

查看成绩

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Test	Test Date	Reading	Listening	Speaking	Writing	Total
TOEFL iBT	Sun Nov 11 08:47:03 EST 2018	29	28	27	25	109

How to interpret scores

Reading Skills	Level	Your Performance
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Reading	<b>High(22-30)</b>	<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>
<b>Listening Skills</b>	<b>Level</b>	<b>Your Performance</b>
Listening	<b>High(22-30)</b>	<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 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>
<b>Speaking Skills</b>	<b>Level</b>	<b>Your Performance</b>

Speaking about familiar topics	<b>Good(3.5 - 4.0)</b>	Your responses indicate an ability to communicate your personal experiences and opinions effectively in English. Overall, your speech is clear and fluent. Your use of vocabulary and grammar is effective with only minor errors. Your ideas are generally well developed and expressed coherently.
Speaking about campus situations	<b>Fair(2.5 - 3.0)</b>	Your responses demonstrate an ability to speak in English about reading material and experiences typically encountered by university students. You are able to convey relevant information about conversations, newspaper articles, and campus bulletins; however, some details are missing or inaccurate. Limitations of grammar, vocabulary, and pronunciation at times cause difficulty for the listener. However, they do not seriously interfere with overall communication.
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.
<b>Writing Skills</b>	<b>Level</b>	<b>Your Performance</b>
Writing based on reading and listening	<b>Good(4.0 - 5.0)</b>	You responded well to the task, relating the lecture to the reading. Weaknesses, if you have any, might have to do with slight imprecision in your summary of some of the main points and/or use of English that is occasionally ungrammatical or unclear.
Writing based on knowledge and experience	<b>Good(4.0 - 5.0)</b>	You responded with a well-organized and developed essay. Weaknesses, if you have any, might have to do with use of English that is occasionally ungrammatical, unclear, or unidiomatic and/or elaboration of ideas or connection of ideas that could have been stronger.