



TOEIC

Listening. Learning. Leading.

Examinee Handbook

SPEAKING & WRITING



*The TOEIC® Test —
Know English. Know Success.*

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For more information, visit us on the web at www.ets.org/toeic or contact your local ETS Preferred Vendor.

A list of local ETS Preferred Vendors can be found on the web at www.ets.org/toeic.

If there is no ETS Preferred Vendor in your country, please contact us at:

Mail:
TOEIC Speaking and Writing
Educational Testing Service
Rosedale Road
Princeton, NJ 08541
E-mail: TOEIC@ets.org

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About the TOEIC® Speaking and Writing Tests

The Test of English for International Communication™ (TOEIC®) program offers English-language proficiency tests for people whose native language is not English. The TOEIC test is designed to be an accurate and fair measure of the English proficiency of the general public and people who work in occupations where English-language skills are required or desirable. Two test sections make up the TOEIC test: Listening and Reading. In addition, the TOEIC Speaking and Writing tests measure proficiency in English language speaking and writing skills.

TOEIC® Speaking Test Format

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

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

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

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

QUESTION	TASK	EVALUATION CRITERIA
1–2	Read a text aloud	<ul style="list-style-type: none">■ pronunciation■ intonation and stress
3	Describe a picture	all of the above, plus <ul style="list-style-type: none">■ grammar■ vocabulary■ cohesion
4–6	Respond to questions	all of the above, plus <ul style="list-style-type: none">■ relevance of content■ completeness of content
7–9	Respond to questions using information provided	all of the above
10	Propose a solution	all of the above
11	Express an opinion	all of the above

TOEIC® Writing Test Format

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

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

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

About the TOEIC®

Speaking and Writing Tests *(continued)*

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

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

QUESTION	TASK	EVALUATION CRITERIA
1–5	Write a sentence based on a picture	<ul style="list-style-type: none">■ grammar■ relevance of the sentences to the pictures
6–7	Respond to a written request	<ul style="list-style-type: none">■ quality and variety of your sentences■ vocabulary■ organization
8	Write an opinion essay	<ul style="list-style-type: none">■ whether your opinion is supported with reasons and/or examples■ grammar■ vocabulary■ organization

Frequently Asked Questions About the TOEIC Speaking and Writing Tests

Who takes the TOEIC Speaking and Writing tests?

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

Why take the TOEIC Speaking and Writing tests?

The TOEIC test is the choice of nearly 5 million examinees a year and is recognized by thousands of corporations and organizations. As a fair and objective measure of English proficiency, the TOEIC Speaking and Writing tests will enable you to:

- Verify your current level of English proficiency
- Qualify for a new position and/or promotion in a company
- Enhance your professional credentials
- Monitor your progress in English
- Set your own learning goals
- Involve your employer in advancing your English ability

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

What context do questions in the tests present?

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

What score do I need to “pass” the tests?

The TOEIC Speaking and Writing tests are not the kind of tests that one passes or fails. Not every job or task requires the same level of English proficiency. The TOEIC Speaking and Writing tests measure many levels of ability. It enables people to demonstrate what they currently can accomplish in English. The single, continuous scale also makes it possible for learners to set attainable goals and to measure their progress as their English improves.

How will the tests be administered?

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

How often can I take the tests?

A test taker is permitted to take the TOEIC Speaking and Writing tests once per calendar month. Please contact your local ETS Preferred Vendor for more information.

How much do the tests cost to take?

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

How long does it take to receive scores after an administration?

It takes approximately 3–4 weeks to receive your TOEIC Speaking and Writing test scores. Contact your local ETS Preferred Vendor for the specific dates.

Do Speaking and Writing tests measure the proficiency of Listening and Reading skills indirectly?

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

Which tests should I take first? The Listening and Reading tests or the Speaking and Writing tests?

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

Why are the test scores valid for two years?

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

If I have a disability, can I still take the tests?

If you require special testing arrangements because of a disability, please contact your local ETS Preferred Vendor to discuss your needs at least eight weeks in advance of the test date. Your ETS Preferred Vendor will make every effort to accommodate you. There is no additional cost for special accommodations.

Preparing to Take the TOEIC Speaking and Writing Tests



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

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

- Before taking the TOEIC Speaking and Writing tests, you can do several things to prepare and to improve your English proficiency. Become familiar with the test format. You can then focus your attention on the questions themselves rather than on the format. Carefully review the test directions and the sample questions in this handbook. A sample of the Background Questionnaire can be found on page 24.
- 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.
- You may take the TOEIC Practice Online: Speaking and Writing, to prepare for the tests. Contact your local ETS Preferred Vendor for information.
- Your local ETS Preferred Vendor also provides a test preparation book so you can prepare for the TOEIC Speaking and Writing tests. Contact your local ETS Preferred Vendor for information.

