



# User Guide

**TFI™ Test**



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A list of local ETS Preferred Vendors can be found on the web at [www.ets.org/tfi](http://www.ets.org/tfi).

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# Foreword

This TFI User Guide describes the uses of the TFI test and explains how it is administered. EPN members located around the world who offer the TFI test are available to explain how to use the TFI test most effectively.

For further information or to make testing arrangements, please contact your local EPN member office. A list of EPN member offices can be found on the web at [www.ets.org/tfi](http://www.ets.org/tfi).

# Overview

## The TFI™ Test

The *TFI™* test is a French-language proficiency test for people whose native language is not French. It is a valid measurement of the everyday French-language listening and reading proficiency skills of people in daily life and international workplace settings. A standardized test that measures French proficiency on a single, continuous scale, the TFI test is for language learners of all levels, regardless of their occupation or background. Test scores indicate how well someone understands written and spoken French. The test does not require specialized knowledge beyond that of a person who uses French in everyday work activities.

## Educational Testing Service

**Our Mission: To advance quality and equity in education** by providing fair and valid assessments, research, and related services. Our products and services measure knowledge and skills, promote learning and educational performance, and support education and professional development for all people worldwide.

**Our Vision: To be recognized as the global leader** in providing fair and valid assessments, research, and related products and services to help individuals, parents, teachers, educational institutions, businesses, governments, countries, states, and school districts, as well as measurement specialists and researchers.

**Our Values: Social responsibility, equity, opportunity, and quality;** we practice these values by listening to educators, parents, and critics. We learn what students and the institutions they attend need. We lead in the development of products and services to help teachers teach, students learn, and parents measure the intellectual progress of their children.

## Development of the TFI Test

Designed along the lines of the TOEIC Listening and Reading Test, the TFI test is developed to meet the requirements of nonnative speakers of French communicating with other native and nonnative speakers around the world. The test is made up of two sections—Listening and Reading—with the audio component of the Listening section including both French and Canadian-French accents. Test questions are created based on materials selected from a range of real-world contexts and go through a series of content reviews by language assessment specialists at ETS.

## Who Takes the TFI Test and Why?

- Individuals who use French in real-life settings.
- Candidates for training to be conducted in French.
- Individuals in French-language training programs.

# TFI Test Content and Format

## Test Content

These are some examples of the settings and situations you may find in TFI test questions:

- **Corporate development:** research, product development
- **Dining out:** business and informal lunches, banquets, receptions, restaurant reservations
- **Entertainment:** cinema, theatre, music, art exhibitions, museums, media
- **Finance and budgeting:** banking, investments, taxes, accounting, billing
- **General business:** marketing, management, business planning, sales, contracts
- **Health:** visiting doctors, dentists, clinics, hospitals
- **Housing/corporate property:** construction, buying and renting, electric and gas services
- **Manufacturing:** assembly lines, plant management, dispatching, quality control
- **Offices:** board meetings, committees, letters, telephone, fax, e-mail messages, office equipment and furniture
- **Personnel:** recruitment, staff reduction, retirement, salaries, promotions, hiring, job applications, awards, pensions
- **Purchasing:** ordering supplies, shipping, billing, negotiations
- **Technical areas:** electronics, technology, computers, laboratories and related equipment, technical specifications
- **Travel:** trains, airplanes, taxis, buses, ships, ferries, tickets, schedules, station and airport announcements, car rentals, hotels, reservations, delays and cancellations

## Test Format

The TFI test is a one hour and fifty minute, paper-and-pencil, multiple-choice test that consists of 180 questions divided into two parts: Listening Comprehension (Compréhension Orale) and Reading Comprehension (Compréhension Écrite).

### Part I: Listening Comprehension (Compréhension Orale)

The Listening Comprehension part of the test consists of 90 questions and has an audio component. This test part is divided into three sections. Test takers listen to a variety of questions and answers, short dialogues and talks recorded in French, and they answer questions based on what they hear. The Listening Comprehension part of the test takes approximately 42 minutes.

- Section I: Questions
- Section II: Dialogues
- Section III: Conversations

## Part II: Reading Comprehension (Compréhension Écrite)

The Reading Comprehension part of the test consists of 90 questions presented in written format in the test booklet. This test part is divided into three sections. Test takers read a variety of materials and respond to questions based on what they read. They have 68 minutes to complete the Reading Comprehension part of the test.

