



TOEFL[®] Information Session for UECA

November 25, 2022



Your TOEFL Australia Team

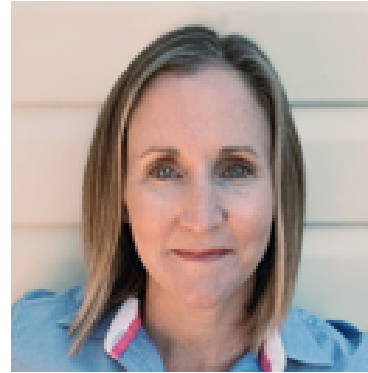


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What is ETS?

ETS is the world's largest **not for profit** education research and measurement organisation. It is based in Princeton, USA.

Over 50 million ETS tests are administered per annum, including TOEFL, GRE, TOEIC, Praxis as well as tests & exams licensed to or created for other organisations.



ETS is more than just testing company

→ We are a mission-driven nonprofit

Our mission is to help 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
- support education and professional development for all people worldwide.

How does the *TOEFL*[®] Family promote learning and support teaching?



The *TOEFL*[®] Family of Assessments:

Trusted information for more confident decisions

TOEFL Primary[®]

TOEFL Junior[®]

TOEFL ITP[®]

TOEFL IBT[®]

TOEFL[®] *Essentials*[™]

There's a TOEFL test for every stage of English language proficiency to guide learning, inform teaching, and help students achieve their academic goals.



CEFR Levels (Common European Framework of Reference)		TOEFL Tests by Age and Proficiency Level					
PROFICIENT	C2						
	C1						
INDEPENDENT	B2						
	B1						
BASIC	A2						
	A1						
AGE OF TEST TAKERS		8+ YEARS	11+ YEARS			16+ YEARS	

TOEFL Primary*	TOEFL Junior*	TOEFL ITP*	TOEFL IBT*	TOEFL® Essentials™
Forming the foundation of English language skills.	Expanding English language skills	Refining English language skills	Assessing 4-skill English proficiency at the university level	Assessing 4-skill English proficiency and foundational skills

Our TOEFL test products are designed to suit a variety of proficiency levels and age ranges



Today's session is focused on

TOEFL iBT®

The *TOEFL iBT*® is a test that is supported by decades of research.

Whilst the test has naturally evolved to meet the needs of language learners and those who teach and guide language acquisition, our commitment to quality assessments and transparent continuous improvement is unparalleled.

ETS is home to the Centre for Language Education and Assessment Research ([CLEAR](#)), the largest dedicated research group of its kind.



TOEFL iBT®

There are 3 *TOEFL iBT*® test modes.

- Test Centre (on a computer)
- Test Centre Paper Edition (R/L/W by paper, S on computer)
- Home Edition (remote proctored at home)

All three test modes are 4 skills English tests, have the same content, backed by the same research and methodology, and are scored on the same score scale (0 -120).

TOEFL iBT®

The *TOEFL iBT*® is our flagship English test product.

- The original TOEFL test was introduced 50+ years ago
- The current *TOEFL iBT*® commenced in 2005

It is recognised by:

- All Australian education providers for admission
- Home Affairs for all skilled migration categories
- Key professional bodies (eg AHPRA, CPA, EA) for professional registration

Why the *TOEFL*[®] Test?

3 Key Takeaways!

- 1** The *TOEFL*[®] test **measures academic English skills** the way they are actually used in the classroom, **backed by decades of evidence and research**
- 2** The *TOEFL*[®] test provides truly **fair and unbiased scoring**, using **both human raters and AI**, with weighted scoring on human rated responses
- 3** The *TOEFL*[®] test is a well-established, widely recognised **global English test**, with test components **using a variety of English accents**

Key *TOEFL*® Enhancements over last 3 years



Reading and Listening Instant Scores (AI rated sections)
Faster Score Reporting (4 days in India and China)
Reduced Re-test Wait Times (12 days)
Condensed Test Sections and Test Length (3 hours)



10-minute break between R/L and S/W sections
Extended Test Registration (180 days)
Morning & Afternoon Test Times



60-hour Online TOEFL Preparation Course (E2 platform)
Free Practice Tests & TOEFL Prep Mobile App
MyBest® Scores (on all test reports)

Key sections R/L/S
condensed

Improved test taker
experience

Enhancements based
on research and
validity studies

	All Tests <u>Before</u> August 1, 2019	All Tests <u>After</u> August 1, 2019
Reading (fewer questions per passage)	3-4 reading passages 12-14 questions each 60-80 minutes	3-4 reading passages 10 questions each 54-72 minutes
Listening (fewer lectures)	4-6 lectures 6 questions each 2-3 conversations 5 questions each 60-90 minutes	3-4 lectures 6 questions each 2-3 conversations 5 questions each 41-57 minutes
Break	10 minutes	10 minutes
Speaking (fewer tasks)	6 tasks 2 independent 4 integrated 20 minutes	4 tasks 1 independent 3 integrated 17 minutes
Writing (no change)	2 tasks 1 integrated 1 independent 50 minutes	2 tasks 1 integrated 1 independent 50 minutes

Assessment design

Focus on communication

→ We assess ability to use language rather than only knowledge about language

Test multiple skills simultaneously

→ Assessment tasks feature skills integration

Source authentic content

→ Test content represents the kinds of real-life tasks and texts that learners will encounter/produce

Aligning assessments with best practices in language teaching and learning

Adhering to industry standards for test integrity (AERA, NCME, & APA[®] Standards)

- our tests measure what they claim to measure

TOEFL iBT Test Centre, Paper Edition and Home Edition all apply the same score ranges

TOEFL iBT Test Component	Score Range
Reading	0-30
Listening	0-30
Speaking	0-30
Writing	0-30
Total Score	0-120



Double-check your admissions listing...

If you list a TOEFL iBT entry score that's above 120, that is a **retired** test!

*TOEFL ITP retains the old score range, but that test is used primarily for cohort specific purposes (e.g. TNE and SA)

Test Name	Test Status	Delivery Mode	Skills Tested	Score Scale
TOEFL iBT	Current	Test Centre	4 Skills: R / L / S / W	0 – 120 Total 0 – 30 per Section
TOEFL iBT Home Edition	Current	Online	4 Skills: R / L / S / W	0 – 120 Total 0 – 30 per Section
TOEFL iBT Paper Edition	Current	Test Centre	4 Skills: R / L / S / W	0 – 120 Total 0 – 30 per Section
TOEFL Essentials	Current	Online	4 Skills: L / R / W / S	1 – 12 Total (Total reported in .5 increments) 1 – 12 per Section
TOEFL ITP	Current	Paper	3 Skills: L / W / R	310 – 677 Total
TOEFL CBT Computer Based Test	<i>Retired</i> (2006)	Computer	4 Skills: S / R / L / W	310 – 677 Total
TOEFL PBT Paper Based Test	<i>Retired</i> (Apr 2017)	Paper	3 Skills: R / L / W	310 – 677 Total + TWE
TOEFL RPDT Revised Paper Delivered Test	<i>Retired</i> (Apr 2021)	Paper	3 Skills: R / L / W	No Total 0 – 30 per Section

TOEFL to IELTS score concordance based on 1,153 students who took both tests.

The **orange** line indicates the score ranges with the highest degree of confidence and score concordance.

[Download](#) our *Linking TOEFL iBT Scores to IELTS Scores* Research Report.

TOEFL iBT Scores (0-120)	IELTS Band (0-9)
0-31	0-4
32	4.5
35	5
46	5.5
60	6
79	6.5
94	7
102	7.5
110	8
115	8.5
118	9

The **orange** lines indicate the score ranges with the highest degree of confidence and score concordance.

TOEFL Reading	IELTS Reading	TOEFL Listening	IELTS Listening	TOEFL Speaking	IELTS Speaking	TOEFL Writing	IELTS Writing
0-2	0-4	0-2	0-4	0-11	0-4	0-11	0-4
3	4.5	3	4.5	12	4.5	12	4
4	5	4	5	14	5	14	5
8	5.5	7	5.5	16	5.5	18	5.5
13	6	12	6	18	6	21	6
19	6.5	20	6.5	20	6.5	24	6.5
24	7	24	7	23	7	27	7
27	7.5	27	7.5	24	7.5	29	7.5
29	8	28	8	26	8	30	8
29	8.5	29	8.5	8	8.5	30	8.5

TOEFL to IELTS: Mean, SD and Correlation

Test	N	Mean	Standard Deviation	Score Range	2009 Population Mean*
IELTS Total	1,153	6.6	0.8	3.5 - 9	5.8
IELTS Listening	1,153	6.8	1.1	2.5 - 9	6
IELTS Speaking	1,153	6.3	0.9	1.5 - 9	5.7
IELTS Reading	1,153	6.8	1.1	2.5 - 9	5.8
IELTS Writing	1,153	6.1	0.8	2 - 9	5.4
TOEFL Total	1,153	83.6	20.3	23 - 119	79
TOEFL Listening	1,153	20.9	7.6	1 - 30	19.4
TOEFL Speaking	1,153	20.0	3.8	5 - 30	19.7
TOEFL Reading	1,153	21.2	7.8	1 - 30	19.9
TOEFL Writing	1,153	21.6	4.6	5 - 30	20.5

Score	Correlation
IELTS Listening & TOEFL Listening	0.63
IELTS Speaking & TOEFL Speaking	0.57
IELTS Reading & TOEFL Reading	0.68
IELTS Writing & TOEFL Writing	0.44
IELTS Total & TOEFL Total	0.73

TOEFL – CEFR concordance

[Download](#) our *Association Between TOEFL iBT Scores and CEFR Levels Report*

Test Component	Score Range	C1 or above	B2	B1	A2
Reading	0 - 30	24	18	4	n/a
Listening	0 - 30	22	17	9	n/a
Speaking	0 - 30	25	20	16	10
Writing	0 - 30	24	17	13	7
Total	0 - 120	95	72	42	n/a



Australia-bound TOEFL test takers perform well

TOEFL iBT test Component	Average Scores Verified by AUS institutions (2022)	IELTS - TOEFL equivalency	CEFR - TOEFL equivalency
Reading	26	7 -7.5	C1
Listening	25	7	C1
Speaking	22	6.5 - 7	B2 - C1
Writing	24	6.5	C1
Total	96	7	C1

If your institution would like data on TOEFL scores, source markets and other test taker attributes to your institution in 2022 (or pre-pandemic data), please reach out to the TOEFL Australia team.



