

**\*toeic®**

*Listening  
&  
Reading*  
TEST



1 HOUR TEST / 2 HOUR TEST  
MSA FORMAT

*Score  
User Guide*



PAPER & ONLINE TESTING

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For more information, visit us on the web at [www.etsglobal.org](http://www.etsglobal.org) or contact your local ETS Preferred Network Office. A list of local ETS Preferred Network Offices can be found on the web at [www.etsglobal.org](http://www.etsglobal.org). If there is no ETS Preferred Network Office in your country, please contact us at:

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# Foreword

The TOEIC User Guide was prepared for testing centres, companies, schools, TOEIC ETS Preferred Network Offices, 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 administered. 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 recognise that English-language proficiency is a key to global competitiveness. The TOEIC test is a valuable management tool that enables organisations 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 Network Office. A list of ETS Preferred Network Offices can be found on the web at [www.etsglobal.org](http://www.etsglobal.org).

# Overview

## The TOEIC® test

The TOEIC Listening and Reading 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 specialised 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, the choice of over 14000 corporations, organisations and academic institutions in over 160 countries.

## ETS

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 recognised 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 non-native speakers of English communicating in English both with native speakers and with other non-native 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 English employed in a variety of settings.

The studies were revealing. One important finding was that the language of non-native 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. Non-native 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.

## 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 recognised 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, labour relations;
- **Health:** medical insurance, visiting doctors, dentists, clinics, hospitals;
- **Housing/Corporate Property:** construction, specifications, buying and renting, electric and gas services;
- **Manufacturing:** assembly lines, plant management, 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 specialised vocabulary. The TOEIC test is suitable for use in all environments where English is used by native speakers of other languages.

## Format of the TOEIC Listening and Reading test

The TOEIC test is a two-hour multiple-choice test that consists of 200 questions divided into two sections:

- **Listening Section:** The Listening section tests how well test takers understand spoken English. It consists of four parts and contains 100 questions. Test takers are asked to answer questions based on a variety of statements, questions, conversations, and talks recorded in English.  
Total time: approximately 45 minutes.
- **Reading Section:** The Reading section includes three parts, testing how well you understand written English. Test takers will read a variety of materials and respond at their own pace to 100 questions based on the content of the materials provided.  
Total time: 75 minutes.

The <i>TOEIC</i> Listening and Reading Test	
<b>Listening Comprehension:</b> 100 items	<b>Reading Comprehension:</b> 100 items
Photographs: 6 questions	Incomplete Sentences: 30 questions
Question-Response: 25 questions	Text Completion: 16 questions
Conversations: 39 questions; 13 conversations with 3 questions each	Single Passages: 29 questions; 10 reading texts with 2–4 questions each
Talks: 30 questions; 10 talks with 3 questions each	Multiple Passages: 25 questions; 5 sets of double or triple passages with 5 questions per set

Test takers respond to each test question by clicking on the correct answer or, for paper-based testing, 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 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.

## Format of the TOEIC Listening and Reading test: Multi-stage adaptive version

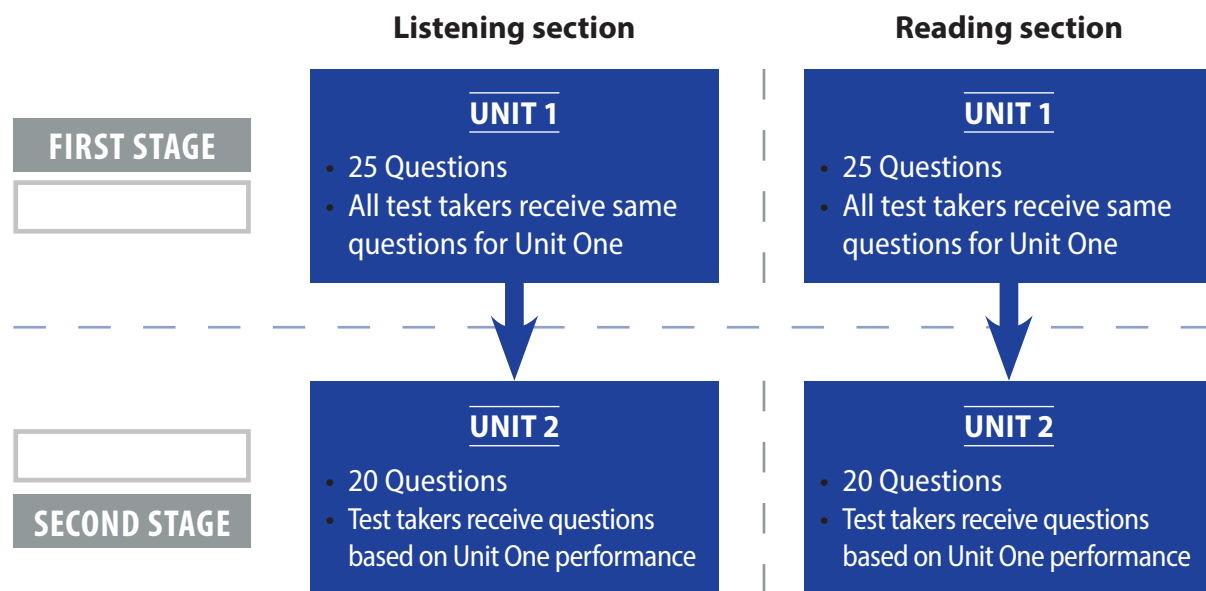
The TOEIC Listening and Reading test Multi-stage adaptive version is a one-hour multiple-choice test that consists of 90 questions divided into two sections.

