

## Sample Questions (continued)

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5. What would be the best title for the story?

- (A) Joe Joins the Team
- (B) Practice Makes Perfect
- (C) Bill Wins the Big Game
- (D) Bill's Basketball Problem

6. In line 6, the word **performed** is closest in meaning to \_\_\_\_\_.

- (A) acted
- (B) played
- (C) moved
- (D) changed

7. Why is Bill upset?

- (A) He plays better in practice than he does during games.
- (B) The school yard is not a good place to practice.
- (C) Joe watches him too closely when he plays.
- (D) His team loses too many games.

8. Why does Bill play well when Joe is watching him?

- (A) He is comfortable with Joe.
- (B) Joe tells him how to play better.
- (C) He does not know that Joe is there.
- (D) He wants to prove to Joe that he is a good player.

9. At the end of the story, all of the following people watch Bill practice EXCEPT \_\_\_\_\_.

- (A) Joe
- (B) a janitor
- (C) a math teacher
- (D) the basketball coach

10. Why does the group have to be quiet when they go to the basketball court?

- (A) Because Joe is telling Bill what to do
- (B) Because they do not want Bill to know they were there
- (C) Because Bill likes to practice alone
- (D) Because the group needs to listen to Joe's instructions

11. Why does Joe decide to gather a group of people?

- (A) Because he wants more players for his team
- (B) Because he wants to help Bill feel less nervous
- (C) Because he wants to show them his talent
- (D) Because he wants more people to see the next game

## Sample Questions (continued)

### Questions 12-20 are about the following passage.

*Line* When another old cave is discovered in the south of France, it is not usually news.

Rather, it is an ordinary event. Such discoveries are so frequent these days that hardly anybody pays heed to them. However, when the Lascaux cave complex was discovered in 1940,

5 the world was amazed. Painted directly on its walls were hundreds of scenes showing how people lived thousands of years ago. The scenes show people hunting animals, such as bison or wild cats. Other images depict birds and, most noticeably, horses, which appear in more than  
10 300 wall images, by far outnumbering all other animals.

Early artists drawing these animals accomplished a monumental and difficult task. They did not limit themselves to the easily accessible walls but carried their painting materials to spaces that required climbing  
15 steep walls or crawling into narrow passages in the Lascaux complex.

Unfortunately, the paintings have been exposed to the destructive action of water and temperature changes, which easily wear the images away. Because the Lascaux caves have  
20 many entrances, air movement has also damaged the images inside. Although they are not out in the open air, where natural light would have destroyed them long ago, many of the images have deteriorated and are barely recognizable. To prevent further damage, the site was closed to tourists in 1963, 23 years after it was discovered.



## Sample Questions (continued)

12. Which title best summarizes the main idea of the passage?
- (A) Wild Animals in Art  
(B) Hidden Prehistoric Paintings  
(C) Exploring Caves Respectfully  
(D) Determining the Age of French Caves
13. In line 3, the words **pays heed to** are closest in meaning to \_\_\_\_\_.
- (A) discovers  
(B) watches  
(C) notices  
(D) buys
14. Based on the passage, what is probably true about the south of France?
- (A) It is home to rare animals.  
(B) It has a large number of caves.  
(C) It is known for horse-racing events.  
(D) It has attracted many famous artists.
15. In line 8, the word **depict is** closest in meaning to \_\_\_\_\_.
- (A) show  
(B) hunt  
(C) count  
(D) draw
16. According to the passage, which animals appear most often on the cave walls?
- (A) Birds  
(B) Bison  
(C) Horses  
(D) Wild cats
17. In line 12, the word **They** refers to \_\_\_\_\_.
- (A) walls  
(B) artists  
(C) animals  
(D) materials
18. Why was painting inside the Lascaux complex a difficult task?
- (A) It was completely dark inside.  
(B) The caves were full of wild animals.  
(C) Painting materials were hard to find.  
(D) Many painting spaces were difficult to reach.
19. According to the passage, all of the following have caused damage to the paintings EXCEPT \_\_\_\_\_.
- (A) temperature changes  
(B) air movement  
(C) water  
(D) light
20. What does the passage say happened at the Lascaux caves in 1963?
- (A) Visitors were prohibited from entering.  
(B) A new lighting system was installed.  
(C) Another part was discovered.  
(D) A new entrance was created.

