



 *News on Research, Products and Solutions for Learning and Education*

innovations



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Unlocking Potential,
Optimizing Talent

Around the World,
Learning What Works Best

TOEFL® Junior™ Test
Measures Middle
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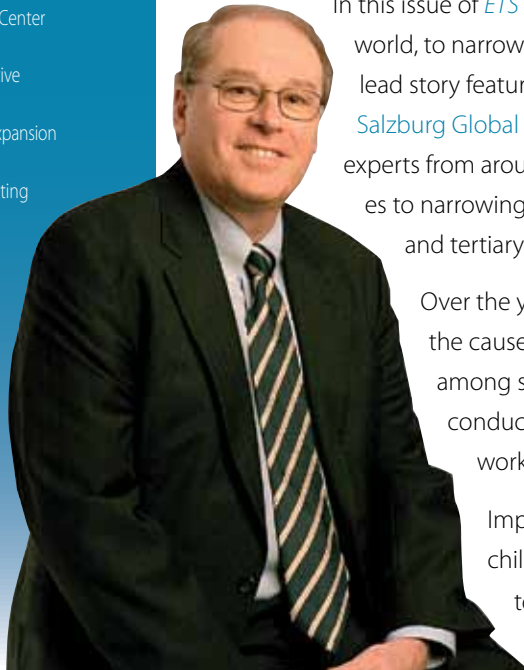
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A Letter From Kurt Landgraf

Dear Colleague:

Education is a lever for progress and betterment. Research shows that just one extra year of schooling increases a nation's average annual gross domestic product by .37 percent. The benefit accrues to individuals as well, creating economic, social, even political opportunities.

Education is seen as so fundamental to human happiness and well-being that the right to a "free and compulsory" elementary education, provided "on a basis of equal opportunity," is embodied in the United Nations Declaration of the Rights of the Child.

And yet despite progress, universal education remains more aspiration than reality. For much of the world's population, basic literacy is out of reach; UNESCO estimates that 796 million adults, in developed as well as developing countries, cannot read or write.

In this issue of *ETS Innovations*, we look at what is being done, around the world, to narrow academic achievement and social mobility gaps. Our lead story features a series of workshops co-organized by ETS and the Salzburg Global Seminar that brings together educators and policy experts from around the world. The goal is to develop practical approaches to narrowing education gaps at the preschool, primary, secondary and tertiary levels.

Over the years, ETS has conducted groundbreaking research into the causes and consequences of disparate academic performance among students of different backgrounds. Much of it has been conducted by our Policy Evaluation & Research Center, whose work is highlighted elsewhere in this issue of *ETS Innovations*.

Improving education and expanding opportunities for children and adults around the world is not just a nice thing to do. It is a path to peace and prosperity.

Regards,

Kurt M. Landgraf
President and CEO

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Unlocking Potential, Optimizing Talent

Global Initiative Aims to Close Educational and Mobility Gaps

It is a global reality: Countries worldwide are confronting persistent gaps in their public education systems, from inconsistent access to high-quality teaching and learning, to the uneven academic achievement of segments of their populations.

No nation is spared. Rich or poor, north or south, industrialized or developing, every country is facing shortcomings in the classroom, with the burdens falling most heavily on historically underserved groups.

What is consistent from place to place are the links between these gaps and such conditions as poverty, privation, isolation, and a dearth of national political resources required to bridge them. The result is most visible in school facilities.

'It should not be this way'

"Show me leaky schoolrooms, outdated textbooks, unfair policies or insufficient funds, and I'll show you academic and social mobility gaps," says Michael T. Nettles, the Senior Vice President of the Policy Evaluation & Research Center at ETS. "It should not be this way."

Indeed, education is regarded as so fundamental a human right that a "free and compulsory" elementary education, provided "on

a basis of equal opportunity," is embodied in the United Nation's Declaration of the Rights of the Child.

Yet progress remains an aspiration, and gaps persist and compound. "The existing gaps in access to education reinforce social and economic injustices — locally, nationally and globally," says Jochen Fried, Director of Education for the Salzburg Global Seminar (SGS), a nongovernmental organization that convenes thought leaders from around the world to develop solutions to global problems.

