



ARUCC 2010

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The **TOEFL®** and **GRE®** Tests
Helping Recruit the Best Students

GRE® Program Update:
The Best Test Keeps Getting Better

Doug Ronson
President, ETS Canada



What We Will Cover Today



- TOEFL Update
- Overview of the GRE[®] General Test
- GRE[®] revised General Test
- ETS[®] Personal Potential Index (ETS[®] PPI)





The TOEFL[®] Test Update



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TOEFL® Test Overview



- More than 24 million test takers since 1964
- Most widely available academic English-language test in the world
 - Administered in over 4,500 certified test centers in more than 165 countries
- Most widely recognized
 - More than 7,500 institutions, professional bodies, immigration authorities and scholarship agencies worldwide recognize and accept TOEFL® scores



TOEFL iBT™ Overview



- Tests all four skills: Reading, Listening, Speaking, Writing
- 100% academic test content
- Emphasizes communicative English
 - Focuses on how well students can **use** English, not just what they **know** about it
- Integrated questions show whether students can summarize, evaluate, compare and synthesize information from multiple sources
 - Read + Listen > Speak in response
 - Read + Listen > Write in response
 - Listen > Speak in response



The TOEFL[®] Test Today



- 96% of all TOEFL testing today is the TOEFL iBT[™] test
- The TOEFL Paper-based test (PBT)
 - Used in countries where TOEFL iBT[™] is not yet available
- The TOEFL Computer-based test (CBT)
 - Discontinued September 2006
 - Scores no longer valid or reported

Please remove any reference to TOEFL CBT from university website or printed materials.

- The Test of Spoken English[™] was discontinued in March 2010
 - Scores reportable two years after the test date





Scoring You Can Trust

- Fair testing with unbiased, objective scoring
 - Raters see and hear worldwide responses – not just from one country
 - Raters do not know the examinee
 - Three to six raters anonymously score Speaking responses
 - Four ratings for Writing responses
- Highly trained raters
 - New raters must complete training and pass a certification test
 - Take calibration test each time they begin scoring or change to a different question type
 - Review exemplar responses after a break to refocus attention
 - Continually monitored by Scoring Leaders





New Developments – Speech Samples

Speech samples available to score users

- Scored speech sample from integrated speaking task
- One minute in length
- Available online free of charge to score users
- Register with ETS and sign confidentiality statement
- Available for those testing June 24, 2009 onward
- Sign up today: www.ets.org/toefl/speechsample





New Developments – Speech Samples

Which spoken response will you hear?

- Best performance? Worst?
- **Median** performance from one of the four integrated speaking tasks
 - Listen > Read > Speak
 - OR
 - Listen > Speak

Candidate search only requires Candidate Registration Number and Date of Birth.



New Developments – TOEFL® Scholar Program



Scholarships for TOEFL® test takers in China and India

- Three US\$10,000 scholarships for students in India to begin graduate studies in the U.S., Canada, or the UK in 2010
- Four US\$5,000 scholarships for students in India to begin graduate studies anywhere in the world in 2010
- Forty US\$1,500 scholarships for students in China to begin undergraduate or graduate studies anywhere in the world in 2010
- Recipients selected based on published criteria
- India: <http://www.ets.org/toefl/indiascholarships>
- China: <http://www.ets.org/toefl/chinascholarship>

Other New Developments



- TOEFL[®] score reports to include e-mail addresses of test takers this autumn.
- E-mail message to be sent to test takers when scores are available online starting in July.
- Faster score reporting
 - Scores now available to test takers in two weeks or less
 - University score reports sent shortly after
 - Further reductions planned

Balanced Use of Human and Automated Scoring



- In 2009: TOEFL® program began to use the *e-rater*® automated scoring engine in a limited and responsible way for Writing
- Integrated writing task:
 - two human raters
 - Independent writing task:
 - one human rater + one automated rating
 - The TOEFL test's use of automated scoring technology combines the judgment of humans for content and meaning and the consistency of automated scoring for linguistic features (vocabulary, grammar, structure etc.)





Comparing TOEFL[®] and IELTS[™] Scores

- Score comparison required to apply for recognition of TOEFL for Australian government visa purposes
 - IELTS levels established in legislation
- Based upon scores of more than 1,100 individuals who took both TOEFL and IELTS
 - Equipercentile statistical analysis carried out
- Comparison chart at http://www.ets.org/s/toefl/pdf/IELTS_Comparison_Chart.pdf

TOEFL[®] Information & Contacts



- TOEFL Website: www.ets.org/toefl
- Write to TOEFL at: TOEFLNews@ets.org
- TOEFL iBT[™] Help Line: 1-609-683-2008





