

FAQs about the *TOEFL ITP*® tests

The purpose of this document is to disseminate useful information about the *TOEFL ITP* program to potential clients and individuals

1. When was the *TOEFL ITP* tests first developed?

The *TOEFL ITP* tests were created in 1965.

2. Why did ETS develop the *TOEFL ITP* tests?

The *TOEFL ITP* tests are paper-based tests that use academic content to evaluate the English-language proficiency of nonnative English speakers, giving information about students' ability to communicate in English in a real-world academic setting. All questions are multiple choice and students answer questions by filling in an answer sheet. The tests evaluate skills in three areas:

- **Listening Comprehension** measures the ability to understand spoken English as it is used in colleges and universities.
- **Structure and Written Expression** measures recognition of selected structural and grammatical points in standard written English.
- **Reading Comprehension** measures the ability to read and understand academic reading material.

3. What is the difference between the *TOEFL ITP* tests and the *TOEIC*® test?

The *TOEFL ITP* tests measure core English skills using 100% college-level academic content similar to what is used in actual classroom tasks, whereas the *TOEIC* test is for assessing English-language skills used in the workplace.

4. How many countries have introduced the *TOEFL ITP* tests?

Over 47 countries currently administer *TOEFL ITP* tests.

5. How many educational institutions use the *TOEFL ITP* tests?

More than 2,500 institutions use *TOEFL ITP* tests for their English assessment needs.

6. What is the volume of test-takers for the *TOEFL ITP* tests worldwide, and who are the people typically taking the test?

More than 2,500 institutions in 47 countries administer 650,000 *TOEFL ITP* tests annually, including students from:

- Colleges and universities
- Secondary schools (generally for students above age 16)
- English-language programs
- Governments

- Agencies

7. Are the *TOEFL ITP* tests used by educational institutions in the United States? If so, how many educational institutions use the *TOEFL ITP* tests and how do they use it?

They are more than 400 U.S. institutions, including well-known and well-respected U.S. universities, which use *TOEFL ITP* tests to recruit international students into their language programs and joint programs.

8. Are the *TOEFL ITP* tests useful to test takers who want to prepare for the *TOEFL iBT*® test? If so, please explain how.

The *TOEFL ITP* tests are part of the TOEFL family of assessments. Every TOEFL Test:

... is a test of English for educational purposes, proven appropriate for its intended use.

... provides score information you can trust for the decisions you make.

... is grounded in research.

... reflects best practices in language testing.

... reflects ETS's high standards for test design, development and research support.

... is intended to have a positive impact on teaching and learning.

Using the *TOEFL ITP* as a reliable assessment of English-language skills for students seeking to pursue graduate studies or study abroad — where the TOEFL iBT test will be required — can help keep the students on track and give them confidence in their real-world abilities. The *TOEFL ITP* tests are developed and supported by the same ETS teams that develop and support the TOEFL iBT test.

9. Compared to the *TOEFL*® Practice Online, what are the strengths of the *TOEFL ITP* tests for institutional users and/or students?

TOEFL Practice Online is different from the *TOEFL ITP* tests in that it is not an assessment tool. It provides test takers with the real TOEFL iBT experience, so they are fully prepared to take the TOEFL iBT test. Scoring for TOEFL Practice Online Speaking and Writing are automated, and it is not to be used for any official purpose. Because they are intended for practice, TOEFL Practice Online practice test forms are widely accessible, whereas *TOEFL ITP* tests forms are developed for secure test administrations.

The *TOEFL ITP* tests have many strengths:

- For institutions, the *TOEFL ITP* tests are a fair, valid and reliable assessment of the highest possible quality. It is, at the same time, cost efficient. It also is flexible in terms of test administration dates — i.e., institutions can schedule the tests on their own.
- For students, the *TOEFL ITP* tests measure the most important skills a language learner aspires to acquire: the ability to understand when English is spoken, and the ability to

read books and documents in English. Since the *TOEFL ITP* tests measures only two skills, the test is shorter and somewhat easier than the TOEFL iBT test.

10. The *TOEFL*® PBT test is no longer available. Why does ETS recommend that potential clients take the *TOEFL ITP* tests?

Based on the rich heritage of the TOEFL test, the *TOEFL ITP* assessment uses new and previously administered TOEFL PBT test questions, allowing the institution to measure and evaluate students' English-language skills with confidence.

