q1. School Holds Student Band Contest
- Q2. They were not very exciting.
- Q3. dull
- Q4. Pop
- Q5. To see if the bands could play a variety of songs
- Q6. It is a rock band with a violinist.
- Q7. Perform in many different places
- Q8. Peter Zandt

Academic

Academic Text

- Q1. The special abilities of a dangerous plant
- Q2. To describe the shape of a dodder plant
- Q3. food
- Q4. odor
- Q5. notice the smell
- Q6. It will soon die.
- Q7. After the sentence “At that point, the dodder plant will drop its root.”
- Q8. Grow uncontrollably

Listening

Classroom Instruction

Math Teacher

- Q1. To remind students to bring an item to class

Language Arts Teacher

- Q1. It can be difficult to understand.

Science Teacher

- Q1. How students should handle microscopes

Social Studies Teacher

- Q1. A guest speaker cannot come to school today.

Short Conversations

- Q1. How the boy can join the football team.
- Q2. It is obvious that she is on the football team.
- Q3. The boys’ team has not begun practicing yet.
- Q4. Look for the boys’ football coach

Academic Listening

Science Class

- Q1. How a type of seed is scattered
- Q2.
 - They are shot away from their mother plant. (YES/ True)
 - They can actively bury themselves in soil. (YES/ True)
- Q3. To describe the shape of a seed
- Q4. Special cameras

Test Scores and Score Reporting

Score Reports

The *TOEFL Junior* Comprehensive score report gives both an overall score level and individual section scores. The Reading Comprehension and Listening Comprehension section scores range from 140-160. The Speaking and Writing section scores range from 0-16; these scores are linked to the scoring guidelines used to score Speaking and Writing tasks to help you better understand what your scores mean. Section scores come with performance descriptions. The scoring guidelines can be found at http://www.ets.org/toefl_junior/scores_research/comprehensive.

ETS TOEFL Junior Official Score Report
TOEFL Junior Comprehensive Test

Student Name: Last, First Date of Birth: 2000-JAN-13 Test Date: 2013-MAR-11
 Student Number: 123456789 Gender: M

Overall Score Level: Advanced
 TOEFL Junior assesses language skills representative of middle schools which use English for instruction. A typical student at Level 5 often demonstrates the skills needed to communicate at a high level in complex interactions and while using complex materials.

Reading: Lexile Measure 990, CEFR Level B2, Score 157
 A typical student who scores between 157 and 160 can do all of the following:
 • Understand main ideas in non-academic and academic texts, including ones that are not explicitly stated
 • Accurately comprehend important details in non-academic and academic texts, including texts with a high level of linguistic complexity
 • 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) from non-academic and academic texts
 • Usually infer the attitude or point of view of a character in a fictional story
 • Usually understand figurative language and determine the meaning of unfamiliar vocabulary words from context, even in linguistically complex academic texts

Listening: CEFR Level B1, Score 156
 A typical student who scores between 150 and 156 can do all of the following:
 • Understand main ideas that are explicitly stated in academic and non-academic extended spoken texts where the language is simple and the context is clear
 • Identify important details in academic and non-academic extended spoken texts where the language is simple and the context is clear
 • Make inferences from short spoken texts where the language is simple and the context is clear
 • Understand some common idioms used in moderately complex speech
 • 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

Speaking: CEFR Level A2, Score 10
 A typical student who scores between 8 and 10 can do all of the following:
 • Speak fluently for a few brief stretches
 • Sometimes use intonation effectively
 • Produce speech that is at times understandable to listeners, but with obvious pronunciation errors
 • Often produce basic vocabulary and simple grammatical structures
 • Tell a limited story, occasionally providing details
 • Understand and convey limited information from an academic lecture, but probably leave out many supporting details

Writing: CEFR Level B1, Score 12
 A typical student who scores between 10 and 12 can do all of the following:
 • Recognize and correct most errors identified in a written text
 • Produce some complex sentences, although with occasional vocabulary and grammar errors
 • Usually provide answers to informal questions, and the answers are clear and appropriate
 • Express an opinion on a school-related topic, usually with some development
 • Understand and convey main ideas from an academic lecture, although some details may be left out or inaccurate

Each *TOEFL Junior* score report includes:

