

Student Name: Do Huyen Tra

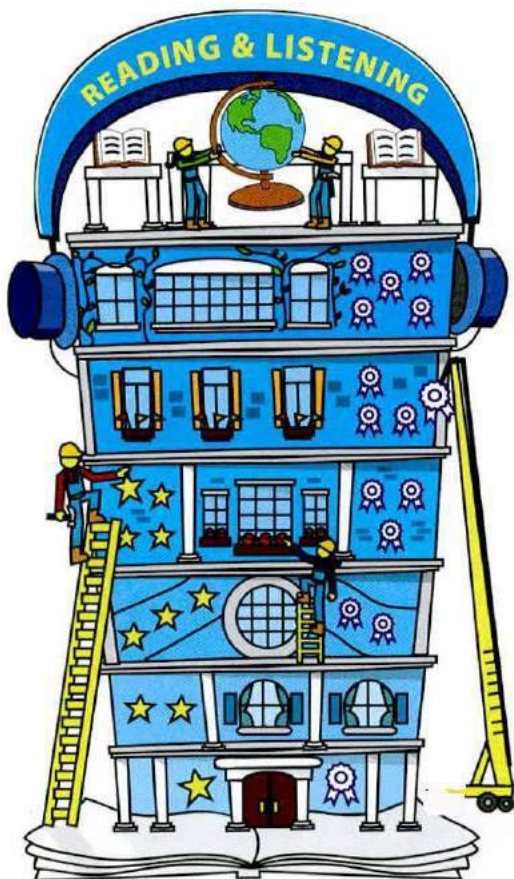
Student Number: 012345678

Date of Birth: 05-June-2009

Test Date: 04-September-2018

Gender: F

SAMPLE



Reading

Student's Level: 4 out of 4 Stars



CEFR Level: A2 | Lexile Measure: 325L
The student received 108 on a scale of 100 to 109

Students understand short descriptions, information in signs, and short messages. They can:

- Understand common words and some less common words about objects, places, people, actions, and ideas (examples: ring, adventures, whisper, double)
- Comprehend the meaning of complex sentences (examples: This is a friendly thing to do when you say good-bye. People do this when they talk quietly.)
- Connect information in longer sentences and across different sentences to infer information, identify main ideas, and understand the meaning of unfamiliar words.
- Locate key information in texts

To improve their reading ability, students should:

- Study new, unfamiliar words
- Practice reading stories and informational texts about a variety of topics
- Practice reading longer and more complex texts
- Speak or write in their own words about stories and information they read

Listening

Student's Level: 4 out of 4 Stars



CEFR Level: A2
The student received 109 on a scale of 100 to 109

Students understand simple descriptions, instructions, conversations, and messages. They can:

- Understand less common words that describe familiar topics, settings, and actions (examples: pocket, pour, lamp, branch)
- Understand indirect responses to questions in conversations
- Understand messages in which information is not explicitly stated
- Connect information to infer the main idea or topic of messages, stories, and informational texts
- Synthesize information from multiple locations in a longer spoken text

To improve their listening ability, students should:

- Learn new, unfamiliar words they hear in longer stories and academic talks
- Practice using less common words and expressions in conversations
- Speak or write in their own words about stories and information they listen to

Understanding Your Score Report

About the Tests

The *TOEFL® Primary™* tests provide information about the English proficiency of young English learners in countries where English is not typically used in daily life. The *TOEFL Primary* Step 1 test is designed for students at the beginning stages of learning English. The *TOEFL Primary* Step 2 test is designed for students who have acquired some communicative skills in English.

The information on the score report indicates the student's current level of English proficiency. This information can be used by teachers and parents to place the student in the appropriate English class, inform English instruction and monitor progress in learning English. *TOEFL Primary* scores do not predict future scores on other *TOEFL®* tests.

Levels and Scale Scores

Score reports include both levels and scale scores. Step 1 levels are shown as stars, and Step 2 levels are shown as badges. Proficiency descriptors and recommended next steps for learning are provided for each level. The descriptors and next steps are appropriate for typical students at that level but may not apply to all students. Student ability includes skills at that level and levels below.

Scale scores are shown at the bottom of the score report. The scale score range across Step 1 and Step 2 together is 100–115. Scale scores can help show student progress within a level.

On Step 1, students can earn a scale score of 101–109. Step 1 does not assess content in the scale range of 110–115.

On Step 2, students can earn a scale score of 104–115. Step 2 does not assess content in the scale range of 101–103.

A scale score of 100 on Step 1 may indicate that a student is at the very beginning stages of learning English. A scale score of 100 on Step 2 may indicate that taking Step 1 can provide better information about a student's proficiency. See the charts at <http://www.ets.org/toeflprimary> for more information about the relationship among Step 1, Step 2, levels and scale scores.

The CEFR

The Common European Framework of Reference (CEFR) is a widely used tool for understanding different stages of language development and proficiency. The CEFR provides descriptors of language performance across a broad range of tasks that are mostly relevant to adult language learners. CEFR descriptors modified to reflect young language learner ability are used to evaluate *TOEFL Primary* test content and determine the student's proficiency level according to the CEFR. Large age differences should be kept in mind when comparing CEFR levels across different assessments.

Lexile® Measures

Lexile measures, from MetaMetrics®, help students, teachers and parents select reading material appropriate for a particular student's English reading ability. Lexile measures are based on a developmental scale for measuring both readers and texts.

Recommended Score Validity—One Year

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

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