PTE Academic
Setting Score Requirements

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Executive Director, Americas
PTE Academic

- Overview
- Structure
- Score Profiles
- Concordance
- Examples of Responses on which scores are based
- Questions
PTE Academic

- A new computer-based academic English language test to accurately assess the Listening, Reading, Speaking and Writing English ability of test takers who are non-native speakers of English and who wish to study at institutions where English is the principal language of instruction
PTE Academic Main Distinguishing Features

• Real-life language
• Language of today
• International English
• Multifaceted
• Integrated Item Types
• Profile of scores
• Concordance to CEF, TOEFL, and IELTS
# PTE Academic Structure

<table>
<thead>
<tr>
<th>Part</th>
<th>Content</th>
<th>Time allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>Introduction</td>
<td>Not timed</td>
</tr>
<tr>
<td>Part 1</td>
<td>Speaking and writing</td>
<td>77 – 93 minutes</td>
</tr>
<tr>
<td>Part 2</td>
<td>Reading</td>
<td>32 – 41 minutes</td>
</tr>
<tr>
<td>Optional Scheduled Break</td>
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<td>10 minutes</td>
</tr>
<tr>
<td>Part 3</td>
<td>Listening</td>
<td>45 – 57 minutes</td>
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# PTE Academic Speaking & Writing

## Part 1: Speaking and Writing

<table>
<thead>
<tr>
<th>Section</th>
<th>Item type</th>
<th>Time allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1</td>
<td>Personal introduction</td>
<td>1 minute</td>
</tr>
<tr>
<td>Section 2</td>
<td>Read aloud</td>
<td>30 – 35 minutes</td>
</tr>
<tr>
<td></td>
<td>Repeat sentence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe image</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Re-tell lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Answer short question</td>
<td></td>
</tr>
<tr>
<td>Section 3 – 4</td>
<td>2 x Summarize written text</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Section 5</td>
<td>Summarize written text OR Essay</td>
<td>10 or 20 minutes</td>
</tr>
<tr>
<td>Section 6</td>
<td>Essay</td>
<td>20 minutes</td>
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## PTE Academic Reading

### Part 2: Reading

<table>
<thead>
<tr>
<th>Item type</th>
<th>Time allowed</th>
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<tbody>
<tr>
<td>Multiple-choice, choose single answer</td>
<td>32 – 41 minutes</td>
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<tr>
<td>Multiple-choice, choose multiple answers</td>
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</tr>
<tr>
<td>Re-order paragraphs</td>
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</tr>
<tr>
<td>Reading: Fill in the blanks</td>
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<tr>
<td>Reading &amp; Writing: Fill in the blanks</td>
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## PTE Academic Listening

<table>
<thead>
<tr>
<th>Section</th>
<th>Item type</th>
<th>Time allowed</th>
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</thead>
<tbody>
<tr>
<td>Section 1</td>
<td>2 or 3 Summarize spoken text</td>
<td>20 or 30 minutes</td>
</tr>
<tr>
<td>Section 2</td>
<td>Multiple-choice, choose multiple answers</td>
<td>23 – 28 minutes</td>
</tr>
<tr>
<td></td>
<td>Fill in the blanks</td>
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</tr>
<tr>
<td></td>
<td>Highlight correct summary</td>
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</tr>
<tr>
<td></td>
<td>Multiple-choice, choose single answer</td>
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</tr>
<tr>
<td></td>
<td>Select missing word</td>
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<tr>
<td></td>
<td>Highlight incorrect words</td>
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</tr>
<tr>
<td></td>
<td>Write from dictation</td>
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PTE Academic Profile of Scores

- **Overall Score** reflects the overall academic English language ability of a test taker by summarizing all the individual item scores in the test.

- **Communicative Skills Scores** - Listening, Reading, Speaking and Writing.

