

iTEP Academic-Plus Exam

Users' Guide



**International Test
of English Proficiency**



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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 iTEP ACADEMIC-PLUS EXAM

This iTEP Users' Guide is designed to help examinees prepare for taking the iTEP Academic-Plus exam. This guide is also useful to Administrators and others, including English language instructors and educational advisors, who may assist the examinee with preparation for taking the iTEP Academic-Plus exam online. The iTEP Academic-Plus 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 five skills tested: Reading, Listening, Grammar, Writing, and Speaking.

A. General Information

- The Reading, Listening, and Grammar sections consist of multiple-choice questions, while the Writing and Speaking sections require examinees to produce actual samples.
- 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 iTEP Academic-Plus is 90 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 guides the examinee through a series of steps to ensure technical compatibility and examinee readiness. This includes the complete technical checklist of the software required for test administration, as well as examinee identification items such as log in and registration.

D. Test Content

The iTEP Academic-Plus exam has five sections – Reading, Listening, Grammar, Writing, & Speaking – 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	
Writing 2 Parts	Listen and respond to instructions	Write a response of 50-75 words	25 Minutes
	Listen to a topic	Write 175-225 words to express and support your opinion on the topic	
Speaking 2 Parts	Listen and read a short question	Prepare and speak	5 Minutes
	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.

4. Writing – 25 minutes/2 parts

Part 1: Examinee is asked to write a short note, geared at the low-intermediate level, on a supplied topic in response to instructions (5 minutes / 50-75 words).

Part 2: Examinee is presented with a brief, college-level written topic and is asked to express and support his/her opinion on the topic (20 minutes / 175-225 words).

5. Speaking – 5 minutes/2 parts

Part 1: Examinee hears and reads a short question geared at low-intermediate level.

Examinee has 30 seconds to prepare a spoken response, and 45 seconds to speak.

Part 2: Examinee hears a brief college-level statement presenting two sides of an issue.

Examinee is then asked to express his/her thoughts on the topic, with 45 seconds to prepare, and 60 seconds to speak.

E. Delivery Method

The iTEP Academic-Plus exam is delivered via the Internet and 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
- Writing samples are keyboarded directly into a text entry field
- Speaking samples are recorded with a headset/microphone at the examinee's computer

F. Timing Mechanism

Each section has a fixed time allotted to it. If an examinee completes a section with time left, s/he may advance to the next section.

- 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 listening selections play only once
- Writing section: Fixed time limits for each part, but examinees may advance to the next section before time expires, if they wish

- Speaking section: Fixed time limits for each part

The directions for each section are displayed for a set amount of time. This amount varies according to the amount of text to be read, and should be adequate for most examinees. If an examinee needs more time to read a particular section's directions, s/he can always access them by clicking the "Help" button. This displays a complete menu of directions for all test sections.

G. Transition Screens

Following each of the Reading, Listening, Grammar, and Writing sections, examinees see a screen entitled, "Beginning Next Section. . ." These "transition screens" give the examinees a 15-second break between sections, and display completed test sections and remaining test sections. After the last test section (Speaking) is completed, examinees see an "End of Test" screen, which tells them to wait for further directions from the iTEP administrator.

H. 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 five 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).
- 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.
- 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

I. 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 computers, sometimes separated by partitions.
5. During the testing process, examinees may only have two items on their desk: a pen or pencil, and one sheet of paper for note-taking in the Listening and Speaking Sections. 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 five 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 Preliminaries Section, it is very important that you can hear the audio on the "Audio Check" screen, and that you can record and clearly hear your voice played back on the "Recording Check" screen. These preliminary checks are essential in making sure that you will not experience any technical difficulties in the Listening or Speaking Sections. The test administrator may monitor examinee compliance with these checks.
3. 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. Because no review is possible in the Listening Section, you are reminded that you will be asked to go through an extra

step and click a "Confirm Answer" button, before moving to the next question. If you forget to click "Confirm Answer", you will lose time in the section.

4. While there should be plenty of time to read the directions before each section, the "Help" button allows you to take another look at the directions at any point during the exam.
5. The multiple-choice sections of the test will be graded by iTEP software, and the Writing and Speaking samples will be evaluated by native English speaking ESL-trained professionals. 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 iTEP Academic-Plus exam will be available within five business days of taking the exam.
6. In each of the two Speaking Sections, you will have time to prepare your response, and then time to speak. In Speaking Part 1, you will have 30 seconds to prepare and 45 seconds to speak. In Speaking Part 2, you will have 45 seconds to prepare and 60 seconds to speak. (Sometimes, those who have not paid attention to the directions will mistakenly begin speaking during the time given for preparation). Also, it is best to speak for the full time available. Examinees sometimes give a short answer which fails to demonstrate their full speaking capabilities.
7. 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

The "Help" button allows examinees to take another look at the directions at any point during the exam.



A timer at the lower left side of the screen allows examinees to track the given time and the amount of time left for each section of the test, as shown here.



In the Reading and Grammar Sections, examinees may review and change their answers, as long as there is time remaining in the section. The navigation button looks like this:



In the Listening Section, examinees must click on “Confirm Answer”, before moving to the next question. The confirmation button looks like this:



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

C. Candidate Log-In

Enter your Test ID Number and Password:

The image shows a screenshot of a web application titled "CANDIDATE LOGIN". At the top left is the iTEP logo. The main content area contains the instruction: "Please enter your Test ID Number and Password below, then click on the 'Next' button." Below this instruction are two input fields: "Test ID Number:" followed by a text box, and "Password:" followed by a text box. At the bottom right of the screen, there are two blue buttons: "< Back" and "Next >".

D. Registration

Complete the brief registration form:

iTEP REGISTRATION

Directions: Please complete all of the following items, then click "Next."

Last (Family or Surname) Name:

First Name:

Middle Name (Optional):

Date of Birth: Month: Day: Year:

E-mail Address (Optional):

Contact Phone (with city/country code):

Country of Residence:

Nationality:

Official Government Identification Number:

Country Issuing Identification:

Type of Identification:

Native Language:

Test Center Location Code:

Gender: Male Female

Highest Level of Education Attained:

Have you ever taken the iTEP Test? Yes No

If Yes:

Date of Test: Month: Day: Year:

Location:

< Back Next >

iTEP REGISTRATION

Nationality:

Official Government Identification Number:

Country Issuing Identification:

Type of Identification:

Native Language:

Test Center Location Code:

Gender: Male Female

Highest Level of Education Attained:

Have you ever taken the iTEP Test? Yes No

If Yes:

Date of Test: Month: Day: Year:

Location:

Please read the following terms and conditions for taking this test:

1. 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, etc.) are not permitted in the room.

By checking this box, I agree to the above terms and conditions.

< Back Next >

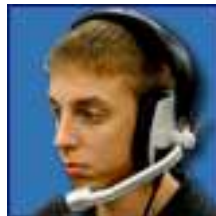
E. Terms and Conditions

You will be prompted to read and agree to the following Terms and Conditions for taking the iTEP Academic-Plus exam.

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.

F. Headphones

Put your headphones on whenever you see a photo of a man wearing headphones:





G. Audio Check

You can adjust the volume level while listening to an audio sample



1. **Voice Recorder Installation:** A small software application is installed that allows you to record your responses in the Speaking Section



