



# PTE Academic Speaking Scoring

Part 1 Speaking and Writing (approx. 72–93 minutes)					
Item type	Time allowed	Number of items	Scoring	Communicative skills scored	Traits scored
Read aloud	30-35 minutes	6-7	Partial credit	Reading and speaking	Content, pronunciation, oral fluency <b>Content:</b> Each replacement, omission or insertion of a word counts as one error. Maximum score: depends on the length of the item prompt
					<b>Pronunciation:</b> 5 Native-like 4 Advanced 3 Good 2 Intermediate 1 Intrusive 0 Non-English (See detailed criteria on page 6.)
					<b>Oral fluency:</b> 5 Native-like 4 Advanced 3 Good 2 Intermediate 1 Limited 0 Disfluent (See detailed criteria on page 6.)

**Part 1 Speaking and Writing** (approx. 72–93 minutes)

Item type	Time allowed	Number of items	Scoring	Communicative skills scored	Traits scored
Repeat sentence		10-12	Partial credit	Listening and speaking	<p>Content, pronunciation, oral fluency</p> <p><b>Content:</b>                      Errors = replacements, omissions and insertions only                      Hesitations, filled or unfilled pauses, leading or trailing material are ignored in the scoring of content</p> <p><b>3</b> All words in the response from the prompt in the correct sequence  <b>2</b> At least 50% of words in the response from the prompt in the correct sequence  <b>1</b> Less than 50% of words in the response from the prompt in the correct sequence  <b>0</b> Almost nothing from the prompt in the response</p>
					<p><b>Pronunciation:</b></p> <p><b>5</b> Native-like (See detailed criteria on page 6.)  <b>4</b> Advanced  <b>3</b> Good  <b>2</b> Intermediate  <b>1</b> Intrusive  <b>0</b> Non-English</p>
					<p><b>Oral fluency:</b></p> <p><b>5</b> Native-like (See detailed criteria on page 6.)  <b>4</b> Advanced  <b>3</b> Good  <b>2</b> Intermediate  <b>1</b> Limited  <b>0</b> Disfluent</p>

**Part 1 Speaking and Writing** (approx. 72–93 minutes)

Item type	Time allowed	Number of items	Scoring	Communicative skills scored	Traits scored
Describe image		6-7	Partial credit	Speaking	<p>Content, pronunciation, oral fluency</p> <p><b>Content:</b></p> <p><b>5</b> Describes all elements of the image and their relationships, possible development and conclusion or implications</p> <p><b>4</b> Describes all the key elements of the image and their relations, referring to their implications or conclusions</p> <p><b>3</b> Deals with most key elements of the image and refers to their implications or conclusions</p> <p><b>2</b> Deals with only one key element in the image and refers to an implication or conclusion. Shows basic understanding of several core elements of the image</p> <p><b>1</b> Describes some basic elements of the image, but does not make clear their interrelations or implications</p> <p><b>0</b> Mentions some disjointed elements of the presentation</p>
					<p><b>Pronunciation:</b></p> <p><b>5</b> Native-like</p> <p><b>4</b> Advanced (See detailed criteria on page 6.)</p> <p><b>3</b> Good</p> <p><b>2</b> Intermediate</p> <p><b>1</b> Intrusive</p> <p><b>0</b> Non-English</p>
					<p><b>Oral fluency:</b></p> <p><b>5</b> Native-like (See detailed criteria on page 6.)</p> <p><b>4</b> Advanced</p> <p><b>3</b> Good</p> <p><b>2</b> Intermediate</p> <p><b>1</b> Limited</p> <p><b>0</b> Disfluent</p>

**Part 1 Speaking and Writing** (approx. 72–93 minutes)

Item type	Time allowed	Number of items	Scoring	Communicative skills scored	Traits scored
<p><b>Re-tell lecture</b></p>		3-4	Partial credit	Listening and speaking	<p>Pronunciation, oral fluency</p> <p><b>Pronunciation:</b></p> <p><b>5</b> Native-like  <b>4</b> Advanced  <b>3</b> Good  <b>2</b> Intermediate  <b>1</b> Intrusive  <b>0</b> Non-English                      (See detailed criteria on page 6.)</p>
					<p><b>Oral fluency:</b></p> <p><b>5</b> Native-like  <b>4</b> Advanced  <b>3</b> Good  <b>2</b> Intermediate  <b>1</b> Limited  <b>0</b> Disfluent                      (See detailed criteria on page 6.)</p>
					<p><b>Content:</b></p> <p><b>5</b> Re-tells all points of the presentation and describes characters, aspects and actions, their relationships, the underlying development, implications and conclusions  <b>4</b> Describes all key points of the presentation and their relations, referring to their implications and conclusions  <b>3</b> Deals with most points in the presentation and refers to their implications and conclusions  <b>2</b> Deals with only one key point and refers to an implication or conclusion. Shows basic understanding of several core elements of the presentation</p>

					<p><b>1</b> Describes some basic elements of the presentation but does not make clear their interrelations or implications</p> <p><b>0</b> Mentions some disjointed elements of the presentation</p>
<b>Part 1 Speaking and Writing</b> (approx. 72–93 minutes)					
<b>Item type</b>	<b>Time allowed</b>	<b>Number of items</b>	<b>Scoring</b>	<b>Communicative skills scored</b>	<b>Traits scored</b>
<b>Answer short question</b>		10-12	Correct/ incorrect	Listening and speaking	<p>Vocabulary</p> <p><b>1</b> Appropriate word choice in response</p> <p><b>0</b> Inappropriate word choice in response</p>

## Pronunciation

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

## Oral fluency

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