Scoring and score interpretation

Provide transparency about how test performances are scored

→ Make scoring rubrics for all performance tasks available

Describe what scores mean in clear and accessible ways

→ Score level can-do descriptors

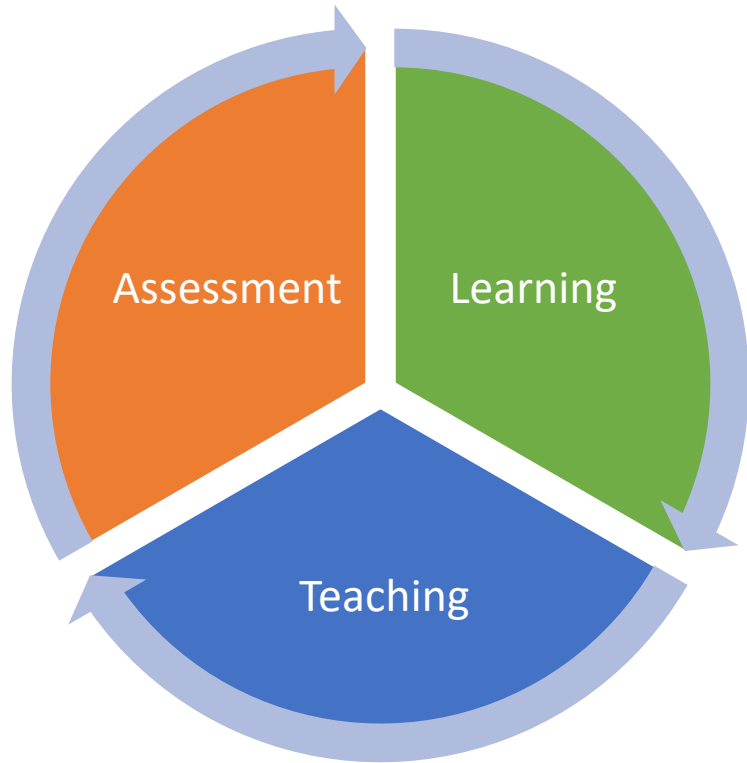
Explore empirically the relationship between test scores and language ability frameworks

→ Score mapping

Provide actionable information about test-takers' language ability to learners, teachers, and other score users

Ensure that score interpretations are based on what is actually measured in the test

The Language Education Ecosystem



The TOEFL® Ethos

- Understand score users' needs, including teachers and learners → design tests accordingly
- Emphasize 'real-life' communication, especially academic tasks, within constraints of standardised testing
- Reflect actual challenges of English use
- Promote positive washback
- Facilitate meaningful test-score interpretation for distinct uses
- **Support learners' development of English for communication purposes**
- **Support effective teaching of English for communication purposes**

Performance Descriptors for the *TOEFL iBT*[®] Test

<u>SKILL</u>	<u>LEVEL</u>	<u>CEFR LEVEL</u>
Reading	Advanced	C2
Listening	High Intermediate	C1
Speaking	Low Intermediate	B2
Writing	Below Low Intermediate	B1
	Basic	A2
	Below Basic	

[Download Performance Descriptors here](#)

Performance Descriptors in the Appendix A of this info pack



Independent **Speaking** Rubrics

Integrated **Speaking** Rubrics



Independent **Writing** Rubrics

Integrated **Writing** Rubrics

[Download Speaking and Writing Rubrics here](#)

Scoring Rubrics in Appendix B of this info pack

TOEFL iBT Home Edition Information

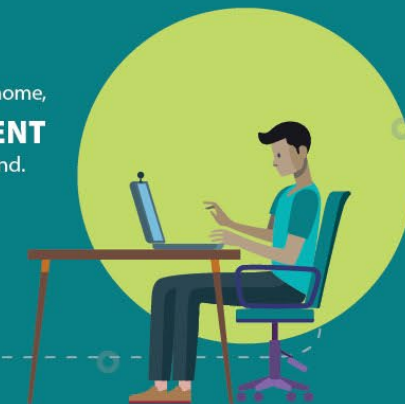
TOEFL iBT® testing can happen at a test center or at home. It's the **SAME TEST** offered in 2 ways.



The same content, format and **ON-SCREEN EXPERIENCE** as the test taken in a test center.



Taken online at home, **CONVENIENT** and on demand.



Global acceptance — recognized by **11,000+ INSTITUTIONS** around the world.

ETS TOEFL iBT®



Online **HUMAN PROCTORS** offer assistance and ensure validity.



A **CONTINUAL WAY** to take the TOEFL iBT test — not a limited-time offering.



For more information, visit **ets.org/toefl/athome**.

Improved **REGISTRATION EXPERIENCE** through a 1-step process.



Test appointments available **24 HOURS** a day, **4 DAYS** a week.

The *TOEFL iBT*® Home Edition

- The TOEFL Home Edition was the first scalable at-home test provided around the world
- Since its launch in April 2020, over a million test takers have benefited from the convenience of at Home testing
- As of Oct 1st, 49% of all Australia-bound TOEFL test takers are using a Home Edition scores for admission
- Home Edition is recognised across Australia by education providers large and small
- Evidentiary requirements imposed on certain education providers and specific markets can be viewed on the Department of Home Affairs [Document Checklist](#). In certain situations, it is advised that the test taker should take a Test Centre based TOEFL iBT for their visa if the risk threshold is considered high by DHA.



Comparability to Regular Tests: TOEFL iBT® Home Edition (HE) – Psychometric properties

Reliability

- The score reliability and standard error of measurement (SEM) of TOEFL iBT® Home Edition are closely monitored.
- The estimates are comparable to those of a typical TOEFL iBT® administration.

Table 1. Reliability and SEM of TOEFL iBT® HE and typical TOEFL iBT® administrations.

	Reading	Listening	Speaking	Writing	Total
<i>TOEFL iBT® HE</i>					
<i>Reliability</i>	0.87	0.88	0.86	0.76	0.93
<i>SEM</i>	2.55	2.36	1.44	1.93	4.23
<i>TOEFL iBT®</i>					
<i>Reliability</i>	0.87	0.88	0.86	0.77	0.94
<i>SEM</i>	2.55	2.35	1.52	2.08	4.32

Comparability to Regular Tests:

TOEFL iBT® Home Edition (HE) test – Psychometric properties

Test performance

- A sample of repeaters were analysed to compare their performance in the most recent TOEFL iBT® versus TOEFL iBT® HE.

Table 2. Repeater test performance in recent TOEFL iBT® and TOEFL iBT® HE

	TOEFL iBT®		TOEFL iBT® HE	
	Mean	SD	Mean	SD
<i>Listening</i>	20.83	5.83	20.94	4.88
<i>Reading</i>	20.74	5.92	21.21	5.44
<i>Speaking</i>	20.90	3.49	20.67	3.69
<i>Writing</i>	20.65	3.93	20.96	3.72
<i>Total</i>	83.13	15.61	83.78	14.59

*Based on test takers who took both TOEFL iBT® and TOEFL iBT® HE within 30 days.

Home Edition Test Security

(Note: further information available in Appendix C of this info pack)



Tests have strict identification (ID) requirements. All test takers must show a valid and acceptable ID with name, photograph and signature.



Test-day procedures include **biometric voice identification, facial recognition and the use of electronic scanning devices** at test centers.



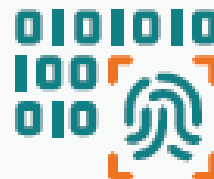
For at-home tests, **ETS employs live human proctors for 100% of the test**, plus artificial intelligence technology to prevent and detect suspicious activity.



Tests are delivered directly from ETS to the test taker's computer, minimizing opportunities to steal content.



Speech samples and test-taker photos confirm student identity.



Testing experts employ **post-test forensic analyses** to scores and data, and investigate results that may indicate improper testing behavior.

Score Report Interpretation



This is an example of a test taker who took a TOEFL iBT in a test centre.

The Test Centre has a code and a name. For this test taker, she took a test in India, at the SS College of Engineering. The Test Centre code is STN20287A. This is shown where the arrow is pointing.

STN: Strategic Test Number
20287A: Test Centre Identifier

sarabjit kaur,

Last (Family/Surname) Name, First (Given) Name Middle Initial.

flat 284
pangra
udaipur ,
INDIA

Email: sarabji1595@gmail.com

Date of Birth: 11/04/1987 (MM/DD/YYYY)

Gender: Female

Country of Birth: INDIA

Native Language: HINDI

Test Center: STN20287A

Test Center Name: S S College of Engineering

Test Center Country: INDIA

Appointment No.: 6508702201734053



Security Identification

ID Type	ID No. (Last 4 digits)	Issuing Country
PASSPORT	6166	INDIA

TOEFL iBT® Scaled Scores

Test Date (MM/DD/YYYY)	Total Score (0 - 120)	Reading (0 - 30)	Listening (0 - 30)	Speaking (0 - 30)	Writing (0 - 30)	Voice Sample
10/23/2019	81	17	20	22	22	

MyBest® Scores

As of Date (MM/DD/YYYY)	Sum of Scores (0 - 120)	Reading (0 - 30)	Listening (0 - 30)	Speaking (0 - 30)	Writing (0 - 30)	Voice Sample
12/11/2019	87	18	23	22	24	
	05/02/2019	05/02/2019	10/23/2019	10/23/2019	03/10/2019	10/23/2019

[View Your Most Recent MyBest® Scores](#)



This is an example of a test taker who took a TOEFL iBT at home.

The Test Centre Name is “Home Edition”. The Test Centre code “STNRPIRQ” indicates:

STN: Strategic Test Number
 RP: Remote Proctored
 IRQ: Iraq

AZIZ, AZIZ
 Last (Family/Surname) Name, First (Given) Name Middle Initial
 Erbil
 IRAQ
 Email: myaccount@gmail.com
 Date of Birth: 03/03/1998 (MM/DD/YYYY)
 Gender: Male
 Country of Birth: IRAQ
 Native Language: ARABIC
 Test Center: STNRPIRQ
 Test Center Name: Home Edition
 Test Center Country: IRAQ
 Appointment No.: 4234501213863227



Security Identification		
ID Type	ID No. (Last 4 digits)	Issuing Country
PASSPORT	0541	IRAQ

TOEFL iBT® Scaled Scores

Test Date (MM/DD/YYYY)	Total Score (0 - 120)	Reading (0 - 30)	Listening (0 - 30)	Speaking (0 - 30)	Writing (0 - 30)	Voice Sample	Essay Sample
01/26/2021	103	24	30	21	28		

MyBest® Scores

As of Date (MM/DD/YYYY)	Sum of Scores (0 - 120)	Reading (0 - 30)	Listening (0 - 30)	Speaking (0 - 30)	Writing (0 - 30)	Voice Sample	Essay Sample
02/01/2021	103	24	30	21	28		
		01/26/2021	01/26/2021	01/26/2021	01/26/2021	01/26/2021	01/26/2021

[View Your Most Recent MyBest® Scores](#)

Information about TOEFL iBT Test Scores:
 Scores for the TOEFL iBT® test consist of four section scores and a total score.
 TOEFL iBT test scores are confidential and are not to be released by the recipient without written permission from the test taker. All staff with access to this service are to be advised of the confidential nature of the information provided.
 ** Section score not administered.
 *** Total score not reported when one or more sections have not been administered.

