

CAN - DO LEVELS TABLE

The descriptions below are intended to serve as guidelines to understanding the listening and reading competence reflected by the corresponding scores and apply in most cases. We also suggest estimated level descriptors of productive skills.

PART 1 - LISTENING SECTION

| Listening Score | Listening | Speaking |
|-----------------|--|---|
| | CAN | CAN |
| 455-495 | <ul style="list-style-type: none"> understand mother-tongue speakers of English in meetings function in all of the situations described below whether professional or social, concerning concrete or abstract subjects | <ul style="list-style-type: none"> conduct meetings with mother-tongue speakers of English perform all of the below with a greater degree of ease... |
| 395-450 | <ul style="list-style-type: none"> understand most work related situations understand most speakers of English in international meetings function in all of the situations described below but with a greater degree of facility and accuracy | <ul style="list-style-type: none"> satisfy most work requirements conduct a job interview in own area of expertise sustain fluency, accuracy and appropriate register in known situations |
| 305-390 | <p>...understand:</p> <ul style="list-style-type: none"> explanations of work problems requests for products on phone discussions of current events by mother-tongue speakers of English headline news on radio | <ul style="list-style-type: none"> adapt language use for different audiences in most cases make short (30 minute) formal presentations if prepared discuss topics of general interest using nonelaborate structures |
| 205-300 | <p>...understand:</p> <ul style="list-style-type: none"> explanations related to routine work tasks in one to one situations some travel announcements limited social conversations | <ul style="list-style-type: none"> describe own job responsibilities and academic background discuss past and future projects make travel arrangements over the phone |
| 130-200 | <ul style="list-style-type: none"> understand simple exchanges in everyday professional or personal life with a person used to speaking with non mother-tongue speakers take simple phone messages | <ul style="list-style-type: none"> produce simple if hesitant language adequate for elementary functions with patient listeners: introductions, directions, requesting information, ordering food... |
| 05-125 | <ul style="list-style-type: none"> understand adequately for immediate survival needs, directions, prices... comprehend simple questions in social situations | <ul style="list-style-type: none"> name objects, colors, clothes, people, days, months, dates, & give the time only reproduce formulaic language - telegraphic style |

PART 2 - READING SECTION

| Reading Score | Reading | Writing |
|---------------|---|--|
| | CAN | CAN |
| 455-495 | <ul style="list-style-type: none"> read adequately for most professional needs read highly technical manuals in own area read all of the below... | <ul style="list-style-type: none"> write effectively, both formally and informally; however, work for publication will still require review produce the documents described below without undue difficulty |
| 395-450 | <ul style="list-style-type: none"> read most types of documents with varying degrees of ease read even highly-technical subjects with little use of dictionary experience difficulties with sophisticated menus, novels... | <ul style="list-style-type: none"> write an employment application write a letter of complaint write the documents below with increasing degrees of accuracy and ease |
| 305-390 | <ul style="list-style-type: none"> read with only the occasional use of a dictionary: <ul style="list-style-type: none"> technical manuals many news articles popular novels identify inconsistencies in points of view | <ul style="list-style-type: none"> write with some effort: <ul style="list-style-type: none"> letters to potential clients 5 page formal reports summaries of meetings job application letters |
| 205-300 | <ul style="list-style-type: none"> understand basic technical manuals for beginners use a dictionary to understand more highly technical documents read agenda for a meeting | <ul style="list-style-type: none"> write with some difficulty: <ul style="list-style-type: none"> short memos letters of complaint descriptions of processes fill out simple application forms |
| 130-200 | <ul style="list-style-type: none"> use a directory understand simple instructions read simple, standardized business correspondence | <ul style="list-style-type: none"> write short notes, directions and lists with difficulty not fill out forms, write detailed memos, letters or reports |
| 05-125 | <ul style="list-style-type: none"> understand odd words e.g. shop names read simple memos and menus, train or bus schedules, traffic signs... | <ul style="list-style-type: none"> write odd words, formulaic language not write creative sentences |

| LEVELS TOTAL SCORES* |
|---|
| General Professional Proficiency (>960 Advanced) 905 - 990 |
| Advanced Working Proficiency 785 - 900 |
| Basic Working Proficiency 605 - 780 |
| Intermediate 405 - 600 |
| Elementary 255 - 400 |
| Novice 10 - 250 |

Don't forget to enclose a copy of this chart when sending your score or your CV.

