



The **GRE**® and **TOEFL**® Tests



An Update from ETS

**University of California
Berkeley**

October 4, 2011

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Associate Director – Global Client Relations
Educational Testing Service**

What We Will Cover Today

- **About ETS**
- **GRE® Program Overview**
 - GRE® revised General Test
 - Tools for Success
 - GRE® Search Service
 - *My Credentials Vault*SM Service
 - ETS® Personal Potential Index (ETS® PPI)
- **TOEFL iBT® Updates**
 - TOEFL® Test Difference
 - TOEFL iBT Score Comparison Tool
 - Best Practices: Using TOEFL Scores in the Admissions Process
 - Services for Institutions



About Educational Testing Service

- **Founded in 1947 by:**

- American Council on Education
- Carnegie Foundation for the Advancement of Teaching
- College Entrance Examination Board

- **ETS today**

- Private, nonprofit organization devoted to educational measurement and research
- Advancing quality and equity in education for people worldwide by creating assessments based on rigorous research
- Develops, administers and scores more than 50 million tests annually — including the *TOEFL*® and *TOEIC*® tests, the *GRE*® tests and *The Praxis Series*™ assessments — in more than 180 countries, at over 9,000 locations worldwide



***GRE*® Program Overview**



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The **GRE**® Testing Program

- **GRE**® revised General Test
 - Verbal Reasoning, Quantitative Reasoning and Analytical Writing
- **GRE**® Subject Tests
 - Biochemistry, Cell and Molecular Biology
 - Biology
 - Chemistry
 - Computer Science
 - Literature in English
 - Mathematics
 - Physics
 - Psychology



GRE® Test Acceptance

- The *GRE*® revised General Test is the most widely accepted standardized assessment for graduate and business school
- The *GRE* revised General Test provides a broad, diverse applicant pool
 - More than 675,000 people from about 230 countries test each year
 - The test is widely accessible, with availability at about 700 test centers in more than 160 countries



The **GRE**® revised General Test Launched on August 1, 2011

**Enhanced to provide even better results
— with the validity, security and
fairness you trust**

*Features a new level of sophistication in
psychometric design and delivery*

- More closely aligned with the skills needed to succeed in graduate and business school
- More simplicity in distinguishing performance differences between candidates
- More test-taker friendly for an enhanced test experience

The **GRE**®
revised
General Test



Verbal Reasoning Measure

- Measures reading comprehension skills and verbal and analytical reasoning skills, focusing on the ability to analyze and evaluate written material
- An emphasis on complex reasoning skills
 - More text-based materials such as reading passages
 - Less dependence on vocabulary knowledge alone; no antonyms and analogies
- New question types *and* new computer-enabled tasks, such as highlighting a relevant sentence to answer a question



Quantitative Reasoning Measure

- Measures problem-solving ability, focusing on basic concepts of arithmetic, algebra, geometry and data analysis
- An emphasis on quantitative reasoning skills
 - Increased proportion of questions involving real-life scenarios and data interpretation
 - An on-screen calculator to reduce the emphasis on computation
- New question types *and* new computer-enabled tasks, such as entering a numerical answer



Analytical Writing Measure

- Measures critical thinking and analytical writing skills, specifically the ability to articulate complex ideas clearly and effectively
- The Analytical Writing measure has not changed dramatically
- Test takers are asked to provide **more focused responses** to questions, reducing the possibility of reliance on memorized materials



Test Administration

- The *GRE*® revised General Test is administered in a secure testing environment on a continuous basis at computer-based test centers around the world
- In Mainland China, Hong Kong, Taiwan and Korea, the test is offered at computer-based test centers 1–2 times per month
- In areas of the world where the computer-based test is unavailable, paper-based tests are administered up to 3 times per year



Paper-Based *GRE*® revised General Test

- Will be offered up to three times per year (in October, November and February)
- First paper administration of the revised test is in October 2011
- Will continue to be a linear test
- Will contain most new question types
- Test takers will record their responses in a scannable test book
- ETS calculators will be provided to test takers for use during the Quantitative Reasoning sections



Structure of the Computer-Based *GRE*® revised General Test

Section	Number of Questions	Time
Analytical Writing (2 sections)	1 "Analyze an Issue" task	30 min.
	1 "Analyze an Argument" task	30 min.
Verbal Reasoning (2 sections)	Approximately 20 questions per section	30 min. per section
Quantitative Reasoning (2 sections)	Approximately 20 questions per section	35 min. per section
Unscored* (Position varies)	Varies	Varies
Research ** (At end of test)	Varies	Varies

*An unidentified unscored section that does not count toward a score may be included and may appear in any order after the Analytical Writing section.

** An identified research section may be included in place of the unscored section. The research section will always appear at the end of the test. Questions in this section are included for ETS research purposes and will not count toward your score.



The Computer-Based *GRE*® Verbal Reasoning and Quantitative Reasoning Sections Are Section-Level Adaptive

- The computer selects the second section of a measure based on the test taker's performance on the first section
- Within each section, all questions contribute equally to the final score
- Both sections are important, since the final score on each measure is based on the total number of correct answers and the level of difficulty of the questions



More Test-Taker Friendly for an Enhanced Test Experience

- Questions are more aligned with the types of work students will do in graduate or business school
 - includes more text-based questions and more real-life scenarios
- The test experience is enhanced
 - new functionality, including review, go back, change an answer, etc.
 - test takers can navigate freely **within** a timed section
- An on-screen calculator is provided on the Quantitative Reasoning measure*

*For those taking the paper-based *GRE*® revised General Test, calculators will be provided at the test center for use during the test.



Example of Some of the New Features

The screenshot displays the GRE Test Preview interface. At the top, a navigation bar includes buttons for 'Quit Test', 'Exit Section', 'Review', 'Mark', 'Calc', 'Help', 'Back', and 'Next'. Below this, the text 'GRE® Test Preview Section 3 of 3' and 'Question 8 of 11' are visible, along with a 'Hide Time' indicator showing '00 : 31 : 24'. The main content area contains a math problem: 'A merchant made a profit of \$5 on the sale of a sweater that cost the merchant \$15. What is the profit expressed as a percent of the merchant's cost?' followed by the instruction 'Give your answer to the nearest whole percent.' Below the question is an on-screen calculator with a display showing '33.' and a 'Transfer Display' button. To the right of the calculator is an answer box containing '33.%'. Red circles and arrows highlight the navigation bar, the calculator, and the answer box.

- Move more freely within a section
- More questions with real-life scenarios
- New types of questions
- An on-screen calculator



More Simplicity in Distinguishing Performance Differences Between Candidates

- Verbal Reasoning and Quantitative Reasoning scores will be reported on a **new score scale** of 130–170, in 1-point increments
 - Prior score scale: 200–800, in 10-point increments
- The Analytical Writing scores will continue to be reported on the same 0–6 score scale, in half-point increments



A New Score Report

- Along with introducing the new score scale, there will be a **redesigned GRE® Score Report**, starting in November 2011 (when the first *GRE* revised General Test scores are released)
- This score report **will include concordance information** to help score users compare candidates who took the *GRE* General Test before August 2011 with those who take the *GRE* revised General Test
- Information will be included in both the paper reports as well as electronic files through *SCORELINK*® Internet delivery service and CD-ROM
- Concordance tables will also be available on the *GRE* website



Sample Score Report: Expanded Examinee and Score Recipient Information



GRE

ETS® Security Guard

See back for details

Graduate Institution Score Report

SMITH, MARY A.

Last (Family/Surname) Name, First (Given) Name Middle Initial.

