



SCORE USER GUIDE

TOEIC Bridge®

SPEAKING

&

WRITING

TESTS



COMPUTER-DELIVERED TESTING

REDESIGNED

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For more information, visit us online at <http://www.ets.org/toeic/bridge> or contact your local EPN member.

A list of local EPN members can be found at www.TOEICglobal.com/contact.

If there is no EPN member in your country, please contact us at:

Mail

TOEIC® Program
Educational Testing Service
Rosedale Road • Princeton, NJ, USA 08541

Phone: 1-609-771-7170

Fax: 1-973-735-1903

Email: TOEIC@ets.org

Foreword

The *TOEIC Bridge® Speaking and Writing Score User Guide* was prepared for testing centers, companies, schools, ETS Preferred Network (EPN) members, and others who have an interest in the *TOEIC Bridge®* Speaking and Writing tests. This User Guide describes the uses of the TOEIC Bridge Speaking and Writing tests and explains how they are 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 at www.TOEICGlobal.com/contact.

Overview

The *TOEIC Bridge*® Tests

The *TOEIC Bridge*® tests, created by ETS, are English-language proficiency tests for people whose native language is not English. They were 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* tests provide a reliable and valid picture of learners' basic- to intermediate-level English communication skills.

The *TOEIC Bridge* tests are part of the *TOEIC*® program which also includes the *TOEIC* tests. The *TOEIC* tests consist of *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 the *TOEIC Bridge* tests that measure basic- to intermediate-level English communication skills for everyday life.

ETS

At nonprofit 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 organization, we stay true to that heritage of pushing the boundaries of our industry. We do this by driving innovation in assessment and by conducting groundbreaking research that helps individuals, educators and government agencies around the world find new ways to advance learning for all.

Development of the *TOEIC Bridge*® Speaking and Writing Tests

The *TOEIC Bridge*® Speaking and Writing tests were designed to help score users make selection and placement decisions about test takers with basic- to intermediate-level English communication skills. It was 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* Speaking and Writing tests, but the *TOEIC Bridge* Speaking and Writing tests are 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 coworkers.

Questions for the *TOEIC Bridge* Speaking and Writing tests 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*® Speaking and Writing tests?

- 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* Speaking and Writing scores?

As a fair and objective measure of foundational English communication skills, the *TOEIC Bridge*® Speaking and Writing tests 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

Overview of the *TOEIC Bridge*® Speaking and Writing Tests

Test Content

These are some examples of the settings and situations found in *TOEIC Bridge*® Speaking and Writing tests questions:

- **Activities:** hobbies, sports, daily routines, free-time activities
- **Dining:** lunches and dinners, restaurants, reservations, picnics
- **Entertainment:** cinema, theater, 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 programs, 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

Timing of the Test

The *TOEIC Bridge* Speaking and Writing tests are timed tests. On the *TOEIC Bridge* Speaking and Writing tests, test takers have a given amount of time for each test question. Test takers cannot move to the next test question if they finish a question early, skip test questions, or return to previously viewed test questions.

TOEIC Bridge® Speaking and Writing 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*® Speaking test is intended to measure the ability of basic- to intermediate-level English language learners to carry out spoken communication tasks in personal, public, and familiar workplace contexts. This includes the ability to communicate immediate needs, provide basic information, and interact on topics of personal interest with people who are speaking clearly. Test takers can answer simple questions on familiar topics and use phrases and sentences to describe everyday events. They can provide brief reasons for and explanations of their opinions and plans and narrate simple stories.

Using spoken English, test takers can perform simple communication tasks demonstrating the ability to:

- ask for and provide basic information
- describe people, places, objects, places, activities
- express an opinion or plan and give a reason for it
- give simple directions

- make simple requests, offers, and suggestions
- narrate and sequence simple events

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

- use high-frequency vocabulary appropriate to a task
- use common grammar structures to contribute to overall meaning
- use simple transitions to connect ideas (e.g., so, but, after)
- pronounce words in a way that is intelligible to proficient users of English, using intonation, stress, and pauses to pace speech and contribute to comprehensibility
- produce speech that is appropriate to the communication goal

The *TOEIC Bridge*® Speaking test consists of 8 questions and takes approximately 15 minutes. The following table shows how the tasks in the *TOEIC Bridge* Speaking test are organized.

