



Can-Do Guide

Linking TOEIC Scores to Activities Performed Using English



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TOEIC Can-Do Guide

This *TOEIC Can-Do Guide*¹ allows users of the TOEIC® test to link TOEIC scores to the activities that examinees may or may not be able to do in English. The tables in the *Guide* provide examples of the activities that examinees are likely to be able to perform in English given certain Reading Comprehension scores and Listening Comprehension scores.

Three points should be noted when using the score interpretation information presented here.

1. This information is based on the ratings given by examinees about their own ability to perform English-language tasks. No objective measures of English-language abilities were obtained. Although third-party ratings of an examinee's English proficiency were collected and were moderately to highly related to self-ratings, it is still unclear whether or not test takers can actually perform the English-language activities which they reported being able to do.
2. The tables presented here are based on the average ratings of a group of examinees. These tables present the tasks that a group of people in a certain score band are likely to be able to do. However, there will be people in a given score range who may be able to do more, or fewer, tasks than are indicated. These tables are intended to serve as guidelines only and will not necessarily apply equally to every individual.
3. The score interpretations are based solely on a Japanese sample which may not be representative of the population of test-takers in Japan. In this sample, 60% were male, 98% had a graduate education, 67% were in the electronics industry, and 40% were electrical engineers. The information presented here may not apply to test-takers from other countries, educational backgrounds, or industries. Decision-makers should be cautious when applying these score interpretations to other groups of employees.

Note: The word “task” is used throughout this *Guide* to refer to both social and job-related activities that may be performed in English.

¹ The *Can-Do Guide* is based on information from a study linking TOEIC scores to self-assessments of English-language abilities.

The TOEIC (Test of English for International Communication) Test

The TOEIC (Test of English for International Communication) test measures the listening and reading comprehension skills of non-native speakers of English. The TOEIC test is designed for use by organizations working in an international market where English is the primary language of communication. These organizations use TOEIC scores to make employment decisions about selection, assignment to overseas posts, promotion, training needs, and training effectiveness.

The TOEIC test consists of 200 multiple-choice questions; 100 listening comprehension questions, and 100 reading comprehension questions. The listening comprehension section is administered by audiotape; the reading comprehension section is administered using a standard paper-and-pencil format. The answers from both sections are recorded on a scannable answer sheet. Examinees receive two subscores, one each for listening comprehension and reading comprehension, along with a total score (listening comprehension plus reading comprehension). Each standardized subscore ranges from 5 to 495, with a total score range of 10 to 990.

The Need for Score Interpretation

A test score is most useful to an organization if it can provide information that allows the organization to make important decisions. Organizations using the TOEIC test must be able to identify individuals with a level of English-language competency that enables them to adequately perform their jobs. This is often done by setting a specific score that separates individuals with greater English-language proficiency from individuals with less English-language proficiency. Individuals may need to reach this score for such things as selection into training programs, for placement in positions that involve communicating with English-speaking staff or customers, or for assignment in overseas positions.

Test scores can give TOEIC users very general information about a test-taker. However, a score in and of itself does not provide information about an examinee's specific English-language abilities: It does not provide information about the specific actions or behaviors that an examinee can perform or may be expected to perform in English. For example, a score does not provide information about what an examinee with a total score of 400 may be able to do in English as compared to an examinee with a total score of 300. Furthermore, the scores do not differentiate between candidates in different score ranges (for example 200 to 250, 300 to 350) in terms of English use.

Uses of Score Interpretation

(1) Selection and placement decisions

Score interpretation gives organizations specific indications of what English-language activities prospective and current employees may be able to perform based on their TOEIC scores. Organizations can use this information to help determine which TOEIC scores best reflect the types of tasks that are associated with successful job performance. With this knowledge, organizations can reduce the number of “false-positive” decisions—the number of employees who are expected to successfully perform their new jobs, but do not.

(2) Training decisions

Employees' TOEIC scores may be used to identify training needs, design training programs, and evaluate training outcomes. Linking TOEIC scores to specific tasks performed in English gives a clearer profile of English-language strengths and weaknesses. These profiles may help organizations decide which employees would benefit from additional English-language training and in which specific areas the training should focus.

(3) Specific organizational needs

Score interpretation can be tailored to meet the particular needs of specific industries or companies. Organizations can develop a checklist of tasks describing English-language competencies important for positions within that organization. Employees would be asked to provide proficiency ratings for the task statements. These ratings would then be compared to TOEIC scores to develop proficiency scales or tables describing the tasks that can be done at different score ranges. This approach could increase the power of the TOEIC test to assist decision-makers in that organization. However, decision-makers must be aware that proficiency scales are useful for describing the abilities of a group of examinees, but can only describe what a given individual is likely to do, not necessarily what that person can actually do.

(4) Setting standards

The proficiency scales should be helpful to TOEIC users who are trying to decide where to set TOEIC standards or to those who are evaluating their current standard(s). Organizations can use the scales to gauge where to set the TOEIC standard to identify examinees who are likely to have necessary English-language skills. This approach would also provide information for setting multiple standards, depending on the type and level of work that needs to be performed. In addition, standards can be set based on Reading Comprehension, Listening Comprehension, or Total scores. However, once again, decision-makers must be aware that these standards describe the appropriate score for a group of examinees, not necessarily for an individual test taker.

The *Can-Do Guide*

The purpose of this *Guide* is to provide organizations with more detailed information linking TOEIC scores to specific tasks that can be performed in English. The information is based on a research study conducted by The Chauncey Group International and Educational Testing Service (ETS) in cooperation with the Institute for International Business Communication (IIBC). This study identified important English-language skills and defined these general skills with descriptions of specific activities or behaviors—“can-do” statements. Can-do statements describe English-language activities that examinees may be expected to perform. An example of a can-do statement is, “In English, I can give and take messages over the telephone.”

