

TOEIC

ETS TOEIC LISTENING AND READING INSTITUTIONAL PROGRAM SCORE REPORT

Name: [REDACTED]

Identification Number: [REDACTED] Date of Birth (yyyy/mm/dd): [REDACTED]

Test Date (yyyy/mm/dd): [REDACTED] Valid Until (yyyy/mm/dd): [REDACTED]

KNOW SUCCESS.

LISTENING
Your score: 280
5 [REDACTED] 495

READING
Your score: 295
5 [REDACTED] 495

TOTAL SCORE
575

FOR INTERNAL USE ONLY [REDACTED] IG Vietnam Tel: 84-4-37732602 Email: info@iigvietnam.com Website: www.iigvietnam.com

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Detach Here

LISTENING		READING	
<p>Your scaled score is close to 300. Test takers who score around 300 typically have the following strengths:</p> <ul style="list-style-type: none"> 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 the 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. <p>To see weaknesses typical of test takers who score around 300, see the "Proficiency Description Table."</p>		<p>Your scaled score is between 250 and 350. Test takers who score around 250 typically have the following strengths:</p> <ul style="list-style-type: none"> They can make simple inferences based on a limited amount of text. They can locate the correct answer to a factual question when the language of the text matches the information that is required. They can sometimes answer a factual question when the answer is a simple paraphrase of the information in the text. They can sometimes connect information within one or two sentences. They can understand easy vocabulary, and they can sometimes understand medium-level vocabulary. They can understand common, rule-based grammatical structures. They can make correct grammatical choices, even when other features of language, such as difficult vocabulary or the need to connect information, are present. <p>To see weaknesses typical of test takers who score around 250, see the "Proficiency Description Table." If your performance is closer to 350, you should also review the descriptors for test takers who score around 350.</p>	
ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED	ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
Can infer gist, purpose, and basic context based on information that is explicitly stated in short spoken texts	63	Can make inferences based on information in written texts	55
Can infer gist, purpose, and basic context based on information that is explicitly stated in extended spoken texts	67	Can locate and understand specific information in written texts	70
Can understand details in short spoken texts	76	Can connect information across multiple sentences in a single written text and across texts	47
Can understand details in extended spoken texts	62	Can understand vocabulary in written texts	62
		Can understand grammar in written texts	80

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.

IELTS

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

Test Report Form

ACADEMIC

NOTE Admission to undergraduate and post graduate courses should be based on the **ACADEMIC** Reading and Writing Modules.
GENERAL TRAINING Reading and Writing Modules are not designed to test the full range of language skills required for academic purposes.
It is recommended that the candidate's language ability as indicated in this Test Report Form be re-assessed after two years from the date of the test.

Centre Number Date Candidate Number

Candidate Details

Family Name
First Name
Candidate ID

Date of Birth Sex (M/F) Scheme Code

Country or region of origin First Language

Repeating IELTS (Y/N) Previous Test Date Previous Test Centre

Test Results

Listening Reading Writing Speaking Overall Band Score

Administrator Comments



Reporting Examiner Number

Administrator's Signature Michael Gowde

Speaking Examiner Number

Date

Test Report Form Number



The validity of this IELTS Test Report Form can be verified online by recognising organisations at <http://ielts.ucies.org.uk>

TOFCL 華語文能力測驗



HSK 新漢語水平考試

