

# EXAMINEE HANDBOOK

TOEIC®  
SPEAKING  
&  
WRITING  
TESTS



COMPUTER-DELIVERED TESTING



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For more information, visit us on the web at [www.ets.org/toeic](http://www.ets.org/toeic) or contact your local ETS Preferred Associate. A list of local ETS Preferred Associates can be found on the web at [www.ets.org/toeic](http://www.ets.org/toeic). If there is no ETS Preferred Associate in your country, please contact us at either address below.

<p style="text-align: center;"><b>Mail:</b></p> <p style="text-align: center;">TOEIC Speaking and Writing Educational Testing Service 660 Rosedale Road Princeton, NJ 08541</p> <p style="text-align: center;"><b>Email:</b> <a href="mailto:TOEIC@ets.org">TOEIC@ets.org</a></p>
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# About the TOEIC® Speaking and Writing Tests

The Test of English for International Communication™ (TOEIC®) program offers English-language proficiency tests for people whose native language is not English. The TOEIC® Speaking and Writing tests, which are delivered through the computer, are valid assessments of a person's ability to speak and write in English in the workplace. When the TOEIC Speaking and Writing tests are taken together with the TOEIC® Listening and Reading test, they provide a reliable measurement of all four English language communication skills.

## TOEIC® Speaking Test Format

The TOEIC Speaking Test is designed to measure a person's ability to communicate in spoken English in the context of daily life and the global workplace. The test is composed of 11 tasks and takes approximately 20 minutes to complete. The range of ability among English learners who will take the TOEIC Speaking Test is expected to be broad; that is, both very capable speakers and speakers of limited ability can take the test. The test is designed to provide information about language ability to speakers across a range of language proficiency levels. To this end, the tasks are organized to support the following three claims.

1. *The test taker can generate language intelligible to native and proficient nonnative English speakers.*
2. *The test taker can select appropriate language to carry out routine social and occupational interactions (such as giving and receiving directions, asking for and giving information, asking for and giving clarification, making purchases, and greetings and introductions).*
3. *The test taker can create connected, sustained discourse appropriate to typical daily life and the workplace.*

These claims are meant to be hierarchical. A test taker who can successfully complete the tasks that support the third claim will probably be very successful at carrying out the tasks that support the first and second claims. Conversely, the tasks that support the third claim will distinguish between moderately high-level speakers and very high-level speakers.

The following table shows how the tasks in the TOEIC Speaking Test are organized.

QUESTION	TASK	EVALUATION CRITERIA
1–2	Read a text aloud	<ul style="list-style-type: none"><li>• Pronunciation</li><li>• Intonation and stress</li></ul>
3	Describe a picture	All of the above, plus <ul style="list-style-type: none"><li>• Grammar,</li><li>• Vocabulary, and</li><li>• Cohesion</li></ul>
4–6	Respond to questions	All of the above, plus <ul style="list-style-type: none"><li>• Relevance of content and</li><li>• Completeness of content</li></ul>
7–9	Respond to questions using information provided	All of the above
10	Propose a solution	All of the above
11	Express an opinion	All of the above

## TOEIC® Writing Test Format

The TOEIC Writing Test is designed to measure a person's ability to use written English to perform communication tasks that are typical of daily life and the global workplace. The test is composed of eight tasks and takes approximately one hour to complete. As with the TOEIC Speaking Test, the range of ability among English learners who will take the TOEIC Writing Test is expected to be broad. The test is designed to provide useful information about test takers across a range of language proficiency levels.

The tasks in the TOEIC Writing Test are organized to support the following three claims about test taker performance.

1. *The test taker can produce well-formed sentences, including both simple and complex sentences.*
2. *The test taker can produce multisentence-length text to convey straightforward information, questions, instructions, narratives, etc.*
3. *The test taker can produce multiparagraph-length text to express complex ideas, using reasons, evidence, and extended explanations as appropriate.*

## About the TOEIC® Speaking and Writing Tests *(continued)*

Because these claims are hierarchical, task difficulty increases as the test taker progresses through the test. The first claim describes test takers at lower levels of English-language proficiency. Test takers who can successfully complete the tasks that support the second and third claims will probably be very successful at carrying out the tasks that support the first claim. At the same time, the tasks that support the third claim will distinguish between moderately high-level and very high-level writers of English.

The following table shows how the tasks in the TOEIC Writing Test are organized.

Question	Task	Evaluation Criteria
1–5	Write a sentence based on a picture	<ul style="list-style-type: none"><li>• Grammar</li><li>• Relevance of the sentences to the pictures</li></ul>
6–7	Respond to a written request	<ul style="list-style-type: none"><li>• Quality and variety of your sentences</li><li>• Vocabulary</li><li>• Organization</li></ul>

Question	Task	Evaluation Criteria
8	Write an opinion essay	<ul style="list-style-type: none"><li>• Whether the opinion is supported with reasons and/or examples</li><li>• Grammar</li><li>• Vocabulary</li><li>• Organization</li></ul>

## Keyboard Requirements

The TOEIC Speaking and Writing tests are administered on a standard English-language (QWERTY) computer keyboard. QWERTY is the most common modern-day keyboard layout on English-language computer keyboards. It takes its name from the first six letters displayed at the top of the keyboard. It is recommended that you practice typing on a QWERTY keyboard before taking the TOEIC Speaking and Writing tests.

## Frequently Asked Questions About the TOEIC Speaking and Writing Tests

### Who Takes the TOEIC Speaking and Writing Tests?

- Personnel who use English in real-life work settings such as businesses, hotels, hospitals, restaurants, international meetings, conventions, and sports events
- Managerial, sales, and technical employees in international business, commerce, and industry who require English for their work
- Individuals who are preparing to enter the workplace
- Individuals who want to measure their productive skills in English

### Why Take the TOEIC Speaking and Writing Tests?

The TOEIC test is the choice of nearly seven million test takers a year and is recognized by thousands of corporations and organizations. As a fair and objective measure of English proficiency, the TOEIC Speaking and Writing tests will enable you to

- verify your current level of English proficiency,
- qualify for a new position and/or promotion in a company,
- enhance your professional credentials,
- monitor your progress in English,
- set your own learning goals, and
- involve your employer in advancing your English ability.

## Frequently Asked Questions About the TOEIC Speaking and Writing Tests *(continued)*

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### What Context Do Questions in the Tests Present?

The TOEIC Speaking and Writing tests are set in contexts appropriate for daily life and the global workplace. They include tasks that people might perform in work-related situations or in familiar daily activities that are common across cultures. The tests assess English-language speaking and writing proficiency and do not require candidates to have specialized knowledge of business.

### What Score Do I Need to Pass the Tests?

The TOEIC Speaking and Writing tests are not the kind of tests that one passes or fails. Not every job or task requires the same level of English proficiency. The TOEIC Speaking and Writing tests measure many levels of ability, allowing 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. ETS does not establish score requirements for passing or failing. Each institution or agency determines its own standards.

### How Are the Tests Administered?

The TOEIC Speaking and Writing tests are administered on fixed dates at secure, Internet-based test centers. Contact your local ETS Preferred Associate for specific test dates.

### How Much Do the Tests Cost to Take?

TOEIC Speaking and Writing test prices vary worldwide. To inquire about pricing in your area, contact your local ETS Preferred Associate.

### How Long Does It Take to Receive Scores After an Administration?

It takes approximately 14 business days to receive your TOEIC Speaking and Writing test scores. Contact your local ETS Preferred Associate for specific dates.

### Do the TOEIC Speaking and Writing Tests Measure the Proficiency of Listening and Reading Skills Indirectly?

Language skill levels are related because of the nature of language learning; the skills of listening and speaking or of reading and writing are often used together. For most people, there is quite a strong correlation among the four language skills. Over time, however, if you practice some skills (for example, reading and listening) much more often than you practice others, then the correlation may change. While the TOEIC Listening and Reading tests are indirect measures of speaking and writing proficiency, the TOEIC Speaking and Writing tests are more direct measures of productive skills.

### Which Tests Should I Take First, the Listening and Reading Tests or the Speaking and Writing Tests?

You should take the test that will give you the information or feedback that you need. For example, if you want to demonstrate how well you can speak and write in English, then you should take the Speaking and Writing tests. Similarly, if you want to provide a prospective employer with an indication of your English listening and reading skills compared with those of other candidates, then it would be better to take the Listening and Reading tests first. From a learning point of view, it is not important which test you decide to take first.