Expired scores are not included in MyBest® calculations.

If you have reason to believe you may have received fraudulent test score information from a test taker, please contact ovys@ets.org immediately.
 For more information on the TOEFL test, visit <https://www.ets.org/toefl>

MyBest® Scores

ETS TOEFL iBT Institutional Score Report [Security Guard goes here]

Name: Setiadi, Atin
Email: asetadi@ets.org
Gender: F
Date of Birth: October 13, 1992
Appointment Number: 0000 0000 0038 5009
Test Date: October 23, 2019

A. Setiadi
73, Jalan Cilaki
BANDUNG 40115
INDONESIA

Country of Birth: Indonesia
Native Language: Bahasa
Test Center: STN2222C
Test Center Country: United States
Inst. Code: 0000
Dept. Code: 00
Dept. Description:
Security Identification
ID Type: Passport ID No.: 23845 Issuing Country: Indonesia

October 19, 2019 Test Date Scores

Total Score	83	out of 120
Reading:	22	30
Listening:	22	30
Speaking:	21	30
Writing:	18	30

MyBest™ Scores
Test taker's highest section scores from all valid test dates, as of October 24, 2019.

Sum of Highest Section Scores	86	out of 120
Reading:	22	30
Listening:	23	30
Speaking:	21	30
Writing:	20	30

INFORMATION ABOUT SCORES
For the TOEFL iBT test, there are four section scores and a total score. A total score is not reported when one or more sections have not been administered. These scores have the following ranges:

Reading	0-30
Listening	0-30
Speaking	0-30
Writing	0-30
Total Score	0-120

VALIDITY OF SCORES
Because English proficiency can change considerably in a relatively short period.

Additional information about TOEFL iBT scores
ETS® Security Guard text is printed with a special heat-sensitive either by rubbing it or blowing on it, and the ETS Security Guard

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- Combination of the highest section scores from all valid test dates.
- Score reports show both *MyBest*® scores and the scores from a single test date.
- Automatically included in all score reports.
- There is no need to change score requirements.
- Helps widen your qualified applicant pool.

October 19, 2019 Test Date Scores

Total Score	83	out of 120
Reading:	22	30
Listening:	22	30
Speaking:	21	30
Writing:	18	30

MyBest™ Scores
Test taker's highest section scores from all valid test dates, as of October 24, 2019.

Sum of Highest Section Scores	86	out of 120
Reading:	22	30
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Speaking:	21	30
Writing:	20	30

Universities that accepted *MyBest* scores saw a 16.5% increase in *TOEFL iBT*® score reports sent to their institution, compared to the same period of the prior year.



Relevant Teaching Resources for UECA and Language Acquisition Professionals

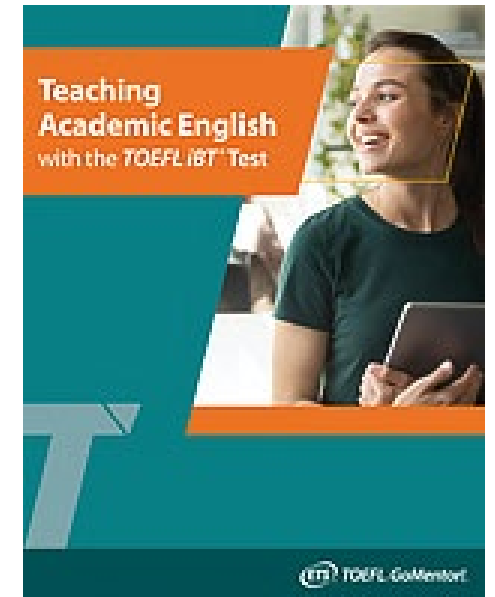




Teaching Academic English (TAE) with the *TOEFL iBT*[®] Test

TAE is an online-delivered teacher development course:

- Trains teachers in the **latest research-based approaches** for teaching Academic English
- Perfect for English instructors at **universities, private test preparation institutes, and high schools**
- Designed by ETS L2 pedagogy and assessment experts to provide training on **how to teach the academic language skills assessed on the *TOEFL iBT*[®]**





TAE Course Design



- **11 modules** of video/audio/reading content encompassing **40+ hours** of self-access study
- Offers **practical content**, emphasizing TBLT and EAP
- Includes annotated **example lessons** exemplifying key ideas
- Features **discussion boards** to interact and learn from peers (Interactive & Instructor-led models)
- Explains links between concepts/teaching examples and **TOEFL iBT® test skills**
- Provides **ready-to-use resources** (e.g., lessons, handouts, audio + transcripts, checklists, PPTs)
- Includes **knowledge checks** with answer explanations and end-of-module **assessments to confirm learning**



TAE Content Overview – Modules

1. Introduction to Teaching Academic English
2. Teaching for **communication**
3. **Task-based language teaching** (TBLT)
4. Developing academic English **learning objectives**
5. Developing academic English **reading skills**
6. Developing academic English **listening skills**
7. Developing academic English **writing skills**
8. Developing academic English **speaking skills**
9. Teaching **vocabulary** for academic English tasks
10. Key concepts in **language assessment**
11. Assessing EAP abilities using **TOEFL iBT® test** materials

Key Points to Remember

Watch the following video to review the important points of this module.



Transcript

In this module you have become familiar with some important best teaching practices for developing second language abilities in the classroom. I hope you can see how these principles work to enhance student language abilities—in particular students' abilities to actually use English to communicate. Further, it should also make sense how they can help students develop skills assessed on the *TOEFL iBT®* test, which of course is also about using English to communicate in the academic context.

As you move on in the course and learn about topics focusing more closely on teaching academic English, you will see these principles arise again and again in example course lesson and materials. You will see how teaching can be structured around real-life academic English tasks. Fundamentally, students will be engaging in meaningful communication and learning collaboratively to develop their academic English skills. And even when the instructor focuses on a specific grammar point or vocabulary, it will be in the context of meaning-focused instruction, and it will be clear how a given language form is directly related to doing an academic task. These techniques should help you to maximize the potential for classroom instruction that will develop student's academic language proficiency.

Now, it may seem to you that some of the techniques might be challenging to implement in your specific classroom or with your students. If so, let me encourage you to be innovative and think about how they could still be integrated into your teaching. I'd like to challenge you to adapt these ideas in ways that make sense



TAE Delivery Models & Key Features

Independent Study

- On-demand: self-paced & self-guided
- 6 months of access
- Certificate of completion

Interactive Study

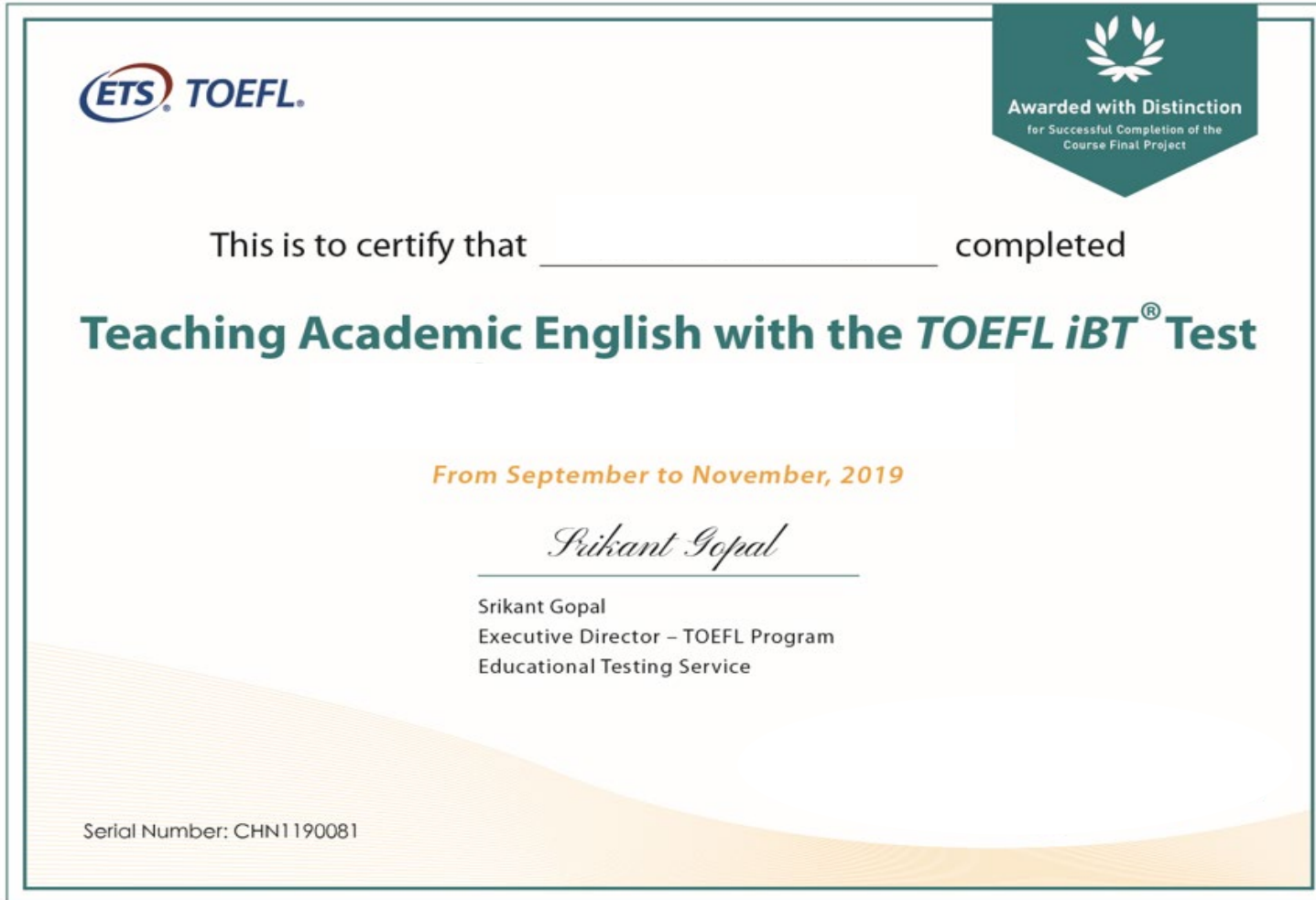
- Scheduled cohort
- Discussion boards
- Feedback & webinars from ETS experts
- Optional final project
- Multiple certificate tiers