Mary A. Smith
23 Allen Street
Jackson, MS 39203
USA

Email: msmith@bdn.edu

Phone: 1-601-974-3212

Date of Birth: 02/02/1983 **Gender:** Female
(MM/DD/YYYY)

Social Security Number: 8766
(Last 4 digits)

Department Copy

Intended Graduate Major:

Code: 0203

Name: Biology

Most Recent:

Test Date:
(MM/DD/YYYY)

Registration Number:

Print Date:
(MM/DD/YYYY)

12/03/2011

1111111

12/15/2011

RECIPIENT

Inst.
Code

Institution Name

Dept.
Code

Department Name

1234 ETS UNIVERSITY

0203 BIOLOGY



Sample Score Report: Detailed Score Information

GENERAL TEST SCORES										
Test Date	Verbal Reasoning*				Quantitative Reasoning*				Analytical Writing	
	Prior Format		Current Format		Prior Format		Current Format			
	Scaled Score	Estimated Current Score	Scaled Score		Scaled Score	Estimated Current Score	Scaled Score			
MM/DD/YYYY				% Below				% Below	Score	% Below
12/03/2011	---	---	156	89	---	---	157	85	4.5	63
06/01/2009	590	154	---	84	770	158	---	87	4.5	63



Detailed Score Reporting Schedule for the Computer-Based *GRE*® revised General Test

Test Dates	Approximate Score Report Mailing Dates
August 1, 2011 – September 8, 2011	November 8, 2011
September 9, 2011 – October 2, 2011	November 10, 2011
October 3, 2011 – October 15, 2011	November 17, 2011
October 16, 2011 – November 18, 2011	December 1, 2011
November 19, 2011 – November 28, 2011	December 8, 2011
November 29, 2011 or later	10–15 days after test date

Starting in December 2011, score reporting for the computer-based test will return to the regular reporting period of 10 to 15 days after the test date.

Note: Score reports for paper-based administrations will continue to be reported six weeks after the test date.



There Are Many Resources For Prospective Test Takers

- The official **GRE® website** (at www.ets.org/gre) provides in-depth explanations of the test and changes, policy information, test dates and locations, and more
- The official **TaketheGRE.com** website is an easy-to-use site created especially for test takers and includes quick summaries, helpful guidance and some tips on how to get started
- Prospective test takers can also visit our new **GRE page on Facebook®** to ask questions and interact with other test takers worldwide



Prospective test takers can get accurate information in a way that fits them



Need More Information?

To get the most up-to-date information:

- **GRE® Tests and Services**
 - ✓ Visit www.ets.org/gre/institutions
- **GRE® revised General Test**
 - ✓ Visit www.ets.org/gre/infocenter
 - ✓ Sign up for the eUPDATE newsletter at www.ets.org/gre/updates

If you have questions:

- Write to us at **GREhelpline@ets.org**
- GRE Academic Help Line: **1-609-683-2662**



Tools for Success

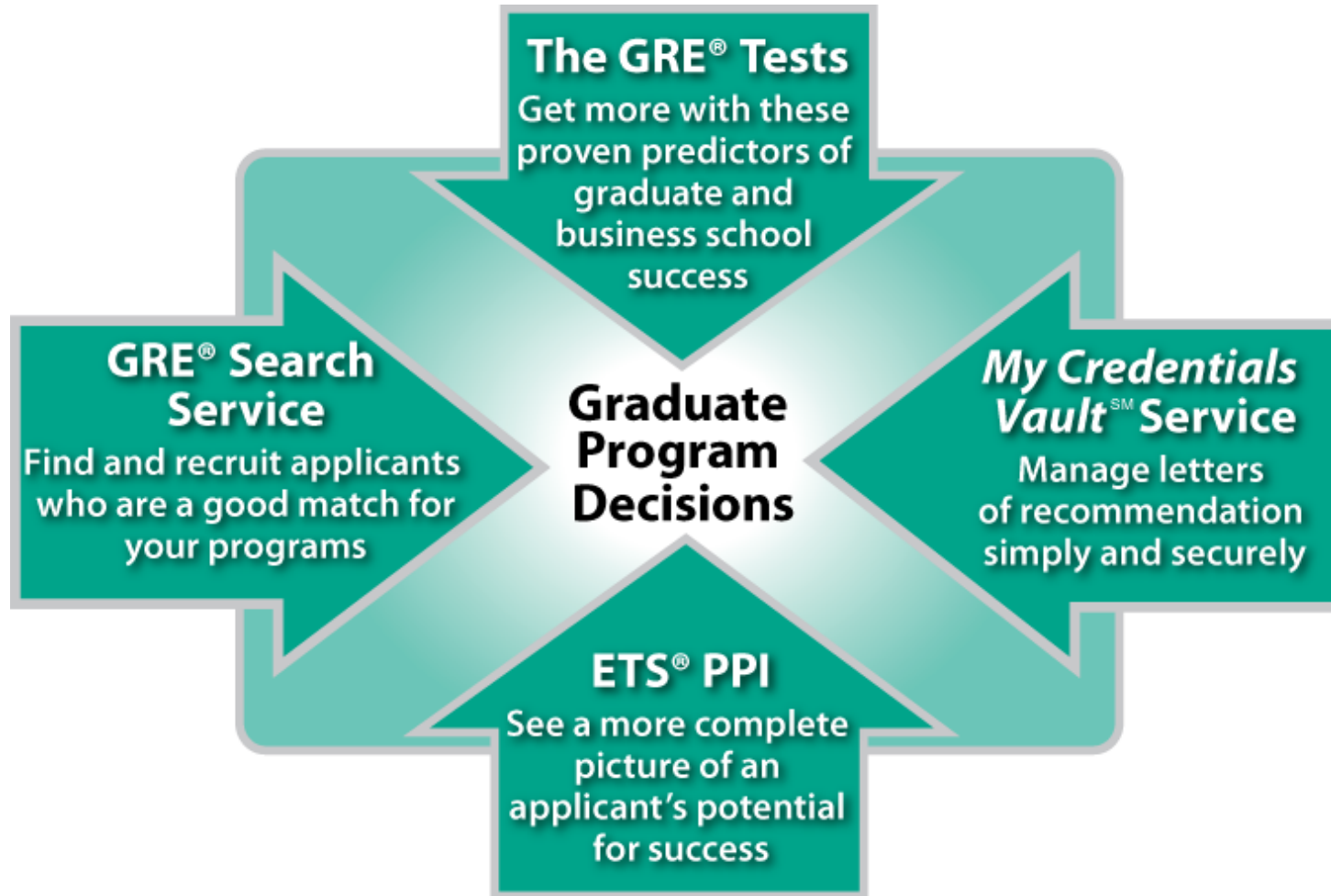


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ETS Offers Additional Ways To Help Graduate Program Decisions



GRE® Search Service

Use the **GRE Search Service** as a powerful global recruitment tool



GRE
Search Service

Powered by Hobsons®

- Search database includes over 500,000 prospective graduate students
- Easy-to-use system finds prospective graduate students based on up to 28 unique criteria, including intended graduate major and geographic locations
- Expert guidance from trained Search Service consultants



GRE® Search Service Features

- Year-round access (order anytime)
- Free online volume projections
- Database updated weekly
- Data output that can be easily used for recruitment outreach and efforts
- Student email addresses
- Data formats that are compatible with most campus management systems



*My Credentials Vault*SM Service

**Simplicity.
To the letter.**



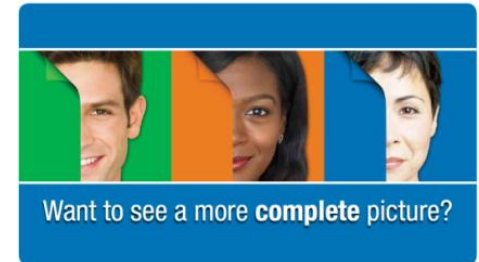
Powered by Interfolio®

- The *My Credentials Vault* service is a web-based tool to simplify the letter of recommendation process
- Letters maintain confidentiality, but can easily be managed in the system (or on paper) to reduce the amount of paperwork and processing



The *ETS*® Personal Potential Index (*ETS*® PPI)

Get a more complete picture of your graduate applicants to find the best candidates for your program



- A convenient and easy-to-use, web-based, multi-rater system for evaluating the core personal attributes of applicants to graduate or professional school
- An Evaluation Report based on evaluator feedback provides both quantitative and qualitative information about an applicant



Why Did ETS Develop the PPI?

