



TOEIC® Listening Score Descriptors

Level	Strengths	Weaknesses
400	<p>Test takers who score around 400 typically have the following strengths:</p> <ul style="list-style-type: none"> 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. 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. 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. 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. 	<p>Test takers who receive a score at this level typically have weaknesses only when uncommon grammar or vocabulary is used.</p>
300	<p>Test takers who score around 300 typically have the following strengths:</p> <ul style="list-style-type: none"> They can sometimes infer the central idea, purpose, and basic context of <i>short</i> spoken exchanges, especially when the vocabulary is not difficult. 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. They can understand details in <i>short</i> spoken exchanges when easy or medium-level vocabulary is used. 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. 	<p>Test takers who score around 300 typically have the following weaknesses:</p> <ul style="list-style-type: none"> 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. 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. 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. 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.
200	<p>Test takers who score around 200 typically have the following strengths:</p> <ul style="list-style-type: none"> They can understand <i>short</i> (single-sentence) descriptions of the central idea of a photograph. 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. 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. 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. 	<p>Test takers who score around 200 typically have the following weaknesses:</p> <ul style="list-style-type: none"> 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. 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. 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. 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.

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