

Interpreting the PTE Academic Score Report


1. Get your scores

After taking the test, you will be notified by email when your PTE Academic scores are available (typically within five business days from your test date). Using the online account you set up when you registered for the test, you can view your results and then request to make them available to an unlimited number of institutions of your choice.

The PTE Academic Score Report includes your overall score, communicative skills scores and enabling skills scores.

PTE Academic Test Taker Score Report

Example Test Taker

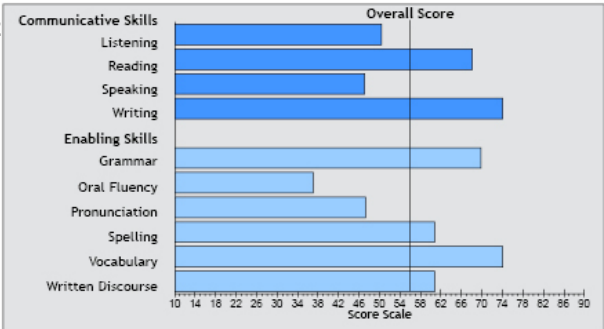
Test Taker ID:	PTE123456789	
Date of Birth:	06 January 1980	
Country of Citizenship:	United Kingdom	
Country of Residence:	United Kingdom	
Gender:	Male	
Email Address:	pltsupport@pearson.com	
Registration ID:	123456789	
Test Date:	13 September 2011	
Test Centre Country:	United States	
Test Centre ID:	00001	
First-Time Test Taker:	Yes	
Report Issue Date:	18 September 2011	
Scores Valid Until:	13 September 2013	

Overall Score: 56 1

The Overall Score for the PTE Academic is based on the test taker's performance on all items in the test. The scores for Communicative Skills and Enabling Skills are based on the test taker's performance on only those items that pertain to these skills specifically. As many items contribute to more than one Communicative or Enabling Skill, the Overall Score cannot be computed directly from the Communicative Skill scores or from the Enabling Skill scores. The graph below indicates this test taker's Communicative Skills and Enabling Skills relative to his or her Overall Score.

When comparing the Overall Score and the scores for Communicative Skills and Enabling Skills, please be aware that there is some imprecision in all measurement, depending on a variety of factors. For more information on interpreting PTE Academic scores, please refer to *Interpreting the PTE Academic Score Report* which is available at www.pearsonpte.com/pteacademic/scores.

Skills Profile 4

<p>Communicative Skills 2</p> <p>Listening 51</p> <p>Reading 69</p> <p>Speaking 47</p> <p>Writing 74</p> <p>Enabling Skills 3</p> <p>Grammar 70</p> <p>Oral Fluency 37</p> <p>Pronunciation 47</p> <p>Spelling 61</p> <p>Vocabulary 74</p> <p>Written Discourse 61</p>	 <table border="1" style="display: none;"> <caption>Skills Profile Data</caption> <thead> <tr> <th>Skill Category</th> <th>Skill</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Communicative Skills</td> <td>Listening</td> <td>51</td> </tr> <tr> <td>Reading</td> <td>69</td> </tr> <tr> <td>Speaking</td> <td>47</td> </tr> <tr> <td>Writing</td> <td>74</td> </tr> <tr> <td rowspan="5">Enabling Skills</td> <td>Grammar</td> <td>70</td> </tr> <tr> <td>Oral Fluency</td> <td>37</td> </tr> <tr> <td>Pronunciation</td> <td>47</td> </tr> <tr> <td>Spelling</td> <td>61</td> </tr> <tr> <td>Vocabulary</td> <td>74</td> </tr> <tr> <td>Written Discourse</td> <td>61</td> </tr> <tr> <td colspan="2">Overall Score</td> <td>56</td> </tr> </tbody> </table>	Skill Category	Skill	Score	Communicative Skills	Listening	51	Reading	69	Speaking	47	Writing	74	Enabling Skills	Grammar	70	Oral Fluency	37	Pronunciation	47	Spelling	61	Vocabulary	74	Written Discourse	61	Overall Score		56
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NOTE TO INSTITUTIONS: This score report is not valid unless authenticated on the PTE Academic Score Report Website: www.pearsonvue.com/ptescores.