A total of 75 can-do statements were chosen from the research literature dealing with self-assessment of language abilities. Each of these statements:

- (1) described concrete tasks;
- (2) described tasks likely to be familiar to TOEIC test takers;
- (3) described tasks related to work settings;
- (4) described tasks likely to be meaningful to those who interpret and use TOEIC scores; and
- (5) reflected both the “business” and the “social” aspects of work².

Each of the 75 can-do statements described an activity in one of the five communicative domains: reading, writing, speaking, listening, and/or interactive communication skills. Within each domain, can-do statements reflect a range of actions and a range of perceived communicative difficulties or challenges. There were 15 statements for each domain.

These 75 statements were combined into a practical (easy-to-use and timely) checklist that covered a wide range of content areas and took only a short amount of time to administer and complete. The 75 can-do statements were intended to be fairly general so that they are appropriate for a broad range of industries and companies. Most of the statements fell into the categories shown in the table below. A copy of the checklist is included in Appendix A.

Daily Life Activities				Basic Job Activities		
Conversing	Traveling	Requesting	Shopping	Listening/ Speaking	Reading	Writing
Opinions Facts Personal Politics Weather Sports Current Events Interests Informal	Directions Addresses Times Dates Schedules Maps Signs Currency	Food Items Non-Food Items Quantity Quality	Prices Discounts Colors Sizes Exchanges Labels Styles	Meetings Presentations Lunches Training Courses Formal One-on-One Group Broadcasts Telephone	Memoranda Faxes Letters Reports Agendas Manuals Invoices Newspapers Software Schedules	Memoranda Faxes Letters Reports Agendas Order Forms Schedules

The checklist was administered to 8,601 TOEIC test takers in the Institutional Program (IP) in Japan who rated their ability to perform each of the can-do statements. Ratings were also obtained from some of the examinees’ supervisors or English instructors. These third-party ratings were moderately to highly correlated with the self-ratings. This indicates that self-ratings provide a fairly reliable measure of the English tasks an individual can actually perform. The self-ratings were then matched with TOEIC scores to develop the tables presented in Appendix B.

² Discussions with leaders of multinational organizations indicated that nonnative English speakers’ ability to function during social occasions was often more problematic than their ability to perform on the job.

Using the Can-Do Tables

The tables on the following pages allow users of the TOEIC test to determine which English-language activities a test taker can be expected to perform given a certain TOEIC score. This is generally how decision-makers in organizations use TOEIC test scores: Test scores help them make decisions about such things as employee selection, placement, and training.

The tables are arranged according to score ranges on the Listening Comprehension and Reading Comprehension sections of the TOEIC test. The can-do statements are arranged in three categories: Can Do, Can Do With Some Difficulty, and Cannot Do. Each task is placed into one of these three categories based on the average ratings of a group of examinees in a certain score band.

These levels correspond to the type of information needed for employment and training decisions. A rating of “Cannot Do” indicates that test takers can only perform can-do statements with a great deal of difficulty or not at all (in practical terms, this means that they are unable to perform the task). Ratings of “Can Do With Some Difficulty” indicate that the task can be performed with some difficulty (e.g., with the use of a dictionary or with the assistance of a co-worker). This level of proficiency may be acceptable in most situations, but a higher level of English language proficiency is often needed. A rating of “Can Do” reflects an ability to perform the can-do statement with no difficulty whatsoever.

In the tables, TOEIC Reading Comprehension scores are tied to self-ratings for Reading and Writing. This is based on the assumption that reading comprehension is functionally related to reading skills and writing skills. Similarly, self-ratings for Speaking, Listening, and Interactive Communication are linked to TOEIC Listening Comprehension scores.

APPENDIX A

Checklist of Can-Do Statements

LISTENING

Circle the one number that is most true for you.	Not at all	With a great deal of difficulty	With some difficulty	With very little difficulty	Easily
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IN STANDARD ENGLISH, I CAN. . .

1. understand simple questions in social situations such as "How are you?" "Where do you live?" and "How do you feel?"	1	2	3	4	5
2. understand a salesperson when she or he tells me prices of various items	1	2	3	4	5
3. understand someone speaking slowly and deliberately, who is giving me directions on how to walk to a nearby location	1	2	3	4	5
4. understand explanations about how to perform a routine task related to my job	1	2	3	4	5
5. understand a co-worker discussing a simple problem that arose at work	1	2	3	4	5
6. understand announcements at a railway station indicating the track my train is on and the time it is scheduled to leave	1	2	3	4	5
7. understand headline news broadcasts on the radio	1	2	3	4	5
8. understand a client's request made on the telephone for one of my company's major products or services	1	2	3	4	5
9. understand a person's name when she or he gives it to me over the telephone	1	2	3	4	5
10. understand play-by-play descriptions on the radio of sports events that I like (e.g., soccer, baseball)	1	2	3	4	5
11. understand an explanation given over the radio of why a road has been temporarily closed	1	2	3	4	5
12. understand someone who is speaking slowly and deliberately about his or her hobbies, interests, and plans for the weekend	1	2	3	4	5
13. understand directions about what time to come to a meeting and the room in which it will be held	1	2	3	4	5
14. understand an explanation of why one restaurant is better than another	1	2	3	4	5
15. understand a discussion of current events taking place among a group of persons speaking English	1	2	3	4	5

[Next page.]

SPEAKING

Circle the one number that is most true for you.	Not at all	With a great deal of difficulty	With some difficulty	With very little difficulty	Easily
---	------------	---------------------------------------	-------------------------	-----------------------------------	--------

IN ENGLISH, I CAN. . .

