



# TOEIC® Listening and Reading Test

Der TOEIC®-Test wurde speziell entwickelt, um zuverlässig die Fähigkeiten von Nicht-Muttersprachlern zu überprüfen, berufsbezogenes Englisch am Arbeitsplatz einzusetzen. TOEIC®-Testergebnisse sind international exakt vergleichbar und sichern damit die hohe globale Anerkennung bei Unternehmen, Universitäten und Business Schools.

Der TOEIC® Listening & Reading Test bewertet das Hör- und Leseverständnis und ist weltweit der Standard zur Einschätzung von berufsbezogenes Englisch. Der Test ist in zwei verschiedenen Varianten verfügbar: als Institutional Programme (IP) ohne Foto des Kandidaten auf dem Ergebnis sowie als Public Programme (PP) mit Foto des Kandidaten auf dem Ergebnis. Der Test erfolgt auf Papier mit Bleistift oder als Online-Test unter Testleiterschaft.

## Testformat

- Stufenloser Placement Test mit Einordnung in das jeweilige GER\*-Niveau (keine Pass-or-Fail Prüfung)
- mit Papier und Bleistift oder am Computer
- Durchführung unter zertifizierter Testleiterschaft
- Individuelle Terminvereinbarung beim TOEIC® IP
- festgelegte, regelmäßige Testtermine beim TOEIC® PP

## Struktur

Listening: 100 Multiple-Choice-Fragen in 45 Min.  
Reading: 100 Multiple-Choice-Fragen in 75 Min.

## Dauer

120 Min. Testzeit

## Sprachniveau

A1 bis C1 gemäß GER\*

## Anwendung

- Zulassungsvoraussetzung für bestimmte Studiengänge
- Abschlusstest für Absolventen als Ergänzung der Bewerbungsunterlagen
- Überprüfung und Zertifizierung der passiven Englischkenntnisse für Berufsanfänger und Berufstätige
- Messinstrument im Recruiting und bei Beförderungen
- Einstufung, Lernfortschrittmessung und Abschlusstest bei sprachlichen Weiterbildungen
- Motivation im Rahmen von Employer Branding

## Ergebnisse

- Score Report mit Punktestand (10-990 Punkte)
- Individuelle Stärken- und Schwächenanalyse (optional)
- Interpretationstabelle mit GER\*-Einstufung
- Zertifikat (optional)
- Auswertung beim Papiertest innerhalb von 7 Werktagen zzgl. Postweg, Expressauswertung möglich
- Auswertung beim Online-Test innerhalb 48 Stunden zzgl. Postweg
- Ergebnis ist direkt nach dem Beenden des Online-Tests sichtbar

Die höchsten Qualitätsstandards der ETS- Sprachtests und Services wurden durch die DEKRA nach ISO 9001:2015 zertifiziert.



# TOEIC®

## Listening and Reading Test

The TOEIC® test was developed to evaluate and certify the English language proficiency of non-native English speakers in the workplace. The TOEIC® test is recognized as proof of a person's English language competence by businesses, universities, technical colleges and business schools worldwide, when considering potential candidates for admission into their organizations.

The TOEIC® Listening & Reading test the most-used English language proficiency test for the assessment of professional English listening and reading skills worldwide. The test is available in two different programmes: the Institutional Programme (IP) provides score reports without the test taker's photo, whereas the Public Programme (PP) provides score reports with the test taker's photo. Both the online- and paper-versions are administered in authorized TOEIC® test centers.

### Test Format

- Non-incremental placement test with CEFR\* mapping (no pass-or-fail exam)
- Paper and pencil or online test
- Administration by a certified test administrator
- Individual test sessions available by appointment for IP
- Fixed administrations with scheduled testing dates for PP

### Language Level

A1-C1 in accordance with the CEFR\*

### Usage

- Admission requirement for certain study programs
- Exit test for graduates to enhance their applications and get better job prospects
- Evaluation and certification of the receptive English-language skills for job starters and professionals
- Measuring tool for recruiting and HR development
- Placement, progress monitoring and exit test for English-language trainings programs
- Motivation and employer branding

### Structure

Listening: 100 multiple choice questions in 45 min.  
Reading: 100 multiple choice questions in 75 min.

