

---

# **TOEFL iBT® Test: 2026 Update**

**Test Blueprint and Specifications Document**



 **toefl.**

## Blueprint Table

Claim / Score Reporting Category	Skill	Items <sup>1</sup>	CEFR Levels <sup>2</sup>	Language Use Context <sup>3</sup>	Item Type <sup>4</sup>		Total Items by Claim	Raw Points	Estimated Time <sup>5</sup>	
					Machine Scored	AI Scored			Router	Lower / Upper Module
Reading	Process academic written texts for meaning and form	30	B1-C1+	Academic	30	0	50	35	18 min – 21 min	9 min
	Read and comprehend information presented in a variety of formats	20	A1-C2	Academic and Social Interpersonal	20	0				
Listening	Listen to conversational dialogue between two people	25-29	A1-C1	Social Interpersonal	25-29	0	47	35	18 min	Lower: 7 min Upper: 11 min
	Listen to and comprehend extended monologic (e.g., lecture) speech	18-22	A2-C2	Academic and Academic Navigational	18-22	0				
Writing	Reconstruct sentences with appropriate grammar	10	A1-C2	Social Interpersonal	10	0	12	20	23 min	
	Write effective responses to common situations in academic contexts	2	B1-C2	Academic and Academic Navigational	0	2				
Speaking	Speak spontaneously and meaningfully in response to questions in an interview format	11	A1-C2	Academic Navigational	0	11	11	55	8 min	
	Total	120			108	12	120	145	Min Test Time 1 hr 23 min Max Test Time: 1 hr 29 min	

## Blueprint Table Notes

- <sup>1</sup> Items include non-scored items in the reading and listening sections. Their purpose is typically to gather data on item performance for future use in scored sections of the test.
- <sup>2</sup> In terms of proficiency levels described in the Common European Framework of Reference (CEFR; Council of Europe, 2001, 2020), the TOEFL test is designed to cover the full range from A1 to C2 (See Section III: Scoring and Score Reporting of the [Technical Manual](#) for more information.)
- <sup>3</sup> The TOEFL test is designed to efficiently measure foundational language skills and general communication abilities relevant to academic and general (daily life) contexts. These contexts coincide with language use domains described in the CEFR, with emphasis on the educational and public domains. (See section I-2. Target Population, Language Domains, and Intended Uses of the [Technical Manual](#) for more information.)
- <sup>4</sup> Machine Scored task types use rule-based algorithms to evaluate selected-response formats (e.g., multiple choice), based on exact matches or predefined scoring logic. AI Scored task types involve constructed responses (e.g., speaking and writing) and are evaluated using natural language processing and machine learning to assess features like fluency, coherence, and grammar.
- <sup>5</sup> To measure language proficiency efficiently, both the Reading and Listening sections are designed as two-stage adaptive tests. The TOEFL Writing and Speaking sections are linear, where all test takers of a specific form receive the same set of tasks. Total timing estimates should include the router plus the lower or upper module.

### **Note on Specification Finalization**

*Please be advised that the test specifications outlined in this document are subject to minor revisions as part of the ongoing development and validation process until the official launch of the assessment.*

## Reading Section

Claim / Score Reporting Category	Skill	Subskill	Language Use Context	Task Types	CEFR Level Target	Items	Item Type		Total Items by Claim	Estimated Time	
							Machine Scored	AI Scored		Router	Lower / Upper Module
Reading	Process academic written texts for meaning and form	Can use word-ordering rules, lexical knowledge, and reading comprehension to construct meaningful text	Academic language use	Complete the Words	B1-C1+	30	30	0	50	18 min – 21 min	9 min
	Read and comprehend information presented in a variety of formats	Understand short non- academic written texts	Social Interpersonal language use	Read in Daily Life	A1-C1	5-15	5-15	0			
		Understand academic text by identifying main ideas, key details, inferred meanings, idea relationships, and rhetorical structures	Academic language use	Read an Academic Passage	B1-C2	5-15	5-15	0			

