## Level 1 Score Descriptors

### Listening Comprehension

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| 64–68                     | C1         | **Test takers at this level are usually able to:**  
|                           |            | • understand the main idea or purpose of a short academic lecture or extended conversation that requires integrating or synthesizing information  
|                           |            | • recall important details presented in a discussion of academic material  
|                           |            | • understand complex time references and temporal relationships in a short dialogue, short academic lecture or extended conversation  
|                           |            | • understand some difficult and abstract vocabulary  
|                           |            | • follow the essential ideas in an extended conversation or academic lecture, even if some information is not fully understood |
| 54–63                     | B2         | **Test takers at this level are usually able, when listening to a short dialogue, to:**  
|                           |            | • integrate information across two utterances in order to understand an implied meaning  
|                           |            | • understand the meaning of a variety of idioms and colloquial expressions (e.g., “It’s probably for the best,” “All I can say is …”)  
|                           |            | and, when listening to a short academic lecture or extended conversation, to:  
|                           |            | • understand a main idea or purpose that is explicitly stated or reinforced  
|                           |            | • understand explicitly stated details that are reinforced or marked as important |
| 47–53                     | B1         | **Test takers at this level are usually able, when listening to a short dialogue, to:**  
|                           |            | • understand high-frequency vocabulary and deduce the meaning of some lower-frequency vocabulary  
|                           |            | • understand some commonly occurring idioms and colloquial expressions (e.g., “I don’t feel up to it,” “Maybe some other time”)  
|                           |            | • understand implications (e.g., implied questions in the form of statements, indirect suggestions) that are clearly reinforced  
|                           |            | • understand common language functions (e.g., invitations, apologies, suggestions)  
|                           |            | • recognize the referents for a variety of types of pronouns (e.g., “their,” “these,” “one”) |
| 38–46                     | A2         | **Test takers at this level are sometimes able, when listening to a short dialogue about an everyday situation, to:**  
|                           |            | • understand the main idea of the conversation  
|                           |            | • understand basic vocabulary  
|                           |            | • understand explicitly stated points that are reinforced or repeated  
|                           |            | • understand the antecedents for basic pronouns (e.g., “it,” “they,” “yours”) |
## Structure and Written Expression

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| 64–68                   | C1         | Test takers at this level are usually able to:  
• understand less familiar verb tenses, subjunctive mood and reduced clauses, such as “while eating” and “how to go”  
• monitor interactions among various elements in a complex sentence for completeness of sentence structure, singular/plural agreement, etc.  
• deal with idioms and multiple usages of words, such as “so” and “as”  
• recognize different levels of abstraction or formality in choices, such as “in an agreement”/“in agreement” and “The star was just discovered recently”/“Only recently was the star discovered” |
| 53–63                   | B2         | Test takers at this level are usually able to:  
• use suffixes and other morphemes in crafting appropriate word forms  
• modify nouns by adding participles, relative clauses, appositives, etc.  
• deal with multiple and less-frequent uses of common words  
• understand limitations imposed by the use of specific vocabulary, as with phrasal verbs such as “refer to” in which only a particular preposition may follow a particular verb  
• recognize acceptable variations in basic grammatical rules, as well as exceptions to those rules |
| 43–52                   | B1         | Test takers at this level are usually able to:  
• use common tenses of verbs correctly, including passive forms  
• use linking verbs with ease and use an expletive, such as “there is” in the absence of another main verb  
• recognize when verbs require objects, such as infinitives, gerunds or clauses beginning with “that”  
• introduce a clause with very common words, such as “before” or “if”  
• recognize the correct structure of a sentence or clause, even when its subject and verb are slightly separated |
| 32–42                   | A2         | Test takers at this level are sometimes able to:  
• demonstrate familiarity with the most often used tenses of common verbs  
• use a singular or plural noun correctly as the subject of a sentence in very simple contexts  
• link subjects to nouns or adjectives with very common linking verbs  
• recognize that some common verbs require nouns as objects  
• make proper use of simple comparatives and common conjunctions and prepositions |
## Reading Comprehension

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| 63–67                   | C1         | Test takers at this level are usually able to:  
  - Follow discourse at the idea level to understand detailed information and major ideas, both explicitly stated and implied, even when:  
    - texts contain an accumulation of low-frequency academic vocabulary  
    - comparisons and contrasts, causal relationships, illustrations, etc., are not explicitly stated or indicated by discourse markers  
    - texts are on abstract topics, such as music composition and computer animation |
| 56–62                   | B2         | Test takers at this level are usually able to:  
  - Process information across typical academic texts to understand detailed information and major ideas, both explicitly stated and implied, when texts:  
    - contain high-frequency academic vocabulary and typical academic discourse markers  
    - are on concrete topics that discuss the physical and social sciences (e.g., glacier formation, moon terrain, theories of child development) |
| 48–55                   | B1         | Test takers at this level are usually able to:  
  - understand descriptions of relatively simple processes and narration in well-marked academic texts  
  - understand high-frequency vocabulary and recognize paraphrased information  
  - follow sentence-level comparisons and contrasts and understand meaning conveyed by the most common conjunctions, such as “and,” “or,” and “but”  
  - connect meaning across some simple sentences that contain high-frequency vocabulary |
| 31–47                   | A2         | Test takers at this level are sometimes able to:  
  - understand the general idea of some sentences that use simple, everyday vocabulary  
  - understand the main idea of some texts in which the idea is reinforced by the repetition of important vocabulary across many sentences  
  - follow simple sentence references (e.g., “it,” “they”) to determine the grammatical referent of a pronoun  
  - locate requested information in some sentences if pointed directly to the part of the passage containing the information (e.g., “in line x,” “in paragraph y”) |