TOSEL®

Test of Skills in the English Language

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01 TOSEL Overview

TOSEL (Test of Skills in English Language)

The TOSEL exam was developed to meet the demand for a more effective assessment system of English as a foreign language for learners from specific cultural settings.

TOSEL evaluates the English skills of learners from age 4 to adulthood and officially certifies their proficiency level, as well as their academic and job performance.

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TOSEL Principles

Background



Many common English tests fail to accurately measure individual abilities.
Inappropriate usage of US-dominated testing systems in diverse cultural and educational contexts in the global English language learning market led to the creation of TOSEL.

TOSEL's Roles



With an assessment system divided into 7 levels, TOSEL can be used to verify academic excellence for school admissions and job applications, or as an assessment method in corporate and public sectors.

Our Goals



Our goal is to create an effective tool for assessing and evaluating the English skills of English language learners by implementing a more accessible testing system that provides constructive and developmental English education guidance.

TOSEL®

Our Strengths

02 ACCURATE DIAGNOSIS

A systematic and scientific diagnosis of learners' English proficiency

04 SUFFICIENT DATA

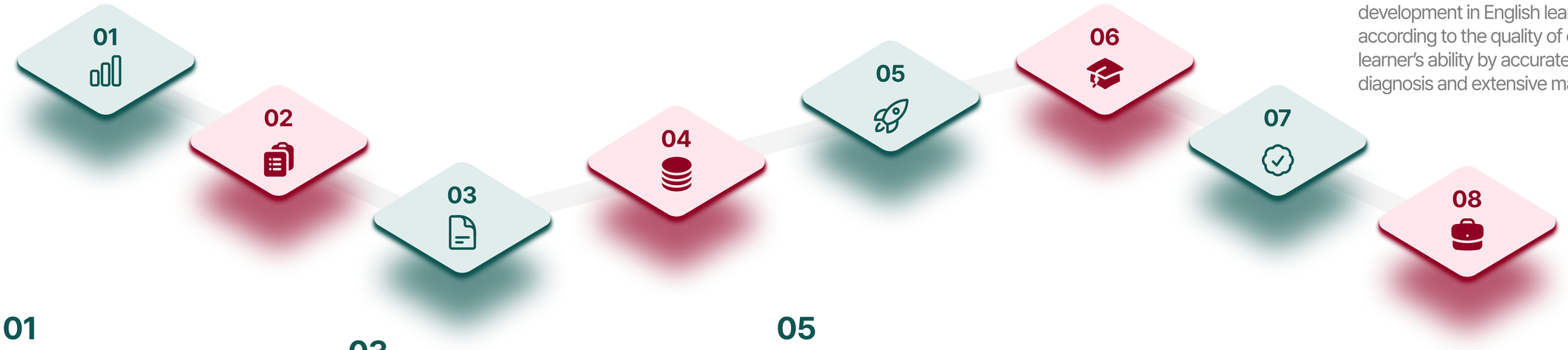
Content for each level developed using data accumulated from more than 2,000,000 TOSEL test-takers delegated at 15,000 schools and academies

06 CONTINUATION

A complete course of English education ranging from kindergarten, elementary school, middle school, and high school up to adults

08 SYSTEMATIC & EFFECTIVE ENGLISH EDUCATION

A presentation of step-by-step development in English learning according to the quality of each learner's ability by accurate diagnosis and extensive materials



01 LEVELED ASSESSMENTS

An established English test system fit for seven different levels according to learners' cognitive development

03 EXTENSIVE MATERIALS

Supplementary materials to help learners in an EFL environment prepare for TOSEL and improve their proficiency

05 CLASSIFIED AREAS OF INTELLIGENCE

Content designed to foster the strengths of each student by categorizing eight areas of intelligence and expanding those areas of interest

07 HIGH RELIABILITY

A high reliability level (Cronbach's alpha: .904 for elementary school students / .864 for university students) proven by several studies (Oxford University / The Modern Language Journal)

TOSEL®

| Partners

Joint Operator

International TOSEL Committee

| ITC comprises high-caliber domestic and international scholars who are responsible for test administration, test item development, and supervision.

| The Committee also includes faculty members who organize college entrance exams and advisory professors from prestigious universities around the world.

Joint Operator

The JoongAng Ilbo

| To expand the base of TOSEL as an English assessment tool for college students and adults, the JoongAng Ilbo, a leading Korean press organization, participates as a host institution.

Key Partner

Korea Educational Broadcasting System

| To promote fair, credible education, a leading Korean public broadcasting organization participated as a host institution for 13 years.

Research & Certification

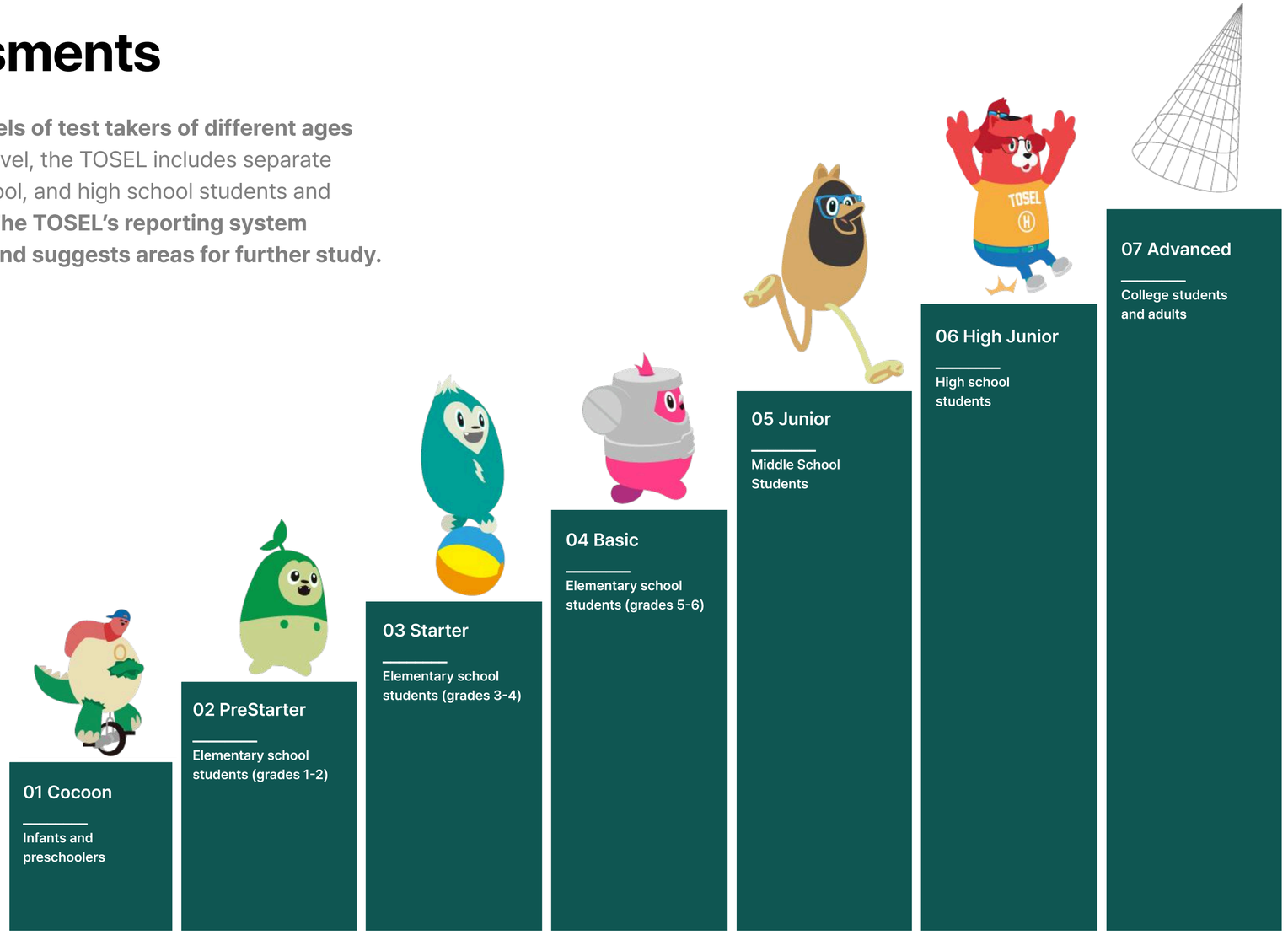
Korea University

| Korea University participated as a research and accreditation institution in March 2010.
| Faculty members from Korea University were key to developing test items.
| Korea University has utilized TOSEL as its graduate certificate exam and transfer examination

