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

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Date of Birth: 26 Jan 1992

Test Date: 09 Nov 2013

04469015482

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TOEFL Scaled Scores

| | |
|--------------------|-----------|
| Reading | 27 |
| Listening | 26 |
| Speaking | 20 |
| Writing | 26 |
| Total Score | 99 |

Country of Birth: Israel

Inst. Code | Dept. Code

Native Language: RUSSIAN

Sponsor Code:

Test Center Code: STN11175A

Test Center Country: Russian Federation

Security Identification

ID Type: Passport

ID No.: xxxxxxxxxxxxxxxxxxxxxxx5099

Issuing Country: Russian Fd

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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. |

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| 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 | | Fair | Your responses demonstrate that you are able to speak in English about academic reading and lecture material, with only minor communication problems. For the most part, your speech is clear and easy to understand. However, some problems with pronunciation and intonation may occasionally cause difficulty for the listener. Your use of grammar and vocabulary is adequate to talk about the topics, but some ideas are not fully developed or are inaccurate. |
| Writing Skills | | Level* | Your Performance |
| Writing based on Reading and Listening | | Good | You responded well to the task, relating the lecture to the reading. Weaknesses, if you have any, might have to do with <ul style="list-style-type: none"> • slight imprecision in your summary of some of the main points and/or • use of English that is occasionally ungrammatical or unclear. |
| Writing based on Knowledge and Experience | | Good | You responded with a well-organized and developed essay. Weaknesses, if you have any, might have to do with <ul style="list-style-type: none"> • use of English that is occasionally ungrammatical, unclear, or unidiomatic and/or • elaboration of ideas or connection of ideas that could have been stronger. |

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 |

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.

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 |

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