



**TOEFL® (Test of English as a Foreign Language™)**  
**Internet-based Test (TOEFL iBT™)**  
**Examinee Score Report**



Name: [Redacted]  
Last (Family/Surname) Name First (Given) Name Middle Name

Email: [Redacted]

Gender: F

Registration Number: [Redacted]

Date of Birth: [Redacted]

Test Date: 14 Dec 2012



Native Country: Russian Federation

Inst. Code | Dept. Code

Native Language: RUSSIAN

Sponsor Code:

Test Center Code: [Redacted]

Test Center Country: United States

TOEFL Scaled Scores	
Reading	16
Listening	18
Speaking	26
Writing	18
<b>Total Score</b>	<b>78</b>

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	Intermediate	<p>Test takers who receive a score at the <b>INTERMEDIATE</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, 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 <b>INTERMEDIATE</b> level typically can</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• understand how information is being used (for example, to provide support 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, 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</li> <li>• 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.</li> </ul>

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