TOEFL iBT

TOEFL iBT® Test Taker Score Report

Name: Chirivi', Daniele
Last (Family/Surname) Name, First (Given) Name Middle Name

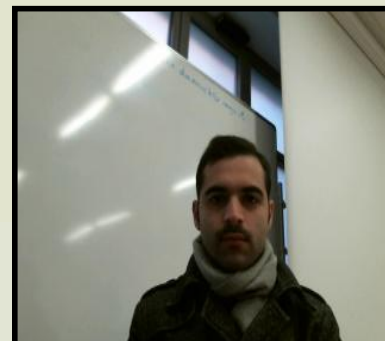**Email:** daniele.chirivi@hotmail.it

Gender: M

Registration Number: 0000 0000 2657 7635

Date of Birth: 05 Oct 1987

Test Date: 19 Dec 2015   **Sponsor Code:**

Chirivi', Daniele
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Roma, RM 00143
Italy

Country of Birth: Italy

Native Language: ITALIAN

Test Center: STN14173A - Technet - Roma

Test Center Country: Italy

Inst. Code | **Dept. Code**

TOEFL iBT Scaled Scores

Reading · · · · · · · ·	**30**
Listening · · · · · · · ·	**28**
Speaking · · · · · · · ·	**15**
Writing · · · · · · · ·	**20**
Total Score · · · · · · ·	**93**

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- **Security Identification** -

ID Type: Passport   **ID No.:** xxxxxxxxxxxxxxxxxxxx5121   **Issuing Country:** Italy

Reading Skills	Level	Your Performance
Reading	High	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. Test takers who score at the **HIGH** level, typically • 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	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. When listening to lectures and conversations like these, test takers at the **HIGH** level typically can • 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	Limited	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 Situation	Limited	Your responses indicate that you have some difficulty speaking in English about information from conversations, newspaper articles, university publications, and so on. While you are able to talk about some of the key information from these sources, limited grammar and vocabulary may prevent you from fully expressing your ideas. Problems with pronunciation make it difficult for listeners to understand you at times.
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 • 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 • 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 A PDF DOWNLOADED AND PRINTED BY THE TEST TAKER, INTENDED FOR THE TEST TAKER'S PERSONAL 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

Institution Codes: The code numbers shown on page 1 of this report are the ones you selected before you took the test. If any institution code you selected is missing, it was incorrect and the TOEFL® Program was unable to send a score report to that institution.

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.

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

IMPORTANT NOTE TO SCORE USERS: This PDF score report was downloaded and printed by the test taker. It is not an Official Score Report sent by ETS directly to an organization designated by the test taker. If you find it necessary to verify the scores on this report, please contact the TOEFL Score Verification Service at +1-800-257-9547 or +1-609-771-7100. Scores more than two years old cannot be reported or validated.