

***TOEFL<sup>®</sup> Junior<sup>™</sup>***  
**COMPREHENSIVE**

**Speaking Scoring Guides**

**TOEFL Junior Speaking Scoring Guide**  
**Task 1: Read Aloud**

Score	Fluency and Accuracy Descriptors
<b>4</b>	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• Reading is mostly fluid and intelligible</li> <li>• Words are grouped in meaningful phrases with effective pauses. Punctuation is marked appropriately throughout</li> <li>• Intonation varies to match text provided</li> <li>• Speech is clear and distinct with only minor mispronunciations, substitutions, or omissions</li> <li>• Rate of speech is mostly appropriate</li> </ul>
<b>3</b>	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• Reading is fairly fluid and intelligible</li> <li>• Words are generally grouped in meaningful phrases with only minor lapses. Punctuation is usually marked appropriately</li> <li>• Intonation may seem flat/monotone at times</li> <li>• Speech is clear and distinct most of the time; some mispronunciations, substitutions, or omissions may be noticeable but do not impact overall intelligibility</li> <li>• Rate of speech is mostly appropriate; occasional variation <i>may</i> cause minor lapses in intelligibility</li> </ul>
<b>2</b>	<p><b>A typical response at this level is characterized by the following:</b></p> <p>Reading is noticeably choppy and unintelligible at times; sometimes is read word-by-word without meaningfully grouped phrases. Punctuation may not be marked at times.</p> <ul style="list-style-type: none"> <li>• Intonation may often be flat or monotone</li> <li>• Speech is clear and distinct at times but noticeable mispronunciations, substitutions, omissions, and self-corrections interrupt the flow and may impact overall intelligibility</li> <li>• Rate of speech is inappropriate at times (resulting in choppy pace or slurred words and mispronunciations)</li> </ul> <p>• Note: A response at this level may also be marked by numerous substitutions, omissions, and attempts to paraphrase, rather than read, sections of the text.</p>
<b>1</b>	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• Reading is hard to follow and mostly unintelligible, with multiple starts and stops. Reading may be incomplete</li> <li>• Intonation is rarely used effectively</li> <li>• Frequent errors in pronunciation and stress; words may not be comprehensible</li> <li>• Self-corrections are ineffective most of the time. Substitutions may alter meaning substantially</li> <li>• Slow rate of speech</li> <li>• Punctuation rarely marked</li> </ul>
<b>0</b>	<p>No attempt to respond OR No English in the response OR Response is off topic OR Insufficient language to evaluate</p>

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**Task 2: Six-Picture Narration**

Score	Content, Delivery and Language Use Descriptors
4	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• Story is full, relevant to the pictures, and includes some detail and elaboration. Only minor lapses in content or coherence. Events unfold evenly and the sequence is easy to follow.</li> <li>• Overall fluidity of expression is evident; fairly smooth and confident rate of speech; little hesitancy. Errors of pronunciation, stress, and intonation may occur but rarely obscure meaning.</li> <li>• Grammar and word choice are varied, appropriate to the task, and effectively used to convey meaning clearly. Errors rarely obscure meaning. Use of connecting devices helps to link events for the listener.</li> </ul>
3	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• Story is mostly complete but may include some noticeable lapses in content or coherence. Description of some key events may lack detail or elaboration. Some details may be confusing to the listener.</li> <li>• Mostly fluid expression but some hesitancy and choppiness may be noticeable. Errors in pronunciation, stress, and intonation may occasionally obscure meaning. Able to sustain speech to complete the story.</li> <li>• Some limitations and errors in grammar and word choice are noticeable but meaning is rarely obscured. Use of connecting devices to link events may be limited.</li> </ul>
2	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• Limited development of the story. Most events are recounted with little to no elaboration or detail. Some events or details may be difficult to follow for listeners not familiar with the pictures. Limited development and cohesion may cause listener to fill in the gaps.</li> <li>• May sustain speech throughout but pace may be slow, choppy, or hesitant throughout. Errors in pronunciation, stress, and intonation occasionally impact intelligibility and flow.</li> <li>• May struggle to convey the story due to limitations in grammar and word choice. May rely on mostly simple grammatical constructions and basic vocabulary. These limitations and errors may result in vague or unclear meaning at times.</li> </ul>
1	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• Very limited development of story; may be incomplete. Story lacks detail or elaboration.</li> <li>• Generally unable to sustain speech throughout to complete a story. Frequent errors in pronunciation, stress, and intonation impact intelligibility.</li> <li>• Most utterances are characterized by errors. Vocabulary is limited and often inaccurate.</li> </ul>
0	<p>No attempt to respond OR No English in the response OR Response consists of a repetition of the prompt OR response is off topic</p>

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**Tasks 3 and 4: Listen-Speak**

Score	Content, Delivery and Language Use Descriptors
<b>4</b>	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• Content is full and appropriate to the task. Key information is conveyed coherently and accurately with some elaboration and detail although minor errors may occur. Connection among ideas is clear.</li> <li>• Speech is mostly clear and fluid with occasional imperfections. Minor errors of pronunciation, stress, and intonation do not interfere with understanding. Mispronunciation of key content words may occur but rarely obscure meaning.</li> <li>• Grammar and word choice are varied, appropriate to the task, and effectively convey meaning. Occasional errors of word form and grammar may occur but rarely obscure meaning.</li> </ul>
<b>3</b>	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• Content is mostly complete and appropriate to the task. Most key information is conveyed accurately but supporting details and elaboration are limited or lacking; minor inaccuracies or omissions may be evident. Response is fairly cohesive with minor lapses.</li> <li>• Response is mostly fluid and sustained with some lapses or imperfections evident. Pronunciation, stress, and intonation errors are noticeable but do not usually interfere with understanding. May struggle with pronunciation of unfamiliar content words.</li> <li>• Basic grammar and vocabulary are usually controlled although minor errors may occur. Awkward or inappropriate phrases may occur as the speaker attempts new constructions but these do not cause major misunderstandings.</li> </ul>
<b>2</b>	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• Development is mostly limited to some (or all) of the main facts, presented one by one. Relies on the listener to make the connections between facts most of the time. Key information may be vaguely expressed or incomplete. Some misunderstanding of the talk may be evident. Some key information may be omitted or inaccurate.</li> <li>• Response may be fluid at times but speaker struggles to sustain. Response may be characterized by slow, choppy, or hesitant delivery. Errors in pronunciation, word stress, and intonation are evident and may interfere with understanding at times.</li> <li>• Lacks sufficient range and control of grammar and vocabulary to provide a concise summary of information. May rely on basic vocabulary to convey meaning. Linguistic errors are evident, may be systematic, and occasionally interfere with understanding.</li> </ul>
<b>1</b>	<p><b>A typical response at this level is characterized by the following:</b></p> <ul style="list-style-type: none"> <li>• Content is incomplete and/or lacks development. Information conveyed is limited and may be vague or inaccurate.</li> <li>• Struggles to sustain speech to complete the task (or may sustain speech for only brief segments at a time, stopping and starting often) Pronunciation errors are evident but speaker may be understandable at times to the sympathetic listener.</li> <li>• May rely heavily on basic, high-frequency vocabulary or familiar, rehearsed phrases to convey content. Vocabulary is limited and often inaccurate. There may be little use of modifiers. Struggles to construct grammatical utterances beyond a few words.</li> </ul>
<b>0</b>	<p>No attempt to respond OR No English in the response OR Response consists of a repetition of the prompt OR response is off topic</p>