



TOEFL[®]

TOEFL[®] iBT Scores

Better information about the ability to
communicate in an academic setting.

*Listening.
Learning.
Leading.*



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About TOEFL® iBT Test Scores

Score Scales

Since the TOEFL® test is changing significantly, the score scale is also changing. Scores from the TOEFL Internet-based test (iBT) provide information about performance in the four skill areas:

Listening	0–30
Reading	0–30
Speaking	0–30
Writing	0–30
Total Score	0–120

The total score is the sum of the four skill scores.

Rating of Speaking and Writing Responses

Speaking

The responses to all Speaking tasks are digitally recorded and sent to ETS's Online Scoring Network. The responses from each test taker are scored by at least three different human raters. In addition, some of the tasks are scored by two raters in order to check the reliability of the ratings. The response for each task is rated on a scale of 0 to 4 according to the standards (rubrics). The average of all six ratings is converted to a scaled score of 0 to 30. (See the following rubric charts and score conversion table.)

Raters evaluate the test taker's ability in topic development, delivery, and language use. For topic development, raters consider whether the test taker has addressed the task and conveyed relevant information. They also consider whether the test taker has effectively synthesized and summarized the information in the integrated tasks. Raters evaluate if the delivery of the response is clear and smooth, and whether the delivery 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 responses to all Writing tasks are sent to ETS's Online Scoring Network. Each task is rated by two human raters on a score scale of 0 to 5 according to the standards (rubrics). If the two ratings differ by more than one point, a third rater evaluates the response and resolves the score. The average of the scores on the two writing tasks is converted to a scaled score of 0 to 30. (See the following rubric charts and score conversion table.)

The response to the integrated writing task is scored on the quality of writing (organization, appropriate and precise use of grammar and vocabulary) and the completeness and accuracy of the content. The independent writing essay is scored on the overall quality of the writing: development, organization, and appropriate and precise use of grammar and vocabulary.

TOEFL iBT Test—INDEPENDENT Speaking Rubrics

Score	General Description	Delivery	Language Use	Topic Development
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.	The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.	Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).
3	The response addresses the task 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. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or 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.	Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.
2	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:	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.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear.
1	The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation, stress, and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit (or prevent) expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.	Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete the task and may rely heavily on repetition of the prompt.
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			

TOEFL iBT Test—INTEGRATED Speaking Rubrics

Score	General Description	Delivery	Language Use	Topic Development
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Speech is generally clear, fluid, and sustained. It may include minor lapses or minor difficulties with pronunciation or intonation. Pace may vary at times as the speaker attempts to recall information. Overall intelligibility remains high.	The response demonstrates good control of basic and complex grammatical structures that allow for coherent, efficient (automatic) expression of relevant ideas. Contains generally effective word choice. Though some minor (or systematic) errors or imprecise use may be noticeable, they do not require listener effort (or obscure meaning).	The response presents a clear progression of ideas and conveys the relevant information required by the task. It includes appropriate detail, though it may have minor errors or minor omissions.
3	The response addresses the task 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. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, but it exhibits minor difficulties with pronunciation, intonation, or pacing and may require some listener effort at times. Overall intelligibility remains good, however.	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. Such limitations do not seriously interfere with the communication of the message.	The response is sustained and conveys relevant information required by the task. However, it exhibits some incompleteness, inaccuracy, lack of specificity with respect to content, or choppiness in the progression of ideas.
2	The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or overall coherence may obscure meaning. A response at this level is characterized by at least two of the following:	Speech is clear at times, though it exhibits problems with pronunciation, intonation, or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors). This results in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity of expression may only be evident at the phrasal level.	The response conveys some relevant information but is clearly incomplete or inaccurate. It is incomplete if it omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Typically, ideas expressed may not be well connected or cohesive so that familiarity with the stimulus is necessary to follow what is being discussed.
1	The response is very limited in content or coherence or is only minimally connected to the task. Speech may be largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation and intonation problems cause considerable listener effort and frequently obscure meaning. Delivery is choppy, fragmented, or telegraphic. Speech contains frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit (or prevent) expression of ideas and connections among ideas. Some very low-level responses may rely on isolated words or short utterances to communicate ideas.	The response fails to provide much relevant content. Ideas that are expressed are often inaccurate, limited to vague utterances, or repetitions (including repetition of prompt).
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			

