

New TOEFL Band Scale (1-6) Performance Descriptors

Performance descriptors illustrate the knowledge, skills and abilities displayed by TOEFL iBT test takers. These descriptors have been selected from the CEFR (2001, 2020) with minor modifications. Test takers receiving higher scores are also expected to be able to demonstrate the performance described at lower scores.

CEFR	Section Score	Listening	Reading	Writing	Speaking
C2	6	Can make appropriate inferences when links or implications are not made explicit in a listening sample.	Can understand a broad range of long and complex texts, appreciating subtle distinctions of style and identifying both implicit and explicit meaning.	<p>Can use a comprehensive & unrestricted mastery of a wide range of language to formulate thoughts precisely, give emphasis, and eliminate ambiguity.</p> <p>Can convey finer shades of meaning by using, with reasonable accuracy, a wide range of qualifying devices (e.g., adverbs showing degree or clauses showing limitations).</p> <p>Has strong command of a broad lexical repertoire, including idiomatic expressions. Shows awareness of connotative levels of meaning.</p>	<p>Can express themselves at length with a natural, effortless, smooth flow. Pauses only to reflect on precisely the right words or find an appropriate example.</p> <p>Can use a full and reliable mastery of a broad range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what they want to say.</p> <p>Can provide clear, smoothly flowing, elaborate and often memorable descriptions.</p>
C1	5 – 5.5	Skilled at using contextual, grammatical and lexical cues to infer attitude, mood & intentions and	Skilled at using contextual, grammatical and lexical cues to infer attitude, mood &	Can use a broad range of complex grammatical structures appropriately and with flexibility.	Can express themselves fluently and spontaneously, almost effortlessly. Only a difficult subject can hinder a smooth flow of language.

		<p>anticipate what's next.</p> <p>Can recognize a wide range of idiomatic expressions, but may need to confirm occasional details, especially if the accent is unfamiliar.</p> <p>Can follow most lectures and discussions with ease.</p>	<p>intentions and anticipate what's next.</p> <p>Can understand lengthy, complex texts from social, professional or academic life, identifying finer points of detail, including attitudes & implied and stated opinions.</p>	<p>Layout, paragraphing and punctuation are consistent and helpful.</p> <p>Can precisely qualify opinions in relation to degrees of certainty / uncertainty.</p> <p>Can express strong disagreement diplomatically.</p>	<p>Can use a broad range of complex grammatical structures and less common vocabulary appropriately.</p> <p>Can use the full range of phonological features in the target language with sufficient control to ensure intelligibility.</p>
B2	4 – 4.5	<p>Can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar and the argument is guided by explicit markers.</p> <p>Can distinguish main themes from asides, as long as the lecture is delivered in standard or familiar language.</p> <p>Can recognize the point of view expressed and distinguishes this from facts being reported.</p> <p>Can identify the main reasons for and against an argument or idea in a</p>	<p>Can use several strategies, including identifying main points and using context clues.</p> <p>Can adapt style and speed of reading to different texts and using appropriate reference sources selectively.</p> <p>Has a broad active vocabulary, but may have some difficulty with uncommon idioms.</p> <p>Can understand articles concerned with contemporary problems in which specific viewpoints are adopted.</p> <p>Can recognize when a text provides factual</p>	<p>Can produce text that is well-organized and coherent, using a range of linking expressions and devices.</p> <p>Has a good command of simple language structures and some complex grammatical forms, although tends to use complex structures rigidly with some inaccuracy.</p> <p>Can develop a clear description or narrative, expanding and supporting main points with relevant supporting detail and examples.</p> <p>Lexical accuracy is generally high; occasional incorrect word choice doesn't hinder communication.</p>	<p>Can produce stretches of language with an even tempo, but can be hesitant while searching for patterns and expressions.</p> <p>Few noticeably long pauses.</p> <p>Shows a fairly high degree of grammatical control.</p> <p>Does not make mistakes that lead to misunderstanding; intelligible throughout, despite a few systematic mispronunciations.</p> <p>Can explain a viewpoint on a topical issue, giving the pros and cons of various options.</p> <p>Can develop a clear description or narrative, expanding and supporting main points with relevant detail and examples.</p>

