



TOEIC

Listening. Learning. Leading.

User Guide

LISTENING & READING



*The TOEIC® Test —
Know English. Know Success.*

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For more information, visit us on the web at www.ets.org/toEIC or contact your local ETS Preferred Vendor.

A list of local ETS Preferred Vendors can be found on the web at www.ets.org/toEIC.

If there is no ETS Preferred Vendor in your country, please contact us at:

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Foreword



The *TOEIC User Guide* was prepared for testing centers, companies, schools, TOEIC ETS Preferred Vendors, and others who have an interest in the TOEIC test. This User Guide describes the uses of the TOEIC test and explains how it is administered¹. TOEIC program staff located around the world are available to explain how to use the TOEIC test most effectively, whether it is to help develop language assessment, training and recruiting policies, or simply to answer questions that arise after reading this guide.

Companies around the world have come to recognize that English-language proficiency is a key to global competitiveness. The **TOEIC**[®] (*Test of English for International Communication*[™]) test is a valuable management tool that enables organizations to evaluate English-language competence almost anywhere in the world. As with other competencies, “*If you can measure it, you can manage it.*”

For further information or to make testing arrangements, please contact an ETS Preferred Vendor. A list of ETS Preferred Vendors can be found on the web at www.ets.org/toEIC.

¹ Please note this manual does not provide in-depth technical information about the TOEIC test. For such information, please consult the *TOEIC Technical Manual*.

Overview

The TOEIC® Test

The TOEIC® (*Test of English for International Communication*™) test is an English language proficiency test for people whose native language is not English. It measures the everyday English skills of people working in an international environment. TOEIC test scores indicate how well people can communicate in English with others in the global workplace. The test does not require specialized knowledge or vocabulary; it measures only the kind of English used in everyday work activities.

The TOEIC test is the world's leading test of English-language proficiency in a workplace context. Thousands of corporations throughout the world use the TOEIC test and more than 5 million people take the test every year.

Educational Testing Service

At ETS, our mission is to advance quality and equity in education for all people worldwide.

We help teachers teach, students learn, and parents measure the educational and intellectual progress of their children. We do this by:

- Listening to educators, parents, and critics
- Learning what students and their institutions need
- Leading in the development of new and innovative products and services

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 TOEIC Test

In 1979, representatives of the Japanese Ministry of International Trade and Industry (MITI) approached ETS with a request for a full-range test of English proficiency. The primary purpose of the test was to determine the proficiency levels of employees, or potential employees, for human resource planning and development in the contexts of business, industry, and commerce. In addition, the test designers focused neither on “American English” nor “British English,” but rather on “international English,” the language used by nonnative speakers of English communicating in English both with native speakers and with other nonnative speakers of English. The test had to be reliable and affordable on a per-candidate basis, and easy to administer and score to ensure the broadest possible application.

At MITI's request, ETS sent a team of language specialists to Japan to study the English ability of international business people. Charged with the task of ascertaining the language that business people used in everyday work situations, the team observed the English employed in a variety of settings.

The studies were revealing. One important finding was that the language of nonnative speakers clearly focuses on communication and is delivered with relatively few embellishments. For example, the least proficient person present out of necessity invariably determines the level of English used in meetings. Nonnative English speakers use fewer idiomatic expressions. They employ technical terminology only when necessary. Furthermore, they tend to use fewer complex grammatical structures, even though the more capable speakers in the studies were capable of speaking quite impressively.

The language specialists also noted that the business people seldom need to read very long narratives. Instead, the international business community receives much of its English-language exposure from letters, and memoranda, and other short texts.

The language used on the TOEIC® Listening and Reading test reflects these findings. Both the Listening and Reading sections of the TOEIC L&R test incorporate stimulus material found in the business world. The test avoids esoteric, low-frequency, and highly technical vocabulary. While the vocabulary and structures found in the Reading section of the TOEIC test are more difficult than the vocabulary and structures found in the Listening section, it should be noted that when low-frequency vocabulary or structures do appear, they are typical of the international workplace.