ALWAYS LEARNING PEARSON

Example Test Taker Score Report

1. The **overall score** reflects your overall English language ability. The score is based on performance on all items in the test.

The range for the overall score is 10-90 points.

2. **Scores for communicative skills** (listening, reading, speaking and writing) are based on all test items that assess these skills, either as a single skill or together with other skills.

The range for each communicative skill score is 10-90 points.

3. **Scores for enabling skills** (grammar, oral fluency, pronunciation, spelling, vocabulary and written discourse) are based on all test items assessing one or more of these skills.

The range for each enabling skill score is 10-90 points.

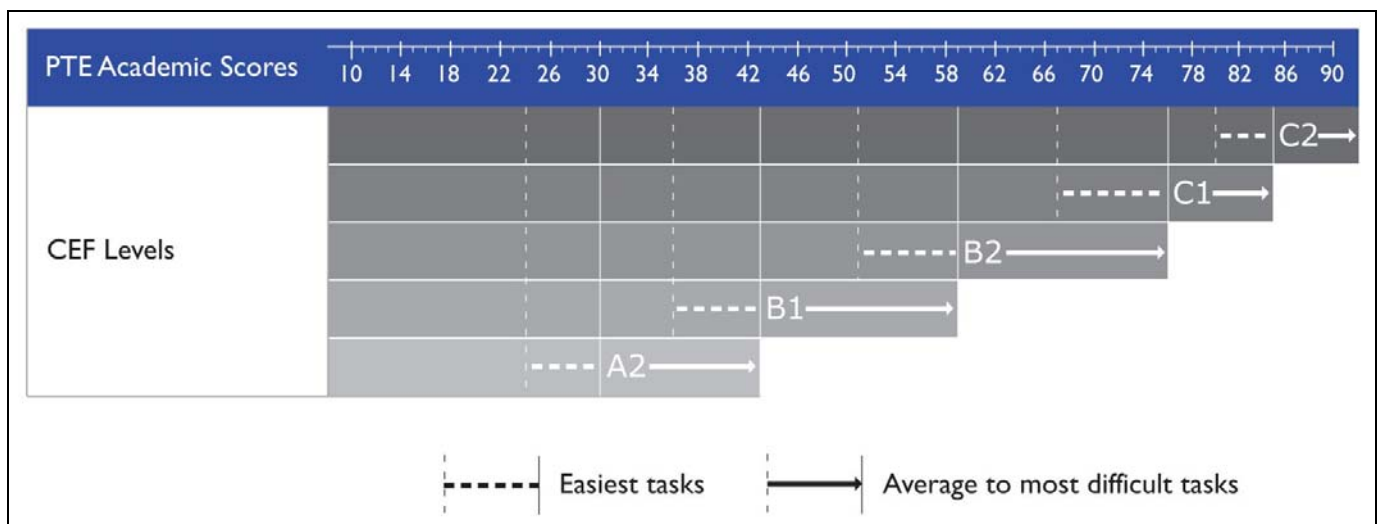
4. The display of the scores in a graph allows you to quickly see your strengths and weaknesses, and how each skill relates to your overall performance.

2. Understand the PTE Academic Score Scale and the CEF

PTE Academic is aligned to the Common European Framework (CEF or CEFR). This is a widely recognized benchmark for language ability developed by the Council of Europe (2001). The explanation of this alignment is that to stand a reasonable chance at successfully performing any of the tasks defined at a particular CEF level, you must be able to demonstrate that you can do the average tasks at that level.

As you grow in ability, for example within the B1 level, you will become successful at doing even the most difficult tasks at that level and will also find you can cope with the easiest tasks at the next level. In other words, you are entering into the B2 level.

The table below shows PTE Academic scores aligned to the CEF levels A2 to C2. The dotted lines on the scale show the PTE Academic score ranges that predict that you are likely to perform successfully on the easiest tasks at the next higher level. For example, if you score 51 on PTE Academic, this means that you are likely to be able to cope with the more difficult tasks in the CEF B1 level. At the same time, according to your PTE Academic score, it predicts that you are likely to perform successfully on the easiest tasks at B2.