- Section IV: Text Completion
- Section V: Incomplete Sentences
- Section VI: Single Passages

Test takers respond to each test question by marking the letter (A), (B), (C), or (D) on a separate answer sheet. Although the actual testing time is approximately one hour and fifty minutes, additional time is needed to allow test takers to complete the biographical questions on the answer sheet and to respond to a brief questionnaire about their education and work history. Therefore, approximately two and one-half hours should be allowed to take the test.

## Preparing to Take the TFI Test

The TFI test is not based on the content of any particular French course, but rather on the test taker's French language proficiency—the overall ability to communicate in French. Improvement in language proficiency may take some time and is generally achieved through a combination of practice and study. Before taking the TFI test, it is important to become familiar with the test format and how to mark the answers on the answer sheet. Attention can then be focused on the questions themselves, rather than on the format. The Examinee Handbook provides information about the test and familiarizes test takers with the content and format of the test so that they will be more at ease when taking the test. In addition, test takers are encouraged to immerse themselves in the language as frequently and in as many ways as possible if it has been some time since they have had contact with French. Reading, watching TV and videos, listening to tapes, taking a French course, and speaking with friends and colleagues are some ways to practice French.

# Administration of the TFI Test

## Where is the Test Offered?

The TFI test is available throughout the world. Contact your local EPN member to find out when and where to take the test.

## How Often Can the TFI Test Be Taken?

One month should lapse before a test taker retakes the TFI test. If a test taker takes the test more than once a month, the test will not be scored and a refund will not be offered. Test takers must pay again to take the test once one month has passed.

## Test Security

In administering a worldwide testing program, the TFI program and its local EPN members consider the maintenance of security at testing centers to be of utmost importance. To offer score users the most valid and reliable measurements of French-language proficiency available, the TFI program continuously reviews and refines procedures to increase the security of the test before, during, and after administrations.

## Test Center Procedures

The following procedures and regulations apply during the entire test session, which begins when test takers are admitted to the test center and ends when they leave the test center.

- No test taker will be admitted after test materials have been distributed.
- Books, dictionaries, papers, notes, rulers, calculators, watch alarms, mobile phones, listening devices, recording or photographic equipment, highlighters or aids of any kind are not allowed in the testing room.
- Paper of any kind is not permitted in the testing room.
- Test takers may not mark or underline words in the test book or make notes in the test book or on the answer sheet.
- Test takers must have the supervisor's permission to leave the testing room. Any lost time cannot be made up.
- There is no scheduled break during the TFI test. If a test taker must leave the testing room, they are required to give the supervisor identification document(s) before leaving the room. It will not be possible to make up the time lost. At the conclusion of the test, the test taker will be required to return the test book and answer sheet to the test supervisor.

## Dismissal from Test Session

A test administrator/supervisor is authorized to dismiss a test taker from a test session, or scores may be canceled, due to violations such as, but not limited to, the following:

- Attempting to take the test for someone else or having someone else take the test on the test taker's behalf
- Failing to provide acceptable identification
- Obtaining improper access to the test, a part of the test, or information about the test
- Using a telephone or cell phone during the test session



- Using any aids in connection with the test, such as mechanical pencils, pens, pagers, beepers, calculators, watch calculators, books, pamphlets, notes, rulers, highlighter pens, stereos or radios with headphones, cell phones, watch alarms (including those with flashing lights or alarm sounds), stopwatches, dictionaries, translators, and any handheld electronic or photographic devices
- Creating a disturbance (disruptive behavior in any form will not be tolerated; the test administrator/supervisor has sole discretion in determining what constitutes disruptive behavior)
- Attempting to give or receive assistance, or otherwise communicate in any manner with another person about the content of the test during the administration or before dismissal of the test session
- Removing or attempting to remove test content, scratch paper, or notes relating to the test content from the test center. Under no circumstances may test content or any part of the test content be removed, reproduced, and/or disclosed by any means (e.g., hard copy, verbally, electronically) to any person or entity
- Using scratch paper during the test session
- Tampering with a computer
- Taking a weapon or firearm into the test center
- Taking food, drink, or tobacco into the testing room
- Leaving the test center vicinity during the test session
- Leaving the testing room without permission
- Referring to, looking through, or working on any test or test section when not authorized to do so, or working after time has been called
- Failing to follow any of the test administration regulations in this user guide, given by the test administrator/supervisor, or specified in any test materials

The local EPN member reserves the right to take all action—including, but not limited to, barring the test taker from future testing and/or canceling scores—for failure to comply with test administration regulations or the test administrator/supervisor’s directions. If scores are canceled, they will not be reported, and test fees will not be refunded.

