

RESEARCH MEMORANDUM

Examining Validity Evidence for the Use of the TOEIC Bridge® Tests in the National Reporting System for Adult Education

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Abstract

This study investigated the suitability of using the TOEIC Bridge® tests in adult education programs serving English as a second language (ESL) learners and for potential use in the National Reporting System for Adult Education (NRS) in the United States. Specifically, the study focused on collecting criterion-related validity evidence and examining the validity of the TOEIC Bridge tests for measuring educational gains for the NRS. Data were collected from adult ESL learners, including scores from the TOEIC Bridge tests, scores from existing NRS-approved assessments, and teacher evaluations. The findings revealed strong correlations between TOEIC Bridge test scores and scores from existing NRS-approved assessments, as well as teacher evaluations, particularly in listening and reading skills. Additionally, significant score gains were observed in listening and reading after a period of instruction, supporting the tests' use for measuring progress. These results suggest that the TOEIC Bridge tests are promising tools for assessing ESL learners' proficiency and progress in adult education programs participating in the NRS. This report details the study methodology, findings, limitations, and recommendations for further research to confirm the current findings.

Keywords: TOEIC Bridge® tests, National Reporting System for Adult Education, NRS, English as a second language, ESL, criterion-related validity, educational functioning levels, teacher evaluations, score gains, English language proficiency assessment, adult education accountability

Introduction

The present study was conducted to investigate the suitability of using the TOEIC Bridge® tests in adult education programs serving English as a second language (ESL) learners and for potential use in the National Reporting System for Adult Education (NRS). Authorized by the Workforce Innovation and Opportunity Act (WIOA), the NRS serves as the accountability system for reporting and evaluating the performance of federally funded adult education programs in the United States (<https://nrsweb.org/>). The NRS employs the WIOA performance indicators and associated measures to systematically collect data and ensure consistent reporting across states. One of the performance indicators is measurable skill gains based on

the NRS educational functioning level (EFL) descriptors, which must be measured by an NRS-approved assessment.

Adult education programs serving ESL learners should measure proficiency levels and gains based on the NRS EFL descriptors for ESL. The descriptors define six proficiency levels across three modalities of English language use—interpretive, productive, and interactive—drawn from the English Language Proficiency Standards for Adult Education (U.S. Department of Education, 2016). For NRS accountability purposes, state-administered adult education programs in ESL utilize an NRS-approved English proficiency assessment to place learners, monitor progress, and document measurable skill gains in alignment with the NRS EFL descriptors for ESL. Currently, NRS-approved assessments for ESL include four assessments: the CASAS Student Test of English Progress and Success (STEPS), the Test of Adult Basic Education (TABE) Complete Language Assessment System–English (CLAS–E), and the CAL Basic English Skills Test Plus (BEST Plus) and BEST Literacy assessments.¹

The U.S. Department of Education has published regulations (Measuring Educational Gain, 2016) that outline the criteria and requirements for assessments to be deemed suitable for use in the NRS. These regulations specify requirements for technical quality and evidence of test validity based on test content and relationship to other indicators of ability. Previously, Educational Testing Service (ETS) researchers conducted an alignment study involving panels of content experts, which confirmed that the content of the TOEIC Bridge tests reflects the language knowledge, skills, and abilities included in the NRS EFL descriptors for ESL (Wolf & Ohta, 2026).

In addition, a standard-setting study mapping the TOEIC Bridge test scores to levels of the NRS EFL descriptors for ESL was conducted with expert panels (Schmidgall et al., 2025). The present study aimed to examine three specific aspects described in the regulations (Measuring Educational Gain, 2016) concerning the following:

Documentation of the appropriateness of a given test for measuring educational gain for the NRS, *i.e.*, documentation that the test measures what it is intended to measure, including—

- (a) the extent to which the raw or scale scores and the educational functioning classifications associated with the test correlate (or agree) with scores or classifications associated with other tests designed or intended to assess educational gain in the same adult education population as the NRS;
- (b) the extent to which the raw or scale scores are related to other relevant variables, such as teacher evaluation, hours of instruction, or other measures that may be related to test performance; [...and]
- (c) other evidence demonstrating that the test measures gains in educational functioning resulting from adult education and not from other construct-irrelevant variables, such as practice effects. (Measuring Educational Gain, 2016, 34 CFR 462.11.h)

Evidence cited in the regulations centers on construct validity; that is, if the assessment measures what it is intended to measure. In the context of the present study, we investigated how the scores and NRS level classifications from the TOEIC Bridge tests were related to scores and classifications from existing NRS-approved assessments that measure similar constructs (i.e., criterion-related validity). Significant, positive relationships between TOEIC Bridge test results and those of other NRS-approved assessments would provide supporting evidence for the use of the TOEIC Bridge tests in the NRS. Another criterion measure that is often used in classroom contexts is teacher judgment, as teachers are familiar with the level and nature of students' proficiency through classroom assignments and activities. Additionally, considering that one of the intended purposes of assessment is to monitor learner progress, examining whether TOEIC Bridge test scores demonstrate measurable gains over time would further strengthen the validity evidence for their use in adult education programs.

Research Questions

Specifically, the following research questions guided this study:

- RQ1: What are the relationships between student NRS levels assigned from the TOEIC Bridge tests and those assigned from existing NRS-approved assessments?

What are the relationships between scores on the TOEIC Bridge tests and scores on NRS-approved assessments?

- RQ2: What are the relationships between student NRS levels assigned from the TOEIC Bridge tests and those assigned by teachers?
- RQ3: To what extent do students demonstrate score gains on the TOEIC Bridge tests after a period of instruction?

To address these questions, we selected two forms (A and B) from the TOEIC Bridge tests for all four language skills (listening, reading, speaking, and writing). The two forms for each test were designed to be parallel in terms of test content, following item/test specifications, and linked to a common score scale through a raw-to-scale score conversion table (with listening and reading tests also using equating). Thus, the findings from the selected forms are expected to be generalizable to other forms of the TOEIC Bridge tests as a whole.

TOEIC Bridge Tests

In this section, we provide a brief overview of the TOEIC Bridge tests. The TOEIC Bridge tests were designed to evaluate English proficiency in the context of everyday life and common workplace situations for basic to intermediate learners of English (ETS, n.d.). The tests measure up to four communicative skills (listening, reading, speaking, and writing) via a modular system in which one or more combinations of tests (and thus, measurements of skills) can be administered based on a user's needs. Test takers are typically young adults (secondary school students) and adults (e.g., university students, employees) for whom English is a second or foreign language. Test scores are intended to be used for the purposes of selection (e.g., for vocational or training institutes), placement (e.g., into training or courses of study), and determination of readiness to take TOEIC tests or for more advanced study. The TOEIC Bridge Listening and Reading tests may be administered via paper and pencil or computer, and the TOEIC Bridge Speaking and Writing tests are administered via computer.

