## CORRELATION TABLE

<table>
<thead>
<tr>
<th>TOEIC Speaking Minimum Score</th>
<th>TOEIC Writing Minimum Score</th>
<th>CEFR Levels</th>
<th>CEFR General Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>360 pts¹</td>
<td>180¹</td>
<td>180¹</td>
<td>C1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.</td>
</tr>
<tr>
<td>310 pts</td>
<td>160</td>
<td>150</td>
<td>B2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</td>
</tr>
<tr>
<td>240 pts</td>
<td>120</td>
<td>120</td>
<td>B1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</td>
</tr>
<tr>
<td>160 pts</td>
<td>90</td>
<td>70</td>
<td>A2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in short terms aspects of his/her background, immediate environment and matters in areas of immediate need.</td>
</tr>
<tr>
<td>80 pts</td>
<td>50</td>
<td>30</td>
<td>A1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</td>
</tr>
</tbody>
</table>

¹ CEFR: The Common European Framework of Reference for Languages outlines an ascending series of common reference levels for describing learner proficiency. This CEFR describes both knowledge and skills in positive ‘can-do’ statements at six levels of proficiency for different language skills from A1 level (Basic User - Breakthrough) to C2 level (Proficient User - Mastery).

These cut scores were adjusted from the recommended study values.

N.B. For A1 to B1 levels ETS advises to take the TOEIC Bridge® Test.

TOEIC® Speaking and Writing scores are reported in 10-point increments. No total score is reported.

The benchmarking study of the TOEIC Speaking and Writing tests to the Common European Framework of Reference (CEFR) was conducted by Tannenbaum, R.J., & Wylie, E.C-2006. The results of the standard setting are recommended minimum score requirements, or cut scores. The mapping of TOEIC test scores to each CEFR level in this particular study are presented as guidelines for minimum thresholds for each level. ETS does not recommend to use the minimum cut scores strictly.

For more information about this study please contact us at contact-emea@etsglobal.org.

For more information about the TOEIC® Speaking and Writing tests:
Visit www.etsglobal.org • Email contact-emea@etsglobal.org
When reading aloud, pronunciation is not generally intelligible.

**INTONATION AND STRESS**

Test takers at Level 1 can also use spoken language to answer questions and give basic information.

**PRONUNCIATION**

Their pronunciation, intonation and stress are at all times highly intelligible.

When reading aloud, pronunciation is generally intelligible with some lapses.

When reading aloud, pronunciation is not generally intelligible.

**TOEIC® SPEAKING AND WRITING TESTS**

**PROFICIENCY LEVEL DESCRIPTORS**

**WRITING**

When using reasons, examples or explanations to support an opinion, their writing is generally well-organized and uses a variety of sentence structures and appropriate vocabulary.

Typically, test takers at Level 9 can communicate straightforward information effectively and use reasons, examples or explanations to support an opinion.

Typically, test takers at Level 6 are able to create a relevant response when asked to express an opinion or respond to a complicated request. However, at least part of the time, the reasons for or explanations of the opinion are unclear to a listener. This may be because of the following:

- unclear language or inappropriate intonation or stress when the speaker must create language
- consistent pronunciation, stress and intonation difficulties
- long pauses and frequent hesitations
- limited use of ideas and connections between ideas

Level 4

Typically, test takers at Level 4 are unsuccessful when attempting to explain an opinion or respond to a complicated request. The response may be limited to a single sentence or part of a sentence.

The response may include:

- limited vocabulary
- missing or inadequate language
- limited or poor development
- poor organization or connection of ideas
- weak sentences.

Level 5

Typically, test takers at Level 5 have limited success in expressing an opinion or responding to a complicated request. Responses may be able to solve the problem such as:

- language that is inaccurate, vague or repetitive
- minimal or no awareness of audience
- long pauses and frequent hesitations
- limited expression of ideas and connections between ideas

Level 6

Typically, test takers at Level 6 are generally intelligible. However, when creating language, their pronunciation, intonation and stress may be inconsistent.

Typically, test takers at Level 7 are at least partially successful when giving straightforward information. However, when supporting an opinion with reasons, examples or explanations, they are mostly unsuccessful.

Typically, test takers at Level 8 can create a relevant response when asked to express an opinion or respond to a complicated request. However, at least part of the time, the reasons for or explanations of the opinion are unclear to a listener. This may be because of the following:

- unclear language or inappropriate intonation or stress when the speaker must create language
- consistent pronunciation, stress and intonation difficulties
- long pauses and frequent hesitations
- limited use of ideas and connections between ideas

Level 7

Typically, test takers at Level 7 are generally intelligible. However, when creating language, their pronunciation, intonation and stress may be inconsistent.

Typically, test takers at Level 8 can create a relevant response when asked to express an opinion or respond to a complicated request. However, at least part of the time, the reasons for or explanations of the opinion are unclear to a listener. This may be because of the following:

- unclear language or inappropriate intonation or stress when the speaker must create language
- consistent pronunciation, stress and intonation difficulties
- long pauses and frequent hesitations
- limited use of ideas and connections between ideas

Level 8

Typically, test takers at Level 8 are generally intelligible. However, when creating language, their pronunciation, intonation and stress may be inconsistent.

Typically, test takers at Level 9 can effectively give straightforward information.

When using reasons, examples or explanations to support an opinion, their writing is generally well-organized and uses a variety of sentence structures and appropriate vocabulary.

Typically, test takers at Level 1 have a significant part of the TOEIC® Writing Test unanswered. Test takers at Level 1 may not have the reading skills in English necessary to understand the test directions and/or questions.

**Listening and reading skills in English necessary to understand the test directions and/or questions**