TOEFL® (Test of English as a Foreign Language™) Internet-based Test (TOEFL iBT™) **Examinee Score Report**

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Date of Birth: 13 Nov 1986

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Test Date: 11 Oct 2014

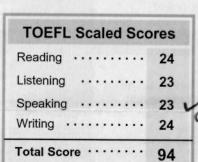
Sponsor Code:

07976000080 SECKIN, OZAN

Grace School of Theology- Hannah Beard

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Country of Birth: Turkey

Native Language: TURKISH Test Center: STN13381A - Istanbul Commerce University

Test Center Country: Turkey

------ Security Identification -----

ID Type: National ID

ID No.: xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Issuing Country: Turkey

Inst. Code

Dept. Code

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Reading Skills Your Performance Level 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 High when the text is conceptually dense and the language is complex; Reading 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. İNSAN KAYNAKLARI VE EĞİTİM MÜDÜRLÜĞÜ 1 2 Aralık 2014 **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



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