



duolingo english test



# Scoring Guide for Teachers, 2026



**duolingo**  
**english test**

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# 1. Introduction

## 1.1 The Duolingo English Test

The Duolingo English Test (DET) is an online English proficiency exam. It assesses listening, speaking, reading, and writing using AI technology. Test takers can take the test at any time, from anywhere, and use their results to apply to universities, colleges, and other institutions.

The DET is fast, affordable, and accessible. It takes around an hour to complete, and results are available within two days. The test is adaptive, which means the difficulty adjusts based on the test taker's performance. This helps provide an accurate picture of their English level faster than traditional tests.

All answers on the DET are scored by AI. This means the test runs 24/7 and test takers do not need to worry about speaking to a stranger. The scoring system is consistent and reliable.

Understanding how answers on the DET are scored helps teachers give more focused feedback to their students. It also helps students know what to work on to improve their scores.

## 1.2 What is in this Book?

This book explains how questions on the DET are scored. It is for teachers supporting students preparing for the test. It describes how scoring works, what it looks like in practice, and how students can use this understanding to perform better.

It also includes 18 sample answers from real test takers, covering both speaking and writing tasks.

### **Each sample includes:**

- The test taker's original answer (transcripts for speaking tasks and links to listen to the original audio).
- The score they received.
- An explanation of why they received that score, based on DET scoring criteria.

The samples range in score from 65 to 150, from B1-C1 on the CEFR. This allows teachers and students to see what different scores look like in practice and better understand how answers are evaluated.

Below is a brief explanation of what each section of this book covers:

**Section 2** explains DET scoring in detail, including how overall and subscores are calculated, how scores compare to other high-stakes language tests (such as IELTS and TOEFL) and the Common European Framework of Reference for Languages (CEFR). It also offers an introduction to how the different question types are scored as well as how AI is used to ensure fairness and consistency.

**Section 3** describes each reading and listening task in detail, including timing, format, text genres, and how these are scored. It also explains which tasks are adaptive, how they adapt, which subscores they contribute to, and the different scoring methods used.

**Section 4** describes each speaking and writing task in detail, including timing, format, topics, and (briefly) how responses are scored. It also explains how different prompts assess a range of skills, from describing and explaining to arguing and evaluating.

**Section 5** explains the scoring system used for speaking and writing tasks. It includes a one-page summary table showing what is expected at each score level, gives an in-depth description of the six scoring criteria, and describes performance at different score levels.

**Section 6** includes 18 sample answers from real test takers. Each answer is followed by a score and a short commentary. The examples cover most of the speaking and writing task types and show a range of performance levels. These can be used to help students understand how answers are evaluated and what they can do to improve.

## 1.3 How to Use This Book

This book isn't designed to be read cover to cover. Different sections will be useful at different times, depending on what's being taught or where students need support.

Most teachers will want to start with section 6, which includes sample answers from real test takers. These show what responses look like at different score

levels. Teachers can read an answer in the target score range, review the commentary, and use the examples in class—asking students to guess the score and discuss what makes the answer stronger or weaker.

**Section 5** is useful for planning lessons and giving feedback.

- **5.1** is a one-page scoring summary table that works well as a quick reference.
- **5.2** outlines the scoring criteria and can guide decisions about which areas to focus on in speaking or writing instruction.
- **5.3** describes what test takers need to do to move from one level to the next.

For lessons targeting specific question types, **sections 3 and 4** provide details about format, timing, scoring, and how tasks relate to different subscores.

**Section 2** explains scoring. Teachers can use this section to explain overall scores and subscores to students and parents. They can use this section to choose which subscores to target in class. This section can also be used to answer questions about AI scoring and compare DET scores with other high-stakes language tests.

The glossary in **section 7** can support teachers in understanding technical terms and explaining key scoring concepts clearly to students.



## 2. Duolingo English Test Scores

Before looking at how answers are graded, it's useful to understand how the overall DET scores are calculated and reported. This section explains how the overall score and subscores work, how DET scores compare to other tests, and how institutions use results. Understanding this helps teachers set realistic goals for students.

### 2.1 Overall Score

After finishing the DET, test takers receive an overall score between 10 and 160. Scores increase in steps of 5 (for example, 10, 15, 20, 25). The lowest score is 10 and the highest is 160. The overall score is an average of the four subscores, rounded up to the nearest 5.

### 2.2 Subscores

Test takers receive four main subscores. These are:

- Listening
- Speaking
- Reading
- Writing



Like the overall score, the subscores are on a scale from 10 to 160. For example, if a test taker scored 90 (listening) 100 (speaking), 110 (reading), 120 (writing), then their overall score would be  $(90 + 100 + 110 + 120) \div 4 = 105$ .

Test takers also receive four combined subscores. These reflect skills that cover more than one area:

- Comprehension (reading and listening)
- Conversation (speaking and listening)
- Literacy (reading and writing)
- Production (speaking and writing)



Like the overall score, all subscores are on a scale from 10 to 160. The combined

subscores are the average of the two subscores they include. If a test taker scored 110 in reading and 120 in writing, then their literacy subscore would be  $(110 + 120) \div 2 = 115$ .



## 2.3 Sharing Results

After proctors have checked and approved the test, test takers get an email saying their results are ready. They can log in to their account, and find their scores in the 'MY TESTS' section. They can send them to universities and schools by clicking the 'SHARE SCORE' button. Test takers can send results to as many schools as they want for free. The results are sent online.

Universities and schools use DET results to check English level. Many schools have minimum scores for admission, so it is important to check each school's website for details. Schools also see test takers' Speaking and Writing Samples (details can be found in sections 4, 5, and 6). These samples help schools understand the test taker's English better.



## 2.4 Score Comparison

Below is a comparison between DET scores and scores on other high-stakes English tests, as well as the CEFR. For a description of performance at each level on the DET, see section 5.3.

CEFR	DET	IELTS	TOEFL
C2	160	8.5-9	120
C2	155	8	119
C1	150	8	117-118
C1	145	7.5	113-116
C1	140	7.5	109-112
C1	135	7	104-108
C1	130	7	98-103
B2	125	6.5	93-97
B2	120	6.5	87-92
B2	115	6	82-86
B2	110	6	76-81
B2	105	6	70-75
B2	100	5.5	65-69
B1	95	5.5	59-64
B1	90	5	53-58
B1	85	5	47-52
B1	80	5	41-46
B1	75	4.5	35-40
B1	70	4.5	30-34
B1	65	4.5	24-29
B1	60	4	18-23
A1-A2	10-55	0-4	0-17

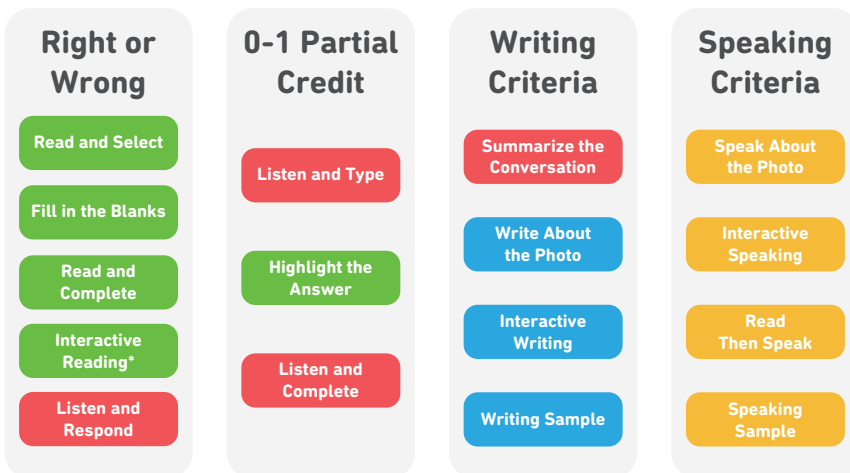
For a more detailed comparison, visit <https://englishtest.duolingo.com/scores>

## 2.5 Scoring for All Questions

DET question types are scored in different ways, depending on the task. Understanding which scoring method is used — for example, right/wrong, partial credit, or grading criteria — can help teachers interpret test taker performance more accurately and give clearer feedback.

Each question type uses one of these scoring methods:

- **Right or Wrong** — Answers are either correct or incorrect. Tasks: Read and Select, Fill in the Blanks, Read and Complete, Interactive Reading (except Highlight the Answer), Listen and Respond. For more details, see section 3.
- **0–1 Partial Credit** — Answers are scored based on how close they are to the correct answer. Tasks: Listen and Type, Highlight the Answer, Listen and Complete. For more details, see section 3.
- **Writing Criteria** — Answers are scored on four aspects of writing: content, discourse coherence, grammar, and lexis. Tasks: Summarize the Conversation, Write About the Photo, Interactive Writing, Writing Sample. For more details, see section 5.
- **Speaking Criteria** — Answers are scored on six aspects of speaking: content, discourse coherence, fluency, grammar, lexis, and pronunciation. Tasks: Speak About the Photo, Interactive Speaking, Read Then Speak, Speaking Sample. For more details, see section 5.



\*Complete the Sentences, Complete the Passage, Identify the Idea, and Title the Passage (but not Highlight the Answer).

## 2.6 Scoring Summary

This table shows each question type, whether it is adaptive, the number of questions per test, the timing, the subscores the question contributes to, and the scoring method. More details are given in sections 3, 4, and 5.

Question Type	Is it adaptive?	Questions per Test	Time per Question	Subscores	Scoring
Read and Select	Yes	15–18	0:05	Reading (Comprehension & Literacy)	Right or wrong
Fill in the Blanks	Yes	6–9	0:20	Reading (Comprehension & Literacy)	Right or wrong
Read and Complete	Yes	3–6	3:00	Reading (Comprehension & Literacy)	Right or wrong
Listen and Type	Yes	6–9	1:00	Listening (Comprehension & Conversation)	0–1 partial credit
Interactive Reading: Complete the Sentences	Yes	2 x 1	7:00* or 8:00*	Reading (Comprehension & Literacy)	Right or wrong
Interactive Reading: Complete the Passage	Yes	2 x 1	7:00* or 8:00*	Reading (Comprehension & Literacy)	Right or wrong
Interactive Reading: Highlight the Answer	Yes	2 x 2	7:00* or 8:00*	Reading (Comprehension & Literacy)	0–1 partial credit
Interactive Reading: Identify the Idea	Yes	2 x 1	7:00* or 8:00*	Reading (Comprehension & Literacy)	Right or wrong
Interactive Reading: Title the Passage	Yes	2 x 1	7:00* or 8:00*	Reading (Comprehension & Literacy)	Right or wrong
Interactive Listening: Listen and Complete	No	2 x (3–4)	6:30*	Listening (Comprehension & Conversation)	0–1 partial credit
Interactive Listening: Listen and Respond	Yes	2 x (5–6)	6:30*	Listening (Comprehension & Conversation)	Right or wrong

\*combined time for all parts.



Question Type	Is it adaptive?	Questions per Test	Time per Question	Subscores	Scoring
Interactive Listening: Summarize the Conversation	No	2 x 1	1:15	Writing & Listening (Comprehension, Conversation, Literacy & Production)	Writing Criteria: Content, discourse coherence, grammar, and lexis
Write About the Photo	No	3	1:00	Writing (Literacy & Production)	Writing Criteria: Content, discourse coherence, grammar, and lexis
Interactive Writing	No	1 x 2	8:00*	Writing (Literacy & Production)	Writing Criteria: Content, discourse coherence, grammar, and lexis
Speak About the Photo	No	1	1:30	Speaking (Conversation & Production)	Speaking Criteria: Content, discourse coherence, fluency, grammar, lexis, and pronunciation
Read Then Speak	No	1	1:30	Speaking (Conversation & Production)	Speaking Criteria: Content, discourse coherence, fluency, grammar, lexis, and pronunciation
Interactive Speaking	Yes	6–8	0:35	Speaking (Conversation & Production)	Speaking Criteria: Content, discourse coherence, fluency, grammar, lexis, and pronunciation
Writing Sample	No	1	5:00	Writing (Literacy & Production)	Writing Criteria: Content, discourse coherence, grammar, and lexis
Speaking Sample	No	1	3:00	Speaking (Conversation & Production)	Speaking Criteria: Content, discourse coherence, fluency, grammar, lexis, and pronunciation

## 2.7 How AI Scores Extended Speaking and Writing Tasks

Speaking and writing tasks on the Duolingo English Test are scored by AI. There are two separate AI models: the Duo Speaking Scorer for speaking and the Duo Writing Scorer for writing. Both were trained using thousands of answers that had already been scored by human examiners.

When researchers compared the AI scores to human scores, they found the AI agreed with humans about 85% of the time — which is about the same as when two humans score the same answer. In other words, the AI matches human judgement just as well as humans match each other, so it's just as reliable.

Both AI models are designed to align closely with expert human judgement and evaluate language ability consistently and fairly. AI does not judge speaking and writing in the same way a human rater does. Instead, it analyzes many language features in the response. These features act as clues to overall language ability and give the system information about how well the response fits the prompt, how ideas connect, how vocabulary and grammar are used, and how fluent and clear the speech is. Taken together, this information allows the system to produce scores that closely match expert human ratings.

The scoring system also looks for responses that do not show a test taker's real language ability. For example, it can identify answers that are off topic, contain little meaningful language, or rely heavily on repetition. Responses like these receive very low scores. This helps make sure that AI scores reflect how well a test taker can actually communicate in English.

The scoring process is designed to be consistent and fair. Because the AI follows clear rules and was trained on a diverse range of responses, it avoids the inconsistency and fatigue that sometimes affect human raters. This helps ensure scores reflect a test taker's English ability—not factors like luck or examiner bias.



## 3. Scoring for Comprehension Questions

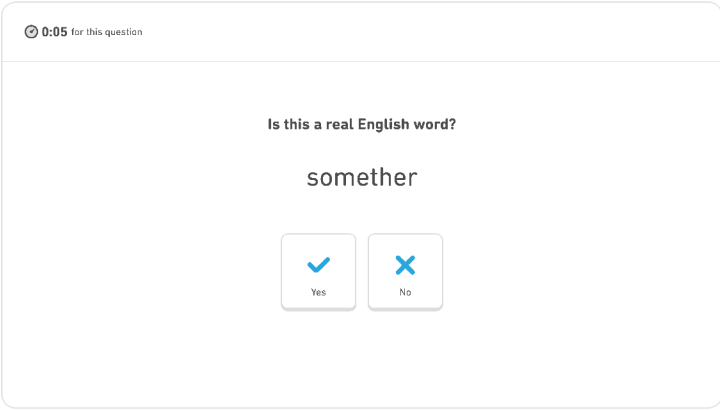
This section explains how each reading and listening task on the DET is scored. It includes task format, timing, adaptivity, and how each question type is scored. Understanding these details helps teachers design practice activities, anticipate common student challenges, and interpret scores more accurately. It also shows how different tasks contribute to the Reading and Listening subscores.

