



TOEFL

TOEFL[®] iBT Tips

How to prepare for
the next generation
TOEFL test
and

***Communicate
with Confidence***



What is
everybody

speaking

listening

reading

writing

about?

*Listening.
Learning.
Leading.*



Educational Testing Service is an Equal Opportunity/Affirmative Action Employer. Copyright © 2005 by Educational Testing Service. All rights reserved. EDUCATIONAL TESTING SERVICE, ETS, the ETS logos, TOEFL, TSE, and TWE are registered trademarks of Educational Testing Service. Score It Now, Test of English as a Foreign Language, Test of Spoken English, and e-rater are trademarks of Educational Testing Service. Prometric is a registered trademark of Thomson Learning. Other products and services mentioned herein may be trademarks of their respective owners.

Educational Testing Service (ETS) administers the test under the general direction of a board that was established by, and is affiliated with, the College Board and the Graduate Record Examinations Board. Prometric administers the computer-based TOEFL test at Prometric Testing Centers.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from Educational Testing Service, Princeton, NJ, USA.

TOEFL iBT Tips

Introduction	3
What is different about the TOEFL iBT test?	3
Why is the TOEFL test changing?	4
About the TOEFL iBT Test	5
Overview	5
Format	5
Question Types	5
Tool Bar	6
A. TOEFL iBT Reading Section	6
Academic Reading Skills	6
Description of the TOEFL iBT Reading Section	7
What is different?	8
B. TOEFL iBT Listening Section	10
Academic Listening Skills	10
Description of the TOEFL iBT Listening Section	10
What is different?	13
C. TOEFL iBT Speaking Section	14
Academic Speaking Skills	14
Description of the TOEFL iBT Speaking Section	15
Speaking Task Types	16
Independent Speaking	17
Integrated Speaking	17
What is different?	19
D. TOEFL iBT Writing Section	20
Academic Writing Skills	20
Description of the TOEFL iBT Writing Section	21
Writing Task Types	21
Integrated Writing	22
Independent Writing	23
What is different?	23
About Test Scores	24
A. Score Scales	24
B. Rating of Speaking and Writing Responses	24
C. Score Reports	24
D. Score Requirements	25
E. English Language Competency Descriptors	25

Contents continued on next page.

Skill-Building Tips from ETS	26
A. Reading Tips	26
B. Listening Tips	27
C. Speaking Tips	28
D. Writing Tips.....	29
Test Preparation Tips from ETS	31
Step 1: View the Test for Free.....	31
Step 2: Take an Online Practice Test	32
Step 3: Practice More on Weakest Skills	34
Step 4: Use Good Test-Taking Strategies	34
Registration for the New TOEFL iBT Test	35
Step 1: Get a Copy of the <i>TOEFL iBT Information and Registration</i> <i>Bulletin</i>	35
Step 2: Check the TOEFL Web Site for the List of Test Centers	35
Step 3: Register Online, by Phone, or by Mail.....	35
Questions Frequently Asked by Students	36
Appendix A	39
Reading to Learn—Category Chart Example.....	39
Reading—New Paraphrasing Question	42
Signal Words and Phrases.....	43
Transition Words and Phrases.....	44
Outline Example.....	45
Skill-Building Web Sites	48
Appendix B	49
Speaking Rubrics	49
Writing Rubrics	51
Score Comparisons	53
Speaking Score Comparisons.....	53
Percentile Data.....	60
Standard Error of Measurement.....	60
English Language Competency Descriptors.....	65
Contacting ETS	71

TOEFL iBT Tips

How to Prepare for the Next Generation TOEFL Test and Communicate With Confidence

TOEFL iBT Tips has been created to help English language learners understand the next generation TOEFL® Internet-based test (iBT) and prepare for it. By preparing for the new test, learners are also preparing to build the skills they need to communicate with confidence and succeed in an academic setting. *TOEFL iBT Tips* is also intended to be helpful for ESL/EFL instructors and educational advisors as they help students to prepare.

This publication has been created by ETS (Educational Testing Service), the nonprofit educational organization from Princeton, New Jersey, USA, that develops and administers the official TOEFL test. The TOEFL test is the most popular English test in the world, taken more than 20 million times since 1964. The TOEFL test is administered in more than 180 countries, making it the most accessible test in the world. Internet-based testing makes it possible to greatly expand the number of test centers and increase access. The TOEFL test is also the most accepted test in the world. More than 5,000 colleges, universities, and agencies in 80 countries accept TOEFL scores. So, for example, students can use the test to study in the U.K. and other European countries, Australia, New Zealand, Hong Kong, Singapore, Japan, and Korea in addition to the U.S. and Canada.

- *TOEFL iBT Tips* does not replace the *TOEFL Information and Registration Bulletin*, which contains information test takers need to register for the test. If you wish to download the *Bulletin*, visit the TOEFL Web site at www.ets.org/toefl or write to TOEFL Services, PO Box 6151, Princeton, NJ, USA 08541-6151 to receive a copy.
- A free sample test and animated tour can be viewed on the TOEFL Web site at www.ets.org/toefl/nextgen.
- A next generation TOEFL practice test can be purchased in our online practice community called **TOEFL Practice Online**. Become a member for free and have access to Speaking samples, Listening and Reading questions, test-taking tips, and discussion boards where students and teachers can exchange study tips. Visit **TOEFL Practice Online** at www.ets.org/toeflpractice.
- If you want to join the TOEFL mailing list to receive updates and special offers and discounts on the new test, please go to 'Mailing List' on our Web site at www.ets.org/toefl.

Introduction

In 2005, ETS is introducing a next generation TOEFL test. It is an Internet-based test (iBT) that will be delivered in secure testing centers around the world. The new TOEFL iBT test will be phased in starting September 2005. It will be offered first in the United States in September 2005; and in Canada, France, Germany, and Italy in October 2005. It will be introduced in the rest of the world in 2006. To find out when it will be available in your country, visit www.ets.org/toefl/nextgen/timeline.html.

What is different about the TOEFL iBT test?

- **It tests all four language skills** that are important for effective communication: speaking, listening, reading, and writing. The emphasis will be on using English to communicate.
- **It will be delivered via the Internet in secure test centers around the world.** Once the new test is introduced in an area, the computer-based and paper-based tests will no longer be offered there.
- **Some tasks require test takers to combine more than one skill.** To succeed academically in English-speaking colleges and universities, students need to be able to combine their language skills in the classroom. New integrated questions, or "tasks," help students build the confidence needed to com-

municate in the academic environments they plan to enter. The new integrated tasks will ask test takers to:

- read, listen, then speak in response to a question
- listen, then speak in response to a question
- read, listen, then write in response to a question
- **The new TOEFL test includes a Speaking section.** This section includes six tasks, and test takers wear headphones and speak into a microphone when they respond. The responses are digitally recorded and transmitted to ETS's Online Scoring Network, where human raters evaluate them. The raters are carefully monitored for accuracy, so test takers and score recipients can be assured of the reliability of the Speaking scores.
- **The Writing section has been expanded.** The new test requires test takers to write a response to material they have heard and read, and to compose an essay in support of an opinion. Human raters also evaluate the responses to the Writing tasks via ETS's Online Scoring Network.
- **The new test is approximately 4.0 hours long.** All test sections will be completed in one day, so there is no need to travel to the test center twice.
- **Note taking is allowed.** Test takers can take notes on any section of the test and they can use those notes when answering the questions. After testing, notes are collected and shredded before the test takers leave the test center.
- **The new scores help to explain test takers' English language ability.** ETS provides comprehensive scoring information that will include scores for four skills and a total score. Competency descriptors for each skill and level can be found on pages 65–70 and are available at www.ets.org/toefl/nextgen. These descriptors help to explain what the new scores mean. In addition, test takers will receive helpful performance feedback on their score reports.
- **The new scores will be reported online.** Beginning in September 2005, test takers will be able to view scores online 15 business days after the test, as well as receive a copy of their score report by mail. Colleges and universities will be able to view scores online starting in 2006, but they will also continue to receive scores via their current delivery method.

Why is the TOEFL test changing?

- **To measure the ability to communicate successfully in an academic setting**

The new test will better measure what colleges and universities need to know: a prospective student's ability to use English in an academic setting. The new Speaking section evaluates a person's ability to use spoken English, and the new integrated Writing and Speaking tasks measure the ability to combine information from more than one source and communicate about it.

- **To reflect how language is really used**

The new integrated tasks that combine more than one skill are designed to reflect how we really use language. By preparing for the new TOEFL test, students will be building the skills they need in order to use language in an academic setting and communicate with confidence.

- **To keep up with the best practices in language learning and teaching**

In the past, language learning focused on learning about the language (especially grammar), and students would receive high scores on tests without necessarily having the ability to communicate. Now teachers and learners understand the importance of learning to **use English to communicate**, and activities that focus on communication and integrating (combining) skills are very popular in many English language programs.

About the TOEFL iBT Test

Overview

The new TOEFL iBT test consists of four sections: Reading, Listening, Speaking, and Writing. All sections are taken on the same day, and the entire test is approximately four hours long. For a brief comparison of the current TOEFL test and the new iBT, visit www.ets.org/toefl/nextgen and download *TOEFL iBT At A Glance*.

Format

- The next generation TOEFL test is an Internet-based test (iBT) that will be delivered in secure testing centers.
- Instructions for answering questions are given within each section; there is no computer tutorial.
- TOEFL iBT is not computer adaptive. Each test taker receives the same range of questions.
- Test takers can take notes throughout the entire test. At the end of testing, all notes are collected and destroyed at the test center.
- For the Speaking section, test takers speak into a microphone, and their responses are digitally recorded and sent to the ETS Online Scoring Network.
- For the Writing section, test takers must type their responses, and their responses are sent to the ETS Online Scoring Network.
- Human raters, trained and certified by ETS, rate the Speaking and Writing responses.

The chart below shows the range of questions and the timing for each section. The time limit for each section varies according to the number of questions.

The New Test Format

Test Section	Number of Questions	Timing
Reading	3–5 passages, 12–14 questions each	60–100 minutes
Listening	4–6 lectures, 6 questions each 2–3 conversations, 5 questions each	60–90 minutes
BREAK		10 minutes
Speaking	6 tasks: 2 independent and 4 integrated	20 minutes
Writing	1 integrated task 1 independent task	20 minutes 30 minutes

Question Types

The TOEFL iBT test features many of the question types used on the computer-based test. However, the new questions that ask test takers to integrate (combine) two or more skills are probably the most distinguishing feature of the new test. Questions that assess integrated skills require test takers to:

- read, listen, then speak in response to a question
- listen, then speak in response to a question
- read, listen, then write in response to a question

These new questions measure the ability to use English to communicate effectively and succeed in an English-speaking academic environment.

Tool Bar

The tool bar in each section allows test takers to navigate through the test with ease. Below are examples of tool bars from the Listening and Reading sections of the new test. The section is always listed in the upper left-hand corner of the tool bar.

This is what the tool bar looks like on the Listening section.



- Test takers always know what question they are on and how much time is remaining in the section. It is possible to hide the clock at any time by clicking **Hide Time**.
- **Volume** allows test takers to adjust the volume of the Listening material.
- **Help** allows test takers to get relevant help. When test takers use the **Help** feature, the clock does not stop.
- **Next** allows test takers to proceed to the next question.
- Once test takers click **Next**, they can confirm their answers by clicking **OK**. In the Listening section, test takers cannot see a question again once they click **OK**.

The tool bar for the Reading section has some different features.



- Test takers can view the entire passage when answering questions. For some questions, they need to click **View Text** to see the entire reading passage.
- They can view all their answers by clicking **Review**. This allows them to return to any other question and change their answers. They can also see which questions they have skipped and still need to answer.
- In the Reading section test takers can also click **Back** at any time to return to the previous question.

A. TOEFL iBT Reading Section

Academic Reading Skills

The Reading section measures test takers' ability to understand university-level academic texts and passages. In English-speaking academic environments students are expected to read and understand information from textbooks and other types of academic material. Below are three possible purposes for academic reading.

Reading purposes include

1. **Reading to find information**, which involves
 - effectively scanning text for key facts and important information
 - increasing reading fluency and rate
2. **Basic comprehension**, which requires the reader to
 - understand the general topic or main idea, major points, important facts and details, vocabulary in context, and pronoun references.¹
 - make inferences² about what is implied in a passage

¹**Pronoun references**—The nouns that pronouns refer to in a passage

²**Make an inference**—To comprehend an argument or an idea that is strongly suggested, but not explicitly stated in a passage

3. Reading to learn, which depends on the ability to

- recognize the organization and purpose of a passage
- understand relationships between ideas (for example, compare-and-contrast, cause-and-effect, agree-disagree, or steps in a process)
- organize information into a category chart or a summary in order to recall major points and important details
- infer how ideas throughout the passage connect

Description of the TOEFL iBT Reading Section

Reading Section Format

Length of Passage	Number of Passages and Questions	Timing
Approximately 700 words	3–5 passages 12–14 questions per passage	60–100 minutes

Reading passages: The TOEFL iBT test includes three basic categories of academic texts. The categories are based on the author's objectives:

- Exposition³
- Argumentation⁴
- Historical biographical/event narrative⁵

Test takers do not need any special background knowledge to correctly answer the questions in the Reading section; all the information needed to answer the questions is contained in the passages.

