

2001-2002 EDITION

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TEST OF ENGLISH AS A FOREIGN LANGUAGETM

## 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 TOEFLtestand 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 speakers 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 ${ }^{\circledR}$ and Educational Testing Service ${ }^{\circledR}$ (ETS ${ }^{\oplus}$ ) 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 ${ }^{\circledR}$ Board in 1973. Under this ar-
rangement, 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 paperbased TOEFL test about the ability of international students to use English in an academic environment. Accordingly, the TOEFL Board initiated a broad effort under which language testing will evolve into the twentyfirst century. The introduction of the computer-based TOEFL test in 1998 was the first incremental step in 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.orgleducatorledpubs.html. Also visit the TOEFL program's Web library at www.toefl.org/pubs/pubsindx.html for a complete list of downloadable publications.

## The Computer-Based TOEFL Test



In July 1998, ETS introduced the com-puter-based TOEFL test in many areas of the world. This move was the first critical step toward a longterm 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 ${ }^{\circledR}$ 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 ${ }^{\circledR}$ 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 selfselected 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*

*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*


[^0]Table 4. Percentile Ranks for TOEFL CBT Scores -Undergraduate-Level Students*

*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*


* 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*


* 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 |  | Section 1 <br> Listening | Section 2 <br> Structure/ <br> Writing | Section 3 <br> Reading | Total <br> Scaled <br> Score |
| :--- | :---: | ---: | ---: | ---: | ---: |
| Total Groupt | Number |  | 20.8 | 21.5 | 21.9 |
| Graduate Level | 252,525 | 5.5 | 5.2 | 5.0 | 214 |
|  |  | 21.1 | 22.2 | 22.9 | 221 |
| Undergraduate Level | 127,879 |  | 5.3 | 4.8 | 4.6 |
| Other Students | 83,919 | 20.5 | 20.7 | 20.3 | 205 |
|  |  | 5.5 | 5.5 | 5.1 | 49 |
| Applicants for | 5,805 | 17.9 | 18.1 | 18.7 | 183 |
| Professional License |  | 6.6 | 6.6 | 6.2 | 60 |

* Based on examinees tested from July 2000 through June 2001 who responded to a question about gender group membership. $\dagger$ 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 <br> Structure/ <br> Writing | Section 3 Reading | Total <br> Scaled <br> Score |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Total Group $\dagger$ | 214,355 | $\begin{array}{r} 20.7 \\ 5.4 \end{array}$ | $\begin{array}{r} 21.4 \\ 5.1 \end{array}$ | $\begin{array}{r} 21.2 \\ 4.9 \end{array}$ | $\begin{array}{r} 211 \\ 47 \end{array}$ |
| Graduate Level | 89,880 | $\begin{array}{r} 21.0 \\ 5.2 \end{array}$ | $\begin{array}{r} 22.0 \\ 4.8 \end{array}$ | $\begin{array}{r} 22.2 \\ 4.7 \end{array}$ | $\begin{array}{r} 217 \\ 44 \end{array}$ |
| Undergraduate Level | 78,422 | $\begin{array}{r} 20.3 \\ 5.4 \end{array}$ | $\begin{array}{r} 20.9 \\ 5.3 \end{array}$ | $\begin{array}{r} 20.1 \\ 4.9 \end{array}$ | $\begin{array}{r} 204 \\ 47 \end{array}$ |
| Other Students | 5,901 | $\begin{array}{r} 16.9 \\ 6.2 \end{array}$ | $\begin{array}{r} 17.4 \\ 6.2 \end{array}$ | $\begin{array}{r} 17.6 \\ 5.6 \end{array}$ | $\begin{array}{r} 173 \\ 56 \end{array}$ |
| Applicants for Professional License | 16,543 | $\begin{array}{r} 22.7 \\ 4.7 \end{array}$ | $\begin{array}{r} 23.0 \\ 4.5 \end{array}$ | $\begin{array}{r} 22.7 \\ 4.3 \end{array}$ | $\begin{array}{r} 228 \\ 41 \end{array}$ |