Table 1 summarizes the testing time and the number of questions for each skill of the TOEIC Bridge tests. The score scale for each skill test ranges from 15 to 50.

Table 1. Testing Time and Number of Questions for TOEIC Bridge Tests

Skill	Testing time	Number of questions
Listening	25 min	50 MC
Reading	35 min	50 MC
Speaking	15 min	8 CR
Writing	37 min	9 CR

Note. MC = multiple choice; CR = constructed response

With respect to the high-level constructs and content of each skill test, the TOEIC Bridge Listening test measures the ability to understand short spoken conversations and talks in personal, public, and familiar workplace contexts. Test takers respond to descriptions, questions, conversations, and talks in English. The TOEIC Bridge Reading test measures the ability to understand short written English texts in personal, public, and familiar workplace contexts and across a range of formats (e.g., signs, lists, schedules, advertisements, narrations, correspondence, short descriptive and informational texts). The TOEIC Bridge Speaking test measures the ability to carry out spoken communication tasks in personal, public, and familiar workplace contexts. Test takers read texts aloud, ask for and provide information, describe and narrate events, and express opinions. The TOEIC Bridge Writing test measures the ability to carry out written communication tasks in personal, public, and familiar workplace contexts. Test takers complete sentences, write short responses, ask for and provide information, describe events, and express opinions. For more details about the constructs and content of the TOEIC Bridge tests, see Schmidgall (2021) and Schmidgall et al. (2019).

The test development process—informed by evidence-centered design (Mislevy et al., 2003)—established claims about the qualities of test scores (reliability), score interpretations (validity and fairness), intended uses (decisions), and outcomes. These claims and evidence collected during the test development process, including pilot and field testing, are incorporated into a comprehensive validity argument for the tests (Schmidgall et al., 2021).

Method

We collected multiple sources of data from adult ESL learners enrolled in adult education programs, including their scores on the TOEIC Bridge tests, scores from other NRS-approved assessments, documented existing NRS levels, and teacher evaluations. In this

section, we describe the study sample, data sources, study instruments, and analytic techniques.

Study Sample

To recruit a representative sample, the ETS research team emailed 1,100 adult education programs that serve adult ESL learners and use NRS-approved tests. Among them, 158 programs responded: 66 with positive responses and 92 declining participation. The remaining programs did not respond, despite multiple follow-up emails. The ETS research team held individual virtual meetings with those who responded positively. These meetings covered instructional settings, types of tests used, and logistical considerations for testing. After further discussions, including the timeline and logistical matters, 18 programs with 35 teachers from 12 states agreed to participate in the study. Each participating program had the option to choose the specific language skills to test (i.e., listening, reading, speaking, writing).

Overall, the number of participants in the study was relatively small. During meetings and email communications, program administrators and instructors explained several challenges that limited participation. These included limited time for students to take additional assessments, as many were already committed to participating in pilot or field tests for existing NRS-approved assessments. Moreover, programs were required to administer existing pre- and post-tests every 40 hours of instruction. Given the limited instructional hours (typically one or two sessions per week, lasting 2–4 hours each), it was extremely difficult to recruit programs for a study requiring additional test taking.

The TOEIC Bridge Listening and Reading test administrations included a total of 573 test takers. Forms A and B were randomly distributed within each participating program. Administering all four tests was particularly challenging due to limited instructional time; as a result, most students completed the TOEIC Bridge Listening and Reading tests without taking the TOEIC Bridge Speaking and Writing tests. Only a small number ($n = 98$) participated in the TOEIC Bridge Speaking and Writing tests. The sample size by background characteristics (gender, age, race/ethnicity, home language, educational attainment in the U.S. and home country) is presented in Appendix A for each form and test.

Although the number of participating programs was small, the characteristics of the programs and students were highly diverse and representative of the adult ESL population reported in the NRS. The study sample came from a variety of states and types of institutions (e.g., adult ESL programs run by public school districts, community colleges, universities, and community centers including public libraries). The student participants for the TOEIC Bridge tests ranged in age from 18 to over 60, with 50% falling in the 25–44 age group. The sample was ethnically diverse, with approximately 62% identifying as Hispanic. In terms of home language, 35 different languages were reported, representing students from 59 countries. Educational backgrounds also varied widely: 27% had completed higher education (bachelor's, master's, or doctoral degrees), 27% had completed high school, 27% had partial high school or middle school education, and 8% reported no formal education in their home countries (see Tables A1 to A12 in Appendix A).

Data Sources: Criterion Measures

We collected the following data sources to examine criterion-related validity evidence:

- students' current NRS levels for ESL as documented in the records of their adult education program (i.e., existing NRS levels)
- the most recent scores from the NRS-approved language proficiency assessments used in participating programs
- teachers' evaluations of student NRS levels for ESL

As part of collecting student NRS levels and associated NRS-approved assessment scores, we provided program administrators and main coordinating instructors with a template form in Microsoft Excel format to complete. This template form contained the fields of student ID, program enrollment time, latest NRS test scores and the test names, testing dates, and NRS levels assigned based on the test scores.

In order to collect teacher evaluations, the template form also contained fields for teachers to enter their judgments of student proficiency levels overall as well as in each language skill (listening, reading, speaking, and writing) based on the NRS EFL descriptors for

ESL. Teachers were provided with the NRS descriptors and instructed to enter their judgments holistically based on their interactions with and observations of students during instruction.

Other Study Instruments: Teacher Questionnaire and Student Survey

We administered a brief teacher background questionnaire to collect information about teachers' educational backgrounds, years of experience teaching adult ESL learners, familiarity with the NRS EFL descriptors for ESL, and instructional practices, including weekly hours of instruction and curricula or textbooks used. The collected information provided important context about students' instruction as well as evidence of teachers' credibility as evaluators of student NRS levels.

Additionally, we developed and administered a student survey that asked about students' interest and motivation in taking the TOEIC Bridge tests, their experiences with the tests, and their background information such as gender, age, race/ethnicity, home language, and educational attainment in the United States and in their countries of origin. The survey was distributed online and was available in both English and Spanish. Students were also allowed to use a translation tool (e.g., the Google Chrome browser's built-in translation feature). Students completed the survey shortly after taking the TOEIC Bridge tests.

Procedures for Testing

As described earlier, ETS research team members held virtual meetings with program administrators and/or coordinating instructors to discuss the administration of the TOEIC Bridge tests. Test administrators (mostly teachers and some program administrators) were provided with the official test administration guide and demo test authorization codes, which allowed them to log into the testing site online. The research team confirmed with each administrator that they were able to use the demo IDs successfully and that they did not encounter difficulties logging into the platform, accessing the tests, and navigating the test pages prior to test administration.

