

Tabla 1. Cuadro de equivalencias para comprobar nivel mínimo de inglés como requisito en proceso de admisión (licenciatura y posgrado), cuando se pide puntuación en TOEFL:

Puntaje solicitado TOEFL (versión papel):	Documento equivalente:	Nivel mínimo	Puntaje máximo por tipo de documento:
350	TOEFL iBT (versión internet)	35 puntos	120 puntos
	Certificación de Cambridge	KET KET (Knowledge of English Test) Nivel A2 del MCER	CPE (Certificate of Proficiency in English) Nivel C2 del MCER
400	TOEFL iBT (versión internet)	40 puntos	120 puntos
	Certificación de Cambridge	KET KET (Knowledge of English Test) Nivel A2 del MCER	CPE (Certificate of Proficiency in English) Nivel C2 del MCER
450	TOEFL iBT (versión internet)	45 puntos	120 puntos
	Certificaciones de Cambridge	PET (Preliminary English Test) Nivel B1 del MCER	CPE (Certificate of Proficiency in English) Nivel C2 del MCER
500	TOEFL iBT (versión internet)	61 puntos	120 puntos
	Certificaciones de Cambridge	FCE (First Certificate in English) Nivel B2 del MCER	CPE (Certificate of Proficiency in English) Nivel C2 del MCER
550	TOEFL iBT (versión internet)	82 puntos	120 puntos
	Certificaciones de Cambridge	FCE (First Certificate in English) Nivel B2 del MCER	CPE (Certificate of Proficiency in English) Nivel C2 del MCER

Comprensión de lectura en inglés.- En el caso de algunos programas de posgrado se solicita constancia de comprensión de lectura, expedida por la Facultad de Lenguas Extranjeras y que puede tener los siguientes resultados:

Puntuación:	Tipo de constancia que se otorga:
Menos de 20	No se otorga constancia
Más de 20	Comprensión

Tabla 2. Cuadro de equivalencias para acreditación de la materia de inglés en licenciatura: **El estudiante que desee exentar la materia de inglés podrá entregar el documento que se menciona a continuación. Es altamente recomendable que aun cuando se le exenta participe en las actividades de la materia de idiomas o se registre en otras materias de idiomas más avanzados o incursione en otros idiomas que se ofrezcan en la institución para desarrollar sus habilidades comunicativas**

Tipo de documento	Puntaje Mínimo
TOEFL:	80 puntos TOEFL iBT (versión internet)
	550 puntos TOEFL ITP (versión papel)
Certificaciones de Cambridge	<ul style="list-style-type: none"> • First Certificate in English(FCE) B2 (Con cualquier calificación: Grade A, B ó C) • Certificate of Advanced English (CAE) C1 (Con cualquier calificación: Grade A, B ó C)
	BEC Vantage (Con cualquier calificación: Grade A, B ó C)
OTROS:	
IELTS	Banda 5.5
BULATS	3 o más
ESOL	9 o más
TRINITY	Grades 7,8,9
TRINITY ISE	II o más
ASCENTIS Anglia ESOL	Advanced Level
TOEIC	785-940 o más
OXFORD	B2, C1 y C2

Los alumnos que pretendan acreditar la materia de inglés pueden mostrar cualquiera de los documentos arriba mencionados.

Nota: Para fines de acreditación de inglés no se consideran los Niveles bajos (A1, A2, B1) mencionados en la Tabla 1.

Tabla 3. Cuadro de equivalencias para acreditación de otros idiomas, cuando se especifique en el plan de estudios:

Idiomas	Tipo de documento	Puntaje Mínimo
Francés		
	Diploma	Diplôme d'Etudes en Langue Française (DELF B1) Diplôme d'Etudes en Langue Française (DELF B2)
Mandarín		
	Examen	HSK I (o mayor)
Italiano		
	Diploma Certificado	DELI A1 - Diploma elementare 1 di lingua italiana "Firenze" Ail DELI A2 - Diploma elementare 2 di lingua italiana "Firenze" Ail DILI B1 - Diploma intermedio 1 di lingua italiana "Firenze" Ail
Coreano		
	Examen	TOPIK (inicial) Nivel 1 o mayor
Japonés		
	Examen	JLPT (Japanese Language Proficiency Test) N1 (o mayor)

Anexo 1: Ejemplo de TOEFL ITP

TOEFL ITP Score Report

Name of Institution: PB FIB UNIVERSITAS AIRLANGGA

Name: ADITYA IMAN RIZQY

DOB: 12/03/1990

Sex: M

Degree:

Student Number:

Times Taken TOEFL: 1

Native Country: Indonesia

Native Language: Indonesian

Scaled Scores:

Listening Comprehension: 56

Structure & Written Expression: 60

Reading Comprehension: 59

Total Score: 583

Test Date: 11/28/2012

Form: TOEFL ITP

Puntaje



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.**

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LN 300253

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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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Anexo 2: Ejemplo de TOEFL iBT

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: Trevino Rodriguez, Marcos
Last (Family/Surname) Name, First (Given) Name Middle Name

Email: marcostrevinordz@hotmail.com

Gender: M **Registration Number:** 0000 0000 2342 7821

Date of Birth: 21 Jan 1987 **Test Date:** 24 Jan 2015 **Sponsor Code:**

Trevino Rodriguez, Marcos
 Paseo de los Sauces 3728
 Monterrey, Nuevo Leon 64920
 Mexico



TOEFL iBT Scaled Scores

Reading	21
Listening	23
Speaking	22
Writing	21
Total Score	87

→ Puntaje

Country of Birth: Mexico	Inst. Code	Dept. Code
Native Language: SPANISH	8829	00
Test Center: APCU-8371 - MONTERREY, MEXICO LAB. 1	4849	02
Test Center Country: Mexico	0898	02
	0807	82