[^1]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) ${ }^{(3)}$

| Native Language |  |  |  |  |  | Native Language |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Afrikaans | 455 | 21 | 23 | 22 | 221 | Macedonian | 269 | 22 | 21 | 20 | 211 |
| Albanian | 827 | 21 | 21 | 20 | 208 | Madurese | 129 | 19 | 19 | 18 | 182 |
| Amharic | 786 | 21 | 21 | 20 | 206 | Malagasy | 44 | 20 | 22 | 22 | 212 |
| Arabic | 31,734 | 20 | 20 | 19 | 195 | Malay | 1,751 | 23 | 23 | 23 | 231 |
| Armenian | 714 107 | 21 23 | 22 | 21 24 | 214 238 | Malayalam ${ }_{\text {Malinke-Bambara-Dyula }}$ | 2,164 | 24 18 | 26 20 | 25 20 | 251 |
| Azeri | 192 | 20 | 21 | 21 | 208 | Maltese Marathi | 4 2,032 | $\stackrel{*}{*}$ | $\stackrel{\text { * }}{26}$ | $\stackrel{\text { * }}{ } \times$ | $\stackrel{*}{*}$ |
| Bashkir | 11 | * | * |  | * | Marshallese | 2, 3 |  |  |  |  |
| Basque (Euskara) | 54 | 20 | 22 | 23 | 216 | Mende | 32 | 19 | 22 | 21 | 208 |
| Belarussian | 101 | 21 | 21 | 21 | 213 | Minankabau | 2 |  | * | * |  |
| Bemba | 69 | 23 | 25 | 23 | 237 | Mongolian | 198 | 20 | 18 | 18 | 187 |
| Bengali | 4,381 | 22 | 23 | 22 | 223 | More | 20 |  |  |  |  |
| Berber | 33 | 20 | 20 | 20 | 199 |  |  |  |  |  |  |
| Bhili | $1{ }^{2}$ |  |  |  |  | Nepali | 2,113 | 21 | 23 | 21 | 217 |
| Bikol | 108 | 22 | 23 | 23 | 227 | Norwegian | 1,812 | $\underset{\star}{25}$ | $\underset{\star}{24}$ | $\underset{\star}{24}$ | 242 |
| Bulgarian Burmese | 2,883 307 | 24 20 | 24 21 | 24 21 | 239 207 | Nyanja | 24 |  |  |  |  |
|  |  |  |  |  |  | Oriya | 179 | 23 | 26 | 25 | 246 |
| Catalan (Provencal) | 334 | 22 | 23 | 25 | 234 | Oromo | 44 | 21 | 23 | 23 | 225 |
| Cebuano (Visayan) | 1,316 | 24 | 24 | 23 | 235 |  |  |  |  |  |  |
| Chichewa | 51 | 22 | 24 | 21 | 222 | Palauan | 3 |  |  |  | * |
| Chinese | 45,355 | 19 | $\stackrel{1}{\star}$ | $\stackrel{21}{\star}$ | 204 | Panay-Hiligaynon | 448 | 23 | 23 | 22 | 230 |
| Chuvash |  |  |  |  |  | Pashto | 247 | $\underset{*}{22}$ | $\underset{\star}{24}$ | * | 227 |
| Czech | 713 | 23 | 23 | 23 | 231 | Pidgin | 2,316 | 23 | 22 | 22 | 227 |
| Danish | 878 | 26 | 25 | 25 | 253 | Ponapean | 4 |  |  |  |  |
| Dutch | 1,754 | 27 | 26 | 26 | 260 | Portuguese Punjabi | $\begin{aligned} & 9,659 \\ & 1,480 \end{aligned}$ | 22 23 | 22 | 23 23 | 226 |
| Efik - Ibibio | 66 | 23 | 24 | 22 | 231 |  |  |  |  |  |  |
| English | 8,658 | 24 | 25 | 23 | 240 | Romanian | 2,668 | 24 | 24 | 25 | 243 |
| Estonian | 121 | 24 | 24 | 23 | 237 | Ruanda | 30 | 20 | 22 | 21 | 209 |
| Ewe | 156 | 21 | 24 | 22 | 223 | Russian | 7,476 | 23 | 23 | 23 | 229 |
| Farsi (Persian) | 3,265 | 22 | 22 | 22 | 217 | Samar-Leyte | 72 | 23 | 24 | 23 | 231 |
| Fijian | 13 |  |  |  |  | Samoan | 36 | $\stackrel{24}{*}$ | $\stackrel{\text { 2 }}{\star}$ | $\stackrel{\text { 2 }}{\star}$ | 233 |
| Finnish | 708 | 26 | 24 | 25 | 248 | Santali | 1,0 |  |  |  |  |
| French Fula (Peulh) | $\begin{array}{r} 14,308 \\ 77 \end{array}$ | 22 19 | 23 21 | 24 21 | 228 | Serbo-Croatian | 1,16 | $\stackrel{+}{\star}$ | ${ }_{\star}$ | ${ }_{\text {2 }}$ | 232 |
|  |  |  |  |  |  | Setswana | 248 | 23 | 25 | 24 | 237 |
| Galician | 9 |  |  |  |  | Shona | 390 | 24 | 26 | 23 | 243 |
| Ganda (Luganda) | 45 | 21 | 25 | 22 | 229 | Sindhi | 316 | 24 | 25 | 24 | 245 |
| Georgian | 379 | 22 | 22 | 22 | 221 | Sinhalese | 1,043 | $\stackrel{2}{*}$ | $\stackrel{1}{\star}$ | 22 | 222 |
| German | 13,709 | 25 | 25 | 25 | 251 | Siswati | 11 | * | * | * | * |
| Greek | 5,825 | 22 | 23 | 22 | 225 | Slovak | 466 | 24 | 23 | 23 | 233 |
| Guarani | 6 | * | * | * | * | Slovene | 124 | 25 | 25 | 25 | 251 |
| Gujarati | 4,065 | 22 | 24 | 22 | 228 | Somali | 130 | 21 | 21 | 20 | 207 |
|  |  |  |  |  |  | Spanish | 36,820 | $\underset{\star}{23}$ | $\stackrel{2}{*}$ | $\stackrel{\text { 2 }}{ }$ | 227 |
| Hausa | 161 | 20 | 22 | 20 | 207 | Sundanese | 12 |  |  |  | * |
| Hebrew | 2,050 | 26 | 23 | 24 | 243 | Swahili Swedish | 857 2,364 | 21 26 | 24 | 22 | 224 |
| Hindi | 11,179 | 25 | 26 | 25 | 250 | Swedish | 2,364 | 26 | 24 | 24 | 244 |
| Hungarian (Magyar) | 1,072 | 24 | 23 | 23 | 233 | Tagalog | 8,200 | 24 | 24 | 23 | 234 |
| Ibo (Igbo) | 983 | 23 | 25 | 23 | 236 | Tamil | 4,455 | 24 | 25 | 25 | 248 |
| Icelandic | 494 | 26 | 24 | 24 | 246 | Tatar | 31 | 22 | 22 | 23 | 224 |
| llocano | 530 | 22 | 23 | 22 | 225 | Telugu | 8,828 | 23 | 24 | 24 | 237 |
| Indonesian | 8,270 | 21 | 20 | 21 | 207 | Thai | 9,107 | 19 | 19 | 20 | 194 |
| Italian | 6,770 | 20 | 22 | 25 | 224 | Tibetan | 62 | 21 | 23 | 22 | 221 |
|  |  |  |  |  |  | Tigrinya | 97 | $\stackrel{2}{*}$ | $\stackrel{2}{*}$ | 22 | 220 |
| Japanese | 60,114 | 17 | 19 | 19 | 184 | Tongan | 17 |  |  | * | * |
| Javanese | 280 | 16 | 18 | 18 | 175 | Trukese | 3 | * | * | * | * |
| Kannada (Kanarese) | 1,193 | 25 | 26 | 25 | 255 | Tulu | 11,682 | 26 | 22 | 26 21 | 265 213 |
| Kanuri | 2 |  |  | * | * | Turkmen | 21 | * | * | * | * |
| Kashmiri | 85 | 25 | 27 | 26 | 261 | Twi-Fante | 386 | 22 | 25 | 23 | 234 |
| Kazakh | 306 | 21 | 21 | 21 | 212 |  |  |  |  |  |  |
| Khmer (Kampuchean) | 111 | 21 | 20 | 19 | 197 | Ukrainian | 1,173 | 22 | 23 | 23 | 225 |
| Kikuyu | 1,515 | 22 | 25 | 23 | 234 | Ulithian | 1 | * | * | * | * |
| Kirundi | 45 | 20 | 22 | 21 | 212 | Urdu | 7,604 | 23 | 24 | 22 | 228 |
| Konkani | 363 | 26 | 27 | 26 | 260 | Uzbek | 199 | 20 | 21 | 21 | 207 |
| Korean | 52,506 | 19 | 20 | 21 | 201 | Vietnamese | 1699 | 20 | 21 | 21 | 207 |
| Kurdish Kurukh (Oraon) | 61 0 | 21 | ${ }_{*}^{19}$ | * | 200 |  | 1,699 | 20 | 21 | 21 | 207 |
| Kusaiean | 0 | * | * | * | * | Wolof | 296 | 16 | 19 | 19 | 183 |
| Lao | 45 | 20 | 20 | 18 | 193 | Xhosa | 18 | * | * | * | * |
| Latvian | 169 | $\stackrel{2}{\star}$ | $\stackrel{\text { 2 }}{*}$ | $\stackrel{2}{*}$ | ${ }_{*}^{223}$ |  |  |  |  |  |  |
| Lingala | 27 | $\stackrel{*}{*}$ | 21 | * | $\stackrel{*}{*}$ | Yapese | 3 |  |  |  |  |
| Lithuanian | 514 10 | ${ }_{*}^{22}$ | ${ }_{*}{ }^{1}$ | ${ }_{\text {2 }}$ * | 217 | Yiddish | 1,425 | 23 | 25 | 23 | 240 |
| Luo | 390 | 22 | 26 | 23 | 238 |  |  |  |  |  |  |
|  |  |  |  |  |  | Zulu | 35 | 23 | 25 | 23 | 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. <br> (2) Because of changes in region and/or country boundaries, certain languages may have been added or deleted since the previous table was published. <br> (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) ${ }^{(3)}$

