



## CERTIFICATE OF ACHIEVEMENT

*This is to certify that*

**Daniel Alpizar Batista**

*achieved the following scores on the*  
**TOEIC® Listening & Reading Test**

Listening	455
Reading	410
Total	865

*as administered under the auspices of:* SAINT JOSEPH HIGH SCHOOL  
*at:* MORAVIA, Costa Rica  
*date:* 21-November-2022

GOLD174674

This is presented in recognition of your achievement.  
An official score certificate must be submitted to organizations that require a TOEIC score.

Joanna Gorin  
Vice President  
Global Language Learning Teaching & Assessment



KNOW ENGLISH.  
KNOW SUCCESS.

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KNOW SUCCESS.

KNOW ENGLISH.  
KNOW SUCCESS.

KNOW ENGLISH.  
KNOW SUCCESS.

Alpizar Batista Daniel

Name

119310622

Identification  
Number

2005/03/25

Date of Birth  
(yyyy/mm/dd)

2022/11/21

Test Date  
(yyyy/mm/dd)

2024/11/21

Valid Until  
(yyyy/mm/dd)

LISTENING

Your score

455

5 495

READING

Your score

410

5 495

TOTAL  
SCORE

865

Client/Institution Name: SAINT JOSEPH HIGH SCHOOL

Centro Cultural Costarricense-Norteamericano (CCCN), Apartado Postal 1489-1000, San José, Costa Rica

This score report is intended  
for use only by the institution  
which sponsored the test  
administration.

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LISTENING

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.

ABILITIES MEASURED

PERCENT CORRECT OF  
ABILITIES MEASURED

0% 100%  
Your Percentage

Can infer gist, purpose and basic  
context based on information that is  
explicitly stated in short spoken  
texts

81  
0% 100%

Can infer gist, purpose and basic  
context based on information that is  
explicitly stated in extended spoken  
texts

83  
0% 100%

Can understand details in short  
spoken texts

93  
0% 100%

Can understand details in extended  
spoken texts

92  
0% 100%

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.

ABILITIES MEASURED

PERCENT CORRECT OF  
ABILITIES MEASURED

0% 100%  
Your Percentage

Can make inferences based on  
information in written texts

77  
0% 100%

Can locate and understand specific  
information in written texts

77  
0% 100%

Can connect information across  
multiple sentences in a single  
written text and across texts

74  
0% 100%

Can understand vocabulary in  
written texts

91  
0% 100%

Can understand grammar in  
written texts

100  
0% 100%

\* Proficiency Description Table can be found on our web site, [www.ets.org/toeic](http://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.



Speaking and Writing Tests  
INSTITUTIONAL SCORE REPORT

Alpizar Batista, Daniel

Last Name, First Name

2005/03/25

Date of birth (yyyy/mm/dd)

2022/11/21

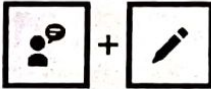
Test date (yyyy/mm/dd)

0506243535001032

Registration number

Saint Joseph School

Client name and Country name



SPEAKING

Your score

180



WRITING

Your score

180



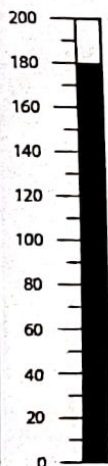
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TOEIC Institutional Program

Detach Here

SPEAKING

Your score: 180



Your scaled score is between 160 and 180. Test takers in this score range typically can create connected, sustained discourse appropriate to the typical workplace. They can express opinions or respond to complicated requests effectively. In extended responses, some of the following weaknesses may sometimes occur, but they do not interfere with the message:

- minor difficulties with pronunciation, intonation, or hesitation when creating language
- some errors when using complex grammatical structures
- some imprecise vocabulary

Test takers in this score range can also use spoken language to answer questions and give basic information.

When reading aloud, test takers in this score range are highly intelligible.

**Pronunciation: High**

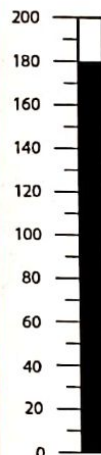
When reading aloud your pronunciation is highly intelligible.

**Intonation and Stress: High**

When reading aloud your use of intonation and stress is highly effective.

WRITING

Your score: 180



Your scaled score is between 170 and 190. Test takers in this score range typically can communicate straightforward information effectively and use reasons, examples, or explanations to support an opinion.

When giving straightforward information, asking questions, giving instructions, or making requests, their writing is clear, coherent, and effective.

