



**TOEFL® (Test of English as a Foreign Language™)
Internet-based Test (TOEFL iBT™)
Examinee Score Report**

ETS Security Guard
See back for details

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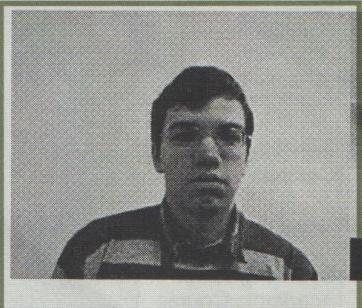
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Native Country: Romania

Native Language: ROMANIAN

Sponsor Code:

Test Center Code: STN10457A

Test Center Country: Romania

Inst. Code | Dept. Code

TOEFL Scaled Scores

| | |
|--------------------------|-----------|
| Reading | 18 |
| Listening | 20 |
| Speaking | 23 |
| Writing | 24 |
| Total Score | 85 |

55

| Reading Skills | Level | Your Performance |
|------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading | Intermediate (15-21) | <p>Test takers who receive a score at the INTERMEDIATE level, as you did, typically understand academic texts in English that require a wide range of reading abilities, although their understanding of certain parts of the texts is limited.</p> <p>Test takers who receive a score at the INTERMEDIATE level typically</p> <ul style="list-style-type: none">have a good command of common academic vocabulary but still have some difficulty with high-level vocabulary;have a very good understanding of grammatical structure;can understand and connect information, make appropriate inferences, and synthesize information in a range of texts but have more difficulty when the vocabulary is high level and the text is conceptually dense;can recognize the expository organization of a text and the role that specific information serves within a larger text but have some difficulty when these are not explicit or easy to infer from the text; andcan abstract major ideas from a text but have more difficulty doing so when the text is conceptually dense. |
| Listening Skills | | |
| Listening | Intermediate (14-21) | <p>Test takers who receive a score at the INTERMEDIATE 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, and/or abstract or complex ideas. However, lectures and conversations that require the listener to make sense of unexpected or seemingly contradictory information may present some difficulty.</p> <p>When listening to conversations and lectures like these, test takers at the INTERMEDIATE level typically can</p> <ul style="list-style-type: none">understand explicitly stated main ideas and important details, especially if they are reinforced, but may have difficulty understanding main ideas that must be inferred or important details that are not reinforced;understand how information is being used (for example, to provide support or describe a step in a complex process);recognize how pieces of information are connected (for example, in a cause-and-effect relationship);understand, though perhaps not consistently, 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); andsynthesize information from adjacent parts of a lecture or conversation and make correct inferences on the basis of that information, but may have difficulty synthesizing information from separate parts of a lecture or conversation. |



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| Speaking Skills | | Level | Your Performance |
|-------------------------------------------|---------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Speaking about Familiar Topics | Fair (2.5 - 3.0) | | 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 Situation | 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 | Fair (2.5 - 3.0) | | 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 | Fair (2.5 - 3.5) | | You responded to the task, relating the lecture to the reading, but your response indicates weaknesses such as <ul style="list-style-type: none"> • an important idea or ideas may be missing, unclear, or inaccurate; • there may be unclarity in how the lecture and the reading passage are related; and/or • grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand. |
| Writing based on Knowledge and Experience | Good (4.0 - 5.0) | | You responded with a well-organized and developed essay. Weaknesses, if you have any, might have to do with <ul style="list-style-type: none"> • use of English that is occasionally ungrammatical, unclear, or unidiomatic and/or • elaboration of ideas or connection of ideas that could have been stronger. |

THIS IS THE ONLY PERSONAL RECORD YOU WILL RECEIVE. PLEASE RETAIN FOR YOUR RECORDS.

This score report provides four section scores and a total score. An analysis of your strengths and weaknesses in English is included. The level pertaining to each skill should not be generalized beyond the performance on this test. Skill levels and their associated descriptions are not intended for use by institutions as part of their admissions criteria and will not be shared unless you grant permission.

Information About Scores: The following scaled scores are reported for TOEFL iBT. A total score is not reported when one or more sections have not been administered. These scores have the following ranges:

| Sections | Scaled Scores |
|--------------------|---------------|
| Reading | 0-30 |
| Listening | 0-30 |
| Speaking | 0-30 |
| Writing | 0-30 |
| Total Score | 0-120 |

Score Legends:

| Reading Skills | |
|----------------|--------------------|
| Level | Scaled Score Range |
| High | 22-30 |
| Intermediate | 15-21 |
| Low | 0-14 |

| Speaking Skills | | |
|-----------------|-------------|--------------------|
| Level | Task Rating | Scaled Score Range |
| Good | 3.5-4.0 | 26-30 |
| Fair | 2.5-3.0 | 18-25 |
| Limited | 1.5-2.0 | 10-17 |
| Weak | 0-1.0 | 0-9 |

| Listening Skills | |
|------------------|--------------------|
| Level | Scaled Score Range |
| High | 22-30 |
| Intermediate | 14-21 |
| Low | 0-13 |

| Writing Skills | | |
|----------------|-------------|--------------------|
| Level | Task Rating | Scaled Score Range |
| Good | 4.0-5.0 | 24-30 |
| Fair | 2.5-3.5 | 17-23 |
| Limited | 1.0-2.0 | 1-16 |
| Score of Zero | 0 | 0 |

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Institution Code Numbers: The code numbers on this score report are the ones you selected at the time you registered. If any of the numbers you indicated are not shown, they were incorrect and the TOEFL office was unable to send those score reports. To have additional official score reports sent, follow the directions on the attached Score Report Request Form.

| DEPT. | WHERE THE REPORT WAS SENT |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 00 | Admissions office for undergraduate study or an institution or agency that is not a college or university |
| 01, 04-99 | Admissions office for graduate study in a field other than management (business) or law according to the codes selected when you registered |
| 02 | Admissions office of a graduate school of management (business) |
| 03 | Admissions office of a graduate school of law |

Additional information about TOEFL iBT scores can be found on the Test Takers section of the TOEFL website at www.ets.org/toefl.