During the meetings, ETS team members explained the purposes of the study, test administration procedures and requirements (e.g., in-person testing only), logistical details (e.g., student consent, timeline), and benefits of study participation. Program administrators

and coordinating instructors were informed that the study results would be used to evaluate the suitability of the tests for NRS accountability purposes. Test administrators were instructed to encourage students to do their best during testing to ensure valid test results. They also informed students that they would receive official score reports from ETS, which could be used as certifications of their English proficiency.

ETS's TOEIC Bridge testing program teams provided a unique test authorization code for each student and each skill area. In assigning these unique authorization codes, which were associated with specific test forms, deliberate efforts were made to ensure that Forms A and B were randomly assigned within each program. Students accessed their assigned tests on the computer-based testing platform using their individual authorization codes. Test administrators at each ESL program scheduled testing sessions in accordance with students' availability. All testing took place at students' adult education program locations, with test administrators proctoring the sessions. Depending on the program, some students took only one skill test per day, while others were able to complete two skills tests in a single day with breaks in between. As noted previously, students completed a survey shortly after the testing.

As soon as students finished their listening or reading tests, they were able to view their scores immediately. Instructors also received a summary score report. Individual students received official score reports for the TOEIC Bridge Listening, Reading, Speaking, or Writing tests approximately 2 weeks after testing. All test administrations were conducted between February and June 2025.

In addition to one-time testing, programs were offered the opportunity to administer the TOEIC Bridge tests a second time as a post-test, with a requirement of at least 1 month between the two administrations. This additional testing was intended to collect data regarding the extent to which the TOEIC Bridge tests could measure gains—that is, improvements in proficiency after a period of instruction. As noted previously, recruiting programs and students to participate in the study was extremely challenging. Only three programs (two in New Jersey and one in Massachusetts) were able to administer the TOEIC Bridge tests as pre- and post-tests using Forms A and B. The interval between the pre- and post-tests was generally 8–12 weeks (at least 40 hours of instruction), except in one program where seven students took the

listening and reading tests with only a 4-week interval. A counter-balanced order of the test forms was implemented for the pre- and post-test administrations in all programs.

Analysis

We first computed descriptive statistics of students' scores on the TOEIC Bridge tests to examine the distributions of student performance. We also calculated Cronbach's α to check the reliability of each test form for the students tested. To answer RQ1, which examines the relationships between students' existing NRS levels and the NRS levels assigned based on their TOEIC Bridge test performance, we conducted correlational analyses. It is important to note that students' existing NRS levels were typically assigned using an NRS-approved reading test and a brief interview, as reported by participating program administrators and instructors. The program administrators indicated that it is common practice for adult education ESL programs to use reading tests more often than tests in other language skills (i.e., listening, speaking, writing). Due to logistical challenges and limited resources, assessing all four skills using NRS-approved assessments was reported to be impractical.

To determine NRS levels from TOEIC Bridge test scores, we assigned each student one of the six NRS levels using cut scores established from the standard setting study (see Schmidgall et al., 2025, for details). The TOEIC Bridge tests were found to cover NRS levels 1–4 (Schmidgall et al., 2025; Wolf & Ohta, 2026). Table 2 presents the score ranges for the NRS levels for ESL for the TOEIC Bridge tests.

Table 2. Score Ranges for Each NRS Level on ESL, TOEIC Bridge Tests

Skill	Level 1	Level 2	Level 3	Level 4
Listening	15–17	18–27	28–38	39–50
Reading	15–18	19–28	29–39	40–50
Speaking	15–18	19–25	26–37	38–50
Writing	15	16–20	21–37	38–50

Note. ESL = English as a second language (ESL); NRS = National Reporting System for Adult Education (NRS).

We computed Spearman's rho between students' NRS levels from the TOEIC Bridge tests and their existing NRS levels. We also computed Pearson correlations between students' scores on the TOEIC Bridge tests and their most recent scores on NRS-approved assessments. Correlation analyses with scores were performed separately by type of NRS-approved

assessments (e.g., CASAS STEPS, TABE CLAS-E tests). Although some students took other NRS-approved assessments, including BEST Plus and BEST Literacy, the sample size was too small for correlation analysis (fewer than 10).

To address RQ2, which compares student NRS levels determined by teachers and by TOEIC Bridge test cut scores, we computed Spearman correlations. For RQ3, examining score gains on the TOEIC Bridge tests after a period of instruction, we conducted paired *t*-tests to assess whether mean differences between post- and pre-test scores were positive and statistically significant. We also calculated effect sizes using Cohen's *d*. Due to the small sample size of students who took both the pre- and post-tests for the TOEIC Bridge Speaking and Writing tests, *t*-tests were conducted for the listening and reading tests only.

In addition, we generated descriptive statistics for teacher and student survey responses. The student survey results were used as one indicator of students' interest in and motivation for taking the TOEIC Bridge tests. All statistical analyses were conducted using SPSS Version 29.0.

Results

Student Performance on the TOEIC Bridge Tests

To understand the study sample's performance and score distributions on the TOEIC Bridge tests, we first computed descriptive statistics. Table 3 summarizes the descriptive statistics for the TOEIC Bridge tests along with the reliability of each test form. On average, students performed slightly above the midrange, although considerable variability was observed. Generally, Cronbach's α statistics were high for all test forms, indicating strong internal consistency reliability.

Table 3. Descriptive Statistics and Reliability, TOEIC Bridge Tests

Skill	Form A						Form B					
	<i>n</i>	<i>M</i>	<i>SD</i>	Skewness	Kurtosis	α	<i>n</i>	<i>M</i>	<i>SD</i>	Skewness	Kurtosis	α
Listening	294	28.99	11.29	0.27	-1.22	.93	279	25.34	10.20	0.72	-0.64	.92
Reading	285	31.36	10.84	0.10	-1.12	.93	288	29.08	9.66	0.41	-0.77	.92
Speaking	98	36.02	10.37	-0.43	-1.07	.88	95	35.69	10.60	-1.84	-1.53	.92
Writing	98	35.24	11.69	0.25	-1.48	.86	91	34.79	10.71	0.20	-1.50	.77

Note. The maximum possible score for each skill test is 50.

Relationships Between TOEIC Bridge NRS Levels and Existing NRS Levels

Table 4 summarizes the correlation coefficients (Spearman's rho) between students' NRS levels from the TOEIC Bridge tests and their existing NRS levels from the programs' records. The correlation results were generally strong. For the TOEIC Bridge Listening test Forms A and B, the correlation coefficients were .75 and .72, respectively. For the TOEIC Bridge Reading test Forms A and B, the correlation coefficients were .70 and .64, respectively. For the TOEIC Bridge Speaking test Forms A and B, the correlation coefficients were .69 and .73, respectively. The correlation results for the TOEIC Bridge Writing test were moderate, with correlation coefficients of .58 for Form A and .50 for Form B. All correlation coefficients were statistically significant.