- Overall score level and overall performance description to help you, your parents and your teachers understand what your score means
- A description of the average English-language abilities of test takers scoring around a particular score level to help identify strengths and areas for improvement
- Section test scores, which are mapped to the levels of the Common European Framework of Reference (CEFR)
- A Lexile® measure to help you, your teachers and your parents find books at the appropriate English reading level for you

Overall Performance Descriptions

Overall Score Level	Overall Performance Description
6 Excellent	These descriptions represent performance in middle schools which use English for instruction. A typical student at this level: Consistently demonstrates the skills needed to communicate successfully at a high level in complex interactions and while using complex materials
5 Advanced	Often demonstrates the skills needed to communicate successfully at a high level in complex interactions and while using complex materials
4 Competent	Demonstrates the skills needed to communicate successfully in some complex situations and in most simple interactions and while using basic materials
3 Achieving	Usually demonstrates the skills needed to communicate successfully in simple interactions and while using basic materials
2 Developing	Occasionally demonstrates the skills needed to communicate successfully in simple interactions and while using basic materials
1 Beginning	Demonstrates some basic language skills but needs to further develop those skills in order to communicate successfully

The table below shows the *TOEFL Junior* Comprehensive scores for each section:

Test Section	Score Range
Reading Comprehension	140-160
Listening Comprehension	140-160
Speaking	0-16
Writing	0-16

Test Scores and Score Reporting (continued)

Score Proficiency Descriptions

READING COMPREHENSION SECTION

A typical student who scores between 157 and 160 can do all of the following:

- Understand main ideas in nonacademic and academic texts, including ones that are not explicitly stated
- Accurately comprehend important details in nonacademic and academic texts, including texts with a high level of linguistic complexity
- 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) from nonacademic and academic texts
- Usually infer the attitude or point of view of a character in a fictional story
- Usually understand figurative language and determine the meaning of unfamiliar vocabulary words from context, even in linguistically complex academic texts

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

- Understand main ideas that are explicitly stated in nonacademic and academic texts
- Usually identify important details in nonacademic and academic texts, even when the context is not always clear and the vocabulary may be unfamiliar
- Sometimes make inferences accurately, including inferences needed to understand why an author includes certain information (e.g., to make a comparison or to provide evidence to support an argument) from nonacademic and academic texts
- Usually identify events and plotlines in a fictional narrative
- Usually determine the meaning of unfamiliar vocabulary words from context in simply constructed texts

A typical student who scores between 143 and 150 can do all of the following:

- Sometimes identify main ideas that are explicitly stated in nonacademic texts
- Sometimes identify basic details in nonacademic and academic texts where the language is simple and the context is clear
- Usually locate basic information in nonlinear texts, such as schedules and menus that use every day, nonacademic vocabulary
- Sometimes make simple inferences from straightforward nonacademic texts
- Sometimes determine the meaning of unfamiliar vocabulary words from context in simply constructed nonacademic texts

A typical student who scores below 143 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

LISTENING COMPREHENSION SECTION

A typical student who scores between 157 and 160 can do all of the following:

- Understand main ideas, whether they are clearly stated or implied, in both academic and nonacademic extended spoken texts
- Identify important details in both academic and nonacademic extended spoken texts
- Make inferences based on a speaker's intonation or stress
- Usually understand idiomatic language used in longer, more complex speech

Test Scores and Score Reporting (continued)

- 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

A typical student who scores between 150 and 156 can do all of the following:

- Understand main ideas that are explicitly stated in academic and nonacademic extended spoken texts where the language is simple and the context is clear
- Identify important details in academic and nonacademic extended spoken texts where the language is simple and the context is clear
- Make inferences from short spoken texts where the language is simple and the context is clear
- Understand some common idioms used in moderately complex speech
- 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

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

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

A typical student who scores below 143 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

SPEAKING SECTION

A typical student who scores between 14 and 16 can do all of the following:

- Almost always speak in a fluent and sustained way
- Almost always use intonation effectively
- Produce speech that is always understandable to listeners, with only minor errors in pronunciation
- Almost always produce vocabulary and grammar that is accurate, varied and effective, with only a few errors
- Tell a complete and coherent story with elaboration and detail
- Understand and accurately convey all main ideas and supporting details from an academic lecture, with almost no omissions

