

| Score Range | CEFR Level | Test takers in this score range: |
|-------------|------------|--|
| 22 – 25 | C1 | <p>can generally understand extended, complex, or abstract speech on a wide variety of familiar and unfamiliar topics, even when that speech is not clearly structured</p> <p>can often understand extended discussions even when relationships between speakers are not explicit, making inferences and understanding shifts in register and implied meaning</p> <p>can identify the attitudes of speakers in a wide variety of contexts</p> <p>can usually understand spontaneous speech even when it contains idiomatic and colloquial expressions</p> |
| 18 – 21 | B2 | <p>can understand explicit factual information about familiar topics in extended speech, identifying both main ideas and specific details</p> <p>can sometimes understand complex lines of argument, including point of view, on familiar topics when explicitly stated</p> <p>can sometimes draw inferences and make predictions from extended speech on familiar topics</p> <p>can sometimes understand main points on unfamiliar or abstract topics</p> |
| 13 – 17 | B1 | <p>can usually understand clear speech with relatively slow delivery on familiar topics in everyday and/or work-related contexts</p> <p>can understand main ideas in extended speech, with the help of repetition, paraphrasing, or pictures/graphics</p> <p>can understand some important details, such as instructions, technical information, or agreement/disagreement, when explicitly stated</p> <p>can sometimes figure out the meaning of unknown words or make basic inferences, based on visual or contextual clues within familiar contexts</p> |
| 8 – 12 | A2 | <p>can easily understand common words and phrases, and can usually understand slow, clear speech, on everyday topics</p> <p>can understand the main topic of a conversation or talk, with the help of some repetition or clarification</p> <p>can identify some important information from short, straightforward recordings, presentations, or conversations, especially with the help of pictures or graphics</p> <p>can sometimes understand simple, multi-step directions</p> |
| 0 – 7 | A1 | <p>recognize some basic words and phrases when they are spoken very slowly and clearly</p> <p>understand some words in a simple conversation with long pauses</p> <p>understand simple information that is repeated in recordings and announcements</p> <p>infer the meaning of some simple words based on pictures or graphics</p> |

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For more information about this study please contact us at TOEIC@ets.org.

| Score Range | CEFR Level | Test takers in this score range: |
|-------------|------------|--|
| 22 – 25 | C1 | <p>can fully understand most extended, abstract, and complex texts of various genres, including those outside their area of specialty or interest, and can analyze and synthesize from multiple texts to some extent</p> <p>can often infer attitudes, emotions, intentions, and opinions implied in a text, and understand shifts in register</p> <p>can understand a broad range of grammatical structures to derive meaning from most complex texts</p> <p>can usually understand idiomatic expressions, colloquial language, and technical vocabulary across a range of contexts</p> |
| 18 – 21 | B2 | <p>can scan well-organized, coherent, extended texts or multiple sources to identify the relevance of information, given enough time</p> <p>can usually understand an author's general point of view</p> <p>can use a wide variety of connecting words and organizational structures (such as cause and effect or compare/contrast) to understand a text</p> <p>can understand a broad range of vocabulary, including some colloquial language, but may have difficulty with some idioms</p> |
| 13 – 17 | B1 | <p>can understand familiar everyday and/or workplace-related texts of more than one paragraph, if they contain straightforward sentences</p> <p>can understand text about unfamiliar contexts, if the information is direct and explicit, with help from pictures or graphics</p> <p>can identify relevant, explicitly stated details within a text and can generally make basic inferences from stated information</p> <p>can infer the meaning of words using context and word parts, and can increasingly understand words used to connect ideas</p> |
| 8 – 12 | A2 | <p>can understand short texts on everyday topics using familiar or common words, without always needing help from pictures or graphics</p> <p>can identify information in predictable texts such as calendars, signs, schedules, and instructions</p> <p>can understand simple personal communications such as emails and text messages</p> <p>can recognize basic grammar structures; can use grammar knowledge to aid comprehension</p> |
| 0 – 7 | A1 | <p>understand simple words or phrases, especially with the help of pictures or graphics</p> <p>recognize familiar names and simple words related to topics of personal interest or experience</p> <p>recognize words in simple, predictable texts such as signs, menus, and catalogs</p> <p>only understand text that is in a familiar format</p> |

