Pearson

PTE Academic

Score Guide

Test Taker

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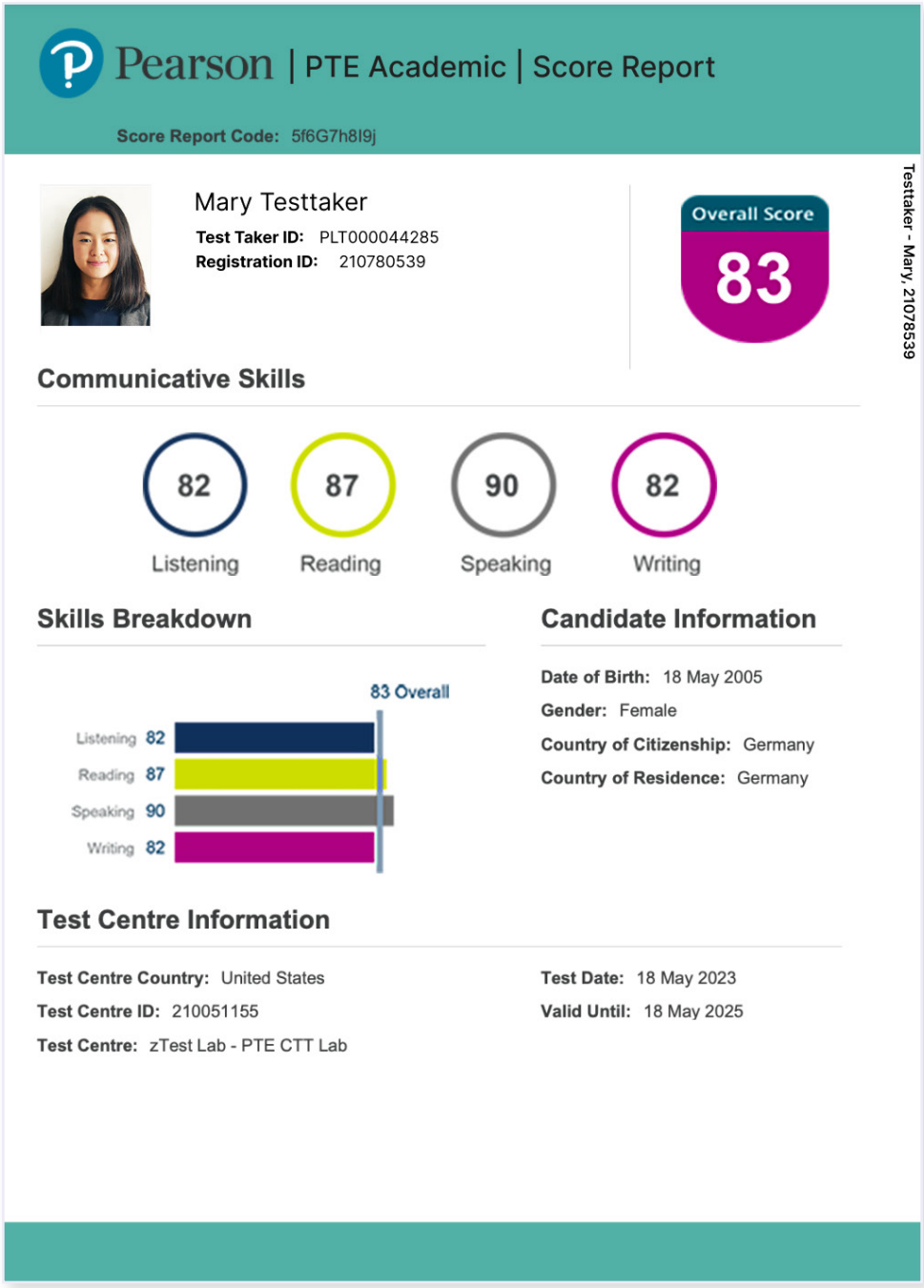
Introduction

Pearson Test of English (PTE) Academic is an international, computer-based English language test. It provides a measure of your language ability in order to assist education institutions and professional and government organizations that require a standard of academic English language proficiency for admission purposes.

The contents of this Guide, along with those published on **our website**, provide the only official information about PTE Academic.

1. Reported Scores

The PTE Academic Score Report consists of an **overall score** and four **communicative skills scores (Listening, Reading, Speaking, Writing)** as shown below.



