

TOEIC Score descriptors

TOEIC Listening Proficiency Score Descriptors

LISTENING SCORE RANGE	LEVEL OF LISTENING PROFICIENCY
0-95	<p>No Proficiency</p> <p>No real English language skills.</p>
100-145	<p>Memorized Proficiency</p> <p>In face-to-face communications, should be able to understand a number of memorized words and phrases:</p> <ul style="list-style-type: none"> • numbers (1-100) • person and place names • basic objects • today's date • weekdays • months • colours <p>Should not be expected to participate as a full partner in even simple face-to-face conversations.</p>
150-245	<p>Elementary Proficiency</p> <p>In face-to-face communications, a person at this level should be able to understand:</p> <ul style="list-style-type: none"> • simple questions and statements related to the responsibilities of the job; • minimum courtesy and travel requirements; • "who, what, when, where" type questions and answers <p>Comprehension vocabulary will likely be limited to topics of immediate needs.</p>
250-345	<p>Advanced Elementary Proficiency</p> <p>In face-to-face communications, a person at this level should be able to understand:</p> <ul style="list-style-type: none"> • simple questions and statements related to the responsibility of the job; • simple questions, answers, and statements; • present tense form statements or questions; • limited familiar topics within the scope of personal needs;

	<ul style="list-style-type: none"> • minimum courtesy, travel and safety requirements; • "what, who, when, where" type questions and statements. <p>Comprehension vocabulary will likely be limited to topics of immediate needs.</p>
350-395	<p>Basic Working Proficiency</p> <p>In face-to-face communications, a person at this level should be able to understand:</p> <ul style="list-style-type: none"> • most routine social demands and limited job requirements; • everyday personal and job-related topics; • well-known current events; • routine office matters; • other areas beyond immediate needs; and follow instructions and directions; • "what, who, when and where" type questions and answers. <p>In addition, a person at this level should be able to:</p> <ul style="list-style-type: none"> • follow main points of a discussion or speech at a basic level in their respective professional field.
400-445	<p>Working Proficiency</p> <p>In face-to-face communications, a person at this level should have the ability to understand:</p> <ul style="list-style-type: none"> • most routine social demands; • conversations on work requirements; • some discussion on topics related to particular interests and special fields of competence; • everyday personal and job-related topics; • well-known current events; • routine office matters; • other areas beyond their immediate needs; • and follow instructions and directions; • "what, who, when and where" type questions and answers. <p>In addition, a person at this level should be able to:</p> <ul style="list-style-type: none"> • follow main points of a discussion or speech in their respective professional field.
450-495	<p>Professional Proficiency</p> <p>In face-to-face communications, a person at this level should be</p>

	<p>able to understand:</p> <ul style="list-style-type: none"> • the essentials of all speech; • most professionally related topics; • technical subjects; • general topics and areas of special interest. <p>In addition, a person at this level should also be able to understand with facility:</p> <ul style="list-style-type: none"> • the essentials of conversation between native speakers; • messages communicated through broadcast media; • public addresses.
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TOEIC Reading Proficiency Score Descriptors

READING SCORE RANGE	LEVEL OF READING PROFICIENCY
0-95	<p>No Proficiency</p> <p>No real English language skills.</p>
100-145	<p>Memorized Proficiency</p> <p>A person at this level should usually be able to read:</p> <ul style="list-style-type: none"> • numbers (0-100); • individual words or phrases; • personal and place names; • street signs; • simple warning signs or posters; • office and shop designations; • simple standard office forms. <p>Cannot usually read full sentences.</p>
150-245	<p>Elementary Proficiency</p> <p>A person at this level should be able to read:</p> <ul style="list-style-type: none"> • simple texts written using simple language; • very frequently used grammar and vocabulary; • familiar task specific vocabulary; • material written in the present tense; • simple narratives of routine behaviour; • highly predictable descriptions of people, places, or things; • simple explanations of geography, or directions.

	<p>In the workplace a person at this level should be able to read:</p> <ul style="list-style-type: none"> • simple email messages; • simple fax messages; • simple standard office memos. <p>At this level material will likely have to be reread several times to ensure comprehension.</p>
<p>250-345</p>	<p>Advanced Elementary Proficiency</p> <p>A person at this level should be able to read:</p> <ul style="list-style-type: none"> • routine announcements; • simple biographical information; • simple narrations of events; • straightforward newspaper headlines. <p>In the workplace a person at this level should be able to:</p> <ul style="list-style-type: none"> • read routine memo messages written in standard English; • make distinctions in time reference. <p>When reading materials of particular field of interest a person at this level should be able to:</p> <ul style="list-style-type: none"> • understand some of the main ideas.
<p>350-395</p>	<p>Basic Working Proficiency</p> <p>A person at this level should be able to read:</p> <ul style="list-style-type: none"> • straightforward, familiar, factual material; • locate and understand the main ideas and details of general reader material; • uncomplicated prose on familiar subjects presented in a predictable sequence; • descriptions of frequently occurring events; • standard business letters; • simple technical material, such as operating instructions. <p>When reading material of special interest a person at this level should be able to:</p> <ul style="list-style-type: none"> • summarize the material; • perform sorting and locating tasks within written texts beyond their general level. <p>A reader at this level uses a standard vocabulary, but should</p>

	also be able to use context and real-world cues to understand text.
400-445	<p>Working Proficiency</p> <p>A person at this level should be able to:</p> <ul style="list-style-type: none"> • read most factual materials of a non-technical nature; • understand reading materials on a familiar topic; • separate the main ideas and details, from the lesser ideas; • use that distinction to improve understanding; • get a general sense of both the main and subsidiary ideas of most material; • read and understand standard reports, training manuals and technical manuals. <p>When reading unfamiliar material, a person at this level:</p> <ul style="list-style-type: none"> • is able to use context and real-word knowledge to make sensible assumptions related to its meaning; • may read relatively slowly and will not be able to discern nuance, or intentionally disguised meanings.
450-495	<p>Professional Proficiency</p> <p>At this level a person should be able to read:</p> <ul style="list-style-type: none"> • any type of text; • routine correspondence; • technical material of special interest; • items in periodicals; • general reports; • materials which include hypotheses, arguments and supported opinions. <p>A person at this level:</p> <ul style="list-style-type: none"> • rarely misreads; • is almost always able to relate ideas; • almost always understands material correctly; • can "read between the lines". <p>At this level reading is not usually dependent on subject matter knowledge. A complete comprehension of reading material outside of general experience depends heavily on cultural knowledge.</p>