Overview *(continued)*



Following several years of ETS research, the TOEIC L&R test was redesigned in 2006. The new test features the same testing time (2 hours, 45 minutes for Listening and 75 minutes for Reading), the same paper-and-pencil adminis-

tration and the same range of difficulty as the previous form of the test. The score scale is also the same, and scores can be compared across both versions of the test. The following charts outline the major test changes with the 2006 redesign:

TOEIC TEST	NEW TOEIC TEST
Listening Comprehension: 100 items	Listening Comprehension: 100 items
Photographs: 20 questions	Photographs: 10 questions
Question-Response: 30 questions	Question-Response: 30 questions
Short Conversations: 30 questions; 30 conversations with 1 question each	Conversations: 30 questions; 10 conversations with 3 questions each
Talks: 20 questions	Short Talks: 30 questions; 10 talks with 3 questions each

TOEIC TEST	NEW TOEIC TEST
Reading Comprehension: 100 items	Reading Comprehension: 100 items
Incomplete Sentences: 40 questions	Incomplete Sentences: 40 questions
Error Recognition: 20 questions	Text Completion: 12 questions
Reading Comprehension: 40 questions	Single Passages: 28 questions; 7–10 reading texts with 2–5 questions each
	Double Passages: 20 questions; 4 pairs of reading texts with 5 questions per pair

Who Takes the TOEIC Test?

- Personnel who use English in real-life work settings such as businesses, hotels, hospitals, restaurants, international meetings, conventions, and sports events
- Managerial, sales, and technical employees in international business, commerce, and industry who require English to communicate in their workplace
- Individuals preparing to enter the workplace

Why Take the TOEIC Test?

The TOEIC test is the choice of nearly five million test takers a year and is recognized by thousands of corporations around the world. As a fair and objective measure of English proficiency, the TOEIC test will help test takers:

- verify current English proficiency levels
- qualify for a new position and/or promotion in a company
- enhance professional credentials
- monitor progress in English
- set individual learning goals
- involve employers in advancing their employees' English ability

TOEIC Test Content and Format

Test Content

The TOEIC test was developed to meet the needs of the working world. The test questions are developed from samples of spoken and written language collected from various countries around the world where English is used in the workplace.

Test questions incorporate many different settings and situations, such as:

- **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**—contracts, negotiations, mergers, marketing, sales, warranties, business planning, conferences, labor relations
- **Health**—medical insurance, visiting doctors, dentists, clinics, hospitals
- **Housing/corporate property**—construction, specifications, buying and renting, electric and gas services
- **Manufacturing**—plant management, assembly lines, quality control
- **Offices**—board meetings, committees, letters, memoranda, telephone, fax and e-mail messages, office equipment and furniture, office procedures
- **Personnel**—recruiting, hiring, retiring, salaries, promotions, job applications, job advertisements, pensions, awards
- **Purchasing**—shopping, ordering supplies, shipping, invoices
- **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

These settings provide only the context for TOEIC test questions—test takers are not required to have business experience or to understand specialized vocabulary. The TOEIC test is suitable for use in all environments where English is used by native speakers of other languages.

Test Format

The TOEIC test is a two-hour, paper-and-pencil, multiple-choice test that consists of 200 questions divided into two separately timed sections.

Section I: Listening Test

This section consists of 100 questions and has an audio component. The test section is divided into four parts. Test takers listen to a variety of statements, questions, conversations, and talks recorded in English, then answer questions based on the listening segments. The Listening section takes approximately 45 minutes.

- Part I: **Photographs** – 10 questions
- Part II: **Question–Response** – 30 questions
- Part III: **Conversations** – 30 questions; 10 conversations with 3 questions each
- Part IV: **Talks** – 30 questions; 10 talks with 3 questions each

Section II: Reading Test

This section consists of 100 questions presented in written format in the test booklet. Test takers read a variety of materials and respond to questions based on the item content. The Reading section takes 75 minutes.