		discussion conducted in clear standard or familiar language.	information and when it makes an argument.		
B1	3 – 3.5	<p>Can understand the main points made in clear standard language on familiar matters.</p> <p>Can extrapolate the meaning of unknown words from the context and deduces sentence meaning, if the topic is familiar.</p> <p>Can understand clear factual information about common topics, identifying general messages and specific details, if speaker articulates clearly in a familiar manner.</p> <p>Can follow a lecture within their own field, if the subject matter is familiar and clearly structured.</p> <p>Can follow much of everyday conversation, if clearly articulated in standard language.</p>	<p>Can follow a line of argumentation or the sequence of events in a story by focusing on common logical and temporal connectors.</p> <p>Can deduce the probable meaning of unknown words by identifying their parts (e.g., roots, lexical elements, suffixes and prefixes).</p> <p>Can understand descriptions of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that use everyday language.</p> <p>Can find and understand relevant information in everyday material (letters, brochures and short official documents).</p>	<p>Can write basic emails/ letters of a factual nature (e.g., to request information or ask for and give confirmation).</p> <p>Can use a wide range of simple language to flexibly express most intended meanings.</p> <p>Can express the main point comprehensibly.</p> <p>Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</p>	<p>Can speak comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.</p> <p>Can express a main point comprehensibly. Is generally intelligible, despite regular mispronunciation of individual sounds and less familiar words.</p> <p>Can give brief explanations for opinions, plans and actions.</p> <p>Has sufficient vocabulary to express themselves with some circumlocutions on most topics relevant to everyday life, like family, hobbies and interests, work, travel and current events.</p>
A2	2 – 2.5	Can understand phrases related to areas of immediate priority (e.g., basic personal and family	Can understand texts describing people, places, everyday life etc., if given in simple language.	Can write brief, everyday expressions to satisfy simple needs of a concrete type (e.g., personal details, daily	Can construct phrases on familiar topics with enough ease to handle short exchanges, despite

		<p>information, shopping, local geography, jobs), if speaker articulates clearly and slowly. Can understand the essential information from short, recorded passages dealing with predictable everyday matters.</p> <p>Can use their recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine contexts.</p>	<p>Can find specific, predictable information in everyday material, like advertisements, menus, reference lists and timetables.</p> <p>Can use recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine contexts.</p> <p>Can understand short, simple texts on familiar matters of a concrete type, which consist of common or job-related language.</p>	<p>routines, wants and needs, requests for information).</p> <p>Can use some simple structures correctly, but still makes basic mistakes; nevertheless, it is usually clear what they are trying to communicate.</p> <p>Has sufficient vocabulary for the expression of basic communicative needs.</p>	<p>noticeable hesitation and false starts.</p> <p>Pronunciation is generally intelligible when communicating in simple everyday situations.</p> <p>Can give short, basic descriptions of events and activities.</p> <p>Can explain likes or dislikes about something and why they prefer one thing over another, making simple, direct comparisons.</p>
A1	1 – 1.5	<p>Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided the information is delivered slowly and clearly.</p> <p>Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.</p>	<p>Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.</p> <p>Recognizes familiar names, words and very basic phrases on simple notices in the most common everyday situations.</p> <p>Finds and understands simple, important information in short texts.</p>	<p>Can compose a short, very simple message (e.g., a text message) to friends to give them a piece of information or ask them a question.</p> <p>Has a very basic range of simple expressions about personal details and needs of a concrete type.</p> <p>Can produce simple isolated phrases and sentences.</p>	<p>Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words and repair communication.</p> <p>Has a very basic range of simple expressions about personal details and needs of a concrete type.</p> <p>Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by those used to dealing with speakers of the language group.</p>