TEST OF ENGLISH AS A FOREIGN LANGUAGE

2001-2002 EDITION

www.toefl.org





Test and Score Data Summary



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This edition of the *TOEFL Test And Score Data Summary* contains data on the performance of examinees who took the computer-based TOEFL test and those who took the paper-based TOEFL test between July 2000 and June 2001. Data from previous testing periods can be found on the TOEFL Web site at **www.toefl.org/educator/edsumm.html**.



History of the TOEFL Program

The Test of English as a Foreign Language, known to most people as "TOEFL," is designed to measure the English proficiency of people whose native language is not English. Colleges and universities in the United States and Canada require TOEFL test scores of their international applicants. A number of academic institutions in other countries, as well as certain independent organizations, agencies, and foreign governments, have also found the test scores useful. In addition, several medical certification and licensing agencies require TOEFL test scores.

Oversight of the Program — A national council on the testing of English as a foreign language was formed in 1962; its members were representatives of more than 30 private organizations and government agencies concerned with the English proficiency of nonnative speak-

ers of English who wished to study at colleges and universities in the United States. The council supported the development of the TOEFL test for use starting in 1963-64. Financed by grants from the Ford and Danforth Foundations, the TOEFL program was administered, at first, by the Modern Language Association. In 1965, the College Board® and Educa-

tional Testing Service® (ETS®) assumed joint responsibility for the program. Since many who take the TOEFL test are potential graduate students, a cooperative arrangement for the operation of the program was entered by ETS, the College Board, and the Graduate Record Examinations® Board in 1973. Under this arrangement, ETS is responsible for administering the TOEFL program with oversight from the TOEFL Board.

The TOEFL Board is comprised of 15 members. Some are affiliated with such institutions and agencies as undergraduate and graduate schools, junior and community colleges, nonprofit educational exchange organizations, and other public and private agencies with an interest in international education. Other members are specialists in the field of English as a foreign or second language.

Development of the Test — The test originally contained five sections. As a result of extensive research, a threesection test was developed and introduced in 1976. In July 1995, the test item format was modified somewhat within the same three-section structure. In recent years, various constituencies have called for a new TOEFL test

> that (1) is more reflective of communicative competence models; (2) includes more constructed-response tasks and direct measures of writing and speaking; (3) includes tasks that integrate the language modalities tested; and (4) provides more information than the paper-

this broad test-improvement effort.



For additional information about the Test of English as a Foreign Language, see the TOEFL Test and Score Manual, 1997 Edition, and the Computer-Based TOEFL Score User Guide, 2000-01 Edition. Order these publications in print form or download them at www.toefl.org/educator/edpubs.html. Also visit the TOEFL program's Web library at www.toefl.org/pubs/pubsindx.html for a complete list of downloadable publications.

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The Computer-Based TOEFL Test



In July 1998, ETS introduced the computer-based TOEFL test in many areas of the world. This move was the first critical step toward a long-term goal of enhancing assessments by using electronic

technology to test more complex skills.

This new testing platform provides improved services to examinees in many ways:

- Tests are given by appointment, when examinees are ready.
- Testing is available year-round in many locations.
- Tests are given in comfortable, private, computerequipped cubicles.
- Fewer examinees test at one time.
- Unofficial score ranges appear on screen immediately following the test.
- Examinees can retest by appointment once every calendar month.
- Test security is enhanced.
- Official score reports are mailed faster within two weeks after testing. (Note: Score reports are mailed approximately five weeks after the test date to those who handwrite their essays.)

The computer-based TOEFL test is offered at Prometric® testing centers, specified colleges and university, selected US State Department advising centers overseas, and ETS offices in the United States.

The TOEFL program's main goal is to provide more extensive information than it has in the past about candidates' English proficiency. In response to institutions' requests to include a productive measure of writing, the program added a Writing section (essay) as part of each test administration. This addition is one step toward a more communicative test. Essay ratings are integrated into section and total scores, but are also reported separately on official score reports for informational purposes. New types of questions were added to the Listening and Reading sections; these new question types move beyond multiple-choice questions. Visuals were also added to the Listening section, providing a significant enhancement to that portion of the test.

Two sections of the test — Listening and Structure — are computer-adaptive, meaning the test is tailored to each examinee's performance level. The test starts with questions of moderate difficulty. As examinees answer each question, the computer scores the question and uses that information, as well as the responses to previous questions, to determine the question it will present next. As long as examinees respond correctly, the computer typically selects questions of greater or equal difficulty. In contrast, if examinees answer questions incorrectly, the computer typically selects questions of lesser or equal difficulty. The computer is programmed to continuously find questions of an appropriate difficulty for test takers of all performance levels.

Test Preparation — The TOEFL program has taken steps to ensure that an individual's test performance is not influenced by a lack of computer experience. A set of tutorials, designed especially for nonnative speakers of English, has been developed to teach the skills needed to take the test on computer. The interactive tutorials are presented at the beginning of each test session. They provide instruction and practice in using a mouse, scrolling text, answering the various types of questions in the four test sections, and typing the essay using a standard word processing system for those examinees who elect to type their essay instead of handwriting it.

The tutorials are also available on the program's Web site (www.toefl.org) free in a for-view-only format or in a downloadable file for US\$8, as well as in these priced products:

TOEFL Sampler: a CD-ROM containing seven interactive and animated tutorials, 67 practice questions, and review material for the Listening section.

POWERPREP® Software: provides two computerized tests from a pool of more than 1,200 questions.

For details, see the *Information Bulletin* or TOEFL Web site.





Computer-Based Test Data for 2000-01

The data presented in the tables below are based on 472,144 candidates who took the computer-based TOEFL test between July 2000 and June 2001.

The tables summarize the performance of self-selected groups of examinees; they are not necessarily representative of the general TOEFL population. In some countries, for example, virtually any high school, university, or graduate student who aspires to study in the United States or Canada may take the test. In

other countries, government policies may regulate who takes the test.

Table 1 gives actual ranges of observed scores for the period from July 2000 through June 2001. The percentile ranks for section and total scale scores are shown in **Table 2** for the total group. In **Tables 3-6**, examinees have been classified by their reason for taking the test (information supplied by them at the test center).

Table 1. Minimum and Maximum
Observed TOEFL CBT Section and Total Scores

| Section | Min. | Max. |
|----------------------|------|------|
| 1. Listening | 0 | 30 |
| 2. Structure/Writing | 0 | 30 |
| 3. Reading | 0 | 30 |
| Total | 3 | 300 |

Table 2. Percentile Ranks for TOEFL CBT Scores — Total Group*

| Scaled Score | Section 1 Listening | Section 2 Structure/Writing | Section 3 Reading | Total Scaled Score | Percentile Rank |
|--|---|---|---|---|---|
| 30 28 26 24 22 20 18 16 14 12 10 8 6 4 2 | 99 95 84 68 53 39 28 20 13 8 5 2 | 99 93 81 63 47 34 24 15 10 6 3 1 | 98 93 81 64 48 34 23 15 9 5 2 | 300 280 260 240 220 200 180 160 140 120 100 80 60 40 20 | 96 84 68 51 36 23 15 8 4 2 |
| Mean S.D. | 20.7 5.5 | 21.5 5.2 | 21.5 5.0 | Mean S.D. | 212 47 |

^{*}Based on the total group of 472,144 examinees tested between July 2000 and June 2001 in CBT test centers. (Total group includes 49,206 examinees not included in Tables 3-6 who did not indicate a "reason for taking TOEFL" or who indicated reasons other than those given in Tables 3-6.)

Table 3. Percentile Ranks for TOEFL CBT Scores — Graduate Level Students*

| Scaled Score | Section 1 Listening | Section 2 Structure/Writing | Section 3 Reading | Total Scaled Score | Percentile Rank |
|--|---|--|--|---|--|
| 30 28 26 24 22 20 18 16 14 12 10 8 6 4 2 | 99 94 83 67 52 38 26 17 11 7 4 2 | 99 92 79 59 42 29 19 12 7 4 | 97 91 75 56 39 26 16 10 6 3 | 300 280 260 240 220 200 180 160 140 120 100 80 60 40 20 | 95 82 64 45 30 18 11 6 3 |
| Mean S.D. | 21.0 5.2 | 22.1 4.8 | 22.6 4.6 | Mean S.D. | 219 44 |

^{*}Based on 219,129 examinees who indicated that they were applying for admission to colleges or universities as graduate students.

