

# Proof of English

## 1. IELTS – desirable score: 6 and above

**INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM**  
**Test Report Form** ACADEMIC

**NOTE** Admission to undergraduate and postgraduate courses should be based on the ACADEMIC Reading and Writing Modules.  
GENERAL TRAINING Reading and Writing Modules are not designed to test the full range of language skills required for academic purposes.  
It is recommended that the candidate's language ability as indicated in this Test Report Form be re-assessed after two years from the date of the test.

Centre Number  Date  Candidate Number

**Candidate Details**

Family Name

First Name

Candidate ID

Date of Birth  Sex (M/F)  Scheme Code

Country or Region of Origin  First Language

Repeating IELTS (Y/N)  Previous Test Date  Previous Test Centre

**Test Results**

Listening  Reading  Writing  Speaking  Overall Band Score




**Administrator Comments**

**EXAMPLE**

Centre stamp: [REDACTED]  
Validation stamp: [REDACTED]

Writing Examiner Number  Administrator's Signature

Speaking Examiner Number  Date  Test Report Form Number

The validity of this IELTS Test Report Form can be verified online by recognising organisations at <https://ielts.ucles.org.uk>

2. TOEFL ibt – desirable score: 60 and above

**ETS TOEFL iBT TOEFL iBT® Test Taker Score Report**

THIS IS A PDF DOWNLOADED AND PRINTED BY THE TEST TAKER, INTENDED FOR THE TEST TAKER'S PERSONAL RECORDS.

Name: [Redacted]  
 Email: [Redacted]  
 Gender: M Registration Number: 0800-0808-2000-2199  
 Date of Birth: 02 Jun 1988 Test Date: 20 May 2010 Sponsor Code: [Redacted]

Massachusetts State  
 Massachusetts 010 110  
 Massachusetts 010 110  
 (Country):



**EXAMPLE**

TOEFL iBT Scaled Scores	
Reading	30
Listening	29
Speaking	28
Writing	26
<b>Total Score</b>	<b>113</b>

Country of Birth: [Redacted] | Inst. Code | Dept. Code  
 Native Language: [Redacted]  
 Test Center: [Redacted]  
 Test Center Country: [Redacted]

----- Security Identification -----  
 ID Type: Passport ID No.: [Redacted] Issuing Country: [Redacted] 39

Reading Skills	Level	Your Performance
Reading	High	<p>Test takers who receive a score at the HIGH level, as you did, typically understand academic texts in English that require a wide range of reading abilities regardless of the difficulty of the texts.</p> <p>Test takers who score at the HIGH level typically</p> <ul style="list-style-type: none"> <li>• have a very good command of academic vocabulary and grammatical structure;</li> <li>• can understand and connect information, make appropriate inferences, and synthesize ideas, even when the text is conceptually dense and the language is complex;</li> <li>• can recognize the expository organization of a text and the role that specific information serves within the larger text, even when the text is conceptually dense; and</li> <li>• can abstract major ideas from a text, even when the text is conceptually dense and contains complex language.</li> </ul>

Listening Skills	Level	Your Performance
Listening	High	<p>Test takers who receive a score at the HIGH level, as you did, typically understand conversations and lectures in English that present a wide range of listening demands. These demands can include difficult vocabulary (uncommon terms, or colloquial or figurative language), complex grammatical structures, abstract or complex ideas, and/or making sense of unexpected or seemingly contradictory information.</p> <p>When listening to lectures and conversations like these, test takers at the HIGH level typically can</p> <ul style="list-style-type: none"> <li>• understand main ideas and important details, whether they are stated or implied;</li> <li>• distinguish more important ideas from less important ones;</li> <li>• understand how information is being used (for example, to provide evidence for a claim or describe a step in a complex process);</li> <li>• recognize how pieces of information are connected (for example, in a cause-and-effect relationship);</li> <li>• understand many different ways that speakers use language for purposes other than to give information (for example, to emphasize a point, express agreement or disagreement, or convey intentions indirectly); and</li> <li>• synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information.</li> </ul>

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3. TOEFL ITP – desirable score: 540 and above

**EXAMPLE**

INSTITUTIONAL TEST SCORE RECORD					
Name of Institution:	XXXXXXXXXXXXXXXXXXXXXXX				
Name:	Chan Tai Man	Student Number:			
DOB:	01/01/1990	Sex: M	Degree: N	Times Taken TOEFL:	1
Native Country:	China				
Native Language:	Cantonese				
Scaled Scores:	Listening Comprehension	59	Test Date:	4/4/2009	
	Structure & Written Expression	44	Form:	TOEFL	
	Reading Comprehension	57			
	Total Score	533			