1. introduce myself in social situations and use appropriate greeting and leave-taking expressions	1	2	3	4	5
2. state simple biographical information about myself (e.g., place of birth, composition of family)	1	2	3	4	5
3. describe the plot of a movie or television program that I have seen	1	2	3	4	5
4. describe a friend in detail, including physical and personality characteristics	1	2	3	4	5
5. describe my academic training or my present job responsibilities in detail	1	2	3	4	5
6. order food at a restaurant	1	2	3	4	5
7. talk about topics of general interest (e.g., current events, the weather)	1	2	3	4	5
8. describe my daily routine (e.g., when I get up, what time I eat lunch)	1	2	3	4	5
9. talk about my future professional goals and intentions (e.g., what I plan to be doing next year)	1	2	3	4	5
10. tell a co-worker how to perform a routine job task	1	2	3	4	5
11. telephone the airline to change my flight reservations to a different time and day	1	2	3	4	5
12. tell a colleague at work about a humorous event that recently happened to me	1	2	3	4	5
13. give a prepared half-hour formal presentation on a topic of interest	1	2	3	4	5
14. adjust my speaking to address a variety of listeners (e.g., professional staff, a friend, children)	1	2	3	4	5
15. tell someone directions on how to get to my house or apartment	1	2	3	4	5

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INTERACTIVE SKILLS

Circle the one number that is most true for you.		With a great deal of difficulty	With some difficulty	With very little difficulty	Easily
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USING ENGLISH, I CAN. . .

1. conduct simple business transactions at places such as the post office, bank, drugstore	1	2	3	4	5
2. telephone a restaurant to make dinner reservations for a party of three	1	2	3	4	5
3. give and take messages over the telephone	1	2	3	4	5
4. explain written company policies to a new employee	1	2	3	4	5
5. discuss with a co-worker the best way to accomplish a job task	1	2	3	4	5
6. discuss with an electronics salesperson the features I want on a new videocassette recorder (VCR)	1	2	3	4	5
7. meet with a doctor and explain the physical symptoms of my illness	1	2	3	4	5
8. explain to a repairman what is wrong with an appliance that I want fixed	1	2	3	4	5
9. request information over the telephone (e.g., check airline schedules with a travel agent)	1	2	3	4	5
10. meet with a real-estate agent to discuss the type of house I would like to buy	1	2	3	4	5
11. talk to an elementary school class about what I do for a living	1	2	3	4	5
12. discuss world events with an English-speaking guest	1	2	3	4	5
13. discuss with my boss ways to improve customer service or product quality	1	2	3	4	5
14. telephone a department store and find out if a certain item is currently in stock	1	2	3	4	5
15. conduct an interview with an applicant for a job in my area of expertise	1	2	3	4	5

READING

Circle the one number that is most true for you.		With a great deal of difficulty	With some difficulty	With very little difficulty	Easily
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IN ENGLISH, I CAN. . .

1. read, on storefronts, the type of store or services provided (e.g., “dry cleaning,” “book store”)	1	2	3	4	5
2. read and understand a train or bus schedule	1	2	3	4	5
3. read and understand a restaurant menu	1	2	3	4	5
4. find information that I need in a telephone directory	1	2	3	4	5
5. read office memoranda written to me in which the writer has used simple words or sentences	1	2	3	4	5
6. read and understand traffic signs	1	2	3	4	5
7. read and understand simple, step-by-step instructions	1	2	3	4	5
8. read and understand an agenda for a meeting	1	2	3	4	5
9. read and understand a travel brochure	1	2	3	4	5
10. read and understand magazine articles like those found in <u>Time</u> or <u>Newsweek</u> , without using a dictionary	1	2	3	4	5
11. read and understand directions and explanations presented in computer manuals written for beginning users	1	2	3	4	5
12. identify inconsistencies or differences in points of view in two newspaper interviews with politicians of opposing parties	1	2	3	4	5
13. read highly technical material in my field or area of expertise with no use or only infrequent use of a dictionary	1	2	3	4	5
14. read and understand a popular novel	1	2	3	4	5
15. read and understand a letter of thanks from a client or customer	1	2	3	4	5

[Next page.]

WRITING

Circle the one number that is most true for you.	Not at all	With a great deal of difficulty	With some difficulty	With very little difficulty	Easily
---	------------	---------------------------------------	-------------------------	-----------------------------------	--------

IN ENGLISH, I CAN. . .

1. write a list for items to take on a weekend trip	1	2	3	4	5
2. write a one- or two-sentence thank-you note for a gift a friend sent to me	1	2	3	4	5
3. write a brief note to a co-worker explaining why I will not be able to attend the scheduled meeting	1	2	3	4	5
4. write a postcard to a friend describing what I have been doing on my vacation	1	2	3	4	5
5. fill out an application form for a class at night school	1	2	3	4	5
6. write clear directions on how to get to my house or apartment	1	2	3	4	5
7. write a letter requesting information about hotel accommodations for a future vacation	1	2	3	4	5
8. write a short note to a co-worker describing how to operate a standard piece of office equipment (e.g., photocopier, fax machine)	1	2	3	4	5
9. write a memorandum to my supervisor explaining why I need a new time off from work	1	2	3	4	5
10. write a letter introducing myself and describing my qualifications to accompany an employment application	1	2	3	4	5
11. write a memorandum to my supervisor describing the progress being made on a current project or assignment	1	2	3	4	5
12. write a complaint to a store manager about my dissatisfaction with an appliance I recently purchased	1	2	3	4	5
13. write a letter to a potential client describing the services and/or products of my company	1	2	3	4	5
14. write a 5-page formal report on a project in which I participated	1	2	3	4	5
15. write a memorandum summarizing the main points of a meeting I recently attended	1	2	3	4	5

