

**【Special Feature】**

**Scheduled for launch on January 21, 2007**

## TOEIC® Speaking and Writing Tests

TOEIC Speaking and Writing Tests will be launched in January 2007, as part of the TOEIC program. Through the launch, the TOEIC program will be capable of making direct measurements of four English skills: listening, reading, speaking, and writing.

In this issue, we present the overall picture of the TOEIC Speaking and Writing Tests – the process of their development, their composition and content, and their features.

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The TOEIC® Newsletter is published quarterly by the Institute for International Business Communication (IIBC) in Japanese. It features how the TOEIC® test is used effectively within companies, universities and other institutions. We offer the latest case studies of TOEIC® test usage to our clients, so they can take full advantage of the TOEIC® test within their organization. In this journal, we also introduce a trend of global human resources development and the globalization movement in Japan.

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# General outline of the TOEIC® Speaking and Writing Tests

## What the tests measure and their composition

The TOEIC Speaking and Writing Tests are designed to measure the ability to communicate in written and spoken English in the context of the global workplace. Specifically, the tests are organized to support the following claims:

### <TOEIC Speaking Test>

1. The test-taker can generate language intelligible to native and proficient non-native English speakers.
2. The test-taker can select appropriate language to carry out routine social and occupational interactions (such as giving and receiving directions, asking for and giving information, asking for and giving clarification, making purchases, greetings and introductions, etc.)
3. The test-taker can create connected, sustained discourse appropriate to the typical workplace.

### <TOEIC Writing Test>

1. The test-taker can produce well-formed sentences, including both simple and complex sentences.
2. The test-taker can produce multi-sentence-length text to convey straightforward information, questions, instructions, narratives, etc.
3. The test-taker can produce multi-paragraph-length text to express complex ideas, using, as appropriate, reasons, evidence, and extended explanations.

To gauge these abilities, the TOEIC Speaking Test is composed of a total of 11 tasks, including: “Read a text aloud,” “Describe a picture,” and “Respond to questions.” The Speaking Test takes approximately 20 minutes. The TOEIC Writing Test is composed of eight tasks, including: “Write a sentence based on a picture” and “Respond to a written request.” The Writing Test takes approximately 60 minutes. See [Table].

As in the TOEIC test, both TOEIC Speaking and Writing Tests cover general and business communication settings. Answering the questions correctly does not require the test-taker to have any specialized knowledge of business, expertise in any particular industry, knowledge in a particular field, or familiarity with any particular phenomena related to the history or culture of any given country.

## Method of administration

The TOEIC Speaking and Writing Tests are administered through the Internet-based test (iBT) online delivery system operated by Educational Testing Service (ETS), a non-profit test development organization based in the U.S. (see page 5 for details). The iBT system delivers the test online via PCs at certified ETS test centers. Instead of using pencil and paper as in the TOEIC test, examinees record and type their responses on PCs.

## Assessment method and display of results

Scoring is done via ETS’s Online Scoring Network (OSN) by raters who have received ETS training. The results of the TOEIC Speaking and Writing Tests are displayed as a scaled score ranging from 0 to 200 in increments of 10. In addition, there are 8 proficiency levels for the TOEIC Speaking Test and 9 proficiency levels for the Writing Test, which are shown as Proficiency Level Descriptors. For the TOEIC Speaking Test, a score indicating an assessment of pronunciation and intonation and stress is also displayed (see pages 12 and 13 for details).

The TOEIC Speaking and Writing Tests are scheduled for launch at the 122<sup>nd</sup> Secure Program (SP) test on January 21, 2007. The launch date for the Institutional Program (IP) test has yet to be decided. The IP launch date will be posted on the official website as soon as a decision is made.

[ Table ]

**TOEIC® Speaking Test task format**

Number of items: 11 in total

Test time: Approximately 20 minutes

Task	Number of items	Response time	General outline of task
Read a text aloud	2	45 secs. per item (Prep time: 45 secs. per item)	Test-taker reads aloud a short text, such as an announcement or advertisement.
Describe a picture	1	45 secs. (Prep time: 30 secs.)	Test-taker gives a verbal description of a photograph.
Respond to questions	3	15 or 30 secs. (Prep time: none)	Test-taker responds to questions on a commonplace topic, as if responding in an interview.
Respond to questions using information provided	3	15 or 30 secs. (Prep time: none)	Test-taker responds to questions based on written information (such as a schedule of events) that appears on the screen.
Propose a solution	1	60 secs. (Prep time: 30 secs.)	Test-taker listens to a voice mail message describing a problem and gives a response. In the response, the test-taker indicates recognition of the problem and proposes a solution.
Express an opinion	1	60 secs. (Prep time: 15 secs.)	Test-taker expresses an opinion about a specific topic and the reasons for that opinion.

**TOEIC® Writing Test task format**

Number of items: 8 in total

Test time: Approximately 60 minutes

Task	Number of items	Response time	General outline of task
Write a sentence based on a picture	5	8 min. for 5 items	Test-taker writes one sentence based on a picture, using the two words or phrases provided.
Respond to a written request	2	10 min. for each item	Test-taker reads an e-mail message which is about 25 to 50 words long, and writes an e-mail in response.
Write an essay expressing an opinion	1	30 min.	Test-taker writes an essay expressing an opinion on the topic providing, giving reasons or examples to support the opinion.

Task formats and/or names are subject to change.