- Part V: **Incomplete Sentences** – 40 questions
- Part VI: **Text Completion** – 12 questions
- Part VII: **Single Passages** – 28 questions; 7–10 reading texts with 2–5 questions each
Double Passages – 20 questions; 4 pairs of reading texts with 5 questions each

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 two hours, 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 educational and work history. Therefore, approximately 2 1/2 hours should be allowed to take the test.



Preparing to Take the TOEIC Test

The TOEIC test is not based on the content of any particular English course, but rather on the test taker's proficiency—the overall ability to use English. Improvement in proficiency may take some time and is generally achieved through a combination of practice and study. Before taking the TOEIC 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 English. Reading, watching TV and videos, listening to tapes, taking an English course, and speaking with friends and colleagues are some ways to practice English.

Administration of the TOEIC Test

Where is the Test Offered?

The TOEIC test is available throughout the world. Testing can be arranged through corporations or other organizations that ask employees or job applicants to take the TOEIC test. In addition, many language-training programs and schools offer TOEIC testing. If testing is not available through a particular organization, contact the local ETS Preferred Vendor to find out when and where to take the test.

How Often Can the TOEIC Test Be Taken?

Twenty-eight days should lapse before a test taker retakes the TOEIC test. If a test taker takes the test more than once in 28 days, the test will not be scored and a refund will not be offered. Test takers must pay again to take the test once 28 days have passed.

Test Security

In administering a worldwide testing program, the TOEIC program and its local ETS Preferred Vendors consider the maintenance of security at testing centers to be of utmost importance. To offer score users the most valid and reliable measurements of English-language proficiency available, the TOEIC 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 TOEIC test. If a test taker must leave the testing room, s/he is 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 or during breaks
- 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, during breaks, 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 or during breaks
- leaving the testing room without permission
- taking excessive or extended unscheduled breaks during the test session (Test center administrators are required to strictly monitor unscheduled breaks and report test takers who take excessive or extended breaks.)
- 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 ETS Preferred Vendor 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, s/he 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.**

They must provide their 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, s/he must still present primary identification in the name under which s/he 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 ETS Preferred Vendor 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 on this page. 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 on this page.

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 Union 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 English-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 (on this page) that does contain that individual's signature.

Disabilities

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

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 ETS Preferred Vendors give affected test takers the opportunity to take the test again as soon as possible without charge.



Scoring Procedures & Reports

Scanning

Each test taker uses a pencil to mark answers to the TOEIC test questions on a scannable answer sheet. Information on the test taker's English-learning history and use of English 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). The I-OPS system is a software package designed to support ETS Preferred Vendor offices in scanning and scoring TOEIC 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 ETS Preferred Vendor 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, Reading, 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

In addition to the scaled section scores, the redesigned TOEIC Score Report provides extra score information.

Scaled scores

The new score reports provide Listening and Reading scaled scores, and Total scaled score. The Total scaled score is derived from adding the two section scores together.

Percentile Rank

The new score report provides percentile rank information. The percentile rank refers to the percentage of the TOEIC Public Testing Program population of test takers in the past three years who score below the test taker's scaled scores. The percentile rank table is calculated based on a pool of test takers from the past three years and is updated every May and made available on the ETS website at www.ets.org/toeic. For example, in May 2006, the percentile rank table was calculated based on test takers from January 2003 to December 2005. In May 2007, the percentile rank table was calculated based on test takers from January 2004 to December 2006.

Score Proficiency Descriptions

Based on the scaled score, the new score report provides a description of the English-language abilities typical of test takers scoring at about the same level. Because of limited space in the score report, only statements of strength are provided in the report. There are three possible descriptions for the Listening section and four possible descriptions for the Reading section. A complete table of these descriptions is available on the ETS website, www.ets.org/toeic. The proficiency descriptors were developed based on a Scaled Anchoring Study conducted at ETS in the summer of 2005. Refer to the report, "TOEIC Score Proficiency Tables" (available at www.ets.org/toeic) to understand how the study was conducted and how to use and interpret the proficiency statements.

