

TOEFL Primary® Step 2 Reading Score Level Descriptors

Badges	Can Do	Next Steps
5	<p>Students perform exceptionally well on this test. They can:</p> <ul style="list-style-type: none"> Understand a wide variety of common and less common words to describe objects, places, people, actions, and ideas Comprehend the meaning of complex sentences, paragraphs and longer texts Connect information across several sentences and paragraphs to infer information, identify main ideas, and understand the meaning of unfamiliar words Identify specific details in longer texts 	<p>To improve their reading ability, students should:</p> <ul style="list-style-type: none"> Read longer and more complex stories and academic texts about a variety of topics Speak or write in their own words about stories and information they read Consider taking the <i>TOEFL Junior</i>® test for more accurate information about their reading ability
4	<p>Students understand simple stories and age-appropriate academic texts. They can:</p> <ul style="list-style-type: none"> Understand a variety of common words and many less common words about objects, places, people, actions, and ideas Comprehend the meanings of complex sentences and paragraphs Connect information in longer sentences and across several sentences to infer information, main ideas, and the meaning of unfamiliar words Identify specific details in texts 	<p>To improve their reading ability, students should:</p> <ul style="list-style-type: none"> Read longer and more complex stories and informational texts about a variety of topics Speak or write in their own words about stories and information they read
3	<p>Students understand simple stories and are beginning to understand age-appropriate academic texts. They can:</p> <ul style="list-style-type: none"> Understand common words and some less common words about objects, places, people, actions, and ideas (examples: <i>ring, adventures, whisper, double</i>) Comprehend the meaning of complex sentences (examples: <i>This is a friendly thing to do when you say goodbye. People do this when they talk quietly.</i>) 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 	<p>To improve their reading ability, students should:</p> <ul style="list-style-type: none"> 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
2	<p>Students understand short descriptions and find information in signs, messages, and stories. They can:</p> <ul style="list-style-type: none"> Understand common words and social expressions (examples: <i>play a game, go to a museum, wave goodbye</i>) Comprehend simple descriptions of current and past events (examples: <i>The mouse is on top of the table. He is washing his hands.</i>) Recognize relationships among words and phrases within familiar categories (examples: <i>food–fruit–strawberries; rain–sky–clouds; one more time–again</i>) Make connections across simple sentences (example: <i>Clouds are in the sky. Rain comes from them. Sometimes they cover the sun.</i>) 	<p>To improve their reading ability, students should:</p> <ul style="list-style-type: none"> Read longer paragraphs and stories about familiar people, objects, and information Learn more words that describe objects, places, people, actions, and ideas Speak or write in their own words about paragraphs, stories, and information they read
1	<p>Students begin to recognize some basic words. They may be able to:</p> <ul style="list-style-type: none"> Identify basic vocabulary with visual support 	<p>To improve their reading ability, students should:</p> <ul style="list-style-type: none"> Learn words and common expressions used in familiar social settings Learn words that show relationships among people, objects, and places (examples: <i>at, on, around, between, on top of</i>) Practice reading simple sentences and short texts about familiar topics Consider taking the <i>TOEFL Primary</i>® Step 1 test for more information about their reading ability

Note: Lexile® information provided for students at this score level is less precise than at other score levels. Students should consider taking the TOEFL Primary Step 1 test for more precise information about their Lexile measure.

TOEFL Primary® Step 2 Listening Score Level Descriptors

Badges	Can Do	Next Steps
5	<p>Students perform exceptionally well on this test. They can:</p> <ul style="list-style-type: none"> Understand less frequently used words that describe familiar topics, settings, and actions Understand messages and stories that include unfamiliar words and some idiomatic expressions Consistently connect information throughout stories and academic talks to infer meaning Identify specific information in longer texts 	<p>To improve their listening ability, students should:</p> <ul style="list-style-type: none"> Listen to longer and more complex stories and academic texts about a variety of topics Practice using less common words and expressions in conversations Speak or write in their own words about stories and information they listen to Consider taking the TOEFL Junior test for more accurate information about their listening ability
4	<p>Students understand conversations, simple stories and age-appropriate texts. They can:</p> <ul style="list-style-type: none"> Understand less frequently used words that describe familiar topics, settings, and actions Understand messages and stories that include unfamiliar words and some idiomatic expressions Consistently connect information throughout stories and academic talks to infer meaning Identify specific information in longer texts 	<p>To improve their listening ability, students should:</p> <ul style="list-style-type: none"> Listen to longer and more complex stories and academic texts about a variety of topics Practice using less common words and expressions in conversations Speak or write in their own words about stories and information they listen to
3	<p>Students understand conversations and simple stories. They begin to understand age-appropriate academic talks. They can:</p> <ul style="list-style-type: none"> Understand less common words that describe familiar topics, settings, and actions (examples: <i>pocket, pour, lamp, branch</i>) 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 	<p>To improve their listening ability, students should:</p> <ul style="list-style-type: none"> 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
2	<p>Students understand basic conversations and messages and begin to understand stories and informational texts. They can:</p> <ul style="list-style-type: none"> Understand common expressions used in everyday conversations Understand a simple, single instruction spoken in familiar words, with key words repeated Understand the purpose of messages in which key information is repeated Understand the main ideas of simple stories in which key information is explicitly stated and repeated 	<p>To improve their listening ability, students should:</p> <ul style="list-style-type: none"> Study more words that describe familiar topics, settings, and actions Practice using less common words and expressions in conversations Listen to age-appropriate academic talks and longer stories Speak or write in their own words about stories and information they listen to
1	<p>Students begin to recognize a few familiar words in speech, such as words for objects, places, and people. They may be able to:</p> <ul style="list-style-type: none"> Understand familiar words with visual support 	<p>To improve their listening ability, students should:</p> <ul style="list-style-type: none"> Learn everyday words for objects and people in familiar categories such as home, school, family, colors, body parts, and animals Practice having short, simple conversations Practice listening to teacher instructions and short messages Begin listening to and identifying information in short, simple stories Consider taking the TOEFL Primary Step 1 test for more information about their listening ability



About the TOEFL® Young Students Series

Designed to set the foundation for the successful development of English-language skills, the TOEFL® Young Students Series features age-appropriate assessments, products and services — including the TOEFL Junior® and TOEFL Primary® tests — to help guide younger students to the next steps of learning.