



SCORE USER GUIDE

TOEIC Bridge®

LISTENING

&

READING

TEST



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PAPER & ONLINE TESTING

REDESIGNED

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ETS Global - 24 rue Chauchat, 75009 Paris, France
 Tel.: +33 (0)1 40 75 95 20
E-mail: contact-emea@etsglobal.org
www.etsglobal.org

Foreword

The TOEIC Bridge Listening and Reading Score User Guide was prepared for testing centres, companies, schools, ETS Preferred Network (EPN) members, and others who have an interest in the TOEIC Bridge Listening and Reading test. This User Guide describes the uses of the TOEIC Bridge Listening and Reading test and explains how it is administered.

For further information, or to make testing arrangements, please contact your local EPN office. A list of EPN members around the world can be found on www.TOEICGlobal.com/contact.

Overview

The TOEIC Bridge® test

The TOEIC Bridge® test, created by ETS, is an English-language proficiency test for people whose native language is not English. It was developed to measure the foundational English language skills of beginning learners. Test takers may be students of English or people who need to use English in their everyday lives. The TOEIC Bridge test provides a reliable and valid picture of learners' basic- to intermediate-level English communication skills.

The TOEIC Bridge test is part of the TOEIC® programme which also includes the TOEIC tests. The TOEIC tests consist of the TOEIC® Listening and Reading test and the TOEIC® Speaking and Writing tests. The TOEIC tests measure a wider range of English-language proficiency for non-native speakers and place more emphasis on English communication in the workplace as opposed to TOEIC Bridge test that measures basic- to intermediate-level English communication skills for everyday life.

ETS

At non-profit ETS, we are passionate about our mission to advance quality and equity in education for all people worldwide. We strive to provide innovative and meaningful measurement solutions that improve teaching and learning, expand educational opportunities and inform policy.

We provide fair and valid assessments, research and related services. Our products and services measure knowledge and skills, promote learning and educational performance, and support education and professional development for all people worldwide.

We are proud of our 70-year legacy and commitment to make fundamental contributions to the progress of education by enabling opportunity for all learners. And as a mission-driven, not-for-profit organisation, we stay true to that heritage of pushing the boundaries of our industry. We do this by driving innovation in assessment and by conducting ground-breaking research that helps individuals, educators and government agencies around the world find new ways to advance learning for all.

Development of the TOEIC Bridge Listening and Reading test

The TOEIC Bridge Listening and Reading test was designed to help score users make selection and placement decisions about test takers with basic- to intermediate-level English communication skills. They were also designed to provide feedback to test takers and score users about learners' readiness for more advanced study. The question types are similar to those found in the TOEIC Listening and Reading test, but the TOEIC Bridge Listening and Reading test is shorter and less demanding. The contexts of the questions primarily involve everyday life situations and are expected to be familiar to a wide range of test takers, such as communication with family members, friends, and co-workers.

Questions for the TOEIC Bridge Listening and Reading test are written by qualified and experienced writers who have received extensive training from ETS English-language assessment specialists. The question writers receive regular reviews of their work so that the quality of the test questions remains high. All test questions then undergo a series of rigorous content reviews by ETS assessment specialists before being considered for inclusion in a test form. Assembled forms are further reviewed to ensure that they satisfy both statistical and content specifications, and comply with ETS quality and fairness standards.

Who takes the TOEIC Bridge Listening and Reading test?

- Secondary and university students who are learning basic- to intermediate-levels of English proficiency;
- Adult learners of English who are taking commercial English language courses;
- People who need to use basic English for work, travel, or everyday life.

Why use TOEIC Bridge Listening and Reading scores?

As a fair and objective measure of foundational English communication skills, the TOEIC Bridge Listening and Reading test will enable score users to:

- Make selection decisions in contexts where everyday English language proficiency is desirable or needed;
- Make placement decisions for instructional or training purposes;
- Verify current level of proficiency to determine readiness for more advanced study.

TOEIC Bridge Listening and Reading test content and format

Test content

These are some examples of the settings and situations found in TOEIC Bridge Listening and Reading test questions:

- **Activities:** hobbies, sports, daily routines, free-time activities;
- **Dining:** lunches and dinners, restaurants, reservations, picnics;
- **Entertainment:** cinema, theatre, music, art, museums;
- **General business:** banks, libraries, post offices, appointments, advertisements;
- **Health:** general health and healthcare;
- **Housing:** apartments, houses, buying and renting, repairs;
- **News:** weather forecasts, news programmes, newspapers;
- **Offices:** letters, telephone, email and text messages, office equipment and furniture, office small talk;
- **Shopping:** groceries, clothes, online purchases;
- **Technical:** computers and technology;
- **Travel:** directions, trains, airplanes, taxis, buses, ships, ferries, tickets, schedules, station and airport announcements, car rentals, hotels, reservations.

Test format

The TOEIC Bridge Listening and Reading test is a paper-and-pencil, multiple-choice test. Test takers respond to each test question by clicking on the correct answer onscreen or, for paper-based testing, by marking the letter (A), (B), (C), or (D) on a separate answer sheet.

Additional time, about 20 minutes, is needed to allow test takers to complete the biographical questions and to respond to a brief questionnaire about their educational and work history.

TOEIC Bridge Listening and Reading test design

Based on input from partners in 2016, the test designers established key requirements including the test purpose, intended test-taker population, and intended uses of the test. These requirements facilitated the development of a theory of action (see Bennett, 2010) to guide the test development process. The test developers then used an Evidence-Centered Design (ECD) process that began with a domain analysis. The domain analysis reviewed relevant research and proficiency standards in language learning and assessment which provided a justification for the definition of abilities to be assessed and potential tasks to be included in the test.

The TOEIC Bridge Listening test is designed to measure the ability of basic- to intermediate-level English language learners to understand short spoken texts, including conversations and talks, set in personal, public, and familiar workplace contexts. This includes the ability to understand high-frequency vocabulary, formulaic phrases, and the main ideas and supporting details of clearly-articulated speech across familiar varieties of English on familiar topics. Test takers can comprehend simple greetings, introductions, requests, instructions and directions, descriptions of people, objects, situations, personal experiences, or routines, and other basic exchanges of information.

