



English Language Competency Descriptors

iBT/Next Generation TOEFL Test

These English Language Competency Descriptors are based on the self-evaluation of approximately 2,300 test takers who took the new iBT/next generation TOEFL test. Examinees were asked to respond to questions related to their English language abilities in Reading, Writing, Listening, and Speaking. Descriptive statements were derived from several sources and instruments, including analyses of the academic language demands placed on students in North American educational institutions. Score recipients and English language programs can use these descriptors to help interpret the language ability of test takers at each major score level for each of the skill sections as well as the total score. The shaded areas indicate the likelihood that a test taker with that score would be able to perform the language task described.



TOEFL

TOEFL iBT – Overall Language Competency Descriptors

Competency Descriptors	TOEFL iBT Score Levels (0-120)								
	< 30	30-39	40-49	50-59	60-69	70-79	80-89	90-99	>= 100
My instructor understands me when I ask a question in English.									
When I speak in English, other people can understand me.									
When my instructors speak English, I can understand their directions about assignments and due dates.									
I can understand major ideas when I read English.									
I can understand a speaker's attitude or opinion about what he or she is saying.									
I can write a summary of information that I have read in English.									
I can write an essay in class on an assigned topic.									
I can recognize why an English speaker is saying something (for example, to explain something, to complain about something, or to agree with someone).									
I can talk in English for a few minutes about a topic I am familiar with.									
When I read English, I understand charts and graphs in academic texts.									
When I write in English, I can support ideas with examples or data.									
I can understand how the ideas in an English text relate to each other.									
I can understand important facts and details of lectures and conversations.									
I can speak for about one minute in response to a question.									
When I write in English, I can organize my writing so that the reader understands my main and supporting ideas.									
I can relate information I hear in English to what I already know.									
I can give prepared presentations in English.									
I can understand the main ideas of lectures and conversations.									
I can understand English vocabulary and grammar when I read.									
I can understand the relationships among ideas in a lecture.									
After I hear a lecture in English, I can recognize which points are important and which are less important.									
I can state and support my opinion when I speak English.									
When I read academic texts written in English, I understand the most important points.									
I can understand the relative importance of ideas when I read an English academic text.									
I can organize or outline the important ideas and concepts in English academic texts.									
I can participate in conversations or discussions in English.									
I can talk about facts or theories I know well and explain them in English.									
When I read an academic text written in English, I can remember major ideas.									
I can write a summary of information that I have listened to in English.									
When I listen to a lecture in English, I can remember the most important points.									
I can orally summarize information I have read in English.									
When I write in English, I can write more or less formally depending on the purpose and the reader.									
When I read academic texts in English, I can understand them well enough to answer questions about them later.									
I do not have any problem understanding what people say in English.									
When I read a text in English, I am able to figure out the meaning of words I do not know by using the context and my background knowledge.									
I can quickly find information that I am looking for in academic texts written in English.									
I can express ideas and arguments effectively when I write in English.									
When I read academic texts in English, I can understand them well enough to answer questions about them later.									
I can use correct grammar, vocabulary, spelling, and punctuation when I write in English.									
I can orally summarize information from a talk I have listened to in English.									
I can read English academic texts with ease.									
I can read and understand texts in English as easily as I can in my native language.									

Likelihood of Being Able to Perform Each Language Task:

< 50% Very unlikely

50 - 65% Unlikely

66 - 80% Borderline

81 - 95% Likely

> 95% Very likely





TOEFL


TOEFL iBT – Reading Competency Descriptors


Competency Descriptors	TOEFL iBT Reading Score Levels (0-30)						
	1-5	6-10	11-15	16-19	20-23	24-27	28-30
I can understand major ideas when I read English.							
I can understand how the ideas in an English text relate to each other.							
When I read English, I understand charts and graphs in academic texts.							
I can understand English vocabulary and grammar when I read.							
When I read academic texts written in English, I understand the most important points.							
I can understand the relative importance of ideas when I read an English academic text.							
I can organize or outline the important ideas and concepts in English academic texts.							
When I read an academic text written in English, I can remember major ideas.							
When I read a text in English, I am able to figure out the meanings of words I do not know by using the context and my background knowledge.							
I can quickly find information that I am looking for in academic texts written in English.							
When I read academic texts in English, I can understand them well enough to answer questions about them later.							
I can read English academic texts with ease.							
I can read and understand texts in English as easily as I can in my native language.							


Likelihood of Being Able to Perform Each Language Task:

 < 50%
Very unlikely

 50 - 65%
Unlikely

 66 - 80%
Borderline

 81 - 95%
Likely

 > 95%
Very likely



TOEFL iBT – Listening Competency Descriptors

Competency Descriptors	TOEFL iBT Listening Score Levels (0–30)						
	1-5	6-10	11-15	16-19	20-23	24-27	28-30
When my instructors speak English, I can understand their directions about assignments and due dates.							
I can understand the main ideas of lectures and conversations.							
I can recognize why an English speaker is saying something (for example, to explain something, to complain about something, or to agree with someone).							
I can relate information I hear in English to what I already know.							
I can understand a speaker's attitude or opinion about what he or she is saying.							
I can understand important facts and details of lectures and conversations.							
After I hear a lecture in English, I can recognize which points are important and which are less important.							
I can understand the relationships among ideas in a lecture.							
When I listen to a lecture in English, I can remember the most important points.							
I do not have any problem understanding what people say in English.							

Likelihood of Being Able to Perform Each Language Task:



< 50%
Very
unlikely



50 - 65%
Unlikely



66 - 80%
Borderline



81 - 95%
Likely




> 95%
Very likely





TOEFL iBT – Speaking Competency Descriptors


Competency Descriptors	TOEFL iBT Speaking Score Levels (0-30)						
	1-5	6-10	11-15	16-19	20-23	24-27	28-30
My instructor understands me when I ask a question in English.							
When I speak in English, other people can understand me.							
I can give prepared presentations in English.							
I can talk in English for a few minutes about a topic I am familiar with.							
I can participate in conversations or discussions in English.							
I can state and support my opinion when I speak English.							
I can talk about facts or theories I know well and explain them in English.							
I can speak for about one minute in response to a question.							
I can orally summarize information I have read in English.							
I can orally summarize information from a talk I have listened to in English.							


Likelihood of Being Able to Perform Each Language Task:

 < 50%
Very unlikely

 50 - 65%
Unlikely

 66 - 80%
Borderline

 81 - 95%
Likely

 > 95%
Very likely



TOEFL iBT – Writing Competency Descriptors

Competency Descriptors	TOEFL iBT Writing Score Levels (0-30)						
	1-5	6-10	11-15	16-19	20-23	24-27	28-30
I can write a summary of information that I have read in English.							
When I write in English, I can organize my writing so that the reader understands my main and supporting ideas.							
When I write in English, I can support ideas with examples or data.							
When I write in English, I can write more or less formally depending on the purpose and the reader.							
I can write an essay in class on an assigned topic.							
I can write a summary of information that I have listened to in English.							
I can express ideas and arguments effectively when I write in English.							
I can use correct grammar, vocabulary, spelling, and punctuation when I write in English.							

Likelihood of Being Able to Perform Each Language Task:



< 50% Very unlikely



50 - 65% Unlikely



66 - 80% Borderline



81 - 95% Likely



> 95% Very likely