Test takers must read through or scroll to the end of each passage before receiving questions on that passage. Once the questions appear, the passage is located on the right side of the computer screen, and the questions are on the left. (See below.)

TOEFL Reading

Question 3 of 12

REVISE ASSUME HELP BACK NEXT

00:18:54

In paragraph 1, the author explains the concept of energy expenditure by

- identifying types of organisms that became extinct
- comparing the scientific concept to a familiar human experience
- arguing that most organisms conserve rather than expend energy
- describing the processes of growth, reproduction, and metabolism

Paragraph 1 is marked with an arrow [→]

Opportunists and Competitors

→ Growth, reproduction, and daily metabolism all require an organism to expend energy. The expenditure of energy is essentially a process of budgeting, just as finances are budgeted. If all of one's money is spent on clothes, there may be none left to buy food or go to the movies. Similarly, a plant or animal cannot squander all its energy on growing a big body if none would be left over for reproduction, for this is the surest way to extinction.

All organisms, therefore, allocate energy to growth, reproduction, maintenance, and storage. No choice is involved; this allocation comes as part of the genetic package from the parents. Maintenance for a given body design of an organism is relatively constant. Storage is important, but ultimately that energy will be used for maintenance, reproduction, or growth. Therefore the principal differences in energy allocation are likely to be between growth and reproduction.

Almost all of an organism's energy can be diverted to reproduction, with very little allocated to building the body. Organisms at this extreme are "opportunists." At the other extreme are "competitors," almost all of whose resources are invested in building a huge body, with a bare minimum allocated to reproduction.

Dandelions are good examples of opportunists. Their seedheads raised just high enough above the ground to catch the wind, the plants are no bigger than they need be; their stems are hollow, and all the rigidity comes from their water content. Thus, a minimum investment has been made in the body that becomes a platform for seed dispersal. These very short-lived plants reproduce prolifically, that is to say they provide a constant rain of seed in the neighborhood of parent plants. A new plant will spring up wherever a seed falls on a suitable soil surface, but because they do not build big bodies, they cannot compete with other plants for space, water, or sunlight. These plants are termed opportunists.

The 60 to 100 minutes allotted for this section include the time spent reading the passages and answering the questions.

³**Exposition**—Material that provides an explanation of a topic

⁴**Argumentation**—Material that presents a point of view about a topic and provides evidence to support it

⁵**Historical biographical/event narrative**—An account of a past event or of a person's life, narrated or written by someone else

Reading Question Formats

There are three question formats in the Reading section:

- questions with four choices and a single answer in traditional multiple-choice format
- questions with four choices and a single answer that ask test takers to “insert a sentence” where it fits best in a passage
- new “reading to learn” questions with more than four choices and more than one answer (See below.)

What is different?

- **Reading to learn questions**

These questions test the ability to recognize how the passage is organized and understand the relationships among facts and ideas in different parts of the passage. Test takers sort information and place the text options provided into a **category chart** or **summary**. The summary questions are worth up to 2 points each. The chart questions are worth up to 3 points if there are five options presented, and are worth up to 4 points if there are seven options presented. Partial credit is given for this question format. (See example on pages 39–41.)

- **Paraphrase questions**

Questions in this category are in multiple-choice format. They test the ability to select the answer choice that most accurately paraphrases a sentence from the passage. (See example on page 42.)

- **Glossary feature**

Test takers can now click on some special purpose words and phrases in the reading passages to view a definition or explanation of the term. In the example below, test takers can click on the word ‘shamans’ to view the definition.

The screenshot shows the TOEFL Reading interface. At the top, it says "TOEFL Reading" and "Question 3 of 12". There are navigation buttons for REVIEW, VOLUME, HELP, BACK, and NEXT. A timer shows "HIDE TIME: 00 : 18 : 54".

The question text is: "According to paragraph 5, why do some scholars refer to a trance state to help understand the cave paintings?"

The four answer choices are:

- To explain the state of consciousness the artists were in when they painted their pictures
- To demonstrate the mythical significance of the strange geometric shapes
- To indicate that trance states were often associated with activities that took place inside caves
- To give a possible reason for the strange appearance of the men painted on the cave walls

Paragraph 5 is marked with an arrow (→).

A glossary pop-up window is open, showing the definition for "shamans": "shamans: holy people who act as healers and diviners".

The passage text on the right side of the screen discusses a third opinion on the cave paintings, mentioning "shamans" and their role in explaining the images.

Reading to Learn—Example of a Category Chart Question

TOEFL Reading VIEW TEXT REVIEW VOLUME HELP BACK NEXT

Question 12 of 12 HIDE TIME: 00 : 17 : 20

Directions: Select the appropriate phrases from the answer choices and match them to the type of organism to which they relate. TWO of the answer choices will NOT be used. **This question is worth 4 points.**

Drag your answer choices to the spaces where they belong. To review the passage, click on **View Text**

Answer Choices		Opportunists
Vary frequently the amount of energy they spend in body maintenance	•	
Have mechanisms for protecting themselves from predation	•	
Succeed in locations where other organisms have been removed	•	
Have relatively short life spans	•	
Invest energy in the growth of large, strong structures	•	
Have populations that are unstable in response to climate conditions	•	
Can rarely find suitable soil for reproduction	•	Competitors
Produce individuals that can withstand changes in the environmental conditions	•	
Reproduce in large numbers	•	
	•	

Reading to Learn—Example of a Summary Question

TOEFL Reading VIEW TEXT REVIEW VOLUME HELP BACK NEXT

Question 12 of 12 HIDE TIME: 00 : 17 : 20

Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Drag your answer choices to the spaces where they belong. To review the passage, click on **View Text**

Scholars have wondered about the meaning of the subjects, location, and overpainting of Lascaux cave images.

•

•

•

Answer Choices

<p>The paintings may have recorded information about animal migrations, and may only have been useful for one migration at a time.</p>	<p>Unlike painters of the recently discovered paintings, other Lascaux cave painters usually painted on rocks near cave entrances or in open spaces outside the caves.</p>
<p>The human figures represented in the paintings appear to be less carefully shaped than those of animals.</p>	<p>Some scholars believe that the paintings motivated hunters by allowing them to picture a successful hunt.</p>
<p>It is possible that the animals in the paintings were of mythical significance to the tribe, and the paintings reflected an important spiritual practice.</p>	<p>Scientific analysis suggests that paintings were sprayed onto the rock walls with tubes made from animal bones.</p>

B. TOEFL iBT Listening Section

Academic Listening Skills

The Listening section measures test takers' ability to understand spoken English from North America and other English-speaking countries. In academic environments students need to listen to lectures and conversations. Below are three possible purposes for academic listening.

Listening purposes include

1. **Listening for basic comprehension**, which involves the ability to
 - comprehend the main idea, major points, and important details related to the main idea (Note: comprehension of **all** details is not necessary.)
2. **Listening for pragmatic understanding**, which requires the listener to
 - recognize a speaker's attitude or degree of certainty
 - recognize a speaker's function or purpose
3. **Connecting and synthesizing⁶ information**, which involves the ability to
 - recognize the organization of information presented
 - understand the relationships between ideas presented (for example, compare-and-contrast, cause-and-effect, or steps in a process)
 - make inferences⁷ and draw conclusions based on what is implied in the listening material
 - make connections among pieces of information in a conversation or lecture
 - recognize topic changes, examples, digressions,⁸ aside statements,⁹ in lectures and conversations; recognize introductions and conclusions in lectures

Description of the TOEFL iBT Listening Section

Listening materials in the new test include academic lectures and long conversations in which the speech sounds very natural. Test takers can take notes on any listening material throughout the entire test.

Listening Section Format

Listening Material	Number of Questions	Timing
4–6 lectures, 3–5 minutes long each, about 500–800 words	6 questions per lecture	60–90 minutes
2–3 conversations, about 3 minutes long, about 12–25 exchanges	5 questions per conversation	

⁶**Synthesize**—To combine information from two or more sources

⁷**Make an inference**—To comprehend an argument or an idea that is strongly suggested, but not explicitly stated in a passage

⁸**Digressions**—Abrupt changes in topic which introduce information or opinions that are not relevant to the main theme of a talk or conversation

⁹**Aside statements**—Comments that are relevant to the main theme but interrupt the flow of information or ideas. Example: "...Pay attention now, this will be on the test..."

Academic Lectures

A lecture in the TOEFL iBT test may be either a monologue by a professor or an interactive lecture with one or two students asking questions or making comments.

Monologue Lecture Example



Interactive Lecture Example



Conversations in an Academic Setting

The conversations on the TOEFL iBT test may take place during an office hour with a professor or teaching assistant, or it may be with a registrar, housing director, librarian, bookstore employee, departmental secretary, etc.

Pictures on the computer screen help test takers imagine the setting and the roles of the speakers.

Conversation Example



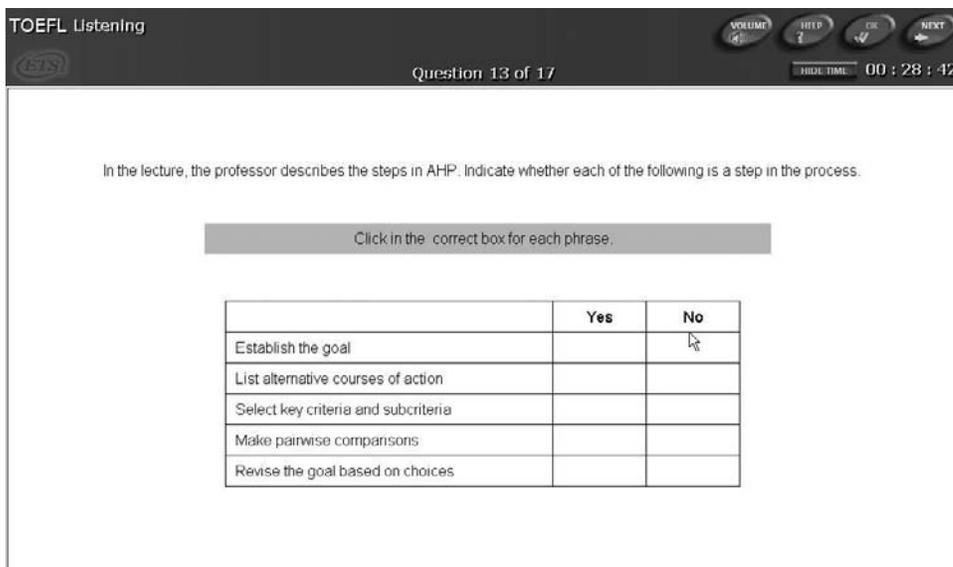
Listening Question Formats

After the listening material is played, test takers both see and hear each question before they see the answer choices. This encourages them to listen for main ideas.

There are four question formats in the Listening section:

- traditional multiple-choice questions with four answer choices and a single correct answer
- multiple-choice questions with more than one answer (e.g., two answers out of four or more choices)
- questions that require test takers to order events or steps in a process
- questions that require test takers to match objects or text to categories in a chart

Example of a Chart Question



In the lecture, the professor describes the steps in AHP. Indicate whether each of the following is a step in the process.

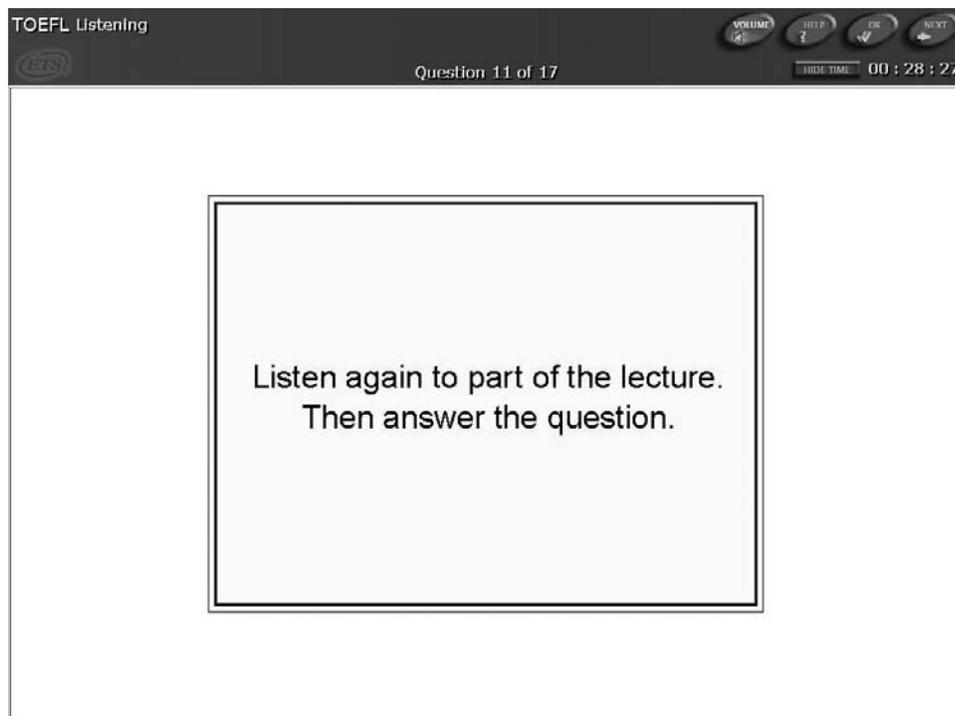
Click in the correct box for each phrase.

