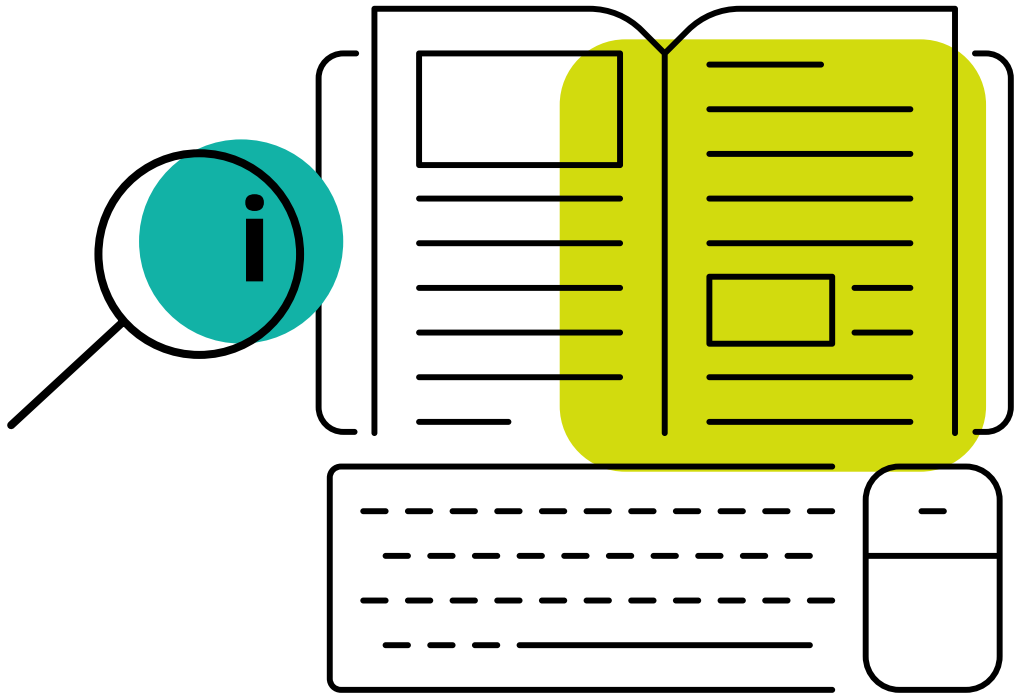
Pearson
PTE Academic



PTE Academic

Test Takers

Score Guide

Version 18 – NOVEMBER 2022

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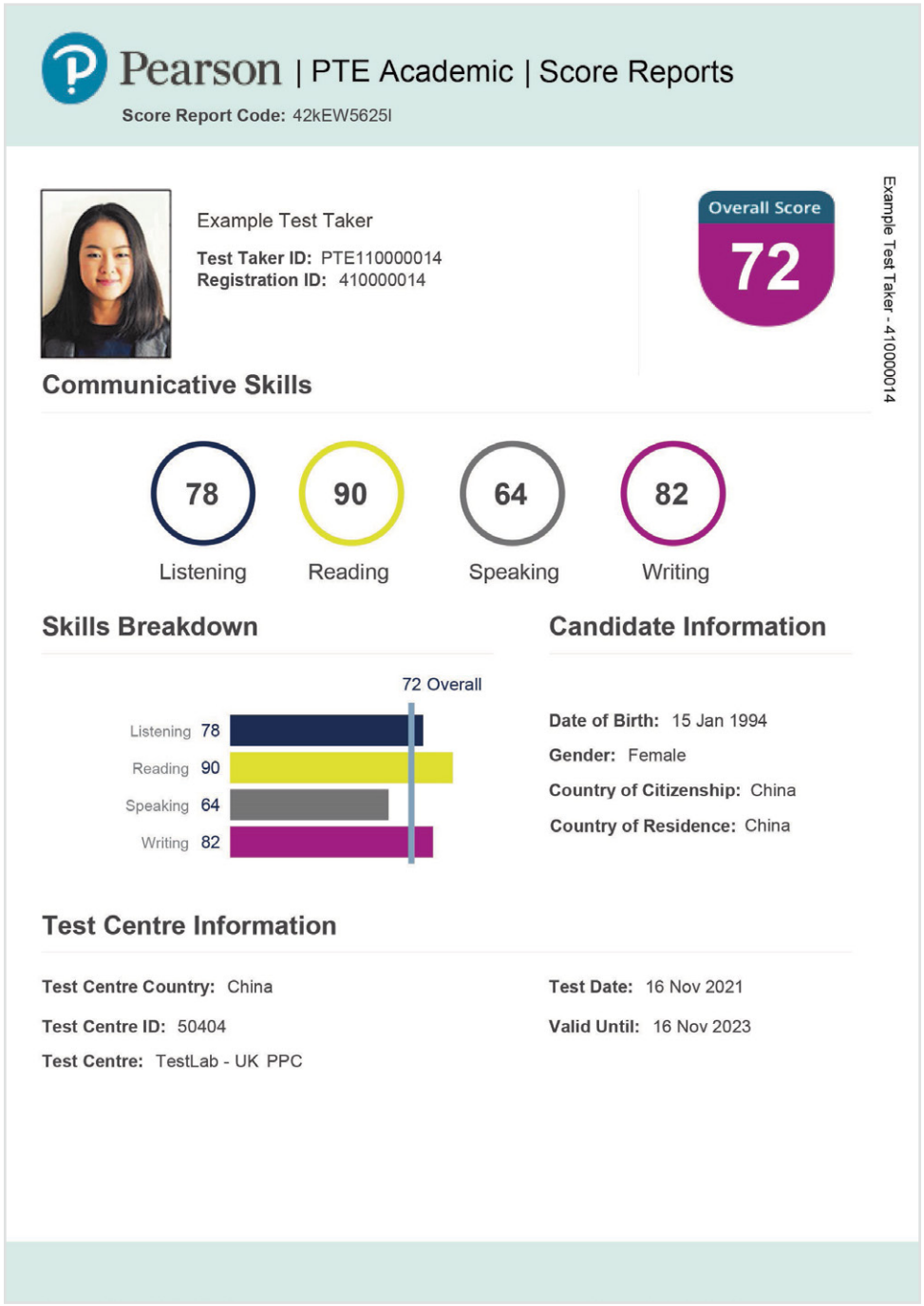
Introduction

