



TOEIC Bridge™

Success Starts Here.

User Guide



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

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

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

Mail:
TOEIC *Bridge* program
Educational Testing Service
Rosedale Road
Princeton, NJ, USA 08541
Phone: 1-609-771-7170
Fax: 1-609-771-7111
E-mail: TOEIC@ets.org

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Foreword



The TOEIC *Bridge* User Guide was prepared for testing centers, companies, schools, ETS Preferred Vendors, and others who have an interest in the TOEIC *Bridge* test. This User Guide describes the uses of the TOEIC *Bridge* test and explains how it is administered. In addition, TOEIC *Bridge* program staff located around the world are available to explain how to use the TOEIC *Bridge* test most effectively.

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

Overview

The TOEIC *Bridge*™ Test

The TOEIC *Bridge*™ test is an English-language proficiency test for people whose native language is not English. It was developed for those having beginning to lower-intermediate level proficiency in English. Test takers may be students of English or people who need to use English for work or travel. The TOEIC *Bridge* test provides a reliable and valid indication of learners' English abilities.

The TOEIC test is also a proficiency test for people whose native language is not English, but it tests a wider range of proficiency. The TOEIC *Bridge* test is different from the TOEIC test. The TOEIC *Bridge* test was developed especially for beginning to lower-intermediate learners of English, so the TOEIC *Bridge* test is not as difficult as the TOEIC test.

Educational Testing Service

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

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

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

Our Mission: To advance quality and equity in education by providing fair and valid assessments, research, and related services. Our products and services measure knowledge and skills, promote learning and educational performance, and support education and professional development for all people worldwide.

Our Vision: To be recognized as the global leader in providing fair and valid assessments, research, and related products and services to help individuals, parents, teachers, educational institutions, businesses, governments, countries, states, and school districts, as well as measurement specialists and researchers.

Our Values: Social responsibility, equity, opportunity, and quality. We practice these values by listening to educators, parents, and critics. We learn what students and the institutions they attend need. We lead in the development of products and services to help teachers teach, students learn, and parents measure the intellectual progress of their children.

Development of the TOEIC *Bridge* Test

The TOEIC *Bridge* test was designed to motivate and inform test takers at the lower end of the English-language proficiency range. The question types are similar to those found in the TOEIC test, but the TOEIC *Bridge* test is less demanding and the test is shorter. The contexts of the questions are familiar to a wide range of test takers and include situations such as communication with family members and friends. This is in contrast to the TOEIC test, which focuses largely on workplace contexts.

Questions for the TOEIC *Bridge* test are written by qualified and experienced writers who have received extensive training from ETS English language assessment specialists. The question writers receive regular reviews of their work so that the quality of the test questions remains high. All test questions then undergo a series of rigorous content reviews by ETS assessment staff before being considered for inclusion in a test form. Assembled forms are further reviewed to ensure that they satisfy both statistical and content specifications, and comply with ETS quality and fairness standards.

Who takes the TOEIC *Bridge* test?

- students who are learning English and who are at beginning to lower-intermediate levels of proficiency;
- learners of English who are taking commercial English language courses;
- people who need to use some English for work, travel, or other purposes.

Why take the TOEIC *Bridge* test?

The TOEIC *Bridge* test is the choice of more than 180,000 test takers a year and is recognized by hundreds of corporations. As a fair and objective measure of English proficiency for beginning to lower-intermediate level learners, the TOEIC *Bridge* test will enable examinees to:

- verify their current level of English language proficiency,
- monitor their progress in English,
- set their own learning goals.

TOEIC *Bridge* Test

Content and Format



Test Content

These are some examples of the settings and situations found in TOEIC *Bridge* test questions:

- **Activities:** hobbies, sports, daily routines, free-time activities
- **Dining out:** lunches, restaurants, reservations
- **Entertainment:** cinema, theater, music, art, exhibitions, museums, sports, games
- **Family and friends:** family members, activities with friends, invitations, pets
- **General business:** sales, conferences, training, bills, banking, appointments, advertising
- **Health:** doctors, dentists, clinics, hospitals, general health and healthcare
- **Housing:** apartments, houses, farms, buying and renting, repairs
- **Offices:** letters, memos, telephones, fax and e-mail messages, office equipment and furniture, office procedures, office small talk
- **News:** weather forecasts, news programs, newspapers
- **School:** classes, classrooms, subjects, teachers, students, books, homework
- **Shopping:** groceries, clothes, purchases
- **Travel:** directions, trains, airplanes, taxis, buses, ships, ferries, tickets, schedules, station and airport announcements, car rentals, hotels, reservations

Test Format

The TOEIC *Bridge* test is a one hour, paper-and-pencil, multiple-choice test that consists of 100 questions divided into two, separately timed sections.