Optimizing talent

"The new knowledge society clearly privileges those who are living in countries which have rich educational resources and a good public infrastructure to optimize their talents," Fried says. "Others fall behind, more and more rapidly."

The children who most need an extra educational boost are the least likely to get



▲ Attendees at the October 2010 ETS-Salzburg Global Seminar session of “Optimizing Talent: Closing Educational and Social Mobility Gaps Worldwide.”

it. And lower-quality schooling helps perpetuate rather than overcome inequality.

Reversing that dynamic is the goal of a collaboration between ETS and the Salzburg Global Seminar called “[Optimizing Talent: Closing Educational and Social Mobility Gaps Worldwide](#).” Through a series of conferences among researchers, policy advocates and university administrators from more than two dozen countries, the initiative aims to develop locally appropriate ways to close gaps in academic achievement and social mobility, from preschool to employment and lifelong learning.

“What we are trying to do is to identify where those areas of isolation exist in both developed and underdeveloped countries, and then try to develop a strategy for eliminating the social mobility gaps,” Nettles, the principal organizer of the ETS–SGS initiative, said at the first of its three planned sessions, held last fall at SGS’s Schloss Leopoldskron in Salzburg.

Global plan of action

ETS’s partnership with the Salzburg Global Seminar is an outgrowth of its “Addressing Achievement Gaps” symposia series, which serves as a forum for examining the causes, effects and cures of academic achievement gaps in the United States.

Since 2003, The Policy Evaluation & Research Center has convened 15 of the symposia, each devoted to specific facets of achievement gaps and their impact on minority populations.

The ETS–SGS initiative will confront the fundamental questions related to disparate academic achievement and social mobility:

- Why is mobility sustained at higher rates in some countries than in others?
- Where are educational expenditures having the greatest effect?
- What structures are allowing the most mobility and where is better access to various levels of education being achieved?
- Are there global political and policy strate-

gies that would accelerate educational access and achievement? How well is college preparing students for the workplace?

- Is there an international approach that would be effective in sustaining a continuous worldwide focus for continuous improvement of educational access and outcomes?

A key concept for the collaboration is that solutions work best when they are based on local circumstances and cultures. That is particularly true given that each society defines its disadvantaged groups differently — by geography, gender, race, ethnicity, caste, class, religion or language.

In the United States, for example, high school and college graduation rates for girls exceed those for boys, while the opposite is true across Africa and the Middle East. In Brazil, test scores in the southeast are higher than those in the northeast. In China, educational opportunities vary so much from region to region that He Jin, Senior Program Officer in the [Ford Foundation](#)’s Beijing office and a conference speaker, noted, “It’s a country of four different worlds.”

Return on investment

Just as education gaps can weaken a nation’s economic competitiveness, closing them can produce substantial dividends, for both individuals and for countries. Countries with the highest scores on the Programme for International Student Assessment ([PISA](#)) over the past several decades have also registered the biggest economic gains, conference speaker Lee Elliot Major, research



Our goal is to have an impact

— Michael T. Nettles, Senior Vice President,
ETS Policy Evaluation & Research Center

and policy director at the nonprofit [Sutton Trust](#) in the United Kingdom, said.

Expanding educational opportunities for girls has proved to be especially valuable, not just economically but also in its effects on children's health and social welfare.

For one thing, educated girls have fewer babies, and their babies are more likely to survive; an additional year of education for girls reduces the infant mortality rate by 5 percent to 10 percent, according to May Rihani of the Washington, D.C.-based nonprofit [FHI 360](#), which works to improve education, health, civil society and economic development around the world.

Rihani says children of educated mothers also stay healthier, because educated mothers are better able to follow doctors' instructions.

And educated women are more likely to work outside the home, reaping disproportionate gains for their families given that women reinvest 90 percent of their earnings in their households, compared with a 30 percent to 40 percent reinvestment rate among men, said conference speaker Mary Ann Danowitz, Austrian Science Foundation Lise Meitner Senior Research Fellow, [Vienna University of Economics and Business Administration](#).

Building an edifice for education

Although education is a key issue for many nations, no international institution effectively monitors the uses of development aid, ensuring that money goes where it can be most effective in enhancing education outcomes. ETS's Nettles says the ETS-SGS "Optimizing Talent" education conferences are designed to fill that gap.