- **Enabling Skills Scores** - Grammar, Oral Fluency, Pronunciation, Spelling, Vocabulary and Written Discourse.
Score Report

Skills Profile

**Communicative Skills**
- Listening: 51
- Reading: 69
- Speaking: 47
- Writing: 74

**Enabling Skills**
- Grammar: 70
- Oral Fluency: 37
- Pronunciation: 47
- Spelling: 61
- Vocabulary: 74
- Written Discourse: 61

Score Scale
PTE Academic Alignment with Common European Framework (CEF)

- CEF of Reference for Languages: Learning, Teaching, Assessment is a widely recognized benchmark for language ability

- Alignment of PTE Academic scores with CEF
PTE Academic Alignment with CEF

- CEF focus on what English language learners can do
- Alignment with CEF is valuable for interpreting test taker performance in PTE Academic
- Specifically, according to CEF, students at CEF level B1 have insufficient English language abilities to fully participate in tertiary-level education without language support
PTE Academic Alignment with CEF

Recommendations:

- **B1**: admissible for entry only if preparatory academic-level English language courses are taken

- **B2**: typically the level required to follow academic-level instruction and to participate in academic education, including both coursework and student life

- **C1**: very comfortable for participation in all postgraduate activities including teaching. C1 is **NOT** required, certainly not for students entering university at undergraduate level.
Concordance with CEF
Concordance estimates with IELTS & TOEFL iBT

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<tbody>
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</table>
How do we Arrive at These Scores?

- Read aloud
- Re-tell lecture
- Describe image
- Summarize spoken text
- Write essay
Read aloud sample item

Look at the text below. In 40 seconds, you must read this text aloud as naturally and clearly as possible. You have 40 seconds to read aloud.

The development of easy-to-use statistical software has changed the way statistics is being taught and learned. Students can make transformations of variables, create graphs of distributions of variables, and select among statistical analyses all at the click of a button. However, even with these advancements, students sometimes still find statistics to be an arduous task.
Read aloud sample responses - C1 Level

• The content is excellent. The test takers demonstrate excellent pronunciation of almost every word. The speech is developed at a fluent rate; intonation and stress have been very well controlled.
Read aloud sample responses - B2 Level

- The content is good. Speech is staccato and the rate of speech is uneven. Minor pronunciation errors do not affect understanding. Pronunciation and stress are not always clear.
Read aloud sample responses - B1 Level

• The content is weak. There are many hesitations and repetitions. Frequent pronunciation errors and inappropriate intonation make the responses difficult to follow.
You will hear a lecture. After listening to the lecture, in 10 seconds, please speak into the microphone and retell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.
The shuttle was designed to be a space truck; it's a multi-purpose vehicle. We've done a tremendous number of different things with it. It's the most versatile space vehicle that has ever been built. We've used it to launch satellites. We've used it to repair satellites in orbit and put them back into orbit. We've used it to capture satellites and bring them back to Earth for repair. We've outfitted it with the space lab built by our European partners and used it before the era of the space station to do scientific research. We used it as part of our partnership with the Russians, which is still continuing, first as part of the Mir space station, where we actually prolonged the useful life of Mir by several years through logistical supply visits with the shuttle. And now, of course, we're using it to build the new international space station, which is a...a huge international partnership.
Re-tell lecture sample responses - C1 Level

- Content of the responses is excellent.
- Topic and main points of the lecture have been accurately discussed at a fluent rate.
- Word use and paraphrasing is appropriate.
- Good control of grammar and vocabulary was demonstrated.
- Very few hesitations and clear pronunciation.
- Development of language is coherent.
Re-tell lecture sample responses - B2 Level

• Content of the responses is good, though some key points are omitted.

• Several hesitations, grammatical errors and phrasing errors.

• Some words are not pronounced in a clear manner.

• Development of language is not very coherent, which means the listener can not follow the speech easily.
Re-tell lecture sample responses - B1 Level

- Content of the responses is insufficient.
- Frequent hesitations, grammatical errors, phrasing mistakes, and pronunciation errors are evident.
- Ideas are developed in an inappropriate way which makes the responses very difficult to understand.
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.