### Why Are the Test Scores Valid for Two Years?

The TOEIC Program considers your test scores valid for two years because your proficiency can improve or decline over time. For this reason, the more recent the score, the more likely it is to be a valid indication of your proficiency. To provide you and your employer with a historical summary of your scores, scores will be kept on file and reported for two years from the test date.



# Preparing to Take the TOEIC Speaking and Writing Tests

## How to Get Ready to Take the TOEIC Speaking and Writing Tests

The TOEIC Speaking and Writing tests are not based on the content of any particular English course but, rather, on your proficiency — your overall ability to speak or write in English. Improvement in proficiency may take some time and is generally achieved through a combination of practice and study. The TOEIC Speaking and Writing tests do not test business knowledge, and you are not required to know specialized business and technical vocabulary beyond that of a person who uses English in everyday life and work activities.

- Before taking the TOEIC Speaking and Writing tests, you can do several things to prepare and to improve your English proficiency. Become familiar with the test format. You can then focus your attention on the questions themselves rather than on the format. Carefully review the test directions and the sample questions in this handbook.
- Immerse yourself in the language as frequently as possible and in as many ways as possible if it has been some time since you have had contact with English. Reading, watching TV and videos, listening to recordings, taking an English course, and speaking with friends and colleagues are some of the ways to practice English.
- Your local ETS Preferred Associate may provide test preparation books to help you prepare for the TOEIC Speaking and Writing tests. Contact your local ETS Preferred Associate for information.

## Identification Requirements

All test takers must read Part 1. Depending on whether you will be taking the test within or outside your country of citizenship, you must also read either Part 2 or Part 3, as appropriate.

### Part 1: Information for All Test Takers

- You must have acceptable and valid ID with a signature and photograph to be admitted to a test center. Expired documents are not acceptable. The photograph on your ID document must be recent and recognizable. Original documents must be presented; copies are not acceptable. Identification requirements are strictly enforced. It is your responsibility to read and understand the instructions and requirements.

- If you don't have one primary ID with both a photograph and a signature, you may present two primary government-issued IDs without signatures.
- If you arrive at the test center without the required identification, the test administrator will not admit you, you cannot take the test, and you forfeit your test fee.
- When registering for the test, **you must use exactly the same name that appears on the primary identification document you will present at the test center.** Make sure to provide your entire first (given name) and entire surname (family name). Do not register under a nickname. If the name shown on your primary identification does not match the name used at registration, you will not be permitted to take the test. Check the name on your registration confirmation document. If the name does not match the name on your primary ID document, contact your local ETS Preferred Associate.
- Only misspellings of your name can be corrected at check-in — **name changes will not be made.** If your name has changed for any reason, including marriage, you must still present primary identification in the name under which you registered, or you will not be permitted to take the test.
- If the test center administrator questions the ID you present, you will be required to present additional proof of identity.
- If positive confirmation cannot be made, you may be refused admission to the test center and forfeit your test fee. Admittance to the test center does not imply that your form of identification is valid or that your scores will be reported. All reported cases of questionable ID are subject to review and approval by the ETS Office of Testing Integrity and/or the local EPA.

Test center personnel will check your identification before assigning you a seat at the test center. The administrator will check your signature to verify that you are the person in your photo identification.

- The photograph on your ID document must be recent and recognizable. For example, a ten-year-old photograph taken during childhood is not acceptable.

### 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 your primary identification is missing either a photograph or signature, you must present one of the following secondary IDs that can be used to meet the photograph or signature requirement; you must present one of the following secondary IDs **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, a passport, driver's license, state identification, national identification, or military identification. (There are some exceptions: see "Unacceptable Identification Documents" below.)
- Student ID

### Unacceptable Identification Documents

- Any expired ID
- Draft classification card
- Credit or debit 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
- Birth certificate
- Photocopy of ID

If you cannot meet the specified ID requirements or if you have questions about ID, please contact your local ETS Preferred Associate before registering for the test.

### Part 2: If Testing WITHIN Your Country of Citizenship

Only one form of primary ID is needed if your 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, you will be required to present a secondary ID from the list above.

If your primary ID does not contain your signature, you 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 your signature. If you do not have an ID with a photograph and a signature, then you must present two primary ID documents with a photograph.

### Part 3: If Testing OUTSIDE Your Country of Citizenship

You **must present your passport** as your primary identification document (citizens of European, Schengen Zone, Gulf Cooperation Council (GCC) Arab Countries or Mercosur Countries, see special requirements on this page). If you do not meet this requirement, your test scores may not be reported.

If your passport is not written in **English-language letters**, you must also present an additional ID from the list of secondary identification documents (see "Acceptable Secondary Identification Documents" on this page) that contains a recent, recognizable photograph and is in English.

If your passport **does not contain your signature**, you must either sign your passport or present an additional ID from the list of secondary identification documents (see "Acceptable Secondary Identification Documents" on this page). United States military personnel may present their United States military ID cards for admission to test centers. If a military ID card does not contain a photograph and signature, a secondary ID is also required.

### Testing in European Union/Schengen Zone/ Gulf Cooperation Council (GCC) Arab Countries or Mercosur Countries

If you are testing in a European Union, Schengen Zone, Mercosur or Arab States of the Gulf (GCC) country other than the one where you reside, you can use your valid national or European identity card, if you have one. The card must contain your name, a recent, recognizable photograph, your date of birth and your signature. If this ID does not contain all of these elements, you will be required to present a supplemental ID.

## Admission to the Test Center

To be admitted to the test center, you must have a valid ID with photograph and signature. See pages 5–6 for details.

**The name given when you register must match the name on the ID document(s) you present at the test center.**

## Registration Information

Contact your local ETS Preferred Associate for registration information.



### Test Center Procedures and Regulations

#### On Test Day

- Dress so that you can adapt to any room temperature.
- Friends or relatives who accompany you to the test center will not be permitted to wait in the test center or be in contact with you while you are taking the test. Except for ETS-authorized observers, visitors are not allowed in the testing room while testing is in progress.
- ID verification at the test center may include thumb printing, photographing, video recording, signature comparison, or other forms of electronic ID or biometric confirmation. If you refuse to participate, you will not be permitted to test and you will forfeit the test fee. This is in addition to the requirement that you must present acceptable and valid ID.
- Other than ID, personal items are not allowed in the testing room. Before the test, you will receive instructions from test center staff regarding where to deposit items such as cell phones, pagers, handbags, and study materials. Storage space is limited, so plan accordingly. You will not have access to your personal items during the test.
- Test centers assume no responsibility for candidates' personal belongings.
- The test administrator will assign you a seat.
- On occasion, weather conditions or other circumstances beyond the control of ETS or the test administrator may require a delayed start or the rescheduling of your test. In the event that a technical problem at the test center makes it necessary to cancel your test session or if it is later determined that your scores could not be reported, you will be offered the opportunity to retest free of charge or receive a full refund of the original test fee.

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

- You will be required to sign an electronic or paper confidentiality statement at the test center. If you do not sign the statement, you cannot test, and the test fee will **not** be refunded.
- Your picture may be taken and reproduced at your testing station. Be sure the correct photograph is displayed on your assigned testing station.

- If you need to leave your seat at any time, raise your hand; timing of the test section will not stop.
- If at any time during the test you have a problem with your computer or for any reason need the administrator, raise your hand.
- Testing premises are subject to video recording.

### Report Suspicious Behavior

Although tests are administered under strict supervision and security measures, testing irregularities may sometimes occur. Contact your local ETS Preferred Associate as soon as possible to report any observed behavior that may lead to an invalid score. Examples include, but are not limited to:

- Copying from another test taker
- Taking the test for another person
- Having access to test questions before the test
- Providing answers to the test, including proctors and administrators
- Taking test questions or answers out of a testing room
- Using unauthorized electronic devices
- Using a fake ID
- Accessing or using notes

All information will remain strictly confidential.

Contact Information:

Web: [www.ets.org/security](http://www.ets.org/security)

Email: [ReportCheating@toeic.org](mailto:ReportCheating@toeic.org)

Phone: 609-406-5430

Fax: 609-406-9709

**IMPORTANT:** ETS and the EPA reserve the right to take appropriate action and/or notify the appropriate authorities, which includes but is not limited to law enforcement authorities, if any test taker responds in a disturbing or threatening way to essay or speaking questions or communicates with ETS either verbally or in writing in a threatening or disturbing manner.

