

## 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.

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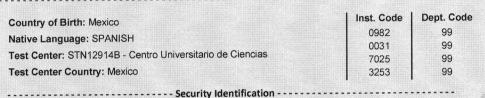
Gender: M

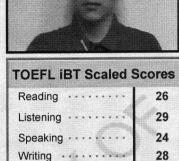
Date of Birth: 22 Dec 1990

Registration Number: 0000 0000 2589 0903

Test Date: 18 Sep 2015 Sponsor Code:

Aleman Zapata, Ramiro Adrian Montecarlo 309 Lomas del Campestre II Aguascalientes, Aguascalientes 20129 Mexico





Total Score

107

ID Type: Passport	יסא מו	: xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Reading Skills	Level	Your Performance

ID Type: Passport	ID N	o.: xxxxxxxxxxxxxxxxxxxxxx6352 Issuing Country: Mexico		
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.  Test takers who score at the HIGH level, typically  • have a very good command of academic vocabulary and grammatical structure;  • can understand and connect information, make appropriate inferences, and synthesize ideas, even when the text is conceptually dense and the language is complex;  • 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  • can abstract major ideas from a text, even when the text is conceptually dense and contains complex language.		
Listening Skills	Level	Your Performance		
		Test takers who receive a score at the <b>HIGH level</b> , 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 sease of unexpected or seemingly contradictory information.		

## ideas, and/or making sense of unexpected or seemingly contradictory information. When listening to lectures and conversations like these, test takers at the HIGH level typically can 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 Listening High 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); synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information.