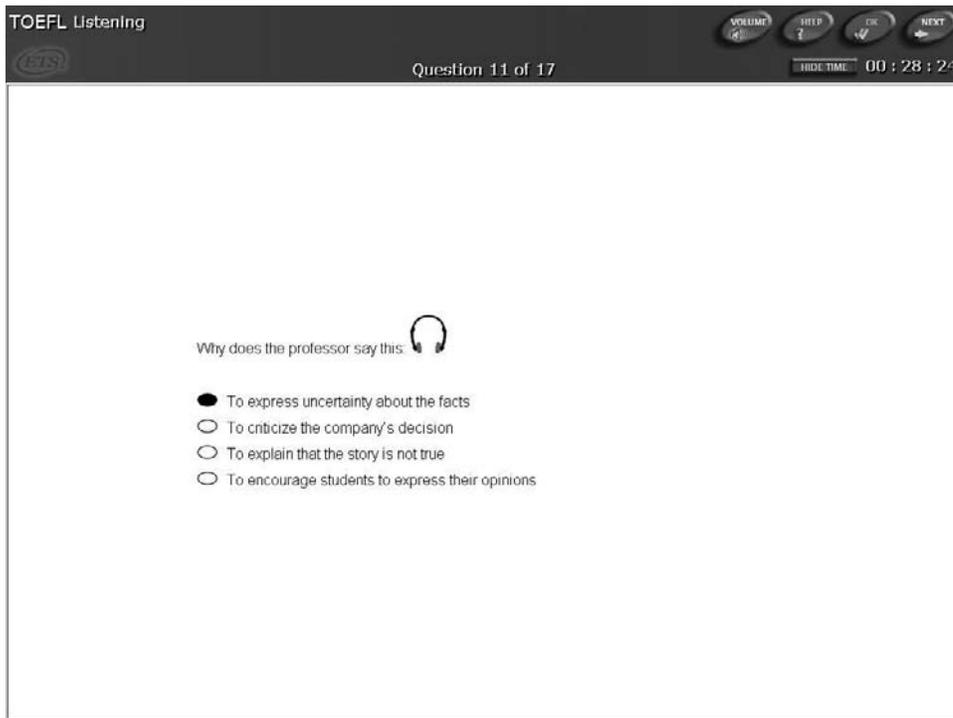
	Yes	No
Establish the goal		<input type="checkbox"/>
List alternative courses of action		<input type="checkbox"/>
Select key criteria and subcriteria		<input type="checkbox"/>
Make pairwise comparisons		<input type="checkbox"/>
Revise the goal based on choices		<input type="checkbox"/>

What is different?

- Note taking is allowed. After testing, notes are collected and shredded before the test taker leaves the test center.
- Conversations and lectures are longer, and the language sounds more natural.
- One lecture per test is spoken with a British or Australian accent.
- One new multiple-choice question type measures understanding of a speaker's attitude, degree of certainty, or purpose. These questions require test takers to listen for voice tones and other cues and determine how speakers feel about the topic being discussed.
- In some questions a portion of the lecture or conversation is replayed so the test taker does not need to rely on memory of what was said. (See below.)

In the replay question test takers listen to part of the conversation or lecture again and then answer a question. Sometimes, the question repeats a portion of the listening material again, as indicated by the headphones icon in the example on page 14.





This is an example of a new type of question that measures the comprehension of a speaker's purpose.

C. TOEFL iBT Speaking Section

Academic Speaking Skills

The Speaking section measures test takers' ability to speak in English effectively in educational environments. Students should be able to speak with confidence both in and outside the classroom.

In classrooms, students need to

- respond to questions
- participate in academic discussions with other students
- synthesize¹⁰ and summarize what they have read in their textbooks and heard in class
- express their views on topics under discussion

Outside of the classroom, students need to

- participate in casual conversations
- express their opinions
- communicate with people in such places as the bookstore, the library, and the housing office

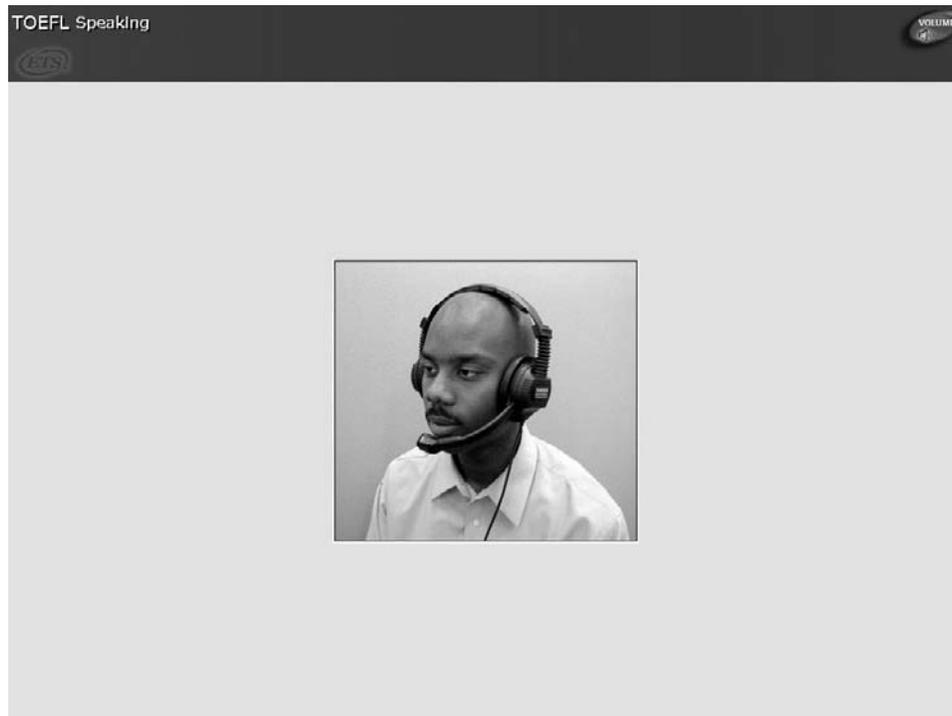
¹⁰**Synthesize**—To combine information from two or more sources

Description of the TOEFL iBT Speaking Section

There are six tasks in the Speaking section, which is approximately 20 minutes long.

- The first two tasks are **independent speaking tasks** that focus on topics familiar to the test taker.
- The remaining four tasks are **integrated tasks**, and test takers must combine more than one skill when responding. Test takers read and listen to some brief material and then speak in response. They can take notes and use those notes when responding to the speaking tasks. Then a question is asked that requires test takers to relate the information from the reading and listening material.

For all speaking tasks, test takers use headsets with a microphone. Test takers speak into the microphone to record their responses. Responses are digitally recorded and sent to ETS's Online Scoring Network.



Speaking Task Types

Task Type	Task Description	Timing
Independent Tasks		
1. Personal Preference	This question asks the test taker to express and defend a personal choice from a given category—for example, important people or places, or events or activities that the test taker enjoys.	Preparation time: 15 seconds Response time: 45 seconds
2. Choice	This question asks the test taker to make and defend a personal choice between two contrasting behaviors or courses of action.	Preparation time: 15 seconds Response time: 45 seconds
Integrated Tasks		
Read/Listen/Speak		
3. Campus Situation Topic: Fit and Explain	<ul style="list-style-type: none"> • A reading passage (75–100 words) presents a campus-related issue. • A listening passage (60–80 seconds, 150–180 words) comments on the issue in the reading. • The question asks the test taker to summarize the speaker’s opinion within the context of the reading passage. 	Preparation time: 30 seconds Response time: 60 seconds
4. Academic Course Topic: General/Specific	<ul style="list-style-type: none"> • A reading passage (75–100 words) broadly defines a term, process, or idea from an academic subject. • An excerpt from a lecture (60–90 seconds; 150–220 words) provides examples and specific information to illustrate the term, process, or idea from the reading passage. • The question asks the test taker to combine and convey important information from the reading passage and the lecture. 	Preparation time: 30 seconds Response time: 60 seconds
Listen/Speak		
5. Campus Situation Topic: Problem/Solution	<ul style="list-style-type: none"> • The listening passage (60–90 seconds; 180–220 words) is a conversation about a student-related problem and two possible solutions. • The question asks the test taker to demonstrate understanding of the problem and to express an opinion about solving the problem. 	Preparation time: 20 seconds Response time: 60 seconds
6. Academic Course Topic: Summary	<ul style="list-style-type: none"> • The listening passage is an excerpt from a lecture (90–120 seconds; 230–280 words) that explains a term or concept and gives concrete examples to illustrate it. • The question asks the test taker to summarize the lecture and demonstrate an understanding of how the examples relate to the overall topic. 	Preparation time: 20 seconds Response time: 60 seconds
TOTAL		20 minutes

Independent Speaking

A single question appears on the screen and is read aloud by the narrator. Test takers have 15 seconds to prepare an answer, and have 45 seconds to respond. A clock shows the remaining time for preparation and the response.

TOEFL Speaking VOLUME 4

Question 1 of 6

Describe a class you have taken in school and explain why the class was important to you. Include details and examples to support your explanation.

Preparation Time: 15 Seconds
Response Time: 45 Seconds

PREPARATION TIME

00 : 00 : 14

Integrated Speaking—Read/Listen/Speak

Test takers read a passage on a given topic and then listen to a speaker talk about the same topic. A question appears on the screen and is read aloud by the narrator. Test takers have 30 seconds to prepare their response. They have 60 seconds to respond by synthesizing and summarizing the information they have read and heard.

Sample Reading Passage from an Ecology Class

TOEFL Speaking VOLUME 4

Question 3 of 6

Reading Time: 45 seconds

Animal Domestication

For thousands of years, humans have been able to domesticate, or tame, many large mammals that in the wild live together in herds. Once tamed, these mammals are used for agricultural work and transportation. Yet some herd mammals are not easily domesticated.

A good indicator of an animal's suitability for domestication is how protective the animal is of its territory. Non-territorial animals are more easily domesticated than territorial animals because they can live close together with animals from other herds. A second indicator is that animals with a hierarchical social structure, in which herd members follow a leader, are easy to domesticate, since a human can function as the "leader".

Sample Lecture from the Same Ecology Class

TOEFL Speaking VOLUME 4

Question 3 of 6




The question asks them to briefly synthesize and summarize the information from the reading and listening material.

TOEFL Speaking VOLUME 4

Question 3 of 6

The professor describes the behavior of horses and antelope in herds.
Explain how their behavior is related to their suitability for domestication.

Preparation Time: 30 Seconds
Response Time: 60 Seconds

PREPARATION TIME
00 : 00 : 21

Integrated Speaking—Listen/Speak

Test takers listen to part of a conversation or lecture. The question asks them to briefly summarize the information from the listening material. For some tasks, the question asks them to summarize the information and express an opinion about it.

TOEFL Speaking VOLUME 4

Question 6 of 6



Progress bar

TOEFL Speaking VOLUME 4

Question 6 of 6

The students discuss two possible solutions to the woman's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Preparation Time: 20 Seconds
Response Time: 60 Seconds

PREPARATION TIME

00 : 00 : 07

What is different?

The entire section is new since there is no Speaking section on the paper-based or computer-based TOEFL test. Test takers who must submit a speaking score currently take the Test of Spoken English™ (TSE®) separately.

D. TOEFL iBT Writing Section

Academic Writing Skills

The Writing section measures test takers' ability to write in an academic environment. In English-speaking academic situations, students need to present their ideas through clear, well-organized writing.

- Often students need to write a paper or response on an exam on something they are learning about in their classes. They need to combine information they have heard in their class lectures and read about in their textbooks or other reading materials. This type of writing can be referred to as **integrated writing**. In this type of writing students need to be able to
 - take notes on what they hear and read and use them to organize information before writing
 - summarize, paraphrase, and cite information from the source material accurately
 - write about the ways the information they listened to relates to the information they read

For example, in an academic course, a student might be asked to compare and contrast the points of view expressed by the professor in class and in the assigned reading material. The student must successfully draw information from each source to show the contrast.

- Students also need to write essays that express and support their opinions based on their own knowledge and experience. This type of writing can be referred to as **independent writing**. In this type of writing, students need to be able to express an opinion and support it based on their own knowledge and experience.

For example, a student may be asked to write an essay about a controversial issue. The student uses personal experience to substantiate his or her position.

