TOEFL Overview: Scores, Tasks and Preparation

Current overview and original worked decisions; separate skill lessons provide fuller task practice.

Begin with a real communication purpose

Learner A

Reads textbook pages confidently.

Misses the changed room in a short announcement.

Learner B

Understands the room change.

Cannot clearly explain a study preference aloud.

Locate the three current Reading tasks

Section / family	What you do
Reading: Complete the Words	Complete partial words in context.
Read in Daily Life	Follow practical messages and conditions.
Read an Academic Passage	Use evidence from an explanation.

Locate the four current Listening tasks

Section / family	**What you do**
Listening: Choose a Response	Understand a prompt and choose a useful reply.
Conversation	Track meaning, details and speaker intent.
Announcement	Follow information and likely actions.
Academic Talk	Follow explanation, organisation and inference.

Locate the current Writing and Speaking tasks

Writing · 23 base minutes

Build a Sentence

Write an Email

Write for an Academic Discussion

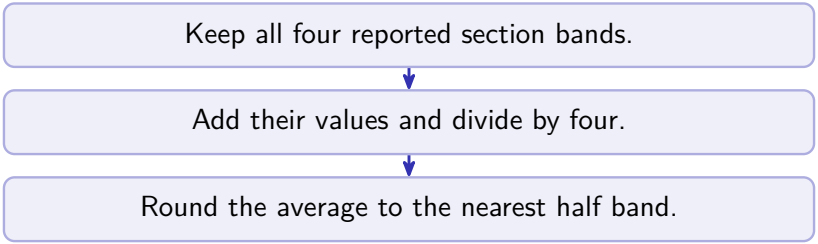
Speaking · 8 base minutes

Listen and Repeat

Take an Interview

Allow about two hours for the whole appointment, including directions.

Read five reported scores



Use CEFR as a description, then check the requirement

Reported band	CEFR
1–1.5	A1
2–2.5	A2
3–3.5	B1
4–4.5	B2
5–5.5	C1
6	C2

Use the evidence

The exact programme sets its accepted evidence and thresholds.

Recognise the transition report

Current transition report

Four section bands and an overall on the 1–6 scale.

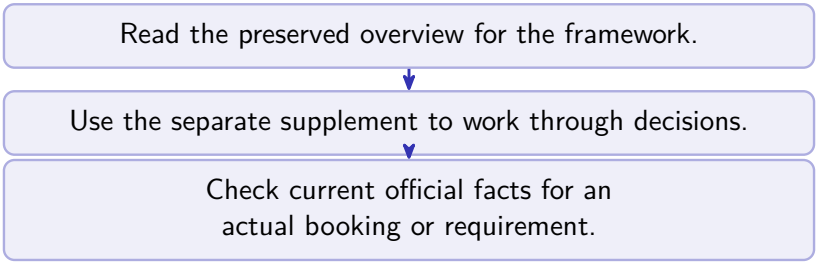
Also a comparable overall result on the older 0–120 scale.

A practice resource

Check actual task descriptions, date and purpose.

An old task can differ from current format even if its vocabulary remains useful.

Use the notes with the worked additions



Turn a tip into an observable action

Practice concern	Observable action
Resource suitability	Compare its tasks with the current list.
Everyday communication	Follow changes, conditions and requests.
Writing process	Type a relevant response and review the cause of errors.
Spoken delivery	Record an answer and ask what a listener understood.

Record the whole requirement

Fictional Riverside Programme

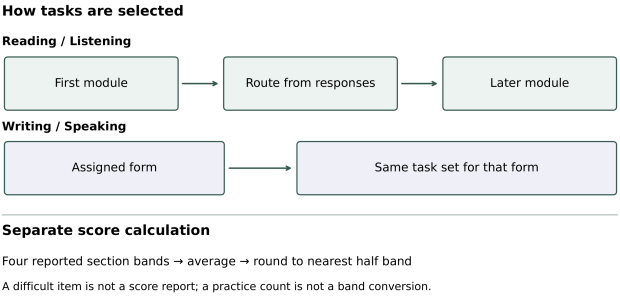
Overall 5. At least 4.5 in every section.

Other application documents are required too.

Notice

A score profile must meet both the overall and section conditions.

Separate routing from reporting



Reading/Listening routing selects tasks; overall reporting averages section bands.

Do not guess a band from felt correctness

Task / raw evidence

A module is a group of tasks.

Reading and Listening can include unscored items.

Reported result

A felt-correct answer count does not establish a band here.

One difficult item does not reveal the whole routing result.

Calculate fictional Profile A

1. **Known** R 5.5; L 5; W 5; S 3.5.
2. **Reason** Overall averages four equally contributing bands.
3. **Calculate** Sum 19; mean 4.75; rounded overall 5.

$$\overline{B} = \frac{B_R + B_L + B_W + B_S}{4} = \frac{5.5 + 5 + 5 + 3.5}{4} = 4.75$$

Compare Profile A with every threshold

Overall condition

Required: at least 5.

Profile A: overall 5. Condition met.

Speaking condition

Required: at least 4.5.