Benefit Recipient by Health Area in Sydney, 2004
(Per cent of eligible population)

Recorded Answer

Current Status:
Beginning in 20 seconds.
Describe image sample responses - C1 Level

- Content of the responses is good.
- While major aspects of the graph are accurately described, several key details are omitted and there is no discussion of the relationships between the elements in the graph.
- Pronunciation is acceptable. Stress is placed correctly on common words.
- The responses demonstrate good control of standard English grammar.
Describe image sample responses - B2 Level

- The test takers have discussed some aspects of the graph and the relationship between elements, though some key points have not been addressed.

- Several hesitations make the responses uneven.

- There are obvious grammatical errors and inappropriate stress and pronunciation.
Describe image sample responses - B1 Level

- The responses are lacking some of the main content.
- Only some obvious information from the graph has been addressed.
- Numerous hesitations, unclear pronunciation, poor language use and limited control of grammar structures makes responses difficult to understand.
Summarize spoken text sample item

You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50-70 words.

You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture.

Status: Beginning in 5 seconds.

Volume . . . . . . .

Total Word Count: 0
About 20 years ago Kent Anger and Barry Johnson came up with 750 chemicals that could harm the brain during development. Nobody since has dared to update that number, it’s just a guess today, there has to be more than 1,000 if there were 750 twenty years ago. But the problem is also that we have put too little emphasis on this type of research.

For example, it has so far taken the OECD ten years to devise a battery of tests that they could recommend for systematic testing of chemicals for developmental neurotoxicity. That panel, that battery, has not yet been completed and, though authorized by the OECD, it’s taking way, way, way too long because it is complicated. But there is so much at stake.

Children are losing IQ points and losing their concentration span, memory, or motor functions. But in the present world, where there’s so much emphasis on knowledge and brain function, this can also translate into dollars. The EPA has calculated that every time a child loses one IQ point because of chemical pollution it costs society something like $8,000 or $10,000.
Sample response 1:

About twenty years ago it was estimated that there were 750 known chemicals that can have adverse effects on the developing human brain. Today there may be over one thousand such chemicals. There is too little emphasis on the possible damage being caused to the development of children as a result of these chemicals. It has taken the OECD 10 years to develop an index to test for developmental neurotoxicity. In economic terms, each IQ point lost to chemical poisoning has an economic impact of $8,000 to $10,000.
Sample response 2:

20 years ago, the list of chemicals which affected brain development was numbered at 750. Today, this number has increased to about 1000. There is insufficient research on the testing of such chemicals by OECD. These chemicals cause harmful effects like the lost of IQ, concentration, memory and motor functions. It is estimated that for every lost IQ point of a child, society stands to lose 8,000 to 10,000 dollars.
Summarize spoken text sample responses - C1 Level (cont.)

- Content of the responses is excellent.
- The main ideas and supporting points are covered.
- Good control of grammar and structure and appropriate use of vocabulary are demonstrated.
- There are very few spelling errors.
Sample response 1:

The lecture presented is related to the rise of neurotoxicity through the use of chemicals that affect the brain. The OECD has been developing systematic testing on neurotoxicity and brain function, but they are yet to be authorized by the OECD. Neurotoxicity is an increasing problem, with people losing IQ points and it also affects the concentration span. The AEP have been also been involved.
Summarize spoken text sample responses - B2 Level (cont.)

Sample response 2:

About 20 years ago, scientists came up with 750 chemicals that could harm the brain. It might be more than that nowadays. Research on the harmful chemicals are complicated and could take too long. Chemical pollution has various effects on children, for example loss of concentration span, memory and IQ points.
Summarize spoken text sample responses - B2 Level (cont.)

- Content of the responses is acceptable.
- Responses include some main points, other key information from the passage is omitted.
- Responses contain grammatical errors, although they do not hinder understanding.
Sample response 1:

The lecture mentions chemical test for brain development. There are 2 level of chemical test. The first one is conducted by OECD on the systematic test chemical. They found that it takes a long time and too complicated for this test. The second is carried out by EPA which tried to find out some chemical solution.
Sample response 2:

The speaker is telling us about the chemical tests that are currently made in order to assess the brain development. There are many levels in the scientists' research since nowadays the brain has a great activity. Among these chemical tests we may quote the accupoint but also tests using brain concentration.
Summarize spoken text sample responses - B1 Level (cont.)