Overview of the GRE[®] General Test



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The GRE Testing Program



I. GRE General Test

- Verbal Reasoning, Quantitative Reasoning, and Analytical Writing

II. GRE Subject Tests

- Biochemistry, Cell & Molecular Biology
- Biology
- Chemistry
- Computer Science
- Literature in English
- Mathematics
- Physics
- Psychology



Benefits of Using GRE Test Scores



- Measure **skills** faculty and graduate deans have identified as essential to graduate school success, including **verbal reasoning, quantitative reasoning, critical thinking and analytical writing**
- Provide the **only common measures of these skills** for comparing the qualifications of applicants from different educational backgrounds and countries of origin
- Furnish **independent information** to supplement the evaluation of grades and recommendations
- Offer a **valid predictor** of graduate school performance, as confirmed by an independent study using 82,000 graduate students and over 1,700 studies containing validity data for GRE tests
- Ensure that essay responses are the **original work** of the examinee



Verbal Reasoning Section



Measures the ability to:

- Understand the meanings of words, sentences, and entire texts; understand relationships among words and among concepts
- Select important points; distinguish major from minor or irrelevant points; summarize text; understand the structure of a text
- Analyze and draw conclusions from discourse; reason from incomplete data; identify author's/speaker's assumptions and/or perspective; understand multiple levels of meaning (such as literal, figurative, text's intent, etc.)



Quantitative Reasoning Section



Measures the ability to:

- Understand quantitative information
- Interpret and analyze quantitative information
- Solve problems using mathematical models
- Apply basic mathematical skills and elementary mathematical concepts of arithmetic, algebra, geometry, probability, and statistics



Analytical Writing Section



Measures the ability to:

- Articulate complex ideas clearly and effectively
- Examine claims and accompanying evidence
- Support ideas with relevant reasons and examples
- Sustain a well-focused, coherent discussion
- Control the elements of standard written English



GRE General Test Scores Reported



Three scores are reported on the General Test:

- a ***Verbal Reasoning score*** reported on a 200–800, in 10-point increments
- a ***Quantitative Reasoning score*** reported on a 200–800, in 10-point increments
- an ***Analytical Writing score*** reported on a 0–6 score scale, in half-point increments.

Any section in which the examinee answers no questions at all will be reported as an “NS” (No Score).





The GRE[®] revised General Test



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News Flash: GRE® revised General Test Is Launching Worldwide in 2011



The **GRE**[®]
revised
General Test

Better by
Design[™]

The first administration will be in August 2011.



Play video



GRE[®] revised General Test: Better by Design[™]



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 school
- More simplicity in distinguishing performance differences between candidates
- More test-taker friendly for an enhanced test experience



Verbal Reasoning Measure



More closely aligned with the type of work students do in graduate school

- 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



Same basic concepts, but more real-life scenarios to better gauge candidates' skills

- Mathematical knowledge expected of test takers remains unchanged
 - 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



- The Analytical Writing measure will not change dramatically
- Integrates the assessment of critical thinking and analytical writing
- Test takers will be asked to provide **more focused responses** to questions, reducing the possibility of reliance on memorized materials



More Simplicity in Distinguishing Performance Differences Between Candidates



- The Verbal and Quantitative score scale must change
 - Because there are substantial changes to the test, professional standards (AERA, APA, NCME) require us to change the scale
 - The new score scale provides more simplicity in distinguishing small performance differences between test takers
- Verbal Reasoning and Quantitative Reasoning scores will be reported on a new score scale of 130 – 170, in 1-point increments
 - Current 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
- This score report will include concordance information to help you 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



Important Dates You Need to Know



Month	Milestone
July 2010	Free test preparation will be available to test takers
March 15, 2011	Registration for the revised test begins
August 2011	First day of computer-based testing for the revised test
November 2011	Score reporting for the revised test begins

Important Note: Test takers who need their scores before November 2011 must take the GRE[®] General Test before August 2011. In addition, they should register for the current test early to get the date and location of their choice.





The ETS[®] Personal Potential Index



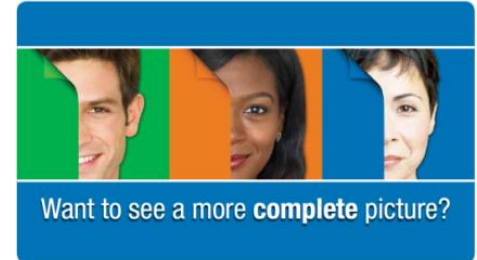
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The ETS® Personal Potential Index



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 personal qualities of applicants to graduate or professional school
- An Evaluation Report based on evaluator feedback provides both quantitative and qualitative information about an applicant



The ETS® PPI Evaluation Report



- Yields an overall evaluation rating of the applicant
- Provides ratings on six dimensions 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® General Test registrants can send four free ETS® PPI Reports

