

**Fourth Edition**

# **Cambridge Preparation for the TOEFL® Test**

**Jolene Gear • Robert Gear**



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# To the Student

## ABOUT THE BOOK

*Cambridge Preparation for the TOEFL® Test*, Fourth Edition, helps you build the skills necessary to successfully answer the questions and complete the tasks on the TOEFL® iBT test. It also thoroughly familiarizes you with the TOEFL test format and teaches test-taking strategies to help you improve your scores.

The book and its accompanying online practice, which features seven practice tests, may be used as a classroom text or for self-study. An extensive audio program is available on audio CD.

In addition to helping you prepare for the TOEFL iBT test, this book and online practice will give you the opportunity to develop skills that will help you succeed in your academic work.

## IMPORTANT FEATURES OF THIS PROGRAM

- An **Introduction** that describes the sections of the TOEFL test and how they are scored, and offers tips for taking the TOEFL test successfully.
- A thorough **explanation** of how to answer questions on the test.
- A comprehensive **Table of Contents** that identifies the focus of every exercise in the book.
- Accompanying **online practice** that features seven complete practice tests in the TOEFL iBT format.
- A **Diagnostic Test** that helps you pinpoint your weaknesses in English and then directs you to the exercises that will strengthen those areas. You may take this test online (Test 1) or as a paper test in this book.
- A **Building Supporting Skills** section that provides help in note taking, paraphrasing and summarizing, increasing your vocabulary, improving your pronunciation, reviewing grammar, and developing learner strategies such as setting goals and organizing a study schedule.
- Test-taking **strategies** for each of the four sections of the TOEFL test: Reading, Listening, Speaking, and Writing.
- **Exercises** that isolate and gradually build specific skills needed for success on the TOEFL test.
- **Mini-tests** that use the TOEFL iBT test format and allow you to check your mastery of a particular set of skills.
- **Section Practice Tests** in the TOEFL iBT format at the end of the Reading, Listening, Speaking, and Writing sections. Each of these tests measures whether you have mastered the skills in that section. These Section Practice Tests are combined to form one complete practice test online (Test 2).

To the Student

- Two full-length **Practice Tests** at the end of the book, which give you further practice with the TOEFL test format and test-taking strategies. The answer keys to these Practice Tests direct you to exercises that will help you strengthen the areas that are causing you difficulties. These tests appear online as Tests 3 and 4.
- An explanatory **Answer Key** that gives reasons for correct and incorrect answers for exercises and tests and refers you to relevant skill-building exercises.
- **Checklists** for evaluating your responses to essay questions and speaking questions.
- **Audio CDs** that include all of the listening material for the exercises and Practice Tests in the book. As planned for the actual TOEFL iBT test, speakers with different English accents are used occasionally in the Practice Tests to give you the opportunity to hear a variety of native accents.
- Complete **Audio Scripts** of all of the listening material in the audio program. The scripts aid you in checking your answers by allowing you to compare your responses with what you actually heard.
- An **Index** that allows you to easily locate exercises that build specific skills (for example: making inferences) or practice grammar points (for example: subject-verb agreement).
- **Cross-references** that indicate the pages where explanations or related exercises can be found.

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## IMPORTANT FEATURES OF THE ONLINE PRACTICE

- **Seven complete practice tests**, which consist of the four tests that are found in the book (the Diagnostic Test, the combined Section Practice Tests, and Practice Tests 1 and 2) as well as three additional tests that are not included in the book. All seven tests online simulate the experience of taking the TOEFL iBT test online.
- Screen **icons** and layouts designed to familiarize you with the appearance of the TOEFL iBT computer screens.
- **Two options** that give you the choice of taking each test either as a simulated TOEFL test (Test Mode) or with access to answers and explanations during or following the test (Practice Mode).
- A **bookmark option** that allows you to stop the program during a test and come back to the same place to continue later.
- A **section choice option** in Practice Mode that allows you to choose a particular test section where you may want to focus more attention.
- A **show text option** in Practice Mode that allows you to read the audio script as you listen.
- An **Answer Key** that explains the correct answers and refers you to relevant skill-building exercises in the book.
- **Scored sample essays** for all independent essay questions and **scored sample speaking responses** for all speaking questions.

