

Information for teachers about online TOEFL® iBT practice tests from www.oxfordenglishtesting.com

What do the online TOEFL iBT practice tests consist of?

The TOEFL iBT online practice tests reflect the content of the actual TOEFL iBT test, and are complete and full length. (For an overview of the content of the TOEFL iBT, see pages 4–6.) Students do not print the tests in order to do them. They take them online and they are marked online. In addition, there is a range of help features that students can use while they are doing the test. These include dictionary look-up, test tips, audio scripts, the ability to mark and change individual answers, and get feedback on answers. See page 3 for more details on these features.

The combination of online marking and help features makes the practice tests ideal for self-study at home or in the classroom.

How do students take an online practice test?

Students can do a practice test wherever they have access to a computer and the Internet. They will need an e-mail address and to be online when they do the tests. Students have access to the test for up to 365 days.

Students do not have to do the whole test at one time. They can answer and then mark a question, a set, a section, or the whole test. All their answers are automatically saved when they leave the site, and they can come back to the test at any time. They can also skip questions and come back to them later.

Students can monitor their progress via the **Test Overview**, which records questions not attempted, attempted but not marked, right and wrong answers, and questions that cannot be marked automatically. Students can also print the **Test Overview** and **Results** page. After 365 days they have to submit the test for final marking.

Marking the practice test

The system can automatically mark the Reading and Listening sections. It does not automatically mark the Writing and Speaking sections. However, in order to provide practice of the complete test, the Writing and Speaking sections are provided online, along with sample answers for the Writing tasks, and guidance and support for the Speaking tasks. The Speaking section is also available as a downloadable PDF via the **Resources** tab on the institutional site.

As the system does not automatically mark the TOEFL iBT Writing or Speaking sections online, the default result will exclude these sections. The result the students see includes scores for the separate skills and a total score. Go to the **Resources** tab to see a score conversion chart for each test.

For TOEFL iBT Writing, your students can type their answers online, and they have the choice of printing them or e-mailing them to you for marking. You can then enter the marks, after they have submitted their answers for final marking. Their final score will then be adjusted to take these marks into account.

If you wish, you can also conduct the Speaking section with students and you can enter the marks you give them. Their final score will then be adjusted to take these marks into account.

Finally, it is important to remember that these are practice tests, not the actual test, and so the final mark is only an indication of how your students might perform in the actual test.

See pages 7–12 for more information on assessing the Writing and Speaking sections.

Where can I find out more about oxfordenglishtesting.com?

For more help, click on the **Support** tab, or the Get Started button when you are logged in. There are also online demos of the website that will give you a clear understanding of the site and the practice tests. You can also contact us at customerservice.eltonline@oup.com.

Features of the online practice tests

Test tips	There is a Tip on how to answer every type of question.
Dictionary look-up	Students can look up the meaning of any English word in the practice test. They just double click it and a definition will pop up from the <i>Oxford ESL Dictionary</i> . They will need to have pop-up windows enabled.
Instant marking and feedback	When a student has answered a question in the Reading and Listening sections, they can mark it immediately to see whether they got it right. They can then get Feedback to find out why it was right or wrong. Understanding why they answered a question incorrectly helps students think more clearly about a similar question next time.
Change your answer or try again	Students can go back and try to answer the question again, as many times as they like.
Save and come back later	Students don't have to complete a section or test at one time. Their answers are saved as they take the test, and kept when they log out. They can come back to the test at any time. Students have up to 365 days before they have to submit the practice test for final marking. Students will be able to see when their test is due to be submitted.
Mark individual answers, a set, a section, or the whole test	However much students have done of the practice test, they can mark it and see how well they're doing. The Reading and Listening sections are marked automatically.
Audio scripts	These are available for all parts of the Listening section and for the integrated tasks in the Speaking and Writing sections. Reading the Audio script will help students understand anything they didn't understand when they were listening. The audio scripts can also be printed.
Sample answers for the tasks in the Writing section	<p>Students can see Sample answers after they've written their own response. The sample answers have been written by real students, and will give your own students a good idea of what's expected. The essays your students write will not be scored automatically. If you would like to mark your students' essays, tell them, and they can either print them off to give to you, or e-mail them to you.</p> <p>When you've marked them, you can enter the marks. It does not matter if you not enter marks for the essays. The final scores will be adjusted to take that into account.</p>
Useful language for the Speaking section	Students get guidance and support on how to improve their responses. If you want to assess your students you can print the Speaking section from the Resources page, and do it with them. As with the Writing section, you give them a mark. However, if you don't, their final scores will be adjusted to take that into account.
Results page	Students will see their score by section and set and as a percentage. Remember that this is a practice test, and you will only get an indication of what your students' scores may be in the actual TOEFL test.
Try a sample test first	You can try out a short version of a practice test yourself. Go to the Online shop at oxfordenglishtesting.com and select the TOEFL iBT sample test from Try free sample tests .