2. **Installation Confirmation:** You will be asked to test the Voice Recorder



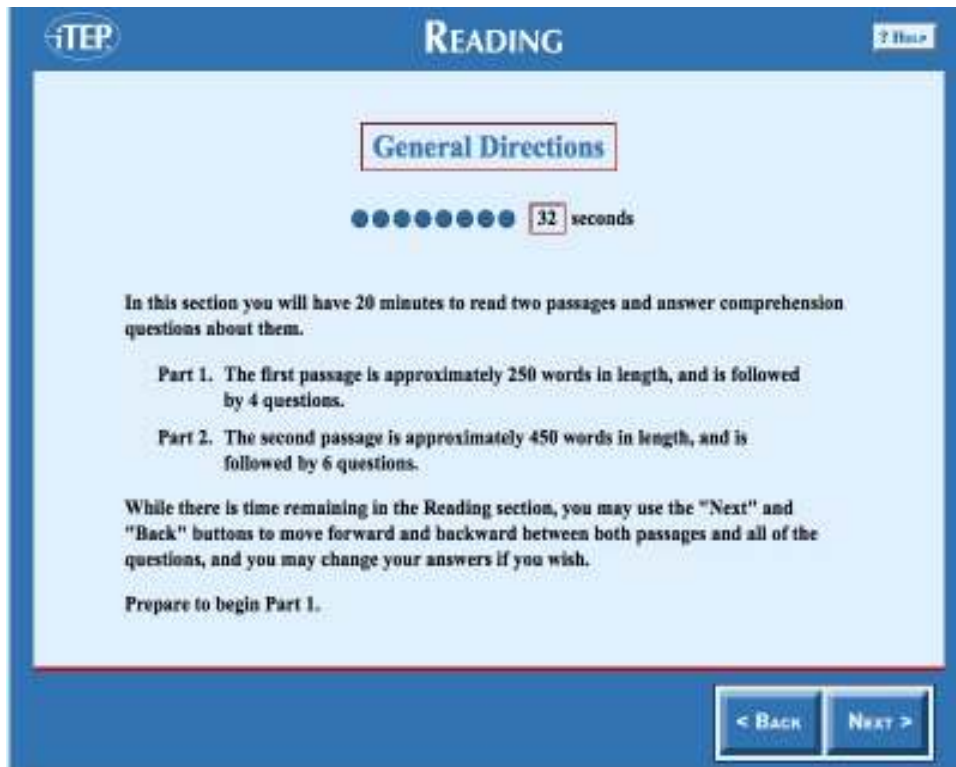
V. PREPARE TO START THE TEST

The program will now load the test and prepare it to start.



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 use the “Back” button to review your answers and change them, if you wish. Click “Next” to move to the next question.



The screenshot shows the TEP Reading section directions screen. At the top left is the TEP logo, and at the top center is the word "READING". In the top right corner, there is a "Help" button. The main heading is "General Directions" in a blue box. Below this is a progress indicator consisting of ten blue circles, with the first one filled and a timer showing "32 seconds". The text explains that the section has a 20-minute limit for reading two passages and answering comprehension questions. Part 1 involves a 250-word passage followed by 4 questions, and Part 2 involves a 450-word passage followed by 6 questions. It also notes that users can use "Next" and "Back" buttons to navigate between passages and questions, and change answers if needed. At the bottom right, there are two buttons: "< BACK" and "NEXT >".

TEP **READING** **Help**

General Directions

●●●●●●●●●● 32 seconds

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.

While there is time remaining in the Reading section, you may use the “Next” and “Back” buttons to move forward and backward between both passages and all of the questions, and you may change your answers if you wish.

Prepare to begin Part 1.

< BACK NEXT >

1. *Reading Part 1 – Directions:* You will read a short passage (250 words) and answer 4 questions about it. Directions are on the right side of the page. Click on “Next” to go to the next question. While there is time remaining in this section, you may use the “Back” button to review your answers and change them, if you wish. Time remaining is shown at the bottom of the screen.

The screenshot shows a digital reading interface. At the top left is the 'TEP' logo. The main title is 'READING - PART 1' in a large, bold, blue font. In the top right corner, there is a '38 min' timer. The central area is divided into two columns. The left column contains the text of the passage, titled 'Spiders'. The right column contains a blue box with white text providing directions: 'DIRECTIONS: Read the passage to the left. When you finish, click on the "Next" button to view the first question.' At the bottom of the interface, there is a blue bar with a 'QUESTION' label, a 'TIME LEFT' label showing '17:30', and two buttons labeled '< Back' and 'Next >'.

TEP

READING - PART 1

38 min

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 90 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.

QUESTION **TIME LEFT**
17:30

< Back Next >

- 1a. *Reading Part 1 – Example a:* Below is an example of the type of passage you may read in Part 1 of the Reading Section. After reading the passage, follow the directions on the right side of the page. The questions appear in the right margin. Click on the choice you believe is the best answer. As long as there is time left, you may use the “Back button” to review any question and change your answer. The timer shows the total time left for the complete Reading Section.

The screenshot shows a digital reading interface. At the top, it says 'STEP' and 'READING - PART 1'. The main text is titled 'Spiders' and contains four paragraphs. To the right, there are instructions: 'DIRECTIONS: Answer the question below. To view the next question, click on the "Next" button.' Below this is a question: 'The word pass as used in the passage means:' with four radio button options: 'accept', 'endanger', 'show', and 'present'. At the bottom, there is a 'QUESTION 1 of 4' indicator, a 'TIME LEFT 18:22' timer, and '< Back' and 'Next >' navigation buttons.

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.

DIRECTIONS: Answer the question below. To view the next question, click on the "Next" button.

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

accept

endanger

show

present

QUESTION 1 of 4 TIME LEFT 18:22 < Back Next >

- 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. Click on the circle next to one of the four choices below the passage to insert it into the reading.

The screenshot shows the iTEP Reading Part 1 interface. At the top left is the iTEP logo, and at the top center is the title "Reading Part 1". A "2 Hour" timer is visible in the top right corner. The main content area is titled "Spiders" and contains three paragraphs of text. To the right of the passage is a question box with a blue header that says "DIRECTIONS: Answer the question below. To view the next question, click on the 'Next' button." The question text is "It has been known to snatch young birds from their nests." Below the question, there is a prompt: "Click on a circle [●] to insert the new sentence into the passage. To change your answer, click on a different circle." At the bottom of the interface, there are two buttons: "QUESTION 4 of 4" and "TIME LEFT 19:52" on the left, and "< Back" and "Next >" on the right.

iTEP **Reading Part 1** **2 Hour**

Spiders

There are more than 37,000 species of spiders in the world. In general, spiders pose very little risk to humans. Only about 28 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. ●

DIRECTIONS: Answer the question below. To view the next question, click on the "Next" button.

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

Click on a circle [●] to insert the new sentence into the passage. To change your answer, click on a different circle.

QUESTION **TIME LEFT**
4 of 4 19:52

< Back **Next >**

2. *Reading Part 2 – Directions:* There are three types of questions in Reading Part 2 (2A, 2B, and 2C). After reading the passage, read the directions on the right side of the page. 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 use the “Back” button to review your answers and change them, if you wish. Time remaining is shown at the bottom of the screen.

The screenshot shows the ITEP Reading Part 2 interface. At the top left is the ITEP logo, and at the top center is the title "Reading Part 2". A "Help" icon is in the top right. The main content area is titled "Franchising" and contains three paragraphs of text. To the right of the text is a blue box with white text that reads: "DIRECTIONS: Read the passage to the left. When you finish, click on the 'Next' button to view the first question." At the bottom of the interface, there is a table with two columns: "QUESTION" and "TIME LEFT", with the value "19:46" under "TIME LEFT". To the right of this table are two buttons: "< Back" and "Next >".

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.

QUESTION | **TIME LEFT**
19:46

< Back | Next >

2a. *Reading Part 2A – Example:* After reading the passage in Part 2A, read the directions on the right side of the page. Click on the circle in front of your choice to answer the question. You may change your answer by clicking on a different circle. As long as there is time left, you may change your answers. Time remaining is shown at the bottom of the screen.

ITEP **Reading Part 2** [? Help](#)

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.

DIRECTIONS: Answer the question below. To view the next question, click on the "Next" button.

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

- unprofitable
- entrepreneurial
- secret
- dishonest

QUESTION **TIME LEFT**
1 of 6 19:45

[< Back](#) [Next >](#)

- 2b. *Reading Part 2B – Example:* Below is an example of the second type of question in Reading Part 2. After reading the passage, insert the new sentence in the passage where it makes sense. To do this, click on the circle at the end of the sentence and place the new sentence in the correct position in the passage. To change your choice, click on a different circle. While there is time remaining in this section, you may use the “Back” button to review your answers and change them. Time remaining is shown at the bottom of the screen.

The screenshot shows the iTEP Reading Part 2 interface. At the top left is the iTEP logo, and at the top right is a '7 Hour' timer. The main title is 'Reading Part 2'. Below the title is the section title 'Franchising'. The passage text is as follows:

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 Dunkin' 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. ●

On the right side, there is a 'DIRECTIONS' box: 'Answer the question below. To view the next question, click on the "Next" button.' Below this is the question text: 'They realize significant pricing discounts by joining together with many others to buy materials, supplies, and services, such as advertising.' At the bottom of the question text is a circle containing a dot (●). Below the question text is the instruction: 'Click on a circle [●] to insert the new sentence into the passage. To change your answer, click on a different circle.' At the bottom of the interface, there is a 'QUESTION' box showing '4 of 6' and a 'TIME LEFT' box showing '17:31'. On the far right, there are '< Back' and 'Next >' buttons.