**TOEIC® Speaking and Writing Tests: Details on Test Administration**

Secure Program (SP) test administration dates	January 21, February 10, and March 11, 2007 For administration dates beyond March, visit the Institute for International Business Communication's official TOEIC Speaking and Writing Tests website: <a href="http://www.toeic.or.jp/sw/">http://www.toeic.or.jp/sw/</a>
Frequency of test administration	24 times per year (Once per month, on Saturday or Sunday, in the morning and afternoon)
Test sites	Scheduled to be administered in major metropolitan centers nationwide (e.g., Tokyo, Nagoya, Osaka)
Countries in which test will be given	First launched simultaneously in Japan and Korea (followed by a phased launch in Europe and China)
Method of administration	Internet-based test (iBT) The test questions will be delivered through the ETS iBT online delivery system to PCs installed at ETS certified test centers. Test-takers enter their verbal and written responses using a computer, headset and keyboard.
Who can take the test	Anyone can take the test. There are no qualifications that test-takers need to take the test. The TOEIC Speaking and Writing Tests are administered separately from the TOEIC SP test and TOEIC Institutional Program (IP) test. The TOEIC Speaking and Writing Tests are given as a single unit. Test-takers cannot take the Speaking Test without taking the Writing Test, and vice versa.
Registration and payment	Internet registration and credit card payment only
Test fee	9,975 yen (including 475 yen consumption tax)
Issuing of test results	Official Score Certificate are sent out to test-takers within 30 days of completion of the test.

Report

# Summary of the presentations on the TOEIC® Speaking and Writing Tests

A preview of the TOEIC Speaking and Writing Tests for the media and publishers was provided on July 19 and 20, 2006. Three officials from ETS, the developers of the TOEIC test, came to Japan to attend the event: Bhaskar Pant, John Kochanski, and Jessica Reeder. In their presentations, the officials outlined the development of the new test and gave details, such as the format of questions and the content of the test. In this report, we summarize the presentations in two sections: "Background of test development" and "Content and features of the tests."

## Background of test development

### The tests were developed in response to market needs

On behalf of the Educational Testing Service (ETS), we are honored to have this opportunity to speak with you about the TOEIC Speaking and Writing Tests.

English has truly become a common, "global" language for billions of people around the world, rather than a specific language of a certain country or people. According to the popular U.S. news magazine *Newsweek*, non-native speakers of English now outnumber native speakers, 3 to 1. In Asia alone, the number of people who use English now exceeds 350 million.

English proficiency opens doors to opportunity in the age of globalization. In order to succeed, it has become more important than ever to acquire the ability to communicate in the English language; in other words, the ability to use English to listen, learn, and express what you want to say.

As the use of English continued to spread in the workplace and in our everyday lives, there was a rising need for a means to directly measure productive English language skills such as speaking

and writing. This situation was recognized by numerous surveys and studies concerning the kind of English used for communication in the international environment. The TOEIC Speaking and Writing Tests were developed at ETS on the basis of that recognition.

### Test development concept at ETS

Established in 1947, ETS is a non-profit organization devoted to the development of various types of assessment. At ETS, our mission is to advance quality and equity in education by providing fair and valid assessments, research, and related services. Our products and services measure knowledge and skills, promote learning and educational performance, and support education and professional development for people throughout the world. It means that our tests must continue to be of high quality, capable of accurately assessing the abilities being measured, and ensure fairness, reliability, and validity. The TOEIC Speaking and Writing Tests were also developed on the basis of this mission.

Before we go into a little more detail about these new tests, let me point out that we fully realize how important our tests are in terms of the impact they can have on the lives of test-takers. To do well on one of our tests can mean a dream fulfilled. Therefore, we undertook a decade of research and invested substantial resources in the development of the TOEIC Speaking and Writing Tests, and of the redesigned TOEIC test that was launched in May, 2006. We are constantly checking each of our tests to ensure their reliability, validity, and fairness.

Our goal is to continually improve our products so as to serve the educational and business communities through assessments that inform users about what the test-takers know and can do, and tells test-takers where they stand and how they can improve their English language skills.



## Bhaskar Pant

Managing Director, Asia/Pacific Global Division  
Educational Testing Service (ETS)

Bhaskar Pant is Managing Director, Asia-Pacific operations, for the Educational Testing Service (ETS). Pant assumed his position in March 2006, after serving for four years as Managing Director of World Learning for Business, the global business language and intercultural-training division of Vermont-based educational organization, World Learning. Pant will relocate to Singapore from Princeton to assume leadership of the ETS Asia-Pacific region and oversee operations in China, India, Japan, South Korea and ETS's South East Asia-Pacific markets.

Prior to joining World Learning, Pant headed his own global effectiveness-skills training company based in New Delhi, India. Previously he served as President, South Asia, for Turner Broadcasting International, and was responsible for introducing CNN and other Turner television networks into South Asia. Prior to that, Pant held the position of Vice President, Broadcast Systems, for Sony Corporation of America and served in senior executive positions in international sales and marketing for prominent companies such as Tektronix in the United States, Europe and Asia.

Pant has spoken at various professional conferences around the world on the topic of language and intercultural effectiveness in business, and holds a bachelor's degree from the University of Rochester and a master's degree in communications from Indiana University.

ETS is a non-profit institution with the mission to advance quality and equity in education by providing fair and valid assessments, research and related services for all people worldwide. In serving individuals, educational institutions and government agencies around the world, ETS customizes solutions to meet the need for teacher professional development products and services, classroom and end-of-course assessments, and research-based teaching and learning tools.

Founded in 1947, ETS today develops, administers and scores more than 24 million tests annually in more than 180 countries, at over 9,000 locations worldwide.