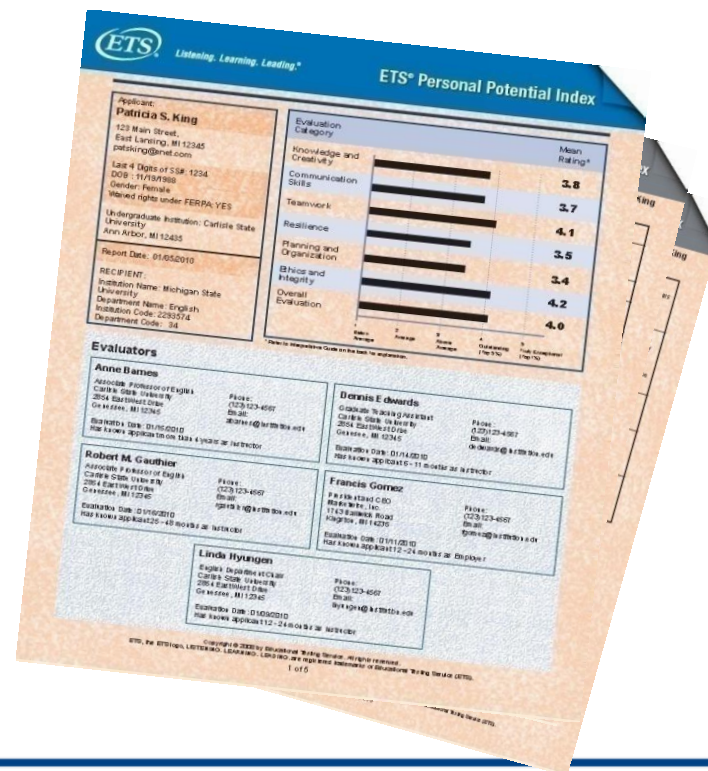
ETS® PPI was developed to address a need:

- Based on 10 years of groundbreaking research
- Developed in response to requests from graduate deans and admissions professionals who expressed a need for a tool that could measure noncognitive skills to offer a more “rounded” student application
- The first admissions tool that standardizes the evaluation of noncognitive skills necessary for graduate and business school



The *ETS*® PPI Evaluation Report

- Yields an overall evaluation rating of the applicant
- Provides ratings on six core attributes identified as critical for success in graduate and professional school:
 - Knowledge and Creativity
 - Communication Skills
 - Teamwork
 - Resilience
 - Planning and Organization
 - Ethics and Integrity
- All *GRE*® revised General Test registrants can send four free ETS PPI Evaluation Reports



Six Dimensions, 24 Statements – Plus an Overall Evaluation

- **Knowledge and Creativity**

- Has a broad perspective on the field
- Is among the brightest persons I know
- Produces novel ideas
- Is intensely curious about the field

- **Communication Skills**

- Speaks in a clear, organized and logical manner
- Writes with precision and style
- Speaks in a way that is interesting
- Organizes writing well

- **Teamwork**

- Supports the efforts of others
- Behaves in an open and friendly manner
- Works well in group settings
- Gives criticism/feedback to others in a helpful way

- **Resilience**

- Accepts feedback without getting defensive
- Works well under stress
- Can overcome challenges and setbacks
- Works extremely hard

- **Planning and Organization**

- Sets realistic goals
- Organizes work and time effectively
- Meets deadlines
- Makes plans and sticks to them

- **Ethics and Integrity**

- Is among the most honest persons I know
- Maintains high ethical standards
- Is worthy of trust from others
- Demonstrates sincerity



What Is the Research Basis for the *ETS*® PPI?

- **Multiple sources:**

- Input from *GRE*® Board noncognitive symposium (June 2001)
- Research by ETS scientists and others in the field
 - personality theory
 - measurement of personal qualities and noncognitive skills
- Feedback from hundreds of graduate and professional school deans and faculty members
- Analysis and refinement of the instrument

- **Three-year pilot with:**

- Project 1000 at Arizona State University

- **Commitment to:**

- Ongoing validity studies exploring the relationship between these attributes and success in graduate and professional school



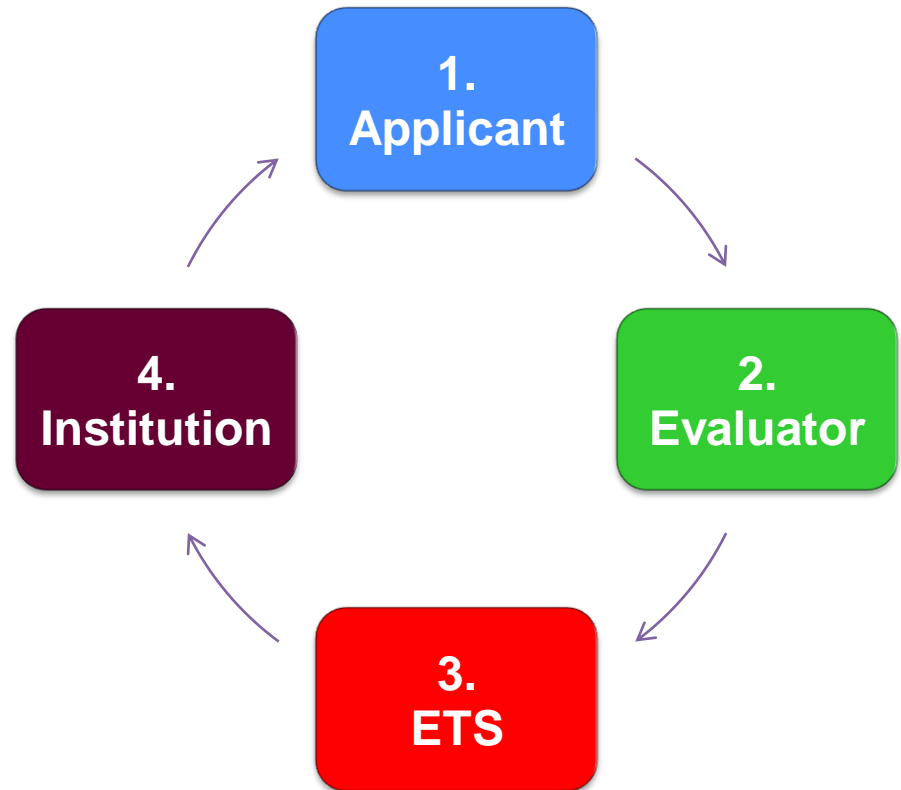
The *ETS*® PPI Can Help ...

- Graduate and Professional Schools:
 - Identify applicants who are more likely to persist and succeed
 - Increase the diversity of graduate programs
- Applicants:
 - Provide evidence of a broader range of capabilities
 - Request and track evaluations easily
- Faculty and Other Evaluators:
 - Consistently evaluate personal qualities that are critical for success in graduate and professional school
 - Share feedback quickly and easily with multiple institutions



How Does the *ETS*® PPI Work?

1. Applicant selects evaluators
2. Evaluators rate applicant
3. ETS creates Evaluation Report
4. ETS sends Evaluation Report
 - Free to receiving institutions

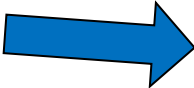



For Each of the Six Dimensions

The evaluator responds to four statements



The evaluator can also add comments for each dimension



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ETS® Personal Potential Index

Sign Out | My ETS® PPI Home | Help | Contact
ETS PPI Evaluator: Anne Barnes

1. Select Applicant2. Evaluate Applicant3. Review Evaluation4. Evaluation Complete

Relationship to ApplicantKnowledge and CreativityCommunication SkillsTeamworkResiliencePlanning and OrganizationEthics and IntegrityOverall EvaluationSelf-Evaluation

Resilience**Applicant: Patricia S. King**

Please rate the applicant relative to others in your department or unit who have gone on to graduate or professional study. "Insufficient Opportunity to Evaluate" responses are excluded from the ETS® PPI Evaluation Report.

