

**Pearson**

Test of English



**Dr. Sathena Chan | Dr. Jonathan Jones**  
CRELLA, University of Bedfordshire

# Establishing score concordance between the enhanced PTE Academic and IELTS Academic

Background: Construct Comparison

# Contents

<b>Background</b>	<b>3</b>	<b>13 – Fill in the Blanks (Type in)</b>	<b>40</b>
<b>Executive summary</b>	<b>4</b>	<b>14 – Write from Dictation</b>	<b>42</b>
<b>Purpose of the study</b>	<b>6</b>	<b>15 – Summarize Spoken Text</b>	<b>46</b>
<b>Methods</b>	<b>6</b>	<b>16 – Repeat Sentence</b>	<b>50</b>
<b>Summary of tests</b>	<b>8</b>	<b>17 – Write Essay</b>	<b>53</b>
PTE Academic	8	<b>18 – Fill in the Blanks (Dropdown)</b>	<b>58</b>
IELTS Academic	11	<b>19 – Describe Image</b>	<b>60</b>
<b>Scrutiny of PTE Academic question types</b>	<b>12</b>	<b>20 – Retell Lecture</b>	<b>63</b>
<b>01 – Multiple Choice, Single Answer (Reading)</b>	<b>12</b>	<b>21 – Answer Short Question</b>	<b>66</b>
<b>02 – Multiple Choice, Multiple Answers (Reading)</b>	<b>15</b>	<b>22 – Summarize Group Discussion</b>	<b>69</b>
<b>04 – Reorder Paragraph</b>	<b>17</b>	<b>23 – Respond to a Situation</b>	<b>73</b>
<b>05 – Fill in the Blanks (Drag and Drop)</b>	<b>19</b>	<b>Construct comparisons</b>	<b>76</b>
<b>06 – Highlight Correct Summary</b>	<b>21</b>	<b>Receptive skills</b>	<b>76</b>
<b>07 – Read Aloud</b>	<b>24</b>	Reading	76
<b>08 – Summarize Written Text</b>	<b>27</b>	Listening	81
<b>09 – Multiple Choice, Single Answer (Listening)</b>	<b>32</b>	<b>Productive skills</b>	<b>84</b>
<b>10 – Multiple Choice, Multiple Answers (Listening)</b>	<b>34</b>	Speaking	84
<b>11 – Select Missing Word</b>	<b>36</b>	Writing	89
<b>12 – Highlight Incorrect Words</b>	<b>38</b>	<b>Conclusion</b>	<b>93</b>
		<b>References</b>	<b>95</b>
		<b>Appendix 1 – Test analysis template</b>	<b>96</b>

# Background

This paper reports on a construct comparison between the enhanced Pearson Test of English (PTE) Academic and IELTS Academic. The analysis was conducted by an independent team of external researchers from the University of Bedfordshire Centre for Research in English Language Learning and Assessment (CRELLA). This report forms a crucial first step in conducting a score concordance – understanding the underlying language constructs assessed by two distinct tests in order to establish whether a score concordance analysis would be relevant and meaningful.

The construct comparison research carried out by CRELLA presents a comprehensive analysis of the enhanced PTE Academic, examining its construct and 22 question types through the socio-cognitive framework (Weir, 2005). Test specifications, sample materials, and test-taker performances provided by Pearson were scrutinised and matched with publicly available information and previous research about IELTS Academic.

The findings demonstrate that, given the substantial overlap between PTE Academic and IELTS Academic, including the academic English domains targeted, the cognitive processes elicited, and the level of test taker performance expected, the two tests were found to have overall comparable constructs, justifying linking their score scales through a score concordance analysis.

Full details of the score concordance analysis can be found in *Establishing score concordance between the enhanced PTE Academic and IELTS Academic*.

## Executive summary

This report presents a comprehensive analysis of the enhanced Pearson Test of English (PTE) Academic, examining its construct and 22 question types through the socio-cognitive framework (Weir, 2005). Test specifications, sample materials, and test-taker performances provided by Pearson were scrutinised and matched with publicly available information and previous research about IELTS Academic.



PTE Academic was found to be a vigorous test, which meets or exceeds the standards expected of high-stakes academic language tests in terms of task design (context validity), cognitive processes required of test takers (cognitive validity), and the levels of test taker performance (scoring dimension). Further, its use of authentic input materials sets the test firmly in the academic domain. Its emphasis on skill integration is congruent with contemporary research, which illustrates the interconnected nature of language skills.

Comparing PTE Academic and IELTS Academic, both tests are intended for higher education contexts and cover CEFR A (Basic User), B (Independent User) and C (Proficient User). For reading, PTE Academic emphasizes diversity in passage range, whereas IELTS Academic offers greater variety in question types. Both engage major cognitive processes involved in reading, including word recognition, lexical access, syntactic parsing, and inferencing, but neither assesses intertextual reading across multiple texts. Both cover a range of reading types, providing comprehensive evaluations of reading skills. PTE Academic has a temporally shorter reading section than IELTS due to its sampling of more but shorter question types, including the often under-represented academic expeditious reading. The reliability and validity of the shorter section should be confirmed with further field and concordance testing.

Though both tests assess similar listening processes, PTE Academic focuses exclusively on academic and professional listening contexts, while IELTS Listening—overlapping with IELTS General Training—includes the personal domain relevant to more general conversations. This distinction reflects differences in priorities between academic-specific assessment and broader language use domains. Comparison of speaking and writing between IELTS Academic and PTE Academic is not straightforward due to difference in the independent and integrated approaches of their test design. PTE Academic's integrated design combines speaking and writing into a single section—IELTS treats these skills as distinct. PTE Academic speaking tasks require test-takers to synthesize spoken and written inputs (e.g., Describe Image; Repeat Sentence) which evaluate skills such as pronunciation, fluency, and the ability to process and convey information. Integrated tasks (e.g., Retell Lecture; Answer Short Questions) mimic real-world academic tasks and interactions, motivating the longer test time allocated to speaking than in IELTS. For Writing, by incorporating both short and extended responses, PTE Academic engages a wide range of abilities, including concise academic summaries to detailed essay tasks. Writing tasks emphasize formal register, accurate grammar, and clarity, reflecting real-world academic requirements.

Given the substantial overlap between PTE Academic and IELTS Academic, including the academic English domains targeted, the cognitive processes elicited, and the level of test taker performance expected, the two tests were found to have overall comparable constructs. Building on this test scrutiny evidence, the addition of a concordance study is warranted for evidence of alignment in scoring and proficiency interpretations. Further research, through concordance activities and ongoing supplemental research is encouraged to validate and expand on these findings.

## Purpose of the study

The aim of the study is to provide a detailed scrutiny of the construct of the enhanced Pearson Test of English Academic (PTE Academic) through a thorough examination of all individual question types and to compare the construct of PTE Academic and IELTS Academic, informing future concordance research on the two tests.

## Methods

To rigorously and systematically examine the construct of PTE Academic, the socio-cognitive framework (SCF) (Weir, 2005) was used to evaluate three major components of language test validity, including the contextual, cognitive, and evaluative (scoring) dimensions of the two tests. The methodological approach has previously been successfully applied to a range of large-scale English language proficiency tests for purposes of test validation and future development (for example, Khalifa and Weir, 2009; Shaw and Weir, 2007; Weir and Chan, 2020).

By focusing on relevant parameters from the SCF (e.g., contextual features, target cognitive processes and technical measures), the test scrutiny method makes it possible to identify and evaluate characteristics of a testing system which are likely to be essential considerations for a regulatory body when selecting a suitable test for registration purposes (Chan and Taylor, 2020).

The SCF comprises several core construct-related components. The component of context validity concerns the extent to which the features of the test tasks (in terms of the demands of the task setting, with its specified input and expected output) reasonably represent the typically language activities that test takers need to perform in the target language use domain (TLD), i.e., academic studies in EMI contexts for this research. The component relating to cognitive validity represents the candidate in the test event. It concerns the language abilities and cognitive processes they are required to display during completion of the test. Are these language skills and cognitive processes relevant to what candidates typically need to use in the TLD? Scoring validity, i.e., how the task performance is evaluated, is the component which combines with cognitive and context validity in an interactive, symbiotic relationship to constitute the overall construct validity of any test.

A test scrutiny proforma was adapted based on the features of PTE Academic and IELTS Academic (see Appendix 1). The overall feature parameters include task description, instructions to candidates, timing, response format, number of scoring questions and scoring parameters. Features of input (reading and/or listening) parameters include word count, average sentence length, average syllables per word, syllables per 100 words, accent, information density, domain, genre, discourse mode, content

knowledge, cultural specificity, nature of information, organisation, readability, lexical features and cognitive processes (purpose and individual processes). Features of output (writing or speaking) parameters include domain, genre, text length, discourse mode, content knowledge, cultural specificity, nature of information, organization, planning time, writer-reader relationship/audience, readability, lexical features, syntactic features, errors, and cognitive processes (purpose and individual processes).

In this study, the PTE Academic test specification, four sets of sample PTE Academic materials (containing 65 scored tasks of 22 question types each), and test taker performances (i.e., two samples per CEFR level per Speaking or Writing question type) supplied by Pearson were used in the test scrutiny. Information about IELTS Academic in the public domain and insights from previous research on IELTS were used to inform the comparison. For parameters requiring professional judgement (e.g., domain of the task, discourse mode), two reviewers first established common understanding through analysing two of the 22 question types together. Having established the parameters and foci of analysis, two rounds of analysis were conducted on the remaining 20 question types. In the first round, 10 tasks were analysed by each reviewer, and in the second round, each task was analysed concurrently by both reviewers. Text Inspector, an online text analysis tool, was used to provide objective measures in relation to features such as number of words, average syllables per word, syllables per 100 words, readability, lexical diversity, proportion of vocabulary across CEFL levels, proportion of academic words, and proportion of metadiscourse markers.



# Summary of tests

## PTE Academic

Pearson Test of English (PTE) Academic is a computer-based international English language test. The purpose of this test is to measure test takers' English language competency in listening, reading, speaking, and writing for academic and skilled migration purposes. It is designed for adult learners of English (18+ years old, or 16+ with parental consent) who require a language test as evidence of their English language ability for tertiary academic study, employment contexts, and skilled migration purposes.

The test is composed of 65 scored tasks of 22 question types organised into three sections. The test takes approximately 2.5 hours to complete. Table 1 shows the structure of the test, including the question types allocated to each section, the skills assessed by each question type, and the number of tasks of each question type that contribute to a test taker's score. In addition to the scored tasks, test takers will also see unscored pretesting tasks in their test, but these questions will not exceed 20 minutes of allocated testing time, and test takers will not be aware that they are completing an unscored question. Out of the 22 question types, 8 are classed as integrated, where test takers are expected to use more than one language skill, e.g. listening and writing for the Repeat Sentence question, to complete the task.



Table 1. Structure of PTE Academic

Section	Question Type	Listening	Reading	Speaking	Writing
Part 1: Speaking & Writing	07 Read Aloud			Y	
	16 Repeat Sentence	Y		Y	
	19 Describe Image			Y	
	20 Retell Lecture	Y		Y	
	21 Answer Short Question	Y			
	22 Summarize Group Discussion	Y		Y	
	23 Respond to a Situation			Y	
	08 Summarize Written Text		Y		Y
	17 Write Essay				Y
Part 2: Reading	18 Fill in the Blanks (Dropdown)		Y		
	02 Multiple Choice, Multiple Answers (Reading)		Y		
	04 Reorder Paragraph		Y		
	05 Fill in the Blanks (Drag and Drop)		Y		
	01 Multiple Choice, Single Answer (Reading)		Y		
Part 3: Listening	15 Summarize Spoken Text	Y			Y
	10 Multiple Choice, Multiple Answers (Listening)	Y			
	13 Fill in the Blanks (Type in)	Y			
	06 Highlight Correct Summary	Y	Y		
	09 Multiple Choice, Single Answer (Listening)	Y			
	11 Select Missing Word	Y			
	12 Highlight Incorrect Words	Y	Y		
	14 Write from Dictation	Y			Y

In Part 1, Speaking & Writing, test takers complete tasks such as reading aloud, repeating sentences, describing images, summarising lectures, answering short questions, summarising group discussions, responding to situations, summarising written texts, and writing essays. This section assesses the ability to articulate ideas clearly and accurately, both verbally and in writing. In Part 2, Reading, tasks include filling in the blanks, answering multiple-choice questions with single or multiple answers, reordering paragraphs, and completing text gaps. These tasks test reading comprehension, vocabulary, grammar, and the ability to analyse and synthesise written information. Part 3, Listening, evaluates comprehension of spoken English through tasks such as summarising spoken texts, answering single or multiple-choice questions, filling in blanks, highlighting correct summaries, selecting missing words, identifying discrepancies between audio and text, and writing from dictation.

The test's materials include both short and long texts, sourced from authentic contexts, and may incorporate visuals such as diagrams and images to support the content. Short texts often highlight specific ideas relevant to academic or professional settings, while longer texts, such as lectures, challenge test takers to summarize complex information. The difficulty of tasks is moderated by factors such as text length, lexical complexity, rhetorical style, and, for spoken texts, pronunciation clarity, speech rate, and intonation patterns. Spoken texts are played only once, adding a layer of challenge to the listening tasks.

To promote authenticity, texts are primarily drawn from real-world sources. Standard accents, such as those found in the US, UK, and Australia, are predominantly utilised, with some regional accents included. A broad range of short spoken and written texts are engaged to assess listening and reading. This, combined with the authentic source materials, ensures test takers have multiple and diverse opportunities to demonstrate their proficiency.

PTE Academic reports an overall score and four communicative skill scores: listening, reading, speaking, and writing. These scores may be used by undergraduate/graduate-level academic institutions, employers, or government agencies to certify the level of English language proficiency demonstrated by applicants. PTE Academic also reports a skills profile to test takers. The skills profile scores are intended to support test takers in identifying areas for improvement. Institutions are not provided with the skills profile scores, and they are not intended to be used for high stakes decisions.

## IELTS Academic

IELTS Academic is a high-stakes exam which assesses English language proficiency for those pursuing higher education or professional registration. It assesses listening, reading, writing, and speaking on a 0-9 band scale, and provides an overall score based on the average of these sections.

In the Listening component, test takers answer 40 questions over 30 minutes, with an additional 10 minutes to transfer answers. This section features four recorded passages (conversations or monologues), testing test takers with a variety of question types, such as multiple choice, form completion, and diagram labelling. The Reading section includes 40 questions on three academic passages and must be completed in 60 minutes. It involves multiple response types like multiple choice, true/false/not given, matching features, and short-answer questions.

The Writing section consists of two tasks completed in 60 minutes. In Task 1, test takers describe visual data, such as graphs or charts, in a target of at least 150 words, while Task 2 requires a 250-word essay responding to a specific argument or problem. The Speaking section consists of an 11-14 minute face-to-face interview with an examiner, broken into three parts: an introduction and interview on familiar topics, a long turn where test takers speak for 1-2 minutes on a given topic, and a discussion related to that topic. This section evaluates fluency, coherence, vocabulary, grammar, and pronunciation (to the extent of whether it inhibits understanding).

Overall, the test duration is approximately 2 hours and 45 minutes. The Listening, Reading, and Writing sections are completed in one sitting, while the Speaking section may be scheduled on the same day or within seven days before or after the other sections.

# Scrutiny of PTE Academic question types<sup>1</sup>

In this section, based on the socio-cognitive test validation framework (Weir, 2005), we report the results of the construct scrutiny of the 22 question types in PTE Academic. Each question type was examined in relation to its overall task features, features of input materials, and expected performance features.

## 01 – Multiple Choice, Single Answer (Reading)

Test:	Section:	Question type:
PTE Academic	Reading	Multiple Choice, Single Answer
Task Features		
<b>Task description</b>	<p>The task requires candidates to read a text (70–110 words for single answer) and answer questions by selecting the option(s). The task samples a range of reading skills such as identifying author’s purpose and rhetorical intent, locating discrete pieces of information, comparison/contrast, identifying cause/effect and inferring the meaning of texts.</p> <p><b>Example questions:</b></p> <p>What does the writer say about x?</p> <p>What does the author imply about x?</p> <p>What is x that y refers to?</p> <p>Which of the following best describes the overall purpose of the passage?</p> <p>What does the author imply in this passage?</p>	
<b>Instructions to candidates</b>	<i>Read the text and answer the multiple-choice question by selecting the correct response. Only one response is correct.</i>	
<b>Response format</b>	<i>Multiple choice, single answer</i>	
<b>No. of scored tasks</b>	2	
<b>Scoring parameters</b>	<i>Fixed answer key is automatically scored by the test driver during test delivery</i>	
<b>Weighting</b>	Approximately 0.7% of total; Approximately 2.5% of Reading	

<sup>1</sup> **Note:** this section includes information about item weighting. The weighting discussed here refers to the raw mark weighting. The PTE Academic scoring model includes weight adjustments for some question types, so the actual weighting in scoring may differ for some question types.

Test:	Section:		Question type:		
PTE Academic	Reading		Multiple Choice, Single Answer		
Features of input (READING)					
Word count (based on input sample)		81.76			
Average sentence length (based on input sample)		21.94			
Domain (c.f. CEFR)	Personal	Public	Educational	Occupational	
Genre	Varied				
Discourse mode	Descriptive	Narrative	Expository	Argumentative	Instructive
Content knowledge	General				Specific
Cultural specificity	Neutral				Specific
Nature of information	Concrete				Abstract
Organization	Explicit				Implicit
Readability (based on input sample)	Flesch Reading Ease		38.69		
	Flesch-Kincaid Grade		13.31		
Lexical Level (based on input sample)	Lexical diversity (VOCD)		76.90		
	Lexical diversity (MTLD)		77.83		
	A1 type %		45.52		
	A2 type %		12.58		
	B1 type %		16.91		
	B2 type %		7.37		
	C1 type %		2.57		
	C2 type %		1.60		
	AWL type %		10.99		
	Metadiscourse type %		9.30		

Test: PTE Academic	Section: Reading	Question type: Multiple Choice, Single Answer		
<b>Cognitive processes (READING)</b>				
<b>Types of reading</b>	Expeditious reading: local (scan/search for specifics)		Careful reading: local (understanding sentence)	
	Expeditious reading: global (skim for gist/search for key ideas/detail)		Careful reading: global (comprehend main idea(s)/overall text(s))	
<b>Levels of cognitive processing</b>	Word recognition	Necessary	Desirable	Not required
	Lexical access	Necessary	Desirable	Not required
	Syntactic parsing	Necessary	Desirable	Not required
	Establishing propositional meaning (cl./sent. Level)	Necessary	Desirable	Not required
	Inferencing	Necessary	Desirable	Not required
	Building a mental model	Necessary	Desirable	Not required
	Creating a text level representation (disc. Structure)	Necessary	Desirable	Not required
	Creating an intertextual representation (multi-text)	Necessary	Desirable	Not required

NB. This task could be considered to test expeditious reading: global skim for gist. Consider the minimum acceptable text for determining this.

