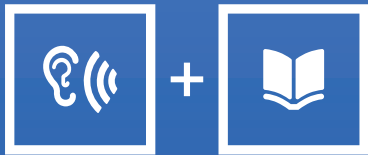


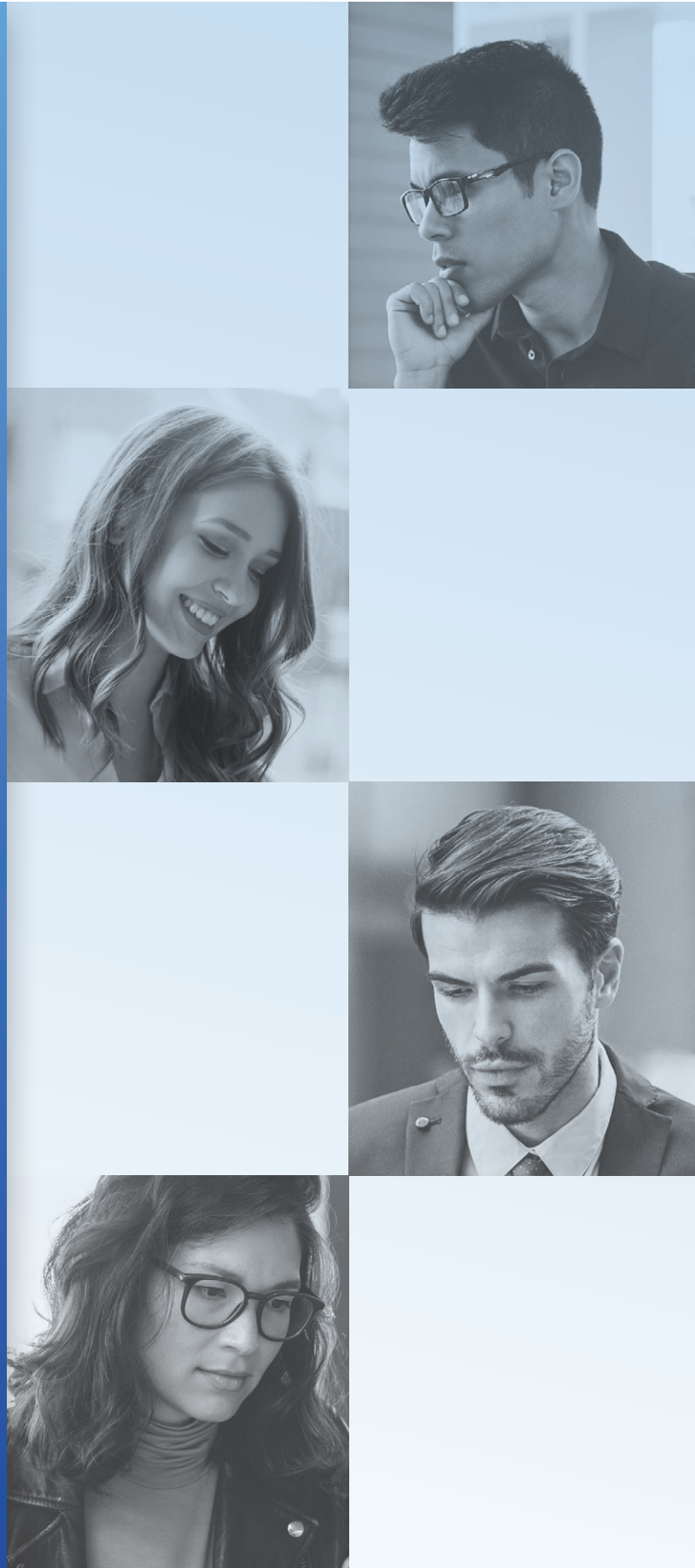
# EXAMINEE HANDBOOK

## TOEIC® LISTENING & READING TEST



Institutional Programme  
within your institution

*Multi-stage  
Adaptive Version*  
(1 hour)



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For more information, visit us on the web at [www.etsglobal.org](http://www.etsglobal.org) or contact your local ETS Preferred Network office. A list of local ETS Preferred Network offices can be found on the web at [www.etsglobal.org](http://www.etsglobal.org). If there is no ETS Preferred Network office in your country, please contact us at:

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[www.etsglobal.org](http://www.etsglobal.org)

# About the TOEIC® Listening and Reading test: Multi-stage adaptive version

The TOEIC® Listening and Reading test Multi-stage adaptive version (MSA) is an English-language proficiency test for people whose native language is not English. It was developed to assess the English-language listening and reading skills needed in the workplace and everyday life. TOEIC® Listening and Reading test scores indicate how well a person can communicate in English with others in a business setting. The test does not require specialized knowledge or vocabulary beyond that of a person who uses English in everyday workplace activities.

## TOEIC® Listening and Reading test format

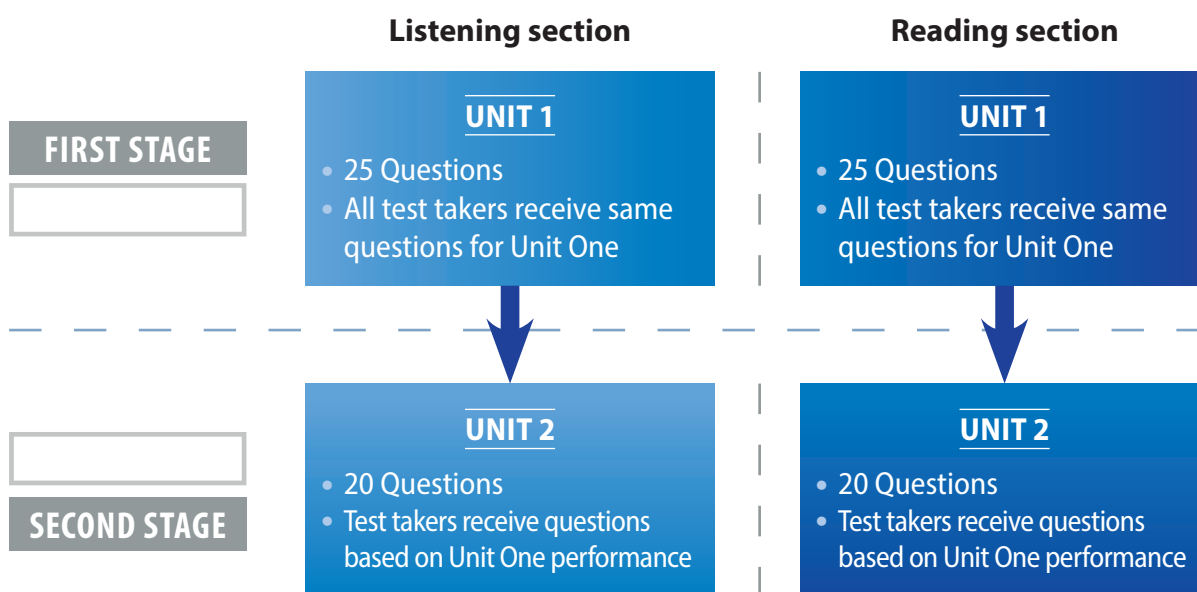
The question types on TOEIC® Listening and Reading test and the TOEIC® Listening and Reading test Multi-stage adaptive version are the same. However, the test format for the Multi-stage adaptive version is different. The following section will provide information about the TOEIC® Listening and Reading test Multi-stage adaptive version format and the sample questions have been updated to reflect the multi-stage adaptive format.

The TOEIC® Listening and Reading test Multi-stage adaptive version is a multiple-choice test that consists of 90 questions divided into two sections. Each section has two stages: Unit One and Unit Two. Unit One is the same for all test takers. Test takers will then receive questions in Unit Two based on their Unit One performance.

The Listening section and Reading section are independent of one another. Performance on the Listening section will not impact the questions received on the Reading section.

Scores will be calculated after both sections are completed. Additional information regarding scores is available in the “TOEIC® Listening and Reading Test Scores” section of this Examinee Handbook.

Here is a visual diagram of the test stages and what test takers will see in each stage:



### Listening section:

The Listening section tests how well you understand spoken English. It consists of two Units and contains a total of 45 questions. You will be asked to answer questions based on a variety of statements, questions, conversations, and talks recorded in English.

**Total time:** approximately 25 minutes.

### Reading section:

The Reading section tests how well you understand written English. You will read a variety of materials and respond at your own pace to 45 questions based on the content of the materials provided to you.

