

**TOEFL**Internet-based Test Examinee Score Report  
for the Test of English as a Foreign LanguageTest Date: **22 Oct 2005**Sponsor Code: **6283**

Inst. Code: Dept. Code:

Registration Number: **4234 5678 9123 4567**Name: **Tanaka, Miki**Gender: **Female**Native Country: **Japan**Date of Birth: **19 May 1987**Native Language: **Japanese****0802  
9993  
2229  
7766****TANAKA, MIKI  
1A 23-4 BCD567 EF891  
FGHIJ RD  
MNLOPQ 234 JAPAN****SAMPLE  
ONLY****TOEFL SCALED SCORES**

Reading		<b>17</b>	
Listening		<b>17</b>	
Speaking		<b>14</b>	
Writing		<b>17</b>	
<b>Total Score</b>		<b>65</b>	

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Reading Skills	Level	Your Performance
Reading	Intermediate (15–21)	<p>Test takers who receive a score at the <b>INTERMEDIATE</b> 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 <b>INTERMEDIATE</b> level typically</p> <ul style="list-style-type: none"><li>• have a good command of common academic vocabulary but still have some difficulty with high-level vocabulary;</li><li>• have a very good understanding of grammatical structure;</li><li>• 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;</li><li>• 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; and</li><li>• can abstract major ideas from a text but have more difficulty doing so when the text is conceptually dense.</li></ul>
Listening Skills	Level	Your Performance
Listening	Intermediate (14–21)	<p>Test takers who receive a score at the <b>INTERMEDIATE</b> 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 <b>INTERMEDIATE</b> level typically can</p> <ul style="list-style-type: none"><li>• 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;</li><li>• understand how information is being used (for example, to provide support 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, 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); and</li><li>• synthesize 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.</li></ul>



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Speaking Skills	Level	Your Performance
Speaking about Familiar Topics	Limited (1.5–2.0)	Your responses indicate some difficulty speaking in English about everyday experiences and opinions. Listeners sometimes have trouble understanding you because of noticeable problems with pronunciation, grammar, and vocabulary. While you are able to respond partially to the questions, you are not able to fully develop your ideas, possibly due to limited vocabulary and grammar.
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)	You responded to the task, relating the lecture to the reading, but your response indicates weaknesses such as <ul style="list-style-type: none"> <li>an important idea or ideas may be missing, unclear, or inaccurate;</li> <li>there may be unclarity in how the lecture and the reading passage are related; and/or</li> <li>grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand.</li> </ul>
Writing based on Knowledge and Experience	Fair (2.5–3.5)	You expressed ideas with reasons, examples, and details, but your response indicated weaknesses such as <ul style="list-style-type: none"> <li>you may not provide enough specific support and development for your main points;</li> <li>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</li> <li>grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand.</li> </ul>

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

This score report provides both 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 colleges as part of their admission criteria and will not be handled unless you have granted 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
<b>Total Score</b>	<b>0 – 120</b>

**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 official score reports sent, follow the directions on the attached Score Report Request Form.

**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

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

Further information about TOEFL iBT scoring is in the Learners and Test Takers section of the TOEFL Web site at [www.ets.org/toefl](http://www.ets.org/toefl).

**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.