

Mapping Table

TOEIC® LISTENING AND READING TEST SCORES AND THE CEFR LEVELS*



1 IDENTIFY THE TOTAL MINIMUM SCORE NEAREST TO THE ACHIEVED SCORE

2 TRANSLATE THE ACHIEVED SCORE INTO THE CORRESPONDING CEFR LEVEL²

3 FIND THE GENERAL DESCRIPTION RELATED TO THE ACHIEVED SCORE

TOTAL MINIMUM SCORE FREQUENTLY REQUIRED BY HIGHER EDUCATION AND COMPANIES

TOTAL MINIMUM SCORES ¹ (10 TO 990 PTS)	TOEIC® LISTENING MINIMUM SCORE	TOEIC® READING MINIMUM SCORE	CEFR LEVELS		CEFR GENERAL DESCRIPTION
945 pts	490	455 ³	Proficient user - Effective Operational Proficiency	C1	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.
785 pts	400	385	Independent user - Vantage	B2	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.
550 pts	275	275	Independent user - Threshold	B1	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.
225 pts	110	115	Basic user - Waystage	A2	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 simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
120 pts	60	60	Basic user - Breakthrough	A1	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.

¹ The range of total scores associated with each CEFR level is estimated by adding the relevant cut scores from the Listening and Reading test section CEFR mappings. Whenever possible, ETS encourages score users to consider CEFR levels separately for Listening and Reading rather than using a single overall estimate based on the total score. This approach is more precise and considers a test taker's language profile, which may differ between listening and reading comprehension.

N.B: For A1 to B1 levels ETS advises to take the *TOEIC Bridge*® tests. *TOEIC*® Listening and Reading scores are reported in 5-point increments.

² 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). For more information see <https://www.ets.org/s/toEIC/pdf/toEIC-cefr-flyer.pdf>

³ *TOEIC*® Reading C1 minimum score is based on 45 percent of the panellists.

The benchmarking study of the *TOEIC*® Listening and Reading scores 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.

TOEIC® LISTENING AND READING TEST SCORE DESCRIPTORS



LISTENING

TOTAL TOEIC® Listening and Reading score (from 10 to 990 points) =
Listening part + **Reading part**
 (from 5 to 495 points) ▼ (from 5 to 495 points)

READING



LEVEL	STRENGTHS	WEAKNESSES
≈ 400 points	<p>TEST TAKERS WHO SCORE AROUND 400 TYPICALLY HAVE THE FOLLOWING STRENGTHS:</p> <ul style="list-style-type: none"> • They can infer the central idea, purpose, and basic context of <i>short</i> spoken exchanges across a broad range of vocabulary, even when conversational responses are indirect or not easy to predict. • They can infer the central idea, purpose, and basic context of <i>extended</i> spoken texts across a broad range of vocabulary. They can do this even when the information is not supported by repetition or paraphrase and when it is necessary to connect information across the text. • They can understand details in <i>short</i> spoken exchanges, even when negative constructions are present, when the language is syntactically complex, or when difficult vocabulary is used. • They can understand details in <i>extended</i> spoken texts, even when it is necessary to connect information across the text and when this information is not supported by repetition. They can understand details when the information is paraphrased or when negative constructions are present. 	<p>TEST TAKERS WHO RECEIVE A SCORE AT THIS LEVEL TYPICALLY HAVE WEAKNESSES ONLY WHEN UNCOMMON GRAMMAR OR VOCABULARY IS USED.</p>
≈ 300 points	<p>TEST TAKERS WHO SCORE AROUND 300 TYPICALLY HAVE THE FOLLOWING STRENGTHS:</p> <ul style="list-style-type: none"> • They can sometimes infer the central idea, purpose, and basic context of <i>short</i> spoken exchanges, especially when the vocabulary is not difficult. • They can understand the central idea, purpose, and basic context of <i>extended</i> spoken texts when this information is supported by repetition or paraphrase. • They can understand details in <i>short</i> spoken exchanges when easy or medium-level vocabulary is used. • They can understand details in <i>extended</i> spoken texts when the information is supported by repetition and when the requested information comes at the beginning or end of the spoken text. They can understand details when the information is slightly paraphrased. 	<p>TEST TAKERS WHO SCORE AROUND 300 TYPICALLY HAVE THE FOLLOWING WEAKNESSES:</p> <ul style="list-style-type: none"> • They have difficulty understanding the central idea, purpose, and basic context of <i>short</i> spoken exchanges when conversational responses are indirect or difficult to predict or when the vocabulary is difficult. • They do not understand the central idea, purpose, and basic context of <i>extended</i> spoken texts when it is necessary to connect information within the text or when difficult vocabulary is used. • They do not understand details in <i>short</i> spoken exchanges when language is syntactically complex or when difficult vocabulary is used. They do not usually understand details that include negative constructions. • They do not understand details in <i>extended</i> spoken texts when it is necessary to connect information across the text or when the information is not supported by repetition. They do not understand most paraphrased information or difficult grammatical constructions.
≈ 200 points	<p>TEST TAKERS WHO SCORE AROUND 200 TYPICALLY HAVE THE FOLLOWING STRENGTHS:</p> <ul style="list-style-type: none"> • They can understand <i>short</i> (single-sentence) descriptions of the central idea of a photograph. • They can sometimes understand the central idea, purpose, and basic context of <i>extended</i> spoken texts when this information is supported by a lot of repetition and easy vocabulary. • They can understand details in <i>short</i> spoken exchanges and descriptions of photographs when the vocabulary is easy and when there is only a small amount of text that must be understood. • They can understand details in <i>extended</i> spoken texts when the requested information comes at the beginning or end of the text and when it matches the words in the spoken text. 	<p>TEST TAKERS WHO SCORE AROUND 200 TYPICALLY HAVE THE FOLLOWING WEAKNESSES:</p> <ul style="list-style-type: none"> • They do not understand the central idea, purpose, or basic context of <i>short</i> spoken exchanges, even when the language is direct and no unexpected information is present. • They do not understand the central idea, purpose, and basic context of <i>extended</i> spoken texts when it is necessary to connect information across the text or when the vocabulary is somewhat difficult. • They do not understand details in <i>short</i> spoken exchanges when somewhat difficult vocabulary is used or when the language is syntactically complex. They do not understand details that include negative constructions. • They do not understand details in <i>extended</i> spoken texts when the requested information is heard in the middle of the text. They do not understand paraphrased information or difficult grammatical constructions.

