

TOEFL® Practice Online
Official TOEFL iBT® Practice Test
Volume 60 Score Report

*The purpose of this practice test is to help you prepare for the TOEFL iBT®. Performance on this test is not necessarily a predictor of how you might perform during an actual TOEFL® administration because you are not taking this test under regular testing conditions. However, you are encouraged to use this practice test to get a better sense of the TOEFL iBT® content and format, as well as receive scoring information on this preparation experience. **Scores and information presented in this score report are for preparation use only and are not official test scores.***

Summary Analysis:

Click on a section to review the questions for that section. Click on the "% Correct" to review all incorrect questions. If on the test customization page, you selected the untimed version and selected "Mark Guesses", click on "% Guessed" to see all questions marked as guessed.

Name: bj5296 bei96550
Start Date: 4/10/2020
End Date: 4/10/2020
Total Score: 93
Timing Mode: Timed

Section	Total Number of Correct Responses	% Correct	Scaled Score	% Guessed*	%Correct of Guessed
Reading	21 of 33	64%	21	0%	0%
Listening	24 of 28	86%	25	0%	0%

*These scores available only if on the test customization page, you selected to mark the answers on which you guessed.

Section	Scaled Score	Scaled Score Range
Speaking	22	19 - 27
Task 1	Click here to review this Speaking Practice question	
Task 2	Click here to review this Speaking Practice question	
Task 3	Click here to review this Speaking Practice question	
Task 4	Click here to review this Speaking Practice question	

[Click here](#) to view NEW detailed feedback on your speaking performance

Writing		
Writing scores are produced by e-rater® automated scoring software only. On the actual TOEFL® test, human raters will evaluate writing responses.		
	Rating	Scaled Score
Rating for Writing based on Reading and Listening	4	25
Rating for Writing based on Knowledge & Experience	4	

The Speaking and Writing sections of this practice test are scored by automated scoring systems.

Feedback Analysis:

Reading	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	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.
Writing	Level	Your Performance
Writing based on Reading and Listening	Good	<p>Responses that receive these scores from human raters in operational TOEFL® tests are provided with the following description. See footnote below for further information.</p> <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	<p>Responses that receive these scores from human raters in operational TOEFL® tests are provided with the following description. See footnote below for further information.</p>

	<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.
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