Table 4. Correlations Between TOEIC Bridge NRS Levels and Existing NRS Levels

Skill	Form A		Form B	
	<i>n</i>	Corr.	<i>n</i>	Corr.
Listening	284	.75**	278	.72**
Reading	271	.70**	284	.64**
Speaking	98	.69**	95	.73**
Writing	98	.58**	91	.50**

Note. NRS = National Reporting System for Adult Education (NRS).

** $p < .01$

Relationships Between TOEIC Bridge Scores and NRS-Approved Test Scores

Correlation analyses were also conducted between students' existing scores from NRS-approved tests used in their programs and the TOEIC Bridge tests. Due to the use of various assessments across participating programs (e.g., BEST Plus, CASAS Reading STEPS, CASAS Life and Work Reading, CASAS Reading GOALS, CASAS Listening STEPS, TABE CLAS-E Reading, TABE ABE Reading), only samples with scores from a common test were included in the analysis. In the study sample, no programs used NRS-approved speaking or writing tests. Most programs used NRS-approved reading tests, and a few also used listening tests in conjunction with reading tests. Among the NRS-approved assessments, the CASAS Reading STEPS assessment was the most frequently used in the study sample. Table 5 presents the results of the correlation analyses. In general, strong relationships were found between TOEIC Bridge scores (in listening, reading, and speaking) and CASAS Reading STEPS test scores.

Table 5. Correlations Between TOEIC Bridge and NRS-Approved Test Scores

TOEIC Bridge test	CASAS Listening STEPS		CASAS Reading STEPS		TABE CLAS-E Listening		TABE CLAS-E Reading	
	<i>n</i>	Corr.	<i>n</i>	Corr.	<i>n</i>	Corr.	<i>n</i>	Corr.
Listening Form A	72	.80**	118	.76**	18	.81**	63	.41**
Listening Form B	60	.82**	100	.75**	17	.80**	66	.38**
Reading Form A	72	.72**	104	.81**	58	.80**	63	.41**
Reading Form B	58	.80**	108	.81**	17	.74**	65	.49**
Speaking Form A			40	.75**			17	.60**
Speaking Form B			33	.73**			21	.61**
Writing Form A			40	.59**			17	.60**
Writing Form B			33	.55**			19	.68**

Note. NRS = National Reporting System for Adult Education (NRS).

** $p < .01$

As seen in Table 5, for TOEIC Bridge Listening test, the correlations with CASAS Listening STEPS tests were relatively high: .80 for Form A and .82 for Form B. In addition, correlation analyses with TABE CLAS-E Listening scores yielded .81 for Form A and .80 for Form B. However, it is important to note that the sample size for the TABE CLAS-E Listening test was very small.

For both Forms A and B of the TOEIC Bridge Reading Test, the correlation coefficients with CASAS Reading STEPS scores were .81, indicating strong relationships. The relationships with TABE CLAS-E Reading scores were moderate with correlation coefficients of .41 for Form A and .49 for Form B.

Regarding the TOEIC Bridge Speaking test, because no programs used NRS-approved speaking tests, correlation analyses were conducted with the NRS-approved reading test scores. Correlations results ranged from moderate to high. For Form A, the coefficients were .75 with CASAS Reading STEPS and .60 with TABE CLAS-E Reading. For Form B, the coefficients were .73 with CASAS Reading STEPS scores and .61 with TABE CLAS-E Reading scores.

Relationships Between TOEIC Bridge NRS Levels and Teachers' Evaluation

To contextualize teachers' evaluations, a teacher questionnaire was implemented to gather information about their qualifications. On average, these teachers had approximately 8 years of experience teaching adult ESL learners and reported a high level of familiarity with the NRS EFL Descriptors for ESL, with an average rating of 4 on a 5-point Likert scale. A total of 35 teachers across participating programs provided their own evaluations of students' NRS levels

based on their instructional interactions. They provided an overall level as well as an individual level for each language skill (listening, reading, speaking, and writing) for each student, based on the NRS EFL descriptors for ESL. We examined the correlation coefficients between students' NRS levels from the TOEIC Bridge tests (listening, reading, speaking, and writing) and teacher-assigned NRS levels (both overall level and levels in corresponding language skills). That is, we compared correlations of student NRS levels within the same language skills.

Table 6 summarizes the results of correlation analyses (Spearman's rho) between students' NRS levels from the TOEIC Bridge Listening and Reading tests and their NRS levels assigned by teachers. The correlations between the levels based on teachers' evaluations and the TOEIC Bridge Listening tests were high. For Form A, the coefficients were .80 with teachers' overall NRS level and .81 with teachers' NRS level on listening skills. For Form B, the coefficients were .75 with teachers' overall NRS level and .78 with teachers' NRS level on listening skills. Similarly, the correlations between the levels based on teachers' evaluations and the TOEIC Bridge Reading tests were high. For Form A, the coefficients were .75 with teachers' overall NRS level and .74 with teachers' NRS level on reading skills. For Form B, the coefficients were .64 with teachers' overall NRS level and .66 with teachers' NRS level on reading skills. The lower correlations observed for Form B, compared to Form A, may be attributable to sample performance characteristics. As shown in Table 3, mean scores on Form B were slightly lower and exhibited smaller standard deviations (less variability) than those on Form A.

Table 6. Correlations Between TOEIC Bridge NRS Levels and Teachers' NRS Levels in Listening and Reading Domains

TOEIC Bridge test	Form A		Form B	
	<i>n</i>	Corr.	<i>n</i>	Corr.
TOEIC Bridge Listening				
Teacher overall NRS level	263	.80**	263	.75**
Teacher NRS level in listening	266	.81**	266	.78**
TOEIC Bridge Reading				
Teacher overall NRS level	248	.75**	263	.64**
Teacher NRS level in reading	251	.74**	266	.66**

Note. NRS = National Reporting System for Adult Education (NRS).

** $p < .01$

Table 7 summarizes the results of correlation analyses (Spearman's rho) between students' NRS levels from the TOEIC Bridge Speaking and Writing tests and their NRS levels assigned by teachers. The correlations between the levels based on teachers' evaluations and the TOEIC Bridge Speaking tests were high. For Form A, the coefficients were .73 with teachers' overall NRS level and .79 with teachers' NRS level on speaking skills. For Form B, the coefficients were .76 with teachers' overall NRS level and .77 with teachers' NRS level on speaking skills. On the other hand, the correlations between the levels based on teachers' evaluations and the TOEIC Bridge Writing tests were moderate. For Form A, the coefficients were .57 with teachers' overall NRS level and .69 with teachers' NRS level on writing skills. For Form B, the coefficients were .50 with teachers' overall NRS level and .58 with teachers' NRS level on writing skills.