Identification Requirements

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

Part 1: Information for ALL Test Takers

- You must have an acceptable and valid identification (ID) with photograph to be admitted to a test center. Original documents must be presented; copies are not acceptable. ID requirements are strictly enforced. It is your responsibility to read and understand the instructions and requirements.
- **If you don't have one primary ID with both a photograph and a signature, you may present two primary IDs without signatures.**
- If you arrive at the test center without the required ID, the test center administrator will not admit you to the test and you will forfeit the test fee.
- **When registering, you must use exactly the same name that appears on the primary ID document(s) you will present at the test center.** Make sure to provide your entire first (given) name and entire surname (family name). Do not register under a nickname. If the name shown on your primary ID does not match the name you registered under, you will not be permitted to 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 Vendor.
- **NAME CHANGES OR CORRECTIONS WILL NOT BE MADE THE DAY OF THE ADMINISTRATION. If your name has changed for any reason, including marriage, you still must present primary ID in the name under which you registered or you will not be permitted to test.**
- If the test center administrator questions the ID you present, you will be required to present additional proof of identity. If positive confirmation cannot be made, you may be refused admission to the test center and will forfeit the test fee.
- Test center personnel will check your ID before assigning you a seat at the test center. The administrator will check your photo ID to verify that you are the person in your photo ID.
- Admission to the test center does not imply that your form of ID 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.
- The photograph on your ID document must be recent and recognizable. For example, a 10-year-old photograph taken during childhood is not acceptable.

Acceptable Primary Identification Documents

- Passport with photograph and signature
- Driver's license with photograph and signature
- State identification with photograph and signature
- National ID with photograph and signature
- Military ID with photograph and signature

Preparing to Take the TOEIC Speaking and Writing Tests *(continued)*

Acceptable Secondary Identification Documents

If your primary ID is missing either a photograph or a signature, you must present one of the following secondary IDs in addition to your primary ID. Secondary IDs that can be used to meet the photograph and/or signature requirements are:

- A government-issued ID document that has not expired, including but not limited to, passport, driver's license, state ID, national ID, or military ID. (There are some exceptions: see Unacceptable Identification Documents below.)
- Student ID

Unacceptable Identification Documents

- any expired ID
- Draft classification card
- Credit card of any kind
- Social Security card
- Learner's permit or any temporary identification document
- International driver's license
- International student ID
- Notary-prepared letter or document
- Employee ID card
- Any other IDs

If you are a student of middle or high school, then your student ID with photograph is acceptable.

If you cannot meet the specified ID requirements or if you have questions about ID, you must contact your local ETS Preferred Vendor.

Part 2: If Testing WITHIN Your Country of Citizenship

Only one form of primary ID is needed if your primary ID document contains a photograph and signature. Please see the list of acceptable primary ID documents (see Part 1). However, if the test administrator has any concerns about the primary ID document, you will be required to present a secondary ID from the foregoing list.

If your primary ID does not contain your signature, you must either sign the document or present an additional ID from the list of acceptable secondary identification documents (see Part 1). The secondary ID cannot be expired and must contain a recent, recognizable photograph and your signature.

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

Part 3: If Testing OUTSIDE Your Country of Citizenship

You MUST PRESENT YOUR PASSPORT as your primary identification document (citizens of European and Schengen zone countries, see special requirements below). If you do not meet this requirement, ETS may automatically cancel your test scores.

If your passport is **not written in English language letters**, you must also present an additional ID from the list of acceptable secondary identification documents (see Part 1) that contains a recent, recognizable photo and is in English.

If your passport **does not contain your signature**, you must either sign your passport or present an additional ID from the list of acceptable secondary identification documents (see Part 1).

U.S. military personnel may present their U.S. military ID cards for admission to test centers. If a military ID card does not contain a signature, a secondary ID is required.

European Union/Schengen Zone Countries

If you are taking the test within a European Union or Schengen zone country outside your own, you may use your valid national or European identity card if you have one. The card you present must contain a recent, recognizable **photograph**, your **date of birth**, and your **signature**. If your form of identification is **not in English language letters** and the test administrator cannot read the language in which it is written, you may not be allowed to test. If your official ID does not contain your signature, you must present an additional document from the list of acceptable secondary identification documents (see Part 1) that does contain your signature.