TOEFL® iBT: Content and overview

READING SECTION

Academic Reading Skills

The Reading section measures the test taker's ability to understand university-level academic texts and passages. In many academic settings around the world, students are expected to read and understand information from textbooks and other academic material written in English.

Test section, format, and duration	Question formats
READING <ul style="list-style-type: none">• 3–5 passages, 12–14 questions each• 60–100 minutes	<ul style="list-style-type: none">• questions with four choices and a single answer in traditional multiple-choice format• questions with four choices and a single answer that ask test takers to “insert a sentence” where it fits best in a passage.• “reading to learn” questions with more than four choices and more than one possible correct answer.

LISTENING SECTION

Academic Listening Skills

The Listening section measures the test taker's ability to understand spoken English. In academic settings, students must be able to listen to lectures and conversations. Listening material in the test includes academic lectures and long conversations in which the speech sounds very natural. Test takers can take notes on any listening material throughout the entire test.

Test section, format, and duration	Question formats
LISTENING <ul style="list-style-type: none">• 4–6 lectures, 6 questions each• 2–3 conversations, 5 questions each• 60–90 minutes	<ul style="list-style-type: none">• traditional multiple-choice questions with four answer choices and a single correct answer• multiple-choice questions with more than one answer (e.g. two answers out of four or more choices)• questions that require test takers to order events or steps in a process• questions that require test takers to match objects or text to categories in a chart

SPEAKING SECTION

Academic Speaking Skills

Students should be able to speak successfully in and outside the classroom. The Speaking section measures the test taker's ability to speak effectively in academic settings.

Speaking Task Types

Task Type	Task Description	Timing
Independent Tasks		
1 Personal Preference	This question asks the test taker to express and defend a personal choice from a given category – for example, important people, places, events, or activities that the test taker enjoys.	Preparation time: 15 seconds Response time: 45 seconds
2 Choice	This question asks the test taker to make and defend a personal choice between two contrasting behaviors or courses of action.	Preparation time: 15 seconds Response time: 45 seconds
Integrated Tasks		
Read/Listen/Speak		
3 Campus Situation Topic: Fit and Explain	<ul style="list-style-type: none"> A reading passage (75–100 words) presents a campus-related issue. A listening passage (60–80 seconds; 150–180 words) comments on the issue in the reading passage. The question asks the test taker to summarize the speaker's opinion within the context of the reading passage. 	Preparation time: 30 seconds Response time: 60 seconds
4 Academic Course Topic: General/ Specific	<ul style="list-style-type: none"> A reading passage (75–100 words) broadly defines a term, process, or idea from an academic subject. An excerpt from a lecture (60–90 seconds; 150–220 words) provides examples and specific information to illustrate the term, process, or idea from the reading passage. The question asks the test taker to combine and convey important information from the reading passage and the lecture excerpt. 	Preparation time: 30 seconds Response time: 60 seconds
Listen/Speak		
5 Campus Situation Topic: Problem/ Solution	<ul style="list-style-type: none"> The listening passage (60–90 seconds; 180–220 words) is a conversation about a student-related problem and two possible solutions. The question asks the test taker to demonstrate an understanding of the problem and to express an opinion about solving the problem. 	Preparation time: 20 seconds Response time: 60 seconds
6 Academic Course Topic: Summary	<ul style="list-style-type: none"> The listening passage is an excerpt from a lecture (90–120 seconds; 230–280 words) that explains a term or concept and gives concrete examples to illustrate that term or concept. The question asks the test taker to summarize the lecture and demonstrate an understanding of the relationship between the examples and the overall topic. 	Preparation time: 20 seconds Response time: 60 seconds

WRITING SECTION

Academic Writing Skills

In all academic situations where writing in English is required, students must be able to present their ideas in a clear, well-organized manner. The Writing section measures the test taker's ability to write in an academic setting.

Writing Task Types

Task Type	Task Description
<p>Task 1: Integrated Writing Task</p> <p>Read/Listen/Write</p> <p>Time: 20 minutes</p>	<ul style="list-style-type: none">• Test takers read a short text of about 230–300 words (reading time, 3 minutes) on an academic topic.• Test takers may take notes on the reading passage.• Test takers listen to a speaker discuss the same topic from a different perspective.• The listening passage is about 230–300 words long (listening time, 2 minutes).• The listening passage provides additional information that relates to points made in the reading passage. Test takers may take notes on the listening passage.• Test takers write a summary in connected English prose of important points made in the listening passage, and explain how these relate to the key points of the reading passage. Suggested response length is 150–225 words; however, there is no penalty for writing more, as long as it is in response to the task presented.
<p>Task 2: Independent Writing</p> <p>Writing from Experience and Knowledge</p> <p>Time: 30 minutes</p>	<ul style="list-style-type: none">• Test takers write an essay that states, explains, and supports their opinion on an issue. An effective essay will usually contain a minimum of 300 words; however, test takers may write more if they wish.• Test takers must support their opinions or choices, rather than simply list personal preferences or choices.• Typical essay questions begin with statements such as: Do you agree or disagree with the following statement? Use reasons and specific details to support your answer. Some people believe X. Other people believe Y. Which of these two positions do you prefer/agree with? Give reasons and specific details.

