

Name: LIU, SHENGXU

Last (Family/Surname) Name, First (Given) Name Middle Name

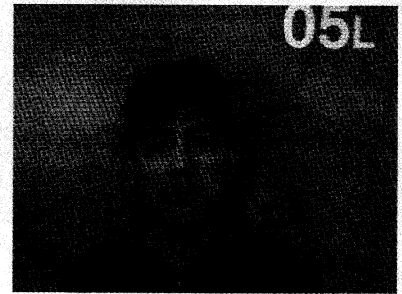
Email: riuuseikyo@gmail.com

Gender: M

Date of Birth: 16 Jun 1995

Registration Number: 0000 0000 3076 5079

Test Date: 25 Jun 2017 Sponsor Code:



LIU, SHENGXU

518101 广东 广东省深圳市宝安区裕安一路风临洲C-1603 刘圣煦 收
Shenzhen City/Baoan District, Guangdong 518101
China

Country of Birth: Japan

Native Language: CHINESE

Test Center: STN80005L - GUANGDONG UNIVERSITY OF FOREIGN

Test Center Country: China

Inst. Code

Dept. Code

TOEFL Scaled Scores

Reading	29
Listening	26
Speaking	18
Writing	21

Total Score 94

Security Identification

ID Type: National ID

ID No.: 350102199506162437

Issuing Country: China

82

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.



Copyright © 2013 by Educational Testing Service. All rights reserved. ETS, the ETS logos, TOEFL, and TOEFL iBT are registered trademarks of Educational Testing Service (ETS) in the United States and other countries. Other products and services mentioned herein may be trademarks of their respective owners.

11887800015868541



Speaking Skills		Level*	Your Performance
Speaking about Familiar Topics		Fair	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	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		Limited	In your responses, you are able to use English to talk about the basic ideas from academic reading or lecture materials, but, in general, you include few relevant or accurate details. It is sometimes difficult for listeners to understand your responses because of problems with grammar, vocabulary, and pronunciation. Overall, you are able to respond in a general way to the questions, but the amount of information in your responses is limited and the expression of ideas is often vague and unclear.
Writing Skills		Level*	Your Performance
Writing based on Reading and Listening		Fair	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		Fair	You expressed ideas with reasons, examples, and details, but your response indicated weaknesses such as <ul style="list-style-type: none"> you may not provide enough specific support and development for your main points; 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 grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand.

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 the TOEFL iBT test. 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	Total Scaled Score Range
High	22-30
Intermediate	15-21
Low	0-14

Speaking Skills	
Level	Total Scaled Score Range
Good	26-30
Fair	18-25
Limited	10-17
Weak	0-9

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

Writing Skills	
Level	Total Scaled Score Range
Good	24-30
Fair	17-23
Limited	1-16
Score of Zero	0

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.

* Skill levels for speaking and writing individual skills are estimates of performance at the *item* level. The total writing and speaking scaled scores and ranges are more accurate. Therefore it is not appropriate to combine the individual skill levels. Doing so may lead to apparent inconsistencies between the diagnostic feedback and reported writing and speaking scores.

ETS® Security Guard text is printed with a special heat sensitive ink for security. To activate this security feature, apply heat to the text, either by rubbing it or blowing on it, and the **ETS® Security Guard** text will disappear.

IMPORTANT NOTE TO INSTITUTIONS: Scores are valid **ONLY** if received directly from ETS. Photocopies should never be accepted. If you received this score report directly from an examinee, please provide your official TOEFL institution code to the examinee so he/she can request that an official score report be sent to you. If you need to contact ETS, use the toll-free number on the back of the official score report. Scores more than two years old cannot be reported or validated.

Candidate Profile

[Update Contact Information](#)

[Change Password](#)

Pay

[Pay for](#)

Test Registration and Orders

[Register Value Pack](#)

[View Value Pack\(s\)](#)

[Register/Order](#)

[View Order\(s\)](#)

Scores

[View Scores](#)

[Store](#)

[Bulletin](#)

[My Home Page](#)

View Score Report

Registration Number: 0000000030765079

Test	Test Date	Reading	Listening	Speaking	Writing	Total
TOEFL iBT	Sun Jun 25 09:02:29 EDT 2017	29	26	18	21	94

[How to interpret scores](#)

SHENGXU LIU

ID: 350102199506162437

广东省深圳市宝安区
裕安一路风临洲C-1603

Shenzhen
City/Baoan District,
Guangdong 518101
China

riuuseikyo@gmail.com

(86) 13430903007
15626202687

NEEA ID: **8428462**
ETS ID: 12769243

Balance: RMB¥ 0

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> <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(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	Fair(2.5 - 3.0)	Your responses indicate you are able to speak in English about your

familiar topics		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	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	Limited(1.5 - 2.0)	In your responses, you are able to use English to talk about the basic ideas from academic reading or lecture materials, but, in general, you include few relevant or accurate details. It is sometimes difficult for listeners to understand your responses because of problems with grammar, vocabulary, and pronunciation. Overall, you are able to respond in a general way to the questions, but the amount of information in your responses is limited and the expression of ideas is often vague and unclear.
Writing Skills	Level	Your Performance
Writing based on reading and listening	Fair(2.5 - 3.5)	<p>You responded to the task, relating the lecture to the reading, but your response indicates weaknesses such as</p> <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	Fair(2.5 - 3.5)	<p>You expressed ideas with reasons, examples, and details, but your response indicated weaknesses such as</p> <ul style="list-style-type: none"> • you may not provide enough specific support and development for your main points; • 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 • grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand.

ETS, the ETS logo, TOEFL, GRE and [OTHERS (if indicated in the Territory)], are the Trademarks of Educational Testing Service, Princeton, New Jersey, U.S.A.
and are used in the People's Republic of China by the National Education Examination Authority pursuant to a license from Educational Testing Service.
Copyright © 2006 NEEA. All Rights Reserved.