### What is ETS all about?

Educational Testing Service (ETS) has its headquarters in Princeton, New Jersey. ETS is one of the world's largest non-profit organizations specializing in the field of educational research and assessment development. ETS has engaged in the development of approximately 200 test programs to date, including TOEIC and TOEFL. The tests developed at ETS are administered in over 180 countries around the world, and a total of 24 million people take the

tests every year. ETS has a staff of approximately 2,500 people, both in-house and off-site, of which more than 1,100 have training and expertise in education, psychology, statistics, psychometrics, computer sciences, sociology, and the humanities, including experts in test development, education, and research. In addition to these activities, ETS offers a broad range of services that include surveys and research in the field of education.

## Content and features of the tests

Next we would like to go over the details of the test content.

TOEIC Speaking and Writing Tests were developed on the basis of ETS's mission to advance quality and equity in education, and in response to market needs. The TOEIC Speaking and Writing tests were designed using an advanced measurement design methodology. The methodology was developed at ETS and is based on gathering evidence to support what we say regarding test-takers—in this case, their proficiency in speaking and writing in English.

The approach requires that we first identify what information is needed about the score users of the tests, whether managers of organizations or individual test-takers. For that purpose, we defined and documented the language constructs to be measured for the TOEIC population and the information we wanted to provide. We looked at what evidence would support the information we wanted to report, and identified test tasks that would give us the evidence we required. So performance of the tasks is directly linked to evidence about language abilities. This means that test-takers' performance of tasks provides evidence for the score report information.

We will now explain the four characteristics common to both Speaking and Writing Tests.

The first characteristic is the design process. Initial design for both tests is as just outlined. A large team of test developers is responsible for designing the test format. And every task that appears in the tests has gone through a rigorous review process.

The second characteristic is the quality and reliability of the scores. The TOEIC test (Listening and Reading) is well known for the quality and reliability of its scores. Likewise, the TOEIC Speaking and Writing Tests also provide reliable, high-quality scores to score users and test-takers.

The third characteristic is the range of ability levels measured. As in the TOEIC test, a wide range of proficiency levels can be assessed, for low-, medium-, or high-level test-takers.

The fourth characteristic is the information relating to the abilities of each test-taker. This information is provided as a part of the test result. Both tests are designed to make accurate assessments of test-takers' abilities and provide useful level-based evaluations.

The Speaking and Writing Tests are independent of each other. Therefore, we will discuss

the two tests separately, beginning with a discussion of the TOEIC Speaking Test.

## TOEIC Speaking Test

Earlier we discussed the process used to design these tests, mentioning that the first step in applying that process is to determine what we want to be able to say about test-takers. What we want to say, or what we want to know, about people who take the TOEIC Speaking Test is how well they can communicate in the international business community using spoken English.

To that end, we have designed a test that consists of 6 different types of tasks (test questions) that measure test-takers at the low, medium, and high proficiency levels. There are 11 tasks per test form and the test takes approximately 20 minutes to complete [Reference 1].

[ Reference 1 ] The Speaking Test Task Types

Question	Task	Evaluation Criteria
1-2	Read a text aloud	•Pronunciation •Intonation and stress
3	Describe a picture	All of the above, plus •Grammar •Vocabulary •Cohesion
4-6	Respond to questions	All of the above, plus •Relevance of content •Completeness of content
7-9	Respond to questions using information provided	All of the above
10	Propose a solution	All of the above
11	Express an opinion	All of the above

## Read a text aloud

The first two tasks call on test-takers to read the text aloud. This is meant to assess the skills of test-takers at the low proficiency level. The test questions are designed to gather evidence that demonstrates whether a test-taker can generate language that is intelligible to native or proficient non-native English speakers.

The test questions presented here ask the test-taker to read aloud short passages, such as announcements or advertising material, composed of 50 to 75 words. The test-taker is then given 45 seconds to prepare, and 45 seconds to read the passage aloud [Reference 2].



**John Kochanski**  
Global Marketing and Brand Manager  
Educational Testing Service (ETS)

John Kochanski earned a BA in Political Science and International Relations from Seton Hall University, South Orange, NJ, where he also received a masters degree in Asian Studies. As a graduate student, he was awarded an internship with the United Nations, New York, NY, and worked for the Division of Social and Economic information where he had the opportunity to work on variety of projects ranging from educational reform to women's rights in developing countries. In 2002 he joined ETS Global Division where he has held various positions supporting ETS's global expansion. Currently John is the Global Marketing and Brand manager.



**Jessica Reeder**  
Assessment Specialist, Assessment Development  
Educational Testing Service (ETS)

Jessica Reeder is an Assessment Specialist in Assessment Development at ETS, Princeton, New Jersey. She primarily works on the TOEIC program, coordinating the development of the Writing test. In addition, she has also worked on the development teams for Speaking, Listening, and Reading. Before coming to ETS, she worked as an ESL and EFL teacher both in the United States at the community college level and in Italy at the high school and adult levels. She currently runs an all-volunteer ESL school when not at work. She received her MA TESL from West Chester University in West Chester, Pennsylvania, and her BA in History from The College of William and Mary in Williamsburg, Virginia.

[ Reference 2 ] Read a Text Aloud  
Questions 1-2

- These tasks support the claim that test-takers can generate language intelligible to native and proficient non-native English speakers.
- The prompt consists of text that would normally be spoken aloud.
- The task is to read the text aloud.
- There are two of these tasks per test.
- Test-takers have 45 seconds to prepare for each task and 45 seconds to respond.
- These responses are measured on pronunciation and intonation and stress.

### Describe a picture

The third test question asks the test-taker to describe a picture. The level of ability evaluated, and the purpose underlying the task design is the same as for the “read a text aloud” question.