The question types on TOEIC Listening and Reading test and the TOEIC Listening and Reading test Multi-stage adaptive version are the same. However, the test format for the Multi-stage adaptive version is different.

Each section has two stages: Unit One and Unit Two. Unit One is the same for all test takers. Test takers will then receive questions in Unit Two based on their Unit One performance.

The Listening section and Reading section are independent of one another. Performance on the Listening section will not impact the questions received on the Reading section. Scores will be calculated after both sections are completed.

Here is a visual diagram of the test stages and what test takers will see in each stage:



## Listening section:

The Listening section tests how well test takers understand spoken English. It consists of two Units and contains a total of 45 questions. Test takers are asked to answer questions based on a variety of statements, questions, conversations, and talks recorded in English.

**Total time:** approximately 25 minutes.

## Reading section:

The Reading section tests how well test takers understand written English. Test takers will read a variety of materials and respond at their own pace to 45 questions based on the content of the materials provided.

**Total time:** approximately 37 minutes; Unit One is approximately 23 minutes and Unit Two is approximately 14 minutes.

TOEIC LISTENING MSA SECTION		TOEIC READING MSA SECTION	
Unit	Question Type	Unit	Question Type
<b>One</b> (25 questions)	<i>Photographs:</i> 3 questions	<b>One</b> (25 questions; approx. 23 min.)	<i>Incomplete Sentences:</i> 5 questions
	<i>Question-Response:</i> 4 questions		<i>Text Completion:</i> 4 questions
	<i>Conversations:</i> 9 questions. 3 conversations with 3 questions each		<i>Reading Comprehension:</i> 16 questions
	<i>Talks:</i> 9 questions. 3 talks with 3 questions each		
<b>Two</b> (20 questions)	<i>Question-Response:</i> 5 questions	<b>Two</b> (20 questions; approx. 14 min.)	<i>Incomplete Sentences:</i> 7 questions
	<i>Conversations:</i> 9 questions. 3 conversations with 3 questions each		<i>Text Completion:</i> 4 questions
	<i>Talks:</i> 6 questions. 2 talks with 3 questions each		<i>Reading Comprehension:</i> 9 questions

## IP online testing

Computer-delivered versions of the TOEIC tests are available for organisations participating in the Institutional Testing Program. The TOEIC IP Online tests are identical to the paper-and-pencil versions in terms of scoring, timing, content, and test format. For more information about TOEIC IP Online tests, please contact your local ETS Preferred Network Office.

## 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 answer the questions. Attention can then be focused on the questions themselves, rather than on the format. The Examinee Handbook provides information about the test and familiarises 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 organisations 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 organisation, contact the local ETS Preferred Network Office to find out when and where to take the test.

## How often can the TOEIC test be taken?

TOEIC Public Testing is scheduled by the local ETS Preferred Network Office. Contact your local ETS Preferred Network Office for more information on test dates, locations and how to register.

Institutional Testing is scheduled by the institution or sponsoring organisation and can be taken as offered. Test takers should contact the institution or sponsoring organisation for more information. Institutions or sponsoring organisations should contact the local ETS Preferred Network Office to arrange dates for testing.

