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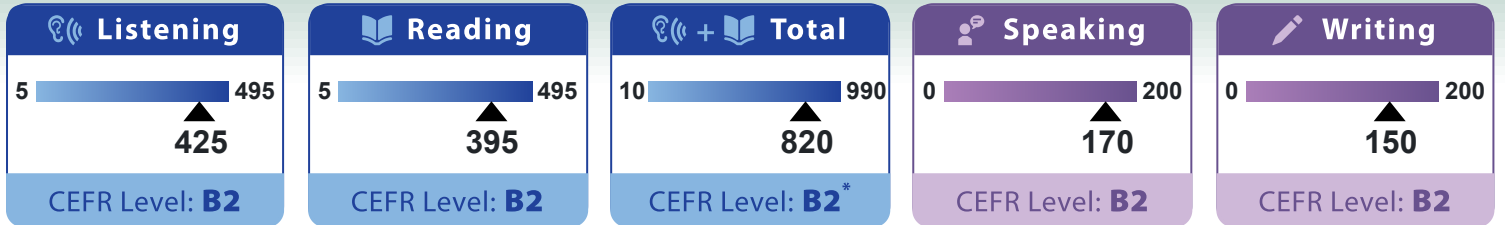
Date of Birth: **15 Oct 1990**

Identification N°: **4830924271**

Test Date: **21 Dec 2024**

Valid Until: **21 Dec 2026**

Client/Institution: **EDUCATIONAL TESTING SERVICE GLOBAL B V France, Metropolitan**



CEFR: Common European Framework of Reference

Typical strengths for your **Listening** score

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.

Typical strengths for your **Reading** score

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.

Typical strengths for your **Speaking** score

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.

Typical strengths for your **Writing** score

Your scaled score is between 140 and 160. Test takers in this score range typically can effectively give straightforward information, ask questions, give instructions, or make requests, but are only partially successful when using reasons, examples, or explanations to support an opinion. When attempting to explain an opinion, their writing presents relevant ideas and some support.

Typical weaknesses include:

- not enough specific support and development for the main points
- unclear connections between the points that are made
- grammatical mistakes or incorrect word choices

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

* 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.