## 02 – Multiple Choice, Multiple Answers (Reading)

Test:	Section:	Question type:
PTE Academic	Reading	Multiple Choice, Multiple Answers
Task Features		
<b>Task description</b>	<p>The task requires candidates to read a text (approximately 300 words) and answer questions by selecting the option(s). The task samples a range of reading skills such as identifying author's purpose and rhetorical intent, locating discrete pieces of information, comparison/contrast, identifying cause/effect and inferring the meaning of texts.</p> <p><b>Example questions:</b></p> <p>According to the text, which of the following statements are true/ Why has.....?</p> <p>According to the text, which of the following statements does the writer agree with?</p>	
<b>Instructions to candidates</b>	Read the text and answer the question by selecting all the correct responses. You will need to select more than one response.	
<b>Response format</b>	Multiple choice, multiple answers	
<b>No. of scored tasks</b>	2	
<b>Scoring parameters</b>	Fixed answer key is automatically scored by the test driver during test delivery	
<b>Weighting</b>	Approximately 1.4% of total; Approximately 5.0% of Reading	

Features of input (READING)					
<b>Word count (based on input sample)</b>	Multiple Answer: 184.1 <sup>2</sup>				
<b>Average sentence length (based on input sample)</b>	23.36				
<b>Domain (c.f. CEFR)</b>	Personal	Public	Educational	Occupational	
<b>Genre</b>	Varied				
<b>Discourse mode</b>	Descriptive	Narrative	Expository	Argumentative	Instructive
<b>Content knowledge</b>	General				Specific
<b>Cultural specificity</b>	Neutral				Specific
<b>Nature of information</b>	Concrete				Abstract
<b>Organization</b>	Explicit				Implicit

<sup>2</sup> The length of the sample analyzed is shorter than what is specified in the test specification. Feedback has been provided to Pearson. The variation was due to piloting of various text lengths most suitable for this question type.

Test:	Section:	Question type:
PTE Academic	Reading	Multiple Choice, Multiple Answers
Features of input (READING) cont.		
Readability (based on input sample)	Flesch Reading Ease	38.21
	Flesch-Kincaid Grade	13.73
Lexical Level (based on input sample)	Lexical diversity (VOCD)	73.74
	Lexical diversity (MTLD)	69.66
	A1 type %	44.67
	A2 type %	14.50
	B1 type %	17.23
	B2 type %	8.80
	C1 type %	3.03
	C2 type %	1.73
	AWL type %	12.08
Metadiscourse type %	9.65	

Cognitive processes (READING)				
Types of reading	Expeditious reading: local (scan/search for specifics)		Careful reading: local (understanding sentence)	
	Expeditious reading: global (skim for gist/search for key ideas/detail)		Careful reading: global (comprehend main idea(s)/overall text(s))	
Levels of cognitive processing	Word recognition	Necessary	Desirable	Not required
	Lexical access	Necessary	Desirable	Not required
	Syntactic parsing	Necessary	Desirable	Not required
	Establishing propositional meaning (cl./sent. Level)	Necessary	Desirable	Not required
	Inferencing	Necessary	Desirable	Not required
	Building a mental model	Necessary	Desirable	Not required
	Creating a text level representation (disc. Structure)	Necessary	Desirable	Not required
	Creating an intertextual representation (multi-text)	Necessary	Desirable	Not required

04<sup>3</sup> – Reorder Paragraph

Test:	Section:	Question type:
PTE Academic	Reading	Reorder Paragraph
Task Features		
Task description	This task requires candidates to reorder 4–5 randomly scrambled sentences (50–110 words in each) in a logical order to reconstruct a reading text.	
Instructions to candidates	<i>The text boxes in the left panel have been placed in a random order. Restore the original order by dragging the text boxes from the left panel to the right panel.</i>	
Response format	Drag and drop	
No. of scored tasks	2	
Scoring parameters	Fixed answer key is automatically scored by the test driver during test delivery	
Weighting	Approximately 2.5% of total; Approximately 8.8% of Reading	

Features of input (READING)					
Word count (based on input sample)	97.62				
Average sentence length (based on input sample)	25.69				
Domain (c.f. CEFR)	Personal	Public	Educational	Occupational	
Genre	Varied				
Discourse mode	Descriptive	Narrative	Expository	Argumentative	Instructive
Content knowledge	General				Specific
Cultural specificity	Neutral				Specific
Nature of information	Concrete				Abstract
Organization	Explicit				Implicit
	NA				
Readability (based on input sample)	Flesch Reading Ease		33.43		
	Flesch-Kincaid Grade		14.98		

3 There is no question type 3 as it was removed due to unsatisfactory results from previous field testing of PTE Academic

Test: PTE Academic	Section: Reading	Question type: Reorder Paragraph
Features of input (READING)		
Lexical Level (based on input sample)	Lexical diversity (VOCD)	87.90
	Lexical diversity (MTLD)	86.46
	A1 type %	42.52
	A2 type %	13.77
	B1 type %	16.25
	B2 type %	9.99
	C1 type %	2.63
	C2 type %	2.89
	AWL type %	9.51
	Metadiscourse type %	7.81

Cognitive processes (READING)				
Types of reading	Expeditious reading: local [esp key words, cohesive devices] (scan/search for specifics)		Careful reading: local (understanding sentence)	
	Expeditious reading: global (skim for gist/search for key ideas/detail)		Careful reading: global (comprehend main idea(s)/overall text(s))	
Levels of cognitive processing	Word recognition	Necessary	Desirable	Not required
	Lexical access	Necessary	Desirable	Not required
	Syntactic parsing	Necessary	Desirable	Not required
	Establishing propositional meaning (cl./sent. Level)	Necessary	Desirable	Not required
	Inferencing	Necessary	Desirable	Not required
	Building a mental model	Necessary	Desirable	Not required
	Creating a text level representation (disc. Structure)	Necessary	Desirable	Not required
	Creating an intertextual representation (multi-text)	Necessary	Desirable	Not required

## 05 – Fill in the Blanks (Drag and Drop)

Test:	Section:	Question type:
PTE Academic	Reading	Fill in the Blanks (Drag and Drop)
Task Features		
<b>Task description</b>	The task requires candidates to read a short text (40–80 words) with 3–5 blanks. Candidates need to select the appropriate response for each blank to complete the text from the word bank at the bottom for reading.	
<b>Instructions to candidates</b>	<i>In the text below, some words are missing. Drag words from the box below to the appropriate place in the text. To undo an answer choice, drag the word back to the box below the text.</i>	
<b>Response format</b>	Drag a word from a word bank to the gaps found in the paragraph	
<b>No. of scored tasks</b>	4 (3–5 options each)	
<b>Scoring parameters</b>	Fixed answer key is automatically scored by the test driver during test delivery	
<b>Weighting</b>	Approximately 5.4% of total; Approximately 18.8% of Reading	

Features of input (READING)					
<b>Word count (based on input sample)</b>	70.99				
<b>Average sentence length (based on input sample)</b>	18.93				
<b>Domain (c.f. CEFR)</b>	Personal	Public	Educational	Occupational	
<b>Genre</b>	Short text				
<b>Discourse mode</b>	Descriptive	Narrative	Expository	Argumentative	Instructive
<b>Content knowledge</b>	General				Specific
<b>Cultural specificity</b>	Neutral				Specific
<b>Nature of information</b>	Concrete				Abstract
<b>Organization</b>	Explicit				Implicit
	NA (a limited number of sentences)				
<b>Readability (based on input sample)</b>	Flesch Reading Ease		47.39		
	Flesch-Kincaid Grade		11.35		

Test:	Section:	Question type:
PTE Academic	Reading	Fill in the Blanks (Drag and Drop)
Features of input (READING) cont.		
Lexical Level (based on input sample)	Lexical diversity (VOCD)	61.94
	Lexical diversity (MTLD)	51.18
	A1 type %	50.73
	A2 type %	11.18
	B1 type %	14.60
	B2 type %	12.23
	C1 type %	2.10
	C2 type %	2.51
	AWL type %	5.88
	Metadiscourse type %	12.21

Cognitive processes (READING)				
Types of reading	Expeditious reading: local (scan/search for specifics)		Careful reading: local (understanding sentence)	
	Expeditious reading: global (skim for gist/search for key ideas/detail)		Careful reading: global (comprehend main idea(s)/overall text(s))	
Levels of cognitive processing	Word recognition	Necessary	Desirable	Not required
	Lexical access	Necessary	Desirable	Not required
	Syntactic parsing	Necessary	Desirable	Not required
	Establishing propositional meaning (cl./sent. Level)	Necessary*	Desirable	Not required
	Inferencing	Necessary	Desirable	Not required
	Building a mental model	Necessary	Desirable	Not required
	Creating a text level representation (disc. Structure)	Necessary	Desirable	Not required
	Creating an intertextual representation (multi-text)	Necessary	Desirable	Not required

\* establishing meaning at higher levels may simply be confirmatory

## 06 – Highlight Correct Summary

Test:	Section:	Question type:
PTE Academic	Listening	Highlight Correct Summary
Task Features		
<b>Task description</b>	Test takers hear an audio recording or watch a video, then select the written summary which best describes what was heard. Options are presented in multiple choice format, with four options totalling 200–300 words.	
<b>Instructions to candidates</b>	<i>You will see a video. Click on the paragraph that best relates to the video.</i>	
<b>Timing</b>	30–90 second recording/video	
<b>Response format</b>	Multiple choice	
<b>No. of scored tasks</b>	2	
<b>Scoring parameters</b>	Fixed answer key is automatically scored by the test driver during test delivery	
<b>Weighting</b>	Approximately 0.7% of total; Approximately 1.7% of Listening; Approximately 2.5% of Reading	

Features of listening input					
<b>Domain (c.f. CEFR)</b>	Personal	Public	Educational	Occupational	
<b>Discourse mode</b>	Descriptive	Narrative	Expository	Argumentative	Instructive
<b>Content knowledge</b>	General				Specific
<b>Cultural specificity</b>	Neutral				Specific
<b>Nature of information</b>	Concrete				Abstract
<b>Organization</b>	Explicit				Implicit
<b>Text length and duration</b>	30–90 seconds (sample mean: 74.65 seconds; 182.50 total words)				
<b>Speech rate (based on samples)</b>	Wpm: 147.65				
<b>Average syllables per word (based on samples)</b>	1.57				
<b>Syllables per 100 words (based on samples)</b>	156.91				
<b>Information density and complexity (based on samples)</b>	.58				
<b>Accent</b>	Standard/intelligible				

Test: PTE Academic	Section: Listening	Question type: Highlight Correct Summary
<b>Features of listening input (cont.)</b>		
<b>Lexical Level (based on input sample)</b>	A1 type %	48.026
	A2 type %	13.752
	B1 type %	13.044
	B2 type %	11.152
	C1 type %	1.842
	C2 type %	1.47
	AWL type %	12.4
	Metadiscourse type %	10.56
<b>Grammatical level (based on samples)</b>	Average Sentence Length	8.6
	Average Sentence Length	16.9 words

<b>Cognitive processes (Listening)</b>				
<b>Purpose of listening (Goal setting)</b>	Listening for gist/overall understanding		Listening for main idea/important information/key message	
	Listening for detailed /specific information		Listening to infer opinion/attitude/intention	
<b>Cognitive processing</b>	Word recognition	Necessary	Desirable	Not required
	Lexical access	Necessary	Desirable	Not required
	Syntactic parsing	Necessary	Desirable	Not required
	Establishing the bare meaning of an utterance	Necessary	Desirable	Not required
	Relating new information to the context	Necessary	Desirable	Not required
	Inference	Necessary	Desirable	Not required
	Making referential links	Necessary	Desirable	Not required
	Interpreting speaker attitude and speaker goals	Necessary	Desirable	Not required

Test:	Section:	Question type:
PTE Academic	Listening	Highlight Correct Summary
Features of input OPTIONS (READING)		
Word count	200-300 words (mean of sample data: 181.40)	
Average sentence length (based on input sample)	20.73	
Average syllables per word (based on input sample)	1.68	
Syllables per 100 words (based on input sample)	167.54	
Readability (based on input sample)	Flesch Reading Ease	44.06
	Flesch-Kincaid Grade	12.26
Lexical Level (based on input sample)	Lexical diversity (VOCD)	52.69
	Lexical diversity (MTLD)	61.55
	A1 type %	37.4
	A2 type %	15
	B1 type %	15
	B2 type %	14.6
	C1 type %	3.2
	C2 type %	1.4
	AWL type %	13.18
	Metadiscourse type %	8.20

## 07 – Read Aloud

Test:	Section:	Question type:
PTE Academic	Speaking & Writing	Read Aloud
Task Features		
Task description	Test takers are given a short written text (40–60 words) to read aloud. They have either 35 or 40 seconds to prepare, depending on passage length.	
Instructions to candidates	<i>Look at the text below. In 35 seconds, you must read this text aloud as naturally and clearly as possible. You have 35 seconds to read aloud.</i>	
Timing	A set amount of time (35 or 40 seconds) to read and speak (35 or 40 seconds).	
Response format	Read aloud	
No. of scored tasks	6	
Scoring parameters	Content, pronunciation, fluency	
Weighting	Approximately 4.3% of total; Approximately 9.4% of Speaking	

Features of input (READING)					
Word count	40–60 words				
Average sentence length (based on input sample)	24.25				
Average syllables per word (based on input sample)	1.79				
Syllables per 100 words (based on input sample)	179.32				
Domain (c.f. CEFR)	Personal	Public	Educational	Occupational	
Genre	Short text				
Discourse mode	Descriptive	Narrative	Expository	Argumentative	Instructive
Content knowledge	General				Specific
Cultural specificity	Neutral				Specific
	Note: TTs encounter passages which may be considered culturally specific or targeted content knowledge; however, given the response type is read aloud, TTs need not possess specific knowledge to respond appropriately.				
Nature of information	Concrete				Abstract
Organization	Explicit				Implicit
	NA (a limited number of sentences)				

Test: PTE Academic	Section: Speaking & Writing	Question type: Read Aloud
<b>Features of input (READING) cont.</b>		
<b>Readability (based on input sample)</b>	Flesch Reading Ease	30.52
	Flesch-Kincaid Grade	15.03
<b>Lexical Level (based on input sample)</b>	Lexical diversity (VOCD)	72.19
	Lexical diversity (MTLD)	68.27
	A1 type %	41.97
	A2 type %	20.90
	B1 type %	15.20
	B2 type %	13.71
	C1 type %	2.75
	C2 type %	1.49
	AWL type %	13.45
Metadiscourse type %	6.91	

Test: PTE Academic	Section: Speaking & Writing	Question type: Read Aloud		
<b>Features of the expected response (SPEAKING)</b>				
<b>Cognitive processing</b>	Conceptualisation	Necessary	Desirable	Not required
	Grammatical encoding	Necessary	Desirable	Not required
	Phono-morphological encoding	Necessary	Desirable	Not required
	Phonetic encoding	Necessary	Desirable	Not required
	Self-monitoring	Necessary	Desirable	Not required
<b>Interaction pattern</b>	Non-reciprocal, i.e. semi-direct (computer/tape-based)	Reciprocal, i.e. direct (face-to-face)		
<b>Planning time</b>	Planning time allowed	No planning time		
<b>Language functions</b>	<b>Informational functions</b>	<b>Interactional functions</b>	<b>Managing interaction</b>	
	Providing personal/non-personal information	Agreeing	Initiating	
	Expressing opinions/preferences	Disagreeing	Changing topics	
	Elaborating	Modifying/ commenting	Reciprocating	
	Justifying opinions	Asking for opinions	Deciding	
	Comparing	Persuading		
	Speculating	Asking for information		
	Staging	Negotiation of meaning		
	Describing			
	Summarising			
	Suggesting			
	Others	Others	Others	
	NA	NA	NA	

## 08 – Summarize Written Text

Test: PTE Academic	Section: Speaking & Writing	Question type: Summarize Written Text
<b>Task Features</b>		
<b>Task description</b>	The task requires test takers to read a passage and summarize it in one sentence (up to 75 words) under timed conditions (total 10 minutes). Test takers can take notes while reading. They are expected to summarize the main points, using words and phrases appropriate to the context. Simple editing functions (i.e. cut, copy, paste) are available and automatic word counts.	
<b>Instructions to candidates</b>	<i>Read the passage below and summarize it using one sentence. Type your response in the box at the bottom of the screen. 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 in the passage.</i>	
<b>Timing</b>	10 minutes (including both reading and writing time)	
<b>Response format</b>	Writing	
<b>No. of scored tasks</b>	2	
<b>Scoring parameters</b>	Content (rating scale on the ability to paraphrase/summarize; comprehensiveness of ideas; logic 0-4 points), grammar (0-2 points), vocabulary (0-2 points)	
<b>Weighting</b>	Approximately 6.5% of total; Approximately 27.7% of Writing; Approximately 22.5% of Reading	

Test:	Section:		Question type:		
PTE Academic	Speaking & Writing		Summarize Written Text		
<b>Features of input (READING)</b>					
Word count		200-300 words			
Average sentence length (based on input sample)		25.72			
Domain (c.f. CEFR)	Personal	Public	Educational	Occupational	
Genre	Academic texts				
Discourse mode	Descriptive	Narrative	Expository	Argumentative	Instructive
Content knowledge	General				Specific
Cultural specificity	Neutral				Specific
Nature of information	Concrete				Abstract
Organization	Explicit				Implicit
Readability (based on sample)	Flesch Reading Ease		41.11		
	Flesch-Kincaid Grade		13.92		
Lexical Level (based on input sample)	Lexical diversity (VOCD)		83.50		
	Lexical diversity (MTLD)		85.53		
	A1 type %		40.48		
	A2 type %		15.61		
	B1 type %		16.56		
	B2 type %		13.57		
	C1 type %		2.80		
	C2 type %		2.18		
	AWL type %		10.02		
Metadiscourse type %		10.03			

Test:	Section:	Question type:		
PTE Academic	Speaking & Writing	Summarize Written Text		
Cognitive processes (READING)				
Types of reading	Expeditious reading: local (scan/search for specifics)	Careful reading: local (understanding sentence)		
	Expeditious reading: global (skim for gist/search for key ideas/detail)	Careful reading: global (comprehend main idea(s)/overall text(s))		
Levels of cognitive processing	Word recognition	Necessary	Desirable	Not required
	Lexical access	Necessary	Desirable	Not required
	Syntactic parsing	Necessary	Desirable	Not required
	Establishing propositional meaning (cl./sent. Level)	Necessary	Desirable	Not required
	Inferencing	Necessary	Desirable	Not required
	Building a mental model	Necessary	Desirable	Not required
	Creating a text level representation (disc. Structure)	Necessary	Desirable	Not required
	Creating an intertextual representation (multi-text)	Necessary	Desirable	Not required

Features of the expected response (WRITING)					
Domain (c.f. CEFR)	Personal	Public	Educational	Occupational	
Genre	Summary				
Text length	1 sentence (50-70 words)				
Discourse mode	Descriptive	Narrative	Expository	Argumentative	Instructive
Content knowledge	General				Specific
Cultural specificity	Neutral				Specific
Nature of information	Concrete				Abstract
Organization	Explicit				Implicit
	NA (1 sentence)				
Writer-reader relationship	Unknown				
Readability (based on performance sample)	Flesch Reading Ease		16.852		
	Flesch-Kincaid Grade		16.706		

Test:	Section:	Question type:		
PTE Academic	Speaking & Writing	Summarize Written Text		
Features of the expected response (WRITING) cont.				
Lexical features (based on performance sample)	Lexical diversity (VOCD)	53.885		
	Lexical diversity (MTLD)	52.7		
	Type/token ratio	0.758		
	A1 type %	39.988		
	A2 type %	8.41		
	B1 type %	19.89		
	B2 type %	14.878		
	C1 type %	3.112		
	C2 type %	1.112		
	AWL type %	10.086		
	Metadiscourse type %	8.724		
Syntactic features (based on performance sample)	Sentence count	2.6		
	Average Sentence Length	23.334		
	Verbal elements per sentence	1.65		
	Noun elements per sentence	7.35		
Spelling/ Grammar	Errors per 100 words	2.278		
Cognitive processing	Planning (e.g. writing goals, ideas, structure)	Necessary	Desirable	Not required
	Translating ideas into written text	Necessary	Desirable	Not required
	Organising ideas and structure	Necessary	Desirable	Not required
	Review and revise (at local level, e.g., accuracy, choice of words)	Necessary	Desirable	Not required
	Review and revise (at global level, e.g., coherence, flow of ideas)	Necessary	Desirable	Not required

Test: PTE Academic	Section: Speaking & Writing	Question type: Summarize Written Text
<b>Features of the expected response (WRITING) cont.</b>		
<b>Sample performance</b>	A1	American English is influencing the other english because USA is most powerful in every situation. Bill Gates invented the Microsoft and he is American. So Computer's language is American english. Technology is improved day by day. American englis spread all of the world.
	A2	Reasons why American English is the most influential and powerful variety of English in the word today and most communications technology developed extraordinarily quick in it.
	B1	This passage says that how American English affect to the world and has a political influence with the example of sucessful famous people. In my view, I agree with this. Firstly, America has been developed a lot since few handred years ago and influenced to the world politicaly and financially. Not to mention, America is the
	B2	The political poewr, technological advance and the rapid development of communications technology is causing American English one of the most influential and powerful language in the world.
	C1	Without any doubt American English is the most influential and powerful variety of English in the word now adays therefore results in a political power and the resultant diffusion of American culture and media, technological advance and the rapid development of communications technology.
	C2	The publication of the Government's gender pay gap regulations is an important step towards tackling gender inequality in the workplace.

