República de Colombia
Ministerio de Educación Nacional

# La Universidad Pedagógica y Tecnológica de Colombia

Creada mediante Decreto 2655 de 1953 y Ley 73 de 1962

Teniendo en cuenta que:

## Laura Sofía Cuervo López

C. C. Nº 33.379.049 de Tunja (Boyacá)

Cumplió satisfactoriamente con los requisitos académicos exigidos, le confiere el título de

## LICENCIADO
## EN IDIOMAS MODERNOS
## ESPAÑOL - INGLÉS

*En testimonio de ello, otorga el presente DIPLOMA*

en Tunja, a los 4 días del mes de agosto de 2011

Admisiones y Control
de Registro Académico
Diploma No. 69784
Libro de Registro No. 45
Folio No. 706
Fecha 04-08-2011

Rector

Secretario General

Decano

Coordinador

La República de Colombia

El Ministerio de Educación Nacional

y en su nombre el

# Colegio Nuestra Señora del Rosario

Tunja

Autorizado por la Secretaría de Educación de Boyacá, según
Resolución Nº 6273 del 13 de Noviembre de 1997

Confiere a:

## Laura Sofia Cuervo López

Identificada con T. I. Nº 851017-34035 de Tunja

El Título de

## Bachiller Académico

### Con énfasis en Humanidades

Por haber cursado y aprobado los estudios correspondientes al nivel de
Educación Media Académica, Artículo 28 Ley 115 de 1994;
según los planes y programas vigentes

Rector (a) Secretario (a)

Libro de Registro Nº 2

Acta de Graduación Nº 02 Folio Nº 326.

Dado en Tunja, a los 30 días del mes de noviembre del año 2002.

No se requiere registro de la Secretaría de Educación, según Decretos Nº 921
del 6 de Mayo de 1994, expedido por el Ministerio de Educación Nacional,
y 2150 del 5 de Diciembre de 1995, Presidencia de la República.

Libertad y orden
REPÚBLICA DE COLOMBIA

# El Servicio Nacional de Aprendizaje SENA

*En cumplimiento de la Ley 119 de 1994*

***Hace constar que***

## LAURA SOFIA CUERVO LOPEZ

*Con Cedula de Ciudadania No. 33379049*

*Cursó y aprobó la acción de Formación*

## IMPLEMENTACION DE ACCIONES DE FORMACION PROFESIONAL

*con una duración de 60 horas*

*En testimonio de lo anterior, se firma el presente en Tunja, a los veinticuatro (24) días del mes de octubre de dos mil dieciocho (2018)*

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SERVICIO NACIONAL DE APRENDIZAJE - SENA
Autenticidad del Documento
Bogotá - Colombia

DAGOBERTO JUAN BERDUGO HERNANDEZ
SUBDIRECTOR
CENTRO DE GESTION ADMINISTRATIVA Y FORTALECIMIENTO EMPRESARIAL
REGIONAL BOYACÁ

**55952101 - 24/10/2018**
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REPÚBLICA DE COLOMBIA

# El Servicio Nacional de Aprendizaje SENA

*En cumplimiento de la Ley 119 de 1994*

***Hace constar que***

**LAURA SOFIA CUERVO LOPEZ**

*Con Cedula de Ciudadania No. 33379049*

*Cursó y aprobó la acción de Formación*

# INDUCCION A PROCESOS PEDAGOGICOS

*con una duración de 40 horas*

*En testimonio de lo anterior, se firma el presente en Itagui, al primer(1) dia del mes de octubre de dos mil dieciocho (2018)*

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Bogotá - Colombia

MARIA DAMARIS AGUDELO BERRIO
Subdirectora (E)
CENTRO TECNOLÓGICO DEL MOBILIARIO
REGIONAL ANTIOQUIA

**55224854 - 01/10/2018**
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REPÚBLICA DE COLOMBIA

# El Servicio Nacional de Aprendizaje SENA

*En cumplimiento de la Ley 119 de 1994*

***Hace constar que***

## LAURA SOFIA CUERVO LOPEZ

*Con Cedula de Ciudadania No. 33.379.049*

*Cursó y aprobó la acción de Formación*

**FORMACION TECNOPEDAGOGICA EN AMBIENTES VIRTUALES DE APRENDIZAJE BLACKBOARD 9.1**

*con una duración de 40 horas*

*En testimonio de lo anterior, se firma el presente en Tunja, a los nueve (9) días del mes de abril de dos mil dieciocho (2018)*