Pearson | PTE Academic | Score Report

Score Report Code: 5f6G7h8I9j

Testtaker - Mary, 21078539

Mary Testtaker

Test Taker ID: PLT000044285

Registration ID: 210780539

Overall Score

83

Communicative Skills

Listening	Reading	Speaking	Writing
82	87	90	82

Skills Breakdown

83 Overall

Listening 82

Reading 87

Speaking 90

Writing 82

Candidate Information

Date of Birth: 18 May 2005

Gender: Female

Country of Citizenship: Germany

Country of Residence: Germany

Test Centre Information

Test Centre Country: United States

Test Centre ID: 210051155

Test Centre: zTest Lab - PTE CTT Lab

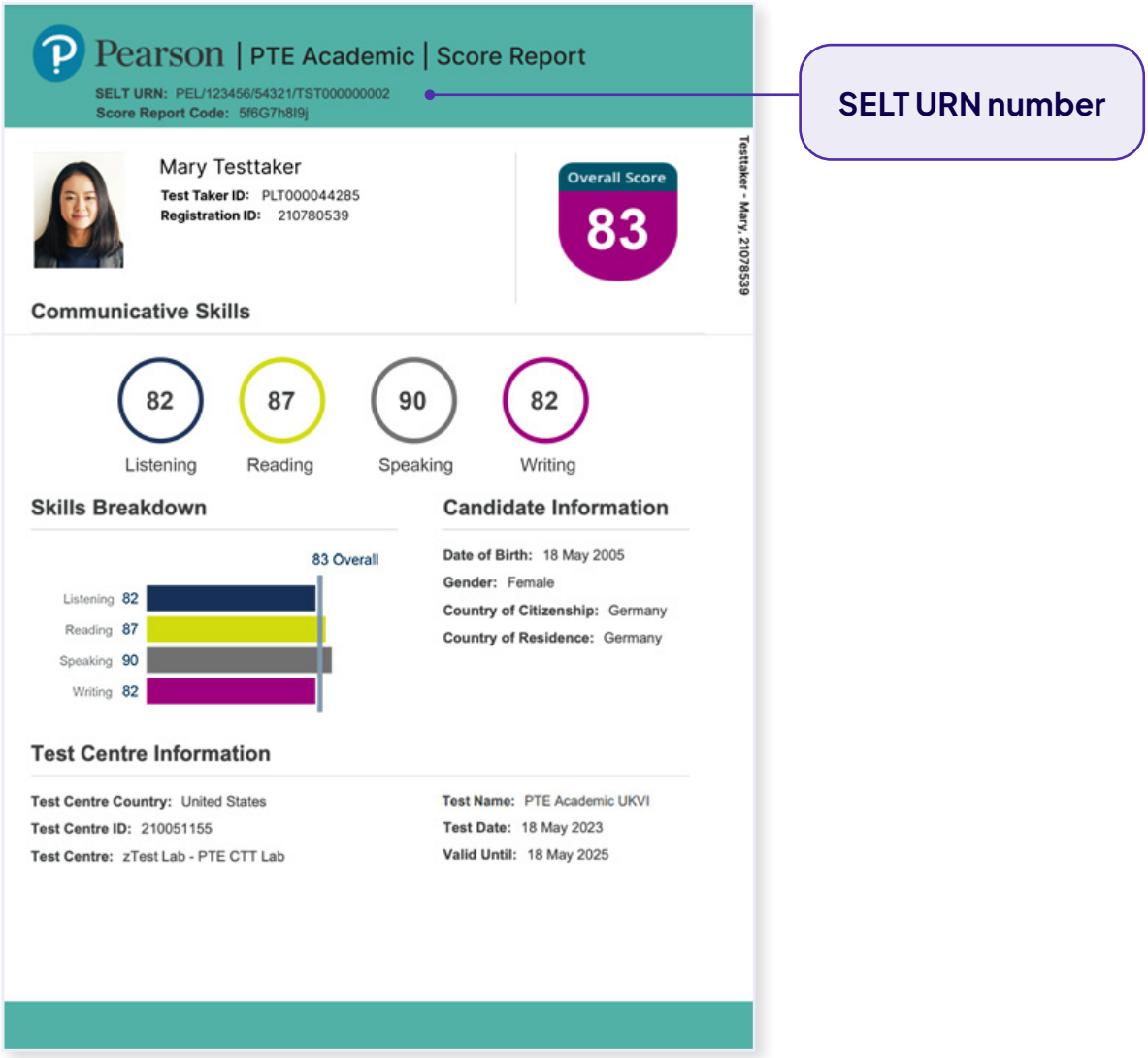
Test Date: 18 May 2023

Valid Until: 18 May 2025

Alternative versions of PTE Academic

PTE Academic UKVI

The PTE Academic UKVI test is taken for UK visas and immigration purposes. The Score Report is identical in content but contains a SELT URN number which allows the UK Government to verify your score.



Overall score

The **overall score** is based on your performance across the entire test. You will complete between 65–75 questions in any given test and a range of 22 different question types.

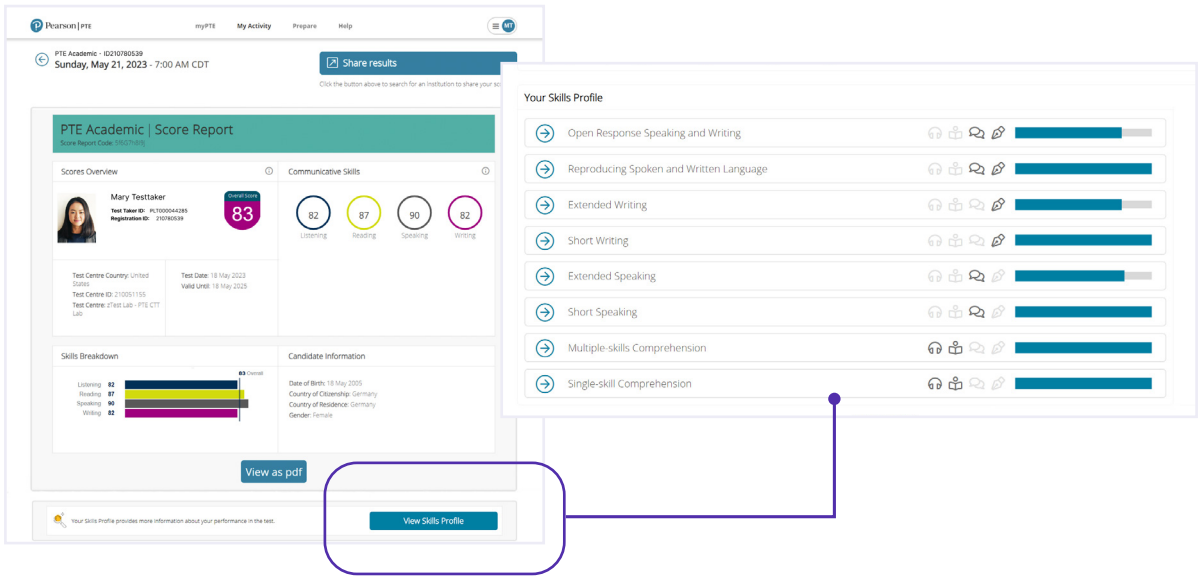
The overall score ranges between 10–90 points.

Note: *the overall score is not an average calculation of the communicative skills scores.*

Communicative skills scores

The communicative skills are **Listening, Reading, Speaking,** and **Writing** and their score range is 10–90 points.

Some questions assess more than one skill at the same time and they are called integrated skills questions (assessing Listening and Speaking, Reading and Writing, Listening and Writing or Listening and Reading). The scores on these questions contribute to the score of both communicative skills that are assessed at the same time.



2. Scoring Overview

While PTE tests are computer-based and machine scored, human expert scorers are used to train the scoring engine on Speaking and Writing questions, by rating test taker responses on every single Speaking and Writing question. The system then works by replicating the standards established through these human ratings.

Human experts also carry out two types of scoring for live test responses:

1. **Scoring of anomalies:** These are unusual responses that the machine cannot reliably score, for example because they are quiet or unclear.
2. **Additional scoring of some question types:** Some tasks such as ***Describe Image*** and ***Retell Lecture*** always require a human review of Content before scores are finalised. (The full list of double-scored question types can be found on **page 15**).

Scores for some questions are based only on whether the response is correct or incorrect, while others are based on correctness, formal aspects (e.g., whether it is over or under the word limit) and the quality of the response (e.g., fluency and pronunciation in the question type ***Retell Lecture***).

There are two ways in which score points are awarded:

Correct or incorrect

Some questions are scored as either correct or incorrect.

If responses are correct, 1 score point will be given, but if they are incorrect, no points are awarded.

Partial credit

Other questions are scored as correct, partially correct or incorrect.

If responses to these questions are correct, the maximum score points available will be received. If they are only partly correct, some score points will be given, but less than the maximum available. If responses are incorrect, no score points will be received.

Some questions that involve Speaking and Writing are also given a score for **Content**. Content means how appropriate the content of a response is in relation to the prompt.

Some Writing questions are scored for **Form**. Form scores are based on formal characteristics of the response such as the number of words.

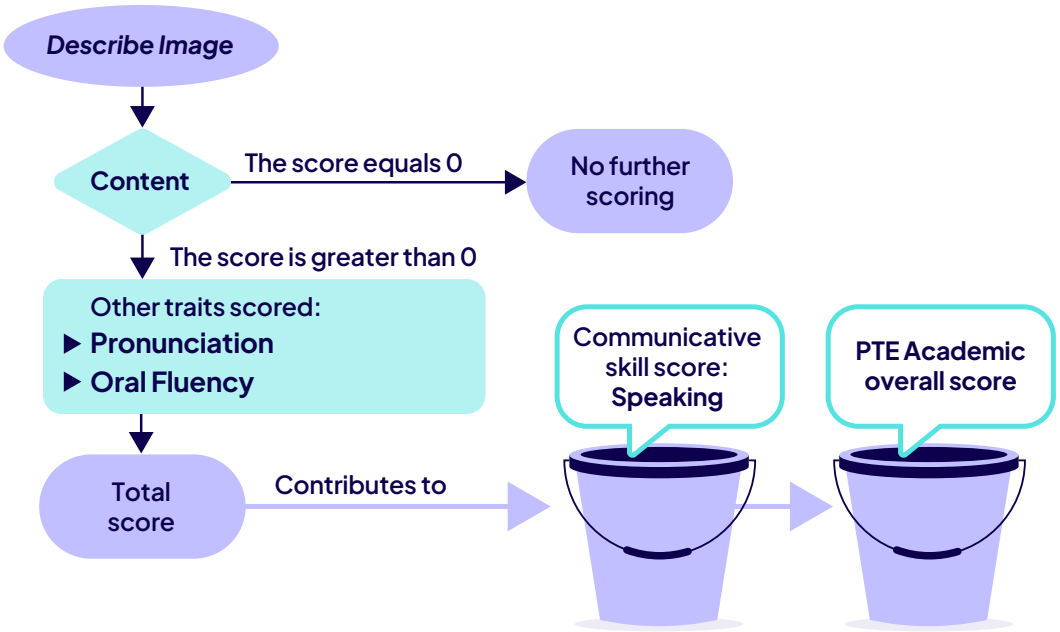
The scores for Content and Form contribute to overall and communicative skills scores.

