

Paper-based iTEP Academic Exam Users' Guide



**International Test
of English Proficiency**



Table of Contents

I. GENERAL INTRODUCTION TO ITEP.....	3
A. ITEP EXAMS.....	3
B. ITEP EXAM ADVANTAGES	4
II. FAQ - FREQUENTLY ASKED QUESTIONS ABOUT ITEP	5
III. THE PAPER-BASED ITEP ACADEMIC EXAM	8
A. GENERAL INFORMATION.....	8
B. TEST LENGTH.....	8
C. TEST STRUCTURE	8
D. TEST CONTENT	8
1. Reading – 20 minutes	9
2. Listening – 20 minutes	9
3. Grammar (Structure) – 10 minutes	9
E. DELIVERY METHOD.....	10
F. TIMING MECHANISM.....	10
G. SCORING/GRADING	10
1. The Seven Levels.....	11
I. ITEP ENGLISH ABILITY GUIDE	11
IV. WHAT TO EXPECT ON THE DAY OF THE TEST	13
A. PRE-TEST INSTRUCTIONS.....	13
B. USEFUL TIPS	14
C. REGISTRATION	14
D. ANSWER SHEET.....	16
E. TERMS AND CONDITIONS	18
V. PAPER-BASED ITEP ACADEMIC - GENERAL DIRECTIONS	18
A. READING – 20 MINUTES – DIRECTIONS	19
1. Reading Part 1 – Directions	20
1a. Reading Part 1 – Example a.....	21
1b. Reading Part 1 – Example b.....	22
2. Reading Part 2 – Directions	23
2a. Reading Part 2A – Example	24
2b. Reading Part 2B – Example	25
2c. Reading Part 2C – Example	26
B. LISTENING – 20 MINUTES – DIRECTIONS	27

1. Listening Part 1 – Directions	28
1a. Listening Part 1 – Example Script	29
1b. Listening Part 1 – Example Question	30
2. Listening Part 2 – Directions	31
2a. Listening Part 2 – Example Script	32
2b. Listening Part 2 – Example Question	34
3. Listening Part 3 – Directions	35
3a. Listening Part 3 – Example Script	36
3b. Listening Part 3 – Example Question	38
C. GRAMMAR – 10 MINUTES – DIRECTIONS	39
1. Grammar Part 1 – Directions	40
1a. Grammar Part 1 – Example	41
2. Grammar Part 2 – Directions	42
2a. Grammar Part 2 – Example	43



I. GENERAL INTRODUCTION TO iTEP

The International Test of English Proficiency, iTEP, is an innovative, Internet-based general-purpose English assessment tool developed by Boston Educational Services. The primary function of iTEP is to assess the English language proficiency of learners of English as a Second Language. iTEP is utilized by academic institutions, businesses, and government agencies for admission and placement, student and course progress assessment, job hire and promotion decisions, and eligibility for scholarship and exchange programs.

Boston Educational Services introduced iTEP in several countries in June, 2009, and currently has representatives in many key countries, with more than 60 Certified iTEP Test Centers worldwide. An up to date list of Certified iTEP Test Centers is available at www.iTEPexam.com. An iTEP exam can be administered on-demand within three days of contacting one of our Certified iTEP Test Centers.

There are three available versions of the iTEP exams: iTEP Academic, iTEP Business, and the high school English proficiency exam, SLATE (Secondary Level Assessment Test of English). All three exams have the same basic structure, standardized scoring rubrics, and administration procedures. Each of these three exams has two versions as described below.

A. iTEP Exams

iTEP Academic : Features content, settings, and vocabulary typically encountered within educational institutions.

- **iTEP Academic** assesses Reading, Listening, and Grammar skills and is 40 minutes in length, with an additional 10 minutes for pre-test preparation.
- **iTEP Academic-Plus** assesses Reading, Listening, Grammar, Writing, and Speaking skills and is 80 minutes in length, with an additional 10 minutes for pre-test preparation.

iTEP Business: Features content, settings, and vocabulary representative of the world of business, commerce, and industry.

- **iTEP Business** assesses Reading, Listening, and Grammar skills and is 40 minutes in length, with an additional 10 minutes for pre-test preparation.
- **iTEP Business-Plus** assesses Reading, Listening, Grammar, Writing, and Speaking skills and is 80 minutes in length, with an additional 10 minutes for pre-test preparation.

SLATE: Features content, settings, and vocabulary that is age and context appropriate for high school students, junior high school students, and younger.

- **SLATE** assesses Reading, Listening, and Grammar skills and is 40 minutes in length, with an additional 10 minutes for pre-test preparation.
- **SLATE-Plus** assesses Reading, Listening, Grammar, Writing, and Speaking skills and is 80 minutes in length, with an additional 10 minutes for pre-test preparation.

B. iTEP Exam Advantages

- An intuitive, easy-to-use computer interface
- On-demand Internet delivery provides maximum scheduling flexibility
- iTEP can evaluate all skills: Reading (20 min.), Listening (20 min.), Writing (25 min.), Speaking (5 min.), and Grammar (10 min.)
- A user-friendly, 1-page score report for each examinee's results
- Innovative question types
- The Writing and Speaking Sections require actual writing and speaking
- Native English speaking ESL-trained professionals grade the Writing and Speaking parts
- Test results for iTEP Academic , iTEP Business, and SLATE, are available immediately after test administration
- Test results for the iTEP Academic -Plus, iTEP Business-Plus, and SLATE-Plus, which include the Writing and Speaking components, are available within 5 business days after test administration
- iTEP is affordably priced

II. FAQ - FREQUENTLY ASKED QUESTIONS ABOUT iTEP

1. What are the main differences between iTEP and the other tests on the market?

- iTEP is a comprehensive, Internet-based exam that takes 50 to 90 minutes to administer, depending on the exam version.
- iTEP's flexibility means it can be administered on-demand anywhere in the world at a secure location.
- iTEP's immediate result delivery (or 5 business days for longer versions) and its affordability set it apart from all other tests on the market.

2. What skills does iTEP assess?

iTEP evaluates proficiency in Reading, Listening, Grammar, Writing, and Speaking. In the Writing and Speaking Sections, examinees produce actual writing and speaking samples.