Most of the comprehension questions on the DET are computer adaptive. This means the difficulty level of the questions changes to match the test taker's level.

### 3.1 Read and Select

In the Read and Select task, test takers see a series of words, one at a time. For each word, they must decide whether it is a real English word or a fake word by clicking 'Yes' if it is real or 'No' if it is not. The task is adaptive and includes 15 to 18 items.

Test takers have 5 seconds to respond to each item. If they don't respond in time, they are marked wrong. Answers are marked right or wrong. This item contributes to the Reading subscore.



0:05 for this question

Is this a real English word?

someter

Yes No

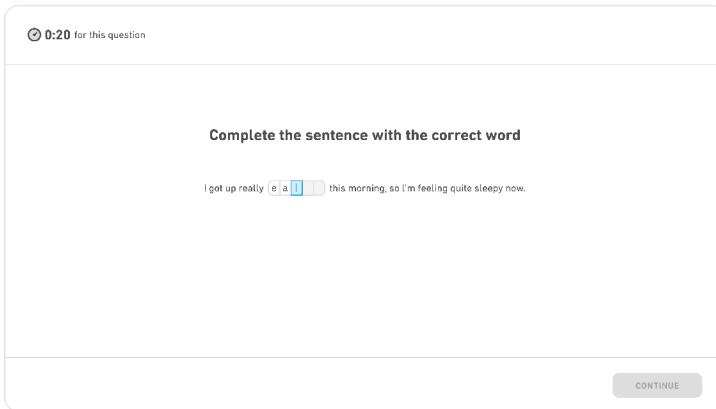
### 3.2 Fill in the Blanks

In the Fill in the Blanks task, test takers read a sentence with one unfinished word.

They see the beginning of the word and type the missing letters to complete it.

Test takers have 20 seconds to answer each question. The task is adaptive, and the test includes 6–9 Fill in the Blanks questions. Sentences come from a range of genres, such as stories, textbooks, news articles, personal writing, and conversations.

Test takers must spell the word correctly to get the answer right. This task contributes to the Reading subscore.



0:20 for this question

Complete the sentence with the correct word

I got up really e a t this morning, so I'm feeling quite sleepy now.

CONTINUE

### 3.3 Read and Complete

In Read and Complete, test takers read a short paragraph where some words are unfinished. They see the first half of each of these words and type the missing letters to complete them. The title, the first sentence, and the last sentence contain no unfinished words. Unfinished words never appear next to each other.

The passage may include single-letter words (like 'a' or 'l'), proper nouns, acronyms, or names—but none of these will be unfinished.

Test takers have 3 minutes to complete the question. The task is adaptive and each test has 3 to 6 Read and Complete passages. These passages cover a variety of topics, including fiction, news, and textbook content.

Test takers must spell each word correctly to receive credit. Each unfinished word is scored separately, not the passage as a whole, so one passage can include both easier and harder words. Harder words usually give the test more information about a test taker's reading ability than easier words. Word difficulty is estimated

from how other test takers have performed on that item in the past. Scores from this task contribute to the Reading subscore.

⌚ 3:00 for this question

**Complete the text with the correct words**

**The Design of a Thermometer**

The design of the modern thermometer has evolved throughout the centuries. The f i l l known  
 t h e r m was i n v e in 1593. This b a thermometer u s water  
 a air t measure v a r i a in t e m p e . The f i modern  
 t h e r m was i n v e in 1714. This thermometer introduced two  
 features, mercury and a standardized scale, which are still used in thermometers today.

CONTINUE

### 3.4 Listen and Type


In the Listen and Type task, test takers hear a sentence—up to 20 words long—and type exactly what they hear. These may include questions, opinions, or statements of fact. Test takers can listen to each recording up to three times.

They have 1 minute to type their answer. The task is adaptive and each test includes 6 to 9 Listen and Type questions.

Scoring uses partial credit. Answers are evaluated on how closely they match the original sentence. Test takers need to type the correct words with accurate spelling and punctuation. The score for this task goes toward the Listening subscore.

⌚ 1:00 for this question

**Type what you hear**



REPLAYS LEFT: 2

Your response

CONTINUE

## 3.5 Interactive Reading

In Interactive Reading, test takers answer several types of questions about a single passage. Each test includes two passages: one narrative (such as a story) and one expository (presenting information or a point of view). These passages cover a range of topics. The language matches educational and workplace use.

Interactive Reading takes 7 or 8 minutes per passage, depending on the number of blanks in the Complete the Sentences task. Passages with more blanks are given 8 minutes; those with fewer are given 7. All parts of Interactive Reading count toward the Reading subscore.

### 3.5.1 Complete the Sentences

In the first Interactive Reading task, test takers read a short passage with 3 to 10 missing words. For each blank, they choose the best word from a list of options. The text stays on screen while they select their answers. Each answer is marked right or wrong.

⌚ 8:00 for 6 questions

**PASSAGE**

Control systems are an essential 1 of various ranging from home appliances to industrial operations. These systems 2 different components working together to manage, regulate, and 3 desired conditions in a process or conditions in a process or environment. However, just like any 4 system, control system, control systems are 5 subject to various types of errors. An error in a control system is the 6 between the desired value and the actual value. Reducing errors in control systems is crucial for allowing the system to run efficiently and safely 7 ensuring that the 8 conditions are met with minimal discrepancies.

**Select the best option for each missing word**

1 Select a word

2 Select a word

3 Select a word

4 Select a word

5 Select a word

6 Select a word

7 Select a word

CONTINUE

### 3.5.2 Complete the Passage

In the second Interactive Reading task, test takers read the first and last parts of a passage. One sentence is missing between the two parts. They choose the best sentence from a list to complete the passage.

The first part of the passage is the same text from the previous Complete the Sentences question. The passage stays on screen while test takers make their choice.

⌚ 8:00 for 5 questions

**PASSAGE**

Control systems are an essential part of various applications, ranging from home appliances to industrial operations. These systems contain different components working together to manage, regulate, and maintain desired conditions in a process or environment. However, just like any other system, control systems are also subject to various types of errors. An error in a control system is the difference between the desired value and the actual value. Reducing errors in control systems is crucial for allowing the system to run efficiently and safely while ensuring that the desired conditions are met with minimal discrepancies.

Feedback control is a technique where the system measures the actual value and compares it with the desired value. If there is a difference between these two values, an error signal is generated, prompting the system to adjust

**Select the best sentence to complete the passage**

- The state machine describes how the system responds to each input and how it transitions from one state to another.
- PID, or Proportional-Integral-Derivative, is a commonly used control system in engineering to enhance system performance.
- Input-output equipment are essential parts of digital systems, and it is important to understand how they work.
- The greater the proportional gain, the stronger the control action will be for a given error.

CONTINUE

### 3.5.3 Highlight the Answer

In the third and fourth Interactive Reading tasks, test takers read the full passage, including the correct sentence from Complete the Passage. Then they see a question and highlight the part of the text that answers it by clicking and dragging over the text.

Each passage includes two Highlight the Answer questions.

Scoring uses partial credit. Answers are rated based on how closely the highlighted section matches the correct answer. More accurate selections receive higher scores.

⌚ 8:00 for 4 questions

**PASSAGE**

Control systems are an essential part of various applications, ranging from home appliances to industrial operations. These systems contain different components working together to manage, regulate, and maintain desired conditions in a process or environment. However, just like any other system, control systems are also subject to various types of errors. An error in a control system is the difference between the desired value and the actual value. Reducing errors in control systems is crucial for allowing the system to run efficiently and safely while ensuring that the desired conditions are met with minimal discrepancies. Error reduction in control systems can be achieved through various methods, one of which is feedback control. Feedback control is a technique where the system measures the actual value and compares it with the desired value. If there is a difference between these two values, an error signal is generated, prompting the system to adjust itself to correct this discrepancy. This adjustment can involve regulating factors such as temperature, pressure, or flow rate to bring the system back to the desired state. By continuously monitoring and adjusting, feedback

**Highlight text in the passage to answer the question below**

What are some factors that can be regulated in feedback control?

Click and drag to highlight text

CONTINUE

### 3.5.4 Identify the Idea

In the fourth Interactive Reading task, test takers read the full passage again and

choose the sentence that best expresses the main idea. They select their answer from a short list of options.

Each passage includes one Identify the Idea question.

Answers are marked right or wrong.

⌚ 8:00 for 2 questions

**PASSAGE**

Control systems are an essential part of various applications, ranging from home appliances to industrial operations. These systems contain different components working together to manage, regulate, and maintain desired conditions in a process or environment. However, just like any other system, control systems are also subject to various types of errors. An error in a control system is the difference between the desired value and the actual value. Reducing errors in control systems is crucial for allowing the system to run efficiently and safely while ensuring that the desired conditions are met with minimal discrepancies. Error reduction in control systems can be achieved through various methods, one of which is feedback control. Feedback control is a technique where the system measures the actual value and compares it with the desired value. If there is a difference between these two values, an error signal is generated, prompting the system to adjust itself to correct this discrepancy. This adjustment can involve regulating factors such as temperature, pressure, or flow rate to bring the system back to the desired state. By continuously monitoring and adjusting, feedback

**Select the idea that is expressed in the passage**

- The controller can adjust the output as needed by using proportional, integral, and derivative parameters to maintain stability and precision of the system.
- Feedback control is a technique used to reduce errors in control systems by monitoring and adjusting factors to bring the system back to the desired state.
- Engineers must calculate the error, or the difference between the set point and actual temperature, and adjust the heating source accordingly.
- Control systems generally function without need for error

CONTINUE

### 3.5.5 Title the Passage

In the final Interactive Reading task, test takers read the full passage again and choose the best title from a list of options.

Each passage includes one Title the Passage question. The same text is used as in Highlight the Answer and Identify the Idea.

Answers are marked right or wrong.

⌚ 8:00 for this question

**PASSAGE**

Control systems are an essential part of various applications, ranging from home appliances to industrial operations. These systems contain different components working together to manage, regulate, and maintain desired conditions in a process or environment. However, just like any other system, control systems are also subject to various types of errors. An error in a control system is the difference between the desired value and the actual value. Reducing errors in control systems is crucial for allowing the system to run efficiently and safely while ensuring that the desired conditions are met with minimal discrepancies. Error reduction in control systems can be achieved through various methods, one of which is feedback control. Feedback control is a technique where the system measures the actual value and compares it with the desired value. If there is a difference between these two values, an error signal is generated, prompting the system to adjust itself to correct this discrepancy. This adjustment can involve regulating factors such as temperature, pressure, or flow rate to bring the system back to the desired state. By continuously monitoring and adjusting, feedback

**Select the best title for the passage**

- Analog and Digital Systems
- Power Supplies and Simple Circuits
- The Economics of Electric Power
- Electric Motor and Drive Systems
- Reducing Errors in Control Systems

CONTINUE

## 3.6 Interactive Listening

Interactive Listening includes three tasks. All three tasks are based on the same scenario.

- **Listen and Complete:** Test takers listen to a short scenario (the background to a conversation) and answer questions about it by typing in the missing parts to complete three or four sentences.
- **Listen and Respond:** Test takers take part in a conversation based on the scenario by choosing the best reply from a list of options.
- **Summarize the Conversation:** Test takers type a short summary of the conversation they just heard.

Each test includes two Interactive Listening questions, each with its own scenario. Every test will include one conversation between a student and a professor, and one between two students. These conversations cover academic topics, such as asking about what was said in a lecture, making requests, asking for information, asking for advice, planning study sessions, and other aspects of university life. All three tasks for each scenario follow in order.

The total time for Listen and Complete and Listen and Respond is 6 minutes and 30 seconds. Summarize the Conversation has a separate 75-second time limit.

### 3.6.1 Listen and Complete



In the first Interactive Listening task, test takers listen to a short description of a situation (called 'a scenario'). They then see three or four incomplete sentences about this scenario and type in the missing parts.

Test takers can listen to the scenario as many times as they want. Scoring uses partial credit: answers are evaluated based on how well they reflect the ideas from the recording. Spelling doesn't affect the score, but writing too much or too little can lead to a lower score.



⌚ 6:30 for 10 questions

**Listen to the scenario and then answer questions**

**What year are you and your friend in at college?**

We are both | \_\_\_\_\_ | students.

**What new information did you and your friend find out?**

We found out about \_\_\_\_\_ .

**What topics are you and your friend planning to talk about?**

We plan to discuss \_\_\_\_\_ and what factors to consider \_\_\_\_\_ .

CONTINUE

### 3.6.2 Listen and Respond

In the second Interactive Listening task, test takers take part in a short conversation. They hear either a professor or another student speaking, then pick the best reply from the options. Sometimes they start the exchange. Other times they respond after hearing the other person speak.




Each test includes two sets of Listen and Respond questions. Each set contains 5 to 6 questions.

Test takers choose the best reply. Responses are marked right or wrong. This task shares the total timing of 6 minutes and 30 seconds with Listen and Complete, and contributes to the Listening subscore.

⌚ 6:30 for 6 questions

**Participate in a conversation about this scenario**

Listen closely! Audio clips only play once.

**Select the best response**

Have you ever considered taking up a new hobby, like painting or dancing, while you're studying abroad?

I'm not sure about studying abroad, but I want to travel to space someday. What are your thoughts?

Oh, that's interesting! They're both popular destinations, you know?

CONTINUE

### 3.6.3 Summarize the Conversation

Test takers summarize what was said in the conversation. This task is scored using writing criteria. For details on how responses are evaluated, see section 4.1.