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APPENDIX B

TOEIC Can-Do Tables

TOEIC Reading Score of 5 - 100

	Reading	Writing
Can Do		
with Difficulty	<ul style="list-style-type: none"> ◆ read, on storefronts, the type of store or services provided (e.g., “dry cleaning,” “book store”) ◆ read and understand a restaurant menu ◆ read and understand a train or bus schedule ◆ read and understand traffic signs 	
Cannot Do	<ul style="list-style-type: none"> ◆ find information that I need in a telephone directory ◆ read office memoranda written to me in which the writer has used simple words or sentences ◆ read and understand simple, step-by-step instructions ◆ read and understand an agenda for a meeting ◆ read and understand a travel brochure ◆ read and understand magazine articles like those found in <u>Time</u> or <u>Newsweek</u>, without using a dictionary ◆ read and understand directions and explanations presented in computer manuals written for beginning users ◆ read highly technical material in my field or area of expertise with no use or only infrequent use of a dictionary ◆ read and understand a popular novel ◆ identify inconsistencies or differences in points of view in two newspaper interviews with politicians of opposing parties ◆ read and understand a letter of thanks from a client or customer 	<ul style="list-style-type: none"> ◆ write a list for items to take on a weekend trip ◆ write a one- or two-sentence thank-you note for a gift a friend sent to me ◆ write a brief note to a co-worker explaining why I will not be able to attend the scheduled meeting ◆ write a postcard to a friend describing what I have been doing on my vacation ◆ fill out an application form for a class at night school ◆ write clear directions on how to get to my house or apartment ◆ write a letter requesting information about hotel accommodations for a future vacation ◆ write a short note to a co-worker describing how to operate a standard piece of office equipment (e.g., photocopier, fax machine) ◆ write a letter introducing myself and describing my qualifications to accompany an employment application ◆ write a memorandum to my supervisor describing the progress being made on a current project or assignment ◆ write a memorandum to my supervisor explaining why I need a new time off from work ◆ write a complaint to a store manager about my dissatisfaction with an appliance I recently purchased ◆ write a letter to a potential client describing the services and/or products of my company ◆ write a 5-page formal report on a project in which I participated ◆ write a memorandum summarizing the main points of a meeting I recently attended

Note: 1) This information is based on the ratings given by examinees about their own ability to perform English-language tasks. 2) The tables presented here are based on the average ratings of a group of examinees. There will be individuals in a given score range who may be able to do more, or fewer, tasks than are indicated. 3) The score interpretations are based solely on a Japanese sample which is not necessarily representative of the total TOEIC population.

TOEIC Reading Score of 105 - 225

	Reading	Writing
Can Do		
Can Do with Difficulty	<ul style="list-style-type: none"> ◆ read, on storefronts, the type of store or services provided (e.g., “dry cleaning,” “book store”) ◆ read and understand a restaurant menu ◆ read and understand a train or bus schedule ◆ find information that I need in a telephone directory ◆ read office memoranda written to me in which the writer has used simple words or sentences ◆ read and understand traffic signs ◆ read and understand simple, step-by-step instructions ◆ read and understand a travel brochure ◆ read and understand directions and explanations presented in computer manuals written for beginning users ◆ read and understand a letter of thanks from a client or customer 	<ul style="list-style-type: none"> ◆ write a list for items to take on a weekend trip ◆ write a one- or two-sentence thank-you note for a gift a friend sent to me ◆ write a brief note to a co-worker explaining why I will not be able to attend the scheduled meeting ◆ write a postcard to a friend describing what I have been doing on my vacation ◆ write clear directions on how to get to my house or apartment
Cannot Do	<ul style="list-style-type: none"> ◆ read and understand an agenda for a meeting ◆ read and understand magazine articles like those found in <u>Time</u> or <u>Newsweek</u>, without using a dictionary ◆ read highly technical material in my field or area of expertise with no use or only infrequent use of a dictionary ◆ identify inconsistencies or differences in points of view in two newspaper interviews with politicians of opposing parties ◆ read and understand a popular novel 	<ul style="list-style-type: none"> ◆ fill out an application form for a class at night school ◆ write a letter requesting information about hotel accommodations for a future vacation ◆ write a short note to a co-worker describing how to operate a standard piece of office equipment (e.g., photocopier, fax machine) ◆ write a memorandum to my supervisor explaining why I need a new time off from work ◆ write a letter introducing myself and describing my qualifications to accompany an employment application ◆ write a memorandum to my supervisor describing the progress being made on a current project or assignment ◆ write a complaint to a store manager about my dissatisfaction with an appliance I recently purchased ◆ write a letter to a potential client describing the services and/or products of my company ◆ write a 5-page formal report on a project in which I participated ◆ write a memorandum summarizing the main points of a meeting I recently attended

Note: 1) This information is based on the ratings given by examinees about their own ability to perform English-language tasks. 2) The tables presented here are based on the average ratings of a group of examinees. There will be individuals in a given score range who may be able to do more, or fewer, tasks than are indicated. 3) The score interpretations are based solely on a Japanese sample which is not necessarily representative of the total TOEIC population.

TOEIC Reading Score of 230 - 350

	Reading	Writing
Can Do	<ul style="list-style-type: none"> ◆ read, on storefronts, the type of store or services provided (e.g., “dry cleaning,” “book store”) 	
Can Do with Difficulty	<ul style="list-style-type: none"> ◆ read and understand a restaurant menu ◆ read and understand a train or bus schedule ◆ find information that I need in a telephone directory ◆ read office memoranda written to me in which the writer has used simple words or sentences ◆ read and understand traffic signs ◆ read and understand simple, step-by-step instructions ◆ read and understand an agenda for a meeting ◆ read and understand a travel brochure ◆ read and understand magazine articles like those found in <u>Time</u> or <u>Newsweek</u>, without using a dictionary ◆ read and understand directions and explanations presented in computer manuals written for beginning users ◆ read highly technical material in my field or area of expertise with no use or only infrequent use of a dictionary ◆ read and understand a popular novel ◆ read and understand a letter of thanks from a client or customer 	<ul style="list-style-type: none"> ◆ write a list for items to take on a weekend trip ◆ write a one- or two-sentence thank-you note for a gift a friend sent to me ◆ write a brief note to a co-worker explaining why I will not be able to attend the scheduled meeting ◆ write a postcard to a friend describing what I have been doing on my vacation ◆ fill out an application form for a class at night school ◆ write clear directions on how to get to my house or apartment ◆ write a short note to a co-worker describing how to operate a standard piece of office equipment (e.g., photocopier, fax machine) ◆ write a memorandum to my supervisor explaining why I need a new time off from work ◆ write a letter introducing myself and describing my qualifications to accompany an employment application ◆ write a memorandum to my supervisor describing the progress being made on a current project or assignment ◆ write a letter requesting information about hotel accommodations for a future vacation ◆ write a complaint to a store manager about my dissatisfaction with an appliance I recently purchased ◆ write a letter to a potential client describing the services and/or products of my company ◆ write a 5-page formal report on a project in which I participated
Cannot Do	<ul style="list-style-type: none"> ◆ identify inconsistencies or differences in points of view in two newspaper interviews with politicians of opposing parties 	<ul style="list-style-type: none"> ◆ write a memorandum summarizing the main points of a meeting I recently attended

Note: 1) This information is based on the ratings given by examinees about their own ability to perform English-language tasks. 2) The tables presented here are based on the average ratings of a group of examinees. There will be individuals in a given score range who may be able to do more, or fewer, tasks than are indicated. 3) The score interpretations are based solely on a Japanese sample which is not necessarily representative of the total TOEIC population.