Abilities Measured

Score reports also include the percentage of questions answered correctly for specific abilities measured. These percentages can be compared with the percentage scores of other people who take the same form of the TOEIC test.

If the test is taken through an employer or sponsoring organization, scores are provided to that organization. It is the responsibility of the employer or organization to provide the test taker with a score report. Those who take the test independently will receive a score report directly from the local ETS Preferred Vendor.

Certificate of Achievement

The TOEIC Certificate of Achievement is an acknowledgement of a test taker's English proficiency. The TOEIC Certificate of Achievement is not available through some services. Contact the local ETS Preferred Vendor for availability.

The Certificate of Achievement features:

- Test taker's name
- Test taker's Listening score, Reading score, and Total test score
- Test date and location
- Administering organization
- Watermark on back
- A format that is suitable for framing

Release of Test Results

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

Passing the TOEIC Test

The TOEIC test is not the type of test that awards a pass or fail grade. Not every job or task requires the same level of English proficiency. Because it was developed specifically to meet the needs of the workplace, the TOEIC test measures many levels of ability. It enables test takers to demonstrate their current English-language skills, while the single, continuous scale makes it possible for learners to set attainable goals and measure their progress as their English improves.

Many companies use the TOEIC test to set their own score standards based on the levels of English necessary to carry out particular responsibilities. Some companies may require employees to have a minimum TOEIC score based on the corresponding level of English that is needed on the job. The local ETS Preferred Vendor can offer assistance in setting cut-scores. Many companies offer English-language training to help employees reach target TOEIC scores that reflect specific levels of proficiency based on professional need.

Interpreting Scores

TOEIC test scores are determined by the number of questions answered correctly. There is no penalty 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 seeks to ensure that TOEIC Listening and Reading scores obtained on different administration dates mean the same thing in terms of the level of English proficiency indicated.

If you were to take several versions of the test within a short period of time, you would obtain a number of scores that center around an average value known as your “true” score. Two-thirds of the time, your listening score would be within 25 points of your true score on the listening section, and your reading score would be within 25 points of your true score on the reading section.

Repeat Test Takers

Test takers who take another version of the TOEIC test may obtain slightly different scores from those they received the first time. A question like this may arise, “How much of a difference must there be between two Listening scores or between two Reading 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 TOEIC Listening and Reading sections is about 35 scaled score points.

Another question that may arise, “If a person began training with a Listening score of 300 and, following training, received a score of 340 on a different test form, has that test taker really improved in Listening or is this increase just a statistical fluke?” To determine whether this is a true increase in the TOEIC score, the test taker would construct a band of ± 1 *SEdiff*, or ± 35 points, around the obtained scores. In this case, the test taker has truly improved because the post-training score fell outside the *SEdiff* (i.e., 265-335). Using this band, we can say 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 English-speaking abilities should contact their ETS Preferred Vendor within six months of the test date. The ETS Preferred Vendor 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 ETS Preferred Vendor 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 date.

Score Cancellation

The local ETS Preferred Vendor 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.



Test Fairness

The ETS TOEIC Program and its authorized local ETS Preferred Vendors 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 our website, www.ets.org:

- **ETS Standards for Quality and Fairness**
 - Every test ETS produces must meet the exacting criteria of our *Standards for Quality and Fairness*. These standards reflect our 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 our 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 our fairness review process. Our commitment to fairness helps distinguish ETS from other assessment companies.

Policies and Guidelines for the Use of TOEIC Scores

Introduction

These guidelines are designed to provide information about the appropriate use of TOEIC test scores for corporations or schools that use the scores in making hiring, evaluation, and career promotion decisions, as well as school-related decisions. They are also intended to protect test takers from unfair decisions that may result from the inappropriate use of scores. Adherence to the guidelines is important.

