

SCORE GUIDE

Reported scores: an overview

PTE Academic reports an overall score, communicative skills scores and enabling skills scores.

Overall score

The overall score is based on performance on all test tasks. Each student does between 70 and 91 tasks in any given test and there are 20 different task types. For each task, the score given contributes to the overall score. The score range is 10–90 points.

Communicative skills scores

The communicative skills measured are listening, reading, speaking and writing. Tasks testing these communicative skills also test specific subskills. For integrated skills tasks (i.e. those assessing reading and speaking, listening and speaking, reading and writing, listening and writing, or listening and reading), the task score contributes to the score for the communicative skills that the task assesses. The score range for each skill is 10–90 points.

Enabling skills scores

The enabling skills are used to rate performance in the productive skills of speaking and writing. The enabling skills measured are: **grammar**, **oral fluency**, **pronunciation**, **spelling**, **vocabulary** and **written discourse**. The scores for enabling skills are based on performance on only those tasks that assess these skills specifically. The score range for each skill is 10–90 points.

The enabling skills reported are described as follows:

GRAMMAR	Correct use of language with respect to word form and word order at the sentence level.
ORAL FLUENCY	Smooth, effortless and natural-paced delivery of speech.
PRONUNCIATION	Production of speech sounds in a way that is easily understandable to most regular speakers of the language. Regional or national varieties of English pronunciation are considered correct to the degree that they are easily understandable to most regular speakers of the language.
SPELLING	Writing of words according to the spelling rules of the language. All national variations are considered correct, but one spelling convention should be used consistently in a given response.
VOCABULARY	Appropriate choice of words used to express meaning, as well as lexical range.
WRITTEN DISCOURSE	Correct and communicatively efficient production of written language at the textual level. Written discourse skills are represented in the structure of a written text, its internal coherence, logical development and the range of linguistic resources used to express meaning precisely.

Part I SPEAKING AND WRITING

Read aloud

COMMUNICATIVE SKILLS	Enabling skills and other traits scored
READING AND SPEAKING	Content: Each replacement, omission or insertion of a word counts as one error. Maximum score: depends on the length of the task prompt. Pronunciation and oral fluency: (Detailed criteria on page 151.)

Repeat sentence

COMMUNICATIVE SKILLS	Enabling skills and other traits scored
LISTENING AND SPEAKING	Content: Errors = replacements, omissions and insertions only. Hesitations, filled or unfilled pauses, leading or trailing material are ignored in the scoring of content. 3 All words in the response from the prompt in the correct sequence. 2 At least 50 percent of words in the response from the prompt in the correct sequence. 1 Less than 50 percent of words in the response from the prompt in the correct sequence. 0 Almost nothing from the prompt in the response. Pronunciation and oral fluency: (Detailed criteria on page 151.)

Task scoring: an overview

All tasks in PTE Academic are machine scored. Scores for some task types are based on correctness alone, while others are based on correctness, formal aspects and the quality of the response.

Formal aspects refer to the form of the response, e.g. whether it is over or under the word limit for a particular task type. The quality of the response is represented in the enabling skills, e.g. in the task type *Re-tell lecture* the response is scored on skills such as oral fluency and pronunciation.

Scores for task types assessing speaking and writing skills are generated by automated scoring systems. There are two types of scoring:

Correct or incorrect

Some task types are scored as either correct or incorrect. If responses are correct, one score point will be given, but if they are incorrect, no score points will be awarded.

Partial credit

Other task types are scored as correct, partially correct or incorrect. If responses to these tasks are correct, the maximum score points available will be received. If responses are partly correct, some score points will be given; but less than the maximum available. If responses are incorrect, no score points will be received.

Task scoring

In this section, the scoring criteria used by human raters for PTE Academic are given. This serves to give an understanding of what students need to demonstrate in their responses. The automated scoring engines are trained on scores given by human raters. The scores indicated for each trait, or quality, undergo a number of complex calculations to produce the total task score.

Part I SPEAKING AND WRITING

Read aloud

COMMUNICATIVE SKILLS	Enabling skills and other traits scored
READING AND SPEAKING	Content: Each replacement, omission or insertion of a word counts as one error. Maximum score: depends on the length of the task prompt. Pronunciation and oral fluency: (Detailed criteria on page 151.)