Admission to the Test Center

When you go to the test center, you must have:

- **A photo-bearing ID** (see above: your ID will be checked before you are admitted): **The name given when you register must match the name on the ID document(s) you will present at the test center.**
- **A registration number:** You will get this when you register.

Registration Information

Contact your local ETS Preferred Vendor to find out about registration information.



Test Center Procedures and Regulations

On Test Day

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

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

- You will be required to write (not print) and sign a confidentiality statement at the test center. If you do not complete and sign the statement, you cannot test and the test fee will NOT be refunded.
- Your picture may be taken and will be reproduced at your testing station. Be sure the correct photograph is displayed on your assigned testing station.
- If you need to leave your seat at any time, raise your hand; timing of the test section will not stop.
- If at any time during the test you have a problem with your computer or for any reason need the administrator, raise your hand.
- Testing premises are subject to video recording.

- **Although tests are administered under strict supervision and security measures, testing irregularities may sometimes occur. Contact your local ETS Preferred Vendor as soon as possible to report any observed behavior that may lead to an invalid score—for example, someone copying from another test taker, taking a test for someone else, having access to test questions before the exam, or using notes or unauthorized aids. All information will be held in strictest confidence.**

Dismissal from a Testing Center

A test administrator is authorized to dismiss you from a test session and/or your scores may be canceled by ETS for violations such as, but not limited to, the following:

- Attempting to take the test for someone else or having someone take the test for you.
- Failing to provide acceptable identification.
- Obtaining improper access to the test, or a part of the test, or information about the test.
- Bearing and using a telephone or cell phone during the test session.
- Using any aids in connection with the test, such as mechanical pencils, pens, pagers, beepers, calculators, watch calculators, books, pamphlets, notes, rulers, highlighter pens, stereos or radios with headphones, cell phones, watch alarms, stopwatches, dictionaries, translators, and any handheld electronic or photographic devices.
- Creating a disturbance. Disruptive behavior in any form will not be tolerated; the test administrator has sole discretion in determining what constitutes disruptive behavior.
- Attempting to give or receive assistance or to otherwise communicate, in any form, with another person about the content of the test during the testing session or after the test.
- Removing or attempting to remove any test content relating to the test. Under no circumstances may test content or any part of the test content be removed, reproduced, and/or disclosed by any means—such as hard copy, verbally, or electronically—to any person or entity.
- Tampering with the computer.
- Leaving the test room or test center without permission.
- Bringing a weapon or firearm into the test center.
- Bringing food, drink, or tobacco into the testing room.
- Leaving the test center vicinity during the test session.
- Failing to follow any of the test administration regulations contained in this handbook, or given by the test administrator, or specified in any test materials.

ETS or the local ETS Preferred Vendor reserve the right to take all action—including, but not limited to, barring you from future testing and/or canceling your scores—for failure to comply with test administration regulations or the test administrator's directions. If your scores are canceled, they will not be reported and your fees will not be refunded.

Sample Questions

Sample Speaking Test

Speaking Test Directions

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

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

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

QUESTION	TASK	EVALUATION CRITERIA
1–2	Read a text aloud	<ul style="list-style-type: none">■ pronunciation■ intonation and stress
3	Describe a picture	all of the above, plus <ul style="list-style-type: none">■ grammar■ vocabulary■ cohesion
4–6	Respond to questions	all of the above, plus <ul style="list-style-type: none">■ relevance of content■ completeness of content
7–9	Respond to questions using information provided	all of the above
10	Propose a solution	all of the above
11	Express an opinion	all of the above

Sample Questions *(continued)*

Questions 1–2

Read A Text Aloud

There are two read-a-text-aloud questions on the TOEIC Speaking Test. In each question, the directions and read-a-text-aloud text will appear on your screen. You will hear the directions being read by the narrator. After 45 seconds, you will hear “Begin reading aloud now.” Then you will read the text, and your response will be recorded. Here is an example:

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

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

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

Scoring Guide: *Pronunciation*

Description of a Typical Test Taker’s Response

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

Scoring Guide: *Intonation and Stress*

Description of a Typical Test Taker’s Response

SCORE	DESCRIPTION
3	Speaker’s use of emphases, pauses, and rising and falling pitch is appropriate to the text.
2	Speaker’s use of emphases, pauses, and rising and falling pitch is generally appropriate to the text, though the response includes some lapses and/or moderate other language influence.
1	Speaker’s use of emphases, pauses, and rising and falling pitch is not appropriate and the response includes significant other language influence.
0	No response OR response is completely unconnected to the stimulus.

Sample Questions *(continued)*

Question 3

Describe A Picture

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

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



Your response will be scored using the scoring guide below.

