

# LISTENING AND READING OFFICIAL SCORE CERTIFICATE

	<b>Nguyen Duong</b>		<b>LISTENING</b>	<b>TOTAL SCORE</b>
	Name _____		Your score <b>270</b>	
	<b>082099007654</b>	<b>1999/02/22</b>	5  495	
	Identification Number	Date of Birth (yyyy/mm/dd)		
	<b>2022/12/14</b>	<b>2024/12/14</b>	<b>READING</b>	<b>530</b>
			Your score <b>260</b>	
<b>2022/12/14</b>	<b>2024/12/14</b>	5  495		
Test Date (yyyy/mm/dd)	Valid Until (yyyy/mm/dd)			

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### LISTENING

Your scaled score is between 200 and 300. Test takers who score around 200 typically have the following strengths:

- They can understand short (single-sentence) descriptions of the central idea of a photograph.
- They can sometimes understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by a lot of repetition and easy vocabulary.
- They can understand details in short spoken exchanges and descriptions of photographs when the vocabulary is easy and when there is only a small amount of text that must be understood.
- They can understand details in extended spoken texts when the requested information comes at the beginning or end of the text and when it matches the words in the spoken text.

To see weaknesses typical of test takers who score around 200, see the "Proficiency Description Table." If your performance is closer to 300, you should also review the descriptors for test takers who score around 300.

### 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
	0%  100%

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
	0%  100%

Can infer gist, purpose and basic context based on information that is explicitly stated in <b>short</b> spoken texts	0%  100%	56	0%  100%
Can infer gist, purpose and basic context based on information that is explicitly stated in <b>extended</b> spoken texts	0%  100%	47	0%  100%
Can understand details in <b>short</b> spoken texts	0%  100%	73	0%  100%
Can understand details in <b>extended</b> spoken texts	0%  100%	50	0%  100%

Can make inferences based on information in written texts	0%  100%	33	0%  100%
Can locate and understand specific information in written texts	0%  100%	45	0%  100%
Can connect information across multiple sentences in a single written text and across texts	0%  100%	35	0%  100%
Can understand vocabulary in written texts	0%  100%	60	0%  100%
Can understand grammar in written texts	0%  100%	73	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.