

# TOEFL ITP® Test

## Level 2 Score Descriptors



### Listening Comprehension

TOEFL ITP® Section Scores	CEFR Level	Proficiency Descriptors
47–50	B1	<p>Test takers at this level are usually able, when listening to a short dialogue, to:</p> <ul style="list-style-type: none"> <li>• understand high-frequency vocabulary and deduce the meaning of some lower-frequency vocabulary</li> <li>• understand some commonly occurring idioms and colloquial expressions (e.g., “I don’t feel up to it,” “Maybe some other time”)</li> <li>• understand implications (e.g., implied questions in the form of statements, indirect suggestions) that are clearly reinforced</li> <li>• understand common language functions (e.g., invitations, apologies, suggestions)</li> <li>• recognize the referents for a variety of types of pronouns (e.g., “their,” “these,” “one”)</li> </ul>
38–46	A2	<p>Test takers at this level are sometimes able, when listening to a short dialogue about an everyday situation, to:</p> <ul style="list-style-type: none"> <li>• understand the main idea of the conversation</li> <li>• understand basic vocabulary</li> <li>• understand explicitly stated points that are reinforced or repeated</li> <li>• understand the antecedents for basic pronouns (e.g., “it,” “they,” “yours”)</li> </ul>

**Note:** Test takers who achieve a Listening Comprehension score below 38 have not met the benchmark proficiency for A2 level.

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## Structure and Written Expression

TOEFL ITP Section Scores	CEFR Level	Proficiency Descriptors
43–50	B1	<b>Test takers at this level are usually able to:</b> <ul style="list-style-type: none"><li>• use common tenses of verbs correctly, including passive forms</li><li>• use linking verbs with ease and use an expletive, such as “there is” in the absence of another main verb</li><li>• recognize when verbs require objects, such as infinitives, gerunds or clauses beginning with “that”</li><li>• introduce a clause with very common words, such as “before” or “if”</li><li>• recognize the correct structure of a sentence or clause, even when its subject and verb are slightly separated</li></ul>
32–42	A2	<b>Test takers at this level are sometimes able to:</b> <ul style="list-style-type: none"><li>• demonstrate familiarity with the most often used tenses of common verbs</li><li>• use a singular or plural noun correctly as the subject of a sentence in very simple contexts</li><li>• link subjects to nouns or adjectives with very common linking verbs</li><li>• recognize that some common verbs require nouns as objects</li><li>• make proper use of simple comparatives and common conjunctions and prepositions</li></ul>

**Note:** Test takers who achieve a Structure and Written Expression score below 32 have not met the benchmark proficiency for A2 level.

## Reading and Vocabulary

TOEFL ITP Section Scores	CEFR Level	Proficiency Descriptors
48–50	B1	<b>Test takers at this level are usually able to:</b> <ul style="list-style-type: none"><li>• understand descriptions of relatively simple processes and narration in well-marked academic texts</li><li>• understand high-frequency vocabulary and recognize paraphrased information</li><li>• follow sentence-level comparisons and contrasts and understand meaning conveyed by the most common conjunctions, such as “and,” “or” and “but”</li><li>• connect meaning across some simple sentences that contain high-frequency vocabulary</li></ul>
31–47	A2	<b>Test takers at this level are sometimes able to:</b> <ul style="list-style-type: none"><li>• understand the general idea of some sentences that use simple, everyday vocabulary</li><li>• understand the main idea of some texts in which the idea is reinforced by the repetition of important vocabulary across many sentences</li><li>• follow simple sentence references (e.g., “it,” “they”) to determine the grammatical referent of a pronoun</li><li>• 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”)</li></ul>

**Note:** Test takers who achieve a Reading and Vocabulary score below 31 have not met the benchmark proficiency for A2 level.



The *TOEFL® ITP* Program offers two tests — Level 1 (formerly TOEFL ITP test) and Level 2 (formerly Pre-TOEFL test).

The Level 1 test evaluates students' knowledge of English at the intermediate to advanced levels of English-language studies. The questions in each section are in multiple-choice format with four possible answers per question. There are three sections in the test: Section 1 — Listening Comprehension, Section 2 — Structure and Written Expression, and Section 3 — Reading Comprehension.

The Level 2 test evaluates students' knowledge of English at the beginning levels of English-language studies. It measures the same language skills as the Level 1 test but is less difficult and requires less testing time. Because Level 2 contains fewer test questions than Level 1, it may be a more efficient means of assessing students' skills at the lower levels of English proficiency.

There are minor differences in the question types between Levels 1 and 2. The sections in Level 2 are Section 1 — Listening Comprehension, Section 2 — Structure and Written Expression, and Section 3 — Vocabulary and Reading Comprehension.

### Acceptable Scores

Each institution that requires *TOEFL ITP* scores determines for itself what scores, or ranges of scores, are acceptable. These requirements vary from institution to institution, depending on such factors as the applicant's field of study and the level of study. There is no specific passing or failing score set by ETS for the tests.

Summary Data For <i>TOEFL® ITP</i> Level 1 and Level 2				
	Level 1		Level 2	
<b>Converted Score Range</b>				
Section 1	31-68		20-50	
Section 2	31-68		20-50	
Section 3	31-67		20-50	
Total	310-677		200-500	
<b>Number of Items</b>				
Section 1	50		30	
Section 2	40		25	
Section 3	50		40	
Total	140		95	
<b>Testing Time</b>				
	115min.		70 min.	
<b>Reliability* and SEM**</b>				
	Reliability	SEM	Reliability	SEM
Section 1	0.93	(1.8)	0.88	(1.7)
Section 2	0.90	(2.5)	0.88	(2.2)
Section 3	0.88	(2.4)	0.89	(1.9)
Total Score	0.96	(13.0)	0.95	(10.8)

\***Reliability** data for Level 1 are from paper based TOEFL scores between January 2009 and December 2009; Level 1 used the same paper based TOEFL forms.

### \*\*Standard Error of Measurement (SEM):

Examinees may perform differently at different times or in different testing situations. The index that is commonly used to describe the degree of imprecision inherent in a test score is the "standard error of measurement." In the case of the Level 1 test, one standard error of measurement is approximately 13. Suppose an examinee has a true score of 560 on the test. The chances are about two out of three that the examinee's observed score would be somewhere between 547 and 573 (560 plus or minus 13). The true score is never available and is the score the examinee would achieve if there were no errors of measurement.