## Listening Section

Claim / Score Reporting Category	Skill	Subskill	Language Use Context	Task Types	CEFR Level Target	Items	Item Type		Total Items by Claim	Estimated Time	
							Machine Scored	AI Scored		Router	Lower / Upper Module
Listening	Listen to conversational dialogue between two people	Understand a single-exchange dialogue between two people	Social Interpersonal language use	Listen and Choose a Response	A1-B2	15-19	15-19	0	47	18 min	Lower: 7 min Upper: 11 min
		Understand short conversations between two people	Social Interpersonal language use	Listen to a Conversation	A2-C1	10	10	0			
	Listen to and comprehend extended monologic (e.g., lecture) speech	Understand classroom or campus-related announcements	Academic Navigational language use	Listen to an Announcement	A2-C1	6-10	6-10	0			
		Understand academic talks, including identifying main and supporting ideas, making inferences, and sometimes interpreting less common or idiomatic vocabulary.	Academic language use	Listen to an Academic Talk	A2-C2	8-16	8-16	0			

## Writing Section

Claim / Score Reporting Category	Skill	Subskill	Language Use Context	Task Types	CEFR Level Target	Items	Item Type		Total Items by Claim	Estimated Time
							Machine Scored	AI Scored		
Writing	Reconstruct sentences with appropriate grammar	Reconstruct a range of sentence structures	Social Interpersonal language use	Build a Sentence	A1-C2	10	10	0	12	23 min
	Write effective responses to common situations in academic contexts	Write appropriate multi-sentence text	Academic Navigational language use	Write an Email	B1-C2	1	0	1		
		Write academic paragraph text that present a clear, well-supported argument using varied grammar and vocabulary	Academic language use	Write for an Academic Discussion	B1-C2	1	0	1		

## Speaking Section

Claim / Score Reporting Category	Skill	Subskill	Language Use Context	Task Types	CEFR Level Target	Items	Item Type		Total Items by Claim	Estimated Time
							Machine Scored	AI Scored		
Speaking	Speak in a way that is intelligible to proficient speakers of English	Repeat spoken sentences with accuracy and intelligibility	Academic Navigational language use	Listen and Repeat	A1-C2	7	0	7	11	8 min
	Speak spontaneously and meaningfully responding to questions in an interview format	Respond to questions with clear, coherent elaboration using accurate grammar, varied vocabulary, and intelligible prosody	Academic Navigational language use	Take an Interview	A1-C2	4	0	4		

## Claim

### Reading

**Claim 1: The test taker can read and understand academic and nonacademic written texts presented in a variety of formats.**

The evidence statements supporting this claim align with the six proficiency levels of the Common European Framework of Reference for Languages (CEFR), grouped into three broad categories.

<p style="text-align: center;"><b>Basic</b> <b>A1 – A2</b></p>	<p style="text-align: center;"><b>Independent</b> <b>B1 – B2</b></p>	<p style="text-align: center;"><b>Proficient</b> <b>C1 – C2</b></p>
<ul style="list-style-type: none"> <li>• Recognize familiar words and basic phrases in short, simple texts</li> <li>• Apply basic spelling and word form knowledge to complete predictable gaps in sentences</li> <li>• Recognize simple syntactic patterns</li> <li>• Understand information in common, non-linear text formats</li> <li>• Identify the main purpose of a short, written communication</li> <li>• Recognize pronoun referents</li> <li>• Understand both prose and telegraphic language</li> </ul>	<ul style="list-style-type: none"> <li>• Understand moderately complex texts</li> <li>• Use morphological and syntactic cues to infer missing words or phrases</li> <li>• Understand informal language, including common idiomatic expressions</li> <li>• Identify a writer’s purpose within a correspondence</li> <li>• Identify important supporting factual information</li> <li>• Scan to pick out details</li> <li>• Skim for main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a wide range of longer texts on complex subjects requiring integration of lexical, morphological, and discourse-level knowledge</li> <li>• Apply advanced syntactic and cohesive devices to ensure logical flow and stylistic appropriateness</li> <li>• Connect information across a text</li> <li>• Make inferences about what is implied, but not explicitly stated in the text</li> </ul>