### Dismissal from a Testing Center

A test administrator is authorized to dismiss you from a test session and/or your scores may be withheld and ultimately canceled and your test fees forfeited for any actions that violate the policies and procedures set forth herein and/or communicated at the test center including, without limitation, the following:

- Attempting to take the test, or taking the test, for someone else or having someone else take the test for you
- Failing to provide acceptable identification as described herein, including refusal to allow a photograph and/or fingerprint to be taken
- Obtaining improper access to the test, a part of the test, or information about the test (this includes having test questions or answers in advance of the test administration and bringing preknowledge of test information into the test center in any form including, but not limited to, identification documents, prohibited devices and any other method listed as an aid in connection to the test)
- Having a cell phone, smartphone (e.g., Android, BlackBerry or iPhone), tablet, PDA or any other electronic, listening, recording, scanning or photographic device in the test center. If you are found to be in possession of any of these devices before, during or after the test administration, your device may be inspected and/or confiscated and you will be dismissed from the test. Your test fees will be forfeited and your scores will be canceled, even if dismissal is not enforced on the day of the test.
- Creating a disturbance (Disruptive behavior in any form will not be tolerated. The test administrator has sole discretion in determining what constitutes disruptive behavior)
- Attempting to give or receive assistance (Communication in any form is not permitted during the test administration. Discussion or sharing of test content or answers during the test administration, during breaks and after the test is prohibited.)
- Removing or attempting to remove 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.)
- Tampering with a computer
- Attempting to remove scratch paper or a portion of scratch paper from the testing room or using scratch paper before the test, during untimed sections or during breaks. All paper, in its entirety, must be returned to the test center supervisor at the end of the testing session.
- Bringing a weapon or firearm into the test center
- Bringing food, drinks, or tobacco into the testing room unless you have received prior approval due to a disability or health-related need
- Leaving the test center building during the test session or during breaks. You may not leave the immediate area of the testing room or the test center building without permission during the test 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 examinee handbook given by the test administrator or specified in any test materials

ETS and the EPA reserve the right to take any and all actions — including, but not limited to, barring you from future testing and/or withholding or canceling your scores — for failure to comply with test administration regulations or the test administrator's directions or where the validity of the scores is questionable. If your scores are canceled, they will not be reported, and your registration and test fees will not be refunded.

# Sample Questions

## Sample Speaking Test

### Speaking Test Directions

This is the TOEIC Speaking Test. This test includes 11 questions that measure different aspects of your speaking ability. The test lasts approximately 20 minutes.

For each type of question, you will be given specific directions, including the time allowed for preparation and speaking.

It is to your advantage to say as much as you can in the time allowed. It is also important that you speak clearly and that you answer each question according to the directions.

QUESTION	TASK	EVALUATION CRITERIA
1–2	Read a text aloud	<ul style="list-style-type: none"><li>• Pronunciation</li><li>• Intonation and stress</li></ul>
3	Describe a picture	All of the above, plus <ul style="list-style-type: none"><li>• Grammar,</li><li>• Vocabulary, and</li><li>• Cohesion</li></ul>
4–6	Respond to questions	All of the above, plus <ul style="list-style-type: none"><li>• Relevance of content and</li><li>• Completeness of content</li></ul>
7–9	Respond to questions using information provided	All of the above
10	Propose a solution	All of the above
11	Express an opinion	All of the above

### Questions 1–2

#### Read a Text Aloud

There are two Read-a-Text-Aloud questions on the TOEIC Speaking Test. In each question, the directions and Read-a-Text-Aloud text will appear on your screen.

You will hear the directions being read by the narrator.

After 45 seconds, you will hear “Begin reading aloud now.” Then you will read the text, and your response will be recorded. An example is below.

**Directions:** In this part of the test, you will read aloud the text on the screen. You will have 45 seconds to prepare.

Then you will have 45 seconds to read the text aloud.

*If you’re shopping, sightseeing, and running around every minute, your vacation can seem like hard work. To avoid vacation stress, come to the Blue Valley Inn on beautiful Lake Mead. While staying at our inn, you’ll breathe clean country air as you view spectacular sights. With its spacious rooms, swimming pool, and many outdoor activities, the inn is the perfect place for a vacation you won’t forget. The Blue Valley Inn prides itself on the personal attention it provides for every guest. The Blue Valley motto has always been “A happy guest is our greatest treasure.”*

Your responses to questions 1 and 2 will each receive two scores: one for pronunciation and one for intonation and stress. Following are the scoring guides that will be used to evaluate your response.

**Scoring Guide for Questions 1–2:**  
*Pronunciation*

SCORE	RESPONSE DESCRIPTION
<b>3</b>	Pronunciation is highly intelligible, though the response may include minor lapses and/or other language influence.
<b>2</b>	Pronunciation is generally intelligible, though it includes some lapses and/or other language influence.
<b>1</b>	Pronunciation may be intelligible at times, but significant other language influence interferes with appropriate delivery of the text.
<b>0</b>	No response OR no English in the response OR response is completely unrelated to the test.

**Scoring Guide for Questions 1–2:**  
*Intonation and Stress*

SCORE	RESPONSE DESCRIPTION
<b>3</b>	Use of emphases, pauses, and rising and falling pitch is appropriate to the text.
<b>2</b>	Use of emphases, pauses, and rising and falling pitch is generally appropriate to the text, though the response includes some lapses and/or moderate other language influence.
<b>1</b>	Use of emphases, pauses, and rising and falling pitch is not appropriate, and the response includes significant other language influence.
<b>0</b>	No response OR no English in the response OR the response is completely unrelated to the test.

Questions 3

Describe a Picture

There is one Describe-a-Picture question on the TOEIC Speaking Test. The directions and the picture will appear on your screen. You will hear the directions read by the narrator. After 30 seconds, you will hear “Begin speaking now.” Then you will describe the picture, and your response will be recorded. An example is below.

**Directions:** In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 30 seconds to prepare your response. Then you will have 45 seconds to speak about the picture.



Your response will be scored using the scoring guide below.

Scoring Guide for Questions 3:

SCORE	RESPONSE DESCRIPTION
3	<p>The response describes the main features of the picture.</p> <ul style="list-style-type: none"> <li>• The delivery may require some listener effort, but it is generally intelligible.</li> <li>• The choice of vocabulary and use of structures allows coherent expression of ideas.</li> </ul>
2	<p>The response is connected to the picture, but meaning may be obscured in places.</p> <ul style="list-style-type: none"> <li>• The delivery requires some listener effort.</li> <li>• The choice of vocabulary and use of structures may be limited and may interfere with overall comprehensibility.</li> </ul>
1	<p>The response may be connected to the picture, but the speaker’s ability to produce intelligible language is severely limited.</p> <ul style="list-style-type: none"> <li>• The delivery may require significant listener effort.</li> <li>• The choice of vocabulary and use of structures is severely limited OR significantly interferes with comprehensibility.</li> </ul>
0	<p>No response OR no English in the response OR the response is completely unrelated to the test.</p>



### Questions 4–6

## Respond to Questions

Questions 4–6 are three short questions about a single topic. The directions will appear on your screen, and you will hear the directions read by the narrator. Then the introduction and question 4 will appear on your screen and you will hear them read by the narrator. After the narrator reads question 4, you will hear a beep. Then you will have 15 seconds to answer. Your response will be recorded. Then question 5 will appear on your screen and be read by the narrator. After the beep you will have 15 seconds to answer. Your response will be recorded. Then question 6 will appear on your screen and be read by the narrator. After the beep you will have 30 seconds to answer. Your response will be recorded. Examples of questions 4, 5, and 6 are below.

**Directions:** In this part of the test, you will answer three questions. For each question, begin responding immediately after you hear a beep. No preparation time is provided. You will have 15 seconds to respond to Questions 4 and 5, and 30 seconds to respond to Question 6.

*Imagine that a Canadian marketing firm is doing research in your country. You have agreed to participate in a telephone interview about television viewing.*

**Question 4:** *How often do you watch television?*

**Question 5:** *What kinds of programs do you usually watch?*

**Question 6:** *Describe your favorite television program.*

### Questions 7–9

## Respond to Questions Using Information Provided

Questions 7–9 are three short questions based on a schedule of events. The directions will appear on your screen, and you will hear the directions read by the narrator. Then the schedule will appear on your screen. You will have 30 seconds to study the schedule. Then you will hear the beginning of a telephone call. The call includes questions about the information in the schedule. After the caller's first question, you will hear a beep. You will have 15 seconds to answer the question as if you were speaking on the telephone. Then the caller will ask a second question. The question will be followed by a beep, and you will have 15 seconds to answer the question.