⌚ 1:15 to write

Write a summary of the conversation you just had

Your response

CONTINUE



## 4. Production Questions

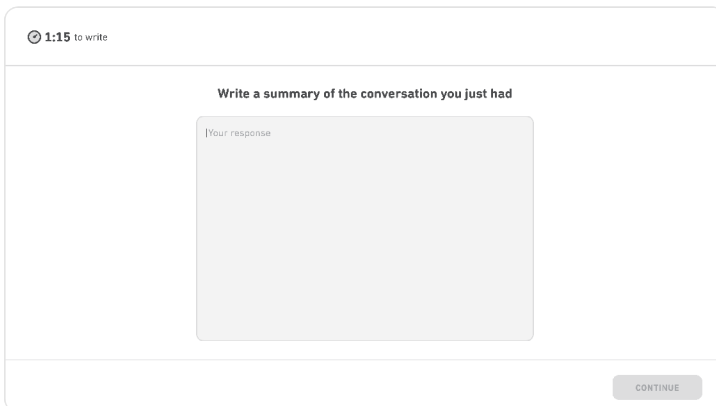
Production tasks on the DET assess a wide range of speaking and writing abilities, including describing, explaining, comparing, evaluating, giving opinions, and describing personal experiences. Each test includes multiple production tasks, and test takers receive a variety of topics across these. Understanding how each task works—and how responses are scored—can help teachers plan targeted lessons, select relevant practice materials, and prepare students more effectively.

### 4.1 Summarize the Conversation

This task always follows immediately after Listen and Respond and uses the same scenario. Test takers have 75 seconds to write a short summary of the conversation.

Each test includes two of these questions—one for each scenario. This task is not adaptive.

Scoring is based on four writing criteria: content, discourse coherence, grammar, and lexis. The content score also contributes to the Listening subscore, as it reflects how accurately the test taker understood the conversation. Discourse coherence, grammar, and lexis contribute only to the overall Writing subscore.



⌚ 1:15 to write

Write a summary of the conversation you just had

Your response

CONTINUE

## 4.2 Write About the Photo


In this task, test takers see a photo and have one minute to describe it. The photo appears at the same time the timer starts and stays visible while they write. Photos may show people, animals, or objects in various situations. Test takers write a short description of what they see.

Each test includes three of these questions. This task is not adaptive.

This task counts toward the Writing subscore.

⌚ 1:00 for this question

Write a description of the image below for 1 minute



Your response

CONTINUE

## 4.3 Interactive Writing

This task has two parts. In Step 1, test takers read a short question and write their response within 5 minutes. After submitting, they see a second question (Step 2) on the same topic and have 3 minutes to respond. The second question focuses on an idea or theme not covered in their first answer. For Step 1, test takers have up to 30 seconds to read and think about the question before they start typing their answer. There is no preparation time before Step 2.

Test takers can view each question while writing, and see both the question and their answer for Step 1 while writing Step 2. Topics may include social issues, personal experiences, or abstract ideas. Each test includes one Interactive Writing task. This task is not adaptive.

The two parts of Interactive Writing are scored together. The second part is expected to build on the same topic as the first and connect clearly to it. Step 2 responses that shift focus or introduce unrelated ideas may receive lower scores.

⌚ 5:00 to write

**1 Write about the topic below for 5 minutes**      **2 Write a follow-up response for 3 minutes**

Describe the last time you did something that challenged you. What did you do? What did you learn from the experience?

Your response

CONTINUE

## 4.4 Speak About the Photo

In this task, test takers describe a photograph. They see the photo on screen and have 20 seconds to look at it before the recording begins. Then they speak for up to 90 seconds. Each test includes one of these questions. This task is not adaptive.


Photos can show people, animals, or objects in a variety of situations. All photos are real (not AI-generated). Test takers cannot re-record their response—they only get one attempt.

Scoring uses the six speaking criteria: content, discourse coherence, fluency, grammar, lexis, and pronunciation. This task contributes to the Speaking subscore.

⌚ 0:20 to prepare

**Prepare to speak about the image below**

You will have 90 seconds to speak



RECORD NOW

## 4.5 Read Then Speak

In this task, test takers read a written question and then respond by speaking for up to 90 seconds. The question often includes bullet points with sub-questions to guide the answer. Test takers have 20 seconds to prepare before the recording begins. They can see the question while they speak.

Each test includes one Read Then Speak question. This task is not adaptive.

This task counts toward the Speaking subscore.

0:20 to prepare

**Prepare to speak about the topic below**  
You will have 90 seconds to speak

**Describe a time you worked with other people on something.**

- What did you collaborate on?
- Who did you collaborate with?
- Do you enjoy collaborating with others?
- Why or why not?

RECORD NOW

## 4.6 Interactive Speaking

In this task, test takers respond to a series of short spoken questions on two different topics. A Duolingo character (Bea or Oscar) asks each question aloud. Test takers must click on the 'CLICK TO RECORD' button, then respond by speaking for up to 35 seconds.


Each test includes 6 to 8 questions in total—3 to 4 questions per topic. After each response, the character asks a follow up question. These follow-up questions are selected based on both how well the test taker answered and what they said. This is the only adaptive speaking task on the DET.

The timer starts when the Duolingo character finishes speaking. Test takers can only listen to each question once. This task contributes to the Speaking subscore.

⌚ 0:15 to prepare

**Prepare to have a conversation**

You will listen to 6 questions and have 35 seconds to answer each



CONTINUE

## 4.7 Writing Sample

In this task, test takers write a response to a question. They have up to 30 seconds to read and think about the question, then up to 5 minutes to type their answer.

The prompt may ask test takers to describe something, write about a personal experience, or give their opinion on a topic. Each test includes one Writing Sample. This task is not adaptive.

This task counts toward the Writing subscore. As well as being scored on the writing criteria, the Writing Sample is shared with any institutions the test taker sends their results to. Institutions only see the Writing Sample from the submitted test.

⌚ 5:00 to write

**Write about the topic below for 5 minutes**

What is the most famous place you have visited? Were you excited to visit this place? What did you like most about this place when you arrived?

Your response

CONTINUE

## 4.8 Speaking Sample

In this task, test takers read a written question and then respond by speaking for up to three minutes. They have up to 30 seconds to read the question before beginning. The question stays on screen while they speak.

Each test includes one Speaking Sample. This task is not adaptive.

This task contributes to the Speaking subscore. As well as being scored on the six speaking criteria, a video recording of the Speaking Sample is sent to any institution the test taker shares their results with. Institutions only see the Speaking Sample from the submitted test.

⌚ 0:30 to prepare

**Prepare to speak about the topic below**

You will have 3 minutes to speak

Describe a school activity that you think should be eliminated. How would most students respond if this activity no longer happened? What activity or event do you think should replace it and why?

RECORD NOW



## 5. Grading Criteria for Production Questions

Speaking and writing involve more than just correct grammar and vocabulary. Clear communication also depends on fluency, pronunciation, and how ideas are organized. The Duolingo English Test uses AI to score these different aspects of a response. Writing tasks are graded on four criteria: content, discourse coherence, grammar, and lexis. Speaking tasks are graded on six: content, discourse coherence, fluency, grammar, lexis, and pronunciation.

Section 5.1 provides a one-page summary table that can be useful for planning lessons or sharing with students. Section 5.2 explains what the scoring criteria mean. Section 5.3 describes responses at different score levels.

For speaking, any standard English accent is accepted if it is easy to understand. For writing, both UK and US spellings are accepted.



## 5.1 Score Summary Table

DET Score	Content	Discourse Coherence	Fluency*	Grammar	Lexis	Pronunciation*
155–160	Fully addresses the task; clear, focused, well-developed with relevant examples.	Very easy to follow; well-structured; logical sequence; strong connections.	Smooth and steady; pauses are in natural places; occasional fillers that don't interrupt flow.	Wide range of structures used flexibly; errors are rare; grammar allows for clarity of expression.	Broad and precise range of vocabulary; effective use of collocations and idiomatic language.	Clear, natural; accurate stress, rhythm, intonation. Very easy to understand.
130–150	Clear and appropriate; includes relevant ideas; stays on topic.	Easy to follow; generally well-structured; logically organized.	Steady pace; some brief pauses or fillers that don't affect the flow.	Uses a variety of structures correctly most of the time; small mistakes don't affect clarity.	Wide and appropriate word use; some idiomatic language and common collocations.	Easy to understand; occasional stress or intonation issues that don't affect clarity.
100–125	Relevant and partially developed; includes key details. Overall message clear.	Mostly easy to follow; logical groupings; uses connectors and pronouns appropriately.	Can speak at length, with some hesitations, self-corrections or longer pauses.	Range of grammatical structures used. Grammatical errors usually do not impact communication.	Mostly appropriate and clear; some repetition and imprecise word choices.	Sounds, intonation and stress mostly accurate; inaccuracies may impact intelligibility at times.
60–95	Basic response; ideas may be underdeveloped, off topic, or only loosely connected to the prompt.	Possible to understand; somewhat organized; some connections are missing.	Short stretches of speech; frequent long pauses sometimes in unnatural places; these impact understanding.	Limited range of grammatical structures used. Some errors impact communication.	Mostly appropriate but limited range; may rely on general words and repetition.	Some words may be unclear and intonation may be inappropriate or missing at times, resulting in some unintelligibility.
30–55	Basic attempt; includes some relevant ideas, details missing or unexplained.	Difficult to understand; basic linking words repeated or misused. Partially coherent.	Short stretches of connected speech with frequent long pauses, hesitations, restarts, or self-corrections.	Basic structures with frequent errors which impact understanding. Frequent punctuation errors.	Limited range of common vocabulary; word choice imprecise, with frequent errors and repetition.	Can produce basic sounds; words often unclear; errors cause misunderstanding.
10–25	Very short or off-topic; hard to follow; missing important information.	Ideas are hard to follow and disconnected. Linkers are frequently misused or missing.	Isolated words or phrases; slow delivery; repeated breakdowns and self-corrections.	Basic structures with frequent errors that often seriously impede/obstruct understanding.	Vocabulary is extremely limited; word choice often unclear or incorrect.	Speech is mostly unintelligible; stress, rhythm, and intonation are uncontrolled.

The table on the previous page summarizes how production responses are evaluated across different score ranges. Each row shows what is typically expected at each level for speaking and writing. Fluency and pronunciation are speaking-only criteria and are marked with an asterisk (\*).

## 5.2 Scoring Criteria

Each response is scored using several criteria. These reflect the key skills needed to communicate clearly in English. Some criteria—like grammar and lexis—apply to both speaking and writing. Others—like fluency, pronunciation, and punctuation—are specific to just one. When that’s the case, you’ll see a note in brackets (e.g., ‘Writing only’ or ‘Speaking only’). The sections below explain what the different criteria cover and what to look for in student performance. Section 2.7 explains how AI scoring estimates performance on these criteria.

### 5.2.1 Content

Content looks at how appropriate and meaningful the whole answer is.

- **Task achievement / Relevance** — Does the test taker fully answer the question? Are all parts of the question answered? Do they stay on topic throughout the answer?
- **Appropriacy of style** — Does the test taker use the right level of formality for the task? For example, more formal in a written essay and more personal when speaking about themselves.
- **Development** — Are the ideas clearly explained and supported? Does the test taker give appropriate and relevant details and examples to support their opinions?
- **Effect on the reader or listener** — How clearly are the ideas communicated? Is the answer engaging? This depends on task achievement, style, and development combined.

### 5.2.2 Discourse Coherence

Discourse coherence is about how the whole answer is organized. It looks at how clearly ideas fit together, and how this impacts clarity.

- **Clarity** — Are the test taker’s ideas and opinions easy to understand? Grammatical and lexical choices affect this.

- **Cohesion** — How well are the parts of the answer connected? Does the test taker use linking words and pronouns to connect ideas clearly?
- **Progression of ideas** — Do the ideas follow a logical order? A clear and logical order makes the answer more convincing and easier to follow.
- **Structure (Writing only)** — Is the answer well-organized as a whole? For example, does it have an introduction, clear examples, and a conclusion? Does it use the right format (such as writing a paragraph rather than bullet points)?

### 5.2.3 Fluency (Speaking only)

Fluency is about how smoothly the test taker speaks and how easy it is to listen to them.

- **Speed** — Is the test taker's rate of speech easy to follow? Does it sound natural and comfortable? (There is no single 'perfect' speed, but in many everyday situations highly proficient speakers often speak at rates near or above 140 words per minute. Their pace naturally varies with the topic, task, and speaking style.)
- **Chunking** — Does the test taker pause in natural places, like at the end of clauses or phrases? Do they sometimes pause for emphasis? Or do they pause in places that make the message harder to follow?
- **Breakdowns and repairs** — How often does the test taker stop, restart, or use fillers? Some hesitation is natural, especially when expressing complex ideas, but frequent disruptions can make speech harder to follow.

Fluency changes with task complexity. Unfamiliar topics, abstract ideas, and multi-step reasoning all result in slower speech, longer pauses and more false starts. This is true even for highly proficient speakers.

### 5.2.4 Grammar

Grammar is about the range and correctness of the test taker's sentences.

- **Grammatical complexity** — Does the test taker use different grammar structures to support meaning? For example, do they combine simple and complex sentences, shift between active and passive voice when needed, and select tenses that match the ideas they want to express?
- **Grammatical accuracy** — Are the grammar forms correct? For example, is the subject and verb agreement correct? Are tenses appropriately used? Do



mistakes make the answer hard to understand?

- **Flexibility and control** — Can the test taker choose and switch structures to fit their ideas and keep them accurate and consistent across the response? For example, rephrasing to avoid an error, switching clause types or voice, and maintaining agreement and tense consistency.
- **Punctuation (Writing only)** — Is punctuation correct and helpful for understanding? Do errors make the meaning less clear?

## 5.2.5 Lexis

Lexis refers to the words and phrases the test taker chooses and how well they use them.

- **Lexical diversity** — Does the test taker use a wide range of words and avoid repeating the same ones?
- **Lexical sophistication** — Does the test taker use more precise or less common words to express ideas better?
- **Word choice** — Are the words correct and natural for the context? Would mistakes confuse a listener or reader?
- **Word formation** — Are the forms of words correct? For example, does the test taker use the right part of speech, like 'I was bored' and not 'I was boring'.
- **Spelling (Writing only)** — Are the words spelled correctly? Do spelling mistakes make the answer hard to understand?

## 5.2.6 Pronunciation (Speaking only)

Pronunciation is about how clearly and naturally a test taker produces the sounds of spoken English so that their message is easy to understand.

- **Intelligibility** — Is the message easy to understand? Would a listener need to ask for clarification?
- **Individual sounds** — Are English sounds pronounced clearly?
- **Word stress** — Is the stress on the right syllable? For example, baNAna (correct) vs banaNA (incorrect).
- **Sentence stress** — Does the speech have a natural rhythm with stress on important words? Can the test taker use stress for contrast, like 'CHInese or JApAnese?'

- **Intonation** — Does the test taker use rising and falling intonation to show meaning? For example, falling intonation at the end of a list.