## Identification Requirements

All test takers must read Part 1. Depending on whether the testing is within or outside the test taker’s country of citizenship, they must also read either Part 2 or Part 3, as appropriate.

### Part 1: Information for All Test Takers

- Test takers must have acceptable and valid ID with a signature and photograph to be admitted to a test center. Identification requirements are strictly enforced. It is the test taker’s responsibility to read and understand the instructions and requirements.
- Test takers who arrive at the test center without the required identification will not be admitted by the test administrator, cannot take the test, and will forfeit their test fee.
- When registering for the test, test takers must use exactly the same name that appears on the primary identification document they will present at the test center.
- Test takers must provide the entire first (given name) and entire surname (family name). They **MUST NOT** register under a nickname. If the name shown on a test taker’s primary identification does not match the name used at registration, that test taker will not be permitted to take the test.

- Only misspellings of a test taker's name can be corrected at check-in. NAME CHANGES WILL NOT BE MADE. If a test taker's name has changed for any reason, including marriage, they must still present primary identification in the name under which they registered, or the test taker will not be permitted to take the test.
- If the test center administrator questions the ID a test taker presents, that individual will be required to present additional proof of identity.
- If positive confirmation cannot be made, the test taker may be refused admission to the test center and forfeit the test fee. Admittance to the test center does not imply that a test taker's form of identification is valid or that the test taker's scores will be reported.

Test center personnel will check each test taker's identification before assigning seats at the test center. The administrator will also check the signature to verify that the test taker is the person in the photo identification.

## Acceptable Primary Identification Documents

- Passport with photograph and signature
- Driver's license with photograph and signature
- State identification with photograph and signature
- National identification with photograph and signature
- Military identification with photograph and signature

## Acceptable Secondary Identification Documents

If a test taker's primary identification is missing either a photograph or signature, one of the following secondary IDs can be used to meet the photograph or signature requirement. One of the following secondary IDs must be presented **in addition** to your primary ID. Secondary IDs that can be used to meet the photograph or signature requirements are:

- A government-issued identification document that has not expired, including, but not limited to, passport, driver's license, state identification, national identification, or military identification. (There are some exceptions: see "Unacceptable Identification Documents" below.)
- Student ID

## Unacceptable Identification Documents

- Any expired ID
- Draft classification card
- Credit card of any kind
- Social Security card
- Learner's permit or any temporary identification document
- International driver's license
- International student ID
- Notary-prepared letter or document
- Employee identification card

Test takers who cannot meet the specified ID requirements or have questions about ID can contact their local EPN member office before registering for the test.

## Part 2: If Testing WITHIN Your Country of Citizenship

Test takers within their country of citizenship need only one form of primary ID if the primary ID document contains a photograph and signature. Please see the list of acceptable primary ID documents (see Part 1). However, if the test administrator has any concerns about the primary ID document, the test taker will be required to present a secondary ID from the list (see Part 1).

If the primary ID does not contain the test taker's signature, that individual must either sign the document or present an additional ID from the list of secondary identification documents. The secondary ID cannot be expired and must contain a recent, recognizable photograph and the test taker's signature.

## Part 3: If Testing OUTSIDE Your Country of Citizenship

Individuals testing outside their country of citizenship **MUST PRESENT THEIR PASSPORT** as the primary identification document (citizens of European and Schengen Zone countries, see special requirements below). If a test taker does not meet this requirement, test scores may not be reported.

If a test taker's passport is not written in **English language letters**, that individual must also present an additional ID from the list of secondary identification documents (see Part 1) that is written in English and contains a recent, recognizable photo.

If a test taker's passport **does not contain that individual's signature**, the test taker must either sign the passport or present an additional ID from the list of secondary identification documents (see Part 1).

## European Union/Schengen Zone Countries

Individuals taking the test within a European Union or Schengen Zone country outside their own country may use a valid national or European identity card. The presented document must contain a recent, recognizable photograph, date of birth, and signature of the test taker. If a test taker's form of identification is not in French-language letters and the test administrator cannot read the language in which it is written, that individual may not be allowed to take the test. If the official ID does not contain the test taker's signature, an additional document must be presented from the list of secondary identification documents (see Part 1) that does contain that individual's signature.