**Total time:** approximately 37 minutes; Unit One is approximately 23 minutes and Unit Two is approximately 14 minutes.

TOEIC® LISTENING MSA SECTION	
Unit	Question Type
<b>One</b> (25 questions)	<i>Photographs:</i> 3 questions
	<i>Question-Response:</i> 4 questions
	<i>Conversations:</i> 9 questions. 3 conversations with 3 questions each
	<i>Talks:</i> 9 questions. 3 talks with 3 questions each
<b>Two</b> (20 questions)	<i>Question-Response:</i> 5 questions
	<i>Conversations:</i> 9 questions. 3 conversations with 3 questions each
	<i>Talks:</i> 6 questions. 2 talks with 3 questions each

TOEIC® READING MSA SECTION	
Unit	Question Type
<b>One</b> (25 questions; approx. 23 min.)	<i>Incomplete Sentences:</i> 5 questions
	<i>Text Completion:</i> 4 questions
	<i>Reading Comprehension:</i> 16 questions
<b>Two</b> (20 questions; approx. 14 min.)	<i>Incomplete Sentences:</i> 7 questions
	<i>Text Completion:</i> 4 questions
	<i>Reading Comprehension:</i> 9 questions

# Frequently asked questions

## Who takes the *TOEIC*® Listening and Reading test?

- Personnel who use English in real-life work settings, such as businesses, hotels, hospitals, restaurants, international meetings, conventions, and sporting 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 as part of the recruitment process or for existing employees for internal screening;
- Candidates for training to be conducted in English;
- Individuals in English-language training programs under the CPF framework in France.

## Why take the *TOEIC*® Listening and Reading test?

The *TOEIC*® test is the choice of over 14000 corporations, organisations and academic institutions in over 160 countries. As a fair and objective measure of English proficiency, the *TOEIC* test 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;
- Involve your employer in advancing your English ability;

## When and where can I take the *TOEIC*® Listening and Reading test?

Sessions can be organised by corporations, academic institutions, language schools or other organisations that ask employees or job applicants, students, learners to take the *TOEIC* test.

The institution/organisation defines the day/ time of the session, registers its candidates and is in charge of administering the session.

## How often can I take the *TOEIC*® Listening and Reading test?

Testing is scheduled by your institution and can be taken as offered. Contact your institution for more information.

## What score do I need to “pass” the TOEIC® Listening and Reading test?

The TOEIC test is not the kind of test that you “pass” or “fail.” Not every job or task requires the same level of English proficiency. Because it was developed specifically to meet the needs of the workplace, the TOEIC test measures many levels of ability. It enables test takers 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.

Many companies use the TOEIC test to set their own score standards based on the levels of English necessary to carry out particular responsibilities. Your company may require employees to have a minimum TOEIC score due to the corresponding level of English that is needed on the job. Many companies offer English-language training to help their employees reach target TOEIC scores, which reflect specific levels of proficiency based on professional need.

## From what kind of contexts are the TOEIC® Listening and Reading test questions drawn?

These are some examples of the settings, situations, and formats you may find in TOEIC test questions:

- **Corporate Development:** research, product development;
- **Dining Out:** business and informal lunches, banquets, receptions, restaurant reservations;
- **Entertainment:** cinema, theatre, music, art, exhibitions, museums, media;
- **Finance and Budgeting:** banking, investments, taxes, accounting, billing;
- **General Business:** contracts, negotiations, mergers, marketing, sales, warranties, business planning, conferences, labour relations;
- **Health:** medical insurance, visiting doctors, dentists, clinics, hospitals;
- **Housing/Corporate Property:** construction, specifications, buying and renting, electric and gas services;
- **Manufacturing:** assembly lines, plant management, quality control;
- **Offices:** board meetings, committees, letters, memoranda, telephone, fax and e-mail messages, office equipment and furniture, office procedures;
- **Personnel:** recruiting, hiring, retiring, salaries, promotions, job applications, job advertisements, pensions, awards;
- **Purchasing:** shopping, ordering supplies, shipping, invoices;
- **Technical Areas:** electronics, technology, computers, laboratories and related equipment, technical specifications;
- **Travel:** trains, airplanes, taxis, buses, ships, ferries, tickets, schedules, station and airport announcements, car rentals, hotels, reservations, delays, and cancellations.

## If I have a disability, can I still take the TOEIC test?

Currently special accommodations for test takers with disabilities are only available for the TOEIC paper and pencil test organised within an institution.

## Who uses the *TOEIC*® Listening and Reading test?

Many leading companies, academic institutions, and language programs in France rely on the *TOEIC*® Listening and Reading test as a fair, objective measure of English-language proficiency for students and business professionals. Individuals who take the test include:

- employees who work at hotels, hospitals, restaurants, international meetings, conventions, and sporting events and need to use English on a daily basis.
- individuals employed in managerial, sales, and technical positions in international business, commerce, and industry who use English to communicate in their jobs.
- new entrants to the workforce.

## Why are *TOEIC*® Listening and Reading test items and answer keys not disclosed to the public?

*TOEIC* test items and answer keys are protected by copyright law as property of ETS, the copyright holder of the *TOEIC* test. For this reason, ETS's *TOEIC* test items and answer keys should not be disclosed or used for any purpose without written permission by ETS.



# Preparing to take the *TOEIC*® Test

The TOEIC test is not based on the content of any particular English course but rather on your English-language proficiency — your overall ability to use English. Improvement in proficiency may take some time and is generally achieved through a combination of practice and study. The *TOEIC*® Listening and Reading test does not test business knowledge, and you are not required to know specialised business and technical vocabulary beyond what is used in everyday work activities.

Before taking the TOEIC test, there are several things you can do to prepare for the test and improve your English proficiency:

- **Become familiar with the test format.** You can then focus your attention on the test questions themselves. Carefully review the test directions and the sample questions on pages 16-27.
- **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.
- Since the multi-stage adaptive version test question types and skills assessed are the same as the full-length test, the same preparation materials can be used to prepare for the multi-stage adaptive version test.
- **Web resources on [etsglobal.org](http://etsglobal.org):**
  - Take the TOEIC Test Level Projector for free, available at [www.etsglobal.org](http://www.etsglobal.org). Try out the sample test questions.
  - Practice and learn using the TOEIC Official Learning and Preparation Course which proposes over 1000 TOEIC practice test questions, or the various official manuals for the TOEIC test published by Hachette.
  - Read about scoring information.
  - Read the frequently asked questions (FAQs).

# Test day procedures

## Starting the test

Your organisation will provide you with:

- the link to access the landing page of the test;
- the authorization code to insert to start the test.

Before starting the test, **carefully read all the information** available on the home page. You will therefore be fully informed of the progress of the test.

## During the test

- Work quickly and carefully.
- Do not spend too much time on any one question.
- Select only one answer for each question.
- You will receive credit only for answers marked in the circles on your screen. Your score will be based on the number of questions you answer correctly. There is no penalty for guessing.
- Try to answer every question to the best of your ability.
- Pay close attention to the timer during the Reading section of the test. In the Reading section (37 minutes) you have to pace yourself, so work quickly and if you do not know the answer to a question, come back to it later.
- You may not use paper.
- **Listening section:** you cannot navigate through the Listening section questions; you will need to follow the flow and timing of the Listening test questions. It is not possible to pause the Listening questions.

## Reading section tools

### Timer

The timer appears in the upper right hand corner of the screen and displays the time remaining in the unit.



Clicking on the timer will hide the time. Clicking on the clock image will open the timer display again.



### Mark item for review

The "**Mark item for review**" box is in the bottom left corner of the screen. If you want to return to a question later, click the box and a green check mark will appear. Click the check mark to remove it.



## Navigation controls

The navigation controls are located in the bottom right corner of the screen. The **“Back”** and **“Next”** buttons can be clicked to move back and forth between questions in the current Reading unit you are taking. The **“Review”** button will open the **“Review Panel”**.



## Review panel

The **“Review Panel”** displays the status of the questions in the current Reading Unit. You can access the review panel at any time by clicking the **“Review”** button. The **“Review Panel”** will also be displayed after you reach the last question in the unit and click the **“Next”** button to move to the next screen if there is still time remaining in the unit.

The centre column in the table is the question number. A green check mark in the left column indicates that you answered the question (it does not indicate if your answer was correct or incorrect). A red exclamation point in the left column indicates that the question was not answered. A blue flag in the right column indicates items that you have marked for review.

**Review**  
The table below shows you the questions you have answered, marked for review, or still need to answer.

**Key**

- ✓ = Answered
- 🚩 = Marked for Review
- ! = Not Answered

✓		1	
✓		2	
!		3	
!		4	
!		5	
!		6	
!		7	
!		8	
!		9	
!		10	

You can navigate to a question directly by clicking the question number in the table.

The **“Review Panel”** screen has three navigation options at the bottom left of the screen. Clicking **“Review All”** will take you to the first question in the unit. Clicking **“Review Marked”** will take you to the first question that you marked for review (if you did not mark any questions for review, this navigation option will not appear). Clicking on **“Review Not Answered”** will take you to the first unanswered question in the unit.