# HOW TO USE THE COMPLETE CAMBRIDGE PREPARATION FOR THE TOEFL® TEST PROGRAM

Follow these steps to get the most benefit from your TOEFL iBT test preparation:

1. Read the explanations beginning on page XXXVII (Taking the TOEFL® Test Online) and look at the example screens in the Reading, Listening, Speaking, and Writing sections of the book to learn how to answer the types of questions you will see on the TOEFL test.
2. Take the Diagnostic Test online (Test 1) or the Diagnostic Test in the book beginning on page 1. This will highlight areas that you need to concentrate on so that you will not spend time studying material you already know well.
3. Take the Diagnostic Test online in Practice Mode to receive instant feedback that will direct you to relevant skill-building exercises in the book. If you take the test in Test Mode, you will receive feedback after you have completed the test.  
  
If you take the Diagnostic Test in the book, check your answers using the Answer Key. For every wrong answer, the Answer Key will direct you to exercises that will build the skills you need in order to answer that type of question correctly.
4. Use the Building Supporting Skills section to plan your course of study and strengthen the supporting skills that will help you succeed.
5. Read the Strategies boxes at the beginning of the Reading, Listening, Speaking, and Writing sections.
6. Work through the exercises that concentrate on the skills you need to develop. Take the Mini-tests as you proceed through a section to check your progress.
7. When you have finished all the relevant exercises in a particular section, take the Section Practice Test at the end of that section or take that section of Online Practice Test 2. For example, once you have worked through the Listening section, take the Listening Section Practice Test in the book or do the Listening Section of Test 2 online.
8. Take Practice Test 1 in the book or online (Test 3). You may want to take it halfway through your course of study to confirm your progress. If you take the test in the book, check your answers using the Answer Key. The Answer Key will direct you to exercises in the book that will help you build the skills you need in order to answer that type of question correctly. Online, you will receive the same answer feedback in Practice Mode.
9. Take Practice Test 2 (Online Practice Test 4) later in your course of study, or, if you are taking only the book tests, leave it to take as a final check before taking the actual TOEFL test.
10. If you are using the online practice, take Online Practice Tests 5, 6, and 7 in Test Mode as final preparation for the timed TOEFL test.

## Important Notes

It is not necessary to do every exercise in this book in preparation for the TOEFL test. Concentrate on the exercises addressing your weaknesses as indicated by the Diagnostic Test and the Practice Tests. Moreover, it is not necessary to complete all of the items



To the Student

within an exercise. If you discover that an exercise is too easy for you, go on to an exercise that is more challenging.

When taking a test online in Test Mode, you have a fixed amount of time in which to complete the Reading and Listening sections, but you can move through individual questions at your own pace. In order to complete all the questions within the time limit, pace yourself by paying attention to the number of questions and time remaining. In the Speaking and Writing sections, you will be given a fixed amount of time to organize and respond to each task, as on the TOEFL test.

On the audio CDs, the Listening section of the Practice Tests and the Listening Mini-tests give you 10 seconds to answer each question. If you need more time, pause the audio CD.

In the Speaking section of the Practice Tests, pause the audio CD while you record your response. In the Writing sections, stop the audio CD player while you write your essays.

The audio program for the skill-building exercises gives you 10 seconds to answer multiple choice and short-answer questions. For exercises in which you write or speak an answer for each item, pause the audio CD while you write.

The following chart shows the relationship of the online practice tests to the tests in the book.

Online Practice Test	Corresponding Book Test
Test 1	Diagnostic Test
Test 2	Section Practice Tests combined
Test 3	Practice Test 1
Test 4	Practice Test 2
Test 5	(Online Practice only)
Test 6	(Online Practice only)
Test 7	(Online Practice only)

BEFORE YOU BEGIN

Before you use this book, take the Diagnostic Test, which is Test 1 on the online practice that accompanies this book. You can also take the Diagnostic Test in this book.