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Seven Separate Assessments

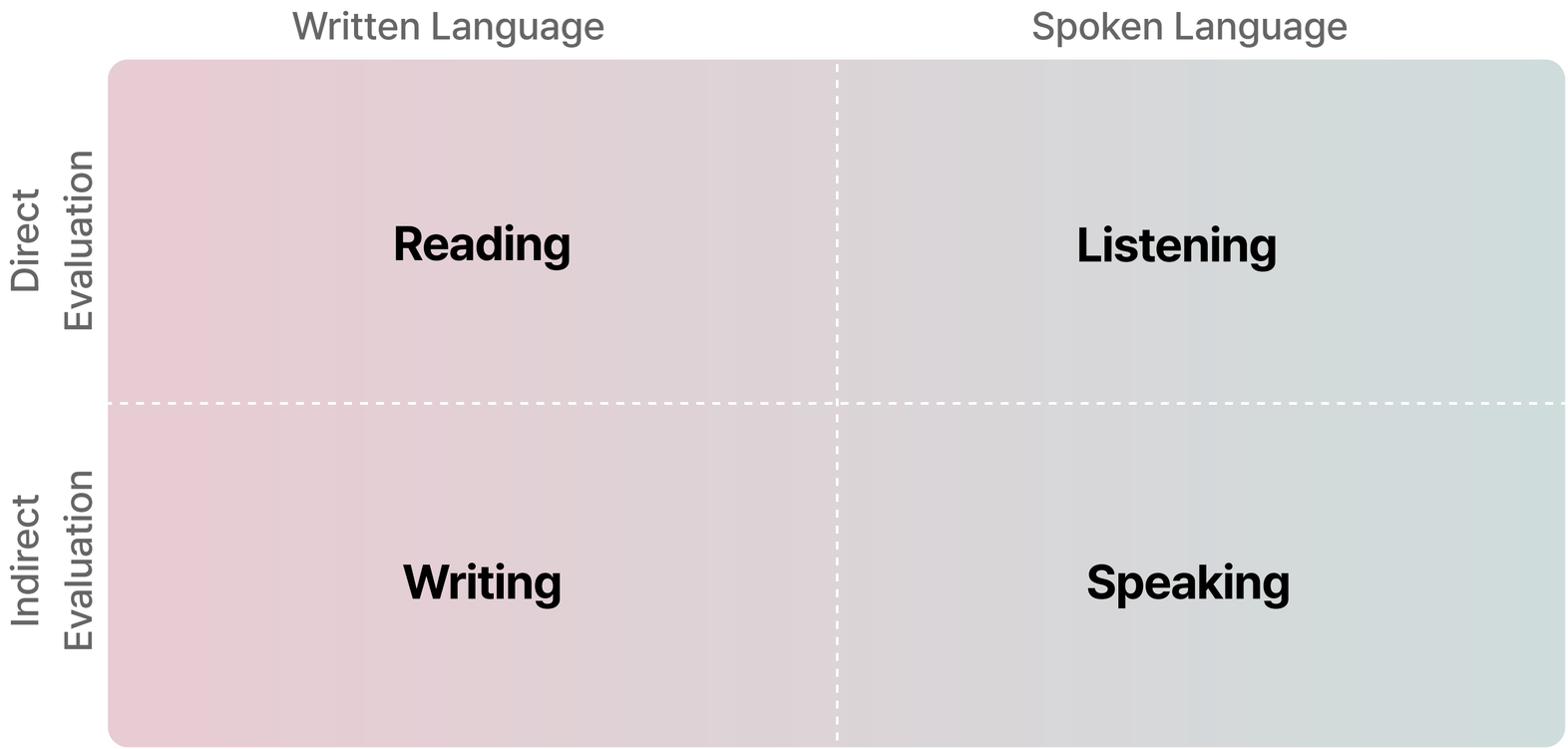
The TOSEL is divided into seven stages, with **cognitive levels of test takers of different ages considered**. Unlike other assessments based on just one level, the TOSEL includes separate assessments for preschool, elementary school, middle school, and high school students and adults, including both professionals and college students. **The TOSEL's reporting system highlights each test taker's strengths and weaknesses and suggests areas for further study.**



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Assessing the Four Skills

The TOSEL evaluates four key language skills - reading, listening, speaking, and writing - using both direct and indirect evaluation methods.
This system of evaluation is part of a concerted effort to **break away from materials geared solely toward grammar and reading-oriented education.**



Our Committee

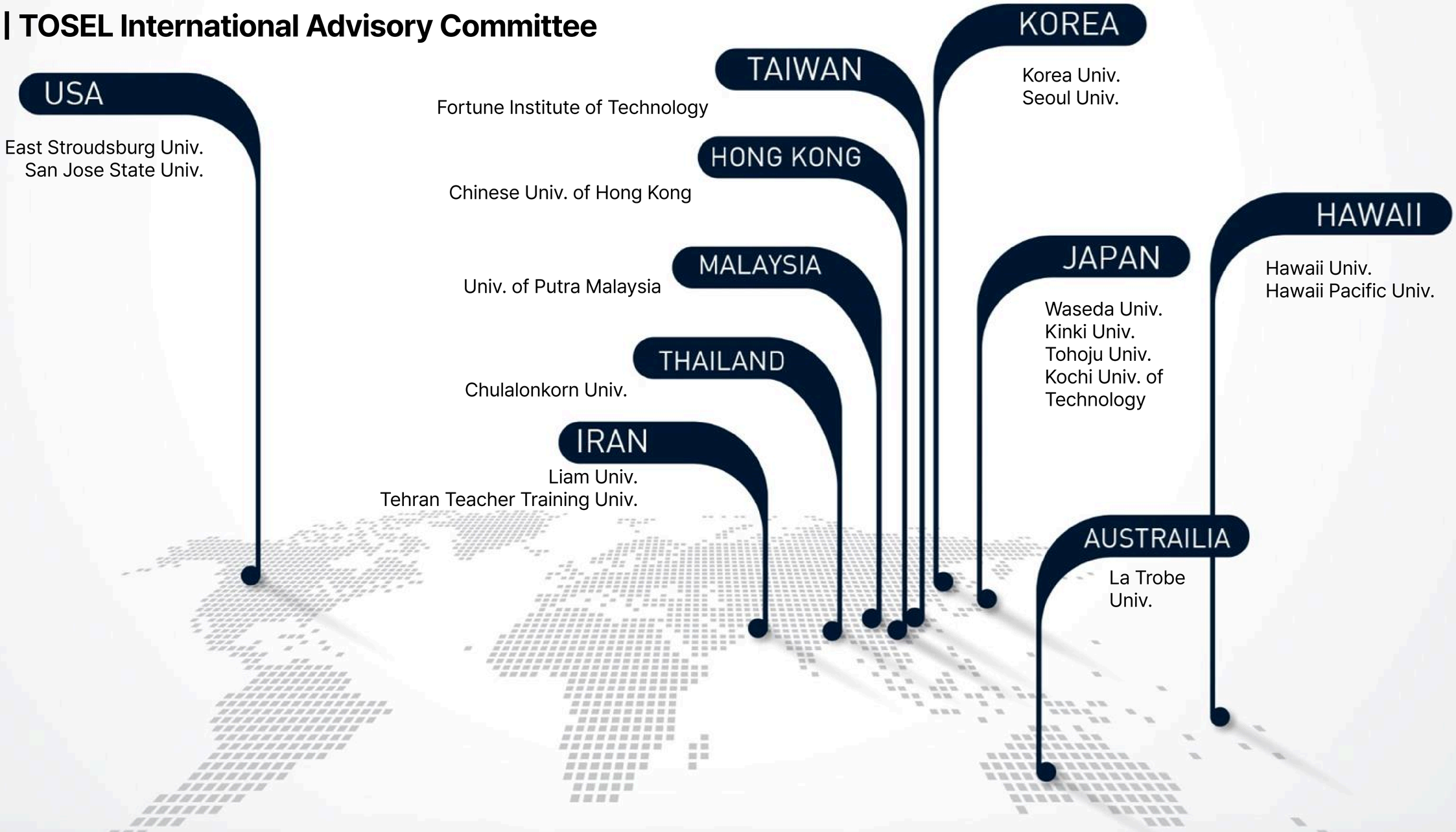
The TOSEL Committee is led by professors of Korea University and faculty members from other top universities worldwide who are specialized in English education and testing.
Among these members are English experts who have extensive experience devising college entrance examinations and English tests authorized by the **Korea Association of Foreign Languages Education, the Korean Society of Speech Science, the Pan-Korea English Teachers Association, and the Applied Linguistics Association of Korea.**
Currently, the TOSEL Advisory Board consists of experts and scholars in English education and assessment from 11 countries.

Name	Affiliation
Kim, *******	Kookmin Univ. English Department
Kim, *******	Kyonggi Univ. English Department
Kim, *******	Korea Univ. English Department
Kim, *******	Hanyang Univ. English Department
Kim, *******	Seoul National Univ. Department of English Education
Park, *******	Soongsil Univ. English Department
Sohn, *******	Dankook Univ. English Department
Ahn, *******	Chonnam Univ. Department of English Education
Oh, *******	Pukyong Univ. English Department
U, *******	Hanyoung Foreign Language High School
Yu, *******	Yonsei Univ. English Department
Lee, *******	Daewon Foreign Language High School

Name	Affiliation
Lee, *******	Inha Univ. English Department
Lee, *******	Hanyang Univ. English Department
Lee, *******	Hannam Univ. English Department
Lee, *******	Jeonju Univ. of Education, Department of English Education
Lee, *******	Hanyang Univ. English Department
Lee, *******	Chairman of International TOSEL Committee
Jang, *******	Chungang Univ. English Department
Chun, *******	Choenbuk Univ. Department of English Education
Cha, *******	Chungang Univ. Department of English Education
Choi, *******	Korea Univ. Department of English Education
Hyun, *******	Seoul Kumbuk Elementary School
Oh, *******	Korea Univ. English Department

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| TOSEL International Advisory Committee



02 TOSEL Test

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02 TOSEL Test

TOSEL Levels
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Statistical Analysis of Test Results
Optimization of Items

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TOSEL Levels

TOSEL is an effective English proficiency test composed of seven different test levels, each developed to accommodate appropriate cognitive abilities for corresponding age groups.
Test-takers can choose a test level best suited for their cognitive level and English proficiency. The levels are designed and engineered by experts in English education, taking into account content that would be naturally extended to learners in an EFL environment. Test questions are devised following concrete guidelines that guarantee readability level, difficulty level, and a variety of topics and themes.

