



RAJIV GANDHI COLLEGE OF ENGINEERING AND TECHNOLOGY
CENTRE FOR TRAINING, PLACEMENT AND CORPORATE RELATIONS

QUALIFYING EXAMINATION

ACADEMIC YEAR: 2019-2020

Year	Registration number/roll number for the exam	Names of students qualified	Name of the qualifying exam	Link to details
2019-2020	423384	ANBIRKAVIN A	IELTS	QE 1
2019-2020	NOT MENTIONED	SHARUMATHISEVI J	TOEIC	QE 2
2019-2020	362785	GLORIA SHARMILA .M	IELTS	QE 3
2019-2020	362821	PREETHA .V	IELTS	QE 4
2019-2020	4223	NEELAAMPARI P	IELTS	QE 5


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RAJIV GANDHI COLLEGE OF
ENGINEERING AND TECHNOLOGY
KIRUMALUR, TIRUPATI, ANDHRA PRADESH - 505 003.

Candidate Name
ANBIRKAVIN ARATCHELVAN
Candidate Number
 423384
Centre Number
 IN855
Test Date
 13 Nov 2021
OverAll 7.5 **Listening** 8.0 **Writing** 7.0 **Reading** 7.5 **Speaking** 7.5

Your official test report will be posted to you 13 days after the test. Please note the preview of your IELTS result cannot be used as official confirmation of your test result.

Overall Band Score

Overall 7.5 Good User

The test taker has operational command of the language, though with occasional inaccuracies, inappropriate usage and misunderstandings in some situations. They generally handle complex language well and understand detailed reasoning.

Test Score Your result explained

Advice to improve your score

Listening 8.0

Test takers at Band 8 can typically follow extended speech involving complex and detailed argumentation. They can identify and process language and grammar automatically, and so are able to concentrate on the development of the overall meaning of what is said by a speaker or speakers. They can understand a wide range of vocabulary, including idiomatic language and fixed phrases or unusual collocations, as well as technical and academic language.

Listen to discussion programmes, especially those on abstract topics you're less familiar with, without pausing or repeating the recording. Try to predict how the conversation might develop, then see if you're correct. Make it a point to notice how the speakers express and qualify their opinions, noting ways they say things that make their arguments particularly effective. Where speakers have different points of view, notice how they respond to one another's comments. Use strategies to infer ideas and meanings that are not directly stated. Afterwards, try to reconstruct the discussion to yourself, to check how much you have understood.

Reading 7.5

Test takers at Band 7.5 can typically deal with a variety of factual and opinion-based texts that may be complex and dense with information. They are very good at using their wide vocabulary knowledge to create meaning, both within and across sentences, on a range of general and specialised topics. They can follow an argument and distinguish between main ideas and supporting details, and are good at understanding attitude, opinion and implication. They are able to do this by using reading strategies such as skimming and scanning, and by synthesizing information and drawing inferences.

At this level, it is important to broaden the range of texts you read further. Continue to develop your awareness of how to read different types of texts differently. What features does that particular type of text typically have? How is information structured and arranged in such texts? Will it require making inferences? Will there be a summary somewhere? Use your knowledge of these and approach the reading task in an appropriate way. Where you want to know the overall argument or specific arguments, try to do this as efficiently as possible. As an exercise, try to find several opinion-based texts on the internet, and then determine the similarities and differences in their opinions and views.

Speaking 7.5

Test takers at this band can typically speak with ease, clearly and at length, although with some repetition, self-correction, or hesitation to search for words or grammar. Speaking is generally well-organised, and ideas are generally clear and well-linked. They use a range of vocabulary to discuss a variety of topics, and can use some less common or idiomatic vocabulary, although not always accurately. They can paraphrase well if needed. They can use a range of grammar structures. Sentences are frequently accurate, although there are some errors. Pronunciation is generally natural and clear, but with occasional problems. They are usually easy to understand, and their accent does not have much effect on understanding.

Talk to other people about abstract and difficult current issues. Focus on delivering your ideas well in presentations and discussions, minimising hesitation as much as possible. Ask yourself: Am I arranging and conveying my thoughts in the best possible way? Am I using the best possible words and phrases that I know to express my ideas? How can I vary my delivery so that my ideas are understood better? Then work on those things you're not completely happy with yet. Continue reading and listening to natural English language materials and TV to note precise words and particularly effective ways of saying things. Think about how you might use these yourself.



Dr. E. VIJAYAKRISHNA RAPAKA
 B.Tech (Mech.), M.Tech.(Energy), Ph.D. (IIT Madras)
 M.S.T.E., F.I.I.P.E., M.C.S.I, M.C.I.I.,
PRINCIPAL
 Rajiv Gandhi College of Engineering & Technology
 Pondy Cuddalore Main Road,
 Kirumampakkam, Puducherry - 607 402.