A typical student who scores between 11 and 13 can do all of the following:

- Usually speak in a fluent and sustained way, with some stops or hesitations
- Usually use intonation effectively
- Produce speech that is usually understandable to listeners, but with some pronunciation errors
- Usually produce vocabulary and grammar that is accurate and effective, although with some errors
- Tell a story that is mostly complete and coherent, although some details are inaccurate or left out
- Understand and convey main ideas from an academic lecture, although some supporting details may be left out or inaccurate

Test Scores and Score Reporting (continued)

A typical student who scores between 8 and 10 can do all of the following:

- Speak fluently for a few brief stretches
- Sometimes use intonation effectively
- Produce speech that is at times understandable to listeners, but with obvious pronunciation errors
- Often produce basic vocabulary and simple grammatical structures
- Tell a limited story, occasionally providing details
- Understand and convey limited information from an academic lecture, but probably leave out many supporting details

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

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

WRITING SECTION

A typical student who scores between 13 and 16 can do all of the following:

- Recognize and correct nearly all errors identified in a written text
- Produce simple and complex sentences accurately
- Provide answers to informal questions, and the answers are clear, complete and appropriate
- Express an opinion on a school-related topic, almost always with substantial detail and development

- Understand and accurately convey all main ideas and supporting details from an academic lecture, with almost no omissions

A typical student who scores between 10 and 12 can do all of the following:

- Recognize and correct most errors identified in a written text
- Produce some complex sentences, although with occasional vocabulary and grammar errors
- Usually provide answers to informal questions, and the answers are clear and appropriate
- Express an opinion on a school-related topic, usually with some development
- Understand and convey main ideas from an academic lecture, although some details may be left out or inaccurate

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

- Recognize and correct simple errors identified in a written text
- Produce basic, simple sentences, although with some vocabulary and grammar errors
- Provide basic answers to informal questions, although sometimes the answers are unclear
- Express an opinion on a school-related topic, although with little development
- Understand and convey a few main ideas from an academic lecture, but probably leave out many supporting details

A typical student who scores below 6 may need to develop the following skills:

- Recognizing and correcting simple errors identified in a written text
- Producing simple sentences
- Providing basic answers to informal questions
- Expressing and developing an opinion on a school-related topic
- Understanding and conveying some information from an academic lecture

Test Scores and Score Reporting (continued)

Common European Framework of Reference (CEFR)

Your section scores will be mapped to the Common European Framework of Reference (CEFR) levels to help you understand what your scores mean, and so you can see your levels on a global scale.

Sections	CEFR Below A2	CEFR Level A2	CEFR Level B1	CEFR Level B2
Reading Comprehension	140-142	143-150	151-156	157-160
Listening Comprehension	140-142	143-149	150-156	157-160
Speaking	1-7	8-10	11-13	14-16
Writing	1-5	6-9	10-12	13-16

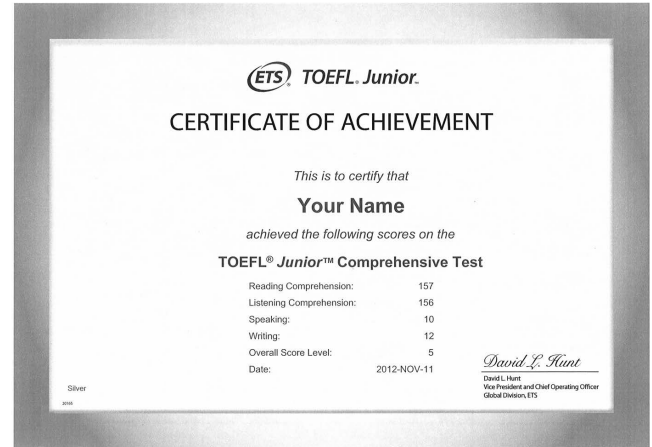
Lexile® Measure

English reading ability is a rewarding skill, but it takes practice to improve. The *TOEFL Junior* test provides a Lexile® measure with your score report to help you, your parents, and your teachers find the right books for you.