Accepts feedback without getting defensive

☐ Below Average☐ Average☐ Above Average☐ Outstanding (top 5%)☐ Truly Exceptional (top 1%)☐ Insufficient Opportunity to Evaluate

Works well under stress

☐ Below Average☐ Average☐ Above Average☐ Outstanding (top 5%)☐ Truly Exceptional (top 1%)☐ Insufficient Opportunity to Evaluate

Can overcome challenges and setbacks

☐ Below Average☐ Average☐ Above Average☐ Outstanding (top 5%)☐ Truly Exceptional (top 1%)☐ Insufficient Opportunity to Evaluate

Works extremely hard

☐ Below Average☐ Average☐ Above Average☐ Outstanding (top 5%)☐ Truly Exceptional (top 1%)☐ Insufficient Opportunity to Evaluate


Add examples and general comments on Resilience, if appropriate, by typing or pasting unformatted text into the text box. (1,000 character maximum; approximately 150-200 words)

BackSave and Return LaterContinue



The Evaluation Report Shows ...

- Applicant information
- Recipient information
- A summary of the mean ratings for each of the six dimensions and overall evaluation
- Evaluator information



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ETS® Personal Potential Index

Applicant:
Patricia S. King
123 Main Street,
East Lansing, MI 12345
patsking@enet.com

Last 4 Digits of SS#: 1234
DOB: 11/19/1988
Gender: Female
Waived rights under FERPA: YES

Undergraduate Institution: Carlisle State University
Ann Arbor, MI 12435

Report Date: 01/05/2010

RECIPIENT:
Institution Name: Michigan State University
Department Name: English
Institution Code: 2293574
Department Code: 34

Evaluation Category	Mean Rating*
Knowledge and Creativity	3.8
Communication Skills	3.7
Teamwork	4.1
Resilience	3.5
Planning and Organization	3.4
Ethics and Integrity	4.2
Overall Evaluation	4.0

* Refer to Interpretive Guide on the back for explanation.

Evaluators

Anne Barnes
Associate Professor of English
Carlisle State University
Phone: (123) 123-4567
Email: abarnes@institution.edu

Evaluation Date: 01/15/2010
Has known applicant more than 4 years as instructor

Dennis Edwards
Graduate Teaching Assistant
Carlisle State University
Phone: (123) 123-4567
Email: dedwards@institution.edu

Evaluation Date: 01/14/2010
Has known applicant 6 - 11 months as instructor

Robert M. Gauthier
Associate Professor of English
Carlisle State University
285 4 East West Drive
Genesee, MI 12345
Phone: (123) 123-4567
Email: rgauthie@institution.edu

Evaluation Date: 01/16/2010
Has known applicant 25 - 48 months as instructor

Francis Gomez
President and CEO
Make Mike, Inc.
1143 Ballwick Road
Kingston, MI 14235
Phone: (123) 123-4567
Email: fgomez@institution.edu

Evaluation Date: 01/11/2010
Has known applicant 12 - 24 months as Employer

Linda Hyungen
English Department Chair
Carlisle State University
285 4 East West Drive
Genesee, MI 12345
Phone: (123) 123-4567
Email: lhyungen@institution.edu

Evaluation Date: 01/09/2010
Has known applicant 12 - 24 months as instructor

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1 of 5



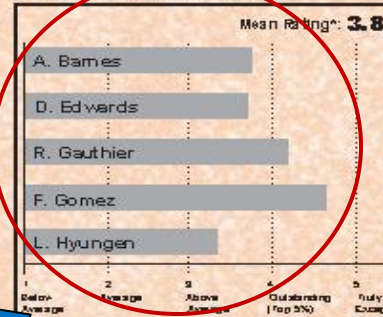
The Evaluation Report Shows ...

For each of the six dimensions and the overall evaluation, the report shows:

- Individual evaluator ratings
- Mean ratings
- Evaluator comments

Applicant: **Patricia S. King**

Knowledge & Creativity



Evaluator Comments

A. Barnes: Pat's knowledge of the field is very strong.

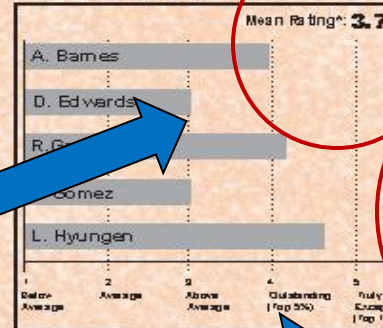
D. Edwards: Pat has a greater breadth of knowledge of the field than do many graduate students. She reads voraciously and loves to discuss what she has read.

R. Gauthier: Pat is very creative and an excellent writer.

F. Gomez: Pat consistently came up with novel and interesting ideas in our staff meetings.

L. Hyungen: Pat is one of our strongest undergraduate majors. She has genuine intellectual curiosity, a quality that will serve her well in graduate school.

Communication Skills



Evaluator Comments

A. Barnes: Pat's communication skills, especially in writing, are very strong.

D. Edwards: Pat is an excellent writer and expresses herself well orally.

R. Gauthier: Pat is an excellent writer.

F. Gomez: Pat speaks very well. Her writing is also very good.

L. Hyungen: Pat is one of the very best undergraduate writers I have encountered in recent years. Her writing is polished and well-organized, with a definite flair. Her oral communication skills are also very strong. She gave an outstanding presentation on Emily Dickinson in the senior seminar.

It's Easy to Start Using the *ETS*® PPI

1. Talk with your colleagues about requiring or recommending that applicants submit an *ETS* PPI Evaluation Report as part of the application process
2. Decide how you will use *ETS* PPI Evaluation Reports in the admissions process
3. If your institution is not already a *GRE*® score recipient, sign up for an *ETS* PPI code
4. Paper or electronic? Decide whether you would like to receive *ETS* PPI Evaluation Reports in paper format or electronically via *SCORELINK*® Internet delivery service
 - Reports are sent electronically via *SCORELINK*® in both PDFs and XML files.
5. Let prospective applicants know that an *ETS* PPI Evaluation Report is required or recommended for admission



For More Information

- ✓ *GRE*® revised General Test – www.ets.org/gre/infocenter
- ✓ *ETS*® Personal Potential Index – www.ets.org/ppi
- ✓ *GRE*® Search Service – www.ets.org/gre/search
- ✓ If you have questions:
 - Write to us at **GREhelpline@ets.org**
 - *GRE* Academic Help Line: **1-609-683-2662**



Questions?



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Sample Questions



Verbal Reasoning: Reading Comprehension

Multiple Choice — Select One Answer Choice

Questions 1 to 3 are based on this passage.

Reviving the practice of using elements of popular music in classical composition, an approach that had been in hibernation in the United States during the 1960s, composer Philip Glass (born 1937) embraced the ethos of popular music without imitating it. Glass based two symphonies on music by rock musicians David Bowie and Brian Eno, but the symphonies' sound is distinctively his. Popular elements do not appear out of place in Glass's classical music, which from its early days has shared certain harmonies and rhythms with rock music. Yet this use of popular elements has not made Glass a composer of popular music. His music is not a version of popular music packaged to attract classical listeners; it is high art for listeners steeped in rock rather than the classics.

The passage addresses which of the following issues related to Glass's use of popular elements in his classical compositions?

- ☐ How it is regarded by listeners who prefer rock to the classics
- ☐ How it has affected the commercial success of Glass's music
- ☐ Whether it has contributed to a revival of interest among other composers in using popular elements in their compositions
- ☐ Whether it has had a detrimental effect on Glass's reputation as a composer of classical music
- ☐ Whether it has caused certain of Glass's works to be derivative in quality

Click on your choice.



Verbal Reasoning: Reading Comprehension

Multiple Choice — Select One Answer Choice

Questions 1 to 3 are based on this passage.

Reviving the practice of using elements of popular music in classical composition, an approach that had been in hibernation in the United States during the 1960s, composer Philip Glass (born 1937) embraced the ethos of popular music without imitating it. Glass based two symphonies on music by rock musicians David Bowie and Brian Eno, but the symphonies' sound is distinctively his. Popular elements do not appear out of place in Glass's classical music, which from its early days has shared certain harmonies and rhythms with rock music. Yet this use of popular elements has not made Glass a composer of popular music. His music is not a version of popular music packaged to attract classical listeners; it is high art for listeners steeped in rock rather than the classics.

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- ☒ Whether it has caused certain of Glass's works to be derivative in quality

Click on your choice.



