

Name: Maghbolli Balasjin, Nasim

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

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Gender: F

Registration Number: 0000 0000 2030 4807

Date of Birth: 23 Mar 1988

Test Date: 22 Feb 2014

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Maghbolli Balasjin, Nasim

Iran (Islamic Republic Of)



TOEFL Scaled Scores

Reading	24
Listening	24
Speaking	22
Writing	24
Total Score	94

Country of Birth: Iran (Islamic Republic Of)

Inst. Code | **Dept. Code**

Native Language: FARSI

Sponsor Code: **Test Center Code:** STN11618A

Test Center Country: Iran (Islamic Republic Of)

Security Identification

ID Type: Passport

ID No.: xxxxxxxxxxxxxxxxxxxxxxx4115

Issuing Country: Iran

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Reading Skills	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 Skills	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.

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