Question	Task Type
1–2	Read a Short Text Aloud
3–4	Describe a Photograph
5	Listen and Retell
6	Short Interaction
7	Tell a Story
8	Make and Support a Recommendation

The *TOEIC Bridge*® Writing test is intended to measure the ability of basic- to intermediate-level English language learners to carry out written communication tasks in personal, public, and familiar workplace contexts. This includes the ability to use high-frequency vocabulary and basic grammar structures to produce phrases, sentences, and paragraphs on subjects that are familiar or of personal interest. Test takers can write notes and messages relating to matters of immediate need. They can write simple texts such as personal letters describing experiences and giving simple opinions.

Using written English, test takers can perform simple communication tasks demonstrating the ability to:

- ask for and provide basic information
- make simple requests, offers, and suggestions; express thanks
- express a simple opinion and give a reason for it
- describe people, objects, places, activities
- narrate and sequence simple events

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

- use high-frequency vocabulary appropriate to a task
- write a sentence using simple word order, such as SVO, interrogatives, imperatives; use common grammatical structures to contribute to meaning
- arrange ideas using appropriate connectors (e.g., for example, in addition, finally); sequence ideas to facilitate understanding

- control of mechanical conventions of English (spelling, punctuation, and capitalization) that facilitates comprehensibility of text
- produce text that is appropriate to the communication goal

The *TOEIC Bridge*® Writing test consists of 9 questions and takes approximately 37 minutes to complete. The following table shows the tasks in the *TOEIC Bridge* Writing test are organized.

Question	Task Type
1–3	Build a Sentence
4–6	Write a Sentence
7	Respond to a Brief Message
8	Write a Narrative
9	Respond to an Extended Message

Preparing to Take the *TOEIC Bridge*® Speaking and Writing Tests

The *TOEIC Bridge*® Speaking and Writing tests are 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* Speaking and Writing tests, the test taker should read the *TOEIC Bridge*® *Speaking and Writing Examinee Handbook* to become familiar with test directions and format. 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*® Speaking and Writing Tests

Where are the *TOEIC Bridge*® Speaking and Writing Tests Offered?

The *TOEIC Bridge*® Speaking and Writing tests are available throughout the world. Testing can be arranged through schools, corporations or other organizations that ask students or employees to take the *TOEIC Bridge* Speaking and Writing tests.

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

Registration

Registration is handled through the local EPN member.

Test Security

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

Test Center Procedures

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

- No test taker will be admitted after the test start time.

- Note taking is allowed. Scratch paper will be provided. Test takers may not bring their own.
- No books, dictionaries, outside papers or notes, rulers, calculators, watch alarms, mobile phones, listening devices, recording or photographic equipment, or aids of any kind are allowed in the testing room.
- 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* Speaking and Writing tests. If a test taker must leave the testing room, he/she is required to give the supervisor identification document(s) before leaving the room. It will not be possible to make up the time lost.

Dismissal from Test Session

A test administrator/supervisor is authorized to dismiss a test taker from a test session, or scores may be canceled, 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 tests(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, unauthorized 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 handheld electronic or photographic devices.

- Creating a disturbance. Disruptive behavior in any form will not be tolerated; the test administrator/supervisor has sole discretion in determining what constitutes disruptive behavior.
- 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 center.
- 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.
- Tampering with a computer.
- Taking a weapon or firearm into the test center.
- Taking food, drink, or tobacco into the testing room.
- Leaving the test center 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 center 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 authorized 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 member reserve the right to take any and all actions—including, but not limited to, barring a test taker from future testing and/or withholding or canceling 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 canceled, 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. Depending on whether the testing is within or outside the test taker's country of citizenship, he/she must also read either Part 2 or Part 3, as appropriate.