## 5.3 Score Range Descriptors

These criteria are used to score all speaking and writing questions on the test. The task groups listed below cover the main types of speaking and writing tasks on the test — for example: describing a photo, summarizing a conversation, talking about an experience, or giving an opinion. Details of these tasks can be found in section 4. Fluency and pronunciation are only used to score speaking tasks. These two criteria are marked with an asterisk (\*). They are not used to score writing.

These descriptors describe typical performance at each level.

### Score: 155-160

#### Content

The test taker fully addresses the task. For example:

- **Describe a Photo (Write or Speak):** Fully describes the image. Includes key people, objects, and actions. May explain relationships or make logical inferences about what's happening.
- **Summarize the Conversation:** Describes who is speaking, what the topic is, what they say, and how it ends. Focuses on the important points without adding irrelevant detail.
- **Extended Speaking and Writing Tasks:** Responds clearly to the question and all parts of the prompt. Develops ideas with relevant details or examples. Stays on topic and uses an appropriate tone. The response is clear, focused, and well-developed, with all key ideas included and supported. The response demonstrates strong control of style and tone.

#### Discourse Coherence

The response is well-structured and very easy to follow throughout. Ideas are logically sequenced and clearly connected, with appropriate use of cohesive devices.

#### Fluency\*

The test taker speaks smoothly and at length. Pauses happen in natural places,



between clauses or ideas, and are sometimes used to organize thoughts or add emphasis. The test taker might sometimes use fillers but these do not distract or make the response hard to follow. Pauses are generally brief (usually less than 2 seconds) and do not interrupt the flow of speech or suggest the speaker is struggling to continue.

## Grammar

The answer includes a very wide range of grammatical structures. There are no grammatical errors other than mistakes that expert or native speakers might make. Grammar is used flexibly and precisely to communicate meaning, nuance, and subtle shades of emphasis, supporting both clarity and sophistication of expression.

## Lexis

The test taker uses a broad and precise range of vocabulary. Word choice is accurate and appropriate throughout. The test taker effectively uses collocations and idiomatic language.

## Pronunciation\*

Pronunciation is clear and natural throughout. Intonation, stress, and rhythm support communication, and the speaker can be easily understood without effort.

## Score: 130-150

### Content

The test taker clearly and appropriately addresses the task and communicates their ideas effectively. For example:

- **Describe a Photo (Write or Speak):** Describes the main parts of the image with appropriate detail. May include some inferences or guesses. Focus is mostly on relevant and visible aspects of the photo.
- **Summarize the Conversation:** Accurately summarizes who is speaking, what the topic is, and the key points of the conversation. Covers what happened or what was decided, with minor omissions or unevenness in detail.
- **Extended Speaking and Writing Tasks:** Responds clearly and appropriately to the prompt. Includes relevant ideas and supporting examples. May not explore all ideas in depth but stays on topic and presents a logical message. The response is well-developed and includes enough detail to fully support the main ideas.

**Discourse Coherence**

The response is generally well-structured. Ideas are logically organized and easy to follow. Some minor issues with flow or cohesion may occur. Cohesive devices (such as linking words and pronouns) are often used effectively, though not always consistently. In extended writing tasks, overall structure is clear, typically including an introduction, body, and conclusion, though some parts may be less developed.

**Fluency\***

The test taker is able to speak at length without frequent hesitation or breakdowns. Pauses usually occur in appropriate places, such as between clauses or ideas, and are generally brief. Some fillers or hesitations may occur, but they do not seriously affect the overall flow or listener comprehension.

**Grammar**

The test taker uses a variety of structures correctly most of the time, including structures like passive voice, conditional forms, inversion, and complex sentences. There may be small mistakes, but they usually don't make the message hard to understand.

**Lexis**

The test taker uses a wide range of vocabulary naturally and correctly. Words and phrases are well-chosen for the situation, including common collocations and some idiomatic expressions.

**Pronunciation\***

Most words are easy to understand. There may be occasional mistakes with sounds, word stress, or intonation, but these do not make the speaker hard to follow.

**Score: 100-125****Content**

The test taker addresses the question and includes most of the required points. For example:

- **Describe a Photo (Write or Speak):** Mentions the main parts of the image and describes some details. May miss one or two key features or include a basic description without further development.

- **Summarize the Conversation:** Covers the main topic and most important points. May leave out supporting ideas or the ending. The summary may be general or unclear in parts but is mostly on topic.
- **Extended Speaking and Writing Tasks:** Responds to the question and presents the main idea. May only partially develop some points or include limited support. The message is generally clear, even if not always detailed. The response is relevant, with enough detail to explain or support the main ideas.

### **Discourse Coherence**

The response is mostly easy to follow. Ideas are grouped logically, and the test taker connects ideas using linking words, pronouns, and referencing expressions to avoid repeating words.

### **Fluency\***

The test taker can produce longer stretches of connected speech on familiar topics, but delivery is not smooth. There may be noticeable long or unnatural pauses as well as incorrect stress, which may at times affect intelligibility. Hesitations, repetitions, and some self-corrections occur but do not usually stop communication. Speech is somewhat slow but generally understandable. There may be some strain on the listener.

### **Grammar**

The test taker uses a range of grammatical structures correctly most of the time, such as complex sentences with conjunctions ('although', 'because', 'so that'), modals for giving opinions (such as 'should' or 'might'), relative clauses, and conditionals. There may be errors, but they usually don't make the message hard to understand.

### **Lexis**

The test taker uses a range of vocabulary that is mostly appropriate and clear. They may repeat some words or rely on familiar expressions, but the lexis is generally sufficient to express main ideas and support communication. There may be some imprecise word choices, but these rarely affect understanding.

### **Pronunciation\***

Most words are clearly pronounced. Some inaccurate pronunciation may affect intelligibility. Intonation is mostly appropriate. Stress is mostly accurate. Inaccuracies sometimes affect intelligibility.

## Score: 60-95

### Content

The test taker responds to the task but may leave out important ideas or give only basic details, examples, or explanations. For example:

- **Describe a Photo (Write or Speak):** Mentions some parts of the image but may miss key details. Description may be short, general, or repetitive.
- **Summarize the Conversation:** Identifies the topic or speakers but may skip several important points. The summary may be unclear or include unrelated details.
- **Extended Speaking and Writing Tasks:** Responds to part of the question. Ideas may be underdeveloped, off-topic, or only loosely connected. Support is limited or vague.

### Discourse Coherence

The response is somewhat organized. Ideas are presented simply, and it is possible to at least partly understand the test taker. They may use basic linking words (like, 'and', 'but', 'because', 'so', 'then', or 'also') but connections between ideas are sometimes unclear or missing.

### Fluency\*

The test taker can produce short stretches of connected speech but pauses frequently. Pauses are often long and usually unfilled (silence rather than 'uh' or 'um'). These pauses often break up ideas mid-clause, and the speaker may hesitate, restart, or self-correct. These features may make the response hard to follow and may affect listener understanding.

### Grammar

The test taker uses a limited range of grammar, such as present and past simple, basic modals (such as 'can' and 'should'), and simple linkers (like 'so', 'however', and 'since'). There are some errors, and these may make parts of the message hard to understand.

### Lexis

The test taker uses mostly correct vocabulary, but the range is limited. They may rely on general words and may repeat the same words. They may struggle to find more precise or topic-specific vocabulary.



## Pronunciation\*

The test taker shows some control of pronunciation, including individual sounds, stress, and intonation, but this is not consistent. The test taker can generally be understood, though problems with pronunciation sometimes reduce clarity.

## Score: 30-55

### Content

The test taker makes a basic attempt to answer the task. For example:

- **Describe a Photo (Write or Speak):** Mentions one or two things in the image. The response may be very short or only names items without describing them.
- **Summarize the Conversation:** Shows some understanding of the topic or people involved but misses most key points. May include unclear or unrelated ideas.
- **Extended Speaking and Writing Tasks:** Writes or speaks about the general topic, but the response may not clearly address the question. Support is minimal or missing.

The response includes some relevant ideas, but key details may be missing or not fully explained.

### Discourse Coherence

The response may be repetitive and only partly coherent. Ideas may be listed without clear connections. The test taker may use basic linking words (like 'and', 'but', 'so', or 'because') but these may be repeated or misused. A listener would likely need to ask for clarification.

### Fluency\*

The test taker can produce short stretches of connected speech but pauses frequently. Pauses are often long and usually unfilled (silence rather than 'uh' or 'um'). The test taker speaks slowly and pauses often break up ideas mid-clause. They may hesitate, restart, or self-correct. These features can make the response harder to follow and may affect listener understanding.

### Grammar

The test taker uses basic grammar, such as present simple, present continuous, and some past tense forms. Errors are frequent and may sometimes make the message hard to understand.

**Lexis**

The test taker uses a limited range of common vocabulary to express basic ideas. Word choice may still be vague or imprecise, with frequent errors when using less familiar or topic-related words. The test taker may repeat words or rely on common but nonspecific terms (like 'nice', 'interesting', or 'a lot of').

**Pronunciation\***

The test taker can produce basic sounds and simple words, but speech is often difficult to understand. Stress and intonation are often weak or inaccurate. Listener effort is often needed, though some meaning is usually clear from context.

**Score: 10-25****Content**

The test taker does not complete the task. For example:

- **Describe a Photo (Write or Speak):** Says only one or two words or gives a very short answer. May describe something not in the image or say something unclear.
- **Summarize the Conversation:** Gives little or no information about the conversation. May include off-topic or unrelated ideas.
- **Extended Speaking and Writing Tasks:** Writes or speaks very briefly. May not answer the question or may be hard to understand.

The response may be very short (only 1–2 sentences) or missing key information. It may be difficult to understand what the test taker is trying to say.

**Discourse Coherence**

The response is very simple and may be hard to follow. Ideas are often listed one by one, with little or no connection between them. The test taker may use basic linking words (like 'and' or 'but') but these are often repeated or used incorrectly. Words or phrases may be repeated. A reader or listener would need to stop and reread or ask for clarification to understand the message.

**Fluency\***

The test taker speaks in isolated words or short phrases, with very slow delivery. Pauses are long and frequent, and usually silent. There may be repeated attempts to start an idea, or the speaker may stop completely. Coherence is often lost, and

the response is difficult to follow.

### **Grammar**

The test taker uses only basic grammar (such as present simple, subject–verb agreement, and simple phrases with ‘there is’ or ‘can’). Grammatical errors are very common and often affect understanding.

### **Lexis**

The test taker uses very limited vocabulary, often inaccurately. They rely on general words (like ‘thing’, ‘good’, or ‘nice’), and may struggle to find words for basic ideas. The test taker’s vocabulary is insufficient to complete the task or communicate meaning clearly.

### **Pronunciation\***

Speech is often unintelligible because words are pronounced unclearly. Intonation is often incorrect or missing.



## 6. Sample Answers

This section shows sample answers to speaking and writing tasks that help teachers understand how Duolingo English Test (DET) scoring works in practice. It includes responses for production tasks covering a range of scores, from 65 to 150.

### Each example includes:

- The original task prompt
- The test taker’s response (audio, transcript or written text)
- The subscores the test taker received in that test session
- Brief comments based on the DET scoring criteria (from section 5).

For speaking tasks, QR codes let you listen to the original audio. No pauses have been removed (though background noise has been taken out to improve clarity).

These sample answers can be used in class to show what different levels of performance look like. Teachers can:

- Compare levels. Have students look at two or more samples and discuss what makes one answer stronger than another (for example, clarity, organization, language use, or completeness).
- Highlight key features. Guide students to identify typical features of higher-scoring answers, such as clear structure, relevant details, or effective use of linking words.
- Use samples as models. Show a higher-level response before or after a task so students can see what a successful answer looks like.
- Support guided discussion. Use samples to prompt discussion about task requirements, scoring criteria, and effective strategies, either as a whole class or in small groups.
- Encourage self-study and reflection. Ask students to compare their own answers to a sample and note one specific way they could improve.

Each subscore reflects the test taker’s performance across the entire test—not just this one task. While these answers show how scoring criteria apply in real responses, they represent only a few possibilities. No single answer type or structure guarantees a particular score.

## 6.1 Write About the Photo

### Question 1



**Answer:** This is a picture of a sports game stadium. In the background is the view of a huge metropolis. There are several buildings including huge skyscrapers. The playground is quite green in color.

**This test taker scored 140 for Writing.**

**Content:** The test taker describes key features of the image—namely the stadium, the city skyline, skyscrapers, and the green field. The answer is relevant, focused, and on-topic.

**Discourse coherence:** The ideas are presented in a logical order, moving from the main subject (the stadium) to the background and then to a specific detail (the field). The structure is simple but coherent. There is minimal linking, but this does not cause cohesion problems.

**Grammar:** The grammatical structures are mostly accurate, with appropriate use of the present tense and clear sentence formation. There are no major errors with subject-verb agreement or punctuation.

**Lexis:** The vocabulary is generally accurate. Words like 'stadium,' and 'skyscrapers'

are appropriate and relevant. There are several unnatural word choices, like 'playground' (to describe the field) and collocation issues (like 'quite green' and 'sports game stadium'). Despite these problems, the vocabulary is sufficient to clearly describe the image.

## Question 2



**Answer:** A man is sitting on a chair, he has microphone in his left arm and he is speaking to an audience. he is wearing in a simple fashion, a jeans and a jacket. he is probably saying something that might give an inspiration or just telling a story.

**This test taker scored 135 for Writing.**

**Content:** The answer clearly describes key elements of the image, including the man's appearance, posture, and what he is holding. The test taker also includes reasonable speculation on the man's purpose, suggesting he might be inspiring the audience or telling a story.

**Discourse coherence:** Ideas are logically ordered and easy to follow. However, the answer is largely built as one long run of clauses, and limited sentence separation reduces overall clarity. In spite of these issues, the main message remains understandable.

**Grammar:** The test taker attempts a range of grammatical structures, including present continuous ('is sitting,' 'is speaking'), modals ('might give'), and relative clauses ('something that might give inspiration'). However, there are several mistakes: missing articles ('[a] microphone'), incorrect article use ('a jeans'), a comma splice ('man is sitting on a chair' + 'he has microphone in his left arm'), capitalization errors ('he is wearing'), and preposition errors ('in his left arm,' 'wearing in a simple fashion'). These do not block understanding, but they lower the overall level of grammatical accuracy.