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 selecting the appropriate checkboxes. If you wish to change your answer, click on a different box. Your choices do not need to be in any special order. You may change your answer as long as there is time left. Time remaining is shown at the bottom of the screen.

The screenshot shows the iTEP Reading Part 2 interface. At the top left is the iTEP logo, and at the top right is a '2 Hour' timer. The main content area has a light blue background and contains the following text:

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."

Continue the summary by choosing 3 of the 6 sentences below that best represent MAIN points in the passage. Mark your 3 answers by selecting the appropriate checkboxes. To change an answer, click again on that checkbox to remove the check mark.

Possible Answers

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

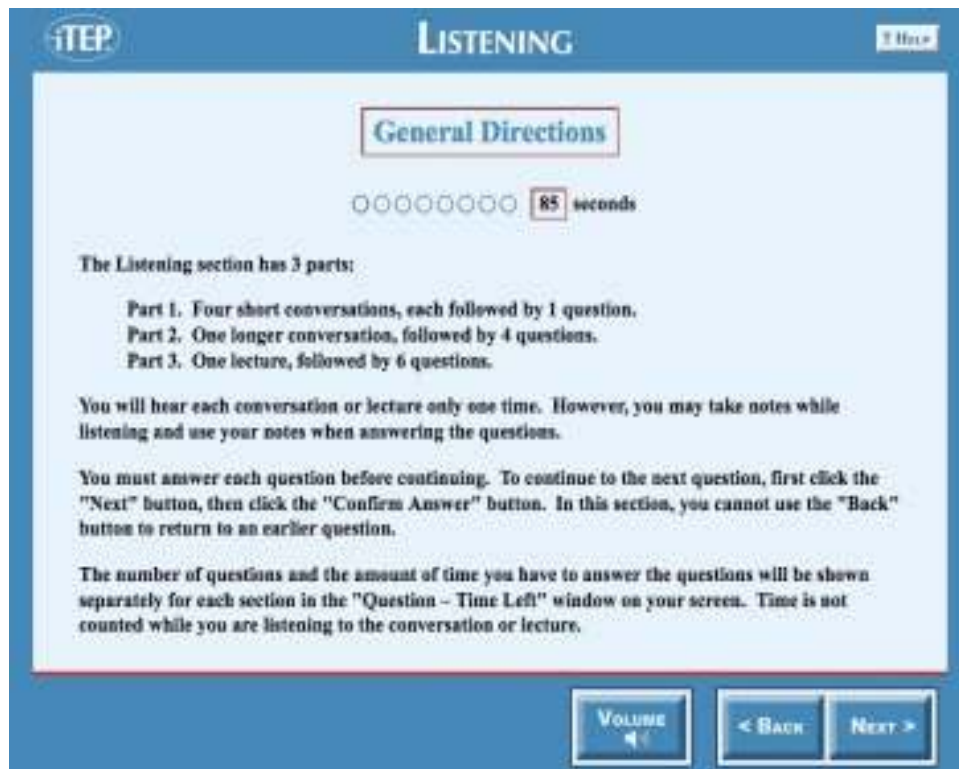
At the bottom of the screen, there is a navigation bar with a 'QUESTION 6 of 6' indicator, a 'TIME LEFT 19:18' indicator, and '< BACK' and 'NEXT >' buttons.

Transition to Listening Section: You have 15 seconds before the next section begins. The completed sections of the test are checked ✓ on this screen.

The screenshot shows a software interface for the TEP (Texas English Proficiency) test. At the top left is the TEP logo, and at the top right is a timer showing 7:10:47. The main heading is "BEGINNING NEXT SECTION . . .". Below this is a progress indicator consisting of 10 dots, with the 2nd dot highlighted in red and labeled "2 seconds". The text on the screen reads: "The Reading section is completed.", "The Listening section is next.", and "Please put your headphones on now." Below the text is a small image of a person wearing headphones. At the bottom, there are five checkboxes corresponding to the test sections: READING (checked with a blue checkmark), LISTENING (empty red box), GRAMMAR (empty blue box), WRITING (empty blue box), and SPEAKING (empty blue box). At the bottom right, there are two buttons: "< BACK" and "NEXT >".

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.

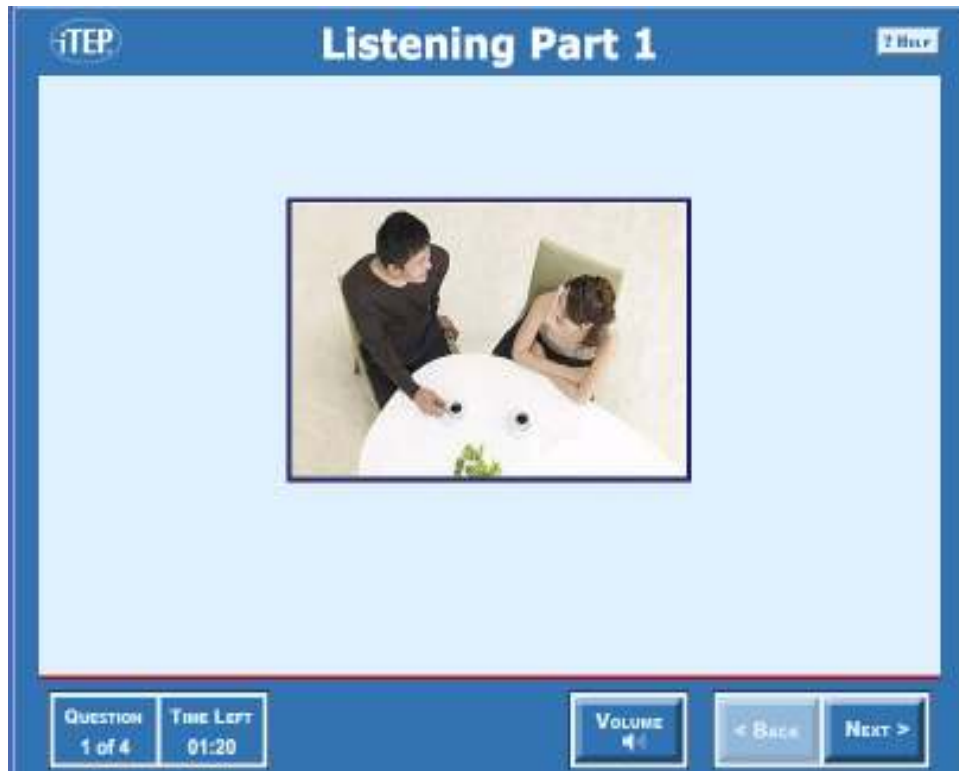


The screenshot shows the 'LISTENING' section interface. At the top left is the 'STEP' logo, and at the top right is a 'Help' button. The main heading is 'LISTENING'. Below this is a box titled 'General Directions'. Underneath the box is a progress indicator consisting of 10 circles, with the 8th circle highlighted and the number '85' next to it, followed by the word 'seconds'. The text below the progress indicator reads: '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.' This is followed by a paragraph: '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.' Another paragraph follows: 'You must answer each question before continuing. To continue to the next question, first click the "Next" button, then click the "Confirm Answer" button. In this section, you cannot use the "Back" button to return to an earlier question.' The final paragraph states: 'The number of questions and the amount of time you have to answer the questions will be shown separately for each section in the "Question - Time Left" window on your screen. Time is not counted while you are listening to the conversation or lecture.' At the bottom of the interface are three buttons: 'VOLUME' with a speaker icon, '< BACK', and 'NEXT >'. The 'VOLUME' button is on the left, and the 'BACK' and 'NEXT' buttons are on the right.

1. *Listening Part 1 – Directions:* In this section you will hear 4 short conversations, each followed by 1 question. You will have a total of 80 seconds to answer the 4 questions. Time remaining will be shown in the “Time Left” window.