Lexile measures are the standard for matching readers with appropriate texts. Millions of English language learners and teachers worldwide use Lexile measures to improve reading in English and track progress over time. With Lexile measures, readers at every age and reading level can find the right books to read and improve. The service is free and easy to use. For more information, visit <http://www.lexile.com/toefljunior>.

Certificate of Achievement

The *TOEFL Junior* Comprehensive Certificate of Achievement is an acknowledgement of your English-language ability. Certificates are not available in all locations.



These are the Certificate levels:

Overall Score Level	Certificate Level
6 Excellent	Gold
5 Advanced	Silver
4 Competent	Bronze
3 Achieving	Green
2 Developing	Turquoise
1 Beginning	Blue

Test Scores and Score Reporting (continued)

Interpreting Scores

Your Reading and Listening section scores are determined by the number of questions you answer correctly. There is no penalty for wrong answers. Speaking and Writing section scores are determined by the scores you receive on all the questions in those sections. Scores from the four different sections should not be directly compared because the measures are scaled differently. More information can be found in the How Your Test is Scored section of this Handbook.

Acceptable Scores

Each school determines for itself what scores, or ranges of scores, are acceptable. There is no specific passing or failing score set by ETS for the *TOEFL Junior* Comprehensive test.

Test Score Data Retention

Scores are used to demonstrate your English-language proficiency at the time the test is administered. Because English-language skills can improve or decline over time, a score report cannot be reissued if two years have passed since taking the test. ETS does not require testing centers to retain test administration data beyond two years.

Release of Test Results

If you are taking the test through your school or another institution, that institution will get your scores on a list containing the names and scores of everyone who took the test at the same time you did. The institution will also receive a copy of each test taker's score report and is responsible for giving you your personal copy of your score report.

If you took the test independently, you will receive your score report directly from your local ETS *TOEFL Junior* associate.

Scores obtained from a *TOEFL Junior* test will not be reported by ETS to any other institution.

TOEFL Junior scores represent measurement information, and their release is subject to all restrictions indicated in this Handbook. However, the scores are not the property of the test taker.

Test Fairness and Score Use

The *TOEFL Junior* Program and its authorized local ETS *TOEFL Junior* 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, nationality, and test taker background.

How Your Test is Scored

The *TOEFL Junior* Comprehensive test reports scaled scores for the four sections as well as an overall score level.

The Reading and Listening sections have multiple-choice questions. Some of these questions do not count toward your score. These are either questions that allow ETS to make test scores comparable across administrations or new questions that help ETS find out how such questions function under actual testing conditions. Of the questions that count, each correct answer counts equally for that section.

Because the difficulty level may differ slightly from test form to test form, the same number of correct answers from two different test forms may not represent the same level of English-language proficiency. Therefore, the number correct on the Reading and Listening sections needs to be adjusted through a statistical procedure called *score equating* to ensure that the reported section score reflects the same level of proficiency no matter which test form you take.

The score range is from 140 to 160 for both the Reading and Listening sections.

Test Scores and Score Reporting (continued)

The Speaking and Writing sections contain questions that ask you to respond in spoken and written English, respectively. The responses are scored by ETS raters using standardized scoring rules. Speaking and Writing score quality is maintained through multiple rigorous measures that include trying out new questions, requiring raters to pass demanding assessments before they can score any Speaking or Writing responses, monitoring of scoring quality throughout live scoring sessions by expert scoring leaders, and analyzing the performance of the raters.

The score range is from 0 to 16 for both the Speaking and Writing sections. Detailed information about the scoring of Speaking and Writing responses can be found at

http://www.ets.org/toefl_junior/scores_research/comprehensive.

The overall score level ranges from 1 (Beginning) to 6 (Excellent). Your overall score level is based on your performance on the four sections. A concise description of the meaning of each level can be found at

http://www.ets.org/toefl_junior/scores_research/comprehensive/cefr.

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 individual or groups of test takers, and other disruptions of test administration (such as natural disasters and other emergencies). When testing irregularities occur, ETS and its local ETS *TOEFL Junior* associates give affected test takers the opportunity to take the test again as soon as possible without charge.

Validity of Scores

Efforts have been made to ensure that the *TOEFL Junior* Comprehensive test accurately measures young adolescent English learners’ ability to communicate in an academic environment where English is the medium of instruction.