## Test security

In administering a worldwide testing program, the TOEIC program and its local ETS Preferred Network Offices consider the maintenance of security at testing centres 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 session procedures and regulations

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

- Dress so that test takers can adapt to any room temperature.
- Friends or relatives who accompany test takers to the test centre will not be permitted to wait in the test centre or be in contact with test takers while they are taking the test. Except for ETS-authorised observers, visitors are not allowed in the testing room while testing is in progress.
- ID verification at the test centre may include thumb printing, photographing, video recording, signature comparison, or other forms of electronic ID or biometric confirmation. If you refuse to participate, they will not be permitted to test and will forfeit the test fee. This is in addition to the requirement that test takers must present acceptable and valid ID.
- Other than ID, personal items are not allowed in the testing room. Before the test, test takers will receive instructions from test centre staff regarding where to deposit items such as cell phones, digital or smartwatches, handbags, and study materials. Storage space is limited, so plan accordingly. Test takers will not have access to their personal items during the test or any unscheduled break.
- Test centres assume no responsibility for candidates' personal belongings.
- The test administrator will assign test takers a seat.
- On occasion, weather conditions or other circumstances beyond the control of ETS or the test administrator may require a delayed start or the rescheduling of the test. In the event that a technical problem at the test centre makes it necessary to cancel a test session or if it is later determined that

the scores could not be reported, test takers will be offered the opportunity to retest free of charge or receive a full refund of the original test fee.

- No test taker will be admitted after test materials have been distributed.
- No aid of any kind is allowed in the test room. The following items in particular are not allowed in the test room: books, dictionaries, scratch papers, notes, rulers, calculators, highlighters, digital or smartwatches, mobile phones, pens, pencil sharpeners, mechanical pencils, scan pens or other scanning devices, stereos or radios, headphones, test preparation materials, translators, listening, recording, photographic devices and any electronic devices.
- For paper-based testing, 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. They may not leave the immediate testing area of the testing room or the test centre building during the test or during any unscheduled break. Any lost time cannot be made up.
- There is no scheduled break during the *TOEIC* test. If test takers must leave the testing room, they are required to give the supervisor their identification document(s) before leaving the room. They will not be permitted to make up the time lost.
- For paper-based testing, at the conclusion of the test, test takers will be required to return their test book and answer sheet to the test supervisor.

## Dismissal from test session

A test administrator/supervisor is authorised to dismiss test takers from a test session and/or their scores may be withheld and ultimately cancelled and their test fees forfeited for any actions that violate the policies and procedures set forth herein and/or communicated at the test centre including, without limitation, the following:

- Attempting to take the test, or taking the test, for someone else or having someone else take the test for themselves.
- Failing to provide acceptable identification as described herein, including refusal to allow a photograph and/or fingerprint to be taken.
- Obtaining improper access to the test, a part of the test, or information about the test (this includes having test questions or answers in advance of the test administration and bringing preknowledge of test information into the test centre in any form including, but not limited to, identification documents, prohibited devices, and any other method listed as an aid in connection to the test).
- Having a cell phone, smartphone (e.g., Android, BlackBerry, or iPhone), tablet, PDA, or any other electronic, listening, recording, scanning, or photographic device in the test centre (exception made for the device needed for the test). If test takers are found to be in possession of any of these devices before, during, or after the test administration, their device may be inspected and/or confiscated and they will be dismissed from the test. Their test fees will be forfeited and their scores will be cancelled, even if dismissal is not enforced on the day of the test.
- Creating a disturbance (Disruptive behaviour in any form will not be tolerated. The test administrator/supervisor has sole discretion in determining what constitutes disruptive behaviour.)
- Attempting to give or receive assistance (Communication in any form is not permitted during the test administration. Discussion or sharing of test content or answers during the test administration, during breaks, and after the test is prohibited.)

- Removing or attempting to remove test content from the test centre (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.)
- Bringing a weapon or firearm into the test centre
- Bringing food, beverages, or tobacco into the testing room, unless test takers have received prior approval due to a disability or health-related need
- Leaving the test centre building during the test session or during breaks
- Leaving the testing room without permission
- Taking excessive or extended unscheduled breaks during the test session (Test centre 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 authorised to do so, or working after time has been called
- Failing to follow any of the test administration regulations in this examinee handbook, given by the test administrator/supervisor, or specified in any test materials

ETS, ETS Global and the EPA reserve the right to take any and all actions — including, but not limited to, barring test takers from future testing and/or withholding or cancelling their scores — for failure to comply with test administration regulations or the test administrator's directions or where the validity of the scores is questionable. If a test taker's scores are cancelled, they will not be reported, and their registration and test fees will not be refunded.

