

THIS IS A PDF DOWNLOADED AND PRINTED BY THE TEST TAKER, INTENDED FOR THE TEST TAKER'S PERSONAL RECORDS.

**Name:** Arboleda Correa, Yerson

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

**Email:** yarboledac@hotmail.com

**Gender:** M

**Registration Number:** 0000 0000 2596 0675

**Date of Birth:** 24 Aug 1989

**Test Date:** 16 Oct 2015

**Sponsor Code:**



**TOEFL iBT Scaled Scores**

|                          |           |
|--------------------------|-----------|
| Reading .....            | <b>28</b> |
| Listening .....          | <b>27</b> |
| Speaking .....           | <b>20</b> |
| Writing .....            | <b>18</b> |
| <b>Total Score .....</b> | <b>93</b> |

Arboleda Correa, Yerson  
63 street # 128-23  
Medellin, Antioquia  
Colombia

**Country of Birth:** Colombia

| **Inst. Code** | **Dept. Code**

**Native Language:** SPANISH

**Test Center:** STN19446A - WORLD LANGUAGE INSTITUTE S.A.S

**Test Center Country:** Colombia

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

**ID Type:** National ID

**ID No.:** xxxxxxxxxxxxxxxxxxxxx2744

**Issuing Country:** Colombia

79

| Reading Skills | Level | Your Performance  |
|----------------|-------|---|
| Reading        | High  | <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        | High  | <p>Test takers who receive a score at the <b>HIGH level</b>, 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 <b>HIGH</b> level typically can</p> <ul style="list-style-type: none"> <li>• understand main ideas and important details, whether they are stated or implied;</li> <li>• distinguish more important ideas from less important ones;</li> <li>• understand how information is being used (for example, to provide evidence for a claim 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 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</li> <li>• synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information.</li> </ul> |

| 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    |  | Fair   | You responded to the task, relating the lecture to the reading, but your response indicates weaknesses such as <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 |  | Fair   | You expressed ideas with reasons, examples, and details, but your response indicated weaknesses such as <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> |

**THIS IS A PDF DOWNLOADED AND PRINTED BY THE TEST TAKER, INTENDED FOR THE TEST TAKER'S PERSONAL 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:

**Institution Codes:** The code numbers shown on page 1 of this report are the ones you selected before you took the test. If any institution code you selected is missing, it was incorrect and the TOEFL® Program was unable to send a score report to that institution.

| Sections           | Scaled Scores |
|--------------------|---------------|
| Reading            | 0-30          |
| Listening          | 0-30          |
| Speaking           | 0-30          |
| Writing            | 0-30          |
| <b>Total Score</b> | <b>0-120</b>  |

**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                        |

| 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](http://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.

**IMPORTANT NOTE TO SCORE USERS:** This PDF score report was downloaded and printed by the test taker. It is not an Official Score Report sent by ETS directly to an organization designated by the test taker. If you find it necessary to verify the scores on this report, please contact the TOEFL Score Verification Service at +1-800-257-9547 or +1-609-771-7100. Scores more than two years old cannot be reported or validated.