

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

Name: Vujjini, Akhila
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Gender: F

Date of Birth: 31 Aug 1998

Registration Number: 0000 0000 3526 1171

Test Date: 02 Feb 2019 **Sponsor Code:**



Vujjini, Akhila
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 India

TOEFL iBT Scaled Scores	
Reading	25
Listening	26
Speaking	24
Writing	22
Total Score	97

Country of Birth: India

Native Language: TELUGU

Test Center: APCU-8917 - HYDERABAD, 8917 INDIA

Test Center Country: India

Inst. Code | **Dept. Code**

Security Identification

ID Type: Passport

ID No.: xxxxxxxx9717

Issuing Country: India

Reading Skills

Level

Your Performance

Reading

High

Test takers who receive a score at the **HIGH** level, as you did, typically understand and 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

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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