Test scores

The TOEFL iBT provides scores in four skill areas:

Reading	0–30
Listening	0–30
Speaking	0–30
Writing	0–30
Total score	0–120

The total score is the sum of the four skill scores.

Rating of Speaking and Writing responses

Speaking

In the actual TOEFL iBT test, the responses to all six Speaking tasks are digitally recorded and sent to ETS's Online Scoring Network. The responses from each test taker are scored by 3 to 6 different certified raters. The response for each task is rated on a scale of 0 to 4 according to the Rubrics on pages 9–10. The average of all six ratings is converted to a scaled score of 0 to 30 (see page 13 for a conversion chart).

Raters listen for the following features in test taker responses:

- **Delivery:** How clear was the speech? Good responses are fluid and clear, with good pronunciation, natural pacing, and natural-sounding intonation patterns.
- **Language use:** How effectively does the test taker use grammar and vocabulary to convey their ideas? Raters determine the test taker's ability to control both basic and more complex language structures, and use appropriate vocabulary.
- **Topic development:** How fully do test takers answer the question and how coherently do they present their ideas? How well did the test taker synthesize and summarize the information in the integrated tasks? Good responses generally use all or most of the time allotted, and the relationship between ideas and the progression from one idea to the next is clear and easy to follow.

It is important to note that raters do not expect test takers' responses to be perfect.

Even high-scoring responses may contain occasional errors and minor problems in any of the three areas described above.

Writing

In the actual test, responses to all writing tasks also are sent to ETS's Online Scoring Network. The responses are rated by 2 to 4 certified raters on a score scale of 0 to 5 according to the Rubrics on pages 11–12. The average of the scores on the two writing tasks is converted to a scaled score of 0 to 30 (see page 13 for a conversion chart).

- The response to the integrated writing task is scored on the quality of writing (organization, appropriate and precise use of grammar and vocabulary) and the completeness and accuracy of the content.
- The independent writing essay is scored on the overall quality of the writing: development, organization, and appropriate and precise use of grammar and vocabulary.

It is important to note that the raters recognize the responses are first drafts. They do not expect test takers to produce a well-researched, comprehensive essay. For this reason, test takers can earn a high score with a response that contains some errors.

Performance Feedback for test takers

The TOEFL iBT Performance Feedback and Advice for Improvement tables on pages 14–21 contain useful information for test takers about how their TOEFL iBT scores on each section of the test relate to their skill level. The Performance Feedback columns list the feedback that is provided on the TOEFL iBT score reports for each skill level. The Advice for Improvement columns include excerpts from the detailed suggestions for English-language practice and study that are available under Improve Your Skills in the Learners and Test Takers section of the TOEFL website.

For further information about TOEFL iBT, and why it might benefit you, go to <http://www.ets.org/toefl>.

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Independent Speaking Rubrics

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

Integrated Speaking Rubrics

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

Integrated Writing Rubrics

Score	Task Description
5	<p>A response at this level successfully selects the important information from the lecture and coherently and accurately presents this information in relation to the relevant information presented in the reading.</p> <p>The response is well organized, and occasional language errors that are present do not result in inaccurate or imprecise presentation of content or connections.</p>
4	<p>A response at this level is generally good in selecting the important information from the lecture and in coherently and accurately presenting this information in relation to the relevant information in the reading, but it may have minor omission, inaccuracy, vagueness, or imprecision of some content from the lecture or in connection to points made in the reading. A response is also scored at this level if it has more frequent or noticeable minor language errors, as long as such usage and grammatical structures do not result in anything more than an occasional lapse of clarity or in the connection of ideas.</p>
3	<p>A response at this level contains some important information from the lecture and conveys some relevant connection to the reading, but it is marked by one or more of the following:</p> <ul style="list-style-type: none"> • Although the overall response is definitely oriented to the task, it conveys only vague, global, unclear, or somewhat imprecise connection of the points made in the lecture to points made in the reading. • The response may omit one major key point made in the lecture. • Some key points made in the lecture or the reading, or connections between the two, may be incomplete, inaccurate, or imprecise. • Errors of usage and/or grammar may be more frequent or may result in noticeably vague expressions or obscured meanings in conveying ideas and connections.
2	<p>A response at this level contains some relevant information from the lecture, but is marked by significant language difficulties or by significant omission or inaccuracy of important ideas from the lecture or in the connections between the lecture and the reading; a response at this level is marked by one or more of the following:</p> <ul style="list-style-type: none"> • The response significantly misrepresents or completely omits the overall connection between the lecture and the reading. • The response significantly omits or significantly misrepresents important points made in the lecture. • The response contains language errors or expressions that largely obscure connections or meaning at key junctures or that would likely obscure understanding of key ideas for a reader not already familiar with the reading and the lecture.
1	<p>A response at this level is marked by one or more of the following:</p> <ul style="list-style-type: none"> • The response provides little or no meaningful or relevant coherent content from the lecture. • The language level of the response is so low that it is difficult to derive meaning.
0	<p>A response at this level merely copies sentences from the reading, rejects the topic or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.</p>

