

Proficiency Level	Speaking
8 Score 190–200	Typically, test takers at level 8 can create connected, sustained discourse appropriate to the typical workplace. When they express opinions or respond to complicated requests, their speech is highly intelligible. Their use of basic and complex grammar is good and their use of vocabulary is accurate and precise. Test takers at level 8 can also use spoken language to answer questions and give basic information. Their pronunciation and intonation and stress are at all times highly intelligible.
7 Score 160–180	Typically, test takers at level 7 can create connected, sustained discourse appropriate to the typical workplace. They can express opinions or respond to complicated requests effectively. In extended responses, some of the following weaknesses may sometimes occur, but they do not interfere with the message: –minor difficulties with pronunciation, intonation, or hesitation when creating language –some errors when using complex grammatical structures –some imprecise vocabulary Test takers at level 7 can also use spoken language to answer questions and give basic information. When reading aloud, test takers at level 7 are highly intelligible.
6 Score 130–150	Typically, test takers at level 6 are able to create a relevant response when asked to express an opinion or respond to a complicated request. However, at least part of the time, the reasons for, or explanations of, the opinion are unclear to a listener. This may be because of the following: –unclear pronunciation or inappropriate intonation or stress when the speaker must create language –mistakes in grammar –a limited range of vocabulary Most of the time, test takers at level 6 can answer questions and give basic information. However, sometimes their responses are difficult to understand or interpret. When reading aloud, test takers at Level 6 are intelligible.
5 Score 110–120	Typically, test takers at level 5 have limited success at expressing an opinion or responding to a complicated request. Responses include problems such as: –language that is inaccurate, vague, or repetitive –minimal or no awareness of audience –long pauses and frequent hesitations –limited expression of ideas and connections between ideas –limited vocabulary Most of the time, test takers at level 5 can answer questions and give basic information. However, sometimes their responses are difficult to understand or interpret. When reading aloud, test takers at Level 5 are generally intelligible. However, when creating language, their pronunciation, intonation and stress may be inconsistent.
4 Score 80–100	Typically, test takers at level 4 are unsuccessful when attempting to explain an opinion or respond to a complicated request. The response may be limited to a single sentence or part of a sentence. Other problems may include: –severely limited language use –minimal or no audience awareness –consistent pronunciation, stress, and intonation difficulties –long pauses and frequent hesitations –severely limited vocabulary Most of the time, test takers at level 4 can not answer questions or give basic information. When reading aloud, test takers at Level 4 vary in intelligibility. However, when they are creating language, speakers at level 4 usually have problems with pronunciation, and intonation and stress. For more information, check the “Read Aloud Pronunciation and Intonation and Stress ratings.”
3 Score 60–70	Typically, test takers at level 3 can, with some difficulty, state an opinion, but they can not support the opinion. Any response to a complicated request is severely limited. Most of the time, test takers at level 3 can not answer questions and give basic information. Typically, test takers at level 3 have insufficient vocabulary or grammar to create simple descriptions. When reading aloud, speakers at level 3 may be difficult to understand. For more information, check the “Read Aloud Pronunciation and Intonation and Stress ratings.”
2 Score 40–50	Typically, test takers at level 2 can not state an opinion or support it. They either do not respond to complicated requests or the response is not at all relevant. In routine social and occupational interactions such as answering questions and giving basic information, test takers at level 2 are difficult to understand. When reading aloud, speakers at level 2 may be difficult to understand. For more information, check the “Read Aloud Pronunciation and Intonation and Stress ratings.”
1 Score 0–30	Test takers at level 1 left a significant part of the TOEIC Speaking Test unanswered. Test takers at level 1 may not have the listening or reading skills in English necessary to understand the test directions or the content of the test questions.

TOEIC® Speaking Test Pronunciation Levels

Pronunciation Level	
3 HIGH	When reading aloud your pronunciation is highly intelligible.
2 MEDIUM	When reading aloud your pronunciation is generally intelligible with some lapses.
1 LOW	When reading aloud your pronunciation is not generally intelligible.

TOEIC® Speaking Test Intonation and Stress Levels

Intonation and Stress Level	
3 HIGH	When reading aloud your use of intonation and stress is highly effective.
2 MEDIUM	When reading aloud your use of intonation and stress is generally effective.
1 LOW	When reading aloud your use of intonation and stress is generally not effective.

