

Name: [Redacted] First (Given) Name Middle Name

Email: [Redacted]

Gender: M

Registration Number: 0000 0000 1491 2769

Date of Birth: [Redacted]

Test Date: 22 Apr 2012



012051

800063

TOEFL Scaled Scores	
Reading	29
Listening	22
Speaking	23
Writing	27
<b>Total Score</b>	<b>101</b>

Native Country: Taiwan

Inst. Code | Dept. Code

Native Language: CHINESE

Sponsor Code:

Test Center Code: STN12974B

Test Center Country: Taiwan

Reading Skills	Level	Your Performance
Reading	High	<p>Test takers who receive a score at the <b>HIGH</b> 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 <b>HIGH</b> 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 <b>HIGH</b> 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 <b>HIGH</b> 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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