Part 1: Information for All Test Takers

- Test takers must have acceptable and valid ID with a signature and photograph to be admitted to a test center. Identification requirements are strictly enforced. It is the test taker's responsibility to read and understand the instructions and requirements.
- Test takers who arrive at the test center without the required identification will not be admitted by the test administrator, cannot take the test, and will forfeit their test fee.

When registering for a test session, **test takers must use exactly the same name that appears on the primary identification document they will present at the test center.** They must make sure to provide their entire first name (given name) and entire surname (family name). Test takers **must not** register under a nickname. If the name shown on their primary identification does not match the name used at registration, they will not be permitted to participate in the test session.

- Only misspellings of a test taker’s name can be corrected at check-in—**name changes will not be made**. If a test taker’s name has changed for any reason, including marriage, he/she must still present primary identification in the name under which he/she registered, or he/she will not be permitted to participate in the test session.
- If the test center administrator questions the ID the test taker presents, the test taker will be required to present additional proof of identity.
- If positive confirmation cannot be made, the test taker may be refused admission to the test center and forfeit the test fee. Admittance to the test center does not imply that a test taker’s form of identification is valid or that the test taker’s scores will be reported.

Test center personnel will check each test taker’s identification before assigning seats at the test center. The administrator will also check the signature to verify that the test taker is the person in the photo identification.

Acceptable Primary Identification Documents

- Passport with photograph and signature
- Driver’s license with photograph and signature
- State identification with photograph and signature
- National identification with photograph and signature
- Military identification with photograph and signature

Acceptable Secondary Identification Documents

If a test taker’s primary identification is missing either a photograph or signature, one of the following secondary IDs can be used to meet the photograph or signature requirement. One of the following secondary IDs must be presented in

addition to your primary ID. 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**

Unacceptable Identification Documents

- Any expired ID
- Draft classification card
- Credit or debit card of any kind
- 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

Test takers who cannot meet the specified ID requirements or who have questions about ID can contact their local EPN member before registering for the test(s).

Part 2: If Testing WITHIN the Test Taker’s Country of Citizenship

Only one form of primary ID is needed if the test taker’s primary ID document contains a photograph and signature. Please see the list of acceptable primary ID documents above. However, if the test administrator has any concerns about the primary ID document, the test taker will be required to present a secondary ID from the list above.

If the primary ID does not contain the test taker's signature, that individual 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, recognizable photograph and the test taker's signature. If the test taker does not have an ID with a photograph and a signature, then the test taker must present two primary ID documents with a photograph.

Part 3: If Testing OUTSIDE the Test Taker's Country of Citizenship

The test taker **must present his/her passport** as the primary identification document (citizens of European Union, Schengen Zone, Gulf Cooperation Council (GCC) Arab Countries or Mercosur Countries, see special requirements on this page). If the test taker does not meet this requirement, the test taker's scores may not be reported.

If the passport is not written in **English-language letters**, the test taker must also present an additional ID from the list of secondary identification documents (see "Acceptable Secondary Identification Documents" on the previous page) that contains a recent, recognizable photograph and is in English.

If the passport **does not contain the test taker's signature**, he/she must either sign the passport or present an additional ID from the list of secondary identification documents (see "Acceptable Secondary Identification Documents" on the previous page).

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

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

If a test taker is testing in a European Union, Schengen Zone, Mercosur or Arab States of the Gulf (GCC) country other than the one where he/

she resides, the test taker can use his/her valid national or European identity card, if he/she have one. The card must contain the test taker's name, a recent, recognizable photograph, date of birth and signature. If this ID does not contain all of these elements, the test taker will be required to present a supplemental ID.