Table 7. Correlations Between TOEIC Bridge NRS Levels and Teachers' NRS Levels in Speaking and Writing Domains

TOEIC Bridge test	Form A		Form B	
	<i>n</i>	Corr.	<i>n</i>	Corr.
TOEIC Bridge Speaking				
Teacher overall NRS level	80	.73**	77	.76**
Teacher NRS level in speaking	80	.79**	77	.77**
TOEIC Bridge Writing				
Teacher overall NRS level	80	.57**	74	.50**
Teacher NRS level in writing	80	.69**	74	.58**

Note. NRS = National Reporting System for Adult Education (NRS).

** $p < .01$

Score Gains Between Pre- and Post-TOEIC Bridge Tests

To answer RQ3—the extent to which students demonstrated score gains on the TOEIC Bridge tests after a period of instruction—we examined the mean differences between post-test and pre-test scores (i.e., score gains) and whether they were statistically significant. Table 8 summarizes the paired *t*-test results in the TOEIC Bridge Listening and Reading tests. The mean differences between the post- and pre-test scores were positive and statistically significant. The results suggest that the students in the sample improved their listening and reading proficiency, measured by the TOEIC Bridge tests, after a period of instruction. The effect size was moderate for the listening test and relatively small for the reading test.

Table 8. Descriptive Statistics and Paired *t*-Tests for the TOEIC Bridge Listening and Reading Tests

TOEIC Bridge test	<i>n</i>	Pre-test		Post-test		Mean differences	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>					
Listening	67	23.72	9.295	26.27	10.604	2.552	4.038	66	.000	0.49
Reading	66	28.86	9.182	30.29	9.273	1.424	2.636	65	.010	0.32

Student Survey Results

To examine students' interest in and motivation for taking the TOEIC Bridge tests, a student survey was administered using a 5-point Likert scale. Students reported high levels of interest in taking the TOEIC Bridge tests, with mean scores ranging from 4.19 to 4.38 across test forms. Motivation (i.e., effort to do their best) scores were similarly high, ranging from 4.33 to 4.48 across test forms. For the question as to whether they were able to stay focused during testing, mean score ranged from 4.27 to 4.37, suggesting that students were highly engaged in taking the tests. The survey also included questions on students' perceptions of test difficulty and the appropriateness of the skills measured in the tests. The survey questions and descriptive statistics of student responses are presented in Appendix B (see Tables B1–B4).

Summary and Discussion

In the present study, we set out to gather validity evidence supporting the use of the TOEIC Bridge tests in adult education programs serving ESL learners, with a particular focus on their potential suitability for the NRS. Considering that the intended purposes of NRS-approved assessments are to classify ESL learners' proficiency based on the six levels of the NRS EFL descriptors for ESL and to measure students' progress in English proficiency, we investigated three areas: the relationships between NRS levels and scores derived from the TOEIC Bridge tests and those assigned from existing NRS-approved assessments (RQ1), the relationships between TOEIC Bridge-based NRS levels and teacher-rated NRS levels (RQ2), and the extent to which students demonstrated score gains on the TOEIC Bridge tests after a period of instruction (RQ3). In this section, we summarize and discuss the key findings for each research question.

RQ1: Relationships With NRS-Approved Assessments

Correlations between NRS levels and scores from the TOEIC Bridge tests and those from existing NRS-approved assessments were statistically significant and generally high, with the exception of the TOEIC Bridge Writing test, which showed moderate correlations. The moderate correlation for the writing test is not surprising given that adult education programs most often rely on reading tests, sometimes supplemented with a brief informal interview, to assign NRS levels. The magnitude of correlations varied depending on the type of NRS-approved assessment. Generally, higher correlations were found between TOEIC Bridge scores and CASAS Listening STEPS, CASAS Reading STEPS, and TABE CLAS-E Listening scores compared to TABE CLAS-E Reading scores. Because the number of students taking the TABE CLAS-E assessments in this study was small, further investigation is warranted to better understand this variation.

RQ2: Relationships With Teacher-Rated NRS Levels

We found high and statistically significant correlations between students' NRS levels determined using the TOEIC Bridge tests (except for the writing test) and teachers' evaluations of student levels. The moderate correlation for the TOEIC Bridge Writing test may stem from the absence of assessing writing skills in adult education programs for ESL students in general. Notably, correlations between TOEIC Bridge-based and teacher-based NRS levels for students were higher than those with students' existing NRS levels. One possible explanation is that teacher evaluations were collected at around the same time students took the TOEIC Bridge tests, making these results more comparable, whereas students' existing NRS levels had been assigned at initial program enrollment. These findings lend additional support to the construct validity of the TOEIC Bridge test for measuring language proficiency levels consistent with the NRS EFL Descriptors for ESL.

RQ3: Score Gains Between Pre- and Post-Tests

We observed statistically significant score gains between TOEIC Bridge pre- and post-tests in listening and reading after a period of instruction (generally at least 40 hours), with effect sizes in the moderate range.

While these findings are promising, further research is needed to investigate the extent to which the TOEIC Bridge tests can measure students' progress in English proficiency attainment. Such research should be conducted with larger samples and include detailed contextual information (e.g., student characteristics and instructional practices) to better understand factors contributing to performance differences.

Limitations and Future Research

Despite these promising findings, the study has several limitations, as noted throughout this report. The sample size was small, particularly for the speaking and writing components as well as for the pre- and post-test groups. Consequently, the generalizability of the findings is limited. As detailed earlier, the study faced challenges in recruiting programs and students to participate because it required them to complete additional TOEIC Bridge tests beyond their existing assessments. Limited instructional hours and the difficulty of administering all four skill tests also posed challenges for data collection. Additionally, participating programs used different NRS-approved assessments, which made it difficult to obtain adequate sample sizes, particularly for the analysis of correlations with TOEIC Bridge test scores. Because many adult education programs operate on a rolling enrollment basis, the timing of NRS-approved assessments varied across students. As a result, the interval between the NRS-approved assessment and the TOEIC Bridge test administration differed by individual. Although some students completed both assessments within a similar time frame, others took the two tests a few months apart and therefore potentially introduced additional variability into the correlation results. These limitations point to several directions for future research.

Future research should seek to include larger and more diverse samples in terms of proficiency levels. Coordinating assessment schedules to minimize variability in the timing between NRS-approved assessments and TOEIC Bridge test administrations would also strengthen the interpretability of results. In addition, focusing on programs that use the same or a smaller set of NRS-approved assessments may facilitate more robust correlation and comparability analyses. Longitudinal research designs that track students' progress over longer instructional periods could further enhance understanding of score gains and instructional sensitivity. Such studies are crucial to improve the generalizability of findings and to

continuously monitor the valid and appropriate use of the TOEIC Bridge tests in NRS-funded adult education programs for ESL.