## Disabilities

The TFI Program and its local EPN members, in response to requests from individuals with disabilities, will make special arrangements with test center supervisors, where local conditions permit, to administer the TFI test with accommodations. Among the accommodations that can be provided are extended testing time, breaks, a test reader, a sign-language interpreter, other aids customarily used by the test taker, large print, and non-audio (without oral stimulus) versions of the test. All requests for accommodations must be approved in accordance with TFI policies and procedures. These procedures are located on the TFI web site at [www.ets.org/tfi](http://www.ets.org/tfi).

## Testing Irregularities

"Testing irregularities" refers to irregularities in connection with the administration of a test, such as equipment failure, improper access to test content by individuals or groups of test takers, and other disruptions of test administrations (natural disasters and other emergencies). When testing irregularities occur, ETS and its local EPN members give affected test takers the opportunity to take the test again as soon as possible without charge.

# TFI Test Results

## Scoring Procedures & Reports

### Scanning

Each test taker uses a pencil to mark answers to the TFI test questions on a scannable answer sheet. Information on the test taker's French-learning history and use of French is also collected at the time of the test session. The answers and test taker information are then read by an optical scanner and recorded by the I-OPS system (Integrated Operations, Processing, and Scoring system). The I-OPS system is a software package designed to support local EPN member offices in scanning and scoring TFI answer sheets, as well as tracking the performance of individual test takers, groups of test takers, clients, and countries.

### Reporting

After the tests have been scored, the results are reported to the test taker's employer or school in the form of a Score Roster. The Score Roster is intended for internal use only and cannot be used by individual test takers as an indication of their "official" score. Clients may choose to supply their test takers with an individual Score Report or a Certificate of Achievement.

Additional statistical reports, such as the results for all of an organization's test takers for a given time period, can be produced by the local EPN member at the client's request.

### Score Roster

Clients receive a listing of all their test takers' results in the form of a Score Roster. Each Score Roster includes:

- Individual scores (Listening Comprehension, Reading Comprehension, and Total scores)
- Scores from the most recent testing session (including average score, frequency distribution, and range of scores)
- Scores obtained in all testing sessions within the same institution
- Scores within the industry with which the client is affiliated
- Scores within the country with which the client is affiliated

### Score Report

The scores a test taker receives are determined by the number of questions answered correctly. The number of correct responses on each section, Listening and Reading, is converted to a number on a scale of 5 to 495. Adding the Listening Comprehension and Reading Comprehension scores together gives a Total test score on a scale ranging from 10 to 990. The statistical procedure used to convert scores to a common scale for each section ensures that TFI section test scores can be compared across different forms of the test. There is no penalty for guessing or for wrong answers.

If a test taker takes the test through an employer or sponsoring organization, the score is provided to that organization. It is the responsibility of the employer or organization to provide the test taker with their score. If a test taker takes the test independently, they will receive their score report directly from the local EPN member.

## Certificate of Achievement

The TFI Certificate of Achievement is an acknowledgment of a test taker's French proficiency. The TFI Certificate of Achievement is not available through some Institutional Testing Program services. Contact the local EPN member office for availability.

The Certificate of Achievement features:

- Test taker's name
- Test taker's Listening Comprehension score, Reading Comprehension score, and Total test score
- Test date and location
- Administering organization
- Watermark on back
- Format suitable for framing

## Release of Test Results

With some exceptions, depending on local conditions, the TFI Score Report is sent to test takers within 5 business days of the test administration.

## Passing the TFI Test

The TFI test is not the kind of test that one "passes" or "fails." Not every job or task requires the same level of French language proficiency. The TFI test measures different levels of French ability or proficiency. It helps learners set goals and measure their progress as their French improves and enables people to demonstrate what they currently can accomplish in French. The single, continuous scale also makes it possible for learners to set attainable goals and to measure their progress as their French improves. Some companies use the TFI test to set their own score standards, based on the levels of French necessary to carry out particular responsibilities. Other companies offer French language training to help their employees reach target TFI test scores.

## Interpreting Scores

TFI test scores are determined by the number of questions answered correctly. There is no penalty for guessing or for wrong answers. The number of correct responses on each section, Listening and Reading, is converted to a number on a scale of 5 to 495. The statistical procedure used to convert scores to a common scale for each section is designed to ensure that TFI Listening Comprehension and Reading Comprehension scores obtained on different administration dates mean the same thing in terms of the level of French proficiency indicated.