Preliminary alignment of PTE Academic scores to CEF levels

3. Find out what PTE Academic scores mean

PTE Academic alignment with the CEF can only be fully understood if it is supported with information showing what it really means to be 'at a level'. In other words, are you likely to be successful with tasks at the lower boundary of a level; do you stand a fair chance of doing well on any task, or will you be able to do almost all the tasks, even the most difficult ones, at a particular level? The table below shows for each of the CEF levels A2 to C2 which PTE Academic scores predict the likelihood of you performing successfully on the easiest, average and most difficult tasks within each of the CEF levels.

PTE Academic scores predicting the likelihood of successful performance on CEF level tasks			
CEF Level	Easiest	Average	Most Difficult
C2	80	85	NA
C1	67	76	84
B2	51	59	75
B1	36	43	58
A2	24	30	42

For example, if your PTE Academic score is 36, this predicts that you will perform successfully on the easiest tasks at B1. From 36 to 43, the likelihood of successfully performing the easiest tasks develops into doing well on the average tasks at B1. Finally, reaching 58 predicts that you will perform well at the most difficult B1 level tasks. (For detailed information on what PTE Academic scores in the range from 10 to 84 (A1 to C1) mean, see the table on p.4).

4. Find out what score you need

A score of **at least 36** is required for UKBA tier 4 student visas for students wanting to study on a course below degree level.

A score of **at least 51** is required for UKBA tier 4 student visas for students wanting to study on a course at or above degree level at an institution that is not a UK Higher Education Institution.

If you wish to study at degree level or above at a UK Higher Education Institution, then it is the university that decides on the score you will need. Our experience suggests that most universities require:

for **undergraduate studies** a minimum score **between 51 and 61**

for **postgraduate studies** a minimum score **between 57 and 67**

for **MBA studies** a minimum score **between 59 and 69**

Use the table below to find out what PTE Academic scores in the range from 10 to 84 (A1 to C1) mean. The table shows the score ranges that predict some degree of performance at the next level, and it explains what you are likely to be able to do within those score ranges.

PTE Academic Score	Common European Framework Level	Level Descriptor © Council of Europe	What does this mean for a score user?
76 - 84	C1	Can understand a wide range of demanding, longer texts and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.	C1 is a level at which a student can comfortably participate in all post-graduate activities including teaching. It is not required for students entering university at undergraduate level. Most international students who enter university at a B2 level would acquire a level close to or at C1 after living in the country for several years, and actively participating in all language activities encountered at university.
59 - 75	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	B2 was designed as the level required to participate independently in higher level language interaction. It is typically the level required to be able to follow academic level instruction and to participate in academic education, including both coursework and student life.
51 - 58	Predicts success on easiest tasks at B2	Has sufficient command of the language to deal with most familiar situations, but will often require repetition and make many mistakes. Can deal with standard spoken language, but will have problems in noisy circumstances. Can exchange factual information on familiar routine and non-routine matters within his/her field with some confidence. Can pass on a detailed piece of information reliably. Can understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard speech.	
43 - 58	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst in an area where the language is spoken. Can produce simple connected text on topics, which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	B1 is insufficient for full academic level participation in language activities. A student at this level could 'get by' in everyday situations independently. To be successful in communication in university settings, additional English language courses are required.
36 - 42	Predicts success on easiest tasks at B1	Has limited command of language, but it is sufficient in most familiar situations provided language is simple and clear. May be able to deal with less routine situations on public transport e.g., asking another passenger where to get off for an unfamiliar destination. Can re-tell short written passages in a simple fashion using the wording and ordering of the original text. Can use simple techniques to start, maintain or end a short conversation. Can tell a story or describe something in a simple list of points.	
30 - 42	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	A2 is an insufficient level for academic level participation.
10 - 29	A1 or below	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	A1 is an insufficient level for academic level participation.

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