### Test Length

120 min. test duration

### Results

- Score report with scaled score (10-990)
- Individual analysis of strengths and weaknesses (optional)
- Correlation table with CEFR\* mapping and Can-Do-Statements
- Certificate (optional)
- Scoring for the paper-version within 7 business days, plus postal time, express evaluation available upon request
- Scoring for the online-version is possible within 48 hours plus postal time
- Results are visible for candidates directly after completion of the online test, for their informational use only

The highest level of quality of the ETS language assessments and services have been certified by DEKRA to ISO 9001:2015.

# Mapping Table

## TOEIC® LISTENING AND READING TEST SCORES AND THE CEFR LEVELS\*



MINIMUM SCORE FREQUENTLY REQUIRED BY HIGHER EDUCATION AND COMPANIES

TOEIC LISTENING MINIMUM SCORE	TOEIC READING MINIMUM SCORE	CEFR LEVELS		CEFR GENERAL DESCRIPTION
<b>490</b>	<b>455**</b>	Proficient user - Effective Operational Proficiency	<b>C1</b>	Can understand a wide range of demanding, longer texts, and recognise 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 organisational patterns, connectors and cohesive devices.
<b>400</b>	<b>385</b>	Independent user - Vantage	<b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. 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.
<b>275</b>	<b>275</b>	Independent user - Threshold	<b>B1</b>	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.
<b>110</b>	<b>115</b>	Basic user - Waystage	<b>A2</b>	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.
<b>60</b>	<b>60</b>	Basic user - Breakthrough	<b>A1</b>	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

\* CEFR: The Common European Framework of Reference for Languages outlines an ascending series of common reference levels for describing learner proficiency. This CEFR describes both knowledge and skills in positive "can-do" statements at six levels of proficiency for different language skills from A1 level (Basic User - Breakthrough) to C2 level (Proficient User - Mastery). For more information see <https://www.ets.org/s/toEIC/pdf/toEIC-cefr-flyer.pdf>

\*\* TOEIC® Reading C1 minimum score is based on 45 percent of the panellists.

N.B: For A1 to B1 levels ETS advises to take the TOEIC Bridge® Test. TOEIC® Listening and Reading scores are reported in 5-point increments.

The benchmarking study of the TOEIC® Listening and Reading scores to the Common European Framework of Reference (CEFR) was conducted by Tannenbaum, R.J., & Wylie, E.C-2006. The results of the standard setting are recommended minimum score requirements, or cut scores. The mapping of TOEIC test scores to each CEFR level in this particular study are presented as guidelines for minimum thresholds for each level. ETS does not recommend to use the minimum cut scores strictly. For more information about this study please contact us at [contact-emea@etsglobal.org](mailto:contact-emea@etsglobal.org).

# TOEIC® LISTENING AND READING TEST SCORE DESCRIPTORS



## LISTENING

TOTAL TOEIC® Listening and Reading score (from 10 to 990 points) =  
**Listening part** + **Reading part**  
 (from 5 to 495 points) ▼ (from 5 to 495 points)