When the response is scored as 0 for Content or Form, no score points for the response will be given. Here are examples giving descriptions of responses that will not receive any score points:

- An essay written on a completely different topic from the question prompt (Content)
- An essay which is less than 120 words (Form)
- A response that does not deal properly with the prompt due to significant amounts of pre-prepared/memorized material (Content).

Example of scoring

The diagram below shows how scores are calculated for the question ***Describe Image***.



1. The question is first scored on **Content**. If no response, or an irrelevant response is given, the Content is scored as 0. Responses that contain pre-prepared or memorized material are classified as irrelevant responses.

   Note: *Content is both automatically scored and human scored. If there is a disagreement between the machine and the human, a second human will make the final judgment.*

2. If the Content score is greater than 0, the response will be rated on the two remaining traits: **Pronunciation** and **Oral Fluency**. The scores of these traits are used to calculate the final total score for the question.

   Note: *Pronunciation and Oral Fluency are only automatically scored.*

3. The total score for the question contributes to the communicative skill score for Speaking, as well as to the overall score reported for the entire test.

3. Using PTE Academic Scores

How you can use PTE Academic scores

The Score Report provides **an overall score** and a score for each of the **four communicative skills (Listening, Reading, Speaking, Writing)**.

Each institution chooses how to set their scores. For example, institutions may:

- Set the admission requirement based on the minimum overall score alone, without taking into account communicative skills scores in admission decisions.
- Set the admission requirement based on the minimum overall score in combination with a higher minimum on one of the communicative skills scores, because it is considered particularly important for the program.
- Set the admission requirement based on the minimum overall score in combination with a lower minimum on one of the communicative skills scores, because it is considered less important for the program.

Typically, you will need to achieve the following minimum scores:

- **Foundation courses:** minimum score of **between 36–50**
- **Undergraduate degrees:** minimum score of **between 51–60**
- **Postgraduate degrees:** minimum score of **between 57–67**

To find out the minimum score requirement at your chosen government or institution, check their website.

Sending scores to governments or institutions

Governments and institutions do not accept paper or PDF versions of PTE Academic Score Reports. To validate your score, they will use the information you have shared with them to access your report through our secure portal.

There are two ways of sharing your scores:

1. Sharing your **Score Report Code (SRC)** directly (e.g., via an application form, email, phone)
2. Sharing your **Score Report** via the myPTE score assignment process

1. Sharing your Score Report Code directly

Your Score Report shows a Score Report Code (SRC). The SRC is specific to each instance of a test, so if you take more than one PTE Academic Test, you will receive a SRC for each. Your SRC can be shared with governments or institutions in many ways – on an application, via email, or through whichever means you communicate with government or institution.

2. Sharing your Score Report via the myPTE score assignment process

To share your PTE Academic Score Report with a government or institution, you must do so through our secure portal and follow the instructions below:

1. Login to your **myPTE account**.
2. Click **'My activity'**.
3. On the card where your test information is displayed, click **'Share results'**.
4. Type the name of your chosen institution in the field marked **'Institution/ Organization/Department/School'** and click **'Search'**.
5. Tick the box next to the institution's name when it appears in the list. Repeat for each institution. (You can share your Score Report to an unlimited number of institutions, but you can only select up to seven recipients at any one time.)
6. Review your details, then scroll down the page and click **'Select Programmes'** and then **'Next'** again to confirm.

Applying for a visa to work or study in Australia or New Zealand

If, when booking your test, you ticked one of the boxes asking for scores to be allocated to the DHA (Australia) or INZ (New Zealand) your score will have been automatically shared with them.

Applying for a visa to work or study in the United Kingdom

If you are applying for a UK visa, the Score Report from your PTE Academic UKVI test will be automatically shared with the UK Government. You will also need to include your SELT URN number in your visa application form. This can be found in the top banner of your Score Report, as highlighted on **page 5**.

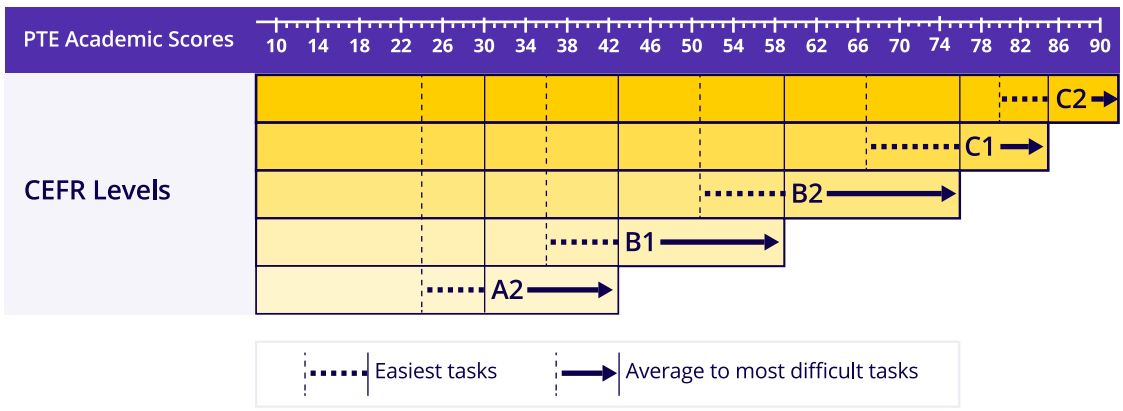
4. Alignment between PTE Academic, the CEFR, and IELTS

Based on research and empirical studies, Pearson has produced alignment tables showing the relationship between the PTE Academic test, the Common European Framework of Reference for Languages (CEFR), and the IELTS Academic test.

PTE Academic and the CEFR

The table below shows Pearson's alignment between PTE Academic scores and the CEFR. In addition, the dashed lines indicate the PTE Academic scores that predict some degree of performance at the next CEFR level.

Note: *This alignment is unchanged from the previous version of this Score Guide.*



Alignment of PTE Academic scores to the CEFR.

PTE Academic and IELTS

The table below shows Pearson's current best estimate of scoring alignment between PTE Academic and IELTS Academic.

Note: *This table has been updated from the previous version of the score guide based on updated research released in July 2025.*

IELTS Score	PTE Overall	PTE Listening	PTE Reading	PTE Speaking	PTE Writing
4.5	24–30	26–32	29–35	14–23	17–28
5.0	31–38	33–39	36–41	24–38	29–40
5.5	39–46	40–46	42–47	39–53	41–50
6.0	47–54	47–52	48–53	54–65	51–59
6.5	55–62	53–57	54–58	66–75	60–68
7.0	63–70	58–63	59–64	76–82	69–76
7.5	71–78	64–68	65–69	83–87	77–84
8.0	79–85	69–74	70–74	88–89	85–89
8.5	86–89	75–80	75–80	90	90
9.0	90	81–90	81–90	–	–

Disclaimer: *Any attempt to predict a score on a particular test, based on the score observed on another test, will contain measurement error. This is a consequence of the inherent error in each of the tests in the comparison and in the estimate of the alignment. Furthermore, tests in the comparison do not measure exactly the same construct.*

5. Automated Scoring

Pearson uses several proprietary, patented technologies to automatically score test takers' performance on PTE Academic. An extensive field test program was conducted to test PTE Academic's questions and evaluate their effectiveness as well as to obtain the data necessary to train the automated scoring engines to evaluate both the written and spoken PTE Academic questions. Data was collected from more than **10,000 test takers** from 38 cities in 21 countries who participated in the field test. These test takers came from **158 different countries** and spoke **126 different first languages**, including (but not limited to) Cantonese, French, Gujarati, Hebrew, Hindi, Indonesian, Japanese, Korean, Mandarin, Marathi, Polish, Spanish, Urdu, Vietnamese, Tamil, Telugu, Thai and Turkish.

