



Name: **Baudiment Cedric**

Identification N°: **6857543004**

Date of Birth: **28 Mar 1986**

Test Date: **13 Apr 2026**

Valid Until: **13 Apr 2028**

Client/Institution: **GAD ARDECHE DROME France, Metropolitan**

## Listening



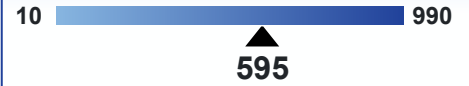
CEFR Level: **B1**

## Reading



CEFR Level: **A2**

## Total



CEFR Level: **B1\***

CEFR: Common European Framework of Reference

### Typical strengths for your **Listening** score

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.

### Typical strengths for your **Reading** score

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.

\* The range of total scores associated with each CEFR level is estimated by adding the relevant cut scores from the Listening and Reading test section CEFR mappings. Whenever possible, ETS encourages score users to consider CEFR levels separately for Listening and Reading rather than using a single overall estimate based on the total score. This approach is more precise and considers a test taker's language profile, which may differ between listening and reading comprehension.

Note: TOEIC scores more than two years old cannot be reported or validated.

This score report is intended for use in the country of Client/Institution.