<p><b>Allowable Item Types</b></p>	<p>Complete the Words, Read in Daily Life (2-item and 3-item sets), and Read an Academic Passage</p>
<p><b>Language Use Context</b></p>	<p>Academic and Social Interpersonal</p>

<b>Text Difficulty</b>	Texts range from short, simple messages to extended, structured academic passages. Easier texts typically contain 15–50 words, while more complex texts may extend to 200 words. Text complexity is calibrated using TextEvaluator tool, an automated technology for obtaining valid and reliable feedback about the complexity characteristics of reading passages. Texts with medium difficulty general fall between 800–1100 (approx. Grade 10-11) and higher-difficulty texts between 1100–1360+ (approx. Grade 11–12+) or when using Flesch-Kincaid readability, text generally fall between 7.4-10.5 (Medium) and 10.5-20.0 (High).
<b>Stimulus</b>	Reading stimuli are presented in a variety of formats to reflect both academic and non-academic contexts. All texts remain visible throughout the task to support comprehension and to allow test takers to refer to the stimuli as they respond to questions. Stimuli may include short everyday texts (e.g., sign, menu, email, social media post) or extended academic passages. Items are designed to elicit evidence of comprehension, ability to make inferences, and other language processing skills.
<b>CEFR Descriptors</b>	<p>A1</p> <ul style="list-style-type: none"> <li>• Can understand very short, simple texts one phrase at a time</li> <li>• Can identify familiar words and basic information in everyday materials</li> </ul> <p>A2</p> <ul style="list-style-type: none"> <li>• Can understand short, simple texts on familiar topics</li> <li>• Can follow basic instructions and recognize specific details in common formats</li> <li>• Can use context to infer the meaning of familiar words</li> </ul> <p>B1</p> <ul style="list-style-type: none"> <li>• Can read straightforward factual texts related to personal interests or everyday life</li> <li>• Can scan for specific information and understand the main ideas</li> <li>• Can follow logical connectors and infer meaning from context</li> </ul> <p>B2</p> <ul style="list-style-type: none"> <li>• Can read with a high degree of independence, adjusting reading strategies to different types of texts</li> <li>• Can identify arguments, viewpoints, and supporting details</li> <li>• Can apply a range of strategies to achieve comprehension</li> </ul> <p>C1</p> <ul style="list-style-type: none"> <li>• Can understand detailed, complex texts, including abstract or specialized content</li> <li>• Can interpret nuanced language, including idiomatic expressions and implied meaning</li> <li>• Can evaluate arguments and assess relevance across multiple sources</li> </ul> <p>C2</p> <ul style="list-style-type: none"> <li>• Can comprehend virtually all types of written texts, including highly complex, literary, and colloquial materials</li> <li>• Can infer attitudes, intentions, and subtle distinctions in meaning with ease</li> </ul>

<p><b>Accessibility</b></p>	<p>To ensure equitable access, the assessment includes accommodations for test takers with documented disabilities. Test content undergoes bias, sensitivity, and accessibility reviews to ensure that items are inclusive, culturally appropriate, and accessible to test takers. This process reflects our commitment to fairness and validity across all assessment components.</p> <p>The reading section requires interaction with on-screen text and standard input devices. To ensure equitable access, a range of accommodations may be provided based on individual needs and documented disabilities. Those who are blind or have low vision may request to take the assessment using a screen reader (e.g., JAWS), with magnification tools, or in various alternate test formats (e.g., braille, large print, human reader).</p> <p>Additional accommodations may include extended time or extra breaks. These supports are determined through a formal request and approval process, which includes submission of documentation and completion of the appropriate forms.</p>
<p><b>Scoring</b></p>	<p>Max points per item is 1 for scored items in the Reading section.</p>

## Claim

### Listening

**Claim 2:** The test taker can understand spoken English in academic and social contexts, including single exchanges, short conversations, announcements, and academic talks, in order to identify meaning, purpose, and appropriate responses.

The evidence statements supporting this claim align with the six proficiency levels of the Common European Framework of Reference for Languages (CEFR), grouped into three broad categories.

