# Make Better Decisions for Your Institution

### *The TOEFL iBT*® Test Provides the Information You Need

Driven by our mission to support teaching and learning across the globe, ETS aims to provide you with the necessary information to make the best decisions for your institution. This *TOEFL*®–CEFR mapping table provides level cut scores for each language skill and the entire test. It is based on a comprehensive standard-setting exercise, the review of existing score requirements and information about academic performance, and it is shaped by extensive feedback from TOEFL score users around the world.

| CEFR level | Reading (0–30) | Listening (0–30) | Speaking (0–30) | Writing (0–30) | Total (0–120) |
|---|---|---|---|---|---|
| C1 or above | 24 | 22 | 25 | 24 | 95 |
| B2 | 18 | 17 | 20 | 17 | 72 |
| B1 | 4 | 9 | 16 | 13 | 42 |
| A2 | n/a | n/a | 10 | 7 | n/a |

The table is based on research studies published in 2015 and 2008 that identified the minimum scores on the *TOEFL iBT*® test.

Visit **www.ets.org/toefl/institutions/scores/use** to learn more about TOEFL iBT score use.

# TOEFL iBT® Performance Descriptors

*TOEFL iBT®* performance descriptors* describe the English-language skills and abilities that students are demonstrating based on their test performance. They are based specifically on TOEFL iBT test content.

ETS provides tips on how to improve reading, listening, speaking and writing skills based on test-taker performance levels. Visit **www.ets.org/toefl/ibt/scores/improve** to learn more.

| | HIGH (22–30) | INTERMEDIATE (15–21) | LOW (0–14) |
|---|---|---|---|
| **READING SKILLS** | **Test takers who score at the HIGH level typically:**<br>• have a very good command of academic vocabulary and grammatical structure<br>• can understand and connect information as well as make appropriate inferences and synthesize ideas, even when the text is conceptually dense and the language is complex<br>• can recognize the expository organization of a text and the role that specific information serves within the text, even when the text is conceptually dense<br>• can abstract major ideas from a text, even when the text is conceptually dense and contains complex language | **Test takers who score at the INTERMEDIATE level typically:**<br>• have a good command of common academic vocabulary, but still have some difficulty with high-level vocabulary<br>• have a very good understanding of grammatical structure<br>• can understand and connect information, make appropriate inferences, and synthesize information in a range of texts, but have more difficulty when the vocabulary is high level and the text is conceptually dense<br>• can recognize the expository organization of a text and the role that specific information serves within a larger text, but have some difficulty when these are not explicit or easy to infer from the text<br>• can abstract major ideas from a text, but have more difficulty doing so when the text is conceptually dense | **Test takers who score at the LOW level typically:**<br>• have a command of basic academic vocabulary, but their understanding of less common vocabulary is inconsistent<br>• have limited ability to understand and connect information, have difficulty recognizing paraphrases of text information, and often rely on particular words and phrases rather than a complete understanding of the text<br>• have difficulty identifying the author's purpose, except when that purpose is explicitly stated in the text or easy to infer from the text<br>• can sometimes recognize major ideas from a text when the information is clearly presented, memorable or illustrated by examples, but have difficulty doing so when the text is more demanding |
| **LISTENING SKILLS** | **Test takers who score at the HIGH level typically:**<br>• understand main ideas and important details, whether they are stated or implied<br>• distinguish more-important ideas from less-important ones<br>• understand how information is being used (for example, to provide evidence for a claim or describe a step in a complex process)<br>• recognize how pieces of information are connected (for example, in a cause-and-effect relationship)<br>• understand many different ways that speakers use language for purposes other than to give information (for example, to emphasize a point, express agreement or disagreement, or convey intentions indirectly)<br>• synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information | **Test takers who score at the INTERMEDIATE level typically:**<br>• understand explicitly stated main ideas and important details, especially if they are reinforced, but may have difficulty understanding main ideas that must be inferred or important details that are not reinforced<br>• understand how information is being used (for example, to provide support or describe a step in a complex process)<br>• recognize how pieces of information are connected (for example, in a cause-and-effect relationship)<br>• understand, though perhaps not consistently, ways that speakers use language for purposes other than to give information (for example, to emphasize a point, express agreement or disagreement, or convey intentions indirectly)<br>• synthesize information from adjacent parts of a lecture or conversation and make correct inferences on the basis of that information, but may have difficulty synthesizing information from separate parts of a lecture or conversation | **Test takers who score at the LOW level typically:**<br>• understand main ideas when they are stated explicitly or marked as important, but may have difficulty understanding main ideas if they are not stated explicitly<br>• understand important details when they are stated explicitly or marked as important, but may have difficulty understanding details if they are not repeated or clearly marked as important, or if they are conveyed over several exchanges among different speakers<br>• understand ways that speakers use language to emphasize a point or to indicate agreement or disagreement, but generally only when the information is related to a central theme or is clearly marked as important<br>• make connections between the key ideas in a conversation, particularly if the ideas are related to a central theme or are repeated |

