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

Name: Tandiya, Nistha
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Email: nistha21@gmail.com
Gender: F
Date of Birth: 21 Mar 1987
Registration Number: 0000 0000 2335 8698
Test Date: 21 Nov 2014
Sponsor Code:

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United States

Country of Birth: India
Native Language: HINDI
Test Center: APCN-0400 - Yuma, AZ
Test Center Country: United States

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6003 | 99
1631 | 99
2860 | 99
1836 | 99

TOEFL Scaled Scores
Reading | 28
Listening | 30
Speaking | 20
Writing | 27
Total Score | 105

ID Type: Passport
ID No.: xxxxxxxxxxxxxxxxxxxxxxxx9057
Issuing Country: India

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Security Identification

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Your Performance

Reading Skills | Level
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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
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Listening | High

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.

When listening to lectures and conversations like these, test takers at the HIGH 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 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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