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



Name: Maghboli Balasjin, Nasim Last (Family/Surname) Name, First (Given) Name Middle Name

Email: nasim.maghbooli@gmail.com

Gender: F

Registration Number: 0000 0000 2030 4807

Date of Birth: 23 Mar 1988 Test Date: 22 Feb 2014

05452011541



Iran (Islamic Republic Of)

CHECKER CONTROL OF THE CHECKER OF TH





TOEFL Scaled Sco	res
Reading	24
Listening	24
Speaking	22
Writing	24
Total Score · · · · · · ·	94

82

Country of Birth: Iran (Islamic Republic Of)	Inst. Code	Dept. Code
Native Language: FARSI		

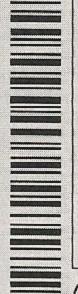
Sponsor Code:

Test Center Code: STN11618A

Test Center Country: Iran (Islamic Republic Of)

---- Security Identification -----ID Type: Passport

ID Type: Passport	ID NO.: XXXX	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx	02
Reading Skills	Level	Your Performance	
Reading	High	Test takers who receive a score at the HIGH level, as you did, typically understand academic texts in Englis that require a wide range of reading abilities regardless of the difficulty of the texts.  Test takers who score at the HIGH level, typically  • 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 with 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 complet language.	iin
Listening Skills	Level	Your Performance	
Listening	High	Test takers who receive a score at the <b>HIGH level</b> , as you did, typically understand conversations and lecture 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.  When listening to lectures and conversations like these, test takers at the <b>HIGH</b> level typically can  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)	×



05452115410101

Copyright © 2013 by Educational Testing Service. All rights reserved. ETS, the ETS logos, TOEFL, and TOEFL iBT are registered trademarks of Educational Testing Service (ETS) in the United States and other countries. Other products and services mentioned herein may be trademarks of their respective owners.

recognize how pieces of information are connected (for example, in a cause-and-effect relationship);

synthesize information, even when it is not presented in sequence, and make correct inferences on the

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

step in a complex process);

intentions indirectly); and

basis of that information.