The TOEIC tests are designed to assess English-language proficiency relevant to today's international market. As measures with known statistical properties and high-quality technical characteristics, the scores from these tests, when used properly, can improve the hiring, evaluation, and career promotion decision processes of local and multinational corporations, and other organizations where English-communication skills are critical job requirements.

As more and more students attend colleges to acquire job skills in the global marketplace, more schools are using TOEIC scores to evaluate student proficiency in English.

The TOEIC Program and its authorized local ETS Preferred Vendors have a particular obligation to inform users of the appropriate uses of TOEIC scores and to identify and try to rectify instances of misuse. To this end, the following policies and guidelines are available to all TOEIC test takers, institutions, and organizations that are recipients of TOEIC scores.

Policies

In recognition of their obligation to ensure the appropriate use of TOEIC scores, the TOEIC Program and its authorized local ETS Preferred Vendors 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.** TOEIC 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 Educational Testing Service and its local ETS Preferred Vendors, and our responsibility to protect test takers from unauthorized disclosure of the information.

Use of the TOEIC Test Scores *(continued)*

- **Encouragement of appropriate use and investigation of reported misuse.** All organizational users of TOEIC scores have an obligation to use the scores in accordance with the guidelines below, i.e., using multiple criteria, accepting only official TOEIC scores, etc. Organizations have a responsibility to ensure that all individuals using TOEIC scores are aware of these guidelines and to monitor the use of the scores, correcting instances of misuse when they are identified. The TOEIC Program and its authorized local ETS Preferred Vendors 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. When used in conjunction with other criteria, TOEIC scores can be a powerful tool in making hiring, evaluation, promotion, or school-related decisions.

- **Accept Only Official TOEIC Score Reports**

The only official reports of TOEIC scores are those issued by authorized local ETS Preferred Vendors or by ETS. If an organization administers a TOEIC 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 the ETS Preferred Vendor, who will then verify the accuracy of the scores and whether an official report was issued.

- **Maintain Confidentiality of TOEIC Scores**

All individuals who have access to TOEIC scores should be aware of the confidential nature of the scores and agree to maintain their confidentiality. Policies should be developed and implemented to ensure that confidentiality is maintained.

Normally Appropriate Use of TOEIC Scores

The suitability of a TOEIC test for a particular use should be explicitly examined before using test scores for that purpose. The following list of appropriate uses of TOEIC 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 TOEIC test scores, but any uses other than those listed below should be discussed in advance with TOEIC Program staff and authorized local ETS Preferred Vendors to determine their appropriateness.

If a use other than those appropriate uses listed below is contemplated, it will be important for the user to validate the use of scores for that purpose. The TOEIC Program staff and its authorized local ETS Preferred Vendors will provide advice on the design of such validity studies.

Appropriate Uses

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

- Hiring of applicants for an open position within a corporation or organization where workplace/everyday English is a required job skill
- Placement of applicants or test takers within a corporation or organization where workplace/everyday English is a required job skill
- Promotion of test takers within a corporation or organization where workplace/everyday English is a required job skill
- Measurement of workplace/everyday English proficiency levels of students in secondary schools and universities
- Measurement of individuals' progress in workplace/everyday English proficiency levels over time

Statistical Characteristics of the TOEIC Test



Population Defined

The test-taker population of the TOEIC test consists of worldwide people working or intending to work in an international environment, whose native language is not English. They could be:

- Personnel who use English in real-life work settings, such as businesses, hotels, hospitals, restaurants, international meetings, conventions, and sports events
- Managerial, sales, and technical employees in international business, commerce, and industry who require English for their work
- Test takers for training to be conducted in English
- Employees of government agencies
- College students who intend to work in multinational companies where certain levels of English proficiency are required

The TOEIC test can be administered either through the Public Testing Program or the Institutional Program. The Public Testing Program is currently available in Japan and Korea, and test takers register for the test individually and receive score reports directly. The Institutional Program is administered by corporations who will receive employee's test scores. The Institutional Program is available worldwide.