Pearson Test of English Academic (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 Reports

Score Report Code: 42kEW5625I

Example Test Taker

Test Taker ID: PTE110000014
Registration ID: 410000014

Overall Score 72

Example Test Taker - 410000014

Communicative Skills

Listening	Reading	Speaking	Writing
78	90	64	82

Skills Breakdown

Candidate Information

Date of Birth: 15 Jan 1994
Gender: Female
Country of Citizenship: China
Country of Residence: China

Test Centre Information

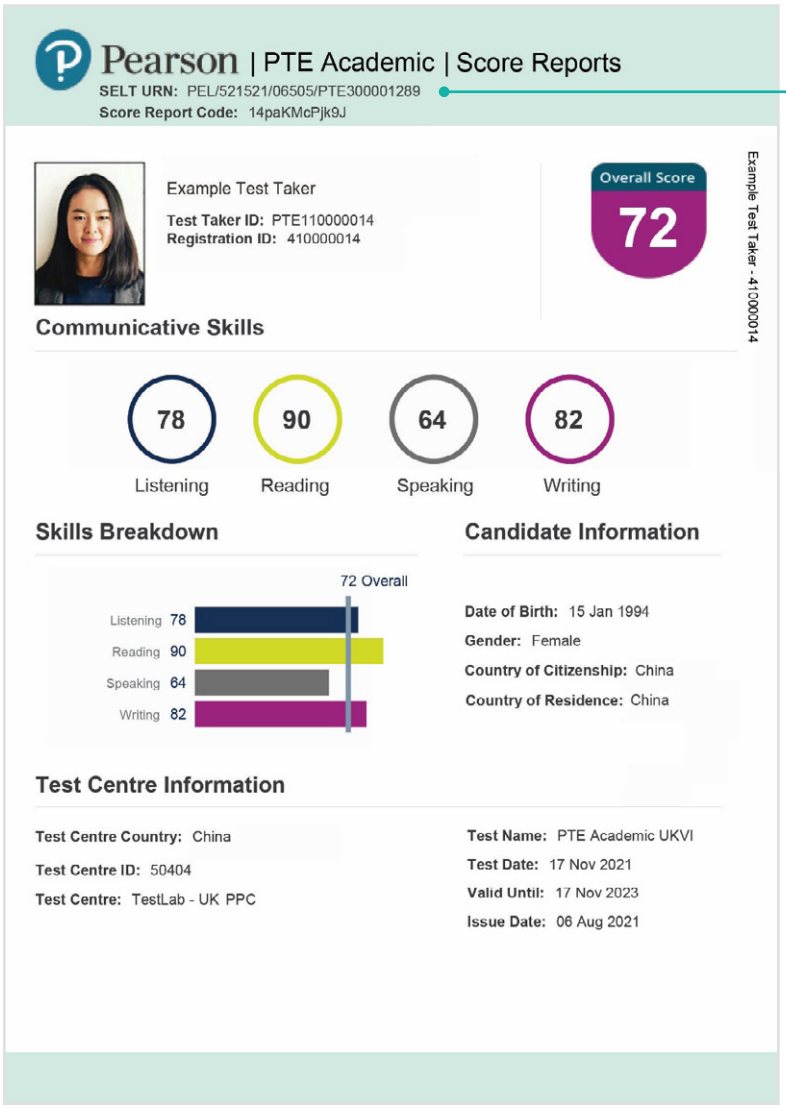
Test Centre Country: China
Test Centre ID: 50404
Test Centre: TestLab - UK PPC

Test Date: 16 Nov 2021
Valid Until: 16 Nov 2023

Alternative versions of PTE Academic

PTE Academic UKVI

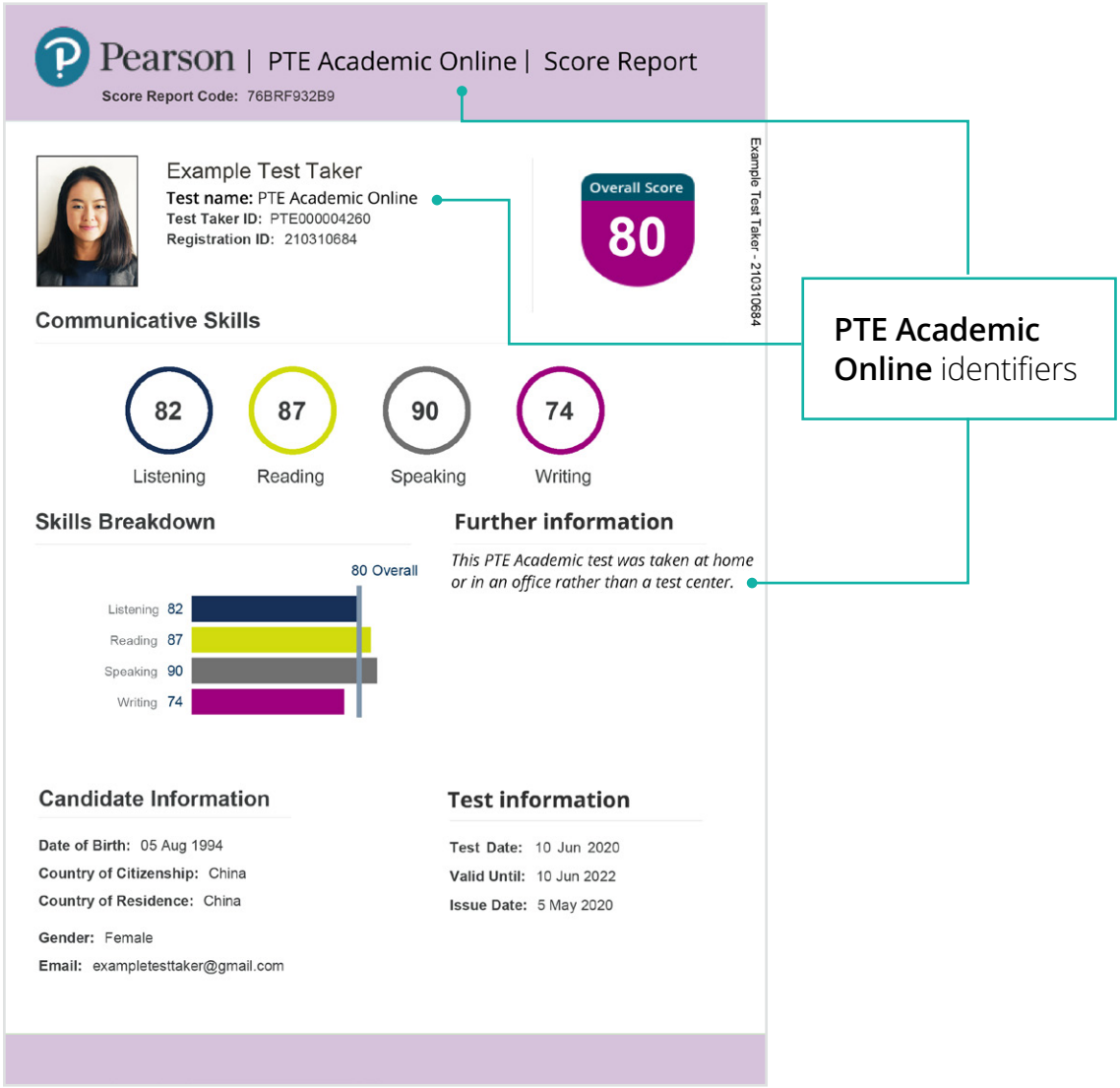
The PTE Academic UKVI test is taken for UK visas and immigration purposes. The score report is identical in content but contains a SELT URN number which allows the UK Government to verify your score.