When listening to spoken English, test takers can understand commonly occurring spoken texts when they are spoken slowly and clearly, demonstrating the ability to understand:

- simple descriptions of people, places, objects, and actions;
- short dialogues or conversations on topics related to everyday life (e.g., making a purchase);
- short spoken monologues as they occur in everyday life (e.g., an announcement in a public area).

To achieve these goals, basic- to intermediate-level English language learners need the ability to:

- understand common vocabulary and formulaic phrases;
- understand simple sentences and structures;
- understand sentence-length speech and some common registers;
- recognise and distinguish English phonemes and the use of common intonation and stress patterns and pauses to convey meaning in slow and carefully articulated speech across familiar varieties;
- infer implied meanings, speaker roles or context in short, simple spoken texts;
- understand the main idea and stated details in short, spoken texts.

The TOEIC Bridge Listening test consists of four parts (Four Pictures, Question-Response, Conversations, Talks) with a total of 50 multiple-choice questions. Test takers will be asked to answer questions about a variety of spoken texts including short descriptions, dialogues, conversations, and talks, all recorded in English. The total testing time for the Listening test is approximately 25 minutes.

The TOEIC Bridge Reading test is designed to measure the abilities of basic- to intermediate-level English language learners to understand short written English texts in personal, public, and familiar workplace contexts and across a range of formats. This includes the ability to understand high-frequency vocabulary and the main ideas and supporting details of short, written texts dealing with familiar topics. Test takers can comprehend simple texts such as signs, lists, menus, schedules, advertisements, narrations, routine correspondence, and short descriptive texts.

When reading in English, test takers can understand commonly occurring written texts, demonstrating the ability to understand:

- non-linear written texts (e.g. signs, schedules);
- written instructions and directions;
- short, simple correspondence;
- short informational, descriptive, and expository written texts about people, places, objects, and actions.

To achieve these goals, basic- to intermediate-level English language learners need the ability to:

- understand common vocabulary;
- understand simple sentences and structures;
- understand the organisation of short written texts in a variety of formats;
- recognise simple mechanical conventions of written English;
- infer implied meanings, including context or writer's purpose in short, simple written texts;
- understand the main idea and stated details in short, written texts; infer the meaning of unknown written words through context clues.

The TOEIC Bridge Reading test consists of three parts (Sentence Completion, Text Completion, Reading Comprehension) with a total of 50 multiple-choice questions. Test takers will read a variety of written materials and respond at their own pace to questions about the materials. The total time allowed for the Reading test is 35 minutes.

Preparing to take the TOEIC Bridge Listening and Reading test

The TOEIC Bridge Listening and Reading test is not based on the content of any particular English course, but rather on the test taker's proficiency—the overall ability to use English to communicate successfully. Improvement in proficiency may take some time and is generally achieved through a combination of practice and study.

Before taking the TOEIC Bridge Listening and Reading test, the test taker should read the TOEIC Bridge Listening and Reading Examinee Handbook to become familiar with test directions and format, and to learn how to answer questions on the screen or on the answer sheet. Sample questions included in the handbook will help the test taker understand the test tasks. In addition, reading, watching TV and videos, taking an English course and speaking with friends and colleagues are ways to practice English and improve overall proficiency.

Administration of the TOEIC Bridge Listening and Reading test

Where is the TOEIC Bridge Listening and Reading test offered?

The TOEIC Bridge Listening and Reading test is available throughout the world. Testing can be arranged through schools, corporations, or other organisations that ask students or employees to take the TOEIC Bridge Listening and Reading test.

If testing is not available through a particular organisation, test takers may contact their local EPN member to find out when and where to take the test.

Test security

The TOEIC® programme and its local EPN members consider the maintenance of security at testing centres to be of utmost importance. To offer score users the most valid and reliable measurements of English-language proficiency available, the TOEIC programme continuously reviews and refines procedures to increase the security of the test before, during, and after administrations.

Test centre procedures

The following procedures and regulations apply during the entire test session, which begins when test takers are admitted to the test centre and ends when they leave the test centre.

- No test taker will be admitted after test materials have been distributed.
- No books, dictionaries, papers, notes, rulers, calculators, watch alarms, mobile phones, listening devices, scanning, recording or photographic equipment, or aids of any kind are allowed in the testing room.
- No paper of any kind is permitted in the testing room.
- For paper-based testing, test takers may not mark or underline words in the test book or make notes in the test book or on the answer sheet.
- Test takers must have the supervisor's permission to leave the testing room. Any lost time cannot be made up.
- There is no scheduled break during the TOEIC Bridge Listening and Reading test. If a test taker must leave the testing room, he/she is required to give the supervisor identification document(s) before leaving the room.
- For paper-based testing, at the conclusion of the test, the test taker will be required to return the test book and answer sheet to the test supervisor.

Dismissal from test session

A test administrator/supervisor is authorised to dismiss a test taker from a test session, or scores may be cancelled, due to violations such as, but not limited to, the following:

- Attempting to take the test(s) for someone else or having someone else take the test(s) on the test taker's behalf.
- Failing to provide acceptable identification.
- Obtaining improper access to the test(s), a part of the test(s), or information about the test(s).
- Using a telephone or mobile phone during the test session or during breaks.
- Using any aids in connection with the test(s), such as mechanical pencils, pens, pagers, beepers, calculators, watch calculators, books, pamphlets, notes, rulers, highlighter pens, stereos or radios with headphones, mobile phones, watch alarms (including those with flashing lights or alarm sounds), stopwatches, dictionaries, translators, and any hand-held electronic or photographic devices.
- Creating a disturbance. Disruptive behaviour in any form will not be tolerated; the test administrator/supervisor has sole discretion in determining what constitutes disruptive behaviour.
- Attempting to give or receive assistance, or otherwise communicate in any manner with another person about the content of the test during the administration, during breaks, or before dismissal of the test session.
- Removing or attempting to remove test content, scratch paper, or notes relating to the test content from the test centre. Under no circumstances may test content or any part of the test content be removed, reproduced, and/or disclosed by any means (e.g., hard copy, verbally, electronically) to any person or entity.
- Using scratch paper during the test session.
- Tampering with a computer.
- Taking a weapon or firearm into the test centre.
- Taking food, drink, or tobacco into the testing room.
- Leaving the test centre vicinity during the test session or during breaks.
- Leaving the testing room without permission.
- Taking excessive or extended unscheduled breaks during the test session. Test centre administrators are required to strictly monitor unscheduled breaks and report test takers who take excessive or extended breaks.
- Referring to, looking through, or working on any test, or test section, when not authorised to do so, or working after time has been called.
- Failing to follow any of the test administration regulations in this User Guide, given by the test administrator/supervisor, or specified in any test materials.