The test was designed on the basis of information about language tasks that middle-school students are expected to perform in English-medium secondary school contexts.

The information was collected from a variety of sources, including:

- English-language standards/curricula and textbooks from countries where English is taught as a foreign language, such as Brazil, China, France, Korea, Japan, Taiwan, Turkey, and Vietnam
- English-language proficiency standards for English learners in U.S. middle schools – for example, California, Colorado, Florida, New York, and Texas state standards and the WIDA Consortium Standards
- Input from experienced English-language teachers
- Academic literature on language used in academic contexts

From the careful analysis of the collected data, three domains (as mentioned on page 2 of this Handbook) were identified as important for an assessment that aims to measure English-language proficiency required for an English-medium middle school. The three major domains are social and interpersonal, navigational, and academic.

These policies and guidelines are designed to provide information about the appropriate uses of *TOEFL Junior* Comprehensive test scores. They are intended to protect test takers from unfair decisions that may result from the inappropriate use of scores. Following these policies and guidelines is important.

The *TOEFL Junior* Program and its local ETS *TOEFL Junior* associates have a particular obligation to inform score users of the appropriate uses of *TOEFL Junior* Comprehensive test scores and to identify and attempt to rectify instances of misuse.

To this end, the following policies and guidelines are available to all test takers, institutions and organizations that are recipients of *TOEFL Junior* Comprehensive test scores.

Policies and Guidelines for the Use of *TOEFL Junior* Comprehensive Test Scores

Policies

In recognition of their obligation to ensure the appropriate use of test scores, the *TOEFL Junior* Program and its local ETS *TOEFL Junior* associates have 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.

Confidentiality: *TOEFL Junior* scores, whether for an individual or aggregated for an institution, are private and can only be released given the permission 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' right to privacy with regard to information that is stored in data or research files held by ETS and local ETS *TOEFL Junior* 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 Junior* scores have an obligation to use the scores in accordance with the guidelines that follow. Organizations have a responsibility to ensure that all individuals using *TOEFL Junior* scores are aware of the guidelines and to monitor the use of scores, correcting instances of misuse when they are identified. The *TOEFL Junior* Program and local ETS *TOEFL Junior* 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 together with other criteria, *TOEFL Junior* scores can be a powerful tool in student placement in English courses, monitoring student progress, providing performance feedback and other school-related decisions after admission.

Maintain Confidentiality of Scores: All individuals who have access to *TOEFL Junior* scores should be aware of their confidential nature and agree to maintain their confidentiality.

Policies and Guidelines for the Use of *TOEFL Junior* Comprehensive Test Scores (continued)

Normally Appropriate Uses and Misuses of *TOEFL Junior* Comprehensive Test Scores

The list of appropriate uses of *TOEFL Junior* test scores that follows is based on the policies and guidelines outlined in the Handbook. The list is intended to be illustrative, not complete, in nature.

There may be other appropriate uses of *TOEFL Junior* scores, but any use not listed below should be discussed in advance with *TOEFL Junior* Program staff and the local ETS *TOEFL Junior* associate to determine its appropriateness.

If a use other than those listed below is considered, it is important for the score user to validate the use of the scores for that purpose. The *TOEFL Junior* Program staff and local ETS *TOEFL Junior* associate are available to provide advice on the design of such a validity study.

Appropriate Uses

Based on the test design and the validity evidence collected to date, *TOEFL Junior* Comprehensive test scores are recommended for the following uses:

- Determining whether students have sufficient communicative skills to succeed in a classroom that uses English for instruction
- Placing students in English-language programs so they are matched with the correct level of instruction
- Monitoring student progress over time to measure learning and changes in ability
- Using performance feedback, including can-do statements for instructors, to adapt English instruction and guide conversations with parents

Misuses

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

Test Taker Comments

You can share comments or questions about the test by talking to your test administrator during the testing session. If you have questions or comments after the test, contact your local ETS *TOEFL Junior* associate or the *TOEFL Junior* Program, ETS, Rosedale Road, Princeton, New Jersey 08541, USA, or email us at toefljunior@ets.org.

TOEFL Junior[®] **COMPREHENSIVE**

For more information about the
TOEFL Junior Comprehensive test,
visit our website at www.ets.org/toefl_junior.



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