SELT URN number

PTE Academic Online

PTE Academic Online is the at-home version of PTE Academic. The score report shows the test name in the banner, a different banner color on the PDF version and a note on the test being taken at home or in an office instead of a test center. The scores reported are the same as PTE Academic.



Overall score

The **overall score** is based on your performance across the entire test. You will complete between 52 and 64 tasks in any given test and a range of 20 different task types.

The overall score ranges between 10–90 points.

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

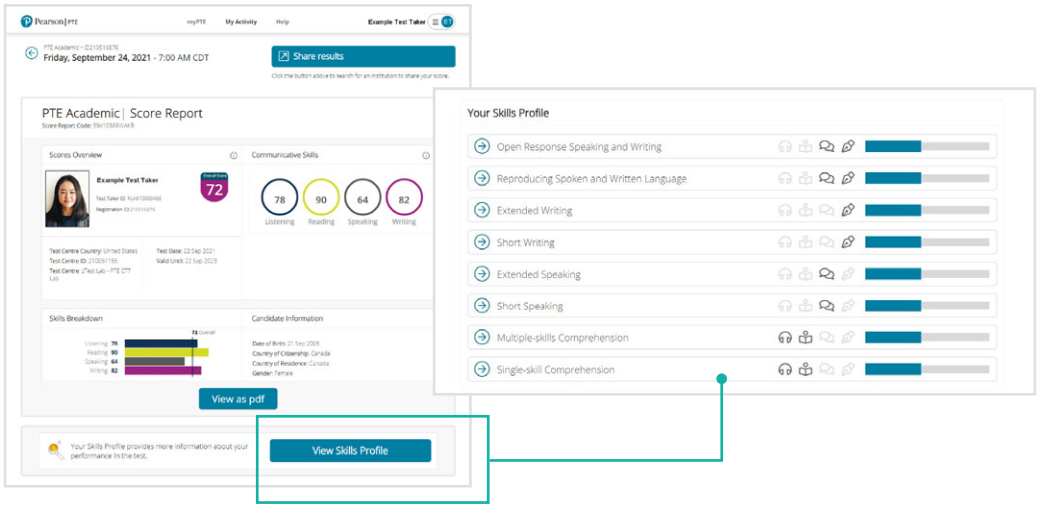
Communicative skills scores

The communicative skills are **listening, reading, speaking,** and **writing** and their score range is 10–90 points.

Some tasks assess more than one skill at the same time and they are called integrated skills tasks (assessing reading and speaking, listening and speaking, reading and writing, listening and writing or listening and reading). The scores on these tasks contribute to the score of both communicative skills that are assessed at the same time.

Note: *The score report for tests taken before November 16, 2021 included additional skills called enabling skills. These skills have been removed from the score report and we have introduced a personalized* ***'Skills Profile'*** *to provide guidance on how to improve your English proficiency. Please note the Skills Profile is not 'part of' your score report, but is available when you view your score report online. The 'Skills Profile' uses your test score to provide specific feedback to help guide your future English language learning.* For more information go **here**.

The enabling skills have never been used for visa requirements or by Higher Education Institutions.



2. An Overview of Scoring

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

Scores for some tasks 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 task *Retell lecture*).

There are two ways in which score points are awarded:

Correct or incorrect

Some tasks 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 tasks are scored as correct, partially correct or incorrect.

If responses to these tasks 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 tasks 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 tasks 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.