The screenshot shows the ITEP Listening - Part 1 interface. At the top left is the ITEP logo, and at the top right is a '2:00:00' timer. The main heading is 'LISTENING - PART 1'. Below this is a 'Directions' box. Underneath the directions is a progress indicator consisting of seven circles, with the first four filled and the last three empty, followed by a '12 seconds' timer. The main text area contains the following instructions: 'Now prepare to listen to 4 short conversations, and to answer 1 question after each. You will have a total of 80 seconds to answer the 4 questions. This time will be shown in the "Time Left" window.' At the bottom of the interface are three buttons: 'VOLUME' with a speaker icon, '< BACK', and 'NEXT >'.

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. The script will not appear on your screen.

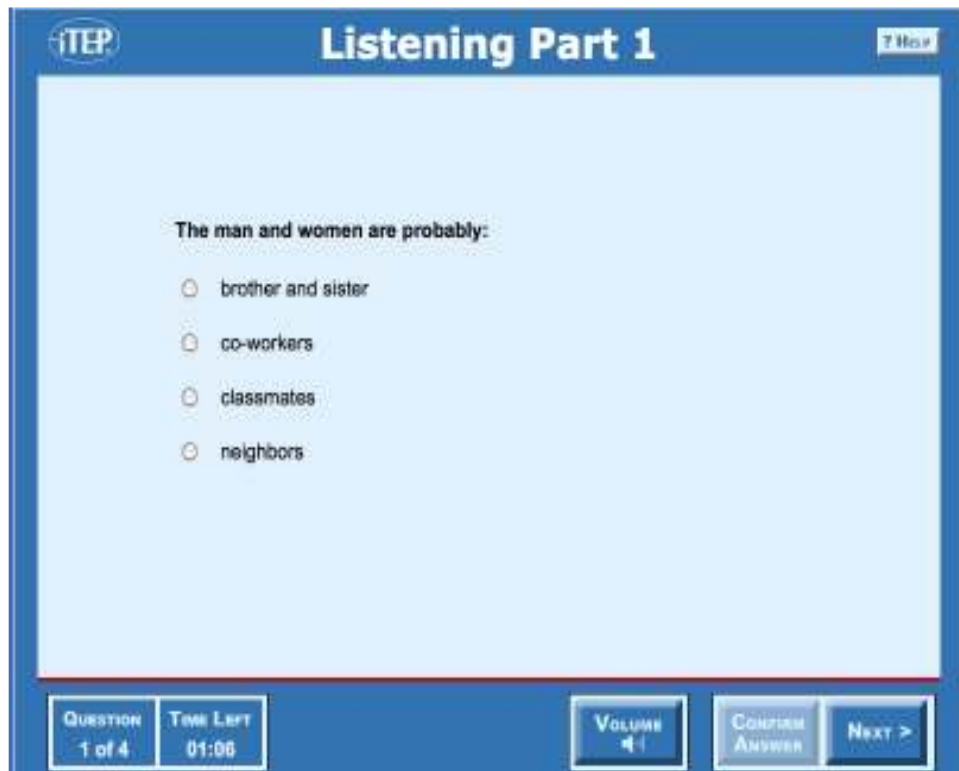
Listening Part 1 Script

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 on the screen. You will have 20 seconds to answer each question. Choose the correct answer by clicking on the circle next to it. Click on “Confirm Answer” before moving to the next question. Once you have clicked on “Confirm Answer,” you cannot change your answer.



The screenshot shows the iTEP Listening Part 1 interface. At the top left is the iTEP logo, and at the top right is a '7:15' timer. The main title 'Listening Part 1' is centered at the top. The question text reads: 'The man and women are probably:'. Below the question are four radio button options: 'brother and sister', 'co-workers', 'classmates', and 'neighbors'. At the bottom of the interface, there are four buttons: 'QUESTION 1 of 4', 'TIME LEFT 01:06', 'VOLUME', and 'CONFIRM ANSWER NEXT >'. The 'CONFIRM ANSWER' button is highlighted in blue.

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 on the screen. You may take notes to use in answering the questions. Click on “Confirm Answer” before moving to the next question. Once you have clicked on “Confirm Answer,” you cannot change your answer.

The screenshot shows the iTEP Listening - Part 2 interface. At the top left is the iTEP logo, and at the top right is a ? Help button. The main title is "LISTENING - PART 2". Below the title is a "Directions" box. Underneath the box is a progress indicator consisting of 10 dots, with the 6th dot highlighted and a "6 seconds" timer next to it. The main text area contains the following instructions:

Now prepare to listen to 1 longer conversation, and to answer 4 questions about the conversation.

You will have a total of 2 minutes to answer the 4 questions. This time will be shown in the "Time Left" window.

At the bottom of the screen, there are three buttons: "VOLUME" with a speaker icon, "< Back", and "Next >".

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. Time remaining is shown at the bottom of the screen.



Note: You will only hear this dialogue. The script will not appear on your screen.

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.

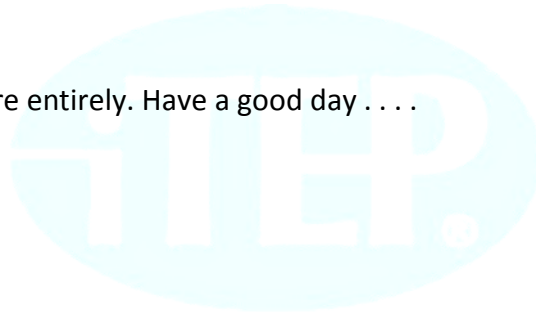
Man: Well, that is an attractive package, Ms. Winters. I'm just concerned that it's a bit beyond my budget.

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.



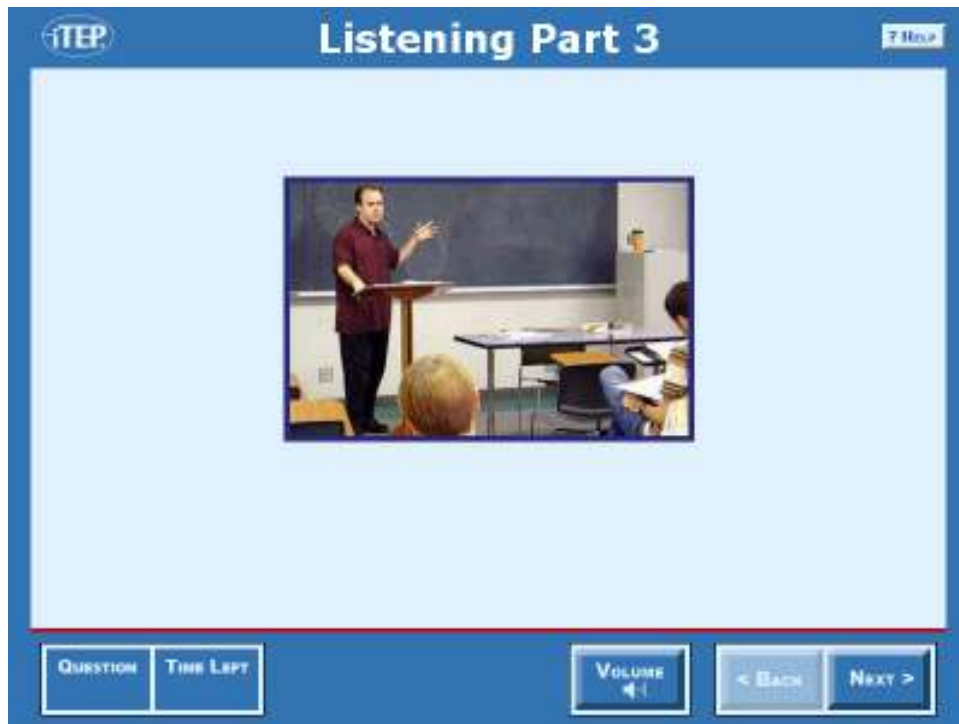
2b. *Listening Part 2 – Example Question:* Below is the type of question you will be given in Listening Part 2. You will hear each question once, and read it on the screen. You may take notes while listening. You will have 30 seconds to respond to each question. Time remaining will be shown in the “Time Left” window. Click on “Confirm Answer” before moving to the next question. Once you have clicked on “Confirm Answer,” you cannot change your answer.

