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查看成绩

Test	Test Date	Reading	Listening	Speaking	Writing	Total
TELXML	Sat Oct 13 09:54:26 EDT 2012	25	21	22	27	95

How to interpret scores

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Reading Skills	Level	Your Performance
Reading	High(22-30)	<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	Intermediate(14-21)	<p>Test takers who receive a score at the INTERMEDIATE 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 INTERMEDIATE level typically can</p> <ul style="list-style-type: none">• 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;• understand how information is being used (for example, to provide support or describe a step in a complex process);• recognize how pieces of information are connected (for example, in a cause-and-effect relationship);• 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); and• 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.
Speaking Skills	Level	Your Performance
Speaking about familiar topics	Fair(2.5 - 3.0)	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 situations	Fair(2.5 - 3.0)	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(2.5 - 3.0)	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(4.0 - 5.0)	<p>You responded well to the task, relating the lecture to the reading. Weaknesses, if you have any, might have to do with</p> <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(4.0 - 5.0)	<p>You responded with a well-organized and developed essay. Weaknesses, if you have any, might have to do with</p> <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.