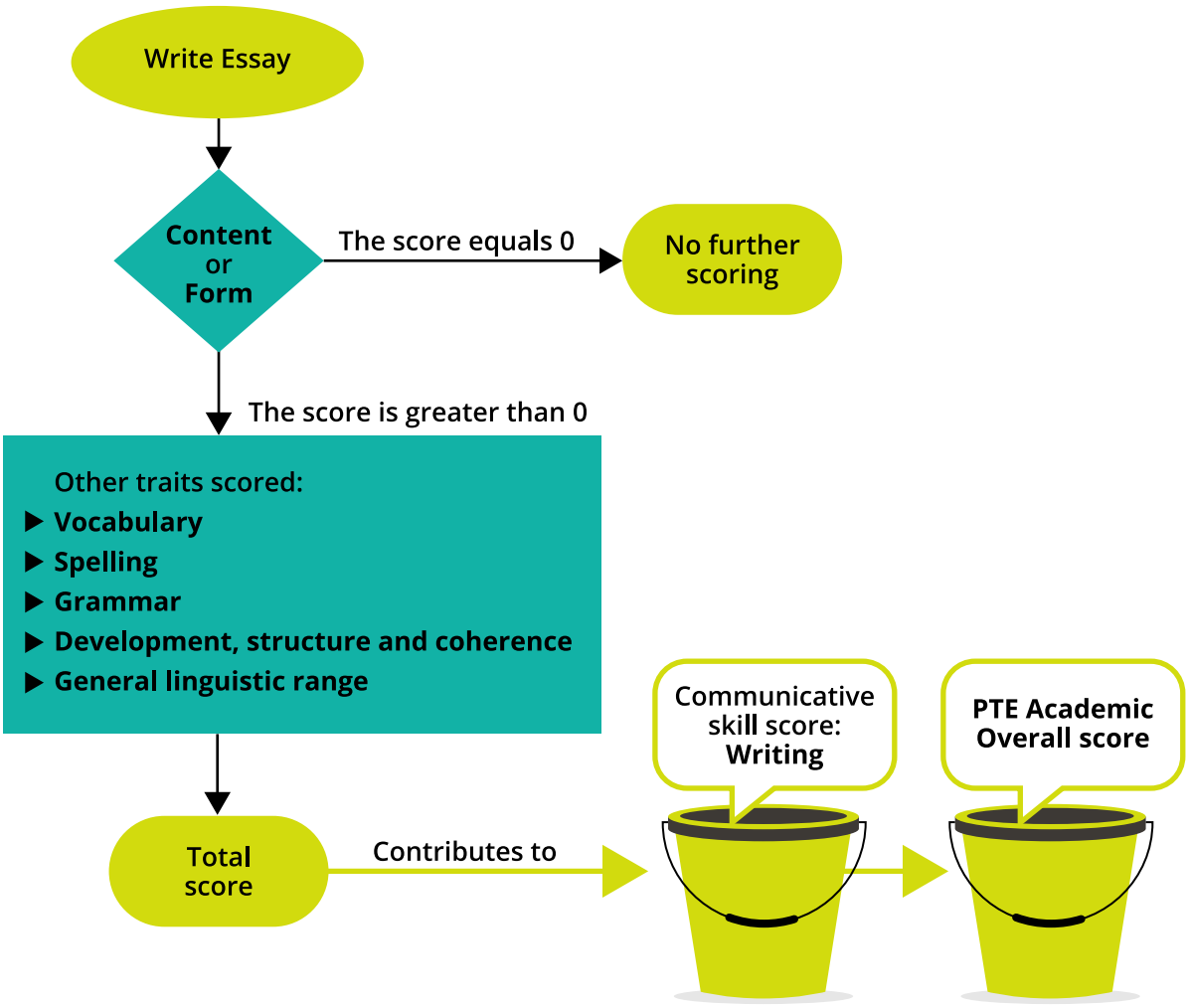
When the response is scored as 0 for Content or Form, no score points for the response will be given. Here are three examples giving descriptions of responses that will not receive any score points:

1. An essay written on a completely different topic from the task prompt (**Content**)
2. An essay which is less than 120 words (**Form**)
3. 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 task ***Write essay***.

The task is rated on **content, form, vocabulary, spelling, grammar, development, structure and coherence;** and **general linguistic range**.



The task is first scored on **content** and then on **form**. If no response, or an irrelevant response is given, the content is scored as 0. Responses that contain significant amounts of pre-prepared/memorized material are not relevant responses and do not properly address the prompt. If the response is of the appropriate length (form), a score will be given and the response will then be rated on the remaining traits: **vocabulary, spelling, grammar; development, structure and coherence** and **general linguistic range**. The scores for these traits are used to calculate the final total score for the task.

The total score for the task contributes to the **communicative skill score** for writing, as well as to the **overall score** reported for performance on 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 institution, check their website.

For visa applications, view our guide to minimum scores required for **Australian visas**, **UK visas**, and **New Zealand visas**.

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 Score Report Code is specific to each instance of a test, so if you take more than one PTE Academic Test, you will receive a score report code for each. Your score report code 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 6**.

4. Concordance between PTE Academic, TOEFL iBT, IELTS and CEFR

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

PTE Academic and TOEFL iBT

PTE Academic Score	TOEFL iBT Score
85 - 90	No data
84	120
83	119
82	118
81	117
80	115–116
79	114
78	113
77	112
76	110–111
75	109
74	107–108
73	106
72	105
71	103–104
70	102
69	101
68	99–100
67	98
66	97
65	95–96
64	94
63	93
62	91–92

PTE Academic Score	TOEFL iBT Score
61	90
60	89
59	87–88
58	86
57	85
56	83–84
55	82
54	81
53	79–80
52	78
51	76–77
50	74–75
49	72–73
48	70–71
47	67–69
46	65–66
45	63–64
44	60–62
43	57–59
42	54–56
41	52–53
40	48–51
39	45–47
38	40–44
10-37	No data

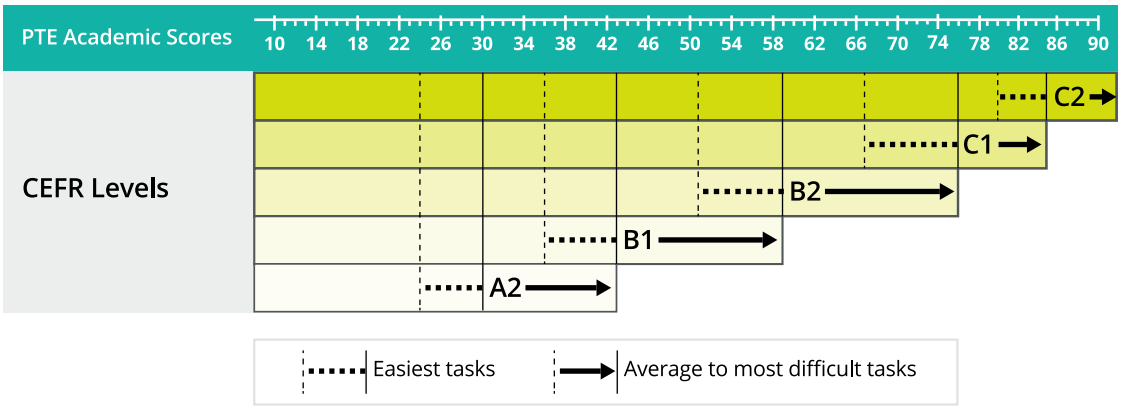
PTE Academic and IELTS

PTE Academic Score	IELTS Score
N/A	9.0
89–90	8.5
84–88	8.0
76–83	7.5
66–75	7.0
56–65	6.5
46–55	6.0
36–45	5.5
29–35	5.0
23–28	4.5
10–22	No data

Please note: 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 concordance. Furthermore, tests in the comparison do not measure exactly the same construct.