Instructor Led

- Scheduled cohort
- Discussion boards
- Taught virtually by an ETS instructor
- Optional final project
- Multiple certificate tiers



TAE Course Completion Benefits



- Certificate from ETS upon completion of the online course
 - Ribbon to indicate distinction with completion of final project
- Useful qualification for teachers of English, especially in academic settings, English test prep, and for teaching advanced learners

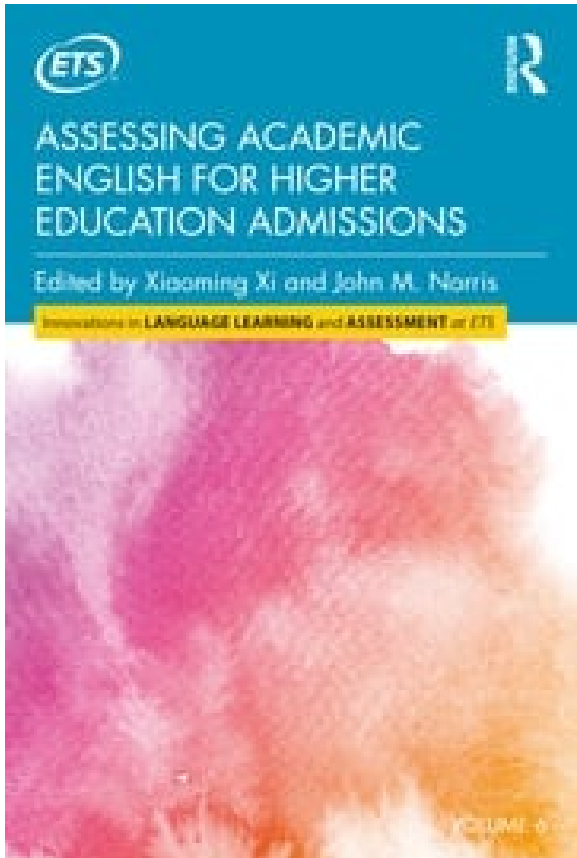
Relevant Data and Research for UECA and Language Acquisition Professionals

TOEFL iBT[®] Test and Score Data Summary

- Score means listed by native language, native country, gender and test-taker purpose
- Based on data from previous testing year
- Annual publication available for download from the Research section of the *TOEFL*[®] website (www.ets.org/toefl/research)



Research-driven innovation to support teaching, learning, assessment



Cutting-edge developments
in language testing theory
and practice

New, alternative assessment designs...

Improved score interpretations...

Deeper understandings of test use, washback...

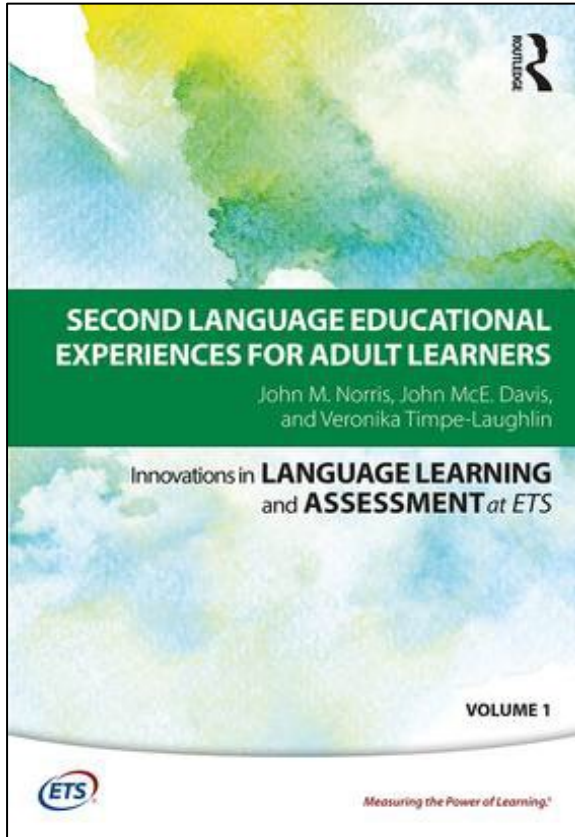
Expanded teacher development opportunities...

Diversified language learning materials...

Enhanced language education ecosystem...

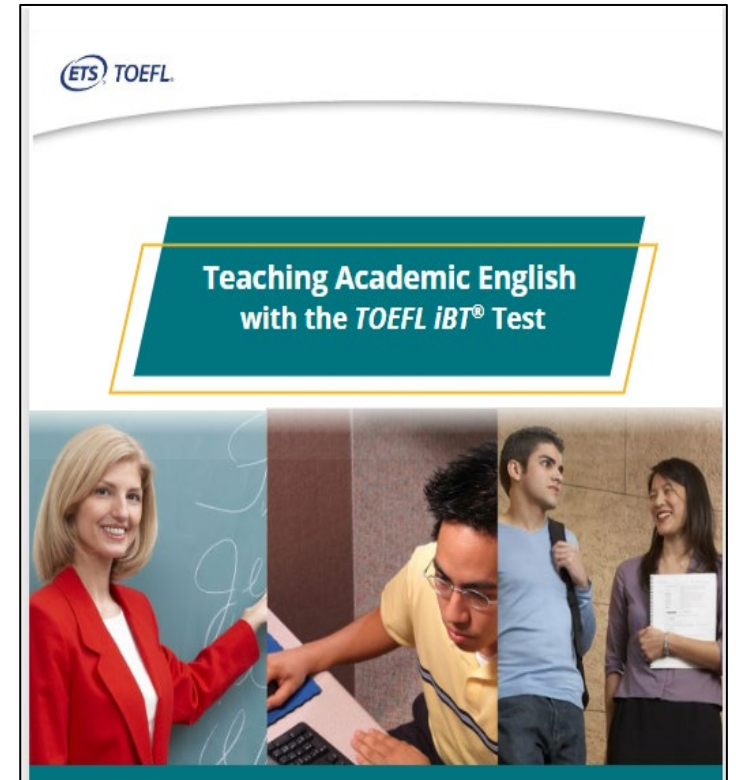
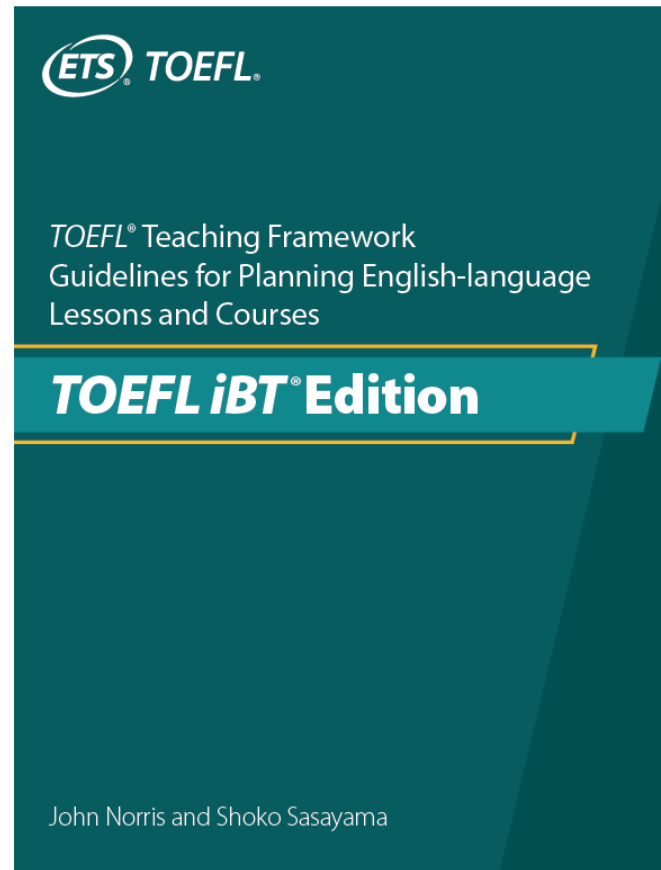


Supporting teachers and teaching



Best practices in
curriculum, materials, and
instruction

Guidelines for course and lesson development



Intensive teacher
development courses





TOEFL Research Insight Series

A 10 volume set of publications presenting TOEFL research in an easy-to-understand format for institutions and teachers who use TOEFL test scores.

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- TOEFL Research
- Reliability and Comparability of Scores
- Validity Evidence Supporting Interpretation and Use
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Identifying information that score users need to accurately interpret test results

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For over 40 years, the TOEFL research program has pioneered new ways to assess English-language proficiency and advanced our understanding of English-language learning.

Today, the program responds to test taker needs by researching and developing new assessments for English learners of all ages with diverse backgrounds. Research areas include:

- Reliability and Validity
- Assessment and Learning
- Scoring and Interpretation
- Innovation and Technology

Dozens of relevant Journal articles are available for access: [TOEFL Family Research Program](#)





Thank you

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Appendix A

Performance Descriptors

Reading
Listening
Speaking
Writing

Performance Descriptors for the *TOEFL iBT*[®] Test

<u>SKILL</u>	<u>LEVEL</u>	<u>CEFR LEVEL</u>
Reading	Advanced	C2
Listening	High Intermediate	C1
Speaking	Low Intermediate	B2
Writing	Below Low Intermediate	B1
	Basic	A2
	Below Basic	

[Download Performance Descriptors here](#)

Performance Descriptors in the Appendix of this info pack



Performance Descriptors for the *TOEFL iBT*[®] Test

LEVEL	READING SECTION
<p>ADVANCED Score range 24–30 CEFR Level C1</p> <p>Note: Test takers with scores of 29 or 30 are likely to be able to perform at CEFR Level C2.</p>	<p>Test takers who receive a Reading section score at the Advanced level typically understand academic passages in English at the introductory university level. These passages are dense with propositions and information and can include difficult vocabulary; lengthy, complex sentences and paragraphs; and abstract or nuanced ideas that may be presented in complex ways.</p> <p>Test takers who score at the Advanced level typically can</p> <ul style="list-style-type: none">• Understand a range of academic and low-frequency vocabulary as well as less common meanings of words.• Understand explicit connections among pieces of information and make appropriate inferences, even when the passage is conceptually dense and the language is complex.• Recognize the expository organization of a passage and the purpose that specific information serves within the larger context, even when the purpose of the information is not marked, and the passage is conceptually dense.• Follow a paragraph-length argument involving speculation, qualifications, counter-evidence, and subtle rhetorical shifts.• Synthesize information in passages that contain complex language and are conceptually dense.

