

Name: EL SHEREDI, ABDOULGWAD HUSSIEN
Last (Family/Surname) Name, First (Given) Name Middle Name

Email: abdoulgwad.elsheredi@yahoo.it

Gender: M

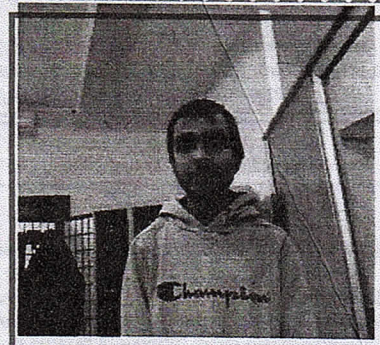
Registration Number: 0000 0000 2101 2869

Date of Birth: 15 Jun 1995

Test Date: 22 Feb 2014

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EL SHEREDI, ABDOULGWAD HUSSIEN
via xxv aprile 29/C
segrate, milano 20090
Italy



TOEFL Scaled Scores

Reading	24
Listening	27
Speaking	24
Writing	23
Total Score	98

Country of Birth: Libya

Native Language: ARABIC

Sponsor Code:

Test Center Code: APCU-8169

Test Center Country: Italy

Security Identification

ID Type: National ID

ID No.: xxxxxxxxxxxxxxxxxxxx326A

Issuing Country: Italy

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Reading Skills	Level	Your Performance
Reading	High	<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> <ul style="list-style-type: none"> 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
Listening	High	<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.