| Geographic Region and Native Country |  | $\begin{aligned} & \text { ㅁㅡㅡ } \\ & \text { 흘 } \\ & \text {. } \end{aligned}$ | 은 号 흘 릉 | $\begin{aligned} & \text { ㅇㅡㅡ } \\ & \text { 듬 } \\ & \text { هx } \end{aligned}$ |  | Geographic Region and Native Country |  |  |  | $\begin{aligned} & \text { ㅁㅡㅡ } \\ & \text { 흐추 } \\ & \text { } \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| AFRICA |  |  |  |  |  | Mexico | 8,421 | 23 | 22 | 23 | 230 |
| Angola | 166 | 17 | 18 | 17 | 175 | Montserrat | 0 |  |  | * |  |
| Benin | 83 | 19 | 22 | 22 | 209 | Netherlands Antilles | 24 | * | * | * | ${ }^{*}$ |
| Botswana | 236 | 23 | 25 | 23 | 237 | Nicaragua | 278 | 23 | 23 | 22 | 227 |
| Burkina Faso | 47 | 20 | 22 | 21 | 209 | Panama | 559 | 23 | 22 | 22 | 225 |
| Burundi | 57 | 20 | 21 | 21 | 206 | Paraguay | 89 | 23 | 22 | 23 | 224 |
| Cameroon | 475 | 19 | 22 | 21 | 206 | Peru | 2,543 | 22 | 22 | 24 | 225 |
| Cape Verde | 50 | 19 | 17 | 18 | 180 | Puerto Rico | 1,343 | 24 | $\stackrel{\text { 2 }}{*}$ | $\stackrel{23}{*}$ | 230 |
| Central African Republic | 8 | * | * | * | * | St. Kitts and Nevis | 0 |  | * | * |  |
| Chad | 41 | 18 | 19 | 19 | 187 | St. Lucia | 1 |  |  | * |  |
| Comoros | 3 | 18 | - | - | 187 | St. Vincent and the Grenadines | 0 |  |  | * |  |
| Congo-DRC (Formerly Zaire) | 107 | 20 | 21 | 20 | 204 | Suriname | 27 |  | * | * |  |
| Congo Republic | 50 | 18 | 20 | 20 | 193 | Trinidad and Tobago | 2 | * | * | * |  |
| Cote d'Ivoire (Ivory Coast) | 285 | 19 | 21 | 21 | 200 | Turks and Caico Islands | 1 | * | * | * | ${ }^{*}$ |
| Djibouti | 10 |  |  |  | * | United States of America | 1,423 | 23 | 23 | 22 | 226 |
| Equatorial Guinea | 5 | * | * | * | ${ }^{*}$ | Uruguay | 124 1 | 23 | * | * | 237 |
| Eritrea | 836 | 21 | 21 | 21 | 209 | Venezuela | 3,150 | 22 | 21 | 22 | 214 |
| Gabon | 36 | 21 | 21 | 21 | 209 |  |  |  |  |  |  |
| Gambia, The | 29 | * | * | * | * | ASIA |  |  |  |  |  |
| Ghana | 758 | 22 | 25 | 23 | 234 | Afghanistan | 187 | 20 | 21 | 20 | 206 |
| Guinea | 100 | 18 | 19 | 18 | 185 | Bangladesh | 3,315 | 20 | 22 | 21 | 210 |
| Guinea-Bissau | 7 |  |  |  | * | Bhutan | 9 |  | * | * |  |
| Kenya | 3,354 | 22 | 25 | 23 | 234 | Brunei Darussalam | 9 | * | * | * | * |
| Lesotho | 8 |  |  | * | * | Cambodia | 133 | 20 | 20 | 19 | 199 |
| Liberia | 29 | * | * | * | ${ }^{*}$ | China, People's Republic of | 17,644 | 19 | 22 | 22 | 211 |
| Madagascar | 58 | 20 | 22 | 23 | 217 | Hong Kong | 7,824 | 20 | 21 | 21 | 206 |
| Malawi | 43 | 22 | 24 | 21 | 223 | India | 38,073 | 24 | 25 | 24 | 245 |
| Mali | 73 | 18 | 19 | 19 | 188 | Indonesia | 8,413 | 21 | 20 | 21 | 207 |
| Mauritania | 37 | 19 | 18 | 18 | 184 | Japan | 60,746 | 17 | 19 | 19 | 183 |
| Mauritius | 118 | 24 | 27 | 25 | 254 | Korea (DPR) | 3,188 | 17 | 18 | 18 | 176 |
| Mozambique | 46 | 20 | 21 | 20 | 202 | Korea (ROK) | 50,311 | 19 | 20 | 21 | 202 |
| Namibia | 11 | * | * | * | * | Laos | 53 | 21 | 21 | 19 | 201 |
| Niger | 96 | 18 | 20 | 19 | 190 | Macau | 308 | 19 | 21 | 20 | 199 |
| Nigeria | 3,253 | 23 | $\stackrel{1}{\star}$ | 23 | 236 | Malaysia | 3,213 | $\stackrel{2}{*}$ | $\stackrel{1}{*}$ | $\stackrel{2}{*}$ | 224 |
| Reunion | 27 | * | * | * | * | Maldives | 15 |  | * | * | * |
| Rwanda | 74 | 19 | 21 | 19 | 197 | Mongolia | 198 | 20 | 18 | 18 | 186 |
| Sao Tome and Principe | 1 |  | * | * | * | Myanmar (Burma) | 336 | 20 | 21 | 21 | 206 |
| Senegal | 564 | 16 | 19 | 19 | 181 | Nepal | 2,151 | 21 | 23 | 21 | 216 |