Disabilities

The *TOEIC*® program and its local EPN member, in response to requests from individuals with disabilities, will make special arrangements with test center supervisors to administer the *TOEIC Bridge*® Speaking and Writing tests with accommodations. Among the accommodations that can be provided are extended testing time, breaks, a test reader, large print, braille and other aids customarily used by the test taker. All requests for accommodations must be approved in accordance with TOEIC program 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® Speaking and Writing Tests Results

Rating of TOEIC Bridge® Speaking and Writing Responses

Speaking

TOEIC Bridge® Speaking test responses are digitally recorded and sent to ETS's Online Network for Evaluation where they are scored by certified ETS raters. The TOEIC Bridge Speaking test contains 6 different task types. The first four task types (questions 1–6) are rated on a scale of 0 to 3 and the last two task types (questions 7–8) are rated on a scale of 0 to 4.

Responses for the Read a Short Text Aloud task type are scored on overall intelligibility—that is pronunciation, intonation, and stress. For all other task types on the TOEIC Bridge Speaking test, raters evaluate the test taker's abilities in task appropriateness, delivery, and language use. For task appropriateness, raters consider whether the test taker has addressed the task and conveyed the relevant information. They also consider whether the test taker has effectively synthesized the information in the integrated skills tasks. Raters evaluate if the delivery of the response is clear and smooth, and whether it is consistent throughout the response for overall intelligibility. Lastly, raters evaluate the range and accuracy of the test taker's vocabulary and grammar.

Writing

TOEIC Bridge® Writing test responses are also sent to ETS's Online Network for Evaluation where they are scored by certified ETS raters, except for Build a Sentence responses which are not scored by raters. The TOEIC Bridge Writing test contains 5 different task types. The first task type (questions 1–3) is scored from 0 to 2. The next three task types (questions 4–8) are rated on a scale of 0 to 3 and the last task type (question 9) is rated on a scale of 0 to 4.

The responses to the Build a Sentence task type are scored by machine and are evaluated on grammar—specifically word order—as correct or incorrect. The Write a Sentence task type is scored on grammar and completion of the task. The responses for Respond to a Brief Message task type are scored on task completion and language use. The responses for Write a Narrative task type are scored on task completion, language use, and logical sequence, and the responses for Respond to an Extended Message task type are scored on task completion, language use, and organization.

Reporting

For score reporting schedules, contact your local EPN member.

Score Certificate

TOEIC Bridge® Speaking and Writing Official Score Certificates are issued after a public test administration to report test takers' scores.

ETS TOEIC Bridge Speaking and Writing
OFFICIAL SCORE CERTIFICATE

NAME: TEST TAKER
DATE OF BIRTH: 1989/1/03 TEST DATE: 2018/03/01 REGISTRATION NUMBER: 000033

Speaking 27
Writing 36
TEST SCORE 63

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Speaking
Your score range: 23 – 36

Writing
Your score range: 32 – 42

Note: TOEIC Bridge® scores more than two years old cannot be reported or validated.

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The *TOEIC Bridge*® Speaking and Writing Official Score Certificate features:

- The test taker’s name and date of birth
- The test taker’s *Speaking* test score, *Writing* test score, and combined *Test Score*
- Proficiency descriptors
- A watermark on the back of the certificate

Release of Test Results

With some exceptions, depending on local conditions, the *TOEIC Bridge*® Speaking and Writing Score Report is sent to test takers within 14 business days.

Passing the *TOEIC Bridge*® Speaking and Writing Tests

The *TOEIC Bridge* Speaking and Writing tests are not the kind of tests that one “passes” or “fails.” Not every job or task requires the same level of English-language proficiency. The *TOEIC Bridge* Speaking and Writing tests enable 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

A *TOEIC Bridge*® Speaking score and a *TOEIC Bridge*® Writing score will be reported separately and should not be compared to each other. If both tests are taken, a combined score, which is the sum of the Speaking score and the Writing score, will also be given. If you have any questions about score interpretation, please contact your local EPN member.

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 speaking and writing 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 Speaking and/or Writing. There are four possible score range proficiency descriptors for the Speaking test and four possible score range proficiency descriptors for the Writing test. Proficiency descriptors for the Speaking test should not be compared to proficiency descriptors for the Writing test.