In all types of writing, it is helpful for students to

- identify one main idea and some major points to support that idea
- plan how to organize the essay (e.g., with an outline)
- develop the essay by using reasons, examples, and detail
- express information in an organized manner
- use effective linking words (transitional phrases) to connect ideas and help the reader understand the flow of ideas
- use a range of grammar and vocabulary for effective expression
- use grammar and vocabulary accurately; use idiomatic expressions appropriately
- follow the conventions of spelling, punctuation, and layout

Description of the TOEFL iBT Writing Section

The total time for the Writing section is 50 minutes. Test takers write their responses to two writing tasks. (See below.) Their responses are typed on the computer and sent to ETS's Online Score Network.

Writing Task Types

Task Type	Task Description
<p>Task 1: Integrated Writing Task Read/Listen/Write</p>	<ul style="list-style-type: none"> • Test takers read a short text of about 230–300 words (3 minutes' reading time) on an academic topic. • Test takers may take notes on the reading passage. • The reading passage then goes away during the lecture that follows; it reappears when it is time for the test takers to begin writing so they can refer to it as they are working. • Test takers listen to a speaker discussing the same topic from a different perspective. The listening passage is about 230–300 words long (or about 2 minutes' listening time). • The listening passage provides additional information that relates to points made in the reading passage; test takers may take notes on the listening passage. • Test takers are asked to write a summary in connected English prose of important points made in the listening passage and explain how these relate to the points made in the reading passage. Suggested response length is 150–225 words; however, there is no penalty for writing more, as long as it is in response to the task presented.
<p>Task 2: Independent Writing</p> <p>NOTE: This is the same type of task on the computer-based TOEFL and the Test of Written English™ (TWE®).</p>	<ul style="list-style-type: none"> • Test takers are asked to write an essay that states, explains, and supports their opinion on an issue. An effective essay will usually contain a minimum of 300 words; however, test takers may write more if they wish. • Test takers need to develop support for their opinions or choices, rather than simply listing personal preferences or choices. • Typical essay questions begin with statements such as: <ul style="list-style-type: none"> • Do you agree or disagree with the following statement? Use reasons and specific details to support your answer. • Some people believe X. Other people believe Y. Which of these two positions do you prefer/agree with? Give reasons and specific details.

Integrated Writing—Read/Listen/Write Example from a Business Class

TOEFL Writing VOLUME ? HELP ? NEXT ?
HIDE TIME 00 : 02 : 59

Question 1 of 2

In many organizations, perhaps the best way to approach certain new projects is to assemble a group of people into a team. Having a team of people attack a project offers several advantages. First of all, a group of people has a wider range of knowledge, expertise, and skills than any single individual is likely to possess. Also, because of the numbers of people involved and the greater resources they possess, a group can work more quickly in response to the task assigned to it and can come up with highly creative solutions to problems and issues. Sometimes these creative solutions come about because a group is more likely to make risky decisions that an individual might not undertake. This is because the group spreads responsibility for a decision to all the members and thus no single individual can be held accountable if the decision turns out to be wrong.

Taking part in a group process can be very rewarding for members of the team. Team members who have a voice in making a decision will no doubt feel better about carrying out the work that is entailed by that decision than they might doing work that is imposed on them by others. Also, the individual team member has a much better chance to "shine," to get his or her contributions and ideas not only recognized but recognized as highly significant, because a team's overall results can be more far-reaching and have greater impact than what might have otherwise been possible for the person to accomplish or contribute working alone.

TOEFL Writing

Question 1 of 2 VOLUME ? HELP ? NEXT ?



TOEFL Writing

Question 1 of 2

VOLUME ? HELP ? NEXT ?
HIDE TIME 00 : 19 : 53

Directions: You have 20 minutes to plan and write your response. Your response will be judged on the basis of the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.

Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

In many organizations, perhaps the best way to approach certain new projects is to assemble a group of people into a team. Having a team of people attack a project offers several advantages. First of all, a group of people has a wider range of knowledge, expertise, and skills than any single individual is likely to possess. Also, because of the numbers of people involved and the greater resources they possess, a group can work more quickly in response to the task assigned to it and can come up with highly creative solutions to problems and issues. Sometimes these creative solutions come about because a group is more likely to make risky decisions that an individual might not undertake. This is because the group spreads responsibility for a decision to all the members and thus no single individual can be held accountable if the decision turns out to be wrong.

Taking part in a group process can be very rewarding for members of the team. Team members who have a voice in making a decision will no doubt feel better about carrying out the work that is entailed by that decision than they might doing work that is imposed on them by others. Also, the individual team member has a much better chance to "shine," to get his or her contributions and ideas not only recognized but recognized as highly significant, because a team's overall results can be more far-reaching and have greater impact than what might have otherwise been possible for the person to accomplish or contribute working alone.

Cut Paste Undo Redo Hide Word Count 0

I think that

Independent Writing

The screenshot shows the TOEFL iBT Writing section interface. At the top, it says "TOEFL Writing" and "Question 2 of 2". There are buttons for "VOLUME", "HELP", and "NEXT". A timer shows "HIDE TIME: 00 : 29 : 56". Below the header, there are buttons for "Cut", "Paste", "Undo", and "Redo", along with a "Hide Word Count" button and a counter showing "0".

Directions: Read the question below. You have 30 minutes to plan, write, and revise your essay. Typically, an effective response will contain a minimum of 300 words.

Question:

Do you agree or disagree with the following statement?

Always telling the truth is the most important consideration in any relationship between people.

Use specific reasons and examples to support your answer.

What is different?

The TOEFL iBT Writing section has two writing tasks as opposed to a single essay. The integrated writing task has been added to the test. The independent writing task is similar to the CBT essay and the Test of Written English (TWE), which is administered with the paper-based TOEFL test. Also, typing is now required. (The vast majority of test takers on the computer-based TOEFL test choose to type their essays.)

About Test Scores

A. Score Scales

Since the TOEFL test is changing significantly, the score scale is also changing. Scores from the TOEFL iBT test 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.

B. 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) on pages 49–50. The average of all six ratings is converted to a scaled score of 0 to 30. (See page 59 for a copy of the 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) on pages 51–52. 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 page 59 for a copy of the 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.

C. Score Reports

Score reports provide better information than ever about an individual's readiness to participate and succeed in academic studies in an English-speaking environment. Score reports include:

- four skill scores
- total score

Scores are reported online fifteen business days after the test. Test takers and score-receiving institutions and agencies are able to view the scores online free of charge. Paper copies of score reports are mailed shortly after scores are posted online. Test taker score reports also include performance feedback, which indicates their performance level and describes what test takers in the reported score ranges can do. In the future the performance feedback will also include suggestions for improvement.

D. Score Requirements

Each institution sets its own requirements for TOEFL iBT scores. Test takers taking the new TOEFL test to fulfill an admissions requirement should ask their target institutions for score requirements. For a list of colleges, universities, and agencies around the world that accept TOEFL scores, visit www.ets.org/toefl.

To understand how scores on TOEFL iBT compare to those on the computer-based and paper-based tests, refer to the comparison tables on pages 54–58. These comparison tables are also available on the TOEFL Web site at www.ets.org/toefl/nextgen.

E. English Language Competency Descriptors

The TOEFL iBT English Language Competency Descriptors (pages 65–70) provide useful information about what a student can do in English at various score levels, and help explain what the new scores mean. These descriptors are also available on the TOEFL Web site at www.ets.org/toefl/nextgen.

Skill-Building Tips from ETS

Probably the best way for English-language learners to develop the skills being measured on the TOEFL iBT test is to study in an English program that focuses on

- communication using all four skills, especially speaking
- integrated skills (e.g., reading/listening/speaking, reading/listening/writing)

The following tips have been created by ETS, and are written for students (although teachers will also find them useful).

A. Reading Tips

The best way to improve reading skills is to read frequently and to read many different types of texts in various subject areas (sciences, social sciences, arts, business, etc.). The Internet is one of the best resources for this, but books, magazines, and journals are very helpful as well. It is best to progress to reading texts that are more academic in style, the kind that would be found in university courses.

Here are some suggestions for ways to build skills for the three reading purposes included in TOEFL iBT.

1. Reading to find information

- Scan the passages to find and highlight key facts (dates, numbers, terms) and information.
- Practice this frequently to increase reading rate and fluency.

2. Reading for basic comprehension

- Increase vocabulary knowledge, perhaps by using flashcards.
- Rather than carefully reading each word and each sentence, practice skimming a passage quickly to get a general impression of the main idea.
- Build up the ability to skim quickly and to identify the major points.
- After skimming a passage, read it again more carefully and write down the main idea, major points, and important facts.
- Choose some unfamiliar words in the passage and guess the meaning from the context (surrounding sentences).
- Select all the pronouns (he, him, they, them, etc.) in a passage and identify which nouns they refer to in the passage.
- Practice making inferences and drawing conclusions based on what is implied in the passage as a whole.

3. Reading to learn

- Identify the passage type (e.g., classification, cause-and-effect, compare-and-contrast, problem-and-solution, description, narration, etc.)
- Do the following to organize the information in the passage:
 - Create an outline of the passage to distinguish between major and minor points.
 - If the passage describes the order of a process or is a narration, create an outline of the steps in the process or narration. (See outline example on page 45.)
 - If the passage categorizes information, create a chart and place the information in appropriate categories. (See page 39 for an example.) Note: In the TOEFL iBT test, test takers do not have to create such a chart. Instead, a chart with possible answer choices is provided for them, and they are required to fill in the chart with the correct choices. Practicing this skill will help test takers think about categorizing information, and be able to do so with ease.

- Create a written or oral summary of the passages using these charts and outlines. Note: This is not measured in the Reading section, but practicing summarizing skills is useful for the integrated task in the Writing and Speaking sections.
- Paraphrase individual sentences in a passage, and then progress to paraphrasing an entire paragraph. Note: The Reading section measures the ability to recognize paraphrases. The ability to paraphrase is also important for the integrated tasks in the Writing and Speaking sections of the test. (See pages 29–30 for paraphrasing tips.)

B. Listening Tips

The best way to improve listening skills is to listen frequently to many different types of material in various subject areas (sciences, social sciences, arts, business, etc.). Of course, watching movies and TV and listening to radio is an excellent way to practice listening. Audio tapes and CDs of talks are available in libraries and bookstores; those with transcripts of the listening material are particularly helpful. The Internet is also a great resource for listening material, including these valuable sites:

- **www.npr.org**—The National Public Radio site provides a searchable archive section where any topic can be searched. Transcripts of the material can be purchased on the site.
- **www.bbc.co.uk/radio** and **www.bbc.co.uk/worldservice/learningenglish**—These two Web sites of the British Broadcasting Corporation (BBC) provide many options for streaming audio. Transcripts of the material are also available on these sites.

Here are some suggestions for ways to strengthen skills for the three listening purposes included in the TOEFL iBT test.

1. Listening for basic comprehension

- Increase vocabulary knowledge, perhaps by using flashcards.
- Focus on the content and flow of material. Do not be distracted by the speaker’s style and delivery.
- Anticipate what a person is going to say as a way of staying focused.
- Stay active by asking mental questions. (e.g., What main idea is the professor communicating?)
- Copy the words, “main idea, major points, and important details” on different lines of paper. Listen carefully, and write these things down while listening. Listen again until you write down all major points and important details.
- Listen to a portion of a lecture or talk and either orally summarize or write a brief summary of major points. Gradually increase the amount listened to and summarized. Note: This is not measured in the Listening section, but practicing summarizing skills is useful for the integrated tasks in the Writing and Speaking sections.

2. Listening for pragmatic understanding¹¹

- Think about what each speaker hopes to accomplish; that is, what is the purpose of the speech or conversation? Is the speaker apologizing, complaining, making suggestions, etc.?
- Notice the way each speaker talks. Is the level of language formal or casual? How certain does each speaker sound? Is the speaker’s voice calm or emotional? What does the speaker’s tone of voice tell you?
- Notice the degree of certainty of the speaker. How sure is the speaker about the information? Does the speaker’s tone of voice indicate something about his/her degree of certainty?
- Listen for changes in topic or digressions.¹²
- Watch a recorded TV or movie comedy and pay attention to how stress and intonation patterns are used to convey meaning.

¹¹**Pragmatic understanding**—To understand a speaker’s purpose, attitude, degree of certainty, etc.

¹²**Digressions**—Side comments in which the speaker briefly moves away from the main topic and then returns

3. Listening to connect and synthesize¹³ ideas

- Think about how the lecture is organized. Listen for the signal words that indicate the introduction, major steps or ideas, examples, and the conclusion or summary. (See page 43 for a list of examples.)
- Identify the relationships of ideas in the information being discussed. Possible relationships include: cause-and-effect, compare-and-contrast, steps in a process.
- Listen for words that show connections and relationships between ideas. (See page 44 for a list of examples.)
- Listen to recorded material and stop the recording at various points and try to predict what information or idea will be expressed next.
- Create an outline of the information discussed while listening or after listening. (See page 45 for an example of an outline.)

