

Test Scores and Score Reporting (continued)

Common European Framework of Reference

Your section scores will be mapped to the Common European Framework of Reference (CEFR) to help you understand what your scores mean. The *TOEFL Junior* scores give you as a student the ability to see your level on a global scale.

Sections	Below A2	CEFR Level A2	CEFR Level B1	CEFR Level B2
Listening Comprehension	Under 225	225–245	250–285	290–300
Language Form and Meaning	Under 210	210–245	250–275	280–300
Reading Comprehension	Under 210	210–240	245–275	280–300

Lexile® Measure

English reading ability is a rewarding skill, but it takes practice to improve. The *TOEFL Junior* Standard 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 proficiency level can find the right books to read and improve. The service is free and easy to use. For more information, visit www.lexile.com/toefjunior.

Certificate of Achievement



The *TOEFL Junior* Standard test Certificate of Achievement is an acknowledgement of your English proficiency. The Certificate of Achievement is not available through all local *TOEFL Junior* representatives. Contact your representative for availability.

The Certificate of Achievement features:

- Your name
- Your Listening Comprehension section score, your Language Form and Meaning section score, your Reading Comprehension section score, and your total test score
- Your test date and location
- The administering organization
- A watermark on back
- A format that is suitable for framing

Certificate Level	Total Score
Gold	850-900
Silver	745-845
Bronze	645-740
Blue	Below 645

Test Scores and Score Reporting (continued)

Release of Test Results

If you are taking the test through your school or another institution, that institution will receive 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* representative.

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

A *TOEFL Junior* score is measurement information and its release is subject to all restrictions indicated in this Handbook. However, the score is not the property of the test taker.

Test Fairness and Score Use

The ETS *TOEFL Junior* Program and its authorized local ETS *TOEFL Junior* representatives have taken steps to ensure, to the extent possible, that tests and test scores are fair for all test takers regardless of gender, age, and nationality.

How Your Test is Scored

TOEFL Junior Standard test scores include three section scores and a total score. 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 total number of correct answers for each section is statistically adjusted, or equated, to account for differences in difficulty between forms. These equated scores are then converted to section scaled scores that range from 200 to 300. The total scaled score is the sum of scaled scores for each section and ranges from 600 to 900. Because the scores are equated and scaled, the reported scores are neither the number, nor the percentages of questions answered correctly.

Reliability of Scores

Score reliability is an important measure of the quality of a test. It indicates the consistency of test scores if a test were to be taken multiple times by the same group of test takers. Testing, like any other form of measurement, is subject to the influence of many factors that are not related to the ability being measured. These factors contribute to what is called "measurement error." The measurement error influences the reliability of the test scores. In testing, score reliability is a statistic used to indicate the consistency of test scores. Such a statistic, called a coefficient, can have values ranging from 0 (not at all reliable) to 1 (perfectly reliable). There exist several different reliability coefficients that can be used to estimate the consistency of test scores. The reliability coefficient of *TOEFL Junior* Standard test scores is estimated using the Cronbach's alpha reliability coefficient.

Reliability Estimates of the <i>TOEFL Junior</i> Standard Test Scores	
Listening Section	.87
Language Form & Meaning Section	.87
Reading Section	.89
Total Test	.95

Standard Error of Measurement (SEM)

A well-developed test is expected to yield a test score that will reflect a person's true ability as much as possible and keep errors of measurement to a minimum. A test taker's **true score** is the average score on the test if it could be taken a large number of times. The **standard error of measurement (SEM)** is the standard deviation of scores the test taker would receive if the test could be taken a large number of times. In reality, taking any test a large number of times is not possible. The SEM is a measure that can be used to define a **confidence interval** (an approximate score range) in which one's true score lies with a certain level of probability.

Test Scores and Score Reporting (continued)

For instance, a 90% confidence interval can be estimated by taking the test taker's observed score plus or minus 1.65 times the SEM. The SEM for the *TOEFL Junior* Standard test is around 10 for all three sections. For a test taker who received a score of 250 on one of the sections, the confidence interval would have a lower limit of 233.5 and an upper limit of 266.5. If a test taker could take the test repeatedly and an interval was constructed each time, approximately 90% of those intervals would contain the test taker's true score.