Scoring written English skills

The written portion of PTE Academic is scored using the Intelligent Essay Assessor™ (IEA), an automated scoring tool that is powered by Pearson's Knowledge Analysis Technologies™ (KAT™) engine. The KAT engine evaluates writing as accurately as skilled human markers using a proprietary application of the mathematical approach known as Latent Semantic Analysis (LSA). Using LSA (an approach that generates semantic similarity of words and passages by analyzing large bodies of relevant text) the KAT engine 'understands' the meaning of text much the same as a human does.

Scoring spoken English skills

The spoken portion of PTE Academic is automatically scored using Pearson's Versant technology. The technology uses a speech processing system that is specifically designed to analyze and automatically score speech from a range of linguistic backgrounds. In addition to recognizing words, the system locates and evaluates relevant segments, syllables and phrases in speech and then uses statistical modeling technologies to assess spoken performance.

To understand the way that the Versant technology is 'taught' to score spoken language, think about a person being trained by an expert rater to score speech samples during interviews. First, the expert rater gives the trainee rater a list of things to listen for in the test taker's speech during the interview. Then the trainee observes the expert testing numerous test takers, and, after each interview, the expert shares with the trainee the score he or she gave the test taker and the characteristics of the performance that led to that score. Over several dozen interviews, the trainee's scores begin to look very similar to the expert rater's scores. Ultimately, one could predict the score the trainee would give a particular test taker based on the score that the expert gave.

More information about automated scoring is available on our website:
https://www.pearsonpte.com/scoring/automated-scoring

6. Glossary

Alignment studies – The relationship between two or more scales of measurement.

CEFR (also known as CEF) – The Common European Framework of Reference for Languages put together by the Council of Europe to standardize the levels of language exams in different regions. Other exams are mapped to the CEFR.

Communicative skills – Listening, Reading, Speaking, and Writing. These are the scores you will be judged on for visa/HEI entry.

Formal aspects – The form of a response: for example, whether it is over or under the word limit for a particular question.

IELTS – International English Language Testing System. This test measures the language proficiency of people who want to study or work where English is used as a language of communication.

Lexical – Relating to the vocabulary of a language: For example, lexical knowledge.

Oral Fluency – The ability to speak, or read, accurately and smoothly.

Overall score – Score based on test taker's performance on all questions in the test.

PTE Academic – Pearson Test of English Academic. PTE Academic is a computer-based assessment of a person's English language ability in an academic context. The test is a maximum of 2 hours 15 minutes long, and assesses an individual's communicative skills of Reading, Writing, Listening and Speaking through questions using authentically-sourced material.

SELT – Secure English Language Test, a mandatory test used by the UK government to verify the English language proficiency of individuals applying for particular visas or citizenship.

TOEFL iBT – A test that measures your ability to use and understand English at the university level, and evaluates how well you combine your Reading, Listening, Speaking, and Writing skills to perform academic tasks.

Traits – Items measured in PTE Academic that contribute to overall scores. These include Content; Oral Fluency; Pronunciation; Form; Development, Structure and Coherence; Grammar; General Linguistic Range; and Vocabulary.

Versant technology – A proprietary speech processing system that is specifically designed to analyze and automatically score speech from a range of linguistic backgrounds.

7. Scoring Criteria

Please note:

1. The minimum and maximum timings indicated for the sections of each part of the test do not add up to the total timings stated. This is because different versions of the test are balanced for total length. No test taker will get the maximum or minimum times indicated.
2. While all question types are scored by AI, some question types (***Describe Image, Retell Lecture, Respond to a Situation, Summarize Group Discussion, Summarize Written Text, Write Essay*** and ***Summarize Spoken Text***)) also include a human expert review of the Content before the final score for the task is finalized. ***Write Essay*** also includes an expert review for Development, Structure and Coherence, and General Linguistic Range.

<table>
<tr><th colspan="6">Part 1 Speaking and Writing (approx. 76–84 minutes)</th></tr>
<tr><th>Question type</th><th>No. of questions</th><th>Scoring</th><th>Communicative skills scored</th><th colspan="2">Traits scored</th></tr>
<tr><td rowspan="8">Read Aloud</td><td rowspan="8">6-7</td><td rowspan="8">Partial credit</td><td rowspan="8">Speaking</td><td colspan="2">Content:
Each replacement, omission or insertion of a word counts as one error.
Maximum score: depends on the length of the question prompt</td></tr>
<tr><td colspan="2">Pronunciation:</td></tr>
<tr><td>5</td><td>Highly proficient</td></tr>
<tr><td>4</td><td>Advanced</td></tr>
<tr><td>3</td><td>Good</td></tr>
<tr><td>2</td><td>Intermediate</td></tr>
<tr><td>1</td><td>Intrusive</td></tr>
<tr><td>0</td><td>Non-English</td></tr>
</table>

(See detailed criteria on **pages 45–46**)

<table>
<tr><th colspan="6">Part 1 Speaking and Writing (approx. 76–84 minutes)</th></tr>
<tr><th>Question type</th><th>No. of questions</th><th>Scoring</th><th>Communicative skills scored</th><th colspan="2">Traits scored</th></tr>
<tr><td rowspan="7">Read Aloud
(cont.)</td><td rowspan="7">6-7</td><td rowspan="7">Partial credit</td><td rowspan="7">Speaking</td><td colspan="2">Oral Fluency:</td></tr>
<tr><td>5</td><td>Highly proficient</td><td rowspan="6">(See detailed criteria on pages 45–46)</td></tr>
<tr><td>4</td><td>Advanced</td></tr>
<tr><td>3</td><td>Good</td></tr>
<tr><td>2</td><td>Intermediate</td></tr>
<tr><td>1</td><td>Limited</td></tr>
<tr><td>0</td><td>Disfluent</td></tr>
<tr><td rowspan="5">Repeat Sentence</td><td rowspan="5">10-12</td><td rowspan="5">Partial credit</td><td rowspan="5">Listening and Speaking</td><td colspan="2">Content:
Errors = replacements, omissions and insertions only
Hesitations, filled or unfilled pauses, leading or trailing material are ignored in the scoring of content</td></tr>
<tr><td>3</td><td>All words in the response from the prompt in the correct sequence</td></tr>
<tr><td>2</td><td>At least 50% of words in the response from the prompt in the correct sequence</td></tr>
<tr><td>1</td><td>Less than 50% of words in the response from the prompt in the correct sequence</td></tr>
<tr><td>0</td><td>Almost nothing from the prompt in the response</td></tr>
</table>

<table>
<tr><th colspan="6">Part 1 Speaking and Writing (approx. 76–84 minutes)</th></tr>
<tr><th>Question type</th><th>No. of questions</th><th>Scoring</th><th>Communicative skills scored</th><th colspan="2">Traits scored</th></tr>
<tr><td rowspan="14">Repeat Sentence
(cont.)</td><td rowspan="14">10-12</td><td rowspan="14">Partial credit</td><td rowspan="14">Listening and Speaking</td><td colspan="2">Pronunciation:</td></tr>
<tr><td>5 Highly proficient</td><td rowspan="5">(See detailed criteria on pages 45–46)</td></tr>
<tr><td>4 Advanced</td></tr>
<tr><td>3 Good</td></tr>
<tr><td>2 Intermediate</td></tr>
<tr><td>1 Intrusive</td></tr>
<tr><td>0 Non-English</td></tr>
<tr><td colspan="2">Oral Fluency:</td></tr>
<tr><td>5 Highly proficient</td><td rowspan="6">(See detailed criteria on pages 45–46)</td></tr>
<tr><td>4 Advanced</td></tr>
<tr><td>3 Good</td></tr>
<tr><td>2 Intermediate</td></tr>
<tr><td>1 Limited</td></tr>
<tr><td>0 Disfluent</td></tr>
</table>