ETS and the local EPN members reserve the right to take any and all actions—including, but not limited to, barring a test taker from future testing and/or withholding cancelling a test taker's scores—for failure to comply with test administration regulations or the test administrator's directions or where the validity of the scores is questionable. If a test taker's scores are cancelled, they will not be reported, and the test taker will receive notification from ETS or the EPN member. Test fees will not be refunded.

Identification requirements

All test takers must read Part 1, which is contained in the Examinee Handbook. Depending on whether the test taker will be testing within or outside his or her country of citizenship, the test taker must also read either Part 2 or Part 3, as appropriate.

Part 1. Information for all test takers

You must have acceptable and valid ID with a signature and photograph to be admitted to a test Centre. Expired documents are not acceptable. The photograph on your ID document must be recent and recognisable. Original documents must be presented; copies are not acceptable. Identification requirements are strictly enforced. It is your responsibility to read and understand the instructions and requirements.

If you don't have one primary ID with both a photograph and a signature, you must either sign the document or present an additional ID from the list of secondary identification documents. The secondary ID cannot be expired and must contain a recent, recognisable photograph and your signature. If you do not have an ID with a photograph and a signature, then you must present two primary ID documents with a photograph.

If you arrive at the test centre without the required identification, the test administrator will not admit you, you cannot take the test, and you forfeit your test fee.

When registering for the test, you must **use exactly the same name that appears on the primary identification document** you will present at the test Centre. Make sure to provide your entire first (given name) and entire surname (family name). **Do not register under a nickname.** If the name shown on your primary identification does not match the name used at registration, you will not be permitted to take the test. Check the name on your registration confirmation document. If the name does not match the name on your primary ID document, contact your local ETS Preferred Network office.

Only misspellings of your name can be corrected at check-in — name changes will not be made. If your name has changed for any reason, including marriage, you must still present primary identification in the name under which you registered, or you will not be permitted to take the test.

If the test centre administrator questions the ID you present, you will be required to present a secondary ID from the list in part 3.

If positive confirmation of your identity cannot be made, you may be refused admission to the test centre and forfeit your test fee. Admittance to the test centre does not imply that your form of identification is valid or that your scores will be reported. All reported cases of questionable ID are subject to review and approval by the ETS Office of Testing Integrity and/or the local EPA.

Test centre personnel will check your identification before assigning you a seat at the test Centre. The administrator will check your signature to verify that you are the person in your photo identification.

The photograph on your ID document must be recent and recognisable. For example, a ten-year-old photograph taken during childhood is not acceptable.

If you cannot meet the specified ID requirements or if you have questions about ID, please contact your local ETS Preferred Network office before registering for the test.

Part 2. Acceptable primary identification documents

If testing WITHIN your country of citizenship

- Passport with photograph and signature;
- National identification with photograph and signature;
- Driver's license issued by the country where the test is being conducted, with photograph and signature;
- Military identification with photograph and signature;
- State identification with photograph and signature.

If testing OUTSIDE your country of citizenship

- Passport with photograph and signature;
- Driver's license issued by the country where the test is being conducted, with photograph and signature.

United States military personnel may present their United States military ID cards for admission to test centres. If a military ID card does not contain a photograph and signature, a secondary ID is also required.

Residents of the country where the test is being conducted with refugee status may present a government-issued resident card (not a paper document or letter, even if stamped and signed), with photograph and signature, where the status is clearly stated.

Testing in European Union/Schengen Zone/Gulf Cooperation Council (GCC) Arab Countries or Mercosur Countries

Citizens of these intergovernmental unions can use valid national identity cards to test in any country within the same intergovernmental union.

If your primary ID is not written in English-language letters, you must also present an additional ID from the list of secondary identification documents (see "Acceptable Secondary Identification Documents" in part 3) that contains a recent, recognisable photograph and is in English or the local language.

If your primary ID does not contain your signature, you must either sign it or present an additional ID from the list of secondary identification documents (see "Acceptable Secondary Identification Documents" in part 3).

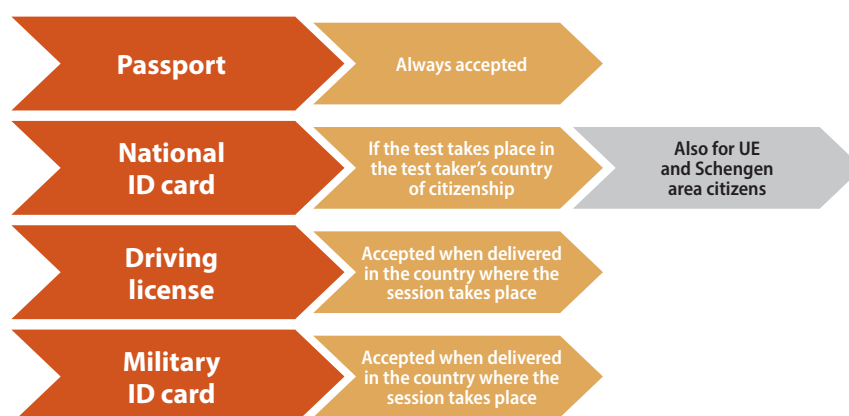
Part 3. Acceptable secondary identification documents

If your primary identification is missing either a photograph or signature, you must present in addition to your primary ID one of the following secondary IDs that can be used to meet the photograph or signature requirement. Secondary IDs that can be used to meet the photograph or signature requirements are:

- A government-issued identification document that has not expired including, but not limited to, a passport, driver's license, state identification, national identification, or military identification. (There are some exceptions: see "Unacceptable Identification Documents" below.);
- Student ID.

Part 4. Unacceptable identification documents

- Any expired ID;
- Draft classification card;
- Credit or debit card of any kind;
- Resident card (see exception in part 2.);
- Social Security card;
- Learner’s permit or any temporary identification document;
- International driver’s license;
- International student ID;
- Notary-prepared letter or document;
- Employee identification card;
- Birth certificate;
- Photocopy of ID.



French regulations - skills passport

ETS Global is required by French law to collect personal information from all holders of an active French social security number.

