

TOEFL® Practice Online
 Official TOEFL iBT® Practice Test
 Volume 65 Score Report

The purpose of this practice test is to help you prepare for the TOEFL iBT®. Performance on this test is not necessarily a predictor of how you might perform during an actual TOEFL® administration because you are not taking this test under regular testing conditions. However, you are encouraged to use this practice test to get a better sense of the TOEFL iBT® content and format, as well as receive scoring information on this preparation experience. **Scores and information presented in this score report are for preparation use only and are not official test scores.**

Summary Analysis:

Click on a section to review the questions for that section. Click on the "% Correct" to review all incorrect questions. If on the test customization page, you selected the untimed version and selected "Mark Guesses", click on "% Guessed" to see all questions marked as guessed.

Name: Xuanfei Ren
Start Date: 1/25/2022
End Date: 1/25/2022
Total Score: 88
Timing Mode: Timed

Section	Total Number of Correct Responses	% Correct	Scaled Score	% Guessed*	%Correct of Guessed
Reading	28 of 33	85%	28	0%	0%
Listening	19 of 28	68%	19	0%	0%

*These scores available only if on the test customization page, you selected to mark the answers on which you guessed.

Section	Scaled Score	Scaled Score Range
Speaking	19	16 - 23
Task 1	Click here to review this Speaking Practice question	
Task 2	Click here to review this Speaking Practice question	
Task 3	Click here to review this Speaking Practice question	
Task 4	Click here to review this Speaking Practice question	

[Click here](#) to view NEW detailed feedback on your speaking performance

Writing		
Writing scores are produced by e-rater® automated scoring software only. On the actual TOEFL® test, human raters will evaluate writing responses.		
	Rating	Scaled Score
Rating for Writing based on Reading and Listening	3	22
Rating for Writing based on Knowledge & Experience	4	

The Speaking and Writing sections of this practice test are scored by automated scoring systems.

Feedback Analysis:

Reading	Level	Your Performance
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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.
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Listening	Level	Your Performance
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Listening	Intermediate	<p>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.</p> <p>When listening to conversations and lectures like these, test takers at the INTERMEDIATE level typically can</p> <ul style="list-style-type: none"> • 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, 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 from adjacent parts of a lecture or conversation and make correct inferences on the basis of that information, but may have difficulty synthesizing information from separate parts of a lecture or conversation.
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Writing	Level	Your Performance
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Writing based on Reading and Listening	Fair	<p>Responses that receive these scores from human raters in operational TOEFL[®] tests are provided with the following description. See footnote below for further information.</p> <p>You responded to the task, relating the lecture to the reading, but your response indicates weaknesses such as</p> <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.
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Writing based on Knowledge and Experience	Good	<p>Responses that receive these scores from human raters in operational TOEFL[®] tests are provided with the following description. See footnote below for further information.</p> <p>You responded with a well-organized and developed essay. Weaknesses, if you have any, might have to do with</p>
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| | | <ul style="list-style-type: none">• use of English that is occasionally ungrammatical, unclear, or unidiomatic and/or• elaboration of ideas or connection of ideas that could have been stronger. |
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