Independent Writing Rubrics

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

Converting Rubric Scores to Scaled Scores for the Writing and Speaking Sections of the TOEFL iBT Test

WRITING	
Writing Rubric Mean	Scaled Score
5.00	30
4.75	29
4.50	28
4.25	27
4.00	25
3.75	24
3.50	22
3.25	21
3.00	20
2.75	18
2.50	17
2.25	15
2.00	14
1.75	12
1.50	11
1.25	10
1.00	8
	7
	5
	4
	0

SPEAKING	
Speaking Rubric Mean	Scaled Score
4.00	30
3.83	29
3.66	28
3.50	27
3.33	26
3.16	24
3.00	23
2.83	22
2.66	20
2.50	19
2.33	18
2.16	17
2.00	15
1.83	14
1.66	13
1.50	11
1.33	10
1.16	9
1.00	8
	6
	5
	4
	3
	2
	1
	0

Reading Skills Performance Feedback for Test Takers

LEVEL	High (22–30)	Intermediate (15–21)	Low (0–14)
<p>YOUR PERFORMANCE</p>	<p>Test takers who receive a score at the HIGH level, as you did, typically understand academic texts in English that require a wide range of reading abilities regardless of the difficulty of the texts.</p> <p>Test takers who score at the HIGH level typically:</p> <ul style="list-style-type: none"> • have a very good command of academic vocabulary and grammatical structure; • can understand and connect information, make appropriate inferences and synthesize ideas, even when the text is conceptually dense and the language is complex; • can recognize the expository organization of a text and the role that specific information serves within the larger text, even when the text is conceptually dense; and • can abstract major ideas from a text, even when the text is conceptually dense and contains complex language. 	<p>Test takers who receive a score at the INTERMEDIATE level, as you did, typically understand academic texts in English that require a wide range of reading abilities, although their understanding of certain parts of the texts is limited.</p> <p>Test takers who receive a score at the INTERMEDIATE level typically:</p> <ul style="list-style-type: none"> • have a good command of common academic vocabulary, but still have some difficulty with high-level vocabulary; • have a very good understanding of grammatical structure; 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; • 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; and • can abstract major ideas from a text, but have more difficulty doing so when the text is conceptually dense. 	<p>Test takers who receive a score at the LOW level, as you did, typically understand some of the information presented in academic texts in English that require a wide range of reading abilities, but their understanding is limited.</p> <p>Test takers who receive a score at the LOW level typically:</p> <ul style="list-style-type: none"> • have a command of basic academic vocabulary, but their understanding of less common vocabulary is inconsistent; • 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; • have difficulty identifying the author’s purpose, except when that purpose is explicitly stated in the text or easy to infer from the text; and 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.
<p>ADVICE FOR IMPROVEMENT</p>	<p>Read as much and as often as possible. Make sure to include academic texts on a variety of topics written in different genres and with different degrees of conceptual density as part of your reading.</p> <ul style="list-style-type: none"> • Read major newspapers, such as <i>The New York Times</i> or <i>Science Times</i>, and websites (National Public Radio [NPR] or the BBC). • Write summaries of texts, making sure they incorporate the organizational pattern of the originals. <p>Continually expand your vocabulary. Continually practice using new words you encounter in your reading. This will help you remember both the meaning and correct usage of the new words.</p>	<p>Read as much and as often as possible.</p> <p>Study the organization of academic texts and overall structure of reading passages. Read an entire passage from beginning to end.</p> <ul style="list-style-type: none"> • Pay attention to the relationship between the main ideas and the supporting details. • Outline the text to test your understanding of the structure of the reading passage. • Write a summary of the entire passage. <ul style="list-style-type: none"> – If the text is a comparison, be sure that your summary reflects that. If the text argues two points of view, be sure both points of view are reflected in your summary. <p>Continually expand your vocabulary by developing a system for recording unfamiliar words.</p> <ul style="list-style-type: none"> • Group words according to topic or meaning and study the words as a list of related words. • Study roots, prefixes and suffixes; study word families. • Use available vocabulary resources, such as a good thesaurus or a dictionary of collocations (words commonly used together). 	<p>Read as much and as often as possible.</p> <p>Develop a system for recording unfamiliar words.</p> <ul style="list-style-type: none"> • Group words into lists according to topic or meaning and review and study the words on a regular basis so that you remember them. • Increase your vocabulary by analyzing word parts; study roots, prefixes and suffixes; study word families. <p>Study the organization of academic texts and overall structure of a reading passage. Read an entire passage from beginning to end.</p> <ul style="list-style-type: none"> • Look at connections between sentences; look at how the end of one sentence relates to the beginning of the next sentence. • Look for the main ideas and supporting details and pay attention to the relationship between them. • Outline a text to test your understanding of the structure of a reading passage. <ul style="list-style-type: none"> – Begin by grouping paragraphs that address the same concept. – Write one sentence summarizing the paragraphs that discuss the same idea. – Write a summary of the entire passage.

