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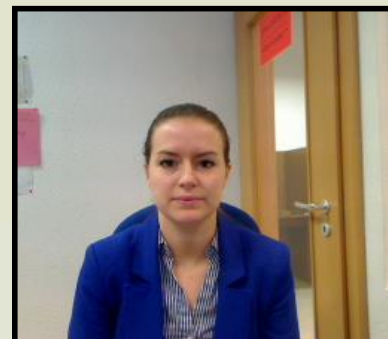
Gender: F

Registration Number: 0000 0000 2935 2918

Date of Birth: 27 Mar 1992

Test Date: 11 Nov 2016

Sponsor Code:



TOEFL iBT Scaled Scores

Reading	25
Listening	21
Speaking	26
Writing	24
Total Score	96

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Country of Birth: Hungary

Native Language: HUNGARIAN

Test Center: APCU-8042 - BUDAPEST, HUNGARY

Test Center Country: Hungary

Inst. Code | Dept. Code

Security Identification

ID Type: Passport

ID No.: xxxxxxxxxxxxxxxxxxxxxx4781

Issuing Country: Hungary

88

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 English 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 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	Intermediate	Test takers who receive a score at the INTERMEDIATE 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. When listening to conversations and lectures like these, test takers at the INTERMEDIATE level typically can - 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; - understand how information is being used (for example, to provide support or describe a step in a complex process); - recognize how pieces of information are connected (for example, in a cause-and-effect relationship); - 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 - 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.

Speaking Skills	Level*	Your Performance
Speaking about Familiar Topics	Good	Your responses indicate an ability to communicate your personal experiences and opinions effectively in English. Overall, your speech is clear and fluent. Your use of vocabulary and grammar is effective with only minor errors. Your ideas are generally well developed and expressed coherently.
Speaking about Campus Situation	Good	Your responses indicate an ability to speak effectively in English about reading material and conversations typically encountered by university students. Overall, your responses are clear and coherent, with only occasional errors of pronunciation, grammar, or vocabulary.
Speaking about Academic Course Content	Fair	Your responses demonstrate that you are able to speak in English about academic reading and lecture material, with only minor communication problems. For the most part, your speech is clear and easy to understand. However, some problems with pronunciation and intonation may occasionally cause difficulty for the listener. Your use of grammar and vocabulary is adequate to talk about the topics, but some ideas are not fully developed or are inaccurate.
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 - an important idea or ideas may be missing, unclear, or inaccurate; - there may be unclarity in how the lecture and the reading passage are related; and/or - grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand.
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 - use of English that is occasionally ungrammatical, unclear, or unidiomatic and/or - elaboration of ideas or connection of ideas that could have been stronger.

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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
Total Score	0-120

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.

* 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.