Test takers respond to each test question by marking the letter (A), (B), (C), or (D) on a separate answer sheet. Although the actual testing time is approximately one hour, additional time is needed to allow test takers to complete the biographical questions on the answer sheet and to respond to a brief questionnaire about their educational and work history. Therefore, approximately 1 ½ hours should be allowed to take the test.

Section I: Listening Test

This section consists of 50 questions and has an audio component. The test section is divided into three parts. Test takers listen to a variety of questions, talks, and conversations recorded in English, then answer questions based on the listening segments. The Listening section takes approximately 25 minutes.

Part I: **Photographs**

Part II: **Question-Response**

Part III: **Short Conversations and Talks**

Section II: Reading Test

This section consists of 50 questions presented in written format in the test booklet. Test takers read a variety of materials and respond to questions based on the item content. The Reading section takes 35 minutes.

Part IV: **Incomplete Sentences**

Part V: **Reading Comprehension**

Preparing to Take the TOEIC *Bridge* Test

The TOEIC *Bridge* 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 *Bridge* test, the test taker should read the TOEIC *Bridge* Examinee Handbook to become familiar with test directions and format, and to learn how to mark answers on the answer sheet. Sample questions included in the handbook will help the test taker understand the test tasks. In addition, reading, watching TV and videos, listening to tapes, taking an English course, and speaking with friends and colleagues are ways to practice English and improve overall proficiency.

Administration of the TOEIC *Bridge* Test

Where is the Test Offered?

The TOEIC *Bridge* test is available throughout the world. Testing can be arranged through schools, corporations, or other organizations that ask students or employees to take the TOEIC *Bridge* test.

If testing is not available through a particular organization, test takers may contact the local ETS Preferred Vendor to find out when and where to take the test.

How Often Can the TOEIC *Bridge* Test Be Taken?

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

Test Security

The TOEIC *Bridge* program and its local ETS Preferred Vendors consider the maintenance of security at testing centers to be of utmost importance. To offer score users the most valid and reliable measurements of English-language proficiency available, the TOEIC *Bridge* program continuously reviews and refines procedures to increase the security of the test before, during, and after administrations.

Test Center Procedures

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

- No test taker will be admitted after test materials have been distributed.
- No books, dictionaries, papers, notes, rulers, calculators, watch alarms, mobile phones, listening devices, recording or photographic equipment, highlighters, or aids of any kind are allowed in the testing room.
- No paper of any kind is permitted in the testing room.
- Test takers may not mark or underline words in the test book or make notes in the test book or on the answer sheet.
- Test takers must have the supervisor's permission to leave the testing room. Any lost time cannot be made up.
- There is no scheduled break during the TOEIC *Bridge* test. If a test taker must leave the testing room, s/he is

required to give the supervisor identification document(s) before leaving the room. It will not be possible to make up the time lost. At the conclusion of the test, the test taker will be required to return the test book and answer sheet to the test supervisor.

Dismissal from Test Session

A test administrator/supervisor is authorized to dismiss a test taker from a test session, or scores may be canceled, due to violations such as, but not limited to, the following:

- attempting to take the test for someone else or having someone else take the test on the test taker's behalf
- failing to provide acceptable identification
- obtaining improper access to the test, a part of the test, or information about the test
- using a telephone or cell phone during the test session or during breaks
- using any aids in connection with the test, such as mechanical pencils, pens, pagers, beepers, calculators, watch calculators, books, pamphlets, notes, rulers, highlighter pens, stereos or radios with headphones, cell phones, watch alarms (including those with flashing lights or alarm sounds), stopwatches, dictionaries, translators, and any handheld electronic or photographic devices
- creating a disturbance. Disruptive behavior in any form will not be tolerated; the test administrator/supervisor has sole discretion in determining what constitutes disruptive behavior.
- attempting to give or receive assistance, or otherwise communicate in any manner with another person about the content of the test during the administration, during breaks, or before dismissal of the test session
- removing or attempting to remove test content, scratch paper, or notes relating to the test content from the test center. Under no circumstances may test content or any part of the test content be removed, reproduced, and/or disclosed by any means (e.g., hard copy, verbally, electronically) to any person or entity.
- using scratch paper during the test session
- tampering with a computer
- taking a weapon or firearm into the test center
- taking food, drink, or tobacco into the testing room
- leaving the test center vicinity during the test session or during breaks