The screenshot shows a digital interface for a listening test. At the top, there is a blue header with the 'TEP' logo on the left and the text 'Listening Part 2' in the center. On the right side of the header, there is a 'Time' indicator. The main content area is light blue and contains a question: 'According to Ms. Winters, what do many occupants like about offices similar to the first one she showed Mr. Landis?'. Below the question are four radio button options: 'Its size', 'Its location', 'Its price', and 'Its extra features'. At the bottom of the interface, there is a control bar with several buttons: 'QUESTION 1 of 4', 'TIME LEFT 02:17', 'VOLUME' with a speaker icon, 'CONFIRM ANSWER', and 'NEXT >'.

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 it will not appear on the screen. You may take notes while listening to help you respond to the questions. Click on “Confirm Answer” before moving to the next question. Once you have clicked on “Confirm Answer,” you cannot change your answer. Time left will be shown in the window at the bottom of the screen.

The screenshot shows a software interface for a listening test. At the top left is the 'TEP' logo, and at the top center is the title 'LISTENING - PART 3'. At the top right is a '2:00:00' timer. The main content area has a 'Directions' box, a progress indicator of 10 dots (the 9th is filled), and a '9 seconds' timer. Below this, the text reads: 'Now prepare to listen to a lecture, and to answer 6 questions about the lecture.' and 'You will have a total of 3 minutes to answer the 6 questions. This time will be shown in the "Time Left" window.' At the bottom, there are three buttons: 'VOLUME' with a speaker icon, '< BACK', and 'NEXT >'.

- 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: You will only hear this dialogue. The script will not appear on your screen.

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.

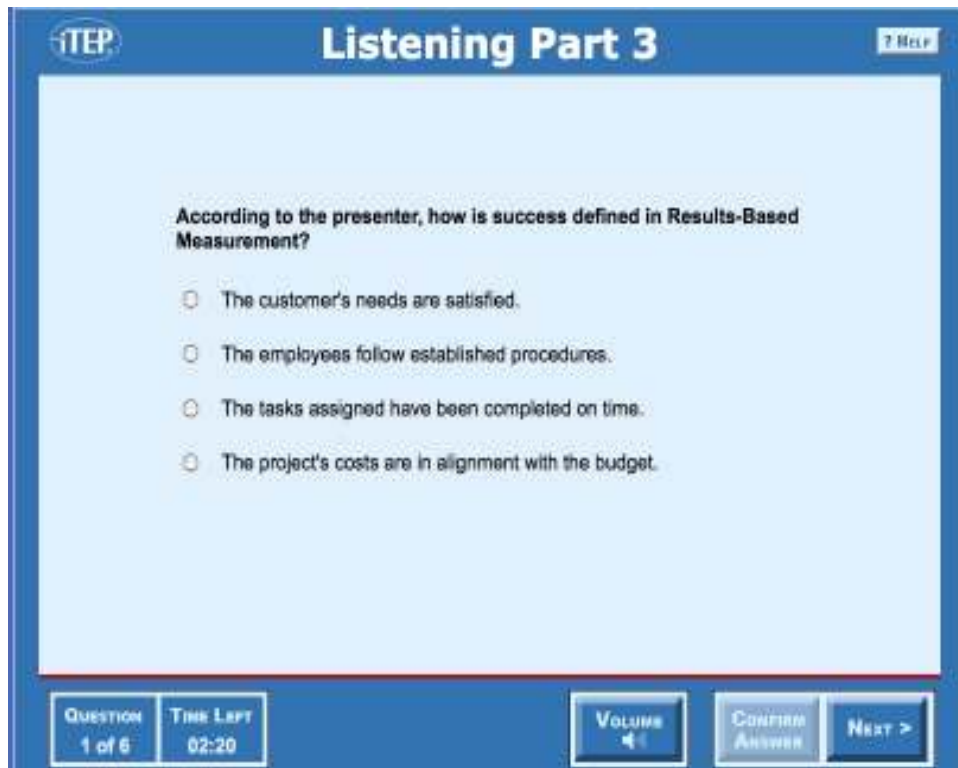
Let's look at another system, Competency-Based Measurement. CBM defines what skills, knowledge, and experience an individual needs in order to produce results. Backers of Results-Based Measurement identify two primary drawbacks to using CBM. First, it can be costly to develop fair and objective measures 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

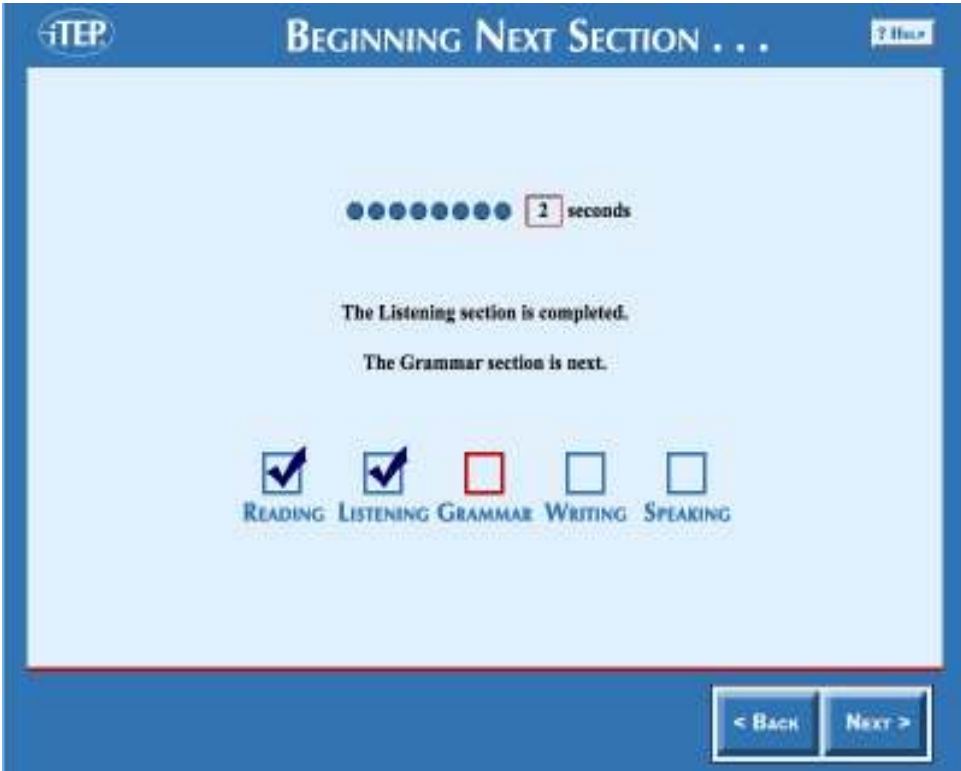
So, to a large extent, success according to Results-Based Measurement is defined from the customer's perspective. In a time when customer service seems to be increasingly devalued, smart companies are taking a long, hard look at the RBM model of employee assessment.

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 on the screen. You may use your notes to answer the questions. Click on the circle that you think best responds to the question. Click on “Confirm Answer” before moving to the next question. Once you have clicked on “Confirm Answer,” you cannot change your answer. Time remaining appears at the bottom of the screen.