Reading



<p>HIGH-INTERMEDIATE Score range 18–23 CEFR Level B2</p>	<p>Test takers who receive a Reading section score at the High-Intermediate level typically understand the main ideas and important details of academic passages in English at the introductory university level, but they may have an incomplete or incorrect understanding of parts of passages that are especially dense with propositions and information, or complex in their presentation of ideas and information.</p> <p>Test takers who score at the High-Intermediate level typically can</p> <ul style="list-style-type: none">• Understand common academic vocabulary, but sometimes have difficulty with low-frequency words or less common meanings of words.• Understand explicit connections among pieces of information and make appropriate inferences, but may have difficulty in parts of a passage that contain low-frequency vocabulary or that are conceptually dense, rhetorically complex, or abstract.• Distinguish important ideas from less important ones.• Often recognize the expository organization of a passage and the purpose of specific information within a passage, even when such information is not explicitly marked.• Synthesize information in a passage, but may have difficulty doing so when the passage is conceptually dense, rhetorically complex, or abstract.
<p>LOW-INTERMEDIATE Score range 4–17 CEFR Level B1</p>	<p>Test takers who receive a Reading section score at the Low-Intermediate level typically understand some main ideas and important information presented in academic passages in English, but their overall understanding is limited. They are able to understand connections across two or more sentences when the relationships are clear and simple, such as a claim followed by a supporting example. However, they have difficulty following denser or more complex parts of a passage.</p> <p>Test takers who score at the Low-Intermediate level typically can</p> <ul style="list-style-type: none">• Understand texts with basic grammar, but have inconsistent understanding of texts with complex grammatical structures.• Understand high-frequency academic vocabulary, but often have difficulty with lower-frequency words.• Locate information in a passage by matching words or relying on high-frequency vocabulary, but their limited ability to recognize paraphrases results in incomplete understanding of the connections among ideas and information.• Identify an author’s purpose when that purpose is explicitly stated or easy to infer from the context.• Recognize major ideas in a passage when the information is clearly presented, memorable, or illustrated by examples but have difficulty doing so when the passage is more demanding.
<p>BELOW LOW-INTERMEDIATE Score range 0–3</p>	<p>Test takers with a Reading section score below 4 have not yet demonstrated proficiency at the Low-Intermediate level.</p>

Performance Descriptors for the *TOEFL iBT*[®] Test

LEVEL	LISTENING SECTION
<p>ADVANCED Score range 22–30 CEFR Level C1</p> <p>Note: Test takers with scores of 29 or 30 are likely to be able to perform at CEFR Level C2.</p>	<p>Test takers who receive a Listening section score at the Advanced level typically understand conversations and lectures that take place in academic settings. The conversations and lectures may include difficult vocabulary, abstract or complex ideas, complex sentence structures, various uses of intonation, and a large amount of information, possibly organized in complex ways.</p> <p>Test takers who score at the Advanced level typically can</p> <ul style="list-style-type: none">• Understand main ideas and explicitly stated important details, even if not reinforced.• Distinguish important ideas from less important points.• Keep track of conceptually complex, sometimes conflicting, information over extended portions of a lecture.• Understand how information or examples are being used (for example, to provide evidence for or against a claim, to make comparisons or draw contrasts, or to express an opinion or a value judgment) and how pieces of information are connected (for example, in a cause-effect relationship).• Understand different ways that speakers use language for purposes other than to give information (for example, to express an emotion, to emphasize a point, to convey agreement or disagreement, or to communicate an intention).• Synthesize information, even when it is not presented in sequence, and make appropriate inferences on the basis of that information.

Listening



HIGH-INTERMEDIATE Score range 17–21 CEFR Level B2

Test takers who receive a Listening section score at the **High-Intermediate** level typically understand the main ideas and important details of conversations and lectures that take place in academic settings. The conversations and lectures may include difficult vocabulary, abstract or complex ideas, complex sentence structures, various uses of intonation, and information that must be tracked across sequences of utterances.

However, lectures and conversations that are dense with information may present difficulty if the information is not reinforced.

Test takers who score at the High-Intermediate level typically can

- Understand main ideas and explicitly stated important details that are reinforced (by repetition, paraphrase, or indirect reference).
- Distinguish main ideas from other information.
- Keep track of information over an extended portion of an information-rich lecture or conversation, and recognize multiple, possibly conflicting, points of view.
- Understand how information or examples are being used (for example, to provide support for a claim), and how pieces of information are connected (for example, in a narrative explanation, a compare-and-contrast relationship, or a cause-effect chain).
- Understand, though perhaps not consistently, ways that speakers use language for purposes other than to give information (for example, to emphasize a point, express agreement or disagreement, express opinions, or convey intentions indirectly), especially when the purpose is supported by intonation.
- Synthesize information from adjacent parts of a lecture or conversation, and make appropriate inferences on the basis of that information, but may have difficulty synthesizing information from separate parts of a lecture or conversation.

LOW-INTERMEDIATE Score range 9–16 CEFR Level B1

Test takers who receive a Listening section score at the **Low-Intermediate** level typically understand the main idea and some important details of conversations and lectures that take place in academic settings. These conversations and lectures can include basic academic language, abstract or complex ideas that are significantly reinforced, complex sentence structures, certain uses of intonation, and a large amount of information that is repeated or significantly reinforced.

Test takers at the Low-Intermediate level typically can

- Understand main ideas, even in complex discussions, when the ideas are repeatedly referred to, extensively elaborated on, or illustrated with multiple examples.
- Understand explicitly stated important details, but may have difficulty understanding details if they are not reinforced (such as through repetition or with an example) or marked as important, or if they are conveyed over several exchanges among different speakers.
- Understand some ways that speakers use language to express an opinion or attitude (for example, agreement, disagreement, surprise), especially when the opinion or attitude is related to a central theme, clearly marked as important, or supported by intonation.
- Understand connections between important ideas, particularly if the ideas are related to a central theme or are repeated, and can make appropriate inferences from information expressed in one or two sentences, especially when that information is reinforced.

BELOW LOW-INTERMEDIATE Score range 0–8

Test takers with a Listening section score below 9 have not yet demonstrated proficiency at the Low-Intermediate level.

Performance Descriptors for the *TOEFL iBT*[®] Test

LEVEL	SPEAKING SECTION
<p>ADVANCED Score range 25–30 CEFR Level C1</p> <p>Note: Test takers with scores of 29 or 30 are likely to be able to perform at CEFR Level C2.</p>	<p>Test takers who receive a Speaking section score at the Advanced level are typically able to communicate fluently and effectively on a wide range of topics with little difficulty.</p> <p>Test takers who score at the Advanced level typically can</p> <ul style="list-style-type: none">• Speak clearly and use intonation to support meaning so that speech is generally easy to understand and follow; any minor lapses do not obscure meaning.• Speak with relative ease on a range of general and academic topics, demonstrating control of an appropriate range of grammatical structures and vocabulary; any minor errors may be noticeable, but do not obscure meaning.• Convey mostly well-supported summaries, explanations, and opinions, including both concrete and abstract information, with generally well-controlled organization and cohesion; lapses may occur, but they rarely impact overall comprehensibility.
<p>HIGH-INTERMEDIATE Score range 20–24 CEFR Level B2</p>	<p>Test takers who receive a Speaking section score at the High-Intermediate level are typically able to communicate effectively on most general or familiar topics, and to make themselves understood when discussing more complex or academic topics.</p> <p>Test takers who score at the High-Intermediate level typically can</p> <ul style="list-style-type: none">• Speak clearly and without hesitancy on general or familiar topics, with overall good intelligibility; pauses and hesitations (to recall or plan information) are sometimes noticeable when more demanding content is produced, and any mispronunciations or intonation errors only occasionally cause problems for the listener.• Produce stretches of speech that demonstrate control of some complex structures and a range of vocabulary, although occasional lapses in precision and accuracy may obscure meaning at times.• Convey sufficient information to produce mostly complete summaries, explanations, and opinions, but some ideas may not be fully developed or may lack elaboration; any lapses in completeness and cohesion may at times affect the otherwise clear progression of ideas.

Speaking



LOW-INTERMEDIATE

Score range 16–19
CEFR Level B1

Test takers who receive a Speaking section score at the **Low-Intermediate** level are typically able to talk about general or familiar topics with relative ease.

Test takers who score at the Low-Intermediate level typically can

- Speak clearly with minor hesitations about general or familiar topics; longer pauses are noticeable when speaking about more complex or academic topics, and mispronunciations may obscure meaning at times.
- Produce short stretches of speech consisting of basic grammatical structures connected with “and”, “because” and “so”; attempts at longer utterances requiring more complex grammatical structures may be marked by errors and pauses for grammatical planning or repair; use vocabulary that is sufficient to discuss general or familiar topics, but limitations in range of vocabulary sometimes result in vague or unclear expression of ideas.
- Convey some main points and other relevant information but summaries, explanations, and opinions are sometimes incomplete, inaccurate, and/or lack detail; long or complex explanations may lack coherence.

BASIC

Score range 10–15
CEFR Level A2

Test takers who receive a Speaking section score at the **Basic** level are typically able to communicate limited information about familiar, everyday topics.

Test takers who score at the Basic level typically can

- Speak slowly and carefully so that they make themselves understood, but pronunciation may be strongly influenced by the speaker’s first language and at times be unintelligible; speech may be marked by frequent pauses, reformulations, and false starts.
- Produce mostly short utterances, connecting phrases with simple linking words (such as “and”) to make themselves understood; grammar and vocabulary are limited, and frequent pauses may occur while searching for words.
- Convey some limited information about familiar topics; supporting points and/or details are generally missing, and main ideas may be absent, unclear, or not well connected.