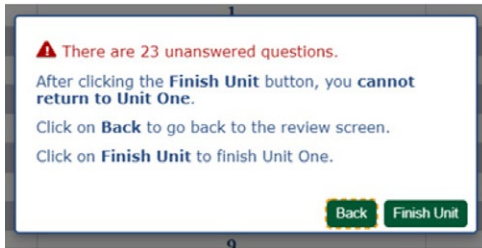


## Ending Unit One of the Reading section

If you are finished answering questions in Unit One of the Reading section, you can click the **“Next Unit”** button in the bottom right corner of the **“Review Panel”**.

Since you cannot return to Unit One once you have moved to Unit Two, a pop-up box will appear so that you can confirm your choice. The pop-up box will display the number of unanswered questions, if any, that remain in the unit. It is to your advantage to answer all of the questions before moving to the next unit, but you can complete the unit even if there are unanswered questions.

Click **“Back”** to return to the review panel and navigate to any questions that you want to review. Click **“Finish Unit”** if you are ready to move on to Unit Two of the Reading section.



Once you click **“Finish Unit”** a final message will be displayed.

STOP! This is the end of Unit One. If you finish before time runs out, you may go back to the questions and check your work. Once you click "Next", you can no longer return to questions in Unit One.

After you click **“Next,”** Unit Two of the Reading section will begin. You will no longer be able to return to Unit One even if you exited Unit One before the time ran out.

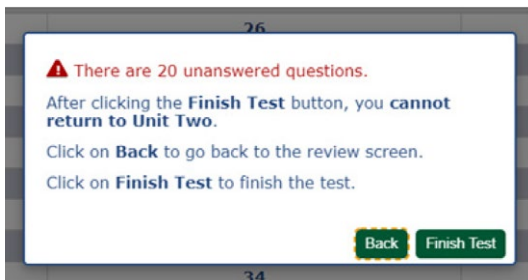
If time runs out while you are still in Unit One, the following message will be displayed.

The time limit for Unit One has expired. You will now start Unit Two.

Click **“Next,”** to advance to Unit Two of the Reading section. Since time expired, you will not be given any options to review questions in Unit One.

## Ending Unit Two of the Reading section

Unit Two of the Reading section has the same tools as Unit One. There are a few differences listed below. First, the **“Review Panel”** has a **“Finish Test”** button (in place of **“Finish Unit”**). Clicking **“Finish Test”** will allow you to end the *TOEIC*® Listening and Reading test.



## Identification requirements

All test takers must read Part 1, which is contained in the Examinee Handbook. Depending on whether the test taker will be testing within or outside his or her country of citizenship, the test taker 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 Centre. Expired documents are not acceptable. The photograph on your ID document must be recent and recognisable. 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 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, recognisable 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.

If you arrive at the test centre 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 Centre. 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 Network office.

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 centre administrator questions the ID you present, you will be required to present a secondary ID from the list in part 3.

If positive confirmation of your identity cannot be made, you may be refused admission to the test centre and forfeit your test fee. Admittance to the test centre 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 centre personnel will check your identification before assigning you a seat at the test Centre. 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 recognisable. For example, a ten-year-old photograph taken during childhood is not acceptable.

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

## Part 2. Acceptable primary identification documents

### If testing WITHIN your country of citizenship

- Passport with photograph and signature
- National identification with photograph and signature
- Driver's license issued by the country where the test is being conducted, with photograph and signature
- Military identification with photograph and signature
- State identification with photograph and signature

### If testing OUTSIDE your country of citizenship

- Passport with photograph and signature
- Driver's license issued by the country where the test is being conducted, with photograph and signature

United States military personnel may present their United States military ID cards for admission to test centres. If a military ID card does not contain a photograph and signature, a secondary ID is also required.

Residents of the country where the test is being conducted with refugee status may present a government-issued resident card (not a paper document or letter, even if stamped and signed), with photograph and signature, where the status is clearly stated.

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

Citizens of these intergovernmental unions can use valid national identity cards to test in any country within the same intergovernmental union.

If your primary ID 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" in part 3) that contains a recent, recognisable photograph and is in English or the local language.

If your primary ID does not contain your signature, you must either sign it or present an additional ID from the list of secondary identification documents (see "Acceptable Secondary Identification Documents" in part 3).

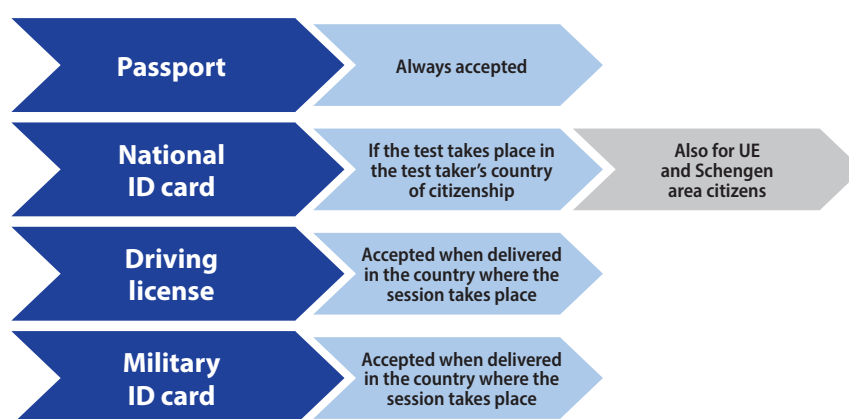
## Part 3. Acceptable secondary identification documents

If your primary identification is missing either a photograph or signature, you must present in addition to your primary ID one of the following secondary IDs that can be used to meet the photograph or signature requirement. 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

## Part 4. Unacceptable identification documents

- Any expired ID
- Draft classification card
- Credit or debit card of any kind
- Resident card (see exception in part 2.)
- 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



## French regulation - skills passport

ETS Global is required by French law to collect personal information from all holders of an active French social security number.

Information such as the name of birth, postal code and city of birth (if born in France), along with each candidate’s CEFR level, will be transmitted to the ‘Caisse des Dépôts et Consignations’ for the establishment of a personal Skills Passport, as required by article L. 6113- 8 of the French labour code (from 2018).

The candidate certifies that the information provided at registration and as part of the testing procedure is accurate. Any inaccuracy will have to be rectified by ETS Global. Therefore, the candidate agrees to submit to any information verification request from ETS Global within seven (7) working days. ETS Global reserves the right to withhold test scores should the candidate fail to comply.

## Consent form - test takers under 18 years old

On test day, test takers under 18 years of age need to bring a Consent Form completed and signed by a parent or guardian. See Consent Form at the back of this manual. Test takers under 18 who do not have a signed Consent Form will not be admitted to the testing room.

## Test procedures and regulations

The following procedures and regulations apply during the entire *TOEIC*® test session,

- Friends or relatives who accompany you to the test centre will not be permitted to wait in the test centre 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 centre 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 centre staff regarding where to deposit items such as cell phones, digital or smartwatches, handbags, and study materials. Storage space is limited, so plan accordingly. You will not have access to your personal items during the test or any unscheduled break.
- Test centres 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 centre makes it necessary to cancel your test session or if it is later determined that your scores could not be reported, your organisation will keep you informed when a futures session is planned.
- No test taker will be admitted after test materials have been distributed.
- No aid of any kind is allowed in the test room. The following personal items in particular are not allowed in the test room: books, dictionaries, scratch papers, notes, rulers, calculators, highlighters, digital or smartwatches, mobile phones, pens, pencil sharpeners, mechanical pencils, scan pens or other scanning devices, stereos or radios, headphones, test preparation materials, translators, listening, recording, photographic devices and any electronic devices.
- You must have the supervisor's permission to leave the testing room. You may not leave the immediate testing area of the testing room or the test centre building during the test or during any unscheduled break. Any lost time cannot be made up.
- There is no scheduled break during the *TOEIC*® test. If you must leave the testing room, you are required to give the supervisor your identification document(s) before you leave the room. You will not be permitted to make up the time you lose.

## Report suspicious behaviour

Although tests are administered under strict supervision and security measures, testing irregularities may sometimes occur. Contact ETS Global as soon as possible to report any observed behaviour 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 unauthorised electronic devices
- Using a fake ID
- Accessing or using notes

All information will remain strictly confidential.

**Contact Information:**

Web: [forms.ets.org/ets/security/](https://forms.ets.org/ets/security/)

Email: [tests-security@etsglobal.org](mailto:tests-security@etsglobal.org)

Tel: +33 1 40 75 9118\*

*\* Phone charge for France applies*

## Dismissal from test session

A test administrator/supervisor is authorised to dismiss you from a test session and/or your scores may be withheld and ultimately cancelled and your test fees forfeited for any actions that violate the policies and procedures set forth herein and/or communicated at the test centre 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 centre 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 centre (exception made for the device needed for the test). 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 cancelled, even if dismissal is not enforced on the day of the test.
- Creating a disturbance (Disruptive behaviour in any form will not be tolerated. The test administrator/supervisor has sole discretion in determining what constitutes disruptive behaviour.)
- 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 centre (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.)
- Bringing a weapon or firearm into the test centre
- Bringing food, beverages, or tobacco into the testing room, unless you have received prior approval due to a disability or health-related need
- Leaving the test centre building during the test session or during breaks
- Leaving the testing room without permission

- Taking excessive or extended unscheduled breaks during the test session (Test centre 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 authorised 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/supervisor, or specified in any test materials

ETS, ETS Global 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 cancelling 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 cancelled, they will not be reported, and your registration and test fees will not be refunded.

