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Name: El-farargy, Mahmoud Mohamed

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

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Gender: M

Registration Number: 0000 0000 3355 5268

Date of Birth: 01 Mar 1995

Test Date: 15 Sep 2018

Sponsor Code:



TOEFL iBT Scaled Scores

| | |
|--------------------|-----------|
| Reading | 14 |
| Listening | 9 |
| Speaking | 22 |
| Writing | 17 |
| Total Score | 62 |

El-farargy, Mahmoud Mohamed
El Beheira, komHamada, kafr boleen
El gharbia, Tanta, bab el-salam st.
Kom Hamada, El Beheira
Egypt

Country of Birth: Egypt

Native Language: ENGLISH

Test Center: APCU-8710 - ALEXANDRIA, EGYPT

Test Center Country: Egypt

| **Inst. Code** | **Dept. Code**

Security Identification

ID Type: Passport

ID No.: xxxxxxxxxxxxxxxxxxxxxx7277

Issuing Country: Egypt

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| Reading Skills | Level | Your Performance |
|------------------|-------|--|
| Reading | Low | <p>Test takers who receive a score at the LOW level, as you did, typically understand some of the information presented in academic texts in English that require a wide range of reading abilities, but their understanding is limited.</p> <p>Test takers who receive a score at the LOW level typically</p> <ul style="list-style-type: none"> have a command of basic academic vocabulary, but their understanding of less common vocabulary is inconsistent; have limited ability to understand and connect information, have difficulty recognizing paraphrases of text information, and often rely on particular words and phrases rather than a complete understanding of the text; have difficulty identifying the author's purpose, except when that purpose is explicitly stated in the text or easy to infer from the text; and can sometimes recognize major ideas from a text when the information is clearly presented, memorable, or illustrated by examples but have difficulty doing so when the text is more demanding. |
| Listening Skills | Level | Your Performance |
| Listening | Low | <p>Test takers who receive a score at the LOW level, as you did, typically understand the main idea and some important details of conversations. However, test takers at the low level may have difficulty understanding lectures and conversations in English that involve abstract or complex ideas and recognizing the relationship between those ideas. Test takers at this level also may not understand sections of lectures and conversations that contain difficult vocabulary or complex grammatical structures.</p> <p>Test takers at the LOW level typically can</p> <ul style="list-style-type: none"> understand main ideas when they are stated explicitly or marked as important but may have difficulty understanding main ideas if they are not stated explicitly; understand important details when they are stated explicitly or marked as important but may have difficulty understanding details if they are not repeated or clearly marked as important, or if they are conveyed over several exchanges among different speakers; understand ways that speakers use language to emphasize a point or to indicate agreement or disagreement, but generally only when the information is related to a central theme or is clearly marked as important; and make connections between the key ideas in a conversation, particularly if the ideas are related to a central theme or are repeated. |

| Speaking Skills | | Level* | Your Performance |
|---|--|--------|---|
| Speaking about Familiar Topics | | Fair | Your responses indicate you are able to speak in English about your personal experiences and opinions in a mostly clear and coherent manner. Your speech is mostly clear with only occasional errors. Grammar and vocabulary are somewhat limited and include some errors. At times, the limitations prevent you from elaborating fully on your ideas, but they do not seriously interfere with overall communication. |
| Speaking about Campus Situation | | Fair | 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 | | Fair | 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 | | 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"> an important idea or ideas may be missing, unclear, or inaccurate; there may be unclarity in how the lecture and the reading passage are related; and/or grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand. |
| Writing based on Knowledge and Experience | | Fair | You expressed ideas with reasons, examples, and details, but your response indicated weaknesses such as <ul style="list-style-type: none"> you may not provide enough specific support and development for your main points; your ideas may be difficult to follow because of how you organize your essay or because of the language you use to connect your ideas; and/or grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand. |

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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:

Institution Codes: The code numbers shown on page 1 of this report are the ones you selected before you took the test. If any institution code you selected is missing, it was incorrect and the TOEFL® Program was unable to send a score report to that institution.

| Sections | Scaled Scores |
|--------------------|---------------|
| Reading | 0-30 |
| Listening | 0-30 |
| Speaking | 0-30 |
| Writing | 0-30 |
| Total Score | 0-120 |

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.

* 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.

IMPORTANT NOTE TO SCORE USERS: This PDF score report was downloaded and printed by the test taker. It is not an Official Score Report sent by ETS directly to an organization designated by the test taker. If you find it necessary to verify the scores on this report, please contact the TOEFL Score Verification Service at +1-800-257-9547 or +1-609-771-7100. Scores more than two years old cannot be reported or validated.