View Scores

Candidate Profile
Update Contact Information
Update Identifying Information
Update TOEFL Score Service Preferences
Change Password

Test Registration and Orders
Register for a Test
Order Score Reports
View Order(s)

Scores
View Scores
Store Bulletin

My Home Page

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Test Scores
Registration Number: 00000000190143050
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<table>
<thead>
<tr>
<th>Test</th>
<th>Test Date</th>
<th>Reading</th>
<th>Listening</th>
<th>Speaking</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>28</td>
<td>20</td>
<td>19</td>
<td>24</td>
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How to Interpret scores

Reading Skills | Level | Your Performance
---|---|---
Reading | High (22-30) | 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.

- 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 | Intermediate (14-21) | Test takers who receive a score at the INTERMEDIATE 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, and/or abstract or complex ideas. However, lectures and conversations that require the listener to make sense of unexpected or seemingly contradictory information may present some difficulty.

- understand explicitly stated main ideas and important details, especially if they are reinforced, but may have difficulty understanding main ideas that must be inferred or important details that are not reinforced;
- understand how information is being used (for example, to provide support or describe a step in a complex process);
- recognize how pieces of information are connected (for example, in a cause-and-effect relationship);
- understand, though perhaps not consistently, why speakers use language for purposes other than to give information (for example, to emphasize a point, express agreement or disagreement, or convey intentions)

https://toefl-registration.ets.org/TOEFLWeb/reportmanagement/viewScoreDetails.do?... 2012/11/28