In this task category, test-takers are

presented with a color photograph on their screen, and asked to describe the photograph in as much detail as possible. The test-taker is given 30 seconds to prepare a response, and 45 seconds to speak about the picture [Reference 3].

[ Reference 3 ] Describe a Picture  
Question 3

- This task supports the claim that test-takers can generate language intelligible to native and proficient non-native English speakers.
- The prompt consists of one color photograph.
- The task is to describe the photograph.
- There is one of these tasks per test.
- Test-takers have 30 seconds to prepare for this task and 45 seconds to respond.
- These responses are measured on pronunciation, intonation and stress, grammar, vocabulary, and the coherent expression of ideas.

## Respond to questions

Test questions 4-6 ask test-takers to “respond to questions.” This task category is meant to assess the skills of test-takers who are at the intermediate level. The test questions are designed to gather evidence that demonstrates whether test-takers have the ability to select and use the appropriate language to carry out conversations necessary in everyday or business settings.

The test questions are presented in the form of a telephone survey in which test-takers respond to three questions concerning familiar topics. Two of the test questions ask for a short response based on facts, while the third test question asks for a relatively long response in which the test-takers convey their own opinions. In this task category, test-takers are required to respond immediately after hearing the question, exactly as in real life. The response times are 15 seconds for the first two test questions and 30 seconds for the third question [Reference 4].

[ Reference 4 ] Respond to Questions  
Questions 4-6

- These tasks support the claim that test-takers can select and use appropriate language to carry out routine social and occupational interactions.
- The prompt consists of three questions about a familiar topic framed as a telephone survey.
- The task is to respond with 2 short factual answers and 1 longer opinion about the topic.
- There is one telephone survey consisting of three questions per test.
- Test-takers respond immediately to the questions and have 15 seconds to respond to the first two questions and 30 seconds to respond to the third question.
- These responses are measured on the same areas as the tasks for Questions 1-3, plus relevance and completeness of content.

## Respond to questions using the information provided

Test questions 7-9 ask test-takers to “respond to questions using the information provided.” The skill level measured and the design of the test questions are the same as for test questions 4-6.

In this task category, test-takers are asked to

[ Reference 5 ] Respond to Questions Using Information  
Provided  
Questions 7-9

- These tasks support the claim that test-takers can select and use appropriate language to carry out routine social and occupational interactions.
- The prompt consists of three questions about an agenda.
- The task is to respond with 2 short factual answers about the agenda and 1 longer answer that summarizes information in the agenda.
- There is one agenda with three related questions per test.
- Test-takers respond immediately to the questions and have 15 seconds to respond to the first two questions and 30 seconds to respond to the third question.
- These responses are measured on the same areas as the last task type.

answer three questions while looking at a schedule of events. Two of the questions require a short response based on the facts relating to the agenda, while the third question requires a relatively long response that summarizes the information contained in the schedule. The agenda is usually about a conference or a schedule on a particular day. Test-takers must respond immediately after the question is asked, and they have 15 seconds to answer the first two questions and 30 seconds for the last question [Reference 5].

## Propose a solution

The tenth test question asks test-takers to “propose a solution.” This question is intended to assess advanced level test-takers. This test question is designed to gather evidence to prove that a test-taker is able to sustain coherent discourse in a general business setting.

For the test question, test-takers listen to a telephone message relating to a particular situation or problem, or a question, and then they formulate a voice message that addresses the problem or question of the first caller and propose a solution. Test-takers are given 30 seconds to prepare a response and 60 seconds to deliver it [Reference 6].

[ Reference 6 ] Propose a Solution  
Question 10

- This task supports the claim that test-takers can create connected, sustained discourse appropriate to the typical workplace.
- The prompt consists of a voicemail presenting a situation, problem, or questions.
- The task is to respond in message form to the caller’s concern and to offer a solution.
- There is one of these tasks per test.
- Test-takers have 30 seconds to prepare for this task and have 60 seconds to respond.
- These responses are measured on the same areas as the last task type.

**Express an opinion**

The eleventh test question asks test-takers to “express an opinion.” The skill level measured and design of the test question are the same as for the tenth test question.

The test question involves test-takers expressing their opinions regarding a specific topic and the rationale or reasons behind that opinion. Test-takers read and listen to an opinion or question relating to a topic on which two or more opinions can be fairly held. Test-takers are then required to express an opinion on the topic and back it up with reasons or explanations. They are given 15 seconds to prepare and 60 seconds to respond [Reference 7].

[ Reference 7 ] Express an Opinion  
Question 11

- This task supports the claim that test-takers can create connected, sustained discourse appropriate to the typical workplace.
- The prompt consists of an issue on which two or more opinions can be fairly held.
- The task is to express an opinion and support that opinion.
- There is one these tasks per test.
- Test-takers have 15 seconds to prepare for this task and have 60 seconds to respond.
- These responses are measured on the same areas as the last task types.

Through the 11 test questions just outlined, the TOEIC Speaking Test measures a range of

speaking skills, including pronunciation, intonation and stress, vocabulary and grammar usage, fluency, and extended discourse.

**TOEIC Writing Test**

The purpose of the administration of the TOEIC Writing Test is to measure the degree to which test-takers have acquired the ability to communicate effectively in the context of the global workplace using written English.

In line with this goal, we have designed a test composed of three different types of tasks to measure test-takers at the low, medium, and high proficiency levels. There are a total of eight test questions, and the test takes approximately one hour to complete [Reference 8].

We would now like to discuss the TOEIC Writing Test.