Scoring Guide: *Describe a Picture*

Description of a Typical Test Taker's Response

SCORE	DESCRIPTION
3	The response is relevant to the picture and includes appropriate details. <ul style="list-style-type: none">■ Speaker's delivery is almost always smooth and consistent with almost no listener effort required.■ Speaker's vocabulary is accurate and relevant to the picture.■ Speaker's use of structures allows coherent expression of ideas.
2	The response is relevant to the picture, but may leave out important content or may dwell on minor details. <ul style="list-style-type: none">■ Speaker's delivery is generally smooth, but some listener effort is required.■ Speaker's vocabulary may be limited or inaccurate at times.■ Speaker's use of structures may be limited and may interfere with overall comprehensibility.
1	The response may be connected to the picture, but ideas conveyed are severely limited. <ul style="list-style-type: none">■ Speaker's delivery is marked by long pauses and frequent hesitations and requires significant listener effort.■ Speaker's choice of vocabulary may interfere with meaning and word choice may be highly repetitive.■ Speaker's use of structures significantly interferes with comprehensibility.
0	No response OR response is completely unconnected to the stimulus.

Sample Questions *(continued)*

Questions 4–6

Respond to Questions

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

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

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

Question 4: How often do you watch television?

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

Question 6: Describe your favorite television program.

Your responses to questions 4, 5, and 6 will be scored using the scoring guide below.

Scoring Guide: *Respond to Questions*

Description of a Typical Test Taker's Response

SCORE	DESCRIPTION
3	Response addresses the task appropriately. <ul style="list-style-type: none">■ Speaker's delivery is almost always smooth and consistent with almost no listener effort required.■ Speaker's vocabulary is appropriate to the question and word choice is accurate.■ Speaker's use of structures fulfills the demands of the task.
2	Response connected to the task, though meaning may be obscured at times. <ul style="list-style-type: none">■ Speaker's delivery requires some listener effort, but is generally intelligible.■ Speaker's vocabulary may be limited or somewhat inaccurate, although overall meaning is clear.■ Speaker's use of structures requires some listener effort for interpretation.
1	Response does not address the task appropriately. <ul style="list-style-type: none">■ Speaker's delivery requires significant listener effort.■ Speaker's vocabulary is inaccurate, or relies on repetition of the prompt.■ Speaker's use of structures interferes with comprehensibility.
0	No response OR response is completely unconnected to the stimulus.

Sample Questions *(continued)*

Questions 7–9

Respond to Questions Using Information Provided

Questions 7–9 are three short questions based on a schedule of events. The directions will appear on your screen, and you will hear the directions read by the narrator. Then the schedule will appear on your screen. You will have 30 seconds to study the schedule. Then you will hear the beginning of a telephone call. There are questions about the information in the schedule. After the caller's first question, you will hear a beep. You will have 15 seconds to answer the question as if you were speaking on the telephone. Then the caller will ask a second question. The question will be followed by a beep, and you will have 15 seconds to answer the question. Then the caller will ask a third question. The question will be followed by a beep, and you will have 30 seconds to answer the question. All questions will refer to the schedule, which will remain on the screen throughout all three questions. Here are examples of questions 7, 8, and 9.

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



STARTING AND MANAGING YOUR OWN BUSINESS	
Date:	May 27
Location:	Brasel Office Building
Seminars:	9:00 A.M. Financing Your Business, Room 215—Martha Ross, Certified Public Accountant
	11:00 A.M. How to Promote Your Own Business, Room 312—Howard Brown, Brown Publishers
	OR
	11:00 A.M. Planning for Profit, Room 318—John Phillips, Phillips Associates
	1:00 P.M. Lunch*
	2:00 P.M. Sales Techniques Workshop, Room 246—Helen King, West Side Consultants
	4:00 P.M. General Discussion
Registration Fee:	Individuals, \$95.00
	Members of the Business Information Center, \$75.00
	*Not included in registration fee.

After 30 seconds you will hear:

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

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

Question 8: How much does the conference attendance cost?

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

Questions 7, 8, and 9 will be scored using the scoring guide below.

