

TOEFL Practice Online  
Official iBT Practice Test  
Volume 71 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.***

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

Summary Analysis:

Name: Zhiheng Zheng  
Start Date: 2/18/2025  
End Date: 2/18/2025  
Total Score: 96  
Timing Mode: Timed

Reading and Listening

Select a link in the Section column to review the questions for that section. Select a link in the “% Correct” column to review all incorrect questions for the section.

Section	Total Number of Correct Responses	% Correct	Scaled Score
<a href="#">Reading</a>	21 of 22	<a href="#">95%</a>	30
<a href="#">Listening</a>	23 of 28	<a href="#">82%</a>	23

Speaking

**Important Notice:** Before retaking the Speaking Practice questions, please review the following information to help ensure the technical quality of your audio recording.

**Suggestions for Improving the Audio Quality of your Recording:**

- We recommend that you use a good quality headset (earphones with attached microphone) when you use this product.
- Check the connections between your headset and computer to be certain the cables are properly connected for recording your voice.
- Be sure that your microphone is properly positioned and adjusted to allow for the best possible recording.
- Take the Speaking Practice questions in a quiet environment.
- Speak directly into the microphone and at your normal speaking volume.

Section	Scaled Score	Scaled Score Range
Speaking	21	17 - 25
Task 1	<a href="#">Review the Speaking Practice Question for Task 1</a>	
Task 2	<a href="#">Review the Speaking Practice Question for Task 2</a>	
Task 3	<a href="#">Review the Speaking Practice Question for Task 3</a>	
Task 4	<a href="#">Review the Speaking Practice Question for Task 4</a>	

[Open NEW detailed feedback on your Speaking performance.](#)

## Writing

Writing scores are produced by our automated scoring engines. On the actual TOEFL® test, human raters will evaluate writing responses.

Writing	Rating	Scaled Score
<a href="#">Review Question 1: Writing based on Reading and Listening</a>	3	22
<a href="#">Review Question 2: Writing for an Academic Discussion</a>	4	

## Feedback Analysis:

Reading	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> <ol style="list-style-type: none"> <li>1. have a very good command of academic vocabulary and grammatical structure;</li> <li>2. 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>3. 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>4. can abstract major ideas from a text, even when the text is conceptually dense and contains complex language.</li> </ol>

Listening	Level	Your Performance
Listening	High	<p>Test takers who receive a score at the <b>HIGH</b> 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>

Listening Level Your Performance		
		<p>When listening to lectures and conversations like these, test takers at the <b>HIGH</b> level typically can</p> <ol style="list-style-type: none"> <li>1. understand main ideas and important details, whether they are stated or implied;</li> <li>2. distinguish more important ideas from less important ones;</li> <li>3. understand how information is being used (for example, to provide evidence for a claim or describe a step in a complex process);</li> <li>4. recognize how pieces of information are connected (for example, in a cause-and-effect relationship);</li> <li>5. 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>6. synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information.</li> </ol>

Writing Level Your Performance		
Writing based on Reading and Listening	Fair	<p>You responded to the task, relating the lecture to the reading, but your response indicates weaknesses such as</p> <ol style="list-style-type: none"> <li>1. an important idea or ideas may be missing, unclear, or inaccurate;</li> <li>2. there may be unclarity in how the lecture and the reading passage are related; and/or</li> <li>3. grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand.</li> </ol>
Writing for an Academic Discussion	Good	<p>You made a well-supported, relevant contribution to the discussion, and your ideas are easy to understand. Weaknesses, if there are any, might have to do with</p> <ol style="list-style-type: none"> <li>1. use of English that is occasionally ungrammatical, unclear, or unidiomatic and/or</li> <li>2. the elaboration of your viewpoint needing a little more detail or explanation.</li> </ol>

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