# Sample questions

The *TOEIC*® Listening and Reading test measures a wide range of English proficiency. The following sample questions do not indicate the full range of difficulty you will find in an actual *TOEIC*® Listening and Reading test.

## Sample *TOEIC*® Listening and Reading test

### General directions

The following general directions are taken directly from the test. After the general directions are specific directions for each part of the test, along with sample questions. In the *TOEIC*® Listening and Reading test, each part is labelled with the question type (ex: “Photographs”) since the same Listening question types appear in Unit One and Unit Two of the Listening section. Likewise, the same Reading question types appear in Unit One and Unit Two of the Reading section.

This test is designed to measure your English-language ability. The test is divided into two sections: Listening and Reading.

For each question, you should select the best answer from the answer choices given. Then, click on the answer that you have selected. If you decide to change an answer, click on the new answer.

### Listening section

In the Listening section, you will be asked to demonstrate how well you understand spoken English. The entire Listening section will last approximately 25 minutes. There are two units. Unit One has four question types: Photographs, Question-Response, Conversations, and Talks. Unit Two has three question types: Question-Response, Conversations, and Talks. Directions are given for each question type.

## Photographs (Unit One)

**Directions:** For each question in this part, you will hear four statements about a picture on the screen.

When you hear the statements, you must select the one statement that best describes what you see in the picture. Then, click on the answer that you have selected. The statements will not appear on the screen and will be spoken only one time.

Look at the example item below.

### Example

*You will see:*



*You will hear:*

Now listen to the four statements.

- (A) They're moving some furniture.
- (B) They're entering a meeting room.
- (C) They're sitting at a table.
- (D) They're cleaning the carpet.

Statement (C), "They're sitting at a table," is the best description of the picture, so you should select answer (C).

### Sample Questions

#### Question 1

*You will see:*

1.



*You will hear:*

1. Look at the picture marked number 1 in your test book.

- (A) He's shovelling some soil.
- (B) He's moving a wheelbarrow.
- (C) He's cutting some grass.
- (D) He's planting a tree.

## Question 2

You will see:

2.



You will hear:

2. Look at the picture marked number 2 in your test book.

- (A) A woman is putting on a pair of shoes.
- (B) A woman is dusting a television screen.
- (C) A woman is watching television.
- (D) A woman is plugging a power cord into an outlet.

## Question-Response (Unit One and Unit Two)

**Directions:** You will hear a question or statement and three responses spoken in English. They will not appear on the screen and will be spoken only one time. Select the best response to each question or statement and click on the letter (A), (B), or (C).

### Example

You will hear:

Where is the meeting room?

You will also hear:

- (A) To meet the new director.
- (B) It's the first room on the right.
- (C) Yes, at two o'clock.

The best response to the question "Where is the meeting room?" is choice (B), "It's the first room on the right," so (B) is the correct answer. You should click on answer (B).

## Sample Questions

### Question 4

You will hear:

7. Where's the new fax machine?

You will also hear:

- (A) Next to the water fountain.
- (B) I'll send a fax tomorrow.
- (C) By Wednesday.

### Question 5

You will hear:

8. How well does Thomas play the violin?

You will also hear:

- (A) Sure, I really like it.
- (B) Oh, he's a professional.
- (C) I'll turn down the volume.

### Question 6

You will hear:

9. Martin, are you driving to the client meeting?

You will also hear:

- (A) Oh, would you like a ride?
- (B) Nice to meet you, too.
- (C) I thought it went well!

### Question 7

*You will hear:*

10. Mariko announced that she's retiring in April.

*You will also hear:*

- (A) How many did you count?
- (B) I'm not tired at all.
- (C) Right, she's been here twenty-five years.

### Conversations (Unit One and Unit Two)

**Directions:** You will hear some conversations between two or more people. You will be asked to answer three questions about what the speakers say in each conversation. Select the best response to each question and click on the letter (A), (B), (C), or (D). The conversations will not appear on the screen and will be spoken only one time.

#### Sample questions

*You will hear:* Questions 31 through 33 refer to the following conversation:

(Woman) Hello. I'm calling about a coffee machine I purchased from your Web site. It stopped working even though I haven't had it for very long. I expected it to last much longer than this.

(Man) Oh, I'm sorry to hear that. Our warranty covers products for up to a year. Do you know when you bought it?

(Woman) I've had it for a little over a year, so the warranty has probably just expired. This is so disappointing.

(Man) Well, I'll tell you what we can do. Although we can't replace it, since you're a valued customer I can offer you a coupon for forty percent off your next purchase.

*You will then hear:*

31. Why is the woman calling?

*You will read:*

31. Why is the woman calling?

- (A) To cancel an order
- (B) To complain about a product
- (C) To redeem a gift card
- (D) To renew a warranty

*You will hear:*

32. What does the man ask the woman about?

*You will read:*

32. What does the man ask the woman about?

- (A) A model name
- (B) A brand of coffee
- (C) A catalogue number
- (D) A date of purchase

*You will hear:*

33. What does the man offer to do?

*You will read:*

33. What does the man offer to do?

- (A) Provide a discount
- (B) Send a free sample
- (C) Extend a warranty
- (D) Issue a refund

*You will hear:* Questions 37 through 39 refer to the following conversation and list.

*(Woman)* Larry, we have a new graphic designer starting next month and we'll need to set her up with a laptop and extra monitor. Can you place orders for those?

*(Man)* Sure. You know our vendor has raised their prices, right?

*(Woman)* Really?

*(Man)* Yes. I just looked at the catalogue a few minutes ago, and their current models are more expensive.

*(Woman)* Right. Well, our budget per work area is \$1,000 maximum. So let's order the system with the largest screen that falls within that price.

*(Man)* OK. I'll take a look at the prices again and place the order.

Screen Size	System Price
11 inches	\$799
13 inches	\$899
15 inches	\$999
17 inches	\$1,099

*You will then hear:*

37. What does the woman ask the man to do?

*You will read:*

37. What does the woman ask the man to do?

- (A) Order some equipment
- (B) Find a new vendor
- (C) Repair a laptop
- (D) Contact a job candidate

*You will hear:*

38. What problem does the man mention?

*You will read:*

38. What problem does the man mention?

- (A) A designer has left the company.
- (B) A supplier has increased its prices.
- (C) A computer model has been discontinued.
- (D) A departmental budget has been reduced.

*You will hear:*

39. Look at the graphic. What size screen will the man order?

*You will read:*

39. Look at the graphic. What size screen will the man order?

- (A) 11 inches
- (B) 13 inches
- (C) 15 inches
- (D) 17 inches

## Talks (Unit One and Unit Two)

**Directions:** You will hear some talks given by a single speaker. You will be asked to answer three questions about what the speaker says in each talk. Select the best response to each question and click on the letter (A), (B), (C), or (D). The talks will not appear on the screen and will be spoken only one time.

### Sample questions

*You will hear:* Questions 40 through 42 refer to the following telephone message.

*(Man)* Hello Mr. Lee, this is Thomas from BKS Auto Shop calling with some information about your car repair. I know we told you that it would take until next week to get the part we ordered, but we got the part early, and I was able to finish the repair. We're going to be closing for the day in a few minutes, but you're welcome to come get your car anytime tomorrow. If you need a ride to the shop tomorrow, let me know, and I can arrange one for you.

*You will then hear:*

40. What does the speaker say about the repair?

*You will read:*

40. What does the speaker say about the repair?

- (A) It is not required.
- (B) It has been finished early.
- (C) It will be inexpensive.
- (D) It is covered by a warranty.

*You will then hear:*

41. When can the listener pick up his car?

*You will read:*

41. When can the listener pick up his car?

- (A) Today
- (B) Tomorrow
- (C) Next week
- (D) In two weeks

*You will then hear:*

42. What does the speaker offer to do?

*You will read:*

42. What does the speaker offer to do?

- (A) Look for a used part
- (B) Refund the cost of a charge
- (C) Send an invoice
- (D) Arrange a ride

## Unit One ends and Unit Two begins

After the last question in Unit One, you will see the message:

You have completed Unit One. You will now start Unit Two.

Unit Two will begin automatically after this message. For the repeated question types, the directions for each question type will be repeated and be labelled as "Unit Two" so that you will know which unit you are taking.



## Listening sections ends

After the last question in Unit Two, you will see the message:

This is the end of the Listening section. You will now start the Reading section.

You will automatically start the Reading section after this message is displayed.