Verbal Reasoning: Reading Comprehension

Multiple Choice — Select One or More Answer Choices

Questions 1 to 3 are based on this passage.

Reviving the practice of using elements of popular music in classical composition, an approach that had been in hibernation in the United States during the 1960s, composer Philip Glass (born 1937) embraced the ethos of popular music without imitating it. Glass based two symphonies on music by rock musicians David Bowie and Brian Eno, but the symphonies' sound is distinctively his. Popular elements do not appear out of place in Glass's classical music, which from its early days has shared certain harmonies and rhythms with rock music. Yet this use of popular elements has not made Glass a composer of popular music. His music is not a version of popular music packaged to attract classical listeners; it is high art for listeners steeped in rock rather than the classics.

Consider each of the choices separately and select all that apply.

The passage suggests that Glass's work displays which of the following qualities?

- ☐ A return to the use of popular music in classical compositions
- ☐ An attempt to elevate rock music to an artistic status more closely approximating that of classical music
- ☐ A long-standing tendency to incorporate elements from two apparently disparate musical styles

Click on your choice(s).



Verbal Reasoning: Reading Comprehension

Multiple Choice — Select One or More Answer Choices

Questions 1 to 3 are based on this passage.

Reviving the practice of using elements of popular music in classical composition, an approach that had been in hibernation in the United States during the 1960s, composer Philip Glass (born 1937) embraced the ethos of popular music without imitating it. Glass based two symphonies on music by rock musicians David Bowie and Brian Eno, but the symphonies' sound is distinctively his. Popular elements do not appear out of place in Glass's classical music, which from its early days has shared certain harmonies and rhythms with rock music. Yet this use of popular elements has not made Glass a composer of popular music. His music is not a version of popular music packaged to attract classical listeners; it is high art for listeners steeped in rock rather than the classics.

Consider each of the choices separately and select all that apply.

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- ☐ An attempt to elevate rock music to an artistic status more closely approximating that of classical music
- ☒ A long-standing tendency to incorporate elements from two apparently disparate musical styles

Click on your choice(s).



Verbal Reasoning: Reading

Comprehension Select in Passage

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Reviving the practice of using elements of popular music in classical composition, an approach that had been in hibernation in the United States during the 1960s, composer Philip Glass (born 1937) embraced the ethos of popular music without imitating it. Glass based two symphonies on music by rock musicians David Bowie and Brian Eno, but the symphonies' sound is distinctively his. Popular elements do not appear out of place in Glass's classical music, which from its early days has shared certain harmonies and rhythms with rock music. Yet this use of popular elements has not made Glass a composer of popular music. His music is not a version of popular music packaged to attract classical listeners; it is high art for listeners steeped in rock rather than the classics.

Select the sentence that distinguishes two ways of integrating rock and classical music.

Click on your choice.



Verbal Reasoning: Reading

Comprehension Select in Passage

Questions 1 to 3 are based on this passage.

Reviving the practice of using elements of popular music in classical composition, an approach that had been in hibernation in the United States during the 1960s, composer Philip Glass (born 1937) embraced the ethos of popular music without imitating it. Glass based two symphonies on music by rock musicians David Bowie and Brian Eno, but the symphonies' sound is distinctively his. Popular elements do not appear out of place in Glass's classical music, which from its early days has shared certain harmonies and rhythms with rock music. Yet this use of popular elements has not made Glass a composer of popular music. His music is not a version of popular music packaged to attract classical listeners; it is high art for listeners steeped in rock rather than the classics.

Select the sentence that distinguishes two ways of integrating rock and classical music.

Click on your choice.



Verbal Reasoning: Text Completion Question

For each blank select one entry from the corresponding column of choices. Fill all blanks in the way that best completes the text.

It is refreshing to read a book about our planet by an author who does not allow facts to be (i)_____ by politics: well aware of the political disputes about the effects of human activities on climate and biodiversity, this author does not permit them to (ii)_____ his comprehensive description of what we know about our biosphere. He emphasizes the enormous gaps in our knowledge, the sparseness of our observations, and the (iii)_____, calling attention to the many aspects of planetary evolution that must be better understood before we can accurately diagnose the condition of our planet.

Blank (i)

overshadowed
invalidated
illuminated

Blank (ii)

enhance
obscure
underscore

Blank (iii)

plausibility of our hypotheses
certainty of our entitlement
superficiality of our theories

Click on your choices.



Verbal Reasoning: Text Completion Question

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Blank (iii)

plausibility of our hypotheses
certainty of our entitlement
superficiality of our theories

Click on your choices.



Verbal Reasoning: Sentence Equivalence Question

Select the two answer choices that, if used to complete the sentence, fit the meaning of the sentence as a whole and produce completed sentences that are alike in meaning.

Cynics believe that people who _____ compliments do so in order to be praised twice.

- ☐ conjure up
- ☐ covet
- ☐ deflect
- ☐ grasp
- ☐ shrug off
- ☐ understand

Click on your choices.



Verbal Reasoning: Sentence Equivalence Question

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- ☐ covet
- ☒ deflect
- ☐ grasp
- ☒ shrug off
- ☐ understand

Click on your choices.



Quantitative Reasoning: Multiple Choice

Select One Answer Choice

A car got 33 miles per gallon using gasoline that cost \$2.95 per gallon. What was the approximate cost, in dollars, of the gasoline used in driving the car 350 miles?

- ☐ \$10
- ☐ \$20
- ☐ \$30
- ☐ \$40
- ☐ \$50



Quantitative Reasoning: Multiple Choice

Select One Answer Choice

A car got 33 miles per gallon using gasoline that cost \$2.95 per gallon. What was the approximate cost, in dollars, of the gasoline used in driving the car 350 miles?

- ☐ \$10
- ☐ \$20
- ☒ \$30
- ☐ \$40
- ☐ \$50



Quantitative Reasoning: Multiple Choice

Select One or More Answer Choices

Last year Kate spent between $\frac{1}{4}$ and $\frac{1}{3}$ of her gross income on her mortgage payments. If Kate spent \$13,470 on her mortgage payments last year, which of the following could have been her gross income last year?

Indicate all such gross incomes.

- ☐ \$40,200
- ☐ \$43,350
- ☐ \$47,256
- ☐ \$51,996
- ☐ \$53,808



Quantitative Reasoning: Multiple Choice

Select One or More Answer Choices

Last year Kate spent between $\frac{1}{4}$ and $\frac{1}{3}$ of her gross income on her mortgage payments. If Kate spent \$13,470 on her mortgage payments last year, which of the following could have been her gross income last year?

Indicate all such gross incomes.

Calculator					X
40,410.					
MR	MC	M+	()	
7	8	9	÷	C	
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Transfer Display					

☒ \$40,200

☒ \$43,350

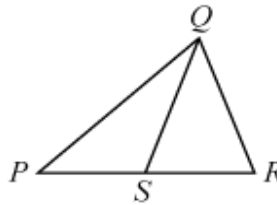
☒ \$47,256

☒ \$51,996

☐ \$53,808



Quantitative Reasoning: Quantitative Comparison Question



$$PQ = PR$$

Quantity A

PS

Quantity B

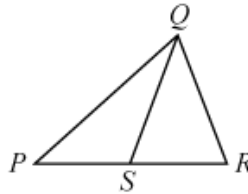
SR

- ☐ Quantity A is greater.
- ☐ Quantity B is greater.
- ☐ The two quantities are equal.
- ☐ The relationship cannot be determined from the information given.



Quantitative Reasoning:

Quantitative Comparison Question



$$PQ = PR$$

Quantity A

PS

Quantity B

SR

- ☐ Quantity A is greater.
- ☐ Quantity B is greater.
- ☐ The two quantities are equal.
- ☒ The relationship cannot be determined from the information given.



Quantitative Reasoning: Numeric Entry Question

A merchant made a profit of \$5 on the sale of a sweater that cost the merchant \$15. What is the profit expressed as a percent of the merchant's cost?

Give your answer to the nearest whole percent.