NB. for domain, test takers are not informed as to who their audience should be. Therefore, multiple domains may be possible.

## 09 - Multiple Choice, Single Answer (Listening)

Test:	Section:	Question type:
PTE Academic	Listening	Multiple Choice, Single Answer
Task Features		
<b>Task description</b>	Test takers listen to an audio/watch a video between 30–60 seconds in length, read 4 options, and select the option that best answers each question. Options consist of texts, pictures, or hotspots representing 2–5 possible answers to the question. One option is the correct answer.	
<b>Instructions to candidates</b>	<i>Listen to the recording and answer the multiple-choice question by selecting the correct response. Only one response is correct.</i>	
<b>Timing</b>	30–60 second listening input	
<b>Response format</b>	Single answer	
<b>No. of scored tasks</b>	2	
<b>Scoring parameters</b>	Fixed answer key is automatically scored by the test driver during test delivery	
<b>Weighting</b>	Approximately 0.7% of total; Approximately 1.7% of Listening	

Features of listening input					
Domain (c.f. CEFR)	Personal	Public	Educational	Occupational	
Discourse mode	Descriptive	Narrative	Expository	Argumentative	Instructive
Content knowledge	General				Specific
Cultural specificity	Neutral				Specific
Nature of information	Concrete				Abstract
Organization	Explicit				Implicit
Text length and duration	Listening input is 30–60 seconds (approximately 38 seconds given samples)				
Speech rate (based on samples)	Wpm: 183				

Test:	Section:	Question type:		
PTE Academic	Listening	Multiple Choice, Single Answer		
Features of listening input (cont.)				
Average syllables per word (based on samples)		1.54		
Syllables per 100 words (based on samples)		153.83		
Information density and complexity (based on samples)		.64		
Accent	Standard/intelligible			
Lexical level (based on samples)	A1 type %	64.44		
	A2 type %	11.40		
	B1 type %	8.02		
	B2 type %	7.70		
	C1 type %	0.48		
	C2 type %	1.28		
	AWL type %	9.71		
Grammatical level (based on samples)	Metadiscourse type%	14.84		
	Sentence count	4.5		
	Average Sentence Length	36.5		
Cognitive processes (Listening)				
Purpose of listening (Goal setting)	Listening for gist/overall understanding	Listening for main idea/important information/key message		
	Listening for detailed /specific information	Listening to infer opinion/attitude/intention		
Cognitive processing	Word recognition	Necessary	Desirable	Not required
	Lexical access	Necessary	Desirable	Not required
	Syntactic parsing	Necessary	Desirable	Not required
	Establishing the bare meaning of an utterance	Necessary	Desirable	Not required
	Relating new information to the context	Necessary	Desirable	Not required
	Inference	Necessary	Desirable	Not required
	Making referential links	Necessary	Desirable	Not required
	Interpreting speaker attitude and speaker goals	Necessary	Desirable	Not required

## 10 – Multiple Choice, Multiple Answers (Listening)

Test:	Section:	Question type:
PTE Academic	Listening	Multiple Choice, Multiple Answers
Task Features		
<b>Task description</b>	In these tasks, test takers listen to an audio/watch a video of approximately 90 seconds, read 5–7 option responses, and select the option that best answers each question. Options consist of texts, pictures, or hotspots representing 2–5 possible answers to the question.	
<b>Instructions to candidates</b>	<i>Listen to the recording and answer the question by selecting all the correct responses. You will need to select more than one response.</i>	
<b>Timing</b>	Listening input approximately 90 seconds; response time	
<b>Response format</b>	<i>Multiple choice, multiple answer</i>	
<b>No. of scored tasks</b>	2	
<b>Scoring parameters</b>	<i>Fixed answer key is automatically scored by the test driver during test delivery</i>	
<b>Weighting</b>	Approximately 1.4 of total; Approximately 3.3% of Listening	

Features of listening input					
<b>Domain (c.f. CEFR)</b>	Personal	Public	Educational	Occupational	
<b>Discourse mode</b>	Descriptive	Narrative	Expository	Argumentative	Instructive
<b>Content knowledge</b>	General				Specific
<b>Cultural specificity</b>	Neutral				Specific
<b>Nature of information</b>	Concrete				Abstract
<b>Organization</b>	Explicit				Implicit
<b>Text length and duration</b>	Listening input is approximately 90 seconds (approximately 70 seconds given samples)				
<b>Speech rate (based on samples)</b>	Wpm: 177				
<b>Average syllables per word (based on samples)</b>	1.52				
<b>Syllables per 100 words (based on samples)</b>	151.41				
<b>Information density and complexity (based on samples)</b>	.56				

Test: PTE Academic	Section: Listening	Question type: Multiple Choice, Multiple Answers		
<b>Features of listening input (cont.)</b>				
<b>Accent</b>	Standard/intelligible			
<b>Lexical level (based on samples)</b>	A1 type %	47.74		
	A2 type %	14.47		
	B1 type %	12.93		
	B2 type %	10.12		
	C1 type %	2.45		
	C2 type %	2.95		
	AWL type %	10.38		
<b>Grammatical level (based on samples)</b>	Metadiscourse type%	11.43		
	Sentence count	11.25		
Average Sentence Length	19.45			
<b>Cognitive processes (Listening)</b>				
<b>Purpose of listening (Goal setting)</b>	Listening for gist/overall understanding	Listening for main idea/important information/key message		
	Listening for detailed /specific information	Listening to infer opinion/attitude/intention		
<b>Cognitive processing</b>	Word recognition	Necessary	Desirable	Not required
	Lexical access	Necessary	Desirable	Not required
	Syntactic parsing	Necessary	Desirable	Not required
	Establishing the bare meaning of an utterance	Necessary	Desirable	Not required
	Relating new information to the context	Necessary	Desirable	Not required
	Inference	Necessary	Desirable	Not required
	Making referential links	Necessary	Desirable	Not required
	Interpreting speaker attitude and speaker goals	Necessary	Desirable	Not required

## 11 – Select Missing Word

Test:	Section:	Question type:
PTE Academic	Listening	Select Missing Word
Task Features		
<b>Task description</b>	Test takers listen to an audio or watch a video which has the final word(s) replaced by an electronic beep. Four options to complete the sentence are presented in multiple choice format, and the test taker selects the most suitable option.	
<b>Instructions to candidates</b>	<p><i>Audio: You will hear a recording about (topic). At the end of the recording the last word or group of words has been replaced by a beep. Select the correct option to complete the recording.</i></p> <p><i>Video: You will see a video about (topic). At the end of the video, the last word or group of words has been replaced by a beep. Select the correct option to complete the video.</i></p>	
<b>Timing</b>	20-70 seconds	
<b>Response format</b>	Multiple choice	
<b>No. of scored tasks</b>	1	
<b>Scoring parameters</b>	Fixed answer key is automatically scored by the test driver during test delivery	
<b>Weighting</b>	Approximately 0.4% of total; Approximately 0.8% of Listening	

Features of listening input					
<b>Domain (c.f. CEFR)</b>	Personal	Public	Educational	Occupational	
<b>Discourse mode</b>	Descriptive	Narrative	Expository	Argumentative	Instructive
<b>Content knowledge</b>	General				Specific
<b>Cultural specificity</b>	Neutral				Specific
<b>Nature of information</b>	Concrete				Abstract
<b>Organization</b>	Explicit				Implicit
<b>Text length and duration</b>	15-20 seconds (samples showed 28-37, average 32.21); 50-120 words (sample data showed 47-112)				
<b>Speech rate (based on samples)</b>	Wpm: 133.29				
<b>Average syllables per word (based on samples)</b>	1.37				
<b>Syllables per 100 words (based on samples)</b>	136.94				
<b>Information density and complexity (based on samples)</b>	TTR: .67				
<b>Accent</b>	Standard/intelligible				

Test: PTE Academic	Section: Listening	Question type: Select Missing Word		
<b>Features of listening input (cont.)</b>				
Lexical level (based on samples)	A1 type %	55.46		
	A2 type %	14.90		
	B1 type %	13.39		
	B2 type %	3.76		
	C1 type %	2.00		
	C2 type %	0.88		
	AWL type %	5.87		
	Metadiscourse type%	14.13		
Grammatical level (based on samples)	Sentence count	4		
	Average Sentence Length	26.09		
<b>Cognitive processes (Listening)</b>				
Purpose of listening (Goal setting)	Listening for gist/overall understanding	Listening for main idea/important information/key message		
	Listening for detailed /specific information	Listening to infer opinion/attitude/intention		
Cognitive processing	Word recognition	Necessary	Desirable	Not required
	Lexical access	Necessary	Desirable	Not required
	Syntactic parsing	Necessary	Desirable	Not required
	Establishing the bare meaning of an utterance	Necessary	Desirable	Not required
	Relating new information to the context	Necessary	Desirable	Not required
	Inference	Necessary	Desirable	Not required
	Making referential links	Necessary	Desirable	Not required
	Interpreting speaker attitude and speaker goals	Necessary	Desirable	Not required

## 12 – Highlight Incorrect Words

Test:	Section:	Question type:
PTE Academic	Listening	Highlight Incorrect Words
Task Features		
<b>Task description</b>	Test takers hear a short recording (15–20 seconds, 50–120 words) and are presented with the recording's written transcript. Test takers must click on words in the transcript which differ from the recording.	
<b>Instructions to candidates</b>	<i>You will hear a recording. Below is a transcription of the recording. Some words in the transcription differ from what the speaker said. Please click on the words that are different.</i>	
<b>Timing</b>	15–20 seconds, 50–120 words	
<b>Response format</b>	Click on discrepant word	
<b>No. of scored tasks</b>	2	
<b>Scoring parameters</b>	Fixed answer key is automatically scored by the test driver during test delivery	
<b>Weighting</b>	Approximately 3.6% of total; Approximately 8.3% of Listening; Approximately 12.5 of Reading	

Features of listening input					
<b>Domain (c.f. CEFR)</b>	Personal	Public	Educational	Occupational	
<b>Discourse mode</b>	Descriptive	Narrative	Expository	Argumentative	Instructive
<b>Content knowledge</b>	General				Specific
<b>Cultural specificity</b>	Neutral				Specific
<b>Nature of information</b>	Concrete				Abstract
<b>Organization</b>	Explicit				Implicit
<b>Text length and duration</b>			15–20 seconds; 50–120 words		
<b>Speech rate (based on samples)</b>			Wpm: 147.92		
<b>Average syllables per word (based on samples)</b>			1.55		
<b>Syllables per 100 words (based on samples)</b>			154.88		
<b>Information density and complexity (based on samples)</b>			TTR: .74		
<b>Accent</b>	Standard/intelligible				

Test:	Section:	Question type:		
PTE Academic	Listening	Highlight Incorrect Words		
Features of listening input (cont.)				
Lexical level (based on samples)	A1 type %	58.15		
	A2 type %	11.03		
	B1 type %	10.40		
	B2 type %	7.33		
	C1 type %	2.39		
	C2 type %	1.69		
	AWL type %	9.12		
	Metadiscourse type%	10.26		
Grammatical level (based on samples)	Sentence count	4.67		
	Average Sentence Length	17.28		
Cognitive processes (Listening)				
Purpose of listening (Goal setting)	Listening for gist/overall understanding	Listening for main idea/important information/key message		
	Listening for detailed /specific information	Listening to infer opinion/attitude/intention		
Cognitive processing	Word recognition	Necessary	Desirable	Not required
	Lexical access	Necessary	Desirable	Not required
	Syntactic parsing	Necessary	Desirable	Not required
	Establishing the bare meaning of an utterance	Necessary	Desirable	Not required
	Relating new information to the context	Necessary	Desirable	Not required
	Inference	Necessary	Desirable	Not required
	Making referential links	Necessary	Desirable	Not required
	Interpreting speaker attitude and speaker goals	Necessary	Desirable	Not required

## 13 – Fill in the Blanks (Type in)

Test:	Section:	Question type:
PTE Academic	Listening	Fill in the Blanks (Type in)
Task Features		
Task description	The task requires candidates to listen to an audio (30–60 seconds) and complete its transcript (50–100 words) by typing 4–6 missing words. Test takers can change their answer before clicking a confirm button.	
Instructions to candidates	<i>You will hear a recording. Type the missing words in each blank.</i>	
Response format	<i>Type the missing words</i>	
No. of scored tasks	2 (4–6 blanks each)	
Scoring parameters	<i>Perfect match with the missing words</i>	
Weighting	Approximately 3.3% of total; Approximately 7.5% of Listening;	

Features of listening input					
Domain (c.f. CEFR)	Personal	Public	Educational	Occupational	
Discourse mode	Descriptive	Narrative	Expository	Argumentative	Instructive
Content knowledge	General				Specific
Cultural specificity	Neutral				Specific
Nature of information	Concrete				Abstract
Organization	Explicit				Implicit
Text length and duration			30–60 seconds; approximate word count: 139.13		
Speech rate (based on samples)			Wpm: 104		
Average syllables per word (based on samples)			1.37		
Syllables per 100 words (based on samples)			136.77		
Information density and complexity (based on samples)			TTR .61		
Accent	SSBE				

Test:	Section:	Question type:		
PTE Academic	Listening	Fill in the Blanks (Type in)		
Features of listening input				
Lexical level (based on samples)	A1 type %	67.48		
	A2 type %	10.92		
	B1 type %	7.05		
	B2 type %	4.03		
	C1 type %	1.19		
	C2 type %	0.55		
	AWL type %	4.88		
	Metadiscourse type%	13.98		
Cognitive processes (Listening)				
Purpose of listening (Goal setting)	Listening for gist/overall understanding	Listening for main idea/important information/key message		
	Listening for detailed /specific information	Listening to infer opinion/attitude/intention		
Cognitive processing	Word recognition	Necessary	Desirable	Not required
	Lexical access	Necessary	Desirable	Not required
	Syntactic parsing	Necessary	Desirable	Not required
	Establishing the bare meaning of an utterance	Necessary	Desirable	Not required
	Relating new information to the context	Necessary	Desirable	Not required
	Inference	Necessary	Desirable	Not required
	Making referential links	Necessary	Desirable	Not required
	Interpreting speaker attitude and speaker goals	Necessary	Desirable	Not required

## 14 – Write from Dictation

Test:	Section:	Question type:
PTE Academic	Listening	Write from Dictation
Task Features		
<b>Task description</b>	The task requires candidates to listen to a short sentence (8–11 words) containing meaningful information in a presentational or academic setting. They are asked to transcribe what is said by typing the exact sentence, using correct spelling and punctuation. For accurate transcription, candidates need to process sound quickly, derive contextual meaning from what they have just heard, and retain meaningful phrases or a whole sentence. Performance on this task contributes to Listening and Writing scores.	
<b>Instructions to candidates</b>	<p><i>You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You will hear the sentence only once.</i></p> <p><b>Example prompts:</b></p> <p>You must answer a security question when you reset your password.</p> <p>Time and distance are used to calculate speed.</p> <p>Manufacturing now employs more people than agriculture and fishing combined.</p> <p>Salt is produced from sea water or extracted from the ground.</p> <p>Vocabulary that is peculiar to a specific field is called jargon.</p> <p>Accountancy students have to hand in their dissertations this week.</p> <p>Education and training provide important skills for the labour force. Sugar is a compound including carbon, hydrogen, and oxygen atoms.</p>	
<b>Response format</b>	Type the sentence	
<b>No. of scored tasks</b>	3	
<b>Scoring parameters</b>	Fixed answer key is automatically scored by the test driver during test delivery	
<b>Weighting</b>	Approximately 5.4% of total; Approximately 12.5% of Listening; Approximately 23.1% of Writing	

Features of listening input					
<b>Domain (c.f. CEFR)</b>	Personal	Public	Educational	Occupational	
<b>Discourse mode</b>	Descriptive	Narrative	Expository	Argumentative	Instructive
<b>Content knowledge</b>	General				Specific
<b>Cultural specificity</b>	Neutral				Specific
<b>Nature of information</b>	Concrete				Abstract