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ETS® Personal Potential Index

Applicant:
Patricia S. King
123 Main Street,
East Lansing, MI 12345
patking@ets.com
Last 4 Digits of ID# 1234
DOB: 11/18/1988
Gender: Female
Waived rights under FERPA: YES

Undergraduate Institution: Curtice State University
Address: Ann Arbor, MI 12345

Report Date: 01/05/2010

RECIPIENT:
Institution Name: Michigan State University
Department Name: English
Institution Code: 229274
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

Evaluators

Anne Barrow
Associate Professor of English
CAREER CODE: 1486 #8
2004 Eastmain Street
East Lansing, MI 12345
Evaluators Date: 01/05/2010
Has Rights Waived: YES

Robert M. Gauthier
Associate Professor of English
CAREER CODE: 1486 #8
2004 Eastmain Street
East Lansing, MI 12345
Evaluators Date: 01/05/2010
Has Rights Waived: YES

Dennis Edwards
Graduate Teaching Assistant
CAREER CODE: 1486 #8
2004 Eastmain Street
East Lansing, MI 12345
Evaluators Date: 01/05/2010
Has Rights Waived: YES

Francis Gomez
Ph.D. Student
CAREER CODE: 1486 #8
1743 Eastmain Street
East Lansing, MI 12345
Evaluators Date: 01/05/2010
Has Rights Waived: YES

Linda Hyungen
English Department Lecturer
CAREER CODE: 1486 #8
2004 Eastmain Street
East Lansing, MI 12345
Evaluators Date: 01/05/2010
Has Rights Waived: YES

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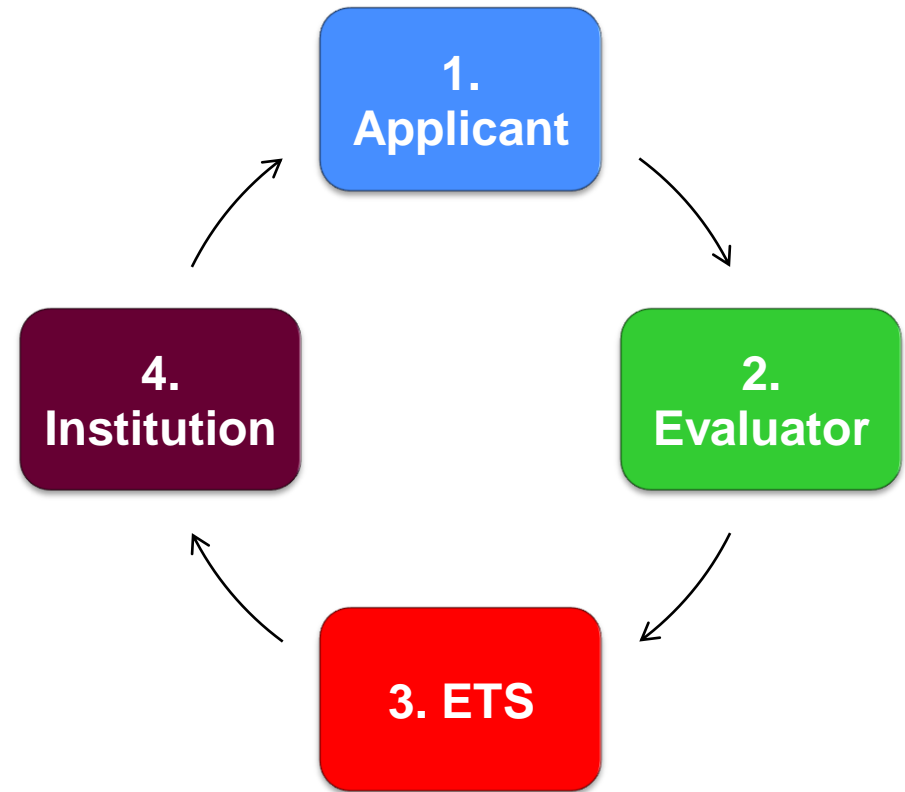
1 of 5



How Does the ETS® PPI Work?

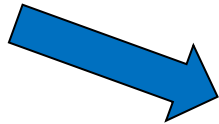


1. Applicant selects evaluators
2. Evaluators rate applicant
3. ETS creates Evaluation Report
4. ETS sends Evaluation Report

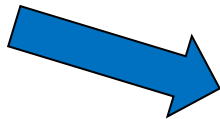


The ETS® PPI System

- The Evaluator responds to four statements



- The Evaluator can also add comments for each dimension



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

1. Select Applicant | 2. Evaluate Applicant | 3. Review Evaluation | 4. Evaluation Complete

Relationship to Applicant | Knowledge and Creativity | Communication Skills | **Teamwork** | Resilience | Planning and Organization | Ethics and Integrity | Overall Evaluation | Self-Evaluation

Teamwork

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.