TOEFL iBT Test—INDEPENDENT Writing Rubrics

Score	Task Description
5	<p>An essay at this level largely accomplishes all of the following:</p> <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	<p>An essay at this level largely accomplishes all of the following:</p> <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	<p>An essay at this level is marked by one or more of the following:</p> <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	<p>An essay at this level may reveal one or more of the following weaknesses:</p> <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	<p>An essay at this level is seriously flawed by one or more of the following weaknesses:</p> <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	<p>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.</p>

TOEFL iBT Test—INTEGRATED Writing Rubrics

Score	Task Description
5	A response at this level successfully selects the important information from the lecture and coherently and accurately presents this information in relation to the relevant information presented in the reading. The response is well organized, and occasional language errors that are present do not result in inaccurate or imprecise presentation of content or connections.
4	A response at this level is generally good in selecting the important information from the lecture and in coherently and accurately presenting this information in relation to the relevant information in the reading, but it may have minor omission, inaccuracy, vagueness, or imprecision of some content from the lecture or in connection to points made in the reading. A response is also scored at this level if it has more frequent or noticeable minor language errors, as long as such usage and grammatical structures do not result in anything more than an occasional lapse of clarity or in the connection of ideas.
3	A response at this level contains some important information from the lecture and conveys some relevant connection to the reading, but it is marked by one or more of the following: <ul style="list-style-type: none"> • Although the overall response is definitely oriented to the task, it conveys only vague, global, unclear, or somewhat imprecise connection of the points made in the lecture to points made in the reading. • The response may omit one major key point made in the lecture. • Some key points made in the lecture or the reading, or connections between the two, may be incomplete, inaccurate, or imprecise. • Errors of usage and/or grammar may be more frequent or may result in noticeably vague expressions or obscured meanings in conveying ideas and connections.
2	A response at this level contains some relevant information from the lecture, but is marked by significant language difficulties or by significant omission or inaccuracy of important ideas from the lecture or in the connections between the lecture and the reading; a response at this level is marked by one or more of the following: <ul style="list-style-type: none"> • The response significantly misrepresents or completely omits the overall connection between the lecture and the reading. • The response significantly omits or significantly misrepresents important points made in the lecture. • The response contains language errors or expressions that largely obscure connections or meaning at key junctures, or that would likely obscure understanding of key ideas for a reader not already familiar with the reading and the lecture.
1	A response at this level is marked by one or more of the following: <ul style="list-style-type: none"> • The response provides little or no meaningful or relevant coherent content from the lecture. • The language level of the response is so low that it is difficult to derive meaning.
0	A response at this level merely copies sentences from the reading, rejects the topic or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.

**Converting Rubric Scores to Scaled Scores for the
Writing and Speaking Sections of the TOEFL iBT Test**

Writing Rubric Mean	Scaled Score
5.00	30
4.75	29
4.50	28
4.25	27
4.00	25
3.75	24
3.50	22
3.25	21
3.00	20
2.75	18
2.50	17
2.25	15
2.00	14
1.75	12
1.50	11
1.25	10
1.00	8
	7
	5
	4
	0

Speaking Rubric Mean	Scaled Score
4.00	30
3.83	29
3.66	28
3.50	27
3.33	26
3.16	24
3.00	23
2.83	22
2.66	20
2.50	19
2.33	18
2.16	17
2.00	15
1.83	14
1.66	13
1.50	11
1.33	10
1.16	9
1.00	8
	6
	5
	4
	3
	2
	1
	0

Note: Performance on the Speaking and Writing sections of the TOEFL iBT test is evaluated based on scoring rubrics of 0 to 5 for each of the two Writing tasks and 0 to 4 for each of the six Speaking tasks. The tables above show how the mean rubric scores of the two Writing tasks and the mean rubric score of the six Speaking tasks are converted to a scaled score of 0 to 30.

