



TOEFL® (Test of English as a Foreign Language™)
Internet-based Test (TOEFL iBT™)
Examinee Score Report



Name: Lora Henn, Sabrina

Last (Family/Surname) Name, First (Given) Name Middle Name

Email: sabrinalorahenn@yahoo.com.br

Gender: F

Registration Number: 0000 0000 3337 2700

Date of Birth: 25 Apr 1997

Test Date: 28 Jul 2018

Sponsor Code:

1124504001606



Lora Henn, Sabrina

Rua 3000,384

Balneário Camboriu, Santa Catarina

Brazil



TOEFL Scaled Scores

Reading 28

Listening 24

Speaking 23

Writing 21

Total Score 96

Country of Birth: Brazil

Inst. Code | Dept. Code

Native Language: PORTUGUESE

Test Center: STN14521A - NELLE - UNIVALI - Itajai

Test Center Country: Brazil

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

ID Type: National ID

ID No.: xxxxxxxxxxxxxxxxxxxxx6600

Issuing Country: Brazil

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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.

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