Listening Skills Performance Feedback for Test Takers

LEVEL	High (22–30)	Intermediate (15–21)	Low (0–14)
<p>YOUR PERFORMANCE</p>	<p>Test takers who receive a score at the HIGH level, as you did, typically understand conversations and lectures in English that present a wide range of listening demands. These demands can include difficult vocabulary (uncommon terms, or colloquial or figurative language), complex grammatical structures, abstract or complex ideas and/or making sense of unexpected or seemingly contradictory information.</p> <p>When listening to lectures and conversations like these, test takers at the HIGH level typically can:</p> <ul style="list-style-type: none"> • understand main ideas and important details, whether they are stated or implied; • distinguish more important ideas from less important ones; • understand how information is being used (for example, to provide evidence for a claim or describe a step in a complex process); • recognize how pieces of information are connected (for example, in a cause-and-effect relationship); • 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); and • synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information. 	<p>Test takers who receive a score at the INTERMEDIATE level, as you did, typically understand conversations and lectures in English that present a wide range of listening demands. These demands can include difficult vocabulary (uncommon terms or colloquial or figurative language), complex grammatical structures and/or abstract or complex ideas. However, lectures and conversations that require the listener to make sense of unexpected or seemingly contradictory information may present some difficulty.</p> <p>When listening to conversations and lectures like these, test takers at the INTERMEDIATE level typically can:</p> <ul style="list-style-type: none"> • 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; • understand how information is being used (for example, to provide support or describe a step in a complex process); • recognize how pieces of information are connected (for example, in a cause-and-effect relationship); • 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); and • 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. 	<p>Test takers who receive a score at the LOW level, as you did, typically understand the main idea and some important details of conversations. However, test takers at the low level may have difficulty understanding lectures and conversations in English that involve abstract or complex ideas and recognizing the relationship between those ideas. Test takers at this level also may not understand sections of lectures and conversations that contain difficult vocabulary or complex grammatical structures.</p> <p>Test takers at the LOW level typically can:</p> <ul style="list-style-type: none"> • 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; • 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; • 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; and • make connections between the key ideas in a conversation, particularly if the ideas are related to a central theme or are repeated.