For all information on the TOEIC Test, visit www.etseurope.org & www.toEIC.eu

* Equals addition of scores of part 1 and part 2
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TOEIC scores and Common European Framework level descriptors

As part of our research and development, we benchmark ETS language-test scores to levels of the Common European Framework (CEF). Here is the overview of our findings on how TOEIC sum scores, listening comprehension sub-scores and reading comprehension sub-scores relate to CEF levels and their corresponding descriptors. We also suggest estimated level descriptors of productive skills.

Reference: Tannenbaum, R.J., & Wylie E.C. (2004). Mapping test scores onto the Common European Framework: Setting standards of language proficiency on the Test of English as a Foreign Language (TOEFL), The Test of Spoken English (TSE), The Test of Written English (TWE), and The Test of English for International Communication (TOEIC). Princeton, NJ: Educational Testing Service.

| TOEIC sum score | CEFL | ORAL | WRITTEN | CEFL | | |
|-----------------|------|---|---|--|---|------|
| 850 | = C1 | <p>Candidates with a listening comprehension score of 480 points or more can...</p> <ul style="list-style-type: none"> Understand enough to follow extended speech on abstract and complex topics beyond his/her field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | <p>Oral Expression: Candidates can in principle...</p> <ul style="list-style-type: none"> Give clear, detailed descriptions of complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. Give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reason and relevant examples | <p>Candidates with a Reading Comprehension score of 395 points or more can...</p> <ul style="list-style-type: none"> Understand in detail lengthy, complex texts, whether or not they relate to his/her own area of specialty, provided he/she can reread difficult sections. Understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional, or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | <p>Oral Expression: Candidates can in principle...</p> <ul style="list-style-type: none"> Write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons, and relevant examples, and rounding off with an appropriate conclusion. Write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. | = C1 |
| 750 | = B2 | <p>Candidates with a Listening Comprehension score of 370 points or more can ...</p> <ul style="list-style-type: none"> Understand standard spoken language, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. | <p>A candidate can in principle ...</p> <ul style="list-style-type: none"> Give clear, systematically developed descriptions and presentations on a wide range of subjects, with appropriate highlighting of significant points, and relevant supporting detail. | <p>Candidates with a Reading Comprehension score of 295 points or more can ...</p> <ul style="list-style-type: none"> Read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency terms. | <p>A candidate can in principle...</p> <ul style="list-style-type: none"> Can write clear, detailed texts on a variety of subjects related to their field, synthesising and evaluating information and arguments from a number of sources. | = B2 |
| 550 | = B1 | <p>Candidates with a Listening Comprehension score of 320 points or more can...</p> <ul style="list-style-type: none"> Understand straightforward factual information about common everyday topics or topics within their field, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. Understand presentations that are straightforward and clearly structured. | <p>A candidate can in principle...</p> <ul style="list-style-type: none"> Can write clear, detailed texts on a variety of subjects related to their field, synthesising and evaluating information and arguments from a number of sources. | <p>Candidates with a Reading Comprehension score of 240 points or more can...</p> <ul style="list-style-type: none"> Read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. Identify main conclusions in clearly signalled argumentative texts. Recognize the line of argument in the treatment of the issue presented, though not necessarily in detail. | <p>A candidate can in principle...</p> <ul style="list-style-type: none"> Write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. Summarize, report and give her/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. | = B1 |

TOEIC sum-score ranges per CEF level: B1 = from 479 to 619; B2 = from 619 to 803; C1 = from 803 to 943

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