Profile A: Speaking 3.5. Condition unmet.

Calculate and compare fictional Profile B

1. **Known** R 4.5; L 5; W 5; S 5.
2. **Calculate** Sum 19.5; mean 4.875; rounded overall 5.
3. **Compare** Every section reaches 4.5.

Decision

Meets the fictional language requirement; Reading being lowest is not an automatic failure.

$$\overline{B} = \frac{B_R + B_L + B_W + B_S}{4} = \frac{4.5 + 5 + 5 + 5}{4} = 4.875$$

Round an exact midpoint

1. **Known** Bands 5.5, 5.5, 5 and 5.
2. **Average** Sum 21 divided by four gives 5.25.
3. **Report** The exact midpoint reports overall 5.5.

$$\overline{B} = \frac{B_R + B_L + B_W + B_S}{4} = \frac{5.5 + 5.5 + 5 + 5}{4} = 5.25$$

Use the actual comparable report

Keep the report

Use the actual comparable result for an older-scale requirement.

Do not multiply a band by twenty as an exact conversion.

Check the resource

A current transition report may mention 120.

A former Integrated Writing task differs from the current Writing families.

Project the practical message before answering

Original workshop message

The workshop remains on Friday, but it will begin at 3 p.m. in Room 12.

Bring your draft. If you have already emailed it, bring a copy anyway.

Notice

Before the answer: what should someone who emailed a draft do?

Explain the message from its conditions

Detail	Evidence / decision
Day	Remains Friday.
Time and room	Now 3 p.m., Room 12.
Already emailed	Still bring a copy: anyway keeps the instruction in force.

Use the evidence

Thursday would invent a change the message never states.

Choose a location reply

Your turn

Could you show me where the registration desk is?

A. It opens at nine.

B. Sure, it is just beside the main entrance.

C. I registered last week.

Explain the registration reply

Reply B answers the request

Sure, it is just beside the main entrance.

The location addresses where.

Related information is insufficient

A: It opens at nine. This gives time.

C: I registered last week. This gives a past action.

Build the sentence while preserving its reason

1. **Given groups** I asked / the librarian / because / the printer was not working.
2. **Action** I asked the librarian.
3. **Reason** Because the printer was not working.

Decision

I asked the librarian because the printer was not working.

Project a complete study-preference answer

Original interview-style response

I prefer the library because it is quieter than my flat.

For example, I can finish my reading without the television distracting me.

If I need to discuss a project, I meet my group in a separate study room.

Notice

Preference $\rightarrow$ reason $\rightarrow$ example $\rightarrow$ relevant exception.

Distinguish interview development from repetition

Take an Interview

Develop a relevant personal answer.

The library response illustrates this purpose.

Listen and Repeat

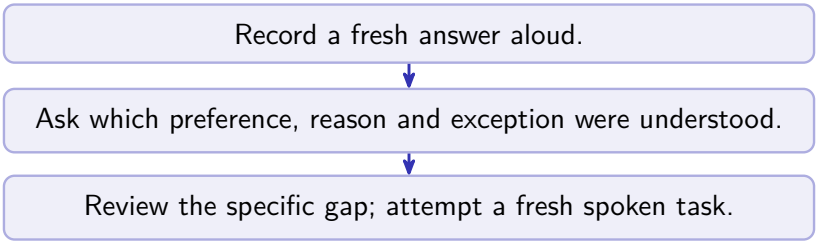
Reproduce the supplied sentence.

Do not substitute a different personal answer.

Diagnose the error before choosing the practice

Error	**Diagnosis / new action**
Chose Thursday	Invented a day change → mark actual changes in a fresh message.
Chose opening time	Missed location request → identify a new speaker's purpose.
Broken because clause	Lost action/reason relationship → rebuild a new sentence.

Review delivery with a listener



Pause and justify decisions one to five

Decision	Explained answer
1: Profile A meets every floor?	No. Speaking 3.5 is below 4.5.
2: Profile B fails because R is lowest?	No. Every stated language threshold is met.
3: Mean of 5.5, 5.5, 5, 5?	5.25 $\rightarrow$ overall 5.5.
4: Report sum 21 as overall?	No. The overall uses the mean and rounding.
5: Comparable 120-scale result is old?	No. It appears during the transition.

Pause and justify decisions six to ten

Decision	Explained answer
6: Difficult item proves earlier success?	No. It does not reveal the complete result.
7: Worksheet total gives a live band?	No. Its score conversion is not established.
8: Workshop day changed?	No. Friday remains.
9: Opening-time reply answers where?	No. The request needs location.
10: Written answer certifies speaking?	No. It needs aloud performance evidence.

Keep an evidence record for the next session

One useful evidence record

Workshop message; missed anyway; still need a copy; practise another exception instruction.

Notice

Keep task → error → correction evidence → next action, then check a fresh attempt.

Check yourself

1. **Tasks** Name all current families and distinguish routing from reporting.
2. **Scores** Calculate an overall and compare every stated section floor.
3. **Learning** Choose a practice action from an error and verify it on new evidence.