Scoring Guide: *Respond to Questions Using Information Provided*

Description of a Typical Test Taker's Response

SCORE	DESCRIPTION
3	<p>The response addresses the task appropriately and information from the schedule is accurate.</p> <ul style="list-style-type: none"> Speaker's delivery is almost always smooth and consistent with almost no listener effort required. Speaker's vocabulary is appropriate to the question. Speaker's use of structures addresses the task.
2	<p>The response is generally appropriate, though information from the schedule may be incomplete or inaccurate in part.</p> <ul style="list-style-type: none"> Speaker's delivery may require some listener effort, but is generally intelligible. Speaker's vocabulary may be limited or somewhat inaccurate, although overall meaning is clear. Speaker's use of structures requires some listener effort for interpretation.
1	<p>The response does not address the task appropriately. Information from the schedule is ignored or inaccurate.</p> <ul style="list-style-type: none"> Speaker's delivery requires significant listener effort. Speaker's use of vocabulary is inaccurate, or relies on repetition of the prompt. Speaker's use of structures interferes with comprehensibility.
0	<p>No response OR response is completely unconnected to the stimulus.</p>



Question 10

Propose A Solution

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

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

In your response, be sure to:

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

[Now listen to the voice message.]

You will hear:

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

Your response will be scored using the scoring guide following. >

Sample Questions *(continued)*

Scoring Guide: *Propose A Solution*

Description of a Typical Test Taker's Response

SCORE	DESCRIPTION
5	<p>Response is effective and consists of highly intelligible, sustained, coherent discourse, and is characterized by all of the following:</p> <ul style="list-style-type: none"> ■ Response presents a clear progression of ideas and conveys the relevant information required by the tasks. It includes appropriate detail, though it may have minor omissions. ■ Speech is clear with generally well-paced flow and fluid expression. Response may include minor lapses or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility. ■ Response exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor errors may be noticeable but do not obscure meaning. ■ Use of vocabulary is accurate and precise.
4	<p>Response addresses the prompt appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas.</p> <ul style="list-style-type: none"> ■ Response is sustained and conveys relevant information required by the tasks. However, it exhibits some incompleteness, inaccuracy, or lack of specificity. ■ Speech is generally clear with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing may be noticeable and may require listener effort at times (though overall intelligibility is not significantly affected). ■ Response demonstrates fairly automatic and effective use of grammar. Response may be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message. ■ Use of vocabulary is fairly effective. Some vocabulary may be inaccurate or imprecise.
3	<p>Response attempts to address the prompt, but tasks or parts of tasks are neglected. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning is obscured in places.</p> <ul style="list-style-type: none"> ■ Response conveys some relevant information, but is clearly incomplete or inaccurate. ■ Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places. ■ Response demonstrates limited control of grammar. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (listing, conjunction, juxtaposition). ■ Response demonstrates a limited range of vocabulary.
2	<p>Response is very limited in content and/or coherence or speech is largely unintelligible.</p> <ul style="list-style-type: none"> ■ Limited relevant content is expressed. May be inaccurate, vague, or repetitious. There is minimal or no audience awareness. ■ Attempts at sentence-level speech are evident, but consistent pronunciation, stress, and intonation difficulties may cause considerable listener effort; delivery is fragmented, or telegraphic; there are long pauses and frequent hesitations. ■ Some control of grammar at the sentence level may be evident, but expression of ideas and connections are severely limited. The response may rely heavily on practiced or formulaic expressions. ■ Use of vocabulary is severely limited.
1	<p>Response is a minimal reaction to the prompt or a misunderstanding of the prompt.</p> <ul style="list-style-type: none"> ■ Response may be completely unintelligible. ■ Response may consist of isolated words or phrases, or mixtures of the first language and English. ■ Response may show no awareness of the tasks in the prompt.
0	<p>No response OR response is completely unconnected to the stimulus.</p>



Question 11

Express an Opinion

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

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

Question:

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

Your response will be scored using the scoring guide following. >

Sample Questions *(continued)*

Scoring Guide: *Express an Opinion*

Description of a Typical Test Taker's Response

SCORE	DESCRIPTION
5	<p>Communication is effective, highly intelligible and exhibits sustained, coherent discourse. It is characterized by all of the following:</p> <ul style="list-style-type: none"> ■ Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear. ■ Speech is clear with generally well-paced flow. It may include minor lapses or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility. ■ Response exhibits good control of basic and complex structures (as appropriate). Some minor errors may be noticeable, but do not obscure meaning. ■ Use of vocabulary is accurate and precise.
4	<p>Response addresses the prompt appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression.</p> <ul style="list-style-type: none"> ■ Response clearly indicates the speaker's choice or opinion and supports the choice or opinion with more than one reason or with one reason and elaboration. ■ Minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times, although overall intelligibility is not significantly affected. ■ Response demonstrates fairly automatic and effective use of grammar, but may be somewhat limited in the range of structures used. ■ Use of vocabulary is fairly effective. Some vocabulary may be inaccurate or imprecise.
3	<p>Response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence may occur; meaning may be obscured in places.</p> <ul style="list-style-type: none"> ■ Response expresses a choice, preference or opinion and provides at least one reason supporting the choice, preference or opinion. However, it provides little or no elaboration of the reason, repeats itself with no new information, is vague, or is unclear. ■ Speech is basically intelligible, though listener effort may be needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places. ■ Response demonstrates limited control of grammar; for the most part, only basic sentence structures are used successfully. ■ Use of vocabulary is limited.
2	<p>Response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible.</p> <ul style="list-style-type: none"> ■ Limited relevant content is expressed. The response successfully states a choice, preference, or opinion, but the speaker is unable to successfully give a reason for the choice or opinion. ■ Consistent difficulties with pronunciation, stress, and intonation cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; there may be long pauses and frequent hesitations. ■ Control of grammar severely limits expression of ideas and clarity of connections among ideas. ■ Use of vocabulary is severely limited or highly repetitious.
1	<p>Response does not address the task.</p> <ul style="list-style-type: none"> ■ Response fails to state a choice, preference, or opinion as required by the prompt. ■ Response is unintelligible. It may consist primarily of isolated words and phrases, or it may be entirely borrowed from the prompt.
0	<p>No response OR response is completely unconnected to the stimulus.</p>

Sample Writing Questions



Sample Writing Test

Writing Test Directions

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

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

QUESTION	TASK	EVALUATION CRITERIA
1–5	Write a sentence based on a picture	<ul style="list-style-type: none">■ grammar■ relevance of the sentences to the pictures
6–7	Respond to a written request	<ul style="list-style-type: none">■ quality and variety of your sentences■ vocabulary■ organization
8	Write an opinion essay	<ul style="list-style-type: none">■ whether your opinion is supported with reasons and/or examples■ grammar■ vocabulary■ organization

Sample Questions *(continued)*

Questions 1–5

Write a Sentence Based on a Picture

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

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

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

In this part, you can move to the next question by clicking on **Next**. If you want to return to a previous question, click on **Back**.



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Your responses will be scored using the scoring guide below.

Scoring Guide: *Write a Sentence based on a Picture*

Description of a Typical Test Taker's Response

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



Questions 6–7

Respond to a Written Request

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

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

Your response will be scored on:

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

You will have 10 minutes to read and answer each e-mail.

Directions: Read the e-mail.

From: Dale City Welcome Committee

To: New Dale City Residents

Subject: Welcome to your new home!

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

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

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

Your response will be scored using the scoring guide following. >

Sample Questions *(continued)*

Your responses will be scored using the scoring guide below.

Scoring Guide: *Respond to a Written Request*

Description of a Typical Test Taker's Response

SCORE	DESCRIPTION
4	<p>The response effectively addresses all the tasks in the prompt, using multiple sentences that clearly convey the information, instructions, questions, etc., required by the prompt.</p> <ul style="list-style-type: none"> the response uses organizational logic or appropriate connecting words or both to create coherence among sentences. the tone and register of the response is appropriate for the intended audience. a few isolated errors in grammar or usage may be present, but do not obscure the writer's meaning.
3	<p>The response is mostly successful but falls short in addressing one of the tasks required by the prompt.</p> <ul style="list-style-type: none"> the response may omit, respond unsuccessfully, or respond incompletely to ONE of the required tasks. the response uses organizational logic or appropriate connecting words in at least part of the response. the response shows some awareness of audience. noticeable errors in grammar and usage may be present; ONE sentence may contain errors that obscure meaning.
2	<p>The response is marked by several weaknesses:</p> <ul style="list-style-type: none"> the response may address only ONE of the required tasks or may unsuccessfully or incompletely address TWO OR THREE of the required tasks. connections between ideas may be missing or obscure. the response may show little awareness of audience. errors in grammar and usage may obscure meaning in MORE THAN ONE sentence.

SCORE	DESCRIPTION
1	<p>The response is seriously flawed and conveys little or no information, instructions, questions, etc., required by the prompt.</p> <ul style="list-style-type: none"> the response addresses NONE of the required tasks, although it may include some content relevant to stimulus. connections between ideas are missing or obscure. the tone or register may be inappropriate for the audience. frequent errors in grammar and usage obscure the writer's meaning most of the time.
0	<p>A response at this level merely copies words from the prompt or stimulus, rejects the topic or is otherwise not connected to the topic, is written in a language other than English, consists of keystroke characters that convey no meaning, or is blank.</p>



Question 8

Write an Opinion Essay

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

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

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

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

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

Your response will be scored using the scoring guide following. >

Sample Questions *(continued)*

Scoring Guide: *Write an Opinion Essay*

Description of a Typical Test Taker's Response

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

TOEIC Speaking and Writing Tests Scores

Test Fairness and Score Use

ETS and its ETS Preferred Vendor 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.