BELOW BASIC

Score range 0–9

Test takers with a Speaking section score below 10 have not yet demonstrated proficiency at the Basic level.

Performance Descriptors for the *TOEFL iBT*[®] Test

LEVEL	WRITING SECTION
<p>ADVANCED Score range 24–30 CEFR Level C1</p> <p>Note: Test takers with scores of 29 or 30 are likely to be able to perform at CEFR Level C2.s</p>	<p>Test takers who receive a Writing section score at the Advanced level are typically able to write in English on a wide range of academic and nonacademic topics with confidence and clarity.</p> <p>Test takers who score at the Advanced level typically can</p> <ul style="list-style-type: none">• Produce clear, well-developed, and well-organized text; ungrammatical, unclear, or unidiomatic use of English is rare.• Express an opinion on a controversial issue, and support that opinion with appropriate details and explanations in writing, demonstrating variety and range of vocabulary and grammatical structures.• Select important information from multiple sources, integrate it, and present it coherently and clearly in writing, with only occasional minor imprecision in the summary of the source information.
<p>HIGH-INTERMEDIATE Score range 17–23 CEFR Level B2</p>	<p>Test takers who receive a Writing section score at the High-Intermediate level are typically able to write in English well on general or familiar topics. When writing about complex ideas or ideas on academic topics, they can convey most of the main ideas.</p> <p>Test takers who score at the High-Intermediate level typically can</p> <ul style="list-style-type: none">• Produce summaries of multiple sources that include most of the main ideas; some important ideas from the sources may be missing, unclear, or inaccurate.• Express an opinion on an issue clearly; some ideas and explanations may not be fully developed and lapses in cohesion may at times affect a clear progression of ideas.• Write with some degree of facility; grammatical mistakes or vague/incorrect uses of words may make the writing difficult to follow in some places.

Writing



<p>LOW-INTERMEDIATE Score range 13–16 CEFR Level B1</p>	<p>Test takers who receive a Writing section score at the Low-Intermediate level are typically able to produce simple written texts in English on general or familiar topics.</p> <p>Test takers who score at the Low-Intermediate level typically can</p> <ul style="list-style-type: none">• Produce a simple text that expresses some ideas on an issue, but the development of ideas is limited because of insufficient or inappropriate details and explanations.• Summarize some relevant information from multiple sources, but important ideas from the sources are omitted or significantly misrepresented, especially ideas that require unfamiliar vocabulary or are complex.• Write with limited facility, with language errors obscuring connections or meaning at key junctures between ideas in the text.
<p>BASIC Score range 7–12 CEFR Level A2</p>	<p>Test takers who receive a Writing section score at the Basic level are typically able to communicate very basic information in written English.</p> <p>Test takers who score at the Basic level typically can</p> <ul style="list-style-type: none">• Produce some text that is related to the topic, but with little detail and/or lack of organization.• Convey some information from the sources or some ideas on an issue, but grammatical errors, unclear expressions, and/or poor sentence structure make their writing difficult to comprehend.
<p>BELOW BASIC Score range 0–6</p>	<p>Test takers with a Writing section score below 7 have not yet demonstrated proficiency at the Basic level.</p>

Appendix B

Scoring Rubrics

Speaking
Writing

Independent **Speaking** Rubrics

Integrated **Speaking** Rubrics



Independent **Writing** Rubrics

Integrated **Writing** Rubrics

[Download Speaking and Writing Rubrics here](#)

TOEFL iBT®

Independent Speaking Rubrics

SCORE	GENERAL DESCRIPTION	DELIVERY	LANGUAGE USE	TOPIC DEVELOPMENT
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.	The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.	Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or there is a clear progression of ideas).

Independent Speaking Rubric



3	<p>The response addresses the task appropriately but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:</p>	<p>Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).</p>	<p>The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.</p>	<p>Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.</p>
2	<p>The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:</p>	<p>Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.</p>	<p>The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).</p>	<p>The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear.</p>
1	<p>The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:</p>	<p>Consistent pronunciation, stress and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.</p>	<p>Range and control of grammar and vocabulary severely limit or prevent expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.</p>	<p>Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete the task and may rely heavily on repetition of the prompt.</p>
0	<p>Speaker makes no attempt to respond OR response is unrelated to the topic.</p>			

TOEFL iBT®

Integrated Speaking Rubrics

SCORE	GENERAL DESCRIPTION	DELIVERY	LANGUAGE USE	TOPIC DEVELOPMENT
4	<p>The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:</p>	<p>Speech is generally clear, fluid and sustained. It may include minor lapses or minor difficulties with pronunciation or intonation. Pace may vary at times as the speaker attempts to recall information. Overall intelligibility remains high.</p>	<p>The response demonstrates good control of basic and complex grammatical structures that allow for coherent, efficient (automatic) expression of relevant ideas. Contains generally effective word choice. Though some minor (or systematic) errors or imprecise use may be noticeable, they do not require listener effort (or obscure meaning).</p>	<p>The response presents a clear progression of ideas and conveys the relevant information required by the task. It includes appropriate detail, though it may have minor errors or minor omissions.</p>

Integrated Speaking Rubric



3	<p>The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:</p>	<p>Speech is generally clear, with some fluidity of expression, but it exhibits minor difficulties with pronunciation, intonation, or pacing and may require some listener effort at times. Overall intelligibility remains good, however.</p>	<p>The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. Such limitations do not seriously interfere with the communication of the message.</p>	<p>The response is sustained and conveys relevant information required by the task. However, it exhibits some incompleteness, inaccuracy, lack of specificity with respect to content, or choppiness in the progression of ideas.</p>
2	<p>The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or overall coherence may obscure meaning. A response at this level is characterized by at least two of the following:</p>	<p>Speech is clear at times, though it exhibits problems with pronunciation, intonation, or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).</p>	<p>The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors). This results in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity of expression may only be evident at the phrasal level.</p>	<p>The response conveys some relevant information but is clearly incomplete or inaccurate. It is incomplete if it omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Typically, ideas expressed may not be well-connected or cohesive so that familiarity with the stimulus is necessary to follow what is being discussed.</p>
1	<p>The response is very limited in content or coherence or is only minimally connected to the task. Speech may be largely unintelligible. A response at this level is characterized by at least two of the following:</p>	<p>Consistent pronunciation and intonation problems cause considerable listener effort and frequently obscure meaning. Delivery is choppy, fragmented, or telegraphic. Speech contains frequent pauses and hesitations.</p>	<p>Range and control of grammar and vocabulary severely limit (or prevent) expression of ideas and connections among ideas. Some very low-level responses may rely on isolated words or short utterances to communicate ideas.</p>	<p>The response fails to provide much relevant content. Ideas that are expressed are often inaccurate, limited to vague utterances, or repetitions (including repetition of prompt).</p>
0	<p>Speaker makes no attempt to respond OR response is unrelated to the topic.</p>			

TOEFL iBT[®]

Independent Writing Rubrics

SCORE	TASK DESCRIPTION
5	<p data-bbox="366 772 1666 822">An essay at this level largely accomplishes all of the following:</p> <ul data-bbox="366 851 2150 1129" style="list-style-type: none"><li data-bbox="366 851 1021 893">• Effectively addresses the topic and task<li data-bbox="366 911 2099 953">• Is well organized and well developed, using clearly appropriate explanations, exemplifications and/or details<li data-bbox="366 971 1072 1013">• Displays unity, progression and coherence<li data-bbox="366 1031 2150 1129">• Displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice and idiomaticity, though it may have minor lexical or grammatical errors

Independent Writing Rubric



4	<p>An essay at this level largely accomplishes all of the following:</p> <ul style="list-style-type: none">• Addresses the topic and task well, though some points may not be fully elaborated• Is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications and/or details• Displays unity, progression and coherence, though it may contain occasional redundancy, digression, or unclear connections• Displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form or use of idiomatic language that do not interfere with meaning
3	<p>An essay at this level is marked by one or more of the following:</p> <ul style="list-style-type: none">• Addresses the topic and task using somewhat developed explanations, exemplifications and/or details• Displays unity, progression and coherence, though connection of ideas may be occasionally obscured• May demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning• May display accurate but limited range of syntactic structures and vocabulary
2	<p>An essay at this level may reveal one or more of the following weaknesses:</p> <ul style="list-style-type: none">• Limited development in response to the topic and task• Inadequate organization or connection of ideas• Inappropriate or insufficient exemplifications, explanations or details to support or illustrate generalizations in response to the task• A noticeably inappropriate choice of words or word forms• An accumulation of errors in sentence structure and/or usage
1	<p>An essay at this level largely accomplishes all of the following:</p> <ul style="list-style-type: none">• Serious disorganization or underdevelopment• Little or no detail, or irrelevant specifics, or questionable responsiveness to the task• Serious and frequent errors in sentence structure or usage
0	<p>An essay at this level merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.</p>

TOEFL iBT[®]

Integrated Writing Rubrics

SCORE	TASK DESCRIPTION
5	<p>A response at this level successfully selects the important information from the lecture and coherently and accurately presents this information in relation to the relevant information presented in the reading. The response is well organized, and occasional language errors that are present do not result in inaccurate or imprecise presentation of content or connections.</p>
4	<p>A response at this level is generally good in selecting the important information from the lecture and in coherently and accurately presenting this information in relation to the relevant information in the reading, but it may have minor omission, inaccuracy, vagueness, or imprecision of some content from the lecture or in connection to points made in the reading. A response is also scored at this level if it has more frequent or noticeable minor language errors, as long as such usage and grammatical structures do not result in anything more than an occasional lapse of clarity or in the connection of ideas.</p>

Integrated Writing Rubric



3	<p>A response at this level contains some important information from the lecture and conveys some relevant connection to the reading, but it is marked by one or more of the following:</p> <ul style="list-style-type: none">• Although the overall response is definitely oriented to the task, it conveys only vague, global, unclear, or somewhat imprecise connection of the points made in the lecture to points made in the reading.• The response may omit one major key point made in the lecture.• Some key points made in the lecture or the reading, or connections between the two, may be incomplete, inaccurate, or imprecise.• Errors of usage and/or grammar may be more frequent or may result in noticeably vague expressions or obscured meanings in conveying ideas and connections.
2	<p>A response at this level contains some relevant information from the lecture, but is marked by significant language difficulties or by significant omission or inaccuracy of important ideas from the lecture or in the connections between the lecture and the reading; a response at this level is marked by one or more of the following:</p> <ul style="list-style-type: none">• The response significantly misrepresents or completely omits the overall connection between the lecture and the reading.• The response significantly omits or significantly misrepresents important points made in the lecture.• The response contains language errors or expressions that largely obscure connections or meaning at key junctures or that would likely obscure understanding of key ideas for a reader not already familiar with the reading and the lecture.
1	<p>A response at this level is marked by one or more of the following:</p> <ul style="list-style-type: none">• The response provides little or no meaningful or relevant coherent content from the lecture.• The language level of the response is so low that it is difficult to derive meaning.
0	<p>A response at this level merely copies sentences from the reading, rejects the topic or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.</p>

Appendix C

Test Security

TOEFL iBT Home Edition

Home Edition Test Security

(further information available in appendix of this pack)



Tests have strict identification (ID) requirements. All test takers must show a valid and acceptable ID with name, photograph and signature.



