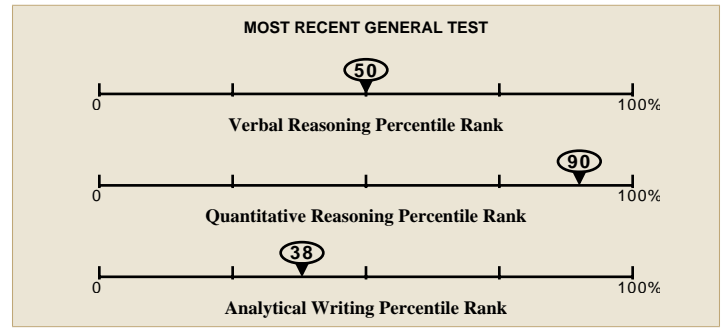


Last (Family/Surname) Name, First (Given) Name, Middle Initial

Print Date: 12/20/2014

Address:	F3, C20, KETKI APT, OPP KALPANA LIFELINE, AMBADI ROAD VASAI, 401202
Email Address:	sagar.patil1434@gmail.com
Phone Number:	919673593008
Date of Birth:	07/25/1993
Social Security Number (last 4 digits):	
Gender:	Male
Intended Graduate Major Code:	1502
Intended Graduate Major:	Engineering -- Mechanical - Mechanical Engineering
Most Recent Test Date:	09/22/2014
Registration Number:	6725276



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 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		
09/22/2014			151	50			165	90	3.5	38

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

Score Recipient(s)				
Report Date	Institution or Fellowship Sponsor (Code)	Department (Code)	Test Type	Test Date
Pending	SUNY U Buffalo (2925)	Mechanical Engineering (1502)	General Test	09/22/2014
Pending	Arizona State U (4007)	Mechanical Engineering (1502)	General Test	09/22/2014
Pending	U Southern California (4852)	Mechanical Engineering (1502)	General Test	09/22/2014
10/01/2014	Texas Tech U (6827)	Mechanical Engineering (1502)	General Test	09/22/2014
10/01/2014	U CA Berkeley (4833)	Mechanical Engineering (1502)	General Test	09/22/2014

* 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. 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. For information about interpreting your scores, consult **Interpreting Your GRE Scores**, which is available at 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.

RETAKEING 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.



Patil, Sagar S.

Examinee Score Report

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

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



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Registration Number: 0000000022854241

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Security Information

Type: Passport
Country: India
ID: L4809137

Test	Test Date	Reading	Listening	Speaking	Writing	Total
TOEFL iBT	Sat Oct 25 11:55:40 EDT 2014	25	21	23	27	96

[How to interpret scores](#)

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[Report Cheating](#)

Reading Skills	Level	Your Performance
Reading	High(22-30)	<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
		<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

Listening	Intermediate(14-21)	<p>have difficulty understanding main ideas that must be inferred or important details that are not reinforced;</p> <ul style="list-style-type: none"> 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.
Speaking Skills	Level	Your Performance
Speaking about familiar topics	Fair(2.5 - 3.0)	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 situations	Fair(2.5 - 3.0)	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(3.5 - 4.0)	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	Good(4.0 - 5.0)	<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"> 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	Good(4.0 - 5.0)	<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"> use of English that is occasionally ungrammatical, unclear, or unidiomatic and/or

experience		<ul style="list-style-type: none">• elaboration of ideas or connection of ideas that could have been stronger.
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