	<b>Basic A1 – A2</b>	<b>Independent B1 – B2</b>	<b>Proficient C1 – C2</b>
	<ul style="list-style-type: none"> <li>Identify the main ideas and basic context of a short message</li> <li>Understand the important details in a short message</li> <li>Predict future actions based on what a speaker has said</li> <li>Recognize the purpose of a speaker’s message in a short communication</li> </ul>	<ul style="list-style-type: none"> <li>Infer meaning from information that is not explicitly stated</li> <li>Recognize rhetorical structures (e.g., compare/contrast, cause and effect, etc.)</li> <li>Understand a wide range of vocabulary including idiomatic and colloquial expressions</li> <li>Understand the range of grammatical structures used by proficient speakers</li> </ul>	<ul style="list-style-type: none"> <li>Understand a range of colloquialisms and idiomatic expressions</li> <li>Understand the range of grammatical structures used by proficient speakers</li> <li>Interpret implied meaning and nuanced information beyond the explicit content</li> <li>Recognize rhetorical structures (e.g., compare/contrast, cause and effect, etc.)</li> </ul>
<b>Allowable Item Types</b>	Listen and Choose a Response, Listen to a Conversation, Listen to an Announcement, Listen to an Academic Talk		
<b>Language Use Context</b>	Academic, Academic Navigational, and Social Interpersonal		

<b>Audio Difficulty</b>	<p>Spoken input in the listening section varies in length and complexity to reflect a wide range of real-world and academic listening situations. This audio input ranges from brief utterances—no longer than six stressed syllables—to extended monologic speech of up to 250 words. Intermediate-length audio input typically falls between 35 and 100 words and may include multiple speakers or structured informational content.</p> <p>Language used in the listening stimuli includes idiomatic and colloquial expressions, academic vocabulary, and a variety of grammatical structures appropriate to CEFR levels A1 through C2. Speech may incorporate rhetorical patterns such as comparison, contrast, and cause-effect relationships, and is delivered at a natural pace.</p> <p>Listening stimuli are delivered using AI-generated audio and sometimes human voice actors to simulate authentic spoken English across a range of accents and voice types. To promote inclusivity and realism, the assessment incorporates a generally balanced representation of regional accents and gendered voices, such as U.S./Canadian, Australian, and British English varieties.</p> <p>Topics span everyday scenarios—such as directions, schedules, and social exchanges—as well as academic domains like lectures and presentations, ensuring relevance and accessibility across a broad spectrum of proficiency levels.</p>
<b>Stimulus</b>	<p>Listening stimuli are presented using a consistent interface that supports comprehension and response accuracy. Each spoken input is accompanied by a visual representation of the speaker(s) to provide contextual cues. Recordings are played once and vary in length and format, ranging from brief utterances to extended monologic speech.</p> <p>Following each audio stimulus, test takers respond to a set of items, typically presented with printed stems and multiple-choice options. Items may appear individually or in sets, depending on the length and complexity of the spoken input. The design ensures that all necessary information remains accessible during the response process, allowing test takers to focus on interpreting meaning, identifying purpose, and selecting appropriate responses based on the audio content.</p>
<b>CEFR Descriptors</b>	<p><b>A1</b></p> <ul style="list-style-type: none"> <li>• Can understand everyday expressions related to basic needs when spoken slowly, clearly, and directly</li> <li>• Can follow simple, familiar phrases with repetition and support from the speaker</li> </ul>