**ETS** **TOEFL ITP** INSTITUTIONAL TESTING PROGRAM  
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The face of this document has a security background. The back contains a watermark. Hold at an angle to view.  
The tests offered under the TOEFL Institutional Testing Program (ITP) are intended for use by the administering educational institution only. Under this program, scores are reported to the institution administering the test and cannot be transferred to other institutions. **If candidates need TOEFL scores for admission to universities and colleges, they must take the TOEFL test.**

**THIS IS AN ITP SCORE REPORT**  
This ITP score record is NOT to be used to fulfill entrance requirements to universities. It is for the administering institution only.  
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4. TOEIC – desirable score: 750 and above

**TOEIC LISTENING AND READING OFFICIAL SCORE REPORT**

Test Taker		SECTION		SCORE		TOTAL SCORE
Name		LISTENING		425		
SECTION		TEST ID		SCORE		TOTAL SCORE
Listening Number		Date and Test Location		425		
SECTION		SECTION		SCORE		TOTAL SCORE
Reading Number		Date and Test Location		425		

(Classification Name: [REDACTED])

<b>LISTENING</b>		<b>READING</b>	
<p>The listening section consists of 30 questions that are divided into four sections:</p> <ul style="list-style-type: none"> <li>Part 1: Multiple-choice questions about short dialogues and announcements.</li> <li>Part 2: Short conversations or monologues with multiple-choice questions.</li> <li>Part 3: A longer conversation or monologue with multiple-choice questions.</li> <li>Part 4: A lecture with multiple-choice questions.</li> </ul>		<p>The reading section consists of 50 questions that are divided into two sections:</p> <ul style="list-style-type: none"> <li>Part 5: Multiple-choice questions about short passages.</li> <li>Part 6: Reading comprehension questions about longer passages.</li> </ul>	
<b>ADDITIONAL MEASURED</b>	<b>PERCENT CORRECT OF ADDITIONAL MEASURED</b>	<b>ADDITIONAL MEASURED</b>	<b>PERCENT CORRECT OF ADDITIONAL MEASURED</b>

<p>The listening section consists of 30 questions that are divided into four sections:</p> <ul style="list-style-type: none"> <li>Part 1: Multiple-choice questions about short dialogues and announcements.</li> <li>Part 2: Short conversations or monologues with multiple-choice questions.</li> <li>Part 3: A longer conversation or monologue with multiple-choice questions.</li> <li>Part 4: A lecture with multiple-choice questions.</li> </ul>	<p>100% <input type="checkbox"/> 100%</p>	<p>The reading section consists of 50 questions that are divided into two sections:</p> <ul style="list-style-type: none"> <li>Part 5: Multiple-choice questions about short passages.</li> <li>Part 6: Reading comprehension questions about longer passages.</li> </ul>	<p>100% <input type="checkbox"/> 100%</p>
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\* Proficiency Descriptive Tables can be found on our web site, www.ets.org/toefl

**HOW TO READ YOUR SCORE REPORT**  
**Report Scored in Multiple Sections**  
 Because a test score is calculated only on the test form to which you have taken the test, this guideline is published using those sections which were completed on the performance of that test. You may have taken other test forms or you may have performed better on other test forms.  
**Note:** These scores may differ from the scores reported by agencies or schools.

## 5. Confirmation from home university coordinator/teacher



AUDENCIA City campus  
4 rue Bisson | BP 90517 | 44105 Nantes | CEDEX 4  
Tél. : +33 (0)2 40 44 42 00 | Fax : +33 (0)2 40 73 63 06

**EXAMPLE**

Nantes, 22/03/18

### To Whom it May Concern:

I have known \_\_\_\_\_ in my capacity as Head of Foreign Languages and English teacher at Audencia Bachelor, Audencia Business School, Nantes. Based on \_\_\_\_\_ grades, attendance and class participation, I'd rate \_\_\_\_\_ academic performance as B2: vantage.

I would therefore highly recommend \_\_\_\_\_ If \_\_\_\_\_ performance in our institution is any indication of how \_\_\_\_\_ d perform in your university, \_\_\_\_\_ will be a positive addition to your organization and an excellent student.

If you should ever need any additional information you can feel free to contact me.



**AUDENCIA EESC**  
City campus Nantes | 4 rue Bisson  
BP 90517 | 44105 Nantes | CEDEX 4  
Tél. : +33 (0)2 40 44 42 00 • www.audencia.com  
N° SIREN: 834 748 865 00013 | N° APE: 8542Z | TVA: FR32834748865

Head of Foreign Languages and ICT in Education  
International Relations Manager  
Audencia Business School



Audencia EESC – Siège social : 8 route de la Jonelière | BP 31222 | 44312 Nantes CEDEX 3  
Tél. : +33 (0)2 40 37 34 34 | Fax : +33 (0)2 40 37 34 07 | www.audencia.com  
N° SIREN : 834 748 865 00013 | Code APE : 8542Z | Code TVA : FR32834748865