LEVEL	STRENGTHS	WEAKNESSES
≈ 450 points	<p>TEST TAKERS WHO SCORE AROUND 450 TYPICALLY HAVE THE FOLLOWING STRENGTHS:</p> <ul style="list-style-type: none"> • They can infer the central idea and purpose of a written text, and they can make inferences about details. • They can read for meaning. They can understand factual information, even when it is paraphrased. • They can connect information across an entire text, and they can make connections between two related texts. • They can understand a broad range of vocabulary, unusual meanings of common words, and idiomatic usage. They can also make distinctions between the meanings of closely related words. • They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions. 	<p>TEST TAKERS WHO SCORE AROUND 450 TYPICALLY HAVE WEAKNESSES ONLY WHEN THE INFORMATION TESTED IS PARTICULARLY DENSE OR INVOLVES DIFFICULT VOCABULARY.</p>
≈ 350 points	<p>TEST TAKERS WHO SCORE AROUND 350 TYPICALLY HAVE THE FOLLOWING STRENGTHS:</p> <ul style="list-style-type: none"> • They can infer the central idea and purpose of a written text, and they can make inferences about details. • They can read for meaning. They can understand factual information, even when it is paraphrased. • They can connect information across a small area within a text, even when the vocabulary and grammar of the text are difficult. • They can understand medium-level vocabulary. They can sometimes understand difficult vocabulary in context, unusual meanings of common words, and idiomatic usage. • They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions. 	<p>TEST TAKERS WHO SCORE AROUND 350 TYPICALLY HAVE THE FOLLOWING WEAKNESSES:</p> <ul style="list-style-type: none"> • They do not connect information across a wide area within a text. • They do not consistently understand difficult vocabulary, unusual meanings of common words, or idiomatic usage. They usually cannot make distinctions between the meanings of closely related words.
≈ 250 points	<p>TEST TAKERS WHO SCORE AROUND 250 TYPICALLY HAVE THE FOLLOWING STRENGTHS:</p> <ul style="list-style-type: none"> • They can make simple inferences based on a limited amount of text. • They can locate the correct answer to a factual question when the language of the text matches the information that is required. They can sometimes answer a factual question when the answer is a simple paraphrase of the information in the text. • They can sometimes connect information within one or two sentences. • They can understand easy vocabulary, and they can sometimes understand medium-level vocabulary. • They can understand common, rule-based grammatical structures. They can make correct grammatical choices, even when other features of language, such as difficult vocabulary or the need to connect information, are present. 	<p>TEST TAKERS WHO SCORE AROUND 250 TYPICALLY HAVE THE FOLLOWING WEAKNESSES:</p> <ul style="list-style-type: none"> • They do not understand inferences that require paraphrase or connecting information. • They have a very limited ability to understand factual information expressed as a paraphrase using difficult vocabulary. They often depend on finding words and phrases in the text that match the same words and phrases in the question. • They usually do not connect information beyond two sentences. • They do not understand difficult vocabulary, unusual meanings of common words, or idiomatic usage. They usually cannot make distinctions between the meanings of closely related words. • They do not understand more-difficult, complex, or uncommon grammatical constructions.
≈ 150 points	<p>TEST TAKERS WHO SCORE AROUND 150 TYPICALLY HAVE THE FOLLOWING STRENGTHS:</p> <ul style="list-style-type: none"> • They can locate the correct answer to a factual question when not very much reading is necessary and when the language of the text matches the information that is required. • They can understand easy vocabulary and common phrases. • They can understand the most-common, rule-based grammatical constructions when not very much reading is necessary. 	<p>TEST TAKERS WHO SCORE AROUND 150 TYPICALLY HAVE THE FOLLOWING WEAKNESSES:</p> <ul style="list-style-type: none"> • They cannot make inferences about information in written texts. • They do not understand paraphrased factual information. They rely on matching words and phrases in the text to answer questions. • They are often unable to connect information even within a single sentence. • They understand only a limited range of vocabulary. • They do not understand even easy grammatical constructions when other language features, such as difficult vocabulary or the need to connect information, are also required.