[ Reference 8 ] The Writing Test  
Task Types

Question	Task	Evaluation Criteria
1-5	Write a sentence based on a picture	<ul style="list-style-type: none"> <li>• Grammar</li> <li>• Relevance of the sentences to the pictures</li> </ul>
6-7	Respond to a written request	<ul style="list-style-type: none"> <li>• Quality and variety of your sentences</li> <li>• Vocabulary</li> <li>• Organization</li> </ul>
8	Write an opinion essay	<ul style="list-style-type: none"> <li>• Whether your opinion is supported with reasons and/or examples</li> <li>• Grammar</li> <li>• Vocabulary</li> <li>• Organization</li> </ul>

**Write a sentence based on a picture**

The first five test questions ask test-takers to “write a sentence based on a picture.” These test questions are meant to evaluate beginning-level test-takers. The five questions are designed to gather evidence that test-takers have the ability to formulate sentences (including subordinate clauses) using appropriate vocabulary and correct grammar.

For these questions, test-takers look at a picture and use the two words (or phrases) provided along with that picture to create a sentence. There are 5 pictures in total and test-takers must complete 5 sentences in 8 minutes [Reference 9].

[ Reference 9 ] Write a Sentence Based on a Picture Questions 1-5

- These tasks support the claim that test-takers can produce well-formed sentences (including subordination).
- The prompt consists of one photograph and 2 words or word phrases.
- The task is to write one sentence about the photograph that uses both words or word phrases.
- There are five of these tasks per test.
- Test takers have 8 minutes to complete all 5 tasks.
- These responses are measured on grammar and relevance of the sentences to the pictures.

### Respond to a written request

The sixth and seventh test questions ask test-takers to “respond to a written request.” This task category is meant to evaluate intermediate level test-takers. The test questions are designed to gather evidence that test-takers have the ability to create a written passage composed of multiple sentences in order to convey straightforward information, questions, instructions, and/or narratives.

For these test questions, test-takers are asked to read an e-mail consisting of about 25 to 50 words, and then create an e-mail response according to the directions given. There are three tasks presented in the prompt, and test-takers must write the e-mail message so that all of the tasks are addressed. They are given 10 minutes to respond to each test question [Reference 10].

[ Reference 10 ] Respond to a Written Request Questions 6-7

- These tasks support the claim that test-takers can produce multi-sentence-length text to convey straightforward information, questions, instructions, narratives, and the like.
- The prompt consists of a short e-mail and a set of directions.
- Test-takers must write an e-mail that responds to the prompt and complete the three tasks given in the directions.
- There are two of these tasks per test.
- Test-takers have 10 minutes per task to complete the e-mail.
- These responses are measured on vocabulary, organization, and sentence structure.

### Write an opinion essay

The eighth and final test question asks test-takers to “write an opinion essay.” This task category is meant to evaluate advanced level test-takers. This test question is designed to gather evidence that test-takers have the ability to create a passage consisting of multiple paragraphs. The passage must express a complex opinion. It must present reasons, rationales, and/or detailed explanations in response to the situation.

For this test question, test-takers are required to read a passage or question relating to a familiar topic, and then write an opinion of about 250 to 300 words in length on the topic, including the reasons and/or rationale for the opinion. Test-takers are given 30 minutes to respond.

Through the 8 test questions I have just outlined, the TOEIC Writing Test measures a broad range of writing skills including the range and appropriateness of word usage, grammar, the coherence and organization of content, and syntactic variety of syntax [Reference 11].

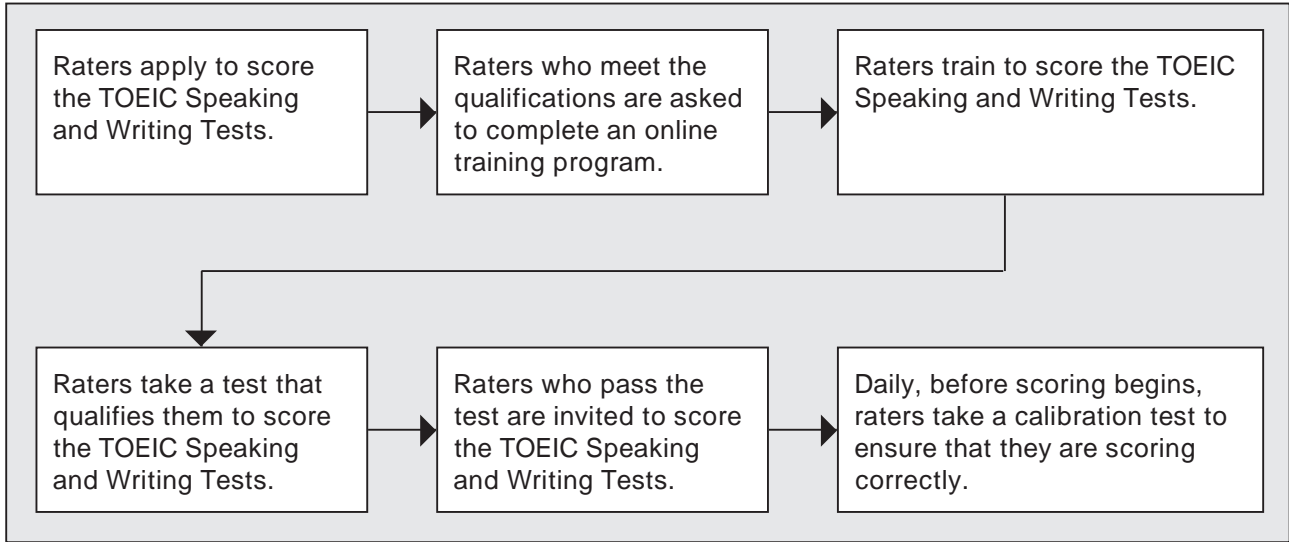
[ Reference 11 ] Write an Opinion Essay Question 8

- This task supports the claim that test-takers can produce multi-paragraph-length text to express complex ideas, using as appropriate, reasons, evidence, and extended explanations.
- The prompt consists of an essay topic that elicits an opinion.
- The task is to write a 250-300 word response that states an opinion and provides support for the opinion.
- There is one of these tasks per test.
- Test-takers have 30 minutes to complete this task.
- These responses are measured on grammar, vocabulary, organization, and support of the opinion.