Setting Score Requirements

Each institution that recognises the TOEFL test decides what scores are acceptable for its applicants. ETS supports these institutions by offering assistance in setting score requirements. The two most common ways for institutions to set minimum TOEFL iBT score requirements are

- to use the score comparison tables
- to engage in an ETS-designed process of “standard setting”

Using Score Comparison Tables

The TOEFL[®] score comparison tables (see pages 11–15) show the relationship between the new TOEFL iBT scores and the scores from the computer-based (CBT) and paper-based (PBT) versions of the TOEFL test. Institutions may choose to set TOEFL iBT scores that are comparable to the CBT and PBT for the total score, and for the Reading, Writing and Listening sections. Because the Speaking section is new, it cannot be compared to previous TOEFL tests. ETS recommends that Speaking scores be set through a standard-setting study.

Standard-Setting Studies

In the standard-setting process, institutions set scores after reviewing each test section and sample responses at different score levels. Each school convenes a panel of faculty and staff, and the panel sets recommended scores for either the graduate or undergraduate level.

For each test section (Speaking, Writing, Reading and Listening) panellists discuss and come to a consensus on the skills that a minimally qualified first-year student would need to succeed at that institution. Then they look at individual test questions and determine whether a minimally qualified student would respond correctly or, in the case of constructed-response tasks, what level of response demonstrates sufficient skill.

Score Recommendations and Requirements

With that information, the panel makes score recommendations for each of the four sections. The section scores are not scaled against one another because each section assesses different skills. For example, a score of 20 in the Listening section cannot be considered equivalent to a score of 20 in the Reading section. The panel does not recommend a total score.

Panel recommendations are forwarded to the individual or group responsible at each institution for setting final score requirements. When making the decision to set the final score, institutions consider several factors, such as how a particular score requirement would affect the number of eligible applicants, how much support the university could give to students with weak English skills, or what kinds of academic tasks will be required of students.

Some institutions may choose to use the standard-setting process for the Speaking and Writing sections only, and then use the score comparison tables to set standards for the Reading and Listening sections.

TOEFL Total Score Comparisons

Score Comparison

Internet-based Total	Computer-based Total	Paper-based Total
120	300	677
120	297	673
119	293	670
118	290	667
117	287	660-663
116	283	657
114-115	280	650-653
113	277	647
111-112	273	640-643
110	270	637
109	267	630-633
106-108	263	623-627
105	260	617-620
103-104	257	613
101-102	253	607-610
100	250	600-603
98-99	247	597
96-97	243	590-593
94-95	240	587
92-93	237	580-583
90-91	233	577
88-89	230	570-573
86-87	227	567
84-85	223	563
83	220	557-560
81-82	217	553
79-80	213	550
77-78	210	547
76	207	540-543
74-75	203	537
72-73	200	533
71	197	527-530
69-70	193	523
68	190	520
66-67	187	517
65	183	513
64	180	507-510

Score Comparison, cont.

Internet-based Total	Computer-based Total	Paper-based Total
62-63	177	503
61	173	500
59-60	170	497
58	167	493
57	163	487-490
56	160	483
54-55	157	480
53	153	477
52	150	470-473
51	147	467
49-50	143	463
48	140	460
47	137	457
45-46	133	450-453
44	130	447
43	127	443
41-42	123	437-440
40	120	433
39	117	430
38	113	423-427
36-37	110	420
35	107	417
34	103	410-413
33	100	407
32	97	400-403
30-31	93	397
29	90	390-393
28	87	387
26-27	83	380-383
25	80	377
24	77	370-373
23	73	363-367
22	70	357-360
21	67	353
19-20	63	347-350
18	60	340-343
17	57	333-337

(continued)

TOEFL Total Score Comparisons (cont.)