<i>TOEIC Bridge</i> ® Speaking Scaled Score Ranges	<i>TOEIC Bridge</i> ® Writing Scaled Score Ranges
15–22	15–19
23–36	20–31
37–42	32–42
43–50	43–50

The proficiency descriptor corresponds to a scaled score range and describes the general skills and proficiencies in spoken or written 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 speak or write in English.

Speaking

Speaking Score Range: scaled score 15 to 22

Test takers in this score range are developing the ability to produce words and short phrases.

Test takers in this score range can occasionally use simple words or phrases to identify people, objects, places, and activities that are highly familiar. They are developing the ability to read short texts aloud.

Speaking Score Range: scaled score 23 to 36

Test takers in this score range can typically use spoken English to perform very familiar and routine social interactions. They can use common and some high-frequency words and simple phrases, and they have limited control of simple structures. Listener effort is typically needed to understand the test taker's meaning due to issues with pronunciation, intonation, word stress, choice of vocabulary, and/or use of grammatical structures.

- Test takers in this score range can occasionally ask for and provide basic information.
- Test takers in this score range are developing the ability to describe people, objects, places and activities.
- Test takers in this score range can sometimes express basic preferences, likes, and dislikes about very familiar topics.
- Test takers in this score range can occasionally give a basic description of simple and very familiar events.

Speaking Score Range: scaled score 37 to 42

Test takers in this score range can typically use spoken English to perform simple communication tasks involving familiar everyday activities, experiences, wants, and needs. They can use phrases, short sentences, and some longer sentences. They have some control over simple grammatical structures and vocabulary. At times, listener effort may be needed to understand the test taker's meaning due to occasional issues with pronunciation, intonation, word stress, choice of vocabulary, and/or use of grammatical structures.

- Test takers in this score range can typically ask for and provide simple and direct information.
- Test takers in this score range can usually give basic descriptions of people, objects, places, and activities, though meaning may be obscured at times.

- Test takers in this score range can typically sequence simple events to tell a story, but part of the story may be unclear. The test taker can use simple, linear connectors like "and" or "then."
- Test takers in this score range can typically ask and answer questions and make simple requests, offers, and suggestions, but attempts may be incomplete or unclear at times.
- Test takers in this score range can sometimes express a simple opinion or recommendation, but they may only be able to provide limited support for the recommendation.

Speaking Score Range: scaled score 43 to 50

Test takers in this score range can typically use spoken English to perform a variety of communicative tasks relevant to everyday life and the speaker's areas of interest. When needed, they can combine sentences to produce connected discourse. Their use of common vocabulary is appropriate. They have good control of simple sentence structures and some control of more complicated sentence structures. Some errors may occur that do not affect meaning. Pronunciation, intonation, and word stress is generally intelligible, but may require some listener effort.

- Test takers in this score range can ask for and provide basic information.
- Test takers in this score range can describe objects and people performing activities.
- Test takers in this score range can express thanks and make simple requests, offers, and suggestions.
- Test takers in this score range can narrate and sequence simple events.
- Test takers in this score range can express a simple opinion and give a reason for it.

Writing

Writing Score range: scaled score 15 to 19

Test takers in this score range are developing the ability to write simple words and phrases in order to provide basic personal information such as name, address, age, etc. They typically know the alphabet and can copy words.

- Some test takers in this score range can communicate very simple information about themselves.
- Some test takers in this score range can use simple words or phrases to identify people, objects, places, and activities.

Writing Score Range: scaled score 20 to 31

Test takers in this score range can typically write phrases and simple sentences and make use of a limited range of very common vocabulary about very familiar subjects. They can use writing to meet some limited, basic, and practical communication needs though their writing is sometimes unclear. They have limited control of simple grammatical structures and may have difficulty with word order and word forms.

- Test takers in this score range can communicate very basic information about themselves.
- Test takers in this score range can sometimes give a basic description of people, objects, places, and activities.
- Test takers in this score range are developing the ability to narrate events relating to daily life. They can include some relevant details. They can sequence words and phrases with basic connectors such as “and” or “then.”