When comparing test takers' scores, it can be helpful to understand what constitutes a meaningful difference between scores. The Standard Error of Measurement (see p. 15) is often used for this purpose. A test taker who took several versions of the test within a short period of time would obtain a number of scores that center around an average value known as the "true" score. Two-thirds of the time, the Listening Comprehension score would be within 22 points of the true score on the Listening Comprehension section, and the Reading Comprehension score would be within 22 points of the true score on the Reading Comprehension section.

Some score users may wish to interpret TFI test scores with respect to classification criteria such as basic, intermediate, and advanced. One commonly used framework for classifying language proficiency is the Common European Framework of Reference (CEFR), which describes six levels of language proficiency organized into three bands: A1 and A2 (basic user), B1 and B2 (independent user), and C1 and C2 (proficiency user). Using a process called standard setting, researchers mapped TFI test scores to CEFR levels A2 to C1 (see Baron & Tannenbaum, 2010). The results of this study can be used to support inferences about language proficiency levels (i.e., CEFR levels) based on TFI test scores.

Reference: Baron, P. A., & Tannenbaum, R. J. (2010). *Mapping the Test de français international™ onto the Common European Framework of Reference* (ETS Research Memorandum No. RM-10-12). ETS.

## Repeat Test Takers

Test takers who take another version of the TFI test may obtain slightly different scores from those they received the first time. A question such as the following may arise: “How much of a difference must there be between two Listening Comprehension scores or between two Reading Comprehension scores before I can say that there is a real difference in my level of proficiency?” This question involves two independent tests given at two different times. The error of measurement associated with the score obtained from one administration is called the Standard Error of Measurement (SEM). The errors of measurement associated with two administrations are called the Standard Error of Difference (*SEdiff*). The *SEdiff* for each of the TFI Listening Comprehension and Reading Comprehension sections is about 32 scaled score points.

Another question that may arise is this: “If a person began training with a Listening Comprehension score of 300 and, following training, received a score of 340 on a different test form, has that test taker really improved in Listening Comprehension or is this increase just a statistical fluke?” To determine whether this is a true increase in the TFI score, the test taker would construct a band of  $\pm 1$  *SEdiff*, or  $\pm 32$  points, around the obtained scores. In the example here, the test taker has truly improved because the post-training score falls outside the *SEdiff* (i.e., 268-332). Using this band, it can be said with 68 percent confidence that the test taker’s proficiency level has truly increased in the time between the two tests.

## Rescore Requests

Test takers who feel their scores do not accurately reflect their French-speaking abilities should contact their local EPN member office within six months of the test date. The local EPN member will rescore the answer sheet and give a second score report. If a discrepancy is found between the first score report and the second one, the local EPN member will pay for rescoring the answer sheet. However, if a discrepancy is not found, the test taker may be charged a small fee for rescoring costs.

## Test Score Data Retention

To provide test takers and employers with a historical summary of test scores, all scores will be kept on file and reported for two years from the test administration date. Because language proficiency can change considerably in a relatively short period of time, TFI scores more than 2 years old cannot be reported.

## Score Cancellation

The local EPN member reserves the right to take all action—including, but not limited to, barring a test taker from future testing and/or canceling a test taker’s scores—for failure to comply with test administration regulations or the test administrator/supervisor’s directions. If a test taker’s scores are canceled, they will not be reported, and the test fees will not be refunded.

# Use of TFI Test Scores

## Test Fairness

The ETS TFI Program and its authorized local EPN members have taken steps to ensure, to the extent possible, that tests and test scores are fair for all test takers, regardless of gender, age, nationality, and test taker industry background.

All of our products and services—including individual test questions, assessments, instructional materials, and publications—are evaluated during development to ensure that they:

- are not offensive or controversial
- do not reinforce stereotypical views of any group
- are free of racial, ethnic, gender, socioeconomic, and other forms of bias
- are free of content believed to be inappropriate or derogatory toward any group

All of our tests and other products undergo rigorous, formal reviews to ensure adherence to our fairness guidelines, which are set forth in three publications that can be found on the ETS web site, [www.ets.org](http://www.ets.org):

- **ETS Standards for Quality and Fairness**
  - Every test ETS produces must meet the exacting criteria of the *ETS Standards for Quality and Fairness*. These standards reflect the ETS commitment to producing fair, valid, and reliable tests that can stand up to the most intense scrutiny, either in the courtroom or in the court of public opinion.
  - The ETS Office of Professional Standards Compliance audits each ETS testing program to ensure its adherence to the *ETS Standards for Quality and Fairness*.
- **ETS Fairness Review Guidelines**
  - The *ETS Fairness Review Guidelines* identify aspects of test questions that might hinder people in various groups from performing at optimal levels.
  - Fairness reviews are conducted by specially trained reviewers.
- **ETS International Principles for Fairness Review of Assessments**
  - The *International Principles for Fairness Review of Assessments* are designed to ensure that ETS tests and related products are fair and appropriate for the culture and country in which they are used.