| Seychelles | 0 |  | * | * | * | Pakistan | 7,058 | 22 | 23 | 22 | 226 |
| Sierra Leone | 56 | 21 | 24 | 20 | 218 | Philippines | 11,614 | 24 | 24 | 23 | 233 |
| Somalia | 116 | 21 | 20 | 20 | 203 | Singapore | 683 | 25 | 25 | 25 | 253 |
| South Africa | 304 | 26 | 26 | 25 | 254 | Sri Lanka | 1,495 | 22 | 22 | 21 | 217 |
| Swaziland | 14 | * | * | * | * | Taiwan | 18,160 | 19 | 20 | 20 | 193 |
| Tanzania | 486 | 20 | 22 | 20 | 208 | Thailand | 9,244 | 19 | 19 | 20 | 194 |
| Togo | 148 | 18 | 21 | 21 | 198 | Vietnam | 1,729 | 20 | 21 | 21 | 207 |
| Tunisia | 402 | 19 | 20 | 21 | 200 | EUROPE AND THE NEW INDEPENDENT STATES (NIS) OF THE FORMER SOVIET UNION |  |  |  |  |  |
| Uganda | 256 | 21 | 25 | 22 | 230 |  |  |  |  |  |  |
| Zambia | 202 | 23 | 25 | 23 | 236 |  |  |  |  |  |  |
| Zimbabwe | 466 | 23 | 26 | 23 | 241 | Albania | 724 | 21 | 22 | 21 | 213 |
|  |  |  |  |  |  | Andorra | 32 | 17 | 20 | 19 | 188 |
| AMERICAS |  |  |  |  |  | Armenia | 486 | 21 | 22 | 22 | 218 |
| Anguilla | 41 | ${ }^{16}$ | $\stackrel{19}{\star}$ | 18 | 175 | Austria | 997 | 25 | 25 | 25 | 252 |
| Antigua and Barbuda | 4 |  |  |  |  | Azerbaijan | 177 | $\stackrel{2}{*}$ | $\stackrel{\text { * }}{*}$ | $\stackrel{2}{*}$ | 220 |
| Argentina | 3,190 | 23 | 23 | 24 | 236 | Azores | 4 | * | * | * | * |
| Aruba | 40 | 16 | 15 | 15 | 152 | Belarus | 388 | 23 | 23 | 23 | 228 |
| Bahamas | 1 | * | * | * | * | Belgium | 860 | 25 | 25 | 25 | 253 |
| Barbados | 4 | * | * | * | * | Bosnia and Herzegovina | 430 | 23 | 22 | 22 | 222 |
| Belize | 14 | * | * | * | * | Bulgaria | 2,921 | 24 | 24 | 24 | 239 |
| Bermuda | 0 | * | * | * | ${ }^{*}$ | Croatia | 488 | 24 | 23 | 23 | 234 |
| Bolivia | 509 | 23 | 21 | 22 | 221 | Cyprus | 1,537 | 21 | 22 | 20 | 212 |
| Brazil | 8,836 | 22 | 22 | 23 | 225 | Czech Republic | 670 | 23 | 23 | 23 | 232 |
| British Virgin Islands | 1 | * | * | * | * | Denmark | 899 | 26 | 25 | 25 | 254 |
| Canada | 1,303 | 23 | 23 | 23 | 229 | England | 59 | 23 | 23 | 23 | 228 |
| Cayman Islands | 0 | * | * | * | * | Estonia | 170 | $\stackrel{24}{\star}$ | $\stackrel{23}{\star}$ | $\stackrel{23}{*}$ | 233 |
| Chile | 1,483 | 23 | 22 | 24 | 230 | Faeroe Island | 2 | * | * | * | * |
| Colombia | 7,014 | 22 | 21 | 23 | 220 | Finland | 771 | 26 | 24 | 25 | 249 |
| Costa Rica | 544 | 24 | 23 | 24 | 240 | France | 10,436 | 22 | 23 | 24 | 231 |
| Cuba | 403 | 20 | 20 | 23 | 212 | Georgia | 409 | 22 | 22 | 22 | 221 |
| Dominica, Commonwealth of | 4 | * | * | * | * | Germany | 11,607 | 25 | 25 | 25 | 251 |
| Dominican Republic | 715 | 23 | 22 | 22 | 220 | Greece | 4,698 | 23 | $\stackrel{1}{*}$ | $\stackrel{1}{*}$ | 228 |
| Ecuador | 1,375 | 23 | 22 | 23 | 226 | Greenland | 1 | * | * | * | * |
| El Salvador | 420 | 23 | 23 | 22 | 229 | Hungary | 985 | 24 | 23 | 23 | 232 |
| French Guiana | 7 | * | * | * | * | Iceland | 499 | 26 | 24 | 24 | 245 |
| Grenada | 1 | * | * | * | * | Ireland | 5 | * | * | * | * |
| Guadeloupe | 26 | * | * | * | * | Isle of Man | 0 | * | * | * | * |
| Guatemala | 823 | 23 | 22 | 22 | 225 | Italy | 6,714 | 20 | 23 | 25 | 225 |
| Guyana | 4 | * | * | * | * | Kazakstan | 679 | 22 | 22 | 22 | 217 |
| Haiti | 465 | 20 | 19 | 19 | 195 | Kyrgyzstan | 138 | 21 | 22 | 21 | 213 |
| Honduras | 375 | 24 | 23 | 23 | 233 | Latvia | 311 | 23 | 22 | 22 | 224 |
| Jamaica | 8 | * | * | * | * | Liechtenstein | 10 | * | * | * | * |
| Martinique | 37 | 21 | 22 | 23 | 219 | Lithuania | 560 | 22 | 22 | 22 | 218 |