Repeat sentence

COMMUNICATIVE SKILLS	Enabling skills and other traits scored
LISTENING AND SPEAKING	Content: Errors = replacements, omissions and insertions only. Hesitations, filled or unfilled pauses, leading or trailing material are ignored in the scoring of content. 3 All words in the response from the prompt in the correct sequence. 2 At least 50 percent of words in the response from the prompt in the correct sequence. 1 Less than 50 percent of words in the response from the prompt in the correct sequence. 0 Almost nothing from the prompt in the response. Pronunciation and oral fluency: (Detailed criteria on page 151.)

Describe image

COMMUNICATIVE SKILLS	Enabling skills and other traits scored
SPEAKING	Content: 5 Describes all elements of the image and their relationships, possible development and conclusion or implications. 4 Describes all the key elements of the image and their relations, referring to their implications or conclusions. 3 Deals with most key elements of the image and refers to their implications or conclusions. 2 Deals with only one key element in the image and refers to an implication or conclusion. Shows basic understanding of several core elements of the image. 1 Describes some basic elements of the image, but does not make clear their interrelations or implications. 0 Mentions some disjointed elements of the presentation. Pronunciation and oral fluency: (Detailed criteria on page 151.)

Re-tell lecture

COMMUNICATIVE SKILLS	Enabling skills and other traits scored
LISTENING AND SPEAKING	Content: 5 Re-tells all points of the presentation and describes characters, aspects and actions, their relationships, the underlying development, implications and conclusions. 4 Describes all key points of the presentation and their relations, referring to their implications and conclusions. 3 Deals with most points in the presentation and refers to their implications and conclusions. 2 Deals with only one key point and refers to an implication or conclusion. Shows basic understanding of several core elements of the presentation. 1 Describes some basic elements of the presentation, but does not make clear their interrelations or implications. 0 Mentions some disjointed elements of the presentation. Pronunciation and oral fluency: (Detailed criteria on page 151.)

Answer short question

COMMUNICATIVE SKILLS	
LISTENING AND SPEAKING	Correct/Incorrect: 1 Appropriate word choice in response. 0 Inappropriate word choice in response.

Summarize written text

COMMUNICATIVE SKILLS	Enabling skills and other traits scored
READING AND WRITING	Content: 2 Provides a good summary of the text. All relevant aspects mentioned. 1 Provides a fair summary of the text, but misses one or two aspects. 0 Omits or misrepresents the main aspects of the text. Form: 1 Is written in one, single, complete sentence. 0 Not written in one, single, complete sentence or contains fewer than five 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 hindrance to communication. 0 Has defective word choice which could hinder communication.

Write essay

COMMUNICATIVE SKILLS	Enabling skills and other traits scored
WRITING	Content: 3 Adequately deals with the prompt. 2 Deals with the prompt, but does not deal with one minor aspect. 1 Deals with the prompt, but omits a major aspect or more than one minor aspect. 0 Does not deal properly with the prompt. 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: 2 Shows good development and logical structure. 1 Is incidentally less well structured, and some elements or paragraphs are poorly linked. 0 Lacks coherence, and mainly consists of lists or loose elements. 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. General linguistic range: 2 Exhibits smooth mastery of a wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No sign that the test taker is restricted in what they want to communicate. 1 Sufficient range of language to provide clear descriptions, express viewpoints and develop arguments. 0 Contains mainly basic language and lacks precision. 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, but there may be one typing error. 1 One spelling error and/or more than one typing error. 0 More than one spelling error and/or numerous typing errors.

Scoring criteria: Pronunciation and oral fluency

PRONUNCIATION	
5 Native-like	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 in a non-native-like manner. At least two-thirds 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 one-third 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, misplaced or omitted. Listeners may find more than half 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 Native-like	Speech shows smooth rhythm and phrasing. There are no hesitations, repetitions, false starts or non-native 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 false start. There are no significant non-native 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 more than 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 laboured 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.