TOEIC Reading Score of 355 - 425

	Reading	Writing
Can Do	<ul style="list-style-type: none"> ◆ read, on storefronts, the type of store or services provided (e.g., “dry cleaning,” “book store”) ◆ read and understand a train or bus schedule ◆ read office memoranda written to me in which the writer has used simple words or sentences ◆ read and understand traffic signs ◆ read and understand simple, step-by-step instructions ◆ read and understand a travel brochure ◆ read and understand a letter of thanks from a client or customer 	<p><u>Writing</u></p> <ul style="list-style-type: none"> ◆ write a list for items to take on a weekend trip ◆ write a one- or two-sentence thank-you note for a gift a friend sent to me ◆ write a brief note to a co-worker explaining why I will not be able to attend the scheduled meeting ◆ write a postcard to a friend describing what I have been doing on my vacation
Can Do with Difficulty	<ul style="list-style-type: none"> ◆ read and understand a restaurant menu ◆ find information that I need in a telephone directory ◆ read and understand an agenda for a meeting ◆ read and understand magazine articles like those found in <u>Time</u> or <u>Newsweek</u>, without using a dictionary ◆ read and understand directions and explanations presented in computer manuals written for beginning users ◆ identify inconsistencies or differences in points of view in two newspaper interviews with politicians of opposing parties ◆ read highly technical material in my field or area of expertise with no use or only infrequent use of a dictionary ◆ read and understand a popular novel 	<ul style="list-style-type: none"> ◆ fill out an application form for a class at night school ◆ write clear directions on how to get to my house or apartment ◆ write a letter requesting information about hotel accommodations for a future vacation ◆ write a short note to a co-worker describing how to operate a standard piece of office equipment (e.g., photocopier, fax machine) ◆ write a memorandum to my supervisor explaining why I need a new time off from work ◆ write a letter introducing myself and describing my qualifications to accompany an employment application ◆ write a memorandum to my supervisor describing the progress being made on a current project or assignment ◆ write a complaint to a store manager about my dissatisfaction with an appliance I recently purchased ◆ write a letter to a potential client describing the services and/or products of my company ◆ write a 5-page formal report on a project in which I participated ◆ write a memorandum summarizing the main points of a meeting I recently attended
Cannot Do		

Note: 1) This information is based on the ratings given by examinees about their own ability to perform English-language tasks. 2) The tables presented here are based on the average ratings of a group of examinees. There will be individuals in a given score range who may be able to do more, or fewer, tasks than are indicated. 3) The score interpretations are based solely on a Japanese sample which is not necessarily representative of the total TOEIC population.

TOEIC Reading Score of 430 - 495

	Reading	Writing
Can Do	<ul style="list-style-type: none"> ◆ read, on storefronts, the type of store or services provided (e.g., “dry cleaning,” “book store”) ◆ read and understand a train or bus schedule ◆ read and understand a restaurant menu ◆ find information that I need in a telephone directory ◆ read office memoranda written to me in which the writer has used simple words or sentences ◆ read and understand traffic signs ◆ read and understand simple, step-by-step instructions ◆ read and understand an agenda for a meeting ◆ read and understand directions and explanations presented in computer manuals written for beginning users ◆ read highly technical material in my field or area of expertise with no use or only infrequent use of a dictionary ◆ read and understand a travel brochure ◆ read and understand a letter of thanks from a client or customer 	<ul style="list-style-type: none"> ◆ write a list for items to take on a weekend trip ◆ write a one- or two-sentence thank-you note for a gift a friend sent to me ◆ write a brief note to a co-worker explaining why I will not be able to attend the scheduled meeting ◆ write a postcard to a friend describing what I have been doing on my vacation ◆ fill out an application form for a class at night school ◆ write clear directions on how to get to my house or apartment ◆ write a short note to a co-worker describing how to operate a standard piece of office equipment (e.g., photocopier, fax machine) ◆ write a letter requesting information about hotel accommodations for a future vacation ◆ write a memorandum to my supervisor explaining why I need a new time off from work ◆ write a letter introducing myself and describing my qualifications to accompany an employment application ◆ write a memorandum to my supervisor describing the progress being made on a current project or assignment ◆ write a complaint to a store manager about my dissatisfaction with an appliance I recently purchased ◆ write a letter to a potential client describing the services and/or products of my company ◆ write a memorandum summarizing the main points of a meeting I recently attended
Can Do with Difficulty	<ul style="list-style-type: none"> ◆ read and understand magazine articles like those found in <u>Time</u> or <u>Newsweek</u>, without using a dictionary ◆ read and understand a popular novel ◆ identify inconsistencies or differences in points of view in two newspaper interviews with politicians of opposing parties 	<ul style="list-style-type: none"> ◆ write a 5-page formal report on a project in which I participated
Cannot Do		

Note: 1) This information is based on the ratings given by examinees about their own ability to perform English-language tasks. 2) The tables presented here are based on the average ratings of a group of examinees. There will be individuals in a given score range who may be able to do more, or fewer, tasks than are indicated. 3) The score interpretations are based solely on a Japanese sample which is not necessarily representative of the total TOEIC population.