Every member of the ETS staff responsible for writing and reviewing test questions undergoes extensive training in the ETS fairness review process. This commitment to fairness helps distinguish ETS from other assessment companies.

## Policies and Guidelines for the Use of TFI Scores

### Policies

In recognition of their obligation to ensure the appropriate use of TFI scores, ETS and its authorized local EPN members developed policies designed to make score reports available only to approved recipients, to encourage these organizational score users to become knowledgeable about the validity of the tests, to protect the confidentiality of test takers' scores, and to follow up on cases of possible misuse of scores. The policies are discussed below.

- **Confidentiality.** TFI scores, whether for an individual or aggregated for an institution, are confidential and can be released only by authorization of the individual or institution or by compulsion of legal process.

We recognize the test taker’s right to privacy with regard to information that is stored in data or research files held by ETS and its local EPN members, and our responsibility to protect test takers from unauthorized disclosure of the information.

- **Encouragement of appropriate use and investigation of reported misuse.** All organizational users of TFI scores have an obligation to use the scores in accordance with the guidelines below; i.e., using multiple criteria in making decisions, accepting only official TFI scores, etc. Organizations have a responsibility to ensure that all individuals using TFI scores are aware of these guidelines and to monitor the use of the scores, correcting instances of misuse when they are identified. ETS and its authorized local EPN members are available to assist institutions in resolving score-misuse issues.

## Guidelines

- **Use Multiple Criteria.** Regardless of the decision to be made, multiple sources of information should be used to ensure fairness and to balance the limitations of any single measure of knowledge, skills, or abilities. These sources may include graduate or undergraduate grade point average, years of experience in the target position, and recommendations from past supervisors and colleagues.
- **Accept Only Official TFI Score Reports.** The only official reports of TFI scores are those issued by authorized local EPN members or by ETS. If an organization administers a TFI test internally, with ETS knowledge and approval, it can obtain and keep score reports of that test. Scores obtained from other sources should not be accepted. If there is a question about the authenticity of a score report, the question should be referred to local EPN members, who will then verify the accuracy of the scores and determine whether an official report was issued.

## Normally Appropriate Use of TFI Scores

The suitability of a TFI test for a particular use should be explicitly examined before using test scores for that purpose. The following list of appropriate uses of TFI scores is based on the policies and guidelines previously outlined. The list is meant to be illustrative, not exhaustive, in nature. There may be other appropriate uses of TFI test scores, but any uses other than those listed below should be discussed in advance with ETS and authorized local EPN members to determine their appropriateness.

## Appropriate Uses

Provided all applicable guidelines are followed, TFI scores are suitable for the uses described below.

- placing incoming and continuing students in appropriate class levels
- evaluating student proficiency by repeated testing
- selecting individuals for training to be conducted in French
- measuring individual progress and proficiency level following French-language training

## Misuse

Any use of test scores for purposes other than those listed should be discussed with ETS before being implemented.



# Statistical Characteristics of the TFI Test

## Population Defined

The TFI test is designed to measure French language proficiency of adult nonnative French speakers.

Table 1: Mean and Standard Deviation of the Listening and Reading Scaled Scores from 2016–2020

	2016		2017		2018		2019		2020	
	Listening	Reading	Listening	Reading	Listening	Reading	Listening	Reading	Listening	Reading
<b>Mean</b>	372	345	369	345	369	345	368	341	361	335
<b>SD</b>	87	88	87	89	92	92	92	92	102	99

Table 2: Mean and Standard Deviations of the Listening and Reading Scaled Scores by Gender from 2016 to 2020

	2016				2017				2018			
	Listening		Reading		Listening		Reading		Listening		Reading	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
<b>Mean</b>	378	365	349	341	375	363	349	341	374	363	349	341
<b>SD</b>	84	90	86	91	85	90	89	90	90	94	91	93

	2019				2020			
	Listening		Reading		Listening		Reading	
	Female	Male	Female	Male	Female	Male	Female	Male
<b>Mean</b>	372	362	345	335	371	350	346	322
<b>SD</b>	89	96	89	95	98	105	93	103

## Intercorrelations Among Scores

The average correlation between the Listening and Reading Comprehension sections of the TFI test is approximately 0.88. This value indicates that there is a strong positive relationship between a test taker's performance on the Listening Comprehension section and the test taker's performance on the Reading Comprehension section of the TFI.

