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Test	Test Date	Reading	Listening	Speaking	Writing	Total
TOEFL iBT	Fri Dec 19 10:07:23 EST 2014	26	30	23	17	96

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Reading Skills	Level	Your Performance
Reading	High(22-30)	<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(22-30)	<p>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 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</li> </ul>

		<p>example, to emphasize a point, express agreement or disagreement, or convey intentions indirectly); and</p> <ul style="list-style-type: none"> <li>• synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information.</li> </ul>
Speaking Skills	Level	Your Performance
Speaking about familiar topics	<b>Fair(2.5 - 3.0)</b>	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 situations	<b>Good(3.5 - 4.0)</b>	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	<b>Fair(2.5 - 3.0)</b>	Your responses demonstrate that you are able to speak in English about academic reading and lecture material, with only minor communication problems. For the most part, your speech is clear and easy to understand. However, some problems with pronunciation and intonation may occasionally cause difficulty for the listener. Your use of grammar and vocabulary is adequate to talk about the topics, but some ideas are not fully developed or are inaccurate.
Writing Skills	Level	Your Performance
Writing based on reading and listening	<b>Limited(1.0 - 2.0)</b>	<p>Your response was judged as limited due to</p> <ul style="list-style-type: none"> <li>• failure to understand the lecture or reading passage;</li> <li>• deficiencies in relating the lecture to the reading passage; and/or</li> <li>• many grammatical errors and/or very unclear expressions and sentence structures.</li> </ul>
Writing based on knowledge and experience	<b>Fair(2.5 - 3.5)</b>	<p>You expressed ideas with reasons, examples, and details, but your response indicated weaknesses such as</p> <ul style="list-style-type: none"> <li>• you may not provide enough specific support and development for your main points;</li> <li>• 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</li> <li>• grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand.</li> </ul>

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