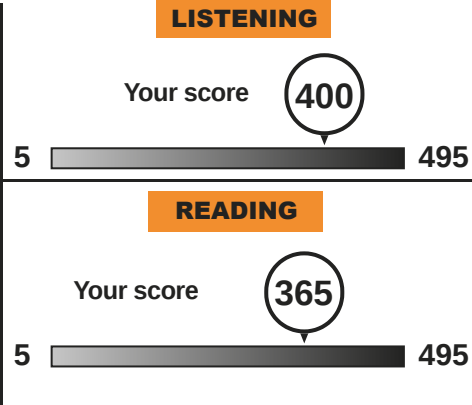


LISTENING AND READING OFFICIAL SCORE CERTIFICATE



Riyad Jamal	
Name	
4456426172	2000/02/12
Identification Number	Date of Birth (yyyy/mm/dd)
2024/07/30	2026/07/30
Test Date (yyyy/mm/dd)	Valid Until (yyyy/mm/dd)



TOTAL SCORE

765

Scan the QR code to access the digital score certificate

Client/Institution Name: UNIVERSITE DE MONTPELLIER - FACULTE D'ECONOMIE France, Metropolitain

ETS GLOBAL, 929 Strawinskylaan, Amsterdam, The Netherlands, 1077XX

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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.

ABILITIES MEASURED

PERCENT CORRECT OF ABILITIES MEASURED



READING

Your scaled score is close to 250. Test takers who score around 250 typically have the following strengths:

- 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.

To see weaknesses typical of test takers who score around 250, see the Proficiency Description Table.

ABILITIES MEASURED

PERCENT CORRECT OF ABILITIES MEASURED



Can infer gist, purpose and basic context based on information that is explicitly stated in <i>short</i> spoken texts	70
Can infer gist, purpose and basic context based on information that is explicitly stated in <i>extended</i> spoken text	80
Can understand details in <i>short</i> spoken texts	92
Can understand details in <i>extended</i> spoken texts	83
Can understand a speaker's purpose or implied meaning in a phrase or sentence	72

Can make inferences based on information in written texts	59
Can locate and understand specific information in written texts	69
Can connect information across multiple sentences in a single written text and across texts	62
Can understand vocabulary in written texts	60
Can understand grammar in written texts	67

* 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.