

Listening comprehension

Score range	CEFR level	Proficiency descriptors
290–300	B2	<p>Test takers within this score range typically have the following strengths:</p> <ul style="list-style-type: none"> • They can understand main ideas, whether they are clearly stated or implied, in both academic and nonacademic extended spoken texts. • They can identify important details in both academic and nonacademic extended spoken texts. • They can make inferences based on a speaker's intonation or stress. • They can usually understand idiomatic language used in longer, more complex speech. • They can understand how information is being used by a speaker (e.g., to make a comparison or to provide evidence to support an argument) in academic and nonacademic extended spoken texts.
245–285	B1	<p>Test takers within this score range typically have the following strengths:</p> <ul style="list-style-type: none"> • They can understand main ideas that are explicitly stated in academic and nonacademic extended spoken texts where the language is simple and the context is clear. • They can identify important details in academic and nonacademic extended spoken texts where the language is simple and the context is clear. • They can make inferences in short spoken texts where the language is simple and the context is clear. • They can understand some common idioms used in moderately complex speech. • They can understand how information is being used by a speaker (e.g., to make a comparison or to provide evidence to support an argument) when the context is familiar.
210–240	A2	<p>Test takers within this score range typically have the following strengths:</p> <ul style="list-style-type: none"> • They can understand the main idea of a brief classroom announcement if it is explicitly stated. • They can understand important details that are explicitly stated and reinforced in short talks and conversations. • They can understand direct paraphrases of spoken information when the language is simple and the context is clear. • They can understand a speaker's purpose in a short talk when the language is simple and the context is clear.
Below 210	Below A2	<p>Test takers typically need to develop their proficiency in the following ways:</p> <ul style="list-style-type: none"> • Understanding the main ideas and important details of announcements, short talks and simple conversations. • Understanding a speaker's purpose in a short talk when the language is simple and the context is clear. • Paraphrasing spoken information when the language is simple and the context is clear.

Language form and meaning

Score range	CEFR level	Proficiency descriptors
280–300	B2	<p>Test takers within this score range typically have the following strengths:</p> <ul style="list-style-type: none"> • They usually recognize the accurate meaning and use of more advanced grammatical structures (e.g., relative clauses) in academic and nonacademic texts. • They demonstrate knowledge of a wide range of vocabulary that includes words found primarily in academic texts. • They usually recognize how sentences combine to create cohesive, meaningful paragraphs in nonacademic and academic texts.
250–275	B1	<p>Test takers within this score range typically have the following strengths:</p> <ul style="list-style-type: none"> • They usually recognize the accurate meaning and use of basic grammatical structures (e.g., comparative adjectives) in nonacademic and academic texts, but do not consistently recognize the accurate meaning and use of more advanced structures. • They demonstrate knowledge of vocabulary typically used in everyday, nonacademic texts. • They usually recognize how sentences combine to create cohesive, meaningful paragraphs in nonacademic texts, but sometimes have difficulty doing so with academic texts.
210–245	A2	<p>Test takers within this score range typically have the following strengths:</p> <ul style="list-style-type: none"> • They sometimes recognize the accurate meaning and use of the most basic grammatical structures (e.g., present or past simple verb tense) in nonacademic texts. • They demonstrate knowledge of the most commonly used, nonacademic vocabulary. • They sometimes recognize how sentences combine to create cohesive, meaningful paragraphs in nonacademic texts, but usually have difficulty doing so with academic texts.
Below 210	Below A2	<p>Test takers typically need to develop their proficiency in the following ways:</p> <ul style="list-style-type: none"> • Increase their general vocabulary. • Improve their knowledge and use of basic grammatical structures (e.g., subject-verb agreement or simple prepositions). • Understand how sentences combine to create cohesive, meaningful paragraphs.

Reading comprehension

Score range	CEFR level	Proficiency descriptors
290–300	B2	<p>Test takers within this score range typically have the following strengths:</p> <ul style="list-style-type: none"> • They can understand main ideas in nonacademic and academic texts, including ones that are not explicitly stated. • They can accurately comprehend important details in nonacademic and academic texts, including texts with a high level of linguistic complexity. • They can effectively make inferences when reading, including inferences needed to understand why an author includes certain information (e.g., to make a comparison or to provide evidence to support an argument) in nonacademic and academic texts. • They can usually infer the attitude or point of view of a character in a fictional story. They can usually understand figurative language and determine the meaning of unfamiliar vocabulary words from context, even in linguistically complex academic texts.
245–285	B1	<p>Test takers within this score range typically have the following strengths:</p> <ul style="list-style-type: none"> • They can understand main ideas that are explicitly stated in nonacademic and academic texts. • They can usually identify important details in nonacademic and academic texts, even when the context is not always clear and the vocabulary may be unfamiliar. • They can sometimes make inferences accurately, including inferences needed to understand why an author includes certain information (e.g., to make a comparison or to provide evidence to support an argument) in nonacademic and academic texts. • They can usually identify events and plotlines in a fictional narrative. • They can usually determine the meaning of unfamiliar vocabulary words from context in simply constructed texts.
210–240	A2	<p>Test takers within this score range typically have the following strengths:</p> <ul style="list-style-type: none"> • They can sometimes identify main ideas that are explicitly stated in nonacademic texts. • They can sometimes identify basic details in nonacademic and academic texts where the language is simple and the context is clear. • They can usually locate basic information in nonlinear texts, such as schedules and menus that use everyday, nonacademic vocabulary. • They can sometimes make simple inferences in straightforward, nonacademic texts. • They can sometimes determine the meaning of unfamiliar vocabulary words from context in simply constructed nonacademic texts.
Below 210	Below A2	<p>Test takers typically need to develop the following skills:</p> <ul style="list-style-type: none"> • Identifying main ideas and important details in texts written in simple, clear language. • Making inferences based on texts written in simple, clear language. • Locating basic information in nonlinear reading materials, such as schedules, menus, etc. • Determining the meaning of unfamiliar vocabulary words from context.