- leaving the testing room without permission
- taking excessive or extended unscheduled breaks during the test session. Test center administrators are required to strictly monitor unscheduled breaks and report test takers who take excessive or extended breaks
- referring to, looking through, or working on any test, or test section, when not authorized to do so, or working after time has been called
- failing to follow any of the test administration regulations in this User Guide, given by the test administrator/supervisor, or specified in any test materials

Only ETS and the local ETS Preferred Vendor reserves the right to take all action—including, but not limited to, barring a test taker from future testing and/or canceling a test taker's scores—for failure to comply with test administration regulations or the test administrator/supervisor's directions. If a test taker's scores are canceled, they will not be reported, and the test taker will receive notification from ETS or the ETS Preferred Vendor. Test fees will not be refunded.

Identification Requirements

All test takers must read Part 1. Depending on whether the testing is within or outside the test taker's country of citizenship, s/he must also read either Part 2 or Part 3, as appropriate.

Part 1: Information for All Test Takers

- Test takers must have acceptable and valid ID with a signature and photograph to be admitted to a test center. Identification requirements are strictly enforced. It is the test taker's responsibility to read and understand the instructions and requirements.
- Test takers who arrive at the test center without the required identification will not be admitted by the test administrator, cannot take the test, and will forfeit their test fee.

When registering for the test, **test takers must use exactly the same name that appears on the primary identification document they will present at the test center.** They must provide their entire first (given name) and entire surname (family name). They **MUST NOT** register under a nickname. If the name shown on a test taker's primary identification does not match the name used at registration, that test taker will not be permitted to take the test.

- Only misspellings of a test taker's name can be corrected at check-in—**name changes will not be made.** If a test taker's name has changed for any reason, including marriage, s/he must still present primary identification in the name under which s/he registered, or the test taker will not be permitted to take the test.
- If the test center administrator questions the ID a test taker presents, that individual will be required to present additional proof of identity.
- If positive confirmation cannot be made, the test taker may be refused admission to the test center and forfeit the test fee. Admittance to the test center does not imply that a test taker's form of identification is valid or that the test taker's scores will be reported.

Test center personnel will check each test taker's identification before assigning seats at the test center. The administrator will also check the signature to verify that the test taker is the person in the photo identification.

Acceptable Primary Identification Documents

- passport with photograph and signature
- driver's license with photograph and signature
- state identification with photograph and signature
- national identification with photograph and signature
- military identification with photograph and signature

Acceptable Secondary Identification Documents

If a test taker's primary identification is missing either a photograph or signature, one of the following secondary IDs can be used to meet the photograph or signature requirement. One of the following secondary IDs must be presented **in addition** to your primary ID. Secondary IDs that can be used to meet the photograph or signature requirements are:

- a government-issued identification document that has not expired, including, but not limited to, passport, driver's license, state identification, national identification, or military identification. (There are some exceptions: see "Unacceptable Identification Documents" following.)
- student ID

Administration of the TOEIC *Bridge* Test (continued)

Unacceptable Identification Documents

- any expired ID
- draft classification card
- credit card of any kind
- Social Security card
- learner's permit or any temporary identification document
- international driver's license
- international student ID
- notary-prepared letter or document
- employee identification card

Test takers who cannot meet the specified ID requirements or who have questions about ID can contact their local ETS Preferred Vendor before registering for the test.

Part 2: If Testing WITHIN Your Country of Citizenship

Test takers within their country of citizenship need only one form of primary ID if the primary ID document contains a photograph and signature. Please see the list of acceptable primary ID documents on the previous page. However, if the test administrator has any concerns about the primary ID document, the test taker will be required to present a secondary ID from the list on the previous page.