Score Comparison, cont.

Internet-based Total	Computer-based Total	Paper-based Total
16	53	330
15	50	323-327
14	47	317-320
13	43	313
12	40	310
11	37	310
9	33	310
8	30	310
7	27	310
6	23	310
5	20	310
4	17	310
3	13	310
2	10	310
1	7	310
0	3	310
0	0	310

Range Comparison

Internet-based Total	Computer-based Total	Paper-based Total
111-120	273-300	640-677
96-110	243-270	590-637
79-95	213-240	550-587
65-78	183-210	513-547
53-64	153-180	477-510
41-52	123-150	437-473
30-40	93-120	397-433
19-29	63-90	347-393
9-18	33-60	310-343
0-8	0-30	310

Note: The paper-based total score does not include writing. The paper-based and computer-based total scores do not include speaking.

TOEFL Score Comparisons for Reading

Score Comparison

Internet-based Reading	Computer-based Reading	Paper-based Reading
30	30	67
29	29	66
28	28	64-65
28	27	63
27	26	61-62
26	25	59-60
24	24	58
23	23	57
21	22	56
20	21	54-55
19	20	53
17	19	52
16	18	51
15	17	50
14	16	48-49
13	15	47
12	14	46
11	13	44-45
10	12	43
9	11	41-42
8	10	40
7	9	38-39
6	8	36-37
5	7	34-35
4	6	32-33
3	5	31
1	4	31
0	3	31
0	2	31
0	1	31
0	0	31

Range Comparison

Internet-based Reading	Computer-based Reading	Paper-based Reading
28-30	28-30	64-67
26-28	25-27	59-63
21-24	22-24	56-58
17-20	19-21	52-55
14-16	16-18	48-51
11-13	13-15	44-47
8-10	10-12	40-43
5-7	7-9	34-39
1-4	4-6	31-33
0	0-3	31

TOEFL Score Comparisons for Listening

Score Comparison

Internet-based Listening	Computer-based Listening	Paper-based Listening
30	30	67-68
30	29	66
29	28	65
28	27	63-64
27	26	62
26	25	60-61
25	24	59
23	23	58
22	22	56-57
21	21	55
19	20	54
18	19	53
17	18	52
16	17	51
15	16	50
14	15	49
13	14	48
12	13	47
11	12	46
10	11	45
9	10	44
7	9	42-43
6	8	41
5	7	40
4	6	38-39
2	5	36-37
1	4	34-35
1	3	32-33
0	2	31
0	1	31
0	0	31

Range Comparison

Internet-based Listening	Computer-based Listening	Paper-based Listening
29-30	28-30	65-68
26-28	25-27	60-64
22-25	22-24	56-59
18-21	19-21	53-55
15-17	16-18	50-52
12-14	13-15	47-49
9-11	10-12	44-46
5-7	7-9	40-43
1-4	4-6	34-39
0-1	0-3	31-33

TOEFL Score Comparisons for Writing

Score Comparison

Internet-based Writing	Computer-based Structure/Writing	Paper-based Written Expression
30	30	68
29	29	67
28	28	65-66
26	27	63-64
24	26	61-62
22	25	59-60
20	24	58
19	23	56-57
17	22	55
16	21	54
14	20	52-53
13	19	51
13	18	50
12	17	48-49
11	16	47
11	15	46
10	14	44-45
10	13	43
9	12	42
9	11	40-41
8	10	39
8	9	37-38
7	8	35-36
7	7	33-34
6	6	31-32
5	5	31
3	4	31
1	3	31
0	2	31
0	1	31
0	0	31

Range Comparison

Internet-based Writing	Computer-based Structure/Writing	Paper-based Written Expression
28-30	28-30	65-68
22-26	25-27	59-64
17-20	22-24	55-58
13-16	19-21	51-54
11-13	16-18	47-50
10-11	13-15	43-46
8-9	10-12	39-42
7-8	7-9	33-38
3-6	4-6	31-32
0-1	0-3	31

Note: The new Internet-based TOEFL Writing section is composed of two writing tasks: one independent essay and one integrated writing task. The computer-based Structure and Writing section includes multiple-choice questions and an essay. The paper-based Structure and Written Expression section consists of multiple-choice questions only, and the required essay score is reported separately from the total score. Therefore, the scores for these three sections are derived differently.