Test:	Section:	Question type:		
PTE Academic	Listening	Write from Dictation		
Features of listening input				
Organization	Explicit			Implicit
	NA (only 1 sentence)			
Text length and duration		About 5 seconds; 10.12 words		
Speech rate (based on samples)		Wpm: 121		
Average syllables per word (based on samples)		1.73		
Syllables per 100 words (based on samples)		172.84		
Information density and complexity (based on samples)		TTR .84		
Accent	SSBE			
Lexical level (based on samples)	A1 type %	46.27		
	A2 type %	7.46		
	B1 type %	19.40		
	B2 type %	16.42		
	C1 type %	4.48		
	C2 type %	0		
	AWL type %	7.35		
	Metadiscourse type%	13.24		
Cognitive processes (Listening)				
Purpose of listening (Goal setting)	Listening for gist/overall understanding	Listening for main idea/important information/key message		
	Listening for detailed /specific information	Listening to infer opinion/attitude/intention		
Cognitive processing	Word recognition	Necessary	Desirable	Not required
	Lexical access	Necessary	Desirable	Not required
	Syntactic parsing	Necessary	Desirable	Not required
	Establishing the bare meaning of an utterance	Necessary	Desirable	Not required
	Relating new information to the context	Necessary	Desirable	Not required
	Inference	Necessary	Desirable	Not required
	Making referential links	Necessary	Desirable	Not required
	Interpreting speaker attitude and speaker goals	Necessary	Desirable	Not required

Test: PTE Academic	Section: Listening		Question type: Write from Dictation		
<b>Features of the expected response (WRITING)</b>					
Domain (c.f. CEFR)	Personal	Public	Educational	Occupational	
Genre	NA				
Text length	8-11 words				
Discourse mode	Descriptive	Narrative	Expository	Argumentative	Instructive
Content knowledge	General				Specific
Cultural specificity	Neutral				Specific
Nature of information	Concrete				Abstract
Organization	Explicit				Implicit
	N/A				
Writer-reader relationship	Unknown				
Readability (based on performance sample)	Flesch Reading Ease		NA		
	Flesch-Kincaid Grade		NA		
Lexical features (based on performance sample)	Lexical diversity (VOCD)		NA		
	Lexical diversity (MTLD)		NA		
	Type/token ratio		NA		
	A1 type %		NA		
	A2 type %		NA		
	B1 type %		NA		
	B2 type %		NA		
	C1 type %		NA		
	C2 type %		NA		
	AWL type %		NA		
Metadiscourse type %		NA			

Test: PTE Academic	Section: Listening	Question type: Write from Dictation			
<b>Features of the expected response (WRITING) cont.</b>					
<b>Syntactic features (based on performance sample)</b>	Sentence count		NA		
	Average Sentence Length		NA		
	Verbal elements per sentence		NA		
	Noun elements per sentence		NA		
<b>Spelling/ Grammar</b>	Errors per 100 words		NA		
<b>Cognitive processing</b>	Planning (e.g. writing goals, ideas, structure)		Necessary	Desirable	Not required
	Translating ideas into written text		Necessary	Desirable	Not required
	Organising ideas and structure		Necessary	Desirable	Not required
	Review and revise (at local level, e.g., accuracy, choice of words)		Necessary	Desirable	Not required
	Review and revise (at global level, e.g., coherence, flow of ideas)		Necessary	Desirable	Not required
<b>Sample performance</b>	A1	NA			
	A2	NA			
	B1	NA			
	B2	NA			
	C1	NA			
	C2	NA			

## 15 – Summarize Spoken Text

Test:	Section:	Question type:
PTE Academic	Listening	Summarize Spoken Text
Task Features		
<b>Task description</b>	The task requires test takers to listen to a 60–90 second lecture excerpt and write a 50–70 word summary. Test takers are asked to imagine that they are preparing the summary for someone unable to attend the lecture.	
<b>Instructions to candidates</b>	<i>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.</i>	
<b>Timing</b>	10 minutes (including 60–90 seconds of a listening passage)	
<b>Response format</b>	Writing	
<b>No. of scored tasks</b>	1	
<b>Scoring parameters</b>	Content (0–4 points), grammar (0–2 points), vocabulary (0–2 points)	
<b>Weighting</b>	Approximately 4.3% of total; Approximately 10.0% of Listening; Approximately 18.5% of Writing	

Features of listening input					
<b>Domain (c.f. CEFR)</b>	Personal	Public	Educational	Occupational	
<b>Discourse mode</b>	Descriptive	Narrative	Expository	Argumentative	Instructive
<b>Content knowledge</b>	General				Specific
<b>Cultural specificity</b>	Neutral				Specific
<b>Nature of information</b>	Concrete				Abstract
<b>Organization</b>	Explicit				Implicit
<b>Text length and duration</b>	60–90 seconds; approximate word count: 203; approximate syllable count: 316; approximate sentence count: 11				
<b>Speech rate (based on samples)</b>	Wpm: 156				
<b>Average syllables per word (based on samples)</b>	1.64				
<b>Syllables per 100 words (based on samples)</b>	153.06				
<b>Information density and complexity (based on samples)</b>	TTR .52				
<b>Accent</b>	SSBE				

Test: PTE Academic	Section: Listening	Question type: Summarize Spoken Text		
<b>Features of listening input</b>				
<b>Lexical level (based on samples)</b>	A1 type %	53.00		
	A2 type %	17.00		
	B1 type %	13.00		
	B2 type %	8.00		
	C1 type %	2.00		
	C2 type %	1.00		
	AWL type %	7.02		
	Metadiscourse type%	10.83		
<b>Grammatical level (based on samples)</b>	Sentence count	10.50		
	Average Sentence Length	20.57		
<b>Cognitive processes (Listening)</b>				
<b>Purpose of listening (Goal setting)</b>	Listening for gist/overall understanding	Listening for main idea/important information/key message		
	Listening for detailed /specific information	Listening to infer opinion/attitude/intention		
<b>Cognitive processing</b>	Word recognition	Necessary	Desirable	Not required
	Lexical access	Necessary	Desirable	Not required
	Syntactic parsing	Necessary	Desirable	Not required
	Establishing the bare meaning of an utterance	Necessary	Desirable	Not required
	Relating new information to the context	Necessary	Desirable	Not required
	Inference	Necessary	Desirable	Not required
	Making referential links	Necessary	Desirable	Not required
	Interpreting speaker attitude and speaker goals	Necessary	Desirable	Not required

Test: PTE Academic	Section: Listening		Question type: Summarize Spoken Text		
<b>Features of the expected response (WRITING)</b>					
Domain (c.f. CEFR)	Personal	Public	Educational	Occupational	
Genre	Summary				
Text length	50–70 words				
Discourse mode	Descriptive	Narrative	Expository	Argumentative	Instructive
Content knowledge	General				Specific
Cultural specificity	Neutral				Specific
Nature of information	Concrete				Abstract
Organization	Explicit				Implicit
	NB. The test takers are expected to organise the writing according to the key points provided. "Your response will be judged on ...and on how well your response presents the key points presented in the lecture".				
Writer-reader relationship	A fellow student				
Readability (based on performance sample)	Flesch Reading Ease		43.27		
	Flesch-Kincaid Grade		10.94		
Lexical features (based on performance sample)	Lexical diversity (VOCD)		85.59		
	Lexical diversity (MTLD)		74.09		
	Type/token ratio		0.77		
	A1 type %		61.91		
	A2 type %		7.02		
	B1 type %		9.76		
	B2 type %		6.66		
	C1 type %		2.72		
	C2 type %		2.66		
	AWL type %		11.29		
Metadiscourse type %		10.55			

Test: PTE Academic	Section: Listening	Question type: Summarize Spoken Text		
<b>Features of the expected response (WRITING) cont.</b>				
<b>Syntactic features (based on performance sample)</b>	Sentence count	3.40		
	Average Sentence Length	14.93		
	Verbal elements per sentence	2.20		
	Noun elements per sentence	3.02		
<b>Spelling/ Grammar</b>	Errors per 100 words	6.49		
<b>Cognitive processing</b>	Planning (e.g., writing goals, ideas, structure)	Necessary	Desirable	Not required
	Translating ideas into written text	Necessary	Desirable	Not required
	Organising ideas and structure	Necessary	Desirable	Not required
	Review and revise (at local level, e.g., accuracy, choice of words)	Necessary	Desirable	Not required
	Review and revise (at global level, e.g., coherence, flow of ideas)	Necessary	Desirable	Not required
<b>Sample performance</b>	A1	NA		
	A2	Diferent perencent in city of different people. The most perencent is 60%.		
	B1	In my opinion, the world "diversity" is too abstract to explain in a amount or percentage. Of course, there is a definision of the word but it highly depends on the personal poinion I guess. For example, I would say Melbourne is one of multicultural city in the world. The reason why I say this is because we can see the variety of people live in there.		
	B2	This lecture talked about multiculturalism and diversity. The lecturer has raised some questions such as how much diversity makes multiculturalism, is there a number or a percentage, is it five percent. He thought that we should focus on perception when talking about multiculture rather than counting the numbers. Because numbers are objective.		
	C1	The lecture is all about diversity and how it is important in our society. It explains that diversity is multi factorial and that it does not solely rely on a singular factor. It further explains that there are various perceptions to diversity that influence the practices of each individual in our society. Therefore, there is no sole practices overall, rather, diversity is everywhere and is extremely important.		
	C2	This lecture talks about what makes culturalism. It does not depend on the number of culture groups but more on perceptions of individuals and how open-minded people are to accept different people from different cultures. Having more than one culture in the group does not necessarily lead to more diversity, it is more about how people think and react to different culture that make the society diverse.		

## 16 - Repeat Sentence

Test:	Section:	Question type:
PTE Academic	Speaking & Writing	Repeat Sentence
Task Features		
Task description	Test takers listen to a sentence and are asked to repeat the sentence verbatim.	
Instructions to candidates	<i>You will hear a sentence. Please repeat the sentence exactly how you hear it. You will hear the sentence only once.</i>	
Timing	5.3 seconds on average	
Response format	Spoken	
No. of scored tasks	10	
Scoring parameters	Content, Pronunciation, Fluency	
Weighting	Approximately 7.2% of total; Approximately 16.7% of Listening; Approximately 15.6% of Speaking	

Features of listening input					
Domain (c.f. CEFR)	Personal	Public	Educational	Occupational	
Discourse mode	Descriptive	Narrative	Expository	Argumentative	Instructive
Content knowledge	General				Specific
Cultural specificity	Neutral				Specific
Nature of information	Concrete				Abstract
Organization	Explicit				Implicit
	NA (1 sentence)				
Text length and duration	~5.3 seconds; approximate word count: 11.7; approximate syllable count: 20.5; sentence count: 1				
Speech rate (based on samples)	Wpm: 133.7				
Average syllables per word (based on samples)	1.89				
Syllables per 100 words (based on samples)	189.34				
Information density and complexity (based on samples)	TTR: .96				
Accent	Standard/intelligible				

Test:	Section:	Question type:		
PTE Academic	Speaking & Writing	Repeat Sentence		
Features of listening input				
Lexical level (based on samples)	A1 type %	53.47		
	A2 type %	9.65		
	B1 type %	10.08		
	B2 type %	9.92		
	C1 type %	4.96		
	C2 type %	0.83		
	AWL type %	8.46		
	Metadiscourse type%	4.13		
Grammatical level (based on samples)	Sentence count	1		
	Average Sentence Length	11		
Cognitive processes (Listening)				
Purpose of listening (Goal setting)	Listening for gist/overall understanding	Listening for main idea/important information/key message		
	Listening for detailed /specific information	Listening to infer opinion/attitude/intention		
Cognitive processing	Word recognition	Necessary	Desirable	Not required
	Lexical access	Necessary	Desirable	Not required
	Syntactic parsing	Necessary	Desirable	Not required
	Establishing the bare meaning of an utterance	Necessary	Desirable	Not required
	Relating new information to the context	Necessary	Desirable	Not required
	Inference	Necessary	Desirable	Not required
	Making referential links	Necessary	Desirable	Not required
	Interpreting speaker attitude and speaker goals	Necessary	Desirable	Not required

Test: PTE Academic	Section: Speaking & Writing		Question type: Repeat Sentence	
<b>Features of the expected response (SPEAKING)</b>				
<b>Cognitive processing</b>	Conceptualisation	Necessary	Desirable	Not required
	Grammatical encoding	Necessary	Desirable	Not required
	Phono-morphological encoding	Necessary	Desirable	Not required
	Phonetic encoding	Necessary	Desirable	Not required
	Self-monitoring	Necessary	Desirable	Not required
<b>Interaction pattern</b>	Non-reciprocal, i.e. semi-direct (computer/tape-based)		Reciprocal, i.e. direct (face-to-face)	
<b>Planning time</b>	Planning time allowed		No planning time	
<b>Language functions</b>	<b>Informational functions</b>		<b>Interactional functions</b>	<b>Managing interaction</b>
	Providing personal/non-personal information		Agreeing	Initiating
	Expressing opinions/preferences		Disagreeing	Changing topics
	Elaborating		Modifying/commenting	Reciprocating
	Justifying opinions		Asking for opinions	Deciding
	Comparing		Persuading	
	Speculating		Asking for information	
	Staging		Negotiation of meaning	
	Describing			
	Summarising			
	Suggesting			
	Reproductive		Others	Others
NA		NA	NA	

NB. Focuses on the ability to accurately repeat language; assessment involves phonological processing, short-term memory, pronunciation, and listening comprehension.

## 17 – Write Essay

Test: PTE Academic	Section: Speaking & Writing	Question type: Write Essay
<b>Task Features</b>		
<b>Task description</b>	This task requires test takers to write a persuasive essay (200–300 words) and support their position or opinions with details and examples on a given topic. The purpose of this question is to measure a test takers’ ability to synthesize information from a written text and connect their personal experiences or express their opinions in writing.	
<b>Instructions to candidates</b>	<p>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.</p> <p><b>Example prompt:</b></p> <p>Some people claim that competition is essential in order to attain high quality in all aspects of our private, sporting or professional lives. Others claim that being over-competitive is bad for individuals and society in general. What is your view? Support your view with reasons and examples.</p>	
<b>Timing</b>	20 minutes	
<b>Response format</b>	Essay	
<b>No. of scored tasks</b>	1	
<b>Scoring parameters</b>	<p>The response is evaluated on how well the test taker develops a position, organizes ideas, presents supporting details, and controls the elements of standard English, thus contributing to their Writing score.</p> <p>Content (rating scale 0–6)</p> <p>Development, Structure and Coherence (rating scale 0–6)</p> <p>Grammar (rating scale 0–2)</p> <p>General Linguistic Range (rating scale 0–6)</p> <p>Vocabulary Range (rating scale 0–2)</p>	
<b>Weighting</b>	Approximately 7.2% of total; Approximately 30.8% of total	

Test: PTE Academic	Section: Speaking & Writing		Question type: Write Essay		
<b>Features of the expected response (WRITING)</b>					
Domain (c.f. CEFR)	Personal	Public	Educational	Occupational	
Genre	Essay				
Text length	200–300 words				
Discourse mode	Descriptive	Narrative	Expository	Argumentative	Instructive
Content knowledge	General				Specific
Cultural specificity	Neutral				Specific
Nature of information	Concrete				Abstract
Organization	Explicit				Implicit
Writer-reader relationship	unknown				
Readability (based on performance sample)	Flesch Reading Ease		52.34		
	Flesch-Kincaid Grade		10.42		
Lexical features (based on performance sample)	Lexical diversity (VOCD)		82.88		
	Lexical diversity (MTLD)		76.44		
	Type/token ratio		0.58		
	A1 type %		52.70		
	A2 type %		15.52		
	B1 type %		13.51		
	B2 type %		8.95		
	C1 type %		1.61		
	C2 type %		0.51		
	AWL type %		6.58		
Metadiscourse type %		14.91			
Syntactic features (based on performance sample)	Sentence count		9.83		
	Average Sentence Length		17.97		
	Verbal elements per sentence		2.27		
	Noun elements per sentence		3.10		
Spelling/ Grammar	Errors per 100 words		2.69		

Test: PTE Academic	Section: Speaking & Writing	Question type: Write Essay		
<b>Features of the expected response (WRITING) cont.</b>				
<b>Cognitive processing</b>	Planning (e.g. writing goals, ideas, structure)	Necessary	Desirable	Not required
	Translating ideas into written text	Necessary	Desirable	Not required
	Organising ideas and structure	Necessary	Desirable	Not required
	Review and revise (at local level, e.g., accuracy, choice of words)	Necessary	Desirable	Not required
	Review and revise (at global level, e.g., coherence, flow of ideas)	Necessary	Desirable	Not required
<b>Sample performance</b>	A1	<p>Competition can be good for people if people do it enough. for example; you are a footballer and should be good footballer. You have to look other people. what do they do? What do they eat in their personal life. And they can influence your life. However, if you just jealous to them, you can fell down in your life.</p>		
	A2	<p>Speaking of competition, different people have different points.</p> <p>For people who claim that competition is essential in order to attain high quality in all aspects of our private, sporting or professional lives. There are many reasons. The first reason is that competition will increase us how to be better. In the competition, we always want to be success, so we will learn more skills. It is a good way to make us become better.</p> <p>Secondly, For people who claim that being over-competitive is bad for individuals and society in general. There are also many reasons. The first reason is that over- competitive will make us become tired.</p> <p>In my opinion, over-competitive is bad for us in our daily life. The reason is as same as people who claim over-competitive.</p>		
	B1	<p>It has been a highly controversial topic whether or not that people have to be competitive in their life. In my view, it is important to be competitive sometimes but not for all aspect. I am going to discuss about reasons in this essay.</p> <p>First of all, the reason why people need to be competitive sometimes is because that feeling make them motivated and enthusiastic. In fact, a vast number of sports player have been devote a lot of time to be a winner in a competition. If they did not need to compete other player, they might not feel like that.</p> <p>Second, there has been some histories that competitive feelings might make people jealous and lead to become a criminal. For example, promoting in company is also kind of competition and some of people who can not success on their business, they might jealous the person who succeeded more than them. Then, if they have a infiriority and hate successful people, they might try to disturb or kill them. In fact, one person who really depressed in his position and jealous on another person who promoted in the company killed her in such reasons. In the other word, human's feeling might go crazy sometimes.</p> <p>In conclusion, competition is good for making energy but also bad effect</p>		