"We can ask why these unjust and self-defeating conditions exist and prevail despite the universal recognition of education's importance to peace and prosperity," Nettles says. "Or we can acknowledge them and act accordingly by creating the global edifice for education — an entity that is dedicated exclusively to education. That's what 'Optimizing Talent' is all about."

"Our goal is to have an impact," Nettles says. "We want to be the Red Cross or Red Crescent of global education: well-financed and well-organized; both strategic and effective on the ground; able to work through and on existing policy structures; cognizant of the need to adapt to local conditions and circumstances; aware of whom to recruit and call on in Brazil, Belgium, Bali or Botswana; able to recruit the next generation of education advocates and entrepreneurs; and successful in creating a globally recognized brand."

A practical plan

By 2013, organizers expect to have created a global strategic alliance to promote quality and equity in education for underserved populations. The next conference is scheduled for December and will focus on education through the age of 18. The third will look

at higher education and will be held in the fall of 2012. Through the next two seminars, participants will produce a practical plan, based on educational policies that have been shown to work and on financing that can realistically be expected to be available.

"We recognize that this is a long-term proposition, that a seminar here and there — no matter how well planned — will have limited effect if we don't influence policy throughout the world," he says.

"In today's world, it is imperative for children to attain a high-quality education to be able to function in society, for their communities and countries to continue making progress, and to serve as a vehicle to support intercultural cooperation instead of discord," Nettles says. "It's not just a matter of whether it's fair or not; it's really becoming a necessity for all of us." 🌟

Countries and Regions Represented at Conference

- Africa
- Australia
- Austria
- Brazil
- Canada
- Chile
- China
- Denmark
- France
- Hong Kong
- India
- Kenya
- Malaysia
- Mexico
- Netherlands
- Philippines
- Portugal
- Russian Federation
- Senegal
- Slovak Republic
- South Africa
- Sweden
- Thailand
- United Kingdom
- United States



▲ Attendees at the "Optimizing Talent" conference in Salzburg at a working session.



▲ School girls in Africa benefit from mentors says May Rihani, Senior Vice President at FHI 360.

From Africa to Asia to the Americas, Educators Learn What Works Best

In partnership with the Salzburg Global Seminar (SGS), ETS is working with researchers, policymakers and educators around the world to develop practical measures to close academic achievement gaps and advance social mobility.

As they proceed, educators are mindful that the measures they suggest must be appropriate for the places where they would be implemented.

“Education and mobility gaps differ from country to country, and even from region to region within a country,” says Michael T. Nettles, Senior Vice President of ETS’s Policy Evaluation & Research Center (PERC) and the principal organizer of the ETS–SGS initiative.

“What’s needed and what will work in inner-city Chicago, for example, is going to be

different from what’s needed and what will work in rural China,” he says.

The following case studies, highlighted at last October’s “Optimizing Talent” inaugural meeting in Salzburg (see story on page 3) illustrate the importance of taking local circumstances, cultures and contexts into account when undertaking programs aimed at closing education and mobility gaps.

In China, Girls in a Remote Village Exceed Expectations

In China, the rate of enrollment in compulsory education is 99 percent, but that remaining 1 percent translates to a million illiterate students — mainly girls. He Jin, Senior Program Officer at the Ford Foundation in Beijing, was tasked with trying to increase the participation rates of grade-school students.

He sought to create a model flexible enough for various ethnic groups from other distant villages to adopt. Strategizing with stakeholders, he aimed to instill ownership of the project among the various government

officials, teachers, researchers and community leaders involved.

He began with an ethnic group in a remote, underdeveloped rural area where some families still live a nomadic lifestyle — Mujia Township in Lancang County, Yunnan Province. There, families lack a tradition of conventional education and see little advantage in sending girls to school.

He provided a grant, two-thirds of which was to support a team of anthropologists and researchers who would implement the project and record the results, with the aim of being able to replicate success elsewhere. The remainder of the grant went to teacher salaries, textbooks, lodging and food.

Knowing that parents often keep students home after the first week of school, He helped villagers establish a boarding school with accommodations that would seem stark by Western standards: 44 students share a large room with hay for beds and receive two bowls of rice a day. The village would need to supply everything else, which would increase villagers’ involvement in the project.

