

# TOEFL ITP<sup>®</sup> Test Score Descriptors



## Listening Comprehension

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

## Structure and Written Expression

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

## Reading Comprehension

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