

TOEFL® Practice Online
 Official TOEFL iBT® Practice Test
 Volume 66 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: 2/17/2022
End Date: 2/17/2022
Total Score: 91
Timing Mode: Timed

Section	Total Number of Correct Responses	% Correct	Scaled Score	% Guessed*	%Correct of Guessed
Reading	27 of 33	82%	27	0%	0%
Listening	21 of 28	75%	23	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	21	17 - 25
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	20
Rating for Writing based on Knowledge & Experience	3	

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

Feedback Analysis:

Reading	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	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.
-----------	------	---

Writing	Level	Your Performance
---------	-------	------------------

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.
--	------	---

Writing based on Knowledge and Experience	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 expressed ideas with reasons, examples, and details, but your response indicated weaknesses such as</p> <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.
---	------	---

To register for the TOEFL iBT[®], please visit <https://www.ets.org/mytoefl>.

To purchase additional TOEFL iBT[®] practice products, please visit www.ets.org/toefl/shoptestprep

*Scores and information presented in this score report are for practice use only and are not official test scores.