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Bogotá - Colombia

DAGOBERTO JUAN BERDUGO HERNANDEZ
SUBDIRECTOR
CENTRO DE GESTION ADMINISTRATIVA Y FORTALECIMIENTO EMPRESARIAL
REGIONAL BOYACÁ

**50496382 - 09/04/2018**
FECHA REGISTRO

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Libertad y orden
RÉPUBLICA DE COLOMBIA

# El Servicio Nacional de Aprendizaje SENA

*En Cumplimiento del Decreto 933 de 2003*
*otorga*
*Certificado de Competencia Laboral a*

## LAURA SOFIA CUERVO LOPEZ

Con CÉDULA DE CIUDADANÍA No. 33379049

Quien demostró su Competencia Laboral en la
*Norma*

**NIVEL INTERMEDIO - Orientar formación presencial de acuerdo con procedimientos técnicos y normativa.**

*Código: 240201056*

*En testimonio de lo anterior, se firma el presente en TUNJA, A los dieciocho (18) días del mes de Octubre de dos mil dieciocho (2018)*

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SERVICIO NACIONAL DE APRENDIZAJE - SENA
Autenticidad del Documento
Bogotá - Colombia

443362 - 18/10/2018
No Y FECHA REGISTRO

VIGENCIA
18 de Octubre de 2021

DAGOBERTO JUAN BERDUGO HERNANDEZ
SUBDIRECTOR CENTRO DE GESTIÓN ADMINISTRATIVA Y FORTALECIMIENTO EMPRESARIAL
REGIONAL BOYACÁ

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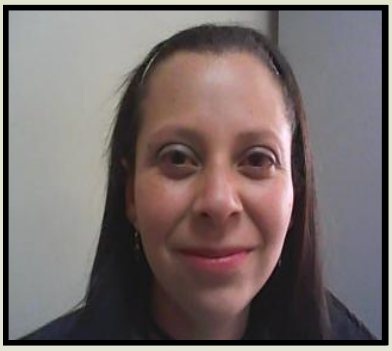
# TOEFL iBT® Test Taker Score Report

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



**Name:** CUERVO LOPEZ, LAURA SOFIA
Last (Family/Surname) Name, First (Given) Name Middle Name

**Email:** lasofi117@hotmail.com

**Gender:** F

**Registration Number:** 0000 0000 3230 1585

**Date of Birth:** 17 Oct 1985

**Test Date:** 18 Nov 2017 **Sponsor Code:**

CUERVO LOPEZ, LAURA SOFIA
TRANS 0A N 67 32 BARRIO LOS MUISCAS
TUNJA, BOYACA
Colombia

**Country of Birth:** Colombia

**Native Language:** SPANISH

**Test Center:** STN15207A - Universidad Santo Tomas - Instituto de

**Test Center Country:** Colombia

**Inst. Code** | **Dept. Code**

## TOEFL iBT Scaled Scores

| | |
|---|---|
| Reading | 22 |
| Listening | 28 |
| Speaking | 22 |
| Writing | 19 |
| **Total Score** | **91** |

73

**Security Identification**

**ID Type:** National ID **ID No.:** xxxxxxxxxxxxxxxxxxxx9049 **Issuing Country:** Colombia

| Reading Skills | Level | Your Performance |
|---|---|---|
| Reading | High | 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.<br><br>Test takers who score at the **HIGH** level, typically<br><br>• have a very good command of academic vocabulary and grammatical structure;<br>• can understand and connect information, make appropriate inferences, and synthesize ideas, even when the text is conceptually dense and the language is complex;<br>• 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<br>• can abstract major ideas from a text, even when the text is conceptually dense and contains complex language. |

| Listening Skills | Level | Your Performance |
|---|---|---|
| Listening | High | 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.<br><br>When listening to lectures and conversations like these, test takers at the **HIGH** level typically can<br><br>• understand main ideas and important details, whether they are stated or implied;<br>• distinguish more important ideas from less important ones;<br>• understand how information is being used (for example, to provide evidence for a claim or describe a step in a complex process);<br>• recognize how pieces of information are connected (for example, in a cause-and-effect relationship);<br>• 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<br>• synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information. |