Listening Skills Performance Feedback for Test Takers

<p>ADVICE FOR IMPROVEMENT</p>			
<p>Further develop your listening ability with daily practice in listening in English and by challenging yourself with increasingly lengthy listening selections and more complex listening material.</p> <ul style="list-style-type: none"> • Listen to different kinds of materials on a variety of topics: <ul style="list-style-type: none"> – Focus on topics that are new to you. – Listen to academic lectures and public talks. – Listen to audio and video material on TV, radio and the Internet. – Listen to programs with academic content, such as NOVA, BBC and NPR broadcasts. – Listen to conversations, phone calls and phone recordings. – Take live and audio-recorded tours (e.g., of museums). • Listen actively: <ul style="list-style-type: none"> – Take notes as you listen for main ideas and important details. – Make predictions about what you will hear next. – Summarize. – Write down new words and expressions. • For the more difficult material you have chosen to listen to, listen several times: <ol style="list-style-type: none"> 1 First listen for the main ideas and key details; 2 Then listen again to fill in gaps in your understanding; to understand the connections between ideas, the structure of the talk and the speakers' attitude; and to distinguish fact from opinion. 	<p>Practice listening in English daily. Gradually increase the amount of time that you spend listening, the length of the listening selections and the difficulty of the material.</p> <ul style="list-style-type: none"> • Listen to different kinds of materials on a variety of topics: <ul style="list-style-type: none"> – Start with familiar topics; then move to topics that are new to you. – Listen to audio and video material on tape/DVD or recorded from TV, radio and the Internet. – Listen to programs with academic content, such as NOVA, BBC and NPR broadcasts. – Listen to conversations and phone recordings. • Listen actively: <ul style="list-style-type: none"> – Take notes as you listen for main ideas and important details. – Ask yourself about basic information (Who? What? When? Where? Why? How?). – Make predictions about what you will hear next. – Summarize. – Write down new words and expressions. • For more difficult material, listen several times: <ol style="list-style-type: none"> 1 First listen with English subtitles, if they are available; 2 Then, without subtitles, listen for the main ideas and key details; 3 Then listen again to fill in gaps in your basic understanding and to understand the connections between ideas, the structure of the talk and the speaker's attitude. 	<p>Practice listening in English daily. Gradually increase the amount of time that you spend listening, as well as the length of the individual listening selections.</p> <ul style="list-style-type: none"> • Listen to different kinds of materials on a variety of topics: <ul style="list-style-type: none"> – Listen to recordings on topics that are familiar to you. – Listen to recordings of English lessons. – Listen to audio and video material on tape/DVD or recorded from TV, radio and the Internet. – Listen to short programs with some academic content. – Listen to conversations and phone recordings. • Listen actively: <ul style="list-style-type: none"> – Take notes as you listen for main ideas and important details. – Ask yourself about basic information (Who? What? When? Where? Why? How?). – Make predictions about what you will hear next. – Summarize. – Write down new words and expressions. • Listen several times to each recording: <ol style="list-style-type: none"> 1 First listen with English subtitles, if they are available; 2 Then, without subtitles, listen for the main ideas and key details; 3 Then listen again to fill in gaps in your basic understanding and to understand the connections between ideas. 	

Speaking Skills Performance Feedback for Test Takers

Speaking about Familiar Topics

LEVEL	GOOD (3.5–4.0)	FAIR (2.5–3.0)	LIMITED (1.5–2.0)	WEAK (0–1.0)
<p>YOUR PERFORMANCE</p>	<p>Your responses indicate an ability to communicate your personal experiences and opinions effectively in English. Overall, your speech is clear and fluent. Your use of vocabulary and grammar is effective with only minor errors. Your ideas are generally well developed and expressed coherently.</p>	<p>Your responses indicate you are able to speak in English about your personal experiences and opinions in a mostly clear and coherent manner. Your speech is mostly clear with only occasional errors. Grammar and vocabulary are somewhat limited and include some errors. At times, the limitations prevent you from elaborating fully on your ideas, but they do not seriously interfere with overall communication.</p>	<p>Your responses indicate some difficulty speaking in English about everyday experiences and opinions. Listeners sometimes have trouble understanding you because of noticeable problems with pronunciation, grammar and vocabulary. While you are able to respond partially to the questions, you are not able to fully develop your ideas, possibly due to limited vocabulary and grammar.</p>	<p>Your responses are incomplete. They contain little or no content and are difficult for listeners to understand.</p>
<p>ADVICE FOR IMPROVEMENT</p>	<p>Look for opportunities to speak to native speakers of English. Interaction with others will improve your speaking ability.</p> <ul style="list-style-type: none"> Ask a native speaker to provide feedback on your pronunciation problems (if any). 	<p>Think about topics related to student life (what type of classes you enjoy taking, what is the best place to study, where you would prefer to live [dorm or off campus]).</p> <ul style="list-style-type: none"> Write down two reasons to explain your preference; practice speaking for one minute about each topic, using connecting words or phrases to help explain your opinion (“the reason I prefer”, “this is important to me because”). <p>Practice speaking for a limited time on different topics without a lot of preparation. Make a list of some general speaking topics (people you admire, places you enjoy visiting, things you enjoy doing).</p> <ul style="list-style-type: none"> Then think of a specific example for each topic (a parent, the market, reading books). Talk about each one for one minute, explaining what you admire or enjoy about each. Repeat your responses to each topic two or three times to build up fluency. 	<p>Give yourself about 20 seconds to think about what you did yesterday. After 20 seconds, begin to recount what you did. Try to talk for one minute.</p> <ul style="list-style-type: none"> Pay attention to your use of the past tense. Try to use connecting words and phrases, such as “first”, “then”, “while I was.” <p>Give yourself about 20 seconds to think about what you will probably do tomorrow. Try to talk for one minute. After 20 seconds, begin to talk about what you are planning to do.</p>	<p>Practice speaking about different topics without a lot of preparation.</p> <p>Write down several questions about various topics (for example, about your family, your hobbies, your friends or your school). Select a question and answer it aloud.</p> <p>Think of a story that you are familiar with. Tell the story to several different people. Try to tell the story faster each time.</p>