Table 10 (continued)

| Geographic Region and Native Country |  | $\begin{aligned} & \text { 믈 } \\ & \text { 흘 } \\ & \text { ⿹ㅡㄹ } \end{aligned}$ |  | $\begin{aligned} & \text { ㅁㅡㅡ } \\ & \text { 흐주 } \\ & \text { O} \end{aligned}$ |  | Geographic Region and Native Country |  |  |  | $\begin{aligned} & \text { ㅇㅡㅡ } \\ & \text { 듶 } \\ & \text { 주 } \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| EUROPE AND THE NIS (cont'd.) |  |  |  |  |  | Israel | 2,572 | 25 | 23 | 23 | 236 |
| Luxembourg | 61 | 25 | 26 | 26 | 255 | Jordan | 3,163 | 21 | 20 | 20 | 203 |
| Macedonia (Former |  |  |  |  |  | Kuwait Lebanon | 2,410 6,267 | 19 | 17 | 16 | 169 |
| Yugoslav Republic of) | 269 | 22 | 21 | 20 | 211 | Lebanon | 6,267 | 22 | 18 | 17 | 217 |
| Madeira Islands | 0 |  |  |  |  | Libya | 179 | 19 | 18 | 17 | 179 |
| Malta | 5 | * |  |  | * | Morocco | 2,257 | 10 | 19 | 18 | 189 |
| Moldova | 321 | 23 | 23 | 23 | 230 | Oman | 464 | 19 | 17 | 16 | 174 |
| Monaco | 14 |  |  |  |  | Saudi Arabia | 4,991 | 19 | 17 | 16 | 173 |
| Netherlands | 1,349 | $\underset{*}{26}$ | $\underset{*}{26}$ | $\underset{*}{26}$ | $\underset{*}{258}$ | Sudan | 511 | 21 | 20 | 20 | 203 |
| Northern Ireland |  |  |  |  |  | Syria | 1,332 | 21 | 20 | 21 | 207 |
| Norway | 1,838 | 25 | 24 | 24 | 241 | United Arab Emirates | 2,453 | 19 | 17 | 16 | 172 |
| Portugal | 2,383 | 25 | 24 | 25 | 249 | West Bank | 0 |  |  |  |  |
| Romania | 2,569 | 24 | 24 | 25 | 244 | Yemen | 370 | 19 | 19 | 17 | 185 |
| Russia | 4,957 | $\stackrel{\text { 2 }}{\star}$ | $\stackrel{23}{*}$ | $\stackrel{23}{*}$ | 229 | PACIFIC REGION |  |  |  |  |  |
| San Marino | 2 |  | * |  | * | American Samoa | 71 | 20 | 21 | 19 | 199 |
| Scotland | 2 |  | 23 | 23 | 231 | Australia | 87 | 21 | 22 | 21 | 214 |
| Slovakia Slovenia | 463 | 23 | 25 | 25 | 231 | Cook Islands | 1 | * | * |  | * |
| Spain | 3,881 | 22 | 23 | 24 | 231 | Federated States of Micronesia | 1 | * | * | * | * |
| Sweden | 2,355 | 26 | 23 | 24 | 243 | Fiji | 21 |  |  |  |  |
| Switzerland | 1,864 | 25 | 24 | 25 | 245 | French Polynesia | 27 |  |  |  |  |
| Tajikistan | 56 | 21 | 21 | 21 | 212 | Guam | 14 |  |  |  |  |
| Turkey | 11,555 | 21 | 22 | 21 | 213 | Kiribati | 1 |  |  |  |  |
| Turkmenistan | 32 | 21 | 21 | 21 | 207 | Marshall Islands | 3 |  |  |  |  |
| Ukraine | 2,181 | 23 | 23 | 23 | 228 | New Caledonia | 4 | * | * | * | * |
| United Kingdom | 75 | 24 | 24 | 24 | 239 | New Caledonia | 31 | 22 | 21 | 22 |  |
| Uzbekistan | 468 | 21 | 22 | $\stackrel{2}{\star}$ | 215 | New Zealand | O | 2 | 21 | * | * |
| Vatican City | 1 |  |  |  | * | Northern Mariana Islands | 2 |  | * | * |  |
| Wales | 1 | 24 | 22 |  | 227 | Palau | , |  |  |  |  |
| Yugoslavia | 795 | 24 | 22 | 22 | 227 | Papua New Guinea | 0 |  |  |  | * |
| MIDDLE EAST/NORTH AFRICA |  |  |  |  |  | Samoa | 2 |  |  |  |  |
| Algeria | 238 | 21 | 21 | 22 | 212 | Solomon Islands | 0 |  |  | * |  |
| Bahrain | 708 | 21 | 21 | 19 | 201 | Tonga | 11 | * |  | * | * |
| Egypt | 5,683 | 21 | 22 | 21 | 212 | Tuvalu | 1 | * |  | * |  |
| Gaza Strip | 74 | 20 | 20 | 20 | 200 | Vanuatu |  | * | * | * | * |
| Iran | 3,502 | 22 | 21 | 21 | 216 | Vanuatu 0 |  |  |  |  |  |
| Iraq | 490 | 22 | 21 | 21 | 213 |  |  |  |  |  |  |
| (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. <br> (2) Because of changes in region and/or country boundaries, certain countries may have been added or deleted since the previous table was published. <br> (3) Includes 41,330 students who did not report country of birth or who reported English as their native language. |  |  |  |  |  |  |  |  |  |  |  |

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

## 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 paperbased 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 1417, 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*

|  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 68 |  | 98 |  |  |  |
| 66 | 99 | 93 | 98 | 660 | 99 |
| 64 | 97 | 87 | 94 | 640 | 96 |
| 62 | 94 | 81 | 87 | 620 | 91 |
| 60 | 88 | 72 | 79 | 600 | 82 |
| 58 | 81 | 60 | 68 | 580 | 72 |
| 56 | 72 | 49 | 57 | 560 | 60 |
| 54 | 61 | 38 | 44 | 540 | 47 |
| 52 | 49 | 30 | 33 | 520 | 35 |
| 50 | 37 | 22 | 24 | 500 | 25 |
| 48 | 26 | 16 | 16 | 480 | 17 |
| 46 | 16 | 11 | 11 | 460 | 11 |
| 44 | 10 | 7 | 7 | 440 | 6 |
| 42 | 6 | 4 | 5 | 420 | 3 |
| 40 | 3 | 2 | 3 | 400 | 2 |
| 38 | 2 | 1 | 2 | 380 | 1 |
| 36 | 1 | 1 | 1 | 360 |  |
| 34 | 1 |  | 1 | 340 |  |
| 32 |  |  | 1 | 320 |  |
| Mean | 52.1 | 55.6 | 54.4 | Mean | 540 |
| S.D. | 6.4 | 7.2 | 6.7 | S.D. | 61 |

[^2]Table 14. Percentile Ranks for Paper-Based TOEFL Scores -Graduate-Level Students*

|  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 68 |  | 98 |  |  |  |
| 66 | 99 97 | 90 84 | 97 92 | 660 640 | 99 95 |
| 62 | 93 | 76 | 82 | 620 | 88 |
| 60 | 87 | 65 | 73 | 600 | 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 | 1 |  | 1 | 380 |  |
| 36 | 1 |  |  | 360 |  |
| 34 |  |  |  | 340 |  |
| 32 |  |  |  | 320 |  |
| Mean | 53.0 | 57.2 | 56.0 | Mean | 554 |
| S.D. | 6.0 | 6.5 | 6.0 | S.D. | 56 |

[^3]Table 15. Percentile Ranks for Paper-Based TOEFL Scores -Undergraduate-Level Students*

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

|  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 68 |  |  |  |  |  |
| 66 | 99 | 99 |  | 660 |  |
| 64 | 98 | 97 | 99 | 640 | 99 |
| 62 | 96 | 95 | 97 | 620 | 97 |
| 60 | 92 | 92 | 95 | 600 | 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 | 6 | 6 | 7 | 380 | 4 |
| 36 | 3 | 3 | 5 | 360 | 1 |
| 34 | 2 | 2 | 4 | 340 |  |
| 32 | 1 | 1 | 3 | 320 |  |
| 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*

|  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 68 | 99 | 98 |  |  |  |
| 66 | 99 | 95 | 99 | 660 | 99 |
| 64 | 97 | 93 | 97 | 640 | 97 |
| 62 | 94 | 89 | 92 | 620 | 94 |
| 60 | 90 | 82 | 87 | 600 | 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 | 3 | 2 | 3 | 380 | 2 |
| 36 | 2 | 1 | 2 | 360 | 1 |
| 34 | 1 | 1 | 2 | 340 |  |
| 32 |  | 1 | 1 | 320 |  |
| 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 <br> Listening <br> Comprehension | Section 2 <br> Structure and <br> Written <br> Expression | Section 3 <br> Reading <br> Comprehension | Total <br> Scaled <br> Score |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Total Groupt | 114,563 | 52.0 | 56.1 | 55.0 | 544 |
| Graduate Level |  | 6.4 | 7.1 | 6.6 | 61 |
| Undergraduate Level | 80,283 | 52.7 | 57.5 | 56.5 | 556 |
|  |  | 6.1 | 6.4 | 6.0 | 55 |
| Other Students | 21,039 | 51.1 | 53.1 | 51.7 | 520 |
|  |  | 7.1 | 7.4 | 6.9 | 64 |
| Applicants for | 1,845 | 48.9 | 50.3 | 49.3 | 495 |
| Professional License |  | 7.4 | 7.7 | 7.6 | 68 |

* Based on examinees tested from July 2000 through June 2001 who responded to a question about gender group membership. $\dagger$ Total group includes 10,092 examinees not included in the four succeeding groups.