	01 COCOON	02 PRE-STARTER	03 STARTER	04 BASIC	05 JUNIOR	06 HIGH JUNIOR	07 ADVANCED
Age	Kindergarten	Grades 1-2	Grades 3-4	Grades 5-6	Middle School	High School	University / Adults
No. of Q's	LC 15 / RC 15	LC 15 / RC 20	LC 15 / RC 20	LC 30 / RC 30	LC 30 / RC 30	LC 30 / RC 35	LC 70 / RC 70
Duration of Test	LC 15 min / RC 15 min	LC 15 min / RC 25 min	LC 15 min / RC 25 min	LC 20 min / RC 30 min	LC 20 min / RC 30 min	LC 25 min / RC 35 min	LC 45 min / RC 50 min
Passage Readability Levels	0.0-0.5	0.5-0.7	1.0-2.0	3.0-4.0	5.0-6.0	7.0-8.0	9.0+
Score	Rank 1-10 (based on 100 point socre)	Rank 1-10 (based on 100 point socre)	Rank 1-10 (based on 100 point socre)	Rank 1-10 (based on 100 point socre)	Rank 1-10 (based on 100 point socre)	Rank 1-10 (based on 100 point socre)	0-990

TOSEL COCOON

Section	Parts	No. of Questions	Main Contents
Section I **Listening & Speaking**	Part A. Listen and Recognize	9	Evaluates the ability to comprehend what a speaker says and select the most suitable picture
	Part B. Listen and Respond	6	Evaluates the ability to comprehend a speaker's question and select the most suitable answer
Section II **Reading & Writing**	Part A. Spell the Words	5	Evaluates the ability to select correctly spelled words
	Part B. Look and Recognize	5	Evaluates the ability to select a sentence that correctly describes a picture
	Part C. Look and Respond	5	Evaluates the ability to correctly describe pictures and select the most suitable answer for the blank

TOSEL Pre-Starter

Section	Parts	No. of Questions	Main Contents
Section I **Listening & Speaking**	Part A. Listen and Recognize	5	Evaluates the ability to comprehend what a speaker says and select the most suitable picture
	Part B. Listen and Respond	5	Evaluates the ability to comprehend a speaker's question and select the most suitable answer
	Part C. Listen and Retell	5	Evaluates the ability to comprehend short conversations and select the best answer to the speaker's question
Section II **Reading & Writing**	Part A. Spell the Words	5	Evaluates the ability to correctly spell words and select the correct spelling for the picture
	Part B. Look and Recognize	5	Evaluates the ability to select a sentence that correctly describes a picture
	Part C. Look and Respond	5	Evaluates the ability to correctly describe pictures and select the most suitable answer for the question
	Part D. Read and Retell	5	Evaluates the ability to understand various reading materials and infer the correct answers from the materials to respond to each question

TOSEL Starter

Section	Parts	No. of Questions	Main Contents
Section I **Listening & Speaking**	Part A. Listen and Recognize	5	Evaluates the ability to comprehend what a speaker says and select the most suitable picture
	Part B. Listen and Respond	5	Evaluates the ability to comprehend and properly respond to a speaker's question
	Part C. Listen and Retell	10	Evaluates the ability to comprehend short conversations and select the best answers to questions
Section II **Reading & Writing**	Part A. Sentence Completion	5	Evaluates the ability to use appropriate words, sentence structure, and grammar to fill in the blanks in incomplete sentences
	Part B. Situational Writing	5	Evaluates the ability to correctly describe pictures, charts, or graphs and select the most suitable descriptions
	Part C. General Reading and Retelling	10	Evaluates the ability to understand various reading materials and infer the correct answers from the materials to respond to each question

TOSEL Basic

Section	Parts	No. of Questions	Main Contents
Section I **Listening & Speaking**	Part A. Listen and Recognize	5	Evaluates the ability to comprehend what a speaker says and select the most suitable picture
	Part B. Listen and Respond	5	Evaluates the ability to comprehend a speaker's question and select the most suitable answer
	Part C. Listen and Retell	15	Evaluates the ability to comprehend short conversations and select the best answer to the speaker's question
	Part D. Listen and Speak	5	Evaluates the ability to understand and complete conversations by selecting the best response to the last speaker
Section II **Reading & Writing**	Part A. Sentence Completion	5	Evaluates the ability to understand the context of sentences and select the best to complete each conversation using appropriate words, sentence structure, and grammar
	Part B. Situational Writing	5	Evaluates the ability to describe pictures by correctly filling in blanks within sentences
	Part C. Practical Reading and Retelling	10	Evaluates the ability to understand practical reading materials and recognize intended meanings to select the best answer to each question
	Part D. General Reading and Retelling	10	Evaluates the ability to understand analyze various reading materials and select the best answers to questions regarding the topics and details of the materials

TOSEL Junior

Section	Parts	No. of Questions	Main Contents
Section I **Listening & Speaking**	Part A. Listen and Recognize	10	Evaluates the ability to listen/comprehend sentences and select the most suitable picture
	Part B. Listen and Respond	15	Evaluates the ability to listen/comprehend short talks or conversations and select the best answer to questions
	Part C. Listen and Speak	5	Evaluates the ability to comprehend short conversations and select the most suitable response to the speaker
Section II **Reading & Writing**	Part A. Sentence Completion	5	Evaluates the ability to comprehend incomplete conversations and complete them with appropriate usage of words, sentence structure, and grammar
	Part B. Situational Writing	5	Evaluates the ability to complete sentences by analyzing pictures using appropriate words, sentence structure, and grammar
	Part C. Practical Reading and Retelling	10	Evaluates the ability to analyze and infer from practical reading materials and select the best answers to questions regarding the materials
	Part D. General Reading and Retelling	10	Evaluates the ability to understand the topics and details of reading materials and infer the best answers to questions

TOSEL High Junior

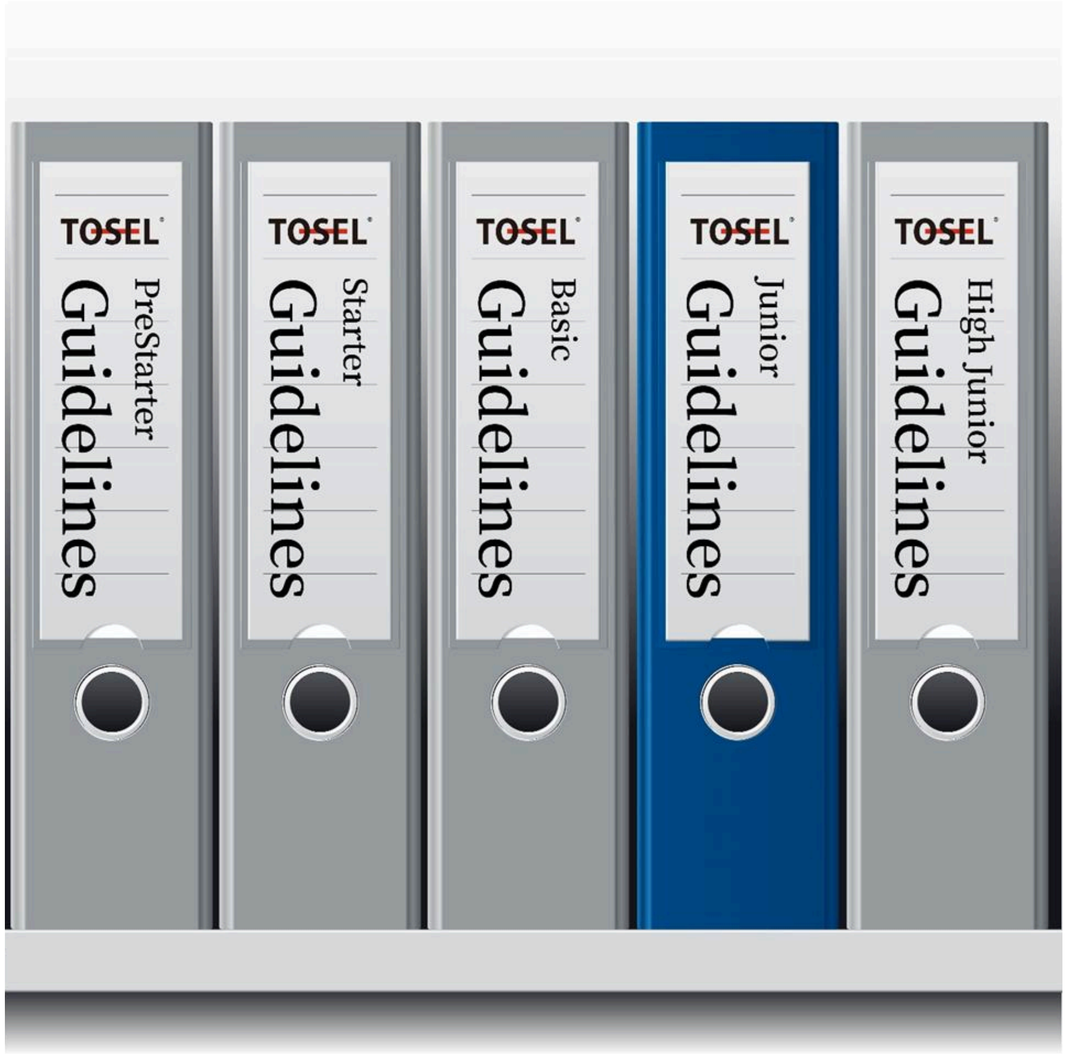
Section	Parts	No. of Questions	Main Contents
Section I **Listening & Speaking**	Part 1. Listen and Recognize	6	Evaluates the ability to comprehend very short spoken conversations (picture identification)
	Part 2. Listen and Respond	10	Evaluates the ability to listen and comprehend short conversations (written sentence selection)
	Part 3. Short Conversations	10	Evaluates the ability to comprehend short spoken conversations (written sentence selection) to the speaker's question
	Part 4. Talks	4	Evaluates the ability to comprehend gist, details, and implied meanings in short spoken talks (written sentence selection & pictorial information)
Section II **Reading & Writing**	Part 5. Picture Description	6	Evaluates the ability to identify correct written idiomatic expressions and collocations (written sentence selection & pictorial information)
	Part 6. Sentence Completion	10	Evaluates the ability to interpret intended meanings of and complete written sentences by selecting appropriate words, sentence structure, and grammar (written response selection)
	Part 7. Practical Reading and Comprehension	13	Evaluates the ability to skim, scan, analyze, and infer meaning from practical reading materials (written sentence selection)
	Part D. General Reading and Comprehension	6	Evaluates the ability to identify main ideas, details, tone, and intended meanings in diverse academic reading passages (written sentence selection)