If the primary ID does not contain the test taker's signature, that individual must either sign the document or present an additional ID from the list of secondary identification documents. The secondary ID cannot be expired and must contain a recent, recognizable photograph and the test taker's signature.

Part 3: If Testing OUTSIDE Your Country of Citizenship

Individuals testing outside their country of citizenship **MUST PRESENT THEIR PASSPORT** as the primary identification document (citizens of European and Schengen Zone countries, see special requirements following). If a test taker does not meet this requirement, test scores may not be reported.

If a test taker's passport is not written in **English language letters**, that individual must also present an additional ID from the list of secondary identification documents (see Part 1) that is written in English and contains a recent, recognizable photo.

If a test taker's passport **does not contain that individual's signature**, the test taker must either sign the passport or present an additional ID from the list of secondary identification documents (see Part 1).

European Union/Schengen Zone Countries

Individuals taking the test within a European Union or Schengen Zone country outside their own country may use a valid national or European identity card. The presented document must contain a recent, recognizable photograph, date of birth, and signature of the test taker. If a test taker's form of identification is not in English-language letters and the test administrator cannot read the language in which it is written, that individual may not be allowed to take the test. If the official ID does not contain the test taker's signature, an additional document must be presented from the list of secondary identification documents (see Part 1) that does contain that individual's signature.

Disabilities

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

Testing Irregularities

"Testing irregularities" refers to irregularities in connection with the administration of a test, such as equipment failure, improper access to test content by individuals or groups of test takers, and other disruptions of test administrations (natural disasters and other emergencies). When testing irregularities occur, ETS and its local ETS Preferred Vendors give affected test takers the opportunity to take the test again as soon as possible without charge.

TOEIC *Bridge* Test Results



Scoring Procedures & Reports

Scanning

Each test taker uses a pencil to mark answers to the TOEIC *Bridge* test questions on a scannable answer sheet. Information on the test taker's English language-learning history and English use 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 Integrated Operations, Processing and Scoring (I-OPS). The I-OPS system is a software package designed to support ETS Preferred Vendor offices in scanning and scoring TOEIC *Bridge* answer sheets and in tracking the performance of individual test takers, groups of test takers, clients, and countries.

Reporting

In the Secure Testing Program, score results are sent directly to the individual. In the Institutional Testing Program, score 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.

Additional statistical reports, such as the results for all of an organization's test takers for a given time period, can be produced by the ETS Preferred Vendor at the client's request.

Score Roster

Clients receive a listing of all their test takers' results in the form of a Score Roster. Each Score Roster includes:

- Individual scores (Listening, Reading, and Total scores)
- Scores from the most recent testing session (including average score, frequency distribution, and range of scores)
- Scores obtained in all testing sessions within the same institution
- Scores within the industry with which the client is affiliated
- Scores within the country with which the client is affiliated

Score Report

If a test taker takes the test through their employer or sponsoring organization, their scores are provided to that organization. It is the responsibility of the employer or organization to provide the test taker with a score. If a test taker takes the test independently, they will receive their score report directly from the local ETS Preferred Vendor. The reported scores include Listening, Reading and Total scaled scores, and five subscores.

Certificate of Achievement

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

The Certificate of Achievement features:

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



TOEIC Bridge Test Results (continued)

Release of Test Results

With some exceptions, depending on local conditions, the TOEIC Bridge Score Report is sent to test takers within 7 business days.

Passing the TOEIC Bridge Test

The TOEIC Bridge test is not the kind of test that one “passes” or “fails.” Not every job or task requires the same level of English-language proficiency. The TOEIC Bridge test enables people to demonstrate what they currently can accomplish in English. The single, continuous scale also makes it possible for learners to set attainable goals and to measure their progress as their English improves.

Interpreting Scores

The TOEIC Bridge test scores a test taker receives 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 10 to 90. The statistical procedure used to convert scores to a common scale for each section seeks to ensure that TOEIC Bridge Listening and Reading scores obtained on different administration dates mean the same thing in terms of the level of English proficiency indicated.

Subscores

In addition to Listening and Reading scores and Total scores, test takers receive TOEIC Bridge subscores, which give more information about their performance on the test.

Performance on different parts of the test may give test takers an idea of their strengths and limitations in language areas. For example, a score on one part of the test may indicate how well a test taker understands English grammar. A score on another part may indicate how well a test taker understands vocabulary.