Part 1 Speaking and Writing (approx. 76–84 minutes)					
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**	
Describe Image	5-6	Partial credit	Speaking	**Content:**	
				6	• The response describes the image fully and accurately and expands on the relationships between features of the image to provide a nuanced interpretation. • A variety of expressions and vocabulary are used appropriately and with ease and precision throughout the response. • A listener could build a complete mental picture of the image from the response.
				5	• The response describes the main features of the image accurately and identifies some relationships without expanding on these in detail. • A variety of expressions and vocabulary are used appropriately throughout the response. • A listener could build an accurate mental picture from the response, with minor details missing or misrepresented.
				4	• The response includes some accurate simple descriptions and basic relationships,but they may not adequately cover all the main features of the image. • The range of linguistic expression and vocabulary is sufficient to give basic descriptions with some repetition. • A listener could build a basic mental picture from the response.

Part 1 Speaking and Writing (approx. 76–84 minutes)					
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**	
Describe Image *(cont.)*	5-6	Partial credit	Speaking	**Content:**	
				3	• The response includes mainly superficial descriptions of the image, with minor inaccuracies. • The range of expression and vocabulary is narrow and simple expressions are used repeatedly. • A listener could visualize elements of the image from the response, but not a cohesive whole.
				2	• The response includes minimal, superficial descriptions of the image with some in accuracies. • Limited vocabulary and simple expressions dominate the response. • A listener could visualize some elements of the image from the response with effort.
				1	• The response is composed of disconnected elements, or a list of points identified on the image, without description or elaboration. • Vocabulary and expressions are highly restricted. • A listener would struggle to visualise the image.
				0	• Response is relevant to the prompt but too limited to assign a higher score. • May not deal properly with the prompt due to significant amounts of pre-prepared or memorized material.

<table>
<tr><th colspan="6">Part 1 Speaking and Writing (approx. 76–84 minutes)</th></tr>
<tr><th>Question type</th><th>No. of questions</th><th>Scoring</th><th>Communicative skills scored</th><th colspan="2">Traits scored</th></tr>
<tr><td rowspan="14">Describe Image
(cont.)</td><td rowspan="14">5-6</td><td rowspan="14">Partial credit</td><td rowspan="14">Speaking</td><td colspan="2">Pronunciation:</td></tr>
<tr><td>5 Highly proficient</td><td rowspan="5">(See detailed criteria on pages 45–46)</td></tr>
<tr><td>4 Advanced</td></tr>
<tr><td>3 Good</td></tr>
<tr><td>2 Intermediate</td></tr>
<tr><td>1 Intrusive</td></tr>
<tr><td>0 Non-English</td></tr>
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<tr><td>0 Disfluent</td></tr>
</table>

Part 1 Speaking and Writing (approx. 76–84 minutes)					
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**	
Retell Lecture	2-3	Partial credit	Listening and Speaking	**Content:**	
				6	• Response is clear, accurate, and demonstrates full comprehension of the lecture by paraphrasing the main ideas seamlessly in own words and expanding on important points with specificity. • A variety of expressions and vocabulary are used appropriately and with ease and precision throughout the response. • The ideas in the response are well connected and organized in a logical sequence using connective devices effectively and consistently. The response flows well and is easy to follow.
				5	• The response is clear and accurately captures main ideas as well as some important details, reflecting good comprehension. Ideas are formulated successfully in own words, with minor inconsistencies that do not detract from the overall meaning. • A variety of expressions and vocabulary are used appropriately throughout the response. • The ideas in the response are connected and connective devices are used appropriately to present ideas in a coherent order. The response flows generally smoothly and can be followed with little effort.

Part 1 Speaking and Writing (approx. 76–84 minutes)					
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**	
Retell Lecture *(cont.)*	2–3	Partial credit	Listening and Speaking	**Content:**	
				4	• The response captures some main ideas of the lecture and some details, but may include a few inaccurate ideas, or focus on less important details, showing sufficient comprehension. There is an attempt to formulate ideas in own words, with some success. • The range of expression and vocabulary is sufficient to give basic descriptions but may rely on repetition. • The ideas in the response are not well connected, requiring listeners some effort to follow. The lack of connection might come from an ordering of the ideas which is difficult to grasp, or a lack of language establishing coherence among ideas.
				3	• Response captures some ideas from lecture but may not capture them fully accurately or be able to differentiate between important points and details, reflecting only adequate comprehension. Response may include irrelevant information or repetition of language from lecture without reformulation or context. • The range of expression and vocabulary is narrow and simple expressions are used repeatedly. • The response consists mainly of unconnected ideas, with little organizational structure evident, and requires significant effort to follow.

Part 1 Speaking and Writing (approx. 76–84 minutes)					
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**	
Retell Lecture *(cont.)*	2-3	Partial credit	Listening and Speaking	**Content:**	
				2	• The response is mostly inaccurate, incomplete, or focuses on non-essential information from the lecture while missing main ideas. Response may rely heavily on repeating language from lecture without reformulation or context, indicating limited comprehension. • Limited vocabulary and simple expressions dominate the response. • The response lacks coherence and is difficult to follow.
				1	• The response repeats isolated words and phrases from the lecture but does not provide adequate context or meaning. The content appears on topic and but does not communicate in any meaningful way. • Vocabulary and linguistic expression are highly restricted. • There is no hierarchy of ideas or coherence among points.
				0	• The response is related to the lecture but is too limited to assign a higher score. • May not deal properly with the prompt due to significant amounts of pre-prepared or memorized material.

<table>
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(cont.)</td><td rowspan="14">2-3</td><td rowspan="14">Partial credit</td><td rowspan="14">Listening and Speaking</td><td colspan="2">Pronunciation:</td></tr>
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<tr><td>2</td><td>Intermediate</td></tr>
<tr><td>1</td><td>Limited</td></tr>
<tr><td>0</td><td>Disfluent</td></tr>
<tr><td rowspan="3">Answer Short Question</td><td rowspan="3">5-6</td><td rowspan="3">Correct/ incorrect</td><td rowspan="3">Listening</td><td colspan="2">Vocabulary:</td></tr>
<tr><td>1</td><td colspan="2">Appropriate word choice in response</td></tr>
<tr><td>0</td><td colspan="2">Inappropriate word choice in response</td></tr>
</table>

Part 1 Speaking and Writing (approx. 76–84 minutes)					
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**	
Summarize Group Discussion	2-3	Partial credit	Listening and Speaking	**Content:**	
				6	• Response is clear, accurate, and demonstrates full comprehension of the discussion by paraphrasing the main ideas seamlessly in own words and expanding on details of each speaker's contribution with specificity. • Response explores relationships between different points of view and synthesizes different perspectives effectively. • A variety of expressions and vocabulary are used appropriately and with ease and precision throughout the response. • The ideas in the response are well connected and organized in a logical sequence using connective devices effectively and consistently. The response flows well and is easy to follow.
				5	• Response is clear and accurately captures main ideas as well as some important details of different speakers' contributions, reflecting good comprehension. Ideas are formulated successfully in own words, with minor inconsistencies that do not detract from the overall meaning. • Response notes some relationships between points of view and synthesizes perspectives partially, with some ideas missing or underrepresented. • A variety of expressions and vocabulary are used appropriately throughout the response. • The ideas in the response are connected and connective devices are used appropriately to present ideas in a coherent order. The response flows generally smoothly and can be followed with little effort.