### Reading Comprehension Answer Key

1. A	6. B	11. B	16. C
2. C	7. A	12. B	17. B
3. B	8. A	13. C	18. D
4. B	9. B	14. B	19. D
5. D	10. D	15. A	20. A

## Test Scores and Score Reporting

### Score Reports

Scores obtained at a school test administration are reported only to the school administering the test. The school where you take the test will receive your scores on a list containing the names and scores of everyone who tested at the institution at the same time you did. The school 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.

Scores obtained at a public test administration are reported directly to the test taker.

Each *TOEFL Junior* score report provides:

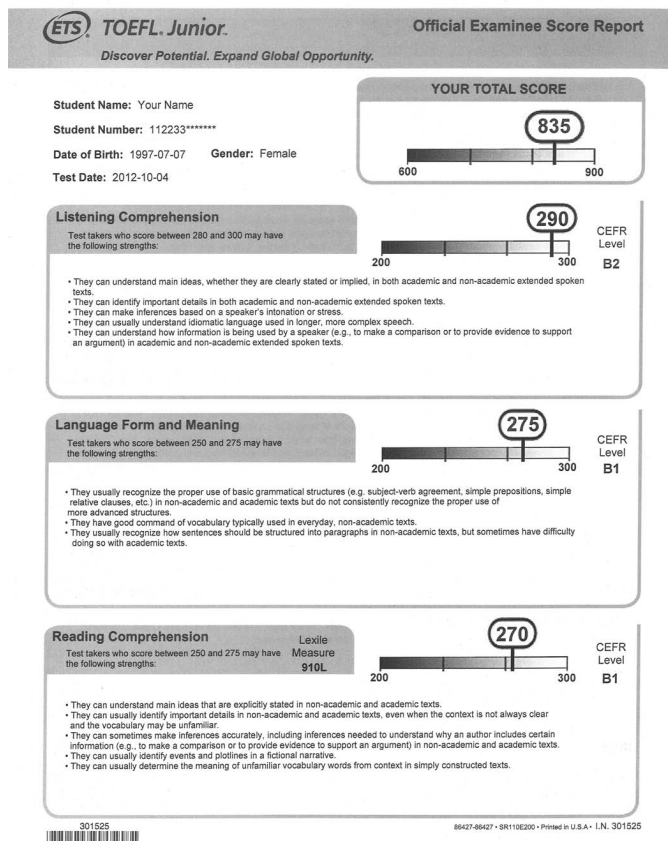
- A total score calculated from the Listening Comprehension, Language Form and Meaning, and Reading Comprehension section scores
- A description of the English language abilities typical of test takers scoring within a particular scaled score range to help identify strengths and areas for improvement
- Section test scores which are mapped to levels of the Common European Framework of Reference (CEFR)
- A Lexile® measure to help you find books at your English reading level

### Interpreting Scores

*TOEFL Junior* Standard test scores are determined by the number of questions a student has answered correctly. Some of the questions in the test may not count toward the section or total scores. Of the questions that count, each correct answer counts equally toward the score for that section. The number of correct responses on each section is converted to a scaled score that ranges from 200 to 300 in increments of 5. The total scaled score is a sum of the three section scores, and, therefore, ranges from 600–900 points in increments of 5.

### 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* Standard test.



Test Section	Score Range
Listening Comprehension	200-300
Language Form & Meaning	200-300
Reading Comprehension	200-300
Total Score	600-900

### Test Score Data Retention

Scores are used to measure a test taker's English proficiency at the time that the test is administered. Because English-language skills may improve or decline over time, a score report will not be re-issued if two years have passed since taking the test. ETS does not require testing centers to retain test administration data beyond two years.

## Test Scores and Score Reporting (continued)

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### Score Proficiency Descriptions

#### 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

## Test Scores and Score Reporting (continued)

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### 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



## Test Scores and Score Reporting (continued)

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### 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 everyday, 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