Test: PTE Academic	Section: Speaking & Writing	Question type: Write Essay
<b>Features of the expected response (WRITING) cont.</b>		
<b>Sample performance (cont.)</b>	B2	<p>This essay will talk about weather being competitive can attain higher quality in all aspects of our private, sporting and professional lives, or if it is bad to be over-competitive.</p> <p>Some people has argued that stepping into competition can help reaching a higher level of quality in all aspects of our lives in all dimensions. For example, a positive competition between two tennis player in the same tennis club can positively improve their game, making them familiar to the intensity of being in a formal match.</p> <p>Another opinion is that being over-competitive is bad. This could be explain the nature of humanity. If two teenagers are being over-competitive oin anything, they might get into a fight which can harm them seriously. Moreover, if students are competitive on how much money their family owns, the society will not develop in a healthy direction.</p> <p>Overall, in my opinion, the direction and things to be competitive is very important. A positive competition can improve personal performance and lives. But at the same time, a negative competition over such as money or wealth can casue issues. It is important for schools, governments and parents to keep an eye on the things people being competitive on.</p>
	C1	<p>There is a saying that says that inorder to continue the survival of species, we need to adapt to all aspects of life, therefore competition in all aspects is as important tool to facilitate survival. While some individuals claim that competition is paramount to attain the highest quality of our lives in all of its aspects, other believed that over competition among each other fosters more disadvantages rather than advanrages. In leiu of this, I strongly believe that being moderately competitive rather than being overly-competitive offers more positive outcomes rather than the latter.</p> <p>Firstly, I strongly believe that being overly-competitive creates animosity between each individuals rather than collective effort and teamwork. It fosters indivual focus on ones self ultimate goal only as persons aim to be recognised for thier own work only. As an example students on elite instuititions/universities are far more advance with non elite schools as they believe more on competitions.</p> <p>Furthermore, over competition among each other is more like being narcisstic as it only offers learning within onself, therefore not allowing collective efforts with other persons for an effective exchange of bright ideas. Persons are more like wanted to take the credit for their own gain and discredit the other. For example, first world countries only keep to themself the medical breakthroughs for their own good rather than sharing it to poorer countries.</p> <p>As a summary, I strongly believe that competition is essential in todays modern times however, it should always aim for collaboration and teamwork for everybody.</p>

Test: PTE Academic	Section: Speaking & Writing	Question type: Write Essay
<b>Features of the expected response (WRITING) cont.</b>		
<b>Sample performance (cont.)</b>	C2	<p>Some people think competition is necessary to ensure the quality of all aspects, including private, sporting and professional lives. However others think competing with each others too aggressively can cause harms to society. In my opinion, competition will improve the quality of our life if it is used in an efficient and positive way.</p> <p>When I was at work, very often I couldn't settle my mind down because I keep thinking about what others feel about me, and consciously competing with others for meaningless reasons. This is not healthy because it distracts my attention and have the potential of reducing the quality of my work. So competition can cause negative impact if we feel distracted and exhausted by competing with others.</p> <p>However, there are times when competition is helpful. For example, when I am surrounded by high achievers, I feel very motivated and more concentrated on improving my skills so that I can catch up with my peers. This is helping me to continuously reflect my weaknesses and strengthes, have the courage to make the first step, and learn from outstanding people.</p> <p>In conclusion, competition can boost our motivation and productivity if it brings us positive feeling. However we should also consider the negative impact of compeition in terms of peer pressure and depression.</p>

## 18 – Fill in the Blanks (Dropdown)

Test:	Section:	Question type:
PTE Academic	Reading	Fill in the Blanks
Task Features		
<b>Task description</b>	The task requires candidates to read a short text (100–200 words) with several 4–5 blanks. Candidates need to select the appropriate response for each blank to complete the text from a dropdown list. Grammar knowledge is targeted.	
<b>Instructions to candidates</b>	<i>Below is a text with blanks. Click on each blank, a list of choices will appear. Select the appropriate answer choice for each blank.</i>	
<b>Response format</b>	Fill in the blank from a dropdown list	
<b>No. of scored tasks</b>	5 (4 blanks each)	
<b>Scoring parameters</b>	Fixed answer key is automatically scored by the test driver during test delivery	
<b>Weighting</b>	Approximately 8.0% of total; Approximately 27.5% of Reading	

Features of input (READING)					
<b>Word count (based on input sample)</b>	154.18				
<b>Average sentence length (based on input sample)</b>	23.72				
<b>Domain (c.f. CEFR)</b>	Personal	Public	Educational	Occupational	
<b>Genre</b>	Varied				
<b>Discourse mode</b>	Descriptive	Narrative	Expository	Argumentative	Instructive
<b>Content knowledge</b>	General				Specific
<b>Cultural specificity</b>	Neutral				Specific
<b>Nature of information</b>	Concrete				Abstract
<b>Organization</b>	Explicit				Implicit
<b>Readability (based on input sample)</b>	Flesch Reading Ease		40.49		
	Flesch-Kincaid Grade		13.51		

Test:	Section:	Question type:		
PTE Academic	Reading	Fill in the Blanks		
Features of input (READING) cont.				
Lexical Level (based on input sample)	Lexical diversity (VOCD)	88.75		
	Lexical diversity (MTLD)	85.96		
	A1 type %	42.31		
	A2 type %	13.29		
	B1 type %	18.92		
	B2 type %	12.97		
	C1 type %	3.62		
	C2 type %	1.62		
	AWL type %	13.26		
	Metadiscourse type %	7.96		
Cognitive processes (READING)				
Types of reading	Expeditious reading: local (scan/search for specifics)	Careful reading: local (understanding sentence)		
	Expeditious reading: global (skim for gist/search for key ideas/detail)	Careful reading: global (comprehend main idea(s)/overall text(s))		
Levels of cognitive processing	Word recognition	Necessary	Desirable	Not required
	Lexical access	Necessary	Desirable	Not required
	Syntactic parsing	Necessary	Desirable	Not required
	Establishing propositional meaning (cl./sent. Level)	Necessary	Desirable	Not required
	Inferencing	Necessary	Desirable	Not required
	Building a mental model	Necessary	Desirable	Not required
	Creating a text level representation (disc. Structure)	Necessary	Desirable	Not required
	Creating an intertextual representation (multi-text)	Necessary	Desirable	Not required

## 19 - Describe Image

Test:	Section:	Question type:
PTE Academic	Speaking & Writing	Describe Image
Task Features		
Task description	Test takers view a graph or chart and describe the trends, developments or patterns that are displayed.	
Instructions to candidates	<i>Look at the chart below. In 25 seconds, please speak into the microphone and describe in detail what the chart is showing. You will have 40 seconds to give your response.</i>	
Timing	25 seconds to read a chart; 40 seconds to respond.	
Response format	Spoken	
No. of scored tasks	5	
Scoring parameters	<i>pronunciation, fluency, and content/accuracy of the speech. Note: meaning can be communicated variously, not necessarily in the exact words, phrases, or sentence structure as presented in the original figure.</i>	
Weighting	Approximately 14.5% of total; Approximately 31.3% of speaking	

Features of input (READING)					
Word count	~22				
Average sentence length (based on input sample)	N/a- words, numbers, and phrase descriptions				
Average syllables per word (based on input sample)	34.8				
Syllables per 100 words (based on input sample)	158.1				
Domain (c.f. CEFR)	Personal	Public	Educational	Occupational	
Genre	Short text, visual				
Discourse mode	Descriptive	Narrative	Expository	Argumentative	Instructive
Content knowledge	General				Specific
Cultural specificity	Neutral				Specific
Nature of information	Concrete				Abstract
Organization	Explicit				Implicit
	N/A (a limited number of words/phrases)				
Readability (based on input sample)	Flesch Reading Ease		50.34		
	Flesch-Kincaid Grade		11.8		

Test:	Section:	Question type:		
PTE Academic	Speaking & Writing	Describe Image		
Features of input (READING) cont.				
Lexical Level (based on input sample)	Lexical diversity (VOCD)			
	Lexical diversity (MTLD)			
	A1 type %	2.20		
	A2 type %	2.00		
	B1 type %	2.00		
	B2 type %	1.20		
	C1 type %	0.00		
	C2 type %	0.00		
	AWL type %	3.47		
	Metadiscourse type %	2.60		
Cognitive processes (READING)				
Types of reading	Expeditious reading: local (scan/search for specifics)	Careful reading: local (understanding sentence)		
	Expeditious reading: global (skim for gist/search for key ideas/detail)	Careful reading: global (comprehend main idea(s)/overall text(s))		
Levels of cognitive processing	Word recognition	Necessary	Desirable	Not required
	Lexical access	Necessary	Desirable	Not required
	Syntactic parsing	Necessary	Desirable	Not required
	Establishing propositional meaning (cl./sent. Level)	Necessary	Desirable	Not required
	Inferencing	Necessary	Desirable	Not required
	Building a mental model	Necessary	Desirable	Not required
	Creating a text level representation (disc. Structure)	Necessary	Desirable	Not required
	Creating an intertextual representation (multi-text)	Necessary	Desirable	Not required

NB. For types of reading, it is a visual adaptation of traditional skimming and scanning. It is non-linear and requires interpretation of visuals in the format presented (e.g., elements of a pie chart or bar chart).

Test: PTE Academic	Section: Speaking & Writing		Question type: Describe Image	
<b>Features of the expected response (SPEAKING)</b>				
<b>Cognitive processing</b>	Conceptualisation	Necessary	Desirable	Not required
	Grammatical encoding	Necessary	Desirable	Not required
	Phono-morphological encoding	Necessary	Desirable	Not required
	Phonetic encoding	Necessary	Desirable	Not required
	Self-monitoring	Necessary	Desirable	Not required
<b>Interaction pattern</b>	Non-reciprocal, i.e. semi-direct (computer/tape-based)		Reciprocal, i.e. direct (face-to-face)	
<b>Planning time</b>	Planning time allowed		No planning time	
<b>Language functions</b>	<b>Informational functions</b>		<b>Interactional functions</b>	<b>Managing interaction</b>
	Providing personal/non-personal information		Agreeing	Initiating
	Expressing opinions/preferences		Disagreeing	Changing topics
	Elaborating		Modifying/commenting	Reciprocating
	Justifying opinions		Asking for opinions	Deciding
	Comparing		Persuading	
	Speculating		Asking for information	
	Staging		Negotiation of meaning	
	Describing			
	Summarising			
	Suggesting			
	Others		Others	Others
	NA		NA	NA

## 20 – Retell Lecture

Test:	Section:	Question type:
PTE Academic	Speaking & Writing	Retell Lecture
Task Features		
<b>Task description</b>	Test takers hear or watch a lecture excerpt or monologue taken from a real-world academic or public talk. After a short preparation time, test takers re-tell the lecture in their own words.	
<b>Instructions to candidates</b>	<i>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.</i>	
<b>Timing</b>	Samples ranged from 60–90 seconds (mean of approximately 78 seconds); 10 second preparation; 40 seconds speaking	
<b>Response format</b>	Spoken	
<b>No. of scored tasks</b>	2	
<b>Scoring parameters</b>	<i>Pronunciation, fluency, and content/accuracy of the speech in relation to the image</i>	
<b>Weighting</b>	Approximately 5.8% of total; Approximately 13.3% of Listening; Approximately 12.5% of Speaking	

Features of listening input					
Domain (c.f. CEFR)	Personal	Public	Educational	Occupational	
<b>Discourse mode</b>	Descriptive	Narrative	Expository	Argumentative	Instructive
<b>Content knowledge</b>	General				Specific
<b>Cultural specificity</b>	Neutral				Specific
<b>Nature of information</b>	Concrete				Abstract
<b>Organization</b>	Explicit		*		Implicit
<b>Text length and duration</b>	Sample data ranged between 64 and 87 seconds; approximate word count 225				
<b>Average syllables per word (based on samples)</b>	1.46				

\*Because excerpts are taken from authentic listening texts and organisation is not controlled for, theoretically this would lead to potentially disorganised passages. However, in reality, public talks and university lectures are often explicitly structured. This leads to the potential for both, hence structure in neither explicit nor implicit.

Test:	Section:	Question type:		
PTE Academic	Speaking & Writing	Retell Lecture		
Features of listening input (cont.)				
Speech rate (based on samples)		Wpm: 174		
Syllables per 100 words (based on samples)		145.30		
Information density and complexity (based on samples)		TTR: .54		
Accent	Standard/intelligible			
Lexical level (based on samples)	A1 type %	51.4575		
	A2 type %	18.6125		
	B1 type %	12.315		
	B2 type %	6.495		
	C1 type %	1.5375		
	C2 type %	1.45		
	AWL type %	3.85		
Grammatical level (based on samples)	Metadiscourse type%	11.47		
	Sentence count	11		
Grammatical level (based on samples)	Average Sentence Length	22.24		
	Cognitive processes (Listening)			
Purpose of listening (Goal setting)	Listening for gist/overall understanding	Listening for main idea/important information/key message		
	Listening for detailed /specific information	Listening to infer opinion/attitude/intention		
Cognitive processing	Word recognition	Necessary	Desirable	Not required
	Lexical access	Necessary	Desirable	Not required
	Syntactic parsing	Necessary	Desirable	Not required
	Establishing the bare meaning of an utterance	Necessary	Desirable	Not required
	Relating new information to the context	Necessary	Desirable	Not required
	Inference	Necessary	Desirable	Not required
	Making referential links	Necessary	Desirable	Not required
	Interpreting speaker attitude and speaker goals	Necessary	Desirable	Not required

Test: PTE Academic	Section: Speaking & Writing		Question type: Retell Lecture	
<b>Features of the expected response (SPEAKING)</b>				
<b>Cognitive processing</b>	Conceptualisation	Necessary	Desirable	Not required
	Grammatical encoding	Necessary	Desirable	Not required
	Phono-morphological encoding	Necessary	Desirable	Not required
	Phonetic encoding	Necessary	Desirable	Not required
	Self-monitoring	Necessary	Desirable	Not required
<b>Interaction pattern</b>	Non-reciprocal, i.e. semi-direct (computer/tape-based)		Reciprocal, i.e. direct (face-to-face)	
<b>Planning time</b>	Planning time allowed		No planning time	
<b>Language functions</b>	<b>Informational functions</b>		<b>Interactional functions</b>	<b>Managing interaction</b>
	Providing personal/non-personal information		Agreeing	Initiating
	Expressing opinions/preferences		Disagreeing	Changing topics
	Elaborating		Modifying/commenting	Reciprocating
	Justifying opinions		Asking for opinions	Deciding
	Comparing		Persuading	
	Speculating		Asking for information	
	Staging		Negotiation of meaning	
	Describing			
	Summarising			
	Suggesting			
	Reproductive		Others	Others
NA		NA	NA	

## 21 - Answer Short Question

Test:	Section:	Question type:
PTE Academic	Speaking & Writing	Answer Short Question
Task Features		
Task description	Test takers hear a short question and are instructed to speak their answer concisely, such that “often just one or a few words is enough”. For instance, a lexical task where a definition is briefly explained or described, and the appropriate response is a word that would be clear to a listener who has the requisite vocabulary knowledge.	
Instructions to candidates	<i>You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.</i>	
Timing	Approximately 5 seconds (mean of 12 sample recordings)	
Response format	Spoken	
No. of scored tasks	5	
Scoring parameters	N/A	
Weighting	Approximately 1.8% of total; Approximately 4.2% of Listening	

Features of listening input					
Domain (c.f. CEFR)	Personal	Public	Educational	Occupational	
Discourse mode	Descriptive	Narrative	Expository	Argumentative	Instructive
Content knowledge	General				Specific
Cultural specificity	Neutral		*		Specific
Nature of information	Concrete				Abstract
Organization	Explicit				Implicit
Text length and duration	Given sample data: listening text ~5.08 seconds; approximate word count: 11.25; approximate syllable count: 16.08; sentence count: 1.				
Speech rate (based on samples)	Wpm: 136.91				
Average syllables per word (based on samples)	1.38				
Syllables per 100 words (based on samples)	138.05				
Information density and complexity (based on samples)	.98				
Accent	Standard/intelligible				

Test:	Section:	Question type:		
PTE Academic	Speaking & Writing	Answer Short Question		
Features of listening input (cont.)				
Lexical level (based on samples)	A1 type %	67.026		
	A2 type %	13.183		
	B1 type %	7.322		
	B2 type %	4.775		
	C1 type %	1.25		
	C2 type %	2.858		
	AWL type %	4.91		
	Metadiscourse type%	13.49		
Grammatical level (based on samples)	Sentence count	1		
	Average Sentence Length	11.5 words		
Cognitive processes (Listening)				
Purpose of listening (Goal setting)	Listening for gist/overall understanding	Listening for main idea/important information/key message		
	Listening for detailed /specific information **	Listening to infer opinion/attitude/intention		
Cognitive processing	Word recognition	Necessary	Desirable	Not required
	Lexical access	Necessary	Desirable	Not required
	Syntactic parsing	Necessary	Desirable	Not required
	Establishing the bare meaning of an utterance	Necessary	Desirable	Not required
	Relating new information to the context	Necessary	Desirable	Not required
	Inference	Necessary	Desirable	Not required
	Making referential links	Necessary	Desirable	Not required
	Interpreting speaker attitude and speaker goals	Necessary	Desirable	Not required

\*Note: the intent of this question type is that “The questions asked for this task do not presume knowledge of specific facts of any subject matter, but instead aim to elicit general, high frequency vocabulary used in general life, academic, and professional settings”. Unfortunately, these cannot easily co-exist. Academic and professional settings necessitate lexical knowledge which would not be general, and academic and professional settings are necessarily culturally specific. This is seen in the example questions, such as “If one, three and nine are odd numbers, how would two, four and six be described?” and “How many years are in a millennium?” Having mathematical/numerical knowledge is not necessarily reflective of general knowledge, and this might even present itself as DIF.

\*\*Note: The task requires test takers to pay close attention to specific descriptors (nouns, verbs, characteristics) to accurately identify what is being described, hence the purpose is listening for detailed/specific information. The task may also be considered to necessitate listening for a main idea; however, this was not selected here as key information is required to obtain the desired response where a single vocabulary item is the correct response.