Information such as the name of birth, postal code and city of birth (if born in France), along with each candidate’s CEFR level, will be transmitted to the ‘Caisse des Dépôts et Consignations’ for the establishment of a personal Skills Passport, as required by article L. 6113- 8 of the French labour code (from 2018).

The candidate certifies that the information provided at registration and as part of the testing procedure is accurate. Any inaccuracy will have to be rectified by ETS Global. Therefore, the candidate agrees to submit to any information verification request from ETS Global within seven (7) working days. ETS Global reserves the right to withhold test scores should the candidate fail to comply.

Disabilities

The TOEIC® programme and its local EPN member, in response to requests from individuals with disabilities, will make special arrangements with test centre supervisors to administer the TOEIC Bridge Listening and Reading test with accommodations. Among the accommodations that can be provided are extended testing time, breaks, a test reader, audio testing, large print, braille and non-audio (without oral stimulus) versions of the test, or other aids customarily used by the test taker. All requests for accommodations must be approved in accordance with TOEIC programme policies and procedures. These procedures can be obtained by contacting your local EPN member.

Testing Irregularities

Testing Irregularities refer to problems with the administration of a test. When testing irregularities occur, they may affect an individual or group of test takers. Such problems include, without limitation, administrative errors such as improper timing, improper seating, defective materials, or defective equipment; improper access to test content; and other disruptions of test administrations such as natural disasters and other emergencies. When testing irregularities occur, ETS or its local EPN member may decline to score the test(s), or may cancel the scores. When in their judgment it is appropriate to do so, ETS or the EPN member may give affected test takers the opportunity to take the test again as soon as possible without charge.

TOEIC Bridge Listening and Reading test results

Scoring procedures & reports

Scanning (for paper-based testing)

Each test taker uses a pencil to mark answers to the TOEIC Bridge Listening and Reading test questions on a scannable answer sheet. Information on the test taker's English language-learning history and English use is also collected at the time of the test session. The answers and test taker information are then read by an optical scanner and recorded by the Integrated Operations, Processing and Scoring (I-OPS) system. The I-OPS system is a software package designed to support EPN offices in scanning and scoring TOEIC Bridge Listening and Reading answer sheets and in tracking the performance of individual test takers, groups of test takers, clients, and countries.

Reporting

In the Public Testing Programme, score results are sent directly to the individual. In the Institutional Testing Programme, score results are reported to the test taker's employer or school in the form of a Score Roster. The Score Roster is intended for internal use only and cannot be used by individual test takers as an indication of their "official" score. Clients may choose to supply their test takers with an individual Score Report.

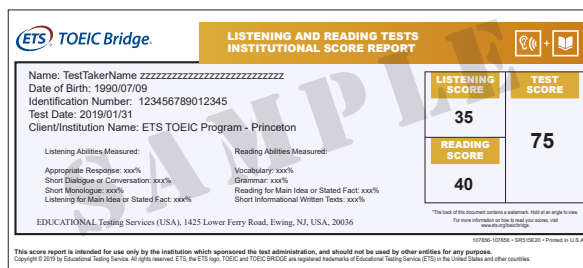
Additional statistical reports, such as the results for all of an organisation's test takers for a given time period, can be produced by the EPN member at the client's request.

Score roster

Clients receive a listing of all their test takers' results in the form of a Score Roster. Each Score Roster includes:

- Individual scores (Listening test score, Reading test score, and combined Test Score);
- Scores from the most recent testing session (including average score, frequency distribution, and range of scores);
- Scores obtained in all testing sessions within the same institution;
- Scores within the industry with which the client is affiliated;
- Scores within the country with which the client is affiliated.

TOEIC Bridge Listening and Reading Institutional Score Reports are issued after an institutional test administration to report your scores.



The image shows a sample of a TOEIC Bridge Institutional Score Report. It includes the following information:

- ETS TOEIC Bridge** logo and title: LISTENING AND READING TESTS INSTITUTIONAL SCORE REPORT
- Test taker details: Name (TestTakerName), Date of Birth (1990/07/09), Identification Number (123456789012345), Test Date (2019/01/31), Client/Institution Name (ETS TOEIC Program - Princeton).
- Listening Abilities Measured: Appropriate Response: xxx%, Short Dialogue or Conversation: xxx%, Short Monologue: xxx%, Listening for Main Idea or Stated Fact: xxx%.
- Reading Abilities Measured: Vocabulary: xxx%, Grammar: xxx%, Reading for Main Idea or Stated Fact: xxx%, Short Informational Written Texts: xxx%.
- Score Summary Table:

LISTENING SCORE	TEST SCORE
35	75
READING SCORE	
40	
- Footer: EDUCATIONAL Testing Services (USA), 1425 Lower Ferry Road, Ewing, NJ, USA, 20036. Includes copyright and disclaimer text.

Upon request a TOEIC Bridge Listening and Reading Certificate of Achievement can be issued after a public or an institutional test administration to report your scores.



Release of test results

With some exceptions, depending on local conditions, the TOEIC Bridge Listening and Reading Official Score Certificate is sent to test takers within 7 business days.

Passing the *TOEIC Bridge* Listening and Reading test

The TOEIC Bridge Listening and Reading test is not the kind of test that one “passes” or “fails.” Not every job or task requires the same level of English-language proficiency. The TOEIC Bridge Listening and Reading test enables test takers to demonstrate what they currently can accomplish in English. The single, continuous scale also makes it possible for learners to set attainable goals and to measure their progress as their English improves.

Interpreting scores

The TOEIC Bridge Listening and Reading test scores a test taker receives are determined by the number of questions answered correctly. There is no penalty for wrong answers. The number of correct responses on each test, Listening and Reading, is converted to a number on a scale of 15-50. The statistical procedure used to convert scores to a common scale for each test seeks to ensure that TOEIC Bridge Listening and Reading test scores obtained on different administration dates mean the same thing in terms of the level of English proficiency indicated.

Scaled scores

The scaled score indicates the test takers’ overall performance on each of the tests. The scaled score for each of the tests can range from 15 to 50 in increments of 1. Test takers’ scores indicate the general proficiency in listening and reading that they have demonstrated by their performance on the tests.

