

Correlation Table

TFI Scores Descriptors and CEFR* levels

Identify the minimum score nearest to the achieved score

Convert the achieved score into the corresponding CEFR* level

Minimum score		CEFR levels	
Listening section From 5 to 495 points	Reading section From 5 to 495 points		
395	430	Proficient user – Effective Operational Proficiency	C1
300	305	Independent user - Vantage	B2
160	185	Independent user - Threshold	B1
85	105	Basic user - Waystage	A2

This table is an extract of the Report Research: "Mapping the *Test de Français International*" onto the Common European Framework of Reference". The standard-setting study of the *TFI* scores to the Common European Framework of Reference (CEFR) was conducted by Baron, P.A. & Tannenbaum, R.J. - 2010. The results of the standard setting are recommended minimum score requirements, or cut scores. The mapping of *TFI* scores to each CEFR level in this particular study is presented as guidelines for minimum thresholds for each level. ETS does not recommend using the minimum cut scores strictly. *TFI* scores are reported in 5-point increments. The listening and the reading sections do not add up. Sections are independent from one another.

For more information about this study please contact us at cef@etsglobal.org

* CEFR: The Common European Framework of Reference for Languages outlines an ascending series of common reference levels for describing learner proficiency. This CEFR describes both knowledge and skills in positive "can do" statements at six levels of proficiency for different language skills from A1 level (Basic User - Breakthrough) to C2 level (Proficient User - Mastery).

Common Reference Levels: self-assessment grid

CEFR levels		CEFR Common Reference Levels	
		Listening section	Reading section
Proficient user – Effective Operational Proficiency	C1	<ul style="list-style-type: none"> I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort. 	<ul style="list-style-type: none"> I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.
Independent user - Vantage	B2	<ul style="list-style-type: none"> I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect. 	<ul style="list-style-type: none"> I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
Independent user - Threshold	B1	<ul style="list-style-type: none"> I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. 	<ul style="list-style-type: none"> I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
Basic user - Waystage	A2	<ul style="list-style-type: none"> I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements. 	<ul style="list-style-type: none"> I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.

This table presents the common reference levels of the CEFR for self-assessment. It is an extract of the Council of Europe report: “Common European Framework of Reference for Languages: learning, teaching, assessment”, p.26-27 Council of Europe language policy, Strasbourg, © Council Of Europe/Les Editions Didier, Paris 2001.

More information about CEFR: www.etsglobal.org/Global/Eng/Research/CEFR

For more information about the *TFI*™ test:

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