Supports the efforts of others

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

Behaves in an open and friendly manner

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

Works well in group settings

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

Gives criticism/feedback to others in a helpful way

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

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

Back Save and Return Later Continue





ETS® PPI Evaluation Reports



ETS® Personal Potential Index

Applicant:
Patricia S. King

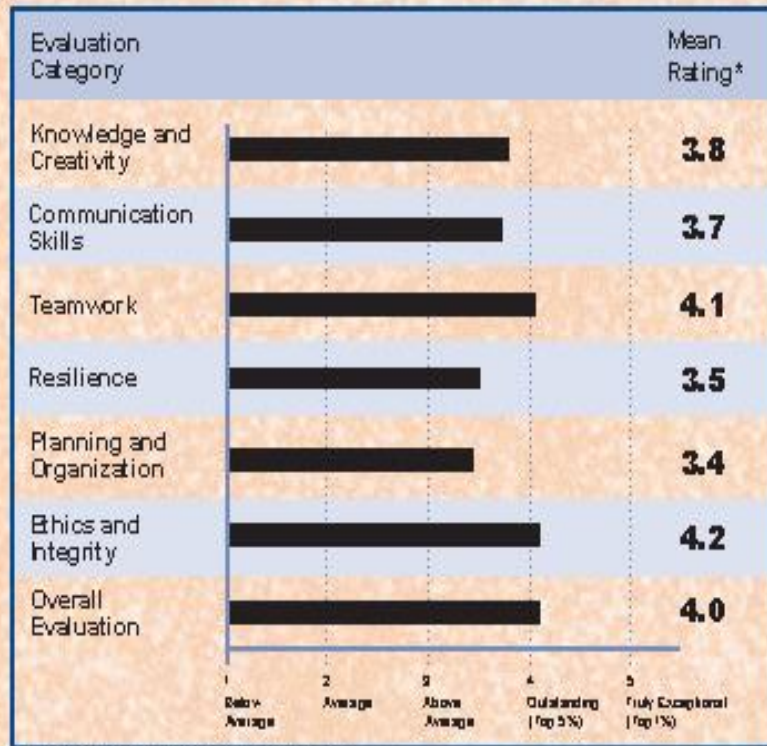
123 Main Street,
East Lansing, MI 12345
patsking@anet.com

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



* Refer to Interpretive Guide on the back for explanation.

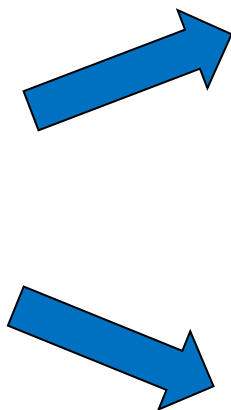
- Reports are sent directly to institutions, with graphic charts that present both quantitative information and qualitative comments
- Reports are available via paper or electronically via the SCORELINK® Internet delivery service



The Evaluation Report Shows...

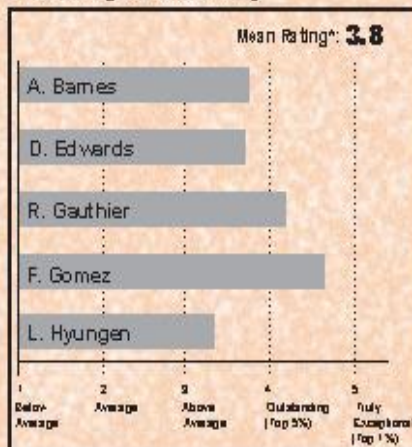
Applicant: Patricia S. King

Each evaluator's mean rating for each dimension



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.

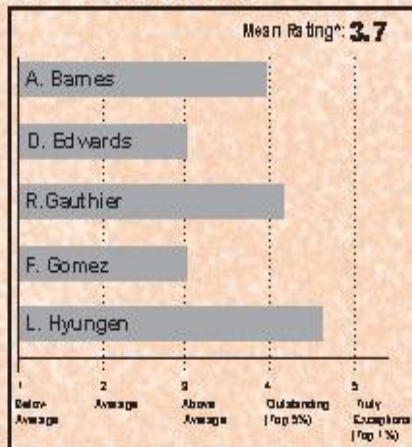
F. Gomez: Pat consistently came up with novel and interesting ideas in our staff meetings.

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.

*The bars represent each evaluator's average rating for the category. *Insufficient opportunity to evaluate responses are excluded.

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.

*The bars represent each evaluator's average rating for the category. *Insufficient opportunity to evaluate responses are excluded.

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
- ETS® PPI – Visit www.ets.org/ppi

If you have questions:

- Write to us at: gretests@ets.org
- GRE Academic Help Line: **1-609-683-2002**