Writing Score range: scaled score 32 to 42

Test takers in this score range can typically write phrases and sentences about familiar topics, such as family, people, places, and work. They generally have adequate control of simple grammatical structures and an adequate range of common vocabulary that allow them to meet basic

communication needs. Typically there are minor errors in their writing, and some errors may obscure meaning at times.

- Test takers in this score range can typically ask for and provide basic information. However, some important details may be missing or otherwise inappropriate for the task.
- Test takers in this score range can sometimes make simple requests, offers, and suggestions in familiar, everyday situations.
- Test takers in this score range can express basic preferences, likes, and dislikes about familiar topics. However, they may be unable to give a clear reason for their preference.
- Test takers in this score range can usually describe people, objects, places, and activities, though errors may obscure meaning at times.
- Test takers in this score range can describe a simple series of events using a logical sequence. However, the story may be incomplete or underdeveloped. Errors may obscure meaning at times.

Writing Score range: scaled score 43 to 50

Test takers in this score range can typically write sentences, paragraphs, and short essays about familiar topics that contain both abstract and concrete ideas. They generally have good control of common grammatical structures and a good range of common vocabulary that allow them to communicate moderately complex messages. They can connect sentences to form paragraphs that are organized and coherent. Typically there are some minor errors in their writing when expressing complex thoughts or unfamiliar topics.

- Test takers in this score range can ask for and provide basic information.
- Test takers in this score range can describe objects and locations as well as people performing activities.

- Test takers in this score range can express thanks and make simple requests, offers, and suggestions.
- Test takers in this score range can narrate and sequence simple events and routines.
- Test takers in this score range can express a simple opinion and give a reason for it.

Misconduct

When ETS, your local EPN member, or test center personnel find that there is misconduct in connection with a test, the test taker may be dismissed from the test center. ETS or your EPN member may decline to score the test(s) or may cancel the test scores. Test takers whose scores are canceled because of misconduct will forfeit their test fee. Misconduct includes, but is not limited to, noncompliance with the Test Center Procedures and Regulations on page 6 of this handbook.

Plagiarism

ETS and your EPN member reserve the right to cancel the scores of test takers when, in their judgment, there is evidence that an essay or speaking response includes, for example, text or ideas that are substantially similar to that found in other *TOEIC Bridge*® responses, or the quotation or paraphrasing, without attribution, of language or ideas from published and unpublished sources. Such responses do not reflect the independent speaking or compositional writing skills that the test seeks to measure.

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 canceling 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 canceled, 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 canceled, but the reason for cancellation is not disclosed except when authorized 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 re-issued if two years have passed since taking the test. ETS does not require testing centers to retain test administration data beyond two years.

Use of TOEIC Bridge® Speaking and Writing Scores

Test Fairness

The TOEIC® program and its authorized 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 program 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® Speaking and Writing Scores

Introduction

These guidelines are designed to provide information about the appropriate use of TOEIC Bridge® Speaking and Writing 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 inappropriate uses of scores. Adherence to the guidelines is important.

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

Policies

In recognition of their obligation to ensure the appropriate use of TOEIC Bridge Speaking and Writing scores, the TOEIC program and its authorized EPN members developed policies designed to make score certificates and reports available only to approved recipients, to encourage these organizational 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 in the next sections.

- **Confidentiality:** TOEIC Bridge Speaking and Writing scores, whether reported for an individual or aggregated for an institution, are confidential and can be released only by authorization of the individual or institution or by compulsion of legal process.

We recognize test takers' 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 unauthorized disclosure of the information. For more information please visit www.ets.org/legal/privacy.

- **Encouragement of appropriate use and investigation of reported misuse:** All organizational users of TOEIC Bridge Speaking and Writing scores have an obligation to use the scores in accordance with the guidelines detailed on the following pages, i.e., using multiple criteria, accepting only official TOEIC Bridge Speaking and Writing scores, and maintaining confidentiality. Organizations have a responsibility to ensure that all individuals using TOEIC Bridge Speaking and Writing scores are aware of these guidelines and to monitor the use of the scores, correcting instances of misuse when they are identified. The TOEIC program 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 Speaking and Writing 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 Speaking and Writing scores are *Official Score Certificates* issued by authorized local EPN members or by ETS. If an organization administers a TOEIC Bridge Speaking and Writing 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 authorized local EPN member, who will then verify the accuracy of the scores and the validity of the score certificate.