Proficiency descriptors

In addition to scaled scores, test takers will receive an indicator of general skills and abilities in Listening and/or Reading. There are four possible score range proficiency descriptors for the Listening test and four possible score range proficiency descriptors for the Reading test. Proficiency descriptors for the Listening test should not be compared to proficiency descriptors for the Reading test.

<i>TOEIC Bridge</i> Listening Scaled Score Ranges	<i>TOEIC Bridge</i> Reading Scaled Score Ranges
15	15–18
16–25	19–33
26–38	34–44
39–50	45–50

The proficiency descriptor corresponds to a scaled score range and describes the general skills and proficiencies in listening or reading English that are common for most people who have scaled scores that fall within the score range. The descriptor associated with the score range that the test taker has achieved will help test takers understand the strengths and weaknesses of their ability to listen or read in English.

Listening

Listening Score: scaled score 15

Test takers in this score range can understand a few words, very simple phrases, and some short sentences that are spoken clearly and very slowly. Some test takers can recognise individual words such as numbers or days of the week. Some test takers can understand highly predictable questions and statements when they are spoken one phrase at a time. Some test takers may be able to understand a limited range of sentences consisting of very simple grammatical structures and very common vocabulary on very familiar topics.

Listening Score Range: scaled score 16 to 25

Test takers in this score range typically can understand some slowly spoken words, simple phrases, and short sentences on familiar topics. Test takers in this score range can understand short pieces of speech that are spoken clearly and very slowly. Generally they can understand short formulaic phrases, simple sentences, and simple grammatical structures when common vocabulary is used. They can understand short, predictable messages and instructions on familiar topics. They can understand unconnected speech, one sentence at a time.

Listening Score Range: scaled score 26 to 38

Test takers in this score range typically can understand short spoken sentences and a limited range of grammatical structures; they can understand short conversational exchanges on familiar topics. Typically test takers in this score range can understand speech that is clear and slow. They can usually understand key words, formulaic phrases and expressions, and relatively short, sentence-length speech. Generally test takers in this score range can understand spoken language on familiar topics and routines. They understand simple descriptions and information about people, family, shopping, location, and employment. Most of the time, test takers can understand simple sentences and simple grammatical structures, and they may inconsistently understand some complex sentences and structures. Test takers in this score range can occasionally understand implied meanings.

Listening Score Range: 39 to 50

Test takers in this score range typically can understand short spoken conversations and monologues made up of connected sentences and some complex structures. They can understand some implied meaning and some abstract ideas. Typically test takers in this score range can usually understand a range of common vocabulary and some complex sentences and grammatical structures. Generally test takers in this score range can understand concrete topics and some abstract ideas related to work and other familiar contexts. In this score range, test takers understand some implied meanings and can connect facts in conversations and short spoken monologues with information in a short written text. They can comprehend formal and informal spoken language if the topics are relevant and familiar.

Reading

Reading Score Range: scaled score 15 to 18

In this score range, test takers may succeed in identifying a limited number of words and phrases related to very familiar needs. The words that test takers are likely to identify are very common words and/or phrases that are strongly supported by context. Some test takers may understand simple instructions such as 'Stop,' 'No exit,' especially with illustrations to help understanding. Occasionally they may be able to understand material longer than a single phrase. Some test takers may only be able to recognise letters of the alphabet.

Reading Score Range: scaled score 19 to 33

Test takers in this score range can typically identify familiar words and phrases in very short texts written with very common vocabulary and basic grammatical structures. They can understand some simple language on familiar topics. Typically test takers in this score range can understand very short texts on familiar topics. They can understand some simple phrases and sentences, especially those supported by visual cues and common formats. For example they can identify some details of written language on signs and in schedules. They may understand the overall meaning of simple texts by recognising common words and phrases.

Reading Score Range: scaled score 34 to 44

Test takers in this score range can typically understand short texts written with common vocabulary and basic grammatical structures. They can understand simple language used to describe familiar topics. Typically test takers in this score range understand writing that is short and simple. They can understand the overall meaning of written language in a variety of formats such as e-mails, letters, and Web pages. They are developing familiarity with the basic organisation of texts in English and can sometimes use this knowledge to support their understanding. They can usually understand both the overall meaning and the purpose of written communication on familiar topics such as family, shopping, and employment. Most of the time, test takers can understand simple sentences and simple grammatical structures, and they may occasionally understand a limited range of complex sentences.

Reading Score Range: scaled score 45 to 50

Test takers in this score range can understand short written texts in personal, public, and familiar workplace contexts and across a range of formats. Typically test takers in this score range can understand a variety of common texts such as Web pages, letters, and articles written in formal and informal styles. They are familiar with the basic organisation of short texts in English and can use this knowledge to support their understanding. They can understand vocabulary related to concrete topics as well as some abstract topics related to everyday life. They are familiar with a variety of grammatical structures and are developing the ability to understand complex sentences and structures. They can connect information across sentences.

They can understand overall meaning, purpose, and many details. They can sometimes understand meaning that is implied rather than directly stated.

Abilities measured

In addition to Listening and Reading scores and combined test scores, the score certificate will also include the percentage of questions the test taker answered correctly for specific abilities measured. This percentage can be compared only with the percentage score of test takers who have taken the same test form. The abilities measured are calculated by the “percentage of items answered correctly.” For example, if in one form there are 20 items to measure one type of ability, and a candidate answered 11 out of 20 items correctly, the percent correct score is 55%. Unlike scaled scores, these percentages are not converted to a common scale and cannot be compared across test forms.

Test takers’ performance on different abilities measured may give you an idea of their strengths in specific language areas. For example, their percentage on one ability measured may indicate how well they understand English grammar. Their percentage on another ability measured may tell you about their understanding of vocabulary.

Test takers will receive an ability measured percentage in each of the following areas:

- **Appropriate Response:** how well you identified an appropriate spoken response to a speaker in a brief spoken exchange.
- **Short Dialogue or Conversation:** how well you understood a short dialogue or conversation, spoken slowly.
- **Short Monologue:** how well you understood a short talk spoken slowly by one speaker.
- **Listening for Main Idea or Stated Fact:** how well you understood the main idea or stated facts in short conversations and talks.
- **Vocabulary:** how well you understood words or short phrases in simple written sentences.
- **Grammar:** how well you understood the form, meaning, and use of simple grammatical structures in simple written sentences.
- **Reading for Main Idea or Stated Fact:** how well you understood the main idea or stated facts in short written texts.
- **Short Informational Written Texts:** how well you understood short, informational, descriptive, and expository written texts.

