

**Name:** Singatullova, Aliya  
Last (Family/Surname) Name, First (Given) Name Middle Name  
**Email:** troia\_magnifico@mail.ru  
**Gender:** F  
**Date of Birth:** 02 Apr 1992

**Registration Number:** 0000 0000 1839 5156  
**Test Date:** 18 May 2013



02877003151  
 Singatullova, Aliya  
 Pushkin str., 32 A  
 Kazan, Republic of Tatarstan 420015  
 Russian Federation



**TOEFL Scaled Scores**

Reading	24
Listening	23
Speaking	24
Writing	24
<b>Total Score</b>	<b>95</b>

**Country of Birth:** Russian Federation | **Inst. Code** | **Dept. Code**

**Native Language:** RUSSIAN

**Sponsor Code:** | **Test Center Code:** STN11487B

**Test Center Country:** Russian Federation

**Security Identification**

**ID Type:** Passport | **ID No.:** xxxxxxxxxxxxxxxxxxxx2110 | **Issuing Country:** Russian Fd

85

Reading Skills	Level	Your Performance
Reading	High	<p>Test takers who receive a score at the <b>HIGH</b> 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 <b>HIGH</b> level, typically</p> <ul style="list-style-type: none"> <li>• have a very good command of academic vocabulary and grammatical structure;</li> <li>• can understand and connect information, make appropriate inferences, and synthesize ideas, even when the text is conceptually dense and the language is complex;</li> <li>• 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</li> <li>• can abstract major ideas from a text, even when the text is conceptually dense and contains complex language.</li> </ul>
Listening Skills	Level	Your Performance
Listening	High	<p>Test takers who receive a score at the <b>HIGH level</b>, 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 <b>HIGH</b> level typically can</p> <ul style="list-style-type: none"> <li>• understand main ideas and important details, whether they are stated or implied;</li> <li>• distinguish more important ideas from less important ones;</li> <li>• understand how information is being used (for example, to provide evidence for a claim or describe a step in a complex process);</li> <li>• recognize how pieces of information are connected (for example, in a cause-and-effect relationship);</li> <li>• 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</li> <li>• synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information.</li> </ul>

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Speaking Skills		Level*	Your Performance
Speaking about Familiar Topics	Good	Fair	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			Your responses demonstrate an ability to speak in English about reading material and experiences typically encountered by university students. You are able to convey relevant information about conversations, newspaper articles, and campus bulletins; however, some details are missing or inaccurate. Limitations of grammar, vocabulary, and pronunciation at times cause difficulty for the listener. However, they do not seriously interfere with overall communication.
Speaking about Academic Course Content			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	Good	Fair	You responded to the task, relating the lecture to the reading, but your response indicates weaknesses such as <ul style="list-style-type: none"> <li>• an important idea or ideas may be missing, unclear, or inaccurate;</li> <li>• there may be unclarity in how the lecture and the reading passage are related; and/or</li> <li>• grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand.</li> </ul>
Writing based on Knowledge and Experience			You responded with a well-organized and developed essay. Weaknesses, if you have any, might have to do with <ul style="list-style-type: none"> <li>• use of English that is occasionally ungrammatical, unclear, or unidiomatic and/or</li> <li>• elaboration of ideas or connection of ideas that could have been stronger.</li> </ul>

**THIS IS THE ONLY PERSONAL RECORD YOU WILL RECEIVE. PLEASE RETAIN FOR YOUR RECORDS.**

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
<b>Total Score</b>	<b>0-120</b>

**Institution Code Numbers:** The code numbers on this score report are the ones you selected at the time you registered. If any of the numbers you indicated are not shown, they were incorrect and the TOEFL office was unable to send those score reports. To have additional official score reports sent, follow the directions on the attached Score Report Request Form.

**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

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](http://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.

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