

KNOW ENGLISH.  
KNOW SUCCESS.

KNOW ENGLISH.  
KNOW SUCCESS.

KNOW ENGLISH.  
KNOW SUCCESS.

KNOW ENGLISH.  
KNOW SUCCESS.

KNOW ENGLISH.  
KNOW SUCCESS.

KNOW ENGLISH.  
KNOW SUCCESS.

陳小玲  
CHEN HSIAO LING  
Name

1998/08/18  
Date of Birth  
(yyyy/mm/dd)

10000006      2018/03/19  
Registration Number      Test Date  
(yyyy/mm/dd)

ABC Company  
Client



**TOTAL SCORE**

**470**

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

Copyright © 2018 by Educational Testing Service. All rights reserved. ETS, the ETS logos and TOEIC are registered trademarks of Educational Testing Service in the United States of America and other countries throughout the world.

LISTENING		READING	
<p>Your scaled score is between 200 to 300. Test takers who score around 200 typically have the following strengths:</p> <ul style="list-style-type: none"> <li>• They can understand short (single-sentence) descriptions of the central idea of a photograph.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>To see weaknesses typical of test takers who score around 200, see the *Proficiency Description Table. If your performance is close to 300, you should also review the descriptors for test takers who score around 300.</p>		<p>Your scaled score is between 150 and 250. Test takers who score around 150 typically have the following strengths:</p> <ul style="list-style-type: none"> <li>• They can locate the correct answer to a factual question when not very much reading is necessary and when the language of the text matches the information that is required.</li> <li>• They can understand easy vocabulary and common phrases.</li> <li>• They can understand the most-common, rule-based grammatical constructions when not very much reading is necessary.</li> </ul> <p>To see weaknesses typical of test takers who score around 150, see the *Proficiency Description Table. If your performance is close to 250, you should also review the descriptors for test takers who score around 250.</p>	
ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED —Your Percentage	ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED —Your Percentage
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	50
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	33	Can locate and understand specific information in written texts	62
Can understand details in short spoken texts	65	Can connect information across multiple sentences in a single written text and across texts	41
Can understand details in extended spoken texts	64	Can understand vocabulary in written texts	51
Can understand a speaker's purpose or implied meaning in a phrase or sentence	50	Can understand grammar in written texts	63

※ 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.