Plus, there are many ways that you can incorporate the *TOEFL ITP* assessments into the classroom to keep your students on track for success. Using 100 percent academic content, the *TOEFL ITP* tests can be used for:

1. **Placement** in intensive English-language programs requiring academic English proficiency at a college or graduate level.
2. **Progress monitoring** in English-language programs stressing academic English proficiency.
3. **Exiting** English-language programs by demonstrating proficiency in English listening and reading.
4. **Admissions to short-term, non-degree programs in English-speaking countries** where the sending and receiving institutions agree to use *TOEFL ITP* scores.
5. **Admissions to undergraduate and graduate degree programs in non-English speaking countries** where English is not the dominant form of instruction.
6. **Admissions and placement in collaborative international degree programs** where English-language training will be a feature of the program.
7. **Scholarship programs**, as contributing documentation for academic English proficiency.

11. Can you please explain the strengths or advantages of the *TOEFL ITP* tests as a tool for university exchange programs?

As the world's leading on-site testing program, the *TOEFL ITP* program brings the global standard in English-language assessment into the classroom with the opportunity to administer a convenient, affordable and reliable assessment of English-language skills.

Used by more than 2,500 institutions in 47 countries, the *TOEFL ITP* tests have been mapped to the CEFR as an international benchmark of a student's proficiency level. And the *TOEFL ITP* tests can help tailor teaching to meet the needs of students.

The *TOEFL ITP* tests are a well-known brand at major universities, so describing a student's ability for placement in terms of a *TOEFL ITP* score is something a receiving institution or study-abroad program will probably know and understand.

12. Can you please explain the TOEFL ITP's score scale and how the test is scored?

The *TOEFL ITP* tests are paper-based, multiple-choice tests. Students answer questions by filling out an answer sheet. The *TOEFL ITP* tests are administered on two levels:

- **Level 1 (intermediate to advanced)** consists of three sections: Listening Comprehension, Structure and Written Expression, and Reading Comprehension.
- **Level 2 (high beginning to intermediate)** consists of three similar sections, plus vocabulary is added to the Reading section.

Level 1 (intermediate to advanced): 2 hours

Section	Number of Questions	Admin. Time	Score Scale
Listening Comprehension	50	35 minutes	31–68
Structure and Written Expression	40	25 minutes	31–68
Reading Comprehension	50	55 minutes	31–67
TOTAL	140	115 minutes	310–677

Level 2 (high beginning to intermediate): 1 hour and 10 minutes

Section	Number of Questions	Admin. Time	Score Scale
Listening Comprehension	30	22 minutes	20–50
Structure and Written Expression	25	17 minutes	20–50
Reading and Vocabulary	40	31 minutes	20–50
TOTAL	95	70 minutes	200–500

After administration by the institution, tests are scored locally and results are reported to the institution by total and section scores. Segmenting the scores provides greater insight into which specific skills need improvement and enables teachers to tailor their instruction accordingly. Scores are returned quickly, usually within seven days of receipt of the answer sheets. Because the *TOEFL ITP* tests does not include the productive skills of Speaking and Writing, ETS does not endorse using *TOEFL ITP* scores as substitutes for actual TOEFL iBT test scores.

All *TOEFL ITP* score reports include:

- individual information for the program to distribute to students.
- institutional information and a score roster for internal use only.

- each section scored separately to assist in determining which skills need more work, enabling you to tailor learning activities to meet the needs of each student.

13. Can you please provide us with a “can-do report” detailing what abilities test takers should have at each score level?

The table below presents the minimum *TOEFL ITP* Level 1 test scores corresponding to four levels of the Common European Framework of Reference for Languages (CEFR) with corresponding “can-do” statements for each section:

Total minimum TOEFL ITP scores (Level 1: 310–677 pts.)	CEFR Levels	CEFR General Descriptions/“Can-Do” Statements
627	C1 Proficient User – Effective Operational Proficiency	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
543	B2 Independent User – Vantage	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
460	B1 Independent User – Threshold	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
337	A2 Basic User – Waystage	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Note: The cut scores represent the minimum scores needed to enter the CEFR levels. These recommendations are based on the results of mapping studies with expert panels, and data analyses of test-taker scores.