Test Score

# TOEFL iBT TOEFL iBT® Test Taker Score Report

THIS IS A PDF DOWNLOADED AND PRINTED BY THE TEST TAKER, INTENDED FOR THE TEST TAKER'S PERSONAL RECORDS.

Name:

Email:

Gender: M

Registration Number:

Date of Birth:

Test Date

Sponsor Code:



Country of Birth:

Native Language:

Test Center:

Test Center Country:

Inst. Code | Dept. Code

Security Identification

ID Type:

ID No.:

Issuing Country:

| TOEFL iBT Scaled Scores | |
|---|---|
| Reading | 26 |
| Listening | 25 |
| Speaking | 26 |
| Writing | 28 |
| Total Score | 105 |

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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.<br><br>Test takers who score at the HIGH level, typically<br>• have a very good command of academic vocabulary and grammatical structure;<br>• can understand and connect information, make appropriate inferences, and synthesize ideas, even when the text is conceptually dense and the language is complex;<br>• 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<br>• 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.<br><br>When listening to lectures and conversations like these, test takers at the HIGH level typically can<br>• understand main ideas and important details, whether they are stated or implied;<br>• distinguish more important ideas from less important ones;<br>• understand how information is being used (for example, to provide evidence for a claim or describe a step in a complex process);<br>• recognize how pieces of information are connected (for example, in a cause-and-effect relationship);<br>• 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<br>• synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information. |

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UNIVERSITY OF APPLIED SCIENCES UPPER AUSTRIA

Recommendation Letter must be printed on letter head of Home University

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To whom it may concern

Wels, March 20, 2017

**Confirmation of English Proficiency**

I hereby confirm that the student **Markus Rebhahn** has reached a level of **B2** on the Common European Framework of Reference for Languages (CEFR) **in English.**

English language classes are mandatory in the curriculum of most degree programs, both Bachelor´s and Master´s, at our university.

We are therefore confident that the student's language skills will enable him/her to study successfully and cope with everyday life as an exchange student at your university.

Yours sincerely,

FH OÖ Studienbetriebs GmbH

Peter Orgill B. A., P.G.C.E., Cert. T.E.F.L.

Head of Languages

Recommendation Letter must be signed and stamped by Home University