Conclusion

Taken together, the findings of this study provide initial support for the validity of the TOEIC Bridge tests as potential accountability measures for adult education programs under the NRS. The strong relationships with existing assessments and teacher-rated NRS levels suggest that these tests capture relevant aspects of ESL learners' language proficiency, as defined by the NRS EFL descriptors for ESL. Evidence of score gains on the TOEIC Bridge Listening and Reading tests further supports their use in monitoring instructional progress. However, the study's limitations underscore the need for future research with larger, more diverse samples and across all skill domains.

The NRS provides critical data that help policymakers, educators, and program administrators assess program effectiveness, allocate resources, and demonstrate the impact of adult education for a historically underserved population. Accordingly, high quality assessments that not only generate such data but also inform instruction and support learning are of utmost importance. The TOEIC Bridge tests hold potential as valuable measures for relevant stakeholders, including administrators, educators, and, most importantly, learners. These tests are already widely used to assess adult English learners worldwide and are aligned with well-recognized standards such as the Common European Framework of Reference for Languages (CEFR). Thus, the utility and benefits of the TOEIC Bridge tests for ESL learners in U.S. adult education programs are evident. At the same time, further research on the validity and impact of these assessments for this specific population is essential to ensure their continuous improvement and appropriate use.

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Appendix A. Sample Size by Background Characteristics for Each Test Form

Table A1. Gender of Study Sample in TOEIC Bridge Tests, Listening and Reading

Gender	Listening				Reading			
	Form A		Form B		Form A		Form B	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Female/woman	178	62.2	179	64.4	168	62.0	187	65.8
Male/man	90	31.5	83	29.9	85	31.4	82	28.9
Prefer not to respond	18	6.2	16	5.8	18	6.6	15	5.3
Total	286	100.0	278	100.0	271	100.0	284	100.0

Table A2. Gender of Study Sample in TOEIC Bridge Tests, Speaking and Writing

Gender	Speaking				Writing			
	Form A		Form B		Form A		Form B	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Female/woman	63	64.3	65	68.4	60	61.2	62	68.1
Male/man	26	26.5	24	25.3	28	28.6	22	24.2
Prefer not to respond	9	9.2	6	6.4	10	10.2	7	7.7
Total	98	100.0	95	100.0	98	100.0	91	100.0

Table A3. Age of Study Sample in TOEIC Bridge Tests, Listening and Reading

Age range	Listening				Reading			
	Form A		Form B		Form A		Form B	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Younger than 16			1	0.4			1	0.4
16–18	3	1.0	3	1.1	2	0.7	4	1.4
19–24	39	13.6	39	14.0	37	13.7	39	13.7
25–44	143	50.0	142	51.1	135	49.8	145	51.1
45–54	57	19.9	57	20.5	54	19.9	59	20.8
55–59	13	4.5	10	3.6	13	4.8	10	3.5
60+	16	5.6	13	4.7	15	5.5	14	4.9
Not answered	15	5.2	13	4.7	15	5.5	12	4.2
Total	286	100.0	278	100.0	271	100.0	284	100.0

Table A4. Age of Study Sample in TOEIC Bridge Tests, Speaking and Writing

Age range	Speaking				Writing			
	Form A		Form B		Form A		Form B	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Younger than 16								
16–18			1	1.1			1	1.1
19–24	15	15.3	13	13.7	16	16.3	12	13.2
25–44	48	49.0	51	53.7	45	45.9	50	54.9
45–54	15	15.3	18	18.9	15	15.3	16	17.6
55–59	5	5.1	2	2.1	6	6.1	1	1.1
60+	6	6.1	5	5.3	6	6.1	5	5.5
Not answered	9	9.2	5	5.3	10	10.2	6	6.6
Total	98	100.0	95	100.0	98	100.0	91	100.0

Table A5. Race/Ethnicity of Study Sample in TOEIC Bridge Tests, Listening and Reading

Race/ethnicity	Listening				Reading			
	Form A		Form B		Form A		Form B	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
American Indian or Alaskan Native	1	0.3	1	0.4	1	0.4	1	0.4
Asian or Asian American	30	10.5	21	7.6	26	9.6	23	8.1
Black or African American	46	16.1	39	14	39	14.4	43	15.1
Hispanic or Latino	171	59.8	177	63.7	167	61.6	178	62.7
Middle Eastern or North African	5	1.7	5	1.8	5	1.8	5	1.8
Native Hawaiian or Pacific Islander			1	0.4			1	0.4
White	14	4.9	14	5	14	5.2	14	4.9
Prefer not to respond	19	6.6	20	7.3	19	7.0	19	6.7
Total	286	100.0	278	100.0	271	100.0	284	100.0

Table A6. Race/Ethnicity of Study Sample in TOEIC Bridge Tests, Speaking and Writing

Race/ethnicity	Speaking				Writing			
	Form A		Form B		Form A		Form B	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
American Indian or Alaskan Native	1	1.0			1	1.0		
Asian or Asian American	9	9.2	7	7.4	9	9.2	7	7.7
Black or African American	9	9.2	12	12.6	10	10.2	11	12.1
Hispanic or Latino	56	57.1	56	58.9	54	55.1	55	60.4
Middle Eastern or North African	3	3.1	2	2.1	3	3.1	1	1.1
Native Hawaiian or Pacific Islander			1	1.1			1	1.1
White	9	9.2	10	10.5	9	9.2	8	8.8
Prefer not to respond	11	11.2	7	7.5	12	12.2	8	8.8
Total	98	100.0	95	100.0	98	100.0	91	100.0

Table A7. Home Language of Study Sample in TOEIC Bridge Tests, Listening and Reading