Test: PTE Academic	Section: Speaking & Writing		Question type: Answer Short Question	
<b>Features of the expected response (SPEAKING)</b>				
<b>Cognitive processing</b>	Conceptualisation	Necessary	Desirable	Not required
	Grammatical encoding	Necessary	Desirable	Not required
	Phono-morphological encoding	Necessary	Desirable	Not required
	Phonetic encoding	Necessary	Desirable	Not required
	Self-monitoring	Necessary	Desirable	Not required
<b>Interaction pattern</b>	Non-reciprocal, i.e. semi-direct (computer/tape-based)		Reciprocal, i.e. direct (face-to-face)	
<b>Planning time</b>	Planning time allowed*		No planning time	
<b>Language functions</b>	<b>Informational functions</b>		<b>Interactional functions</b>	<b>Managing interaction</b>
	Providing personal/non-personal information		Agreeing	Initiating
	Expressing opinions/preferences		Disagreeing	Changing topics
	Elaborating		Modifying/ commenting	Reciprocating
	Justifying opinions		Asking for opinions	Deciding
	Comparing		Persuading	
	Speculating		Asking for information	
	Staging		Negotiation of meaning	
	Describing			
	Summarising			
	Suggesting			
	Reproductive		Others	Others
	NA		NA	NA

## 22 – Summarize Group Discussion

Test: PTE Academic	Section: Speaking & Writing	Question type: Summarize Group Discussion
<b>Task Features</b>		
<b>Task description</b>	<p>In this speaking/listening integrated skills task, test takers listen to a discussion among three speakers and then retell in their own words what was discussed. Each discussion is approximately 2 to 3 minutes, and test takers are given up to 2 minutes to complete the task.</p> <p>Test takers are expected to retell the discussion, including the main points and important details, and must understand the meaning in order to provide an accurate summary. Listening texts include a variety of authentic features, such as fillers and hesitations, false starts, and self-corrections. They also take place in real-time, meaning the texts are only played once, so test takers must process as they listen as they would do in real-world situations. This task involves understanding the content in order to fully and accurately represent it using coherent and clear speech.</p>	
<b>Instructions to candidates</b>	<p><i>You will hear three people having a discussion. When you hear the beep, summarize the whole discussion. You will have 10 seconds to prepare and 2 minutes to give your response.</i></p>	
<b>Timing</b>	<p>2-4 minutes listening; 10 seconds preparation; 2 minutes speaking</p>	
<b>Response format</b>	<p><i>Spoken summary</i></p>	
<b>No. of scored tasks</b>	<p>2</p>	
<b>Scoring parameters</b>	<p><i>Content (the comprehension of the discussion and ability to accurately recount each speaker's contributions and their relationships) – Rating scale 0-6</i></p> <p><i>Pronunciation – Rating scale 0-5</i></p> <p><i>Fluency (and natural pausing) – Rating scale 0-5</i></p>	
<b>Weighting</b>	<p>Approximately 8.7% of total; Approximately 20.0% of Listening; Approximately 18.8% of Speaking</p>	

Test:	Section:		Question type:		
PTE Academic	Speaking & Writing		Summarize Group Discussion		
Features of listening input					
Domain (c.f. CEFR)	Personal	Public	Educational	Occupational	
Discourse mode	Descriptive	Narrative	Expository	Argumentative	Instructive
Content knowledge	General				Specific
Cultural specificity	Neutral				Specific
Nature of information	Concrete				Abstract
Organization	Explicit				Implicit
Text length and duration			380 during 2-4 minutes		
Speech rate (based on samples)			Wpm:152		
Average syllables per word (based on samples)			1.4125		
Syllables per 100 words (based on samples)			141.26		
Information density and complexity (based on samples)			0.48 TTR		
Accent	Standard; intelligible				
Lexical level (based on samples)	A1 type %		52.09		
	A2 type %		18.425		
	B1 type %		11.995		
	B2 type %		7.37		
	C1 type %		1.845		
	C2 type %		0.425		
	AWL type %		4.4575		
	Metadiscourse type%		13.055		
Grammatical level (based on samples)	Sentence count		20		
	Average Sentence Length		18.9275		

Test: PTE Academic	Section: Speaking & Writing	Question type: Summarize Group Discussion		
<b>Cognitive processes (LISTENING)</b>				
<b>Purpose of listening (Goal setting)</b>	Listening for gist/overall understanding	Listening for main idea/important information/key message		
	Listening for detailed /specific information	Listening to infer opinion/attitude/intention		
<b>Cognitive processing</b>	Word recognition	Necessary	Desirable	Not required
	Lexical access	Necessary	Desirable	Not required
	Syntactic parsing	Necessary	Desirable	Not required
	Establishing the bare meaning of an utterance	Necessary	Desirable	Not required
	Relating new information to the context	Necessary	Desirable	Not required
	Inference	Necessary	Desirable	Not required
	Making referential links	Necessary	Desirable	Not required
	Interpreting speaker attitude and speaker goals	Necessary	Desirable	Not required

<b>Features of the expected response (SPEAKING)</b>				
<b>Cognitive processing</b>	Conceptualisation	Necessary	Desirable	Not required
	Grammatical encoding	Necessary	Desirable	Not required
	Phono-morphological encoding	Necessary	Desirable	Not required
	Phonetic encoding	Necessary	Desirable	Not required
	Self-monitoring	Necessary	Desirable	Not required
<b>Interaction pattern</b>	Non-reciprocal, i.e. semi-direct (computer/tape-based)		Reciprocal, i.e. direct (face-to-face)	
<b>Planning time</b>	Planning time allowed		No planning time	

Test: PTE Academic	Section: Speaking & Writing	Question type: Answer Short Question	
Features of the expected response (SPEAKING) cont.			
Language functions	Informational functions	Interactional functions	Managing interaction
	Providing personal/non-personal information	Agreeing	Initiating
	Expressing opinions/preferences	Disagreeing	Changing topics
	Elaborating	Modifying/ commenting	Reciprocating
	Justifying opinions	Asking for opinions	Deciding
	Comparing	Persuading	
	Speculating	Asking for information	
	Staging	Negotiation of meaning	
	Describing		
	Summarising		
	Suggesting		
	Others	Others	Others
NA	NA	NA	

## 23 – Respond to a Situation

Test:	Section:	Question type:
PTE Academic	Speaking & Writing	Respond to a Situation
Task Features		
<b>Task description</b>	Test takers receive a situation in both written and spoken format. After a 10 second preparation, test takers are given a “long turn” to explain how they would respond approach the situation.	
<b>Instructions to candidates</b>	<i>Listen to and read a description of a situation. You will have 20 seconds to think about your answer. Then you will hear a beep. You will have 40 seconds to answer the question. Please answer as completely as you can.</i>	
<b>Timing</b>	Listening approximately 14 seconds; preparation: 10 seconds; response: 40 seconds	
<b>Response format</b>	Spoken	
<b>No. of scored tasks</b>	2	
<b>Scoring parameters</b>	Appropriateness of their response to the given situation, fluency, and pronunciation.	
<b>Weighting</b>	Approximately 5.8% of total; Approximately 12.5% of Speaking	

Features of listening input					
Domain (c.f. CEFR)	Personal	Public	Educational	Occupational	
<b>Discourse mode</b>	Descriptive	Narrative	Expository	Argumentative	Instructive
<b>Content knowledge</b>	General				Specific
<b>Cultural specificity</b>	Neutral				Specific
<b>Nature of information</b>	Concrete				Abstract
<b>Organization</b>	Explicit				Implicit
<b>Text length and duration</b>	Samples were approximately 14 seconds; approximate word count:40; approximate syllable count:; sentence count:4				
<b>Speech rate (based on samples)</b>	Wpm: 171				
<b>Average syllables per word (based on samples)</b>	1.29				
<b>Syllables per 100 words (based on samples)</b>	128.86				
<b>Information density and complexity (based on samples)</b>	.8				
<b>Accent</b>	Standard/intelligible				

Test:	Section:	Question type:		
PTE Academic	Speaking & Writing	Respond to a Situation		
Features of listening input (cont.)				
Lexical level (based on samples)	A1 type %	83.21		
	A2 type %	10.81		
	B1 type %	2.22		
	B2 type %	.70		
	C1 type %	0		
	C2 type %	.83		
	AWL type %	.72		
	Metadiscourse type%	17.66		
Grammatical level (based on samples)	Sentence count	3.75		
	Average Sentence Length	11.25 words		
Cognitive processes (Listening)				
Purpose of listening (Goal setting)	Listening for gist/overall understanding	Listening for main idea/important information/key message		
	Listening for detailed /specific information	Listening to infer opinion/attitude/intention		
Cognitive processing	Word recognition	Necessary	Desirable	Not required
	Lexical access	Necessary	Desirable	Not required
	Syntactic parsing	Necessary	Desirable	Not required
	Establishing the bare meaning of an utterance	Necessary	Desirable	Not required
	Relating new information to the context	Necessary	Desirable	Not required
	Inference	Necessary	Desirable	Not required
	Making referential links	Necessary	Desirable	Not required
	Interpreting speaker attitude and speaker goals	Necessary	Desirable	Not required

NB. Listening might not be required given that the instructions are also provided in written format.

Test: PTE Academic	Section: Speaking & Writing		Question type: Respond to a Situation	
<b>Features of the expected response (SPEAKING)</b>				
<b>Cognitive processing</b>	Conceptualisation	Necessary	Desirable	Not required
	Grammatical encoding	Necessary	Desirable	Not required
	Phono-morphological encoding	Necessary	Desirable	Not required
	Phonetic encoding	Necessary	Desirable	Not required
	Self-monitoring	Necessary	Desirable	Not required
<b>Interaction pattern</b>	Non-reciprocal, i.e. semi-direct (computer/tape-based)		Reciprocal, i.e. direct (face-to-face)	
<b>Planning time</b>	Planning time allowed		No planning time	
<b>Language functions</b>	<b>Informational functions</b>		<b>Interactional functions</b>	<b>Managing interaction</b>
	Providing personal/non-personal information		Agreeing	Initiating
	Expressing opinions/preferences		Disagreeing	Changing topics
	Elaborating		Modifying/ commenting	Reciprocating
	Justifying opinions		Asking for opinions	Deciding
	Comparing		Persuading	
	Speculating		Asking for information	
	Staging		Negotiation of meaning	
	Describing			
	Summarising			
	Suggesting			
	Reproductive		Others	Others
	NA		NA	NA

# Construct comparisons<sup>4</sup>

Following the detailed scrutiny of the 22 individual PTE Academic question types, this section provides an overall comparison of PTE Academic and IELTS Academic in relation to the two receptive language skills (i.e., reading and listening) and the two productive skills (i.e., speaking and writing).

## Receptive skills

### Reading

The following table summarizes the reading skill comparison between PTE Academic and IELTS Academic. Key similarities and differences are summarized subsequently.

Test	PTE Academic	IELTS Academic
Level covered	A1-C2	A1-C2
Skills focus	<ul style="list-style-type: none"> <li>Identifying the main ideas and supporting details</li> <li>Understanding the author's purpose, technique, attitude, and rhetorical intent.</li> <li>Precisely understanding details including facts, reasons, outcomes, hypothesis, evidence, implications</li> <li>Inferring the meaning of unfamiliar lexical questions</li> <li>Understanding conceptual themes and concepts (e.g. cause-effect, compare-contrast, cause-result, purpose)</li> <li>Understanding syntactic structure, discourse markers, lexical and /or grammatical cohesion</li> <li>Extracting salient details to summarize (the text, an idea)</li> <li>Reading critically and in-depth, draw logical inferences, evaluate and challenging hypothesis and evidence</li> <li>Integrating information from multiple sources into a coherent whole and generating and organizing frame that is not explicitly stated</li> </ul>	<ul style="list-style-type: none"> <li>Show detailed understanding of specific points or general understanding of the main points of the text</li> <li>Recognise specific information given in the text</li> <li>Skim and scan a text in order to find specific information</li> <li>Recognize relationships and connections between facts in the text</li> <li>Show ability to recognise opinions and theories</li> <li>Understand a detailed description in the text, and then relate that description to information given in a diagram</li> </ul>

<sup>4</sup> **Note:** In PTE Academic, multiple skills can be assessed in a single question type. These are called integrated items. The test is structured so that items of a skill are generally grouped together in sections; however, integrated skills items may appear anywhere in the tests. For instance, while there are five question types that assess Reading as a standalone skill, three other question types assess Reading alongside other skills. A test taker's Reading score draws from all these items that assess Reading, whether standalone or as an integrated item.

Test	PTE Academic	IELTS Academic
<b>Task description</b>	In the Reading section, there are 15 scored questions from five question types (i.e., Fill in the Blanks (Dropdown); Multiple Choice, Multiple Answers (Reading); Reorder Paragraph; Fill in the Blanks (Drag and drop); Multiple Choice, Single Answer (Reading)). In the Speaking & Writing section, one question type (Summarize Written Text) involve reading. In the Listening section, two question types (Highlight Correct Summary; Highlight Incorrect Words) involve reading.	There are 40 questions across three parts (three passages). A variety of question types is used, see Question Types below.
<b>Timing</b>	Part 2: Reading Scored tasks take approximately 23 minutes.	60 minutes
<b>Domain / topic</b>	Cover a broad range of topics and reflect the range of texts that would be encountered in an academic or skilled professional context. Topics are broadly accessible to the test taker population and, whilst mainly academic in nature, do not bias in favor of test takers with specific knowledge. Instead, the test is designed to only assesses the test taker's ability to comprehend the texts provided. Topics also include those with a more general focus which tap into the contexts where language will be used to perform everyday tasks relating to study and work.	All the topics are of general interest to students at undergraduate or postgraduate level.
<b>Text length</b>	A range of text length required: 70-110 words x 2 300 words x 2 50-110 words x 2 40-80 words x 5 100-200 words x 4	Total: 2150-2750 words Average: 854
<b>Texts</b>	The majority of texts used in PTE Academic are excerpted from real-life authentic texts	Texts come from books, journals, magazines, newspapers and online resources, written for a non-specialist audience. Texts may contain diagrams, graphs or illustrations. If texts use technical vocabulary, a simple dictionary definition is provided.
<b>Discourse mode</b>	Mostly descriptive, expository, argumentation, and some instructive and narrative	The texts may be written in different styles, for example, narrative, descriptive or discursive/argumentative. At least one text contains detailed logical argument.

Test	PTE Academic	IELTS Academic
<b>Question types</b>	Fill in the blanks (Drop down) Fill in the Blanks (Drag and drop) Multiple Choice, Single Answer (Reading) Multiple Choice, Multiple Answer (Reading) Reorder Paragraph	11 question types are used: Multiple choice, identifying information, identifying writer's views/claims (Yes/No/Not given), matching headings, matching features, matching sentence endings, sentence completion, summary/note/table/flow-chart completion, diagram label completion, short-answer questions
<b>Types of reading</b>	Expeditious reading: local (scan/search for specifics)	Expeditious reading: local (scan/search for specifics)
	Expeditious reading: global (skim for gist/search for key ideas/detail)	Expeditious reading: global (skim for gist/search for key ideas/detail)
	Careful reading: local (understanding sentence)	Careful reading: local (understanding sentence)
	Careful reading: global (comprehend main idea(s)/overall text(s))	Careful reading: global (comprehend main idea(s)/overall text(s))
<b>Levels of cognitive processes</b>	Word recognition	Word recognition
	Lexical access	Lexical access
	Syntactic parsing	Syntactic parsing
	Establishing propositional meaning (cl./sent. Level)	Establishing propositional meaning (cl./sent. Level)
	Inferencing	Inferencing
	Building a mental model	Building a mental model
	Creating a text level representation (disc. Structure)	Creating a text level representation (disc. Structure)
<b>Scoring and reporting</b>	All fixed answers award 1 point per answer. 8 question types contribute to the Reading score, each weighing a different percentage from 2.5% to 27.5%. The test takers receive a Reading score, ranging from 10–90.	All questions equally weighted. Each correct answer receives one mark. The final score is given as a band score from 1–9 in whole or half bands, e.g. 4 or 6.5.

Both PTE Academic and IELTS Academic reading sections target the full range of CEFR levels A1–C2. PTE Academic's reading section includes 15 scored questions from five question types (i.e., Fill in the Blanks (Drop down); Multiple Choice, Multiple Answers (Reading); Reorder Paragraph; Fill in the Blanks (Drag and drop); Multiple Choice, Single Answer (Reading)). Reading is also required in one question type (Summarize Written Text) in the Speaking & Writing section and two question types (Highlight Correct Summary; Highlight Incorrect Words) in the Listening section. IELTS Academic has 40 reading questions from 10 question types. Candidates need to complete the IELTS Academic reading test in 60 minutes. The approximate timing for the reading section in PTE Academic is approximately 23 minutes. More work is required to fully explain the

consequence of the temporal disparity between assessments; however, preliminary judgments may be gleaned from industry practice and relevant peer-reviewed literature. In practice, longer reading sections are typically used in high stakes language assessments (e.g., IELTS Academic, TOEFL iBT, LanguageCert Academic) for at least two purposes centering around validity: (1) the extent to which to the test can assess key reading skills and (2) the reliability of the assessment. Though longer reading tasks have been suggested to effectively assess careful reading skills (Nuttall, 1996), it is unclear how long a reliable task should be in the context of language assessment (Green et al., 2010). Researchers have cautioned that expeditious reading has been under-represented in high-stakes academic reading tests (Weir and Chan, 2009). For PTE Academic, based on the test scrutiny judgement, core reading skills including skimming, scanning, reading for gist, main ideas, and supporting ideas are targeted in PTE Academic reading and test takers are required to possess more passages than the typical two passages. For reliability, the PTE Academic reading component is spread across 8 tasks and 21 question types, reflecting a “repeated measures” analysis of the skill per test taker. The extent to which the reading component is found to be reliable needs to be explicitly shown through field testing, while concurrent validity may be shown through quantitative concordance studies which investigate how well proficiency decisions on PTE Academic test reflect decisions on tests designed for similar purposes (e.g., IELTS Academic). If the reading is deemed to be sufficiently reliable and proficiency labels correspond with those of established tests designed for similar purposes, it would provide strong support for maintaining a shorter reading component. Shorter reading sections have practical utility for testing, but may also reduce reading load and therefore cognitive load, and may promote engagement (Forrin et al., 2020).

Passages are similar in genre as both PTE Academic and IELTS target the academic domain. Candidates read more but shorter texts in PTE Academic (new passages for each of the 8 question types) as compared to three long passages (average text length of 854) in IELTS Academic. The following table provides an overview of the measures of linguistic features by each reading question type in PTE Academic. The average length of texts in the PTE Academic reading section ranges between 70.99-154.18, with an average sentence length ranging between 18.93-25.69. The average readability score in terms of Flesch-Kincaid Grade (grade level according to the US school system) of PTE Academic ranges 11.35-14.98 as compared to an overall average of 12.64 for the IELTS Academic reading passages. As the passages used in PTE Academic are authentic texts, the measures closely resemble those obtained in the real-life academic texts (for example, see Green, Weir and Unaldi, 2010).

Measure Average	Multiple Choice, Single Answer	Multiple Choice, Multiple Answers	Reorder Paragraph	Fill in the Blanks (Drag and Drop)	Fill in the Blanks (Type In)
Word count	81.76	184.1	97.622	70.99	154.18
Average sentence length	21.94	23.36	25.69	18.93	23.72
Flesch Reading Ease	38.69	38.21	33.43	47.39	40.49
Flesch-Kincaid Grade	13.31	13.73	14.98	11.35	13.51
Lexical diversity (VOCD)	76.90	73.74	87.90	61.94	88.75
Lexical diversity (MTLD)	77.83	69.66	86.46	51.18	85.96
A1 type %	45.52	44.67	42.52	50.73	42.31
A2 type %	12.58	14.50	13.77	11.18	13.29
B1 type %	16.91	17.23	16.25	14.60	18.92
B2 type %	7.37	8.80	9.99	12.23	12.97
C1 type %	2.57	3.03	2.63	2.10	3.62
C2 type %	1.60	1.73	2.89	2.51	1.62
AWL type %	10.99	12.08	9.51	5.88	13.26
Metadiscourse type %	9.30	9.65	7.81	12.21	7.96

To elicit the target academic reading skills, PTE Academic offers more diversity in the range of passages whereas IELTS Academic uses a wider range of question types. Both tests appear to engage similar levels of processing, including word recognition, lexical access, syntactic parsing, establishing propositional meaning, inferencing, building a mental model and creating a text level representation. Neither test targets the process of creating an intertextual representation across multiple texts, which is considered an important skill in academic reading. Both tests sample the full range of reading types, i.e., careful local, careful global, expeditious local and expeditious global reading. The fewer/longer texts in IELTS Academic might encourage global skimming and scanning more effectively, whereas use of separate texts per question type in PTE Academic might target individual processes more effectively.