When using reasons, examples, or explanations to support an opinion, their writing is generally good. It is generally well-organized and uses a variety of sentence structures and appropriate vocabulary. It may also include one of the following weaknesses:

- occasional unnecessary repetition of ideas or unclear connections between ideas
- noticeable minor grammatical mistakes or incorrect word choices

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TOEIC®



CAN DO TABLE

Los rangos de puntaje deben considerarse como una guía para interpretar y comprender los resultados obtenidos en el TOEIC, de acuerdo a los lineamientos del Marco Común Europeo de Referencia para Lenguas Vivas. Es muy importante leer los resultados por separado, puesto que una persona puede obtener puntajes diferentes en las secciones de la prueba, lo que podría significar un nivel de dominio diferente según el los lineamientos del Marco Común Europeo, por ejemplo en la parte de Comprensión de Lectura se puede ser A1, mientras que en la de Comprensión Auditiva B1 y en la de Estructura A2.

Usuario Básico					Usuario Independiente					Usuario Competente					
A1		A2		B1		B2		C1		A1		A2		B1	
60-105		110-270		275-395		400-485		490-495		60-105		110-270		275-395	
60-110		115-270		275-380		385-450		455-495		60-110		115-270		275-380	
50-80		90-110		120-150		160-170		180-200		50-80		90-110		120-150	
30-60		70-110		120-140		150-170		180-200		30-60		70-110		120-140	
Descripción de cada nivel según el Marco Común Europeo															
Puede comprender y utilizar expresiones familiares de uso diario, relacionadas con la satisfacción de necesidades concretas. Se puede presentar a sí mismo y otras personas. Puede preguntar y responder preguntas como donde vive, persona que conoce y cosas que tiene. Puede interactuar de manera sencilla, requiere prepararse y el interlocutor debe hablar despacio y claramente.															
Entiende oraciones y expresiones usadas frecuentemente que están relacionadas con áreas de relevancia inmediata (información personal y familiar muy básica, compras, trabajo). Puede comunicarse en situaciones sencillas que requieran un intercambio de información familiar o rutinaria. Puede describir en términos sencillos aspectos de su vida, el ambiente inmediato y asuntos de necesidad inmediata.															
Puede comprender los puntos principales de temas que le son familiares, como los relacionados con el trabajo, el estudio, tiempo libre, etc. Maneja la mayoría de las situaciones que se pueden presentar al viajar a un país donde el inglés es el idioma oficial. Produce textos sencillos en temas que le son afines. Describe experiencias, eventos, sueños, esperanza y ambiciones y puede dar breves razones y explicaciones a opiniones o planes.															
Comprende las ideas principales de textos complejos, ya sea en temas concretos o abstractos, incluidas discusiones en su área de especialización. Puede interactuar con cierto grado de fluidez y espontaneidad que produce interacción regular con nativos del idioma, con amplias posibilidades de no requerir aclaraciones o la participación de un tercero. Puede producir textos claros y detallados en un amplio rango de tópicos, explicar su punto de vista, expresando las ventajas y desventajas de varias opiniones.															
Entiende un rango amplio de textos demandantes, largos y reconoce significados implícitos. Puede expresarse con fluidez y espontaneidad sin buscar de manera obvia expresiones. Usa el lenguaje de manera flexible y efectiva en situaciones académicas, sociales y profesionales. Produce textos claros, bien estructurados, detallados en temas complejos, demostrando control de patrones de organización, conexión y cohesión de ideas.															
Ejemplos de tareas que puede desempeñar una persona según el nivel															
Leer menús sencillos. Leer horarios de buses, trenes y señales de tránsito. Escribir palabras memorizadas. Saludar con lenguaje sencillo.															
Escribir notas cortas, listas y direcciones con dificultad. Entiende instrucciones sencillas. Leer correspondencia de negocios sencilla y estandarizada. Puede tomar mensajes telefónicos sencillos. Ordenar comida.															
Entiende explicaciones de problemas laborales. Realiza presentaciones cortas previamente ensayadas. Entiende manuales técnicos. Escribir con alguna dificultad cartas, reportes formales cortos, minutos, solicitudes de empleo, e-mails.															
Conducir una entrevista de trabajo en su área profesional. Dar instrucciones en situaciones conocidas. Leer variedad de documentación, usando poco o nada el diccionario. Escribir con cierta facilidad cartas de queja, reportes, cartas, e-mails formales.															
Conducir reuniones con hablantes nativos del inglés. Escribir efectivamente formal e informalmente, reportes complejos. Leer manuales adecuadamente en situaciones laborales y sociales.															