Table 4. Percentile Ranks for TOEFL CBT Scores — **Undergraduate-Level Students***

| Scaled Score | Section 1 Listening | Section 2 Structure/Writing | Section 3 Reading | Total Scaled Score | Percentile Rank |
|--|---|---|---|---|---|
| 30 28 26 24 22 20 18 16 14 12 10 8 6 4 2 | 99 96 85 70 55 42 31 21 14 9 5 3 | 99 94 83 67 53 41 29 20 12 7 4 2 | 99 96 88 75 60 45 32 21 12 6 | 300 280 260 240 220 200 180 160 140 120 100 80 60 40 20 | 97 88 73 58 43 30 19 11 5 |
| Mean S.D. | 20.4 5.5 | 20.8 5.4 | 20.2 5.0 | Mean S.D. | 205 48 |

^{*}Based on 163,496 examinees who indicated that they were applying for admission to colleges or universities as undergraduate students.

Table 5. Percentile Ranks for TOEFL CBT Scores — Other Students*

| Scaled Score | Section 1 Listening | Section 2 Structure/Writing | Section 3 Reading | Total Scaled Score | Percentile Rank |
|--|--|---|---|---|---|
| 30 28 26 24 22 20 18 16 14 12 10 8 6 4 2 | 99 97 91 82 72 61 51 41 32 23 16 9 4 | 97 91 81 70 60 49 39 29 20 13 8 5 2 | 99 97 90 81 70 60 49 38 27 17 10 5 | 300 280 260 240 220 200 180 160 140 120 100 80 60 40 20 | 98 92 83 72 62 50 39 28 19 11 5 |
| Mean S.D. | 17.4 6.4 | 17.7 6.4 | 18.1 5.9 | Mean S.D. | 177 58 |

^{*}Based on 11,834 examinees who indicated that they were applying for admission to schools other than colleges or universities, e.g., secondary schools.

Table 6. Percentile Ranks for TOEFL CBT Scores — **Applicants for Professional License***

| Scaled Score | Section 1 Listening | Section 2 Structure/Writing | Section 3 Reading | Total Scaled Score | Percentile Rank |
|----------------------------|----------------------------|--------------------------------|----------------------------|---------------------------------|----------------------|
| 30 28 26 24 22 | 97 89 72 51 34 | 98 88 72 50 33 | 97 88 71 51 34 | 300 280 260 240 220 | 91 73 52 34 |
| 18 16 14 12 | 14 9 6 4 | 13 8 5 3 | 21 12 7 4 2 | 180 160 140 120 | 11 7 4 2 |
| 10 8 6 4 2 | 3 2 1 | 2 1 1 | 1 1 | 80 60 40 20 | 1 |
| Mean S.D. | 22.9 4.9 | 23.1 4.7 | 23.2 4.4 | Mean S.D. | 231 43 |

^{*}Based on 28,479 examinees who indicated that they were taking TOEFL to become licensed to practice their professions in the United States or Canada.

Tables 7 and 8 present means and standard deviations of section and total scores separately for male and female examinees tested between July 2000 and June 2001.

Table 7. Means and Standard Deviations for TOEFL CBT Section and Total Scores, Males*

| Group | Number | Section 1 Listening | Section 2 Structure/ Writing | Section 3 Reading | Total Scaled Score |
|--|---------|------------------------|------------------------------------|----------------------|--------------------------|
| Total Group† | 252,525 | 20.8 5.5 | 21.5 5.2 | 21.9 5.0 | 214 47 |
| Graduate Level | 127,879 | 21.1 5.3 | 22.2 4.8 | 22.9 4.6 | 221 44 |
| Undergraduate Level | 83,919 | 20.5 5.5 | 20.7 5.5 | 20.3 5.1 | 205 49 |
| Other Students | 5,805 | 17.9 6.6 | 18.1 6.6 | 18.7 6.2 | 183 60 |
| Applicants for Professional License | 11,766 | 23.3 5.2 | 23.2 5.0 | 23.9 4.5 | 235 45 |

^{*} Based on examinees tested from July 2000 through June 2001 who responded to a question about gender group membership.
† Total group includes 23,156 examinees not included in the four succeeding groups.

Table 8. Means and Standard Deviations for TOEFL CBT Section and Total Scores, Females*

| Group | Number | Section 1 Listening | Section 2 Structure/ Writing | Section 3 Reading | Total Scaled Score |
|--|---------|------------------------|------------------------------------|----------------------|--------------------------|
| Total Group† | 214,355 | 20.7 5.4 | 21.4 5.1 | 21.2 4.9 | 211 47 |
| Graduate Level | 89,880 | 21.0 5.2 | 22.0 4.8 | 22.2 4.7 | 217 44 |
| Undergraduate Level | 78,422 | 20.3 5.4 | 20.9 5.3 | 20.1 4.9 | 204 47 |
| Other Students | 5,901 | 16.9 6.2 | 17.4 6.2 | 17.6 5.6 | 173 56 |
| Applicants for Professional License | 16,543 | 22.7 4.7 | 23.0 4.5 | 22.7 4.3 | 228 41 |

^{*} Based on examinees tested from July 2000 through June 2001 who responded to a question about gender group membership. † Total group includes 23,609 examinees not included in the four succeeding groups.

Tables 9 and 10 may be useful in comparing the performance on the TOEFL test of a particular student with that of other students from the same native country and with that of students who speak the same language. It is important to point out that the data do not permit the generalization that there are fundamental differences in the ability of the various national and language groups to learn English or in the level of English proficiency they can attain. The tables are based simply on the performance of those examinees native to particular countries and languages who happened to take the computer-based TOEFL test.

Table 9. TOEFL CBT Total and Section Score Means(1) — All Examinees Classified by Native Language(2)

(Based on 472,144 students who took TOEFL CBT between July 2000 and June 2001)(3)

| | Number of Examinees | Listening | Structure/Writing | Reading | Total Score Mean | | Number of Examinees | Listening | Structure/Writing | Reading | Total Score Mean |
|---|--|--|--|--|---|---|--|---|---|---|--|
| Native Language | Nur Exa | List | Str | Be | Tot | Native Language | - EX | Ei | Str | Be | Tot |
| Afrikaans Albanian Amharic Arabic Armenian Assamese Azeri | 455 827 786 31,734 714 107 192 | 21 21 21 20 21 23 20 | 23 21 21 20 22 24 21 | 22 20 20 19 21 24 21 | 221 208 206 195 214 238 208 | Macedonian Madurese Malagasy Malay Malayalam Malinke-Bambara-Dyula Maltese Marathi | 269 129 44 1,751 2,164 39 4 2,032 | 22 19 20 23 24 18 * | 21 19 22 23 26 20 * | 20 18 22 23 25 20 * | 211 182 212 231 251 192 * |
| Bashkir Basque (Euskara) Belarussian Bemba Bengali Berber | 11 54 101 69 4,381 33 2 | 20 21 23 22 20 | 22 21 25 23 20 | 23 21 23 22 20 | 216 213 237 223 199 | Marshallese Mende Minankabau Mongolian More | 3 32 2 198 20 | 19 20 | 22 18 | 21 * 18 * | 208 187 |
| Bhili Bikol Bulgarian Burmese | 2 108 2,883 307 | 22 24 20 | 23 24 21 | 23 24 21 | 227 239 207 | Nepali Norwegian Nyanja | 2,113 1,812 24 | 21 25 * | 23 24 * | 21 24 * | 217 242 * |
| Catalan (Provencal) Cebuano (Visayan) | 334 1,316 | 22 24 | 23 24 | 25 23 | 234 235 | Oriya Oromo | 179 44 | 23 21 * | 26 23 * | 25 23 * | 246 225 |
| Chichewa Chinese Chuvash Czech Danish | 51 45,355 5 713 | 22 19 * 23 26 | 24 21 * 23 25 | 21 21 * 23 25 | 222 204 * 231 253 | Palauan Panay-Hiligaynon Pashto Pidgin Polish Ponapean | 3 448 247 13 2,316 4 | 23 22 * 23 * | 23 24 * 22 * | 22 22 * 22 * | 230 227 * 227 |
| Dutch Efik - Ibibio English Estonian | 1,754 66 8,658 121 | 27 23 24 24 | 26 24 25 24 | 26 22 23 23 22 | 260 231 240 237 | Portuguese Punjabi Romanian Ruanda | 9,659 1,480 2,668 30 | 22 23 24 20 | 22 24 24 22 | 23 23 25 21 | 226 236 243 209 |
| Farsi (Persian) Fijian Finnish French Fula (Peulh) | 156 3,265 13 708 14,308 77 | 24 21 22 * 26 22 19 | 24 22 * 24 23 21 | 22 22 * 25 24 21 | 237 223 217 * 248 228 201 | Russian Samar-Leyte Samoan Santali Serbo-Croatian Sesotho | 7,476 72 36 0 1,107 16 | 23 23 24 * 24 | 23 24 25 * 23 * | 23 23 21 * 23 * | 229 231 233 * 232 |
| Galician Ganda (Luganda) Georgian German Greek Guarani | 9 45 379 13,709 5,825 6 | * 21 22 25 22 * | * 25 22 25 23 * | * 22 22 25 22 * | * 229 221 251 225 * | Setswana Shona Sindhi Sinhalese Siswati Slovak Slovene | 248 390 316 1,043 11 466 124 | 23 24 24 22 * 24 25 21 | 25 26 25 23 * 23 25 21 | 24 23 24 22 * 23 25 20 | 237 243 245 222 * 233 251 207 |
| Gujarati Hausa Hebrew Hindi Hungarian (Magyar) | 4,065 161 2,050 11,179 1,072 | 22 20 26 25 24 | 24 22 23 26 23 | 22 20 24 25 23 | 228 207 243 250 233 | Somali Spanish Sundanese Swahili Swedish | 130 36,820 12 857 2,364 8,200 | 21 23 * 21 26 | 21 22 * 24 24 | 23 * 22 24 | 207 227 * 224 244 234 |
| lbo (Igbo) Icelandic Ilocano Indonesian Italian | 983 494 530 8,270 6,770 | 23 26 22 21 20 | 25 24 23 20 22 | 23 24 22 21 25 | 236 246 225 207 224 | Tagalog Tamil Tatar Telugu Thai Tibetan Tigrinya | 4,455 31 8,828 9,107 62 97 | 24 22 23 19 21 22 | 25 22 24 19 23 22 | 23 25 23 24 20 22 22 | 248 224 237 194 221 220 |
| Japanese Javanese | 60,114 280 | 17 16 | 19 18 | 19 18 | 184 175 | Tongan Trukese Tulu | 17 3 83 | * * 26 | * * 27 | * * 26 | * * 265 |
| Kannada (Kanarese) Kanuri Kashmiri Kazakh | 1,193 2 85 306 | 25 * 25 21 | 26 * 27 21 | 25 * 26 21 | 255 * 261 212 | Turkish Turkmen Twi-Fante | 11,682 21 386 | 21 22 | 22 * 25 | 21 23 | 213 234 |
| Khmer (Kampuchean) Kikuyu Kirundi Konkani Korean Kurdish Kurukh (Oraon) | 111 1,515 45 363 52,506 61 0 | 21 22 20 26 19 21 | 20 25 22 27 20 19 | 19 23 21 26 21 20 | 197 234 212 260 201 200 | Ukrainian Ulithian Urdu Uzbek Vietnamese | 1,173 1 7,604 199 1,699 | 22 * 23 20 20 | 23 24 21 21 | 23 22 21 21 | 225 228 207 207 |
| Kurukii (Oraon) Kusaiean Lao | 0 45 | * 20 | * 20 | * 18 | * 193 | Wolof Xhosa | 296 18 | 16 * | 19 * | 19 * | 183 * |
| Latvian Lingala Lithuanian Luba-Lulua Luo | 45 169 27 514 10 390 | 20 23 * 22 * 22 | 20 22 * 21 * 26 | 21 21 23 | 223 217 238 | Yapese Yiddish Yoruba Zulu | 3 2 1,425 35 | * * 23 23 | * * 25 25 | * * 23 23 | * 240 238 |