Home language	Listening				Reading			
	Form A		Form B		Form A		Form B	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Albanian	4	1.4	4	1.4	4	1.5	4	1.4
Arabic	11	3.8	9	3.2	10	3.7	9	3.2
Burmese	2	0.7	2	0.7	2	0.7	2	0.7
Chinese	4	1.4	3	1.1	4	1.5	2	0.7
Chuukese			1	0.4			1	0.4
Creole	16	5.6	17	6.1	15	5.5	17	6.0
Dari			1	0.4			1	0.4
Ewe	2	0.7			1	0.4	1	0.4
Farsi	1	0.3			1	0.4		
French	15	5.2	13	4.7	11	4.1	15	5.3
Gujrati	1	0.3					1	0.4
Hindi	3	1.0	1	0.4	3	1.1	1	0.4
Hmong	6	2.1	5	1.8	5	1.8	5	1.8
Japanese	1	0.3			1	0.4		
Karen	1	0.3	1	0.4	1	0.4	1	0.4
Khmer	1	0.3	1	0.4	1	0.4	1	0.4
Kinyarwanda	1	0.3	1	0.4	1	0.4	1	0.4
Korean	2	0.7			1	0.4	1	0.4
Lao	4	1.4	2	0.7	4	1.5	2	0.7
Lingala	1	0.3			1	0.4		
Oromo	1	0.3	1	0.4	1	0.4	1	0.4
Fula			1	0.4			1	0.4
Portuguese	7	2.4	4	1.4	6	2.2	5	1.8
Russian	4	1.4	4	1.4	4	1.5	4	1.4
Sinhalese	1	0.3			1	0.4		
Somali	3	1.0	2	0.7	3	1.1	2	0.7
Spanish	170	59.4	181	65.1	167	61.6	182	64.1
Swahili	1	0.3	1	0.4	1	0.4	1	0.4
Tagalog	1	0.3	1	0.4			2	0.7
Telugu			1	0.4			1	0.4
Tigrinya	1	0.3	1	0.4	1	0.4	1	0.4
Turkish			1	0.4			1	0.4
Ukrainian	1	0.3	2	0.7	1	0.4	2	0.7
Vietnamese	4	1.4	3	1.1	4	1.5	3	1.1
Wolof	1	0.3	1	0.4	1	0.4	1	0.4
Not answered	15	5.2	13	4.7	15	5.5	12	4.2
Total	286	100.0	278	100.0	271	100.0	284	100.0

Table A8. Home Language of Study Sample in TOEIC Bridge Tests, Speaking, and Writing

Home language	Speaking				Writing			
	Form A		Form B		Form A		Form B	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Albanian	4	4.1	4	4.2	4	4.1	4	4.4
Arabic	3	3.1	4	4.2	3	3.1	3	3.3
Chinese	3	3.1	2	2.1	3	3.1	2	2.2
Chuukese			1	1.1			1	1.1
Creole	2	2.0	3	3.2	2	2.0	3	3.3
Dari			1	1.1			1	1.1
Ewe	1	1.0			1	1.0		
Farsi	1	1.0			1	1.0		
French	5	5.1	5	5.3	5	5.1	5	5.5
Hindi	1	1.0			1	1.0		
Hmong	1	1.0			1	1.0		
Lao	2	2.0			2	2.0		
Lingala					1	1.0		
Fula			1	1.1			1	1.1
Portuguese	3	3.1	2	2.1	3	3.1	2	2.2
Russian	4	4.1	4	4.2	4	4.1	3	3.3
Spanish	54	55.1	56	58.9	52	53.1	55	60.4
Swahili			1	1.1				
Tagalog			1	1.1			1	1.1
Turkish			1	1.1			1	1.1
Ukrainian	1	1.0	1	1.1	1	1.0		
Vietnamese	3	3.1	2	2.1	3	3.1	2	2.2
Wolof	1	1.0	1	1.1	1	1.0	1	1.1
Not answered	9	9.2	5	5.3	10	10.2	6	6.6
Total	98	100.0	95	100.0	98	100.0	91	100.0

Table A9. Education Level Completed in the United States of Study Sample in TOEIC Bridge Tests, Listening and Reading

Education level completed	Listening				Reading			
	Form A		Form B		Form A		Form B	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
7th grade	2	0.7	4	1.4	2	0.7	4	1.4
8th grade	1	0.3	1	0.4	1	0.4	1	0.4
9th grade	5	1.7	3	1.1	5	1.8	3	1.1
10th grade	2	0.7	1	0.4	2	0.7	1	0.4
11th grade	2	0.7	3	1.1	2	0.7	3	1.1
12th grade	9	3.1	6	2.2	8	3.0	7	2.5
High school diploma/GED	29	10.1	33	11.9	29	10.7	33	11.6
Bachelor's degree	12	4.2	16	5.8	12	4.4	16	5.6
Master's degree	5	1.7	6	2.2	5	1.8	6	2.1
None	192	67.1	180	64.7	181	66.8	185	65.1
Other	27	9.4	25	9	24	8.9	25	8.8
Total	286	100.0	278	100.0	271	100.0	284	100.0

Note. Example responses from respondents who selected the Other option included “early child education,” “adult education,” or were not specified.

Table A10. Education Level Completed in the United States of Study Sample in TOEIC Bridge Tests, Speaking and Writing

Education level completed	Speaking				Writing			
	Form A		Form B		Form A		Form B	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
7th grade	2	2.0	1	1.1	2	2.0	1	1.1
8th grade							1	1.1
9th grade	2	2.0	2	2.1	3	3.1	2	2.2
11th grade			1	1.1			1	1.1
12th grade	4	4.1	1	1.1	4	4.1	1	1.1
High school diploma/GED	9	9.2	9	9.5	10	10.2	9	9.9
Bachelor's degree	8	8.2	9	9.5	7	7.1	9	9.9
Master's degree	3	3.1	3	3.2	3	3.1	3	3.3
None	58	59.2	56	58.9	55	56.1	50	54.9
Other	3	3.1	7	7.4	4	4.1	7	7.7
No response	9	9.2	6	6.3	10	10.2	7	7.7
Total	98	100.0	95	100.0	98	100.0	91	100.0

Note. Example responses from respondents who selected the Other option included “early child education,” “adult education,” or were not specified.

Table A11. Education Level Completed in Country of Origin of Study Sample in TOEIC Bridge Tests, Listening and Reading

Education level completed	Listening				Reading			
	Form A		Form B		Form A		Form B	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
7th grade	6	2.1	11	4.0	6	2.2	11	3.9
8th grade	6	2.1	4	1.4	5	1.8	5	1.8
9th grade	10	3.5	9	3.2	9	3.3	10	3.5
10th grade	13	4.5	11	4.0	12	4.4	11	3.9
11th grade	10	3.5	9	3.2	8	3.0	10	3.5
12th grade	23	8.0	19	6.8	21	7.7	20	7.0
High school diploma/GED	79	27.6	74	26.6	76	28.0	72	25.4
Bachelor's degree	53	18.5	59	21.2	51	18.8	61	21.5
Master's degree	19	6.6	14	5.0	19	7.0	14	4.9
Doctorate degree	2	0.7	1	0.4	2	0.7	1	0.4
None	23	8.0	25	9.0	23	8.5	25	8.8
Other	14	4.9	15	5.4	11	4.1	18	6.3
No response	28	9.8	27	9.7	28	10.3	26	9.2
Total	286	100.0	278	100.0	271	100.0	284	100.0

Table A12. Education Level Completed in Country of Origin of Study Sample in TOEIC Bridge Tests, Speaking and Writing