<b>CEFR Descriptors</b>	<p><b>B1</b></p> <ul style="list-style-type: none"> <li>• Can follow everyday conversations and public announcements when clearly spoken</li> <li>• Can understand explanations and presentations with visual support</li> <li>• May require occasional repetition but can grasp main ideas and key details</li> </ul> <p><b>B2</b></p> <ul style="list-style-type: none"> <li>• Can understand detailed spoken input on both concrete and abstract topics at a natural pace</li> <li>• Can follow extended conversations and presentations, even in mildly noisy environments</li> <li>• Can recognize rhetorical structures and interpret idiomatic and colloquial expressions</li> </ul> <p><b>C1</b></p> <ul style="list-style-type: none"> <li>• Can comprehend complex spoken texts, including academic talks and group discussions</li> <li>• Can extract specific information from distorted or low-quality audio</li> <li>• Can infer speaker attitudes, intentions, and implied meaning with minimal effort</li> </ul> <p><b>C2</b></p> <ul style="list-style-type: none"> <li>• Can understand virtually all spoken language, including rapid, idiomatic, and colloquial speech</li> <li>• Can grasp subtle sociocultural and rhetorical nuances across a wide range of topics and speaker styles</li> </ul>
<b>Accessibility</b>	<p>To ensure equitable access, the assessment includes accommodations for test takers with documented disabilities. Test content undergoes bias, sensitivity, and accessibility reviews to ensure that items are inclusive, culturally appropriate, and accessible to test takers. This process reflects our commitment to fairness and validity across all assessment components.</p> <p>The listening section requires test takers to comprehend spoken English delivered through audio recordings and respond using standard input methods. Test takers who are blind or have low vision may request to take the assessment using a screen reader (e.g., JAWS), with magnification tools, or in various alternate test formats (e.g., braille, large print, human reader).</p> <p>Additional accommodations, such as extended time or breaks, may be appropriate based on documented needs. All accommodations should align with both the purpose/construct of the assessment and approved accessibility needs to support valid assessment outcomes.</p>
<b>Scoring</b>	<p>Max points per item is 1 for scored items in the Listening section.</p>

## Claim

### Writing

**Claim 3:** The test taker can produce grammatically accurate and contextually appropriate written English across a range of academic and interpersonal situations, including sentence-level construction, multi-sentence responses, and extended academic discourse.

The evidence statements supporting this claim align with the six proficiency levels of the Common European Framework of Reference for Languages (CEFR), grouped into three broad categories.

#### Basic A1 – A2

- Reconstruct a range of sentence structures

#### Independent B1 – B2

- Write reasonably clear and organized multi-sentence texts
- Write mostly relevant paragraph-length texts that are appropriate to an academic context

#### Proficient C1 – C2

- Write coherent and well-organized, multi-sentence texts
- Write relevant and well-elaborated, paragraph-length texts that are appropriate to an academic context

<b>Allowable Item Types</b>	Build a Sentence Write an Email Write for an Academic Discussion
<b>Language Use Context</b>	Academic, Academic Navigational, and Social Interpersonal
<b>Text Difficulty</b>	<p>Writing tasks vary in complexity to assess a range of proficiency levels and communicative purposes. At the simplest level, tasks focus on sentence-level construction using common syntactic patterns and vocabulary appropriate across the CEFR spectrum. More advanced tasks require the production of multi-sentence or paragraph-length responses in response to contextual prompts.</p> <p>Text complexity increases with expectations for cohesion, clarity, and appropriate tone, ranging from informal and semi-formal registers in everyday or navigational contexts to formal academic writing. Higher-level tasks demand logical organization, development of ideas with supporting details, and the use of precise language to express nuanced perspectives. Prompts may include contextual cues such as audience, purpose, or topic to guide the test taker's response and ensure relevance to real-world and academic communication.</p>
<b>Stimulus</b>	<p>Writing stimuli are designed to elicit responses across a range of proficiency levels and communicative contexts. Prompts may include questions, scenarios, or discussion topics that guide the test taker in producing written output. Some tasks focus on completing partial sentences using provided vocabulary, while others require composing multi-sentence or paragraph-length responses.</p> <p>Contextual cues such as the intended audience, purpose, or situation may be included to support appropriate language use, tone, and structure. Tasks simulate real-world and academic writing situations, encouraging test takers to demonstrate grammatical accuracy, coherence, and the ability to organize and express ideas effectively.</p>

