

Name: PAN, BAOXIANG
Last (Family/Surname) Name, First (Given) Name Middle Name
Email: panbaoxiang@hotmail.com
Gender: M
Date of Birth: 22 Jun 1991

Registration Number: 0000 0000 2313 4639
Test Date: 02 Nov 2014 Sponsor Code:



PAN, BAOXIANG
100000 BEIJINGBEIJING 北京市海淀区清华大学新水利馆310 潘宝祥 收
Beijing, BeijingBeijing 100000
China

TOEFL Scaled Scores	
Reading	29
Listening	27
Speaking	20
Writing	26
Total Score	102

Country of Birth: China Inst. Code Dept. Code
Native Language: CHINESE
Test Center: STN80132B - AIDI COLLEGE OF BEIJING
Test Center Country: China

----- Security Identification -----
ID Type: National ID ID No.: 37132519910622001X Issuing Country: China

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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.