⁽¹⁾ Because of the unreliability of statistics based on small samples, means are not reported for subgroups of less than 30. This affected a total of 262 examinees.

⁽²⁾ Because of changes in region and/or country boundaries, certain languages may have been added or deleted since the previous table was published.

⁽³⁾ Includes 43,677 students who did not report their native languages.

Table 10. TOEFL CBT Total and Section Score Means(1) —

Nonnative English-Speaking Examinees Classified by Geographic Region and Native Country⁽²⁾

(Based on 472,144 students who took TOEFL CBT between July 2000 and June 2001)(3)

| | ` | • | | | | I | | | | | |
|---|------------------------|-----------|-------------------|----------|------------------------|--|------------------------|-----------|-------------------|----------|------------------|
| Geographic Region and Native Country | Number of Examinees | Listening | Structure/Writing | Reading | Total Score Mean | Geographic Region and Native Country | Number of Examinees | Listening | Structure/Writing | Reading | Total Score Mean |
| AFRICA | | | | | | Marita | 0.404 | 00 | 00 | 00 | 000 |
| Angola | 166 | 17 | 18 | 17 | 175 | Mexico Montserrat | 8,421 0 | 23 | 22 * | 23 | 230 |
| Benin | 83 | 19 | 22 | 22 | 209 | Netherlands Antilles | 24 | * | * | * | * |
| Botswana Burkina Faso | 236 47 | 23 20 | 25 22 | 23 21 | 237 209 | Nicaragua Panama | 278 559 | 23 23 | 23 22 | 22 22 | 227 225 |
| Burundi | 57 | 20 | 21 | 21 | 206 | Paraguay | 89 | 23 | 22 | 23 | 224 |
| Cameroon Cape Verde | 475 50 | 19 19 | 22 17 | 21 18 | 206 180 | Peru Puerto Rico | 2,543 1,343 | 22 24 | 22 22 | 24 23 | 225 230 |
| Central African Republic | 8 | * | * | * | * | St. Kitts and Nevis | 0 | * | * | * | * |
| Chad Comoros | 41 3 | 18 * | 19 * | 19 * | 187 * | St. Lucia St. Vincent and the Grenadine | 1 es 0 | * | * | * | * |
| Congo-DRC (Formerly Zaire) | 107 | 20 | 21 | 20 | 204 | Suriname | 27 2 | * | * | * | * |
| Congo Republic Cote d'Ivoire (Ivory Coast) | 50 285 | 18 19 | 20 21 | 20 21 | 193 200 | Trinidad and Tobago Turks and Caico Islands | 1 | * | * | * | * |
| Djibouti | 10 | * | * | * | * | United States of America | 1,423 | 23 | 23 | 22 | 226 |
| Equatorial Guinea Eritrea | 5 99 | 22 | 21 | 21 | 213 | Uruguay US Virgin Islands | 124 1 | 23 | 24 * | 24 | 237 |
| Ethiopia | 836 | 21 | 21 | 21 | 209 | Venezuela | 3,150 | 22 | 21 | 22 | 214 |
| Gabon Gambia, The | 36 29 | 21 * | 21 * | 21 * | 209 | ASIA | | | | | |
| Ghana | 758 | 22 | 25 | 23 | 234 | Afghanistan | 187 | 20 | 21 | 20 | 206 |
| Guinea Guinea-Bissau | 100 7 | 18 * | 19 * | 18 * | 185 * | Bangladesh Bhutan | 3,315 9 | 20 | 22 | 21 * | 210 |
| Kenya | 3,354 | 22 | 25 | 23 | 234 | Brunei Darussalam | 9 | * | * | * | * |
| Lesotho Liberia | 8 29 | * | * | * | * | Cambodia China, People's Republic of | 133 17,644 | 20 19 | 20 22 | 19 22 | 199 211 |
| Madagascar | 58 | 20 | 22 | 23 | 217 | Hong Kong | 7,824 | 20 | 21 | 21 | 206 |
| Malawi Mali | 43 73 | 22 18 | 24 19 | 21 19 | 223 188 | India Indonesia | 38,073 8,413 | 24 21 | 25 20 | 24 21 | 245 207 |
| Mauritania | 37 | 19 | 18 | 18 | 184 | Japan | 60,746 | 17 | 19 | 19 | 183 |
| Mauritius Mozambique | 118 46 | 24 20 | 27 21 | 25 20 | 254 202 | Korea (DPR) Korea (ROK) | 3,188 50,311 | 17 19 | 18 20 | 18 21 | 176 202 |
| Namibia | 11 | * | * | * | * | Laos ` | 53 | 21 | 21 | 19 | 201 |
| Niger Nigeria | 96 3,253 | 18 23 | 20 25 | 19 23 | 190 236 | Macau Malaysia | 308 3,213 | 19 22 | 21 22 | 20 22 | 199 224 |
| Reunion | 27 | * | * | * | * | Maldives | 15 | * | * | * | * |
| Rwanda Sao Tome and Principe | 74 1 | 19 * | 21 | 19 * | 197 * | Mongolia Myanmar (Burma) | 198 336 | 20 20 | 18 21 | 18 21 | 186 206 |
| Senegal | 564 | 16 | 19 | 19 | 181 | Nepal (| 2,151 | 21 | 23 | 21 | 216 |
| Seychelles Sierra Leone | 0 56 | * 21 | 24 | 20 | 218 | Pakistan Philippines | 7,058 11,614 | 22 24 | 23 24 | 22 23 | 226 233 |
| Somalia | 116 | 21 | 20 | 20 | 203 | Singapore | 683 | 25 | 25 | 25 | 253 |
| South Africa Swaziland | 304 14 | 26 * | 26 * | 25 * | 254 | Sri Lanka Taiwan | 1,495 18,160 | 22 19 | 22 20 | 21 20 | 217 193 |
| Tanzania | 486 | 20 | 22 | 20 | 208 | Thailand | 9,244 | 19 | 19 | 20 | 194 |
| Togo Tunisia | 148 402 | 18 19 | 21 20 | 21 21 | 198 200 | Vietnam | 1,729 | 20 | 21 | 21 | 207 |
| Uganda | 256 | 21 | 25 | 22 | 230 | EUROPE AND THE NI THE FORMER SOVIET | | PENDEN | T STAT | res (Ni | S) OF |
| Zambia Zimbabwe | 202 466 | 23 23 | 25 26 | 23 23 | 236 241 | Albania | 724 | 21 | 22 | 21 | 213 |
| AMERICAS | .00 | | | | | Andorra | 32 | 17 | 20 | 19 | 188 |
| Anguilla | 41 | 16 | 19 | 18 | 175 | Armenia Austria | 486 997 | 21 25 | 22 25 | 22 25 | 218 252 |
| Antigua and Barbuda | 4 | * | * | * | 175 * | Azerbaijan | 177 | 22 | 22 | 22 | 220 |
| Argentina Aruba | 3,190 40 | 23 16 | 23 15 | 24 15 | 236 152 | Azores Belarus | 4 388 | * 23 | 23 | * 23 | * 228 |
| Bahamas | 1 | * | * | * | * | Belgium | 860 | 25 | 25 | 25 | 253 |
| Barbados Belize | 4 14 | * | * | * | * | Bosnia and Herzegovina Bulgaria | 430 2,921 | 23 24 | 22 24 | 22 24 | 222 239 |
| Bermuda | 0 | * | * | * | * | Croatia | 488 | 24 | 23 | 23 | 234 |
| Bolivia Brazil | 509 8,836 | 23 22 | 21 22 | 22 23 | 221 225 | Cyprus Czech Republic | 1,537 670 | 21 23 | 22 23 | 20 23 | 212 232 |
| British Virgin Islands | ['] 1 | * | * | 23 | * | Denmark | 899 | 26 | 25 | 25 | 254 |
| Canada Cayman Islands | 1,303 0 | 23 | 23 | 23 | 229 | England Estonia | 59 170 | 23 24 | 23 23 | 23 23 | 228 233 |
| Chile | 1,483 | 23 | 22 | 24 | 230 | Faeroe Island | 2 | * | 23 | 23 | 233 |
| Colombia Costa Rica | 7,014 544 | 22 24 | 21 23 | 23 24 | 220 240 | Finland France | 771 10,436 | 26 22 | 24 23 | 25 24 | 249 231 |
| Cuba | 403 | 20 | 20 | 23 | 212 | Georgia | 409 | 22 | 22 | 22 | 221 |
| Dominica, Commonwealth of Dominican Republic | 4 715 | * 23 | * 22 | * 22 | * 220 | Germany Greece | 11,607 4,698 | 25 23 | 25 23 | 25 23 | 251 228 |
| Ecuador | 1,375 | 23 | 22 | 23 | 226 | Greenland | ['] 1 | * | * | * | * |
| El Salvador French Guiana | 420 7 | 23 | 23 | 22 | 229 | Hungary Iceland | 985 499 | 24 26 | 23 24 | 23 24 | 232 245 |
| Grenada | 1 | * | * | * | * | Ireland | 5 | * | * | * | * |
| Guadeloupe Guatemala | 26 | * 23 | * 22 | * 22 | 225 | Isle of Man Italy | 0 6,714 | * 20 | * 23 | * 25 | * 225 |
| i Gualelliaia | 823 | | | | | | | | | | |
| Guyana | 823 4 | * | * | * | * | Kazakstan | 679 | 22 | 22 | 22 | 217 |
| Guyana Haiti | 4 465 | * 20 | * 19 | * 19 | * 195 233 | Kyrgyzstan | 138 | 21 | 22 | 21 | 213 |
| Guyana | 4 | * | * | * | 195 233 * 219 | | | | | | |