Researchers found that once in the dorm, students spent more time on their education than other village children, and within three years they surpassed other students academically. The results dispelled the notion that village children cannot successfully transition from informal to formal education.

He says four key words summarize his effort to make the program viable and keep the Ford Foundation interested in continuing its support: innovation, sustainability, replicability and participation.

Because the model was so affordable, the village government has been able to sustain it, and other remote villages can replicate it. It also has a built-in generational impact: When these girls become mothers, their children will attend school. As an added incentive, the Ford Foundation has continued to support all students from the region who are college bound.

In Africa, mentors matter

Educator May Rihani, of the global development organization [FHI 360](#), frequently visits classrooms in Africa and talks with school children. She likes to ask them what they want to be when they grow up.

Rihani sees a pattern to the responses. Boys immediately raise their hands and express lofty ambitions: doctor, engineer, president, minister. Girls stay mute. Only after much probing do girls concede their aspirations, which are limited to teacher or nurse — worthy professions, but narrow in light of the possibilities.

In part, this is due to the fact that in many African countries, access to secondary education for girls ranges between 7 percent and 27 percent, according to UNESCO's 2010 [Education for All Global Monitoring Report, *Reaching the Marginalized*](#).

On one visit to Uganda, Rihani asked her usual question. A young girl raised her hand and declared: "I want to be a heart surgeon." Rihani was stunned. This was in a remote village in the northern part of Uganda.

On further questioning, the girl said her teacher had given her a book titled *Think Big*,

and then mentioned her mentor and a mentoring program. "My mentor told me that I could be anything I want to be and I want to think big and become a heart surgeon."

The moral of the story, Rihani said, is that teachers, mentors, principals and leaders have a big role to play: they can transform schools — and change students' lives — in even the poorest areas of the world.

"There are so many benefits to girls' education that are not just returns for her but returns for the family and the society," Rihani told conference participants. "That social benefit does not come out of the boys' education."

She cited [World Bank](#) research in 42 countries showing that secondary education for girls brought a 10 percent to 20 percent return on investment, compared with 5 percent to 15 percent on boys' education.

But the biggest payoffs come only when girls are able to complete secondary education. "With secondary education, young adolescent girls can become agents of change for their societies," she said. They marry later, domestic violence declines, infant mortality decreases, poverty diminishes and opportunities for employment improve.

Reaching rural Mexico

In Mexico, an individual born in the bottom economic quintile has no better than a 4 percent chance of moving into the top quintile. By comparison, the prospects are 8 percent in the United States and 12 percent and 14 percent in Norway and Denmark.

Poor prospects invite migration. People move not only to burgeoning cities; in the hunt for even a small parcel of land, Mexicans are increasingly relocating to villages with fewer than 100 inhabitants. The challenge to the education system is how to reach the growing number of children living in these very small villages.

"Poor children attend poor schools staffed with few economic resources," says Professor Felipe Martinez Rizo of the [Universidad Autónoma de Aguascalientes](#). "And not surprisingly, they have poor results."

In such small villages, one-room schools, called *multigrado*, have been established with support from local youth instructors who have completed only middle or high school. Out of a total 98,000 primary schools in Mexico, 43,000 are *multigrado*. In addition, in 1968 Mexico developed what it calls "TV junior high schools," or *Telesecundarias*, which offer middle school opportunities to children living in very small rural communities of less than 500. There are now more than 17,000 such schools with a total of 1.3 million students.

The model combines distance TV lessons and materials distributed by the Education Ministry. The program relies on younger, less well-trained instructors because of the reluctance of experienced teachers to work in such remote places. But assessments confirm that the achievement of students in *multigrado* and *Telesecundarias* is far below that of students in other Mexican primary and middle schools.

Encouraging self-learning

To improve instruction in *Telesecundarias*, the Ministry is supporting a Program for the Improvement of Education Achievement (*Programa para el Mejoramiento del Logro Educativo*).

Based on an older program for postprimary students, it uses independent learning, which eschews the distinction between students and teachers. Instead, students are encouraged to learn by themselves and even to become tutors to fellow students who may be having more difficulty learning.