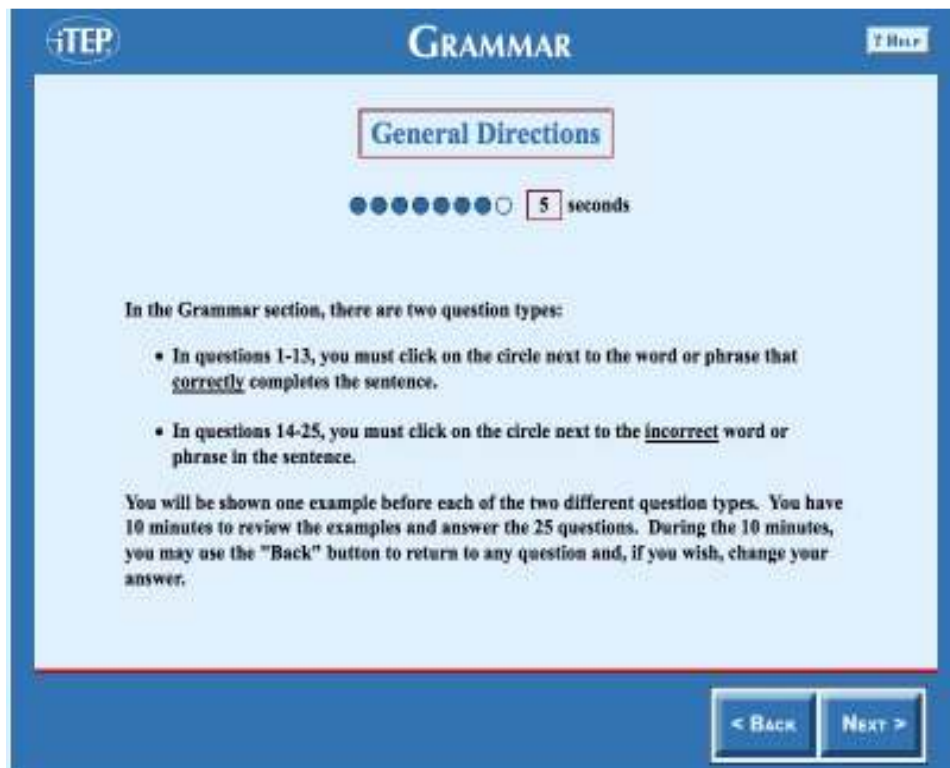
The screenshot shows a software interface for a listening test. At the top left is the 'ITEP' logo, and at the top right is a '2:00' timer. The main title is 'Listening Part 3'. The question text is: 'According to the presenter, how is success defined in Results-Based Measurement?'. There are four radio button options: 'The customer's needs are satisfied.', 'The employees follow established procedures.', 'The tasks assigned have been completed on time.', and 'The project's costs are in alignment with the budget.'. At the bottom, there are four buttons: 'QUESTION 1 of 6', 'TIME LEFT 02:20', 'VOLUME' with a speaker icon, and 'CONFIRM ANSWER' and 'NEXT >'.

Transition to Grammar Section: You have 15 seconds before the next section begins. The completed sections of the test are checked ✓ on this screen.



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 on-screen 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.



The screenshot shows the iTEP Grammar section directions screen. At the top left is the iTEP logo, and at the top center is the word "GRAMMAR". In the top right corner, there is a "1 Hour" timer. The main heading is "General Directions" in a blue box. Below this is a progress indicator consisting of 10 circles, with the 5th circle highlighted and a "5 seconds" timer next to it. The text explains the two question types: Type 1 (questions 1-13) where you choose the correct word or phrase to complete the sentence, and Type 2 (questions 14-25) where you choose the incorrect word or phrase in the sentence. It also states that you will see one example of each type, have 10 minutes to review and answer 25 questions, and can use a "Back" button to return to any question and change your answer. At the bottom right, there are two buttons: "< Back" and "Next >".

General Directions

5 seconds

In the Grammar section, there are two question types:

- In questions 1-13, you must click on the circle next to the word or phrase that correctly completes the sentence.
- In questions 14-25, you must click on the circle next to the incorrect word or phrase in the sentence.

You will be shown one example before each of the two different question types. You have 10 minutes to review the examples and answer the 25 questions. During the 10 minutes, you may use the "Back" button to return to any question and, if you wish, change your answer.

< Back Next >

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 by using the “Back” button. You have 10 minutes to review and answer the 25 questions.

iTEP GRAMMAR 7:10:07

EXAMPLE

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

The students _____ to visit a museum tomorrow.

is going
 are going
 will going
 will be go

Click "Next" to Continue...

QUESTION TIME LEFT
09:17

< BACK NEXT >

- 1a. *Grammar Part 1 – Example:* This example shows how to complete questions 1-13. Select the word or phrase that CORRECTLY completes the sentence. Then click “Next” to continue. As long as there is time remaining, you may go back to review your answers in this section by using the “Back” button. Time remaining is shown at the bottom of the screen.

The screenshot displays the iTEP Grammar test interface. At the top left is the iTEP logo, and at the top center is the word "GRAMMAR". In the top right corner, there is a "Time" indicator. The main content area is light blue and contains the word "EXAMPLE" in blue text. Below this, a white box with a black border contains the instruction: "For questions 1-13, select the word or phrase that CORRECTLY completes the sentence." The question itself is: "The students _____ to visit a museum tomorrow." Below the question are four radio button options: "is going", "are going", "will going", and "will be go". At the bottom right of the main area, it says "Click 'Next' to Continue...". The bottom of the screen features a dark blue navigation bar with a table on the left showing "QUESTION" and "TIME LEFT" (09:17), and two buttons on the right: "< Back" and "Next >".

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

The screenshot displays the ITEP Grammar test interface. At the top left is the ITEP logo, and at the top center is the word "GRAMMAR". In the top right corner, there is a "Filter" button. The main content area is light blue and contains the word "EXAMPLE" centered. Below this, a white box with a black border contains the instruction: "For questions 14-25, select the word or phrase that is NOT CORRECT in the sentence." The example sentence is "He is studying law at the university in order becoming an attorney." Below the sentence are four radio button options: "is studying", "in order", "becoming", and "an". The "becoming" option is selected. At the bottom right of the main area, it says "Click 'Next' to Continue...". At the bottom of the interface, there is a dark blue bar containing a table with "QUESTION" and "TIME LEFT" columns, showing "04:58" remaining. To the right of the table are two buttons: "< BACK" and "NEXT >".

ITEP GRAMMAR Filter

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

Click "Next" to Continue...

QUESTION	TIME LEFT
	04:58

< BACK NEXT >

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. Then click “Next” to continue. As long as there is time remaining, you may go back to review your answers in this section by using the “Back” button. Time remaining is shown at the bottom of the screen.

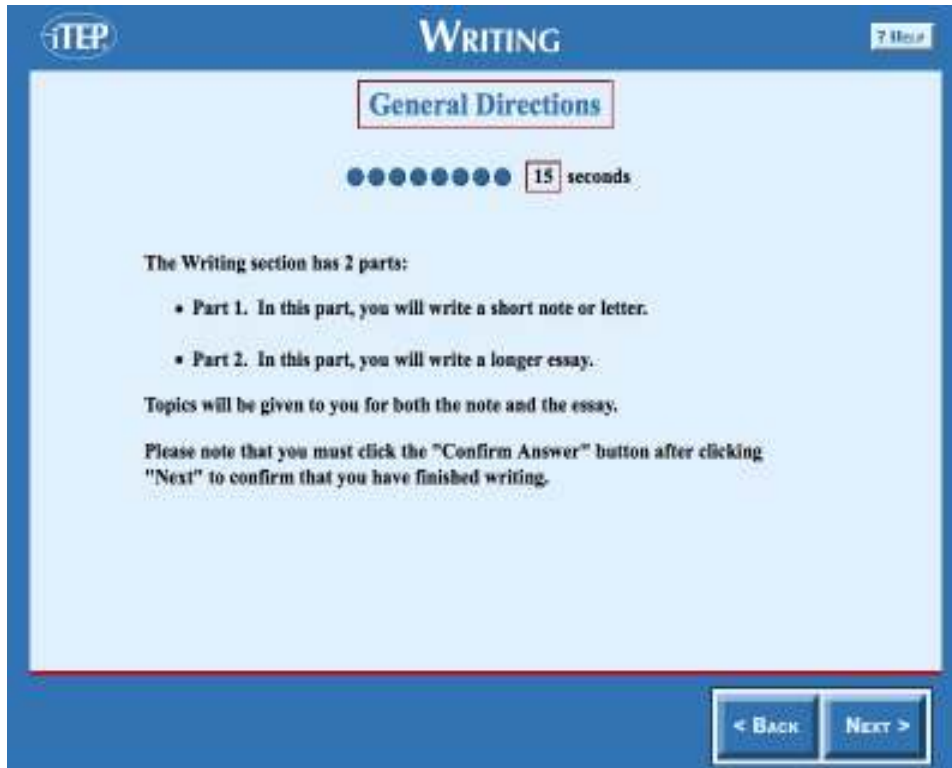
The screenshot displays the ITEP Grammar test interface. At the top left is the ITEP logo, and at the top center is the word "GRAMMAR". In the top right corner, there is a "7/100" indicator. The main content area is light blue and contains the word "EXAMPLE" centered. Below this, a box contains the instruction: "For questions 14-25, select the word or phrase that is NOT CORRECT in the sentence." The example sentence is: "He is studying law at the university in order becoming an attorney." Below the sentence are four radio button options: "is studying", "in order", "becoming", and "an". The "becoming" option is selected. At the bottom right of the main area, it says "Click 'Next' to Continue...". At the bottom of the screen, there is a dark blue bar with a "QUESTION" and "TIME LEFT" section showing "04:58", and "BACK" and "NEXT" buttons.