(continued)

Table 10 (continued)

| EUROPE AND THE NIS Luxembourg Macedonia (Former Yugoslav Republic of) Madeira Islands Malta Moldova Monaco Netherlands Northern Ireland Norway | 61 269 0 5 321 14 | 25 22 * | 26 21 | 26 | | Israel | 2.572 | 25 | | | |
|--|----------------------------------|----------------|----------------|----------------|-------------------|---|-------------------------|----------------|----------------|----------------|-------------------|
| Macedonia (Former Yugoslav Republic of) Madeira Islands Malta Moldova Monaco Netherlands Northern Ireland Norway | 269 0 5 321 14 | 22 | | 26 | | | | | 23 | 23 | 236 |
| Madeira Islands Malta Moldova Monaco Netherlands Northern Ireland Norway | 0 5 321 14 | * | | 20 | 255 211 | Jordan Kuwait Lebanon | 3,163 2,410 6,267 | 21 19 22 | 20 17 22 | 20 16 21 | 203 169 213 |
| Monaco Netherlands Northern Ireland Norway | 14 | | * | * | * | Libya Morocco Oman | 179 2,251 487 | 19 18 20 | 18 20 19 | 17 19 18 | 179 189 190 |
| Norway | 1,349 | 23 * 26 | 23 * 26 | 23 * 26 | 230 * 258 | Qatar Saudi Arabia | 464 4,991 | 19 19 | 17 17 | 16 16 | 174 173 |
| | 1 1,838 2,320 | * 25 23 | * 24 22 | * 24 22 | 241 227 | Sudan Syria United Arab Emirates | 511 1,332 2,453 | 21 21 19 | 20 20 17 | 20 21 16 | 203 207 172 |
| Poland Portugal Romania | 683 2,569 | 25 24 | 24 24 | 25 25 | 249 244 | West Bank Yemen | 0 370 | * 19 | * 19 | * 17 | * 185 |
| Russia San Marino | 4,957 2 | 23 | 23 | 23 | 229 | PACIFIC REGION | | | | | |
| Scotland Slovakia | 2 463 | * 23 | * 23 | * 23 | * 231 | American Samoa Australia | 71 87 | 20 21 | 21 22 | 19 21 | 199 214 |
| Slovenia Spain | 123 3,881 | 26 22 | 25 23 | 25 24 | 252 231 | Cook Islands Federated States of Micronesia | 1 1 21 | * | * | * | * |
| Sweden Switzerland | 2,355 1,864 | 26 25 | 23 24 | 24 25 | 243 245 | Fiji French Polynesia Guam | 27 14 | * | * | * | * |
| Tajikistan Turkey Turkmenistan | 56 11,555 32 | 21 21 21 | 21 22 21 | 21 21 21 | 212 213 207 | Kiribati Marshall Islands | 1 3 | * | * | * | * |
| Ukraine United Kingdom | 2,181 75 | 23 24 | 23 24 | 23 24 | 207 228 239 | Nauru New Caledonia | 2 | * | * | * | * |
| Uzbekistan Vatican City | 468 1 | 21 | 22 | 22 | 215 | New Zealand Niue Island | 31 0 | 22 | 21 | 22 | 215 |
| Wales Yugoslavia | 1 795 | * 24 | * 22 | * 22 | * 227 | Northern Mariana Islands Palau Papua New Guinea | 2 1 0 | * | * | * | * |
| MIDDLE EAST/NORTH | AFRICA _ | | | | | Samoa | 2 | * | * | * | * |
| Algeria Bahrain Egypt | 238 708 5,683 | 21 21 21 | 21 21 22 | 22 19 21 | 212 201 212 | Solomon Islands Tahiti Tonga | 0 9 11 | * | * | * | * |
| Gaza Strip Iran Iraq | 74 3,502 490 | 20 22 22 | 20 21 21 | 20 21 21 | 200 216 213 | Tuvalu Vanuatu | 1 0 | * | * | * | * |

⁽¹⁾ Because of the unreliability of statistics based on small samples, means are not reported for subgroups of less than 30. This affected a total of 463 examinees.

Table 11 presents the overall frequency distribution of CBT essay scores based on examinees who took the CBT test between July 2000 and June 2001. Writing is a mandatory section of the CBT test. The essay in the Writing section is

holistically scored using a criterion-referenced 6-point score scale. This score is incorporated into the Structure/ Writing scale score. Further information can be found in the Computer-Based TOEFL Score User Guide.

Table 11. Percentile Ranks for CBT Writing Scores — Total Group

(Based on 472,144 examinees who took the CBT test between July 2000 and June 2001)

| CBT Essay Score | Percentile Rank | | | | | | |
|--|---|--|--|--|--|--|--|
| 6.0 5.5 5.0 4.5 4.0 3.5 3.0 2.5 2.0 1.5 1.0 0.0 | 98 92 83 70 50 29 15 7 3 1 | | | | | | |
| Mean S.D. | 4.00 1.00 | | | | | | |

⁽²⁾ Because of changes in region and/or country boundaries, certain countries may have been added or deleted since the previous table was published.