The students enrolled in participating schools achieved surprising results in the census-based national assessments that started in 2006. For that reason, the Ministry of Education selected the program to be applied in some 3,000 schools, with 1,000 tutors working with the support of some 400 leaders. The plan is to cover more than 30,000 of Mexico's lowest-performing schools in all federal states — and raise the achievement of these children. 🌟



▲ Participants at ETS's Achievement Gaps Symposium "A Strong Start: Positioning Young Boys For Educational Success," included, left to right, Shawn Dove, Campaign Manager of the Open Society Foundations' Campaign for Black Male Achievement; Marian Wright Edelman, President of the Children's Defense Fund; Michael T. Nettles, Senior Vice President of the Policy Evaluation & Research Center at ETS; and Charlie Nelms, Chancellor of North Carolina Central University.

Education: The Great Equalizer

It was an electrifying moment: Marian Wright Edelman, the iconic advocate for America's underserved children, was addressing a Washington, D.C., conference on how to improve the prospects of African-American boys, 80 percent of whom she said cannot read or compute proficiently in the fourth, eighth and 12th grades.

Edelman decried the "toxic cocktail of poverty and illiteracy and racial disparities . . . sentencing millions of our Black boys and children to dead-end and hopeless lives."

"Where is our voice? Where is our common sense?" she asked. "We need to stop the abandonment of our children."

Edelman's message resonates strongly at ETS, which was founded in 1947 to create educational opportunity for all students regardless of their backgrounds. In fact, ETS sponsored the conference, "[A Strong Start: Positioning Young Black Boys for Educational Success](#)," and co-convened it with the Washington, D.C.-based [Children's Defense Fund](#), which Edelman heads.

Best known for developing and administering assessments such as the [GRE](#)® tests, the [TOEFL](#)® and [TOEIC](#)® English-language tests and the [College Board's SAT](#)® and [AP](#)® tests, ETS has devoted substantial resources in recent years to examining the causes and consequences of academic achievement gaps.

"Even in democratic, pluralistic societies, family background can shape one's lifelong prospects," says ETS President and CEO Kurt M. Landgraf. "Wealth, race, gender, family background — these things matter."

"But education is the great equalizer," Landgraf says. "Learning is the most powerful tool by which individuals from the most humble or deprived of backgrounds can create opportunities for themselves, their families and their communities. When that happens, we all benefit."

Committed to the cause

The "Strong Start" conference was the 15th in ETS's ongoing series of "Addressing Achievement Gaps" symposia. Begun in 2003, the series creates a forum for university leaders, business and foundation executives, scholars, researchers, policy-makers and practitioners to examine the links between academic achievement and student background, and to discuss ways to narrow gaps.

"The symposium series grew out of a meeting in 2003 of 10 prominent researchers who were colleagues and friends gathering to design a study focusing on the academic achievement of particular population groups in the United States," says Michael T. Nettles, Senior Vice President of ETS's Policy Evaluation & Research Center (PERC), which organizes the "Addressing Achievement Gaps" series.

“We thought that if these leading scholars, researchers and thinkers were willing to travel to ETS to discuss challenging issues that affect the nation, perhaps we should open the dialogue to more people.”

Over the past eight years, symposia have examined:

- the family as an educational institution
- school funding
- English-language learners
- adult learners
- women and girls in school and work
- high-achieving minority students
- preparing students with learning disabilities for college
- state assessments

Underlying the series is ETS’s education policy research, much of which PERC and its [Policy Information Center](#) conduct. The Center’s 2002 report [Parsing the Achievement Gap](#) and a 2009 follow-up study highlighted the correlations among academic performance and factors related to student background, including birth weight, family stability and teacher quality.

The smallest school

A 2007 study, [America’s Perfect Storm](#), warned that disparities in education and skill levels, along with widening wage gaps and sweeping demographic shifts, are converging and combining, and imperiling America’s competitiveness, prosperity and democracy.

More recently, [The Family: America’s Smallest School](#) outlined the home-life conditions that affect children’s cognitive development and school achievement, and how gaps that begin early persist throughout life. The report included a preface by Marc H. Morial, President of the [National Urban League](#), who also addressed a subsequent achievement gap symposium on the topic.