Writing

7.0

Test takers at this band can typically produce a clear overview of the graph or a clear viewpoint throughout the response. All parts of the task are covered. (GT) The letter has a clear purpose and a consistent, suitable tone. Test takers can support their main ideas with details and examples, although these might be too general and lack focus. The writing is well-organised and leads logically to its conclusion. They can use a variety of linking words, with some over- or under-used. In Task 2 every paragraph has one main topic. They can flexibly use a range of vocabulary and some less common words with some style, despite occasionally choosing the wrong word or making mistakes in spelling or in the form of a word. They are able to use a variety of complex sentences, and many of their sentences are correct. However they still make a few mistakes with grammar and punctuation.

Practice producing different types of writing. When writing informational and argumentative pieces, take care to develop your points thoroughly, providing as many relevant supporting ideas and details as necessary. Don't develop your points separately. Instead, ask yourself: how might I develop my idea so that it logically leads me to my next idea? Then, also ask yourself: does my use of paragraphing help to highlight the flow of my ideas? Have I also used other means besides paragraphing to do this? Use a good variety of structures, choosing appropriate ones to help the overall effect of your writing. Also try to use a wide range of vocabulary when you write, always using the best possible word. For words and phrases that are newer to you, look them up online to see how other writers use them and what other words they often appear together with. Finally, check your writing, paying special attention to those words and grammar structures you're not as confident about.

Disclaimer:

The preview of your test result is provisional and may not be used as official confirmation of your achievement.

Your test centre or the IELTS partners will not accept any responsibility in the event that your result fails to display here, whether due to technical fault or administrative procedures.

Please note that the provision of this feedback and advice is to be used for guidance only.

TRF Number:

Provisional IELTS Results brought to you by IDP IELTS Australia



Dr. E. VIJAYAKRISHNA RAPAKA

B.Tech (Mech., M.Tech.(Energy), Ph.D. (IIT Madras)

M.S.T.E., F.I.I.P.E., M.C.S.J.M.C.I.I.,

PRINCIPAL

Rajiv Gandhi College of Engineering & Technology

Pondy Cuddalore Main Road,

Kirumampakkam, Puducherry - 607 402.

Individual Performance Feedback TOEIC® Listening and Reading Test

Institutional
Programme

LISTENING

READING

Janakiraman Sharumathselvi

Name _____

1998/08/26
Date of birth (yyyy/mm/dd)

2001/18
Test date (yyyy/mm/dd)

2026/01/18
Valid until (yyyy/mm/dd)

Client/Institution Name:
Université Gustave Eiffel – Esiee Paris

Your scaled score is between 400 and 485. Test takers who score around 400 typically have the following strengths:

- They can infer the central idea, purpose, and basic context of short spoken exchanges across a broad range of vocabulary, even when conversational responses are indirect or not easy to predict.
- They can infer the central idea, purpose, and basic context of extended spoken texts across a broad range of vocabulary. They can do this even when the information is not supported by repetition or paraphrase and when it is necessary to connect information across the text.
- They can understand details in short spoken exchanges, even when negative constructions are present, when the language is syntactically complex, or when difficult vocabulary is used.
- They can understand details in extended spoken texts, even when it is necessary to connect information across the text and when the information is not supported by repetition. They can understand details when the information is paraphrased or when negative constructions are present.

To see weaknesses typical of test takers who score around 400, see the Proficiency Description Table.

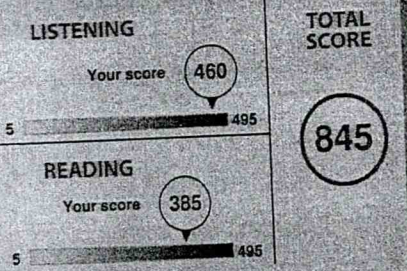
Your scaled score is between 350 and 430. Test takers who score around 350 typically have the following strengths:

- They can infer the central idea and purpose of a written text, and they can make inferences about details.
- They can read for meaning. They can understand factual information, even when it is paraphrased.
- They can connect information across a small area within a text, even when the vocabulary and grammar of the text are difficult.
- They can understand medium-level vocabulary. They can sometimes understand difficult vocabulary in context, unusual meanings of common words, and idiomatic usage.
- They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions.

To see weaknesses typical of test takers who score around 350, see the Proficiency Description Table. If your performance is closer to 450, you should review the descriptors for test takers who score around 450.

HOW TO READ YOUR SCORE INFORMATION

Percentage correct of abilities measured. Percentage of items you answered correctly on this test form for each one of the abilities measured. Your performance on questions testing these abilities cannot be compared to the performance of test takers who take other forms or to your own performance on other test forms.