## Identification requirements

All test takers must read Part 1, which is contained in the Examinee Handbook. Depending on whether the test taker will be testing within or outside his or her country of citizenship, the test taker must also read either Part 2 or Part 3, as appropriate.

### Part 1. Information for all test takers

You must have acceptable and valid ID with a signature and photograph to be admitted to a test Centre. Expired documents are not acceptable. The photograph on your ID document must be recent and recognisable. Original documents must be presented; copies are not acceptable. Identification requirements are strictly enforced. It is your responsibility to read and understand the instructions and requirements.

If you don't have one primary ID with both a photograph and a signature, you 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, recognisable photograph and your signature. If you do not have an ID with a photograph and a signature, then you must present two primary ID documents with a photograph.

If you arrive at the test centre without the required identification, the test administrator will not admit you, you cannot take the test, and you forfeit your test fee.

When registering for the test, you must **use exactly the same name that appears on the primary identification document** you will present at the test Centre. Make sure to provide your entire first (given name) and entire surname (family name). **Do not register under a nickname.** If the name shown on your primary identification does not match the name used at registration, you will not be permitted to take the test. Check the name on your registration confirmation document. If the name does not match the name on your primary ID document, contact your local ETS Preferred Network office.

Only misspellings of your name can be corrected at check-in — name changes will not be made. If your name has changed for any reason, including marriage, you must still present primary identification in the name under which you registered, or you will not be permitted to take the test.

If the test centre administrator questions the ID you present, you will be required to present a secondary ID from the list in part 3.

If positive confirmation of your identity cannot be made, you may be refused admission to the test centre and forfeit your test fee. Admittance to the test centre does not imply that your form of identification is valid or that your scores will be reported. All reported cases of questionable ID are subject to review and approval by the ETS Office of Testing Integrity and/or the local EPA.

Test centre personnel will check your identification before assigning you a seat at the test Centre. The administrator will check your signature to verify that you are the person in your photo identification.

The photograph on your ID document must be recent and recognisable. For example, a ten-year-old photograph taken during childhood is not acceptable.

If you cannot meet the specified ID requirements or if you have questions about ID, please contact your local ETS Preferred Network office before registering for the test.

## Part 2. Acceptable primary identification documents

### If testing WITHIN your country of citizenship

- Passport with photograph and signature;
- National identification with photograph and signature;
- Driver's license issued by the country where the test is being conducted, with photograph and signature;
- Military identification with photograph and signature;
- State identification with photograph and signature.

### If testing OUTSIDE your country of citizenship

- Passport with photograph and signature;
- Driver's license issued by the country where the test is being conducted, with photograph and signature.

United States military personnel may present their United States military ID cards for admission to test centres. If a military ID card does not contain a photograph and signature, a secondary ID is also required.

Residents of the country where the test is being conducted with refugee status may present a government-issued resident card (not a paper document or letter, even if stamped and signed), with photograph and signature, where the status is clearly stated.

### Testing in European Union/Schengen Zone/Gulf Cooperation Council (GCC) Arab Countries or Mercosur Countries

Citizens of these intergovernmental unions can use valid national identity cards to test in any country within the same intergovernmental union.

If your primary ID is not written in English-language letters, you must also present an additional ID from the list of secondary identification documents (see "Acceptable Secondary Identification Documents" in part 3) that contains a recent, recognisable photograph and is in English or the local language.

If your primary ID does not contain your signature, you must either sign it or present an additional ID from the list of secondary identification documents (see "Acceptable Secondary Identification Documents" in part 3).