<p><b>CEFR Descriptors</b></p>	<p>A1</p> <ul style="list-style-type: none"> <li>• Can write simple, isolated phrases and basic sentences</li> <li>• Can produce short expressions related to immediate needs</li> </ul> <p>A2</p> <ul style="list-style-type: none"> <li>• Can write short, simple notes, messages, and personal letters expressing basic sentiments such as thanks or apologies</li> <li>• Can convey straightforward information in familiar contexts using simple language</li> </ul> <p>B1</p> <ul style="list-style-type: none"> <li>• Can write connected text on familiar topics or personal interests</li> <li>• Can describe experiences, impressions, and provide basic explanations or opinions</li> <li>• Can produce short essays or reports on topics of interest</li> </ul> <p>B2</p> <ul style="list-style-type: none"> <li>• Can write clear, detailed text on a wide range of subjects related to personal or professional interests</li> <li>• Can express emotions and highlight the significance of events in personal correspondence</li> <li>• Can present arguments and support points of view in essays or reports</li> </ul> <p>C1</p> <ul style="list-style-type: none"> <li>• Can produce well-structured, coherent text expressing viewpoints at length</li> <li>• Can convey complex information and nuanced attitudes in formal and informal writing</li> <li>• Can write expositions on complex subjects, emphasizing key issues effectively</li> </ul> <p>C2</p> <ul style="list-style-type: none"> <li>• Can write clear, smoothly flowing text in an appropriate style across a variety of genres</li> <li>• Can develop complex ideas logically and persuasively</li> <li>• Can produce critical reviews and essays with high grammatical accuracy and stylistic control</li> </ul>
<p><b>Accessibility</b></p>	<p>The writing section requires test takers to produce written responses using standard input methods such as a keyboard or adaptive device. To ensure equitable access, a range of accommodations may be necessary depending on individual needs. Test takers with visual impairments may require screen readers, magnification tools, or alternative test formats to access prompts and compose responses.</p> <p>To ensure equitable access, the assessment includes accommodations for test takers with documented disabilities. All test content undergoes bias, sensitivity, and accessibility reviews to ensure that items are inclusive, culturally appropriate, and accessible to all test takers. This process reflects our commitment to fairness and validity across all assessment components.</p>
<p><b>Scoring</b></p>	<p>Max points per Build a Sentence item is 1.  Max points for each Write an Email and Write for an Academic Discussion item is 5.</p>

## Claim

### Speaking

**Claim 4:** The test taker can produce intelligible and coherent spoken English to effectively communicate in both brief and extended interactions across general and academic contexts.

The evidence statements supporting this claim align with the six proficiency levels of the Common European Framework of Reference for Languages (CEFR), grouped into three broad categories.

	<b>Basic A1 – A2</b>	<b>Independent B1 – B2</b>	<b>Proficient C1 – C2</b>
	<ul style="list-style-type: none"> <li>Repeat short, simple phrases and sentences with support</li> <li>Intelligibility may be limited; relies on slow, clear input</li> <li>May omit or substitute words but retains basic meaning</li> <li>Answer simple questions with short, formulaic responses</li> <li>Limited vocabulary and grammar; frequent pauses</li> <li>Intelligibility may be affected by pronunciation errors</li> </ul>	<ul style="list-style-type: none"> <li>Repeat longer sentences with mostly accurate pronunciation</li> <li>Minor changes in grammar or vocabulary do not impede meaning</li> <li>Intelligibility generally sustained; occasional lapses</li> <li>Elaborate on familiar topics with some fluency</li> <li>Maintain a conversational pace with occasional hesitations</li> <li>Use a range of vocabulary and grammar with moderate accuracy</li> <li>Intelligibility generally good; minor pronunciation issues</li> </ul>	<ul style="list-style-type: none"> <li>Repeat complex sentences with high accuracy</li> <li>Intonation, rhythm, and stress effectively convey meaning</li> <li>Fully intelligible with minimal listener effort</li> <li>Respond fluently and spontaneously to complex questions</li> <li>Maintains natural rhythm and intonation</li> <li>Uses precise vocabulary and complex grammatical structures</li> <li>Uses fully intelligible speech that conveys nuanced meaning effectively</li> </ul>
<b>Allowable Item Types</b>	Listen and Repeat and Take an Interview		
<b>Language Use Context</b>	Academic Navigational		