## Reliability

Reliability is defined as the proportion of observed score variance that is due to true score variance. It is an indicator of the extent to which test scores will be consistent across different conditions of administration and/or administration of alternate forms of a test. The type of reliability used in the TFI test is reported as an internal consistency measure using the KR-20 reliability index. The KR-20 reliability index assesses the extent to which all items measure the same construct. The more homogeneous the test items, the more consistently the test takers will perform. The reliability of the TFI Listening and Reading Comprehension section scores across all forms of our norming samples has been approximately 0.95.

## Standard Error of Measurement

Errors of measurement occur when a test taker's performance differs from one occasion or test form to another for reasons that may or may not be related to the purpose of the test. A person may try harder, be more (or less) tired or anxious compared to some other occasion, have greater familiarity with the content of questions on one test form than on another test form, or simply guess more questions correctly on one occasion than on another. These reasons for inconsistency are generally referred to as errors of measurement. The Standard Error of Measurement (SEM) is an estimate of average difference between true scores and obtained test scores, and is about 22 scaled score points for each of the TFI Listening and Reading Comprehension sections. A test taker's true score could be estimated by  $\pm 22$  scaled score points around the test score obtained from one administration. For example, if a scaled score of 300 is obtained on the TFI Listening Comprehension section, 68 percent of the time the true score will fluctuate between approximately 278 and 322.

## Research

### Validity Studies

In order to better establish the meaning of scores from the TFI™ as a measure of French language proficiency, the TFI test was administered in 2007 to some 2,500 test takers in six countries, along with a self-assessment inventory to gather test takers' perceptions of their ability to perform a variety of everyday language tasks in French. TFI scores related moderately to test taker self-reports (can-do statements) for both reading and listening tasks. The correlations between TFI Listening Comprehension scores and listening can-do reports were moderately high (.56 to .60). The corresponding correlations between TFI Reading Comprehension scores and reading can-do reports were somewhat lower (.43 to .53), but still statistically and practically significant. The trustworthiness of the self-reports as a validity criterion was supported by (a) consistent reports from independent samples of test takers and (b) expected correspondence with language tasks representing the various levels of the Common European Framework (CEF) of Reference for Languages.

Powers, D. E. (2007). *Relating scores on the Test de français international™ (TFI™) to language proficiency in French* (ETS Research Memorandum No. RM-07-04). ETS.

# Publications

Local EPN members can provide the following materials:

- **Examinee Handbook**  
A complete description of the test and its uses intended for test takers.
- **Sample Test**  
A sample test booklet containing 35 questions, accompanied by a 10-minute audio recording of the Listening Comprehension items.
- **Test Administration Procedures**  
The Test Administration Procedures outline security considerations, test taker seating assignments, irregularity reporting, and other important administration instructions needed to administer the TFI test. It is intended for those who will be administering the test on site.
- **TFI Administration Supplement**  
This manual provides specific information about the responsibilities of the test administrator, including procedures that administrators should follow before, during, and after a test administration, and suggestions to help the administrator carry out these responsibilities smoothly and effectively. This manual should be supplied along with the Test Administration Procedures.
- **TFI Can-Do Guide: Relating Scores on the *Test de français international* to Language Proficiency in French**  
Presents a series of tables describing the activities that test takers in certain score bands are able to do, are able to do with difficulty, and are not able to do.

## Contact Information

For more information about the TFI test, please visit [www.ets.org/tfi](http://www.ets.org/tfi).

Test takers can provide comments during the testing administration by asking the test supervisor for the Candidate Comment Form.

For additional questions or comments regarding the TFI test, please contact your local EPN member; or e-mail [TOEIC@ets.org](mailto:TOEIC@ets.org).

At nonprofit ETS, our mission is to advance quality and equity in education by providing fair and valid assessments, research and related services. Our products and services measure knowledge and skills, promote learning and performance, and support education and professional development for all people worldwide.



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