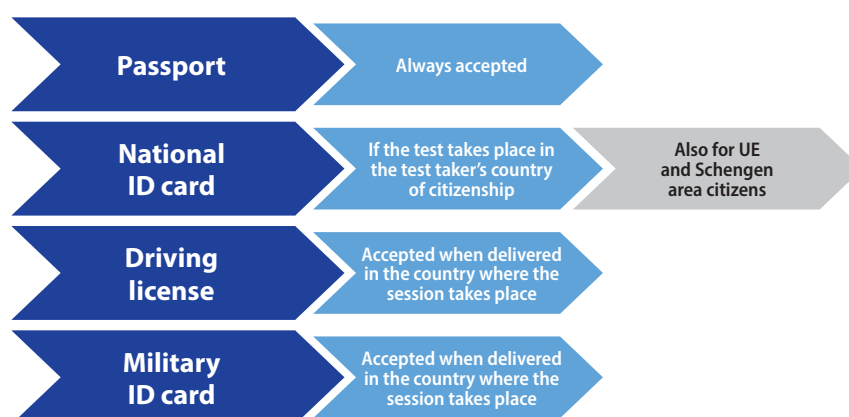
## Part 3. Acceptable secondary identification documents

If your primary identification is missing either a photograph or signature, you must present in addition to your primary ID one of the following secondary IDs that can be used to meet the photograph or signature requirement. 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, a passport, driver's license, state identification, national identification, or military identification. (There are some exceptions: see "Unacceptable Identification Documents" below.);
- Student ID.

## Part 4. Unacceptable identification documents

- Any expired ID;
- Draft classification card;
- Credit or debit card of any kind;
- Resident card (see exception in part 2.);
- 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;
- Birth certificate;
- Photocopy of ID.



## French regulations - skills passport

ETS Global is required by French law to collect personal information from all holders of an active French social security number.

Information such as the name of birth, postal code and city of birth (if born in France), along with each candidate's CEFR level, will be transmitted to the 'Caisse des Dépôts et Consignations' for the establishment of a personal Skills Passport, as required by article L. 6113- 8 of the French labour code (from 2018).

The candidate certifies that the information provided at registration and as part of the testing procedure is accurate. Any inaccuracy will have to be rectified by ETS Global. Therefore, the candidate agrees to submit to any information verification request from ETS Global within seven (7) working days. ETS Global reserves the right to withhold test scores should the candidate fail to comply.

## Disabilities

The TOEIC Program and its local ETS Preferred Network Offices, in response to requests from individuals with disabilities, will make special arrangements with test centre administrators, where local conditions permit, to administer the TOEIC test with accommodations. Among the accommodations that can be provided are extended testing time, breaks, test reader, sign language interpreter, other aids customarily used by the test taker, large print, nonaudio (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](http://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 Network Offices give affected test takers the opportunity to take the test again as soon as possible without charge.

# TOEIC test results

## Scoring procedures & reports

### Scanning (for paper-based testing)

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 Network Office 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 organisation's test takers for a given time period, can be produced by the ETS Preferred Network Office 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

The score report will provide test takers with their score on each section of the test. A description of the English- language ability typical of test takers around their level can be found on our website, [www.etsglobal.org/global/en/content/understanding-toEIC-tests-scores](http://www.etsglobal.org/global/en/content/understanding-toEIC-tests-scores).

For candidates taking the test through an employer or sponsoring organisation, scores are provided to that organisation. It is the responsibility of the employer or organisation 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 Network office.

A digital score report will be delivered. A paper score report can be delivered on demand.

## Institutional Program

**ETS TOEIC SCORE REPORT**

Name: Test Taker 1 Identification #: 1234567891

Date of Birth: 12 Oct 1995 Test Date: 04 June 2021 Test Score: 04 June 2023

Classification: ETS Global

Listening	Reading	Total
400	455	855
CEFR Level: C1	CEFR Level: C1	CEFR Level: C1

**Typical strengths for your Listening score**

**Typical strengths for your Reading score**

ETS Global, 45 rue Tolbiac, 75008 Paris, France  
www.etsglobal.org

Only for France and Dom-Tom

## Public Program

**ETS TOEIC LISTENING AND READING OFFICIAL SCORE CERTIFICATE**

Jonathan Christopher DOE

2021-07-04 13:05:40 19950410 5 400 455 755

2021-06-04 20230604 5 400 455 755

Client/Institution Name: Institute of Higher Education, France Metropolitan

**LISTENING** Your score: 400

**READING** Your score: 455

**TOTAL SCORE** 755

**LISTENING**

**READING**

**PROFICIENCY**

**ADDITIONAL MEASURES**

ETS Global, 45 rue Tolbiac, 75008 Paris, France  
www.etsglobal.org

Available in digital format depending on the country.