<b>Difficulty</b>	<p>Speaking tasks vary in complexity to assess a range of oral proficiency levels and communicative functions. At the foundational level, tasks focus on sentence-level repetition, with items increasing in length and syntactic complexity. These may begin with short, simple sentences containing one independent clause and progress to longer utterances featuring compound verbs, dependent clauses, relative clauses, and complex nominal phrases.</p> <p>More advanced speaking tasks require extended responses that evolve from brief factual statements to more elaborate expressions of opinion, explanation, prediction, and narration. Prompts are designed to elicit a range of grammatical structures and vocabulary, with difficulty increasing across the task.</p> <p>Topics are selected to be accessible to a general audience and may include familiar academic navigational domains such as life sciences, history, and business, supporting the demonstration of both concrete and abstract speech functions.</p>
<b>Stimulus</b>	<p>Speaking stimuli are designed to simulate real-world and academic scenarios, providing both auditory and visual context to support comprehension and response.</p> <p>Each task begins with a scenario introduction, delivered both aurally and in print, to establish the communicative setting. Visual elements such as schematic images, maps, forms, or photos of speakers are included to enhance contextual understanding. Spoken prompts are delivered via audio or video and vary in length and complexity, with some tasks requiring repetition of utterances and others eliciting original responses.</p> <p>Prompts progress in difficulty and are crafted to encourage a range of speech functions, including descriptions, explanations, opinions, suggestions, predictions, and narrations. Vocabulary is carefully selected to match the intended proficiency level, avoiding overly technical or unfamiliar terms, and incorporating natural spoken features such as contractions.</p>
<b>CEFR Descriptors</b>	<p>A1</p> <ul style="list-style-type: none"> <li>• Can reproduce a limited range of familiar sounds and simple phrases with support</li> <li>• Can respond to basic questions and statements on familiar topics when speech is slow and clear</li> </ul> <p>A2</p> <ul style="list-style-type: none"> <li>• Can repeat short, simple sentences with generally clear pronunciation, though stress and intonation may reflect influence from their first language</li> <li>• Can express basic preferences, describe routines, and respond to questions using short phrases</li> </ul> <p>B1</p> <ul style="list-style-type: none"> <li>• Can repeat longer utterances with mostly accurate pronunciation and stress; minor errors do not impede understanding</li> <li>• Can describe experiences, explain opinions, and respond with some elaboration; maintains a conversational pace with occasional hesitation</li> </ul>

<b>CEFR Descriptors</b>	<p>B2</p> <ul style="list-style-type: none"> <li>• Can repeat sentences with good intelligibility and appropriate rhythm and intonation</li> <li>• Can speak fluently on familiar and some unfamiliar topics, using a range of vocabulary and grammatical structures with moderate accuracy</li> </ul> <p>C1</p> <ul style="list-style-type: none"> <li>• Can repeat complex sentences with high accuracy, using intonation and stress to convey meaning effectively</li> <li>• Can respond fluently and spontaneously to complex questions, expressing nuanced ideas with precise vocabulary and advanced grammar</li> </ul> <p>C2</p> <ul style="list-style-type: none"> <li>• Can repeat spoken text fluently and intelligibly, with clear segmentation of meaning</li> <li>• Can speak at length with ease and clarity on abstract and complex topics, demonstrating full control of language and discourse features</li> </ul>
<b>Accessibility</b>	<p>To ensure equitable access, the assessment includes accommodations for test takers with documented disabilities. Test content undergoes bias, sensitivity, and accessibility reviews to ensure that items are inclusive, culturally appropriate, and accessible to test takers. This process reflects our commitment to fairness and validity across all assessment components.</p> <p>In addition to text, audio or video is included in the Speaking tasks. To ensure equitable access, a range of accommodations may be necessary depending on individual needs. Test takers who are deaf or hard of hearing may require captioned audio/video or transcripts of spoken content. Test takers who are blind or have low vision may request to take the assessment using a screen reader (e.g., JAWS), with magnification tools, or in various alternate test formats (e.g., braille, large print, human reader).</p>
<b>Scoring</b>	<p>Max points for each Listen and Repeat and Take an Interview item is 5.</p>