## Listening

The following table summarizes the listening skill comparison between PTE Academic and IELTS Academic. Key similarities and differences are summarized subsequently.

Test	PTE Academic	IELTS Academic
<b>Target level</b>	A1-C2	A1-C2
<b>Skills focus</b>	<p>Test assesses test taker's ability to:</p> <p>Understand main ideas, gist, and supporting details, along with speaker opinions, intent, or attitude.</p> <p>Understand spoken utterances of various durations (approximately 5–90 seconds) in a variety of contexts (public, educational, and occupational) and discourse modes (descriptive, expository, argumentative).</p> <p>Understand concrete and abstract monologues and dialogues taken from authentic sources or designed for specific purposes (i.e., Summarize Spoken Text).</p> <p>Integrate different language skills (writing and reading) with listening to demonstrate proficiency.</p>	<p>Test assesses test taker's ability to:</p> <p>Understand details- e.g., listen for names, numbers, and locations and complete a form</p> <p><b>Section 1:</b> understand concrete, factual information (fill in form; label a map or diagram)</p> <p><b>Section 2:</b> understand concrete, factual information (complete text; label diagram)</p> <p><b>Section 3:</b> understand more abstract information (e.g., opinions, arguments, attitudes, inference). Complete comprehension questions or fill in the blank.</p> <p><b>Section 4:</b> understand more abstract information (e.g., opinions, arguments, attitudes, inference) Complete the summary/fill in the blank.</p>
<b>Number of tasks</b>	12 question types, 34 questions	40
<b>Structure and description</b>	<p><b>Summarize Spoken Text.</b> In this task, test takers listen to a 60–90 second monologic lecture excerpt and write a 50–70 word summary. Test takers are asked to imagine that they are preparing the summary for someone unable to attend the lecture.</p> <p><b>Multiple Choice, Multiple Answers.</b> In these tasks test takers listen to an audio/ watch a video of approximately 90 seconds, read 5–7 option responses, and select the option that best answer each question. Options consist of texts, pictures, or hotspots representing 2–5 possible answers to the question.</p> <p><b>Fill in the Blanks (Type in).</b> The task requires candidates to listen to an audio (30–60 seconds) and complete its transcript (50–100 words) by typing 4–6 missing words. Test takers can change their answer before clicking a confirm button.</p>	<p>4 sections: mix of MCQ, cloze listening, and labelling.</p> <p><b>Task 1.</b> Dialogue (concrete, cloze listening), a conversation between two people set in an everyday social context.</p> <p><b>Task 2.</b> Monologue, set in an everyday social context, e.g., a speech about local facilities.</p> <p><b>Task 3.</b> Dialogue (Academic and training), a conversation between up to four people set in an educational or training context, e.g., a university tutor and a student discussing an assignment.</p> <p><b>Task 4.</b> Lecture, a monologue on an academic subject, e.g., a university lecture.</p>

Test	PTE Academic	IELTS Academic
<p><b>Structure and description (cont.)</b></p>	<p><b>Highlight Correct Summary.</b> Test takers hear an audio recording or watch a video, then select the written summary (200–300 words combined) which best describes what was heard.</p> <p><b>Multiple Choice, Single Answer.</b> Test takers listen to an audio/watch a video between 30–60 seconds in length, read 4 options, and select the option that best answers each question. Options consist of texts, pictures, or hotspots representing 2–5 possible answers to the question. One option is the correct answer.</p> <p><b>Select Missing Word.</b> Test takers listen to an audio or watch a video which has the final word(s) replaced by an electronic beep. Four options to complete the sentence are presented in multiple choice format, and the test taker must select the most suitable option.</p> <p><b>Highlight Incorrect Words.</b> Test takers hear a short recording (15–20 seconds, 50–120 words) and are presented with the recording's written transcript. Test takers must click on words in the transcript which differ from the recording.</p> <p><b>Write from Dictation.</b> The task requires candidates to listen to a short sentence (8–11 words) containing meaningful information in a presentational or academic setting. They are asked to transcribe what is said by typing the exact sentence, using correct spelling and punctuation. For accurate transcription, candidates need to process sound quickly, derive contextual meaning from what they have just heard, and retain meaningful phrases or a whole sentence. Performance on this task contributes to Listening and Writing scores.</p>	
<p><b>Timing</b></p>	<p>Approximately 31 minutes</p>	<p>40 minutes: 30 minutes listening, (paper-based gets 10 minutes to transfer answers from question paper to answer sheet; computer-based gets 2 minutes for answer review). Question preview time is given for test takers to prepare for the listening. This facilitates contextual understanding as well as focusing attention toward required information.</p>

Test	PTE Academic	IELTS Academic
<b>Weighting</b>	All fixed answers award 1 point per answer.  12 question types contribute to the listening score, each weighing a different percentage from 0.8% to 20.0%. The test takers receive a listening score, ranging from 10–90.	Each question is worth one point. Correct answers receive one point while incorrect answer receive zero points.  Tasks are equally weighted at 10 points each (i.e., each text is accompanied by 10 questions).
<b>Presentation</b>	Listening passages are played once.	Listening passages are played once.
<b>Cognitive processing: Levels of listening targeted by questions</b>	Word recognition	Word recognition
	Lexical access	Lexical access
	Syntactic parsing	Syntactic parsing
	Identifying the speaker's point	Identifying the speaker's point
	Inference	Inference
	Making referential links	Making referential links
	Inferring the speaker's attitude	Inferring the speaker's attitude
	Integrating meaning to understand key points or meaning in a conversation.	Integrating meaning to understand key points or meaning in a conversation.
<b>Domain</b>	Items are predominantly taken from authentic sources and include public, educational, and occupational contexts.	Domains include everyday social contexts (recording 1 and 2), an educational or training context (recording 3), and an academic context.
<b>Interaction</b>	Monologic and dialogic	Monologic and dialogic
<b>Discourse mode</b>	Descriptive, expository, argumentative	Descriptive, biographical, expository, argumentative
<b>Nature of information</b>	Concrete and abstract	Concrete and abstract

PTE Academic and IELTS Academic both target CEFR levels A1–C2 for each language skill and assess similar cognitive processes and domains. However, IELTS Academic overlaps with IELTS General Training, such that the listening and speaking sections for the academic and general versions of the test are interchangeable (hereafter the IELTS Academic Listening and IELTS General Training will be referred to as IELTS Listening).

PTE Academic specifically targets the academic domain, and consequently, there is a greater emphasis on academic and professional listening contexts, materials, and discourse modes compared to the more general focus of IELTS Listening. IELTS Listening includes personal/biographical domains, which may be relevant to general conversations experienced in university life, but are not found in PTE Academic. This illustrates the interplay of priorities between what exists in the target language use domain, what should be measured, and what can reasonably be measured in a single sitting. For PTE Academic, while the personal domain is covered (through integrated tasks, subsequently discussed), the focus is decidedly more academic.

Skills in academic contexts are displayed in integrated fashions. To enhance the authenticity of assessments and the robustness of claims related to their use, it is appropriate for tests designed to assess academic language use to include skill integration. Both the PTE Academic and IELTS Listening tests require listening beyond their specified listening sections (skill integration), though at disparate extents. To mimic language use in academic contexts, PTE Academic has been designed to have explicitly integrated tasks, with listening extending beyond the listening section (Part 3). Though there are 12 items within the listening section, there are 19 additional integrated listening-speaking tasks. IELTS Listening is predominantly isolated, but requires integration through the IELTS speaking section's use of an interlocutor.

## Productive skills

The comparison of speaking and writing between the IELTS Academic and PTE Academic tests is complex due to the integrated design of PTE Academic. In PTE Academic, speaking and writing are combined into a single section, whereas IELTS treats them as distinct skills. Productive skills naturally align with response formats, such that test takers often demonstrate their understanding of receptive skill tasks through the use of productive skills. Recognising this interdependence, PTE Academic integrates receptive and productive elements into its test design, specifications, and reporting. Notably, the speaking and writing sections are combined in PTE Academic. For clarity and comparison, however, these skills have been delineated separately below.

### Speaking

The following table summarizes the speaking skill comparison between PTE Academic and IELTS Academic. Key similarities and differences are summarized subsequently.

Comparison focus: Speaking		
Test	PTE Academic	IELTS Academic
Target Level	A1-C2	A1-C2
Skills focus	Foundational speaking skills—pronunciation and fluency (read aloud), accuracy (repeat sentence), [repetition for the purpose of adopting interlocutor's speech], explain, suggest, expressing opinions/preferences, and elaborating	Tasks are designed to elicit speaking skills such as communicating personal information, expressing and justifying opinions, explaining, suggesting, speculating, expressing preferences, comparing, summarising, and narrating.

Comparison focus: Speaking		
Test	PTE Academic	IELTS Academic
Task description	<p><b>Read Aloud.</b> Test takers are given a short written text (40–60 words) to read aloud. They have either 35 or 40 seconds to prepare, depending on passage length. The purpose of this task is to measure test takers' reading proficiency by measuring aspects of oral proficiency. It is expected that aspects of speech quality, apart from foundational aspects candidate's speaking skills, are also dependent on the degree of comprehension of the reading passage.</p> <p><b>Repeat Sentence.</b> Test takers listen to a 9–15 word sentence and are asked to repeat the sentence verbatim. The purpose of this task is to measure the test takers' ability to repeat spoken information faithfully and accurately. The ability to perform the task depends on the ability to understand the spoken utterance, remember its meaning, and articulate the sentence. Test takers need to focus on listening attentively, retaining meaningful phrases or the whole sentence, understanding the relationships among segments of language, and delivering the sentence expressively, using correcting grammar and sentence structure.</p> <p><b>Describe Image.</b> Test takers view a graph or chart and describe the trends, developments or patterns that are displayed. The task requires test takers to provide their own description, analysis, and interpretation of a given material, and requires textual and functional competence as well as grammatical competence to produce a high-quality response.</p> <p><b>Retell Lecture.</b> Test takers hear or watch a lecture excerpt or monologue taken from a real-world academic or public talk. After a short preparation time, test takers retell the lecture in their own words. The focus is on having a detailed understanding of the talk, synthesizing the important information, and effectively delivering the information in their own words.</p>	<p>The Speaking Test consists of an oral interview between the candidate and an examiner. Speaking tests are recorded.</p> <p><b>Introduction and interview.</b> The examiner introduces himself/herself and checks the test taker's identity. Then the examiner asks the candidate general questions on some familiar topics such as home, family, work, studies, interests. To ensure consistency, questions are taken from a scripted examiner frame. This part of the test focuses on the candidate's ability to communicate opinions and information on everyday topics and common experiences or situations by answering a range of questions.</p> <p><b>Long turn.</b> The examiner gives the candidate a task card which asks the candidate to talk about a particular topic, includes points to cover in their talk and instructs the candidate to explain one aspect of the topic. Candidates are given 1 minute to prepare their talk, and are given a pencil and paper to make notes. Using the points on the task card effectively, and making notes during the preparation time, will help the candidate think of appropriate things to say, structure their talk, and keep talking for 2 minutes. The examiner asks the candidate to talk for 1 to 2 minutes, stops the candidate after 2 minutes, and asks one or two questions on the same topic. Part 2 lasts 3–4 minutes, including the preparation time. This part of the test focuses on the candidate's ability to speak at length on a given topic (without further prompts from the examiner), using appropriate language and organising their ideas coherently. It is likely that the candidate will need to draw on their own experience to complete the long turn.</p> <p><b>Task 3.</b> (Discussion) The examiner and the candidate discuss issues related to the topic in Part 2 in a more general and abstract way and – where appropriate – in greater depth. This part of the test focuses on the candidate's ability to express and justify opinions and to analyse, discuss and speculate about issues.</p>

Comparison focus: Speaking		
Test	PTE Academic	IELTS Academic
<p><b>Task description (cont.)</b></p>	<p><b>Answer Short Question.</b> Test takers hear a short question and are instructed to speak their answer concisely, such that “often just one or a few words is enough”. For instance, a lexical task where a definition is briefly explained or described, and the appropriate response is a word that would be clear to a listener who has the requisite vocabulary knowledge.</p> <p><b>Summarize Group Discussion.</b> Test takers listen to a discussion between three speakers and retell, in their own words, what was discussed. Each discussion is approximately 2 to 3 minutes, and test takers are given up to 2 minutes to complete the task.</p> <p>Test takers are expected to retell the discussion, including the main points and important details, and must understand the meaning in order to provide an accurate summary. Listening texts include a variety of authentic features, such as fillers and hesitations, false starts, and self-corrections. They also take place in real-time, meaning the texts are only played once, so test takers must process as they listen as they would do in real-world situations. This task involves understanding the content in order to fully and accurately represent it using coherent and clear speech.</p> <p><b>Respond to a Situation.</b> Test takers receive a situation in both written and spoken format. After a 10-second preparation, test takers are given 40 seconds to explain how they would respond to the situation. The task elicits aspects of pragmatic ability in a relatively open, long turn response. The focus here is on the test taker’s spoken response, and the scenario is presented in both written text and audio text so that test takers may access the scenario through whichever receptive skill they prefer. Responses are scored on the appropriacy of their response to the given situation, as well as the fluency and pronunciation of their speech.</p>	
<p><b>Timing</b></p>	<p>Approximately 75 minutes (including 40 minutes for the writing items)</p>	<p>11-14 minutes (Part 1: 4-5 mins; Part 2: 3-4 mins; Part 3: 4-5 minutes)</p>

Comparison focus: Speaking		
Test	PTE Academic	IELTS Academic
Scoring and weighting	<p>6 question types contribute to the speaking score, each weighing a different percentage from 9.4% to 31.3%. The test takers receive a Speaking score, ranging from 10–90.</p> <p>Five speaking question types (i.e., Repeat Sentence; Describe Image; Retell Lecture; Summarize Group Discussion; and Respond to a Situation) elicit open-ended responses from test takers and are scored using automated scoring technology. Short Answer Question is scored in terms of vocabulary. The other five speaking question types are scored in terms of content, pronunciation, and fluency.</p> <p><b>CONTENT</b></p> <p>The content criterion is question specific, for example:</p> <p>Content is a measure of reading accuracy. It is scored by counting the errors made during the Read Aloud. Raters listen to a test taker response and compare it with the transcript of the prompt. Errors include replacements, omissions and insertions.</p> <p>Content functions as a measure of repeat accuracy. It is scored by comparing the word string of the response to the word string of the prompt.</p> <p><b>PRONUNCIATION</b></p> <p>Pronunciation is defined as the ability to produce consonants, vowels and stress like most regular speakers of the language do, i.e., in such a way that it is easily understandable to most regular speakers of the language.</p> <p><b>FLUENCY</b></p> <p>Fluency is defined as the rapid, smooth, accurate, lucid, and efficient translation of communicative intention into language under the temporal constraints of on-line processing. Lack of fluency is characterised by unnatural pausing behaviour and slowness in oral production.</p>	<p>Examiners award a band score for each of four criterion areas: Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy and Pronunciation. The four criteria are equally weighted. Scores are reported in whole and half bands. Detailed performance descriptors have been developed which describe spoken performance at the nine IELTS bands.</p> <p><b>Fluency and Coherence</b></p> <p>The ability to talk with normal levels of continuity, rate and effort and to link ideas and language together to form coherent, connected speech. The key indicators of fluency are speech rate and speech continuity. The key indicators of coherence are logical sequencing of sentences, clear marking of stages in a discussion, narration or argument, and the use of cohesive devices (e.g. connectors, pronouns and conjunctions) within and between sentences.</p> <p><b>Lexical Resource</b></p> <p>This criterion refers to the range of vocabulary the candidate can use and the precision with which meanings and attitudes can be expressed. The key indicators are the variety of words used, the adequacy and appropriacy of the words used and the ability to circumlocute (get round a vocabulary gap by using other words) with or without noticeable hesitation.</p> <p><b>Grammatical Range and Accuracy</b></p> <p>This criterion refers to the range and the accurate and appropriate use of the candidate's grammatical resource. The key indicators of grammatical range are the length and complexity of the spoken sentences, the appropriate use of subordinate clauses, and the range of sentence structures, especially to move elements around for information focus. The key indicators of grammatical accuracy are the number of grammatical errors in a given amount of speech and the communicative effect of error.</p> <p><b>Pronunciation</b></p> <p>This criterion refers to the ability to produce comprehensible speech to fulfil the Speaking test requirements. The key indicators will be the amount of strain caused to the listener, the amount of the speech which is unintelligible and the noticeability of L1 influence.</p>

Comparison focus: Speaking		
Test	PTE Academic	IELTS Academic
<b>Cognitive processing:</b> <b>Levels of speaking</b>	Conceptualisation	Conceptualisation
	Grammatical encoding	Grammatical encoding
	Phono-morphological encoding	Phono-morphological encoding
	Phonetic encoding	Phonetic encoding
	Self-monitoring	Self-monitoring
		Reciprocal, i.e. direct (face-to-face)
	Planning time allowed	Planning time allowed
<b>Discourse mode</b>	Descriptive, expository, argumentative	Descriptive, biographical, expository, argumentative
<b>Nature of information</b>	Mix of concrete and abstract	Mix of concrete and abstract
<b>Presentation</b>	e.g., verbal and non-verbal (e.g., graphs/figures)	Verbal and textual (e.g. a cue card)

The PTE Academic and IELTS Academic speaking sections assess similar cognitive processes (e.g., conceptualisation, grammatical encoding, phono-morphological encoding, and phonetic encoding), but differ in key regards. Akin to IELTS Listening, the IELTS Academic Speaking is interchangeable with IELTS General Training, an assessment for general, vocational, and immigration-related purposes. Consequently, the IELTS exams have broader scope for general language use. The PTE Academic Speaking section may engage the personal domain for certain tasks (e.g., Repeat Sentence; Answer Short Question), but remains distinctly academic through a strong emphasis on inputs which are authentic to the academic domain. Additional difference is found in timing as PTE Academic requires test takers to perform a range of integrated speaking tasks, i.e. Retell Lecture; Summarize Group Discussion; Describe Image; and Response to a Situation. In PTE Academic, speaking tasks are more numerous, but short, and relatively little time is given to test takers for planning. Further, the brevity and nature of some PTE Academic speaking tasks leaves minimal opportunity for test takers to engage in or display self-monitoring.

## Writing

The following table summarizes the writing skill comparison between PTE Academic and IELTS Academic. Key similarities and differences are summarized subsequently.

