



TOEFL iBT

TOEFL iBT® Test Taker Booklet

Name: Trivedi, Pratul Dineshkumar

Last Name First Name Middle Name

Email: pratul.trivedi278@gmail.com

Gender: M

Date of Birth: 02 Aug 1997

Registration Number: 0000 0000 3434 0911

Test Date: 13 Oct 2018 Sponsor Code:

Trivedi, Pratul Dineshkumar
C-5, Yash Residency, Sas Road, Pashan, Pune - 411021
Pune, Maharashtra 411021
India



TOEFL iBT Scaled Scores

| | |
|--------------------|-----------|
| Reading | 24 |
| Listening | 24 |
| Speaking | 23 |
| Writing | 28 |
| Total Score | 99 |

Country of Birth: India

Native Language: HINDI

Test Center: ITILWB - Prometric Testing Private Limited

Test Center Country: India

| Inst. Code | Dept. Code |
|------------|------------|
| 0997 | 78 |
| 0985 | 78 |
| 4007 | 78 |
| 2548 | 78 |

Security Identification

ID Type: Passport

ID No.: xxxxxxxxxxxxxxxxxxxx7313

Issuing Country: India

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 structures;
- 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

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, interests, and
- synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information.

| Speaking Skills | Level* | Your Performance |
|---|--------|--|
| Speaking about General 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 listener must listen carefully to understand fully all your ideas, but they do not seriously interfere with overall communication. |
| Speaking about Campus Situation | Good | Your responses indicate an ability to speak effectively in English about reading material and conversations typically encountered by university students. Overall, your responses are clear and coherent, with only occasional errors of pronunciation, grammar, or vocabulary. |
| 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 | Good | You responded well to the task, relating the lecture to the reading. Weaknesses, if you have any, might have to do with: <ul style="list-style-type: none"> • slight imprecision in your summary of some of the main points and/or • use of English that is occasionally ungrammatical or unclear. |
| Writing based on Knowledge and Experience | Good | You responded with a well-organized and developed essay. Weaknesses, if you have any, might have to do with: <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. |

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

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:

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

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.

Score Legends:

| Reading Skills | |
|----------------|--------------------------|
| Level | Total Scaled Score Range |
| High | 26-30 |
| Intermediate | 18-25 |
| Low | 0-17 |

| Listening Skills | |
|------------------|--------------------------|
| Level | Total Scaled Score Range |
| High | 26-30 |
| Intermediate | 18-25 |
| Low | 0-17 |

| Speaking Skills | |
|-----------------|--------------------------|
| Level | Total Scaled Score Range |
| Good | 26-30 |
| Fair | 18-25 |
| Limited | 10-17 |
| Weak | 0-9 |

| 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.

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February 14, 2019

Pratul Dineshkumar Trivedi
C-5 Yash Residency Sus Road Pashan
Pune 411021
India

Dear Pratul Trivedi,

It gives me great pleasure to inform you that you have been admitted to the Graduate School of Syracuse University. The faculty in Computer Science has recommended that you be admitted for Fall 2019 as a Master of Science student. When communicating with the University about your admission, please refer to your unique, nine-digit Syracuse University identification number (SUID): 882216639.

We have created a web gateway for newly admitted graduate students that addresses pertinent enrollment information, some of which may require immediate action on your part. I encourage you to consult it as soon as possible. You will find this gateway at the following web address: http://www.syr.edu/gradschool/em/current_gradchecklist.html.

The credentials that you have presented show your qualification to undertake study and research that will be vigorous, stimulating, and, we trust, rewarding for you. Congratulations and welcome to our graduate community, which has been a vital part of the university since its founding in 1870.

By the end of your first semester of study, you must submit an official transcript from your undergraduate institution which must bear the appropriate signatures and seal of the institution that issued it and must be received by Syracuse University in a sealed envelope directly from that institution. Unsealed documents which may have been in the hands of students are not considered official. After completion of the first semester of graduate study, the Graduate School may prohibit further registration for any student who has not met this requirement. The hold on registration will only be released when this requirement has been met. If you are a domestic student, in accordance with federal Title IV regulations, financial aid will be disbursed to the student account when all financial aid and admission requirements are met, including receipt of official degree bearing transcripts. Please refer to http://www.syr.edu/gradschool/em/current_gradchecklist.html for additional information.

Sincerely,

Peter A. Venable, Dean of The Graduate School

Syracuse University Graduate Enrollment Processing

PO Box 35060, Syracuse, NY 13235-5060

T 315.443.4492 F 315.443.3423 grad@syr.edu

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Name: Kajgaonkar, Pranav H.

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

Email: pranav.kajgaonkar@gmail.com**Gender:** M**Registration Number:** 0000 0000 3426 4463**Date of Birth:** 12 Jun 1998**Test Date:** 15 Sep 2018**Sponsor Code:****TOEFL iBT Scaled Scores**

| | |
|--------------------------|------------|
| Reading | 29 |
| Listening | 29 |
| Speaking | 24 |
| Writing | 23 |
| Total Score | 105 |

Kajgaonkar, Pranav H.
A-903, Dsk Gandhakosh
Near Jupiter hospital, Baner
Pune, Maharashtra 411045
India

Country of Birth: India**Native Language:** MARATHI**Test Center:** STN11383I - MIT College Of Engineering**Test Center Country:** India

| Inst. Code | Dept. Code |
|-------------------|-------------------|
| 4007 | 78 |
| 4833 | 78 |
| 0965 | 78 |
| 4859 | 78 |

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

ID Type: Passport**ID No.:** xxxxxxxxxxxxxxxxxxxxx5473**Issuing Country:** India

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| Reading Skills | 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 Skills | 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. |

| 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 | Good | Your responses demonstrate an ability to communicate effectively in English about academic topics typical of first-year university studies. Your speech is mostly clear and fluent. You are able to use appropriate vocabulary and grammar to explain concepts and ideas from reading or lecture material. You are able to talk about key information and relevant details with only minor inaccuracies. |
| 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 | Good | You responded with a well-organized and developed essay. Weaknesses, if you have any, might have to do with <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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|--------------------|---------------|
| 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 |

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