TOSEL ADVANCED

Section	Parts	No. of Questions	Main Contents
Section I **Listening & Speaking**	Part 1. Listen and Recognize	10	Evaluates the ability to comprehend very short spoken conversations (picture identification)
	Part 2. Listen and Respond	30	Evaluates the ability to listen and comprehend short conversations (written sentence selection)
	Part 3. Short Conversations	20	Evaluates the ability to comprehend short spoken conversations (written sentence selection) to the speaker's question
	Part 4. Talks	10	Evaluates the ability to comprehend gist, details, and implied meanings in short spoken talks (written sentence selection & pictorial information)
Section II **Reading & Writing**	Part 5. Picture Description	10	Evaluates the ability to identify correct written idiomatic expressions and collocations (written sentence selection & pictorial information)
	Part 6. Sentence Completion	20	Evaluates the ability to interpret intended meanings of and complete written sentences by selecting appropriate words, sentence structure, and grammar (written response selection)
	Part 7. Practical Reading and Comprehension	30	Evaluates the ability to skim, scan, analyze, and infer meaning from practical reading materials (written sentence selection)
	Part D. General Reading and Comprehension	10	Evaluates the ability to identify main ideas, details, tone, and intended meanings in diverse academic reading passages (written sentence selection)

| TOSEL Guidelines

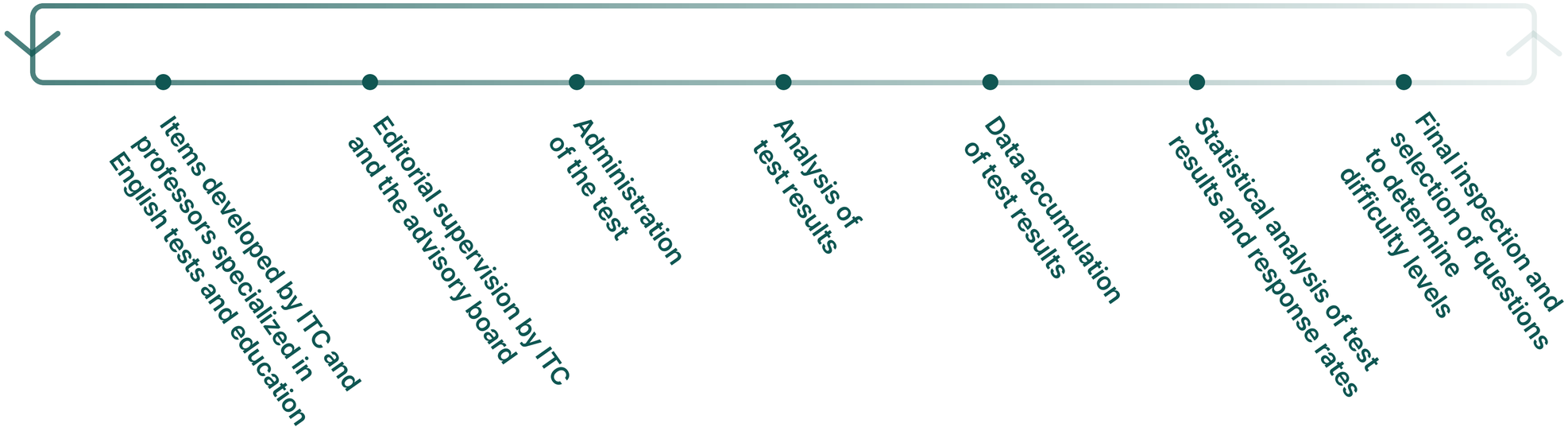
The questions for each level, section, and part of the TOSEL test are devised based on the guidelines for each level. The guidelines specify the type of questions, number of questions, and word count limits based on extensive studies of educational leveling and cognitive abilities. They also contain vocabulary lists, topics, grammatical structures, and language development items.
The guidelines ensure consistency when making questions. They also guarantee standardized level of difficulty which is crucial to ensure reliability of the test.



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The Test-making Process

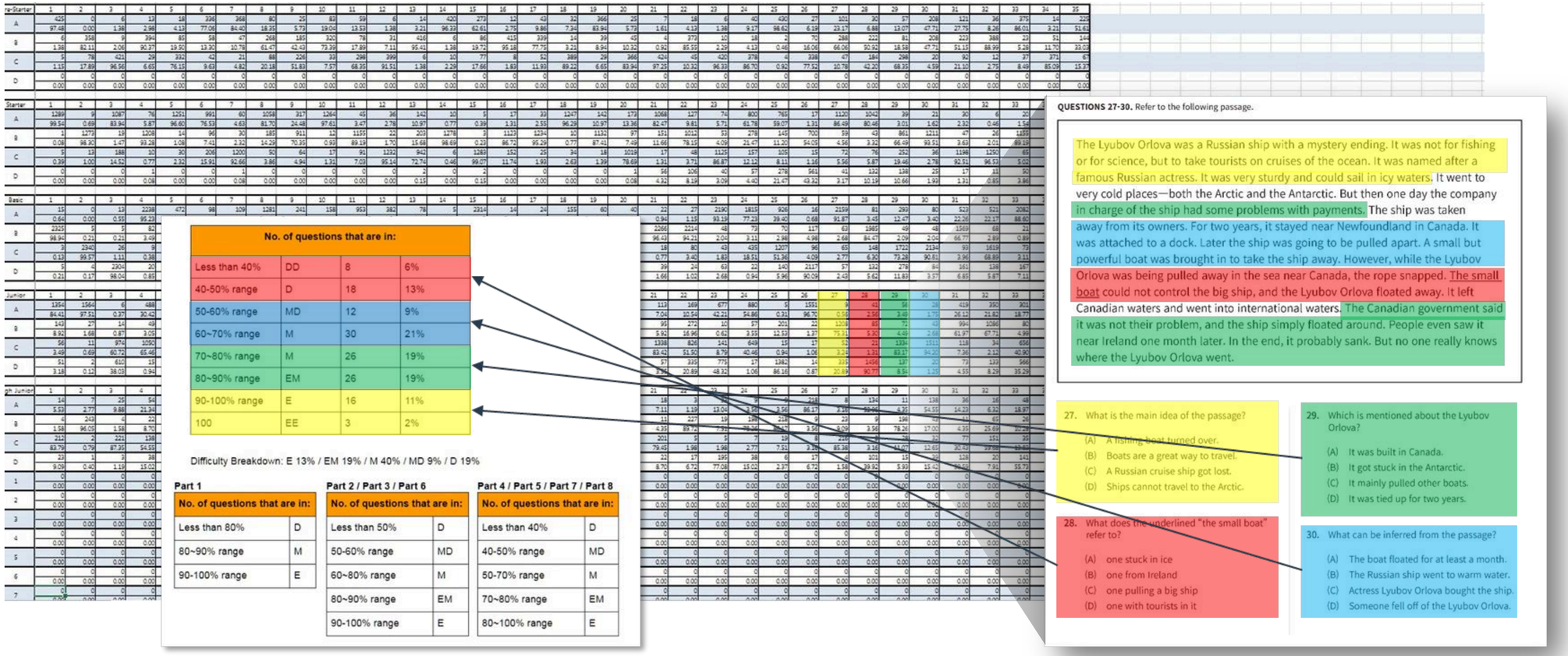
Items for each TOSEL test are freshly developed by members of the International TOSEL Committee (ITC) and professors specialized in English tests and education, following concrete English education and assessment guidelines. Items are not reused for different tests. The items are carefully selected based on difficulty level. After the test, test items and response rates are analyzed together. These data are collected and utilized when developing new questions and in determining difficulty levels appropriate to the English proficiency of each level's test-takers.



TOSEL®

Statistical Analysis of Test Results and Correct Item Response Rate

The International TOSEL Committee updates its English education guidelines consistently to meet the demand and best suit the English ability of English language learners. To do this, the members and professors analyze the accumulated data of test-takers and closely inspect items response rates and difficulty levels according to each level, section, sub-section, assessment objective, and distractor.



No. of questions that are in:			
Less than 40%	DD	8	6%
40-50% range	D	18	13%
50-60% range	MD	12	9%
60~70% range	M	30	21%
70~80% range	M	26	19%
80~90% range	EM	26	19%
90-100% range	E	16	11%
100	EE	3	2%

Difficulty Breakdown: E 13% / EM 19% / M 40% / MD 9% / D 19%

Part 1

No. of questions that are in:	
Less than 80%	D
80~90% range	M
90-100% range	E

Part 2 / Part 3 / Part 6

No. of questions that are in:	
Less than 50%	D
50-60% range	MD
60~80% range	M
80~90% range	EM
90-100% range	E

Part 4 / Part 5 / Part 7 / Part 8

No. of questions that are in:	
Less than 40%	D
40-50% range	MD
50-70% range	M
70~80% range	EM
80~100% range	E

QUESTIONS 27-30. Refer to the following passage.

The Lyubov Orlova was a Russian ship with a mystery ending. It was not for fishing or for science, but to take tourists on cruises of the ocean. It was named after a famous Russian actress. It was very sturdy and could sail in icy waters. It went to very cold places—both the Arctic and the Antarctic. But then one day the company in charge of the ship had some problems with payments. The ship was taken away from its owners. For two years, it stayed near Newfoundland in Canada. It was attached to a dock. Later the ship was going to be pulled apart. A small but powerful boat was brought in to take the ship away. However, while the Lyubov Orlova was being pulled away in the sea near Canada, the rope snapped. The small boat could not control the big ship, and the Lyubov Orlova floated away. It left Canadian waters and went into international waters. The Canadian government said it was not their problem, and the ship simply floated around. People even saw it near Ireland one month later. In the end, it probably sank. But no one really knows where the Lyubov Orlova went.

27. What is the main idea of the passage?
(A) A fishing boat turned over.
(B) Boats are a great way to travel.
(C) A Russian cruise ship got lost.
(D) Ships cannot travel to the Arctic.

28. What does the underlined "the small boat" refer to?
(A) one stuck in ice
(B) one from Ireland
(C) one pulling a big ship
(D) one with tourists in it

29. Which is mentioned about the Lyubov Orlova?
(A) It was built in Canada.
(B) It got stuck in the Antarctic.
(C) It mainly pulled other boats.
(D) It was tied up for two years.