ABILITIES MEASURED	PERCENTAGE CORRECT OF ABILITIES MEASURED	ABILITIES MEASURED	PERCENTAGE CORRECT OF ABILITIES MEASURED
Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	93	Can make inferences based on information in written texts	73
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	81	Can locate and understand specific information in written texts	78
Can understand details in short spoken texts	100	Can connect information across multiple sentences in single written text and across texts	78
Can understand details in extended spoken texts	94	Can understand vocabulary in written texts	79
Can understand a speaker's purpose or implied meaning in a phrase or sentence	80	Can understand grammar in written texts	80

* Proficiency Description Table can be found on our web site, www.ets.org/toefc

www.etsglobal.org



Mapping TOEIC® Listening and Reading scores to the Common European Framework of Reference (CEFR)

	Total Score Scale Range	Minimum Score needed to enter the following CEFR levels			
		A1	A2	B1	B2
TOEIC® Listening	5 - 495	60	110	275	400
TOEIC® Reading	5 - 495	60	105	275	385



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PRINCIPAL
Rajiv Gandhi College of Engineering & Technology
Pondy - Cuddalore Main Road,
Kiramampakkam, Puducherry - 607 402,

Test Report Form

ACADEMIC

NOTE Admission to undergraduate and post graduate courses should be based on the ACADEMIC Reading and Writing Modules. GENERAL TRAINING Reading and Writing Modules are not designed to test the full range of language skills required for academic purposes. It is recommended that the candidate's language ability as indicated in this Test Report Form be re-assessed after two years from the date of the test.

Centre Number **IN001** Date **22/FEB/2020** Candidate Number **362785**

Candidate Details

Family Name **MARIE SUSAIRAJ**
First Name **GLORIA SHARMILA**
Candidate ID **S4928497**

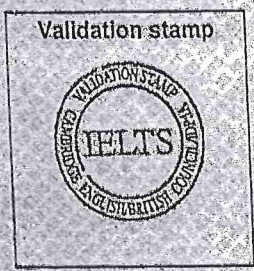


Date of Birth **01/03/1998** Sex (M/F) **F** Scheme Code **Private Candidate**
Country or Region of Origin
Country of Nationality **INDIA**
First Language **TAMIL**

Test Results

Listening **6.0** Reading **6.0** Writing **5.5** Speaking **7.0** Overall Band Score **6.0** CEFR Level **B2**

Administrator Comments



Administrator's Signature

[Handwritten Signature]

Date **06/03/2020**

Test Report Form Number **119IN362785MARG001A**



Cambridge Assessment English

The validity of this IELTS Test Report Form can be verified online by recognising the seal at <http://ielts.org.uk>

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Rajiv Gandhi College of Engineering
Pondy - Cuddalore Main Road,
Kirumampakkam, Pudukcherry - 607 402.



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Test Report Form

ACADEMIC

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Centre Number

IN001

Date

22/FEB/2020

Candidate Number

362821

Candidate Details

Family Name

VISWANATHAN

First Name

PREETHA

Candidate ID

T8840921



Date of Birth

10/12/1998

Sex (M/F)

F

Scheme Code

Private Candidate

Country or Region of Origin

Country of Nationality

INDIA

First Language

TAMIL

Test Results

Listening

5.5

Reading

5.5

Writing

6.5

Speaking

6.0

Overall Band Score

6.0

CEFR Level

B2

Administrator Comments

Empty box for Administrator Comments

Centre stamp



Validation stamp



Administrator's Signature

Rajul B...

Date

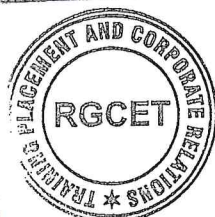
06/03/2020

Test Report Form Number

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Cambridge Assessment English



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B.Tech. (Mech.), M.Tech. (Energy), Ph.D. (IIT Madras)

PRINCIPAL

Rajiv Gandhi College of Engineering & Technology
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Test Report Form

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Centre Number

IN620

Date

10/APR/2021

Candidate Number

004223

Candidate Details

Family Name

PREMNATH

First Name

NEELAAMPARI

Candidate ID

U8995636



Date of Birth

21/05/1999

Sex (M/F)

F

Scheme Code

Private Candidate

Country or Region of Origin

Country of Nationality

INDIA

First Language

TAMIL

Test Results

Listening

6.5

Reading

6.0

Writing

7.0

Speaking

7.5

Overall Band Score

7.0

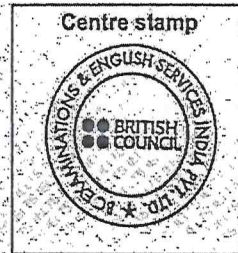
CEFR Level

C1

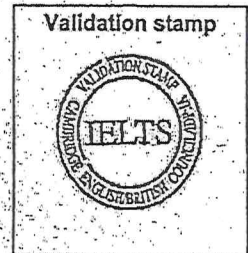
Administrator Comments

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Centre stamp



Validation stamp



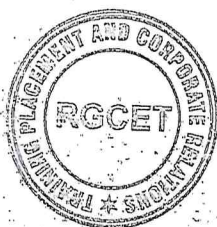
Administrator's Signature

Date

07/06/2021

Test Report Form Number

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