



Individual Performance Feedback TOEIC® Listening and Reading Test

Institutional
Programme

This score information is intended for use only by the institution which sponsored the test administration, and should not be used by other entities for any purpose.



LISTENING



READING

Rey Maxime

Name

Identification Number

1996/12/29

Date of Birth (yyyy/mm/dd)

2019/02/08

2021/02/08

Test Date (yyyy/mm/dd)

Valid Until (yyyy/mm/dd)

Client/Institution Name:

UCBL UNIVERSITE CLAUDE BERNARD LYON 1

Your scaled score is between 400 and 495. Test takers who score around 400 typically have the following strengths:

- They can infer the central idea, purpose, and basic context of short spoken exchanges across a broad range of vocabulary, even when conversational responses are indirect or not easy to predict.
- They can infer the central idea, purpose, and basic context of extended spoken texts across a broad range of vocabulary. They can do this even when the information is not supported by repetition or paraphrase and when it is necessary to connect information across the text.
- They can understand details in short spoken exchanges, even when negative constructions are present, when the language is syntactically complex, or when difficult vocabulary is used.
- They can understand details in extended spoken texts, even when it is necessary to connect information across the text and when this information is not supported by repetition. They can understand details when the information is paraphrased or when negative constructions are present.

To see weaknesses typical of test takers who score around 400, see the *Proficiency Description Table.

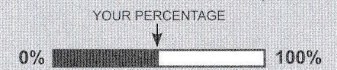
Your scaled score is close to 450. Test takers who score around 450 typically have the following strengths:

- 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 an entire text, and they can make connections between two related texts.
- They can understand a broad range of vocabulary, unusual meanings of common words, and idiomatic usage. They can also make distinctions between the meanings of closely related words.
- 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 450, see the *Proficiency Description Table.

HOW TO READ YOUR SCORE INFORMATION

Percentage 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.



LISTENING

TOTAL SCORE

Your score

495



READING

Your score

475



970

ABILITIES MEASURED

PERCENTAGE CORRECT OF ABILITIES MEASURED

Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	0%	100	100%
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	0%	88	100%
Can understand details in short spoken texts	0%	100	100%
Can understand details in extended spoken texts	0%	96	100%
Can understand a speaker's purpose or implied meaning in a phrase or sentence	0%	100	100%

ABILITIES MEASURED

PERCENTAGE CORRECT OF ABILITIES MEASURED

Can make inferences based on information in written texts	0%	86	100%
Can locate and understand specific information in written texts	0%	88	100%
Can connect information across multiple sentences in a single written text and across texts	0%	94	100%
Can understand vocabulary in written texts	0%	96	100%
Can understand grammar in written texts	0%	95	100%

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

www.etsglobal.org



Mapping TOEIC® Listening and Reading scores to the Common European Framework of Reference (CEFR)

	Total Score Scale Range	Minimum Score needed to enter the following CEFR levels				
		A1	A2	B1	B2	C1
TOEIC® Listening ¹	5-495	60	110	275	400	490
TOEIC® Reading ¹	5-495	60	115	275	385	455 ²



**LISTENING AND READING TEST
INSTITUTIONAL SCORE REPORT**

Name: Rey Maxime
Date of Birth: 29-déc.-1996
Identification Number:
Test Date: 08-févr.-2019
Client/Institution Name: UCBL UNIVERSITE
CLAUDE BERNARD LYON
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LISTENING

495

READING

475

**TOTAL
SCORE**

970

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