C. Speaking Tips

The best way to practice speaking is with native speakers of English. For those who are living in English-speaking countries, it is sometimes difficult to make the effort to meet people who speak English. One way of meeting people is to become involved in student organizations and clubs. For students who are serious about improving their speaking skills and overall communication skills, this kind of involvement is very important.

For those who are not living in an English-speaking country, finding native speakers of English to speak with can be quite challenging. In some countries, there are English-speaking tutors or assistants who help students with their conversation skills. It is critical to speak as often as possible with them, and ask if classroom assistants offer private tutoring. Another way students can practice speaking is to join a club that involves speaking in English about movies, music, travel, etc. If no such clubs exist, students can start their own clubs and invite any native speakers they know to join.

Here are some suggestions for ways to strengthen skills for the Speaking section of the TOEFL iBT test.

Independent Speaking Tasks

- Make a list of topics that are familiar, and practice speaking about them.
- Begin by describing a familiar place or talking about a personal experience.
- A more advanced exercise would be to state an opinion or a preference and then present reasons clearly and with detail.
- Another is to make a recommendation and explain why it is the best way to proceed.
- Practice giving 1-minute responses to each topic.

Integrated Speaking Tasks

- Find a textbook that includes questions about the material at the end of chapters. Practice answering the questions orally.
- Read a short article (100–200 words). Make an outline that includes only the major points of the article. Use the outline to orally summarize the information. Then add detail to the outline and orally summarize again.
- Find listening and reading material on the same topic. The material can provide similar or different views. The Internet and the library are good places to find information.
- Take notes on the listening and reading material and do the following:
 1. Orally summarize the information in both. Be sure to paraphrase using different words and grammatical structures. (See paraphrasing tips on pages 29–30.)
 2. Orally synthesize by combining information from the reading and listening material and explain how they relate.

¹³**Synthesize**—To combine information from two or more sources

Please note: Taking notes throughout the TOEFL iBT test is allowed. Since the reading and listening material in the integrated Speaking task is very brief, taking notes on the material may not be necessary. However, the activity described above will help you prepare for the academic environment you plan to enter. Also, if you can do well with this kind of activity, you will most likely succeed on the integrated Speaking tasks on the TOEFL iBT test.

- State and support an opinion about the ideas and information presented in the reading and listening material.
- If the reading and/or listening material describes a problem, suggest and explain a solution to the problem.
- Recognize the attitude of the speaker or the writer of the original material through intonation, stress, and word choice. This helps you understand his/her point of view and plan an appropriate response.

All Speaking Tasks

- Increase your vocabulary and learn to use idiomatic speech appropriately.
- Learn grammatical structures so well that you can use them naturally when speaking.
- Work on pronunciation, including word stress, intonation patterns, and pauses. There are a number of products and Web sites that can help you develop your pronunciation skills. (See page 48 for a list of Web site resources.)
- When practicing for the TOEFL iBT test using the tips above, take around 15 seconds to plan before beginning to speak. Write down a few key words and ideas, but do not attempt to write down exactly what you are going to say. (Raters will be able to detect responses that are read and give them a lower rating.)
- Use signal words and phrases to introduce new information or ideas, to connect ideas, and to mark important words or ideas. This will help the listener easily follow what you are saying. For example, “on one hand...” “but on the other hand...”, “what that means is...”, “The first reason is...”, “another difference is...” (See page 43 for more examples.)
- Make recordings of the above activities and listen to make sure the pronunciation and fluency are clear and easy to understand. An English teacher or tutor can evaluate the speech using the appropriate TOEFL iBT Speaking rubric. (See pages 49–50 for the rubrics.)

D. Writing Tips

Integrated Writing Tasks

- Find a textbook that includes questions about the material at the end of chapters. Practice writing answers to the questions.
- Read an article that is about 300–400 words long. Make an outline that includes the major points and important details of the article. Use the outline to write a summary of the information and ideas. Summaries are brief and clearly communicate only the major points and important details. Be sure to paraphrase using different words and grammatical structures. (See tips on paraphrasing below.)
- Practice paraphrasing frequently. Paraphrasing involves restating something from the source material in one’s own words. It is **critical** to use **different** words and grammar to convey the same ideas when paraphrasing. In English-speaking countries, you **must** follow the rules for citing when you use the same words of the original speaker or author. If you do not do this, it is considered a form of intellectual stealing, called **plagiarism**. While this may be accepted in some cultures, it is not acceptable in most English-speaking academic settings. Therefore, paraphrasing skills are important to learn.
 - Learn to find synonyms with ease. Pick ten to fifteen words or phrases in a reading passage and quickly think of synonyms without looking them up in a dictionary or thesaurus.
 - When writing a paraphrase of a reading passage, use only your notes. If you haven’t taken notes, write the paraphrase without looking at the original passage. Then check the paraphrase with the original passage to make sure that it is factually accurate and that you have used different words and grammatical structures.

- Learn and carefully follow the rules for citing known and unknown sources that you have quoted or paraphrased. See page 48 for Web sites that give additional advice on paraphrasing, summarizing, and citing sources.
- Find listening and reading material on the same topic. The material can provide similar or different views. The Internet and the library are good places to find such information.
- Take notes on the listening and reading material and do the following:
 1. Summarize the information and ideas in both.
 2. Synthesize the information in both and discuss how the reading and listening material relate. Explain how the ideas are alike, how one idea expands upon another, or how the ideas are different or contradict each other.

Independent Writing Tasks

- Make a list of familiar topics and practice writing about them.
- For each topic state an opinion or a preference and then support it with evidence.
- Practice planning and writing at least one essay for each topic. Be sure to take 30 minutes to plan, write, and revise each essay.
- Think about and list all ideas related to a topic or task before writing. This is also called “prewriting.”
- Identify one main idea and some major points to support that idea, and plan how to communicate them (for example, by creating an outline to organize your ideas).
- Create a focused thesis statement and use it to develop all the ideas presented in the essay.
- Develop the essay by using appropriate explanation and detail.

All Writing Tasks

- Increase your vocabulary and learn to use idiomatic speech appropriately.
- Learn grammatical structures so well that you can use them naturally when writing.
- Learn the conventions of spelling, punctuation, and layout (paragraph creation, etc.).
- Express information in an organized manner, displaying unity of thought and coherence.
- Use signal words and phrases, such as “on one hand” or “in conclusion” to create a clear structure for your response. (See pages 43–44 for examples of signal and transitional words and phrases.)
- Ask an English teacher or tutor to evaluate your writing by using the appropriate TOEFL iBT Writing rubric. (See pages 51–52 for the rubrics.)

Teachers—It is a good idea for your English programs to use the TOEFL Speaking and Writing rubrics (pages 49–52) to measure students’ responses to any tasks you create. In doing so, you will also be able to help students better build their skills for the TOEFL iBT test.

Test Preparation Tips from ETS

Step 1: View the Test for Free

Anyone can tour the parts of the test or view a complete sample test for free online at www.ets.org/toefl/nextgen.

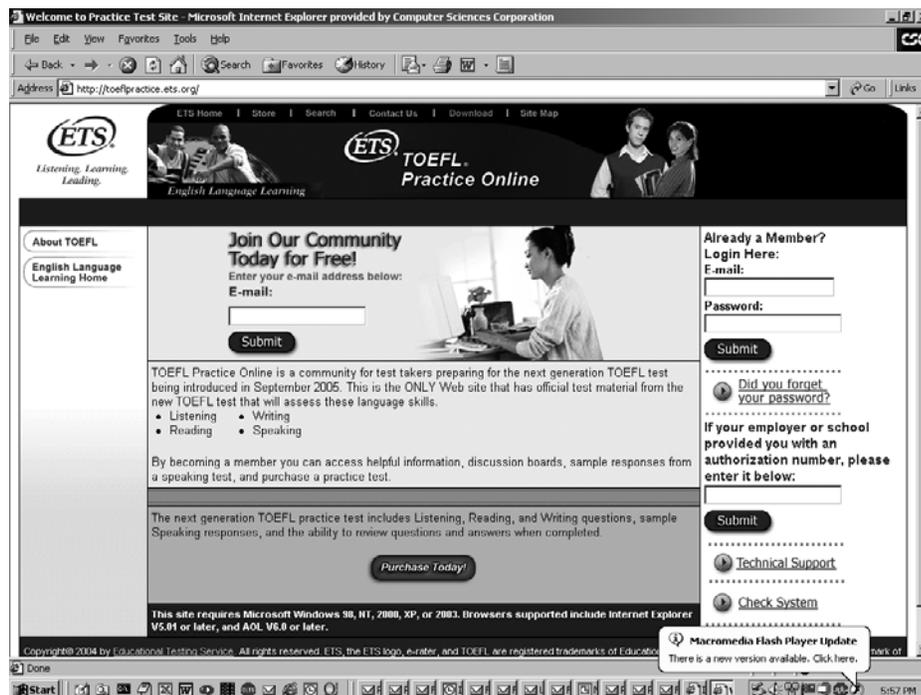
This is a screen from the online tour.

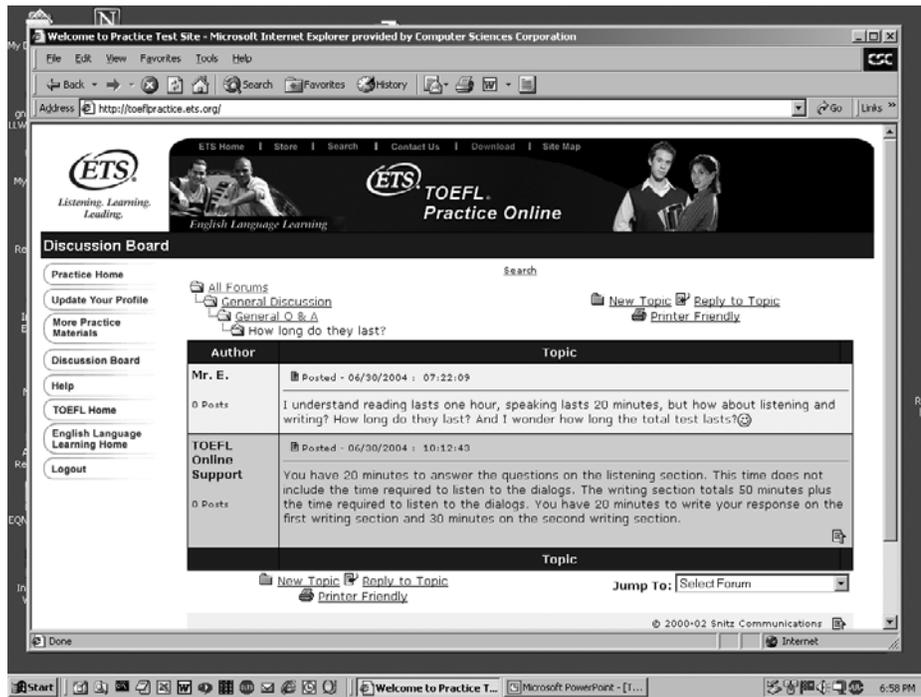


In addition, anyone can join TOEFL's online practice community, called **TOEFL Practice Online**, at www.ets.org/toeflpractice for **free**. Members have access to

- sample Speaking questions and responses
- Reading and Listening questions
- discussion boards where learners and teachers can exchange ideas
- daily study tips

TOEFL Practice Online Homepage and Discussion Board—www.ets.org/toeflpractice





Step 2: Take an Online Practice Test

- In addition to these materials, members have access to next generation TOEFL iBT practice tests on the **TOEFL Practice Online** Web site (www.ets.org/toeflpractice). These practice tests are created by ETS, the maker of the TOEFL iBT test. Students can access the practice tests themselves, but teachers or advisors can also access them in bulk quantities for students.
- A practice test can be used one time only. When members take a practice test, they receive instant scores and feedback on the Reading, Listening, and Writing sections.
- As of mid-2005, members can access a TOEFL iBT online practice test with or without the Speaking section. The Speaking practice will be available at an extra fee. Speaking scores will be available within five business days.
- Members have the option of taking a practice test under timed or untimed conditions. It is important to progress to practicing under timed conditions so students can become familiar with the pace of the official TOEFL iBT test. They should also use headphones and become familiar with the directions so they know what to expect on the official test.
- Once members complete a practice test, they receive a score report with their skill scores and performance feedback analysis so they understand their strengths and weaknesses. **Note: The official TOEFL iBT score reports will look different from these practice test score reports.**

Step 3: Practice More on Weakest Skills

Use the practice test score report and performance feedback analysis to determine which skills are the weakest. Of course, it is important to follow the skill-building tips on pages 26–30 before doing the additional test practice available on TOEFL Practice Online:

- Listening practice questions—access to 151 listening questions for 90 days
- Reading practice questions—access to 165 reading questions for 90 days
- ScoreItNow![™] writing practice—receive instant scores and feedback for two independent writing essays

Step 4: Use Good Test-Taking Strategies

Once test takers have built their skills and practiced for the test, they are ready to take the test. Here are some good test-taking strategies recommended by ETS.