Taking the Diagnostic Test on the computer

If you have access to a computer on which to use the online practice, it is suggested that you take the Diagnostic Test (Test 1) on the computer. This will allow you to experience a simulation of the actual TOEFL iBT test. If you are unsure of TOEFL test procedures, read Taking the TOEFL® Test Online on pages XXXVII–XLII.

Before taking a test on the computer, arrange to have a quiet place where you will not be disturbed for the duration of the test. The Diagnostic Test will take approximately three hours.



*To the Student*

The online practice will pace you through the test and provide you with an approximate score for the Reading and Listening sections. After you have finished the test, you can see a list of the questions that you answered incorrectly. For each incorrect answer, you will be referred to a section of the book that will help you answer questions of this type. For example, you may see, “See Exercises L9–L12.”

During the Listening section of the actual test, you may not go back to check your work or change your answers. However, you may go back to review your work in the Reading section before time runs out.

### **Taking the Diagnostic Test on paper**

If you do not have access to a computer, take the Diagnostic Test on pages 1–38 in this book. The presentation of the questions in this book is similar to the way they will look on the computer screen. Before taking one of the tests, make the following preparations:

1. Arrange to have a quiet room where you will not be disturbed for the duration of the test. The Diagnostic Test will take approximately three hours.
2. Bring the following items: a CD player; the CD that contains the Diagnostic Test; two sharpened black-lead pencils with erasers; and a watch, a clock, or a timer. You will also need a device for recording your speaking responses.
3. Bring extra paper if you do not want to write in the book. You will also need paper on which to take notes and to respond to the writing tasks.

When you have completed the test, check your answers against the Answer Key that starts on page 525. If you chose a wrong answer, the Answer Key will tell you which exercises in the book will help you improve in that area. For example, you may see, “See Exercises L9–L12.”

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Jolene Gear and Robert Gear  
Frontmatter  
[More information](#)

## To the Teacher

- The skills that your students practice in this book will help them be successful not only on the TOEFL test, but in their academic work in general.
- The Diagnostic Test will show you the areas that your students need to concentrate on the most. Do not feel that every exercise, or all items within an exercise, must be completed.
- You may want to encourage your students to take some of the online practice tests using Test Mode, which simulates the test conditions that they will experience during the actual online test, and some using Practice Mode, which gives students the option of checking each answer and receiving feedback while working through the test.
- The audio program for the skill-building exercises gives students 10 seconds to answer multiple choice and short-answer questions. If students need more time, pause the audio CD. For all exercises in which students write or speak, pause the audio CD while they respond.

In the Practice Tests, the Listening section questions give students 10 seconds to choose an answer. If they need more time, pause the audio CD. For the Speaking and Writing sections of the Practice Tests, pause or stop the audio program while students respond to each question.

- Use the exercises in the four Building Skills sections (Reading, Listening, Speaking, and Writing) to build skills in other areas. For example:

Your students will encounter unfamiliar vocabulary throughout the Reading, Listening, Speaking, and Writing sections. Some of these words will be useful to learn in order to improve not only reading and listening skills but also to build vocabulary for use in the Speaking and Writing sections. Help students identify which of the words are useful and which may never be encountered again.

Making inferences, drawing conclusions, and identifying topics are important skills to acquire for success in all test sections.

Understanding the grammatical structure of a sentence is important for reading and listening comprehension as well as for using these structures for writing or speaking fluently.

The formats of Listening lectures, Reading passages, and spoken and written responses are similar; that is, they all begin with an introduction that includes the topic, continue with ideas that support the topic, and end with a conclusion.

- In class, focus on areas that most of your students are having trouble understanding, as indicated by the Diagnostic Test. Homework assignments can be individualized so that each student can focus on his or her specific areas of difficulty.
- Stress to your students that all English language experience is useful in studying for the TOEFL test. In addition to the exercises in the book, you may wish to assign related homework or in-class activities. Watching a debate or interview on TV or listening to a talk show on the radio gives students the opportunity to hear speakers who are not following a script. Taking notes while listening to an online lecture or while reading articles in an English-language newspaper or magazine is also a useful assignment.