| | GOOD (26–30) | FAIR (18–25) | LIMITED (10–17) | WEAK (0–9) |
|---|---|---|---|---|
| **SPEAKING SKILLS** | **Test takers who score at a GOOD level typically:**<br>• are able to speak effectively in English about reading material and conversations typically encountered by university students<br>• are able to communicate personal experiences and opinions effectively in English<br>• are clear and coherent, with only occasional errors of pronunciation, grammar or vocabulary<br>• express ideas that are generally well-developed | **Test takers who score at a FAIR level typically:**<br>• are able to speak in English about reading material and experiences typically encountered by university students<br>• are able to convey relevant information about conversations, newspaper articles and campus bulletins; however, some details are missing or inaccurate<br>• have limitations with grammar, vocabulary and pronunciation that can, at times, cause difficulty for the listener and prevent elaborating fully on ideas; however, they do not seriously interfere with overall communication<br>• are able to speak in English about personal experiences and opinions in a mostly clear and coherent manner<br>• speak clearly most of the time with only occasional errors | **Test takers who score at a LIMITED level typically:**<br>• have some difficulty speaking in English about information from conversations, newspaper articles, university publications and so on<br>• are able to talk about some of the key information from these sources, but limited grammar and vocabulary may prevent him/her from fully expressing ideas<br>• have problems with pronunciation that make it difficult for listeners to understand at times<br>• have some difficulty speaking in English about everyday experiences and opinions<br>• are able to respond partially to the questions, but not able to fully develop their ideas, possibly due to limited vocabulary and grammar | **Test takers who score at a WEAK level typically:**<br>• have responses that are incomplete and include little or no information about the topic<br>• have speech that is often difficult for listeners to understand, and the meaning is unclear |

| | GOOD (24–30) | FAIR (17–23) | LIMITED (1–16) | |
|---|---|---|---|---|
| **WRITING SKILLS** | **Test takers who score at a GOOD level typically:**<br>• responded well to the task, relating the lecture to the reading<br>• have weaknesses, if any, that might have to do with:<br>  – slight imprecision in the summary of some of the main points<br>  – use of English that is occasionally ungrammatical or unclear<br>• responded with a well-organized and developed essay<br>• have weaknesses, if any, that might have to do with:<br>  – use of English that is occasionally ungrammatical, unclear or unidiomatic<br>  – elaboration of ideas or connection of ideas that could have been stronger | **Test takers who score at a FAIR level typically:**<br>• responded to the task — relating the lecture to the reading — but the response indicates weaknesses, such as:<br>  – an important idea or ideas may be missing, unclear or inaccurate<br>  – it may not be clear how the lecture and the reading passage are related<br>  – grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand<br>• expressed ideas with reasons, examples and details, but the response indicated weaknesses, such as:<br>  – the response may not provide enough specific support and development for the main points<br>  – ideas may be difficult to follow because of how the essay was organized or because of the language used to connect ideas<br>  – grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand | **Test takers who score at a LIMITED level typically:**<br>• responded in a way that was judged as limited due to:<br>  – failure to understand the lecture or reading passage<br>  – deficiencies in relating the lecture to the reading passage<br>  – many grammatical errors and/or very unclear expressions and sentence structures<br>• expressed opinions, but the response indicated notable deficiencies, such as:<br>  – the response contains insufficient detail<br>  – the ideas and the connections of ideas are difficult to understand because of many grammatical errors and/or very unclear expressions and sentence structure<br>  – the response is only marginally related to the question that was asked | |