**Lexis:** The vocabulary is mostly appropriate, and the test taker uses some precise language ('microphone,' 'audience,' 'inspiration'). However, there are some unnatural collocations and awkward phrases ('give an inspiration,' 'wearing in a simple fashion'). These reduce the overall clarity and may distract the reader slightly.

### Question 3



**Answer:** This image is of kitchen, because gas stove is there and some knife in the knife stand are there. also multiple kit

**This test taker scored 85 for Writing.**

**Content:** The test taker attempts to describe the image and identifies relevant elements like a gas stove and knife stand. However, the description is short and underdeveloped. The answer does not fully describe the image.

**Discourse coherence:** The sentence structure is disjointed. Ideas are presented in fragments without clear organization or linking. The test taker also uses 'is/are' for both sentences. The final sentence ends abruptly.

**Grammar:** The test taker shows some control of basic sentence construction. There is an attempt to use simple present tense and form complete thoughts. However, there are consistent issues with articles ('kitchen,' 'gas stove'), subject-verb agreement ('knife... are'), and punctuation.

**Lexis:** Vocabulary is mostly appropriate, with relevant terms like 'gas stove,' 'knife stand,' and 'multiple.' However, there is a spelling error ('beacause'), and unnatural phrasing ('are there'). These affect clarity and limit how well the image is described.

## 6.2 Interactive Writing

### Question 1

**Question** (Step 1): Describe the last time you created or made something. What did you make, and what steps did you take to make it? Include specific details in your answer.

**Answer** (Step 1): The last thing that I created recently was a Powerpoint presentation for our students management consultancy. It was about our junior project. I hadn't to do it all by myself, rather in a group of five. First of all, I've started with my rough ideas on the content and the structure. After that, I started to fill my notes with context and finished the content. The next step was to make a nice visual powerpoint so I started to use our slide master to do so. At the end, I read the whole presentation and adjusted a few minor errors.

**Question** (Step 2): Write about any emotions you felt while creating this object. How did these emotions influence the creation process?

**Answer** (Step 2): One particular emotion that I can think of that did influence me was fear. The fear that nobody liked the presentation or that it wasn't like what the others expected. So this fear made me put a lot of time and work into this presentation to make sure that it would fill the given criteria.

**This test taker scored 150 for Writing.**

**Content:** The test taker fully answers the question. Both Step 1 and Step 2 are clearly addressed with appropriate development. The test taker communicates

their ideas effectively at some length, detailing the stages of creating a PowerPoint and the emotional impact of fear on the process. The writing is relevant throughout and is written in an appropriate style.

**Discourse coherence:** The answer is well-structured and cohesive. Events are organized logically (from brainstorming to revision), and transitions ('First of all,' 'After that,' and 'At the end') guide the reader. The cause-effect relationship in Step 2 ('fear made me put a lot of time and work into this') shows clear progression. The use of cohesive devices and pronoun referencing (like 'this fear') adds to the overall clarity.

**Grammar:** A range of structures is used, including past-tense narration (such as 'It was about our junior project'), subordination (such as 'The last thing that I created recently was a Powerpoint presentation for our students management consultancy'), and complementation (such as 'to make sure that it would fill the given criteria'). Grammatical control is generally strong, but there are some clear errors in verb form and complementation (including 'I hadn't to do it all by myself') and some inappropriate tense choice in ('I've started with my rough ideas'). In spite of these issues, the message is easy to understand.

**Lexis:** The vocabulary is appropriate and occasionally precise, with collocations (like 'rough ideas,' 'put a lot of time and work into,' and 'minor errors.')

Some phrasing (such as 'fill the notes with context') is slightly unnatural, but this doesn't interfere with understanding.

## Question 2

**Question** (Step 1): Some think that people are never satisfied with what they have; they always want something more or different. Do you agree or disagree? Why? Give specific reasons for your answer.

**Answer** (Step 1): I agree with this idea, i think humas are ambicious by nature and that makes us to always want more, also a lot of times we are selfish, and that lead us to wnat what others have, that includes things we dont have, but at the same time i think it has a lot to do with setting goals, because if not your life will be really boring, and the goals should always be things you dont have. So this idea is not always negative.

**Question** (Step 2): How could a resistance to change affect people's satisfaction with what they have? Could this impact a person's perspective on wanting more? Explain your thoughts.

**Answer** (Step 2): I think that if you refuse to change, with time your life starts to be monotonous, which can be really boring, all the things you have could begin to look as if they are not enough because you are bored of them, and this could influence the person to want more of what they already have, but if the person still refuse to change, then it will become a cycle when even when

**This test taker scored 125 for Writing.**

**Content:** The test taker answers both steps of the task and includes specific reasons and examples. Step 1 is more fully developed, with ideas about ambition, selfishness, and goal-setting. Step 2 addresses the impact of resisting change, but the development is uneven.

**Discourse coherence:** The answer is generally coherent and organized. Ideas follow a logical order, and the progression of ideas is mostly clear. However, cohesion is occasionally weakened by run-on sentences (with four independent ideas) and limited variety of linking devices (overuse of ‘and,’ missing transitions). The abrupt ending in Step 2 slightly affects clarity and progression.

**Grammar:** The test taker uses a range of grammatical structures, including conditionals (‘if you refuse to change...’) and a reduced relative clause (‘things we don’t have’). However, errors are frequent: subject–verb agreement (‘that lead us’), missing punctuation, and verb form issues (‘makes us to always want more’). Despite these issues, the grammatical control is mostly sufficient for the meaning to be clear.

**Lexis:** Vocabulary is mostly appropriate and occasionally varied (‘monotonous,’ ‘ambitious,’ ‘selfish’) with natural collocations (such as, ‘setting goals,’ and ‘but at the same time’). However, there are several spelling errors (‘humas,’ ‘ambitious,’ ‘wich’), word choice inaccuracies (‘get into a cycle when even when...’), and some awkward phrasing (‘makes us to always want more’). Occasionally these errors impact coherence (such as ‘the things you have could begin tho’). The message remains largely understandable.

### Question 3

**Question** (Step 1): Describe a memorable experience you’ve had in or with nature, such as a hike, a visit to a park, or an encounter with animals. Include specific details in your response.

**Answer** (Step 1): I had a good experience about the nature. Almost 2 years ago i went to a big forest and i saw a lot of kind of animals especially bears. Also, i



saw a lot of plants and higher trees besides the butterflys that i could see was so beautiful, i never saw it so near. I visited this place to connected more with the nature and the animals, i remember that i could enjoy a waterfall with a small puddle. this had a lot of rocks into the water and it was very clean. I enjoied a lot this trip, i really felt happy with my self and with the nature. Righth now im gon

**Question** (Step 2): Reflect on how this memorable experience with nature affected or changed your awareness or understanding of the environment. Include specific details in your response.

**Answer** (Step 2): The experience that i had have a influence en my life because i can realize that the plants and animals feel the pain,and our work like humans is protected the enviroment and creat awareness about throw trash in the water or land. Today i can understand the environment have to be protect for the humans and if we have some oportunities to avoid hurt it we nee

**This test taker scored 90 for Writing.**

**Content:** Both steps are attempted, and the test taker gives relevant details about their experience in nature (seeing animals, enjoying a waterfall). Step 2 makes a clear attempt to reflect on environmental responsibility. However, both steps are underdeveloped and only partially meet the task requirements.

**Discourse coherence:** The answer has some logical sequencing. It starts with when the trip occurred, describes what the test taker saw, then mentions their feelings and reflections. However, clarity is affected by repetition ('a lot,' 'the nature'), awkward phrasing ('feel the pain'), and sentence fragments or incomplete thoughts ('Righth now im gon,') and in both steps, the answer ends suddenly. These issues make the answer harder to follow, even though the overall message is understandable.

**Grammar:** The test taker uses mostly simple grammatical structures. There are frequent errors with tense ('I had have'), subject-verb agreement ('the butterflys that I could see was'), punctuation and capitalization mistakes, and article use ('the humans,' 'the nature'). Despite these issues, many ideas are still comprehensible.

**Lexis:** Vocabulary is limited and includes misspellings ('my self,' 'butterflys,' 'realixe,' 'enjoied'). There is some variety with appropriate words like 'forest' and 'waterfall,' but repetition ('a lot'), word choice problems ('feel the pain,' 'a waterfall with a small puddle'), and awkward or incorrect collocations ('higher trees' or 'so near') reduce clarity and effectiveness.

## 6.3 Speak About the Photo

### Question 1



**Transcript:** In this picture, we can see three people sitting on a chair in a classroom. The classroom looks modern. Behind the people in the background, there is a whiteboard with blue words written on them. It appears to me that they are engaged in some sort of discussion, as they seem quite focused and engaged in a conversation. I think that they might be teachers that are having a group discussion or a meeting about how to improve their strategies. The woman in the middle is wearing a black long-sleeve and a denim jeans. She appears to be laughing and smiling happily while looking at the man next to her. All of them are seated in a comfortable position, which indicates that they might be good colleagues and they've worked together for a long time. I think that they are having a really engaging and a good discussion.



**This test taker scored 145 for Speaking.**

**Content:** The speaker clearly describes the image and fully meets the task requirements. They include details about the setting (a modern classroom), the people (three individuals), and their possible roles (teachers in a meeting). The speaker goes beyond basic description by making reasonable inferences about

the group's relationship and the purpose of their discussion.

**Discourse coherence:** The description is easy to follow. Ideas progress logically—from setting, to people, to interpretation. Transitions between sentences are smooth, and cohesive devices (like 'as,' 'while,' and 'which') are used naturally.

**Fluency:** The test taker speaks smoothly for extended stretches—around 30 seconds without a break early in the response. Although there are some longer pauses (around 2 to 4 seconds), these happen in natural places, between ideas and don't interrupt the flow of the response.

**Grammar:** There is a wide range of grammatical forms, including accurate use of present continuous ('is wearing'), passive voice ('are seated'), present perfect ('they've worked together'), and relative clauses ('that are having a group discussion'). Errors are minor and do not affect clarity (such as, 'three people sitting on a chair,' and 'a denim jeans').

**Lexis:** The vocabulary is varied and mostly appropriate. The speaker uses precise terms (like 'whiteboard,' 'engaged in a conversation,' and 'comfortable position.')

There are a few awkward or imprecise phrases ('a black long-sleeve,' 'seated in a comfortable position'), but these don't interfere with meaning.

**Pronunciation:** Most words are clearly pronounced. Occasional phonemes are unclear (such as /θ/ in 'three'), but these issues do not affect intelligibility. Intonation and stress are both appropriate. The test taker uses features of connected speech, such as catenation.



## Question 2



**Transcript:** This image I see three people sitting on a rock like on the road. One of them is like a mannequin. I think it is a normal person but they do disguise like this to make money. The, next to him on his right there is a person dressing as I think he is maybe a businessman. He has on his waist his cell phone. He has a bag, maybe his work bag. And he is putting his hand on his face like he is thinking thinking about his problems maybe. He is not feeling great I would assume. And the other person is dressing as also like he is a businessman. He is dressing a black suit. He is turning his back on us. We cannot see as much in this picture.



**This test taker scored 115 for Speaking.**

**Content:** The speaker describes the main elements of the image: a statue-like figure, a man sitting next to it, and a third person facing away. They make a reasonable inference about the seated man's mood. Although the response is not fully developed, the overall message is clear.

**Discourse coherence:** The response has a clear overall structure, beginning with the scene and then describing each person. However, there are moments where clarity drops (such as 'it is a normal person but they do disguise like this' and 'we cannot see as much in this picture.')

These incomplete or awkward sentences disrupt the flow and make parts of the message harder to follow.

**Fluency:** Speech is mostly smooth, with natural pacing during simpler parts of the description. However, there are some longer pauses (up to 3 seconds) and moments of hesitation, especially when the speaker appears to lose track or restarts an idea. There is some repetition ('thinking thinking') and self-correction, but the message remains intelligible.

**Grammar:** The response shows some range through present-tense description (such as 'He has a bag'), complementation (such as 'I think it is a normal person'), and modal marking of uncertainty (such as 'He is not feeling great I would assume' and 'maybe his work bag'). However, grammatical control is uneven because of article use (including 'on the road') and clause structure (including 'This image I see three people sitting'). These issues sometimes reduce accuracy, but the main message remains understandable.

**Lexis:** The vocabulary is mostly appropriate. The speaker uses less common words (like 'mannequin' and 'disguise') and attempts some collocations (such as, 'make money,' 'not feeling great,' 'I would assume'). However, some phrases are awkward or imprecise ('he is dressing as...,' 'we cannot see as much').

**Pronunciation:** Generally, the pronunciation is clear and easily intelligible, with only a small strain on the listener. The test taker uses connected speech features, such as stressing important content words. Occasionally the pronunciation is unclear (such as 'not feeling great' and 'in this picture').

### Question 3



**Transcript:** Okay. They might despite three girls and one man. They are sit. It seem to me be like conversation with with each other. Two girls wear sunglass and were wear on the right hand you can see the girl wear T-shirts, gray t-shirt. You can see the man on the right hand wear a yellow T-shirt and he use glass either. They probably talking about some magazines and both they both girls have two bottles of water, yeah, two side, and then two side up, the girls like to call... have a conversation about something, it's really interesting because everybody was looking each other everybody was talking and the boy is like you're interested about the about that.



**This test taker scored 85 for Speaking.**

**Content:** The speaker attempts a full description of the image, identifying the number of people, some clothing items, accessories (glasses, bottles), and the group's possible activity (a conversation about a magazine). There is an effort to describe what the individuals are doing and how they relate to each other. While some parts are unclear or confusing, the response stays mostly on-topic and includes many relevant details.

**Discourse coherence:** The answer is loosely organized, with attempts to structure the description spatially ('on the right hand'). However, many ideas are incomplete, disordered, or repeated. Phrases like 'everybody was looking at other everybody' and 'it's really interesting because...' lack clarity and disrupt the overall flow. Despite this, listeners can grasp the general idea of a group engaged in discussion.

**Fluency:** There are moments of reasonably fluent speech, and some longer pauses (of around 2 seconds) occur in natural places. However, repetition ('with with each other,' 'they, they both girls have two bottles') and restarts (such as 'the girls like to call... have a conversation') are frequent. Breakdown in sentence construction and word choice often affects the smoothness and makes the message harder to follow.

**Grammar:** The speaker uses basic structures but makes frequent errors with verbs ('they are sit'), prepositions ('wear on the right hand'), and word order. Sentences are often fragmented or incorrectly formed, which regularly interferes with clarity. Despite these issues, the speaker communicates basic ideas.