30. What can be inferred from the passage?
(A) The boat floated for at least a month.
(B) The Russian ship went to warm water.
(C) Actress Lyubov Orlova bought the ship.
(D) Someone fell off of the Lyubov Orlova.

| Optimization of Items

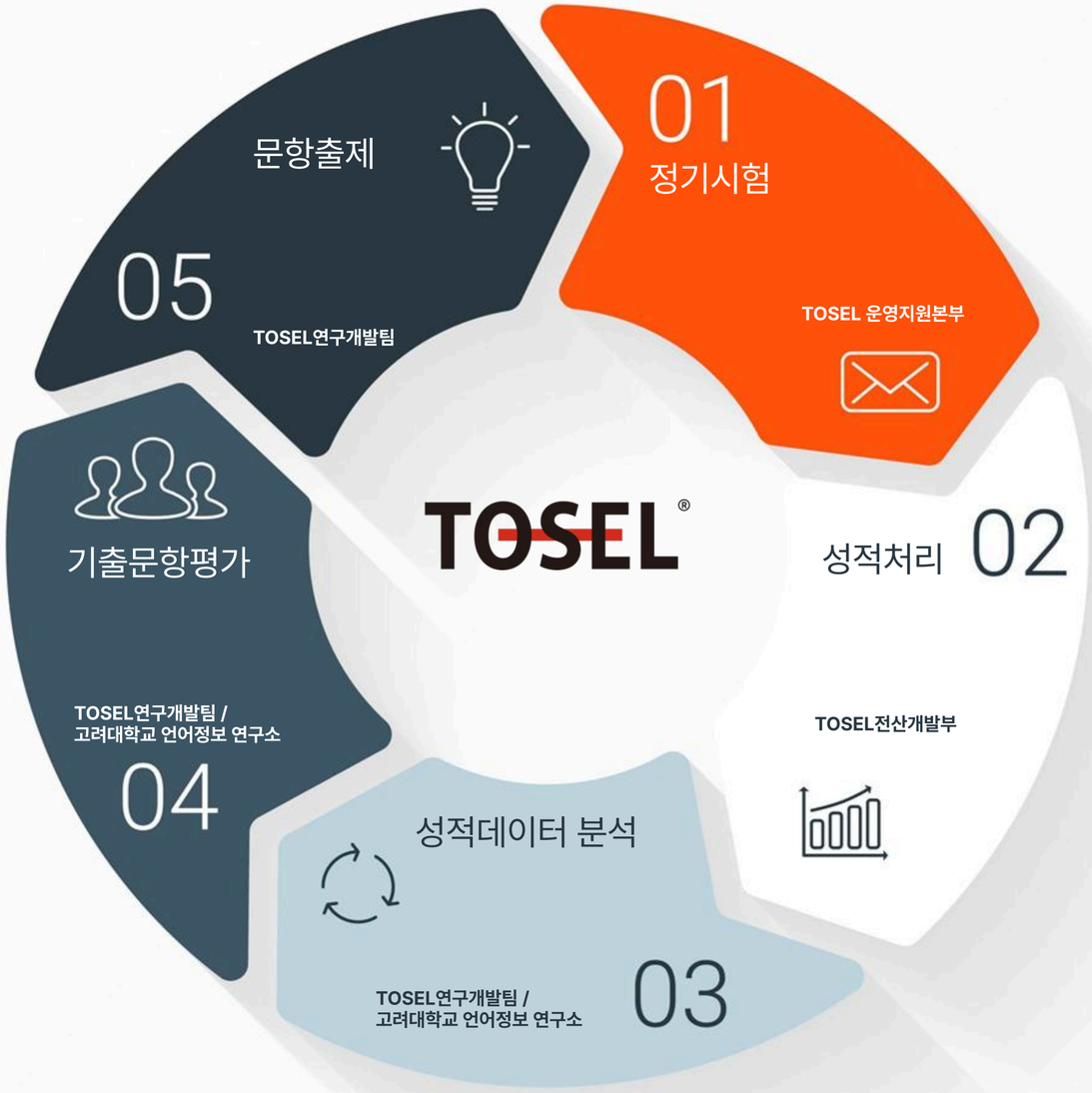
The International TOSEL Committee analyzes the results of the regular TOSEL test, which is administered four times each year. Test-takers are classified by age, region, and grade. Students of preschool, elementary school, middle school, high school, university and professionals can choose a test level best suited for themselves regardless of their ages.

After the test, **researchers from the TOSEL Research Team of the International TOSEL Committee and from the Research Institute for Language & Information at Korea University** analyze and evaluate the cognitive level and English proficiency of test-takers. The data derived from this analysis include information on gaps in English proficiency among students from different regions and ages, changes in English ability year by year, and the average score of students in different grades in school.

The TOSEL Research Team also evaluates and deliberates on each test item according to type, difficulty, and subject. The researchers then analyze these items together with data about test-takers' English proficiency.

With the data derived from this combined analysis, the TOSEL Research Team uses statistical tools to develop new items that best suit the characteristics and abilities of the test- takers by level.

The TOSEL Research Team applies these efforts to develop high-quality test items, optimize test effectiveness, and help improve learners' English ability **by accurately evaluating their English proficiency.**



03 TOSEL Evaluation

01 Overview

02 TOSEL Test

03 TOSEL Evaluation

TOSEL Reports
TOSEL Certificate
TOSEL Advanced Reports

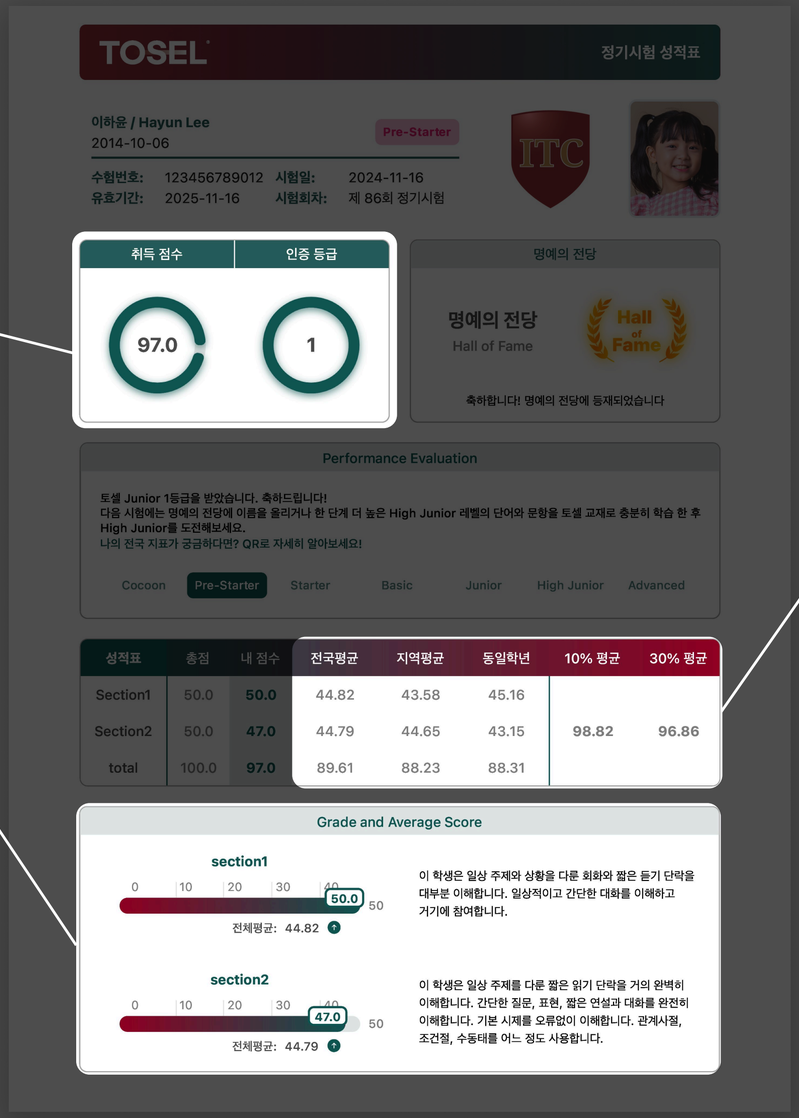
04 TOSEL Benefits

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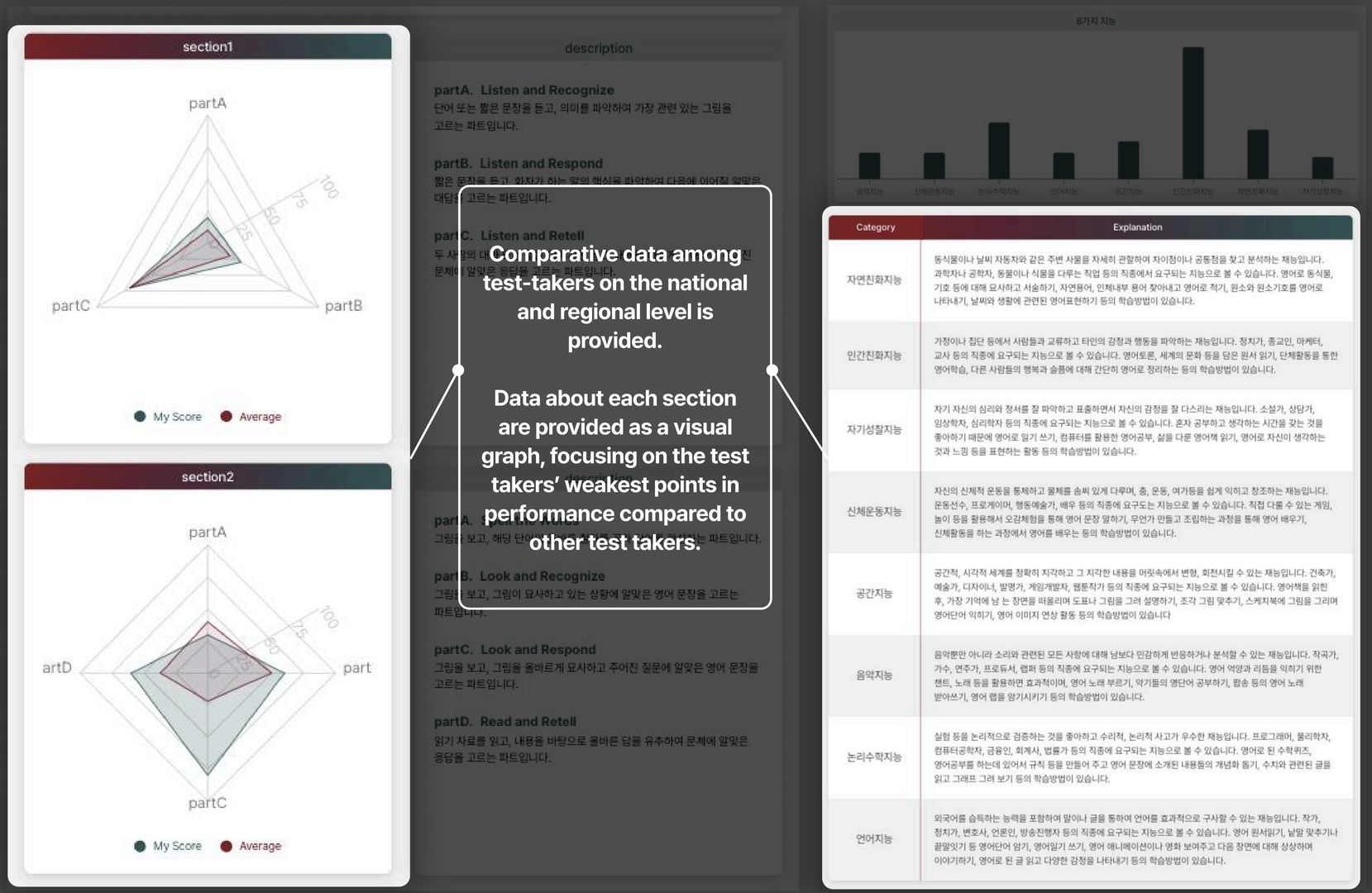
Each level is divided into 10 bands based on a 100 point score.