Test-day procedures include **biometric voice identification, facial recognition and the use of electronic scanning devices** at test centers.



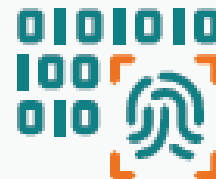
For at-home tests, **ETS employs live human proctors for 100% of the test**, plus artificial intelligence technology to prevent and detect suspicious activity.



Tests are delivered directly from ETS to the test taker's computer, minimizing opportunities to steal content.



Speech samples and test-taker photos confirm student identity.



Testing experts employ post-test forensic analyses to scores and data, and investigate results that may indicate improper testing behavior.

What Security Safeguards Are In Place?

ETS is taking every precaution to ensure that test delivery and administration meet our high standards. We are employing multiple best-in-class security measures that use both real-time human monitoring and artificial intelligence technology:

- **Human proctors** will ensure constant vigilance, including confirming the test taker's identity and scanning their home environment before testing begins, flagging any suspicious activity and intervening if necessary.
- **Artificial Intelligence technology** — such as facial recognition, gaze tracking and video recording of the entire session — will guard against malicious activity.



How Does Real-Time Human Proctoring Work?

- Live, human proctoring is delivered by ProctorU®:
 - 10+ years of experience delivering innovative solutions to over 1,000 organisations, including universities, colleges, and public and private enterprise.
 - Their data from over 5 million test-takers, including for large-scale, high stakes tests, has given them unique insight into when and how examinees attempt to violate security standards.
- ProctorU employs and trains all proctors in identifying attempts to gain unfair advantage. Their vigilance is complemented by artificial intelligence measures for added security.



How Does the Proctor Verify a Test Taker's ID?

- Before the test begins, photos are taken of the test taker and their ID document.
- The proctor verifies the identification document is current, valid and acceptable, and then uses facial recognition to compare the ID document with the person sitting at the computer.
- Artificial intelligence technology is used to verify the test taker matches the identification document multiple times throughout the test, including after the 10-minute break.

How Is the Home Environment Checked?

- Test takers are informed before registering that they must have a room that provides an acceptable environment for the test, including having a built-in camera or a separate webcam that can be moved to show the proctor a 360-degree view of the room, including the tabletop surface.
- Before the test begins, the test taker must use their webcam to show the room and testing space for visual 360 inspection.

How Is ETS Guarding Against Cheating?

- Human proctoring takes place in real time, not after the test, and wrong-doing can be detected by the proctor during the test session.
- This real-time human vigilance is combined with artificial intelligence technology to detect attempts to steal test content or cheat.
- Examples of test taker activities that AI will flag as possible cheating incidents include attempts to open a new browser, run unpermitted software and use unpermitted objects such as a cell phone.
- Notes can only be taken on white board with erasable marker or paper with a transparent sheet protector and erasable marker, then, must be erased in view of the proctor before the test session ends.
- The proctor can cancel the test immediately if there is any attempt to cheat.



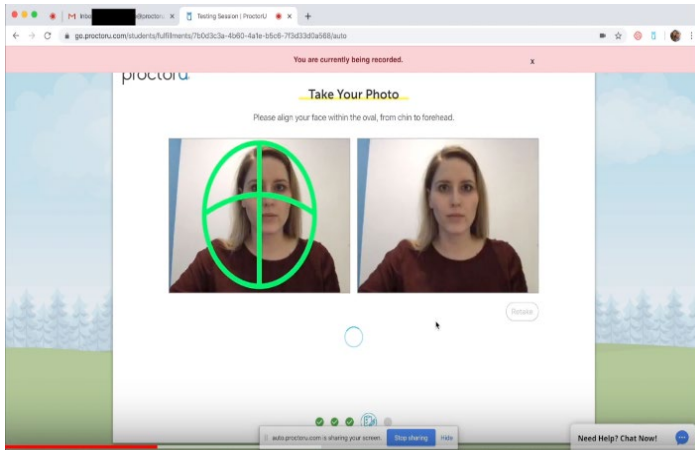
Security – AI tools

- **The wrong face is in the camera:** AI prevents proxy testing using facial recognition, and randomly tests for matches throughout the exam
- **The face turns from the camera:** AI knows when you are distracted from the exam. Facial planes are mapped to know when a head turns toward someone entering the room. AI knows when you look off-screen. Not just anywhere, but where unpermitted materials might be. And for a length of time and frequency that indicates cheating is likely
- **Two faces are in the camera:** AI knows when someone may be helping you. Facial tracking identifies and alerts when multiple faces are detected
- **A single voice is heard speaking the words of the exam:** AI can translate the spoken words in real-time and compare it to the text on the screen. It knows when you may be stealing content, or asking for help from an accomplice
- **Two voices are heard:** AI knows if you have someone else in the room
- **Someone tries to copy/paste content**
- **Someone tries to open a new browser or window when it is not permitted**



Security

Live+



- ProctorU next generation proctoring platform, Live+, is the culmination of 3 years of design and development focused on proctoring efficiency, student experience, and automation
- Live+ incorporates automated identity verification, including facial recognition, a streamlined proctor interface for rapid documentation of incidents, a portal and interface for interventionists (and administrative staff), and improved API functionality.
- [Post Admin Review](#)
- Artificial intelligence technology guards against malicious activity both on the computer and with the candidate themselves - This proprietary technology ensures that our human proctors see and respond to even the hardest-to-detect incidents.
- [AI Alert Demo](#)
- After the test is complete, the system gives complete transparency into each individual examination, meaning a recording of the session is viewable in its entirety.

Appendix D

TOEFL Essentials test



TOEFL® Essentials™

Setting Scores and Expanding Insights.

A comprehensive overview of the world's
newest English-language test

TOEFL Essentials – Overview



A comprehensive 4-skills English-language test

- Combination of academic and general English
- Designed for high-stakes university admissions and other uses



Designed to serve your needs

- Help attract more qualified target applicants for your program
- Preserve your institution's reputation for quality



The ideal combination of quality and access

- For test takers: friendly, easy to access, convenient and affordable
- For institutions: ETS and TOEFL® research-based reliability and validity, human proctored security, human scoring, the right level of content rigor



Go “beyond the score” when evaluating applicants

- Traditional total and section scores: Listening, Reading, Writing, Speaking
- Additional measures of foundational skills
- Personal video statement
- Writing and Speaking samples

Test Design

Academic AND General Content

Measures English proficiency in a variety of environments.

Multistage Adaptive Methodology

Automatically presents test tasks that adjust to the test taker's proficiency levels.

Shorter, Fast-paced Tasks

Friendly, faster paced tasks are designed to attract test takers who perform well with that style of assessment.

A Global Test

Tasks provide a variety of mild accents and test situations from around the world.



Test Format

Four Core Skills - The test has 4 sections: Listening, Reading, Writing and Speaking – and includes language communication tasks in each.



Virtual Interview - The Speaking section features an innovative 'Virtual Interview' task in which test takers participate in a simulated conversation with a pre-recorded interviewer.

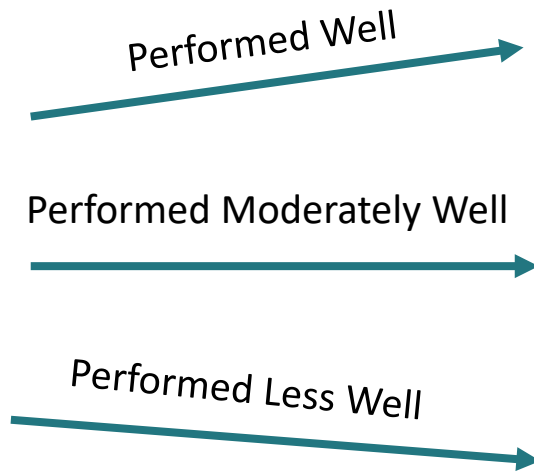
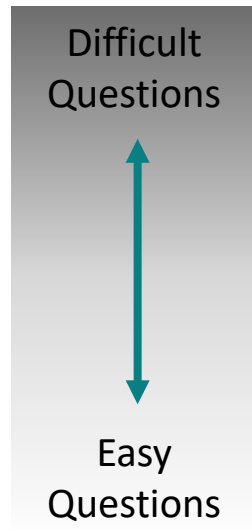
Foundational Skills - Measures specific, essential elements of English proficiency, such as Vocabulary Knowledge and Sentence Construction.

Personal Video Statement - Get to know your applicants via a 5-minute video recording (not scored).

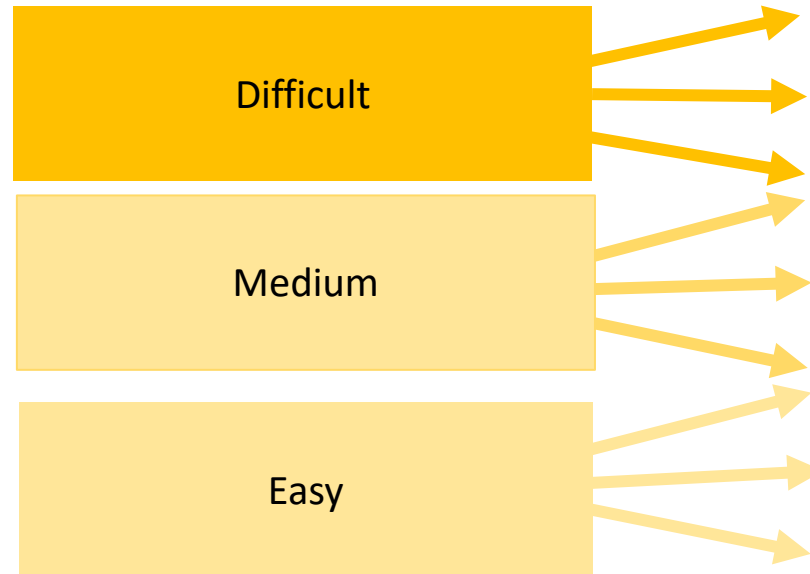
1-1/2 hours - An optimal test length, with a level of rigor suitable for high-stakes admissions decisions.