## READING



LEVEL	STRENGTHS	WEAKNESSES
≈ 400 points	<p><b>TEST TAKERS WHO SCORE AROUND 400 TYPICALLY HAVE THE FOLLOWING STRENGTHS:</b></p> <ul style="list-style-type: none"> <li>• They can infer the central idea, purpose, and basic context of <i>short</i> spoken exchanges across a broad range of vocabulary, even when conversational responses are indirect or not easy to predict.</li> <li>• They can infer the central idea, purpose, and basic context of <i>extended</i> spoken texts across a broad range of vocabulary. They can do this even when the information is not supported by repetition or paraphrase and when it is necessary to connect information across the text.</li> <li>• They can understand details in <i>short</i> spoken exchanges, even when negative constructions are present, when the language is syntactically complex, or when difficult vocabulary is used.</li> <li>• They can understand details in <i>extended</i> spoken texts, even when it is necessary to connect information across the text and when this information is not supported by repetition. They can understand details when the information is paraphrased or when negative constructions are present.</li> </ul>	<p><b>TEST TAKERS WHO RECEIVE A SCORE AT THIS LEVEL TYPICALLY HAVE WEAKNESSES ONLY WHEN UNCOMMON GRAMMAR OR VOCABULARY IS USED.</b></p>
≈ 300 points	<p><b>TEST TAKERS WHO SCORE AROUND 300 TYPICALLY HAVE THE FOLLOWING STRENGTHS:</b></p> <ul style="list-style-type: none"> <li>• They can sometimes infer the central idea, purpose, and basic context of <i>short</i> spoken exchanges, especially when the vocabulary is not difficult.</li> <li>• They can understand the central idea, purpose, and basic context of <i>extended</i> spoken texts when this information is supported by repetition or paraphrase.</li> <li>• They can understand details in <i>short</i> spoken exchanges when easy or medium-level vocabulary is used.</li> <li>• They can understand details in <i>extended</i> spoken texts when the information is supported by repetition and when the requested information comes at the beginning or end of the spoken text. They can understand details when the information is slightly paraphrased.</li> </ul>	<p><b>TEST TAKERS WHO SCORE AROUND 300 TYPICALLY HAVE THE FOLLOWING WEAKNESSES:</b></p> <ul style="list-style-type: none"> <li>• They have difficulty understanding the central idea, purpose, and basic context of <i>short</i> spoken exchanges when conversational responses are indirect or difficult to predict or when the vocabulary is difficult.</li> <li>• They do not understand the central idea, purpose, and basic context of <i>extended</i> spoken texts when it is necessary to connect information within the text or when difficult vocabulary is used.</li> <li>• They do not understand details in <i>short</i> spoken exchanges when language is syntactically complex or when difficult vocabulary is used. They do not usually understand details that include negative constructions.</li> <li>• They do not understand details in <i>extended</i> spoken texts when it is necessary to connect information across the text or when the information is not supported by repetition. They do not understand most paraphrased information or difficult grammatical constructions.</li> </ul>
≈ 200 points	<p><b>TEST TAKERS WHO SCORE AROUND 200 TYPICALLY HAVE THE FOLLOWING STRENGTHS:</b></p> <ul style="list-style-type: none"> <li>• They can understand <i>short</i> (single-sentence) descriptions of the central idea of a photograph.</li> <li>• They can sometimes understand the central idea, purpose, and basic context of <i>extended</i> spoken texts when this information is supported by a lot of repetition and easy vocabulary.</li> <li>• They can understand details in <i>short</i> spoken exchanges and descriptions of photographs when the vocabulary is easy and when there is only a small amount of text that must be understood.</li> <li>• They can understand details in <i>extended</i> spoken texts when the requested information comes at the beginning or end of the text and when it matches the words in the spoken text.</li> </ul>	<p><b>TEST TAKERS WHO SCORE AROUND 200 TYPICALLY HAVE THE FOLLOWING WEAKNESSES:</b></p> <ul style="list-style-type: none"> <li>• They do not understand the central idea, purpose, or basic context of <i>short</i> spoken exchanges, even when the language is direct and no unexpected information is present.</li> <li>• They do not understand the central idea, purpose, and basic context of <i>extended</i> spoken texts when it is necessary to connect information across the text or when the vocabulary is somewhat difficult.</li> <li>• They do not understand details in <i>short</i> spoken exchanges when somewhat difficult vocabulary is used or when the language is syntactically complex. They do not understand details that include negative constructions.</li> <li>• They do not understand details in <i>extended</i> spoken texts when the requested information is heard in the middle of the text. They do not understand paraphrased information or difficult grammatical constructions.</li> </ul>