----- Security Identification -----

ID Type: Passport **ID No.:** xxxxxxxx000000000000009455 **Issuing Country:** Mexico 61

Reading Skills	Level	Your Performance
Reading	Intermediate	<p>Test takers who receive a score at the INTERMEDIATE level, as you did, typically understand academic texts in English that require a wide range of reading abilities, although their understanding of certain parts of the texts is limited.</p> <p>Test takers who receive a score at the INTERMEDIATE level typically</p> <ul style="list-style-type: none"> have a good command of common academic vocabulary but still have some difficulty with high-level vocabulary; have a very good understanding of grammatical structure; can understand and correct information, make appropriate inferences, and synthesize information in a range of texts but have more difficulty when the vocabulary is high level and the text is conceptually dense; can recognize the expository organization of a text and the role that specific information serves within a larger text but have some difficulty when these are not explicit or easy to infer from the text; and can abstract major ideas from a text but have more difficulty doing so when the text is conceptually dense.
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"> understand main ideas and important details, whether they are stated or implied; distinguish more important ideas from less important ones; understand how information is being used (for example, to provide evidence for a claim or describe a step in a complex process); recognize how pieces of information are connected (for example, in a cause-and-effect relationship); 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 synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information.

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No. E 36855

UNIVERSIDAD DE COLIMA

LA QUE SUSCRIBE, **M.TE. ALMA JESSICA RODRIGUEZ SORIANO**,
DIRECTORA DE LA FACULTAD DE LENGUAS EXTRANJERAS,

HACE CONSTAR

Que el C. LUIS RICARDO MEZA ARTEAGA

Presentó y aprobó el Examen de Comprensión de Lectura en inglés,
para la Maestría en Alta Dirección.

Se cubre así el requisito establecido por la Superioridad en lo referente
al estudio de un idioma extranjero para los cursos a nivel Posgrado.

Se extiende la presente a solicitud del interesado, para los fines y
usos que al mismo convengan, en Villa de Álvarez, Colima., a los un días
del mes de agosto del año dos mil diecisiete.



C. P. RAQUEL FLORES DUEÑAS
SECRETARIA ADMINISTRATIVA

UNIVERSIDAD
DE COLIMA
FACULTAD DE
LENGUAS
EXTRANJERAS

M.TE. ALMA JESSICA RODRIGUEZ SORIANO
DIRECTORA

Anexo 4: Ejemplo de certificado Cambridge



Cambridge English Level 1 Certificate in ESOL International*

This is to certify that
VICTOR ALEJANDRO OLVERA MENDEZ
has achieved
Council of Europe Level B2

Nivel

Overall Score	175
Reading	170
Use of English	180
Writing	177
Listening	153
Speaking	196

Date of Examination **DECEMBER (CAE3) 2015**
Place of Entry **GALWAY**
Reference Number **15CIE0095027**
Accreditation Number **501/1423/2**

Saul Nassé
Saul Nassé
Chief Executive

*This level refers to the UK National Qualifications Framework

Date of Issue 01/02/16
Certificate Number 0052051080

00193037



DP35

Anexo 5: Ejemplo de resultados de IELTS


IELTS™

Test Report Form GENERAL TRAINING

NOTE Admission to undergraduate and post graduate 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

Country of Nationality


First Language


Test Results

Listening	<input type="text" value="6.5"/>	Reading	<input type="text" value="6.5"/>	Writing	<input type="text" value="6.5"/>	Speaking	<input type="text" value="6.5"/>	Overall Band Score	<input type="text" value="6.5"/>	CEFR Level	<input type="text" value="B2"/>
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Administrator Comments

Centre stamp
TALK International
IELTS Test Center
3501 S. University Drive, Suite 3
Davie, FL 33328

Validation stamp


Administrator's Signature 

Date Test Report Form Number

BRITISH COUNCIL **idp** **CAMBRIDGE ENGLISH**
Language Assessment
Part of the University of Cambridge

Nivel

Anexo 6: Ejemplo de Oxford Certificate



NIVEL

Anexo 7: Ejemplo de Certificado de francés (DELF)



Nivel

Anexo 8: Ejemplo de Diploma de idioma italiano



Anexo 9: Ejemplo de Examen de Chino (HSK)



孔子学院总部/国家汉办
Confucius Institute Headquarters(Hanban)

汉语水平考试
Chinese Proficiency Test

IISK (四级) 成绩报告

HSK (Level 4) Examination Score Report

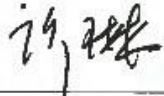
姓名: David Fernández Terreros
Name
性别: 男 国籍: 西班牙
Gender Nationality
考试时间: 2015 年 10 月 17 日
Examination Date Year Month Day
编号: H41510057796
No.
准考证号: H41510642040000003
Admission Ticket Number



	满分 Full Score	你的分数 Your Score
听力 Listening	100	65
阅读 Reading	100	75
书写 Writing	100	65
总分 Total Score	300	205

听力 Listening	阅读 Reading	书写 Writing	总分 Total Score	百分等级 Percentile Rank
100	99	94	287	99%
93	92	83	262	90%
88	88	76	247	80%
85	82	72	235	70%
80	78	67	222	60%
76	71	64	209	50%
70	65	59	195	40%
64	58	55	179	30%
58	50	50	162	20%
50	40	43	139	10%

总分180分为合格 (Passing Score: 180)

主任 
Director



Nivel

HSK Nivel 1 Y 2:
120 Puntaje
Mínimo/200
máximo
HSK Nivel 3, 4, 5 y
6:180 Puntaje
Mínimo/300
máximo