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| 22 – 25 | C1 | <p>can somewhat successfully produce clear, detailed, organized, well-supported descriptions and arguments on complex topics, regardless of context</p> <p>can usually use effective, precise language fluently at length and can self-correct and adjust register when necessary</p> <p>have a substantial lexical repertoire, including idiomatic language and appropriate collocations, although some errors may persist</p> <p>can use complex grammatical structures, although a few minor errors may persist; can use most features of appropriate intonation, generally place stress correctly, and articulate individual sounds clearly</p> |
| 18 – 21 | B2 | <p>can give clear and detailed descriptions and presentations on a wide range of subjects related to a field of interest; can sustain points of view by providing some relevant explanations and arguments</p> <p>can speak with some degree of fluency and spontaneity, although speech may contain occasional pauses when searching for expressions</p> <p>can use some idiomatic language, appropriate collocations, and some complex forms in some contexts; has sufficient vocabulary to speak about familiar contexts</p> <p>may make grammatical and lexical errors that usually do not impede message; however, a few words may be ambiguous because of pronunciation; can use some features of appropriate intonation, generally place stress correctly, and articulate individual sounds clearly</p> |
| 13 – 17 | B1 | <p>can provide brief descriptions, arguments, and support for opinions in familiar contexts</p> <p>can speak with some degree of fluency with frequent pauses</p> <p>can use a wide range of simple language with some attempts at using more complex forms</p> <p>can use some limited features of appropriate intonation, sometimes place stress correctly, and articulate most familiar words clearly</p> |
| 8 – 12 | A2 | <p>can provide a description, state an immediate need, or present an opinion in a simple way in familiar contexts</p> <p>can speak with limited fluency on familiar topics with frequent pauses</p> <p>can say simple, short, rehearsed phrases; attempt to use more complex forms but is generally unsuccessful</p> <p>attempt to use correct intonation and stress, but may not sound natural; errors in pronunciation, vocabulary, and grammar will make some of the meaning unclear</p> |
| 0 – 7 | A1 | <p>say short, simple phrases and sentences about very familiar topics and personal needs</p> <p>speak very slowly and repeats words and phrases</p> <p>uses very basic common vocabulary</p> <p>can pronounce very simple, common words, but has strong interference from other language(s)</p> |

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| 22 – 25 | C1 | <p>can usually produce complex, well-structured, and well-developed texts on a variety of both abstract and concrete topics; can usually compose texts efficiently with a variety of cohesive devices and organizational patterns</p> <p>can elaborate their view to some degree, including describing advantages and disadvantages, causes and effects, and/or similarities and differences; can produce texts by synthesizing information and views from multiple sources to draw conclusions with some degree of success</p> <p>can usually communicate clearly and effectively, using language flexibly in an appropriate tone and style and adjusting to shifts in register; can usually use a range of common colloquial and idiomatic expressions</p> <p>can mostly use accurate, appropriate grammar and correct word order to write texts following standard writing conventions, and minor errors do not impede general comprehension</p> |
| 18 – 21 | B2 | <p>can usually produce clear texts with some details on a variety of familiar subjects; can usually compose texts that are generally organized with some use of cohesive devices</p> <p>can explain their view with limited support, including describing advantages and disadvantages, causes and effects, and/or similarities and differences; can usually synthesize information and views from multiple sources with varying degree of success</p> <p>can usually write texts that are clear and effective, using a good range of vocabulary on familiar subjects and basic appropriate register and conventions; can use common colloquial and idiomatic expressions to some extent</p> <p>can usually write compound and complex sentences using appropriate grammar and correct word order</p> |
| 13 – 17 | B1 | <p>can sometimes produce straightforward, generally understandable texts on a variety of familiar subjects with some degree of success</p> <p>can briefly give opinions and reasons with very limited support, using basic connecting words</p> <p>can use a small range of vocabulary on familiar subjects and minimally use appropriate register and conventions, although writing may show interference from other language(s)</p> <p>can write simple sentences that are often correct, although errors may impede comprehension at times; can sometimes use appropriate grammar and correct word order to combine sentences</p> |
| 8 – 12 | A2 | <p>can generally produce a series of straightforward sentences on familiar and everyday subjects that readers can somewhat understand</p> <p>can briefly give straightforward opinions about topics of personal interest</p> <p>can use basic vocabulary to write about familiar and everyday subjects, although writing will show interference from other language(s)</p> <p>can sometimes write simple sentences using appropriate grammar, correct word order, and basic connecting words</p> |
| 0 – 7 | A1 | <p>write short, simple phrases and sentences about very familiar topics with clear guidance or examples</p> <p>fill in simple forms with basic information</p> <p>attempt to use a limited range of basic vocabulary</p> <p>use simple phrases or expressions repeatedly</p> |

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