3. How long are the iTEP exams?

iTEP Academic, iTEP Business, and SLATE each take 40 minutes to complete. An additional 10 minutes are allocated for the iTEP administrator to set-up and to provide pre-test instructions. These exam versions include three sections – Reading, Listening, and Grammar.

iTEP Academic -Plus, iTEP Business-Plus, and SLATE-Plus each take 80 minutes to complete. An additional 10 minutes are allocated for the iTEP administrator to set-up and to provide pre-test instructions. These exam versions include five sections – Reading, Listening, Grammar, Writing, and Speaking.

4. How is the iTEP exam scored?

The Reading, Listening, and Grammar Sections are scored automatically by our software. The Writing and Speaking samples are evaluated by native English speaking ESL-trained professionals according to a standardized scoring rubric. Each test section is weighted equally. There is no penalty in the multiple-choice sections for guessing or incorrect answers.

5. In what form are test results provided?

The Official iTEP Score Report shows the examinee's Overall Level (from 0-Beginning to 6-Advanced), as well as levels attained on each individual section (Reading, Writing, Listening, Speaking, Grammar). Results are presented in both table and graphical formats.

6. How are iTEP's levels interpreted?

iTEP levels range from 0 (Beginning) to 6 (Advanced) and are expressed in .5 increments (e.g. 2.5, 3.0, 3.5, etc.). Please refer to the [iTEP Ability Guide](#) on page 13 of this Users' Guide to see, at a glance, how well an individual can use English to communicate in the "real world", according to each of iTEP's seven levels.

7. Who decides what level of iTEP should be accepted at an institution?

Each institution is responsible for deciding what level of iTEP to use for their program. Most institutions, however, choose from level 4 (High Intermediate) to level 6 (Advanced).

8. Where is the test administered?

Individuals who take iTEP for application to U.S. colleges or universities must take the exam at one of our Certified iTEP Test Centers. However, organizations or individuals who wish to take iTEP to determine English language proficiency may contact our representative(s) in their country. If you wish to take iTEP in a country where we do not yet have a representative, please contact us directly.

9. How does iTEP ensure test security?

The security conditions under which the iTEP is administered are of utmost importance to Boston Educational Services. Whether iTEP is administered at one of our Certified iTEP Test Centers or at a facility approved by one of our representatives, we ensure that the test is proctored at all times and that all the requirements stated in the [iTEP Test Security Protocol](#) are met.

10. How much does the test cost for international students applying to a U.S. college or university?

The test costs \$75.00 for all prospective U.S. college or university students who take the test at one of the Certified iTEP Test Centers worldwide.

11. How much does the test cost for non-U.S. college applicants?

The price of the iTEP varies around the world. Please contact our representative in your country. If you wish to take iTEP in a country where we do not yet have a representative, please contact us directly.

12. Is the iTEP only used by colleges and universities?

No. The iTEP Academic exams are also used by English language programs and other institutions interested in an academically-oriented test of English. The iTEP Business exams are used by businesses, governments, and non-governmental organizations interested in a business-oriented English assessment tool. The SLATE exams are used by high schools, junior high schools, and boarding schools interested in an English proficiency exam with age-appropriate content.

13. What is the difference between the iTEP Academic and iTEP Business exams?

The iTEP Academic exams are used by institutions interested in a test of English proficiency that utilizes settings, content, and vocabulary found in an educational environment. The iTEP Business exams are used by businesses and organizations interested in a test of English proficiency that employs situations and terminology characteristic of the workplace.

14. In which countries does the iTEP have official representatives?

Please visit our website for the most up to date listing: www.iTEPexam.com.

15. Is a paper version of the iTEP available?

Yes. There is a paper version of iTEP available in countries where iTEP is represented. If for some reason your organization is unable to use the Internet version of the test, the paper version is an alternative. The paper version of the iTEP only includes the three multiple-choice sections of the test: Reading, Listening, and Grammar. It will not include the Writing and Speaking sections.

16. How do I prepare for the iTEP exams?

You can learn more about iTEP by reviewing this Users' Guide, viewing the sample test content on our website, and studying English in general. Some helpful mediums for studying English in general are books, newspapers, the internet, and listening to radio and television shows in original English language.

17. How do I find a Certified iTEP Test Center?

A drop-down menu on our website at www.iTEPexam.com/testcenter provides access to a list of Certified iTEP Test Centers worldwide. Typically, an iTEP Test Center can arrange for your individual iTEP test administration within three business days from your date of contact. If you wish to take iTEP in a country where we do not yet have a representative or Test Center, please contact us directly.

III. THE PAPER-BASED iTEP ACADEMIC EXAM

This iTEP Users' Guide is designed to help examinees prepare for taking the Paper-based iTEP Academic exam. This guide is also useful to Administrators and others, including English language instructors and educational advisors, who may assist examinees with preparation for taking the Paper-based iTEP Academic exam. The Paper-based iTEP Academic exam will determine an overall proficiency level of English Language learners from 0 (Beginner) to 6 (Advanced), as well as individual proficiency levels from 0 to 6 for each of the three skills tested: Reading, Listening, Grammar.

A. General Information

- The Reading, Listening, and Grammar sections consist of multiple-choice questions.
- Examinees should try to answer all questions to the best of their ability. There is no added penalty for a wrong answer.
- Each section of iTEP starts with instructions for that section. Typically the questions for Part 1 of each section are less challenging than questions for Parts 2 or 3.

B. Test Length

Total test time for the Paper-based iTEP Academic is 60 minutes, including 10 minutes for test preparation.

C. Test Structure

The exam consists of a short "preliminary" section and the test content itself. The preliminary section is conducted by the test administrator and provides the test-takers with a brief overview of the test and guidelines for registration and completing the iTEP Answer Sheet.

D. Test Content

The Paper-based iTEP Academic exam has three sections – Reading, Listening, & Grammar – presented in the order listed below. Please note that in each section, examinees will encounter content and questions targeted at varying levels of proficiency.