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

| Group | Number | Section 1 <br> Listening <br> Comprehension | Section 2 <br> Structure and <br> Written <br> Expression | Section 3 <br> Reading <br> Comprehension | Total <br> Scaled <br> Score |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Total Groupt | 115,890 | 52.3 | 55.1 | 53.7 | 537 |
| Graduate Level |  | 6.4 | 7.2 | 6.7 | 62 |
| Undergraduate Level | 70,046 | 53.3 | 56.9 | 55.5 | 552 |
| Other Students |  | 6.0 | 6.6 | 6.1 | 56 |
| Applicants for | 27,749 | 51.2 | 52.6 | 51.0 | 516 |
| Professional License |  | 6.7 | 7.1 | 6.6 | 61 |

* Based on examinees tested from July 2000 through June 2001 who responded to a question about gender group membership.
† 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) ${ }^{(3)}$

| Native Language |  |  |  |  |  | Native Language |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Afrikaans | 83 | 49 | 51 | 49 | 495 | Macedonian | 112 | 55 | 54 | 54 | 543 |
| Albanian | 329 | 53 | 56 | 53 | 537 | Madurese | 11 |  |  |  |  |
| Amharic | 8 |  |  |  |  | Malagasy | 36 | 47 | 51 | 50 | 491 |
| ${ }^{\text {Arabic }}$ Armenian | 646 | $\stackrel{5}{*}$ | $\stackrel{50}{*}$ | $\stackrel{50}{*}$ | 500 | Malay ${ }_{\text {Malayalam }}$ | 31 565 | 57 58 | 56 62 | 57 | 569 |
| ${ }_{\text {Assamese }}$ | 50 | 52 | 54 | 54 | 535 | Malinke-Bambara-Dyula | 103 | 44 | 47 | 45 | 455 |
| Azeri | 132 | 53 | 55 | 54 | 539 | Maltese | 7 | * | * | * |  |
|  |  |  |  |  |  | Marathi | 1,134 | 57 | 61 | 60 | 595 |
| Bashkir | 0 |  | * | * | * | Marshallese | 70 | 54 | 49 | 47 | 501 |
| Basque (Euskara) | 0 | 56 | 57 | 57 |  | Mende ${ }_{\text {Minankabau }}$ | 2 | * | * | * | * |
| Bearussian | 4 | ${ }_{*}{ }^{*}$ | $\stackrel{5}{*}$ | $\stackrel{5}{*}$ | $\stackrel{ }{*}$ | Mongolian | 293 | 51 | 49 | 50 | 502 |
| Bengali | 1,817 | 52 | 55 | 54 | 534 | More | 17 |  |  |  |  |
| Berber Bhili | ${ }_{1}^{7}$ | * | * | * | * | Nepali | 34 | 54 | 57 | 54 | 549 |
| Bikol | 4 | * | * | * | * | Norwegian | 16 |  | * | ${ }_{*}$ | * |
| Bulgarian Burmese | 552 | 57 | 59 | 56 | 575 | Nyanja | 2 | * | * | * | * |
|  | 1,393 | 49 | 51 | 49 | 497 | Oriya | 64 |  | 60 | 58 |  |
| Catalan (Provencal) | 7 | * | * | * | * | Oromo | ${ }_{1}$ | ${ }_{*}$ | ${ }_{*}$ | $\stackrel{5}{*}$ | ** |
| Cebuano (Visayan) | 137 | 57 | 57 | 56 | 566 |  |  |  |  |  |  |
| Chichewa | 60 | 56 | 60 | 55 | 569 | Palauan | 120 | 56 | 53 | 51 | 533 |
| Chinese | 118,786 | $\stackrel{53}{*}$ | 57 | 56 | 551 | Panay-Hiligaynon | 15 |  |  |  |  |
| Czech | 5 | * | * |  | * |  | 94 | $\stackrel{5}{*}$ | 54 | ${ }_{*}^{*}$ | 531 |
|  |  |  |  |  |  |  | 75 | 59 | 56 | 56 | 573 |
| Danish Dutch | 5 | * |  |  | * | Ponapean | 3 |  | $\begin{aligned} & 53 \\ & 57 \end{aligned}$ | $\begin{aligned} & 53 \\ & 55 \end{aligned}$ | $\begin{aligned} & 525 \\ & 552 \end{aligned}$ |
|  | 104 | 61 | 58 | 56 | 584 | Portuguese Punjabi | $\begin{aligned} & 263 \\ & 642 \end{aligned}$ | $\begin{aligned} & 52 \\ & 53 \end{aligned}$ |  |  |  |
| Efik-llbibio | 24 |  |  |  |  |  |  |  |  |  |  |
| English | 567 | 58 | 60 | 57 | 584 | Romanian | 98 | 58 | 60 | 59 | 591 |
| Estonian | 102 100 | 59 48 | 59 53 | 57 49 | 585 499 | Ruanda Russian | 68 435 | 48 55 | 54 55 | 51 54 | 510 550 |
| Farsi (Persian) | 60 | 54 | 55 | 52 | 537 | Samar-Leyte | 3 | * | * | * | * |
| Fijian ${ }_{\text {Finnish }}$ | $\begin{array}{r}17 \\ 8 \\ \hline\end{array}$ | * | * | * | * | Samoan | ${ }_{0}$ | * | * | * | * |
