

# Mapping Table

## TOEIC® SPEAKING AND WRITING TESTS SCORES AND THE CEFR LEVELS\*



**1** IDENTIFY THE MINIMUM SCORE NEAREST TO THE ACHIEVED SCORE

**2** TRANSLATE THE ACHIEVED SCORE INTO THE CORRESPONDING CEFR LEVEL\*

**3** FIND THE GENERAL DESCRIPTION RELATED TO THE ACHIEVED SCORE

MINIMUM  
SCORE  
FREQUENTLY  
REQUIRED BY  
HIGHER  
EDUCATION  
AND  
COMPANIES

TOEIC® SPEAKING MINIMUM SCORE	TOEIC® WRITING MINIMUM SCORE	CEFR LEVELS		CEFR GENERAL DESCRIPTION
<b>180<sup>1</sup></b>	<b>180<sup>1</sup></b>	Proficient user - Effective Operational Proficiency	<b>C1</b>	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.
<b>160</b>	<b>150</b>	Independent user - Vantage	<b>B2</b>	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.
<b>120</b>	<b>120</b>	Independent user - Threshold	<b>B1</b>	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.
<b>90</b>	<b>70</b>	Basic user - Waystage	<b>A2</b>	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.
<b>50</b>	<b>30</b>	Basic user - Breakthrough	<b>A1</b>	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.

\* 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).

<sup>1</sup> These cut scores were adjusted from the recommended study values.

N.B: For A1 to B1 levels ETS advises to take the *TOEIC Bridge*® tests.

*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 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](mailto:contact-emea@etsglobal.org).





# SPEAKING

# TOEIC® SPEAKING AND WRITING TESTS PROFICIENCY LEVEL DESCRIPTORS

# WRITING



<b>SCALED SCORE</b> 190-200 <b>Level 8</b>	Typically, test takers at Level 8 can create connected, sustained discourse appropriate to the typical workplace. When they express opinions or respond to complicated requests, their speech is highly intelligible. Their use of basic and complex grammar is good, and their use of vocabulary is accurate and precise.	Test takers at Level 8 can also use spoken language to answer questions and give basic information. Their pronunciation, intonation and stress are at all times highly intelligible.
<b>SCALED SCORE</b> 160-180 <b>Level 7</b>	Typically, test takers at Level 7 can create connected, sustained discourse appropriate to the typical workplace. They can express opinions and respond to complicated requests effectively. In extended responses, some of the following weaknesses may sometimes occur, but they do not interfere with the message: • minor difficulties with pronunciation, intonation or hesitation	when creating language • some errors when using complex grammatical structures • some imprecise vocabulary Test takers at Level 7 can also use spoken language to answer questions and give basic information. When reading aloud, test takers at Level 7 are highly intelligible.
<b>SCALED SCORE</b> 130-150 <b>Level 6</b>	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 pronunciation or inappropriate intonation or stress when the speaker must create language	• mistakes in grammar • a limited range of vocabulary Most of the time, test takers at Level 6 can answer questions and give basic information. However, sometimes their responses are difficult to understand or interpret. When reading aloud, test takers at Level 6 are intelligible.
<b>SCALED SCORE</b> 110-120 <b>Level 5</b>	Typically, test takers at Level 5 have limited success at expressing an opinion or responding to a complicated request. Responses include problems 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	• a limited range of vocabulary Most of the time, test takers at Level 5 can answer questions and give basic information. However, sometimes their responses are difficult to understand or interpret. When reading aloud, test takers at Level 5 are generally intelligible. However, when creating language, their pronunciation, intonation and stress may be inconsistent.
<b>SCALED SCORE</b> 80-100 <b>Level 4</b>	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. Other problems may include: • severely limited language use • minimal or no awareness of audience • consistent pronunciation, stress and intonation difficulties • long pauses and frequent hesitations	• severely limited vocabulary Most of the time, test takers at Level 4 cannot answer questions or give basic information. When reading aloud, test takers at Level 4 vary in intelligibility. However, when they are creating language, speakers at Level 4 usually have problems with pronunciation, intonation and stress. For more information, check the "Read-Aloud Pronunciation and Intonation and Stress Ratings."
<b>SCALED SCORE</b> 60-70 <b>Level 3</b>	Typically, test takers at Level 3 can with some difficulty state an opinion, but they cannot support the opinion. Any response to a complicated request is severely limited. Most of the time, test takers at Level 3 cannot answer questions and give basic information. Typically, test takers at Level 3	have insufficient vocabulary or grammar skills to create simple descriptions. When reading aloud, speakers at Level 3 may be difficult to understand. For more information, check the "Read-Aloud Pronunciation and Intonation and Stress Ratings."
<b>SCALED SCORE</b> 40-50 <b>Level 2</b>	Typically, test takers at Level 2 cannot state an opinion or support it. They either do not respond to complicated requests or the response is not at all relevant. In routine social and occupational interactions, such as answering questions and giving basic information, test takers at Level 2	are difficult to understand. When reading aloud, speakers at Level 2 may be difficult to understand. For more information, check the "Read-Aloud Pronunciation and Intonation and Stress Ratings."
<b>SCALED SCORE</b> 0-30 <b>Level 1</b>	Typically, test takers at Level 1 leave a significant part of the TOEIC® Speaking Test unanswered. Test takers at Level 1 may	not have the listening or reading skills in English necessary to understand the test directions and/or questions.