Proficiency Level	Writing
<p>9 Score 200</p>	<p>Typically, test takers at level 9 can communicate straightforward information effectively and use reasons, examples, or explanations to support an opinion. When using reasons, examples, or explanations to support an opinion, their writing is well-organized and well-developed. The use of English is natural, with a variety of sentence structures and appropriate word choice, and is grammatically accurate. When giving straightforward information, asking questions, giving instructions, or making requests, their writing is clear, coherent, and effective.</p>
<p>8 Score 170–190</p>	<p>Typically, test takers at level 8 can communicate straightforward information effectively and use reasons, examples, or explanations to support an opinion. When giving straightforward information, asking questions, giving instructions, or making requests, their writing is clear, coherent, and effective. When using reasons, examples, or explanations to support an opinion, their writing is generally good. It is generally well-organized and uses a variety of sentence structures and appropriate vocabulary. It may also include one of the following weaknesses: –occasional unnecessary repetition of ideas or unclear connections between ideas –noticeable minor grammatical mistakes or incorrect word choices</p>
<p>7 Score 140–160</p>	<p>Typically, test takers at level 7 can effectively give straightforward information, ask questions, give instructions, or make requests but are only partially successful when using reasons, examples, or explanations to support an opinion. When attempting to explain an opinion, their writing presents relevant ideas and some support. Typical weaknesses at this level include: –not enough specific support and development for the main points –unclear connections between the points that are made –grammatical mistakes or incorrect word choices When giving straightforward information, asking questions, giving instructions, or making requests, their writing is clear, coherent, and effective.</p>
<p>6 Score 110–130</p>	<p>Typically, test takers at level 6 are partially successful when giving straightforward information or supporting an opinion with reasons, examples, or explanations. When giving straightforward information, asking questions, giving instructions, or making requests, the message omits important information or is partly unintelligible. When attempting to explain an opinion, their writing presents relevant ideas and some support. Typical weaknesses at this level include: –not providing enough specific support and development for the main points –unclear connections between the points that are made –grammatical mistakes or incorrect word choices</p>
<p>5 Score 90–100</p>	<p>Typically, test takers at level 5 are at least partially successful when giving straightforward information. However, when supporting an opinion with reasons, examples, or explanations, they are mostly unsuccessful. When giving straightforward information, asking questions, giving instructions, or making requests, the message omits important information or is partly unintelligible. When attempting to explain an opinion, significant weaknesses that interfere with communication occur, such as: –not providing enough examples, explanations, or details to support the opinion or they are inappropriate –inadequate organization or connection of ideas –limited development of ideas –serious grammatical mistakes or incorrect word choices</p>
<p>4 Score 70–80</p>	<p>Typically, test takers at level 4 have some developing ability to express an opinion and to give straightforward information. However, communication is limited. When attempting to explain an opinion, significant weaknesses that interfere with communication occur, such as: –not providing enough examples, explanations, or details to support the opinion or they are inappropriate –inadequate organization or connection of ideas –limited development of ideas –serious grammatical mistakes or incorrect word choices When giving straightforward information, asking questions, giving instructions, or making requests, the responses do not successfully complete the task because of –missing information –missing or obscure connections between sentences and/or –many grammatical mistakes or incorrect word choices At level 4, test takers have some ability to produce grammatically correct sentences, but they are inconsistent.</p>
<p>3 Score 50–60</p>	<p>Typically, test takers at level 3 have limited ability to express an opinion and to give straightforward information. When attempting to explain an opinion, the responses show one of the following serious flaws: –serious disorganization or underdevelopment of ideas –little or no detail or irrelevant specifics –serious and frequent grammatical mistakes or incorrect word choices When giving straightforward information, asking questions, giving instructions, or making requests, the responses do not successfully complete the task because of –missing information –missing or obscure connections between sentences and/or –many grammatical mistakes or incorrect word choices At level 3, test takers have some ability to produce grammatically correct sentences, but they are inconsistent.</p>
<p>2 Score 40</p>	<p>Typically, test takers at level 2 have only very limited ability to express an opinion and give straightforward information. When attempting to explain an opinion, the responses show one of the following serious flaws: –serious disorganization or underdevelopment of ideas –little or no detail or irrelevant specifics –serious and frequent grammatical mistakes or incorrect word choices At level 2, test takers cannot give straightforward information. Typical weaknesses at this level include: –not including any of the important information –missing or obscure connections between ideas –frequent grammatical mistakes or incorrect word choices At level 2, test takers are unable to produce grammatically correct sentences.</p>
<p>1 Score 0–30</p>	<p>Test takers at level 1 left part or parts of the TOEIC Writing Test unanswered. Test takers at level 1 may need to improve their reading ability in order to understand the test directions and the content of test questions.</p>