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Registration Number: 0000000023351024

Test	Test Date	Reading	Listening	Speaking	Writing	Total
TOEFL iBT	Sun Dec 21 08:53:17 EST 2014	27	21	14	21	83

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#### HONGLEI GUO

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Reading Skills	Level	Your Performance
Reading	High(22-30)	<p>Test takers who receive a score at the <b>HIGH</b> 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 <b>HIGH</b> level, typically</p> <ul style="list-style-type: none"> <li>• have a very good command of academic vocabulary and grammatical structure;</li> <li>• can understand and connect information, make appropriate inferences, and synthesize ideas, even when the text is conceptually dense and the language is complex;</li> <li>• 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</li> <li>• can abstract major ideas from a text, even when the text is conceptually dense and contains complex language.</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);</li> </ul>

		<p>and</p> <ul style="list-style-type: none"> <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>
Speaking Skills	Level	Your Performance
Speaking about familiar topics	<b>Limited(1.5 - 2.0)</b>	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	<b>Limited(1.5 - 2.0)</b>	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	<b>Limited(1.5 - 2.0)</b>	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	<b>Fair(2.5 - 3.5)</b>	<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"> <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	<b>Fair(2.5 - 3.5)</b>	<p>You expressed ideas with reasons, examples, and details, but your response indicated weaknesses such as</p> <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>