Scaled Scores

The scaled score indicates your overall performance on each of the tests. The scaled score for each of the tests can range from 0 to 200 in increments of 10. Your scores indicate the general proficiency in speaking and writing that you have demonstrated by your performance on the tests. To better understand how you can estimate your scores on the Speaking and Writing tests, refer to the section, “Interpreting Test Scores.”

Rating of Speaking and Writing Responses

Speaking

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

Raters evaluate the test taker’s abilities in task appropriateness, delivery, and language use. For task appropriateness, raters consider whether the test taker has addressed the task and conveyed the relevant information. They also consider whether the test taker has effectively synthesized the information in the integrated skills tasks. Raters evaluate if the delivery of the response is clear and smooth, and whether it is consistent throughout the response for overall intelligibility. Lastly, raters evaluate the range and accuracy of the test taker’s vocabulary and grammar.

Writing

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

The responses to the Write a Sentence Based on the Picture tasks are scored on grammar, completion of the task, and relevance of the responses to the pictures. The responses to the Respond to a Written Request tasks are scored on the

quality and variety of the sentences, vocabulary, and organization. The response to the Write an Opinion Essay task is scored on grammar, vocabulary, organization, and whether the opinion is supported with reasons and/or examples.

Proficiency Levels

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

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

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

TOEIC Speaking and Writing Test Scores *(continued)*

Score Reliability

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

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

9. Scoring leaders and test developers use statistical reports to monitor raters' performance during and after every scoring session.

10. Statisticians review and analyze all scoring results before releasing scores.

Test Score Data Retention

Individually identifiable TOEIC scores are retained in a database for two years. After two years, all information that could identify an individual is removed. If you took the TOEIC more than two years ago, you will have to take the test again to have the scores sent to you.

Comments

Candidates can provide comments during the test administration by asking the test supervisor for the Candidate Comment Form.

After taking the TOEIC test, please visit www.ets.org/toeic to complete the Candidate Satisfaction Survey.

If you have questions or comments regarding the TOEIC Speaking and Writing tests, please contact your local ETS Preferred Vendor or TOEIC, ETS, Rosedale Road, Princeton, New Jersey 08541 USA, or e-mail us at toeic@ets.org.

Policy and Guidelines for the Use of TOEIC Speaking and Writing Scores

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

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

As more and more students go to colleges to acquire job skills in the global market place, schools are also increasingly using TOEIC Speaking and Writing scores to evaluate student proficiency in English.

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

Policies

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

Policy and Guidelines for the Use of TOEIC Speaking and Writing Scores *(continued)*



Confidentiality

TOEIC Speaking and Writing scores, whether for an individual or aggregated for an institution, are confidential and can be released only by authorization of the individual or institution or by compulsion of legal process.

We recognize examinees' right to privacy with regard to information that is stored in data or research files held by ETS and its ETS Preferred Vendor, and our responsibility to protect examinees from unauthorized disclosure of the information.

Encouragement of appropriate use and investigation of reported misuse.

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

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

■ Accept Only Official TOEIC Speaking and Writing Score Reports

The only official reports of TOEIC Speaking and Writing scores are those issued by ETS Preferred Vendors or by ETS. If an organization administers TOEIC Speaking and Writing tests internally, with ETS's knowledge and approval, it can obtain and keep score reports of that test. Scores obtained from other sources should not be accepted. If there is a question about the authenticity of a score report, the question should be referred to the ETS Preferred Vendor, who will then verify the accuracy of the scores and whether an official report was issued.

■ Maintain Confidentiality of TOEIC Speaking and Writing Scores

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

Appropriate Uses of TOEIC Speaking and Writing Scores

The suitability of the TOEIC Speaking and Writing tests for a particular use should be explicitly examined before using test scores for that particular purpose. The following list of appropriate uses of TOEIC Speaking and Writing scores is based on the policies and guidelines outlined above. The list is meant to be illustrative, not exhaustive, in nature. There may be other appropriate uses of TOEIC Speaking and Writing scores, but any uses other than those listed below should be discussed in advance with ETS and its ETS Preferred Vendor 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. ETS and its ETS Preferred Vendor will provide advice on the design of such validity studies.