Then the caller will ask a third question. The question will be followed by a beep, and you will have 30 seconds to answer the question.

All questions will refer to the schedule, which will remain on the screen throughout all three questions. Examples of questions 7, 8, and 9 are below.

**Directions:** In this part of the test, you will answer three questions based on the information provided. You will have 30 seconds to read the information before the questions begin. For each question, begin responding immediately after you hear a beep. No additional preparation time is provided. You will have 15 seconds to respond to questions 7 and 8, and 30 seconds to respond to question 9.

*After 30 seconds you will hear:*

*Hello, I'm calling about a conference on May 27 that I saw advertised in the newspaper. It's about starting your own business. I was hoping you could give me some information.*

 <b>STARTING AND MANAGING YOUR OWN BUSINESS</b>	
<b>Date:</b>	May 27
<b>Location:</b>	Bristol Office Building
<b>Seminars:</b>	9:00 A.M. Financing Your Business, Room 210— <i>Martha Ross, Certified Public Accountant</i> 11:00 A.M. How to Promote Your Own Business, Room 312— <i>Howard Brown, Brown Publishers</i> <b>OR</b> 11:00 A.M. Planning for Profit, Room 318— <i>John Phillips, Phillips Associates</i> 1:00 P.M. Lunch* 2:00 P.M. Sales Techniques Workshop, Room 246— <i>Helen King, West Side Consultants</i> 4:00 P.M. General Discussion
<b>Registration Fee:</b>	Individuals, \$95.00 Members of the Business Information Center, \$75.00
*Not included in registration fee.	

**Question 7:** *Could you tell me what time the conference starts and how long it will last?*

**Question 8:** *How much does the conference attendance cost?*

**Question 9:** *I may not be available for the full day. Could you give me information about the activities in the morning, before lunchtime?*

## Sample Questions *(continued)*

Your responses to questions 4 through 9 will be scored using the scoring guide below.

### Scoring Guide for Questions 4–9:

SCORE	RESPONSE DESCRIPTION
<b>3</b>	<p>The response is a full, relevant, socially appropriate reply to the question. In the case of Questions 7–9, information from the prompt is accurate.</p> <ul style="list-style-type: none"><li>• The delivery requires little listener effort.</li><li>• The choice of vocabulary is appropriate.</li><li>• The use of structures fulfills the demands of the task.</li></ul>
<b>2</b>	<p>The response is a partially effective reply to the question, but is not complete, fully appropriate, or in the case of Questions 7–9, fully accurate.</p> <ul style="list-style-type: none"><li>• The delivery may require some listener effort but is mostly intelligible.</li><li>• The choice of vocabulary may be limited or somewhat inexact, although overall meaning is clear.</li><li>• The use of structures may require some listener effort for interpretation.</li><li>• In the case of Questions 7–9, the speaker may locate the relevant information in the prompt but fail to distinguish it from irrelevant information or fail to transform the written language so a listener can easily understand it.</li></ul>
<b>1</b>	<p>The response does not answer the question effectively. Relevant information is not conveyed successfully.</p> <ul style="list-style-type: none"><li>• The delivery may impede or prevent listener comprehension.</li><li>• The choice of vocabulary may be inaccurate or rely on repetition of the prompt.</li><li>• The use of structures may interfere with comprehensibility.</li></ul>
<b>0</b>	<p>No response OR no English in the response OR the response is completely unrelated to the test.</p>

### Question 10

## Propose a Solution

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There is one Propose-a-Solution question on the TOEIC Speaking Test. The directions will appear on your screen, and you will hear the directions read by the narrator. Then you will hear a telephone message. The message will last 30–45 seconds. The message will describe a problem. You will respond as if you are the person receiving the message. After the message, you will have 30 seconds to prepare. Then you will hear “Begin speaking now.” You will have 60 seconds to respond. Your response will be recorded. An example is below.

**Directions:** In this part of the test, you will be presented with a problem and asked to propose a solution. You will have 30 seconds to prepare. Then you will have 60 seconds to speak.

### Respond as if you work at the bank.

In your response, be sure to

- show that you recognize the problem, and
- propose a way of dealing with the problem.

Now listen to the voice message.

You will hear:

*Hi, this is Marsha Syms. I'm calling about my bank card. I went to the bank machine early this morning, you know — the ATM — because the bank was closed, so only the machine was open. Anyway, I put my card in the machine and got my money out, but then my card didn't come out of the machine. I got my receipt and my money, but then my bank card just didn't come out. And I'm leaving for my vacation tonight so I'm really going to need it. I had to get to work early this morning and couldn't wait around for the bank to open. Could you call me here at work and let me know how to get my bank card back? I'm really busy today and really need you to call me soon. I can't go on vacation without my bank card. This is Marsha Syms at 555-1234. Thanks.*

Your response will be scored using the scoring guide that follows. >

**Scoring Guide for Question 10:**

SCORE	RESPONSE DESCRIPTION
<b>5</b>	<p>The response successfully completes all parts of the task and is readily intelligible, coherent, and sustained. It is characterized by ALL of the following:</p> <ul style="list-style-type: none"> <li>• The speaker plays the appropriate role and understands the relationship between the sender and the receiver of the message.</li> <li>• A clear understanding of the situation in the prompt and a relevant, detailed response to the situation is present.</li> <li>• The speech is clear with a generally well-paced flow.</li> <li>• Good control of basic and complex structures, as appropriate, is exhibited. Some minor errors may be noticeable but they do not obscure meaning.</li> <li>• The use of vocabulary is effective, with allowance for minor inaccuracy.</li> </ul>
<b>4</b>	<p>The response addresses all parts of the task appropriately, but may fall short of being fully developed. It is generally intelligible, sustained, and coherent, with some minor lapses.</p> <ul style="list-style-type: none"> <li>• The speaker plays the appropriate role and understands the relationship between the sender and the receiver of the message.</li> <li>• The response is sustained and conveys the minimum relevant information required by the situation in the prompt.</li> <li>• Minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times although overall intelligibility is not significantly affected.</li> <li>• The response demonstrates fairly automatic and effective use of grammar but may be somewhat limited in the range of structures used.</li> <li>• The use of vocabulary is fairly effective. Some vocabulary may be inaccurate or imprecise.</li> </ul>
<b>3</b>	<p>The response attempts to address the task, but does not successfully complete all parts of the task. It contains mostly intelligible speech, although problems with delivery and/or overall coherence may occur.</p> <ul style="list-style-type: none"> <li>• The speaker may neglect the role-playing aspect of the task or misrepresent the relationship between the sender and the receiver of the message.</li> <li>• The response conveys some relevant information, but is clearly incomplete or inaccurate or the response is based on a misunderstanding of the task or content of the stimulus.</li> <li>• The speech is basically intelligible, though listener effort may be needed because of unclear articulation, awkward intonation, or choppy rhythm/pace.</li> <li>• The response demonstrates limited control of grammar.</li> <li>• The use of vocabulary is limited.</li> </ul>
<b>2</b>	<p>The response includes very little relevant content and/or speech is mostly unintelligible or incoherent. The content may be limited because of the following:</p> <ul style="list-style-type: none"> <li>• There are lengthy, socially inappropriate pauses.</li> <li>• The response is only tangentially related to the stimulus and tasks.</li> <li>• The speech may be mostly unintelligible because of the following: <ul style="list-style-type: none"> <li>• The delivery is labored and requires considerable listener effort.</li> <li>• There is very limited control of grammar.</li> </ul> </li> <li>• The use of vocabulary is severely limited or inexact.</li> </ul>
<b>1</b>	<p>The response may be completely unintelligible OR the response may consist of isolated words or phrases, or mixtures of the first language and English OR the response may be vague and general, and show no interaction with the prompt.</p>
<b>0</b>	<p>No response OR no English in the response OR the response is completely unrelated to the test.</p>

### Question 11

## Express an Opinion

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There is one Express-an-Opinion question on the TOEIC Speaking Test. The directions will appear on your screen, and you will hear the directions read by the narrator. After the directions a question will appear on your screen, and you will hear the question read by the narrator. After the narrator reads the question, you will have 15 seconds to think about your answer. Then you will hear “Begin speaking now.” You will have 60 seconds to respond. An example follows.