Transition to Writing Section: You have 15 seconds before the next section begins. The completed sections of the test are checked ✓ on this screen.



D. Writing – 25 minutes – Directions

You have a total of 25 minutes to complete the Writing Section. Part 1 of the Writing Section presents a simple situation or topic, which you will use to write a short note or letter. In Part 2 you will write a longer essay expressing your opinion on a topic and supporting your answer. You must click “Confirm Answer” to show that you have finished writing. Once you have clicked on “Confirm Answer”, you cannot go back.



The screenshot shows the ITEP Writing section interface. At the top left is the ITEP logo, and at the top center is the word "WRITING". In the top right corner, there is a "7 Min" timer. The main content area is titled "General Directions" and contains the following text:

The Writing section has 2 parts:

- Part 1. In this part, you will write a short note or letter.
- Part 2. In this part, you will write a longer essay.

Topics will be given to you for both the note and the essay.

Please note that you must click the "Confirm Answer" button after clicking "Next" to confirm that you have finished writing.

At the bottom right of the screen, there are two buttons: "< BACK" and "NEXT >".


1. *Writing Part 1 – Directions:* Writing Section Part 1 presents a simple situation or topic which you will use to write a short note or letter (50 – 75 words). Type your answer using the keyboard. You have 5 minutes to complete this task. You must click “Confirm Answer” to show that you have finished writing. Once you have clicked on “Confirm Answer,” you cannot go back.

The screenshot shows the iTEP Writing - Part 1 interface. At the top left is the iTEP logo, and at the top center is the title "WRITING - PART 1". A "? HELP" button is in the top right corner. The main content area has a light blue background and contains the following elements:

- A red-bordered box with the word "Directions" in blue text.
- A progress indicator consisting of ten circles, with the first one filled and the number "19" in a red box followed by the word "seconds".
- Instructions: "Using the topic given on the next screen, write a short note or letter. You will have 5 minutes. Your note should be 50-75 words long (maximum length is 100 words)."

At the bottom right, there are two buttons: "< BACK" and "NEXT >".

- 1a. *Writing Part 1 – Example:* Below is an example of the type of topic for which you may be asked to write a short note. You may use the tool bar on the right side of the page to edit your writing. Click on “Confirm Answer” before moving to the next section. Once you have clicked on “Confirm Answer”, you cannot change your answer.

 **Writing Part 1** ? Help

TOPIC: Yesterday your friend took you to a very nice restaurant for dinner. Write a thank-you note to him or her.

Editing Tools

Word Count

(Maximum: 100)

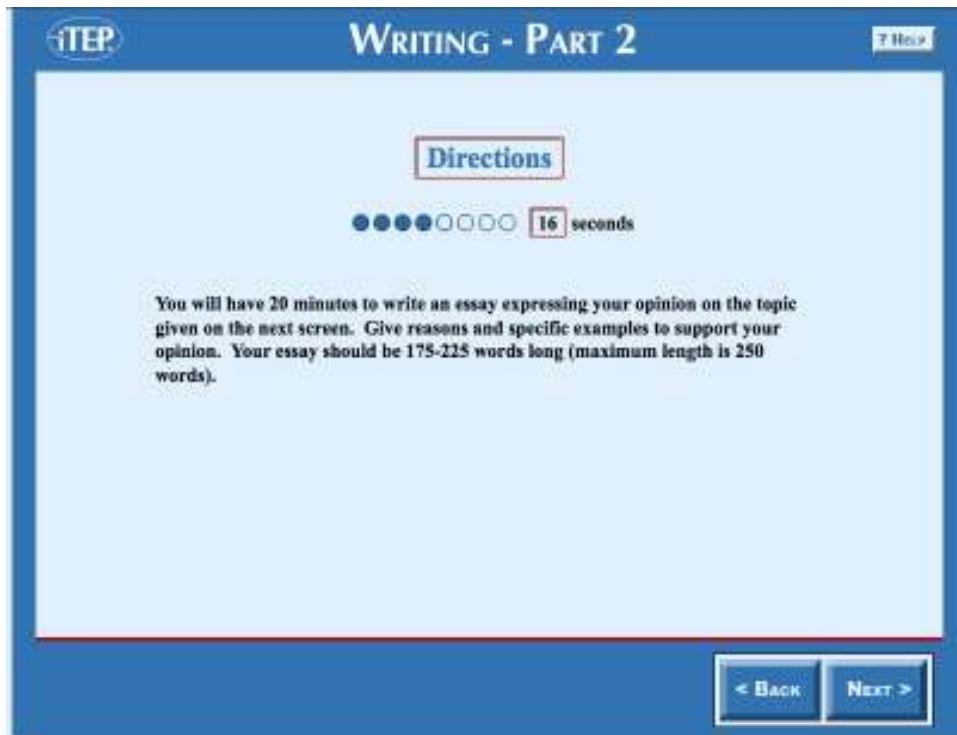
QUESTION
1 of 1

TIME LEFT
02:27

CONFIRM
ANSWER

NEXT >

2. *Writing Part 2 – Directions:* In Writing Part 2, you will write an essay of 175-225 words (maximum 250 words) expressing your opinion on the topic given. Remember to give reasons and examples to support your opinion. Type your answer using the keyboard. You will have 20 minutes to complete this task. You must click “Confirm Answer” to show that you have finished writing. Once you have clicked on “Confirm Answer,” you cannot change your answer.



- 2a. *Writing Part 2 – Example:* This is an example of the type of topic on which you may be asked to give your opinion. Be sure to support your opinion with examples and reasons. Type your answer, using the keyboard. Click on “Confirm Answer” before moving to the next section. Once you have clicked on “Confirm Answer,” you cannot change your answer.

iTEP Writing Part 2 Help

TOPIC: There are a number of organizations that feel testing of consumer products on animals is "cruelty to animals" and should be stopped completely. What do you think? Give reasons and examples to support your opinion.

Editing Tools

Copy

Cut

Paste

Undo

Word Count

(Maximum: 250)

QUESTION 1 of 1 TIME LEFT 02:28

CONFIRM Answer NEXT >

Transition to Speaking Section: You have 15 seconds before the next section begins. The completed sections of the test are checked ✓ on this screen.

iTEP BEGINNING NEXT SECTION . . . 3 seconds

●●●●●●●●●●●●●●●● 3 seconds

The Writing section is completed.
The Speaking section is next.
Please put your headphones on now.

