Kssem/S.03/TOEFL/2015-15/01 4

(ETS) TOEFL iBT.   TOEFL iBT® Test Taker Score Report

Name: KAMATH BARKUR, SUDARSHAN
Last (Family/Surname) Name, First (Given) Name Middle Name

Email: sudarshankamath1@gmail.com

Gender: M

Date of Birth: 22 Mar 1993

Registration Number: 0000 0000 2862 7419

Test Date: 27 Aug 2016   **Sponsor Code:**

KAMATH BARKUR, SUDARSHAN
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Nobonagar
Bannerghatta Road
Bangalore, Karnataka 560076
India

Country of Birth: India

Native Language: KONKANI

Test Center: STN10927A - Christ University

Test Center Country: India

Inst. Code	Dept. Code
8504	99
6882	99
0935	99
1846	99

TOEFL iBT Scaled Scores

Reading	30
Listening	29
Speaking	26
Writing	26
Total Score	111

33

Security Identification

ID Type: Passport   **ID No.:** xxxxxxxxxxxxxxxxxxxx5300   **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 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.