Tables 1 and 2 provide the means and standard deviations of Listening and Reading scaled scores of the Public Testing Program and Institutional Program populations, respectively.

Table 1. Mean and Standard Deviations of the Public Testing Program Population

	2004		2005		2006	
	Listening	Reading	Listening	Reading	Listening	Reading
Mean	320	272	318	272	319	273
Std	82	92	85	92	86	93
N	2.2		2.3		2.4	

* The sample size N is in the unit of millions.

Table 2. Mean and Standard Deviations of the Institutional Program Population

	2004		2005		2006	
	Listening	Reading	Listening	Reading	Listening	Reading
Mean	273	224	277	222	277	222
Std	97	105	96	103	98	102
N	1.1		1.2		1.3	

* The sample size N is in the unit of millions.

Intercorrelations Among Scores

As shown in Table 3, the correlation between Listening and Reading is around 0.8 in three consecutive years. Both Listening and Reading sections are highly correlated with the total score with a correlation coefficient larger than 0.9.

Table 3. Intercorrelation among Listening, Reading, and Total Scores

	2004	2005	2006	Overall
Listening and Reading	0.77	0.79	0.79	0.78
Listening and Total	0.93	0.94	0.94	0.94
Reading and Total	0.95	0.95	0.95	0.95

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 TOEIC 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 TOEIC Listening and Reading section scores across all forms of our norming samples has been approximately 0.90.

Standard Error of Measurement

Errors of measurement occur when a test taker performs differently on one occasion or test form than on 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 25 scaled score points for each of the TOEIC Listening and Reading sections. A test taker's true score could be estimated by ± 25 scaled score points around the test score obtained from one administration. For example, if a scaled score of 300 is obtained on the TOEIC Listening section, 68 percent of the time the true score will fluctuate between approximately 275 and 325.

Mapping TOEIC Scores to the Common European Framework (CEF)

The Common European Framework (of Reference for Languages) is a fairly well-established structure that has been used to describe the language proficiency of foreign-language learners across Europe. It was designed to facilitate communication among various parties working in the field of language development by providing a common basis for describing the skills needed to reach different levels of language proficiency. The CEF is widely used by teachers, curriculum designers, and testing organizations in their efforts to promote language competence, and it is gaining acceptance as the standard for grading an individual's language proficiency. Its six levels are clustered in three bands:

- A1 - A2 (Basic User)
- B1 - B2 (Independent User)
- C1 - C2 (Proficient User)

In 2006, ETS assembled a panel of 22 English-language experts representing 10 European countries, who were asked to “map” scores from the new TOEIC test onto the six levels of the CEF; that is, to judge the English skills necessary to reach specific levels on the Framework, as demonstrated by TOEIC test scores. Linkages were determined through expert judgment by following recognized standard-setting procedures: the [modified] Angoff method for multiple-choice items (Reading and Listening items), and the [modified] test-taker paper selection method for constructed-response items (Writing and Speaking items) (see, Brandon, 2004; Hambleton, Jaeger, Plake, & Mills, 2000; Hambleton & Pitoniak, 2006). A detailed description of the study methods can be found in Tannenbaum & Wylie (in press).

The study identified the minimum TOEIC scores required for learners to be categorized in each of the CEF levels, as shown in the table below.

Test Section	A1	A2	B1	B2	C1	C2
TOEIC Listening	60	110	275	400	490	
TOEIC Reading	60	115	275	385	455*	

Table entries are minimum scores needed to be categorized in the level specified.

*TOEIC Reading C1 minimum score is based on 45% of the panelists.

Some entries are missing in the table because the experts involved in the study did not believe that the TOEIC Listening and Reading sections were challenging enough to recommend placing test takers in the highest (C2) level. The panel held the same view for TOEIC Reading at the C1 level.

