# Level 1 Score Descriptors

## Listening Comprehension

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<th>Score Range</th>
<th>CEFR Level</th>
<th>Proficiency Descriptors</th>
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| 62–68       | C1         | **Test takers at this level are usually able to:**  
- understand the main idea or purpose of a short academic lecture or extended conversation that requires integrating or synthesizing information  
- recall important details presented in a discussion of academic material  
- understand complex time references and temporal relationships in a short dialogue, short academic lecture or extended conversation  
- understand some difficult and abstract vocabulary  
- follow the essential ideas in an extended conversation or academic lecture, even if some information is not fully understood |
| 55–61       | B2         | **Test takers at this level are usually able, when listening to a short dialogue, to:**  
- integrate information across two utterances in order to understand an implied meaning  
- understand the meaning of a variety of idioms and colloquial expressions (e.g., “It’s probably for the best,” “All I can say is …”)  
*and, when listening to a short academic lecture or extended conversation, to:*  
- understand a main idea or purpose that is explicitly stated or reinforced  
- understand explicitly stated details that are reinforced or marked as important |
| 46–54       | B1         | **Test takers at this level are usually able, when listening to a short dialogue, to:**  
- understand high-frequency vocabulary and deduce the meaning of some lower-frequency vocabulary  
- understand some commonly occurring idioms and colloquial expressions (e.g., “I don’t feel up to it,” “Maybe some other time”)  
- understand implications (e.g., implied questions in the form of statements, indirect suggestions) that are clearly reinforced  
- understand common language functions (e.g., invitations, apologies, suggestions)  
- recognize the referents for a variety of types of pronouns (e.g., “their,” “these,” “one”) |
| 38–45       | A2         | **Test takers at this level are sometimes able, when listening to a short dialogue about an everyday situation, to:**  
- understand the main idea of the conversation  
- understand basic vocabulary  
- understand explicitly stated points that are reinforced or repeated  
- understand the antecedents for basic pronouns (e.g., “it,” “they,” “yours”) |

**Note:** Test takers who achieve a Listening Comprehension score below 38 have not met the benchmark proficiency for A2 level.
## Structure and Written Expression

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| 64–68       | C1         | **Test takers at this level are usually able to:**  
• understand less familiar verb tenses, subjunctive mood and reduced clauses, such as “while eating” and “how to go”  
• monitor interactions among various elements in a complex sentence for completeness of sentence structure, singular/plural agreement, etc.  
• deal with idioms and multiple usages of words, such as “so” and “as”  
• recognize different levels of abstraction or formality in choices, such as “in an agreement”/“in agreement” and “The star was just discovered recently”/“Only recently was the star discovered” |
| 53–63       | B2         | **Test takers at this level are usually able to:**  
• use suffixes and other morphemes in crafting appropriate word forms  
• modify nouns by adding participles, relative clauses, appositives, etc.  
• deal with multiple and less-frequent uses of common words  
• understand limitations imposed by the use of specific vocabulary, as with phrasal verbs such as “refer to” in which only a particular preposition may follow a particular verb  
• recognize acceptable variations in basic grammatical rules, as well as exceptions to those rules |
| 43–52       | B1         | **Test takers at this level are usually able to:**  
• use common tenses of verbs correctly, including passive forms  
• use linking verbs with ease and use an expletive, such as “there is” in the absence of another main verb  
• recognize when verbs require objects, such as infinitives, gerunds or clauses beginning with “that”  
• introduce a clause with very common words, such as “before” or “if”  
• recognize the correct structure of a sentence or clause, even when its subject and verb are slightly separated |
| 32–42       | A2         | **Test takers at this level are sometimes able to:**  
• demonstrate familiarity with the most often used tenses of common verbs  
• use a singular or plural noun correctly as the subject of a sentence in very simple contexts  
• link subjects to nouns or adjectives with very common linking verbs  
• recognize that some common verbs require nouns as objects  
• make proper use of simple comparatives and common conjunctions and prepositions |

*Note:* Test takers who achieve a Structure and Written Expression score below 32 have not met the benchmark proficiency for A2 level.
## Reading Comprehension

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| 60–67       | C1         | **Test takers at this level are usually able to:**  
|             |            | - Follow discourse at the idea level to understand detailed information and major ideas, both explicitly stated and implied, even when:  
|             |            |   - texts contain an accumulation of low-frequency academic vocabulary  
|             |            |   - comparisons and contrasts, causal relationships, illustrations, etc., are not explicitly stated or indicated by discourse markers  
|             |            |   - texts are on abstract topics, such as music composition and computer animation |
| 55–59       | B2         | **Test takers at this level are usually able to:**  
|             |            | - Process information across typical academic texts to understand detailed information and major ideas, both explicitly stated and implied, when texts:  
|             |            |   - contain high-frequency academic vocabulary and typical academic discourse markers  
|             |            |   - are on concrete topics that discuss the physical and social sciences (e.g., glacier formation, moon terrain, theories of child development) |
| 41–54       | B1         | **Test takers at this level are usually able to:**  
|             |            | - understand descriptions of relatively simple processes and narration in well-marked academic texts  
|             |            | - understand high-frequency vocabulary and recognize paraphrased information  
|             |            | - follow sentence-level comparisons and contrasts and understand meaning conveyed by the most common conjunctions, such as “and,” “or,” and “but”  
|             |            | - connect meaning across some simple sentences that contain high-frequency vocabulary |
| 33–40       | A2         | **Test takers at this level are sometimes able to:**  
|             |            | - understand the general idea of some sentences that use simple, everyday vocabulary  
|             |            | - understand the main idea of some texts in which the idea is reinforced by the repetition of important vocabulary across many sentences  
|             |            | - follow simple sentence references (e.g., “it,” “they”) to determine the grammatical referent of a pronoun  
|             |            | - locate requested information in some sentences if pointed directly to the part of the passage containing the information (e.g., “In line x,” “In paragraph y”) |

**Note:** Test takers who achieve a Reading Comprehension score below 33 have not met the benchmark proficiency for A2 level.