- **Carefully follow the directions** in each section to avoid wasting time.
- **Click Help** to review the directions only when absolutely necessary because the test clock will not stop when the Help function is being used.
- **Do not panic.** Concentrate on the current question only, and do not think about how you answered other questions. This is a habit that can be learned through practice.
- **Avoid spending too much time on any one question.** If you have given the question some thought and you still don't know the answer to a question, eliminate as many answer choices as possible and then select the best choice. You can review your responses in the Reading section by clicking View. However, it is best to do this only after all the questions have been answered so you can stay focused and save time.
- **Pace yourself** so you have enough time to answer every question. Be aware of the time limit for each section and task and budget enough time for each question/task so you do not have to rush at the end. You can hide the time clock if you wish, but it is a good idea to check the clock periodically to monitor progress. The clock will automatically alert you when five minutes remain in the Listening and Reading sections, as well as the independent and integrated tasks in the Writing section.

Registration for the New TOEFL iBT Test

Step 1: Get a Copy of the *TOEFL iBT Registration and Information Bulletin*

The *TOEFL iBT Bulletin* is a free publication that contains all the information test takers need to register to take the TOEFL iBT test. It explains test-scheduling procedures and provides information about fees, and identification requirements. The *Bulletin* can be downloaded or ordered on the TOEFL Web site (www.ets.org/toefl) starting in June 2005.

Paper copies of *Bulletins* can be found locally at many educational advising centers, universities, and libraries. If test takers order a *Bulletin* online, it will be shipped from ETS in Princeton, New Jersey, USA. Allow up to eight weeks for delivery outside of the United States.

Step 2: Check the TOEFL Web Site for the List of Test Centers

Test takers should check the TOEFL Web site at www.ets.org/toefl/nextgen for the latest list of test centers and the testing schedule for the TOEFL iBT test. Copies of the test center list and testing schedule will be available at many advising centers, universities, and libraries.

Step 3: Register Online, by Phone, or by Mail

Registration for the new test begins in late July 2005. Test takers can register online at www.ets.org/toefl/learners/ibt/register.html or by phone. Registration by mail is also possible by using the paper form in the *Bulletin*.

Questions Frequently Asked by Students

Launch Schedule

When will the new test be available?

To ensure test score integrity and a quality administration for all test takers, ETS will introduce the new TOEFL test to countries worldwide in phases rather than all at once. It will launch for the first time in the United States on September 24, 2005. It will be offered in Canada, Germany, Italy, and France on October 22, 2005. The rest of the world will follow in 2006. TOEFL computer-based testing (CBT) and paper-based testing (PBT) will continue to be available until the launch of iBT in other parts of the world. Because TOEFL scores are used for high-stakes decisions, it is essential that the entire system works reliably in initial locations so that we can have a successful rollout in all locations.

When do TOEFL CBT and PBT stop?

ETS will continue to administer the current computer-based and paper-based versions of the test until the new Internet-based test is implemented. In the United States, CBT will stop in mid-September. In Canada, France, Germany, and Italy, a paper-based test administration will be held on October 15, 2005, and computer-based testing will continue until mid-month. CBT and PBT will continue in the rest of the world until iBT is introduced in 2006.

How can test takers find out when the new test will be available in their countries?

A timeline is available on the TOEFL Web site. ETS will also inform score users and test takers of the schedule at student fairs, through educational advisors and other means. The schedule for 2006 will be announced by November 1, 2005.

Test Delivery

How will the new test be administered?

The new test will be administered on fixed dates in a network of secure Internet-based test centers. Internet-based testing makes it possible to greatly expand the number of test centers in what is already the world's largest testing network. Most areas where the TOEFL iBT test is offered will have 30 to 40 administrations a year, but the number will vary based on the number of test takers and test center capacity. ETS will continue to utilize the current computer-based testing as well as paper-based testing until the Internet-based version is available.

Test center information will be posted at www.ets.org/toefl/nextgen and will be updated regularly. *Information and Registration Bulletins* will be available at many educational advising centers, colleges, universities, and libraries.

Why is the TOEFL test changing?

The new test better measures what colleges and universities need to know: a prospective student's ability to use English to communicate in an academic setting. The new Speaking section evaluates a person's ability to use spoken English, and the new integrated Writing and Speaking tasks measure the ability to combine information from more than one source and communicate about it.

Why use Internet-based testing (iBT)?

ETS has wanted to add Speaking to the test for quite a while, but needed to wait until it could be done in a way that met its standards for quality. Internet-based testing makes it possible for ETS to capture and score test-taker speech in the most efficient, standardized, and objective manner. Internet-based testing will also make it possible to greatly increase the number of test centers, which is good for test takers.

What is different about the TOEFL iBT test?

The TOEFL iBT test has a new Speaking section, which includes independent and integrated tasks. There is no longer a Structure section. Grammar is tested on questions and tasks in each section. Note taking is allowed throughout the test. The lectures and conversations in the TOEFL iBT Listening section are longer, but test takers can take notes. The speech in the listening material sounds more natural, and one lecture per test may use a British or Australian accent. Also, there are new questions that measure understanding of a speaker's attitude, degree of certainty, and purpose. The TOEFL iBT Reading section has new questions that ask test takers to categorize information and fill in a chart or complete a summary. In the TOEFL iBT Writing section typing is required. There is an integrated task in addition to the current independent task, and the rubrics used for rating are different from the current test.

Will it be possible to take just a specific section of the test?

It will be necessary to take the entire test to receive a score.

Test Benefits

Will the new test really be different?

The new test is an entirely new approach to learning and assessing the kind of English used in higher education. For the first time ever, the TOEFL test will assess test taker ability to integrate English skills and will reflect how people actually communicate in English in college and university settings.

Is the new test more difficult than the current test?

The TOEFL iBT Reading and Listening sections are not dramatically different from those on the current TOEFL test. The integrated tasks on the TOEFL iBT Speaking and Writing sections may be considered more challenging because they are new to test takers. However, to succeed academically in English-speaking colleges and universities, students need to be able to speak and write in response to what they have read and listened to. The integrated tasks in the new test will help learners build the confidence needed to communicate in the academic environments they plan to enter.

What other benefits will the new test provide?

The inclusion of Speaking, the use of integrated skills, and the emphasis on communicative competence will have great impact on how English is taught in the future. Students and other test takers will develop a higher level of English ability as a result, and will have confidence that they will be able to communicate and succeed.

Who else will benefit from the new test?

Admissions officials and faculty at English-speaking colleges and universities as well as administrators of certification and licensing agencies will be provided with better information on their applicants' English communication abilities.

Test Scores

How will the TOEFL iBT Speaking section be scored?

Each of the six tasks is rated from 0 to 4, and the average of these ratings is converted to a scaled score of 0 to 30. Human raters evaluate the test taker's ability in topic development, delivery, and language use.

Scoring guides (rubrics) for the TOEFL iBT Speaking section are available on pages 49–50. The rubrics and sample responses at each level are also available at www.ets.org/toefl/nextgen.

How will the TOEFL iBT Writing section be scored?

The two tasks are rated from 0 to 5, and the average of these ratings is converted to a scaled score of 0 to 30. Human raters evaluate the responses. They evaluate the integrated writing task on the overall quality of the

writing (development, organization, appropriate and precise use of grammar and vocabulary) and the completeness and accuracy of the content. Raters evaluate the independent writing essay on the overall quality of the writing: development, organization, appropriate and precise use of grammar and vocabulary.

Scoring guides (rubrics) for the Writing section are available on pages 51–52. The rubrics and sample responses at each level are also available at www.ets.org/toefl.nextgen.

Will the TOEFL score scale change?

Yes, the score scale will change to:

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.

What happens to scores from previous tests?

ETS will report previous scores for two years after the original test date.

Will institutions still accept previous scores?

Requirements vary from institution to institution. Please check with your prospective institutions or agencies to determine their specific requirements.

Is there a chart comparing scores for the current test with scores for the new TOEFL iBT?

Yes. These score comparison tables can be found on page 54–58.

Test-Taker Resources

Is a sample test available?

Yes, a complete TOEFL iBT sample test can be viewed free of charge at www.ets.org/toefl/nextgen. There is also an online tour with sample test questions from each of the four sections.

How can learners practice for the TOEFL iBT test?

Practice tests are available at TOEFL Practice Online at www.ets.org/toeflpractice. Join the online community for free and get access to Speaking samples, discussion boards, and daily study tips. After completing the practice tests, members receive instant scores and performance feedback. Additional practice is available for Listening, Reading, and Writing for those who need to improve these skills.

Those wishing to receive a Speaking score can take the Speaking practice for an additional fee. Visit www.ets.org/tast for more information. However, by mid-2005, the Speaking section will be a part of the TOEFL iBT practice test.

General

How can test takers register?

Registration begins in late July 2005. Test takers can register online, by phone, or by mail.

Will TOEFL iBT take the place of the Test of Spoken English (TSE)?

Yes. Because the TOEFL iBT test includes a Speaking section, institutions and agencies will no longer need to require TSE scores as a separate requirement. The TSE will be discontinued once the TOEFL iBT test is available worldwide.

Appendix A

Reading to Learn—Category Chart Example

Please refer to the reading passage on page 40 for this task.

1. Read paragraphs 3, 4, and 5 of the article.
2. With your partner, place the nine pieces of information from the article into the appropriate sections of the chart below. (This information is in note form, and not necessarily in complete sentences.)

Scholars' opinions about why Lascaux cave dwellers hid their art	Reasons to substantiate this opinion	Reasons to disprove this opinion

- a. Explains why overpainting occurred—because the pictures had no further use after the hunt
 - b. No proof that drawings of men are shamans; they could be hunters instead
 - c. Opinion—Related to special hunting ceremonies to prepare hunters for the hunt
 - d. Does not explain why the paintings were hidden so well
 - e. There were many layers of painting, possibly showing different years of migrations
 - f. Elements of drawings include geometrical patterns near animals and men, and drawings of men that have bird or animal heads
 - g. Opinion—Related to deeper tribal ceremony and mythology—certain animals were ancient ancestors or protectors of the tribe
 - h. Pictures show animals wounded by arrows and spears
 - i. Opinion—Record of seasonal migrations of animal herds
3. Check the answer key (your instructor gives to you) for the accuracy of your answers.
 4. Think about how charting information from a text helped to improve your comprehension of the information. Discuss this with the entire class.

Reading Passage—Lascaux Cave Paintings Text

- (1) In Southwest France in the 1940's, playing children discovered Lascaux Grotto, a series of narrow cave chambers that contain huge prehistoric paintings of animals. Many of these beasts are as large as 16 feet (almost 5 meters). Some follow each other in solemn parades, but **others** swirl about, sideways and upside down. The animals are bulls, wild horses, reindeer, bison, and mammoths outlined with charcoal and painted mostly in reds, yellow, and browns. Scientific analysis reveals that the colors were derived from ocher and other iron oxides ground into a fine powder. **Methods** of applying color varied: some colors were brushed or smeared on rock surfaces and others were blown or sprayed. It is possible that tubes made from animal bones were used for spraying because hollow bones, some stained with pigment, have been found nearby.
- (2) One of the most puzzling aspects of the paintings is their location. Other rock paintings—for example, those of Bushmen in South Africa—are either located near cave entrances or completely in the open. Cave paintings in France and Spain, however, are in recesses and caverns far removed from original cave entrances. This means that artists were forced to work in cramped spaces and without sources of natural light. It also implies that whoever made them did not want them to be easily found. Since cave dwellers normally lived close to entrances, there must have been some reason why so many generations of Lascaux cave dwellers hid their art.
- (3) Scholars offer three related but different opinions about the mysterious origin and significance of these paintings. One opinion is that the paintings were a record of seasonal migrations made by herds. Because some paintings were made directly over others, **obliterating** them, it is probable that a painting's value ended with the migration it pictured. Unfortunately, this explanation fails to explain the hidden locations, unless the migrations were celebrated with **secret ceremonies**.
- (4) Another opinion is that the paintings were directly related to hunting and were an essential part of a special preparation ceremony. This opinion holds that the pictures and whatever ceremony they **accompanied** were an ancient method of psychologically motivating hunters. It is conceivable that before going hunting the hunters would draw or study pictures of animals and imagine a successful hunt. Considerable support exists for this opinion because several animals in the pictures are wounded by arrows and spears. This opinion also attempts to solve the overpainting by explaining that an animal's picture had no further use after the hunt.
- (5) A third opinion takes psychological motivation much further into the realm of tribal ceremonies and mystery: the belief that certain animals assumed mythical significance as ancient ancestors or protectors of a given tribe or clan. Two types of images substantiate this theory: the strange, indecipherable geometric shapes that appear near some animals, and the few drawings of men. Wherever men appear they are crudely drawn and their bodies are elongated and rigid. Some men are in a prone position and some have bird or animal heads. Advocates for this opinion point to reports from people who have experienced a **trance state**, a highly suggestive state of low consciousness between waking and sleeping. Uniformly, these people experienced weightlessness and the sensation that their bodies were being stretched lengthwise. Advocates also point to people who believe that the forces of nature are inhabited by spirits, particularly shamans* who believe that an animal's spirit and energy is transferred to them while in a trance. One Lascaux narrative picture, which shows a man with a birdlike head and a wounded animal, would seem to lend credence to this third opinion, but there is still much that remains unexplained. For example, where is the proof that the man in the picture is a shaman? He could as easily be a hunter wearing a headmask. Many tribal hunters, including some Native Americans, camouflaged themselves by wearing animal heads and hides.
- (6) Perhaps so much time has passed that there will never be satisfactory answers to the cave images, but their mystique only adds to their importance. Certainly a great art exists, and by its existence reveals that ancient human beings were not without intelligence, skill, and sensitivity.