It is to be expected that not all levels of the CEF could be linked to TOEIC scores. Indeed, a test that adequately covered ALL of the CEF levels would need to be quite long in order to enable reliable classifications at each of the six distinctly different CEF levels of proficiency. Any single test that claims to have established *reliable* linkages to all CEF levels should be viewed cautiously, and the evidence supporting its claims should be scrutinized carefully.

Institutions, employers, English programs, and learners can interpret the recommended minimum scores on the TOEIC test by referring to the global descriptors and other tables in the CEFR: http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp.

Although the mapping of TOEIC scores to CEF levels may be useful in helping to interpret the meaning of scores, it is important to remember the following: Although the results represent the recommendations of informed experts using recognized standard-setting approaches, they should be considered guidelines only, not absolute, unequivocal standards, because neither test scores nor the judgments of experts are perfectly reliable. Thus, other independent evidence to support the results of this study is desirable. This evidence might include, for example, comparisons of performance on the TOEIC test with test-taker self-ratings of language proficiency and with instructor ratings of test-taker language proficiency to confirm the test score levels recommended by experts.



Validity Studies

One kind of evidence that has proven useful in establishing the meaning, or validity, of TOEIC scores has come from test takers themselves in the form of self-assessments of their own language skills. Self-assessments have been shown to be valid in a variety of contexts, especially in the assessment of language skills. In this regard, Upshur (1975) noted that language learners often have more complete access to the full spectrum of their successes and failures than do third-party assessors, who may hold a much narrower view of an individual’s language skills. This may apply particularly to skills like listening and reading, which are not directly observable. Similarly, Shrauger and Osberg (1981) noted that people are often active observers of their own behavior, and they often have extensive data on which to base their judgments (often much more than do external evaluators).

In 2006, the revised TOEIC Listening and Reading sections were administered to more than 6,000 test takers internationally, primarily in Korea and Japan. These test takers also completed a self-assessment questionnaire, administered in their first language, which requested self-evaluations of their ability to perform each of a variety of practical English language tasks. Moderately strong relationships of TOEIC scores with test-taker self-reports were noted for each of the two language domains, with correlations of .57 and .52 for the Listening and Reading sections of the TOEIC test, respectively. For virtually all of the language tasks, higher-performing TOEIC test takers were much more likely than lower-scoring test takers to report that they could perform the task. Test-taker assessments for selected, representative tasks are shown here for each test section. Complete details for all tasks are available from the TOEIC program.

Percentages who said they could perform task

<i>Listening Task</i>	<i>At the Lowest TOEIC Level</i>	<i>At the Highest TOEIC Level</i>
Understand directions on how to get to a nearby location	52	94
Take a telephone message for a co-worker	22	77
Understand an extended debate on a complex topic	6	49

<i>Reading Task</i>	<i>At the Lowest TOEIC Level</i>	<i>At the Highest TOEIC Level</i>
Read office memoranda	48	94
Read English to translate text into my language	15	70
Read and understand instructions	38	90

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Upshur, J. (1975). Objective evaluation of oral proficiency in the ESOL classroom. In L. Palmer & B. Spolsky (Eds.), *Papers on language testing 1967–1974* (pp. 53–65). Washington, DC: TESOL.

Research *(continued)*

Research Reports

- [Scores on the TOEIC \(Test of English for International Communication\) Test as a Function of Training Time and Type](#)
By R.F. Boldt and S.J. Ross (1998)
TOEIC Research Report No. 3
- [Report on Business English: A Review of Research and Published Teaching Materials](#)
By R. Dudley-Evans and M.J. St John (1996)
TOEIC Research Report No. 2
- [Enhancing the Interpretation of a Norm-Referenced Second-Language Test Through Criterion Referencing: A Research Assessment of Experience in the TOEIC Testing Context](#)
By K.M. Wilson (1989)
TOEIC Research Report No. 1

TOEIC Research Summaries

- [The Impact of Training Type and Time on TOEIC Scores](#)
By R.F. Boldt and S.J. Ross (1998)
TOEIC Research Summary No. 3

Please note that there is no Research Summary No. 2.