⁽³⁾ Includes 41,330 students who did not report country of birth or who reported English as their native language.

The Paper-Based TOEFL Test



In 2000-01, the paper-based format of the test continued to be administered on specified dates in some countries, as well as in areas where accessibility to CBT testing centers was a concern. Each form of the current paper-based TOEFL test consists of three separately timed sections; the questions in each section are multiple-choice.

with four possible answers or options per question. All responses are gridded on answer sheets that are computer scored.

- Section 1 of the test, Listening Comprehension, measures the ability to understand English as it is spoken in North America. The oral features of the language are stressed, and the problems tested include vocabulary and idiomatic expression as well as special grammatical constructions frequently used in spoken English. The stimulus material and oral questions are recorded in standard North American English; the response options are printed in the test books.
- Section 2, Structure and Written Expression, measures recognition of selected structural and grammatical points in standard written English. The language tested is formal, rather than conversational. The topics of the sentences are of a general academic nature so that individuals in specific fields of study or from specific national or linguistic groups have no particular advantage.
- Section 3, Reading Comprehension, measures the ability to read and understand short passages that are similar in topic and style to those that students are likely to encounter in North American colleges and universities. Examinees read a variety of short passages on academic subjects and answer several questions about each passage. The questions test information that is stated in or implied by the passage, as well as knowledge of some of the specific words as they are used in the passage.

The total test time is approximately two and one-half hours; however, approximately three and one-half hours are needed for a test administration to admit examinees to the testing room, to allow them to enter identifying information on their answer sheets, and to distribute and collect the test materials.

Language specialists prepare the material for the TOEFL test. The TOEFL Committee of Examiners establishes overall guidelines for the test content and specifications. All item specifications, questions, and final test forms are reviewed for cultural and racial bias and content appropriateness, according to established ETS procedures.

Test Preparation — To provide candidates with a simulation of the testing experience before the actual administration, previously administered test forms are packaged and made available world wide.



Currently there are four test preparation packages:

- Sample Test (140 questions)
- Practice Tests, Volume 1 (280 questions)
- Practice Tests, Volume 2 (560 questions)
- Test Preparation Kit (980 questions)

Each package contains unique questions; no test forms are repeated.

For more information about test preparation products, see the *Information Bulletin* or www.toefl.org.

In 2002-03, the paperbased TOEFL test will be administered on these dates. Check the *Information Bulletin*. Not all centers are open on all dates.

August 24, 2002 September 14, 2002 October 19, 2002 January 18, 2002 May 10, 2003

The Test of Written English (TWE), a 30-minute writing test, will be administered with the TOEFL test on the above dates.



Paper-Based Test Data for 2000-01

In 2000-01 the paper-based TOEFL test was administered twelve times at preestablished testing centers throughout the world. The data presented below are based on 230,877 candidates who took the paper-based TOEFL test between July 2000 and June 2001.

Table 12 gives actual ranges of observed scores for the period from July 2000 through June 2001. The

percentile ranks for section and total scale scores are shown in **Table 13** for the total group. In **Tables 14-17**, examinees have been classified by their reason for taking the test (information supplied by them at the test center). These tables summarize the performance of self-selected groups of examinees who are not necessarily representative of the general TOEFL population.

Table 12. Minimum and Maximum

Observed Paper-Based TOEFL Section and Total Scores

| Section | Min. | Max. |
|-------------------------------------|------|------|
| 1. Listening Comprehension | 31 | 68 |
| 2. Structure and Written Expression | 31 | 68 |
| 3. Reading Comprehension | 31 | 67 |
| Total | 310 | 677 |

Table 13. Percentile Ranks for Paper-Based TOEFL Scores — Total Group*

| Scaled Score | Section 1 Listening Comprehension | Section 2 Structure and Written Expression | Section 3 Reading Comprehension | Total Scaled Score | Percentile Rank |
|--|--|--|--|---|--|
| 68 66 64 62 60 58 56 54 52 50 | 99 97 94 88 81 72 61 49 | 98 93 87 81 72 60 49 38 30 22 | 98 94 87 79 68 57 44 33 24 | 660 640 620 600 580 560 540 520 | 99 96 91 82 72 60 47 35 25 |
| 48 46 44 42 40 38 36 34 32 | 26 16 10 6 3 2 1 | 16 11 7 4 2 1 | 16 11 7 5 3 2 1 1 | 480 460 440 420 400 380 360 340 320 | 17 11 6 3 2 |
| Mean S.D. | 52.1 6.4 | 55.6 7.2 | 54.4 6.7 | Mean S.D. | 540 61 |

^{*}Based on the total group of 230,877 examinees tested between July 2000 and June 2001 in paper-based test centers. (Total group includes 23,630 examinees not included in Tables 14-17 who did not indicate a "reason for taking TOEFL" or who indicated reasons other than those given in Tables 14-17.)

Table 14. Percentile Ranks for Paper-Based TOEFL Scores — Graduate-Level Students*

| Scaled Score | Section 1 Listening Comprehension | Section 2 Structure and Written Expression | Section 3 Reading Comprehension | Total Scaled Score | Percentile Rank |
|----------------------------|---|--|---------------------------------------|--------------------------|----------------------|
| 68 66 64 62 60 | 99 97 93 87 | 98 90 84 76 65 | 97 92 82 73 | 660 640 620 600 | 99 95 88 78 |
| 58 | 79 | 51 | 60 | 580 | 65 |
| 56 | 69 | 39 | 47 | 560 | 52 |
| 54 | 57 | 29 | 34 | 540 | 38 |
| 52 | 43 | 21 | 23 | 520 | 26 |
| 50 | 31 | 14 | 16 | 500 | 17 |
| 48 | 21 | 9 | 10 | 480 | 10 |
| 46 | 12 | 6 | 6 | 460 | 6 |
| 44 | 7 | 3 | 4 | 440 | 3 |
| 42 | 4 | 2 | 2 | 420 | 2 |
| 40 | 2 | 1 | 1 | 400 | 1 |
| 38 36 34 32 | 1 1 | | 1 | 380 360 340 320 | |
| Mean | 53.0 | 57.2 | 56.0 | Mean | 554 |
| S.D. | 6.0 | 6.5 | 6.0 | S.D. | 56 |

^{*}Based on 150,564 examinees who, on their TOEFL answer sheets, indicated that they were applying for admission to colleges or universities as graduate students.

Table 15. Percentile Ranks for Paper-Based TOEFL Scores — Undergraduate-Level Students*

| | 1 | | | | |
|--|--|--|--|--|--|
| Scaled Score | Section 1 Listening Comprehension | Section 2 Structure and Written Expression | Section 3 Reading Comprehension | Total Scaled Score | Percentile Rank |
| 68 66 64 62 60 58 56 54 52 50 48 46 44 42 40 38 36 34 32 | 98 96 93 88 83 76 67 57 45 34 22 14 8 4 | 99 96 93 89 83 75 66 56 45 36 26 18 12 7 4 | 99 98 95 91 84 75 64 52 41 30 21 14 9 5 | 660 640 620 600 580 560 540 520 500 480 460 440 420 400 380 360 340 320 | 99 98 94 90 83 74 64 52 39 28 18 11 6 3 |
| Mean S.D. | 51.2 6.8 | 52.8 7.3 | 51.3 6.7 | Mean S.D. | 518 63 |

^{*}Based on 48,893 examinees who, on their TOEFL answer sheets, indicated that they were applying for admission to colleges or universities as undergraduate students.

Table 16. Percentile Ranks for Paper-Based TOEFL Scores — Other Students*

| Scaled Score | Section 1 Listening Comprehension | Section 2 Structure and Written Expression | Section 3 Reading Comprehension | Total Scaled Score | Percentile Rank |
|----------------------------|---|--|---------------------------------------|--------------------------|-----------------|
| 68 66 64 62 60 | 99 98 96 92 | 99 97 95 92 | 99 97 95 | 660 640 620 600 | 99 97 95 |
| 58 | 89 | 86 | 91 | 580 | 91 |
| 56 | 85 | 80 | 86 | 560 | 86 |
| 54 | 79 | 72 | 78 | 540 | 78 |
| 52 | 71 | 64 | 67 | 520 | 69 |
| 50 | 61 | 54 | 56 | 500 | 58 |
| 48 | 51 | 44 | 46 | 480 | 46 |
| 46 | 37 | 34 | 35 | 460 | 35 |
| 44 | 26 | 24 | 26 | 440 | 25 |
| 42 | 17 | 15 | 18 | 420 | 15 |
| 40 | 9 | 9 | 11 | 400 | 9 |
| 38 36 34 32 | 6 3 2 1 | 6 3 2 1 | 7 5 4 3 | 380 360 340 320 | 4 1 |
| Mean | 48.6 | 49.5 | 48.5 | Mean | 489 |
| S.D. | 7.1 | 7.4 | 7.1 | S.D. | 65 |

^{*}Based on 4,556 examinees who, on their TOEFL answer sheets, indicated that they were applying for admission to schools other than colleges or universities, e.g., secondary schools.