SECTION	FORMAT	NUMBER AND TYPE OF QUESTIONS	TIME
Reading 2 Parts	250-word passage	4 Multiple-Choice	20 Minutes
	450-word passage	6 Multiple-Choice	
Listening 3 Parts	4 short conversations	4 Multiple-Choice	20 Minutes
	One 2-3 minute conversation	4 Multiple-Choice	
	One 4-minute lecture	6 Multiple-Choice	
Grammar 2 Parts	Complete the sentences	12 Questions	10 Minutes
	Identify <u>incorrect</u> phrase or word	13 Questions	
	Listen to two (2) sides of a topic	Prepare and speak your opinion	

1. Reading – 20 minutes/2 parts

Part 1: One intermediate-level passage about 250 words in length followed by 4 multiple-choice questions

Part 2: One college-level paragraph about 450 words in length followed by 6 multiple-choice questions

2. Listening – 20 minutes/3 parts

Part 1: Four high-beginning to low-intermediate-level conversations of 2-3 sentences, each followed by 1 multiple-choice question

Part 2: One 2- to 3-minute intermediate-level conversation followed by 4 multiple-choice questions

Part 3: One 4-minute college-level lecture followed by 6 multiple-choice questions

3. Grammar (Structure) – 10 minutes/1 part

This section is comprised of twenty-five multiple-choice questions, each of which tests the examinee's familiarity with a key feature of English structure. This section includes a range of structures from simple to more complex, as well as a range of vocabulary from beginning to advanced. There are two question types, each with on-screen examples.

E. Delivery Method

The Paper-based iTEP Academic exam is delivered using pre-designed iTEP OMR (bubble format) Answer Sheets and test booklets. The test must be administered at a secure location or a Certified iTEP Test Center.

- Reading, Listening, and Grammar sections: Examinee selects one of the four answer choices for each question

F. Timing Mechanism

Each section has a fixed time allotted to it.

- Reading and Grammar sections: Examinees are free to use any extra time to review and, if they wish, revise their answers
- Listening section: Review is not possible since the dialogues play only once

The directions are displayed at the beginning of each section. The examinee is allowed to return to the beginning of a given section to review the directions at any time during the test.

G. Scoring/Grading

The test will determine an overall proficiency level from 0 (Beginner) to 6 (Advanced), as well as individual proficiency levels from 0 to 6 for each of the three skills tested. In addition to the seven primary levels, an examinee's Overall Level score will be expressed in half-levels (2.5, 3.5, etc.) if the Overall score falls between two primary levels.

- The Reading, Listening, and Grammar sections are scored automatically by iTEP software, which generates both an index score and a corresponding iTEP level (0-6).
- Each test section is weighed equally. There is no penalty for guessing or incorrect answers.
- The Official Score Report presents an individual's scoring information in both tabular and graphical formats. The graphical format, referred to as the Skill Profile, is particularly useful for displaying an examinee's strengths and weaknesses in each of the skills evaluated by the test.

The Seven Levels

The seven proficiency levels identified by the test may be expressed briefly as follows:

- Level 0: Beginning
- Level 1: Elementary
- Level 2: Low Intermediate
- Level 3: Intermediate
- Level 4: High Intermediate
- Level 5: Low Advanced
- Level 6: Advanced

H. iTEP English Ability Guide

Use the table on the following page to see at a glance how well an individual can use English to communicate in the "real world" at each of iTEP's seven levels. See next page.





International Test
of English Proficiency

iTEP Ability Guide-Academic

Use this table to see at a glance how well an individual can use English to communicate in the "real world" at each of iTEP's seven levels.

LEVEL	READING	WRITING	LISTENING	SPEAKING
6	<ul style="list-style-type: none"> Comprehends virtually all aspects of a wide variety of academic material written for non-specialists Reads at near-native speed Rarely requires use of a dictionary 	<ul style="list-style-type: none"> Writes complex documents such as research reports using appropriate style and vocabulary Grammar is at near-native level Expresses complex relationships between ideas 	<ul style="list-style-type: none"> Comprehends overall meaning and virtually all details of lectures on diverse topics Understands English spoken in a variety of non-native accents 	<ul style="list-style-type: none"> Communicates accurately and effectively on practically all academic and social topics in culturally appropriate ways Pronunciation is close to that of native speakers
5	<ul style="list-style-type: none"> Understands main ideas and most of the details of academic texts, journal articles, abstracts Requires some extra reading time and occasional use of dictionary 	<ul style="list-style-type: none"> Satisfies demands of most general academic tasks with occasional grammar and style mistakes Vocabulary is strong in specialty Exhibits fairly good organization, development 	<ul style="list-style-type: none"> Grasps main ideas and the majority of supporting details from academic lectures, especially those on familiar topics Is challenged by complex social and cultural references 	<ul style="list-style-type: none"> Expresses moderately complex ideas Some errors in grammar, word choice, and cultural appropriateness Pronunciation demands only slight extra effort from listeners
4	<ul style="list-style-type: none"> Gathers most main ideas from textbooks and articles, but has uneven grasp of details Misinterprets some abstract content and cultural references Proceeds slowly, and with effort 	<ul style="list-style-type: none"> Writes reasonably coherent essays on familiar topics, but with noticeable grammatical weaknesses Vocabulary frequently lacks precision and sophistication Little grasp of stylistic features 	<ul style="list-style-type: none"> Understands main ideas from academic lectures and discussions, but misses significant details Occasionally needs to ask for repetition or clarification 	<ul style="list-style-type: none"> Begins to express abstract concepts, especially on familiar topics Fluency is hampered by gaps in vocabulary, grammar Is sometimes asked to repeat words or phrases
3	<ul style="list-style-type: none"> Grasps the gist of material on familiar subjects, and identifies some significant details Follows step-by-step instructions in exams, labs, assignments Limited vocabulary impedes speed 	<ul style="list-style-type: none"> Communicates basic ideas, but with weak organizational structure and grammatical mistakes that hinder understanding Limited vocabulary results in repetitive style and simple sentences 	<ul style="list-style-type: none"> Grasps general outline of topics discussed in an academic setting, but unfamiliarity with complex structures and higher-level vocabulary leaves major gaps in understanding 	<ul style="list-style-type: none"> Manages day-to-day communications with peers and instructors, though marked by frequent grammar and vocabulary errors Pronunciation requires significant effort from listeners
2	<ul style="list-style-type: none"> Understands simplified material Major vocabulary gaps lead to frequent inaccurate or incomplete comprehension, and slow pace Attempts word-for-word translation using dictionary 	<ul style="list-style-type: none"> Uses only basic vocabulary and simple grammatical structures Considerable effort required by the reader to identify intended meaning 	<ul style="list-style-type: none"> Understands very basic exchanges when spoken slowly using simple vocabulary Relies heavily on non-verbal cues and repetition 	<ul style="list-style-type: none"> Generates simple questions, greetings, expressions of needs, and preferences Pronunciation often obscures meaning
1	<ul style="list-style-type: none"> Comprehends only highly simplified phrases or sentences 	<ul style="list-style-type: none"> Writes only short, simple sentences, often characterized by errors that obscure meaning 	<ul style="list-style-type: none"> Understands simple greetings, statements, and questions when spoken with extra clarity 	<ul style="list-style-type: none"> Communicates with single words, short phrases at "survival" level Intense listener effort required
0	<ul style="list-style-type: none"> Recognizes the alphabet and isolated words 	<ul style="list-style-type: none"> Produces isolated words and phrases 	<ul style="list-style-type: none"> Understands a few isolated words or phrases spoken slowly 	<ul style="list-style-type: none"> Produces a few, isolated words and phrases Pronunciation mostly unintelligible