| Fula (Peulh) | 638 | $\stackrel{51}{*}$ | $\stackrel{53}{*}$ | ${ }_{*}{ }^{*}$ | 517 | Serbo-Croatian Sesotho | 29111 | $\stackrel{59}{*}$ | * | 55 | 565 |
|  | 21 |  |  |  |  |  |  |  |  |  |  |
| Galician | 4 |  | * | * | * | Shona | 4 | * | * | * | * |
| Ganda (Luganda) | 4 | * | * | * | * | Sindhi | 146 | 57 | $\stackrel{60}{*}$ | 57 | 579 |
| Georgian | 3 274 | 61 | 60 | 58 | 596 | Sinhalese Siswati | 7 14 | * | * | * | * |
| Greek | 0 | 61 | * | * | ${ }_{*}$ | Slovak | 45 | 57 | 57 | 58 | 573 |
| Guarani | 6 | * | * | * | * | Slovene | 18 | * | * |  | * |
| Gujarati | 2,050 | 52 | 55 | 54 | 538 | Somali Spanish | 1,601 | 57 | 56 | 57 | 564 |
| Hausa <br> Hebrew <br> Hindi <br> Hungarian (Magyar) | 17 |  |  |  | * |  |  |  |  |  |  |
|  |  |  |  | * |  | Sundanese <br> Swahili | $\begin{array}{r} 33 \\ 33 \end{array}$ | $\stackrel{5}{*}$ | 55 | $\stackrel{51}{*}$ | 529 |
|  | 3,416 13 | $\stackrel{57}{*}$ | ${ }^{61}$ | $\stackrel{59}{*}$ | $\stackrel{58}{*}$ |  |  |  |  |  |  |
| lbo (Igbo) Icelandic llocano Indonesian Italian |  | 53 | $\stackrel{57}{*}$ | $\stackrel{53}{*}$ | 544 | Tagalog | 2342,647 | $\stackrel{57}{*}$ | 57 | ${ }_{*}^{59}$ | ${ }_{59}^{568}$ |
|  | 175 |  |  |  |  | Tamil |  |  | $\stackrel{61}{*}$ |  |  |
|  | 0 8 |  |  |  | * | $\underset{\text { Telugu }}{\text { Teata }}$ | 6,070 | 54 | 58 |  |  |
|  | 74 | 54 | 52 | 53 | 532 | Thai | 7,354 | 51 | 52 | 52 |  |
|  | 157 | 54 | 58 | 58 | 567 | Tibetan | 31 | 51 | 53 | 53 | 525 |
|  |  | $\begin{aligned} & 49 \\ & 51 \end{aligned}$ |  | $\begin{aligned} & 50 \\ & 51 \end{aligned}$ | $\begin{aligned} & 505 \\ & 515 \\ & \hline \end{aligned}$ | Tigrinya | 81 9 | 55 | 57 | 55 | 556 |
| Japanese Javanese | $\begin{array}{r} 34,645 \\ 72 \end{array}$ |  | $\begin{aligned} & 52 \\ & 52 \end{aligned}$ |  |  | Trukese | 13 | * | * | * | * |
|  |  |  |  |  |  | Tulu | 29 |  |  |  | * |
| Kannada (Kanarese) | 560 | 57 | $\stackrel{61}{*}$ | $\stackrel{59}{*}$ | 591 |  | 127 | $\stackrel{5}{*}$ | $\stackrel{51}{*}$ | $\stackrel{51}{*}$ | 511 |
| Kanuri | 1 34 | 58 | $\stackrel{62}{*}$ | 59 | 595 | Twi-Fante | 225 | * | * | * | * |
|  | 15 |  |  |  |  |  |  |  |  |  |  |
| Khmer (Kampuchean) | 169 | 4 | 51 | 50 | 499 | Ukrainian | 42 | 54 | $\stackrel{53}{*}$ | $\stackrel{53}{*}$ | 536 |
| Kikuyu Kirundi | 13 4 |  |  |  | * | Urdu | 2,942 | $\stackrel{53}{*}$ | 55 | 53 | $\stackrel{536}{*}$ |
| Konkani | 151 | 6150$*$ | $$ | $\begin{aligned} & 62 \\ & 54 \\ & \star \end{aligned}$ | $$ |  |  |  |  |  |  |
| Korean | 33,090 |  |  |  |  | Vietnamese | 1,012 | 50 | 55 | 53 | 527 |
| Kurdish Kurukh (Oraon) | 4 |  |  |  | * |  |  |  |  |  |  |
| Kusaiean | 5 | * | * | * | * | Wolof | 24 | * | * | * |  |
| Lao <br> Latvian <br> Lingala <br> Lithuanian <br> Luba-Lulua <br> Luo | $\begin{array}{r} 17 \\ 150 \\ 18 \\ 2 \\ 8 \\ 7 \end{array}$ | $\stackrel{59}{*} \stackrel{\text { * }}{*}$ | $\stackrel{57}{*} \stackrel{+}{*}$ | ** | $\stackrel{*}{*}{ }_{*}^{*}$ | Xhosa | 1 | * | * | * |  |
|  |  |  |  |  |  |  | 9 |  |  | * | $*$$*$$*$552 |
|  |  |  |  |  |  | Yiddish | 0 | * | * | * |  |
|  |  |  |  |  |  | Yoruba | 62 | 54 | 57 | 54 |  |
|  |  |  |  |  |  | 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. <br> (2) Because of changes in region and/or country boundaries, certain languages may have been added or deleted since the previous table was published. <br> (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) ${ }^{(3)}$

