





Interpreting Your TEFT™ Test Taker Score Report

The information below will help you understand how the score report is organized and help you to use the information included in it more effectively.

- This shows the name of the person who took the test.
- This shows the *ELTeach* Identification Number of the test taker. (It is the same as the Access Code used to access the learning materials.)
- This shows the Institution or Organization the test taker is identified with.
- This shows the Country in which the test was taken.
- If the local testing organization has assigned an identification number or code different from the *ELTeach* Identification Number, it will appear here.
- This shows the date the test was taken.
- The Total Scaled Score provides information about your overall performance on the test. The term “scaled score” means that this information has been put on a scale that allows scores across different administrations to be compared. The graphic shows the overall range of scaled scores (from 400 to 700), three bands of performance, and your own total scaled score.
- Your Total Scaled Score will be above, within, or below one of the three bands. This text tells you which band(s) relate to your performance. Read all of the Band Descriptors to understand what a performance at different parts of the scale represents.
- The Band Descriptors provide information about typical test taker performance at three ranges on the score scale. Each band descriptor explains what someone whose score is in this range can typically do in the three areas of the *English-for-Teaching* learning materials: Managing the Classroom, Understanding and Communicating Lesson Content, and Providing Feedback.
- These scores provide additional information about how you performed on the test questions that measure Listening, Speaking, Reading, and Writing skills for English language teaching. The scores range from 40 to 70 with a higher number showing better performance. These scores should not be compared across administrations.
- These scores provide additional information about how you performed on the test questions that measure the three content areas of the *English-for-Teaching* learning materials. The arrow shows how many points you earned in each content area. (Because some of the questions are worth more than one point, there are more points available than there are questions for each content area.) The percentile information shows how your performance in these areas compares to others who took the same version of the test.

The TEFT™ Assessment (Test of English-for-Teaching) Test Taker Score Report

1 Test Taker: Meera, Jacob M.
Last (Family/Surname) Name, First (Given) Name Middle Initial.

2 ID # : AccesCode 11

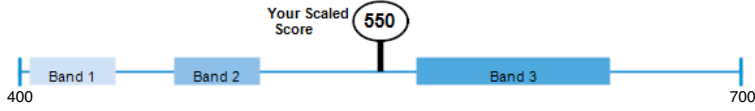
3 Institution: ICPCName 3

4 Country: Brazil

5 Local ID: Buffer Field 11

6 Test Date: 30/05/2013
(DDMM/YYYY)

Total Scaled Score



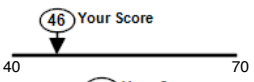
8 Your score of **550** is between **Band Two** and **Band Three**. This score indicates that your performance shares the characteristics of **Band Two** and may have one or more of the characteristics of **Band Three**.

BAND DESCRIPTORS			
	Band One (Range 405-440): Typically, test takers in Band One can do some of these essential tasks. For example, they can:	Band Two (Range 465-500): Typically, test takers in Band Two can do a range of these essential tasks. For example, they can:	Band Three (Range 565-645): Typically, test takers in Band Three can do a wide range of these essential tasks. For example, they can:
Managing the classroom	<ul style="list-style-type: none"> complete some classroom management tasks (though they demonstrate relatively limited command of the managing-the-classroom vocabulary and phrases present in the English-for-Teaching program) 	<ul style="list-style-type: none"> complete a range of classroom management tasks and demonstrate a good command of most of the managing-the-classroom vocabulary and phrases present in the English-for-Teaching program 	<ul style="list-style-type: none"> complete a wide range of classroom management tasks and demonstrate a very good command of all of the managing-the-classroom vocabulary and phrases present in the English-for-Teaching program
Understanding and communicating lesson content for students as included in instructional materials	<ul style="list-style-type: none"> understand short, written, and spoken instructions for classroom activities (though they may have difficulty identifying key information at times) locate some key information in reading and listening texts combine and copy language to create new, simple written and spoken examples of lesson content give some short, very simple instructions for classroom activities read instructional materials aloud intelligibly 	<ul style="list-style-type: none"> understand some lesson goals and a range of multistep written and spoken instructions for classroom activities locate most of the key information in reading and listening texts combine and produce language to create a range of new written and spoken examples of lesson content give a variety of activity instructions 	<ul style="list-style-type: none"> understand a wide range of lesson goals and multistep written and spoken instructions for classroom activities locate all of the key information in reading and listening texts consistently combine and produce language to create a broad range of new written and spoken examples of lesson content give a wide variety of activity instructions accurately and intelligibly
Providing oral and written feedback	<ul style="list-style-type: none"> identify students' written errors and correct them when clear reference models are provided identify a relatively limited range of spoken errors in order to provide appropriate, essential oral and written feedback 	<ul style="list-style-type: none"> identify a range of students' spoken and written errors in order to provide appropriate, essential oral and written feedback 	<ul style="list-style-type: none"> identify a wide range of students' spoken and written errors in order to consistently provide appropriate, essential oral and written feedback

Additional Score Information: Language Skills for English-for-Teaching

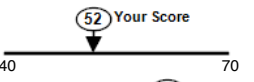
The scores below are intended as additional information to guide your professional development. These scores refer to listening, speaking, reading, and writing skills only as used to complete essential tasks in ELT presented in the English-for-Teaching program. They do not provide information on your general proficiency in these language skill areas. Additionally, these scores should not be compared to scores from other administrations.

Listening



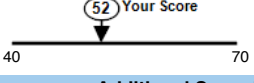
46 Your Score

Reading



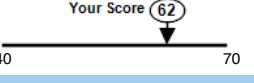
52 Your Score

Speaking



52 Your Score

Writing

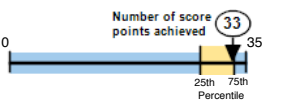


Your Score 62

Additional Score Information: Using Language

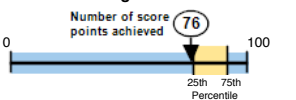
The graphs below provide additional information about how you performed on questions from the three content areas. The number of score points achieved shows how many score points you earned out of the total available in each content category. The percentile information shows how your performance on these questions compares to test takers at the 25th percentile and the 75th percentile for this administration. These scores can be used to guide your professional development.

Managing the Classroom



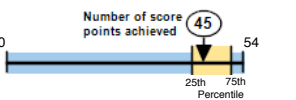
Number of score points achieved 33

Understanding and Communicating Lesson Content



Number of score points achieved 76

Providing Feedback



Number of score points achieved 45

For more details, visit www.ELTeach.com.

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