(699 words)

***shamans**: holy people who act as healers and diviners

Answer Key for Category Chart

This is the answer key for the task on page 39.

Scholars' opinions about why Lascaux cave dwellers hid their art	Reasons to substantiate this opinion	Reasons to disprove this opinion
Opinion—Record of seasonal migrations of animal herds	There were many layers of painting, possibly showing different years of migrations	Does not explain why the paintings were hidden so well
Opinion—Related to special hunting ceremonies to prepare hunters for the hunt	Pictures show animals wounded by arrows and spears Explains why overpainting occurred—because the pictures had no further use after the hunt	
Opinion—Related to deeper tribal ceremony and mythology—certain animals were ancient ancestors or protectors of the tribe	Elements of drawings include geometrical patterns near animals and men, and drawings of men that have bird or animal heads	No proof that drawings of men are shamans; they could be hunters instead

Reading—New Paraphrasing Question (also called sentence simplification)

Reading Question Types	Sample Questions	Related Learning Objectives
Sentence simplification questions	<p>Which of the following best expresses the essential information in the highlighted sentence? Incorrect answer choices change the meaning in important ways or leave out essential information.</p> <ul style="list-style-type: none">✓ (A) Functional applied-art objects cannot vary much from the basic patterns determined by the laws of physics.(B) The function of applied-art objects is determined by basic patterns in the laws of physics.(C) Since functional applied-art objects vary only within certain limits, arbitrary decisions cannot have determined their general form.(D) The general form of applied-art objects is limited by some arbitrary decision that is not determined by the laws of physics. <p>Passage context:</p> <p>...Although we now tend to refer to the various crafts according to the materials used to construct them—clay, glass, wood, fiber, and metal—it was once common to think of crafts in terms of function, which led to their being known as the “applied arts.” Approaching crafts from the point of view of function, we can divide them into simple categories: containers, shelters, and supports. There is no way around the fact that containers, shelters, and supports must be functional. The applied arts are thus bound by the laws of physics, which pertain to both the materials used in their making and the substances and things to be contained, supported, and sheltered. These laws are universal in their application, regardless of cultural beliefs, geography, or climate. If a pot has no bottom or has large openings in its sides, it could hardly be considered a container in any traditional sense. Since the laws of physics, not some arbitrary decision, have determined the general form of applied-art objects, they follow basic patterns, so much so that functional forms can vary only within certain limits. Buildings without roofs, for example, are unusual because they depart from the norm. However, not all functional objects are exactly alike; that is why we recognize a Shang Dynasty vase as being different from an Inca vase. What varies is not the basic form but the incidental details that do not obstruct the object’s primary function...</p>	Recognize and create accurate paraphrases of information from a text

Signal Words and Phrases

Using signal words when speaking helps the listener follow what is being said. Listening for these can help learners understand the organization of the information they are listening to. “For example” is a very common signal phrase that speakers use to introduce an example. Other common signals include:

- “There are three reasons why ...”
- “First ... Second ... Third ...”
- “What I want to talk about is ...”
- “And most important, ...”
- “A major development ...”
- “Why it was so important ...”

The instructor may signal supporting details with phrases such as:

- “On the other hand ...”
- “Last time ...”
- “On the contrary ...”
- “For example, ...”
- “Just like ...”
- “Similarly, ...”
- “In contrast, ...”
- “Also, ...”
- “So ...”
- “And in fact, ...”
- “Further, ...”
- “A term for ...”
- “Furthermore, ...”
- “As an example, ...”
- “For instance, ...”
- “But ...”

The instructor may signal conclusion or summary with:

- “Therefore, ...”
- “In conclusion, ...”
- “In other words, ...”
- “As a result, ...”
- “Finally, ...”
- “In summary, ...”
- “From this we see that ...”

The speaker may signal important information very directly with:

- “Now this is important ...”
- “The thing about ...”
- “Remember that ...”
- “The important idea is that ...”

Transition Words and Phrases

These words are useful for reading and writing practice.

Transitional Words and Phrases	
Sequence	again, also, and, and then, finally, first, second, third, next, still, too, and so forth, afterward, subsequently, finally, consequently, previously, before this, simultaneously, concurrently
To add	besides, equally important, finally, further, furthermore, nor, lastly, what's more, moreover, in addition
To prove	because, for, since, for the same reason, obviously, evidently, furthermore, moreover, besides, indeed, in fact, in addition, in any case, that is
To compare and contrast	whereas, but, yet, on the other hand, however, nevertheless, on the other hand, on the contrary, by comparison, where, compared to, up against, balanced against, vis a vis, but, although, conversely, meanwhile, after all, in contrast, although this may be true, still, though, yet, despite, as opposed to
Time	immediately, thereafter, soon, after a few hours, finally, then, later, previously, formerly, first (second, etc.), next, and then, as long as, as soon as
Cause-and-effect	as a result, because, consequently, for this purpose, so, then, therefore, to this end
Emphasis	definitely, extremely, obviously, in fact, indeed, in any case, absolutely, positively, naturally, surprisingly, always, forever, perennially, eternally, never, emphatically, unquestionably, without a doubt, certainly, undeniably, without reservation
Exception	yet, still, however, nevertheless, in spite of, despite, of course, once in a while, sometimes
Examples	for example, for instance, in this case, in another case, on this occasion, in this situation, take the case of, to demonstrate, to illustrate, as an illustration, to illustrate, such as
To summarize and conclude	in brief, on the whole, summing up, to conclude, in conclusion, as I have shown, hence, therefore, accordingly, thus, as a result, consequently, as has been noted, as we have seen

Outline Example

This outline accompanies the lecture transcript on pages 46–47.

Introduction—Songbirds' songs are learned, not instinctive

- European chaffinch—an example
- Other songbirds follow same pattern

First stage—Bird produces begging calls

- To get food from parents
- Lasts about five weeks

Second stage—Sub song

- Like baby's babbling
- Starts the time they get feathers and are ready to fly
- Immature, baby song
- Can hear self and compare to parent
- Self-learning

Third stage—Late sub song or plastic song

- Plastic—development
- Birds developing their parents' song
- Not the entire song, though

Fourth stage—Plastic song—following Spring

- No song in winter months
- By Spring, sounds more like parents' song

Fifth stage—Full song

- One month later—exact song of parent

Summary—Birds learn their songs early and don't change them as adults

- Only need short exposure to parents to learn song

Listening Passage—Biology Lecture Transcript

Professor

So today we're gonna talk about song development in birds and how—you **may be surprised to know**—the songs of most songbird species are learned—not completely instinctual—which is what we used to think...so I'd like to **start things off today** by, um, centering our discussion on the chaffinch.

[Songbird songs are learned, not instinctive.]

The chaffinch is a type of European songbird, and we're gonna use the chaffinch's song development as illustrative of songbirds' song development in general, because many other songbirds follow this same pattern, this pattern of learning songs.

[Many birds have the same song development pattern as the chaffinch.]

Okay, so soon after hatching, baby chaffinches start producing these, um, begging sounds, begging calls, actually, which basically are a message to the parents saying, "Feed me; feed me." That's all for about the first five weeks, until they grow feathers and start getting ready to fly, you know, become fledglings, and then those calls—those begging sounds—are replaced by, uh, well...you know how babies—human babies—you know how they make that...baby...babbling sound? Like little, soft, vocalized...murmurings? Well, that's pretty much similar to the noises that fledgling chaffinches make at this **next stage** of development...which is called subsong...

[The purpose of first bird sounds is to get food from parents.] [At 5 weeks, sounds are called subsong and are more like human babies' babbling.]

"Subsong" makes sense, right, because "sub" means "below," and so the subsong is, uh, below, or...happens before their mature song, right? It's an immature, or underdeveloped song, a baby song. **Make sense?**

[A subsong is an immature song.]

Okay, now, they're not begging for food anymore with the subsong. So what do you figure they're making these soft murmurings for? Well, it's at this stage—what we call early subsong—that, and **this is important**, the chaffinch's subsong begins to provide auditory feedback from which the chaffinch learns, and so...self-learning is taking place, because the fledgling hears itself calling out, hears the sounds it's making, you know, hears, hears its subsong, and so, it's kinda' comparing it to the parent's song and so self-learning is taking place, um, through this process...**get it?...**

[A subsong is not used to beg for food, but for the bird to hear itself and to learn.] [The bird compares its own sound with its parents' songs and begins to learn from this comparison.]

Alright. Now, as the chaffinch gets a little older, it enters into what could be called late subsong where parts of its subsong start sounding more and more like its parent's song, and we have the next step in song development taking place in late subsong, that is, the introduction of plastic song within the subsong—plastic song referring to—I don't have to write that on the board, do I? —referring to the parts of the subsong that sound like the parent's song.

[She is implying that this word and concept are not so difficult that she has to write it for them. She feels that they can easily understand it.]

Plastic song. Does that sound a little strange to you? Well, keep in mind that “plastic” has, um, formative implications, you know, it can mean, like, growth, or development into something

...like what the chaffinch’s song is doing...it’s developing into its parent’s song...it’s, uh, not quite fully realized yet—it doesn’t sound precisely like its parent’s song—remember this is still the subsong stage we’re talking about—but it’s on its way, the fledgling is still learning, imitating parts of its parent’s song, just not quite the whole thing yet.

So. The fledgling gets older and now it’s winter, and during the winter, the young chaffinch doesn’t practice its singing. But in the spring, the chaffinch starts back up again, singing and practicing, and this time there is more of an emergence of plastic song, ah...a stronger presence of it within the subsong, and so thereby, the parent’s song is growing increasingly more recognizable and distinct, follow? Then, after about a month, the young chaffinch’s song crystallizes into what’s called full song—the, um, exact song the adults sing. So full song’s, uh, a full-blown imitation of the adult song. Alright?

Now what’s interesting is that chaffinches are able to complete this process, even from only a short exposure to their parents’ song. Exposure during the first few weeks of life is really all they need, and after that they can remember it, even though they need quite a bit of practice to produce it accurately themselves. So the theory is that there is a sensitive period in the chaffinch’s early life, its early development, a special sensitive period during which it learns what its song should sound like. So chaffinches, um, along with many other birds, learn songs early in life, and when they become adults, they don’t change their songs—it’s a copy of the parents’ song, like we said, okay?

Skill-Building Web Sites

Many universities have Web sites that provide information about study skills and writing skills. These Web sites are not designed specifically for nonnative speakers of English, but contain helpful guidance that can be accessed by anyone. Among the skills featured in these Web sites are

- note taking
- outlining
- paraphrasing
- summarizing

Here are some Web sites in this category:

- www.ucc.vt.edu/stdyhelp.html—Virginia Tech Self-Help Information
- www.sas.calpoly.edu/asc/—California Polytechnic State University Academic Skills Center
- www.csbsju.edu/academicadvising/help/lec-note.html—Lecture Note Taking (College of Saint Benedict / Saint John's University)
- www.yorku.ca/cdc/lsp/—York University Counselling and Development Centre
- www.dartmouth.edu/~acskills/success/index.html—Dartmouth College Academic Skills Center
- <http://owl.english.purdue.edu/index.html>—Purdue University Online Writing Laboratory
- www.wisc.edu/writing/Handbook/Documentation.html—The Writing Center, University of Wisconsin-Madison
- www.asu.edu/duas/wcenter/—The Writing Center, Arizona State University

There are many other Web sites that provide free skill practice and advice for English language learners of all levels. Below are just a few examples of the many Web sites that are available.

- www.eslcafe.com/—Dave's ESL Café has resources for instructors and practice for students.
- www.englishclub.com—EnglishClub.com
- <http://a4esl.org>—Activities for ESL Students (Quizzes, exercises and puzzles to help you learn English as a Second Language)

Appendix B



TOEFL

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.			



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.			



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>



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	<p>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:</p> <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	<p>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:</p> <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	<p>A response at this level is marked by one or more of the following:</p> <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.

Score Comparisons

A field test conducted from November 2003 to February 2004, involving 3,284 test takers in 30 countries provided data to compare performance on the new iBT test with performance on the computer-based test. It did not compare performance between the new iBT test and the paper-based TOEFL. Paper-based and computer-based score comparisons shown in the tables on the following pages were developed based upon data from 6,556 examinees who took both the paper-based and computer-based tests between November 1997 and March 1998.