Table 17. Percentile Ranks for Paper-Based TOEFL Scores — Applicants for Professional License*

| Scaled Score | Section 1 Listening Comprehension | Section 2 Structure and Written Expression | Section 3 Reading Comprehension | Total Scaled Score | Percentile Rank |
|----------------------------|---|--|---------------------------------------|--------------------------|----------------------|
| 68 66 64 62 60 | 99 99 97 94 90 | 98 95 93 89 82 | 99 97 92 87 | 660 640 620 600 | 99 97 94 89 |
| 58 | 85 | 74 | 78 | 580 | 82 |
| 56 | 78 | 63 | 68 | 560 | 72 |
| 54 | 69 | 52 | 55 | 540 | 60 |
| 52 | 58 | 41 | 41 | 520 | 46 |
| 50 | 46 | 33 | 31 | 500 | 34 |
| 48 | 35 | 24 | 23 | 480 | 25 |
| 46 | 24 | 18 | 17 | 460 | 17 |
| 44 | 15 | 12 | 12 | 440 | 12 |
| 42 | 9 | 7 | 8 | 420 | 7 |
| 40 | 5 | 4 | 5 | 400 | 4 |
| 38 36 34 32 | 3 2 1 | 2 1 1 1 | 3 2 2 1 | 380 360 340 320 | 2 1 |
| Mean | 50.8 | 53.2 | 52.6 | Mean | 522 |
| S.D. | 6.9 | 7.5 | 6.9 | S.D. | 64 |

^{*}Based on 3,234 examinees who, on their TOEFL answer sheets, indicated that they were taking TOEFL to become licensed to practice their professions in the United States or Canada.

Tables 18 and 19 present means and standard deviations of section and total scores separately for male and female examinees tested between July 2000 and June 2001.

Table 18. Means and Standard Deviations for Paper-Based TOEFL Section and Total Scores, Males*

| Group | Number | Section 1 Listening Comprehension | Section 2 Structure and Written Expression | Section 3 Reading Comprehension | Total Scaled Score |
|--|---------|---|---|---------------------------------------|--------------------------|
| Total Group† | 114,563 | 52.0 6.4 | 56.1 7.1 | 55.0 6.6 | 544 61 |
| Graduate Level | 80,283 | 52.7 6.1 | 57.5 6.4 | 56.5 6.0 | 556 55 |
| Undergraduate Level | 21,039 | 51.1 7.1 | 53.1 7.4 | 51.7 6.9 | 520 64 |
| Other Students | 1,845 | 48.9 7.4 | 50.3 7.7 | 49.3 7.6 | 495 68 |
| Applicants for Professional License | 1,304 | 50.7 7.0 | 53.8 7.6 | 53.5 7.0 | 527 66 |

^{*} Based on examinees tested from July 2000 through June 2001 who responded to a question about gender group membership.

Table 19. Means and Standard Deviations for Paper-Based TOEFL Section and Total Scores, Females*

| Group | Number | Section 1 Listening Comprehension | Section 2 Structure and Written Expression | Section 3 Reading Comprehension | Total Scaled Score |
|--|---------|---|---|---------------------------------------|--------------------------|
| Total Group† | 115,890 | 52.3 6.4 | 55.1 7.2 | 53.7 6.7 | 537 62 |
| Graduate Level | 70,046 | 53.3 6.0 | 56.9 6.6 | 55.5 6.1 | 552 56 |
| Undergraduate Level | 27,749 | 51.2 6.7 | 52.6 7.1 | 51.0 6.6 | 516 61 |
| Other Students | 2,697 | 48.3 6.9 | 48.9 7.1 | 48.0 6.8 | 484 62 |
| Applicants for Professional License | 1,922 | 50.9 6.8 | 52.8 7.3 | 52.0 6.8 | 519 63 |

^{*}Based on examinees tested from July 2000 through June 2001 who responded to a question about gender group membership.

[†]Total group includes 10,092 examinees not included in the four succeeding groups.

[†] Total group includes 13,476 examinees not included in the four succeeding groups.

Tables 20 and 21 may be useful in comparing the performance on the TOEFL test of a particular student with that of other students from the same native country and with that of students who speak the same language. It is important to point out that the data do not permit the generalization that there are fundamental differences in the ability of the various national and language groups to learn English or in the level of English proficiency they can attain. The tables are based simply on the performance of those examinees native to particular countries and languages who happened to take the paper-based TOEFL test.

Table 20. Paper-Based TOEFL Total and Section Score Means⁽¹⁾ — All Examinees Classified by Native Language⁽²⁾
(Based on 230,877 students who took the test between July 2000 and June 2001)⁽³⁾

| | Number of Examinees | Listening Comprehension | Structure and Written Expression | Reading Comprehension | Total Score Mean | | Number of Examinees | Listening Comprehension | Structure and Written Expression | Reading Comprehension | Total Score Mean |
|--|---|---|--------------------------------------|--------------------------------------|--------------------------------------|--|---|---|---|---|--|
| Native Language | EX E | : <u>"</u> 8 | Str W | 8 S | Ē | Native Language | <u> </u> | Ξŏ | S × | æ ö | ᄱ |
| Afrikaans Albanian Amharic Arabic Armenian Assamese Azeri Bashkir Basque (Euskara) | 83 329 8 646 2 50 132 | 49 53 * 50 * 52 53 * | 51 56 * 50 * 54 55 | 49 53 * 50 * 54 54 | 495 537 500 * 535 539 | Macedonian Madurese Malagasy Malay Malayalam Malinke-Bambara-Dyula Maltese Marathi Marshallese Mende | 112 11 36 31 565 103 7 1,134 70 | 55 * 47 57 58 44 * 57 54 * | 54 * 51 56 62 47 * 61 49 * | 54 50 57 60 45 * 60 47 | 543 491 569 598 455 * 595 501 |
| Belarussian Bemba Bengali | 41 2 1,817 | 56 52 | 57 55 | 57 54 | 566 534 | Minankabau Minankabau Mongolian More | 2 0 293 17 | * 51 * | * 49 * | * 50 * | 502 * |
| Berber Bhili Bikol Bulgarian Burmese | 7 1 4 552 1,393 | 57 49 | 59 51 | * * 56 49 | 575 497 | Nepali Norwegian Nyanja | 34 16 2 | 54 * | 57 * | 54 * | 549 * |
| Catalan (Provencal) Cebuano (Visayan) | 7 | * | * | * | | Oriya Oromo | 64 1 | 54 * | 60 * | 58 * | 575 * |
| Cebulano (visayan) Chichewa Chinese Chuvash Czech Danish | 137 60 118,786 0 5 | 57 56 53 * | 57 60 57 * * | 56 55 56 * * | 566 569 551 * | Palauan Panay-Hiligaynon Pashto Pidgin Polish Ponapean | 120 15 94 0 75 | 56 * 52 * 59 * | 53 54 56 * | 51 53 * 56 * | 533 531 573 |
| Dutch | 104 | 61 | 58 | 56 | 584 | Portuguese Punjabi | 263 642 | 52 53 | 53 57 | 53 55 | 525 552 |
| Efik-Ibibio English Estonian Ewe | 24 567 102 100 | 58 59 48 | 60 59 53 | 57 57 49 | 584 585 499 | Romanian Ruanda Russian | 98 68 435 | 58 48 55 | 60 54 55 | 59 51 54 | 591 510 550 |
| Farsi (Persian) Fijian Finnish French Fula (Peulh) | 60 17 8 638 21 | 54 * 51 | 55 * 53 * | 52 * 52 * | 537 * 517 | Samar-Leyte Samoan Santali Serbo-Croatian Sesotho Setswana | 3 0 0 291 2 | * * 59 * | * * * 55 * | * * * 55 * | * * * 565 * |
| Galician Ganda (Luganda) Georgian German Greek Guarani | 4 4 3 274 0 6 | 61 * | * * 60 * | * * * 58 * | * * 596 * | Shona Sindhi Sinhalese Siswati Slovak Slovene | 4 146 7 14 45 18 | * 57 * 57 * | * 60 * 57 * | 57 * * 58 * | 579 * 573 * |
| Gujarati Hausa Hebrew Hindi Hungarian (Magyar) | 2,050 17 6 3,416 13 | 52 * * 57 * | 55 * * 61 * | 54 * * 59 * | 538 * * 588 * | Somali Spanish Sundanese Swahili Swedish | 3 1,601 3 33 19 | 57 * 53 * | 56 * 55 * | 57 * 51 * | 564 529 * |
| lbo (Igbo) Icelandic Ilocano Indonesian Italian | 175 0 8 74 157 | 53 * 54 54 | 57 * * 52 58 | 53 * * 53 58 | 544 * 532 567 | Tagalog Tamil Tatar Telugu Thai Tibetan Tigrinya | 234 2,647 2 6,070 7,354 31 81 | 57 57 * 54 51 51 55 | 57 61 * 58 52 53 57 | 56 59 * 56 52 53 55 | 568 593 * 561 515 525 556 |
| Japanese Javanese | 34,645 72 | 49 51 | 52 52 | 50 51 | 505 515 | Tongan Trukese Tulu Turkish | 9 13 29 127 | * * * 52 | * * * 51 | * * * 51 | * * * 511 |
| Kannada (Kanarese) Kanuri Kashmiri Kazakh Khmer (Kampuchean) | 560 1 34 15 169 | 57 * 58 * 49 | 61 * 62 * 51 | 59 * 59 * | 591 595 499 | Turkmen Turkmen Twi-Fante Ukrainian | 22 5 42 | 52 * * | * 53 | * 53 | 536 |
| Kikuyu Kirundi Konkani Korean Kurdish Kurukh (Oraon) | 13 4 151 33,090 4 0 | 61 50 * | * 64 54 * | 62 54 * | 624 530 | Ulithian Urdu Uzbek Vietnamese | 2,942 2 1,012 | 53 50 | * 55 * | 53 53 | 536 527 |
| Kusaiean | 5 | * | | * | * | Wolof | 24 | * | | * | * |
| Lao Latvian Lingala Lithuanian Luba-Lulua Luo | 17 150 18 2 8 7 | 59 * * * | * 57 * * * | * 56 * * * | 574 * * * | Xhosa Yapese Yiddish Yoruba | 1 9 0 62 | * * 54 * | * * 57 | * * 54 | * * 552 * |
| | | | | | | Zulu | 1 | | | | |

