

TOEFL ITP® Test Score Descriptors



Listening Comprehension

TOEFL ITP® Section Scores	CEFR Level	Proficiency Descriptors
64–68	C1	<p>Test takers at this level are usually able to:</p> <ul style="list-style-type: none"> • understand the main idea or purpose of a short academic lecture or extended conversation that requires integrating or synthesizing information • recall important details presented in a discussion of academic material • understand complex time references and temporal relationships in a short dialogue, short academic lecture or extended conversation • understand some difficult and abstract vocabulary • follow the essential ideas in an extended conversation or academic lecture, even if some information is not fully understood
54–63	B2	<p>Test takers at this level are usually able, when listening to a short dialogue, to:</p> <ul style="list-style-type: none"> • integrate information across two utterances in order to understand an implied meaning • understand the meaning of a variety of idioms and colloquial expressions (e.g., “It’s probably for the best,” “All I can say is …”) <p>and, when listening to a short academic lecture or extended conversation, to:</p> <ul style="list-style-type: none"> • understand a main idea or purpose that is explicitly stated or reinforced • understand explicitly stated details that are reinforced or marked as important
47–53	B1	<p>Test takers at this level are usually able, when listening to a short dialogue, to:</p> <ul style="list-style-type: none"> • understand high-frequency vocabulary and deduce the meaning of some lower-frequency vocabulary • understand some commonly occurring idioms and colloquial expressions (e.g., “I don’t feel up to it,” “Maybe some other time”) • understand implications (e.g., implied questions in the form of statements, indirect suggestions) that are clearly reinforced • understand common language functions (e.g., invitations, apologies, suggestions) • recognize the referents for a variety of types of pronouns (e.g., “their,” “these,” “one”)
38–46	A2	<p>Test takers at this level are sometimes able, when listening to a short dialogue about an everyday situation, to:</p> <ul style="list-style-type: none"> • understand the main idea of the conversation • understand basic vocabulary • understand explicitly stated points that are reinforced or repeated • understand the antecedents for basic pronouns (e.g., “it,” “they,” “yours”)

Structure and Written Expression

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64–68	C1	<p>Test takers at this level are usually able to:</p> <ul style="list-style-type: none"> understand less familiar verb tenses, subjunctive mood and reduced clauses, such as “while eating” and “how to go” monitor interactions among various elements in a complex sentence for completeness of sentence structure, singular/plural agreement, etc. deal with idioms and multiple usages of words, such as “so” and “as” recognize different levels of abstraction or formality in choices, such as “in an agreement”/“in agreement” and “The star was just discovered recently”/“Only recently was the star discovered”
53–63	B2	<p>Test takers at this level are usually able to:</p> <ul style="list-style-type: none"> use suffixes and other morphemes in crafting appropriate word forms modify nouns by adding participles, relative clauses, appositives, etc. deal with multiple and less frequent uses of common words understand limitations imposed by the use of specific vocabulary, as with phrasal verbs such as “refer to” in which only a particular preposition may follow a particular verb recognize acceptable variations in basic grammatical rules, as well as exceptions to those rules
43–52	B1	<p>Test takers at this level are usually able to:</p> <ul style="list-style-type: none"> use common tenses of verbs correctly, including passive forms use linking verbs with ease and use an expletive, such as “there is” in the absence of another main verb recognize when verbs require objects, such as infinitives, gerunds or clauses beginning with “that” introduce a clause with very common words, such as “before” or “if” recognize the correct structure of a sentence or clause, even when its subject and verb are slightly separated
32–42	A2	<p>Test takers at this level are sometimes able to:</p> <ul style="list-style-type: none"> demonstrate familiarity with the most often used tenses of common verbs use a singular or plural noun correctly as the subject of a sentence in very simple contexts link subjects to nouns or adjectives with very common linking verbs recognize that some common verbs require nouns as objects make proper use of simple comparatives and common conjunctions and prepositions

Reading Comprehension

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63–67	C1	<p>Test takers at this level are usually able to:</p> <ul style="list-style-type: none"> Follow discourse at the idea level to understand detailed information and major ideas, both explicitly stated and implied, even when: <ul style="list-style-type: none"> texts contain an accumulation of low-frequency academic vocabulary comparisons and contrasts, causal relationships, illustrations, etc. are not explicitly stated or indicated by discourse markers texts are on abstract topics, such as music composition and computer animation
56–62	B2	<p>Test takers at this level are usually able to:</p> <ul style="list-style-type: none"> Process information across typical academic texts to understand detailed information and major ideas, both explicitly stated and implied, when texts: <ul style="list-style-type: none"> contain high-frequency academic vocabulary and typical academic discourse markers are on concrete topics that discuss the physical and social sciences (e.g., glacier formation, moon terrain, theories of child development)
48–55	B1	<p>Test takers at this level are usually able to:</p> <ul style="list-style-type: none"> understand descriptions of relatively simple processes and narration in well-marked academic texts understand high-frequency vocabulary and recognize paraphrased information follow sentence-level comparisons and contrasts and understand meaning conveyed by the most common conjunctions, such as “and,” “or” and “but” connect meaning across some simple sentences that contain high-frequency vocabulary
31–47	A2	<p>Test takers at this level are sometimes able to:</p> <ul style="list-style-type: none"> understand the general idea of some sentences that use simple, everyday vocabulary understand the main idea of some texts in which the idea is reinforced by the repetition of important vocabulary across many sentences follow simple sentence references (e.g., “it,” “they”) to determine the grammatical referent of a pronoun locate requested information in some sentences if pointed directly to the part of the passage containing the information (e.g., “in line x,” “in paragraph y”)