**Lexis:** Vocabulary is limited, with several inaccurate or awkward phrases ('use glass either,' 'despite three girls'). However, the speaker does produce some

relevant nouns (such as 'T-shirt,' 'sunglasses,' and 'bottles of water.')

Word choice problems sometimes confuse the message but do not entirely block communication.

**Pronunciation:** Some words are clearly pronounced, and the speaker uses some intonation and sentence-level stress. However, many individual words are hard to identify, and weak control of pronunciation affects intelligibility throughout. A listener would likely need to ask for clarification to fully understand the response.

## 6.4 Read Then Speak

### Question 1

**Question:** Explain how societies can find more consensus and harmony. What are some principles or practices that are important to facilitating constructive dialogue? How can we encourage good communication and understanding in our communities?

**Answer:** I think that societies can find consensus and harmony mainly in listening to one another. This is something that lacks in most parts of this world is about, yeah, to take the time and listen to what people have to say. And when I say people, I mean everyone really, like different communities that might find something unfair. We were just talking about fairness. It might be different cultural background, cultural groups that want to be treated a certain way. About principle and practices, I would say, while fairness, as we said, justice, and a good sense of, of friendship. And to encourage good communication and understanding in communities that goes without saying that it's also about listening and take into account what different people have to say and not judge them for it. So yeah.



**This test taker scored 140 for Speaking.**

**Content:** The response addresses all three parts of the prompt: how to build harmony in society, principles for constructive dialogue, and ways to encourage communication. The test taker mentions key concepts like listening, fairness, and justice. However, these points are only briefly discussed. The ideas are not developed with examples or extended explanations, particularly in the final part of the answer (how to encourage good communication).

**Discourse Coherence:** The response is generally easy to follow because it moves through the prompt in sequence and uses basic spoken signposting to introduce a new part of the answer (such as 'About principle and practices'). The response also maintains a clear central thread around ('listening to one another'). Although some sentences become less clear as they are being formulated (including 'This is something that lacks in most parts of this world is about'), the message remains easy to understand.

**Fluency:** The speaker maintains a mostly steady flow, with pauses in natural places. Some hesitation and repair occur, but they do not interrupt communication. Fillers like 'yeah' and 'so' are present but do not affect listener comprehension.

**Grammar:** The speaker uses a range of grammatical forms, including present-tense explanation (such as 'societies can find consensus and harmony'), complementation (such as 'listen to what people have to say'), and relative clauses (such as 'different communities that might find something unfair'). However, there are some phrasing issues, such as 'this is something that lacks in most parts of this world is about,' which affect clarity but not intelligibility.

**Lexis:** The test taker uses vocabulary relevant to the topic (like, 'consensus,' 'harmony,' 'justice,' 'fairness,' 'communities,' 'constructive dialogue'). The word choice is appropriate, and although some phrases lack precision (such as 'a good sense of friendship,' 'not judge them for it').

**Pronunciation:** Words are clearly pronounced. Intonation and stress are appropriate throughout. The test taker's pronunciation puts no strain on the listener at all.

## Question 2

**Question:** Discuss the skills you can develop by getting together and studying with others in a group. How do you think these skills could be helpful in a future job? How does studying with others encourage the development of these skills?

**Answer:** Ok, probably like the skills that you can develop, it's more about the, the feeling that you can get, like to have some brainstorm ideas between a group or you can help an others in the things that you have your strength and the others can help you like in your weakness. So probably that's could be helpful even not just for school, it's also like for job. Anywhere





you need to work with someone else and these skills can make improve like the job, the job ethic and also like can get it to like the job done. So probably this encourage like to develop these skills. While you are studying you can get like the first step and after all you can still develop this afterwards like in your job.

### **This test taker scored 115 for Speaking.**

**Content:** The test taker responds to all three parts of the question: the skills developed in group study (brainstorming, mutual support), how those skills help in a job (work ethic, getting the job done), and how study groups build these abilities. The ideas are relevant but only partly explained. Points like 'help others with your strengths' and 'you can get the job done' are mentioned but not developed with examples or detail. Despite some vagueness and repetition, the overall message is clear.

**Discourse Coherence:** The response has a visible overall progression from skills, to workplace usefulness, to how study groups encourage development. It also uses basic linking to keep the answer moving (such as 'So probably,' 'also,' and 'While you are studying'). However, several sentences are loosely assembled and some links between ideas remain unclear (including 'these skills can make improve like the job' and 'So probably this encourage like to develop these skills'). These issues sometimes reduce smoothness, but the response remains understandable overall.

**Fluency:** The test taker is able to speak at length and maintain a mostly steady pace. However, there are frequent false starts ('it's more about the, the feeling that you can get'), self-corrections, and hesitations. Fillers (such as 'like' and 'so') appear often and disrupt fluency. Some pauses occur in clauses, but don't block communication.

**Grammar:** The response shows some range through modal marking (such as 'could be helpful'), generalized reference to future or workplace situations (such as 'Anywhere you need to work with someone else'), and attempts to explain cause and effect (including 'these skills can make improve like the job') However, errors are frequent and sometimes interfere with meaning (for example, 'that's could be helpful,' 'can make improve,' and 'you can help an others'). These errors show limited control over grammatical accuracy, though the main ideas remain comprehensible.

**Lexis:** The vocabulary is mostly appropriate for the topic. The test taker uses some topic-related terms (such as 'brainstorm,' 'group,' and 'develop these skills.')

However, word choice is often imprecise or awkward. Collocations like ‘job ethic’ and ‘make improve’ are unnatural, and some phrases lack clarity (‘get it to like the job done’). These reduce precision but not overall understanding.

**Pronunciation:** Most words are clearly pronounced. The test taker uses aspects of connected speech such as catenation and elision. Stress and intonation also sound natural.

### Question 3

**Question:** Describe a time when you were especially productive at work. What was the project or task you were working on? What did you do in order to stay focused and productive? What was the result of your productivity?

**Answer:** What’s the project or task you are working on? I’m working on the project to establish the cells, cells line in tumors like the pancreatics and also in the livers cells line. It has many, it has many functions to in to research the current research that cancer. Now we have established three cells lines in the pancreatic cancers. For one, is is can withstand one one cell lines with established can withstand manys of drugs to many chemical drugs to treatment the pancreatics. It has many things to explore the cancer, how the cancer cells to



**This test taker scored 65 for Speaking.**

**Content:** The test taker attempts to answer the question and introduces a relevant topic—a research project involving the development of cancer cell lines, particularly for pancreatic and liver cancers. There is some mention of research outcomes (developing drug-resistant cell lines), but key parts of the prompt—such as how the speaker stayed focused or what the result of their productivity was—are not addressed. The response ends abruptly, and many ideas are only partially expressed because of problems with vocabulary, grammar, and pronunciation.

**Discourse coherence:** The overall structure is difficult to follow. There is some attempt to organize the response, but repetition, missing connectors, and phrasing errors make it hard to understand how the ideas relate to each other. When the speaker adds new information, the links between one idea and the next are often unclear. In spite of these issues, it is possible to partly understand the

test taker

**Fluency:** Fluency is affected by frequent false starts, slow pace (around 70 words per minute), repeated words ('one one cell lines'), and unusual phrasing. Frequent short pauses (under 2 seconds) and breakdowns make the delivery uneven, though the speaker keeps going.

**Grammar:** The speaker uses mostly basic sentence structures, many of which are inaccurate. Errors with tense, agreement, word order, and sentence structure are frequent ('is is can withstand,' 'to treatment the pancreatic'). These interfere with meaning and make parts of the response hard to understand.

**Lexis:** Some relevant vocabulary is used ('pancreatic cancer,' 'cell lines'), but control of lexis is limited. Word choices are often inaccurate or awkward ('manys of drugs,' 'explore the cancer'), and collocations are weak or incorrect. These issues reduce clarity and precision.

**Pronunciation:** Pronunciation problems are frequent and affect intelligibility. Many words are difficult to recognize, and stress and intonation patterns are inconsistent. A listener would likely struggle to follow the message without repetition or clarification.

## 6.5 Interactive Speaking

### Question 1

#### Transcript

**Question 1:** I'd like to ask you a few questions about podcasts and radio. Tell me what kind of podcasts or radio shows are popular.

**Answer 1:** A podcast that is really popular right now, maybe you know it, it's called, em, Colour Daddy. The hosts is called Alex Cooper and she interviews different em big celebrities names like she just did like Ellen Pompeo or in the past she also interviewed eh Kamala Harris. And it's just really em fun and interesting to listen to 'cause you can listen to like really interesting stories.

**Question 2:** I see. I have a different question. Describe some differences between radio and podcasts.



**Answer 2:** A podcast can be played by, from any em, device, like from a laptop, from ATV also like a smart TV I can think about, or a phone while the radio it's more limited, like you can listen to it in the car or maybe some radios also have apps, I'm not sure. What I'm saying is that a podcast is more reachable and you can play it anywhere if you have the Internet connection. Also on the plane if you...

**Question 3:** I see. I'd like to ask you another question. How do podcasts or radio influence the way people learn new information?

**Answer 3:** I think podcasts influence a lot about how people learn informations 'cause people don't really read the newspapers anymore or watch the news, but like when they go for a walk or maybe they're driving, they just put em, a podcast on. So that's like a way they listen to news or facts going on in the world. So it's it's a good source of information right now.

**Question 4:** Thanks for discussing podcasts and radio with me. Now I'd like to change topics and ask you a few questions about walking in cities. How does the weather change how many people walk in a city?

**Answer 4:** The weather changes how people walk in the city. For instance, when it's raining and everyone is holding an umbrella over their head, it's really hard to walk 'cause there's also like when it's raining, there's, there's usually confusion everywhere. So it's really hard for people to see where they're going. While when it's sunny it's more calm and you can see where you're going.

**Question 5:** Thanks. I've got another question. How can people stay safe when they cross roads?

**Answer 5:** People can stay safe when they cross roads by em, checking multiple times like right on left and right on left for cars to coming up. Just cross the city when the traffic light is green if there is a traffic light light and not wearing like headphones so you can hear like the city noises and the cars approaching.

**Question 6:** Interesting. Here's another question. What are some common places in cities where people can walk easily?

**Answer 6:** I think in most of the big cities there are also like parks where people can go into nature, like per se. In New York, there's Central Park where people just go for a walk and they can just unwind from the chaos of the city, so they can just walk in parks.

This test taker scored 135 for Speaking.

## Comments

**Content:** The response is clear and appropriate, with relevant ideas that address each question and stay on topic. The test taker gives concrete examples to support points (for example, naming a popular podcast and describing how people use podcasts while walking or driving). Some ideas are only briefly developed, especially in later answers (for example, 'So it's it's a good source of information right now').

**Discourse coherence:** The test taker is able to organize ideas in a generally logical sequence and uses simple connectors to link points (such as 'while,' 'also,' and 'so'). There is evidence of progression within responses, moving from examples to explanations (such as 'people don't really read the newspapers anymore... so that's like a way they listen to news'). However, coherence is sometimes weakened by repetition and restarts. In spite of these issues, the main message remains understandable.

**Fluency:** The test taker is able to speak at length without frequent hesitation or breakdowns. Speech rate is fast, (around 130 words per minute) and easy to follow. The test taker uses fillers occasionally (like 'eh,' and 'em') during short (under 2 second) pauses. There are occasional instances of self-correction (such as ' A podcast can be played by, from any em, device'), but these are brief and do not disrupt continuity. None of these issues impact clarity or overall communication.

**Grammar:** The test taker shows control of a range of basic and some more complex grammatical structures, including present simple and continuous forms ('people don't really read the newspapers anymore,' 'they're driving'), simple conditionals ('if you have the Internet connection'), and clause-level expansion with conjunctions ('because people don't really read...'). Grammar is used flexibly enough to support meaning. There are with subject-verb agreement ('The hosts is called Alex Cooper') and verb pattern errors ('for cars to coming up'), but these do not make the response hard to understand.

**Lexis:** The test taker uses a wide range of vocabulary appropriately and correctly, with words and phrases that are well-chosen for the situation, including common collocations (for example, 'a good source of information,' 'Internet connection,' 'traffic light,' 'unwind from the chaos of the city'). The test taker also uses precise, topic-appropriate nouns (for example, 'smart TV,' 'podcast hosts,' and 'Central Park'). There are occasional word form issues (such as 'informations'), but these

do not affect clarity.

**Pronunciation:** Almost all words are easy to understand, and overall intelligibility is high. There is some first language influence, but it does not interfere with comprehension. Segmental production is generally accurate, with only minor errors. Word stress is mostly appropriate, and intonation is used effectively to signal continuation and closure of ideas within the turn. There is very little strain on the listener.

## Question 2

### Transcript

**Question 1:** I'd like to ask you a few questions about self-reflection and self-improvement. Do you think self-reflection is important when overcoming weaknesses? Why or why not?

**Answer 1:** So I think overcoming, you know, weakness is very important because the moment you have weakness and you have to do, you have to work on it, you would really, you know, procrastinate on working on it because that is something that you actually don't like and that is something that you're actually not willing to work on. So I would say, you know, working on weaknesses should really help to make a better person.

**Question 2:** Interesting. Here's another question. Do you think other people can help you overcome weaknesses? Why or why not?

**Answer 2:** I think other people can sometimes help in overcoming weaknesses, which is not mandatory, but working on yourself by yourself is something that is more important because you would exactly know what is that you're feeling and how you can overcome it by yourself instead of, you know, others giving their opinions would be tough, tougher comparatively. But yeah, you can take their suggestions if you have to.

**Question 3:** Thanks. I've got another question. Tell me about a skill you want to improve.

**Answer 3:** I think I want to improve my communication skills because, you know, I think I have a good score of communication skills, but I kind of feel nervous while I'm talking to somebody. So that is something I would really like to work



on. So nowadays I am trying to, you know, do that by talking to AI and yeah, so communication skills are one of the most important skills and improving them would be really helpful for me.

**Question 4:** Thanks for discussing self-reflection and self-improvement with me. Now I'd like to change topics and ask you a few questions about hobbies and the internet. Describe some online hobbies people enjoy.

**Answer 4:** I think some of the online hobbies that people enjoy are playing games like Coker or or RG or any of that sort. If it if it's for kids, then kids would you know, play online games like subway circuit, etcetera or racing cars. So yeah, playing games online is an interesting hobby that people would, you know, love to spend their time on if they have free time. And yeah, it is...