The PTE Academic Score Scale and the CEFR

The table below shows Pearson's current best estimate of concordance 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.



Alignment of PTE Academic scores to the CEFR.

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 tasks 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 tasks. 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 native 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 Ordinate technology. The technology uses a speech processing system that is specifically designed to analyze and automatically score speech from native and non-native speakers of English. 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 Ordinate 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. Spoken and Written Samples

The sections below show examples of speaking and writing tasks. The scoring mechanisms in these tasks are based on collecting data on multiple relevant traits, giving them each a score, and then converting them all to an overall score in either speaking or writing.

The automated system is trained on the trait scores of hundreds of tasks scored by human expert markers. Once trained, our automated systems can then score all new speaking and writing tasks quickly and accurately.

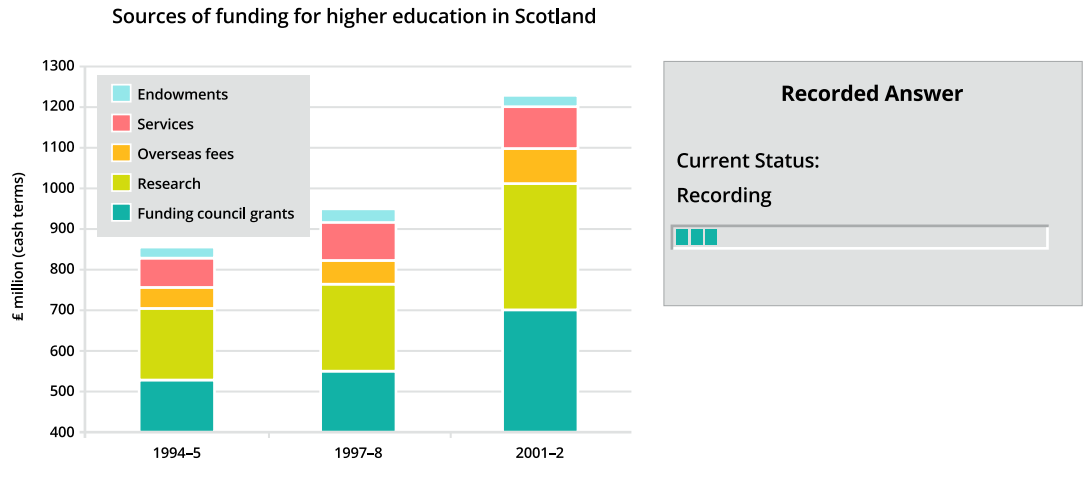
The automated scoring system correlates highly with human ratings.

Test Takers' spoken samples

Studies have been carried out to compare human and machine scores for the speaking task ***Describe image*** such as the example below.

Example *Describe image* task

Look at the graph below. In 25 seconds, please speak into the microphone and describe in detail what the graph is showing. You will have 40 seconds to give your response.



Scoring

The *Describe image* task is scored on 3 different traits:

- Content
- Oral fluency
- Pronunciation

These traits are scored as shown in the table that follows:

Content	Pronunciation	Oral fluency
5: Describes all elements of the image and their relationships, possible development and conclusion or implications.	**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.	**5 Native–like:** Speech shows smooth, rhythm and phrasing. There are no hesitations, repetitions, false starts or non-native phonological simplifications.
4: Describes all the key elements of the image and their relations, referring to their implications or conclusions.	**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.	**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 non-native phonological simplifications.

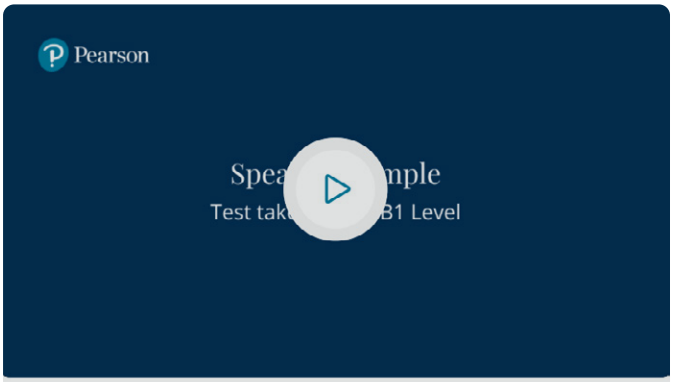
Content	Pronunciation	Oral fluency
3: Deals with most key elements of the image and refers to their implications or conclusions.	**3 Good:** Most vowels and consonants are pronounced correctly. Some consistent errors might make a few words unclear. A few consonants in certain contexts may be regularly distorted, omitted or mispronounced. Stress dependent vowel reduction may occur on a few words.	**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: 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.	**2 Intermediate:** Some consonants and vowels are consistently mispronounced in a non-native like manner. 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.	**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.

Content	Pronunciation	Oral fluency
1: Describes some basic elements of the image, but does not make clear their interrelations or implications.	**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.	**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: Mentions some disjointed elements of the presentation. May not deal properly with the prompt due to significant amounts of pre-prepared/memorized material.	**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.	**0 Disfluent:** Speech is slow and labored with little discernible 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.

Test Taker Responses

Spoken samples of test takers' responses at the levels of B1, B2, and C1 of the CEFR with comments from the Language Testing division of Pearson can be found below and on **our website**.