Abilities described are for the typical test-taker. The International Test of English Proficiency is developed by Boston Educational Services. Please visit us on the web at www.iTEPexam.com

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IV. WHAT TO EXPECT ON THE DAY OF THE TEST

Examinees should arrive a few minutes before the scheduled test time, as instructed by the Test Center when the test is scheduled.

1. The examinee must present the test Administrator with a government-issued picture ID. The ID presented must coincide with the identification information provided on the examinee's registration form.
2. Reference materials, tools, and other personal items (e.g. dictionaries, mobile phones, audio recording devices, PDAs, notebooks, etc.) are not permitted in the room during the test.
3. Smoking, eating, and drinking are not permitted during the test.
4. Examinees will be seated at desks, sometimes separated by partitions.
5. During the testing process, examinees may only have two items on their desks: a pencil and one sheet of paper for note-taking in the Listening Section. All notepaper will be collected at the end of the test and destroyed by the Administrator. The notes will not be graded.
6. During the testing process, one or more test Administrators will be in the room at all times.
7. The iTEP Administrator reserves the right to dismiss an examinee from the test or to void test results, if the examinee violates any of the above conditions or fails to follow the Administrator's instructions during the test.

A. Pre-Test Instructions

Prior to the exam, the test Administrator will review the following:

1. The test preliminaries, the three test content sections, and how long each individual section will take. Remember that each section has some easier questions and some more difficult questions, and that you should try to answer all questions to the best of your ability – there is no added penalty for a wrong answer.
2. In the Reading and Grammar Sections examinees may review and change any of their answers, as long as there is time remaining in the section. However, examinees may not go back to review their answers in the Listening section, as the audio for each part of the Listening section will be played once.
3. While there should be plenty of time to read the directions before each section, examinees may go back to the beginning of each section to review the directions at any point during the exam.

4. All three sections of the test will be graded by iTEP software. You will receive a Level score for each section, as well as an Overall Level score between 0 (Beginning) and 6 (Advanced). Your scores for the Paper-based iTEP Academic are available soon after the test administration. Please check with your test administrator for more information.
5. Before starting the exam, you will be allowed several minutes to ask any questions you may have regarding the test. If you have technical difficulties during the test, the test Administrator may assist you. However, the test Administrator will not answer questions regarding test directions or content, once the Test Preliminaries Section is completed and the test itself begins.

B. Useful Tips

Examinees are allowed to take another look at the directions at any point during the exam by going back to the beginning of each section.

The test administrator will notify the examinees 10 minutes before the time is finished for each section. Examinees must pay attention to the time given to them especially in the Reading and the Grammar sections and dedicate the appropriate amount of time to each question.

In the Reading and Grammar Sections, examinees may review and change their answers, as long as there is time remaining in the section.

In the Listening section examinees may take notes. Examinees must have their names and ID numbers on the notepaper. All notes will be turned in to the test Administrator at the end of the exam.

C. Registration

Complete the brief registration form (see next page), and follow the instructions below:

1. Make solid marks using a No. 2 pencil and fill in the ovals completely.
2. Do not make any stray marks on the Registration page.
3. Erase completely any marks you wish to change.

D. Answer Sheet

Use the Answer Sheet given to you by the administrator to respond to the multiple-choice questions (see next page). Be sure to follow the instructions below while answering the questions:

1. Use a No. 2 pencil only.
2. Do not use ink, ballpoint, or felt tip pens.
3. Make solid marks that fill the bubbles completely.
4. Erase cleanly any marks you wish to change.
5. Make no stray marks on this form.

You must fill in **ONLY** one bubble for each question.

NOTE: For question number 10 in Reading Part 2, you must fill in 3 bubbles simultaneously. For more information, please refer to “Reading Part 2C Example” on page 26.





**International Test
of English Proficiency**

Answer Sheet

Instructions	
<ul style="list-style-type: none"> • Use a No. 2 pencil only. • Do not use ink, ballpoint, or felt tip pens. • Make solid marks that fill the bubble completely. • Erase clearly any marks you wish to change. • Make no stray marks on this form. 	<p>CORRECT: ○ ○ ● ○</p> <p>WRONG: <input checked="" type="checkbox"/> ○ ○ ○ ○</p> <p>WRONG: ○ ○ ● ○</p>

Reading Part 1	Reading Part 2
1 (A) (B) (C) (D) 2 (A) (B) (C) (D) 3 (A) (B) (C) (D) 4 (A) (B) (C) (D)	5 (A) (B) (C) (D) 9 (A) (B) (C) (D) 6 (A) (B) (C) (D) 7 (A) (B) (C) (D) IMPORTANT: For Question 8 (A) (B) (C) (D) Number 10 only, you must fill in three (3) answer choices. 10 (A) (B) (C) (D) (E) (F)