**Directions:** In this part of the test, you will give your opinion about a specific topic. Be sure to say as much as you can in the time allowed. You will have 15 seconds to prepare. Then you will have 60 seconds to speak.

**Question:**

*(Narrator): Some people prefer to take a job that does not pay well but does provide a lot of time off from work. What is your opinion about taking a job with a low salary that has a lot of vacation time? Give reasons for your opinion.*

Your response will be scored using the scoring guide that follows. >



**Scoring Guide for Question 11:**

SCORE	RESPONSE DESCRIPTION
5	<p>The response clearly indicates the speaker’s choice or opinion, and support of the choice or opinion is readily intelligible, sustained, and coherent.</p> <p>The response is characterized by ALL of the following:</p> <ul style="list-style-type: none"> <li>• The speaker’s choice or opinion is supported with reason(s), details, arguments, or exemplifications; relationships between ideas are clear.</li> <li>• The speech is clear with generally well-paced flow. It may include minor lapses or minor difficulties with pronunciation or intonation patterns that do not affect overall intelligibility.</li> <li>• Good control of basic and complex structures, as appropriate, is exhibited. Some minor errors may be noticeable but they do not obscure meaning.</li> <li>• The use of vocabulary is effective, with allowance for occasional minor inaccuracy.</li> </ul>
4	<p>The response clearly indicates the speaker’s choice or opinion and adequately supports or develops the choice or opinion.</p> <ul style="list-style-type: none"> <li>• The response explains the reason(s) for the speaker’s choice or opinion, although the explanation may not be fully developed; relationships between ideas are mostly clear, with occasional lapses.</li> <li>• Minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times, although overall intelligibility is not significantly affected.</li> <li>• The response demonstrates fairly automatic and effective use of grammar but may be somewhat limited in the range of structures used.</li> <li>• The use of vocabulary is fairly effective. Some vocabulary may be inaccurate or imprecise.</li> </ul>
3	<p>The response expresses a choice, preference, or opinion, but development and support of the choice or opinion is limited.</p> <ul style="list-style-type: none"> <li>• The response provides at least one reason supporting the choice, preference, or opinion. However, it provides little or no elaboration of the reason, repeats itself with no new information, is vague, or is unclear.</li> <li>• The speech is basically intelligible, though listener effort may be needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.</li> <li>• The response demonstrates limited control of grammar; for the most part, only basic sentence structures are used successfully.</li> <li>• The use of vocabulary is limited.</li> </ul>
2	<p>The response states a choice, preference, or opinion relevant to the prompt, but support for the choice, preference, or opinion is missing, unintelligible, or incoherent.</p> <ul style="list-style-type: none"> <li>• Consistent difficulties with pronunciation, stress, and intonation cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; there may be long pauses and frequent hesitations.</li> <li>• Control of grammar severely limits expression of ideas and clarity of connections among ideas.</li> <li>• The use of vocabulary is severely limited or highly repetitious.</li> </ul>
1	<p>The response is limited to reading the prompt or the directions aloud OR the response fails to state an intelligible choice, preference, or opinion as required by the prompt OR the response consists of isolated words or phrases, or mixtures of the first language and English.</p>
0	<p>No response OR no English in the response OR the response is completely unrelated to the test.</p>

### Sample Writing Test

#### Writing Test Directions

This is the TOEIC Writing Test. This test includes eight questions that measure different aspects of your writing ability. The test lasts approximately one hour.

For each type of question, you will be given specific directions, including the time allowed for writing.

QUESTION	TASK	EVALUATION CRITERIA
<b>1–5</b>	Write a sentence based on a picture	<ul style="list-style-type: none"><li>• Grammar</li><li>• Relevance of the sentences to the pictures</li></ul>
<b>6–7</b>	Respond to a written request	<ul style="list-style-type: none"><li>• Quality and variety of your sentences</li><li>• Vocabulary</li><li>• Organization</li></ul>
<b>8</b>	Write an opinion essay	<ul style="list-style-type: none"><li>• Whether the opinion is supported with reasons and/or examples</li><li>• Grammar</li><li>• Vocabulary</li><li>• Organization</li></ul>

Questions 1–5

## Write a Sentence Based on a Picture

Questions 1–5 of the TOEIC Writing Test are all the same question type. Each question presents a picture on your screen. Below the picture are two words. You will use the two words in one sentence to describe the picture. You may change the form of the words to fit the grammar of your sentence, but you must use some form of both words in one sentence. You will have 8 minutes to complete all 5 questions. An example is below.

**Directions:** In this part of the test, you will write ONE sentence that is based on a picture. With each picture you will be given TWO words or phrases that you must use in your sentence. You can change the forms of the words and you can use the words in any order.

Your sentences will be scored on

- the appropriate use of grammar, and
- the relevance of the sentence to the picture.

In this part, you can move to the next question by clicking on **Next**. If you want to return to a previous question, click on **Back**. You will have 8 minutes to complete this part of the test.



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Your responses will be scored using the scoring guide below.

### Scoring Guide for Questions 1–5:

SCORE	RESPONSE DESCRIPTION
<b>3</b>	The response consists of ONE sentence that: <ul style="list-style-type: none"> <li>• has no grammatical errors,</li> <li>• contains forms of both key words used</li> <li>• appropriately, AND</li> <li>• is consistent with the picture.</li> </ul>
<b>2</b>	The response consists of one or more sentences that: <ul style="list-style-type: none"> <li>• have one or more grammatical errors that do not obscure the meaning,</li> <li>• contain BOTH key words, (but they may not be in the same sentence and the form of the word(s) may not be accurate), AND</li> <li>• are consistent with the picture.</li> </ul>
<b>1</b>	The response: <ul style="list-style-type: none"> <li>• has errors that interfere with meaning,</li> <li>• omits one or both key words, OR</li> <li>• is not consistent with the picture.</li> </ul>
<b>0</b>	The response is blank, written in a foreign language, or consists of keystroke characters.

### Questions 6–7

## Respond to a Written Request

There are two Respond-to-a-Written-Request questions on the TOEIC Writing Test. In each question, an email message will appear on your screen. The directions will say “Read the email.” Below the email will be further directions that will tell you what must be included in your response. You will have 10 minutes to read the email and respond. Once you begin question 7, you cannot return to question 6. An example is below.

**Directions:** In this part of the test, you will show how well you can write a response to an email.

Your response will be scored on

- the quality and variety of your sentences,
- vocabulary, and
- organization.

You will have 10 minutes to read and answer each email.

**Directions:** Read the email.

**From:** Dale City Welcome Committee

**To:** New Dale City Residents

**Subject:** Welcome to your new home!

**Sent:** July 23, 4:32 P.M.

**Welcome! We would like to be the first to welcome you to Dale City. We know that there are many things to do when you move, from finding your way around town to setting up your utilities. Please contact us if you need any help at all.**

**Directions:** Respond to the email. Respond as if you have recently moved to a new city. In your email to the committee, make at least TWO requests for information.

Your response will be scored using the scoring guide that follows. >

**Scoring Guide for Questions 6–7:**

SCORE	RESPONSE DESCRIPTION
<b>4</b>	<p>The response effectively addresses all the tasks in the prompt using multiple sentences that clearly convey the information, instructions, questions, etc., required by the prompt.</p> <ul style="list-style-type: none"> <li>• The writer uses organizational logic or appropriate connecting words or both to create coherence among sentences.</li> <li>• The tone and register of the response is appropriate for the intended audience.</li> <li>• A few isolated errors in grammar or usage may be present, but they do not obscure the writer’s meaning.</li> </ul>
<b>3</b>	<p>The response is mostly successful but falls short in addressing one of the tasks required by the prompt.</p> <ul style="list-style-type: none"> <li>• The writer omits, responds unsuccessfully, or responds incompletely to ONE of the required tasks.</li> <li>• The writer uses organizational logic or appropriate connecting words in at least part of the response.</li> <li>• The writer shows some awareness of audience.</li> <li>• Noticeable errors in grammar and usage may be present; ONE sentence may contain errors that obscure meaning.</li> </ul>
<b>2</b>	<p>The response is marked by several weaknesses.</p> <ul style="list-style-type: none"> <li>• The writer addresses only ONE of the required tasks or unsuccessfully or incompletely addresses TWO OR THREE of the required tasks.</li> <li>• Connections between ideas may be missing or obscure.</li> <li>• The writer may show little awareness of audience.</li> <li>• Errors in grammar and usage may obscure meaning in MORE THAN ONE sentence.</li> </ul>
<b>1</b>	<p>The response is seriously flawed and conveys little or no information, instructions, questions, etc., required by the prompt.</p> <ul style="list-style-type: none"> <li>• The writer addresses NONE of the required tasks, although the response may include some content relevant to stimulus.</li> <li>• Connections between ideas are missing or obscure.</li> <li>• The tone or register may be inappropriate for the audience.</li> <li>• Frequent errors in grammar and usage obscure the writer’s meaning most of the time.</li> </ul>
<b>0</b>	<p>A response at this level merely copies words from the prompt or stimulus, rejects the topic or is otherwise not connected to the topic, is written in a language other than English, consists of keystroke characters that convey no meaning, or is blank.</p>



### Question 8

## Write an Opinion Essay

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There is one Write-an-Opinion-Essay question on the TOEIC Writing Test. The directions and essay question will appear on your screen. An example is below.