TOEIC Bridge Listening and Reading test scores are more reliable than TOEIC Bridge Listening and Reading abilities measured percentages. For this reason, it is not recommended that abilities measured percentages be used in decision-making.

Repeat test takers

Test takers who take another version of the TOEIC Bridge Listening and Reading test may obtain slightly different scores from those they received the first time. A question like this may arise, “How much of a difference must there be between two Listening scores or between two Reading scores before I can say that there is a real difference in my level of proficiency?” This question involves two independent tests given at two different times. The error of measurement associated with the score obtained from one administration is called the Standard Error of Measurement (SEM). The errors of measurement associated with two administrations are called the Standard Error of Difference (SEdiff). The SEdiff for each of the TOEIC Bridge Listening and Reading tests is about 4 scaled score points.

Another question may arise: “If a person began training with a Listening score of 30 and, following training, received a score of 36 on a different test form, has that test taker really improved in Listening or is this

increase just a statistical fluke or chance?” To determine whether this is a true increase in the TOEIC Bridge score, the test taker would construct a band of ± 1 SEdiff, or ± 4 points, around the obtained scores. In this example, the test taker has truly improved because the post training score fell outside the SEdiff (i.e., 26-34). Using this band, we can say with 68 percent confidence that the test taker’s proficiency level has truly increased in the time between the two test administrations.

Score holds and cancellations

ETS and your EPN member reserve the right to take any and all actions—including, but not limited to, barring test takers from future testing and/or withholding or cancelling scores—for failure to comply with test administration regulations or the test administrator’s directions or where the validity of the scores is questionable. If a test taker’s scores are cancelled, they will not be reported, and the test taker’s registration and test fee will not be refunded.

ETS and your EPN member make every effort to report scores that accurately reflect the performance of every test taker. Accordingly, ETS standards and procedures for administering tests have two primary goals: to give all test takers equivalent opportunities to demonstrate their abilities, and to prevent any test taker from gaining an unfair advantage over others. To promote these objectives, ETS and your EPN member reserve the right to withhold scores from reporting or cancel any test score when, in their judgment, a testing irregularity occurs, there is an apparent discrepancy in a test taker’s identification, a test taker engages in misconduct, or the score is invalid for another reason. Reviews of scores by ETS are confidential.

When, for any of the aforementioned reasons, ETS or your EPN member cancels a test score that has already been reported, score recipients are notified that the score has been cancelled, but the reason for cancellation is not disclosed except when authorised by the test taker or in certain group cases.

Score verification

If the score user believes that a score does not accurately reflect the test taker’s ability in English, the score user may contact the local EPN member to verify score results. Scores can be verified up to two years after the date of the test administration.

Test score data retention

Scores are used to measure a test taker’s English proficiency at the time that a test is administered. Because English-language skills may improve or decline over time, a score report will not be reissued if two years have passed since taking the test. ETS does not require testing centres to retain test administration data beyond two years.

Use of TOEIC Bridge Listening and Reading test scores

Test fairness

The TOEIC® programme and its authorised local EPN member have taken steps to ensure, to the extent possible, that tests and test scores are fair for all test takers, regardless of gender, age, nationality, and test taker industry background.

All of our products and services—including individual test questions, assessments, instructional materials, and publications—are evaluated during development to ensure that they:

- Are not offensive or controversial;
- Do not reinforce stereotypical views of any group;
- Are free of racial, ethnic, gender, socioeconomic, and other forms of bias;
- Are free of content believed to be inappropriate or derogatory toward any group.

All ETS tests and other products undergo rigorous, formal reviews to ensure adherence to our standards for quality and fairness, which are set forth in three publications that can be found on our website,

www.ets.org:

ETS Standards for Quality and Fairness

- Every test ETS produces must meet the exacting criteria of our Standards for Quality and Fairness. These standards reflect our commitment to producing fair, valid, and reliable tests that can stand up to the most intense scrutiny, either in the courtroom or in the court of public opinion.
- The ETS Office of Professional Standards Compliance audits each ETS testing programme to ensure its adherence to the ETS Standards for Quality and Fairness.

ETS Fairness Review Guidelines

- The ETS Fairness Review Guidelines identify aspects of test questions that might prevent people in various groups from performing at optimal levels.
- Fairness reviews are conducted by specially trained reviewers.

ETS International Principles for Fairness Review of Assessments

- The International Principles for Fairness Review of Assessments are designed to ensure that our tests and related products are fair and appropriate for the culture and country in which they are used.

Every member of the ETS staff responsible for writing and reviewing test questions undergoes extensive training in our fairness review process. Our commitment to fairness helps distinguish ETS from other assessment companies.

Policies and guidelines for the use of TOEIC Bridge Listening and Reading scores

Introduction

These guidelines are designed to provide information about the appropriate use of TOEIC Bridge Listening and Reading test scores for corporations or schools that use the scores in making school- or employment-related decisions. They are also intended to protect test takers from unfair decisions that may result from the inappropriate use of scores. Adherence to the guidelines is important.

The TOEIC® programme and its authorised local EPN member have a particular obligation to inform users of the appropriate uses of TOEIC Bridge Listening and Reading test scores and to identify and rectify instances of misuse. To this end, the following policies and guidelines are available to all TOEIC Bridge Listening and Reading test takers, institutions, and organisations that are recipients of TOEIC Bridge Listening and Reading scores.

Policies

In recognition of their obligation to ensure the appropriate use of TOEIC Bridge Listening and Reading scores, the TOEIC programme and its authorised EPN members developed policies designed to make score certificates and reports available only to approved recipients, to encourage these organisational score users to become knowledgeable about the validity of the tests, to protect the confidentiality of test takers' scores, and to follow up on cases of possible misuse of scores. The policies are discussed below.

Confidentiality

- TOEIC Bridge Listening and Reading scores, whether reported for an individual or aggregated for an institution, are confidential and can be released only by authorisation of the individual or institution or by compulsion of legal process.

We recognise the test taker's right to privacy with regard to information that is stored in data or research files held by ETS and its local EPN member, and our responsibility to protect test takers from unauthorised disclosure of the information. For more information please visit www.ets.org/legal/privacy.

Encouragement of appropriate use and investigation of reported misuse.