TOEIC Listening Score of 5 - 100

	Listening	Speaking	Interacting
Can Do			
Can Do with Difficulty	<ul style="list-style-type: none"> ◆ understand simple questions in social situations such as “How are you?” “Where do you live?” and “How do you feel?” ◆ understand a salesperson when she or he tells me prices of various items ◆ understand someone speaking slowly and deliberately, who is giving me directions on how to walk to a nearby location 		
Cannot Do	<ul style="list-style-type: none"> ◆ understand explanations about how to perform a routine task related to my job ◆ understand a co-worker discussing a simple problem that arose at work ◆ understand announcements at a railway station indicating the track my train is on and the time it is scheduled to leave ◆ understand headline news broadcasts on the radio ◆ understand a client’s request made on the telephone for one of my company’s major products or services ◆ understand a person’s name when she or he gives it to me over the telephone ◆ understand play-by-play descriptions on the radio of sports events that I like (e.g., soccer, baseball) ◆ understand an explanation given over the radio of why a road has been temporarily closed ◆ understand someone who is speaking slowly and deliberately about his or her hobbies, interests, and plans for the weekend ◆ understand directions about what time to come to a meeting and the room in which it will be held ◆ understand a discussion of current events taking place among a group of persons speaking English ◆ understand an explanation of why one restaurant is better than another 	<ul style="list-style-type: none"> ◆ introduce myself in social situations and use appropriate greeting and leave-taking expressions ◆ state simple biographical information about myself (e.g., place of birth, composition of family) ◆ describe the plot of a movie or television program that I have seen ◆ describe a friend in detail, including physical and personality characteristics ◆ describe my academic training or my present job responsibilities in detail ◆ order food at a restaurant ◆ talk about topics of general interest (e.g., current events, the weather) ◆ describe my daily routine (e.g., when I get up, what time I eat lunch) ◆ talk about my future professional goals and intentions (e.g., what I plan to be doing next year) ◆ tell a co-worker how to perform a routine job task ◆ telephone the airline to change my flight reservations to a different time and day ◆ tell a colleague at work about a humorous event that recently happened to me ◆ adjust my speaking to address a variety of listeners (e.g., professional staff, a friend, children) ◆ tell someone directions on how to get to my house or apartment ◆ give a prepared half-hour formal presentation on a topic of interest 	<ul style="list-style-type: none"> ◆ explain written company policies to a new employee ◆ discuss with a co-worker the best way to accomplish a job task ◆ meet with a doctor and explain the physical symptoms of my illness ◆ meet with a real-estate agent to discuss the type of house I would like to buy ◆ discuss world events with an English-speaking guest ◆ discuss with my boss ways to improve customer service or product quality ◆ conduct an interview with an applicant for a job in my area of expertise ◆ conduct simple business transactions at places such as the post office, bank, drugstore ◆ telephone a restaurant to make dinner reservations for a party of three ◆ give and take messages over the telephone ◆ discuss with an electronics salesperson the features I want on a new videocassette recorder (VCR) ◆ explain to a repairman what is wrong with an appliance that I want fixed ◆ request information over the telephone (e.g., check airline schedules with a travel agent) ◆ talk to an elementary school class about what I do for a living ◆ telephone a department store and find out if a certain item is currently in stock

Note: 1) This information is based on the ratings given by examinees about their own ability to perform English-language tasks. 2) The tables presented here are based on the average ratings of a group of examinees. There will be individuals in a given score range who may be able to do more, or fewer, tasks than are indicated. 3) The score interpretations are based solely on a Japanese sample which is not necessarily representative of the total TOEIC population.

TOEIC Listening Score of 105 - 225

	Listening	Speaking	Interacting
Can Do			
Can Do with Difficulty	<ul style="list-style-type: none"> ◆ understand simple questions in social situations such as “How are you?” “Where do you live?” and “How do you feel?” ◆ understand a salesperson when she or he tells me prices of various items ◆ understand someone speaking slowly and deliberately, who is giving me directions on how to walk to a nearby location ◆ understand a person’s name when she or he gives it to me over the telephone understand directions about what time to come to a meeting and the room in which it will be held 	<ul style="list-style-type: none"> ◆ introduce myself in social situations and use appropriate greeting and leave-taking expressions ◆ state simple biographical information about myself (e.g., place of birth, composition of family) ◆ order food at a restaurant ◆ describe my daily routine (e.g., when I get up, what time I eat lunch) 	
Cannot Do	<ul style="list-style-type: none"> ◆ understand explanations about how to perform a routine task related to my job ◆ understand a co-worker discussing a simple problem that arose at work ◆ understand announcements at a railway station indicating the track my train is on and the time it is scheduled to leave ◆ understand headline news broadcasts on the radio ◆ understand a client’s request made on the telephone for one of my company’s major products or services ◆ understand play-by-play descriptions on the radio of sports events that I like (e.g., soccer, baseball) ◆ understand an explanation given over the radio of why a road has been temporarily closed ◆ understand someone who is speaking slowly and deliberately about his or her hobbies, interests, and plans for the weekend ◆ understand a discussion of current events taking place among a group of persons speaking English ◆ understand an explanation of why one restaurant is better than another 	<ul style="list-style-type: none"> ◆ describe the plot of a movie or television program that I have seen ◆ describe a friend in detail, including physical and personality characteristics ◆ describe my academic training or my present job responsibilities in detail ◆ talk about topics of general interest (e.g., current events, the weather) ◆ talk about my future professional goals and intentions (e.g., what I plan to be doing next year) ◆ tell a co-worker how to perform a routine job task ◆ telephone the airline to change my flight reservations to a different time and day ◆ tell a colleague at work about a humorous event that recently happened to me ◆ adjust my speaking to address a variety of listeners (e.g., professional staff, a friend, children) ◆ tell someone directions on how to get to my house or apartment ◆ give a prepared half-hour formal presentation on a topic of interest 	<ul style="list-style-type: none"> ◆ explain written company policies to a new employee ◆ discuss with a co-worker the best way to accomplish a job task ◆ meet with a doctor and explain the physical symptoms of my illness ◆ meet with a real-estate agent to discuss the type of house I would like to buy ◆ discuss world events with an English-speaking guest ◆ discuss with my boss ways to improve customer service or product quality ◆ conduct an interview with an applicant for a job in my area of expertise ◆ conduct simple business transactions at places such as the post office, bank, drugstore ◆ telephone a restaurant to make dinner reservations for a party of three ◆ give and take messages over the telephone ◆ discuss with an electronics salesperson the features I want on a new videocassette recorder (VCR) ◆ explain to a repairman what is wrong with an appliance that I want fixed ◆ request information over the telephone (e.g., check airline schedules with a travel agent) ◆ talk to an elementary school class about what I do for a living ◆ telephone a department store and find out if a certain item is currently in stock