**Directions:** In this part of the test, you will write an essay in response to a question that asks you to state, explain, and support your opinion on an issue. Typically, an effective essay will contain a minimum of 300 words.

Your response will be scored on

- whether your opinion is supported with reasons and/or examples,
- grammar,
- vocabulary, and
- organization.

You will have 30 minutes to plan, write, and revise your essay.

**Question:** There are many ways to find a job: newspaper advertisements, Internet job search Web sites, and personal recommendations. What do you think is the best way to find a job? Give reasons or examples to support your opinion.

Your response will be scored using the scoring guide that follows. >

**Scoring Guide for Question 8:**

SCORE	RESPONSE DESCRIPTION
<b>5</b>	<p>A response at this level largely accomplishes all of the following:</p> <ul style="list-style-type: none"> <li>• It effectively addresses the topic and task.</li> <li>• It is well organized and well developed, using clearly appropriate explanations, exemplifications, and/or details.</li> <li>• It displays unity, progression, and coherence.</li> <li>• It displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice, and idiomaticity, though it may have minor lexical or grammatical errors.</li> </ul>
<b>4</b>	<p>A response at this level largely accomplishes all of the following:</p> <ul style="list-style-type: none"> <li>• It addresses the topic and task well, though some points may not be fully elaborated.</li> <li>• It is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications, and/or details.</li> <li>• Displays unity, progression, and coherence, though it may contain occasional redundancy, digression, or unclear connections.</li> <li>• Displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form, or use of idiomatic language that do not interfere with meaning.</li> </ul>
<b>3</b>	<p>A response at this level is marked by one or more of the following:</p> <ul style="list-style-type: none"> <li>• It addresses the topic and task using somewhat developed explanations, exemplifications, and/or details.</li> <li>• It displays unity, progression, and coherence, though connection of ideas may be occasionally obscured.</li> <li>• It may demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning.</li> <li>• It may display accurate but limited range of syntactic structures and vocabulary.</li> </ul>
<b>2</b>	<p>A response at this level may reveal one or more of the following weaknesses:</p> <ul style="list-style-type: none"> <li>• Limited development in response to the topic and task.</li> <li>• Inadequate organization or connection of ideas.</li> <li>• Inappropriate or insufficient exemplifications, explanations, or details to support or illustrate generalizations in response to the task.</li> <li>• A noticeably inappropriate choice of words or word forms.</li> <li>• An accumulation of errors in sentence structure and/or usage.</li> </ul>
<b>1</b>	<p>A response at this level is seriously flawed by one or more of the following weaknesses:</p> <ul style="list-style-type: none"> <li>• Serious disorganization or underdevelopment.</li> <li>• Little or no detail, irrelevant specifics, or questionable responsiveness to the task.</li> <li>• Serious and frequent errors in sentence structure or usage.</li> </ul>
<b>0</b>	<p>A response at this level merely copies words from the prompt, rejects the topic or is otherwise not connected to the topic, is written in a language other than English, consists of keystroke characters that convey no meaning, or is blank.</p>

# TOEIC Speaking and Writing Test Scores

ETS and its ETS Preferred Associates 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.

## Information Reported on the Score Report

A Speaking Test score and a Writing Test score will be reported separately and should not be compared to each other. There is no combined score. Speaking Test scores and Writing Test scores are reported on a scale of 0 to 200. In addition to scaled scores, test takers will receive an indicator of general skills and abilities in Speaking or Writing. The Speaking Test offers 8 proficiency levels; the Writing Test offers 9 proficiency levels. Proficiency levels for the Speaking test should not be compared to proficiency levels for the Writing test. Additional information about TOEIC Speaking and Writing scores can be found on <https://www.ets.org/toeic/organizations/research/topics/consistency>. If you have any questions about score interpretation, please contact your local ETS Preferred Associate.

## Scaled Scores

The scaled score indicates your overall performance on each of the tests. The scaled score for each of the tests can range from 0 to 200 in increments of 10. Your scores indicate the general proficiency in speaking and writing that you have demonstrated by your performance on the tests.

## Proficiency Levels

There are 8 proficiency levels for the Speaking Test and 9 proficiency levels for the Writing Test. The proficiency levels correspond to a scaled score range and describe the types of general skills and proficiencies in spoken or written English that are common for most people who have achieved a score similar to yours. The descriptor associated with the level that you have achieved will help you understand the strengths and weaknesses of your ability to speak or write in English.

SPEAKING Scaled Score	SPEAKING Proficiency Level
0–30	1
40–50	2
60–70	3
80–100	4
110–120	5
130–150	6
160–180	7
190–200	8

WRITING Scaled Score	WRITING Proficiency Level
0–30	1
40	2
50–60	3
70–80	4
90–100	5
110–130	6
140–160	7
170–190	8
200	9

## Rating of Speaking and Writing Responses

### Speaking

The Speaking Test responses are digitally recorded and sent to ETS's Online Network for Evaluation where they are scored by certified ETS raters. The Speaking Test includes six different task types. The first four task types (Questions 1–9) are rated on a scale of 0 to 3 and the last two task types (Questions 10–11) are rated on a scale of 0 to 5. The sum of all ratings is converted to a scaled score of 0 to 200.

QUESTION	TASK	EVALUATION	SCORE SCALE
1–2	Read Text Aloud	Pronunciation • Intonation and stress	0–3
3	Describe a picture	All of the above, plus • Grammar • Vocabulary • Cohesion	0–3

QUESTION	TASK	EVALUATION	SCORE SCALE
4–6	<b>Respond to questions</b>	All of the above, plus <ul style="list-style-type: none"> <li>• Relevance of content</li> <li>• Completeness of content</li> </ul>	0–3
7–9	<b>Respond to questions using Information provided</b>	All of the above	0–3
10	<b>Propose a solution</b>	All of the above	0–5
11	<b>Express an opinion</b>	All of the above	0–5

### Writing

The Writing Test responses are also sent to ETS’s Online Network for Evaluation and scored by certified ETS raters. The Writing Test includes three different task types. The first task type (Questions 1–5) is rated on a scale of 0 to 3, the second task type (Questions 6–7) is rated on a scale of 0 to 4, and the last task type (Question 8) is rated on a scale of 0 to 5. The sum of all ratings is converted to a scaled score of 0 to 200.

QUESTION	TASK	EVALUATION	SCORE SCALE
1–5	<b>Write a sentence based on a picture</b>	<ul style="list-style-type: none"> <li>• Grammar</li> <li>• Relevance of the sentences to the pictures</li> </ul>	0–3
6–7	<b>Respond to a written request</b>	<ul style="list-style-type: none"> <li>• Quality and variety of your sentences</li> <li>• Vocabulary</li> <li>• Organization</li> </ul>	0–4
8	<b>Write an opinion essay</b>	<ul style="list-style-type: none"> <li>• Whether your opinion is supported with reasons and/or examples</li> <li>• Grammar</li> <li>• Vocabulary</li> <li>• Organization</li> </ul>	0–5

## Proficiency Level Descriptors: Speaking

### Level 8 Scale Score 190–200

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 and intonation and stress are at all times highly intelligible.