## Institutional Program

**ETS TOEIC INSTITUTIONAL SCORE REPORT**

Name: Family Name First Name

Date of Birth: DD Mon YYYY

Identification #: 12345678912345

Test Date: DD Mon YYYY

Test Score: DD Mon YYYY

Client/Institution: Name of Client, Country

Listening	Reading	Total
400	515	915
CEFR Level: B2	CEFR Level: A2	CEFR Level: A2

**Typical strengths for your Listening score**

**Typical strengths for your Reading score**

ETS Global, 45 rue Tolbiac, 75008 Paris, France  
www.etsglobal.org

Outside France

## Score Report features:

- Candidate's name;
- Candidate's Listening score, Reading score, and total Listening and Reading test score (10–990);
- Candidate's birth date;
- The identification number;
- The test date;
- The date the scores are valid until;
- Score descriptors;
- Abilities measured;
- Digital score report only: A QR code to access your digital score report.

## Scaled scores

The 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 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](http://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 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](http://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](http://www.ets.org/toeic)) to understand how the study was conducted and how to use and interpret the proficiency statements.

## Release of test results

EPNs are required to publish score reporting timelines so that test takers can determine, prior to registering for a public TOEIC test, when they may expect to receive their score report.

Score reports may be delayed if any type of security review is required. Test takers must be notified if their scores will be delayed or withheld.

Depending on local policies, test takers may expect to receive their score report anywhere from 7 to 21 days after the test administration.

## 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 test score based on the corresponding level of English that is needed on the job. The local ETS Preferred Network Office can offer assistance in setting cut-scores. Many companies offer English-language training to help employees reach target TOEIC test 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 centre 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 test score, the test taker would construct a band of  $\pm 1$  SEdiff, or  $\pm 35$  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.

## Score review

Test takers who feel their scores do not accurately reflect their English-speaking abilities may contact their ETS Preferred Network Office up to three months of the test date. The ETS Preferred Network Office 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 Network Office 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

ETS and the EPA reserve the right to take any and all actions — including, but not limited to, barring a test taker from future testing and/or withholding or cancelling test-taker’s scores — for failure to comply with test administration regulations, the test administrator’s directions or where the validity of the scores is questionable. If test-taker’s scores are cancelled, they will not be reported, and test-taker’s registration and test fees will not be refunded.

# Use of TOEIC test scores

## Test fairness

The ETS TOEIC Program and its authorised local ETS Preferred Network Offices 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](http://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 test 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 organisations 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 test scores to evaluate student proficiency in English.

The TOEIC Program and its authorised local ETS Preferred Network Offices have a particular obligation to inform users of the appropriate uses of TOEIC test 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 organisations that are recipients of TOEIC test scores.

## Policies

In recognition of their obligation to ensure the appropriate use of TOEIC test scores, the TOEIC Program and its authorised local ETS Preferred Network Offices developed policies designed to make score reports available only to approved recipients, to encourage these organisational 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 test scores, whether for an individual or aggregated for an institution, are confidential and can be released only by authorisation of the individual or institution or by compulsion of legal process.

We recognise 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 Network Offices, and our responsibility to protect test takers from unauthorised disclosure of the information.

- **Encouragement of appropriate use and investigation of reported misuse.** All organisational users of TOEIC test scores have an obligation to use the scores in accordance with the guidelines below, i.e., using multiple criteria, accepting only official TOEIC test scores, etc. Organisations have a responsibility to ensure that all individuals using TOEIC test 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 authorised local ETS Preferred Network Offices are available to assist institutions in resolving score-misuse issues.

## Score verification

Score users have the ability to verify score reports sent directly to them by test takers. Only score reports from the Public Testing Program should be verified. At the written request of the institution or agency, ETS will verify the official scores recorded for you within the last 2 years. ETS or its authorised representative will also verify your score information at the request of any institution or agency that has a copy of your score report.

Score verification services provide clients with a confirmation that the score report they have received from a test taker is the same as what has been recorded. Any inconsistent score reports that are brought to the attention of the TOEIC program will be investigated.