Speaking Skills Performance Feedback for Test Takers

Speaking about Campus Situations

LEVEL	GOOD (3.5–4.0)	FAIR (2.5–3.0)	LIMITED (1.5–2.0)	WEAK (0–1.0)
YOUR PERFORMANCE	Your responses indicate an ability to speak effectively in English about reading material and conversations typically encountered by university students. Overall, your responses are clear and coherent, with only occasional errors of pronunciation, grammar or vocabulary.	Your responses demonstrate an ability to speak in English about reading material and experiences typically encountered by university students. You are able to convey relevant information about conversations, newspaper articles and campus bulletins; however, some details are missing or inaccurate. Limitations of grammar, vocabulary and pronunciation at times cause difficulty for the listener. However, they do not seriously interfere with overall communication.	Your responses indicate that you have some difficulty speaking in English about information from conversations, newspaper articles, university publications and so on. While you are able to talk about some of the key information from these sources, limited grammar and vocabulary may prevent you from fully expressing your ideas. Problems with pronunciation make it difficult for listeners to understand you at times.	Your responses are incomplete. They include little or no information about the topic. Your speech is often difficult for listeners to understand, and the meaning is unclear.
ADVICE FOR IMPROVEMENT	<p>Look for opportunities to build your fluency in English.</p> <ul style="list-style-type: none"> Take risks and engage others in conversation in English whenever possible. Join an Internet chat room. 	<p>Practice speaking English about everyday topics that are important to students' lives. This will develop your fluency and confidence.</p> <ul style="list-style-type: none"> Find a speaking partner. Set aside time each week to practice speaking with your partner in English. If you can't find a native English speaker, find a friend who wants to practice speaking English and promise to speak only English for a certain period of time. Read articles from campus newspapers that can be found on the Internet. Discuss the articles with a speaking partner or friend. Practice summarizing the articles and expressing your opinions about the articles. 	<p>Develop friendships with people who want to speak English with you. Interaction with others will improve your speaking ability.</p> <p>If you can't find a native speaker, find a friend who wants to practice speaking English and promise to speak only English for a certain period of time.</p>	Take a conversation class. This will help improve your fluency and pronunciation in English.

Speaking Skills Performance Feedback for Test Takers

Speaking about Academic Course Content

LEVEL	GOOD (3.5–4.0)	FAIR (2.5–3.0)	LIMITED (1.5–2.0)	WEAK (0–1.0)
YOUR PERFORMANCE	<p>Your responses demonstrate an ability to communicate effectively in English about academic topics typical of first-year university studies. Your speech is mostly clear and fluent. You are able to use appropriate vocabulary and grammar to explain concepts and ideas from reading or lecture material. You are able to talk about key information and relevant details with only minor inaccuracies.</p>	<p>Your responses demonstrate that you are able to speak in English about academic reading and lecture material, with only minor communication problems. For the most part, your speech is clear and easy to understand. However, some problems with pronunciation and intonation may occasionally cause difficulty for the listener. Your use of grammar and vocabulary is adequate to talk about the topics, but some ideas are not fully developed or are inaccurate.</p>	<p>In your responses, you are able to use English to talk about the basic ideas from academic reading or lecture materials, but, in general, you include few relevant or accurate details. It is sometimes difficult for listeners to understand your responses because of problems with grammar, vocabulary and pronunciation. Overall, you are able to respond in a general way to the questions, but the amount of information in your responses is limited and the expression of ideas is often vague and unclear.</p>	<p>Your responses are incomplete. They include little or no information about the topic. Your speech is often difficult for listeners to understand, and the meaning is unclear.</p>
ADVICE FOR IMPROVEMENT	<p>Record yourself and then listen and transcribe what you said.</p> <ul style="list-style-type: none"> • Read a short article from a newspaper or textbook. Record yourself summarizing the article. • Transcribe the recording and review the transcription. Think about other ways to say the same thing. 	<p>Practice speaking for a limited time on different academic topics.</p> <ul style="list-style-type: none"> • Read a short article from a newspaper or a textbook. Write down key content words from the article. • Write down 2 or 3 questions about the article that include the content words. • Practice answering the questions aloud. Try to include the content words in your response. • After practicing, record your answers to the questions. 	<p>Practice speaking about current events.</p> <ul style="list-style-type: none"> • Read newspaper articles, editorials and cultural events in English. Share the information that you read with a friend in English. • Visit a university class and take notes in the class. Then use your notes to tell a friend about some of the information you heard in English. • Develop your academic vocabulary. Write down important new words that you come across while reading or listening and practice pronouncing them. • Listen to a weather report and take notes on what you heard. Then give the weather report to a friend in English. 	<p>Increase your vocabulary and improve your grammar in your speech.</p> <ul style="list-style-type: none"> • Study basic grammar rules so that your speech is grammatically correct. • As you learn new words and expressions, practice pronouncing them clearly. Record yourself as you practice.