Comparative data for each skill (Listening, Speaking, Reading, and Writing) of the test-taker are provided.

The data on each skill are provided with an average score to help candidates gauge their English proficiency.

TOSEL Reports



TOSEL Reports

TOSEL Evaluation



The 100-point score is divided into twenty sections. Each section indicates the level of test-takers' English proficiency. Sections include information about knowledge of grammar and lexis as well as the ability to understand English conversation and reading materials on a wide range of subjects.

The report provides detailed information about test-takers' weakest points of performance based on their percentile ranks and the characteristics of each section.



Each level is divided into 10 bands based on a 100 point score.

Rank	Scores
1	95-100
2	85-94
3	75-84
4	60-74
5	50-59
6	40-49
7	35-39
8	25-34
9	16-24
10	10-15

Comparative data among test-takers on the national and regional level is provided. Data about each section are provided as a visual graph, focusing on the test takers' weakest points in performance compared to other test takers.

TOSEL Reports

TOSEL®



개인별 상세분석

강점	조우현 학생은 Section 2. Reading & Writing 파트의 Part A. Sentence Completion에서 전체 평균에 비해 우수한 점수를 받았으며, 문장을 완성하는 능력이 우수합니다.
취약점	조우현 학생은 Section 1. Listening and Speaking 파트의 Part B. Listen and Response에서 점수가 낮게 나왔습니다. 화자의 질문 유형은 be 동사, do 동사 등의 조동사로 시작하는 Yes/No 의문문과 who, what, where 등의 의문사로 시작하는 의문사 의문문과, 평서문으로 나누어져 있습니다. 이런 유형의 대화에 대해 학습한다면, 다음 시험에서는 더 좋은 결과를 기대해 볼 수 있습니다. 문장의 종류에 따라 다양한 응답이 가능하므로, 평소에 생활영어나 표현을 꾸준히 연습해 보세요.
오답문항	조우현 학생의 오답 문항을 분석한 결과입니다. - 본문의 내용을 정확히 파악하지 못했습니다. 평소에 다양한 읽기 훈련을 통해, 읽기 실력을 향상시켜 보세요. - 문장에 알맞은 be 동사를 찾지 못했습니다. 일상생활에서 자주 사용하는 be 동사를 학습하세요. - 그림을 묘사하는 알맞은 명사를 찾지 못했습니다. 일상생활에서 자주 사용하는 명사를 학습하세요.
숙지 단어	현재 초등학교 교과과정에서 필요한 기본 어휘는 736개 입니다. 이 학생은 Starter 4등급을 받았으므로, 약 250-280개 단어를 숙지하고 있습니다. *참고: 현재, 영어기본교육과정에서는 고등학교 3학년, 수능 전까지 3,000-4,000개 어휘를 기본 어휘로 명시하고 있습니다.

교과과목 연계 및 진로 분석 결과

교과과목 연계 및 진로 상세 분석

과학지능	과학지능이란, 동식물이나 주변 사물을 자세히 관찰하여 차이점이나 공통점을 찾고 분석하는 재능입니다. 환경을 인식하고 분석하는 능력을 가진 인물로 파브르 등이 있습니다. 이 지능이 높은 학생들은, 관찰하고 비교하여 무언가 발견해내는 쾌감을 자주 느낍니다. 영어로 동식물, 기호 등에 대해 서술하기, 자연용어, 소화관련 용어, 인체내부 용어를 찾아내고 영어로 적기, 원소와 원소 기호를 영어로 나타내기, 날짜와 생활에 관련된 영어 학습방법이 있습니다.
사회지능	과학지능이란, 동식물이나 주변 사물을 자세히 관찰하여 차이점이나 공통점을 찾고 분석하는 재능입니다. 환경을 인식하고 분석하는 능력을 가진 인물로 파브르 등이 있습니다. 이 지능이 높은 학생들은, 관찰하고 비교하여 무언가 발견해내는 쾌감을 자주 느낍니다. 영어로 동식물, 기호 등에 대해 서술하기, 자연용어, 소화관련 용어, 인체내부 용어를 찾아내고 영어로 적기, 원소와 원소 기호를 영어로 나타내기, 날짜와 생활에 관련된 영어 학습방법이 있습니다.
도덕지능	과학지능이란, 동식물이나 주변 사물을 자세히 관찰하여 차이점이나 공통점을 찾고 분석하는 재능입니다. 환경을 인식하고 분석하는 능력을 가진 인물로 파브르 등이 있습니다. 이 지능이 높은 학생들은, 관찰하고 비교하여 무언가 발견해내는 쾌감을 자주 느낍니다. 영어로 동식물, 기호 등에 대해 서술하기, 자연용어, 소화관련 용어, 인체내부 용어를 찾아내고 영어로 적기, 원소와 원소 기호를 영어로 나타내기, 날짜와 생활에 관련된 영어 학습방법이 있습니다.
체육지능	과학지능이란, 동식물이나 주변 사물을 자세히 관찰하여 차이점이나 공통점을 찾고 분석하는 재능입니다. 환경을 인식하고 분석하는 능력을 가진 인물로 파브르 등이 있습니다. 이 지능이 높은 학생들은, 관찰하고 비교하여 무언가 발견해내는 쾌감을 자주 느낍니다. 영어로 동식물, 기호 등에 대해 서술하기, 자연용어, 소화관련 용어, 인체내부 용어를 찾아내고 영어로 적기, 원소와 원소 기호를 영어로 나타내기, 날짜와 생활에 관련된 영어 학습방법이 있습니다.
음악지능	과학지능이란, 동식물이나 주변 사물을 자세히 관찰하여 차이점이나 공통점을 찾고 분석하는 재능입니다. 환경을 인식하고 분석하는 능력을 가진 인물로 파브르 등이 있습니다. 이 지능이 높은 학생들은, 관찰하고 비교하여 무언가 발견해내는 쾌감을 자주 느낍니다. 영어로 동식물, 기호 등에 대해 서술하기, 자연용어, 소화관련 용어, 인체내부 용어를 찾아내고 영어로 적기, 원소와 원소 기호를 영어로 나타내기, 날짜와 생활에 관련된 영어 학습방법이 있습니다.
수학지능	과학지능이란, 동식물이나 주변 사물을 자세히 관찰하여 차이점이나 공통점을 찾고 분석하는 재능입니다. 환경을 인식하고 분석하는 능력을 가진 인물로 파브르 등이 있습니다. 이 지능이 높은 학생들은, 관찰하고 비교하여 무언가 발견해내는 쾌감을 자주 느낍니다. 영어로 동식물, 기호 등에 대해 서술하기, 자연용어, 소화관련 용어, 인체내부 용어를 찾아내고 영어로 적기, 원소와 원소 기호를 영어로 나타내기, 날짜와 생활에 관련된 영어 학습방법이 있습니다.
언어지능	과학지능이란, 동식물이나 주변 사물을 자세히 관찰하여 차이점이나 공통점을 찾고 분석하는 재능입니다. 환경을 인식하고 분석하는 능력을 가진 인물로 파브르 등이 있습니다. 이 지능이 높은 학생들은, 관찰하고 비교하여 무언가 발견해내는 쾌감을 자주 느낍니다. 영어로 동식물, 기호 등에 대해 서술하기, 자연용어, 소화관련 용어, 인체내부 용어를 찾아내고 영어로 적기, 원소와 원소 기호를 영어로 나타내기, 날짜와 생활에 관련된 영어 학습방법이 있습니다.

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Items are classified into several types. Data on the test-takers' weakest areas and notes about difficult items are provided based on individuals' incorrect, providing further learnresponsesing materials for test-takers.

The questions are further classified into eight subject areas: Science, Social Studies, Ethics, Physical Education, Art, Music, Mathematics, and Language.

The report also provides information and a detailed analysis of the levels of test-taker's intelligence. The report provides not only the information on scores and average, but also provides information on the areas of interest and intelligences...

TOSEL Reports

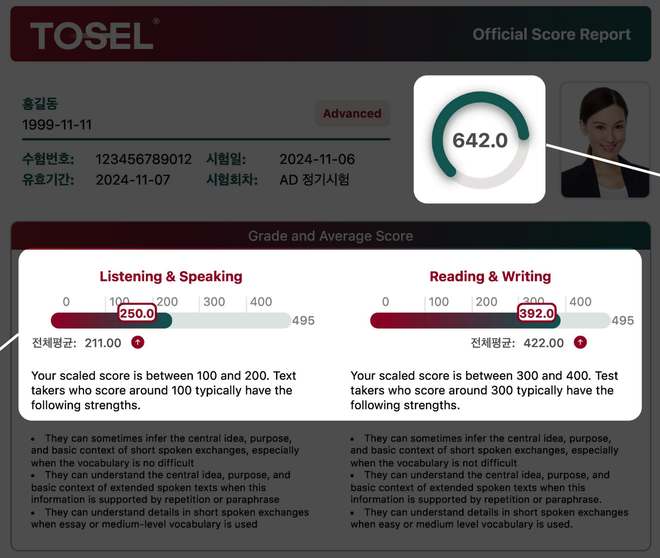
| TOSEL Certificate

The International TOSEL Committee officially evaluates and certifies the level of English proficiency of English learners from the age of 4 to adults.