After a test taker takes the TOEIC Bridge test, scores on different parts of the test—subscores—are compared to the scores of other people who took the same test. Subscore ratings are 1, 2, or 3, with 3 being the highest rating. The ratings of 1, 2, and 3 for a particular subscore are determined based on the distribution of that subscore. For example, approximately the top 25% of test takers receive a rating of ‘3,’ and approximately the bottom 30% of test takers receive a rating of ‘1.’ The test takers in the middle receive a rating of ‘2.’ Unlike scaled scores, subscore ratings are not equated and cannot be compared across test forms. However, test takers can compare their subscore ratings with other test takers who have taken the same test form.

Subscores are received in each of the following areas:

- **Functions:** This subscore indicates how well the test taker understands what a speaker is trying to do with the language. Examples of functions include offering, requesting, telling the time, giving instructions, and asking for instructions.
- **Listening Strategies:** This subscore indicates how well the test taker uses strategies to get information from a spoken text. Examples of these strategies include listening for stressed syllables, guessing meaning from context, listening for required information, and hearing differences between similar sounds.
- **Reading Strategies:** This subscore indicates how well the test taker uses strategies to get information from a written text. Examples include skimming, scanning, reading for required information, identifying the purpose and/or main idea of a text, and making inferences.
- **Vocabulary:** This subscore indicates how well the test taker understands short phrases or words in context.
- **Grammar:** This subscore indicates how well the test taker understands the form, meaning, and use of English grammar.

Repeat Test Takers

Test takers who take another version of the TOEIC Bridge 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 (SE_{diff}). The SE_{diff} for each of the TOEIC Bridge Listening and Reading sections is about 6 scaled score points.

Another question may arise: “If a person began training with a Listening score of 70 and, following training, received a score of 78 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 Bridge score, the test taker would construct a band of $\pm 1 SE_{diff}$ or ± 6 points, around the obtained scores. In this case, the test taker has truly improved because the posttraining score fell outside the SE_{diff} (i.e., 64-76). 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 test administrations.



Rescore Requests

Test takers who feel their scores do not accurately reflect their English-language abilities should contact their ETS Preferred Vendor within six months of the test date. The ETS Preferred Vendor will rescore the answer sheet and give a second score report. If a discrepancy is found between the first score report and the second one, the ETS Preferred Vendor will pay for rescoring the answer sheet. However, if a discrepancy is not found, the test taker may be charged a small fee for rescoring costs.

Test Score Data Retention

To provide test takers and employers with a historical summary of test scores, all scores will be kept on file and reported for two years from the test date.

Score Cancellation

Only ETS and the local ETS Preferred Vendor reserves the right to take all action—including, but not limited to, barring a test taker from future testing and/or canceling a test taker's scores—for failure to comply with test administration regulations or the test administrator/supervisor's directions. If a test taker's scores are canceled, they will not be reported, and the test taker will receive notification from ETS or the ETS Preferred Vendor. Test fees will not be refunded.

Use of TOEIC *Bridge* Test Scores

Test Fairness

The ETS TOEIC *Bridge* program and its authorized local ETS Preferred Vendors have taken steps to ensure, to the extent possible, that tests and test scores are fair for all test takers, regardless of gender, age, nationality, and test taker industry background.

All of our products and services—including individual test questions, assessments, instructional materials, and publications—are evaluated during development to ensure that they:

- are not offensive or controversial;
- do not reinforce stereotypical views of any group;
- are free of racial, ethnic, gender, socioeconomic, and other forms of bias;
- are free of content believed to be inappropriate; and/or
- are not derogatory toward any group.

All ETS tests and other products undergo rigorous, formal reviews to ensure adherence to our standards for quality and fairness, which are set forth in three publications that can be found on our website, www.ets.org:

■ ETS Standards for Quality and Fairness

- Every test ETS produces must meet the exacting criteria of our *Standards for Quality and Fairness*. These standards reflect our commitment to producing fair, valid, and reliable tests that can stand up to the most intense scrutiny, either in the courtroom or in the court of public opinion.

- The ETS Office of Professional Standards Compliance audits each ETS testing program to ensure its adherence to the *ETS Standards for Quality and Fairness*.

