

# Test Scores and Score Reporting – Speaking

## TOEFL Primary Speaking Scoring Guide – 5 Point

This scoring guide is used for the following communication goals: explain and sequence simple events, give directions.

Score	Language Use, Content and Delivery Descriptors
<b>5</b>	<p><b>The test taker fully achieves the communication goal.</b></p> <p><b>A typical response at the 5 level is characterized by the following.</b></p> <ul style="list-style-type: none"><li>• The meaning is clear. Grammar and word choice are effectively used. Minor errors do not affect task achievement. Coherence may be assisted by use of connecting devices.</li><li>• The response is full and complete. Events are described accurately and are easy to follow.</li><li>• Speech is fluid with a fairly smooth, confident rate of delivery. It contains few errors in pronunciation and intonation. It requires little or no listener effort for comprehension.</li></ul>
<b>4</b>	<p><b>The test taker achieves the communication goal.</b></p> <p><b>A typical response at the 4 level is characterized by the following.</b></p> <ul style="list-style-type: none"><li>• The meaning is mostly clear. Some errors in grammar and word choice may be noticeable, but the task is still achieved. Use of connecting devices to link ideas may be limited.</li><li>• The response is mostly complete. Descriptions contain minor lapses or inaccuracies, but the events can still be readily followed.</li><li>• Speech is mostly fluid and sustained, though some hesitation and choppiness may occur. It contains minor errors in pronunciation and intonation. It requires minimal listener effort for comprehension.</li></ul>
<b>3</b>	<p><b>The test taker partially achieves the communication goal.</b></p> <p><b>A typical response at the 3 level is characterized by the following.</b></p> <ul style="list-style-type: none"><li>• The meaning is sometimes obscured. Errors in grammar and word choice are noticeable and limit task achievement. The response may include attempts to use connecting devices.</li><li>• The response is somewhat complete. Lapses and inaccuracies require the listener to fill in the gaps between key events.</li><li>• Speech may be sustained throughout, but the pace may be slow, choppy, or hesitant. It contains errors in pronunciation and intonation. It requires some listener effort for comprehension.</li></ul>
<b>2</b>	<p><b>The test taker is limited in achieving the communication goal.</b></p> <p><b>A typical response at the 2 level is characterized by the following.</b></p> <ul style="list-style-type: none"><li>• The meaning is often obscured because of errors in grammar and word choice. Attempts at using connecting devices are unsuccessful or absent.</li><li>• The response is mostly incomplete. Multiple lapses and gaps make it difficult for listeners unfamiliar with the events to follow along. Meaningful content may be conveyed through repetition.</li><li>• Speech is noticeably slow, choppy, or hesitant throughout and may include long pauses. It contains frequent errors in pronunciation and intonation. It requires listener effort for comprehension.</li></ul>
<b>1</b>	<p><b>The test taker attempts to achieve the communication goal.</b></p> <p><b>A typical response at the 1 level is characterized by the following.</b></p> <ul style="list-style-type: none"><li>• The meaning is obscured because of frequent errors. Grammar and word choice are extremely limited and often inaccurate.</li><li>• The response is incomplete. Major lapses and gaps make events unclear. The response may consist of a single word or a few words related to the prompt. It may be highly repetitive.</li><li>• Speech is not sustained or is mostly incomprehensible. It contains numerous errors in pronunciation and intonation. It requires significant listener effort for comprehension.</li></ul>
<b>0</b>	<p><b>The test taker does not attempt to achieve the communication goal OR the response contains no English OR the response is off topic and does not address the prompt.</b></p>