Score comparison tables are provided in score-to-score and range formats for

- reading
- listening
- writing
- total score

Although score comparisons can be useful in understanding the relationship between scores on the three versions of the TOEFL test, it is important to note that differences among the tests make it difficult to draw exact comparisons.

The difference in the three versions of the test can be seen most clearly in the writing component. The new iBT Writing section is composed of two writing tasks: one independent essay and one integrated writing task. The computer-based Structure and Writing sections include 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 calculated differently.

In addition, when comparing total scores, one should keep in mind that while the TOEFL iBT test measures speaking, neither the computer-based nor the paper-based version of the test measures speaking.

Speaking Score Comparisons

There is no speaking score comparison because the TOEFL CBT test does not measure speaking. However, the current Test of Spoken English (TSE) does measure speaking. ETS conducted a standard-setting study with international teaching assistant administrators in September 2004 to establish acceptable scores for International Teaching Assistants (ITAs) on the speaking portion of the new TOEFL test.

The panel of 18 experts established two separate requirements:

1. The TOEFL iBT Speaking section score needed to have the lowest level of ITA contact with undergraduate students was set as 23 out of 30 score points.
2. The TSE score equivalent of 50 was established as 26 out of 30 score points for the TOEFL iBT Speaking section.

TOEFL Total Score Comparisons

Score Comparison

Score Comparison, cont.

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

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.

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

Writing Rubric Mean Average	Scaled Score	Speaking Rubric Mean Average	Scaled Score
5.00	30	4.00	30
4.75	29	3.83	29
4.50	28	3.66	28
4.25	27	3.50	27
4.00	25	3.33	26
3.75	24	3.16	24
3.50	22	3.00	23
3.25	21	2.83	22
3.00	20	2.66	20
2.75	18	2.50	19
2.50	17	2.33	18
2.25	15	2.16	17
2.00	14	2.00	15
1.75	12	1.83	14
1.50	11	1.66	13
1.25	10	1.50	11
1.00	8	1.33	10
	7	1.16	9
	5	1.00	8
	4		6
	0		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 average rubric score of the two writing tasks and the mean average rubric score of six speaking tasks are converted to a scaled score of 0 to 30.

Percentile Data

Percentile rank information is based on results from 2,720 test takers who participated in the field test and who took both the new TOEFL iBT test and the TOEFL CBT test. The participants' English ability levels ranged from low to high to replicate the current TOEFL testing population; however, the field study group performed below the typical testing population on TOEFL CBT. Therefore, this field study percentile data should be used with caution.

Using Percentile Data

Although great care was taken in the design and administration of the TOEFL iBT field test, there are a number of important reasons why this percentile data should be viewed as preliminary.

- **Sample size:** Results are based on a field sample of 2,720 participants.
- **Motivation and performance:** Participants typically are less motivated to perform well on field tests than on operational, high-stakes tests.
- **Unfamiliarity with the test:** The field test was administered to test takers who had no familiarity with the TOEFL iBT test, which focuses on communication and uses integrated tasks that require examinees to combine language skills. In July 2004 ETS published a complete practice test on its Web site to familiarize teachers and test takers with TOEFL iBT. It is anticipated that increased familiarity will impact performance.
- **The addition of a speaking measure:** The current TOEFL test does not measure speaking ability, and in many parts of the world teachers have not emphasized the development of this skill in their classes.
- **When taking the TOEFL CBT test,** the field study group performed below the typical TOEFL CBT population. Thus, the percentile data should be used with caution.

Updated percentile data based on the high-stakes operational test will be published after the first testing year. Score means and standard deviations are also provided, and will be updated after the first year of testing.

Standard Error of Measurement

When a group of test takers who have the same ability take any test, they will not necessarily receive the same scores. Instead, they will receive scores that are close to each other and close to their true ability.

The standard error of measurement (SEM) is an estimate of how much a test score differs from a test taker's true ability. SEMs from the TOEFL iBT field study are on page 62. SEMs will be updated after the first year of testing.

Percentile Ranks, Means, and Standard Deviations for iBT/Next Generation TOEFL

Total Scale Score Reading, Listening, Writing, Speaking	Percentile Rank	Total Scale Score Reading, Listening, Writing, Speaking	Percentile Rank
120	100	89	77.9
119	99.98	88	76.9
118	99.9	87	76.1
117	99.9	86	74.5
116	99.8	85	73.1
115	99.5	84	71.9
114	99.3	83	70.6
113	98.7	82	69.1
112	98.2	81	67.8
111	97.6	80	66.2
110	96.8	79	64.8
109	96.1	78	63.5
108	95.5	77	62.0
107	95.1	76	60.5
106	94.2	75	59.0
105	93.6	74	57.4
104	92.9	73	56.3
103	92.3	72	54.6
102	91.1	71	53.7
101	90.1	70	52.3
100	89.0	69	51.0
99	88.3	68	49.6
98	87.3	67	48.3
97	86.6	66	46.7
96	85.9	65	45.5
95	85.0	64	44.3
94	83.8	63	42.7
93	82.8	62	41.6
92	82.0	61	40.4
91	81.0	60	38.9
90	79.7	59	37.4

(continued)

Note: When taking the TOEFL CBT test, the field study group performed below the typical TOEFL CBT population. Thus, the percentile data should be used with great caution, as they are not reflective of anticipated performance if the field study participants had performed similarly to the overall TOEFL CBT population.



Percentile Ranks, Means, and Standard Deviations for iBT/Next Generation TOEFL (cont.)

Total Scale Score Reading, Listening, Writing, Speaking	Percentile Rank
58	35.6
57	34.6
56	33.5
55	32.7
54	31.2
53	29.9
52	28.6
51	27.4
50	26.5
49	25.6
48	24.5
47	23.2
46	22.1
45	20.9
44	19.5
43	18.8
42	17.8
41	16.7
40	15.8
39	14.8
38	14.2
37	13.1
36	12.2
35	11.1
34	10.1
33	9.2
32	8.5
31	7.8
30	7.4
29	6.5

Total Scale Score Reading, Listening, Writing, Speaking	Percentile Rank
28	5.7
27	5.2
26	4.7
25	4.2
24	3.7
23	3.2
22	2.9
21	2.5
20	2.1
19	1.7
18	1.2
17	0.8
16	0.7
15	0.6
14	0.4
13	0.4
12	0.3
11	0.2
10	0.2
9	0.1
8	0.04
7	0.04
6	
5	
4	
3	
2	
1	
0	

Note: When taking the TOEFL CBT test, the field study group performed below the typical TOEFL CBT population. Thus, the percentile data should be used with great caution, as they are not reflective of anticipated performance if the field study participants had performed similarly to the overall TOEFL CBT population.

Total – Reading, Writing, Listening, Speaking

N = 2,720
 Mean = 67.04
 SD = 24.58
 Minimum Score = 6
 Maximum Score = 119

Standard Error of Measurement

Listening 2.29
 Reading 2.31
 Speaking 2.30
 Writing 3.06
Total Score 5.28



Percentile Ranks, Means, and Standard Deviations for TOEFL iBT

Reading Scale Score	Percentile Rank
30	99.5
29	97.6
28	95.3
27	90.1
26	87.2
25	83.8
24	76.7
23	73.6
22	70.6
21	66.6
20	59.8
19	55.6
18	51.2
17	44.1
16	39.9
15	36.9
14	33.0
13	27.0
12	23.7
11	21.3
10	15.6
9	13.3
8	11.1
7	9.0
6	5.9
5	3.8
4	3.0
3	1.1
2	0.7
1	0.2
0	

Listening Scale Score	Percentile Rank
30	99.7
29	98.6
28	96.1
27	92.9
26	88.7
25	84.1
24	79.3
23	74.0
22	69.4
21	64.6
20	59.6
19	54.9
18	49.7
17	45.6
16	40.2
15	36.5
14	29.3
13	26.3
12	22.8
11	19.9
10	16.8
9	14.0
8	11.5
7	9.4
6	6.4
5	4.6
4	3.2
3	2.1
2	1.4
1	0.6
0	

Note: When taking the TOEFL CBT test, the field study group performed below the typical TOEFL CBT population. Thus, the percentile data should be used with great caution, as they are not reflective of anticipated performance if the field study participants had performed similarly to the overall TOEFL CBT population.

Reading
 N = 2,720
 Mean = 17.04
 SD = 6.99
 Minimum Score = 0
 Maximum Score = 30

Listening
 N = 2,720
 Mean = 16.98
 SD = 6.95
 Minimum Score = 0
 Maximum Score = 30

Copyright © 2005 by Educational Testing Service. All rights reserved.



Percentile Ranks, Means, and Standard Deviations for TOEFL iBT

Writing Scale Score	Percentile Rank
30	97.9
29	95.9
28	93.4
27	90.5
26	90.5
25	87.2
24	82.9
23	82.9
22	77.4
21	72.4
20	66.9
19	66.9
18	60.2
17	53.6
16	53.6
15	46.3
14	37.3
13	37.3
12	30.0
11	21.4
10	14.9
9	14.9
8	5.4
7	5.0
6	5.0
5	1.1
4	1.1
3	1.1
2	1.1
1	1.1
0	

Speaking Scale Score	Percentile Rank
30	98.6
29	96.2
28	93.4
27	90.2
26	86.2
25	86.2
24	81.3
23	75.7
22	70.5
21	70.5
20	63.9
19	56.3
18	49.3
17	42.1
16	42.1
15	35.9
14	30.3
13	24.5
12	24.5
11	20.1
10	15.4
9	12.1
8	9.2
7	9.2
6	6.8
5	4.8
4	3.2
3	1.9
2	1.9
1	0.9
0	

Note: When taking the TOEFL CBT test, the field study group performed below the typical TOEFL CBT population. Thus, the percentile data should be used with great caution, as they are not reflective of anticipated performance if the field study participants had performed similarly to the overall TOEFL CBT population.

Writing
 N = 2,720
 Mean = 16.05
 SD = 6.67
 Minimum Score = 0
 Maximum Score = 30

Speaking
 N = 2,720
 Mean = 16.97
 SD = 6.98
 Minimum Score = 0
 Maximum Score = 30

English Language Competency Descriptors

The English Language Competency Descriptors are based on the self-evaluation of approximately 2,300 test takers who took the TOEFL iBT test. Test takers were asked to respond to descriptions of their English language abilities in Reading, Writing, Listening, and Speaking.

Score users, English language programs, and test takers can use these descriptors to help understand 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.



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

Copyright © 2005 by Educational Testing Service. All rights reserved.



TOEFL

TOEFL iBT – Reading Competency Descriptors

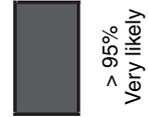
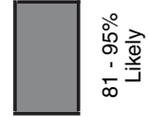
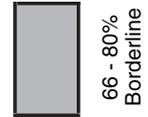
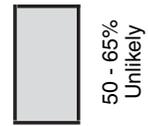
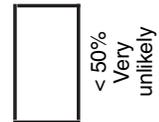
Competency Descriptors	TOEFL iBT Reading Score Levels (0-30)						
	1-5	6-10	11-15	16-19	20-23	24-27	28-30
I can understand major ideas when I read English.							
I can understand how the ideas in an English text relate to each other.							
When I read English, I understand charts and graphs in academic 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
--	------------------------	--	----------------------	--	------------------------	--	--------------------	--	----------------------

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:





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
---	---------------------	---	-------------------	--	---------------------	---	-----------------	---	-------------------

Contacting ETS

Test takers

- E-mail: toefl@ets.org
- Phone: 001-609-771-7100 outside the U.S. or 1-877-863-3546 (toll free in the United States, U.S. territories, and Canada)

All Others

If you are an advisor, ESL teacher, or score-receiving institution or agency:

- E-mail: TOEFLNews@ets.org
- Phone: 001-609-683-2008

Please visit our TOEFL Web site at www.ets.org/toefl/nextgen for the following:

- Updates and a timeline for the phased rollout
- A tour of the test
- Sample test to view
- Downloadable PDFs of *TOEFL iBT At A Glance* and *TOEFL iBT Tips*
- Scoring information
- List of teacher workshops and conferences and student fairs and seminars

Please join our TOEFL Practice Online community at www.ets.org/toeflpractice for the following:

- Free samples, study tips, and discussion board
- TOEFL iBT practice tests
- Additional Listening and Reading question sets



**For the latest information about
the next generation TOEFL test,
visit www.ets.org/toefl/nextgen.**

Test takers can e-mail toefl@ets.org or call
1-877-863-3546 (toll free in the United States,
U.S. territories, and Canada) or 1-609-771-7100.

English programs, educational advisers,
guidance counselors, colleges, and universities
can e-mail toeflnews@ets.org or call 1-609-683-2008.



Communicate with Confidence

ETS[®] **TOEFL[®]**

www.ets.org/toefl

*Listening.
Learning.
Leading.*

00285-46035 • M65E200 • Printed in U.S.A.