Part 1 Speaking and Writing (approx. 76–84 minutes)					
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**	
Summarize Group Discussion *(cont.)*	2-3	Partial credit	Listening and Speaking	**Content:**	
				4	• Response captures the main ideas of the discussion and some details of individual speakers' contributions, but may include a few inaccurate ideas, or focus on less important details, showing sufficient comprehension. There is an attempt to formulate ideas in own words, with some success. • Response focuses more on individual perspectives than relationships between perspectives and may include some basic attempts at comparison. • The range of expression and vocabulary is sufficient to give basic descriptions but may rely on repetition. • The ideas in the response are not well connected, requiring listeners some effort to follow. The lack of connection might come from an ordering of the ideas which is difficult to grasp, or a lack of language establishing coherence among ideas.
				3	• Response captures some ideas from discussion but may not capture them fully accurately or be able to differentiate between important points and details, reflecting only adequate comprehension. Response may include irrelevant information or repetition of language from discussion without reformulation or context. • Response includes some accurate information but misses the substance and general direction of the full conversation. • The range of expression and vocabulary is narrow and simple expressions are used repeatedly. • The response consists mainly of unconnected ideas, with little organizational structure evident, and requires effort to follow.

Part 1 Speaking and Writing (approx. 76–84 minutes)					
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**	
Summarize Group Discussion *(cont.)*	2-3	Partial credit	Listening and Speaking	**Content:**	
				2	• Response is mostly inaccurate, incomplete, or focuses on non-essential information from the discussion while missing main ideas. Response may rely heavily irrelevant information or on repeating language from lecture without reformulation or context, indicating limited comprehension. • Limited vocabulary and simple expressions dominate the response. • The response lacks coherence and is difficult to follow.
				1	• The response repeats isolated words and phrases from the discussion but does not provide adequate context or meaning. The content appears on topic and but does not communicate in any meaningful way. • Vocabulary and expressions are highly restricted. • There is no hierarchy of ideas or coherence among points.
				0	• Response is relevant to the prompt but too limited to assign a higher score. • May not deal properly with the prompt due to significant amounts of pre-prepared or memorized material.

Part 1 Speaking and Writing (approx. 76–84 minutes)						
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**		
Summarize Group Discussion *(cont.)*	2-3	Partial credit	Listening and Speaking	**Pronunciation:**		
				5	Highly proficient	(See detailed criteria on **pages 45–46**)
				4	Advanced	
				3	Good	
				2	Intermediate	
				1	Intrusive	
				0	Non-English	
				Oral Fluency:		
				5	Highly proficient	(See detailed criteria on **pages 45–46**)
				4	Advanced	
				3	Good	
				2	Intermediate	
				1	Limited	
				0	Disfluent	

Part 1 Speaking and Writing (approx. 76–84 minutes)					
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**	
Respond to a Situation	2-3	Partial credit	Speaking	**Content:**	
				6	• Response deals with the situation effectively. Successfully accomplishes the primary communication goal with full consideration of the context given in the prompt. • Communicates with ease, flexibility, and precision throughout the response. Response is situationally appropriate and fully developed, expanding beyond the prompt language to provide a persuasive response.
				5	• Response deals with the situation adequately. Successfully accomplishes the primary communication goal with some consideration of the context given in the prompt, with only minor omissions or misinterpretations. • Communicates clearly and accurately with little restriction. Limitations only evident for difficult elements. A variety of situationally appropriate expressions are used to meet the demands of the situation adequately, with minimal inaccuracies.
				4	• Response partially accomplishes the primary communication goal with some consideration of the context given in the prompt, with some omissions or misinterpretations. • Communicates adequately, with some limitations of expression and minor inaccuracies. The range of expression is situationally appropriate and sufficient to meet most of the demands of the situation, with minimal inaccuracies.

Part 1 Speaking and Writing (approx. 76–84 minutes)					
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**	
Respond to a Situation *(cont.)*	2-3	Partial credit	Speaking	**Content:**	
				3	• Response partially accomplishes the most basic aspect of the communication goal with some limited consideration of the context given in the prompt. • Communication is functional, but range of expression is limited and contains some inaccuracies or situationally inappropriate elements. Response may include repetition of language from prompt without reformulation or context.
				2	• Response contains some content relevant to the situation but does not achieve the primary communication goal or address the specifics of the context given in the prompt. • Communication contains restrictions and inaccuracies that compromise meaning or is heavily reliant on using language from the prompt without reformulation or context.
				1	• Response contains content relevant to the situation but does not achieve the primary communication goal or address the specifics of the context given in the prompt, showing a lack of understanding of the situation given in the prompt. • Communication is significantly restricted, containing limitations and inaccuracies that impede meaning. The response repeats isolated words and phrases from the prompt but does not provide adequate context or meaning. OR • Minimally addresses the prompt by providing a situationally appropriate response that accomplishes primary goal of communication, but with no elaboration or support.
				0	• Response is relevant to the prompt but too limited to assign a higher score. • May not deal properly with the prompt due to significant amounts of pre-prepared or memorized material.

<table>
<tr><th colspan="6">Part 1 Speaking and Writing (approx. 76–84 minutes)</th></tr>
<tr><th>Question type</th><th>No. of questions</th><th>Scoring</th><th>Communicative skills scored</th><th colspan="3">Traits scored</th></tr>
<tr><td rowspan="14">Respond to a Situation
(cont.)</td><td rowspan="14">2-3</td><td rowspan="14">Partial credit</td><td rowspan="14">Speaking</td><td colspan="3">Pronunciation:</td></tr>
<tr><td>5</td><td>Highly proficient</td><td rowspan="5">(See detailed criteria on pages 45–46)</td></tr>
<tr><td>4</td><td>Advanced</td></tr>
<tr><td>3</td><td>Good</td></tr>
<tr><td>2</td><td>Intermediate</td></tr>
<tr><td>1</td><td>Intrusive</td></tr>
<tr><td>0</td><td>Non-English</td><td rowspan="7">(See detailed criteria on pages 45–46)</td></tr>
<tr><td colspan="3">Oral Fluency:</td></tr>
<tr><td>5</td><td>Highly proficient</td></tr>
<tr><td>4</td><td>Advanced</td></tr>
<tr><td>3</td><td>Good</td></tr>
<tr><td>2</td><td>Intermediate</td></tr>
<tr><td>1</td><td>Limited</td></tr>
<tr><td>0</td><td>Disfluent</td></tr>
</table>

Part 1 Speaking and Writing (approx. 76–84 minutes)					
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**	
Summarize Written Text	2	Partial credit	Reading and Writing	**Content:**	
				4	• The source text is summarised comprehensively, demonstrating full comprehension of the source text. • Paraphrasing is used effectively to communicate a clear and accurate summary, and extraneous details are removed. All main ideas are correctly identified and synthesized in a concise and coherent manner. • Summary flows smoothly and makes skilled use of appropriate and varied connective devices.
				3	• The source text is summarised adequately, demonstrating good comprehension of the source text. • Paraphrasing is used, but not consistently well, and extraneous details may interfere with the clarity of the summary. Main ideas are correctly identified, with some minor omissions. Ideas are connected, but not synthesized efficiently. • Summary can be followed logically and makes effective use of simple or repetitive connective devices.
				2	• The source text is summarised partially, demonstrating basic comprehension of the source text. • There is no discernment between main points and peripheral detail. Ideas are identified, but the response relies heavily on repeating excerpts from the source text without synthesizing ideas and reformulating in own words. • Repetitive or inappropriate connective devices are used to join ideas. Response can be followed with effort.