## Reading section

In the Reading section, you will read a variety of texts and answer several different types of reading comprehension questions. The entire Reading test will last approximately 37 minutes.

The Reading section includes two units that are timed separately. Unit One lasts approximately 23 minutes and contains three question types: Incomplete Sentences, Text Completion, and Reading Comprehension. Unit Two lasts approximately 14 minutes and contains the same three question types.

*If you finish Unit One before the Unit One time limit expires, the test directions will inform you that you can go back to review questions in Unit One. You can review the Unit One questions until the time limit expires. If you choose to advance to Unit Two, you will no longer be able to review any questions in Unit One. Since the questions you will see in Unit Two are determined by your performance in Unit One, you cannot return to Unit One once you have advanced to Unit Two.*

*If time expires while you are still answering questions in Unit One, you will automatically be moved to Unit Two.*

### Unit One directions

You will now begin Unit One of the Reading section. You will have approximately 23 minutes to complete this unit. You are encouraged to answer as many questions as possible within the time allowed.

If you would like to return to a question later, you may click the box labelled "Mark item for review." You may only return to questions in this unit. Once the time expires, or you advance to Unit Two, you can no longer return to the questions in Unit One.

For each question, select the best answer by clicking on the letter (A), (B), (C), or (D).

### Incomplete sentences (Unit One and Unit Two)

**Directions:** A word or phrase is missing in each of the sentences below. Four answer choices are given below each sentence. Select the best answer to complete the sentence. Then click on the letter (A), (B), (C), or (D).

#### Sample questions

- Customer reviews indicate that many modern mobile devices are often unnecessarily \_\_\_\_\_.  
(A) complication  
(B) complicates  
(C) complicate  
(D) complicated
- Jamal Nawzad has received top performance reviews \_\_\_\_\_ he joined the sales department two years ago.  
(A) despite  
(B) except  
(C) since  
(D) during

3. Gyeon Corporation's continuing education policy states that \_\_\_\_\_ learning new skills enhances creativity and focus.
  - (A) regular
  - (B) regularity
  - (C) regulate
  - (D) regularly
  
4. Among \_\_\_\_\_ recognised at the company awards ceremony were senior business analyst Natalie Obi and sales associate Peter Comeau.
  - (A) who
  - (B) whose
  - (C) they
  - (D) those
  
5. All clothing sold in Develyn's Boutique is made from natural materials and contains no \_\_\_\_\_ dyes.
  - (A) immediate
  - (B) synthetic
  - (C) reasonable
  - (D) assumed

### Text completion (Unit One and Unit Two)

**Directions:** Read the texts that follow. A word, phrase, or sentence is missing in parts of each text. Four answer choices are given below the text. Select the best answer to complete the text. Then click on the letter (A), (B), (C), or (D).

#### Sample questions

Questions 6–9 refer to the following e-mail.

To: Project Leads  
 From: James Pak  
 Subject: Training Courses

To all Pak Designs project leaders:

In the coming weeks, we will be organising several training sessions for \_\_\_\_\_ employees. At Pak  
 Designs, we believe that with the proper help and support from our senior project leaders, less  
 experienced staff can quickly \_\_\_\_\_ a deep  
 understanding of the design process. \_\_\_\_\_, they  
 can improve their ability to communicate effectively across divisions. When employees at all experience  
 levels interact, every employee's competency level rises and the business overall benefits. For that reason,  
 we are urging experienced project leaders to attend each one of the interactive seminars that will be held  
 throughout the coming month. \_\_\_\_\_

Thank you for your support.  
 James Pak  
 Pak Designs

6. (A) interest

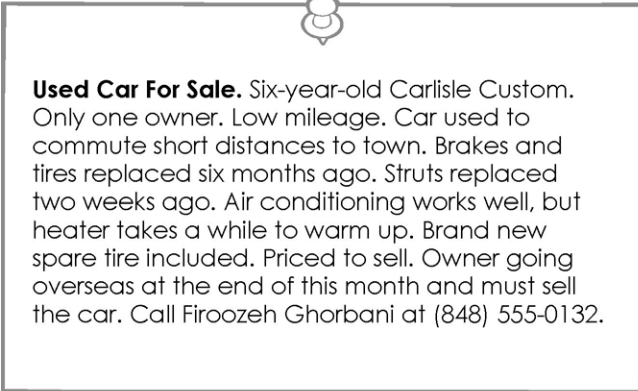
- (B) interests
  - (C) interested
  - (D) interesting
7. (A) develop  
(B) raise  
(C) open  
(D) complete
8. (A) After all  
(B) For  
(C) Even so  
(D) At the same time
9. (A) Let me explain our plans for on-site staff training.  
(B) We hope that you will strongly consider joining us.  
(C) Today's training session will be postponed until Monday.  
(D) This is the first in a series of such lectures.

### Reading comprehension (Unit One and Unit Two)

**Directions:** In this part you will read a selection of texts, such as magazine and newspaper articles, e-mails, and instant messages. Each text or set of texts is followed by several questions. Select the best answer by clicking on the letter (A), (B), (C), or (D).

#### Sample questions

Questions 10–11 refer to the following advertisement.

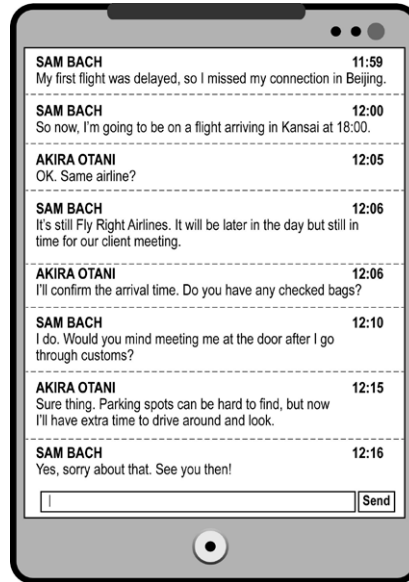


**Used Car For Sale.** Six-year-old Carlisle Custom. Only one owner. Low mileage. Car used to commute short distances to town. Brakes and tires replaced six months ago. Struts replaced two weeks ago. Air conditioning works well, but heater takes a while to warm up. Brand new spare tire included. Priced to sell. Owner going overseas at the end of this month and must sell the car. Call Firoozeh Ghorbani at (848) 555-0132.

10. What is suggested about the car?
- (A) It was recently repaired.
  - (B) It has had more than one owner.
  - (C) It is very fuel efficient.
  - (D) It has been on sale for six months.

11. According to the advertisement, why is Ms. Ghorbani selling her car?
- (A) She cannot repair the car's temperature control.
  - (B) She finds it difficult to maintain.
  - (C) She would like to have a newer model.
  - (D) She is leaving for another country.

Questions 37-38 refer to the following text message chain.



37. What is suggested about Mr. Bach?
- (A) He has been to Kansai more than once.
  - (B) He currently works in Beijing.
  - (C) He is on a business trip.
  - (D) He works for Fly Right Airlines.
38. At 12:15, what does Mr. Otani mean when he writes, "Sure thing"?
- (A) He has confirmed the arrival time of a flight.
  - (B) He is certain he will be able to find a parking place.
  - (C) He agrees to wait at the door near the customs area.
  - (D) He knows Mr. Bach must pass through customs.

Questions 41–45 refer to the following advertisement, online shopping cart, and e-mail.

**Sparky Paints, Inc.** 

Sparky Paints, Inc., makes it easy to select the right colors for your home. Browse through hundreds of colors on our Web site, [www.sparkypaints.com](http://www.sparkypaints.com). Select your top colors, and we'll send free samples right to your door. Our color samples are three times larger than typical samples found in home-improvement stores and come with self-adhesive backing, allowing you to adhere them to your walls so you can easily see how colors will coordinate in your home. When you're ready to begin painting, simply select your chosen colors online, and we'll ship the paint of your choice to arrive at your home within 3-5 business days, or within 2 business days for an additional expedited shipping fee.

\*Actual colors may differ slightly from what appears on your monitor. For this reason, we recommend ordering several samples in similar shades.

<http://www.sparkypaints.com/shoppingcart>

**Sparky Paints, Inc.**  

Order Summary #3397		Customer: Arun Phan	
Item	Size	Quantity	Price
Caspian Blue SP 237	n/a	1	\$0.00
Deep Sea Blue SP 298	n/a	1	\$0.00
Stormy Blue SP 722	n/a	1	\$0.00
Misty Gray SP 944	Gallon	2	\$50.00
Tax (8 percent)			\$4.00
Expedited shipping			\$18.99
<b>Total</b>			<b>\$72.99</b>

[Proceed to Checkout](#)

**From:** ArunPhan<arun.phan@tnet.com>  
**To:** CustomerSupport<support@sparkypaints.com>  
**Date:** March 12  
**Subject:** Order#3397

Hello,

Thanks for sending my order #3397—it arrived this morning. Unfortunately, the paint was not the one I had asked for. I had selected color SP 944 but received SP 945 (Ocean Waves). They appear right next to each other on your Web site, so the two may have been confused at your end. Could you send me the correct paint, along with additional samples that are close in color to SP 722? That sample worked well in my house; the others looked too green on my walls.