Listening Part 1	Listening Part 2	Listening Part 3
1 (A) (B) (C) (D) 2 (A) (B) (C) (D) 3 (A) (B) (C) (D) 4 (A) (B) (C) (D)	5 (A) (B) (C) (D) 6 (A) (B) (C) (D) 7 (A) (B) (C) (D) 8 (A) (B) (C) (D)	9 (A) (B) (C) (D) 13 (A) (B) (C) (D) 10 (A) (B) (C) (D) 14 (A) (B) (C) (D) 11 (A) (B) (C) (D) 12 (A) (B) (C) (D)

Grammar				
1 (A) (B) (C) (D)	6 (A) (B) (C) (D)	11 (A) (B) (C) (D)	16 (A) (B) (C) (D)	21 (A) (B) (C) (D)
2 (A) (B) (C) (D)	7 (A) (B) (C) (D)	12 (A) (B) (C) (D)	17 (A) (B) (C) (D)	22 (A) (B) (C) (D)
3 (A) (B) (C) (D)	8 (A) (B) (C) (D)	13 (A) (B) (C) (D)	18 (A) (B) (C) (D)	23 (A) (B) (C) (D)
4 (A) (B) (C) (D)	9 (A) (B) (C) (D)	14 (A) (B) (C) (D)	19 (A) (B) (C) (D)	24 (A) (B) (C) (D)
5 (A) (B) (C) (D)	10 (A) (B) (C) (D)	15 (A) (B) (C) (D)	20 (A) (B) (C) (D)	25 (A) (B) (C) (D)

E. Terms and Conditions

By taking the Paper-based iTEP Academic exam, you agree to the following Terms and Conditions:

1. A candidate's government-issued photo ID is required and will be verified before beginning the test.
2. The iTEP Administrator will verify that all information provided on the Registration Form is identical to the candidate's official ID document(s).
3. Reference materials, tools and other personal effects (e.g. dictionaries, mobile phones, PDAs, audio recording devices, etc.) are not permitted in the room during the test.
4. Smoking, eating, and drinking are not permitted in the room during the test.
5. The iTEP Administrator reserves the right to dismiss a candidate from the test or to declare test results void, if the candidate violates any of the above conditions or fails to follow the Administrator's instructions during the test.
6. If for technical or any other reason a given test is not able to be administered and the results cannot be provided, Boston Educational Services' liability shall be limited to providing a refund of fees received for said test and, at the candidate's request, rescheduling a replacement test.

V. Paper-based iTEP Academic General Directions

This page presents you with a brief general overview of the Paper-based iTEP Academic exam and provides you with instructions for taking the test.

iTEP General Directions

Welcome to the International Test of English Proficiency (iTEP).

Your English ability will be tested in the following three areas:

- **Reading** (20 minutes)
- **Listening** (20 minutes)
- **Grammar** (10 minutes)

Please read the directions for each test section carefully. Some individual questions also have their own special directions. It is important to read and follow all test directions.

Each of the three test sections has some easier questions and some more difficult questions. Answer as many questions as you can. There is no penalty for guessing.

Mark all of your answers on the separate Answer Sheet (**not in the test booklet**). With your pencil, fill in the circle completely for the correct answer choice. If you want to change an answer, erase the pencil mark completely, then fill in the circle for your new answer choice.

A. Reading – 20 minutes – Directions

In Part 1 of this section you will read a short passage (250 words) and answer 4 questions. In Part 2 you will read a longer passage (450 words) and answer 6 questions. While there is time remaining in this section, you may go back to review your answers and change them, if you wish.

READING

General Directions

In this section you will have 20 minutes to read two passages and answer comprehension questions about them.

Part 1: The first passage is approximately 250 words in length, and is followed by 4 questions.

Part 2: The second passage is approximately 450 words in length, and is followed by 6 questions.

Mark all of your answers on the separate Answer Sheet.

1. *Reading Part 1 – Directions:* You will read a short passage (250 words) and answer 4 questions about it. Directions are on page 4 of the test booklet. While there is time remaining in this section, you may go back to review your answers and change them, if you wish.

Reading Part 1 Directions

After you read the passage, follow the specific directions for answering each of the 4 questions.

Mark your answers on the separate Answer Sheet.

- 1a. *Reading Part 1 – Example a:* Below is an example of the type of passage and multiple-choice question you may read in Part 1 of the Reading Section. After reading the passage, answer the four multiple-choice questions on the following page. On the Answer Sheet, fill in the answer choice that best addresses the question.

Spiders

There are more than 37,000 species of spiders in the world. In general, spiders **pose** very little risk to humans. Only about 25 species are believed to have venom that can harm people. Their venom is used mostly to paralyze prey. Each spider eats an average of 2,000 insects per year. They use their ability to jump to hunt down prey, and then pounce on it. Some spiders can jump as much as 50 times their body length. If a human had similar ability, he could jump 90 meters.

Not only can spiders jump far, but they can also walk upside down on smooth surfaces. Their feet are covered with tiny hairs that enable them to hold 170 times their body weight before coming unstuck. That is equivalent to a children's super-hero carrying 170 people from danger while clinging to the side of a building with his fingers and toes.

Spiders can also spin as many as seven different kinds of silk. Some of the silk is so strong that it rivals the strength of steel. Spiders use the silk for many different purposes, such as catching insects in webs and then wrapping them up so that they cannot escape. They also use silk to travel from place to place and to form egg sacs.

Spiders come in a wide variety of sizes. The largest known spider is the Goliath bird eater tarantula. This South American spider can be as big as a dinner plate. The smallest known spider is the mygalomorph spider from Borneo. Its body is the size of a pinhead.

The word **pose** as used in the passage means:

- (A) accept
- (B) endanger
- (C) show
- (D) present

- 1b. *Reading Part 1 – Example b:* This is an example of the second type of question in Reading Part 1. Here you will choose a new sentence to add to the passage. Select the circle (by marking the letter on your Answer Sheet) where the sentence would best fit if added to the passage.

At which point—marked by the four letters in circles—would the following sentence best fit if added to the passage?

It has been known to snatch young birds from their nests.