### Level 7 Scale Score 160–180

Typically, test takers at level 7 can create connected, sustained discourse appropriate to the typical workplace. They can express opinions or 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.

### Level 6 Scale Score 130–150

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.

### **Level 5 Scale Score 110–120**

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
- limited 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.

### **Level 4 Scale Score 80–100**

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 audience awareness
- 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 and intonation and stress. For more information, check the “Read Aloud Pronunciation and Intonation and Stress ratings.”

### **Level 3 Scale Score 60–70**

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 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.”

### **Level 2 Scale Score 40–50**

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.”

### **Level 1 Scale Score 0–30**

Test takers at level 1 left 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 or the content of the test questions.

## **Pronunciation Levels**

### **Low**

When reading aloud your pronunciation is not generally intelligible.

### **Medium**

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

### **High**

When reading aloud your pronunciation is highly intelligible.

## **Intonation and Stress Levels**

(Intonation and Stress refer to your ability to use emphases, pauses, and rising and falling pitch to convey meaning to a listener.)

### **Low**

When reading aloud your use of intonation and stress is generally not effective.

### **Medium**

When reading aloud your use of intonation and stress is generally effective.

### **High**

When reading aloud your use of intonation and stress is highly effective.

## Proficiency Level Descriptors:

### Writing

#### Level 9 Scale Score 200

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

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 choice, and is grammatically accurate.

When giving straightforward information, asking questions, giving instructions, or making requests, their writing is clear, coherent, and effective.

#### Level 8 Scale score 170–190

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

#### Level 7 Scale Score 140–160

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 attempting to explain an opinion, their writing presents relevant ideas and some support. Typical weaknesses at this level include:

- not enough specific support and development for the main points
- unclear connections between the points that are made
- grammatical mistakes or incorrect word choices

When giving straightforward information, asking questions, giving instructions, or making requests, their writing is clear, coherent, and effective.

#### Level 6 Scale Score 110–130

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, the 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

#### Level 5 Scale Score 90–100

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, the message omits important information or is partly unintelligible.

When attempting to explain an opinion, significant weaknesses that interfere with communication occur, such as:

- not providing enough examples, explanations, or details to support the opinion or they are inappropriate
- inadequate organization or connection of ideas
- limited development of ideas
- serious grammatical mistakes or incorrect word choices

#### Level 4 Scale Score 70–80

Typically, test takers at level 4 have some developing ability to express an opinion and to give straightforward information. However, communication is limited.

When attempting to explain an opinion, significant weaknesses that interfere with communication occur, such as:

- not providing enough examples, explanations, or details to support the opinion or they are inappropriate
- inadequate organization or connection of ideas
- limited development of ideas
- serious grammatical mistakes or incorrect word choices



When giving straightforward information, asking questions, giving instructions, or making requests, the responses do not successfully complete the task because of

- missing information
- missing or obscure connections between sentences and/or
- many grammatical mistakes or incorrect word choices

At level 4, test takers have some ability to produce grammatically correct sentences, but they are inconsistent.

### **Level 3 Scale Score 50–60**

Typically, test takers at level 3 have limited ability to express an opinion and to give straightforward information. When attempting to explain an opinion, the responses show one 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

When giving straightforward information, asking questions, giving instructions, or making requests, the responses do not successfully complete the task because of

- missing information
- missing or obscure connections between sentences and/or
- many grammatical mistakes or incorrect word choices

At level 3, test takers have some ability to produce grammatically correct sentences, but they are inconsistent.

### **Level 2 Scale Score 40**

Typically, test takers at level 2 have only very limited ability to express an opinion and give straightforward information. When attempting to explain an opinion, the responses show one 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 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
- At level 2, test takers are unable to produce grammatically correct sentences.

### **Level 1 Scale Score 0–30**

Test takers at level 1 left part or parts of the TOEIC Writing Test unanswered. Test takers at level 1 may need to improve their reading ability in order to understand the test directions and the content of test questions.

## Score Reliability

To ensure the reliability of all of the TOEIC Speaking and Writing tests, ETS adheres to a stringent 10-step process:

1. ETS recruits highly qualified applicants to be raters.
2. ETS reviews applicants' résumés and selects the best-qualified candidates to participate in rater training.
3. Rater candidates participate in extensive online training in which they train by scoring authentic responses.
4. Raters must qualify to score by first passing a certification test. Only certified raters may score ETS tests. This testing demonstrates that raters can score accurately.
5. Scoring leaders receive special training on difficult-to-score samples.
6. Raters use carefully developed rubrics and guidelines.
7. Raters must pass a calibration test before every scoring session. This testing ensures that raters are scoring accurately that day.
8. Scoring leaders monitor raters throughout the scoring process. If a rater is not scoring accurately, the scoring leader excludes the rater from scoring.
9. Scoring leaders and test developers use statistical reports to monitor rater performance during and after every scoring session.
10. Statisticians review and analyze all scoring results before scores are released.

# Policies and Guidelines for the Use of TOEIC Speaking and Writing Test Scores

These policies and guidelines provide information about the appropriate use of TOEIC Speaking and Writing test scores for corporations or schools that use the scores in making hiring, evaluation, and career promotion decisions, as well as school-related decisions. They are also intended to protect test takers from unfair decisions that may result from inappropriate use of scores.

The TOEIC Speaking and Writing tests are designed to assess English-language proficiency relevant to today's international market. As measures with known statistical properties and high-quality technical characteristics, the scores from these tests, when used properly, can improve the hiring, evaluation, and career promotion decision processes of local and multinational corporations, and other organizations where English communication skills are a critical job requirement.

ETS and the ETS Preferred Associates have a particular obligation to inform users of the appropriate uses of TOEIC Speaking and Writing test scores, and to identify and attempt to rectify instances of misuse. To this end, the following policies and guidelines are available to all TOEIC Speaking and Writing test takers, institutions, and organizations that are recipients of TOEIC Speaking and Writing test scores.

## Policies

In recognition of their obligation to ensure the appropriate use of TOEIC Speaking and Writing test scores, ETS and its ETS Preferred Associates developed policies designed to make score reports available only to approved recipients, to protect the confidentiality of test taker scores, and to follow up on cases of possible score misuse. The policies are discussed on the next page.

## Confidentiality

TOEIC Speaking and Writing test scores, whether 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.

### Confidentiality of Scores

- The TOEIC Program protects the information that is stored in data or research files held by ETS from unauthorized disclosure. Under certain specific conditions, this data may be shared.
- ETS's goal is to report valid scores, ones that reflect the test taker's own unaided abilities. In the interest of that goal, ETS and the EPA reserve the right to share any and all information in its possession about a test taker

and the terms and conditions of test taking with (a) any entity which ETS recognizes as an authorized user of TOEIC test scores, including without limitation any entity to which ETS reports scores at the test taker's request, and (b) any government agency responsible for administration or enforcement of U.S. criminal and/or immigration laws.

- That information includes, but is not limited to, test taker identifying information, information concerning the conduct and findings of any test security investigation, and information regarding the test center where the test was taken.
- Your score record and the documents you complete that are retained by ETS (for example, your photograph) may be released to third parties such as government agencies or parties to a lawsuit if requested pursuant to a subpoena or required by applicable law.

We recognize test takers' rights to privacy with regard to information that is stored in data or research files held by Educational Testing Service and local ETS Preferred Associates and our responsibility to protect test takers from unauthorized disclosure of the information. For more information please visit [www.ets.org/legal/privacy](http://www.ets.org/legal/privacy).

## Encouragement of Appropriate Use and Investigation of Reported Misuse

All organizational users of TOEIC scores have an obligation to use the scores in accordance with the guidelines that follow (i.e., using multiple criteria, accepting only official TOEIC scores, etc.). Organizations have a responsibility to ensure that all individuals using TOEIC scores are aware of these guidelines and to monitor the use of the scores, correcting instances of misuse when they are identified. The TOEIC Program and local ETS Preferred Associates are available to assist institutions in resolving score-misuse issues.

## Score Verification

Score users have the ability to verify score reports sent directly to them by test takers. Only score reports from the Public Testing Program should be verified. At the written request of the institution or agency, ETS will verify the official scores recorded for you within the last two years. ETS or its authorized representative will also verify your score information at the request of any institution or agency that has a copy of your score report.

# Policies and Guidelines for the Use of TOEIC Speaking and Writing Test Scores *(continued)*

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Score verification services provide clients with a confirmation that the score report they have received from a test taker is the same as what has been recorded. Any inconsistent score reports that are brought to the attention of the TOEIC program will be investigated.