Thank you,  
 Arun Phan

41. In the advertisement, the word “top” in paragraph 1, line 2, is closest in meaning to
- (A) maximum
  - (B) favourite
  - (C) important
  - (D) upper
42. What are Sparky Paints customers advised to do?
- (A) Apply an adhesive to colour samples
  - (B) Visit a store to compare paint colours
  - (C) Adjust the colour on their computer monitor
  - (D) Order samples of several similar colours

- 43.** What is most likely true about order #3397 ?
- (A) It arrived within two business days.
  - (B) It included an extra sample.
  - (C) It was shipped in February.
  - (D) It contained four gallons of paint.
- 44.** Which colour does Mr. Phan indicate that he likes?
- (A) Caspian Blue
  - (B) Deep Sea Blue
  - (C) Stormy Blue
  - (D) Misty Gray
- 45.** What problem does Mr. Phan mention in his e-mail?
- (A) He received the wrong item.
  - (B) He was charged the wrong price.
  - (C) The delivery time was too long.
  - (D) The instructions were too confusing.

### Answer Key

Photographs	Question-Response	Conversations	Talks	Incomplete Sentences	Text Completion	Reading Comprehension
1. A	4. A	31. B	40. B	1. D	6. C	10. A
2. D	5. B	32. D	41. B	2. C	7. A	11. D
	6. A	33. A	42. D	3. D	8. D	37. C
	7. C	37. A		4. D	9. B	38. C
		38. B		5. B		41. B
		39. C				42. D
						43. A
						44. C
						45. A

## TOEIC® Background questionnaire

In order to provide enhanced feedback to TOEIC clients and test takers, the TOEIC programme will ask you to complete the *TOEIC® Listening and Reading Background questionnaire* at the testing session before you begin the *TOEIC® Listening and Reading* test.

The *TOEIC® Background questionnaire* asks about your educational, work-related, English-language, and TOEIC test-taking experience. Your responses to the questionnaire enable your organisation to learn more about the backgrounds of people who take the test and some of the factors that affect TOEIC scores and improvement in English. Your responses to the questionnaire are kept confidential and do not in any way affect your TOEIC scores. We encourage you to answer all of the questions. A sample of the questionnaire is included on pages 29 and 30.

## Sample background questionnaire



### Background Questionnaire

Read the choices below each question and select the one best answer. Fill in only one answer for each question.

#### Section I.

##### Your educational and/or work-related background

1. Choose either the level of education in which you are currently enrolled or the highest level that you have completed.
  - A. Elementary school (primary school)
  - B. General secondary school (junior high school)
  - C. Secondary school for university entrance qualification or equivalent (high school)
  - D. Vocational/technical high school
  - E. Vocational/technical school after high school
  - F. Community/junior college (for associate degree)
  - G. Undergraduate college or university (for bachelor's degree)
  - H. Graduate or professional school (for master's or doctoral degree)
  - I. Language institution
2. Choose the major that you are currently enrolled in or the major of your highest degree. (The majors shown in parentheses are examples only.)
  - A. Liberal arts (education, fine arts, languages, literature, music, psychology)
  - B. Social studies/law (international studies, law studies, political science, sociology)
  - C. Accounting/business/economics
  - D. Finance/marketing/trading
  - E. Sciences (agriculture, computer science, mathematics, physics, statistics)
  - F. Health (medicine, nursing, pharmacy, public health)
  - G. Engineering/architecture
  - H. Other/none
3. Which of the following best describes your current status?
  - A. I am employed full-time (including self-employed).
  - B. I am employed part-time and/or study part-time.
  - C. I am not employed. (Skip to Question #6.)
  - D. I am a full-time student. (Skip to Question #6.)
4. If you are currently employed, which industry best describes that of your current employer?
  01. Agriculture/fishing/forestry/mining
  02. Construction/building design
  03. Manufacturing—food
  04. Manufacturing—pharmaceuticals
  05. Manufacturing—chemicals
  06. Manufacturing—fabric/paper
  07. Manufacturing—oil/petroleum/rubber
  08. Manufacturing—steel/other metals
  09. Manufacturing—Machinery/fine machinery
  10. Manufacturing—electronic
  11. Manufacturing—vehicles (includes manufacturing of all modes of transportation)
  12. Manufacturing—cement/glass
  13. Manufacturing—clothing
  14. Manufacturing—other
  15. Service—education (high school equivalent or below)
  16. Service—education (college equivalent or above, assessment, research)
  17. Service—court/legislative/municipal/prefecture
  18. Service—foreign affairs
  19. Service—armed forces
  20. Service—health/hospital/medical research
  21. Service—hotel/recreation/restaurant/travel
  22. Service—other
  23. Public utilities production/management (electricity/water supply)
  24. Broadcasting/mass media
  25. Telecommunication
  26. Retail/wholesale
  27. Trading
  28. Accounting/banking/finance/security
  29. Insurance
  30. Real estate
  31. Transportation
  32. Other
5. If you are currently employed, which of the following best describes the type of job you do? (The jobs shown in parentheses are examples only.)
  - A. Management (executive, manager, director)
  - B. Scientific/technical professionals (engineer, mathematician, programmer, researcher, scientist)
  - C. Teaching/training
  - D. Professional specialist (accountant, broker, financial specialist, lawyer)

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- E. Technician (carpenter, electrician, equipment operator, plumber)
- F. Marketing/sales (foreign exchange broker, marketing analyst, real estate agent, sales representative, travel agent)
- G. Clerical/administrative (office staff member, receptionist, secretary)
- H. Services (customer service representative, human resources representative, hotel staff member, public relations representative)
- I. Other

## Section II.

### Your English-language experience

6. How many years have you spent studying English?
- A. Less than or equal to 4 years
  - B. More than 4 years but less than or equal to 6 years
  - C. More than 6 years but less than or equal to 10 years
  - D. More than 10 years
7. Which of the following language skills are/were most emphasised?
- A. Listening
  - B. Reading
  - C. Speaking
  - D. Writing
  - E. Listening and speaking
  - F. Reading and writing
  - G. Listening, reading, speaking, and writing
8. How much time must you use English in your daily life?
- A. None at all
  - B. 1 to 10%
  - C. 11 to 20%
  - D. 21 to 50%
  - E. 51 to 100%
9. Which of the following English-language skills do you use most often?
- A. Listening
  - B. Reading
  - C. Speaking
  - D. Writing
  - E. Listening and speaking
  - F. Reading and writing
  - G. Listening, reading, speaking, and writing
10. How often has difficulty with English affected your ability to communicate?
- A. Almost never
  - B. Seldom
  - C. Sometimes
  - D. Frequently
  - E. Almost always
11. Have you ever lived in a country in which English is the main spoken language?
- A. No (Skip to Question #13.)
  - B. Yes, for less than 6 months
  - C. Yes, for 6 to 12 months
  - D. Yes, for more than 1 but less than or equal to 2 years
  - E. Yes, for more than 2 years
12. What was your main purpose for living in a country in which English is the main spoken language?
- A. To study (in other than an English-language programme)
  - B. To participate in an English-language programme
  - C. To travel (not work related)
  - D. To work
  - E. Other

## Section III.

### Your experience in taking the TOEIC test

13. Before today, how many times have you taken the TOEIC test?
- A. Never
  - B. Once
  - C. Twice
  - D. Three times or more
14. What is your main purpose for taking today's TOEIC test?
- A. For a job application
  - B. For promotion
  - C. To assess the effectiveness of an English-language programme
  - D. To assess future learning needs
  - E. To graduate from a course of study

# Scores and score reporting for the TOEIC® Listening and Reading test

## Score report

The score report will provide you with your score on each section of the test. A description of the English- language ability typical of test takers around your level can be found on our website, [www.etsglobal.org/global/en/content/understanding-toeic-tests-scores](http://www.etsglobal.org/global/en/content/understanding-toeic-tests-scores).

As you take the test through your employer or sponsoring organisation, your scores are provided to that organisation. It is the responsibility of your employer or organisation to provide you with a score report.

In some countries, a digital score report will be delivered. A paper score report can be delivered on demand.

### Institutional Programme (paper and digital version available)

Only for France and Dom-Tom

Outside France

### Score Report features:

- Your name;
- Your Listening score, Reading score, and total Listening score and Reading test score (10–990);
- Your birth date;
- Your identification number;
- Your test date;
- The date the scores are valid until;
- Score descriptors;
- Abilities measured;
- *Digital score report only:* QR code to access your digital score report.

## Certificate of achievement

The *TOEIC*® Certificate of Achievement is an acknowledgement of your English proficiency.

### Institutional Programme (paper version)



## Test fairness and score use

The ETS *TOEIC*® Programme and its authorised local ETS Preferred Network offices 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.