⁽¹⁾ Because of the unreliability of statistics based on small samples, means are not reported for subgroups of less than 30. This affected a total of 531 examinees.

⁽²⁾ Because of changes in region and/or country boundaries, certain languages may have been added or deleted since the previous table was published.

⁽³⁾ Includes 2,138 students who did not report their native languages.

Table 21. Paper-Based TOEFL Total and Section Score Means(1) —

Nonnative English-Speaking Examinees Classified by Geographic Region and Native Country⁽²⁾

(Based on 230,877 students who took the test between July 2000 and June 2001)(3)

| | | | | | | test between saly 2000 and | | | | | |
|---|------------------------|----------------------------|-------------------------------------|--------------------------|------------------|--|------------------------|----------------------------|-------------------------------------|--------------------------|------------------|
| Geographic Region and Native Country | Number of Examinees | Listening Comprehension | Structure and Written Expression | Reading Comprehension | Total Score Mean | Geographic Region and Native Country | Number of Examinees | Listening Comprehension | Structure and Written Expression | Reading Comprehension | Total Score Mean |
| AFRICA | | | | | | l | _ | * | * | * | * |
| _ | | 40 | | 40 | 400 | Montserrat Netherlands Antilles | 0 42 | * 61 | * 58 | * 55 | * 580 |
| Angola Benin | 53 63 | 48 48 | 50 54 | 49 51 | 490 511 | Nicaragua | 2 | * | * | * | * |
| Botswana | 1 | * | * | * | * | Panama | 2 | * | * | * | * |
| Burkina Faso | 34 | 47 | 52 | 52 | 502 | Paraguay Peru | 133 123 | 57 53 | 56 52 | 56 54 | 563 528 |
| Burundi Cameroon | 6 9 | * | * | * | * | Puerto Rico | 0 | * | * | * | 326 * |
| Cape Verde | 3 | * | * | * | * | St. Kitts and Nevis | 0 | * | * | * | * |
| Central African Republic | 4 | * | * | * | * | St. Lucia St. Vincent and the Grenadine | 0 es 0 | * | * | * | * |
| Chad Comoros | 3 0 | * | * | * | * | Suriname | 33 | 60 | 58 | 55 | 576 |
| Congo-DRC (Formerly Zaire) | 105 | 49 | 51 | 51 | 503 | Trinidad and Tobago | 1 | * | * | * | * |
| Congo Republic | 4 | * | * | * | * | Turks and Caicos Islands United States of America | 0 199 | * 58 | * 57 | * 55 | * 570 |
| Cote d'Ivoire (Ivory Coast) Diibouti | 101 3 | 47 * | 52 * | 51 * | 500 | Uruguay | 114 | 59 | 59 | 59 | 589 |
| Equatorial Guinea | 0 | * | * | * | * | US Virgin Islands | 0 | * | * | * | * |
| Eritrea | 85 | 55 * | 57 | 55 * | 557 | Venezuela | 44 | 55 | 54 | 54 | 546 |
| Ethiopia Gabon | 8 6 | * | * | * | * | ASIA | | | | | |
| Gambia, The | 49 | 53 | 54 | 50 | 524 | Afghanistan | 54 | 51 | 54 | 50 | 515 |
| Ghana | 22 | * | * | * | * | Bangladesh | 1,243 | 49 | 52 * | 51 | 506 * |
| Guinea Guinea-Bissau | 59 0 | 41 * | 45 * | 43 | 429 | Bhutan Brunei Darussalam | 23 2 | * | * | * | * |
| Kenya | 39 | 54 | 59 | 55 | 560 | Cambodia | 165 | 49 | 50 | 50 | 498 |
| Lesotho | 2 | * | * | * | * | China, People's Republic of | 92,720 | 53 | 58 | 57 | 560 |
| Liberia | 10 39 | * 47 | * 51 | * 50 | * 493 | Hong Kong India | 4,108 18,088 | 54 56 | 53 59 | 53 57 | 531 575 |
| Madagascar Malawi | 63 | 55 | 59 | 50 54 | 560 | Indonesia | 80 | 55 | 52 | 54 | 534 |
| Mali | 104 | 44 | 46 | 45 | 450 | Japan | 35,121 | 49 | 52 | 50 | 505 |
| Mauritania Mauritius | 5 0 | * | * | * | * | Korea (DPR) Korea (ROK) | 281 32,814 | 49 50 | 53 54 | 52 54 | 514 530 |
| Mozambique | 34 | 47 | 49 | 50 | 488 | Laos | 15 | * | * | * | * |
| Namibia · | 18 | * | * | * | * | Macau | 175 | 51 | 52 | 51 | 514 |
| Niger | 23 | * | * | * | * | Malaysia Maldives | 83 0 | 55 * | 54 * | 54 * | 545 * |
| Nigeria Reunion | 295 9 | 54 * | 57 * | 54 * | 549 * | Mongolia | 287 | 51 | 49 | 50 | 501 |
| Rwanda | 81 | 49 | 53 | 51 | 511 | Myanmar (Burma) | 1,409 | 49 | 51 | 49 | 496 |
| Sao Tome and Principe | 1 | * | * | * | * | Nepal Pakistan | 14 2,971 | * 53 | * 54 | * 53 | * 533 |
| Senegal Seychelles | 4 0 | * | * | * | * | Philippines | 389 | 53 57 | 5 4 57 | 56 | 568 |
| Sierra Leone | 11 | * | * | * | * | Singapore | 8 | * | * | * | * |
| Somalia | 1 | * | * | * | * | Sri Lanka | 17 | * | * | * | * |
| South Africa Swaziland | 2 13 | * | * | * | * | Taiwan Thailand | 21,897 7,393 | 51 51 | 53 52 | 52 52 | 519 515 |
| Tanzania | 16 | * | * | * | * | Vietnam | 1,018 | 50 | 55 | 53 | 527 |
| Togo | 140 | 47 | 52 | 49 | 497 | EUROPE AND THE N | W INDE | PENDEN | T STAT | FS (NIS | OF |
| Tunisia Uganda | 4 6 | * | * | * | * | THE FORMER SOVIET | | LINDLIN | | | |
| Zambia | 2 | * | * | * | * | Albania | 316 | 53 | 56 | 53 | 540 |
| Zimbabwe | 7 | * | * | * | * | Andorra | 0 | * | * | * | * |
| AMERICAS | | | | | | Armenia | 0 8 | * | * | * | * |
| Anguilla | 1 | * | * | * | * | Austria Azerbaijan | 8 141 | 53 | 55 | | 538 |
| Antigua and Barbuda | 0 | * | * | * | * | Azores | 1 | * | * | 53 * | * |
| Argentina Aruba | 404 61 | 57 61 | 58 57 | 57 55 | 574 | Belarus | 92 4 | 55 | 57 | 57 * | 563 |
| Bahamas | 1 | * | * | * | 578 * | Belgium Bosnia and Herzegovina | 69 | 58 | 55 | 55 | 558 |
| Barbados | 0 | * | * | * | * | Bulgaria | 559 | 57 | 59 | 56 | 574 |
| Belize Bermuda | 13 1 | * | * | * | * | Croatia | 2 0 | * | * | * | * |
| Bolivia | 147 | 58 | 55 | 55 | 558 | Cyprus Czech Republic | 5 | * | * | * | * |
| Brazil | 177 | 53 | 54 | 55 | 544 | Denmark | 4 | * | * | * | * |
| British Virgin Islands | 0 | * | * | * | * | England | 6 | * | * | * | * |
| Canada Cavman Islands | 45 0 | 59 * | 57 * | 57 * | 577 * | Estonia Faeroe Island | 120 1 | 59 * | 58 * | 56 * | 577 * |
| Chile | 9 | * | * | * | * | Finland | 9 | * | * | * | * |
| Colombia | 108 | 56 * | 55 * | 56 | 557 | France | 136 | 54 | 55 | 54 | 544 |
| Costa Rica Cuba | 6 20 | * | * | * | * | Georgia Germany | 3 212 | 61 | 59 | 58 | 592 |
| Dominica, Commonwealth of | 0 | * | * | * | * | Greece | 1 | * | * | * | * |
| Dominican Republic | 6 | * | * | * | * | Greenland | 0 | * | * | * | * |
| Ecuador El Salvador | 3 3 | * | * | * | * | Hungary Iceland | 9 1 | * | * | * | * |
| French Guiana | 0 | * | * | * | * | Ireland | 0 | * | * | * | * |
| Grenada | 0 | * | * | * | * | Isle of Man | 0 | * | * | * | * |
| Guadeloupe Guatemala | 3 1 | * | * | * | * | Italy Kazakstan | 152 10 | 53 * | 59 * | 58 * | 568 * |
| Guyana | Ó | * | * | * | * | Kyrgyzstan | 21 | * | * | * | * |
| Haiti | 218 | 51 | 52 | 51 | 512 | Latvia | 193 | 59 | 57 | 56 | 573 |
| Honduras Jamaica | 74 0 | 61 * | 59 * | 57 * | 589 * | Liechtenstein Lithuania | 1 2 | * | * | * | * |
| Jamaica Martinique | 8 | * | * | * | * | Lithuania Luxembourg | 21 | * | * | * | * |
| Mexico | 218 | 56 | 53 | 56 | 552 | | | | | | |
| | | | | | | 1 | | | | | |