Spiders come in a wide variety of sizes. **A** The largest known spider is the Goliath bird eater tarantula. This South American spider can be as big as a dinner plate. **B** The smallest known spider is the mygalomorph spider from Borneo. **C** Its body is the size of a pinhead. **D**

2. *Reading Part 2 – Directions:* There are three types of questions in Reading Part 2 (2A, 2B, and 2C). In Part 2A you will answer multiple-choice questions. In Part 2B you will be asked to insert a new sentence into the passage where it makes sense. In Part 2C you will be asked to choose sentences which best summarize the main ideas of the passage you have read. While there is time remaining in this section, you may go back to review your answers and change them, if you wish.

Reading Part 2 Directions

After you read the passage, follow the specific directions for answering each of the 6 questions.

Mark your answers on the separate Answer Sheet.

- 2a. *Reading Part 2A – Example:* After reading the passage in Part 2A, fill in the bubble that best answers the question. As long as there is time left in this section, you may change your answers.

Franchising

A franchise allows an independent business to operate under the name of an established brand. For example, many brand name gas stations, such as Mobil, chain restaurants, such as McDonald's, and convenience stores, such as Qwik Stop, are independently owned, but whether they are on the east coast or the west coast, they have the same name, the same signs, the same look, and they sell the same products.

The franchisor is the company that owns the established brand name. The franchisee is the person who wants to set up business. The franchisor grants to the franchisee the right to sell or produce the brand name product. For example, an independent bottling company, owned by a local entrepreneur, can produce a brand name soft drink, such as Coca-Cola, in return for an initial fee and ongoing royalties paid to the franchisor. The franchisee gains the use of a well-known trademark and has the right to use the franchisor's system of doing business and selling its products or services.

Buying a franchise instead of setting up an independent company can help the would-be entrepreneur avoid many of the difficulties and mistakes that inexperienced owners face when trying to start a company from scratch. The franchisee gets a proven system of operation, training in how to use it, and on-going support. Reputable franchisors conduct market research before selling a new outlet, so the franchisee can be confident that there is a demand for the product or service. Franchisees enjoy the benefit of strength in numbers. By comparison, independent operators have to negotiate on their own, usually getting less favorable terms.

It has been estimated that within the next decade over 50% of the U.S. retail economy will be in franchising. One factor contributing to the growth of franchising is the professional reputation and regulation of the industry. In the 1970's, franchisors recognized that unscrupulous business practices were jeopardizing the franchise business model, and they established the International Franchise Association (IFA) to set standards of ethics for the industry. On the governmental regulatory side, the United States Federal Trade Commission and at least 15 states established standards that ultimately led to the creation of the Uniform Franchise Offering Circular (UFOC). The UFOC requires that franchisors provide full disclosure of all of the rights, obligations, and costs associated with establishing the franchise. The document must reveal detailed information about the franchisor and its officers; litigation history; and professionally audited financial statements. The establishment of the IFA, coupled with U.S. state and federal regulations, has helped to ensure the future of franchising as a viable business format.

The word **unscrupulous** as used in the passage means:

- (A) unprofitable
- (B) entrepreneurial
- (C) secret
- (D) dishonest

2b. *Reading Part 2B – Example:* This is an example of the second type of question in Reading Part 2. Here you will choose a new sentence to add to the passage. Select the circle (by marking the letter on your Answer Sheet) where the sentence would best fit if added to the passage.

At which point – marked by the four letters in circles – would the following sentence best fit if added to the passage?

They realize significant pricing discounts by joining together with many others to buy materials, supplies, and services, such as advertising.

Buying a franchise instead of setting up an independent company can help the would-be entrepreneur avoid many of the difficulties and mistakes that inexperienced owners face when trying to start a company from scratch. The franchisee gets a proven system of operation, training in how to use it, and on-going support.

A Reputable franchisors conduct market research before selling a new outlet, so the franchisee can be confident that there is a demand for the product or service. **B** Franchisees enjoy the benefit of strength in numbers. **C** By comparison, independent operators have to negotiate on their own, usually getting less favorable terms. **D**

2c. *Reading Part 2C – Example:* Below is an example of the third type of question in Part 2. In Part 2C, you are to summarize the passage. After you have read the passage, you will choose 3 sentences that best summarize the main points of the passage. There are six possible choices. Mark your 3 answers by filling the appropriate bubbles for question number 10 on your answer sheet.

10. Following is a sentence that begins a summary of the main points of the passage:

Franchising has been increasing in popularity as a business format for several decades.

Below are 6 sentences. Choose the 3 that best represent MAIN points in the passage, and that could be used to complete the summary.

- (A) A franchise allows people who want to start a business to escape many of the pitfalls of being an independent owner.
- (B) Franchising is less risky than it used to be, thanks to ethical standards developed by the industry and regulations established by the government.
- (C) Franchisors research various aspects of the market to determine the demand for the product.
- (D) A number of states set up standards for business practices that led to the Uniform Franchise Offering Circular (UFOC).
- (E) Mobil, McDonald's, Qwik Stop, and Coca-Cola are well known brand names.
- (F) A franchisee benefits from the brand name of the franchisor and from various types of help that the franchisor offers in exchange for fees paid.

B. Listening – 20 minutes – Directions

There are 3 parts to the Listening Section. In Part 1, you will hear 4 short conversations, each followed by 1 question. You will have a total of 80 seconds to answer these 4 questions. In Part 2 you will hear a longer conversation, followed by 4 questions. You will have 2 minutes to answer these 4 questions. In Part 3 you will hear a short lecture followed by 6 questions. You will have 3 minutes to answer these 6 questions. You may take notes in all parts of this section to help you with your answers.

LISTENING

General Directions

The Listening section has 3 parts.

Part 1: Four short conversations, each followed by 1 question.

Part 2: One longer conversation, followed by 4 questions.

Part 3: One lecture, followed by 6 questions.

You will hear each conversation or lecture only one time. However, you may take notes while listening and use your notes when answering the questions. You must answer each question before continuing.

Mark all of your answers on the separate Answer Sheet.

1. *Listening Part 1 – Directions:* In this section you will hear 4 short conversations, each followed by 1 question. You will have 20 seconds to answer each of the 4 questions.

Listening Part 1 Directions

Now prepare to listen to 4 short conversations, and to answer 1 question after each.

You will have 20 seconds to answer each of the 4 questions.