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Jolene Gear and Robert Gear  
Frontmatter  
[More information](#)

# Introduction to the TOEFL® Test

## REASONS FOR TAKING THE TOEFL TEST

The Test of English as a Foreign Language (TOEFL) is an examination that is administered by the Educational Testing Service (ETS) and is used to evaluate a nonnative English speaker’s proficiency in the English language. Many North American colleges and universities, as well as a large number of institutions, agencies, and programs, ask for official TOEFL test scores during the admissions process. An acceptable score on the TOEFL test depends on the specific requirements of the particular institution or agency involved.

*Requirements vary from institution to institution. You should check with the institutions or agencies you are applying to for their specific requirements.* To be admitted to a North American college or university, you will probably need a TOEFL iBT score of 53 to 80 (a TOEFL paper-test score of 475 to 550 or a TOEFL computer-test score of 153 to 213). Although some colleges will accept students with a score under 45 (a paper-test score of 450 or computer-test score of 133), usually those students are required to enroll in remedial classes or in ESL classes as part of their course of study. Other colleges and universities will require a higher score of 100+ (600+ on the paper test or 250+ on the computer test). This score is frequently required for students who wish to work at the graduate level.

A few colleges and universities do not require nonnative English-speaking students to take the TOEFL test. They may, however, have their own English proficiency exam that students are required to take. Because these exams test the same skills as the TOEFL test, preparing yourself for the TOEFL test is a good way to prepare for any English proficiency exam.

Until the TOEFL iBT test has become available worldwide, whether you take the Internet-based, computer-based, or paper-based TOEFL test will depend on where you live or the circumstances under which you are taking the test. You should find out which test you will be taking so that you can become familiar with that particular test format and requirements.

For practice test materials and information about the paper-based and the computer-based TOEFL test, see *Cambridge Preparation for the TOEFL® Test*, Third Edition.

## TAKING THE TOEFL iBT TEST

The TOEFL iBT test will be administered on fixed dates in a network of secure Internet-based test centers. Most areas where the test is offered will have 30 to 40 administrations per year, but the number will vary based on the number of test-takers and test center capacity.

Introduction to the TOEFL® Test

Most colleges accept only the official score report received directly from ETS. When you register for the test, you may designate up to four institutions you would like your scores to be sent to. These may be modified until 10:00 p.m. on the day before the test. You may also order additional score reports. Your scores will be sent to you and to your designated recipients 15 business days after you take the test.

Plan on being at the test center for up to five hours. The total time for taking the TOEFL iBT test is about four hours. Remember that in addition to the actual test-taking time, time is needed for checking identification, following the score reporting procedures, taking the 10-minute break, etc.

Unlike the computer-based and paper-based tests, you can take the TOEFL iBT test as many times as it is given. However, colleges and universities usually consider only the most recent score. ETS keeps records of scores for two years. You will probably have to take the test again if your score report is more than two years old.

The TOEFL® Information and Registration Bulletin

The TOEFL® *Information and Registration Bulletin* is available at many educational advising centers, colleges, universities, and libraries. The *Bulletin* includes the necessary registration forms and the instructions for completing the forms, as well as information concerning methods of payment, special services, identification requirements, testing sites, and refund policy. Be sure to request the correct *Bulletin* for the test you are taking (Internet, computer, or paper). To receive the *Bulletin*, write to:

TOEFL Services  
Educational Testing Service  
P.O. Box 6151  
Princeton, NJ 08541-6151  
USA

Fax: 609-771-7500  
E-mail: [toefl@ets.org](mailto:toefl@ets.org)

If you have access to the Internet, you can download the *Bulletin* from the ETS Web site: <http://www.ets.org/toefl>

Test center information will be posted on the TOEFL Web site and updated regularly. You can register for the test online, by phone, or by mail.

TOEFL iBT FORMAT AND SCORING

Test format

The format of each of the four sections of the TOEFL iBT test is outlined in the chart below. Keep in mind that some test-takers will receive more Reading passages, and some will receive more Listening passages. You will not know ahead of time which test you will receive.