### Scoring and evaluation of the tests

The test questions in the TOEIC Speaking and Writing Tests are delivered via the Internet to the PCs set up at the test center. Test-takers respond to test questions either verbally, recording answers onto the computer, or by typing answers into the computer.

With constructed-response tests such as oral and written tests, determining the method of scoring



is an issue that is just as labor intensive as the development of the test content. However, ETS has extremely advanced technology in the field of scoring as well. The Online Scoring Network (OSN) typifies that sophistication.

Test-taker responses are anonymously entered into an online repository that allows our highly trained and diverse team of professional raters to randomly score the responses. Several raters score different parts of a test-taker's test to ensure maximum objectivity and reliability of scores [Reference 12].

As we stated earlier, the TOEIC Speaking and Writing Tests are two separate and independent tests. As such, separate scores and different descriptive information are given to the test-taker for each test (see pages 12-13 for details).

The TOEIC Speaking Test has a score range from 0 to 200 with 8 proficiency levels. The TOEIC Writing Test has a score range from 0 to 200 with 9 proficiency levels. Assessments of pronunciation and intonation and stress are given for the Speaking Test.

The Official Score Certificate shows not only the test-taker's scores but also the proficiency levels for speaking and writing typical for the score range of the test-taker. The score certificate offers relative performance feedback and strengths and weaknesses in specific skill areas. This is in fact an

opportunity for the test-taker – a chance to focus on areas of strength and develop them further or focus on areas of relative weakness and improve them too.

Last but not least, we would like to state that the development of the TOEIC Speaking and Writing Tests, like the development of the TOEIC test, was based on a broad range of research and is true to the mission of ETS. We are dedicated to the advancement of quality and equity in education by providing tests that measure the results of learning and education.

The TOEIC Speaking and Writing Tests will be launched at the 122<sup>nd</sup> SP test on January 21, 2007\*. In order to allow test-takers to prepare for the tests, the TOEIC Speaking and Writing Official Practice Tests are available online.

At ETS, we are working in cooperation with the Institute for International Business Communication (IIBC) to develop the speaking and writing tests, including the official practice tests. For details, please visit IIBC's official website (<http://www.toEIC.or.jp>).

Thank you very much.

\*The TOEIC Speaking and Writing Tests are available only for individual test-takers. The launch date for the Institutional Program (IP) test is undecided, but it will be posted on the IIBC's official website as soon as a decision is made.

# TOEIC® Speaking and Writing Test Scores

## Rating responses for Speaking and Writing Tests

The responses to all speaking tasks are digitally recorded and sent to ETS's Online Scoring Network\*. Responses from each test-taker are scored by ETS certified raters. There are 6 task categories in the TOEIC Speaking Test. Responses for the first 4 task categories (Questions 1-9) are scored on a scale of 0 to 3, and the responses for the last two task categories (Questions 10 and 11) are scored on a scale of 0 to 5. The average of each task category is combined, statistically processed, and then converted to a total scaled score that ranges from 0 to 200.

The responses to all writing tasks are sent to ETS's Online Scoring Network. Responses from each test-taker are scored by certified raters as along with the speaking tasks. There are 3 task categories in the TOEIC Writing Test. Responses for the first 5 task items (Questions 1-5) are scored on a scale of 0 to 3, the responses for the second category (Questions 6 and 7) are scored on a scale of 0 to 4, and the responses for the last task category (Question 8) is scored on a scale of 0 to 5. The average of each task category is combined, statistically processed, and then converted to a total scaled score that ranges from 0 to 200.

### \*OSN (Online Scoring Network)

Online Scoring Network (OSN) developed by ETS is a secure Internet-based system that provides a platform for the display of test-taker responses, support materials for raters, and tools for monitoring the accuracy of raters.

OSN rating is completely anonymous. The rater does not know who the test-taker is or what country the test was taken in, and is thus not influenced by such factors. The rating is based solely on the quality of the response. In addition, because the OSN software keeps track of both the test-takers and the raters, it is possible to assign different raters to each response by a single candidate. This ensures the independence of each rating because the rater is unaware of how well or badly the test-taker did on the other parts of the

test.

Furthermore, raters must pass a calibration test (a test to maintain the basis of scoring rubrics) via the OSN before every scoring session.

## Reliability of the tests and the scoring

When tests are scored by human raters, such as in the case of the TOEIC Speaking and Writing Tests, the reliability and consistency of the results are of the utmost importance. ETS adheres to the following stringent processes to recruit highly qualified applicants to further enhance test quality.