Education level completed	Speaking				Writing			
	Form A		Form B		Form A		Form B	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
7th grade			3	3.2			3	3.3
8th grade			1	1.1			2	2.2
9th grade	3	3.1	3	3.2	4	4.1	2	2.2
10th grade	2	2.0	1	1.1	2	2.0	1	1.1
11th grade			2	2.1			2	2.2
12th grade	8	8.2	5	5.3	7	7.1	4	4.4
High school diploma/GED	25	25.5	24	25.3	26	26.5	24	26.4
Bachelor's degree	20	20.4	27	28.4	19	19.4	25	27.5
Master's degree	12	12.2	6	6.3	11	11.2	4	4.4
Doctorate degree	2	2.0	1	1.1	2	2.0	1	1.1
None	12	12.2	11	11.6	11	11.2	10	11.0
Other	14	14.3	11	11.6	16	16.3	13	14.3
Total	98	100.0	95	100.0	98	100.0	91	100.0

Appendix B. Descriptive Statistics of Student Survey Responses for Each Test Form

The survey was conducted using a 5-point Likert scale: 1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, and 5 = *strongly agree*.

Table B1. Student Survey Results, TOEIC Bridge Listening Test

Statement	Form A			Form B		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
1. I was interested in taking the TOEIC Bridge tests.	270	4.24	0.983	264	4.31	0.944
2. I was interested in finding out about my English proficiency.	270	4.32	0.946	264	4.37	0.914
3. The TOEIC Bridge tests will give me useful information about my English skills.	270	4.29	0.936	264	4.33	0.915
4. I tried my best to take the TOEIC Bridge tests.	270	4.39	0.889	264	4.40	0.840
5. I was focused while taking the TOEIC Bridge tests.	270	4.29	0.920	264	4.28	0.897
6. The TOEIC Bridge tests were challenging for my level of English proficiency.	260	3.97	1.023	250	3.98	1.010
7. The Listening section of the TOEIC Bridge test was difficult for me.	262	3.63	1.049	259	3.71	1.056
8. The TOEIC Bridge tests covered a wide range of English proficiency skills (beginning to advanced).	259	4.04	0.927	258	4.07	0.881
9. The TOEIC Bridge tests covered important English language skills.	263	4.23	0.831	256	4.29	0.802
10. The TOEIC Bridge tests covered English language skills for daily life.	261	4.20	0.853	257	4.29	0.808
11. The TOEIC Bridge tests covered English language skills for the workplace.	263	4.12	0.881	256	4.16	0.882

Table B2. Student Survey Results, TOEIC Bridge Reading Test

Statement	Form A			Form B		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
1. I was interested in taking the TOEIC Bridge tests.	255	4.24	1.002	271	4.31	0.939
2. I was interested in finding out about my English proficiency.	255	4.33	0.965	271	4.37	0.905
3. The TOEIC Bridge tests will give me useful information about my English skills.	255	4.29	0.958	271	4.32	0.906
4. I tried my best to take the TOEIC Bridge tests.	255	4.40	0.904	271	4.40	0.832
5. I was focused while taking the TOEIC Bridge tests.	255	4.29	0.933	271	4.30	0.891
6. The TOEIC Bridge tests were challenging for my level of English proficiency.	245	3.97	1.040	257	3.97	1.002
7. The Reading section of the TOEIC Bridge test was difficult for me.	249	3.40	1.077	267	3.43	1.100
8. The TOEIC Bridge tests covered a wide range of English proficiency skills (beginning to advanced).	244	4.03	0.938	265	4.08	0.882
9. The TOEIC Bridge tests covered important English language skills.	248	4.23	0.844	263	4.29	0.795
10. The TOEIC Bridge tests covered English language skills for daily life.	246	4.19	0.867	264	4.30	0.802
11. The TOEIC Bridge tests covered English language skills for the workplace.	248	4.12	0.894	263	4.17	0.875

Table B3. Student Survey Results, TOEIC Bridge Speaking Test

Statement	Form A			Form B		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
1. I was interested in taking the TOEIC Bridge tests.	89	4.26	0.995	89	4.38	0.886
2. I was interested in finding out about my English proficiency.	89	4.35	0.966	89	4.47	0.785
3. The TOEIC Bridge tests will give me useful information about my English skills.	89	4.33	0.939	89	4.40	0.822
4. I tried my best to take the TOEIC Bridge tests.	89	4.36	0.980	89	4.48	0.693
5. I was focused while taking the TOEIC Bridge tests.	89	4.37	0.909	89	4.31	0.820
6. The TOEIC Bridge tests were challenging for my level of English proficiency.	84	4.02	1.006	86	4.00	0.994
7. The Speaking section of the TOEIC Bridge test was difficult for me.	67	3.49	1.050	74	3.32	0.908
8. The TOEIC Bridge tests covered a wide range of English proficiency skills (beginning to advanced).	85	4.06	0.992	89	3.97	0.818
9. The TOEIC Bridge tests covered important English language skills.	88	4.28	0.802	88	4.27	0.690
10. The TOEIC Bridge tests covered English language skills for daily life.	88	4.34	0.709	89	4.39	0.685
11. The TOEIC Bridge tests covered English language skills for the workplace.	88	4.23	0.813	88	4.22	0.823

Table B4. Student Survey Results, TOEIC Bridge Writing Test

Statement	Form A			Form B		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
1. I was interested in taking the TOEIC Bridge tests.	88	4.19	1.049	84	4.37	0.902
2. I was interested in finding out about my English proficiency.	88	4.32	0.965	84	4.46	0.798
3. The TOEIC Bridge tests will give me useful information about my English skills.	88	4.30	0.937	84	4.40	0.838
4. I tried my best to take the TOEIC Bridge tests.	88	4.33	0.979	84	4.48	0.702
5. I was focused while taking the TOEIC Bridge tests.	88	4.34	0.908	84	4.27	0.841
6. The TOEIC Bridge tests were challenging for my level of English proficiency.	83	4.00	0.988	81	4.05	1.023
7. The Writing section of the TOEIC Bridge test was difficult for me.	66	3.35	0.953	70	3.57	1.111
8. The TOEIC Bridge tests covered a wide range of English proficiency skills (beginning to advanced).	84	4.01	0.976	84	3.95	0.835
9. The TOEIC Bridge tests covered important English language skills.	87	4.24	0.806	83	4.28	0.704
10. The TOEIC Bridge tests covered English language skills for daily life.	87	4.31	0.704	84	4.39	0.695
11. The TOEIC Bridge tests covered English language skills for the workplace.	87	4.21	0.794	83	4.20	0.838

Notes

¹ See <https://nrsweb.org/sites/default/files/NRS-Test-Approval-Periods-and-Sunset-Dates-Updated-July-2025-508.pdf>