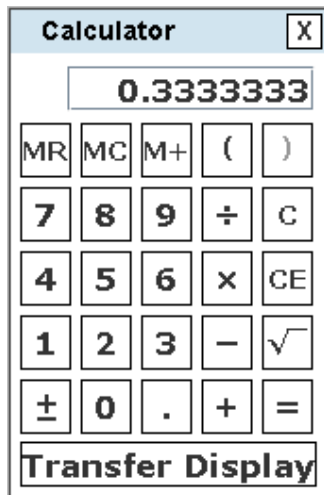
 %

Quantitative Reasoning: Numeric Entry Question

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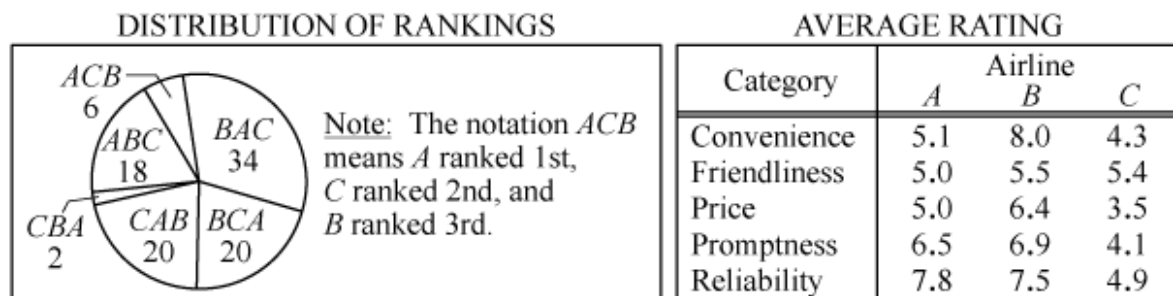
Give your answer to the nearest whole percent.

33 %



Quantitative Reasoning: Data Interpretation Question

In a survey, 100 travel agents each ranked Airlines A , B , and C in order of preference. Each of the 100 travel agents also rated the three airlines in five categories on a scale of 1 through 10, with 10 being the best rating.



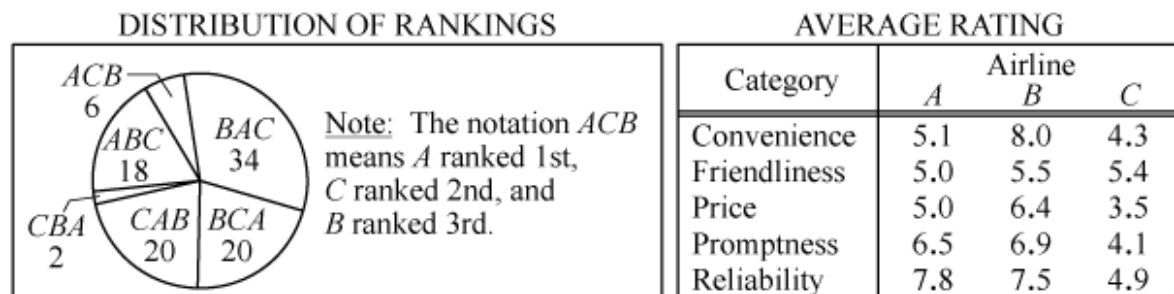
If each of the average ratings was the arithmetic mean of the ratings given by the 100 travel agents, approximately how much greater was the total of the ratings given to all three airlines for reliability than that for promptness?

- ☐ 25 ☐ 50 ☐ 125 ☐ 250 ☐ 500



Quantitative Reasoning: Data Interpretation Question

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- ☐ 25 ☐ 50 ☐ 125 ☒ 250 ☐ 500



Analytical Writing: Analyze an Issue Task

"As people rely more and more on technology to solve problems, the ability of humans to think for themselves will surely deteriorate."

Discuss the extent to which you agree or disagree with the statement above and explain your reasoning for the position you take. In developing and supporting your position, you should consider ways in which the statement might or might not hold true and explain how those considerations shape your position.



Analytical Writing: Analyze an Argument Task

"In surveys Mason City residents rank water sports (swimming, boating, and fishing) among their favorite recreational activities. The Mason River flowing through the city is rarely used for these pursuits, however, and the city park department devotes little of its budget to maintaining riverside recreational facilities. For years there have been complaints from residents about the quality of the river's water and the river's smell. In response, the state has recently announced plans to clean up Mason River. Use of the river for water sports is, therefore, sure to increase. The city government should for that reason devote more money in this year's budget to riverside recreational facilities."

Write a response in which you examine the stated and/or unstated assumptions of the argument. Be sure to explain how the argument depends on these assumptions and what the implications are if the assumptions prove unwarranted.



The *TOEFL*® Test Difference



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TOEFL® Test Overview

- **Most taken**
 - More than 25 million people have taken the *TOEFL*® test
- **Most widely available academic English-language test in the world**
 - Administered in over 4,500 certified test centers in more than 165 countries
- **Most diverse applicant pool**
 - Students who take the TOEFL test come from more than 180 countries
- **Most widely recognized**
 - More than 8,000 institutions, professional bodies, immigration authorities and scholarship agencies worldwide recognize and accept TOEFL scores



The *TOEFL iBT*® Test

- 96% of all *TOEFL*® testing
- Four language skills: Reading, Listening, Speaking, Writing
- 100% academic
- Emphasizes communicative English
- Integrated questions
- Reliability coefficient 0.95



The *TOEFL*® Test Difference

- Unparalleled research foundation
 - More than 150 research reports, most available as free downloads
 - Annual Test and Score Data Summary
- Thorough test question development process
 - Six- to eighteen-month process to get a test question written, reviewed, recorded, approved, piloted, analyzed and finally assembled into an operational test
 - Multiple quality and fairness reviews



Scoring Sets the *TOEFL*® Test Apart

Fair testing with unbiased, objective scoring

- Unlike other tests, the TOEFL test separates the testing site from the scoring process to maintain score integrity
 - Raters see and hear worldwide responses, not just from one country
 - Raters do not know the examinee