Part 1 Speaking and Writing (approx. 76–84 minutes)					
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**	
Summarize Written Text *(cont.)*	2	Partial credit	Reading and Writing	**Content:**	
				1	• The response is relevant but not meaningfully summarised, demonstrating limited comprehension of the source text. • The response is composed of disconnected ideas or excerpts from the source text without any context or attempt at synthesis. Main ideas are omitted or misrepresented. • The response lacks coherence and is difficult to follow.
				0	• Response is too limited to assign a higher score and demonstrates no comprehension of the source text. • May not deal properly with the prompt due to significant amounts of pre-prepared or memorized material.
				Form:	
				1	Is written in one, single, complete sentence
				0	Not written in one single, complete sentence or contains fewer than 5 or more than 75 words. Summary is written in capital letters.
				Grammar:	
				2	Has correct grammatical structure
				1	Contains grammatical errors but with no hindrance to communication
				0	Has defective grammatical structure which could hinder communication
				Vocabulary:	
				2	Has appropriate choice of words
				1	Contains lexical errors but with no hindrances to communication
				0	Has defective word choice which could hinder communication

Part 1 Speaking and Writing (approx. 76–84 minutes)					
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**	
Write Essay	1	Partial credit	Writing	**Content:**	
				6	• The essay fully addresses the prompt in depth, demonstrating full command of the argument by reformulating the issue seamlessly in own words and expanding on important points with specificity. • The argument is supported convincingly with subsidiary points and relevant examples throughout the response.
				5	• The essay adequately addresses the prompt, presenting a persuasive argument with relevant ideas. • Main points are highlighted, and relevant supporting detail is given to support the response effectively, with minor exceptions.
				4	• The essay adequately addresses the main point of the prompt. The argument is generally convincing, though lacks depth or nuance. • Supporting detail is inconsistent throughout the response. It is present for some points but weaker or missing for others.
				3	• The essay is relevant to the prompt but does not address the main points adequately. • Supporting detail is often missing or inappropriate.
				2	• The essay attempts to address the prompt, but does so superficially, with little relevant information and largely generic statements or over reliance on repeating language from the prompt. • Few supporting details are included. Ideas that are present lack relevance, with only tangential links to the topic.

Part 1 Speaking and Writing (approx. 76–84 minutes)					
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**	
Write Essay *(cont.)*	1	Partial credit	Writing	**Content:**	
				1	• The essay attempts to address the prompt, but demonstrates an incomplete understanding of the prompt with communication limited to generic or repetitive phrasing, or repeating language from the prompt. • Supporting details, if present, are used in a disjointed or haphazard manner, with no clear links to the topic.
				0	• The essay does not properly deal with the prompt. • May not deal properly with the prompt due to significant amounts of pre-prepared or memorized material.
				Form:	
				2	Length is between 200 and 300 words
				1	Length is between 120 and 199 or between 301 and 380 words
				0	Length is less than 120 or more than 380 words. Essay is written in capital letters, contains no punctuation or only consists of bullet points or very short sentences
				Development, Structure and Coherence:	
				6	• The essay has an effective logical structure, flows smoothly, and can be followedwith ease. • An argument is clear and cohesive, developed systematically at length. A well-developed introduction and conclusion are present. Ideas are organised cohesively into paragraphs, and paragraphs are clear and logically sequenced. • The essay uses a variety of connective devices effectively and consistently toconvey relationships between ideas.

Part 1 Speaking and Writing (approx. 76–84 minutes)					
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**	
Write Essay *(cont.)*	1	Partial credit	Writing	**Development, Structure and Coherence:**	
				5	• The essay has a conventional and appropriate structure that follows logically, ifnot always smoothly. • An argument is clear, with some points developed at length. Introduction,conclusion and logical paragraphs are present. • The essay uses connective devices to link utterances into clear, coherentdiscourse, though there may be some gaps or abrupt transitions between one idea to the next.
				4	• Conventional structure is mostly present, but some elements may be missing,requiring some effort to follow. • An argument is present but lacks development of some elements or may bedifficult to follow. Simple paragraph breaks are present, but they are not always effective, and some elements or paragraphs are poorly linked. • The ideas in the response are not well connected. The lack of connection mightcome from an ordering of the ideas which is difficult to grasp, or a lack of language establishing coherence among ideas.
				3	• Traces of the conventional structure are present, but the essay is composed ofsimple points or disconnected ideas. • A position/opinion is present, although it is not sufficiently developed into alogical argument and often lacks clarity. Essay does not make effective use of paragraphs or lacks paragraphs but presents ideas with some coherence and logical sequencing. • The response consists mainly of unconnected ideas, with little organizationalstructure evident, and requires significant effort to follow. The most frequently occurring connective devices link simple sentences and larger elements linearly, but more complex relationships are not expressed clearly or appropriately.

Part 1 Speaking and Writing (approx. 76–84 minutes)					
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**	
Write Essay *(cont.)*	1	Partial credit	Writing	**Development, Structure and Coherence:**	
				2	• There is little recognisable structure. Ideas are presented in a disorganisedmanner and are difficult to follow. • A position/opinion may be present but lacks development or clarity. The essaylacks coherence, and mainly consists of disconnected elements. • Can link groups of words with simple connective devices (e.g., “and”, “but” and“because”).
				1	• Response consists of disconnected ideas. There is no hierarchy of ideas orcoherence among points. • No clear position/opinion can be identified. • Words and short statements are linked with very basic linear connective devices(e.g., “and” or “then”).
				0	There is no recognisable structure.
				Grammar:	
				2	Shows consistent grammatical control of complex language. Errors are rare and difficult to spot.
				1	Shows a relatively high degree of grammatical control. No mistakes which would lead to misunderstandings
				0	Contains mainly simple structures and/or several basic mistakes

Part 1 Speaking and Writing (approx. 76–84 minutes)					
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**	
Write Essay *(cont.)*	1	Partial credit	Writing	**General Linguistic Range:**	
				6	• A variety of expressions and vocabulary are used appropriately to formulate ideas with ease and precision throughout the response. • No signs of limitations restricting what can be communicated. • Errors in language use, if present, are rare and minor, and meaning is completely clear.
				5	• A variety of expressions and vocabulary are used appropriately throughout the response. • Ideas are expressed clearly without much sign of restriction. • Occasional errors in language use are present, but the meaning is clear.
				4	• The range of expression and vocabulary is sufficient to articulate basic ideas. • Most ideas are clear, but limitations are evident when conveying complex/ abstract ideas, causing repetition, circumlocution, and difficulty with formulation at times. • Errors in language use cause occasional lapses in clarity, but the main idea can still be followed.
				3	• The range of expression and vocabulary is narrow and simple expressions are used repeatedly. • Communication is restricted to simple ideas that can be articulated through basic language. • Errors in language use cause some disruptions for the reader.