■ ETS Fairness Review Guidelines

- The *ETS Fairness Review Guidelines* identify aspects of test questions that might prevent 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 *Bridge* Scores

Introduction

These guidelines are designed to provide information about the appropriate use of TOEIC *Bridge* test scores for corporations or schools that use the scores in making school- or employment-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 *Bridge* program and its authorized local ETS Preferred Vendors have a particular obligation to inform users of the appropriate uses of TOEIC *Bridge* scores and to identify and rectify instances of misuse. To this end, the following policies and guidelines are available to all TOEIC *Bridge* test takers, institutions, and organizations that are recipients of TOEIC *Bridge* scores.

Policies

In recognition of their obligation to ensure the appropriate use of TOEIC *Bridge* scores, the TOEIC *Bridge* program and its authorized local ETS Preferred Vendors developed policies designed to make score reports available only to approved recipients, to encourage these organizational score users to become knowledgeable about the validity of the tests, to protect the confidentiality of test takers' scores, and to follow up on cases of possible misuse of scores. The policies are discussed below.

- **Confidentiality.** TOEIC *Bridge* scores, whether reported for an individual or aggregated for an institution, are confidential and can be released only by authorization of the individual or institution or by compulsion of legal process.

We recognize the test taker's right to privacy with regard to information that is stored in data or research files held by ETS and its local ETS Preferred Vendors, and our responsibility to protect test takers from unauthorized disclosure of the information.

- **Encouragement of appropriate use and investigation of reported misuse.** All organizational users of TOEIC *Bridge* scores have an obligation to use the scores in accordance with the guidelines below, i.e., using multiple criteria in decision making, accepting only official TOEIC *Bridge* scores, and maintaining confidentiality. Organizations have a responsibility to ensure that all individuals using TOEIC *Bridge* scores are aware of these guidelines and to monitor the use of the scores, correcting instances of misuse when they are identified. The TOEIC *Bridge* program and its authorized local ETS Preferred Vendors are available to assist institutions in resolving score-misuse issues.

Guidelines

- **Use Multiple Criteria**

Regardless of the decision to be made, multiple sources of information should be used to ensure fairness and to balance the limitations of any single measure of knowledge, skills, or abilities. These sources may include graduate or undergraduate grade point average, years of experience in the target position, and recommendations from past supervisors and colleagues. When used in conjunction with other criteria, TOEIC *Bridge* scores can be a powerful tool in making school or employment-related decisions.

- **Accept Only Official TOEIC *Bridge* Score Reports**

The only official reports of TOEIC *Bridge* scores are those issued by authorized local ETS Preferred Vendors or by ETS. If an organization administers a TOEIC *Bridge* test internally, with ETS knowledge and approval, it can obtain and keep score reports of that test administration. 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 authorized local ETS Preferred Vendors, who will then verify the accuracy of the scores and the validity of the score report.



Normally Appropriate Use and Misuse of TOEIC Bridge Scores

The suitability of the TOEIC *Bridge* test should be explicitly examined before test scores are used for a particular purpose. The following list of appropriate uses of TOEIC *Bridge* scores is based on the policies and guidelines outlined above. The list is meant to be illustrative, not exhaustive, in nature. Any uses other than those listed below should be discussed in advance with TOEIC *Bridge* program staff and/or authorized local ETS Preferred Vendors to determine their appropriateness.

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

Appropriate Uses

Provided all applicable guidelines are followed, TOEIC *Bridge* scores are suitable for the following purposes:

- placement of applicants or test takers within a corporation or organization where workplace/everyday English is required;
- measurement of workplace/everyday English language proficiency levels of students in secondary schools and universities; and/or
- measurement of progress in individuals' workplace/everyday English proficiency levels.

Misuse

Uses of the test other than those listed in the Appropriate Uses section should be avoided unless authorized by ETS or the ETS Preferred Vendor.

Statistical Characteristics of the TOEIC *Bridge* Test

Population Defined

The TOEIC *Bridge* is designed to measure emerging English-language proficiency of non-native English speakers. Beginning and beginning to lower-intermediate learners of English take the test to have their skills assessed. The major countries in which the test is administered are Korea, Japan, Canada, Vietnam, Taiwan, Hong Kong, France, and Chile.