(continued)

Table 21 (continued)

| Geographic Region and Native Country | Number of Examinees | Listening Comprehension | Structure and Written Expression | Reading Comprehension | Total Score Mean | Geographic Region and Native Country | Number of Examinees | Listening Comprehension | Structure and Written Expression | Reading Comprehension | Total Score Mean |
|---|------------------------|----------------------------|-------------------------------------|--------------------------|------------------|---|------------------------|----------------------------|-------------------------------------|--------------------------|------------------|
| EUROPE AND THE NI | S (cont'd | .) | | | | Israel | 8 | * | * | * | * |
| Macedonia (Former | | - | | | | Jordan | 74 | 51 | 53 | 52 | 520 |
| Yougoslav Republic of) | 115 | 55 | 53 | 53 | 541 | Kuwait | 4 | * | * | * | * |
| Madeira Islands | 0 | * | * | * | * | Lebanon | 53 | 48 | 51 | 50 | 496 |
| Malta | 8 | * | * | * | * | Libya | 11 | * | * | * | * |
| Moldova | 55 | 55 | 57 | 57 | 566 | Morocco | 2 | * | * | * | * |
| Monaco | 3 | * | * | * | * | Oman | 0 | * | * | * | * |
| Netherlands | 8 | * | * | * | * | Qatar | 1 | * | * | * | * |
| Northern Ireland | 22 | * | * | * | * | Saudi Arabia | 24 | * | * | * | * |
| Norway | 17 | * | * | * | * | Sudan | 157 | 50 | 48 | 50 | 492 |
| Poland | 76 | 59 | 56 | 56 | 572 | Svria | 3 | * | * | * | * |
| Portugal | 118 | 52 | 55 | 55 | 539 | United Arab Emirates | Ĭ. | * | * | * | * |
| Romania | 78 | 52 59 | 60 | 59 | 539 597 | West Bank | 1 | * | * | * | * |
| Russia | 235 | 55 | 55 | 59 54 | 545 | Yemen | 4 | * | * | * | * |
| San Marino | 233 | * | * | * | * | | | | | | |
| Scotland | 1 | * | * | * | * | PACIFIC REGION | | | | | |
| Slovakia | 45 | 57 | 57 | 58 | 573 | American Samoa | 3 | * | * | * | * |
| Slovenia | 19 | * | * | * | * | Australia | 8 | * | * | * | * |
| Spain | 240 | 55 | 57 | 58 | 567 | Cook Islands | 0 | * | * | * | * |
| Sweden | 18 | * | * | * | 307 | Federated States of Micronesia | 30 | 54 | 51 | 48 | 511 |
| | 53 | 60 | 60 | 59 | 598 | Fiji | 50 | 57 | 55 | 53 | 547 |
| Switzerland Tajikistan | 53 16 | ъ * | ьU * | 59 | 598 | French Polynesia | 6 | * | * | * | * |
| | 118 | 52 | 50 | 50 | 507 | Guam | 1 | * | * | * | * |
| Turkey | | | | | | Kiribati | i | * | * | * | * |
| Turkmenistan | 45 63 | 54 55 | 54 54 | 52 53 | 535 540 | Marshall Islands | 78 | 55 | 51 | 49 | 515 |
| Ukraine | | 55 | 54 | 53 | 540 | Nauru | 0 | * | * | * | * |
| United Kingdom | 11 1 | * | * | * | * | New Caledonia | 4 | * | * | * | * |
| Uzbekistan Vationa City | | * | * | * | * | New Zealand | 5 | * | * | * | * |
| Vatican City | 0 | * | * | * | * | Niue Island | 0 | * | * | * | * |
| Wales | 0 | | | | | Northern Mariana Islands | 10 | * | * | * | * |
| Yugoslavia | 242 | 59 | 55 | 55 | 565 | Palau | 129 | 56 | 53 | 51 | 531 |
| MIDDLE EAST/NORTH | 1 AFRICA | | | | | Papua New Guinea | 0 | 56 * | * | * | 531 |
| Algeria | 160 | 49 | 53 | 52 | 513 | Samoa | Õ | * | * | * | * |
| Bahrain | 160 | 49 * | 33 * | 52 * | 313 | Solomon Islands | Ŏ | * | * | * | * |
| | 8 | * | * | * | * | Tahiti | 4 | * | * | * | * |
| Egypt Gaza Strip | 269 | 50 | 50 | 50 | 499 | Tonga | 9 | * | * | * | * |
| | 269 47 | 50 54 | 50 54 | 50 52 | 499 535 | Tuvalu | Ö | * | * | * | * |
| Iran | 47 | 5 4 * | 54 * | 52 * | ააა * | Vanuatu | 0 | * | * | * | * |
| Iraq | 4 | - | | | | 1 | J | | | | |

⁽¹⁾ Because of the unreliability of statistics based on small samples, means are not reported for subgroups of less than 30. This affected a total of 718 examinees.

Table 22 presents the overall frequency distribution of Test of Written English (TWE®) scores. In 2000-01, the TWE test was administered with the paper-based TOEFL test five times on specified dates. The test is holistically

scored using a criterion-referenced 6-point score scale. Further information can be found in the *Test of Written English Guide*.

Table 22. Frequency Distribution of TWE Scores for All Examinees

(Based on 208,096 examinees who took the TWE test between July 2000 and June 2001)

| TWE Score | Percentile Rank |
|--------------|-----------------|
| 6.0 5.5 | 98 |
| 5.0 | 93 |
| 4.5 | 84 |
| 4.0 | 62 |
| 3.5 | 38 |
| 3.0 | 22 |
| 2.5 | 8 |
| 2.0 | 4 |
| 1.5 | 1 |
| 1.0 | |
| 0.0 | |
| Mean S.D. | 3.70 0.87 |



⁽²⁾ Because of changes in region and/or country boundaries, certain countries may have been added or deleted since the previous table was published.

 $^{(3) \ \}text{Includes 1,859 students who did not report country of birth or who reported English as their native language. } \\$