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| Speaking Skills | Level* | Your Performance |
|---|---|---|
| Speaking about Familiar Topics | Fair | Your responses indicate you are able to speak in English about your personal experiences and opinions in a mostly clear and coherent manner. Your speech is mostly clear with only occasional errors. Grammar and vocabulary are somewhat limited and include some errors. At times, the limitations prevent you from elaborating fully on your ideas, but they do not seriously interfere with overall communication. |
| Speaking about Campus Situation | Good | Your responses indicate an ability to speak effectively in English about reading material and conversations typically encountered by university students. Overall, your responses are clear and coherent, with only occasional errors of pronunciation, grammar, or vocabulary. |
| Speaking about Academic Course Content | Limited | In your responses, you are able to use English to talk about the basic ideas from academic reading or lecture materials, but, in general, you include few relevant or accurate details. It is sometimes difficult for listeners to understand your responses because of problems with grammar, vocabulary, and pronunciation. Overall, you are able to respond in a general way to the questions, but the amount of information in your responses is limited and the expression of ideas is often vague and unclear. |
| **Writing Skills** | **Level*** | **Your Performance** |
| Writing based on Reading and Listening | Fair | You responded to the task, relating the lecture to the reading, but your response indicates weaknesses such as<br>• an important idea or ideas may be missing, unclear, or inaccurate;<br>• there may be unclarity in how the lecture and the reading passage are related; and/or<br>• grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand. |
| Writing based on Knowledge and Experience | Fair | You expressed ideas with reasons, examples, and details, but your response indicated weaknesses such as<br>• you may not provide enough specific support and development for your main points;<br>• your ideas may be difficult to follow because of how you organize your essay or because of the language you use to connect your ideas; and/or<br>• grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand. |

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This score report provides four section scores and a total score. An analysis of your strengths and weaknesses in English is included. The level pertaining to each skill should not be generalized beyond the performance on this test. Skill levels and their associated descriptions are not intended for use by institutions as part of their admissions criteria and will not be shared unless you grant permission.

**Information About Scores:** The following scaled scores are reported for the TOEFL iBT test. A total score is not reported when one or more sections have not been administered. These scores have the following ranges:

| Sections | Scaled Scores |
|---|---|
| Reading | 0-30 |
| Listening | 0-30 |
| Speaking | 0-30 |
| Writing | 0-30 |
| **Total Score** | 0-120 |

**Score Legends:**

| Reading Skills | |
|---|---|
| **Level** | **Total Scaled Score Range** |
| High | 22-30 |
| Intermediate | 15-21 |
| Low | 0-14 |

| Speaking Skills | |
|---|---|
| **Level** | **Total Scaled Score Range** |
| Good | 26-30 |
| Fair | 18-25 |
| Limited | 10-17 |
| Weak | 0-9 |

| Listening Skills | |
|---|---|
| **Level** | **Total Scaled Score Range** |
| High | 22-30 |
| Intermediate | 14-21 |
| Low | 0-13 |

| Writing Skills | |
|---|---|
| **Level** | **Total Scaled Score Range** |
| Good | 24-30 |
| Fair | 17-23 |
| Limited | 1-16 |
| Score of Zero | 0 |

**Institution Codes:** The code numbers shown on page 1 of this report are the ones you selected before you took the test. If any institution code you selected is missing, it was incorrect and the TOEFL® Program was unable to send a score report to that institution.

| DEPT. | WHERE THE REPORT WAS SENT |
|---|---|
| 00 | Admissions office for undergraduate study or an institution or agency that is not a college or university |
| 01, 04-99 | Admissions office for graduate study in a field other than management (business) or law according to the codes selected when you registered |
| 02 | Admissions office of a graduate school of management (business) |
| 03 | Admissions office of a graduate school of law |

Additional information about TOEFL iBT scores can be found on the Test Takers section of the TOEFL website at **www.ets.org/toefl.**

* Skill levels for speaking and writing individual skills are estimates of performance at the *item* level. The total writing and speaking scaled scores and ranges are more accurate. Therefore it is not appropriate to combine the individual skill levels. Doing so may lead to apparent inconsistencies between the diagnostic feedback and reported writing and speaking scores.

