

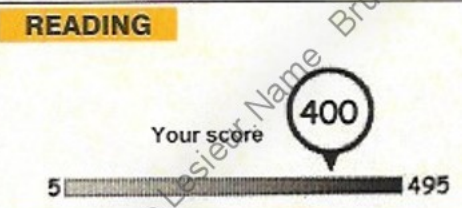


TOEIC

LISTENING AND READING OFFICIAL SCORE REPORT

KNOW ENGLISH. KNOW SUCCESS. KNOW ENGLISH. KNOW SUCCESS. KNOW ENGLISH. KNOW SUCCESS. KNOW ENGLISH. KNOW SUCCESS. KNOW ENGLISH. KNOW SUCCESS. KNOW ENGLISH. KNOW SUCCESS.

Lesieur Bruno
Name
1988/07/18
Date of Birth
2012/09/18
Test Date
2014/09/18
Valid Until



TOTAL SCORE 770

ETS GLOBAL-FRANCE, 43 rue Taitbout, Paris, France, 75009

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Detach Here

LISTENING

Your scaled score is between 300 and 400. Test takers who score around 300 typically have the following strengths:
- They can sometimes infer the central idea, purpose, and basic context of short spoken exchanges, especially when the vocabulary is not difficult.
- They can understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by repetition or paraphrase.
- They can understand details in short spoken exchanges when easy or medium-level vocabulary is used.
- They can understand details in extended spoken texts when the information is supported by repetition and when the requested information comes at the beginning or end of the spoken text.
- They can understand details when the information is slightly paraphrased.
To see weaknesses typical of test takers who score around 300, see the \*Proficiency Description Table. If your performance is closer to 400, you should also review the descriptors for test takers who score around 400.

Table with 2 columns: ABILITIES MEASURED, PERCENT CORRECT OF ABILITIES MEASURED. Rows include: Can infer gist, purpose, and basic context based on information that is explicitly stated in short spoken texts (80%); Can infer gist, purpose, and basic context based on information that is explicitly stated in extended spoken texts (64%); Can understand details in short spoken texts (89%); Can understand details in extended spoken texts (77%).

READING

Your scaled score is between 350 and 450. Test takers who score around 350 typically have the following strengths:
- They can infer the central idea and purpose of a written text, and they can make inferences about details.
- They can read for meaning. They can understand factual information, even when it is paraphrased.
- They can connect information across a small area within a text, even when the vocabulary and grammar of the text are difficult.
- They can understand medium-level vocabulary. They can sometimes understand difficult vocabulary in context, unusual meanings of common words, and idiomatic usage.
- They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions.
To see weaknesses typical of test takers who score around 350, see the \*Proficiency Description Table. If your performance is closer to 450, you should review the descriptors for test takers who score around 450.

Table with 2 columns: ABILITIES MEASURED, PERCENT CORRECT OF ABILITIES MEASURED. Rows include: Can make inferences based on information in written texts (92%); Can locate and understand specific information in written texts (85%); Can connect information across multiple sentences in a single written text and across texts (89%); Can understand vocabulary in written texts (83%); Can understand grammar in written texts (72%).

\* Proficiency Description Table can be found on our web site, www.ets.org/toEIC

HOW TO READ YOUR SCORE REPORT:

Percent Correct of Abilities Measured: Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

Note: TOEIC scores more than two years old cannot be reported or validated.

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