Mark your answers on the separate Answer Sheet.

1a. *Listening Part 1 – Example Script:* Below is an example of 1 of the 4 short conversations you will hear. Each will be followed by 1 multiple-choice question, similar to the one that follows here.



Note: On the actual test, you will only hear this dialogue. You will not be able to read the script in your test booklet.

Listening Part 1 Script

Man: Did you hear that there's a meeting this afternoon?

Woman: Yes, I did. Do you know what it's about?

Man: I think it's about the company's new bonus program.

1b. *Listening Part 1 – Example Question:* Below is the type of question you may be asked about each conversation. You will hear each question once and read it in your test booklet. You will have 20 seconds to answer each question. Choose the correct answer by filling in the right bubble on the iTEP Answer Sheet.

The man and woman are probably:

- (A) Brother and sister
- (B) Co-workers
- (C) Classmates
- (D) Neighbors



2. *Listening Part 2 – Directions:* Prepare to listen to 1 longer conversation, followed by 4 questions. You will hear each question once, and read it in your test booklet. You may take notes to use in answering the questions.

Listening Part 2 Directions

Now prepare to listen to one longer conversation, and to answer 4 questions about the conversation.

You will have 30 seconds to answer each of the 4 questions.

Mark your answers on the separate Answer Sheet.

- 2a. *Listening Part 2 – Example Script:* Below is an example of a longer conversation you might hear in Part 2. Listen carefully. You will have to answer 4 questions following the conversation. You may take notes to help you.



Note: On the actual test, you will only hear this dialogue. You will not be able to read the script in your test booklet.

Listening Part 2 Script

Woman: Good afternoon. Would you be Mr. Landis?

Man: Yes - I called this morning regarding the office you have for rent.

Woman: Please have a seat, Mr. Landis. I'm Kathy Winters, the leasing agent. Can I offer you something to drink? Coffee, some water . . . ?

Man: No thanks, I'm fine.

Woman: Well, you'd probably like to take a look at the offices. I believe I told you we have two vacancies - both of them are down this hall to the right.

Man: Can I ask what type of tenants you typically rent to?

Woman: Most of our tenants are professional people - attorneys, accountants, consultants... OK, this is one of the offices available - 1610. Please, go ahead in...

Man: Thanks. Hm, it seems rather small. What's the square footage and rent for this one?

Woman: This is our smallest size. It's 120 square feet - but at \$750 a month, quite a few tenants like its affordability.

Man: I'm afraid it's a bit too cramped. What's the size of your other vacancy?

Woman: It's larger. Why don't you follow me and we'll take a look at it. It's just two doors down the hall on the opposite side. . . . Here we are, number 1615.

Man: You weren't kidding; this one is much larger - about double the size of the first one. This might be more space than I need.

Woman: You'd be surprised. They always look bigger when they're empty. After you put in a desk, some chairs, filing cabinets and so forth, the space begins to fill up.

Man: Well, it certainly seems more than adequate. And, uh, what would the monthly rent be for this one?

Woman: With a 12-month lease it would be \$1,295 a month.

Man: \$1,295? It is a nice office - but that seems on the high side.

Woman: Well, keep in mind everything that's included. The \$1,295 covers your parking, all of your utilities except telephone, janitorial, use of the floor's conference room, access to photocopying services, shared kitchen facilities - and a free membership in the building's fitness center.

Man: Yes, those are nice features . . .

Woman: Why don't we go back to my office and I can put all of this down on paper for you.

Man: That sounds like a good idea.

Woman: Oh, and something I forgot to mention - did you notice the receptionist when you first came in?

Man: Yes . . .

Woman: Well, she's available to screen your calls and even keep your appointment book if you like. Here's my office again - please take a seat and I'll write up a quote for you.

Man: Thanks - I'll be checking my e-mail while you do that.

Woman: OK, Mr. Landis, here's the outline of what we're able to provide you with: a 200-square-foot office with view of the park, no-fee utilities excluding telephone, janitorial services, a monthly parking pass, use of the conference room, kitchen, and copy facilities - and a free membership in the fitness center. All that for \$1,295 a month with a 12-month lease.

Man: Well, that is an attractive package, Ms. Winters. I'm just concerned that it's a bit beyond my budget.

Woman: I'll tell you what. I've got a little bit of flexibility with the pricing: If we can sign a lease by the end of this week, it's yours for \$1,200 a month.

Man: I appreciate that. It is one of the nicer offices I've seen. I've got to make a decision soon, so you'll definitely hear from me by the end of the week. Thanks so much for showing it to me.

Woman: My pleasure entirely. Have a good day

Man: Good-bye.

- 2b. *Listening Part 2 – Example Question:* Below is the type of question you will be given in Listening Part 2. You will hear each question once, and read it in your test booklet. You may take notes while listening. You will have 30 seconds to respond to each question.

According to Ms. Winters, what do many occupants like about offices similar to the first one she showed Mr. Landis?

- (A) Its size
 - (B) Its location
 - (C) Its price
 - (D) Its extra features
3. *Listening Part 3 – Directions:* Prepare to listen to a lecture, followed by 6 questions. You will have 3 minutes to answer the questions. You will hear the lecture only once, and you may take notes while listening to help you respond to the questions.

Listening Part 3 Directions

Now prepare to listen to a lecture, and to answer 6 questions about the lecture.

You will have 30 seconds to answer each of the 6 questions.

Mark your answers on the separate Answer Sheet.

- 3a. *Listening Part 3 – Example Script:* Below is an example of the type of lecture you may hear in Listening Part 3. Remember to listen carefully and take notes to help you answer the questions. You will only hear this lecture. You will have 3 minutes to answer the 6 questions after the lecture.



Note: On the actual test, you will only hear this dialogue. You will not be able to read the script in your test booklet.

Listening Part 3 Lecture Script

This morning I'd like to briefly discuss several methods of employee evaluation used by U.S. companies, with a particular focus on "Results-Based Measurement," or "RBM" for short.

RBM rests on the idea that customers are not interested in hearing how hard a company has worked, or what techniques have been tried. Customers want results: the desired product or service provided in a timely manner with high standards of quality for a reasonable price. The customer who is picking up his car at the repair shop wants to know if it's running, not what training the mechanic received, or what procedures he used to fix the problem.