LEVEL	PRONUNCIATION	INTONATION AND STRESS
<b>High</b>	When reading aloud, pronunciation is highly intelligible.	When reading aloud, use of intonation and stress is highly effective.
<b>Medium</b>	When reading aloud, pronunciation is generally intelligible with some lapses	When reading aloud, use of intonation and stress is generally effective.
<b>Low</b>	When reading aloud, pronunciation is not generally intelligible.	When reading aloud, use of intonation and stress is generally not effective.

<b>SCALED SCORE</b> 200 <b>Level 9</b>	Typically, test takers at Level 9 can communicate straightforward information effectively and use reasons, examples or explanations to support an opinion. When giving straightforward information, asking questions, giving instructions or making requests, their writing is clear, coherent and effective.	When using reasons, examples or explanations to support an opinion, their writing is well-organized and well-developed. The use of English is natural, with a variety of sentence structures and appropriate word choices, and is grammatically accurate.
<b>SCALED SCORE</b> 170-190 <b>Level 8</b>	Typically, test takers at Level 8 can communicate straightforward information effectively and use reasons, examples or explanations to support an opinion. When giving straightforward information, asking questions, giving instructions or making requests, their writing is clear, coherent and effective. When using reasons, examples or explanations to support an opinion,	their writing is generally good. It is generally well-organized and uses a variety of sentence structures and appropriate vocabulary. It may also include one of the following weaknesses: • occasional unnecessary repetition of ideas or unclear connections between ideas • noticeable minor grammatical mistakes or incorrect word choices
<b>SCALED SCORE</b> 140-160 <b>Level 7</b>	Typically, test takers at Level 7 can effectively give straightforward information, ask questions, give instructions or make requests but are only partially successful when using reasons, examples or explanations to support an opinion. When giving straightforward information, asking questions, giving instructions or making requests, their writing is clear, coherent and effective.	When attempting to explain an opinion, their writing presents relevant ideas and some support. Typical weaknesses at this level include: • not providing enough specific support and development for the main points • unclear connections between the points that are made • grammatical mistakes or incorrect word choices
<b>SCALED SCORE</b> 110-130 <b>Level 6</b>	Typically, test takers at Level 6 are partially successful when giving straightforward information or supporting an opinion with reasons, examples or explanations. When giving straightforward information, asking questions, giving instructions or making requests, their message omits important information or is partly unintelligible.	When attempting to explain an opinion, their writing presents relevant ideas and some support. Typical weaknesses at this level include: • not providing enough specific support and development for the main points • unclear connections between the points that are made • grammatical mistakes or incorrect word choices
<b>SCALED SCORE</b> 90-100 <b>Level 5</b>	Typically, test takers at Level 5 are at least partially successful when giving straightforward information. However, when supporting an opinion with reasons, examples or explanations, they are mostly unsuccessful. When giving straightforward information, asking questions, giving instructions or making requests, their message omits important information or is partly unintelligible. When test takers at this level attempt to explain an opinion, significant	weaknesses that interfere with communication occur, such as: • not providing enough or appropriate examples, explanations or details to support the opinion • inadequate organization or connection of ideas • limited development of ideas • serious grammatical mistakes or incorrect word choices
<b>SCALED SCORE</b> 70-80 <b>Level 4</b>	Typically, test takers at Level 4 have some developing ability to express an opinion and to give straightforward information. However, communication is limited. When giving straightforward information, asking questions, giving instructions or making requests, their responses do not successfully complete the task because of one or more of the following: • missing information • missing or obscure connections between sentences • many grammatical mistakes or incorrect word choices	When test takers at this level attempt to explain an opinion, significant weaknesses that interfere with communication occur, such as: • not providing enough or appropriate examples, explanations or details to support the opinion • inadequate organization or connection of ideas • limited development of ideas • serious grammatical mistakes or incorrect word choices At Level 4, test takers have some ability to produce grammatically correct sentences but cannot consistently do so.
<b>SCALED SCORE</b> 50-60 <b>Level 3</b>	Typically, test takers at Level 3 have limited ability to express an opinion and to give straightforward information. When giving straightforward information, asking questions, giving instructions or making requests, they do not successfully complete the task because of one or more of the following: • missing information • missing or obscure connections between sentences • many grammatical mistakes or incorrect word choices	When attempting to explain an opinion, test takers at this level show one or more of the following serious flaws: • serious disorganization or underdevelopment of ideas • little or no detail, or irrelevant specifics • serious and frequent grammatical mistakes or incorrect word choices At Level 3, test takers have some ability to produce grammatically correct sentences but cannot consistently do so.
<b>SCALED SCORE</b> 40 <b>Level 2</b>	Typically, test takers at Level 2 have only very limited ability to express an opinion and give straightforward information. At Level 2, test takers cannot give straightforward information. Typical weaknesses at this level include: • not including any of the important information • missing or obscure connections between ideas • frequent grammatical mistakes or incorrect word choices	When attempting to explain an opinion, test takers at this level show one or more of the following serious flaws: • serious disorganization or underdevelopment of ideas • little or no detail, or irrelevant specifics • serious and frequent grammatical mistakes or incorrect word choices At Level 2, test takers are unable to produce grammatically correct sentences.
<b>SCALED SCORE</b> 0-30 <b>Level 1</b>	Typically, test takers at Level 1 leave 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.