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

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Gender: M

Date of Birth: 21 May 1990

Registration Number: 0000 0000 2264 4663

Test Date: 19 Sep 2014

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Ucar, Ahmet Fahreddin

Sancaktepe Hayrettin mahallesi

Tursucu Musa sokak

3/4 Ufuman apartmanı, Kocamustafapasa

Fatih

Istanbul, Turkey 34098

Turkey



TOEFL Scaled Scores

Reading	29
Listening	29
Speaking	26
Writing	28
Total Score	112

Country of Birth: Turkey

Native Language: TURKISH

Sponsor Code: Test Center Code: STN13381A

Test Center Country: Turkey

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

ID Type: National ID ID No.: xxxxxxxxxxxxxxxxxxxxxxx3460

Issuing Country: Turkey

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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.

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