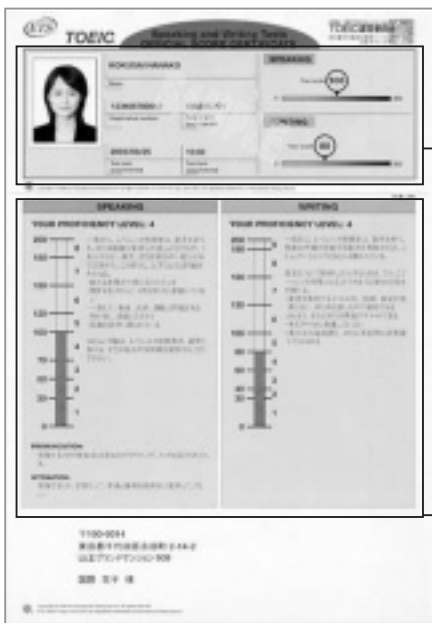
1. ETS reviews applicants' résumés and considers qualifications and experience in selecting the most suitable candidates to participate in rater training.
2. Rater candidates first participate in extensive online training involving the scoring of authentic responses
3. Raters must qualify to score a test by first passing a certification test. Only certified raters may score TOEIC Speaking and Writing Tests.
4. Furthermore, raters must pass a calibration test before every scoring session. Unless a rater passes this test, the rater cannot score on that day.
5. Scoring always takes place on the basis of scoring rubrics and guidelines.
6. Specially trained scoring leaders monitor raters throughout the scoring process. If a rater is not scoring accurately, the scoring leader may require the rater to be retrained or disqualify the rater.
7. Scoring leaders and ETS test developers check all the results of scoring.
8. ETS statisticians review and analyze all scoring results before releasing scores.

## Method of displaying test results

An Official Score Certificate is mailed to each test-taker within 30 days of the completion of the test. Test-takers who had chosen at the time of application to have their test results posted on the Internet can view their results on IIBC's official website approximately one week prior to the scheduled mailing date of the Official Score Certificate.

The test-taker's performance on the TOEIC Speaking and Writing Tests will be displayed on the Official Score Certificate as a score ranging from 0 to 200 in increments of 10. In addition, there are Proficiency Level Descriptors that are based on the test scores. There are 8 proficiency levels for the Speaking Test and 9 for the Writing Test. Furthermore, Speaking Test assessments relating to pronunciation as well as intonation and stress are also displayed.

Official Score Certificate (Sample)



### How to read the Official Score Certificate for the TOEIC Speaking and Writing Tests

The test-taker's photograph, name, registration number, date of birth, test administration date, test time, and the score for each test will be printed at the top of the Official Score Certificate. This portion, which contains the test-taker's data and scores, can be cut off along the dotted line and submitted to organizations such as corporations and schools (whether the test-taker needs to submit only the top portion, containing the scores, or the bottom portion as well, will depend on the requirements of the particular corporation or school).

### Proficiency Level Descriptors

Proficiency Level Descriptors are based on the test-taker's scores. There are 8 proficiency levels for the TOEIC Speaking Test and 9 for the TOEIC Writing Test. The proficiency levels describe the types of general skills and proficiencies in spoken or written English that are common for most people who have achieved a score similar to that of the test-taker. The descriptor associated with the level that the test-taker has achieved will help the test-taker understand the strengths and weaknesses of his/her ability to speak or write in English. Detailed information on each Proficiency Level will be posted on the IIBC's official website.

In addition, assessment for pronunciation as well as intonation and stress will also be provided for the TOEIC Speaking Test.

The correlation between test scores and proficiency levels is as described in the tables below:

\*The image above is a sample copy. Design and format are subject to change.

TOEIC Speaking Test

Speaking Score	Proficiency Level
0 - 30	1
40 - 50	2
60 - 70	3
80 - 100	4
110 - 120	5
130 - 150	6
160 - 180	7
190 - 200	8

TOEIC Writing Test

Writing Score	Proficiency Level
0 - 30	1
40	2
50 - 60	3
70 - 80	4
90 - 100	5
110 - 130	6
140 - 160	7
170 - 190	8
200	9

## FAQ on the TOEIC® Speaking and Writing Tests

A FAQ on the TOEIC Speaking and Writing Tests is already available on the IIBC's official website\*. In this issue, we have selected some of the most FAQs we receive from test-takers. (\*Available only in Japanese)

### Test content

**Q1** Is the same test used all around the world, as in the TOEIC test (Listening and Reading)?

Yes, the same test is used throughout the world. Initially, the test is scheduled to be simultaneously administered in Japan and Korea. Following that launch, the test will also be rolled out in Europe and China.

**Q2** Is the TOEIC test (Listening and Reading) not capable of measuring the abilities of speaking and writing?

The TOEIC test, by making direct measurements of listening and reading abilities, provides indirect measures to assess speaking and writing proficiency.

The TOEIC Speaking and Writing Tests now make it possible to directly measure these productive skills.

**Q3** Is there a correlation between the TOEIC Speaking and Writing Tests and the TOEIC test (Listening and Reading)?

We cannot provide an answer regarding any score correlation between the TOEIC Speaking and Writing Tests and the TOEIC test until we have accumulated a certain amount of score data, performed analytical research (implementation period undecided), and obtained the results of that research.

**Q4** Will the TOEIC Language Proficiency Interview (LPI) be continued? What is the difference between the LPI and the TOEIC Speaking Test?

The TOEIC LPI will continue to be administered. The TOEIC Speaking Test and LPI differ greatly in terms of evaluation method and test

administration.

The TOEIC Speaking Test consists of prearranged test questions delivered via the Internet, with the responses also scored by certified ETS raters on the Internet.

By contrast, the LPI is conducted in a one-on-one, free conversation format by a certified ETS interviewer (including some role-playing). The interviewer, who also rates the test, checks and probes the interviewee's performance and proficiency level as the interview proceeds. The interview is audiotaped and comprehensively scored by two raters: one rater is the interviewer who administered the test, and the other rater scores the test on the basis of the audiotape only.