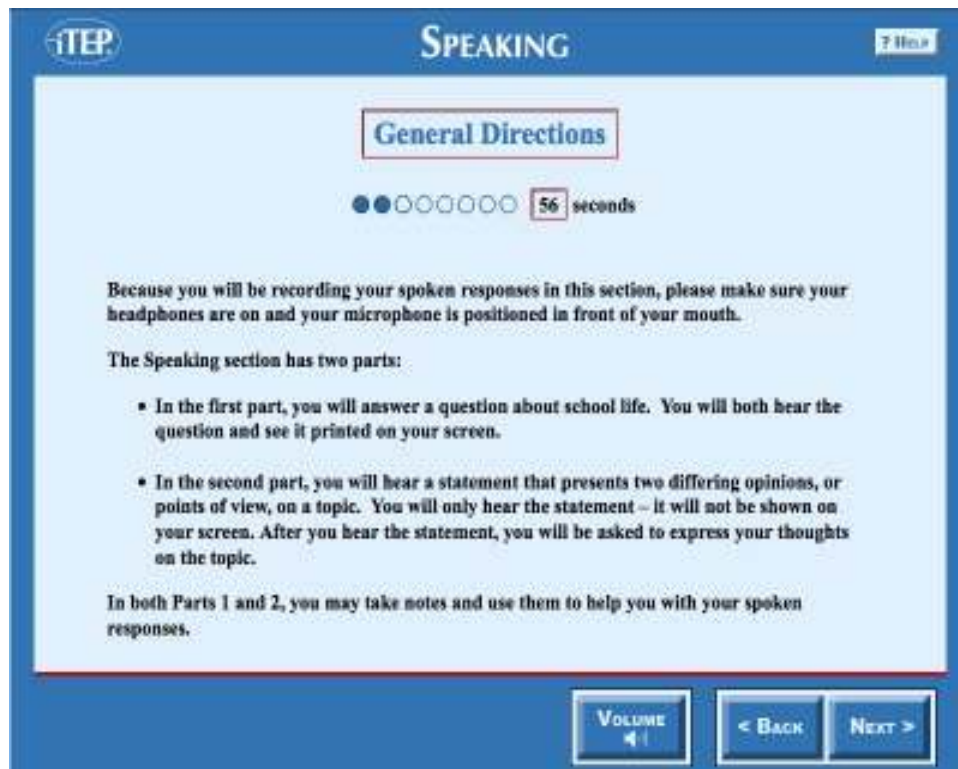


✓ ✓ ✓ ✓ □
READING LISTENING GRAMMAR WRITING SPEAKING

< Back Next >

E. Speaking – 5 minutes – Directions

In Part 1 you will hear a question about school life and read it on the screen. You will then have 30 seconds to prepare your answer and 45 seconds to speak. In Part 2 you will only hear, not read, a statement giving two different opinions on a topic. You will then have 45 seconds to prepare your opinion and 60 seconds to speak. In both parts, you may take notes to help you answer. Make sure your headphones are on and the microphone is positioned in front of your mouth.



The screenshot shows the ITEP Speaking section interface. At the top left is the ITEP logo, and at the top center is the word "SPEAKING". In the top right corner, it says "7 Items". Below this is a box titled "General Directions". Underneath the title is a progress indicator consisting of seven circles, with the first two filled and the rest empty, followed by a box containing the number "56" and the word "seconds". The main text area contains the following instructions:

Because you will be recording your spoken responses in this section, please make sure your headphones are on and your microphone is positioned in front of your mouth.

The Speaking section has two parts:

- In the first part, you will answer a question about school life. You will both hear the question and see it printed on your screen.
- In the second part, you will hear a statement that presents two differing opinions, or points of view, on a topic. You will only hear the statement – it will not be shown on your screen. After you hear the statement, you will be asked to express your thoughts on the topic.

In both Parts 1 and 2, you may take notes and use them to help you with your spoken responses.

At the bottom of the interface, there are three buttons: "VOLUME" with a speaker icon, "< BACK", and "NEXT >".

1. *Speaking Part 1 – Directions:* In Speaking Section Part 1 you will hear a question about school life and read it on the screen. You will then have 30 seconds to prepare your answer and 45 seconds to speak. Do not speak until the end of the “Prepare” time. You may take notes to help you answer. Time left is shown at the bottom of your screen.

iTEP **Speaking Part 1** **Time**

DIRECTIONS: You will both hear and read a question about school life. Answer the question giving specific reasons and examples that support your answer. After you hear the question, you will have 30 seconds to prepare your answer, and 45 seconds to speak.

Topic: After you complete your studies, what kind of work do you want to do?

PREPARE
00:30

SPEAK
00:13
SECONDS

QUESTION **TIME LEFT**
1 of 1

VOLUME
Speaker icon

< BACK **NEXT >**

- 1a. *Speaking Part 1 – Example:* Below is an example of a question about school life you may be asked in Part 1. You will have 30 seconds to prepare your response and 45 seconds to speak. You may take notes to help you answer. Time left is shown at the bottom left of the screen. Be sure to use all of your speaking time to accurately show your speaking ability.

iTEP **Speaking Part 1** 7 Hour

DIRECTIONS: You will both hear and read a question about school life. Answer the question giving specific reasons and examples that support your answer. After you hear the question, you will have 30 seconds to prepare your answer, and 45 seconds to speak.

Topic: After you complete your studies, what kind of work do you want to do?

PREPARE
0
SECONDS

SPEAK
13
SECONDS

QUESTION **TIME LEFT**
1 of 1

VOLUME **< BACK** **NEXT >**

2. *Speaking Part 2 – Directions:* You will hear a 60 to 90 second statement on a topic expressing two different opinions. You will only hear the statement. It will NOT be written on the screen. You will then have 45 seconds to prepare your opinion and 60 seconds to speak. You may take notes to help you prepare your answer. Give reasons and examples to support your opinion. Time left is shown at the bottom left of the screen. Make sure your headphones are on and the microphone is positioned in front of your mouth.

iTEP **Speaking Part 2** **Help**

DIRECTIONS: Listen to a short 60 - 90 second statement presenting two differing opinions on a topic. Then express your thoughts on the topic, giving specific reasons and examples to support your opinion.

You will only hear the statement - it will not appear on your screen. After you hear the statement you will have 45 seconds to prepare, and 60 seconds to speak. Remember, you may take notes.

STATEMENT

PREPARE
45
SECONDS

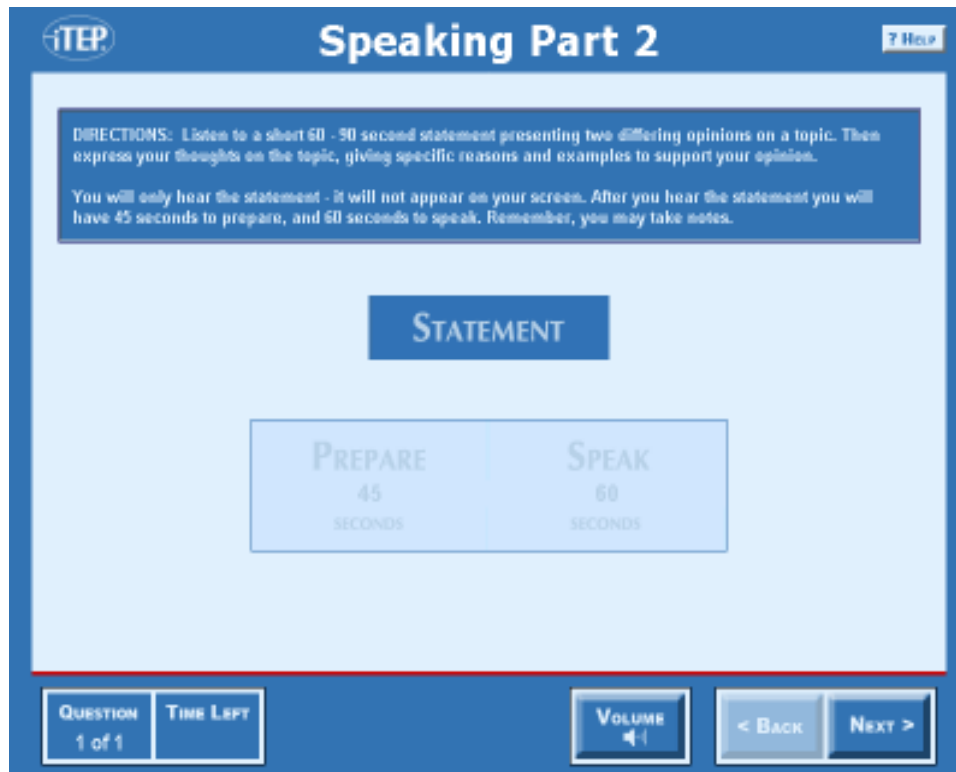
SPEAK
60
SECONDS

QUESTION **TIME LEFT**
1 of 1

VOLUME

< BACK **NEXT >**

- 2a. *Speaking Part 2 – Example Script:* Below is an example of the type of opinion statement you may hear in this section. You may take notes to help prepare your answer. After hearing the statement, you will have 45 seconds to prepare your opinion on the topic, and 60 seconds to speak. During the test, you will only hear, not see, the statement.



Speaking Part 2 Statement Script

Scientists have shown that the variety of bacteria, plants, and animals that live on Earth - referred to by the term "biodiversity" - is gradually decreasing as various life forms, or "species," disappear. There is a debate as to whether industry and government should cooperate to prevent further reduction to Earth's biodiversity.

Some argue that mankind should intervene to stop the decrease in biodiversity that is occurring due to loss of habitat, pollution, and other human activities. They worry that the loss of particular species eventually will have a negative impact on other species, including humans.

Others believe that the disappearance of weaker species and the survival of the stronger is part of a natural process. They also argue that species protection is a luxury that the developing nations of the world cannot afford.

What are your thoughts on this question?

End of Test. Congratulations! You have completed the iTEP exam.



Please see your test administrator for further instructions.