Test taker B1 Level



Listen to an example test taker response at B1 level.

Comment on response

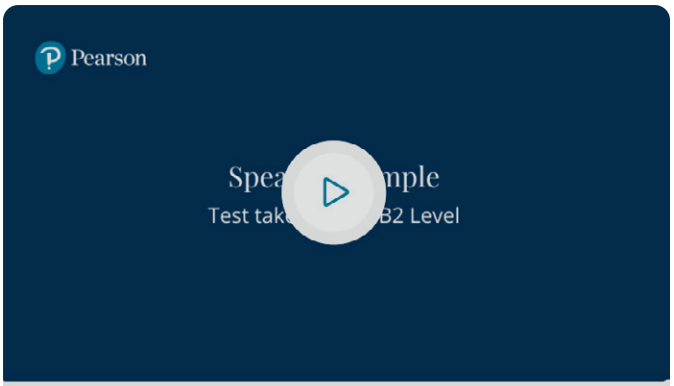
The response lacks some of the main contents. Only some obvious information from the graph is addressed. Numerous hesitations, non-native-like pronunciation, poor language use and limited control of grammar structures at times make the response difficult to understand.

How the response was scored

The table below shows the machine scores and the human ratings that have been assigned to this response. The greyed out box indicates that the score is the same as the scores given by the first and second human rater.

Trait name	Maximum raw score	Machine score	Human rater 1	Human rater 2	Adjudicator
Content	5	1.69	2	2	2
Oral fluency	5	1.62	4	2	2
Pronunciation	5	1.41	2	2	2
Total item score	**15**	**4.72**	**8**	**6**	**6**

Test taker B2 Level



Listen to an example test taker response at B2 level.

Comment on response

The test taker discusses some aspects of the graph and the relationship between elements, though some key points have not been addressed. The rate of speech is acceptable.

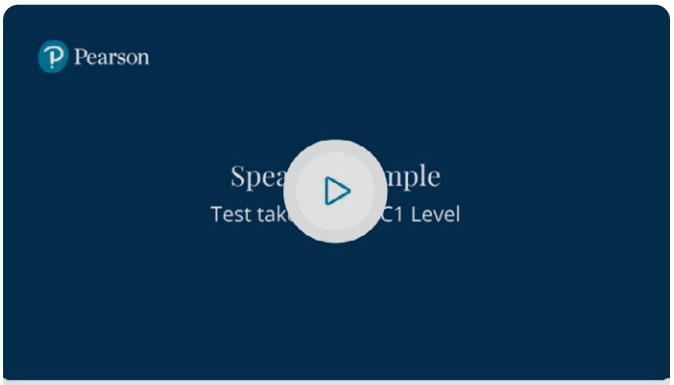
Language use and vocabulary range are quite weak. There are some obvious grammar errors and inappropriate stress and pronunciation.

How the response was scored

The table below shows the machine scores and the human ratings that have been assigned to this response.

Trait name	Maximum raw score	Machine score	Human rater 1	Human rater 2	Adjudicator
Content	5	2.50	2	3	2
Oral fluency	5	3.71	4	5	3
Pronunciation	5	3.28	3	4	2
Total item score	**15**	**9.49**	**9**	**12**	**7**

Test taker C1 Level



Listen to an example test taker response at C1 level.

Comment on response

The test taker discusses the major aspects of the graph and the relationship between elements. The response is spoken at a fluent rate and language use is appropriate. There are few grammatical errors in the response. The candidate demonstrates a wide range of vocabulary. Stress is appropriately placed.

How the response was scored

The table below shows the machine scores and the human ratings that have been assigned to this response.

Trait name	Maximum raw score	Machine score	Human rater 1	Human rater 2	Adjudicator
Content	5	2.70	3	4	3
Oral fluency	5	4.03	4	5	4
Pronunciation	5	4.02	5	4	4
Total item score	**15**	**10.75**	**12**	**13**	**11**

Test Takers' written samples

Studies were carried out to compare human and machine scores for the writing task ***Write essay***, using tasks such as the example below.

Example *Write essay* task 'Tobacco'

You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organize your ideas, present supporting details, and control the elements of standard written English. You should write 200–300 words.

Tobacco mainly in the form of cigarettes, is one of the most widely-used drugs in the world. Over a billion adults legally smoke tobacco every day. The long term health costs are high - for smokers themselves, and for the wider community in terms of health care costs and lost productivity.

Do governments have a legitimate role to legislate to protect citizens from the harmful effects of their own decisions to smoke, or are such decisons up to the individual?

Samples of test takers' responses at B1, B2 and C1 are given below as well as comments from the Language Testing division of Pearson.

Scoring

The task *Write essay* is scored on 7 different traits:

- Content
- Form
- Development, structure and coherence
- Grammar
- General linguistic range
- Vocabulary range
- Spelling

The task is not scored if the test taker's response does not meet the minimum requirements for the traits content and form (i.e., when a test taker scores 0 for content and/or form).

The traits are scored as follows:

Content	Form	Development, structure and coherence	Grammar
3: Adequately deals with the prompt.			
2: Deals with the prompt but does not deal with one minor aspect.	**2:** Length is between 200 and 300 words.	**2:** Shows good development and logical structure.	**2:** Shows consistent grammatical control of complex language. Errors are rare and difficult to spot.
1: Deals with the prompt but omits one major aspect or more than one minor aspect.	**1:** Length is between 120 and 199 or between 301 and 380 words.	**1:** Is incidentally less well structured, and some elements or paragraphs are poorly linked.	**1:** Shows a relatively high degree of grammatical control. No mistakes which would lead to misunderstandings.
0: Does not deal properly with the prompt. This includes responses that contain a significant amount of pre-prepared/ memorized material.	**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.	**0:** Lacks coherence and mainly consists of lists or loose elements.	**0:** Contains mainly simple structures and/or several basic mistakes.