- Content is weak.

- Though the responses contain content related to the listening material, they fail to present the correct main points and information.

- Poor control of grammatical structures, inappropriate use of words and phrasing, and spelling mistakes.
Write essay sample item

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.

Some people think placing advertisements in schools is a great resource for public schools that need additionally funding, but others think it exploits children by treating them as a captive audience for corporate sponsors.

Choose which position you most agree with and discuss why you chose that position. Support your point of view with details from your own experiences, observations or reading.
Write essay sample responses - C1 Level

Whilst public schools are largely underfunded, advertisements in schools can often condition children to grow up with certain superficial values.

Often public schools have extremely intelligent students who cannot afford to attend a better funded school due to family circumstances. Although it could be argued that such a great mind could be better utilised and developed in a better funded school with more opportunities available, advertisements may hinder the growth and negatively impact the child. The minds of children are easily molded and influenced, especially within the context of the school environment where learning is enhanced. Advertisements encourage consumerism, superficiality and can often condition a brain against independent thought. I believe that advertisements only show what is 'in vogue' which would discourage individual expression (whether it be through clothes, hairstyles or tastes). As it is, school playgrounds are highly complex social environments, where segregation frequently occurs and many students are osterizised and teased. Displaying advertisements at school would only reinforce what society deems as acceptable and would further isolate any students who felt 'different' to their peers. Furthermore, advertisements encourage consumerism and make impressionable students want to spend money on expensive things to validate themselves and fit in with their peers.

School can often be a very difficult and confusing time, as students are growing up and learning more about themselves. The fewer expectations placed on them (particularly from society; through advertisements), allows them to grow into more confident adults who are comfortable with themselves, can accept themselves and have the right values.
Write essay sample response - C1 Level (cont.)

- There are clear, well-structured expositions on the topic which underline the relevant salient 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.
Write essay sample response - B2 Level

Some people think placing advertisements in schools is a great resource for public schools and need additionally funding, however, others think it exploits children by treating them as a captive audience for corporate sponsors.

In my opinion, advertisements should not be placed in schools on the purpose of raising fund. Schools are different places with other organizations in the society. It is the place where children receive education. Most of them are like naive blank slate compared with adults. Kids get the knowledge of maths, English, science etc. Placing advertisement in schools will distract those kids who don’t have controlling power on themselves. Clean and clear places should be protected in order to guarantee a better education quality in schools and healthy growth of the students.

I remembered when I was in primary school some advertisements of food were put in our school. Everyday some kids just watched the advertisements and discussed with fellow classmates which kind of food was better. They did not focus on their studies. After they went back home, they just cried for the food from their parents. Later the advertisements were cancelled.

In conclusion, schools are quiet and non-profitable organization where children got their education. Advertisement should be banned from the schools. We should ensure a good and quiet place for kids to study.
This essay answers the question in the topic and is well organized. There is a clear introduction, body and conclusion. Personal experience is used to support the main idea. There are obvious grammar errors in sentences with complex grammatical structures. However, most grammatical errors do not impede communication. Imprecise vocabulary prevents the response from receiving full credit for general linguistic range. There are several spelling errors.
In my opinion, advertisement is a good way for public schools to increase their funding for the additional needs. Though there are some bad affects in this method, yet I think it has more advantages and the school can carry out some actions to avoid the bad affects of this method.

Advertisement can bring many different informations to the school children. Since the schools can only bring limited informations about the word, advertisement can be an other medium for the children to know more about the world.

Schools can stop the advertisements which will have bad impact on children from putting in the schools.
Write essay sample response - B1 Level (cont.)

• The response is a simple essay which gives a minimal answer to the question. 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. Several spelling errors are demonstrated.
PTE Academic

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- Structure
- Score Profiles
- Concordance
- Examples of PTE Academic Responses on which scores are based
Questions?
Thank you!

For more information please visit Booth 618 or

www.pearsonpte.com