**Question 5:** I see. I'd like to ask you another question. Explain how the internet can help people try new hobbies.

**Answer 5:** Okay, I think it can, Internet can help people find new hobbies because Internet is a place where you can search anything and everything and you get it. So if you if you start with finding new hobbies on Internet, you would find hobbies of different kinds, not only playing games, but also of, you know, reading books and em talking to different people or tutoring for that, you know, part. So yeah, Internet would help.

**Question 6:** Okay. I've got one more question. How can online classes make learning hobbies more fun?

**Answer 6:** I think online learning would make you know people to get more knowledge of different domains because online knowledge is something that, that, you know, people would be passionate about. Because as they cannot, you know, go and study in a school or a place, they would rather prefer it online and eh they would learn a lot from it.

This test taker scored 125 for Speaking.

### Comments

**Content:** The test taker consistently addresses each question and stays on topic, expressing clear opinions about weaknesses, self-improvement, and hobbies. Ideas are relevant but often general and unevenly developed, with repetition rather than concrete examples (for example, 'working on weaknesses should really help to make a better person'). Overall meaning is clear, though

explanations are sometimes vague.

**Discourse coherence:** Responses are mostly easy to follow, with ideas grouped logically across answers. Basic connectors are used ('because,' 'so,' 'instead of'), but organization within individual responses is loose, with frequent restarts. This occasionally reduces clarity but does not block understanding.

**Fluency:** The test taker is willing and able to speak at length without frequent hesitation or breakdown. Delivery is sustained across the response, with only occasional self-corrections (such as, 'you have to do, you have to work on it') and controlled filled hesitations (such as, 'So I think overcoming, you know, weakness'). Pauses are generally brief and typically under two seconds. These hesitations do not interrupt the flow of ideas or affect listener comprehension. Overall, speech is continuous and controlled, with minor, non-disruptive repairs.

**Grammar:** The test taker uses a clear range of grammatical structures to express abstract ideas and generalizations, including embedded clauses and non-time-bound statements (for example, 'what you're feeling,' 'working on weaknesses should really help,' 'if you start with finding new hobbies'). They frequently combine multiple clauses within a single idea and sustain complex sentence attempts under time pressure. However, grammatical control is inconsistent, with repeated clause-framing errors ('what is that you're feeling'), awkward verb patterns ('make people to get more knowledge'), and articles ('[The] Internet is a place ...'). These errors do not usually block understanding but reduce precision and stability, keeping the performance in the mid-B2 range rather than higher.

**Lexis:** The test taker shows emerging control of some lower-frequency and abstract vocabulary, which allows them to discuss reflective and general topics beyond purely concrete ideas (for example, 'procrastinate'). They also use several common lexical chunks and collocations appropriately (for example, 'anything and everything,' 'communication skills,' 'knowledge of different domains,' 'work on yourself'). These choices support generalization and allow the test taker to talk about habits, learning, and self-improvement with some clarity. However, lexical range and precision are limited. The test taker relies on high-frequency, general words to carry meaning (for example, do, work, thing, people), often supported by discourse fillers (for example, you know). There are also attempts at more complex or evaluative wording that show incomplete control (for example, tougher comparatively; a good score of communication skills). Overall, vocabulary is sufficient to express ideas clearly, but with limited precision and uneven control.

**Pronunciation:** Most individual words are pronounced clearly, and overall the test taker is easy to understand. Word stress is generally appropriate, although there are occasional misplaced stresses (such as 'procrastinATE'). There is noticeable first language influence, including systematic substitutions (such as /v/ for /w/ and /t/ for /θ/ in 'I think'). These features are evident but do not prevent comprehension. Intonation sometimes supports meaning, but in other places is less controlled. Weak forms are present but limited, which gives parts of the speech a slightly staccato rhythm. Overall, there is some strain on the listener, but the test taker remains generally easy to follow.

### Question 3

#### Transcript

**Question 1:** I'd like to ask you a few questions about superpowers and superheroes. Discuss whether having a superpower might make it easier or harder to find a job.

**Answer 1:** Yes, superpower is very easier because you have superpower you go anytime, anywhere in micro minutes and it is very helpful and also you have unique identified to another peoples.

**Question 2:** Okay. Here's another question. What problems could a fictional superhero try to solve?

**Answer 2:** The superhero every time help to other when eh someone in a emergency and eh any other critical situation they come and um make a they come and help so it is very helping persons

**Question 3:** I see. I've got a different question. Describe a superpower you think would be fun to use.

**Answer 3:** When eh I give some superpowers so that times I am feel very happily because eh I have firstly compared to other someones haven't any super one but I have a superpower so that times firstly I help another peoples and eh always I use my superpowers to helping other. Don't use eh any restriction and any any other curricular activities.

**Question 4:** Thank you for talking to me about superpowers and superheroes. I'd like to change topics and ask you a few questions about indoor and outdoor



activities. How do outdoor activities differ from indoor ones in terms of health benefits?

**Answer 4:** The outdoor activity's very helpful for our bodies because you stretch your body and your mind is very peaceful when you are outside, but you are in inside your you don't think another and eh you surrounding your regular thing. So when you try, when you are free, please go outside and explore the world.

**Question 5:** Interesting. I have another question. Tell me about some outdoor activities you like.

**Answer 5:** Outdoor activities like eh playing volleyball is my favorite because I am a volleyball champions. So in outside when I have sometimes so that times I play volleyball, another also in outdoors my me and my friends also playing cricket in my society.

**Question 6:** I see. I've got a different question. Tell me about some things you can do indoors during bad weather.

**Answer 6:** In indoor basically I play carom, chess and any other games but now times I'm watching reels on my phones when when outside weather is a bad. Also sometimes I'm help my mother in a her work.

This test taker scored 90 for Speaking.

### Comments

**Content:** The test taker responds to all prompts and remains broadly on topic, addressing superpowers, activities, and personal preferences. However, the answers are short. Ideas are not developed and often expressed in very general terms. Several responses restate the same point without adding detail, and explanations are vague or repetitive (such as repeatedly stating that superheroes 'help other people' without specifying how or why). The overall message is usually identifiable, but responses lack depth and clarity.

**Discourse coherence:** Responses show basic coherence, typically following a simple structure, but idea progression is weak. Sentences are often loosely connected, and thoughts are repeated or abruptly ended. Linking relies heavily on basic patterns ('because,' 'so'), and several answers read as lists of ideas rather than organized explanations. The listener frequently has to infer relationships between ideas, especially in Questions 2 and 3.

**Fluency:** The test taker is able to produce connected speech and respond to all prompts, with a speech rate that is sometimes relatively fast (at times exceeding 120 words per minute). Delivery includes frequent hesitation, fillers (such as 'eh,' 'um'), and restarts (such as 'outside when I have sometimes so that times I play volleyball'), which put noticeable strain on the listener. In spite of these issues, the main message remains understandable.

**Grammar:** The test taker demonstrates control of basic clause structure and simple present tense, and is generally able to produce complete sentences with a clear subject–verb–object pattern ('outdoor activity is very helpful for our bodies,' 'I play ... chess'). There is evidence of emerging use of coordination ('because,' 'but') and basic verb–object constructions to express reasons and preferences. However, grammatical accuracy is inconsistent, and errors are frequent and often affect clarity. These include subject–verb agreement ('superpower is very easier'), verb forms and tense control ('I am feel very happily'), pronouns and determiners ('help to another peoples), and sentence structure ('you don't think another and you surrounding your regular thing'). While intended meaning can usually be inferred, limited control beyond basic structures constrains precision and flexibility.

**Lexis:** Vocabulary range is very limited and repetitive, relying heavily on high-frequency words such as 'help,' 'very,' 'good,' and 'activities.' Word choice is often inaccurate or unnatural ('micro minutes,' 'unique identified,' 'very helping persons,' 'curricular activities' in an unrelated sense). These issues significantly reduce precision and clarity, though basic meaning is sometimes maintained.

**Pronunciation:** The test taker is able to pronounce many individual words clearly, and overall intelligibility is generally maintained. However, intonation is flat, L1 influence is strong, and there are noticeable errors in connected speech, including the addition of vowel sounds (such as 'and' pronounced as /ændə/). These issues occasionally impact understanding, but the main message remains understandable.



## 6.6 Writing Sample

### Question 1

**Question:** Describe the geography of the country where you currently live. How does the geography of the country affect its people and its culture?

**Answer:** The country I currently live in is Bangladesh. It's geography is rich and diverse. Bangladesh is mostly a flat country, criss-crossed by rivers all over it. I think the geography of any country greatly affects its people and its culture. Likewise, the geography of my country also has a noticeable effect on its people and culture. Being a riverine country, most of the large towns had been built near large rivers or on the coastline. The culture of my country is diverse, it differs in hilly, mountainous regions compared to flat regions. People of different religions and cultures freely practice and enjoy their diverse cultures all over the country. Being a hot and humid country, the people are more accustomed with light and chilly clothing, the cultural activities are based on long summers and short winters. Overall, the geography of this country has greatly enriched its

**This test taker scored 150 for Writing.**

**Content:** The response addresses the prompt clearly by describing the country's geography and explaining how it shapes settlement, clothing, and cultural variation. It also develops the ideas with several relevant examples tied to geography and daily life. The ending is incomplete, but the response still shows clear task achievement overall.

**Discourse coherence:** The answer is logically structured and cohesive. The writer moves from general geographical facts to more specific cultural consequences, and the overall flow of ideas is smooth. Linking expressions ('Likewise' and 'Being a riverine country') are used effectively. There is some repetition ('the geography of'), but it does not interfere with understanding or coherence. The unfinished closing sentence slightly weakens the conclusion, but the rest of the answer maintains clarity and logical progression.

**Grammar:** The grammar is mostly accurate and includes a mix of sentence structures. The use of passive voice ('had been built'), participle clauses ('Being a hot and humid country'), and noun modifiers ('riverine country') shows flexibility. There are minor issues (such as the confusion between 'it's' and 'its', the phrasal verb 'accustomed with', and comma splices) which do not impact the overall



clarity.

**Lexis:** The response uses a wide range of topic-specific vocabulary (such as 'riverine', 'coastline', 'mountainous', 'humid', and 'cultural activities'). This allows the test taker to give a detailed and nuanced response. Word choice is generally appropriate and supports meaning effectively. Some phrasing (like 'light and chilly clothing') is less natural or slightly unclear, but it does not interfere with understanding.

## Question 2

**Question:** Do you think people learn better by being told what to do or by being shown what to do? Use examples from personal experience and observations to explain your perspective.

**Answer:** I believe being shown what to do is an effective way for people to learn compared to being told what to do. An example is how i learn how to draw images when i was young. My father shown me how to draw, the technics, the ideas and ways for an effective drawing and i have been using this technics my father shown me since that day and this technics has won me more drawing awards.

**This test taker scored 115 for Writing.**

**Content:** The response answers the question clearly and gives a personal example to support the opinion. The writer explains their preference (being shown) and supports it with a meaningful personal experience about learning to draw. The explanation is a little repetitive, but the ideas are relevant and mostly clear.

**Discourse coherence:** The answer is easy to follow despite some awkward phrasing. Ideas are presented in a roughly logical order. However, sentence structure is repetitive and transitions between ideas could be clearer. There is some redundancy ('this technics my father shown me... this technics...'), and the final sentence lacks clarity due to structure.

**Grammar:** The response includes a variety of structures (past simple, present perfect and passive voice), but accuracy is inconsistent. There are noticeable issues with verb tense ('i learn how to draw'), irregular verb forms ('My father shown me'), and noun agreement ('this technics'). These errors affect how clearly the message is communicated but do not prevent the reader from understanding the main ideas.

**Lexis:** The vocabulary is simple but mostly appropriate for the topic. The test taker uses everyday terms (like ‘draw,’ ‘images,’ ‘ideas,’ and ‘awards’) correctly, and the meaning is consistently clear. However, there are some noticeable word choice and form issues, such as the repeated use of ‘technics’ (instead of ‘techniques’). There is little variety in word choice, though the message remains mostly clear.

### Question 3

**Question:** Acquiring new knowledge and skills doesn’t always happen quickly. Do you think that patience is key when it comes to learning, or do you think it is possible to learn things quickly if you are motivated? Support your opinion with your personal experience and observation.

**Answer:** knowledge is one of usefull things , we can use our knowledge in different situations and this situation are not must be momentarily after just we learn something, it can take a lot of time before we really needed our knowledge. I gueass motivation do not help people to learn faster because learning depends on learners assosiation and his memorise. I learned electro engineering 5 years ago but I do not use my this skill long time and after 4 years when I build home I used my skills that I have gained on engineeriujnh

**This test taker scored 85 for Writing.**

**Content:** The test taker responds to the prompt but the answer is only partially developed. The main idea is that motivation does not necessarily help learning, supported by a personal example (studying engineering). However, the argument is unclear at times and under developed. The personal experience is relevant but the description is somewhat confusing, limiting clarity.

**Discourse coherence:** Ideas are loosely connected, but sentence flow is hard to follow. Linking words (‘because,’ ‘but’) are present but often misused (‘this situation are not must be momentarily after just we learn something’). Organization is minimal. These issues make the ideas difficult to understand.

**Grammar:** The response shows some ability to form basic sentences, and there is occasional correct use of simple structures (such as past simple in ‘I learned electro engineering 5 years ago’). However, grammar errors are frequent and noticeable, and they often affect clarity. Subject–verb agreement problems are common (such as ‘motivation do not help’), and verb tense and word order are

inconsistent (as in 'I do not use my this skill long time'). These errors disrupt sentence flow and make the writing difficult to follow, though the intended meaning can usually be partly understood.

**Lexis:** Some vocabulary is appropriate (such as 'knowledge', 'motivation', 'situation', and 'engineering') but overall range is limited. Misused or unclear words and misspellings reduce precision (like 'momentally,' 'assosiation,' 'memorise'). Word choice is often repetitive and lacks variety. Despite these weaknesses, the lexis is generally sufficient to communicate the main message.

## 6.7 Speaking Sample

### Question 1

**Question:** There are many different types of groups and organizations, such as sports teams, professional organizations, and groups for people who are interested in the same hobby. What are the benefits of belonging to a group or organization? Are there any disadvantages? Use reasons to support your answer.

