

查看成绩

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Test	Test Date	Reading	Listening	Speaking	Writing	Total
TOEFL iBT	Sun Dec 16 08:47:29 EST 2018	29	29	25	23	106

How to interpret scores

Reading Skills	Level	Your Performance
Reading	High(22-30)	<p>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.</p> <p>Test takers who score at the HIGH level, typically</p> <p>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</p>

		<p>of a text and the role that specific information serves within the larger text, even when the text is conceptually dense; and</p> <p>can abstract major ideas from a text, even when the text is conceptually dense and contains complex language.</p>
Listening Skills	Level	Your Performance
Listening	High(22–30)	<p>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.</p> <p>When listening to lectures and conversations like these, test takers at the HIGH level typically can</p> <ul style="list-style-type: none"> 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 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); and synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information.
Speaking Skills	Level	Your Performance

Speaking about familiar topics	Good(3.5 – 4.0)	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	Fair(2.5 – 3.0)	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	Good(3.5 – 4.0)	Your responses demonstrate an ability to communicate effectively in English about academic topics typical of first-year university studies. Your speech is mostly clear and fluent. You are able to use appropriate vocabulary and grammar to explain concepts and ideas from reading or lecture material. You are able to talk about key information and relevant details with only minor inaccuracies.
Writing Skills	Level	Your Performance
Writing based on reading and listening	Good(4.0 – 5.0)	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	Good(4.0 – 5.0)	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

experience		elaboration of ideas or connection of ideas that could have been stronger.
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