# TOEFL® Primary™
## Step 1
# Reading Score Level Descriptors

| Stars | Can Do | Next Steps |
|---|---|---|
| **4 stars** | **Students understand short descriptions, information in signs, and short messages. They can:** <br>• Understand common words and some less common words about objects, places, people, actions, and ideas (examples: *ring, adventures, whisper, double*) <br>• Comprehend the meaning of complex sentences (examples: *This is a friendly thing to do when you say goodbye. People do this when they talk quietly*.) <br>• Connect information in longer sentences and across different sentences to infer information, identify main ideas, and understand the meaning of unfamiliar words. <br>• Locate key information in texts | **To improve their reading ability, students should:** <br>• Study new, unfamiliar words <br>• Practice reading stories and informational texts about a variety of topics <br>• Practice reading longer and more complex texts <br>• Speak or write in their own words about stories and information they read |
| **3 stars** | **Students understand short descriptions and find information in signs, forms, and schedules. They can:** <br>• Understand common words and social expressions (examples: *play a game, go to a museum, wave goodbye*) <br>• Comprehend simple descriptions of current and past events (examples: *The mouse is on top of the table. He is washing his hands*.) <br>• Recognize relationships among words and phrases within familiar categories (examples: *food–fruit–strawberries; rain–sky–clouds; one more time–again*) <br>• Make connections across simple sentences (example: *Clouds are in the sky. Rain comes from them. Sometimes they cover the sun*.) | **To improve their reading ability, students should:** <br>• Read longer paragraphs and stories about familiar people, objects, and information <br>• Learn more words that describe objects, places, people, actions, and ideas <br>• Speak or write in their own words about paragraphs, stories, and information they read |
| **2 stars** | **Students begin to understand words and some short descriptions. They can:** <br>• Understand common words in familiar categories such as home, school, family, colors, body parts, animals, and actions <br>• Recognize key words for understanding simple sentences <br>• Understand everyday actions in the present (examples: *The children play. He is eating*.) | **To improve their reading ability, students should:** <br>• Learn vocabulary and common expressions used in social and familiar settings <br>• Practice reading simple sentences and short texts about familiar topics |
| **1 star** | **Students begin to recognize some basic words. They may be able to:** <br>• Identify basic vocabulary with visual support | **To improve their reading ability, students should:** <br>• Learn and practice reading common words in familiar categories such as home, school, family, colors, body parts, animals, and actions <br>• Read short, simple sentences about familiar people, objects, and actions (example: *The boy is eating an apple*.) |

# TOEFL® Primary™
## Step 1
## Listening Score Level Descriptors

| Stars | Can Do | Next Steps |
|---|---|---|
| **4 stars** | **Students understand simple descriptions, instructions, conversations, and messages. They can:**<br><br>• Understand less common words that describe familiar topics, settings, and actions (examples: *pocket, pour, lamp, branch*)<br>• Understand indirect responses to questions in conversations<br>• Understand messages in which information is not explicitly stated<br>• Connect information to infer the main idea or topic of messages, stories, and informational texts<br>• Synthesize information from multiple locations in a longer spoken text | **To improve their listening ability, students should:**<br><br>• Learn new, unfamiliar words they hear in longer stories and academic talks<br>• Practice using less common words and expressions in conversations<br>• Speak or write in their own words about stories and information they listen to |
| **3 stars** | **Students understand short, simple descriptions, conversations, and messages. They can:**<br><br>• Understand common expressions used in everyday conversations<br>• Understand a simple, single instruction spoken in familiar words, with key words repeated<br>• Understand the purpose of messages in which key information is repeated<br>• Understand the main ideas of simple stories in which key information is explicitly stated and repeated | **To improve their listening ability, students should:**<br><br>• Study more words that describe familiar topics, settings, and actions<br>• Practice using less common words and expressions in conversations<br>• Listen to age-appropriate academic talks and longer stories<br>• Speak or write in their own words about stories and information they listen to |
| **2 stars** | **Students begin to recognize some familiar words in speech. They can:**<br><br>• Understand words for objects and people in familiar categories such as school, home, family, colors, body parts, and animals<br>• Recognize action words in simple sentences (examples: *The children play. He is eating.*) | **To improve their listening ability, students should:**<br><br>• Practice saying and listening to familiar words used in simple sentences<br>• Practice having short, simple conversations<br>• Practice listening to messages spoken by teachers, friends, and family<br>• Begin listening to and identifying basic information in short, simple stories |
| **1 star** | **Students begin to recognize some familiar words in speech, such as words for objects, places, and people. They may be able to:**<br><br>• Understand familiar words with visual support | **To improve their listening ability, students should:**<br><br>• Learn everyday words for objects and people in familiar categories such as home, school, family, colors, body parts, and animals<br>• Use pictures to help learn new words<br>• Listen to short, simple sentences about everyday actions, objects, and people. (example: *She is swimming.*)<br>• Practice using common, everyday expressions, such as greetings |