



Shah, Divya H.

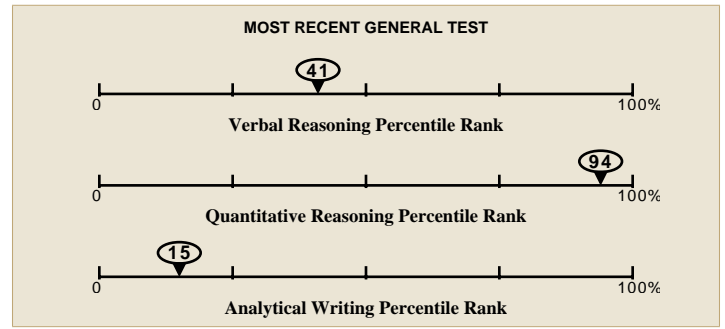
# Examinee Score Report

Note: This report is not valid for transmission of scores to an institution.

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

Print Date: 08/27/2014

|   |   |
|---|---|
| Address:                                | 7, Saibaba CHS Ltd.,<br>Sant Muktabai Rd,Vile Parle-E<br>Mumbai, 400057 |
| Email Address:                          | divyashah.2801@gmail.com  |
| Phone Number:                           | +919920156617   |
| Date of Birth:                          | 01/28/1993  |
| Social Security Number (last 4 digits): |   |
| Gender:                                 | Male  |
| Intended Graduate Major Code:           | 0000  |
| Intended Graduate Major:                | Undecided - Undecided   |
| Most Recent Test Date:                  | 08/19/2014  |
| Registration Number:                    | 6419859   |



All dates are formatted as MM/DD/YYYY.

This score report includes all of your General Test and Subject Test scores earned from July 1, 2008 to the present. Only reported scores are available for display.

## General Test Scores

| Test Date<br>MM/DD/YYYY | Verbal Reasoning* |                         |                |         | Quantitative Reasoning* |                         |                |         | Analytical Writing |         |
|-------------------------|-------------------|-------------------------|----------------|---------|-------------------------|-------------------------|----------------|---------|--------------------|---------|
|                         | Prior Format      |                         | Current Format |         | Prior Format            |                         | Current Format |         | Score              | % Below |
|                         | Scaled Score      | Estimated Current Score | Scaled Score   | % Below | Scaled Score            | Estimated Current Score | Scaled Score   | % Below |                    |         |
| 08/19/2014              |                   |                         | 149            | 41      |                         |                         | 167            | 94      | 3.0                | 15      |

NS - No Score. Indicates that no questions were answered.

\* The GRE Verbal Reasoning and Quantitative Reasoning score scales changed in August 2011. For tests taken August 2011 or later, scores are printed in the "Current Format" columns. For tests taken before August 2011, scores on the prior scales and the corresponding estimated scores on the current scales are printed in the "Prior Format" columns.

## Subject Test Scores

| Test Date | Test Name / Subscore Name | Scaled Score | % Below |
|-----------|---------------------------|--------------|---------|
|           |                           |              |         |

## Score Recipient(s)

Your score reporting history is shown below. "Pending" indicates your scores are not yet available, or your order has not yet been processed.

| Undergraduate Institution |                    |                               |              |            |
|---------------------------|--------------------|-------------------------------|--------------|------------|
| Report Date               | Institution (Code) | Department (Code)             | Test Type    | Test Date  |
| 08/27/2014                | U Bombay (0833)    | Mechanical Engineering (1502) | General Test | 08/19/2014 |

| Score Recipient(s) |  |                                  |              |            |
|--------------------|--|----------------------------------|--------------|------------|
| Report Date        | Institution or Fellowship Sponsor (Code) | Department (Code)                | Test Type    | Test Date  |
| 08/27/2014         | U Washington (4854)                      | Other Fields - Not Listed (5199) | General Test | 08/19/2014 |
| 08/27/2014         | U Pennsylvania (2926)                    | Other Fields - Not Listed (5199) | General Test | 08/19/2014 |
| 08/27/2014         | Arizona State U (4007)                   | Other Fields - Not Listed (5199) | General Test | 08/19/2014 |
| 08/27/2014         | U Wisconsin Madison (1846)               | Other Fields - Not Listed (5199) | General Test | 08/19/2014 |

\* Undergraduate Institution does not wish to receive scores

\*\* Score recipient not valid/active

## QUESTIONS ABOUT THIS GRE EXAMINEE SCORE REPORT

Information to help you interpret your GRE scores is available at [www.ets.org/gre/stupubs](http://www.ets.org/gre/stupubs). If you have any questions concerning this GRE Report of Scores, call ETS at 1-609-771-7679 or 1-866-473-4373 (toll free for test takers in the U.S., U.S. Territories\*, and Canada) between 8:00 a.m. and 7:45 p.m. EST or email [gre-info@ets.org](mailto:gre-info@ets.org). For information about interpreting your scores, consult **Interpreting Your GRE Scores**, which is available at [www.ets.org/gre/understand](http://www.ets.org/gre/understand).