TOEFL iBT Test Format

Section	Number of Passages	Number of Tasks, or Questions Per Passage	Answering Time
Reading	3–4	12–14	60–80 minutes
Listening	4–6 lectures and class discussions 2–3 conversations	6 5	60–90 minutes
Speaking		6	20 minutes
Writing		2	50 minutes

Scoring information

Each section of the TOEFL iBT test is scored separately. The number of points received for each section is converted to a scaled score of 0–30, for a combined total possible score of 120, as shown below.

Reading	0–30
Listening	0–30
Speaking	0–30
Writing	0–30
<b>Total Score</b>	<b>0–120</b>

Calculating scores for Practice Tests

Follow the guidelines below to calculate your scores for the Practice Tests in this book. The rubrics for scoring the Speaking and Writing sections of these tests are the rubrics used by ETS. The guidelines for scoring the Reading and Listening sections are a simplified version of the scoring system used by ETS. Note that the actual scores for each TOEFL test administered by ETS are adjusted slightly based on the raw scores received by the students who took the test.

Reading and Listening sections

In the Reading and Listening sections, most questions are worth one point. Chart and summary questions are worth more than one point. The test will indicate the number of points for questions that are worth more than one point. To calculate your score for chart or summary questions, use the charts below.

Chart Questions	
Number of Correct Matches	Number of Points
0	0
1	0
2	1
3	1
4	2
5	2
6	3
7	4

Summary Questions	
Number of Correct Matches	Number of Points
0	0
1	0
2	1
3	2

Introduction to the TOEFL® Test

To calculate your score in the Reading and Listening sections, total the number of points for all your correct answers in each section, calculate the percentage correct, and find your converted scores in the chart below.

For example, if you received 38 points out of a possible total of 42 points in the Reading section, you would divide 38 by 42 to get 90 percent. Look at the chart to find the range that includes 90 percent. Your converted scaled score is 27.

If you had 24 points out of a possible 25 in the Listening section, you would divide 24 by 25 to get 96 percent. Look at the chart to find the range that includes 96 percent. Your converted scaled score is 29.

Converting Reading and Listening scores to scaled scores

Correct Answer Percentages	Converted Scores	Correct Answer Percentages	Converted Scores
98.3 – 100%	30	45 – 48.2%	14
95 – 98.2%	29	41.7 – 44.9%	13
91.7 – 94.9%	28	38.3 – 41.6%	12
88.3 – 91.6%	27	35 – 38.2%	11
85 – 88.2%	26	31.7 – 34.9%	10
81.7 – 84.9%	25	28.3 – 31.6%	9
78.3 – 81.6%	24	25 – 28.2%	8
75 – 78.2%	23	21.7 – 24.9%	7
71.7 – 74.9%	22	18.3 – 21.6%	6
68.3 – 71.6%	21	15 – 18.2%	5
65 – 68.2%	20	11.7 – 14.9%	4
61.7 – 64.9%	19	8.3 – 11.6%	3
58.3 – 61.6%	18	5 – 8.2%	2
55 – 58.2%	17	1.7 – 4.9%	1
51.7 – 54.9%	16	0 – 1.6%	0
48.3 – 51.6%	15		

Speaking and Writing sections

Each Speaking task is worth 4 points and each Writing task is worth 5 points. The rubrics below show the ETS scoring standards for the independent and integrated tasks in the Speaking and Writing sections. Use these rubrics to calculate raw scores for your speaking and writing responses. The ETS scorers who evaluate the Speaking and Writing sections of the TOEFL iBT test follow these rubrics as well.



TOEFL iBT Test  
Independent Speaking Rubrics (Scoring Standards)

Score	General Description	Delivery	Language Use	Topic Development
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.	The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.	Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).
3	The response addresses the task appropriately but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).	The response demonstrates fairly automatic and effective use of grammar and vocabulary and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.	Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited and usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.
2	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear.