TOEFL iBT Score Requirements at Selected Institutions

Several institutions have set their TOEFL iBT score requirements. The scores represent the required level of proficiency for admission without additional compensatory English courses.

A current list of institutions that have reported their score requirements to ETS can be viewed at www.ets.org/toefl/setscores.html. For more specific score requirements and admission criteria, contact the institution directly or view its Web site.

Institutions that have set their scores include:

- Auburn University
- Austin Community College
- Boston University
- Clarkson University
- Howard Community College
- Lehigh University
- Medgar Evers College, The City University of New York
- Michigan State University
- National American University
- Northern Arizona University
- Ohio State University
- Pennsylvania State University
- Pepperdine University
- Purdue University
- Queen's University
- Simon Fraser University
- The University of the Arts
- University of British Columbia
- University of Denver
- University of Minnesota
- University of Missouri-Rolla
- University of Texas at Austin
- University of Texas at San Antonio
- University of Toronto
- Western Wyoming Community College
- Wheaton College

Common European Framework

TOEFL scores have been mapped to the Council of Europe's Common European Framework of Reference for Languages (CEF), which describes proficiency in listening, speaking, reading and writing in an internationally comparable manner. The CEF is used by learners, teachers, curriculum designers and testing organizations to coordinate efforts in promoting language competence.

An ETS standard-setting study recommended scores from the TOEFL[®] paper-based test (PBT) that corresponded with the B1 and C1 levels on the CEF. Although the TOEFL[®] computer-based test (CBT) was not included in the study, the TOEFL[®] CBT scores in the table are comparable to the scores panelists recommended for the paper-based test.

ETS Test and Test Section	Score Scale Range	B1 Minimum Score	C1 Minimum Score
TOEFL PBT Total	310 – 677	457	560
TOEFL PBT Listening	31 – 68	46	56
TOEFL PBT Reading	31 – 67	46	56
TOEFL PBT Structure	31 – 68	45	56
TOEFL CBT Total	0 – 300	137	220
TOEFL CBT Listening	0 – 30	12	22
TOEFL CBT Reading	0 – 30	13	22
TOEFL CBT Structure	0 – 30	14	23
Test of Written English*	0 – 6.0	4.5	5.5

*The Test of Written English™ is reported in 0.5-point increments.

A standard-setting study for TOEFL iBT will be conducted in mid-2006.

Conduct a Standard-Setting Panel

Universities and other score users who want to conduct a standard-setting panel can order a free copy of the ETS[®] CD-ROM, “Standard Setting Materials for the Internet-Based TOEFL[®] Test,” by sending an e-mail to TOEFLnews@ets.org or by calling the TOEFL iBT Help Line at +1-609-683-2008. Please provide your name, title, institution and mailing address.

Use of Test Scores

Institutions that have set their scores need to ensure that test-score data are used appropriately. ETS has developed the following guidelines to help institutions use TOEFL scores reasonably and effectively:

- Base the evaluation of an applicant's readiness to begin academic work on all available relevant information, not solely on TOEFL test scores.
- Do not use rigid cut scores to evaluate applicants' performance on the TOEFL test.
- Take section scores, as well as total scores, into account.
- Consider the kinds of English-proficiency levels required in various fields and levels of study.
- Consider the resources available at your institution for improving the English-language skills of nonnative speakers.
- Do not use TOEFL scores to predict academic performance.
- Validate your institution's TOEFL score requirements and review them periodically.

Visit www.ets.org/toefl50.html for
the latest information about the TOEFL test.



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