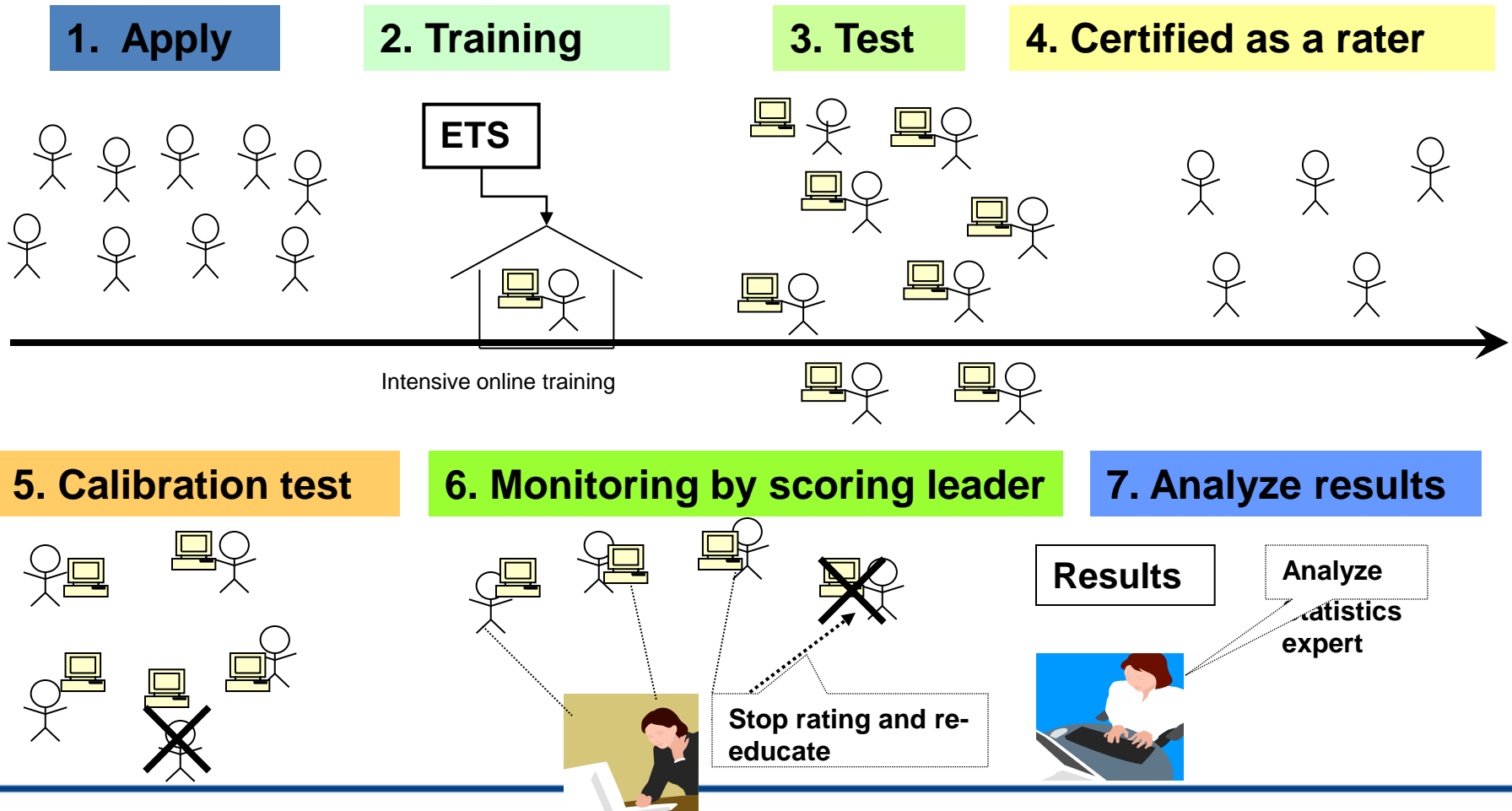
Scoring Sets the *TOEFL*® Test Apart

Fair testing with unbiased, objective scoring

- TOEFL uses multiple raters for speaking and writing
 - Increases test reliability
 - Speaking section: Six tasks
 - Three to six human raters
 - Writing section: Two tasks
 - Two human raters
 - Two automated ratings



How Scoring for the *TOEFL*® Test Works



Innovation in Scoring

The *TOEFL*® program uses the *e-rater*® automated scoring engine in a limited and responsible way for the Writing section

- Independent writing task
 - one human rater + one automated rating
- Integrated writing task
 - one human rater + one automated rating

Combines the judgment of humans for content and meaning and the consistency of automated scoring for linguistic features



Score Reporting

- Scores are usually available to test takers online in 10 calendar days
- Test takers notified via email that their scores are available online
- Score reports include new information
 - Test taker's email address
 - Test center country
- Scores are sent weekly to score users receiving *TOEFL*® scores electronically or via CD-ROM
- Official paper score reports are sent to score users three times per week



Official TOEFL iBT® Score Report



TOEFL® (Test of English as a Foreign Language™)
Internet-based Test (TOEFL iBT™)
Official Score Report

ETS® Security Guard

See below for details

Name: Last Name First Name Middle Name

Last (Family/Surname) Name, First (Given) Name Middle Name

Email: xxxxxxxxxxxxxxxx@xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.xxx

Gender: M

Registration Number: 0000 0000 0000 0000

Date of Birth: 05 Mar 2000

Test Date: 01 Jan 2010

ID Photo
Here

Lastname, First name Middle Name

Address 1 xxx Xxxx xxxx xxxx xx-xxx

Address 2 xxxxxxxx xxxxxxxxxxxxxxxxxx

Address 3 Xxxxxxxx xxxxxxxx xxxxxxxxxx

Address 4 Xxxxxxxx xxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxx

City, State Zip Code

Country Name

Native Country: xx

Native Language: xx

Inst. Code: 0000

Dept. Code: 00

Dept. Description: xx

Test Center Code: 0000000000000000

Test Center Country: xx

TOEFL Scaled Scores

Reading 18

Listening 18

Speaking 15

Writing 22

Total Score 73

19



***TOEFL iBT*® Score Comparison Tool**



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Why ETS Created a Comparison Table

- Concordance tables and similar documents are published in various media
 - Some of the information on these tables is inaccurate and misleading
- Universities have asked for a way to compare *TOEFL iBT*® and IELTS™ scores



Research to Support the Comparison Table

- ETS collected more than 1,100 sets of *TOEFL iBT*® and IELTS™ scores from individuals who had taken both tests
- An equipercentile approach was applied to each IELTS band score to develop the comparison table
 - e.g., a TOEFL iBT score of 115 represents the 90th percentile of the test takers in the sample, the same as an IELTS score of 8.5



Comparing *TOEFL iBT*® and IELTS™ Scores

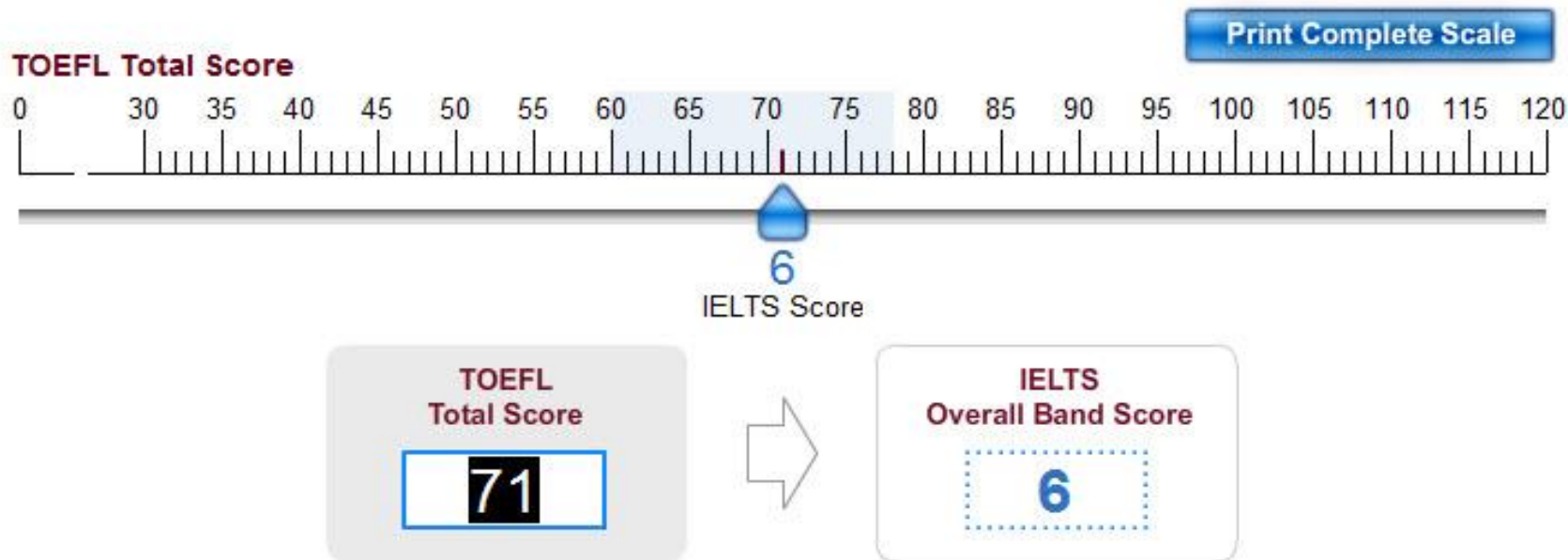
Dark shading indicates score comparison ranges with the highest degree of confidence.

<i>TOEFL</i> ®	IELTS
0-31	0-4
32-34	4.5
35-45	5
46-59	5.5
60-78	6
79-93	6.5
94-101	7
102-109	7.5
110-114	8
115-117	8.5
118-120	9

Comparing *TOEFL iBT*® and IELTS™ Scores

Score Comparison Tool

Drag the slider to the TOEFL iBT Total Score (or enter it in the box below) to see the IELTS Overall Band Score.