Writing Skills Performance Feedback for Test Takers

Writing Based on Listening and Reading

LEVEL	GOOD (4.0–5.0)	FAIR (2.5–3.5)	LIMITED (1.0–2.0)
YOUR PERFORMANCE	<p>You responded well to the task, relating the lecture to the reading. Weaknesses, if you have any, might have to do with:</p> <ul style="list-style-type: none"> • slight imprecision in your summary of some of the main points, and/or • use of English that is occasionally ungrammatical or unclear. 	<p>You responded to the task, relating the lecture to the reading, but your response indicates weaknesses, such as:</p> <ul style="list-style-type: none"> • an important idea or ideas may be missing, unclear or inaccurate; and/or • it may not be clear how the lecture and the reading passage are related; and/or • grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand. 	<p>Your response was judged as limited due to:</p> <ul style="list-style-type: none"> • failure to understand the lecture or reading passage; • deficiencies in relating the lecture to the reading passage; and/or • many grammatical errors and/or very unclear expressions and sentence structures.
ADVICE FOR IMPROVEMENT	<p>Continue to improve your ability to relate and convey information from two or more sources. For example, practice analyzing reading passages in English.</p> <ul style="list-style-type: none"> • Read two articles or chapters on the same topic or issue, write a summary of each, and then explain the ways they are similar and the ways they are different. • Practice combining listening and reading by searching for readings related to talks and lectures with your teacher or a friend. 	<p>Practice finding main points.</p> <ul style="list-style-type: none"> • Ask a friend to record news and informational programs in English from the television or radio, or download talks or lectures from the Internet. <ul style="list-style-type: none"> – Listen and take notes. Stop the recording about every 30 seconds to write out a short summary of what you heard. – Replay the recording to check your summary. Mark places where you are not sure if you have understood what was said or if you are not sure you have expressed yourself well. 	<p>Read and listen to academic articles and other material in your own language. Take notes about what you read and hear.</p> <ul style="list-style-type: none"> • Begin by taking notes in your own language and then take notes in English. • Summarize the points in complete English sentences. • Ask your teacher to review your writing and help you correct your errors. • Gradually decrease the time it takes you to read the material and write these summaries. • Practice typing on a standard English (QWERTY) keyboard.

Writing Skills Performance Feedback for Test Takers

Writing Based on Knowledge and Experience

LEVEL	GOOD (4.0–5.0)	FAIR (2.5–3.5)	LIMITED (1.0–2.0)
YOUR PERFORMANCE	<p>You responded with a well-organized and developed essay. Weaknesses, if you have any, might have to do with:</p> <ul style="list-style-type: none"> • use of English that is occasionally ungrammatical, unclear or unidiomatic, and/or • elaboration of ideas or connection of ideas that could have been stronger. 	<p>You expressed ideas with reasons, examples and details, but your response indicated weaknesses, such as:</p> <ul style="list-style-type: none"> • you may not provide enough specific support and development for your main points; • your ideas may be difficult to follow because of how you organize your essay or because of the language you use to connect your ideas; and/or • grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand. 	<p>You attempted to express your opinion, but your response indicates notable deficiencies, such as:</p> <ul style="list-style-type: none"> • your response contains insufficient detail; • your ideas and your connections of ideas are difficult to understand because of many grammatical errors and/or very unclear expressions and sentence structure; and/or • your response is only marginally related to the question that was asked.
ADVICE FOR IMPROVEMENT	<p>Continue to improve your ability to express opinions by studying the ways that published writers express their opinions.</p> <ul style="list-style-type: none"> • Read articles and essays written by professional writers that express opinions about an issue (for example, a social, environmental or educational issue). <ul style="list-style-type: none"> – Identify the writer's opinion or opinions. – Notice how the writer addresses possible objections to the opinions, if the writer discusses these. 	<p>Write a response to an article or essay in English, taking the opposite viewpoint.</p> <ul style="list-style-type: none"> • Outline your response. • Note the methods you use to support your ideas. <p>Reread what you have written.</p> <ul style="list-style-type: none"> • Make sure your supporting ideas are clearly related to your main point. • Note what method you use to develop each of your supporting points. • Make sure you have developed each of your points in detail. Is there anything more you could have said to strengthen your points? 	<p>Study the organization of good paragraphs and essays. A good paragraph discusses ONE main idea. This idea is usually written in the first sentence, which is called the topic sentence. In essay writing, each paragraph should discuss one aspect of the main idea of an essay.</p> <ul style="list-style-type: none"> • Write paragraphs in English that focus on one main idea and contain several complete sentences that explain or support that idea. • Ask your teacher to review your paragraphs for correctness.