Intercorrelations Among Scores

The average correlation between the Listening and Reading sections of the TOEIC *Bridge* is approximately 0.70 and up. This value indicates that there is a reasonably high relationship between an test taker's performance on the Listening section and the test taker's performance on the Reading section of the test.

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 administrations of alternate forms of a test. The type of reliability used in the TOEIC *Bridge* 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 *Bridge* Listening and Reading

section scores across all forms of norming samples has been approximately 0.85.

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 4 scaled score points for each of the TOEIC *Bridge* Listening and Reading sections. A test taker's true score could be estimated by ± 4 scaled score points around the test score obtained from one administration. For example, if a scaled score of 70 is obtained on the TOEIC *Bridge* Listening section, 68 percent of the time the true score will fluctuate between approximately 66 and 74.

Research

Mapping TOEIC *Bridge* Scores to the Common European Framework (CEF)

The Common European Framework (of Reference for Languages) is a well-established structure that has been used to describe the language proficiency of foreign-language learners across Europe. It was designed to facilitate communication among various parties working in the field of language development by providing a common basis for describing the skills needed to reach different levels of language proficiency. The CEF is widely used by teachers, curriculum designers, and testing organizations in their efforts to promote language competence, and it has gained 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 TOEIC *Bridge* test onto selected, lower levels of the CEF, that is, to judge the English-language skills necessary to reach specific levels on the Framework, as demonstrated by TOEIC *Bridge* scores. Only lower levels of the CEF were included in the study, as the TOEIC *Bridge* test is designed to be most appropriate for lower level learners of English. Linkages were determined through expert judgment by following a recognized standard-setting procedure (the [modified] Angoff method). A detailed description of the study methods can be found in Tannenbaum & Wylie (in press).

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

Test Section	A1	A2	B1
TOEIC <i>Bridge</i> Listening	46	70	86
TOEIC <i>Bridge</i> Reading	46	64	84

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

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

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

Primary evidence that the TOEIC *Bridge* test measures English-language proficiency comes from the careful way in which language testing experts design and assemble the test so as to include a variety of important English-language tasks. Further evidence comes from the very high correlation of TOEIC *Bridge* scores (high .80s) with other local tests of English-language proficiency and with the longer, more difficult TOEIC test. In addition, TOEIC *Bridge* scores have shown moderately strong correlations (in the .40s) with test taker reports of their own ability to accomplish certain English-language tasks such as the following:

- understanding vocabulary and grammar when reading English;
- understanding major ideas when reading English;
- understanding main ideas when listening to lectures and conversations in English;
- understanding important facts and details when listening to lectures and conversations in English.

A recent small-scale study involving teachers and students in South America has also provided some evidence of the validity of TOEIC *Bridge* scores as a measure of English proficiency. The TOEIC *Bridge* test was administered in 2007 to students in Chile. A small number of teachers also provided their assessments of the students' ability to perform several everyday English-language tasks. The results showed that teacher assessments correlated moderately with TOEIC *Bridge* scores—.47 for reading tasks and .60 for listening tasks.



TOEIC *Bridge* ETS Preferred Vendors can provide the following materials:

- **Examinee Handbook**

A complete description of the test and its uses intended for test takers.

- **Sample Test**

A sample test booklet containing 22 questions, accompanied by a 10-minute audiocassette or CD.

- **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 *Bridge* test. It is intended for those who will be administering the test onsite.

- **TOEIC *Bridge* 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 *Bridge* Can-Do Guide: Relating Scores on the TOEIC *Bridge* to Student Perceptions of Proficiency in English**

The Can-Do Guide 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.

Contacting the TOEIC *Bridge* Program

For more information about TOEIC *Bridge* test, please visit us on the web at www.ets.org/toeicbridge.

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

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

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

ETS provides a comprehensive suite of English Language Learning products and services that encourage learning, assess progress and measure proficiency. Backed by years of research, our programs support teachers and decision makers and help individuals achieve academic, business and personal success. To learn more, visit www.ets.org/ell.

**For more information about
the TOEIC *Bridge*™ test, contact:**

TOEIC *Bridge*™ Testing Program ■ Educational Testing Service
Rosedale Road ■ Princeton, NJ, USA 08541
Phone: 1-609-771-7170 ■ Fax: 1-609-771-7111
E-mail: TOEIC@ets.org ■ www.ets.org/toEICbridge



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