Research report at <http://www.ets.org/toefl/comparescores>



Using the Comparison Table

- The comparison table was created as an initial step for universities that wanted to compare *TOEFL iBT*® and IELTS™ scores
- ETS recommends the table be used for purposes of general understanding and not for establishing cut scores
- It is not appropriate to use the comparison table to project an applicant's IELTS or TOEFL iBT score
- Follow up validity studies are recommended to validate the score comparisons



Best Practices: Using *TOEFL*® Scores in the Admissions Process

General Guidelines for Good Score Use

- Base evaluation of an applicant's readiness to begin academic work on all available relevant information, not solely on *TOEFL*® scores
 - Look for other supporting evidence of English proficiency in the application
- Use score ranges rather than rigid cut scores on the TOEFL test to help make admissions decisions

The *GRE*® Analytical Writing section and the *TOEFL iBT*® Writing section measure different skills

GRE® Analytical Writing Section

- Two writing tasks
 - Analyze an Issue
 - Analyze an Argument
- Measures critical thinking and analytical writing

TOEFL iBT® Writing Section

- Independent task – support an opinion in writing
- Integrated task – integrate and organize information from reading passage and a lecture
- Measures command of vocabulary and grammar, and ability to organize, connect and develop ideas
- Some analysis and synthesis of material
- Does not measure higher levels of critical reasoning skills

Complementary Scores

The *TOEFL iBT*® Writing score supplements the *GRE*® Analytical Writing score

The TOEFL iBT score helps faculty determine whether a low score on the GRE Analytical Writing section indicates

- Low English writing skills
- or
- Inability to evaluate and critique arguments

***TOEFL*® section scores
contain valuable
information to help
differentiate applicants**

Using *TOEFL*® Section Scores

	Reading	Listening	Writing	Speaking	Total
Student 1	17	20	24	19	80
Student 2	20	20	20	20	80
Student 3	25	25	16	14	80

All three students have a total score of 80, but they have different profiles of English skills.

Which student is best for your program?



Using *TOEFL*® Section Scores

Don't throw away valuable information about your applicants

- There are many options for setting *TOEFL*® score requirements
 - Require Total Score only
 - Require a Total Score but review applicant Section Scores for the skills most important to your program
 - Require a Total Score and a minimum Section Score for the most important skill(s), i.e. Total Score of 80, minimum score in Writing 20
 - Require minimum Section Scores for every skill (most restrictive)

Make Scores Work for Your Institution

Reconsider your score requirements regularly and adjust as needed

- How much English is enough?
 - Different departments have different needs
 - What language skills are important for success in this program?
- Level of ESL support available on campus
- Competitive situation
 - Higher score requirements could reduce applications
 - Lower scores could result in student failure, need for ESL support, or slowing down the rest of the class

Increasing Score Requirements

- Don't automatically increase the total score
 - Increasing the total score may not meet your needs
 - Applicants can reach your minimum via points in other skills
- Ask faculty and staff which skill is most critical
 - Routinely review that section score in the admission process
 - or
 - Institute a minimum requirement

TOEFL iBT[®] Total Population

Scaled Section and Total Score Means 2010

	TOEFL iBT Mean
Reading	20.1
Listening	19.5
Speaking	20.0
Writing	20.7
Total	80.0

TOEFL iBT[®] Section Score ranges: 0-30

TOEFL iBT[®] Total Score range: 0-120



TOEFL iBT® Total Population

Score Means by Test-Taker Purpose 2010

Group	Reading	Listening	Speaking	Writing	Total
Graduate Mean	21.3	20.7	20.7	21.4	84.0
Undergraduate Mean	18.5	19.3	20.3	20.3	78.0
Professional Mean	20.4	20.7	21.5	20.8	83.0



Services for Institutions



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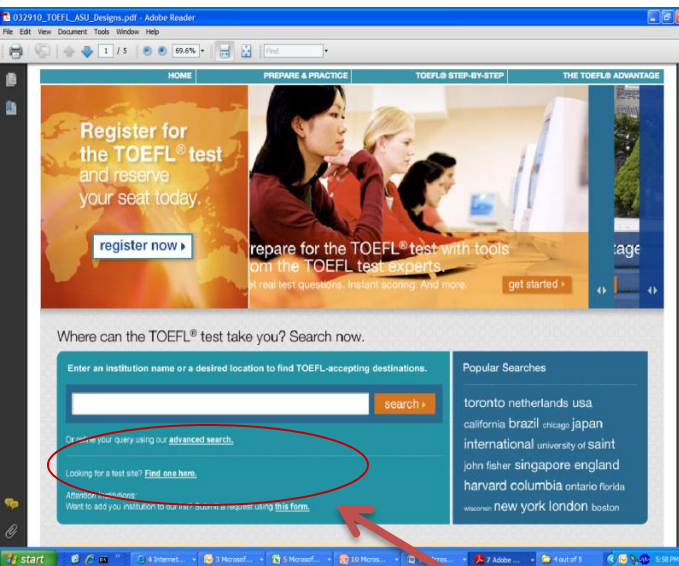
www.youtube.com/TOEFLtv

- A great way to get valuable exposure for your institution at no charge
- Record a brief video testimonial about your institution and how you use the *TOEFL*® test
- Teachers and students can create short videos with tips on:
 - Learning English
 - Preparing for the TOEFL test
 - Studying abroad
- Post your video on your YouTube channel, share it with username "TOEFLtv", and we can add it to a TOEFL TV playlist



The Advanced *TOEFL*® Search

- Advanced search provides an institution's score requirements and program information



The Advanced TOEFL® Search

Use the detailed search features below to find institutions that accept the TOEFL® test.

Institution Name

Test Type

☐ TOEFL iBT 25

☐ TOEFL PBT 25

The TOEFL® PBT Test is not offered in all areas.

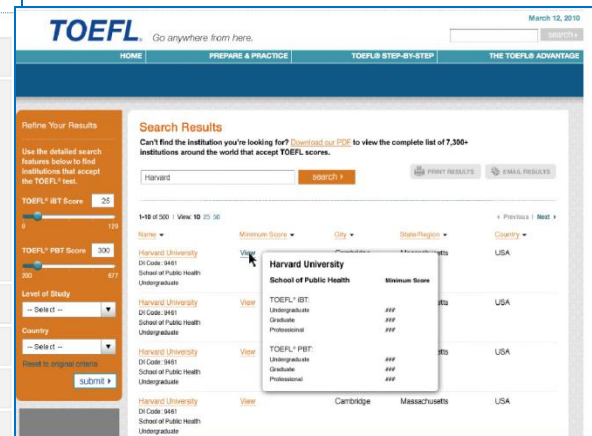
Level of Study

Country

State/Region

City

submit ▶



- Update your institution's information and score requirements at **www.toeflgoanywhere.org**



Speech Samples

- **Speech samples available to institutions**
 - Scored one-minute speech sample
 - **Median** performance from one of the four integrated speaking tasks
 - Candidate search only requires Candidate Registration Number and Date of Birth
 - Available online, free of charge, to score users who sign confidentiality statement
 - Sign up today:
www.ets.org/toefl/speechsample



Expanded Scholarship Programs

- *TOEFL*® Scholarship Program
 - Recognizes students who have:
 - Excelled academically
 - Demonstrated leadership skills
 - Participated in extracurricular activities
 - Achieved English-language proficiency
 - Available for students in China, India, Korea, Japan, Taiwan
 - Awards paid directly to universities



Scholarship winners
in India



Resources for Universities



EducationUSA — U.S. Department of State-affiliated educational advising centers in more than 400 overseas locations

- Reach prospective international students through this well-established global network (no fees)
- Gain access to a variety of services:
 - Collaborate with Regional Educational Advising Coordinators (REACs)
 - Send your institutional information to advising centers for distribution or weekly e-newsletter
 - Participate in higher education fairs, attend regional conferences, and visit local center
 - Link your international admissions website to EducationUSA's to direct prospective students to their centers for on-the-ground, in-country support for U.S. institutions

<http://www.educationusa.info/>



TOEFL® Information and Contacts

- TOEFL® website for institutions:
www.ets.org/toefl/institutions
- Academic help email: TOEFLNews@ets.org
- Academic phone line: **1-609-683-2008**

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Questions?



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GRE and TOEFL Presenter

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