Appropriate Uses

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

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

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	<p>Choose either the level of education in which you are currently enrolled or the highest level that you have completed.</p> <p>A. Elementary school (<i>primary school</i>) B. General secondary school (<i>junior high school</i>) C. Secondary school for university entrance qualification or equivalent (<i>high school</i>) D. Vocational/technical high school E. Vocational/technical school after high school</p> <p>F. Community/junior college (<i>for associate degree</i>) G. Undergraduate college or university (<i>for bachelor's degree</i>) H. Graduate or professional school (<i>for master's or doctoral degree</i>) I. Language institution</p>
2	<p>Choose the major that you are currently enrolled in or the major of your highest degree. (The majors shown in parentheses are examples only.)</p> <p>A. Liberal arts (<i>education, fine arts, languages, literature, music, psychology</i>) B. Social studies/law (<i>international studies, law studies, politics, sociology</i>) C. Business (<i>trading/economics/finance accounting/marketing</i>)</p> <p>D. Sciences (<i>agriculture, computer science, mathematics, physics, statistics</i>) E. Health (<i>medicine, nursing, pharmacy, public health</i>) F. Engineering/architecture G. Other/none</p>
3	<p>Which of the following best describes your current status?</p> <p>A. I am employed full-time (<i>including self-employed</i>). B. I am employed part-time and/or study part-time.</p> <p>C. I am not employed. (<i>Skip to question 6.</i>) D. I am a full-time student. (<i>Skip to question 6.</i>)</p>
4	<p>If you are currently employed, which industry best describes that of your current employer?</p> <p>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 (<i>includes manufacturing of all modes of transportation</i>) 12. Manufacturing—glass/cement 13. Manufacturing—clothing 14. Manufacturing—other 15. Service—education (<i>high school equivalent or below</i>) 16. Service—education (<i>college equivalent or above, assessment, research</i>)</p> <p>17. Service—legislative/prefecture/ municipal/court 18. Service—foreign affairs 19. Service—armed forces 20. Service—hospital/health/medical research 21. Service—hotel/traveling/recreation/ restaurant 22. Service—other 23. Public utilities/production/ management (<i>electricity/water supply</i>) 24. Mass media/broadcasting 25. Telecommunication 26. Retail/wholesale 27. Trading 28. Finance/accounting/banking/security 29. Insurance 30. Real estate 31. Transportation 32. Other</p>
5	<p>If you are currently employed, which of the following best describes the type of job you do? (The positions shown in parentheses are examples only.)</p> <p>A. Management (<i>executive, manager, director</i>) B. Scientific/technical professional (<i>engineer, mathematician, programmer, researcher, scientist</i>) C. Teaching/training D. Professional specialist (<i>accountant, broker, financial specialist, lawyer</i>) E. Technician (<i>carpenter, electrician, equipment operator, plumber</i>)</p> <p>F. Marketing/sales (<i>foreign exchange broker, marketing analyst, real estate agent, sales representative, travel agent</i>) G. Clerical/administrative (<i>office staff member, receptionist, secretary</i>) H. Services (<i>customer service representative, hotel staff member, human resources professional, public relations staff member</i>) I. Other</p>

Background Questionnaire (continued)

Section II. Your English-language experience	
6	<p>How many years have you spent studying English?</p> <p>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</p>
7	<p>Which of the following language skills are/were most emphasized?</p> <p>A. Reading B. Listening C. Speaking D. Writing E. Listening and speaking F. Reading and writing G. Listening, speaking, reading, and writing</p>
8	<p>How much time must you use English in your daily life?</p> <p>A. None at all B. 1 to 10% C. 11 to 20% D. 21 to 50% E. 51 to 100%</p>
9	<p>Which of the following language skills do you use most often?</p> <p>A. Reading B. Listening C. Speaking D. Writing E. Listening and speaking F. Reading and writing G. Listening, speaking, reading, and writing</p>
10	<p>How often has difficulty with English affected your ability to communicate?</p> <p>A. Almost never B. Seldom C. Sometimes D. Frequently E. Almost always</p>
11	<p>Have you ever lived in a country in which English is the main spoken language?</p> <p>A. No (<i>Skip to question 13.</i>) 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</p>
12	<p>What was your main purpose for living in a country in which English is the main spoken language?</p> <p>A. To study (in other than an English-language program) B. To participate in an English-language program C. To travel (not work related) D. To work D. Other</p>
Section III. Your experience in taking the TOEIC Speaking and Writing tests	
13	<p>Before today, how many times have you taken the TOEIC Speaking and Writing tests?</p> <p>A. Never B. Once C. Twice D. Three times or more</p>
14	<p>What is your main purpose for taking today's TOEIC Speaking and Writing tests?</p> <p>A. For a job application B. For promotion C. To assess the effectiveness of an English-language program D. To assess future learning needs E. To graduate from a course of study</p>

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