Introduction to the TOEFL® Test

Score	General Description	Delivery	Language Use	Topic Development
1	The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation, stress, and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit (or prevent) expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.	Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete the task and may rely heavily on repetition of the prompt.
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			

TOEFL iBT Test  
Integrated Speaking Rubrics (Scoring Standards)

Score	General Description	Delivery	Language Use	Topic Development
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Speech is generally clear, fluid, and sustained. It may include minor lapses or minor difficulties with pronunciation or intonation. Pace may vary at times as the speaker attempts to recall information. Overall intelligibility remains high.	The response demonstrates good control of basic and complex grammatical structures that allow for coherent, efficient (automatic) expression of relevant ideas. Contains generally effective word choice. Though some minor (or systematic) errors or imprecise use may be noticeable, they do not require listener effort (or obscure meaning).	The response presents a clear progression of ideas and conveys the relevant information required by the task. It includes appropriate detail, though it may have minor errors or minor omissions.
3	The response addresses the task appropriately but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, but it exhibits minor difficulties with pronunciation, intonation, or pacing and may require some listener effort at times. Overall intelligibility remains good, however.	The response demonstrates fairly automatic and effective use of grammar and vocabulary and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. Such limitations do not seriously interfere with the communication of the message.	The response is sustained and conveys relevant information required by the task. However, it exhibits some incompleteness, inaccuracy, lack of specificity with respect to content, or choppiness in the progression of ideas.

Introduction to the TOEFL® Test

Score	General Description	Delivery	Language Use	Topic Development
2	The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or over-all coherence may obscure meaning. A response at this level is characterized by at least two of the following:	Speech is clear at times, though it exhibits problems with pronunciation, intonation, or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but they typically contain errors). This results in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity of expression may only be evident at the phrasal level.	The response conveys some relevant information but is clearly incomplete or inaccurate. It is incomplete if it omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Typically, ideas expressed may not be well connected or cohesive so that familiarity with the stimulus is necessary to follow what is being discussed.
1	The response is very limited in content or coherence or is only minimally connected to the task. Speech may be largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation and intonation problems cause considerable listener effort and frequently obscure meaning. Delivery is choppy, fragmented, or telegraphic. Speech contains frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit (or prevent) expression of ideas and connections among ideas. Some very low-level responses may rely on isolated words or short utterances to communicate ideas.	The response fails to provide much relevant content. Ideas that are expressed are often inaccurate, limited to vague utterances, or repetitions (including repetition of prompt).
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			

Introduction to the TOEFL® Test

TOEFL iBT Test  
Independent Writing Rubrics (Scoring Standards)

Score	Task Description
5	<b>An essay at this level largely accomplishes all of the following:</b> <ul style="list-style-type: none"><li>• effectively addresses the topic and task</li><li>• is well organized and well developed, using clearly appropriate explanations, exemplifications, and/or details</li><li>• displays unity, progression, and coherence</li><li>• displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice, and idiomaticity, though it may have minor lexical or grammatical errors</li></ul>
4	<b>An essay at this level largely accomplishes all of the following:</b> <ul style="list-style-type: none"><li>• addresses the topic and task well, though some points may not be fully elaborated</li><li>• is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications, and/or details</li><li>• displays unity, progression, and coherence, though it may contain occasional redundancy, digression, or unclear connections</li><li>• displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form, or use of idiomatic language that do not interfere with meaning</li></ul>
3	<b>An essay at this level is marked by one or more of the following:</b> <ul style="list-style-type: none"><li>• addresses the topic and task using somewhat developed explanations, exemplifications, and/or details</li><li>• displays unity, progression, and coherence, though connection of ideas may be occasionally obscured</li><li>• may demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning</li><li>• may display accurate but limited range of syntactic structures and vocabulary</li></ul>
2	<b>An essay at this level may reveal one or more of the following weaknesses:</b> <ul style="list-style-type: none"><li>• limited development in response to the topic and task</li><li>• inadequate organization or connection of ideas</li><li>• inappropriate or insufficient exemplifications, explanations, or details to support or illustrate generalizations in response to the task</li><li>• a noticeably inappropriate choice of words or word forms</li><li>• an accumulation of errors in sentence structure and/or usage</li></ul>
1	<b>An essay at this level is seriously flawed by one or more of the following weaknesses:</b> <ul style="list-style-type: none"><li>• serious disorganization or underdevelopment</li><li>• little or no detail, or irrelevant specifics, or questionable responsiveness to the task</li><li>• serious and frequent errors in sentence structure or usage</li></ul>
0	<b>An essay at this level</b> merely copies words from the topic, rejects the topic or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.