If there is a question regarding the validity of the recorded score you should contact your rep regarding your concern and/or contact OTI:

Web: [www.ets.org/security](http://www.ets.org/security)

Email: [ReportCheating@toeic.org](mailto:ReportCheating@toeic.org)

Phone: 609-406-5430

Fax: 609-406-9709

## Test Score Data Retention

Scores are used to measure a test taker's English proficiency at the time that a test is administered. Because English-language skills may improve or decline over time, a score report will not be re-issued if two years have passed since taking the test. ETS does not require testing centers to retain test administration data beyond two years.

## Guidelines

All organizational users of TOEIC Speaking and Writing scores have an obligation to use the scores in accordance with the guidelines below; for example, using multiple criteria, accepting only official TOEIC Speaking and Writing scores, etc. Organizations have a responsibility to ensure that all individuals using TOEIC Speaking and Writing scores are aware of these guidelines and to monitor the use of the scores, correcting instances of misuse when they are identified. ETS and the ETS Preferred Associates are available to assist institutions in resolving score-misuse issues.

- **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 Speaking and Writing test scores can be a powerful tool in making hiring, evaluation, promotion, or school-related decisions.

- **Accept Only Official TOEIC Speaking and Writing Score Reports**

The only official reports of TOEIC scores are those issued by authorized local ETS Preferred Associates or by ETS in the Public Testing Program. If an organization administers a TOEIC test internally, with ETS knowledge and approval, it can obtain and keep score reports of that test, however, those scores are intended for the use of the institution sponsoring the administration and not intended for use by other entities.

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 the ETS Preferred Associate, who will then verify the accuracy of the scores and whether an official report was issued.

- **Maintain Confidentiality of TOEIC Speaking and Writing Test Scores**

All individuals who have access to TOEIC Speaking and Writing test scores should be aware of the confidential nature of the scores and agree to maintain their confidentiality. Policies should be developed and implemented to ensure that confidentiality is maintained.

## Appropriate Uses and Misuses of TOEIC Speaking and Writing Test Scores

The suitability of the TOEIC Speaking and Writing tests for a particular use should be explicitly examined before using test scores for that particular purpose. The following list of appropriate uses of TOEIC Speaking and Writing test scores is based on the policies and guidelines previously outlined. The list is meant to be illustrative, not exhaustive. There may be other appropriate uses of TOEIC Speaking and Writing test scores, but any uses other than those listed on the next page should be discussed in advance with ETS and its ETS Preferred Associate to determine appropriateness.

If a use other than those appropriate uses listed on the next page is contemplated, it will be important for the user to validate the use of scores for that purpose. ETS and its ETS Preferred Associate will provide advice on the design of such validity studies.

# Policies and Guidelines for the Use of TOEIC Speaking and Writing Test Scores *(continued)*

## Appropriate Uses

Provided all applicable guidelines are followed, TOEIC Speaking and Writing test scores are suitable for the uses described below.

1. Screening of applicants for an open position within a corporation or organization where workplace/ everyday-life English is a required job skill
2. Placement of applicants or candidates within a corporation or organization where workplace/ everyday-life English is a required job skill
3. Promotion of candidates within a corporation or organization where workplace/ everyday-life English is a required job skill
4. Measurement of workplace/ everyday-life English proficiency levels of students in schools
5. Measurement of individuals' progress in workplace/ everyday-life English proficiency levels over time

## Misuses

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

## Score Review Policy

If you feel that your test score does not accurately reflect your performance, you may request a score review of your test for a fee. This service is available for up to three months after your test date.

- The test can be reviewed only once.
- If both sections are to be reviewed, they must be done at the same time.
- If the score review results in a score change, a revised score report will be provided to you and your score review fee will be refunded.
- The revised score will become your official score. There is a fee for each section that is rescored. To inquire about fees in your area, contact your local ETS Preferred Associate.
- Score review results will be provided approximately four weeks after your request is received.

To request a score review, please contact your local ETS Preferred Associate.

## Policies and Guidelines

### ETS Score Holds and Cancellations

ETS and the ETS Preferred Associates make every effort to report scores that accurately reflect the performance of every test taker. Accordingly, ETS standards and procedures for administering tests have two primary goals: to give all test takers equivalent opportunities to demonstrate their abilities, and to prevent any test taker from gaining an unfair advantage over others. To promote these objectives, ETS and the ETS Preferred Associates reserve the right to withhold scores from reporting or cancel any test score when, in their judgment, a testing irregularity occurs, there is an apparent discrepancy in a test taker's identification, a test taker engages in misconduct, a test taker attempts to use the work or ideas of others as his or her own in the essay section of the test, or the score is invalid for another reason. ETS and the ETS Preferred Associates will also exercise their right to cancel any test score if they are unable to authenticate the results of any part of a test taker's test. This includes, but is not limited to, the Speaking or Writing portion (for example, different voices or more than one voice within a Speaking test). Reviews of scores by ETS are confidential. When, for any of the above reasons, ETS or the ETS Preferred Associate cancels a test score that has already been reported, score recipients are notified that the score has been canceled, but the reason for cancellation is not disclosed except when authorized by the test taker or in certain group cases.

### Testing Irregularities

Testing Irregularities refer to problems with the administration of a test. When testing irregularities occur, they may affect an individual or group of test takers. Such problems include, without limitation, administrative errors such as improper timing, improper seating, defective materials, or defective equipment; improper access to test content; and other disruptions of test administrations such as natural disasters and other emergencies. When testing irregularities occur, ETS or the ETS Preferred Associate may decline to score the test, or may cancel the scores. When in their judgment it is appropriate to do so, ETS or the ETS Preferred Associate may give affected test takers the opportunity to take the test again as soon as possible without charge.

# Policies and Guidelines for the Use of TOEIC Speaking and Writing Test Scores *(continued)*

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## Identification Discrepancies

When, in the judgment of ETS, the ETS Preferred Associate, or test center personnel, there is a discrepancy in a test taker's identification, the test taker may be dismissed from the test center. In addition, ETS or the ETS Preferred Associate may decline to score a test or may cancel the scores and the test fee will be forfeited. If, in the judgment of ETS, the Preferred Associate, or test center personnel, there is a discrepancy in your ID information, you may be dismissed from the test center. In addition, ETS or the EPA may decline to score your test or may hold or cancel your scores if the documents or photographs from test day cannot be validated, or if ETS has evidence that you did not appear for the test or did not take the entire test yourself. If your scores are canceled by ETS or the EPA for any of these reasons, your test fee will not be refunded.

- ETS may also cancel scores, ban the test taker from future testing, and notify score recipients of the cancellation if nefarious activity is detected after scores have been reported.

## Misconduct

When ETS, the ETS Preferred Associate, or test center personnel find that there is misconduct in connection with a test, the test taker may be dismissed from the test center. ETS or the ETS Preferred Associate may decline to score the test or may cancel the test scores. Test takers whose scores are canceled because of misconduct will forfeit their test fees. Misconduct includes, but is not limited to, noncompliance with the Test Center Procedures and Regulations on page 7 of this handbook.

## Plagiarism

ETS or the ETS Preferred Associate reserves the right to cancel the scores of test takers when, in their judgment, there is evidence that an essay or speaking response includes, for example, text or ideas that are substantially similar to that found in other TOEIC responses, or the quotation or paraphrasing, without attribution, of language or ideas from published and unpublished sources. Such responses do not reflect the independent speaking or compositional writing skills that the test seeks to measure.

## Comments

After taking the TOEIC test, please visit [www.ets.org/toeic](http://www.ets.org/toeic) to complete the Candidate Satisfaction Survey.

If you have questions or comments regarding the TOEIC Speaking and Writing tests, please contact your local ETS Preferred Associate or TOEIC, ETS, Rosedale Road, Princeton, New Jersey 08541 USA, or email us at [toeic@ets.org](mailto:toeic@ets.org).





For 40 years as an industry leader, the *TOEIC*® program has set the global standard for assessing English-language communication skills needed in the workplace. With about seven million tests administered every year, the TOEIC tests are the most widely used around the world, with 14,000+ organizations across more than 160 countries trusting TOEIC scores to inform the decisions that matter.

At nonprofit ETS, our mission is to help 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 performance, and support education and professional development for all people worldwide.

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