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Digital Learning Center



TOEFL iBT SIMULATION TEST



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TOEFL iBT Simulation Test

TEST DATE	READING	LISTENING	SPEAKING	WRITING	TOTAL
Aug 30, 2019	24	26	20	24	94

Speaking Task	Raw Score
One	2
Two	3
Three	2
Four	3

Writing Task	Raw Score
Integrated	4
Independent	4

Examiner & Scorer: Mohammad Hossein Rahmani



Understanding Your *TOEFL iBT*® Test Scores

Skill	Score Range	Level			
Reading	0–30	High (22–30)	Intermediate (15–21)	Low (0–14)	
Listening	0–30	High (22–30)	Intermediate (14–21)	Low (0–13)	
Speaking	0–30	Good (26–30)	Fair (18–25)	Limited (10–17)	Weak (0–9)
Writing	0–30	Good (24–30)	Fair (17–23)	Limited (1–16)	Score of zero (0)
Total Score	0–120				



Although the score range for each of the 4 test sections (Reading, Listening, Speaking, and Writing) is from **0 to 30**, each section is a separate measure and each measure has its own scale. Therefore, scores obtained on a section can be compared to other scores from the same section, but it is not appropriate to compare scores across different sections.

The Reading and Listening sections are **scored by computer** with a score range from **0 to 30**. The Reading section has **30–40** questions based on reading passages from academic texts and answering questions. The Listening section has **28–39** questions based on listening to lectures, classroom discussions and conversations, then answering questions.

Speaking Section

- Each of 4 tasks is rated from **0 to 4**. The sum is converted to a scaled score of **0 to 30**.
- **ETS-certified test scorers** rate responses and evaluate how well you develop your topic and deliver your message in English.



Writing Section

- The 2 tasks are rated from **0 to 5**. The sum is converted to a scaled score of **0 to 30**.
- The Writing section is scored by:
 - evaluating the integrated writing task for **development, organization, grammar, vocabulary, accuracy** and **completeness**
 - rating the independent writing essay on **overall writing quality**, including **development, organization, grammar** and **vocabulary**
- **Human rating** — multiple, rigorously trained raters score tests anonymously. ETS raters are continually monitored to ensure fairness and the highest quality.
- **eRater**® automated scoring technology is used with human ratings to score the independent and integrated writing tasks. Using both **human judgment** for content and meaning with **automated scoring** for linguistic features ensures consistent, quality scores.



Independent **SPEAKING** Rubrics

SCORE	GENERAL DESCRIPTION	DELIVERY	LANGUAGE USE	TOPIC DEVELOPMENT
2	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear.



Integrated **SPEAKING** Rubrics

SCORE	GENERAL DESCRIPTION	DELIVERY	LANGUAGE USE	TOPIC DEVELOPMENT
2	The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or overall coherence may obscure meaning. A response at this level is characterized by at least two of the following:	Speech is clear at times, though it exhibits problems with pronunciation, intonation, or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors). This results in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity of expression may only be evident at the phrasal level.	The response conveys some relevant information but is clearly incomplete or inaccurate. It is incomplete if it omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Typically, ideas expressed may not be well connected or cohesive so that familiarity with the stimulus is necessary to follow what is being discussed.



SCORE	GENERAL DESCRIPTION	DELIVERY	LANGUAGE USE	TOPIC DEVELOPMENT
3	<p>The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:</p>	<p>Speech is generally clear, with some fluidity of expression, but it exhibits minor difficulties with pronunciation, intonation, or pacing and may require some listener effort at times. Overall intelligibility remains good, however.</p>	<p>The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. Such limitations do not seriously interfere with the communication of the message.</p>	<p>The response is sustained and conveys relevant information required by the task. However, it exhibits some incompleteness, inaccuracy, lack of specificity with respect to content, or choppiness in the progression of ideas.</p>



Integrated **WRITING** Rubrics

SCORE	TASK DESCRIPTION
4	<p>A response at this level is generally good in selecting the important information from the lecture and in coherently and accurately presenting this information in relation to the relevant information in the reading, but it may have minor omission, inaccuracy, vagueness, or imprecision of some content from the lecture or in connection to points made in the reading. A response is also scored at this level if it has more frequent or noticeable minor language errors, as long as such usage and grammatical structures do not result in anything more than an occasional lapse of clarity or in the connection of ideas.</p>



Independent **WRITING** Rubrics

SCORE	TASK DESCRIPTION
4	<p>An essay at this level largely accomplishes all of the following:</p> <ul style="list-style-type: none">■ Addresses the topic and task well, though some points may not be fully elaborated■ Is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications and/or details■ Displays unity, progression and coherence, though it may contain occasional redundancy, digression, or unclear connections■ Displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form or use of idiomatic language that do not interfere with meaning