Testing Irregularities

"Testing irregularities" refers to irregularities in connection with the administration of a test, such as equipment failure, improper access to test content by individuals or groups of test takers, and other disruptions of test administration (natural disasters and other emergencies). When testing irregularities occur, ETS and its local *TOEFL Junior* representatives 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* Standard test 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 teachers
- Academic literature on language used in academic contexts

From the careful analysis of the collected data, three domains were identified as important for an assessment that aims to measure English proficiency required for an English-medium middle school.

The three major domains are:

Social and interpersonal – The social and interpersonal domain encompasses the language used to establish and maintain 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 extract key information from school-related announcements.

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

Items in the Listening Comprehension and Reading Comprehension sections of the *TOEFL Junior* Standard test are designed to collectively provide evidence about a test taker's ability to communicate in English in each of the three domains defined above. In addition, test items in the Language Form and Meaning section assess the underlying enabling skills, such as grammatical and lexical knowledge, that form the basis for communicative skills in English.

Policy and Guidelines for the Use of *TOEFL Junior* Scores

Introduction

These guidelines are designed to provide information about the appropriate uses of *TOEFL Junior* Standard test scores. They are intended to protect test takers from unfair decisions that may result from inappropriate uses of scores. Adherence to the guidelines is important.

The *TOEFL Junior* Program and its local ETS *TOEFL Junior* representatives have a particular obligation to inform users of the appropriate uses of *TOEFL Junior* Standard test scores and to identify and try to rectify instances of misuse.

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

Policies

In recognition of their obligation to ensure the appropriate use of *TOEFL Junior* Standard test scores, the *TOEFL Junior* Program and its local ETS *TOEFL Junior* representatives developed policies designed to make score reports available only to approved recipients, to protect the confidentiality of test takers' scores, and to follow up on cases of possible misuse of scores. The policies are discussed below.

Confidentiality: *TOEFL Junior* scores, whether for an individual or aggregated for an institution, are confidential and can be released only by authorization of the individual, individual's parent or guardian if the individual is a minor, or by compulsion of legal process.

We recognize test takers' rights to privacy with regard to information that is stored in data or research files held by ETS and local ETS *TOEFL Junior* representatives 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* representatives are available to assist institutions in resolving score-misuse issues.

Guidelines

Use Multiple Criteria: Regardless of the decision to be made, multiple sources of information should be used to ensure fairness and to balance the limitations of any single measure of knowledge, skills, or abilities. These sources may include hours of English language classes, school grades, and recommendations from past teachers and administrators. When used in conjunction with other criteria, *TOEFL Junior* scores can be a powerful tool in student placement in English classes, monitoring student progress, providing performance feedback and other school-related decisions after admission.

Maintain Confidentiality of *TOEFL Junior* Scores: All individuals who have access to *TOEFL Junior* scores should be aware of the confidential nature of the scores and agree to maintain their confidentiality. Policies should be developed and implemented to ensure that confidentiality is maintained.

Policy and Guidelines for the Use of *TOEFL Junior* Scores (continued)

Normally Appropriate Uses and Misuses of *TOEFL Junior* Scores

The suitability of a *TOEFL Junior* Standard test for a particular use should be explicitly examined before using test scores for that purpose. The list of appropriate uses of *TOEFL Junior* scores that follows is based on the policies and guidelines outlined on this page. The list is meant to be illustrative, not exhaustive, 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* representative to determine its appropriateness.

If a use other than those listed below is contemplated, 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* representatives will provide advice on the design of such validity studies.

Appropriate Uses

Based on the test design and the validity evidence collected so far, *TOEFL Junior* Standard 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 level-appropriate instruction
- Monitoring student progress over time to gauge learning and changes in proficiency
- Using performance feedback, including can-do statements for instructors, to tailor English instruction and guide conversations with parents

Misuses

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


Comments

Test takers can provide comments during the test administration by informing their test administrator.

If you have questions or comments regarding the *TOEFL Junior* Standard test, please contact your local ETS *TOEFL Junior* representative or the *TOEFL Junior* Program, ETS, Rosedale Road, Princeton, New Jersey 08541, USA or email us at toefljunior@ets.org.

TOEFL[®] Junior[™] **S T A N D A R D**

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

 Copyright © 2013 by Educational Testing Service. All rights reserved. ETS, the ETS logo, LISTENING. LEARNING. LEADING., TOEFL, and TOEFL iBT are registered trademarks of Educational Testing Service (ETS) in the United States and other countries. TOEFL JUNIOR is a trademark of ETS. 20191

96581-96581 • ??113E5 • Printed in U.S.A.

771844



Listening. Learning. Leading.[®]

www.ets.org