- **Maintain confidentiality of TOEIC Bridge Speaking and Writing scores**

All individuals who have access to TOEIC Bridge Speaking and Writing 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® Scores

The suitability of the *TOEIC Bridge*® Speaking and Writing tests for a particular use should be explicitly examined before using test scores for that purpose. The following list of appropriate uses of TOEIC Bridge Speaking and Writing scores is based on the policies and guidelines outlined previously. The list is meant to be illustrative, not exhaustive, in nature. There may be other appropriate uses of TOEIC Bridge Speaking and Writing scores, but any uses other than those listed on this page should be discussed in advance with the *TOEIC*® program and your local EPN member to determine their appropriateness.

If a use other than those appropriate uses listed below is contemplated, it will be important for the score user to validate the use of scores for that purpose. The TOEIC program 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 Speaking and Writing 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 Speaking and Writing tests other than those listed in the Appropriate Uses section should be avoided unless authorized by ETS or your local EPN member.

Statistical Characteristics of the *TOEIC Bridge*[®] Speaking and Writing Tests

Reliabilities

Reliability is a measure of test score consistency across different forms of a test. The reliability of a test ranges from .00 (no reliability) to 1.00 (perfect reliability). Tests do not have perfect reliability because test takers perform 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. For example, a test taker may be more familiar with the content of questions on one test form than on another form. The error produced by these inconsistencies is called error of measurement.

The most direct way to evaluate reliability is to calculate the correlation between the scores of test takers responding to two different test forms on one day. Because no one takes more than one form a day, test reliability is estimated using other means. The reliability of the Speaking test and Writing test is estimated by a method that uses a summary of the consistency of test taker performance on individual questions. The particular “internal consistency” measure used is stratified coefficient alpha. In this calculation, coefficient alpha and its corresponding estimated error of measurement is calculated separately for the questions with similar item types. The errors of measurement for questions with similar item types are then combined to estimate the reliability for the Speaking score. Based on the data from a field test conducted in April 2018, the reliability of the Speaking test is approximately 0.86, and that of the Writing test is approximately 0.80.

Standard Error of Measurement

As indicated earlier, error of measurement occurs 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. Although it is never possible to determine the exact error of measurement in a given score, the standard error of measurement (SEM) can be used to estimate the expected variation of each test taker’s observed scores around their “true score.” The true score can be thought of as the average score a test taker would earn on a very large number of forms. Based on the same dataset used for reliability estimates, the SEM is approximately 4 scale score points for both the Speaking test and the Writing test.

A test taker’s Speaking score would be expected to fall between 4 scale score points above and 4 scale score points below their true Speaking test score 68% of the time. Similarly, a test taker’s true Writing score would be expected to fall between 4 scale score points above and 4 scale score points below their true Writing test score 68% of the time. Another way of interpreting the SEM is that approximately 68% of test takers receiving scale scores of 30 will have true scores between 26 and 34.

Correlation between Scores

There is a relationship between Speaking and Writing test scores. Based on the data from the field test conducted in April 2018, the correlation between Speaking and Writing scale scores is 0.71. Due to the error of measurement associated with the scale scores for Speaking and Writing tests, the observed correlation is usually underestimated (attenuated). The “disattenuated correlation” between two measures provides an estimate of the correlation between the two measures if there was no error of measurement. Based on the test reliability of 0.86 for Speaking and 0.80 for Writing as reported above, the disattenuated correlation is 0.86, which indicates that the tests measure somewhat different, but related skills.

Research

Mapping *TOEIC Bridge*[®] Speaking and Writing scores to the Common European Framework

The Common European Framework of Reference (CEFR) for Languages 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, clustered in three bands:

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

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 (Hambleton and Pitoniak, 2006). 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.