\*Includes American Samoa, Guam, Puerto Rico, and U.S. Virgin Islands

## SCORE REPORTING

Policies pertaining to score reporting and use are periodically reviewed and revised by the GRE Board. The policies and procedures explained in the 2013-14 *GRE Information and Registration Bulletin* are effective only for the time period of August 1, 2013 to June 30, 2014 and supersede previous policies and procedures in previous bulletins. GRE scores are reportable for five(5) years following the testing year (July 1 to June 30) in which you tested. Currently, GRE scores earned after July 1, 2008 are available.

## PERCENTILE RANK (% BELOW)

The percentile ranks in this report indicate the percentage of examinees who scored below your score. Note that these percentile ranks may be different from those that applied when the scores were originally reported to you if the scores were earned prior to July 2013. This reflects annual updating of these data to permit admissions officers to compare scores, whenever earned, with those for a recent reference group.

## RETAKE A GRE TEST

You can take the GRE revised General Test once every 21 days, and up to five times within any continuous rolling 12-month period. This applies even if you canceled your scores on a test taken previously. You may take the paper-based GRE revised General Test and GRE Subject Tests as often as they are offered.

Note: This policy will be enforced even if a violation is not immediately identified (e.g., inconsistent registration information) and test scores have been reported. In such cases, the invalid scores will be canceled and score recipients will be notified of the cancellation. Test fees will be forfeited.

## SCORES NOT REPORTED

"Scores Not Reported" is listed in the Report Date column of the Score Recipients section of your score report if one of three scenarios occurs:

- You requested scores to be sent to an undergraduate institution that does not receive scores.
- The code for the graduate institution you designated to receive scores is no longer active.
- Your reportable score record does not include scores for the requested test.



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**Examinee Score Report**

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**Divya Haresh Shah**

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| Test      | Test Date                    | Reading | Listening | Speaking | Writing | Total |
|-----------|------------------------------|---------|-----------|----------|---------|-------|
| TOEFL iBT | Sat Oct 18 09:57:34 EDT 2014 | 29      | 27        | 26       | 25      | 107   |

[How to interpret scores](#)

| Reading Skills   | Level       | Your Performance  |
|------------------|-------------|---|
| Reading          | High(22-30) | <p>Test takers who receive a score at the <b>HIGH</b> 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 <b>HIGH</b> level, typically</p> <ul style="list-style-type: none"> <li>• have a very good command of academic vocabulary and grammatical structure;</li> <li>• can understand and connect information, make appropriate inferences, and synthesize ideas, even when the text is conceptually dense and the language is complex;</li> <li>• 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</li> <li>• can abstract major ideas from a text, even when the text is conceptually dense and contains complex language.</li> </ul>   |
| Listening Skills | Level       | Your Performance  |
| Listening        | High(22-30) | <p>Test takers who receive a score at the <b>HIGH level</b>, 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 <b>HIGH</b> level typically can</p> <ul style="list-style-type: none"> <li>• understand main ideas and important details, whether they are stated or implied;</li> <li>• distinguish more important ideas from less important ones;</li> <li>• understand how information is being used (for example, to provide evidence for a claim or describe a step in a complex process);</li> <li>• recognize how pieces of information are connected (for example, in a cause-and-effect relationship);</li> <li>• 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</li> </ul> |

|   |                        |   |
|---|------------------------|---|
|   |                        | <ul style="list-style-type: none"> <li>synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information.</li> </ul>  |
| <b>Speaking Skills</b>                    | <b>Level</b>           | <b>Your Performance</b>   |
| Speaking about familiar topics            | <b>Good(3.5 - 4.0)</b> | Your responses indicate an ability to communicate your personal experiences and opinions effectively in English. Overall, your speech is clear and fluent. Your use of vocabulary and grammar is effective with only minor errors. Your ideas are generally well developed and expressed coherently.  |
| Speaking about campus situations          | <b>Fair(2.5 - 3.0)</b> | 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    | <b>Good(3.5 - 4.0)</b> | 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.  |
| <b>Writing Skills</b>                     | <b>Level</b>           | <b>Your Performance</b>   |
| Writing based on reading and listening    | <b>Good(4.0 - 5.0)</b> | <p>You responded well to the task, relating the lecture to the reading. Weaknesses, if you have any, might have to do with</p> <ul style="list-style-type: none"> <li>slight imprecision in your summary of some of the main points and/or</li> <li>use of English that is occasionally ungrammatical or unclear.</li> </ul>  |
| Writing based on knowledge and experience | <b>Good(4.0 - 5.0)</b> | <p>You responded with a well-organized and developed essay. Weaknesses, if you have any, might have to do with</p> <ul style="list-style-type: none"> <li>use of English that is occasionally ungrammatical, unclear, or unidiomatic and/or</li> <li>elaboration of ideas or connection of ideas that could have been stronger.</li> </ul>  |

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