| Geographic Region and Native Country |  |  |  |  |  | Geographic Region and Native Country |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| AFRICA |  |  |  |  |  | Montserrat | 0 | * | * | * | ${ }^{*}$ |
| Angola | 53 | 48 | 50 | 49 | 490 | Netherlands Antilles | 42 | 61 | 58 | 55 | 580 |
| Benin | 63 | 48 | 54 | 51 | 511 | Nicaragua | 2 | * | * | * | * |
| Botswana | 1 | * | * | * | * | Panama | 2 | * | * | * | ${ }^{*}$ |
| Burkina Faso | 34 | 47 | 52 | 52 | 502 | Paraguay | 133 | 57 | 56 | 56 | 563 |
| Burundi | 6 | * | * | * | * | Peru | 123 | 53 | 52 | 54 | 528 |
| Cameroon | 9 | * | * | * | * | Puerto Rico | 0 | * | * | * | * |
| Cape Verde | 3 | * | * | * | * | St. Kitts and Nevis | 0 | * | * | * | * |
| Central African Republic | 4 | * | * | * | * | St. Lucia | 0 | * | * | * |  |
| Chad | 3 | * | * | * | * | St. Vincent and the Grenadines | 0 | * | * | * | ** |
| Comoros | 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 | 0 | * | * | * | ** |
| Cote d'Ivoire (Ivory Coast) | 101 | 47 | 52 | 51 | 500 | United States of America | 199 | 58 | 57 | 55 | 570 |
| Djibouti | 3 |  | * | * | * | Uruguay | 114 | ${ }_{*} 5$ | * | * | $\underset{*}{589}$ |
| Equatorial Guinea Eritrea | 0 85 | 55 | 57 | 55 | 557 | US Virgin Islands Venezuela | 0 44 | * | * | * | ${ }_{546}$ |
| Ethiopia | 8 | 5 | 57 | 5 | 55 | ASIA |  |  |  |  |  |
| Gabon | 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 | 59 | 41 | 45 | 43 | 429 | Bhutan | 23 | * | * | * | * |
| Guinea-Bissau | 0 |  |  |  | * | Brunei Darussalam | 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 | * | * | * | * | Hong Kong | 4,108 | 54 | 53 | 53 | 531 |
| Madagascar | 39 | 47 | 51 | 50 | 493 | India | 18,088 | 56 | 59 | 57 | 575 |
| Malawi | 63 | 55 | 59 | 54 | 560 | Indonesia | 80 | 55 | 52 | 54 | 534 |
| Mali | 104 | 44 | 46 | 45 | 450 | Japan | 35,121 | 49 | 52 | 50 | 505 |
| Mauritania | 5 | * | * | * | * | Korea (DPR) | 281 | 49 | 53 | 52 | 514 |
| Mauritius | 0 | * | * | * | * | Korea (ROK) | 32,814 | 50 | 54 | 54 | 530 |
| Mozambique | 34 | 47 | 49 | 50 | 488 | Laos | 15 | * | * | * | * |
| Namibia | 18 | * | * | * | * | Macau | 175 | 51 | 52 | 51 | 514 |
| Niger | 23 | * | * | * | * | Malaysia | 83 | 55 | 54 | 54 | 545 |
| Nigeria | 295 | 54 | 57 | 54 | 549 | Maldives | 0 | * | * | * | ${ }^{*}$ |
| Reunion | 9 |  | * |  | * | 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 | 14 | $\stackrel{*}{ }$ | * |  | * |
| Senegal | 4 | * | * | * | * | Pakistan | 2,971 | 53 | 54 | 53 | 533 |
| Seychelles | 0 | * | * | * | * | Philippines | 389 | 57 | 57 | 56 | 568 |
| Sierra Leone | 11 | * | * | * | * | Singapore | 8 | * | * |  |  |
| Somalia | 1 | * | * | * | * | Sri Lanka | 17 | * | * | * | ** |
| South Africa | 2 | * | * | * | * | Taiwan | 21,897 | 51 | 53 | 52 | 519 |
| Swaziland | 13 | * | * | * | * | Thailand | 7,393 | 51 | 52 | 52 | 515 |
| Tanzania | 16 | * | * | * | ${ }^{*}$ | Vietnam | 1,018 | 50 | 55 | 53 | 527 |
| Togo | 140 | 47 | 52 | 49 | 497 | EUROPE AND THE NEW INDEPENDENT STATES (NIS) OF THE FORMER SOVIET UNION |  |  |  |  |  |
| Tunisia Uganda | 4 | * | * | * | * |  |  |  |  |  |  |
| Uganda | 6 | * | * | * | * |  |  |  |  |  |  |
| Zambia | 2 | * | * | * | * | Albania | 316 | 53 | $\stackrel{56}{*}$ | 53 | 540 |
|  |  |  |  |  |  | Armenia | 0 | * | * | * | * |
| AMERICAS |  |  |  |  |  | Austria | 8 | * | * | * | * |
| Anguilla | 1 | * | * | * | * | Azerbaijan | 141 | 53 | 55 | 53 | 538 |
| Antigua and Barbuda | 0 | * | * | * | ** | Azores | 1 | * |  |  | * |
| Argentina | 404 | 57 | 58 | 57 | 574 | Belarus | 92 | 55 | 57 | 57 | 563 |
| Aruba | 61 | $\stackrel{61}{*}$ | 57 | 55 | 578 | Belgium | 4 | * | * | * | ${ }^{*}$ |
| Bahamas | 1 | * | * | * | * | Bosnia and Herzegovina | 69 | 58 | 55 | 55 | 558 |
| Barbados | 0 | * | * | * | * | Bulgaria | 559 | 57 | 59 | 56 | 574 |
| Belize | 13 | * | * | * | * | Croatia | 2 | * | * | * | * |
| Bermuda | 1 | * | * | * | ${ }^{*}$ | Cyprus | 0 | * | * | * | * |
| Bolivia | 147 | 58 | 55 | 55 | 558 | Czech Republic | 5 | * | * | * | * |
| Brazil | 177 | 53 | 54 | 55 | 544 | Denmark | 4 | * | * | * | * |
| British Virgin Islands | 0 | * | * | * | * | England | 6 | * | * | * | ${ }^{*}$ |
| Canada | 45 | 59 | 57 | 57 | 577 | Estonia | 120 | 59 | 58 | 56 | 577 |
| Cayman Islands | 0 | * | * | * | * | Faeroe Island | 1 | * | * | * | * |
| Chile | 9 | * | * | * | ${ }^{*}$ | Finland | 9 | * | * | * | * |
| Colombia | 108 | 56 | 55 | 56 | 557 | France | 136 | 54 | 55 | 54 | 544 |
| Costa Rica | 6 | * | * | * | * | Georgia | 3 | * | * | * | * |
| Cuba | 20 | * | * | * | * | Germany | 212 | 61 | 59 | 58 | 592 |
| Dominica, Commonwealth of | 0 | * | * | * | * | Greece | 1 | * | * | * | * |
| Dominican Republic | 6 | * | * | * | * | Greenland | 0 | * | * | * | * |
| Ecuador | 3 | * | * | * | * | Hungary | 9 | * | * | * | * |
| El Salvador | 3 | * | * | * | * | Iceland | 1 | * | * | * | * |
| French Guiana | 0 | * | * | * | * | Ireland | 0 | * | * | * | * |
| Grenada | 0 | * | * | * | * | Isle of Man | 0 | * | * | * | * |
| Guadeloupe | 3 | * | * | * | * | Italy | 152 | 53 | 59 | 58 | 568 |
| Guatemala | 1 | * | * | * | * | Kazakstan | 10 | * | * | * | * |
| Guyana | 0 | * | * | * | * | Kyrgyzstan | 21 | * | * | * | * |
| Haiti | 218 | 51 | 52 | 51 | 512 | Latvia | 193 | 59 | 57 | 56 | 573 |
| Honduras | 74 | 61 | 59 | 57 | 589 | Liechtenstein | 1 | * | * | * | * |
| Jamaica | 0 | * | * | * | * | Lithuania | 2 | * | * | * | * |
| Martinique | 8 | * | * | * | * | Luxembourg | 21 | * | * | * | * |
| Mexico | 218 | 56 | 53 | 56 | 552 |  |  |  |  |  |  |

Table 21 (continued)


Table 22 presents the overall frequency distribution of Test of Written English (TWE ${ }^{\circledR}$ ) 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 | 3.70 |
| Mean | 0.87 |
| S.D. |  |


[^0]:    *Based on 219,129 examinees who indicated that they were applying for admission to colleges or universities as graduate students.

[^1]:    * Based on examinees tested from July 2000 through June 2001 who responded to a question about gender group membership $\dagger$ Total group includes 23,609 examinees not included in the four succeeding groups.

[^2]:    *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.)

[^3]:    *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.