Part 1 Speaking and Writing (approx. 76–84 minutes)					
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**	
Write Essay *(cont.)*	1	Partial credit	Writing	**General Linguistic Range:**	
				2	• Limited vocabulary and simple expressions dominate the response. • Communication is compromised and some ideas are unclear. • Basic errors in language use are common, causing frequent breakdowns and misunderstanding.
				1	• Vocabulary and linguistic expression are highly restricted. • There are significant limitations in communication and ideas are generally unclear. • Errors in language use are pervasive and impede meaning.
				0	Meaning is not accessible.
				Vocabulary Range:	
				2	Good command of a broad lexical repertoire, idiomatic expressions and colloquialisms
				1	Shows a good range of vocabulary for matters connected to general academic topics. Lexical shortcomings lead to circumlocution or some imprecision
				0	Contains mainly basic vocabulary insufficient to deal with the topic at the required level
				Spelling:	
				2	Correct spelling
				1	One spelling error
				0	More than one spelling error

Part 2 Reading (approx. 23–30 minutes)				
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**
Fill in the Blanks (Dropdown)	5-6	Partial credit (for each correctly completed blank)	**Reading:** **1** Each correctly completed blank **0** Minimum score	Not applicable
Multiple Choice, Multiple Answers	2-3	Partial credit (for each correct response. Points deducted for incorrect options chosen)	**Reading:** **1** Each correct response **– 1** Each incorrect response **0** Minimum score	Not applicable
Reorder Paragraph	2-3	Partial credit (for each correctly ordered, adjacent pair)	**Reading:** **1** Each pair of correct adjacent textboxes **0** Minimum score	Not applicable
Fill in the Blanks (Drag and Drop)	4-5	Partial credit (for each correctly completed blank)	**Reading:** **1** Each correctly completed blank **0** Minimum score	Not applicable
Multiple Choice, Single Answer	2-3	Correct/ incorrect	**Reading:** **1** Each correctly completed blank **0** Minimum score	Not applicable

Part 3 Listening (approx. 31-39 minutes)					
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**	
Summarize Spoken Text	1	Partial credit	Listening and Writing	**Content:**	
				4	• The source text is summarised comprehensively, demonstrating full comprehension of the source text. • Paraphrasing is used effectively to communicate a clear and accurate summary, and extraneous details are removed. All main ideas are correctly identified and synthesized in a concise and coherent manner. • Summary flows smoothly and makes skilled use of appropriate and varied connective devices.
				3	• The source text is summarised adequately, demonstrating good comprehension of the source text. • Paraphrasing is used, but not consistently well, and extraneous details may interfere with the clarity of the summary. Main ideas are correctly identified, with some minor omissions. Ideas are connected, but not synthesized efficiently. • Summary can be followed logically and makes effective use of simple or repetitive connective devices.
				2	• The source text is summarised partially, demonstrating basic comprehension of the source text. • There is no discernment between main points and peripheral detail. Ideas are identified, but the response relies heavily on repeating excerpts from the source text without synthesizing ideas and reformulating in own words. • Repetitive or inappropriate connective devices are used to join ideas. Response can be followed with effort.

Part 3 Listening (approx. 31-39 minutes)					
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**	
Summarize Spoken Text *(cont.)*	1	Partial credit	Listening and Writing	**Content:**	
				1	• The response is relevant but not meaningfully summarised, demonstrating limited comprehension of the source text. • The response is composed of disconnected ideas or excerpts from the source text without any context or attempt at synthesis. Main ideas are omitted or misrepresented. • The response lacks coherence and is difficult to follow.
				0	• Response is too limited to assign a higher score and demonstrates no comprehension of the source text. • May not deal properly with the prompt due to significant amounts of pre-prepared or memorized material.
				Form:	
				2	Contains 50-70 words
				1	Contains 40-49 words or 71-100 words
				0	Contains less than 40 words or more than 100 words. Summary is written in capital letters, contains no punctuation or consists only of bullet points or very short sentences.
				Grammar:	
				2	Correct grammatical structures
				1	Contains grammatical errors with no hindrance to communication
				0	Defective grammatical structure which could hinder communications

Part 3 Listening (approx. 31-39 minutes)					
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**	
Summarize Spoken Text *(cont.)*	1	Partial credit	Listening and Writing	**Vocabulary:**	
				2	Appropriate choice of words
				1	Some lexical errors but with no hindrance to communication
				0	Defective word choice which could hinder communication
				Spelling:	
				2	Correct spelling
				1	One spelling error
				0	More than one spelling errors

Part 3 Listening (approx. 31-39 minutes)				
Question type	**No. of questions**	**Scoring**	**Communicative skills scored**	**Traits scored**
Multiple Choice, Multiple Answers	2-3	Partial credit (for each correct response. Points deducted for incorrect options chosen)	**Listening:** **1** Each correct response **– 1** Each incorrect response **0** Minimum score	Not applicable
Fill in the Blanks (Type In)	2-3	Partial credit (for each word spelled correctly	**Listening:** **1** Each correct word spelled correctly **0** Minimum score	Not applicable
Highlight Correct Summary	2-3	Correct/incorrect	**Listening and Reading:** **1** Correct response **0** Incorrect response	Not applicable
Multiple Choice, Single Answer	2-3	Correct/incorrect	**Listening:** **1** Correct response **0** Incorrect response	Not applicable
Select Missing Word	1-2	Correct/ incorrect	**Listening:** **1** Correct response **0** Incorrect response	Not applicable
Highlight Incorrect Words	2-3	Partial credit (For each word. Points deducted for incorrect options chosen)	**Listening and Reading:** **1** Each correct word **– 1** Each incorrect word **0** Minimum score	Not applicable
Write from Dictation	3-4	Partial credit (for each word spelled correctly)	**Listening and Writing:** **1** Each correct word spelled correctly **0** Each incorrect or misspelled word	Not applicable

Scoring criteria: Pronunciation and Oral Fluency

The following scoring criteria apply to the Speaking questions that are scored on Pronunciation and Oral Fluency in PTE Academic.

Pronunciation	
5 Highly proficient	All vowels and consonants are produced in a manner that is easily understood by regular speakers of the language. The speaker uses assimilation and deletions appropriate to continuous speech. Stress is placed correctly in all words and sentence-level stress is fully appropriate.
4 Advanced	Vowels and consonants are pronounced clearly and unambiguously. A few minor consonant, vowel or stress distortions do not affect intelligibility. All words are easily understandable. A few consonants or consonant sequences may be distorted. Stress is placed correctly on all common words, and sentence level stress is reasonable.
3 Good	Most vowels and consonants are pronounced correctly. Some consistent errors might make a few words unclear. A few consonants in certain contexts may be regularly distorted, omitted or mispronounced. Stress- dependent vowel reduction may occur on a few words.
2 Intermediate	Some consonants and vowels are consistently mispronounced. At least 2/3 of speech is intelligible, but listeners might need to adjust to the accent. Some consonants are regularly omitted, and consonant sequences may be simplified. Stress may be placed incorrectly on some words or be unclear.
1 Intrusive	Many consonants and vowels are mispronounced, resulting in a strong intrusive foreign accent. Listeners may have difficulty understanding about 1/3 of the words. Many consonants may be distorted or omitted. Consonant sequences may be non-English. Stress is placed in a non-English manner; unstressed words may be reduced or omitted, and a few syllables added or missed.
0 Non-English	Pronunciation seems completely characteristic of another language. Many consonants and vowels are mispronounced, mis-ordered or omitted. Listeners may find more than 1/2 of the speech unintelligible. Stressed and unstressed syllables are realized in a non-English manner. Several words may have the wrong number of syllables.

Oral Fluency	
5 Highly proficient	Speech shows smooth rhythm and phrasing. There are no hesitations, repetitions, false starts or phonological simplifications.
4 Advanced	Speech has an acceptable rhythm with appropriate phrasing and word emphasis. There is no more than one hesitation, one repetition or a false start. There are no significant phonological simplifications.
3 Good	Speech is at an acceptable speed but may be uneven. There may be more than one hesitation, but most words are spoken in continuous phrases. There are few repetitions or false starts. There are no long pauses and speech does not sound staccato.
2 Intermediate	Speech may be uneven or staccato. Speech (if >= 6 words) has at least one smooth three-word run, and no more than two or three hesitations, repetitions or false starts. There may be one long pause, but not two or more.
1 Limited	Speech has irregular phrasing or sentence rhythm. Poor phrasing, staccato or syllabic timing, and/or multiple hesitations, repetitions, and/or false starts make spoken performance notably uneven or discontinuous. Long utterances may have one or two long pauses and inappropriate sentence-level word emphasis.
0 Disfluent	Speech is slow and labored with little discernable phrase grouping, multiple hesitations, pauses, false starts, and/or major phonological simplifications. Most words are isolated, and there may be more than one long pause.

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