

THIS IS A PDF SCORE REPORT, DOWNLOADED AND PRINTED BY THE TEST TAKER.

Name: [Redacted] Last (family/surname) Name, First (given) Name Middle Name

Email: [Redacted]

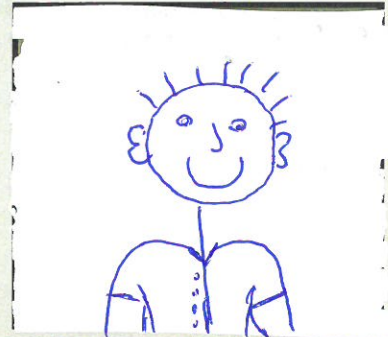
Gender: M

Registration [Redacted]

Date of Birth: [Redacted]

Test Date: 05 Jan 2019

Sponsor Code: [Redacted]



Denmark

Country of Birth: Denmark

Native Language: DANISH

Test Center: APCU-8294 - COPENHAGEN, DENMARK

Test Center Country: Denmark

Inst. Code	Dept. Code
1684	00
0982	00

TOEFL iBT Scaled Scores	
Reading	26
Listening	29
Speaking	24
Writing	25
Total Score	104

----- Security Identification -----

ID Type: Not Provided

ID No.: Not Provided

Issuing Country: Not Provided

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.