General linguistic range	Vocabulary range	Spelling
2: Exhibits 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.	**2:** Good command of a broad lexical repertoire, idiomatic expressions and colloquialisms.	**2:** Correct spelling
1: Sufficient range of language to provide clear descriptions, express viewpoints and develop arguments.	**1:** Shows a good range of vocabulary for matters connected to general academic topics. Lexical shortcomings lead to circumlocution or some imprecision.	**1:** One spelling error
0: Contains mainly basic language and lacks precision.	**0:** Contains mainly basic vocabulary insufficient to deal with the topic at the required level.	**0:** More than one spelling error

Test Taker Responses

Test taker B1 Level

Tobacco, mainly in the form of cigarettes, is one of the most widely-used drugs in the world. Over a billion adults legally smoke tobacco everyday. Recently, it is not only the adult. Even the high school students or college students smoke just because they want to know how it feels. It is also not limited by gender. Lots of women are smokers. Even the old people still smoke, as if they do not care about their healthy. Become a smoker is like make someone just care about the good feeling of smoking and makes them to forget the risks they will face in the future. The long term health costs are high - for smokers themselves, and for the wider community in temrs of health care costs and lost productivity. The worst risk that the smokers will face is lung cancer, which can cause death. The governments have a legitimate role to legislate to protect citizens from the harmful effects of their own decisions to smoke. For example they make rule about no smoking area, in the street, and public place. But it also the decisions of each individual wheter they want to continue their life as a smoker and take all the risk, or stop and learn to life healthier. (211 words)

Comment on response

The response is a simple essay which gives a minimal answer to the prompt. The argument contains insufficient supporting ideas. The structure is lacking in logic and coherence. There is frequent misuse of grammar and vocabulary. Vocabulary range is limited and inappropriate at times.

How the response was scored

The table below shows the machine scores and the human ratings that have been assigned to this response. The greyed out box indicates that the score is the same as the scores given by the first and second human rater.

Trait name	Maximum raw score	Machine score	Human rater 1	Human rater 2	Adjudicator
Content	3	1.80	2	2	2
Development, structure and coherence	2	1.35	0	1	1
Form	2	2.00	n/a	n/a	n/a
General linguistic Range	2	1.03	1	1	1
Grammar	2	1.07	1	1	1
Spelling	2	0.00	n/a	n/a	n/a
Vocabulary range	2	0.93	1	2	1
Total item score	**15**	**8.18**	**5**	**7**	**6**

Test taker B2 Level

In my opinion it should be a combined effort of both government and an individual. In some countries specially in UK, government is tring to impose laws and regulations which discourage smoking, for example the law which prohibits smoking in pubs, bars and public areas. Also there are TV commercials and banners which explain the long term effects of smoking. As a result there has been some reduction in the number of people smoking before the law and now. But this effort is not enough. Uptil and unless an individual doesnt makes an effort himself the problem cannot be solved. One has to have control of his own body and will power to over come this habit turned necessity of the body. There has been a significant increase in amount of people who are approching mediacl practioners and NHS to help them to overcome this problem. There are also some NGO's who are working in this field. \n\nI think if we can spread awarness about the ill effects of smoking to teenagers, there will be less number of people who start smoking at the first place. It is a collective responsibilty of government and parents as well. To conclude i can say that youngsters are the people who get facinated by the whole idea of smoking, thus this concept should be changed by the efforts of government, media and by us as an individual. (234 words)

Comment on response

A systematic argument with appropriate highlighting of significant points and relevant supporting detail has been developed. Ability to evaluate different ideas or solutions to a problem has been demonstrated. However, some obvious grammar errors and inappropriate use of vocabulary can be found. There are also quite a number of spelling errors.

How the response was scored

The table below shows the machine scores and the human ratings that have been assigned to this response. The greyed out box indicates that the score is the same as the scores given by the first and second human rater.

Trait name	Maximum raw score	Machine score	Human rater 1	Human rater 2	Adjudicator
Content	3	2.25	3	1	2
Development, structure and coherence	2	1.17	2	1	2
Form	2	2.00	n/a	n/a	n/a
General linguistic Range	2	1.42	1	1	1
Grammar	2	1.68	1	2	3
Spelling	2	0.00	n/a	n/a	n/a
Vocabulary range	2	1.32	1	1	1
Total item score	**15**	**9.84**	**8**	**6**	**9**

Test taker C1 Level

Outlawing tobacco use would create unprecedented controversy. Billions of people worldwide smoke; whether they are chain smokers or recreational smokers. Also, there are several multi- million dollar cigarette companies that will also suffer many consequences if tobacco use is made illegal. We must also consider the thousands of employees who will be left unemployed if such a legislation is made. Unfortunately, it is an industry that makes ridiculous amounts of money for many people, so the likelihood of banning it is minimal.

Nonetheless, it is a change that would benefit society on many levels in the long run. Smoking causes so many health care issues, so if smoking is made illegal, morbidity and mortality rates would be reduced significantly. Quality of life will be improved dramatically, and it will allow more people to enjoy their lives significantly longer.

Legislators must also consider the rights of the individual. Should'nt every individual have the right to choose how they treat their body? The government can argue that these individuals may do as they wish, but then they must also suffer the consequences without government funding. They must take full responsibility for any health issues developed as a result of tobacco use, and not expect Medicare or health insurance to cover costs caused by their own irresponsible negligent decisions.

In essence, if individuals wish to make their own decisions to smoke, they must consider all the possible outcomes, and be willing to deal with these outcomes accordingly. (243 words)

Comment on response

Clear, well-structured exposition on the topic which touches upon the relevant issues. Points of view are given at some length with subsidiary points. Reasons and relevant examples are demonstrated. General linguistic range and vocabulary range are excellent. Phrasing and word choice are appropriate. There are very few grammar errors. Spelling is excellent.

How the response was scored

The table below shows the machine scores and the human ratings that have been assigned to this response. The greyed out box indicates that the score is the same as the scores given by the first and second human rater.

Trait name	Maximum raw score	Machine score	Human rater 1	Human rater 2	Adjudicator
Content	3	2.74	1	2	3
Development, structure and coherence	2	1.97	2	2	2
Form	2	2.00	n/a	n/a	n/a
General linguistic Range	2	2.00	2	2	2
Grammar	2	1.70	2	2	2
Spelling	2	1.00	n/a	n/a	n/a
Vocabulary range	2	1.82	1	2	2
Total item score	**15**	**13.23**	**8**	**10**	**11**

7. Glossary

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.