## How is the test scored?

Scores are determined by the number of correct answers, which is converted to a scaled score. The score report provides Listening, Reading, and total scaled scores. The total scaled score is derived by adding the 2 scaled scores together.

## Interpreting scores

The *TOEIC* test scores you will receive are determined by the number of questions you answer correctly. There is no penalty for wrong answers. The number of correct responses on each section, Listening and Reading, is converted to a number on a scale of 5 to 495. The statistical procedure used to convert scores to a common scale for each section seeks to ensure that *TOEIC*® Listening and Reading scores obtained on different administration dates mean the same thing in terms of the level of English proficiency indicated.

If you were to take several versions of the test within a short period of time, you would obtain a number of scores that centre around an average value known as your “true” score. Two-thirds of the time, your Listening score would be within 25 points of your true score on the Listening section, and your Reading score would be within 25 points of your true score on the Reading section.

## Why are raw scores (i.e., number-correct scores) not reported to test takers?

The TOEIC item development process includes a rigorous series of reviews that ensure all items meet ETS's quality and fairness standards. Individual test forms are then carefully assembled so that each test form is similar in overall difficulty to other test forms. Nevertheless, some minor variations in test-form difficulty are expected across forms. As a result, a test taker may achieve a higher or lower raw score depending on the individual form (assuming his or her ability remains the same). In short, raw scores from different test forms are not comparable, due to inevitable differences in overall form difficulty.

For this reason, the TOEIC programme has established the policy that raw scores should not be reported to test takers. To ensure comparable scores, only scaled scores are reported to test takers. Scaled scores are transformed and derived from test takers' raw scores through a proven statistical procedure called "equating." This procedure adjusts for test-form difficulty and establishes the relationship between test takers' raw and scaled scores so that the scaled scores from different test administrations are comparable.

## Why are TOEIC raw-score-to-scaled-score conversion tables not disclosed to the public?

Statistical analysis is conducted after each Public Testing administration (also known as a Secure Programme administration), and a unique raw-score-to-scaled-score conversion table is created for each test form based on statistical equating results. Scaled scores that are comparable across different test forms are then reported back to the test takers. The TOEIC scaled score range is from 5 to 495 on both the listening and reading sections.

As each test form will be reused multiple times in different areas of the world, the TOEIC programme has a policy not to release test forms, for security reasons. Since test forms are not released to the public, the conversion table that is unique to each test form is not released either. A conversion table, used for reporting scaled scores, is of no practical use to the public when the test form to which it applies is not disclosed. In fact, the conversion table may fall subject to misuse if it is applied to the wrong test form and results in incorrect scaled scores being calculated.

## Score holds and cancellations

ETS, ETS Global 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 cancelling your scores — for failure to comply with test administration regulations or where the validity of the scores is questionable. If your scores are cancelled, they will not be reported, and your registration and test fees will not be refunded.

ETS, ETS Global and the ETS Preferred Network offices 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, ETS Global and the ETS Preferred Network offices 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, or the score is invalid for another reason. Reviews of scores by ETS, ETS Global are confidential. When, for any of the aforementioned reasons, ETS, ETS Global or the ETS Preferred Network office cancels a test score that has already been reported, score recipients are notified that the score has been cancelled, but the reason for cancellation is not disclosed except when authorised by the test taker or in certain group cases.

## Release of test results

EPNs are required to publish score reporting timelines so that test takers can determine, prior to registering for a public TOEIC test, when they may expect to receive their score report. Score reports may be delayed if any type of security review is required.

Test takers must be notified if their scores will be delayed or withheld - the organisation in charge of the session is contractually aware of the scoring timelines and should inform its test takers about them. Depending on local policies, test takers may expect to receive their score report anywhere from 7 to 21 days after the test administration.

## Reliability

Reliability is defined as the proportion of observed score variance that is due to true score variance. It is an indicator of the extent to which test scores will be consistent across different conditions of administration and/or administration of alternate forms of a test. The type of reliability used in the *TOEIC*® Listening and Reading test is reported as an internal consistency measure using the KR-20 reliability index. The KR-20 reliability index assesses the extent to which all items measure the same construct. The more homogeneous the test items, the more consistently the test takers will perform. The reliability of the TOEIC Listening and Reading section scores across all forms from our norming samples has been approximately 0.90 and up.

## Scaled scores

The score report provides Listening, Reading, and Total scaled scores. The Total scaled score is derived from adding the two section scaled scores together.

### Score proficiency descriptions

The score report provides a description of the English-language abilities typical of test takers scoring at around a particular scaled score level. Because of limited space in the score report, only statements of strength are provided in the report. There are three possible descriptions for the Listening section and four possible descriptions for the Reading section. A complete table of these descriptions is available on the ETS website, [www.ets.org/toeic](http://www.ets.org/toeic). The proficiency descriptors were developed based on a Scaled Anchoring Study conducted at ETS in the summer of 2005. A copy of the Scaled Anchoring Study can be provided to you by your local ETS Preferred Network office.

### Ability measured

The test taker's score report also includes the percentage of questions the test taker answered correctly for specific abilities measured. The percentage can be compared with the percentage score of test takers who have taken the same TOEIC test form. The abilities measured are calculated by the "percentage of items answered correctly." For example, if in one form there are 20 items to measure one type of ability, and a candidate answered 11 out of 20 items correctly, the percent correct score is 55%. The TOEIC score is scaled based on a conversion table. This is to make sure your scores are comparable to the test takers who have taken a different form. Therefore, your TOEIC scores measure your English Proficiency level, and abilities measured only tell the percent of answers correct in that category.

### Percentile rank

The score report provides percentile ranks for section scaled scores. A percentile rank score refers to the percentage of the TOEIC Secure Programme population in the most recent three years who score below a particular scaled score. The percentile rank table is calculated based on a pool of 3-year test takers and is updated and made available on the ETS website, [www.ets.org/toeic](http://www.ets.org/toeic), every May. For example, the percentile

rank table of May 2006 is calculated based on test takers from January 2003 to December 2005. The percentile rank table of May 2007 is calculated based on test takers from January 2004 to December 2006.

## Standard Error of Measurement (SEM)

Errors of measurement occur when a test taker performs differently on one occasion or test form than on another for reasons that may or may not be related to the purpose of the test. A person may try harder, be more (or less) tired or anxious compared to some other occasion, have greater familiarity with the content of questions on one test form than on another test form, or simply guess more questions correctly on one occasion than on another.

These reasons for inconsistency are generally referred to as errors of measurement. The Standard Error of Measurement (SEM) is an estimate of average difference between true scores and obtained test scores, and is about 25 scaled score points for each of the TOEIC Listening and Reading sections. A test taker's true score could be estimated by  $\pm 25$  scaled score points around the test score obtained from one administration. For example, if you obtain a scaled score of 300 on the TOEIC Listening section, 68% of the time your true score will fluctuate between approximately 275 and 325.

## Score review requests

If you feel that your scores are not an accurate reflection of your ability in English, you should contact your ETS Preferred Network office within three months of the test date. The ETS Preferred Network office will rescore your answers and will give you a second score report. If a discrepancy is found between the first score report and the second one, the ETS Preferred Network office will pay for the rescoring of your answers. However, if a discrepancy is not found, you may be charged a small fee for rescoring costs.

## Testing irregularities

"Testing irregularities" refers to irregularities in connection with the administration of a test, such as equipment failure, improper access to test content by individuals or groups of test takers, and other disruptions of test administration (natural disasters and other emergencies). When testing irregularities occur, ETS, ETS Global and its local ETS Preferred Network offices give affected test takers the opportunity to take the test again as soon as possible without charge.

## Repeat test takers

If you take another version of the TOEIC test, you will probably obtain slightly different scores from those you received the first time. A question like this usually arises, "How big of a difference do I need to get between two Listening scores or between two Reading scores before I can say that there is a real difference in my level of proficiency?" This question involves two independent tests given at two different times. The error of measurement associated with the score obtained from one administration is called the Standard Error of Measurement (SEM). The errors of measurement associated with two administrations are called the Standard Error of Difference ( $SE_{diff}$ ). The  $SE_{diff}$  for each of the TOEIC Listening and Reading sections is about 35 scaled score points.

If a person began training with a Listening score of 300 and, following training, received a score of 340 on a different test form, has that test taker really improved in Listening or was this increase just a statistical fluke? To determine whether this was a true increase in the TOEIC score, the test taker would construct a band of  $\pm 1 SE_{diff}$ , or  $\pm 35$  points, around the obtained scores. In this case, the test taker has truly improved because the post-training score fell outside of the  $SE_{diff}$  (i.e., 265–335). Using this band, we can say with 68% confidence that the test taker has truly increased his or her proficiency level between the two tests.