College-level collaborations

ETS has also worked closely with America’s Historically Black Colleges and Universities (HBCUs) to address gaps. The collabora-

tion has focused on strengthening HBCUs’ teacher-education programs. The [SITES-M](#) initiative — Strengthening Instruction in Tennessee Elementary Schools: Focus on Mathematics — is part of that collaboration.

Developed in 2008 at the behest of the Tennessee Black Caucus of State Legislators, SITES-M aims to strengthen K–4 math instruction. It provides research-based professional development to HBCU faculty, K–4 teachers, and preservice teachers. It includes Saturday math workshops, innovative mathematics-centered learning communities, Framework Observation training, tri-weekly math challenges for students, and conventional measurement of pupils’ learning and teacher effectiveness.

Each year, SITES-M convenes an intensive, two-week summer institute to improve math instruction in Tennessee. A record 300 teachers, principals, faculty and university officials from across the state attended this year’s institute.

“At its heart, this institute and the larger SITES-M project are about putting stronger teachers in our classrooms,” says ETS’s Nettles.

The way forward

SITES-M points the way toward ETS’s future achievement gap work. Whereas the non-profit company has conducted landmark research on the causes and consequences of achievement gaps, CEO Landgraf wants ETS to move from examining gaps to identifying ways to narrow them.

“To do that, we need to be in the school building, working with teachers, administrators and students,” Landgraf says. “We have expertise in professional practice and development, and insight into student learning and performance. We want to use that expertise to improve the performance of all students.”

Toward that, ETS is collaborating with Communities In Schools of New Jersey on a [Children’s Defense Fund Freedom Schools®](#) program in Newark, New Jersey. *CDF Freedom Schools* provide summer and after-school enrichment to underserved

students. The goals are to improve literacy, self-esteem and attitudes toward learning.

CDF Freedom Schools employ a curriculum built around five core components:

- high-quality academic enrichment
- parent and family involvement
- social action and civic engagement
- intergenerational servant leadership development
- nutrition and mental health

Unique, but not alone

The *CDF Freedom Schools* program in Newark is unique in that it is designed specifically for Black boys in grades three through eight, but with a focus on grades three through five.

It is unique but not alone. The Communities In Schools network in New Jersey started as a single project at Central High School in Newark 21 years ago. It served more than 7,000 children in eight school districts last year.

“Our nation cannot afford to squander the vast potential of yet another generation of children,” says Nettles, “and we are presenting new ideas and strategies that offer greater promise of success.” ✨



“We need to stop the abandonment of our children”

Marian Wright Edelman, President,
Children’s Defense Fund



TOEFL® Junior™: Measuring Middle Schoolers' English-Language Skills



Students in Rio de Janeiro's municipal schools are required to begin learning English in grade one.

In Taiwan, English is compulsory from grades three to nine.

Schools in some of Spain's autonomous regions introduce English language learning at the age of 3.

In Poland, where 91 percent of students already speak English, demand for English-language skills continues to rise thanks to integration with the European Union, where English is the common language.

If there was any doubt that English is the *lingua franca* of global commerce, education and travel, facts like these should settle the question.

Early learning

In fact, the stronger the trend toward globalization, the more firm the consensus that English is the global language of opportunity, and that the earlier it is taught, the better.

"With instruction beginning at earlier ages, mastering English expands students' access to a range of educational, personal and

professional opportunities," says Philip Tabbiner, Senior Vice President for Business Innovation and Growth at ETS.

"That's especially true for non-English speaking students who wish to attend schools in English-dominant countries such as the United States, Canada and the United Kingdom or international schools in non-English-dominant countries."

History and culture

Of the 6,912 living languages in the world, Mandarin Chinese ranks as the most widely spoken native language, followed by Hindi and Spanish.

But for historical and cultural reasons dating to the influence of the British Empire and the Industrial Revolution, English emerged as the most widely spoken second language. Culture and commerce have solidified its position since.

Today, some 600 million people speak English as their second language, or 200 million more than those who speak English



as their native language. English is also the most widely published language. More than 90 percent of websites throughout the world are created in English, according to estimates.

Recent trends in the global economy have been consolidating the importance of English-language skills.

A basic skill

"An individual's success in the global economy almost requires an ability to find, comprehend and use information and information technologies and to do so in English," Tabbiner says. "The ability to communicate in English is now considered a basic skill."