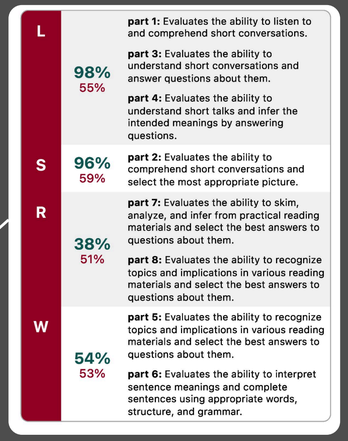
Certified by

Mar. 2010 Korea University
Oct. 2009 The Pan-Korea English Teachers Association
Nov. 2009 The Applied Linguistics Association of Korea
Dec. 2009 The Korea Association of Foreign Languages Education
Dec. 2009 The Korean Society of Speech Science

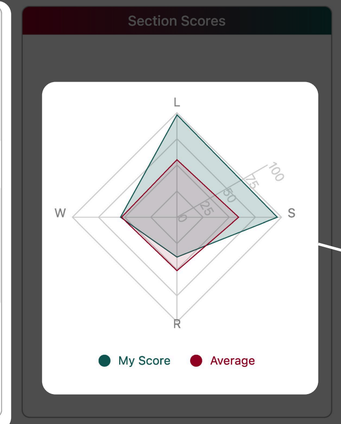


Ranks are not given in TOSEL ADVANCED. Instead, a total score out of 990 is given.

Underneath are the scores obtained by the test-taker for Section I: Listening & Speaking, and Section II: Reading & Writing.



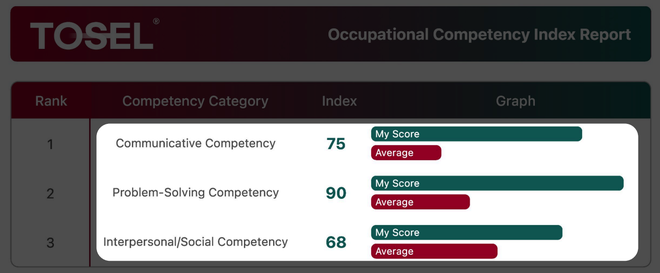
The data on each skill are provided with an average score to help candidates gauge their English proficiency.



Comparative data for each skill (Listening, Speaking, Reading, and Writing) of the test-taker are provided.

TOSEL ADVANCED Reports

The questions are further classified into three occupational competency categories.
The report also provides information on the levels of the candidate's professional areas.
The report provides not only information on scores and averages, but also provides detailed descriptions of each competency category of the test-taker.



TOSEL® Occupational Competency Index Report

Rank	Competency Category	Index	Graph
1	Communicative Competency	75	My Score / Average
2	Problem-Solving Competency	90	My Score / Average
3	Interpersonal/Social Competency	68	My Score / Average

Category	Competency Category	Professional Areas
Communicative Competency	The ability to communicate by understanding written and spoken texts through one's lexical knowledge, reading comprehension skills, and grammatical knowledge, as well as by comprehending topics, main points, and details in each text.	Humanities and Social Sciences, Language Professions, Humanities Education, Writing
Problem-Solving Competency	The ability to recognize a problem, propose and apply alternatives through creativity, logic, critical organization, classification, and synthesis of information, and to assess potential consequences.	Accounting, IT, Legal, Social Activities
Resource Management Competency	The ability to plan the use and allocation of resources in practical settings by identifying and gathering various resources, and by understanding and evaluating their relationships.	Planning Services, Social Services, Educational Services
Interpersonal / Social Competency	The ability to discover shared interests with individuals from diverse backgrounds, to connect with and lead others, and to collaborate effectively.	Management, Sales-related Services, Office Work, General Services
Information Utilization and Processing Competency	The ability to collect task-related information and to process it quickly and skillfully by performing cognitive tasks such as classifying or sorting information by type, characteristic, or size.	Engineering, Video Technology, Web, Games, Animation
Organizational Performance Competency	The ability to understand and design organizational systems, and to think logically by applying deductive and inductive reasoning, classifying, identifying, and explaining information.	Educational Services, Planning, Sales-related Services, Finance, and Management
Self-development and Self-regulation Competency	The ability to understand one's own characteristics, aptitudes, and interests, to acquire necessary qualifications through self-management, to self-motivate, and to foster positive learning experiences for ongoing personal development.	Safety Professions, Medical Professions, Environmental Professions

TOSEL ADVANCED Reports

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TOSEL

TOSEL Reliability

A high reliability level (Cronbach's alpha: .904 for elementary school students / .864 for university students) proven by several studies (Oxford University / Modern Language Journal)



TOSEL Reliability 관련

※ 연구개요

- 본 연구에 참여한 대학생 286명과 초등학생 448명을 대상으로 두 종류의 교수법 (English-only와 한국어를 포함한 English instruction)의 효율성을 비교하기 위해 각 age group을 두 집단으로 분류함 (따라서 총 4 집단으로 실험 진행). 대학생 두 집단 간의 동질성을 비교하기 위해 연령과 인지단계를 고려하여 별도로 문항을 출제하는 특징을 가진 공인영어 인증 시험인 TOSEL이 학습자별로 level을 나누어 시험을 운영하다는 점을 확인하고 국제 TOSEL 위원회로부터 문항을 공급

※ TOSEL 관련 결과

- 초등학교 학습자의 경우 듣기 및 항 25개를 포함시켰으며 대학생 읽기 및 간접 쓰기 문항 30개를 포
- 전반적인 TOSEL시험의 신뢰도 .904, 그리고 대학생 학습자 대상

※ 학술지 결과발표

응용언어학 및 영어교육 분야의 계 최고 권위학술지 중 하 'Modern Language Journa 2018년에 게재됨 (891쪽에 TO 관련 내용 포함)

'Modern Language Journal': 세계 Top 20안에 들어가는 SS 국제저명학술지

Reference

Lee, J. H. (2010). *The differe acquisition of adult and young* doctoral dissertation). University o

Lee, J. H., & Macaro, E. (201 Instruction: Vocabulary Acquisitio *97*(4), 887-901.

The Modern Language Journal

Investigating Age in the Use of L1 or English-Only Instruction: Vocabulary Acquisition by Korean EFL Learners

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This study examines the effects of teachers' language use—first language Korean (L1) or second language English (L2)—on the vocabulary acquisition and retention of two age groups: elementary school children after only a few years of English study ($n = 443$) and adults at university with demonstrably higher levels of proficiency ($n = 286$). Its context is the frequent recommendation by policy makers that L2 teachers should maximize the use of the target language and do so from the very beginning of instruction. We focused on the effects of language use on vocabulary learning because vocabulary teaching frequently involves L1 use even in an otherwise L2 communicative classroom. Our findings suggest that both age groups benefit from links being made with the L1, but that young learners benefit more and that differences in L2 proficiency levels, which often accompany age differences of L2 instructed learners, are a possible contributing, though not a deciding, factor in this conclusion.

Keywords: age; classroom codeswitching; first language; Korean; second language; vocabulary acquisition

A QUESTION THAT HAS RECEIVED CONSIDerable research attention is the effectiveness of teachers using the learners' L1 as opposed to their use of only the L2 in instructed L2 contexts. This study seeks to shed further light on that issue by investigating the part played by the learners' age. We made two decisions with regard to learner population and focus: (a) We chose a population of young learners at a post-critical period age and compared it to a population of adults; and (b) We chose vocabulary acquisition as the outcome variable being studied. The study took place in Korea where educational policy and practice lends itself to the study of L1 use versus English-only in that, for both populations, classes are taught by both native speaker teachers of English (henceforth NSTs), who speak little or no Korean, and by bilingual teachers (henceforth BTs) who are able to communicate in Korean with their students should they wish to. In other words, the distinction NST vs. BT was introduced into the study only as a way of operationalizing the English-only versus L1 use difference in pedagogy with relation to vocabulary teaching and learning.

BACKGROUND OF STUDY

Use of L1 Versus English-Only

A central question in all teaching methods since the birth of the Direct Method (Cook, 2010)

Reference: Jang Ho Lee (2010), *The Differential Effects of Teacher Code-switching on the Vocabulary Acquisition of Adult and Young EFL Learners.*
Department of Education, University of Oxford

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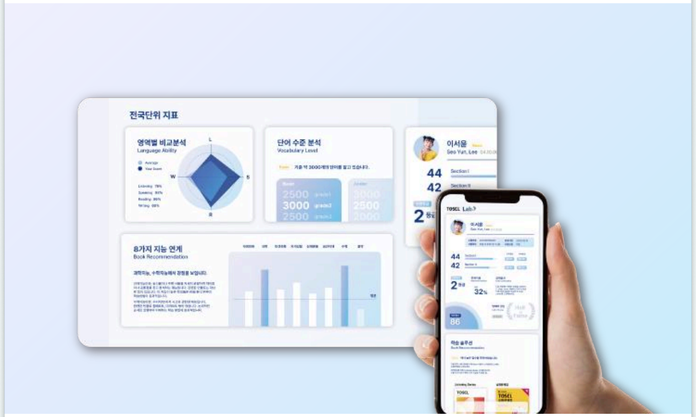
Reliability Factors

Data



Content for each level developed using data accumulated from more than 2,000,000 TOSEL test-takers delegated at 15,000 schools and academies

Intelligence



Content designed to foster strengths of each student by categorizing eight areas of intelligence and expanding those areas of interest

Continuation



A complete course of English education going from kindergarten, elementary school, middle school, and high school up to adults