Part 2 READING

Multiple-choice, choose single answer

COMMUNICATIVE SKILLS	
READING	Correct/Incorrect: 1 Correct response 0 Incorrect response

Multiple-choice, choose multiple answers

COMMUNICATIVE SKILLS	
READING	Partial credit, points deducted for incorrect options chosen: 1 Each correct response -1 Each incorrect response 0 Minimum score

Re-order paragraphs

COMMUNICATIVE SKILLS	
READING	Partial credit: 1 Each pair of correct adjacent textboxes 0 Minimum score

Reading: Fill in the blanks

COMMUNICATIVE SKILLS	
READING	Partial credit: 1 Each correctly completed blank 0 Minimum score

Reading & writing: Fill in the blanks

COMMUNICATIVE SKILLS	
READING AND WRITING	Partial credit: 1 Each correctly completed blank 0 Minimum score

Part 3 LISTENING

Summarize spoken text

COMMUNICATIVE SKILLS	Enabling skills and other traits scored
LISTENING AND WRITING	Content: 2 Provides a good summary of the text. All relevant aspects are mentioned. 1 Provides a fair summary of the text, but one or two aspects are missing. 0 Omits or misrepresents the main aspects. 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 structures which could hinder communication. 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, but there may be one typing error. 1 One spelling error and/or more than one typing error. 0 More than one spelling error and/or numerous typing errors.

Multiple-choice, choose multiple answers

COMMUNICATIVE SKILLS	
LISTENING	Partial credit, points deducted for incorrect options chosen: 1 Each correct response -1 Each incorrect response 0 Minimum score

Fill in the blanks

COMMUNICATIVE SKILLS	
LISTENING AND WRITING	Partial credit: 1 Each correct word spelled correctly 0 Minimum score

Highlight correct summary

COMMUNICATIVE SKILLS	
LISTENING AND READING	Correct/Incorrect: 1 Correct response 0 Incorrect response

Multiple-choice, choose single answer

COMMUNICATIVE SKILLS	
LISTENING	Correct/Incorrect: 1 Correct response 0 Incorrect response

Select missing word

COMMUNICATIVE SKILLS	
LISTENING	Correct/Incorrect: 1 Correct response 0 Incorrect response

Highlight incorrect words

COMMUNICATIVE SKILLS	
LISTENING AND READING	Partial credit, points deducted for incorrect options chosen: 1 Each correct word -1 Each incorrect word 0 Minimum score

Write from dictation

COMMUNICATIVE SKILLS	
LISTENING AND WRITING	Partial credit: 1 Each correct word spelled correctly 0 Each incorrect or misspelled word

The PTE Academic Score Scale and the CEF

PTE Academic is aligned to the Common European Framework of Reference for Languages (CEF or CEFR), a widely recognized benchmark for language ability. The CEF includes a set of language levels defined by descriptors of language competencies.

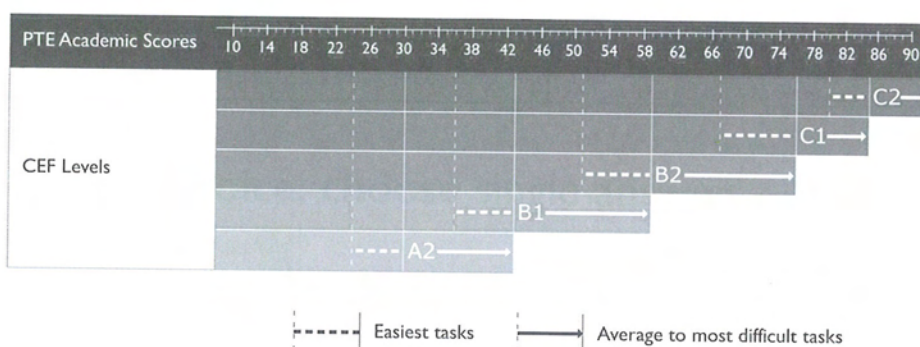
The six-level framework was developed by the Council of Europe (2001) to allow language learners, teachers, universities or potential employers to compare and relate language qualifications gained in different educational contexts.

The CEF describes language proficiency in listening, reading, speaking and writing on a six-level scale, grouped in three bands: A1–A2 (Basic User), B1–B2 (Independent User), C1–C2 (Proficient User).

To stand a reasonable chance at successfully performing any of the tasks described at a particular CEF level, you must be able to show 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 manage 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 level. For example, if you score 51 on PTE Academic, you can probably do the more difficult tasks in the CEF B1 level and the easier tasks at B2.



Alignment of PTE Academic scores to CEF levels