LEVEL	STRENGTHS	WEAKNESSES
≈ 450 points	<p><b>TEST TAKERS WHO SCORE AROUND 450 TYPICALLY HAVE THE FOLLOWING STRENGTHS:</b></p> <ul style="list-style-type: none"> <li>• They can infer the central idea and purpose of a written text, and they can make inferences about details.</li> <li>• They can read for meaning. They can understand factual information, even when it is paraphrased.</li> <li>• They can connect information across an entire text, and they can make connections between two related texts.</li> <li>• They can understand a broad range of vocabulary, unusual meanings of common words, and idiomatic usage. They can also make distinctions between the meanings of closely related words.</li> <li>• They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions.</li> </ul>	<p><b>TEST TAKERS WHO SCORE AROUND 450 TYPICALLY HAVE WEAKNESSES ONLY WHEN THE INFORMATION TESTED IS PARTICULARLY DENSE OR INVOLVES DIFFICULT VOCABULARY.</b></p>
≈ 350 points	<p><b>TEST TAKERS WHO SCORE AROUND 350 TYPICALLY HAVE THE FOLLOWING STRENGTHS:</b></p> <ul style="list-style-type: none"> <li>• They can infer the central idea and purpose of a written text, and they can make inferences about details.</li> <li>• They can read for meaning. They can understand factual information, even when it is paraphrased.</li> <li>• They can connect information across a small area within a text, even when the vocabulary and grammar of the text are difficult.</li> <li>• They can understand medium-level vocabulary. They can sometimes understand difficult vocabulary in context, unusual meanings of common words, and idiomatic usage.</li> <li>• They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions.</li> </ul>	<p><b>TEST TAKERS WHO SCORE AROUND 350 TYPICALLY HAVE THE FOLLOWING WEAKNESSES:</b></p> <ul style="list-style-type: none"> <li>• They do not connect information across a wide area within a text.</li> <li>• They do not consistently understand difficult vocabulary, unusual meanings of common words, or idiomatic usage. They usually cannot make distinctions between the meanings of closely related words.</li> </ul>
≈ 250 points	<p><b>TEST TAKERS WHO SCORE AROUND 250 TYPICALLY HAVE THE FOLLOWING STRENGTHS:</b></p> <ul style="list-style-type: none"> <li>• They can make simple inferences based on a limited amount of text.</li> <li>• They can locate the correct answer to a factual question when the language of the text matches the information that is required. They can sometimes answer a factual question when the answer is a simple paraphrase of the information in the text.</li> <li>• They can sometimes connect information within one or two sentences.</li> <li>• They can understand easy vocabulary, and they can sometimes understand medium-level vocabulary.</li> <li>• They can understand common, rule-based grammatical structures. They can make correct grammatical choices, even when other features of language, such as difficult vocabulary or the need to connect information, are present.</li> </ul>	<p><b>TEST TAKERS WHO SCORE AROUND 250 TYPICALLY HAVE THE FOLLOWING WEAKNESSES:</b></p> <ul style="list-style-type: none"> <li>• They do not understand inferences that require paraphrase or connecting information.</li> <li>• They have a very limited ability to understand factual information expressed as a paraphrase using difficult vocabulary. They often depend on finding words and phrases in the text that match the same words and phrases in the question.</li> <li>• They usually do not connect information beyond two sentences.</li> <li>• They do not understand difficult vocabulary, unusual meanings of common words, or idiomatic usage. They usually cannot make distinctions between the meanings of closely related words.</li> <li>• They do not understand more-difficult, complex, or uncommon grammatical constructions.</li> </ul>
≈ 150 points	<p><b>TEST TAKERS WHO SCORE AROUND 150 TYPICALLY HAVE THE FOLLOWING STRENGTHS:</b></p> <ul style="list-style-type: none"> <li>• They can locate the correct answer to a factual question when not very much reading is necessary and when the language of the text matches the information that is required.</li> <li>• They can understand easy vocabulary and common phrases.</li> <li>• They can understand the most-common, rule-based grammatical constructions when not very much reading is necessary.</li> </ul>	<p><b>TEST TAKERS WHO SCORE AROUND 150 TYPICALLY HAVE THE FOLLOWING WEAKNESSES:</b></p> <ul style="list-style-type: none"> <li>• They cannot make inferences about information in written texts.</li> <li>• They do not understand paraphrased factual information. They rely on matching words and phrases in the text to answer questions.</li> <li>• They are often unable to connect information even within a single sentence.</li> <li>• They understand only a limited range of vocabulary.</li> <li>• They do not understand even easy grammatical constructions when other language features, such as difficult vocabulary or the need to connect information, are also required.</li> </ul>