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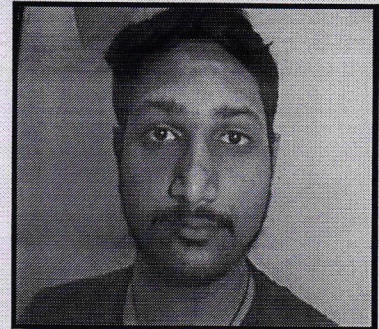
**Registration Number:** 0000 0000 3403 1527

**Date of Birth:** 25 Mar 1996

**Test Date:** 20 Oct 2018

**Sponsor Code:**

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**TOEFL iBT Scaled Scores**

Reading	18
Listening	28
Speaking	24
Writing	22
<b>Total Score</b>	<b>92</b>

**Country of Birth:** India

**Native Language:** MARATHI

**Test Center:** STN11863B - Vishwakarma Institute of Technology

**Test Center Country:** India

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

**Security Identification**

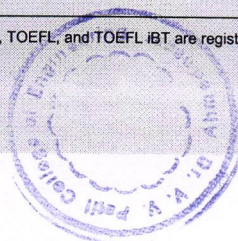
**ID Type:** Passport

**ID No.:** xxxxxxxxxxxxxxxxxxxxxx1388

**Issuing Country:** India

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Reading Skills	Level	Your Performance
Reading	Intermediate	<p>Test takers who receive a score at the <b>INTERMEDIATE</b> level, as you did, typically understand academic texts in English that require a wide range of reading abilities, although their understanding of certain parts of the texts is limited.</p> <p>Test takers who receive a score at the <b>INTERMEDIATE</b> level typically</p> <ul style="list-style-type: none"> <li>• have a good command of common academic vocabulary but still have some difficulty with high-level vocabulary;</li> <li>• have a very good understanding of grammatical structure;</li> <li>• can understand and connect information, make appropriate inferences, and synthesize information in a range of texts but have more difficulty when the vocabulary is high level and the text is conceptually dense;</li> <li>• can recognize the expository organization of a text and the role that specific information serves within a larger text but have some difficulty when these are not explicit or easy to infer from the text; and</li> <li>• can abstract major ideas from a text but have more difficulty doing so when the text is conceptually dense.</li> </ul>
Listening Skills	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> <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>



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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		Good	Your responses demonstrate an ability to communicate effectively in English about academic topics typical of first-year university studies. Your speech is mostly clear and fluent. You are able to use appropriate vocabulary and grammar to explain concepts and ideas from reading or lecture material. You are able to talk about key information and relevant details with only minor inaccuracies.
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		Good	You responded with a well-organized and developed essay. Weaknesses, if you have any, might have to do with <ul style="list-style-type: none"> <li>• use of English that is occasionally ungrammatical, unclear, or unidiomatic and/or</li> <li>• elaboration of ideas or connection of ideas that could have been stronger.</li> </ul>

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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:

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

**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.

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.



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