Test	PTE Academic	IELTS Academic
<b>Level covered</b>	A1-C2	A1-C2
<b>Response format and Genre</b>	A total of four question types contributes to the assessment of Writing. Two (i.e., Summarize Written Text; Write Essay) are in the Speaking & Writing section and two (i.e., Summarize Spoken Text; Write from Dictation) are in the Listening section.	<p><b>Task 1:</b> Continuous writing; Information transfer from multiple non-verbal inputs</p> <p><b>Task 2:</b> A longer piece of continuous writing; Essay</p>
<b>Task description</b>	<p>PTE Academic includes integrated and independent question types</p> <p><b>Summarize Written Text</b> This task requires test takers to read a real-life reading text (200–300 words) from an academic source and write a short summary (up to 75 words). The purpose of this task is to measure a test takers' ability to summarize information in written texts and write conclusions.</p> <p><b>Summarize Spoken Text</b> The task requires test takers to listen to a 60–90 second lecture excerpt and write a 50–70 word summary. Test takers are asked to imagine that they are preparing the summary for someone unable to attend the lecture.</p> <p><b>Write Essay</b> This task requires test takers to write a persuasive essay (200–300 words) and support their position or opinions with details and examples on a given topic.</p> <p><b>Write from Dictation</b> The task requires candidates to listen to a short sentence (8–11 words) containing meaningful information in a presentational or academic setting. They are asked to transcribe what is said by typing the exact sentence, using correct spelling, and punctuation.</p> <p>The multiple writing tasks are integrated with related communication skills (e.g., reading, listening) and rhetorical functions (e.g., summarizing, persuading, describing). PTE Academic evaluates test takers' abilities with respect to the varied demands of elaborated writing as well as their ability in handling information in other modes of communication.</p>	<p>The IELTS Writing test is designed to assess a wide range of writing skills, including how well test takers:</p> <ul style="list-style-type: none"> <li>• write a response appropriately</li> <li>• organise ideas</li> <li>• use a range of vocabulary and grammar accurately</li> </ul> <p>In Task 1 test takers are presented with a graph, table, chart or diagram. Test takers are asked to describe, summarize or explain the information in their own words. This might involve describing and explaining data, describing the stages of a process or how something works, or describing an object or event.</p> <p>In Task 2 test takers are asked to write an essay in response to a point of view, argument or problem.</p>
<b>Domain</b>	Academic, Public, Occupational	Academic, social

Test	PTE Academic	IELTS Academic
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Writing for purpose (to learn, to inform, to persuade)</li> <li>• Supporting an opinion with details, examples and explanations</li> <li>• Organizing sentences and paragraphs in a logical way</li> <li>• Developing complex ideas within a complete essay</li> <li>• Writing under timed conditions</li> <li>• Using words and phrases appropriate to the context</li> <li>• Using correct grammar, spelling, mechanics</li> <li>• Summarize information in written/ spoken texts</li> <li>• Write conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• To transfer information from multiple inputs</li> <li>• To collate different pieces of information in order to describe, summarize or explain the information.</li> <li>• To write a persuasive essay</li> <li>• To defend or attack a particular argument or opinion, compare or contrast aspects of an argument, and give reasons for the argument.</li> </ul>
<b>Timing</b>	<p>Summarize Written Text: 10 minutes (x 2 items)</p> <p>Summarize Spoken Text: 10 minutes</p> <p>Write Essay: 20 minutes</p>	60 minutes. Test takers should spend 20 minutes on Task 1, and 40 minutes on Task 2. Test takers need to manage their own time.
<b>Text length of expected response</b>	<p>Summarize Written Text: 50–70 words (x 2 items)</p> <p>Summarize Spoken Text: 50–70 words</p> <p>Write Essay: 200–300 words</p>	<p><b>Task 1:</b> at least 150 words</p> <p><b>Task 2:</b> at least 250 words</p>
<b>Weighting</b>	4 question types contribute to the Writing score, each weighing a different percentage from 18.5% to 30.8%. The test takers receive a Writing score, ranging from 10–90.	<p><b>Task 1:</b> 33.3%</p> <p><b>Task 2:</b> 66.6%</p>

Test	PTE Academic	IELTS Academic
<b>Cognitive processing</b>	<p><b>Summarize Written Text:</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Comprehending ideas from input</li> <li>• Summarising ideas</li> <li>• Translating ideas</li> <li>• Organising ideas</li> <li>• Review &amp; Revise (local)</li> <li>• Review &amp; Revise (global)</li> </ul> <p><b>Summarize Spoken Text:</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Comprehending ideas from input</li> <li>• Summarising ideas</li> <li>• Translating ideas</li> <li>• Organising ideas</li> <li>• Review &amp; Revise (local)</li> <li>• Review &amp; Revise (global)</li> </ul> <p><b>Write Essay:</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Generating</li> <li>• Translating ideas</li> <li>• Organising ideas</li> <li>• Review &amp; Revise (local)</li> <li>• Review &amp; Revise (global)</li> </ul>	<p><b>Task 1:</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Comprehending (and interpreting) the components of graphs</li> <li>• Re-presenting or re-producing the non-graphic and graphic information</li> <li>• Translating ideas</li> <li>• Organising ideas</li> <li>• Review &amp; Revise (local)</li> <li>• Review &amp; Revise (global)</li> </ul> <p><b>Task 2:</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Generating</li> <li>• Translating ideas</li> <li>• Organising ideas</li> <li>• Review &amp; Revise (local)</li> <li>• Review &amp; Revise (global)</li> </ul>
<b>Discourse mode (rhetorical task)</b>	Descriptive, expository, argumentative/persuasive	Descriptive, expository, argumentative/persuasive
<b>Scoring approach</b>	Analytic (reported holistically)	Analytic (reported holistically)

Test	PTE Academic	IELTS Academic
<b>Scoring and marking</b>	<p>The test involves a complex scoring system with different parts of the test contributing to more than one reported score. The score range for each skill is 10–90 points.</p> <p><b>Summarize Written Text:</b></p> <p>Content (rating scale on the ability to paraphrase/summarize; comprehensiveness of ideas; logic) (0–4 points)</p> <p>grammar (0–2 points)</p> <p>vocabulary (0–2 points)</p> <p><b>Summarize Spoken Text:</b></p> <p>Content (rating scale on the ability to paraphrase/summarize; comprehensiveness of ideas; logic) (0–4 points)</p> <p>grammar (0–2 points)</p> <p>vocabulary (0–2 points)</p> <p><b>Write Essay:</b></p> <p>Content (rating scale 0–6)</p> <p>Development, Structure and Coherence (rating scale 0–6)</p> <p>Grammar (rating scale 0–2)</p> <p>General Linguistic Range (rating scale 0–6)</p> <p>Vocabulary Range (rating scale 0–2)</p>	<p>Test takers are assessed on their performance on each task by certificated IELTS examiners according to the four criteria of the IELTS Writing Test Band Descriptors (task achievement/ response, coherence and cohesion, lexical resource, grammatical range and accuracy).</p> <p>Scores are reported holistically in whole and half bands.</p> <p>Between two and four examiners mark IELTS Writing assessments.</p> <p><b>Marking</b></p> <p>Marking is done between two and four examiners for accuracy and fairness.</p>

The timing of the writing component between PTE Academic and IELTS is comparable. The three writing question types (Summarize Written Text; Summarize Spoken Text; Write Essay) require 50 minutes to complete. Additionally, Write from Dictation in the Listening section also contributes to the score reported for Writing. The IELTS Academic writing test takes 60 minutes. PTE Academic requires a wider range of writing samples, including two short integrated reading-writing, one short integrated speaking-writing and one longer essay samples. IELTS Academic requires two writing samples, one involving a description (and/or comparison) of visual information and the other an essay task. All tasks in both tests are formal in register. There is a clear emphasis of academic summarising skills in the writing tasks in PTE Academic whereas IELTS Academic focuses more on the ability to describe and compare/contrast information. Both tests include an essay task which targets similar cognitive processes (i.e., planning, translating, organising, review and revising.) The content criterion in PTE Academic writing question types is task-specific, enhancing an accurate evaluation of candidates' ability to

paraphrase and summarize ideas in writing. The PTE Academic writing items specifically target the academic domain, and consequently, there is a greater emphasis on academic writing skills, such as summarising ideas from varied language input modes, which are expected in real-life academic contexts.

## Conclusion

The study provides a detailed scrutiny of the enhanced PTE Academic through a systematic analysis of the construct of its 22 question types as well as an overall comparison between PTE Academic and IELTS Academic. As the content analysis and linguistic measures were obtained using a relatively small sample size—4 sets of 65 sample items and approximately 12–15 sample performances per productive question type—the findings are subject to further confirmation. Once the enhanced PTE Academic is operationalised, such analyses should be replicated with a large size sample. Nevertheless, it is commendable that Pearson commissioned an independent scrutiny of the construct of the enhanced PTE Academic to gather a priori evidence to support the validity argument of the test design and question types of the enhanced PTE Academic.

As a whole, PTE Academic is judged to have a clear focus on the academic domain through its use of authentic texts in the academic and professional domains. Compared with IELTS Academic, which has overlapping sections with the IELTS General Training (i.e., speaking and listening), PTE Academic focuses specifically on the academic domain. The latter includes personal and biographical topics, reflecting general conversational scenarios which may be encountered in university life—areas not directly addressed in PTE Academic. This distinction highlights the balance between what is found to exist in the academic target language use domain, the constructs deemed necessary for assessment, and the practical limitations of designing a feasible assessment. While the personal domain is included in PTE Academic (e.g., features of the listening input for Short Answer Question), PTE Academic's primary focus is firmly academic.

The question types used in PTE Academic resemble the range of real-life academic activities that the candidates are likely to encounter in the target academic domain. It is noticeable that PTE Academic samples a wide range of academic language skills by engaging candidates in various integrated and independent question types. The integrated tasks elicit requisite cognitive processing functions, such as integrating information, summarising information from spoken/written input, describing visual information verbally, associated with academic contexts. These high-level processes are often under-represented in large-scale language tests. For most question types (e.g., Summarize Written Text; Describe Image), multiple samples are collected which allow a more accurate measurement of the candidates' language abilities. These question types also carry heavier weighing than the less demanding tasks such as Read Aloud; Answer Short Question; and Multiple Choice, Single/Multiple Answer question types. Candidates are provided sufficient opportunities to demonstrate their

academic language skills in comparatively short tasks. The wide range of question types allows candidates across the L2 proficiency spectrum to perform. Some tasks, such as Read Aloud, focus on fundamental receptive (e.g. word recognition, decoding, and parsing) and productive processes (phono-morphological encoding and phonetic encoding) whereas others, such as Summarize Written Text and Summarize Group Discussion, require candidates to engage in higher-level processes. In lieu of an interlocutor, PTE Academic targets processes associated with interactional competence (e.g., extracting an interlocutor's meaning in real-time, adopting a speaker's words) and assesses them independently in a computer-based format.

This report establishes a basis for linking PTE Academic with assessments designed for similar purposes, such as IELTS Academic. Given the substantial overlap between PTE Academic and IELTS Academic in terms of target domain (context validity), cognitive processes required of test takers (cognitive validity) and the levels of test taker performance (scoring dimension), the two tests were judged to have comparable constructs. Building on this test scrutiny evidence, the addition of a concordance study is warranted for evidence of alignment in scoring and proficiency interpretations. Further research, through concordance activities and ongoing supplemental research is encouraged to validate and expand on these findings.



# References

Bowen, T., & Whithaus, C. (Eds.). (2013). *Multimodal literacies and emerging genres*. University of Pittsburgh Press.

Chan, S. & Taylor, L. (2020). Comparing writing proficiency assessments used in professional medical registration: A methodology to inform policy and practice. *Assessing Writing*, 46, 1-12.

Green, A., Ünalı, A., & Weir, C. (2010). Empiricism versus connoisseurship: Establishing the appropriacy of texts in tests of academic reading *Language Testing* 27(2), 191-211.

Forrin, N. D., Mills, C., D'Mello, S. K., Risko, E. F., Smilek, D., & Seli, P. (2021). TL; DR: longer sections of text increase rates of unintentional mind-wandering *The Journal of Experimental Education* 89(2), 278-290.

Khabbazbashi, N., Chan, S. and Clark, T. (2023). Towards the new construct of academic English in the digital age *ELT Journal*, 77(2), 207-216.

Long, M. H. (1996). The role of linguistic environment in second language acquisition. In W. C. Ritchie, & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413-468). San Diego: Academic Press.

Nuttall, C. (1996) *Teaching reading skills in a foreign language*. Heinemann.

Rowell, J., & Collier, D. R. (2017). Researching multimodality in language and education. *Research methods in language and education*, 311-324.

PTE Academic Assessment Strategy (August 2023).

PTE Academic Scoring Rubrics (updated) 2024.

Taylor, L. & Chan, S. (2015). Reviewing the suitability of English language tests for providing the GMC with evidence of doctors' English proficiency *GMC Online Research Reports*.

Weir, C. (2005). *Language testing and validation: An evidence-based approach*. Palgrave MacMillan.

Weir, C. & Chan, S. (2019). *Research and practice in assessing academic English: the case of IELTS*. *Studies in Language Testing* vol. 51. Cambridge: Cambridge University Press.

# Appendix 1 – Test analysis template

Test:	Section:			Question type :	
Task Features					
Task description					
Instructions to candidates					
Timing					
Response format					
No. of scored tasks					
Scoring parameters					
Weighting					

Features of input (READING)					
Word count					
Average sentence length (based on input sample)					
Average syllables per word (based on input sample)					
Syllables per 100 words (based on input sample)					
Domain (c.f. CEFR)	Personal	Public	Educational	Occupational	
Genre					
Discourse mode	Descriptive	Narrative	Expository	Argumentative	Instructive
Content knowledge	General				Specific
Cultural specificity	Neutral				Specific
Nature of information	Concrete				Abstract
Organization	Explicit				Implicit
Readability (based on input sample)	Flesch Reading Ease				
	Flesch-Kincaid Grade				

Features of input (READING) cont.					
Lexical Level (based on input sample)	Lexical diversity (VOCD)				
	Lexical diversity (MTLD)				
	A1 type %				
	A2 type %				
	B1 type %				
	B2 type %				
	C1 type %				
	C2 type %				
	AWL type %				
	Metadiscourse type %				
Cognitive processes (READING)					
Types of reading	Expeditious reading: local (scan/search for specifics)		Careful reading: local (understanding sentence)		
	Expeditious reading: global (skim for gist/search for key ideas/detail)		Careful reading: global (comprehend main idea(s)/overall text(s))		
Levels of cognitive processing	Word recognition		Necessary	Desirable	Not required
	Lexical access		Necessary	Desirable	Not required
	Syntactic parsing		Necessary	Desirable	Not required
	Establishing propositional meaning (cl./sent. Level)		Necessary	Desirable	Not required
	Inferencing		Necessary	Desirable	Not required
	Building a mental model		Necessary	Desirable	Not required
	Creating a text level representation (disc. Structure)		Necessary	Desirable	Not required
	Creating an intertextual representation (multi-text)		Necessary	Desirable	Not required

Features of listening input					
Domain (c.f. CEFR)	Personal	Public	Educational	Occupational	
Discourse mode	Descriptive	Narrative	Expository	Argumentative	Instructive
Content knowledge	General				Specific
Cultural specificity	Neutral				Specific
Nature of information	Concrete				Abstract
Organization	Explicit				Implicit

Features of listening input (cont.)		
Text length and duration		
Speech rate (based on samples)		Wpm
Average syllables per word (based on samples)		
Syllables per 100 words (based on samples)		
Information density and complexity (based on samples)		
Accent		
Lexical level (based on samples)	A1 type %	
	A2 type %	
	B1 type %	
	B2 type %	
	C1 type %	
	C2 type %	
	AWL type %	
Grammatical level (based on samples)	Sentence count	
	Average Sentence Length	

Cognitive processes (Listening)				
Purpose of listening (Goal setting)	Listening for gist/overall understanding	Listening for main idea/important information/key message		
	Listening for detailed /specific information	Listening to infer opinion/attitude/intention		
Cognitive processing	Word recognition	Necessary	Desirable	Not required
	Lexical access	Necessary	Desirable	Not required
	Syntactic parsing	Necessary	Desirable	Not required
	Establishing the bare meaning of an utterance	Necessary	Desirable	Not required
	Relating new information to the context	Necessary	Desirable	Not required
	Inference	Necessary	Desirable	Not required
	Making referential links	Necessary	Desirable	Not required
	Interpreting speaker attitude and speaker goals	Necessary	Desirable	Not required

Features of the expected response (WRITING)					
Domain (c.f. CEFR)	Personal	Public	Educational	Occupational	
Genre					
Text length					
Discourse mode	Descriptive	Narrative	Expository	Argumentative	Instructive
Content knowledge	General				Specific
Cultural specificity	Neutral				Specific
Nature of information	Concrete				Abstract
Organization	Explicit				Implicit
Writer-reader relationship					
Readability (based on performance sample)	Flesch Reading Ease				
	Flesch-Kincaid Grade				
Lexical features (based on performance sample)	Lexical diversity (VOCD)				
	Lexical diversity (MTLD)				
	Type/token ratio				
	A1 type %				
	A2 type %				
	B1 type %				
	B2 type %				
	C1 type %				
	C2 type %				
	AWL type %				
(based on Syntactic features performance sample)	Metadiscourse type %				
	Sentence count				
	Average Sentence Length				
	Verbal elements per sentence				
Spelling/ Grammar	Noun elements per sentence				
	Errors per 100 words				

Features of the expected response (WRITING) cont.				
Cognitive processing	Planning (e.g. writing goals, ideas, structure)	Necessary	Desirable	Not required
	Translating ideas into written text	Necessary	Desirable	Not required
	Organising ideas and structure	Necessary	Desirable	Not required
	Review and revise (at local level, e.g., accuracy, choice of words)	Necessary	Desirable	Not required
	Review and revise (at global level, e.g., coherence, flow of ideas)	Necessary	Desirable	Not required
Sample performance	A1			
	A2			
	B1			
	B2			
	C1			
	C2			

Features of the expected response (SPEAKING)				
Cognitive processing	Conceptualisation	Necessary	Desirable	Not required
	Grammatical encoding	Necessary	Desirable	Not required
	Phono-morphological encoding	Necessary	Desirable	Not required
	Phonetic encoding	Necessary	Desirable	Not required
	Self-monitoring	Necessary	Desirable	Not required
Interaction pattern	Non-reciprocal, i.e. semi-direct (computer/tape-based)		Reciprocal, i.e. direct (face-to-face)	
Planning time	Planning time allowed		No planning time	

Features of the expected response (SPEAKING) cont.			
Language functions	Informational functions	Interactional functions	Managing interaction
	Providing personal/non-personal information	Agreeing	Initiating
	Expressing opinions/preferences	Disagreeing	Changing topics
	Elaborating	Modifying/ commenting	Reciprocating
	Justifying opinions	Asking for opinions	Deciding
	Comparing	Persuading	
	Speculating	Asking for information	
	Staging	Negotiation of meaning	
	Describing		
	Summarising		
	Suggesting		
	Others	Others	Others
NA	NA	NA	



Secure. Accurate. Trusted.

[pearsonpte.com/research](https://pearsonpte.com/research)