- All organisational users of TOEIC Bridge Listening and Reading test scores have an obligation to use the scores in accordance with the guidelines on this page, i.e., using multiple criteria in decision making, accepting only official TOEIC Bridge Listening and Reading scores, and maintaining confidentiality. Organisations have a responsibility to ensure that all individuals using TOEIC Bridge Listening and Reading test scores are aware of these guidelines and to monitor the use of the scores, correcting instances of misuse when they are identified. The TOEIC programme and its local EPN member are available to assist institutions in resolving score-misuse issues.

Guidelines

• Use Multiple Criteria

Regardless of the decision to be made, multiple sources of information should be used to ensure fairness and to balance the limitations of any single measure of knowledge, skills, or abilities. These sources may include graduate or undergraduate grade point average, years of experience in the target position, and recommendations from past supervisors and colleagues. When used in conjunction with other criteria, TOEIC Bridge Listening and Reading test scores can be a powerful tool in making school- or employment-related decisions.

- **Accept Only Official TOEIC Bridge Score Certificates**

The only official reports of TOEIC Bridge Listening and Reading test scores are Official Score Certificates issued by authorised local EPN members or by ETS. If an organisation administers a TOEIC Bridge Listening and Reading test internally, with ETS knowledge and approval, it can obtain and keep score reports of that test administration. Scores obtained from other sources should not be accepted. If there is a question about the authenticity of a score certificate, the question should be referred to the authorised local EPN member, who will then verify the accuracy of the scores and the validity of the score certificate.

- **Maintain confidentiality of TOEIC Bridge Listening and Reading test scores**

All individuals who have access to TOEIC Bridge Listening and Reading test scores should be aware of the confidential nature of the scores and agree to maintain their confidentiality. Policies should be developed and implemented to ensure that confidentiality is maintained.

Appropriate use and misuse of *TOEIC Bridge* test scores

The suitability of the TOEIC Bridge Listening and Reading test should be explicitly examined before test scores are used for a particular purpose. The following list of appropriate uses of TOEIC Bridge Listening and Reading test scores is based on the policies and guidelines outlined on the previous page. The list is meant to be illustrative, not exhaustive, in nature. There may be other appropriate uses of TOEIC Bridge Listening and Reading scores, but any uses other than those listed on this page should be discussed in advance with TOEIC® programme and your local EPN member to determine their appropriateness.

If a use other than those listed is contemplated, it is important to validate the use of scores for that purpose. The TOEIC programme and your local EPN member will provide advice on the design of such validity studies.

Appropriate uses

Used along with other sources of information, and provided all applicable guidelines are followed, TOEIC Bridge Listening and Reading test scores are suitable for the following purposes:

- To verify current level of proficiency to determine readiness for more advanced study;
- To make selection decisions in contexts where everyday English language proficiency is desirable or needed;
- To make placement decisions for instructional or training purposes.

Misuse

Uses of the TOEIC Bridge Listening and Reading test other than those listed in the Appropriate Uses section should be avoided unless authorised by ETS or your local EPN member.

Statistical characteristics of the TOEIC Bridge Listening and Reading test

Population defined

The TOEIC Bridge Listening and Reading test is designed to measure emerging English-language proficiency of users of English as a second or foreign language in the context of everyday life. Learners of foundational English-language communication skills take the test to have their skills assessed. The major countries in which the test is administered are Korea, Japan, Vietnam, Taiwan, Hong Kong, France, and Chile.

Intercorrelations among scores

The average correlation between the scores of the TOEIC Bridge Listening and Reading test is approximately 0.78 and up. This value indicates that there is a reasonably high relationship between a test taker's performance on the Listening test and the test taker's performance on the Reading test.

Reliability

Reliability is defined as the proportion of observed score variance that is due to true score variance. It is an indicator of the extent to which test scores will be consistent across different conditions of administration and/or administration of alternate forms of a test. The type of reliability used in the TOEIC Bridge Listening and Reading test is reported as an internal consistency measure using the KR-20 reliability index. The KR-20 reliability index assesses the extent to which all items measure the same construct. The more homogeneous the test items, the more consistently the test takers will perform. The reliability of the TOEIC Bridge Listening and Reading test scores in the norming samples was .90.

Standard Error of Measurement

Errors of measurement occur when a test taker performs differently on one occasion or test form than on another for reasons that may or may not be related to the purpose of the test. A person may try harder, be more (or less) tired or anxious compared to some other occasion, have greater familiarity with the content of questions on one test form than on another test form, or simply guess more questions correctly on one occasion than on another. These reasons for inconsistency are generally referred to as errors of measurement. The Standard Error of Measurement (SEM) is an estimate of average difference between true scores and obtained test scores, and is about 3 scaled score points for each of the TOEIC Bridge Listening and Reading tests. A test taker's true score could be estimated by ± 3 scaled score points around the test score obtained from one administration. For example, if a test taker obtains a scaled score of 30 on the TOEIC Bridge Listening test, 68% of the time the test taker's true score will fluctuate between approximately 27 and 33.

Research

Mapping TOEIC Bridge Listening and Reading test scores onto levels of the Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference (CEFR) for Languages: Learning, Teaching, Assessment provides a common basis for describing the skills needed to reach different levels of language proficiency, and is used by language instructors, educators, curriculum designers and agencies working in the field of language development. The CEFR describes language proficiency in listening, reading, speaking and writing on a six-level scale:

- **A1–A2** (Basic User);
- **B1–B2** (Independent User);
- **C1–C2** (Proficient User).

The CEFR provides a descriptive context that may be used to interpret the meaning and practical significance of scores on language tests. When language test scores can be related to CEFR levels, and this relationship can be adequately justified, the meaning of test scores and what candidates at minimum score levels are likely able to do may be clearer.

In 2018, ETS conducted a standard-setting study to identify the minimum scores on the TOEIC Bridge test corresponding to the levels of language proficiency targeted by the test, A1 to B1. Standard setting is the process by which a panel of informed experts makes score requirement recommendations that correspond with the level of knowledge, skill, proficiency, mastery or readiness candidates need in order to be placed in a certain category or level. The end result of standard setting is a recommended minimum score requirement, or cut score. The minimum scores for each CEFR level in this particular study are presented as the lower limits of the level for each test section.