Note: 1) This information is based on the ratings given by examinees about their own ability to perform English-language tasks. 2) The tables presented here are based on the average ratings of a group of examinees. There will be individuals in a given score range who may be able to do more, or fewer, tasks than are indicated. 3) The score interpretations are based solely on a Japanese sample which is not necessarily representative of the total TOEIC population.

TOEIC Listening Score of 230 - 350

	Listening	Speaking	Interacting
Can Do			
Can Do with Difficulty	<ul style="list-style-type: none"> ◆ understand simple questions in social situations such as “How are you?” “Where do you live?” and “How do you feel?” ◆ understand a salesperson when she or he tells me prices of various items ◆ understand someone speaking slowly and deliberately, who is giving me directions on how to walk to a nearby location ◆ understand explanations about how to perform a routine task related to my job ◆ understand a co-worker discussing a simple problem that arose at work ◆ understand announcements at a railway station indicating the track my train is on and the time it is scheduled to leave ◆ understand headline news broadcasts on the radio ◆ understand a person’s name when she or he gives it to me over the telephone ◆ understand someone who is speaking slowly and deliberately about his or her hobbies, interests, and plans for the weekend ◆ understand directions about what time to come to a meeting and the room in which it will be held ◆ understand an explanation of why one restaurant is better than another 	<ul style="list-style-type: none"> ◆ introduce myself in social situations and use appropriate greeting and leave-taking expressions ◆ state simple biographical information about myself (e.g., place of birth, composition of family) ◆ order food at a restaurant ◆ talk about topics of general interest (e.g., current events, the weather) ◆ describe my daily routine (e.g., when I get up, what time I eat lunch) ◆ describe the plot of a movie or television program that I have seen ◆ talk about my future professional goals and intentions (e.g., what I plan to be doing next year) ◆ telephone the airline to change my flight reservations to a different time and day ◆ tell someone directions on how to get to my house or apartment ◆ describe a friend in detail, including physical and personality characteristics ◆ describe my academic training or my present job responsibilities in detail ◆ tell a co-worker how to perform a routine job task ◆ tell a colleague at work about a humorous event that recently happened to me 	<ul style="list-style-type: none"> ◆ conduct simple business transactions at places such as the post office, bank, drugstore ◆ telephone a restaurant to make dinner reservations for a party of three ◆ give and take messages over the telephone ◆ discuss with an electronics salesperson the features I want on a new videocassette recorder (VCR) ◆ explain to a repairman what is wrong with an appliance that I want fixed ◆ request information over the telephone (e.g., check airline schedules with a travel agent) ◆ talk to an elementary school class about what I do for a living ◆ telephone a department store and find out if a certain item is currently in stock
Cannot Do	<ul style="list-style-type: none"> ◆ understand a client’s request made on the telephone for one of my company’s major products or services ◆ understand play-by-play descriptions on the radio of sports events that I like (e.g., soccer, baseball) ◆ understand an explanation given over the radio of why a road has been temporarily closed ◆ understand a discussion of current events taking place among a group of persons speaking English 	<ul style="list-style-type: none"> ◆ give a prepared half-hour formal presentation on a topic of interest ◆ adjust my speaking to address a variety of listeners (e.g., professional staff, a friend, children) 	<ul style="list-style-type: none"> ◆ meet with a real-estate agent to discuss the type of house I would like to buy ◆ discuss world events with an English-speaking guest ◆ discuss with my boss ways to improve customer service or product quality ◆ conduct an interview with an applicant for a job in my area of expertise ◆ explain written company policies to a new employee ◆ discuss with a co-worker the best way to accomplish a job task ◆ meet with a doctor and explain the physical symptoms of my illness

Note: 1) This information is based on the ratings given by examinees about their own ability to perform English-language tasks. 2) The tables presented here are based on the average ratings of a group of examinees. There will be individuals in a given score range who may be able to do more, or fewer, tasks than are indicated. 3) The score interpretations are based solely on a Japanese sample which is not necessarily representative of the total TOEIC population.