TOSEL®

Implementation Examples

Government Agencies	교육부 (Ministry of Education of Korea) · 국토교통부 Ministry of Land, Infrastructure and Transport · 서울특별시 SEOUL METROPOLITAN GOVERNMENT · 전라북도교육청 (Jeollabuk-do Office of Education)
Universities & Graduate Schools	고려대학교 법학전문대학원 · 고려대학교 KOREA UNIVERSITY · GDU · 경찰대학 · 경원대학교 KYUNGWON UNIVERSITY · KNU 강원대학교 법학전문대학원
Federations & Councils of Foreign Language	Daegu Foreign Language Education Council / Ulsan Foreign Language Institutions Council / Chungbuk Foreign Language Federation / Incheon Foreign Language Institutions Federation / Suncheon Foreign Language Federation / Jeollanam-do Foreign Language Institutions Council / Chungcheongnam-do Foreign Language Education Council / Korea Association of Institutions – Foreign Language Education Council
Autonomous Private High Schools & Foreign Language High Schools	民族史觀高等學校 Korean Minjok Leadership Academy · 한일고등학교 · 청심국제중고등학교 · 고양외국어고등학교 GOYANG FOREIGN LANGUAGE HIGH SCHOOL · 과천외국어고등학교 · 김포외국어고등학교 Gimpo Foreign Language High School · 명지외국어고등학교 MYONGJI FOREIGN LANGUAGE HIGH SCHOOL · 부산국제외국어고등학교 · 부일외국어 고등학교 · 성남외국어고등학교 Seongnam Foreign Language High School · 인천외국어고등학교 INCHEON FOREIGN LANGUAGE HIGH SCHOOL · 전북외국어고등학교 JEONBUK FOREIGN LANGUAGE HIGH SCHOOL · 대전외국어고등학교 · 청주외국어고등학교 · 전남외국어고등학교 Jeonnam Foreign Language High School
International Middle & High Schools	청심국제중고등학교 (Cheongshim International Middle & High School) · 부산국제중학교 Busan International Middle School
Elementary Schools & Middle Schools	DAEJEO ELEMENTARY SCHOOL 대저초등학교 · 원주삼육초등학교 · 대구삼육초등학교 · 동양중학교 Dongyang MiddleSchool · 휘경중학교 HWIGYONG MIDDLE SCHOOL · 전농중학교 · 부산분포초등학교 · 춘/천/삼/육/초/등/학/교 · 서울신정초등학교 SINJEONG ELEMENTARY SCHOOL · MOONIL MIDDLE SCHOOL 문일중학교 · MOKPO JEIL MIDDLE SCHOOL 목포제일중학교 · 삼광중학교 · 동지여자중학교 http://www.djg.ms.kr · 순천금당중학교 SUNCHUN KUM-DANG MIDDLE SCHOOL · 센텀초등학교 Centum Elementary School · 화/랑/초/등/학/교 · 석관초등학교 · 장평중학교 JANGPYUNG MIDDLE SCHOOL · 꿈의학교 Loving Concern International · 순천남산중학교 · 안산경일초등학교 · 대광초등학교 DAEKWANG ELEMENTARY SCHOOL · 중량초등학교 JUNGYANG Elementary School · 중량중학교 Joong Rang Middle Shcool · 동지중학교 · 용마중학교 Yongma Middle School · 한양초등학교 HANYANG ELEMENTARY SCHOOL · 서울정덕초등학교 · 계양중학교 Gyeyang Middle School · 한양중학교 hanyang middle school · 광양중동중학교 · + approximately 300 more schools

❋ Implementation details are subject to change, so please confirm specific scores and implementation schedules directly with the relevant institution. (Based on cases since 2005)

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Implementation Examples

Companies	

For over 15 years, TOSEL has been adapted and utilized as a standard for assessing English proficiencies in government agencies, companies, and universities in Korea.

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03 TOSEL Evaluation

04 TOSEL Benefits

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Monthly JoongAng
Forbes Korea
KBS Evening News
YTN News

06 TOSEL Worldwide

07 Studying for TOSEL

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Monthly JoongAng



[Monthly JoongAng] The Rise of 'Indigenous Korean' English Tests, TOSEL Advanced

Reported by Park, Ji-hyun, Aug. 17, 2017

http://jmagazine.joins.com/monthly/view/317491

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Monthly JoongAng



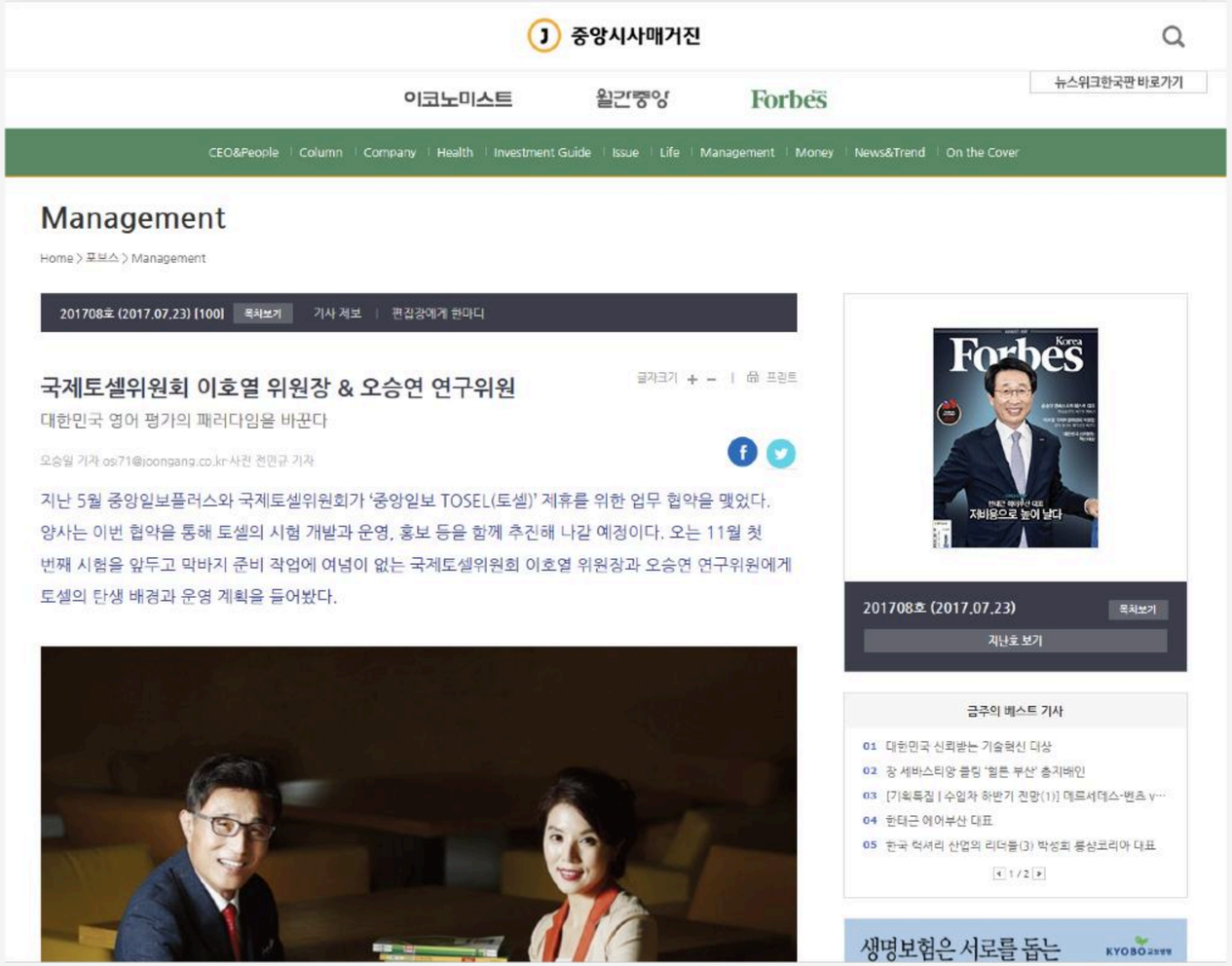
[Monthly JoongAng] Trend Issue: The Surge of English Proficiency Test, TOSEL in the Adult English Education Market

Reported by Yun, Hye-yeon, Aug. 17, 2017

http://jmagazine.joins.com/monthly/view/317982

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Forbes Korea



[Forbes Korea]Chairman and Member of the TOSEL Committee, Hoyeol Lee and Seung-yeun Oh -Shifting the paradigm of Korean English test

Reported by Oh, Seung-il, Jul. 23, 2017

http://jmagazine.joins.com/forbes/view/317581

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Monthly JoongAng



[KBS Evening News] English Proficiency Test Developed in Korea

Reported by Hyun Jeong Ki, Feb. 22, 2007 (22:16)

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Monthly JoongAng



[YTN News] Korea Clears its Name of the “TOEIC Nation”

Reported by Lee, Seon Ah, Apr. 8, 2006

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GLOBAL TOSEL

At the request of non-English-speaking countries requiring age-specific diagnostic and assessment tools, the development of the **TOSEL Band** for non-English-speaking countries has been initiated.



TOSEL®

Timeline



2014.08.30

University of Indonesia
TOSEL exam conducted (student population: 410,000)

- Conducted TRUST BUILDING program across 24 provinces and 50 national universities in Indonesia, followed by government certification and co-promotion strategy with the national broadcasting agency.

2014.08.17

TOSEL exam conducted at the University of the Philippines.

2014.08.19
TOSEL exam conducted at PASUNDAN University in Indonesia.

2014.09.04

TOSEL exam conducted at Hanoi National University, Vietnam.

2019

April: Myanmar (population: 54 million) - Contract finalized.
June: Vietnam (population: 93 million) - Agreement signed.
December: Contract finalized.

2019 기준

Indonesia (population: 250 million) / Philippines (population: 107 million) - TOSEL exam conducted at top national universities, preparing for adoption.

TOSEL®



A new era of English Language assessment in Vietnam

June 13, 2019
National Assembly
of Viet Nam



A new era of English Language assessment in Myanmar International TOSEL Committee

June 12, 2019
ILBC IGCSE & A LEVEL SCHOOL



TOSEL®

| TOSEL & TOEFL 점수환산표

TOEFL (iBT)	TOSEL Advanced
120	990
120	980
119	970
119	960
119	950
118	940
118	930
118	920
117	910
117	900
115	890
113	880
111	870
110	860
109	860
107	850
106	840
105	830
103	820
102	810
101	800
100	790
99	780
96	770
95	760
94	750
92	750
91	740

TOEFL (iBT)	TOSEL Advanced
90	730
89	720
87	710
86	700
85	690
83	680
82	670
81	660
80	650
79	640
79	630
78	630
77	620
76	610
75	600
73	590
72	580
71	570
69	560
68	550
67	540
66	530
65	520
64	520
63	510
62	500
61	490

TOEFL (iBT)	TOSEL Advanced
59	480
58	470
56	460
55	450
52	440
50	430
49	420
47	410
46	400
44	400
43	390
41	380
40	370
38	360
35	350
33	340
25	330
21	320
19	310
18	300
17	290
17	290
17	280

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TOSEL Study Workbooks

The TOSEL Committee has developed many series of study books to help students and teachers develop a consistent English learning curriculum throughout all of K-12 and beyond.



TOSEL 영어학습교재

	Reading	Listening	Speaking	VOCA	Grammar	Story
Pre-Starter						
Starter						
Basic						
Junior						
High Junior						

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TOSEL Preparation Books

The TOSEL Committee has developed many series of study books to help students prepare for the test. The books contain sample questions of each level and introduces types of questions.



TOSEL 시험대비 교재

심화	실전	예상	유형



TOSEL®

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