With the TOEIC Speaking Test, the results are shown in the form of scores and proficiency level. The results of the LPI are categorized by level, and the evaluative comments are more closely tied to how the interviewee responded in the interview.

Please note that test-takers cannot take the Speaking Test without taking the Writing Test, and vice versa.

**Q5** Is the content of the TOEIC Speaking and Writing Tests geared toward persons in the workforce? Can high school and university students take the tests even if they have no knowledge of business?

The TOEIC Speaking and Writing Tests are designed to measure the vital ability to communicate effectively in spoken and written English in the context of the global workplace. The situations, content, and settings used in the test questions are associated with tasks people might perform in work-related situations and in familiar daily activities that are common across cultures. However, the test questions do not include any content that requires specialized knowledge of business or any specific culture in order to formulate a response. For details on the test content, please refer to the sample questions presented on the IIBC's official website.

**Q6 How are the tests scored?**

The tests are scored by ETS certified raters (see page 12 for details).

**Q7 How do mistakes in spelling affect the score? Are points deducted for spelling errors?**

The scoring of the TOEIC Writing Test is not based on a demerit system. Instead, the test-taker's written response is viewed as a whole to assess his/her communication skills. Obviously, major spelling errors which alter the meaning of the written passage as a whole may affect the outcome of the test. However, minor errors in spelling that do not interfere with communication will not affect scoring.

**Taking the test**

**Q8 Has the TOEIC test become a test of four skills now that the TOEIC Speaking and Writing Tests have been added to the conventional TOEIC test? Will the test results also be printed on the same Official Score Certificate?**

The TOEIC test that has been offered to date (Listening and Reading: multiple choice, pencil and paper format) and the TOEIC Speaking and Writing Tests are completely separate tests. Application procedures, method of test administration, and test dates are different, and the results are also issued separately. Both tests can be taken by anyone – there are no qualifications which test-takers must have in order to take the tests. Please note the Speaking and Writing Tests must be taken together.

**Q9 Is some qualifications necessary to take the test? Can I take the Speaking and Writing Tests even if I have never taken the TOEIC test?**

Anyone can take the TOEIC Speaking and Writing Tests, without regard to past experience or points scored on the TOEIC test (Listening and Reading).

**Q10 Which test should I take first, the TOEIC test (Listening and Reading) or the TOEIC Speaking and Writing Tests?**

You should take the test that will give you the information and/or feedback that you need. The TOEIC test (Listening and Reading) has always made an objective measurement of the receptive skills of listening and reading to give a comprehensive assessment of the ability to communicate in English. This comprehensive assessment includes such productive skills as speaking and writing. We recommend you take the TOEIC Speaking and Writing Tests when the need arises for a direct measurement of the productive skills of speaking and writing. From a learning point of view, it makes no difference whichever test you choose to take first.

**Q11 When can I take the test?**

The Secure Program (SP) test is scheduled for administration 24 times a year (once a month on either Saturday or Sunday, in the morning and afternoon).

Please visit the IIBC's official website for the latest schedule of the tests administered in Japan.

**Q12 Can the same person take the test twice in one day?**

No.

**Q13 Can the test be taken under the Institutional Program (IP) test system also?**

The launch date for the IP test has not been decided. Once a decision is made, it will be posted on the IIBC's official website.

**Q14 How is the test administered?**

Instead of using paper and pencil, the test is administered using PCs at ETS certified test centers. Through the Internet-based test (iBT) system, the test questions are delivered to the computers via the Internet. The test-taker uses a headset and computer keyboard to record and/or type in answers to the questions.

**Q15 Can I take the test at home, using my own PC?**

No, you cannot take the test at home. The test must be taken at an ETS certified test center using the PCs installed at those centers.

**Q16 How long does the test take to complete?**

The time required for the test is about 80 minutes, with an additional 30 minutes or so for registration procedures. Therefore, you should expect the entire process to take about two hours.

**Q17 Is there a break between the Speaking Test and the Writing Test?**

No, there is no break between the tests. The Writing Test is administered immediately after the completion of the Speaking Test.

**Q18 Is there a break between the Speaking Test and the Writing Test?**

The Writing Test requires the use of a computer keyboard. We therefore recommend that you become familiarized with typing English on a keyboard before you take the test.

**Q19 Can I use the spell-check function during the tes?**

The spell-check function is not available during the test. Please refer to Q7 in regard to how spelling errors may affect scoring.

**Q20 Can I use my own laptop or headset (headphone with microphone) to take the Test?**

You must use the PCs and headsets designated by the TOEIC Steering Committee for the test.

**Q21 During the test, will I be distracted by the voice of the person sitting next to me?**

During the test, all test-takers will be required to wear headsets. Although wearing the headsets will not completely shut out the voices of the other test-takers, people will be able to talk in a normal voice without causing problems for other people. There is no need to worry, since at the briefing before the test, test-takers will be alerted to the fact that there is no need to talk in a loud voice for their responses to be recorded clearly. Please be aware, though, that the room will not be completely noise-free during the test.

**Q22 How long does it take receive scores after taking the Test?**

The Official Score Certificate will be sent to test-takers within 30 days of completion of the tests.

**Q23 How should I prepare for the TOEIC Speaking and Writing Test?**

We recommend you familiarize yourself with the question format of the tests using our sample questions, TOEIC Speaking and Writing Official Practice Tests, and the *TOEIC Speaking and Writing Tests Official Test Preparation Guide* (Japanese Version). We also recommend you become familiar with typing English on a keyboard, since you will be required to use a computer keyboard for the TOEIC Writing Test.



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