TOEFL iBT Test  
Integrated Writing Rubrics (Scoring Standards)

Score	Task Description
5	A response at this level successfully selects the important information from the lecture and coherently and accurately presents this information in relation to the relevant information presented in the reading. The response is well organized, and occasional language errors that are present do not result in inaccurate or imprecise presentation of content or connections.
4	A response at this level is generally good in selecting the important information from the lecture and in coherently and accurately presenting this information in relation to the relevant information in the reading, but it may have minor omission, inaccuracy, vagueness, or imprecision of some content from the lecture or in connection to points made in the reading. A response is also scored at this level if it has more frequent or noticeable minor language errors, as long as such usage and grammatical structures do not result in anything more than an occasional lapse of clarity or in the connection of ideas.
3	A response at this level contains some important information from the lecture and conveys some relevant connection to the reading, but it is marked by one or more of the following: <ul style="list-style-type: none"><li>• Although the overall response is definitely oriented to the task, it conveys only vague, global, unclear, or somewhat imprecise connection of the points made in the lecture to points made in the reading.</li><li>• The response may omit one major key point made in the lecture.</li><li>• Some key points made in the lecture or the reading, or connections between the two, may be incomplete, inaccurate, or imprecise.</li><li>• Errors of usage and/or grammar may be more frequent or may result in noticeably vague expressions or obscured meanings in conveying ideas and connections.</li></ul>
2	A response at this level contains some relevant information from the lecture, but it is marked by significant language difficulties or by significant omission or inaccuracy of important ideas from the lecture or in the connections between the lecture and the reading. A response at this level is marked by one or more of the following: <ul style="list-style-type: none"><li>• The response significantly misrepresents or completely omits the overall connection between the lecture and the reading.</li><li>• The response significantly omits or significantly misrepresents important points made in the lecture.</li><li>• The response contains language errors or expressions that largely obscure connections or meaning at key junctures or that would likely obscure understanding of key ideas for a reader not already familiar with the reading and the lecture.</li></ul>
1	A response at this level is marked by one or more of the following: <ul style="list-style-type: none"><li>• The response provides little or no meaningful or relevant coherent content from the lecture.</li><li>• The language level of the response is so low that it is difficult to derive meaning.</li></ul>
0	A response at this level merely copies sentences from the reading, rejects the topic or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.

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Converting rubric scores to scaled scores for Speaking and Writing

After you have evaluated your speaking and writing tasks, find your scaled scores as described below.

Add your six scores for the speaking tasks and divide by 6. This will give you your mean score for speaking. Then look at the chart below to find the scaled score for that mean. For example, if you scored 4 on three of your speaking tasks, 3 on two tasks and 2 on one task, you would add 4 + 4 + 4 + 3 + 3 + 2 to get 20. Divide 20 by 6 to get 3.33. Look at the chart below and find 3.33 in the Speaking Rubric Mean column. Your scaled score would be 26.

Add your two scores for the writing tasks and divide that score by 2. This will give you your mean score for writing. For example, if you scored a 5 on one writing task and a 4 on the other, add 5 + 4 to get 9. Divide 9 by 2 to get 4.5. Then look at the chart below to find 4.5 in the Writing Rubric Mean column. Your scaled score would be 28.

TOEFL® iBT Test  
Converting Rubric Scores to Scaled Scores

Speaking Rubric Mean	Scaled Score	Writing Rubric Mean	Scaled Score
4.00	30	5.00	30
3.83	29	4.75	29
3.66	28	4.50	28
3.50	27	4.25	27
3.33	26	4.00	25
3.16	24	3.75	24
3.00	23	3.50	22
2.83	22	3.25	21
2.66	20	3.00	20
2.50	19	2.75	18
2.33	18	2.50	17
2.16	15	2.25	15
2.00	14	2.00	14
1.83	13	1.75	12
1.66	11	1.50	11
1.50	10	1.25	10
1.33	9	1.00	8
1.16	8		7
1.00	6		5
	5		4
	4		0
	3		
	1		
	0		