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

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

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.

Ordinate technology – A proprietary speech processing system that is specifically designed to analyze and automatically score speech from native and non-native speakers of English.

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

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

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.

Appendix – Scoring Criteria

Please note: 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.

Part 1 Speaking and Writing (approx. 54–67 minutes)				
Item type	**Number of items**	**Scoring**	**Communicative skills scored**	**Traits scored**
Read aloud	6-7	Partial credit	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: **5** Native-like **4** Advanced **3** Good **2** Intermediate **1** Intrusive **0** Non-English (See detailed criteria on **pages 43–44**)
				Oral fluency: **5** Native-like **4** Advanced **3** Good **2** Intermediate **1** Limited **0** Disfluent (See detailed criteria on **pages 43–44**)

Part 1 Speaking and Writing (approx. 54–67 minutes)				
Item type	**Number of items**	**Scoring**	**Communicative skills scored**	**Traits scored**
Repeat sentence	10-12	Partial credit	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% of words in the response from the prompt in the correct sequence **1** Less than 50% of words in the response from the prompt in the correct sequence **0** Almost nothing from the prompt in the response
				Pronunciation: **5** Native-like **4** Advanced **3** Good **2** Intermediate **1** Intrusive **0** Non-English (See detailed criteria on **pages 43–44**)
				Oral fluency: **5** Native-like **4** Advanced **3** Good **2** Intermediate **1** Limited **0** Disfluent (See detailed criteria on **pages 43–44**)

Part 1 Speaking and Writing (approx. 54–67 minutes)				
Item type	**Number of items**	**Scoring**	**Communicative skills scored**	**Traits scored**
Describe image	3-4	Partial credit	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. May not deal properly with the prompt due to significant amounts of pre-prepared/memorized material.
				Pronunciation: **5** Native-like **4** Advanced **3** Good **2** Intermediate **1** Intrusive **0** Non-English (See detailed criteria on **pages 43–44**)
				Oral fluency: **5** Native-like **4** Advanced **3** Good **2** Intermediate **1** Limited **0** Disfluent (See detailed criteria on **pages 43–44**)

Part 1 Speaking and Writing (approx. 54–67 minutes)				
Item type	**Number of items**	**Scoring**	**Communicative skills scored**	**Traits scored**
Re-tell lecture	1-2	Partial credit	Listening and speaking	**Pronunciation:** **5** Native-like **4** Advanced **3** Good **2** Intermediate **1** Intrusive **0** Non-English (See detailed criteria on **pages 43–44**)
				Oral fluency: **5** Native-like **4** Advanced **3** Good **2** Intermediate **1** Limited **0** Disfluent (See detailed criteria on **pages 43–44**)
				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. May not deal properly with the prompt due to significant amounts of pre-prepared/memorized material.

Part 1 Speaking and Writing (approx. 54–67 minutes)				
Item type	**Number of items**	**Scoring**	**Communicative skills scored**	**Traits scored**
Answer short question	5-6	Correct/ incorrect	Listening and speaking	**Vocabulary:** **1** Appropriate word choice in response **0** Inappropriate word choice in response
Summarize written text	1-2	Partial credit	Reading and writing	**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.
				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
				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. 54–67 minutes)				
Item type	**Number of items**	**Scoring**	**Communicative skills scored**	**Traits scored**
Write essay	1-2	Partial credit	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. This includes responses that contain a significant amount of pre-prepared/ 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: **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

Part 1 Speaking and Writing (approx. 54–67 minutes)				
Item type	**Number of items**	**Scoring**	**Communicative skills scored**	**Traits scored**
Write essay	1-2	Partial credit	Writing	**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 **1** One spelling error **0** More than one spelling error

Part 2 Reading (approx. 29–30 minutes)				
Item type	**Number of items**	**Scoring**	**Communicative skills scored**	**Traits scored**
Reading and writing: Fill in the blanks	5-6	Partial credit (for each correctly completed blank)	**Reading and writing:** **1** Each correctly completed blank **0** Minimum score	
Multiple-choice, choose multiple answers	1-2	Partial credit (for each correct response. Points deducted for incorrect options chosen)	**Reading:** **1** Each correct response **- 1** Each incorrect response **0** Minimum score	
Re-order paragraphs	2-3	Partial credit (for each correctly ordered, adjacent pair)	**Reading:** **1** Each pair of correct adjacent textboxes **0** Minimum score	
Reading: Fill in the blanks	4-5	Partial credit (for each correctly completed blank)	**Reading:** **1** Each correctly completed blank **0** Minimum score	
Multiple-choice, choose single answer	1-2	Correct/ incorrect	**Reading:** **1** Each correctly completed blank **0** Minimum score	

Part 3 Listening (approx. 30–43 minutes)				
Item type	**Number of items**	**Scoring**	**Communicative skills scored**	**Traits scored**
Summarize spoken text	1-2	Partial credit	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 structure which could hinder communications
				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. 30–43 minutes)				
Item type	**Number of items**	**Scoring**	**Communicative skills scored**	**Traits scored**
Multiple–choice, choose multiple answers	1-2	Partial credit (for each correct response. Points deducted for incorrect options chosen)	**Listening:** **1** Each correct response **- 1** Each incorrect response **0** Minimum score	
Fill in the blanks	2-3	Partial credit (for each word spelled correctly	**Listening and writing:** **1** Each correct word spelled correctly **0** Minimum score	
Highlight correct summary	1-2	Correct/incorrect	**Listening and reading:** **1** Correct response **0** Incorrect response	
Multiple-choice, choose single answer	1-2	Correct/incorrect	**Listening:** **1** Correct response **0** Incorrect response	
Select missing word	1-2	Correct/ incorrect	**Listening:** **1** Correct response **0** Incorrect response	
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	
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	

Scoring criteria: Pronunciation and Oral fluency

The following scoring criteria apply to the speaking tasks that are scored on pronunciation and oral fluency in PTE Academic.

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 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 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 a 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 >= 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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