If there is a question regarding the validity of the recorded score you should contact your rep regarding your concern and/or contact OTI:

Web: [www.etsglobal.org/security](http://www.etsglobal.org/security)

Email: [tests-security@etsglobal.org](mailto:tests-security@etsglobal.org)

Tel: +33 1 40 75 9118\*

\* Phone charge for France applies

## 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 test centre administrators and colleagues. When used in conjunction with other criteria, TOEIC test scores can be a powerful tool in making hiring, evaluation, promotion, or school-related decisions.

### Accept only official TOEIC test score reports

The only official reports of TOEIC test scores are those issued by authorised local ETS Preferred Network Offices or by ETS in the Public Testing Program. If an organisation administers a TOEIC test internally, with ETS knowledge and approval, it can obtain and keep score reports of that test, however, those scores are intended for the use of the institution sponsoring the administration and not intended for use by other entities.

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 Network Office, who will then verify the accuracy of the scores and whether an official report was issued.

### Maintain confidentiality of TOEIC test scores

All individuals who have access to TOEIC test 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 test 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 test 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 authorised local ETS Preferred Network Offices to determine their appropriateness.

If a use other than those listed in the “appropriate use” section is contemplated, it will be important for the user to validate the use of scores for that purpose. The TOEIC Program staff and its authorised local ETS Preferred Network Offices will provide advice on the design of such validity studies.

## Appropriate uses

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

- Hiring of applicants for an open position within a corporation or organisation where workplace/ everyday English is a required job skill;
- Placement of applicants or test takers within a corporation or organisation where workplace/ everyday English is a required job skill;
- Promotion of test takers within a corporation or organisation 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. In the Public Testing Program 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. Both the Public and Institutional Programs are 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  $\pm 25$  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.

# Research

## Mapping TOEIC test scores to the Common European Framework (CEFR)

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 CEFR is widely used by teachers, curriculum designers, and testing organisations 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 CEFR; 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 recognised 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 test scores required for learners to be categorised in each of the CEFR 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 categorised in the level specified.

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

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 CEFR could be linked to TOEIC test scores. Indeed, a test that adequately covered ALL of the CEFR levels would need to be quite long in order to enable reliable classifications at each of the six distinctly different CEFR levels of proficiency. Any single test that claims to have established reliable linkages to all CEFR levels should be viewed cautiously, and the evidence supporting its claims should be scrutinised 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:

<https://www.etsglobal.org/gp/en/content/common-european-framework-reference-languages>.

Although the mapping of TOEIC test scores to CEFR 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 recognised 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 test 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 behaviour, 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 test 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

## References

Brandon, P.R. (2004). Conclusions about frequently studied modified Angoff standard-setting topics. *Applied Measurement in Education*, 17, 59–88.

Hambleton, R.K. & Pitoniak, M.J. (2006). Setting performance standards. In R.L. Brennan (Ed.), *Educational Measurement* (4th ed., pp. 433–470). Westport, CT: Praeger Publishers.

Hambleton, R.K., Jaeger, R.M., Plake, B.S., & Mills, C. (2000). Setting performance standards on complex educational assessments. *Applied Psychological Measurement*, 24, 355–366.

Shrauger, J.S., & Osberg, T.M. (1981). The relative accuracy of self-predictions and judgments by others of psychological assessment. *Psychological Bulletin*, 90, 322–351.

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 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 test 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 test 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 Network Offices 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 test 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 test scores. TOEIC Research Summary No. 3 (10 pages). Please note that Research Summary No. 2 is no longer available.
- **TOEIC can-do guide: Linking TOEIC test 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.etsglobal.org](http://www.etsglobal.org).

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

After taking the TOEIC test, test takers can visit [www.ets.org/toeic](http://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 Network Office or:

**TOEIC Program,**

ETS Global, 24 rue Chauchat, 75009 Paris, France

or e-mail us at [contact-emea@etsglobal.org](mailto:contact-emea@etsglobal.org).

For more than 45 years as an industry leader, the TOEIC® program has set the global standard for assessing English-language communication skills needed in the workplace and everyday life. The TOEIC assessments are the most widely used around the world with 14,000+ organizations across more than 160 countries trusting TOEIC scores to inform the decisions that matter.

ETS Global is a subsidiary of ETS, a non-profit organization whose mission is to help advance quality and equity in education by providing fair and valid assessments, research and related services. Our solutions and services measure knowledge and skills, promote learning and performance, and support education and professional development for all people worldwide.

To learn more about the TOEIC Program:

**[www.etsglobal.org](http://www.etsglobal.org)**