## TOEIC® test validity

Evidence that the *TOEIC*® test measures English-language proficiency comes first of all from the careful way in which language-testing experts design and assemble the test so as to include a variety of important English-language tasks. An additional kind of evidence that has proven useful in establishing the meaning, or validity, of *TOEIC* test scores has come from test takers themselves in the form of self-assessments of their own language skills. Self-assessments have been shown to be valid in a variety of contexts, especially in the assessment of language skills. *TOEIC* test scores have shown moderately strong correlations (.40s and .50s) with self-reports of their own ability to accomplish certain English-language tasks, based on aggregated values across a range of Listening and Reading tasks, illustrative examples of which are listed below:

Reading	Listening
Reading office memoranda	Understanding directions on how to get to a nearby location
Reading English to translate text into one's own language	Taking a telephone message for a co-worker
Reading and understanding instructions	Understanding an extended debate on a complex topic

## 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 and ETS Global does not require testing centres to retain test administration data beyond two years.

# Policy and guidelines for the use of *TOEIC*<sup>®</sup> test scores

## Introduction

These guidelines are designed to provide information about the appropriate use of *TOEIC*<sup>®</sup> 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 uses of scores. Adherence to the guidelines is important.

The *TOEIC* 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 organisations where English communication skills are critical job requirements.

As more and more students go to colleges to acquire job skills in the global marketplace, schools are also increasingly using *TOEIC* test scores to evaluate student proficiency in English.

The *TOEIC* Programme and its local ETS Preferred Network offices have a particular obligation to inform users of the appropriate uses of *TOEIC* test scores and to identify and try to rectify instances of misuse.

To this end, the following policies and guidelines are available to all *TOEIC* test takers, institutions, and organisations that are recipients of *TOEIC* test scores.

## Policies

In recognition of their obligation to ensure the appropriate use of *TOEIC* test scores, the *TOEIC* Programme and its local ETS Preferred Network offices developed policies designed to make score reports available only to approved recipients, to protect the confidentiality of test takers' scores, and to follow up on cases of possible misuse of scores. The policies are discussed below.

**Confidentiality.** *TOEIC* test scores, whether for an individual or aggregated for an institution, are confidential and can be released only by authorisation of the individual or institution or by compulsion of legal process.

We recognise 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 Network offices and our responsibility to protect test takers from unauthorised disclosure of the information. For more information please visit <https://www.ets.org/legal/privacy>.

**Encouragement of appropriate use and investigation of reported misuse.** All organisational users of *TOEIC* test scores have an obligation to use the scores in accordance with the guidelines that follow (i.e., using multiple criteria, accepting only official *TOEIC* test scores, etc.). Organisations have a responsibility to ensure that all individuals using *TOEIC* test scores are aware of these guidelines and to monitor the use of the scores, correcting instances of misuse when they are identified. The *TOEIC* Programme and local ETS Preferred Network offices are available to assist institutions in resolving score-misuse issues.



## Other score-related information

### Score verification

If the score user believes that a score does not accurately reflect the test taker's ability in English, the score user may contact the local EPN office to verify score results. Public Programme scores can be verified up to two years after the date of the test administration. As Institutional Programme scores are intended for the use of the Institution who delivered the test, Institutional Programme scores will not be verified.

## Guidelines

### 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*® test scores can be a powerful tool in making internal hiring, evaluation, promotion, or school-related decisions.

### Accept only official *TOEIC* score reports

The only official reports of *TOEIC* test scores are those issued by ETS, ETS Global or by the local ETS Preferred Network office. If an organisation administers a *TOEIC* test internally, with ETS and ETS Global 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 local ETS Preferred Network office, who will then verify the accuracy of the scores and whether an official report was issued.

### Maintain confidentiality of *TOEIC* test scores

All individuals who have access to *TOEIC* test scores should be aware of the confidential nature of the scores and agree to maintain their confidentiality. Policies should be developed and implemented

## Normally appropriate use and misuses of *TOEIC*® Listening and Reading test scores

The suitability of a *TOEIC* test for a particular use should be explicitly examined before using test scores for that purpose. The list of appropriate uses of *TOEIC* test scores that follows is based on the policies and guidelines outlined on pages 37–38. The list is meant to be illustrative, not exhaustive, in nature. There may be other appropriate uses of *TOEIC* test scores, but any uses other than those listed below should be discussed in advance with *TOEIC* Programme staff and its local ETS Preferred Network offices to determine their appropriateness.

If a use other than those appropriate uses listed below is contemplated, it will be important for the user to validate the use of scores for that purpose. The *TOEIC* Programme staff and its local ETS Preferred Network offices will provide advice on the design of such validity studies.

## Appropriate uses

Provided all applicable guidelines are followed, *TOEIC*® test scores are suitable for the uses described below.

- Hiring of applicants for an open position within a corporation or organisation where workplace/ everyday-life English is a required job skill
- Placement of applicants or candidates within a corporation or organisation where workplace/ everyday-life English is a required job skill
- Promotion of candidates within a corporation or organisation where workplace/ everyday-life English is a required job skill
- Measurement of workplace/ everyday-life English proficiency levels of students in schools
- Measurement of individuals' progress in workplace/ everyday-life English proficiency levels over time

## Misuse

Uses of the test other than those listed in the "Appropriate Uses" section should be avoided unless authorised by ETS, ETS Global or the ETS Preferred Network office.

## Comments

If you have questions or comments regarding the TOEIC test, please contact your organisation or email the TOEIC Programme at **contact-emea@etsglobal.org**

### **For more information about the TOEIC Programme, contact:**

ETS Global 43 rue Taitbout 75009 Paris, France

Tel: +33 (0) 1 40 75 95 20

Email: **contact-emea@etsglobal.org** Web: **www.etsglobal.org**

# Appendix: Consent form - test takers under 18 years old



## Consent Form - For examinees under 18 years old

This test is being conducted by ETS Global or its representative, and ETS, located in Princeton, NJ (“ETS”).

You agree that all information provided, including demographic and background information, answers to test questions, and scores, may be used for research, development, and marketing purposes relating to the test. Information such as first and last names, student number, date of birth, country code, course level, number of years studying English, grade level, school name, demographic and background questions, and responses to questions (“Personal Information”) will be collected during the test. Names and other identifying information (first and last name, student number, date of birth) will be kept confidential and will not appear in any presentations or other publicly available materials, except that some Personal Information will appear on score reports.

ETS processes Personal Information for the following purposes and on the following legal bases:

- For the purposes related to the performance of contracts affiliated to the test, including for the completion of the obligations under these contracts, i.e. for the purposes necessary for the performance of these contracts (legal basis – Article 6(1)(b) of the GDPR);
- In order to ensure compliance with legislative obligations provided for in the legal regulations, e.g. tax regulations (legal basis – Article 6(1)(c) of the GDPR).
- For administration purposes, financial planning, efficiency assessment, security, verification of compliance with internal procedures and laws, and to monitor the performance of the duties specified in the contract, as well as for direct marketing of services of ETS and companies from its group, i.e. for the purposes of legitimate interest of the Company (legal basis – Article 6(1)(f) of the GDPR).

In case ETS processes Personal Information on the basis of voluntary consent and for the purposes indicated in such consent, the consent may be withdrawn at any time. However, the withdrawal of the consent will not affect the lawfulness of data processing done on the basis of the consent before its withdrawal. If the processing is done on the basis of consent, information will be provided about the consequences of the lack of or withdrawal of the consent.

In case of processing of Personal Information on the basis of Article 6(1)(f) of GDPR, ETS is pursuing the following legitimate interests: administration, financial planning, efficiency assessment, security, verification of compliance with internal procedures and laws, monitoring of the performance of the duties specified in the contract, as well as direct marketing of goods and services of ETS and companies from its group.

You may request to review personal identifying information or the deletion of your personal identifying information by contacting by contacting the ETS Global or the data privacy function at the following address: ETS Global B.V. Academic & Business Assessments, Strawinskylaan 929, 1077 XX Amsterdam - The Netherlands, or by email: [privacy@etsglobal.org](mailto:privacy@etsglobal.org).

**Test taker Name** (please print) \_\_\_\_\_

*I have read the above statement and understand and agree to these terms. I hereby expressly consent to permit ETS Global or its representative and ETS to transfer Personal Information, including personal identifying information, belonging to the above-named test taker into and out of the United States and other countries worldwide and to use such Personal Information for the purposes stated herein.*

**Name of parent/guardian** (please print) \_\_\_\_\_

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Test centre Name and Location** \_\_\_\_\_

For more than 40 years as an industry leader, the *TOEIC*<sup>®</sup> programme has set the global standard for assessing English-language communication skills needed in the workplace and everyday life. The TOEIC assessments are the most widely used around the world with 14,000+ organisations across more than 160 countries trusting TOEIC Test Scores to inform the decisions that matter.

At non-profit 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.

To learn more about the *TOEIC*<sup>®</sup> Programme:

visit: [www.etsglobal.org](http://www.etsglobal.org)

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



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