How Sectional Level Multistage Adaptive Testing Generally Works – Listening & Reading

First Stage of Questions
(all levels presented)



Second Stage of Questions -
(content selected based on
responses in First Stage)



Section Band Score 12*

Higher Test
Score

Lower Test
Score

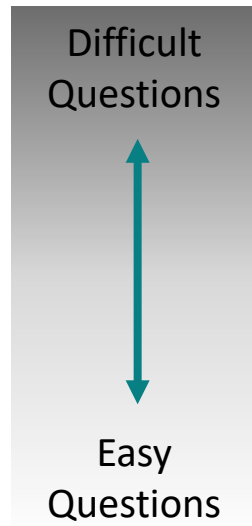
Section Band Score 1*

 ETS TOEFL Essentials

*Scoring for the Listening, Reading, and Writing sections takes into consideration the total number of questions answered correctly across the two stages, as well as the difficulty level of these stages.

How Sectional Level Multistage Adaptive Testing Generally Works – Writing

First Stage of Questions
(all levels presented)



Performed Well

Performed Less Well

Second Stage of Questions -
(content selected based on
responses in First Stage)

Medium/Difficult

Easy

Section Band Score 12*

Higher Test
Score

Lower Test
Score

Section Band Score 1*

 ETS TOEFL Essentials

*Scoring for the Listening, Reading, and Writing sections takes into consideration the total number of questions answered correctly across the two stages, as well as the difficulty level of these stages.

Registration and Delivery

At Home Testing

- Same best-in-class technology, human proctoring and security as the *TOEFL iBT*[®] Home Edition test.
- Test from almost anywhere with a reliable internet connection.

Convenient Appointments

- Testing available around the clock, 1-3* days a week, as early as 24 hours after registration.

Easy to Register

- Test takers register using their ETS account (same as *TOEFL iBT*[®] test).

Affordable

- Test fee is US\$100-\$120, depending on country.

Free Test Prep

- 3 Official Practice Tests available.

* 1 day a week at launch, and progressively expanded



Test Security

Same proven security measures as the *TOEFL iBT*[®] Home Edition test:



Comprehensive security checks include ID review, computer check and test-environment scan.



100% live, online, human proctoring throughout the test. Proctors can provide assistance if needed or cancel the test for security violations.



Best-in-class artificial intelligence (AI) monitoring, including facial recognition and gaze tracking to guard against malicious activity.



Video recording - There is a full video recording of the test, if needed to investigate security concerns, in compliance with GDPR privacy requirements.

Comparing *TOEFL*® Tests

	TOEFL® Essentials™	TOEFL iBT®	TOEFL iBT® Home Edition	TOEFL iBT® Paper Edition
What it Measures	Measures foundational elements of English proficiency that indicate how test takers would function in both academic and non-academic contexts	Provides comprehensive, direct measurement of communicative language ability in an academic context.		
Who's Likely to Take It	Students looking for a test that blends quality and convenience with an engaging format	Aspiring students looking to stand out and prefer to test via computer at a test center	Aspiring students looking to stand out and prefer to test via computer at home	Aspiring students looking to stand out and prefer to test on paper
Content	General and Academic English	100% academic English		
Emphasis	Breadth with shorter, faster-paced tasks for an energetic experience	Depth with longer, interconnected tasks for an immersive experience.		
Length	About 1 ½ hours, with no break	About 3 hours, with a 10-minute break	About 3 hours, with a 10-minute break	About 2 ½ hours for paper-delivered Reading, Listening and Writing portion with a 10-minute break after Listening. About 20 minutes for Speaking section

Comparing TOEFL® Tests

	TOEFL® Essentials™	TOEFL iBT®	TOEFL iBT® Home Edition	TOEFL iBT® Paper Edition
Format	<p>4 Skills: Listening, Reading, Writing and Speaking</p> <p>5-minute Personal Video Statement (not scored)</p> <p>All in one session</p>	<p>4 Skills: Listening, Reading, Writing and Speaking</p> <p>All in one session</p>	<p>4 Skills: Listening, Reading, Writing and Speaking</p> <p>All in one session</p>	<p>4 Skills: Listening, Reading, Writing and Speaking</p> <p>Given in 2 sessions, so test takers get a mental reset</p>
Main Test Design Principle	<p>Designed to be a highly efficient, adaptive test that measures the full spectrum of English proficiency (CEFR A1 to C2) accurately in about 1 ½ hours</p>	<p>Designed to be the most effective assessment of applied English communication in academic contexts, with a range corresponding to CEFR B1 to C2</p>		
Presentation of Test Items	<p>Adjust to the test taker's skill level in an adaptive format</p>	<p>Carefully selected and matched in coherent, integrated sets simulating actual communication</p>		
Delivery	<p>On a computer at home, using the same security as the TOEFL iBT Home Edition</p>	<p>On a computer at a test center</p>	<p>On a computer at home, using best-in-class security measures, including 100% remote human proctoring and AI monitoring</p>	<p>Reading, Listening and Writing on paper at a test center; Speaking on a computer at home, using the same security as the TOEFL iBT Home Edition</p>
Benefits	<ul style="list-style-type: none"> • Increase your program's range of international applicants • Get expanded insights about your applicants, beyond academic English • Trusted scores with the quality, validity and security you expect from a TOEFL test 	<ul style="list-style-type: none"> • Measures academic English comprehensively for success in the classroom • Helps you select students with the highest academic potential • Helps you enroll diverse and successful students 		

TOEFL® Essentials™ test and TOEFL iBT® test

- The TOEFL® Essentials™ test has a unique and distinct design that makes it the perfect complement to the TOEFL iBT® test.
- It balances quality with convenience, affordability and access to meet the needs of applicants who prefer its format to the elaborate academic tasks found in the TOEFL iBT test.

	TOEFL Essentials Test	TOEFL iBT Test
What it Measures	Measures foundational elements of English proficiency that indicate how test takers would function in both academic and non-academic contexts	Provides comprehensive, direct measurement of communicative language ability in an academic context
Language Domain	50% academic English and 50% general English contexts	100% academic English context
Emphasis	Breadth with shorter, faster-paced tasks for an energetic experience	Depth with longer, interconnected tasks for an immersive experience
Length	1 1/2 hours	3 hours
Format	4 sections: Listening, Reading, Speaking and Writing 5-minute personal video statement (not scored)	4 sections: Listening, Reading, Writing and Speaking

TOEFL® Essentials™ test and TOEFL iBT® test

	TOEFL Essentials Test	TOEFL iBT Test
Test Design Principle	Designed to be a highly efficient, multistage adaptive test that measures the full spectrum of English proficiency (CEFR A1 to C2) accurately with fewer test items	Designed to be the most effective assessment of applied English communication in academic contexts, with a range corresponding to CEFR B1 to C2
Test Content	Test tasks designed to efficiently measure proficiency, tailored to the test taker's ability level using multistage adaptive methodology	Carefully selected test tasks that represent what students must do in an academic environment, requiring integration of all language skills
Delivery	At home, using the same platform, technology and security as the <i>TOEFL iBT</i> ® Home Edition	At a test center, or at home with the <i>TOEFL iBT</i> ® Home Edition
Who's likely to take it	Students looking for a test that blends quality and convenience with an engaging format	Aspiring students looking to stand out

Score concordance

The *TOEFL*® *Essentials*™ test, *TOEFL iBT*® test and the CEFR

Use to establish *TOEFL Essentials* score requirements

CEFR level	TOEFL Essentials overall band score (1-12)	TOEFL iBT total score (0-120)
C2	12	114-120
C1	10-11.5	95-113
B2	8-9.5	72-94
B1	5-7.5	42-71
A2	3-4.5	n/a
A1	2-2.5	n/a
Below A1	1-1.5	n/a

For more information, visit <https://www.ets.org/s/toefl-essentials/score-users/scores-admissions/set/>

To align TOEFL Essentials scores with IELTS® scores, use the TOEFL iBT and IELTS score comparison tool at www.ets.org/toefl/score-users/scores-admissions/compare/



Section Band Scores

CEFR level	Listening		Reading		Writing		Speaking	
	<i>TOEFL® Essentials™</i> (1-12)	<i>TOEFL iBT®</i> (0-30)	<i>TOEFL® Essentials™</i> (1-12)	<i>TOEFL iBT®</i> (0-30)	<i>TOEFL® Essentials™</i> (1-12)	<i>TOEFL iBT®</i> (0-30)	<i>TOEFL® Essentials™</i> (1-12)	<i>TOEFL iBT®</i> (0-30)
C2	12	28-30	12	29-30	12	29-30	12	28-30
C1	10-11	22-27	10-11	24-28	10-11	24-28	10-11	25-27
B2	8-9	17-21	8-9	18-23	8-9	17-23	8-9	20-24
B1	5-7	9-16	5-7	4-17	5-7	13-16	5-7	16-19
A2	3-4	n/a	3-4	n/a	3-4	7-12	3-4	10-15
A1	2	n/a	2	n/a	2	n/a	2	n/a
Below A1	1	n/a	1	n/a	1	n/a	1	n/a

Scores – Score Setting

Guidelines for setting *TOEFL*® *Essentials*™ scores:

- You will need to set an overall band score in half-band increments (e.g., 9 or 9.5 or 10) and section band scores in full-band increments (e.g., 8 or 9 or 10).
- To set TOEFL Essentials score requirements based on your *TOEFL iBT*® scores:
 - Use the TOEFL iBT and TOEFL Essentials score comparison tables for overall scores and section scores.
 - A TOEFL iBT score will correspond to a range of TOEFL Essentials band scores.
 - Choose a TOEFL Essentials score based on where the TOEFL iBT score falls in its range.
 - For example, a TOEFL iBT total score of 90 falls in the higher part of the 72-94 range for the CEFR B2 level. Since the corresponding range for the TOEFL Essentials overall band score is 8-9.5, select a band score in the higher part of the range, such as 9.
- Consider setting minimum section score requirements for the skills that are most important to success in your program, in addition to an overall score. Use the same guidelines as above.