TOEIC Listening Score of 355 - 425

	Listening	Speaking	Interacting
Can Do	<ul style="list-style-type: none"> ◆ understand simple questions in social situations such as “How are you?” “Where do you live?” and “How do you feel?” ◆ understand a salesperson when she or he tells me prices of various items understand someone speaking slowly and deliberately, who is giving me directions on how to walk to a nearby location 	<ul style="list-style-type: none"> ◆ describe my daily routine (e.g., when I get up, what time I eat lunch) 	
Can Do with Difficulty	<ul style="list-style-type: none"> ◆ understand explanations about how to perform a routine task related to my job ◆ understand a co-worker discussing a simple problem that arose at work ◆ understand announcements at a railway station indicating the track my train is on and the time it is scheduled to leave ◆ understand a client’s request made on the telephone for one of my company’s major products or services ◆ understand a person’s name when she or he gives it to me over the telephone ◆ understand play-by-play descriptions on the radio of sports events that I like (e.g., soccer, baseball) ◆ understand an explanation given over the radio of why a road has been temporarily closed ◆ understand someone who is speaking slowly and deliberately about his or her hobbies, interests, and plans for the weekend ◆ understand directions about what time to come to a meeting and the room in which it will be held ◆ understand an explanation of why one restaurant is better than another ◆ understand a discussion of current events taking place among a group of persons speaking English ◆ understand headline news broadcasts on the radio 	<ul style="list-style-type: none"> ◆ introduce myself in social situations and use appropriate greeting and leave-taking expressions ◆ state simple biographical information about myself (e.g., place of birth, composition of family) ◆ order food at a restaurant ◆ talk about topics of general interest (e.g., current events, the weather) ◆ describe the plot of a movie or television program that I have seen ◆ talk about my future professional goals and intentions (e.g., what I plan to be doing next year) ◆ telephone the airline to change my flight reservations to a different time and day ◆ tell someone directions on how to get to my house or apartment ◆ describe a friend in detail, including physical and personality characteristics ◆ describe my academic training or my present job responsibilities in detail ◆ tell a co-worker how to perform a routine job task ◆ tell a colleague at work about a humorous event that recently happened to me ◆ give a prepared half-hour formal presentation on a topic of interest ◆ adjust my speaking to address a variety of listeners (e.g., professional staff, a friend, children) 	<ul style="list-style-type: none"> ◆ conduct simple business transactions at places such as the post office, bank, drugstore ◆ telephone a restaurant to make dinner reservations for a party of three ◆ give and take messages over the telephone ◆ explain written company policies to a new employee ◆ discuss with a co-worker the best way to accomplish a job task ◆ discuss with an electronics salesperson the features I want on a new videocassette recorder (VCR) ◆ meet with a doctor and explain the physical symptoms of my illness ◆ explain to a repairman what is wrong with an appliance that I want fixed ◆ request information over the telephone (e.g., check airline schedules with a travel agent) ◆ meet with a real-estate agent to discuss the type of house I would like to buy ◆ talk to an elementary school class about what I do for a living ◆ discuss world events with an English-speaking guest ◆ discuss with my boss ways to improve customer service or product quality ◆ telephone a department store and find out if a certain item is currently in stock
Cannot Do			<ul style="list-style-type: none"> ◆ conduct an interview with an applicant for a job in my area of expertise

Note: 1) This information is based on the ratings given by examinees about their own ability to perform English-language tasks. 2) The tables presented here are based on the average ratings of a group of examinees. There will be individuals in a given score range who may be able to do more, or fewer, tasks than are indicated. 3) The score interpretations are based solely on a Japanese sample which is not necessarily representative of the total TOEIC population.

TOEIC Listening Score of 430 - 495

	Listening	Speaking	Interacting
Can Do	<ul style="list-style-type: none"> ◆ understand simple questions in social situations such as “How are you?” “Where do you live?” and “How do you feel?” ◆ understand a salesperson when she or he tells me prices of various items ◆ understand someone speaking slowly and deliberately, who is giving me directions on how to walk to a nearby location ◆ understand explanations about how to perform a routine task related to my job ◆ understand announcements at a railway station indicating the track my train is on and the time it is scheduled to leave ◆ understand someone who is speaking slowly and deliberately about his or her hobbies, interests, and plans for the weekend ◆ understand directions about what time to come to a meeting and the room in which it will be held ◆ understand an explanation of why one restaurant is better than another 	<ul style="list-style-type: none"> ◆ introduce myself in social situations and use appropriate greeting and leave-taking expressions ◆ state simple biographical information about myself (e.g., place of birth, composition of family) ◆ order food at a restaurant ◆ describe my daily routine (e.g., when I get up, what time I eat lunch) ◆ talk about topics of general interest (e.g., current events, the weather) ◆ talk about my future professional goals and intentions (e.g., what I plan to be doing next year) ◆ telephone the airline to change my flight reservations to a different time and day ◆ tell someone directions on how to get to my house or apartment 	<ul style="list-style-type: none"> ◆ conduct simple business transactions at places such as the post office, bank, drugstore ◆ telephone a restaurant to make dinner reservations for a party of three ◆ give and take messages over the telephone
Can Do with Difficulty	<ul style="list-style-type: none"> ◆ understand a co-worker discussing a simple problem that arose at work ◆ understand headline news broadcasts on the radio ◆ understand a client’s request made on the telephone for one of my company’s major products or services ◆ understand a person’s name when she or he gives it to me over the telephone ◆ understand play-by-play descriptions on the radio of sports events that I like (e.g., soccer, baseball) ◆ understand an explanation given over the radio of why a road has been temporarily closed ◆ understand a discussion of current events taking place among a group of persons speaking English 	<ul style="list-style-type: none"> ◆ describe the plot of a movie or television program that I have seen ◆ describe a friend in detail, including physical and personality characteristics ◆ describe my academic training or my present job responsibilities in detail ◆ tell a co-worker how to perform a routine job task ◆ tell a colleague at work about a humorous event that recently happened to me ◆ give a prepared half-hour formal presentation on a topic of interest ◆ adjust my speaking to address a variety of listeners (e.g., professional staff, a friend, children) 	<ul style="list-style-type: none"> ◆ explain written company policies to a new employee ◆ discuss with a co-worker the best way to accomplish a job task ◆ discuss with an electronics salesperson the features I want on a new videocassette recorder (VCR) ◆ meet with a doctor and explain the physical symptoms of my illness ◆ explain to a repairman what is wrong with an appliance that I want fixed ◆ request information over the telephone (e.g., check airline schedules with a travel agent) ◆ meet with a real-estate agent to discuss the type of house I would like to buy ◆ talk to an elementary school class about what I do for a living ◆ discuss world events with an English-speaking guest ◆ discuss with my boss ways to improve customer service or product quality ◆ telephone a department store and find out if a certain item is currently in stock ◆ conduct an interview with an applicant for a job in my area of expertise

Note: 1) This information is based on the ratings given by examinees about their own ability to perform English-language tasks. 2) The tables presented here are based on the average ratings of a group of examinees. There will be individuals in a given score range who may be able to do more, or fewer, tasks than are indicated. 3) The score interpretations are based solely on a Japanese sample which is not necessarily representative of the total TOEIC population.