Results-Based Measurement stands in contrast to other methods of performance evaluation that use such measurements as employee activity, objectives completion, and competency. And, needless to say, proponents of RBM find significant weaknesses in each of these other approaches.

Take activity-based measurement, for example. It focuses on how employees' time is spent, emphasizing behaviors that are means, rather than ends. Proponents of RBM point out that research has demonstrated that if employers measure activity, employees generate more activity, regardless of whether that activity is productive. Another drawback to measuring activity, according to RBM, is that it rewards conformity to a set procedure.

In contrast, say the proponents of Results-Based Measurement, RBM encourages creativity rather than "mere activity." RBM adherents believe that defining the result and allowing employees to seek the best way to get there accomplishes two things: 1) it encourages employees to find more efficient paths to the goal, and 2) it rewards innovation.

Another common performance evaluation system uses meeting deadlines as the standard by which employees are evaluated. This strategy, according to practitioners of RBM, can make the mistake of overvaluing timeliness of task completion and undervaluing quality of the result. Instead of asking "Was the task done by the deadline?" followers of Results-Based Measurement would rather rely on the employee to determine the optimum mix of quality, cost, and timeliness in order to produce the best overall outcome, the best result.

Let's look at another system, Competency-Based Measurement. CBM defines what skills, knowledge, and experience an individual needs in order to produce results. Backers of Results-Based Measurement identify two primary drawbacks to using CBM. First, it can be costly to develop fair and objective measures of what employees need to know. Even more to the point, RBM supporters argue that having a skill and using it successfully are two very different propositions. A computer analyst with a certificate of training hanging on the wall is not the same as a repaired computer. Identifying principles of website design is not the same as producing an effective website.

In summary, let's review the essential principles of Results-Based Measurement. According to supporters of RBM, the key question should be, "What result must the employee produce that will add value for the customer?" To answer this question, RBM says we must:

- review the organization's goals;
- identify the customers;
- define the results needed to meet the organizational goals and the customers' needs; and
- create measures for each result to determine if the goal has been achieved

So, to a large extent, success according to Results-Based Measurement is defined from the customer's perspective. In a time when customer service seems to be increasingly devalued, smart companies are taking a long, hard look at the RBM model of employee assessment.

3b. *Listening Part 3 – Example Question:* Below is an example of the type of question you will be given about the lecture. You will hear each question once, and read it in your test booklet. You may use your notes to answer the questions.

According to the presenter, how is success defined in Results-Based measurement?

- (A) The customer's needs are satisfied.
- (B) The employees follow established procedures.
- (C) The tasks assigned have been completed on time.
- (D) The project's costs are in alignment with the budget.



C. Grammar – 10 minutes – Directions

There are 25 questions in the Grammar Section, each of which asks you to correctly use a key feature of English grammar. This section includes a range of features, from simple to more complex. There are two types of questions, and each is explained with an example. Type 1 questions (1-13) ask you to choose the correct word or phrase to complete the sentence. Type 2 questions (14-25) ask you to choose the incorrect word or phrase in the sentence.

GRAMMAR

General Directions

The Grammar section has two parts:

- **Part 1:** Choose the word or phrase that **CORRECTLY** completes the sentence.
- **Part 2:** Choose the **INCORRECT** word or phrase in the sentence.

There is one example question for each of the two parts. You have 10 minutes to review the examples and answer the 25 questions.

Mark all of your answers on the separate Answer Sheet.

1. *Grammar Part 1 – Directions:* Read each sentence carefully and choose the answer that correctly completes the sentence. As long as there is time remaining, you may go back to review your answers and change them. You have 10 minutes to review and answer the 25 questions.

PART 1 EXAMPLE

For questions 1-13, select the word or phrase that **CORRECTLY** completes the sentence.

The students _____ to visit a museum tomorrow.

- (A) is going
- (B) are going
- (C) will going
- (D) will be go

In this example, the answer choice that **CORRECTLY** completes the sentence is “are going” (B): *The students are going to visit a museum tomorrow.* You would fill in the circle marked “B” on your Answer Sheet.

- 1a. *Grammar Part 1 – Example:* This example shows how to complete questions 1-13. Select the word or phrase that **CORRECTLY** completes the sentence. As long as there is time remaining, you may go back to review and change your answers in this section.

PART 1 EXAMPLE

For questions 1-13, select the word or phrase that **CORRECTLY** completes the sentence.

The students _____ to visit a museum tomorrow.

- (A) is going
- (B) are going
- (C) will going
- (D) will be go

In this example, the answer choice that **CORRECTLY** completes the sentence is “are going” (B): *The students are going to visit a museum tomorrow.* You would fill in the circle marked “B” on your **Answer Sheet**.

2. *Grammar Part 2 – Directions:* In Grammar Part 2 you are to choose the word or phrase that is **NOT CORRECT** in the sentence. As long as there is time remaining, you may go back to review and change your answers in this section. You have 10 minutes to review and answer the 25 questions.

PART 2 EXAMPLE

For questions 14-25, select the word or phrase that is **NOT CORRECT** in the sentence.

He is studying law at the university in order becoming an attorney.

- (A) is studying
- (B) in order
- (C) becoming
- (D) an

In this example, the **INCORRECT** word or phrase is “becoming” (C). The correct sentence should read, *He is studying law at the university in order to become an attorney.* You would fill in the circle marked “C” on your **Answer Sheet**.

2a. *Grammar Part 2 – Example:* This example shows how to complete questions 14-25. Select the word or phrase that is NOT CORRECT in the sentence. As long as there is time remaining, you may go back to review and change your answers in this section.

PART 2 EXAMPLE

For questions 14-25, select the word or phrase that is NOT CORRECT in the sentence.

He is studying law at the university in order becoming an attorney.

Ⓐ is studying
Ⓑ in order
● becoming
Ⓓ an

In this example, the INCORRECT word or phrase is “becoming” (C). The correct sentence should read, *He is studying law at the university in order to become an attorney.* You would fill in the circle marked “C” on your Answer Sheet.

End of Test. Congratulations! You have completed the Paper-based iTEP Academic exam.

Please see your test administrator for further instructions.