- [Relating TOEIC Scores to Oral Proficiency Interview Ratings](#)
By K.M. Wilson (1993)
TOEIC Research Summary No. 1
- [An Introduction to TOEIC: The Initial Validity Study](#)
By P.E. Woodford (1982)
TOEIC Research Summary No. 0

TOEIC Test-Related Reports

- [TOEIC/LPI Relationships in Academic and Employment Contexts in Thailand](#)
By K.M. Wilson (2004)
ETS Research Report No. RR-04-16
- [Overestimation of LPI Ratings for Native-Korean Speakers in the TOEIC Testing Context: Search for Explanation](#)
By K.M. Wilson (2001)
ETS Research Report No. RR-01-15
- [An Exploratory Dimensionality Assessment of the TOEIC Test](#)
By K.M. Wilson (2001)
ETS Research Report No. RR-00-14
- [Validating a Test Designed to Assess ESL Proficiency at Lower Developmental Levels](#)
By K.M. Wilson (1999)
ETS Research Report No. RR-99-23
- [Validity of Global Self-Ratings of ESL Speaking Proficiency Based on an FSI/ILR-Reference Scale](#)
By K.M. Wilson (1999)
ETS Research Report No. RR-99-13

Publications

TOEIC ETS Preferred Vendors 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 cassette.

▪ **Sample Item Sets**

A complete set of official TOEIC test items that can be purchased for inclusion in published materials. The sets consist of three samples from each of the seven test parts.

▪ **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 TOEIC test. It is intended for those who will be administering the test on-site.

▪ **TOEIC 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.

▪ **TOEIC Research Reports**

- Wilson, K.M. (1989). Enhancing the interpretation of a norm-referenced second-language test through criterion referencing: A research assessment of experience in the TOEIC testing context. *TOEIC Research Report No. 1* (99 pages).

- Dudley-Evans, R., & St. John, M.J. (1996). Report on Business English: A review of research and published teaching materials. *TOEIC Research Report No. 2* (45 pages).
- Boldt, R.F., & Ross, S.J. (1998). Scores on the TOEIC (Test of English for International Communication) test as a function of training time and type. *TOEIC Research Report No. 3* (35 pages).
- Woodford, P.E. (1982). An introduction to TOEIC: The initial validity study. *TOEIC Research Summary* (16 pages).
- Wilson, K. (1993). Relating TOEIC scores to oral proficiency interview ratings. *TOEIC Research Summary No. 1* (11 pages).
- Boldt, R.F., & Ross, S. (1998). The impact of training type and time on TOEIC scores. *TOEIC Research Summary No. 3* (10 pages). Please note that Research Summary No. 2 is no longer available.

▪ **TOEIC Technical Manual**

Provides detailed technical information about the TOEIC test, including information on reliability, validity, SEM, *SEdiff*, equating, and the statistical characteristics of each test form.

▪ **TOEIC Can-Do Guide: Linking TOEIC scores to activities performed using English**

Presents a series of tables that describe 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.

▪ **TOEIC Report on Test Takers Worldwide**

Describes the demographic composition of TOEIC test takers, including average test scores across countries, industries, job types, etc.

Contacting the TOEIC Program

For more information about TOEIC, please visit us on the web at www.ets.org/toeic.

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

After taking the TOEIC test, test takers can visit www.ets.org/toeic to complete the Candidate Satisfaction Survey.

For additional questions or comments regarding the TOEIC test, please contact your local ETS Preferred Vendor or TOEIC Program, ETS, Rosedale Road, Princeton, New Jersey 08541 USA, or e-mail us at toeic@ets.org.

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