**Answer:** I think belonging to a group or an organization actually um benefits a person, especially when a student is not from the country. So they're from an outside country and they come in and I think that it actually benefits them in a way because then you would have your own, um, group to actually help support you and you're actually doing something that you like. So it's like you have the same hobby and you join that group and in schools I know we have clubs and so um for example there's dance clubs and I like to dance, so if I join, if I were to join a dance club I would feel more, in a way, at home and doing something that I like. And it also kind of helps me in a way where um, if I'm having difficulties with my studies or you know, making friends in school because that's really hard, um, you know you still have your group that you can go to that you can ask for help, then you know, they could help you with your studies or they could help you um introduce them to their friends and then you can be friends with them and it kind of expands your social group in a way. I think there are also disadvantages to that though because, um there are all different people with different opinions and so you definitely would have a clash when it comes to, um discussing things. Yeah, it's just, it's just, it's really hard to talk to someone with a different opinion about stuff especially if they're not open to what you're



saying. Um, for example, like I mentioned the dance club thing, if let's say they were choreographing something and you tried to suggest a different way or a different move that you would like to incorporate in the choreo, choreography and the person who's teaching the dance, the dance choreographer didn't like your idea and they didn't know how to talk to you about it nicely then they would just embarrass you in front of everyone and that would cause a clash and kind of, you know, negative impact in how you view your, your group or your club. So yeah, I guess that's for me that's what would benefit and that's what would not really benefit a student.

**This test taker scored 145 for Speaking.**

**Content:** The response fully addresses the prompt by discussing both benefits and disadvantages of belonging to a group or organization. The ideas are developed with relevant examples, especially the extended illustration involving a dance club. The response stays on topic and provides clear support throughout.

**Discourse coherence:** The answer is mostly coherent and easy to follow, but it follows a conversational and narrative style rather than a structured discussion. The speaker links ideas through storytelling rather than through clear transitions or discourse markers. As a result, the ideas occasionally blend together without clear boundaries.

**Fluency:** The flow of speech is natural and fluent. The test taker speaks at a consistent rate (around 130 words per minute). Some filler words are overused (such as 'you know'), but this does not affect intelligibility. Pauses are short (mostly under 1 second) and in natural places, like at the end of ideas.

**Grammar:** The answer includes a wide range of grammatical structures, including conditional forms ('if I were to join a dance club') and relative clauses ('the person who's teaching the dance'). Some clause structure and agreement issues appear ('they come in and I think that it actually benefits them', 'they could help you introduce them to their friends'), but these are typical of informal speech and do not interfere with communication.

**Lexis:** The vocabulary is appropriate and includes some less common lexis (such as 'incorporate', 'choreographing', 'embarrass'). The speaker uses collocations such as 'expand your social group' and 'feel at home.' There is some repetition of certain phrases, but overall lexical choice is accurate and varied, with the test taker showing control over appropriate forms (such as 'choreographing',

'choreographer', and 'choreography').

**Pronunciation:** The test taker's pronunciation is clear. Intonation is appropriate, and stress and rhythm are used appropriately. The test taker is very easy to understand.

## Question 2

**Question:** Some works of art have a clear message, but other works of art mean different things to different people. Which of these kinds of art do you prefer and why? Use examples from personal experience to support your opinion.

**Answer:** I have never thought about such question before, because I am a big fan of all pieces of art, actually. But maybe, eh, I can say that most of the time, eh, pieces of art with a certain meaning is better for me. I can explain because ah, when an artist, ah has a certain idea what does he want to show for his audience, he tries to put at his eh picture or or photo or even music as more details as he want to put there, to explain his idea, ah, to make it more, ah, clear for the audience. He put a lot of such details there and for me it's better because when I see a great picture in an art gallery I always try to find as more details as I can. For example, when I, um, see, ah, some faces I try to understand their emotions or some pieces of clothing or maybe some ah, er, accessories that people have at such picture. Ah, that's why I think a clear message in pieces of art is better and of course it's first of all better for me personally.



**This test taker scored 115 for Speaking.**

**Content:** The answer addresses the question by expressing a clear preference (art with a clear message) and offering reasons supported by a personal example. The test taker explains why they value art with explicit meaning, particularly their enjoyment of looking for details that convey the artist's intention. Although the response includes relevant and extended ideas, the explanation is sometimes repetitive.

**Discourse coherence:** The response is mostly easy to follow. The speaker maintains a consistent position throughout and supports it with personal reasoning. However, the structure is loose, with ideas linked in a narrative way rather than through clear transitions or logical steps. This affects clarity, though

the overall message is still understandable.

**Fluency:** The test taker speaks at a consistent and comfortable rate, with pauses (of up to 3 seconds) that do not interrupt the listener's understanding. However, there is frequent use of filler words ('eh,' 'ah,' 'um,' 'er'), especially when introducing or connecting ideas. These fillers slightly disrupt the overall fluency and rhythm of the response. Nonetheless, the speech remains intelligible and mostly natural.

**Grammar:** The response shows some range through present-tense explanation (such as 'I am a big fan of all pieces of art'), subordination (such as 'when an artist... has a certain idea'), and modal marking (including 'I can say'). Grammatical control is uneven because of agreement (including 'pieces of art with a certain meaning is better for me'), article use (such as 'such question'), question formation inside a clause (including 'what does he want to show'), and comparative phrasing (such as 'as more details as he want'). These issues sometimes reduce precision, but the overall meaning stays clear.

**Lexis:** The vocabulary is mostly appropriate and related to the topic. The speaker uses terms like 'clear message,' 'details,' and 'art gallery' effectively. However, there is frequent repetition ('pieces of art,' 'details') and some awkward phrasing ('at his picture,' 'such picture'). Despite this, the speaker successfully communicates their meaning.

**Pronunciation:** Most words are clearly pronounced and the test taker is generally easy to understand. Occasionally, words are mispronounced (such as /fəʊtə/ for 'photo') and phonemes confused (such as /ɪ/ and /i:/). Sentence stress is limited, although there is intonation. Some function words (such as articles and prepositions) are left out entirely, instead of being unstressed.



### Question 3

**Question:** What place do you feel most connected to? Why is this place important to you? What are some of your favorite memories of this place? Give examples to support your answer.

**Answer:** The most connected feeling the most connected place to me is my grandmother house. It is important for me because, eh the grandmother house way. Some days ago my, some days ago my grandfather was my grandfather was wanted to destroy this place but I didn't give him permission to destroy this place because without this my life will be become so much miserable. Because when I go to my mother grandmother place eh when I see this I always remember my grandmother. That's how it is in my few months ago. Eh, the garden of my, the garden of my grandmother house is most memories memorable place eh memorable place of this place eh because there because I was playing and always there with my grandmother when I was child. When I was child also I was really enjoying my erm grandmother's garden because it was too much nice also. My grandmother was loved that too. He she is working there always she always take care of the plants, plants which is eh, which is he planted. There is a lots of plants, plant life, There is a lots of plants which was she planted like a lot of flowers also some vegetables trees. Also there is some jackfruit trees, mango trees and lychee trees. I love this place because eh because I am living, eh because I am living in cities. Eh, the village area is so much enjoyable for me. This is too much memorable place for, eh for my memory because my mother grandmother was really loved me loved me too. Because I was one of, eh I was one that, eh, I was one son of my father's, also their family's one boy. That's why she loved me a lot. This is most connected memories for me.



**This test taker scored 80 for Speaking.**

**Content:** The answer addresses all parts of the question and stays on-topic throughout. The speaker explains why their grandmother's house is meaningful, giving emotional reasons (wanting to prevent its destruction) and specific memories (playing in the garden, spending time with their grandmother). However, the development is limited and ideas are difficult to follow due to repetition, unclear phrasing, and frequent restarts.

**Discourse Coherence:** The response lacks clear structure. Many sentences are incomplete or disjointed, and ideas are presented without logical progression. Key

points (such as the garden being important or the speaker's family situation) are repeated in slightly different forms, which reduces clarity. The listener must work to interpret the intended meaning.

**Fluency:** The response includes frequent hesitations, filler sounds ('eh'), and repetition, which disrupt the rhythm of speech. The speaker often struggles to complete thoughts or link ideas smoothly. There are also many false starts and self-corrections, which interrupt the flow of ideas and make the message harder to follow. While there is sustained effort to continue speaking (most pauses are under 1 second), the delivery lacks fluency, making it difficult for a listener to follow the message without strain.

**Grammar:** The response shows some range through past-tense reference (such as 'I was playing'), subordination (such as 'when I was child'), and attempts at relative clauses (including 'plants which is eh, which is he planted'). However, grammatical control is weak because of possessive forms (including 'my grandmother house'), verb forms (such as 'will be become'), pronoun choice (including 'He she is working there always'), agreement (such as 'There is a lots of plants'), and clause formation across the response. These issues often reduce precision, though it is possible to partly understand the test taker.

**Lexis:** Vocabulary is topic-appropriate but limited. The speaker uses a few precise words ('jackfruit,' 'miserable'), but many phrases are awkward or unnatural ('too much memorable,' 'most connected memories for me'). There are also confusing word choices ('living in cities' as a contrast to a specific house), which reduce clarity. Overall, lexical control is weak and often results in vague or unclear expressions.

**Pronunciation:** Although some individual words are understandable, many are mispronounced or lack natural stress patterns. The speaker often uses equal stress across syllables and has limited intonation variation, which gives the delivery a flat, robotic quality. At times, pronunciation affects word recognition and makes the speech difficult to follow without additional context or clarification.

## 7. Glossary

### **accurate (adjective)**

Accurate means there are no mistakes in grammar, word choice, spelling, or collocations. For example, 'make a mistake' is accurate, but 'do a mistake' is not.

### **appropriate style (noun)**

Appropriate style means using language that fits the task and audience. This usually means using clear, formal or semi-formal English—especially for academic or professional topics. For more personal topics, a slightly less formal tone may be acceptable.

### **catenation (noun)**

Catenation is when the final consonant sound of one word links directly to the vowel sound at the start of the next word. For example, 'pick it up' sounds like 'pi-ki-tup.' This helps make speech smoother and more connected, improving fluency and natural rhythm.

### **clause (noun)**

A clause is a group of words with a subject and a verb. Some clauses can stand alone (e.g., 'She is tired'), while others need more information (e.g., 'because she is tired'). Clauses build more complex sentences.

### **clear (adjective)**

Clear means the answer is easy to understand, whether it uses simple or complex language. If an answer is too complicated—such as having too many clauses or using low-frequency words incorrectly—it may become unclear.

### **coherent (adjective)**

Coherent means that the ideas in a response are logically organized and easy to follow. A coherent answer flows smoothly from one idea to the next, with clear connections between sentences and parts of the response. Even if the grammar or vocabulary isn't perfect, a response can still be coherent if the overall message makes sense.

### **cohesive (adjective)**

Cohesive means that the parts of a response are clearly connected using linking

words, pronouns, or repeated ideas. This helps the listener or reader follow the answer easily. For example, using words like 'first', 'then', 'because', or 'however' can create connections between ideas.

**collocations (noun)**

Collocations are common combinations of words that are often used together. For example, 'make a decision' (not 'do a decision') and 'strong coffee' (not 'powerful coffee').

**complex sentences (noun)**

Complex sentences have one main clause and at least one dependent clause. For example, in 'I stayed home because it was raining,' the main clause is 'I stayed home'. This can stand alone as a complete sentence. The dependent clause is 'because it was raining,' which cannot stand alone. Complex sentences can convey more detailed ideas.

**control (noun)**

Control means being able to use language correctly and consistently. A test taker with good control over grammar or vocabulary makes few errors and uses language accurately in different situations.

**developed (adjective)**

Developed means the response includes enough detail, explanation, or examples to fully answer the task. A developed answer doesn't just mention an idea—it expands on it. For example, in a photo description, a test taker might describe what they see, explain what's happening, and suggest possible reasons or outcomes.

**easy to understand (phrase)**

This means that a response can be understood by a high-level English speaker without much effort. This could include a teacher, a university professor, or a fluent conversation partner. If a listener or reader has to pause, guess the meaning, or feels confused, the response may not be easy to understand.

**errors (noun)**

In language testing, errors are problems that show a test taker doesn't fully understand the rules of English. For example, if someone always says 'She go to school' because they don't know it should be 'goes', that's an error.

**flexibly (adverb)**

A test taker who uses grammar flexibly can adapt their language to fit the meaning they want to express. This includes choosing between simple and complex sentences, using different tenses, or selecting the right structure for the context—without relying on just one type of sentence.

**hesitation(s) (noun)**

Hesitations are moments when a speaker pauses, uses fillers (like 'uh' or 'um'), repeats themselves, self-corrects, or starts a sentence again. These are common features of spoken language. In speaking tests, hesitations can show that the speaker is planning what to say or having difficulty with language. A few hesitations are natural, but too many can affect how fluent or easy to follow the speech is.

**idiomatic language (noun)**

Idiomatic language includes words and phrases that have a meaning different from the literal meaning of the individual words. Examples include 'break the ice' (to start a conversation in a relaxed way) or 'hit the books' (to study hard).

**intonation (noun)**

Intonation is the rise and fall of the voice when speaking. It helps show meaning, emotion, and sentence type. For example, intonation can signal that more information is coming, such as when listing: 'There are children playing ↗ , parents watching ↗ , and a teacher helping ↘ .' Natural intonation makes speech easier to follow, while flat or unnatural intonation can make even accurate language sound unclear or monotonous.

**mistakes (noun)**

Mistakes are accidents that a speaker or writer could correct if they noticed them, like an expert speaker saying 'He go to school' by accident. These are different from errors, which show a lack of understanding or knowledge (e.g., always saying 'He go to school' because the speaker doesn't know it's wrong).

**performance (noun)**

Performance refers to how well a test taker completes a task. This includes the quality of language (e.g., grammar, lexis, pronunciation) and how well the response fits the question. Unlike underlying knowledge or potential ability, performance is what the test taker demonstrates in real time on the test.

**range (noun)**

Range means the variety of language used. A wide range of grammar or vocabulary shows the ability to express many different ideas in flexible ways, rather than relying on simple or repeated structures.

**stress (noun)**

Stress is the way a speaker emphasizes certain syllables in words or certain words in a sentence. In pronunciation, correct word stress (for example, 'enVlronment' not 'enviRONment') helps listeners understand what's being said. In sentences, stress highlights important words (like, 'I prefer studying in the MORning, not late at NIGHT.')

Poor control of stress can make speech harder to follow or sound unnatural.

**subscore (noun)**

A subscore is a separate score that reflects one part of language ability, such as Listening, Speaking, Reading, or Writing. Subscores help show a test taker's strengths and weaknesses in different skill areas.

**task achievement (noun)**

Task achievement is about how well a response matches what the question asks. A strong response answers all parts of the task clearly, stays on topic, and includes enough detail.





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