This study used panels of experts, one panel for each of the TOEIC Bridge tests. Each panel consisted of 14 or 15 experts with extensive experience (on average, 14 years) in English language teaching, curriculum development, and/or assessment.

The expert panels were asked to recommend minimum test scores (cut scores) for each of three main CEFR levels (A1, A2, and B1) and two “plus” levels (A2+ and B1+). A subsequent analysis of classification consistency and accuracy based on these recommendations indicated that it would be appropriate to recommend a cut score for the three main levels only (A1, A2, and B1). The table below presents the recommended minimum score at each of these three CEFR levels for the tests reviewed.

Test Name	A1	A2	B1
TOEIC Bridge Listening Test	16	26	39
TOEIC Bridge Reading Test	19	34	45

(Table entries are minimum scores needed to be categorised in the level specified.)

Employers, institutions, English programmes and learners can interpret the recommended minimum scores on the redesigned TOEIC Bridge test by referring to the global descriptors and other tables in the CEFR (<https://www.coe.int/en/web/language-policy/home>).

Although the mapping of TOEIC Bridge scores to selected CEFR levels may be useful in helping to interpret the meaning of scores, it is important to remember the following: Although the results represent the recommendations of informed experts using recognised standard setting approaches, they should be considered guidelines only, not absolute, unequivocal standards, because neither test scores nor the judgments of experts are perfectly reliable. Thus, other independent evidence to support the results of this study is desirable. This evidence might include, for example, comparisons of performance on the TOEIC Bridge test with test taker self-ratings of language proficiency and with instructor ratings of test taker language proficiency to confirm the test score levels recommended by experts.

Validity studies

One kind of evidence that has proven useful in establishing the meaning, or validity, of TOEIC® scores has come from test takers themselves in the form of self-assessments of their own language skills (for example, Powers, Kim, and Weng, 2008). There is a good deal of very solid research on the use of self-assessments, and it comes from a variety of fields – higher education (Falchikov & Boud, 1989), personality research (Ackerman, 2002), occupational psychology (Mabe & West, 1982), and language learning (Ross, 1998), to name but a few. Self-assessments have been shown to be valid in a variety of contexts, especially in the assessment of language skills. In this regard, Upshur (1975) noted that language learners often have more complete access to the full spectrum of their successes and failures than do third-party assessors, who may hold a much narrower view of an individual’s language skills. Similarly, Shrauger and Osberg (1981) noted that people are often active observers of their own behaviour, and they often have extensive data on which to base their judgments (often much more than do external evaluators). But just as self-assessments enjoy considerable justification for their use, clearly they also have a number of potentially serious limitations. Chief among them, of course, is that people don’t always perceive themselves objectively. They may tend to exaggerate their skills and abilities when reporting them – either intentionally or unintentionally – or they may be inclined to present themselves in socially desirable ways. It is probably unwise therefore to trust the results of self-assessments unconditionally. Nonetheless, we’ve felt that, all in all, self-assessments constitute a useful criterion against which to judge the validity of TOEIC scores.

In 2018, the TOEIC Bridge Listening and Reading test was administered to thousands of test takers internationally. Test takers in Japan and Taiwan (n=5485) provided valid responses to a research survey after completing the TOEIC Bridge Listening and Reading test. Survey participants completed a self-assessment questionnaire, administered in their first language, which requested self-evaluations of their ability to perform (either easily, with little difficulty, with some difficulty, with great difficulty, or not at all) each of a variety of practical, everyday listening and reading tasks in English. TOEIC® Listening and Reading test scores and self-assessments of the ability to perform listening and reading tasks were correlated ($r = .55$ and $.54$, respectively). As a measure of the relationship between two variables, these correlations (which can range from -1.00 to $+1.00$) are practically meaningful by virtue of several commonly used metrics. For instance, by conventional standards, correlations of $.50$ and above in social science research have been considered to be “large” (Cohen, 1988). Moreover, the correlations observed here compare very favourably with those typically observed in validity studies that have used other kinds of criteria such as course grades, faculty ratings, and degree completion. For example, in a large-scale meta-analysis by Kuncel and Hezlett (2007), the most predictable of several criteria considered was first-year grade average. First year grades correlated, on average, about $.45$ with a variety of different kinds of tests.

Equally important, for most of the language tasks, higher-performing TOEIC Bridge test takers were much more likely to report that they could perform the task. Test taker self-assessments for selected tasks that reflect the range of tasks are shown on the next page. Complete details for all tasks are available from the TOEIC programme and will be published in a forthcoming research report.

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Publications

EPN members for the TOEIC Bridge test can provide the following materials:

- TOEIC Bridge Listening and Reading Examinee Handbook

A complete description of the test and its uses intended for test takers.

- TOEIC Bridge Listening and Reading Sample Tests

A sample test booklet containing 22 questions, accompanied by a 10-minute CD.

- TOEIC Bridge Listening and Reading test Administration Procedures

The Test Administration Procedures outline security considerations, test taker seating assignments, irregularity reporting, and other important administration instructions needed to administer the TOEIC Bridge Listening and Reading test. It is intended for those who will be administering the test onsite.

- TOEIC Bridge Listening and Reading test Administration Supplement

This manual provides specific information about the responsibilities of the test administrator, including procedures that administrators should follow before, during, and after a test administration, and suggestions to help the administrator carry out these responsibilities smoothly and effectively. This manual should be supplied along with the Test Administration Procedures.

Contacting the TOEIC® Programme

For more information about TOEIC Bridge Listening and Reading test, please visit us online at www.etsglobal.org.

Test takers can provide comments during the testing administration by asking the test supervisor for the Candidate Comment Form.

If you have additional questions or comments regarding the TOEIC Bridge Listening and Reading test, please contact your ETS Preferred Associate or:

TOEIC Programme,

ETS Global, 24 rue Chauchat, 75009 Paris – France,
or e-mail us at contact-emea@etsglobal.org.

For more than 40 years as an industry leader, the *TOEIC*[®] programme has set the global standard for assessing English-language communication skills needed in the workplace and everyday life. The TOEIC assessments are the most widely used around the world with 14,000+ organisations across more than 160 countries trusting TOEIC test Scores to inform the decisions that matter.

At non-profit ETS, our mission is to help advance quality and equity in education by providing fair and valid assessments, research and related services. Our products and services measure knowledge and skills, promote learning and performance, and support education and professional development for all people worldwide.

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