In 2018, ETS assembled panels of English language experts, one panel for each of the redesigned *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 for each test section at each of these three CEFR levels for the test sections reviewed.

Employers, institutions, English programs and learners can interpret the recommended minimum scores on the redesigned *TOEIC Bridge* tests by referring to the global descriptors and other tables in the CEFR. The results represent the recommendations of informed experts using recognized standard-setting approaches. However, they should be considered guidelines, as ETS does not recommend the use of rigid cut scores.

Test Name	A1	A2	B1
<i>TOEIC Bridge</i> [®] Speaking Test	23	37	43
<i>TOEIC Bridge</i> [®] Writing Test	20	32	43

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

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 behavior, 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*® Speaking and Writing field tests were administered to thousands of test takers internationally. Test takers in Japan (n=873), South Korea (n=231), and Taiwan (n=111) provided valid responses to a research survey after completing the *TOEIC Bridge* Speaking and Writing tests. 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 speaking and writing tasks in English. *TOEIC*® Speaking scores and self-assessments of the ability to perform

speaking tasks correlated moderately for Japanese, Korean, and Taiwanese participants ($r = .47$, $r = .32$, and $r = .48$, respectively), as did *TOEIC* Writing scores and reports of the ability to perform everyday writing tasks ($r = .45$, $r = .40$, and $r = .61$, 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,” and correlations of .30 and above have been considered to be “medium” (Cohen, 1988). Moreover, the correlations observed here compare very favorably 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 all 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 below. Complete details for all tasks are available from the *TOEIC* program and will be published in a forthcoming research report.

PERCENTAGES WHO SAID THEY COULD PERFORM TASK (JAPAN)		
Speaking Task	At the Lowest <i>TOEIC Bridge</i> ® Test Level (1)	At the Highest <i>TOEIC Bridge</i> ® Test Level (4)
Ask a few simple, formulaic questions in social situations (for example: “How are you?”, “Where are you from?”, “What do you do for fun?”). [S15]	73%	99%
Handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself. [S10]	28%	76%
Give a detailed presentation (~7 minutes long) about a familiar topic. [S24]	6%	56%
Writing Task	At the Lowest <i>TOEIC Bridge</i> ® Test Level (1)	At the Highest <i>TOEIC Bridge</i> ® Test Level (4)
Write a series of simple phrases and sentences linked with simple connectors like “and,” “but” and “because.” [W09]	66%	97%
Describe people, objects, places, and activities. [W02]	44%	83%
Write a short essay or report, passing on information or giving reasons in support of or against a particular point of view. [W14]	23%	64%

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Publications

EPN members for the *TOEIC Bridge*® tests can provide the following materials:

- ***TOEIC Bridge*® *Speaking and Writing Examinee Handbook***

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

- ***TOEIC Bridge*® *Speaking and Writing Sample Tests***

A PDF that contains full length sample tests.

- ***TOEIC Bridge*® *Speaking and Writing Test Administration Procedures***

This document outlines security considerations, test taker seating assignments, irregularity reporting, and other important administration instructions needed to administer the *TOEIC Bridge*® Speaking and Writing tests. It is intended for those who will be administering the tests onsite.

- ***TOEIC Bridge*® *Speaking and Writing 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® Program

For more information about *TOEIC Bridge*® Speaking and Writing tests, please visit us online at www.ets.org/toeic/organizations/bridge/about.

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

For additional questions or comments regarding the *TOEIC Bridge*® tests, please contact your local EPN office at www.toeicglobal.com/contact or *TOEIC*® program:

Educational Testing Service
Rosedale Road
Princeton, New Jersey 08541
USA
toeic@ets.org

For almost 40 years as an industry leader, the *TOEIC*® program has set the global standard for assessing English-language communication skills needed in the workplace. With about seven million tests administered every year, the TOEIC tests are the most widely used around the world, with 14,000+ organizations across more than 160 countries trusting TOEIC scores to inform the decisions that matter.

At nonprofit 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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