**IMPORTANT NOTE TO SCORE USERS: This PDF score report was downloaded and printed by the test taker. It is not an Official Score Report sent by ETS directly to an organization designated by the test taker.** If you find it necessary to verify the scores on this report, please contact the TOEFL Score Verification Service at +1-800-257-9547 or +1-609-771-7100. Scores more than two years old cannot be reported or validated.

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BRITISH COUNCIL

Aptis
Forward thinking
English testing

SENA

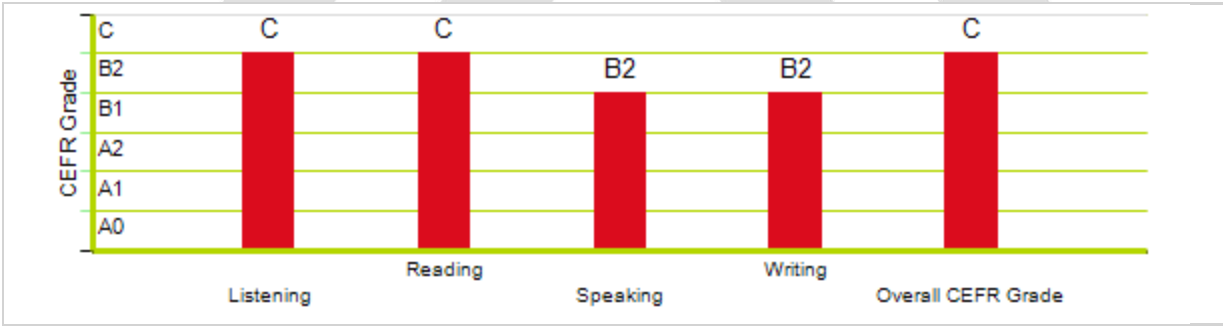
# Candidate Report

| | | | |
|---|---|---|---|
| Candidate Name: | **Laura Sofía Cuervo** | Test Date: | **01/11/2018** |
| Organization: | **SENA** | Test Package: | **Aptis General - Listening Reading Speaking Writing** |
| ID Number: | **33379049** | | |
| District: | **Santander** | | |

## Scale Score

| Skill Name | Skill Score |
|---|---|
| Listening | 42/50 |
| Reading | 48/50 |
| Speaking | 45/50 |
| Writing | 44/50 |
| Final Scale Score | 179 |
| Grammar and Vocabulary | 46/50 |

## CEFR Skill Profile




Please turn over for CEFR Skill Descriptors

# CEFR Skill Descriptors

## Listening

| | |
|---|---|
| A0 | Not enough to allow for any meaningful inferences about the candidate's ability. |
| A1 | Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. |
| A2 | Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. |
| B1 | Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. |
| B2 | Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. |
| C | Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed. |

## Reading

| | |
|---|---|
| A0 | Not enough to allow for any meaningful inferences about the candidate's ability. |
| A1 | Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. |
| A2 | Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. |
| B1 | Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. |
| B2 | Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. |
| C | Can understand and interpret critically virtually all forms of the written language. |

## Speaking

| | |
|---|---|
| A0 | Not enough to allow for any meaningful inferences about the candidate's ability. |
| A1 | Can produce simple descriptions on mainly personal topics. |
| A2 | Can give a simple description or presentation of people, living or working conditions, daily routines likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list |
| B1 | Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. |
| B2 | Can give clear, systematically developed descriptions and presentations on a wide range of subjects related to his/her field of interest, with appropriate highlighting of significant points, and relevant supporting detail. |
| C | Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points. |

## Writing

| | |
|---|---|
| A0 | Not enough to allow for any meaningful inferences about the candidate's ability. |
| A1 | Can write simple isolated phrases and sentences. |
| A2 | Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'. |
| B1 | Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. |
| B2 | Can write clear, detailed texts on a variety of subjects related to his/her field of interest and shows an ability to use different registers within written texts. |
| C | Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points. |