Against that backdrop, it is not surprising that English is the most widely studied foreign language throughout the world. It is a circumstance that is placing rising demands on school administrators to provide qualified English-language teachers and to ensure that students are learning.

The TOEFL® Junior™ test

The *TOEFL Junior* test is designed to measure the degree to which middle school

students have attained English-language proficiency representative of English-medium instructional environments.

"But imagine you're the head of school, principal or teacher of non-English-speaking middle school students learning English," says Amy Cellini, Product Manager for the *TOEFL Junior* test. "You want to be able to assess both academic and social English-language proficiencies to support instruction and placement."

"That is why we developed the *TOEFL Junior* test," Cellini says. "We designed the test for middle school students around the world who are learning English in communities in which English is not the dominant language."

Low-stakes assessment

Unlike the *TOEFL*® test, the *TOEFL Junior* test is a low-stakes assessment that is used to measure progress over time and to help support the placement of students once they are admitted into English-speaking instructional environments.

The first administration of the *TOEFL Junior* test took place in October 2010 in South Korea. Brazil, Vietnam and Japan have also adopted the assessment, and other countries around the world will follow.

The *TOEFL Junior* paper-based test consists of three sections:

- Listening Comprehension tests the ability to listen for basic, interpersonal purposes; instructional purposes; and academic purposes.
- Language Form and Meaning tests the ability to demonstrate grammar and vocabulary proficiency in context.
- Reading Comprehension tests the ability to read and comprehend academic and nonacademic texts.

The test is not based on a specific curriculum, and scores should be complemented with appropriate information about student speaking and writing proficiency. There is no

direct link between *TOEFL Junior* scores and *TOEFL iBT*® test scores. Neither is the *TOEFL Junior* test intended to predict future performance on a college admissions test.

Lexile links

ETS has joined with *MetaMetrics*®, creator of the *Lexile*® Framework for Reading, to link Reading section scores from the *TOEFL Junior* test with Lexile measures to assess both an individual's reading ability and the difficulty of text on the same developmental scale.

TOEFL Junior score reports will come with the Reading section score matched with a Lexile measure and a link to the new multilingual website www.lexile.com/toefljunior.

Students, parents and teachers can use this website to access more information on Lexile measures and search for books and build custom reading lists based on the student's ability and interests. The website is available in English and Korean, with more language options to be added.

"Linking a *TOEFL Junior* Reading section score with a Lexile measure helps students practice reading more effectively to improve their skills and better prepare them for advanced learning," says Malbert Smith III, President and co-founder of *MetaMetrics*.

Book learning

A book search on the *TOEFL Junior* site simplifies the process of matching students with books that can help them strengthen their English reading skills and achieve their goals. "Having access to books matched to their *TOEFL Junior* Reading score/Lexile measure is like having an electronic library at their fingertips," says Tony Ostrander, Director of *TOEFL* Product Management at ETS.

ETS is developing a four-skills, computer-based version of the *TOEFL Junior* test that will include listening, reading, speaking and writing measures. ✨





ETS Innovations brings you news,
insight and information on educational
assessment in the United States and
around the world, from research and
test design, administration, scoring and
reporting, to test use in and out
of the classroom.



ETS Reports and Publications



The Mission of the High School: A New Consensus of the Purposes of Public Education? (Paul E. Barton and Richard J. Coley, 2011) – This report provides a perspective on a variety of issues that need to be addressed as the mission of the high school is transformed to prepare all students for college and careers. <http://www.ets.org/Media/Research/pdf/PIC-MISSION.pdf>



Optimizing Talent: Closing Educational and Social Mobility Gaps Worldwide – This issue of *ETS Policy Notes* provides highlights from the first of three international conferences on education and social mobility co-sponsored by ETS and the Salzburg Global Seminar. <http://www.ets.org/Media/Research/pdf/PICPN192.pdf>



Addressing Achievement Gaps Symposium, "A Strong Start: Positioning Young Black Boys for Educational Success, A Statistical Profile" – This statistical profile provides a snapshot of the rugged terrain many Black boys traverse during the course of their lives. http://www.ets.org/s/sponsored_events/pdf/16818_BlackMale_trifold3_WEB.pdf

These and other ETS publications are available online at <http://www.ets.org/research>.