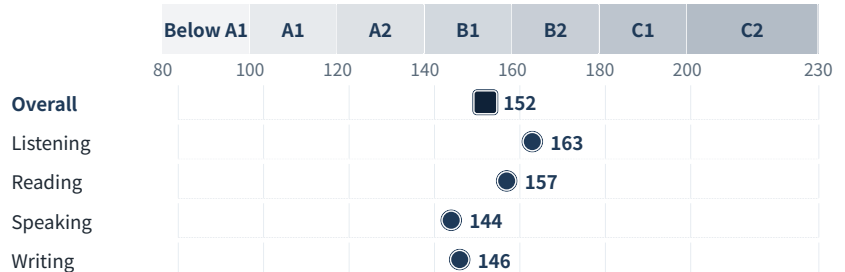


Examinee **Hanako Yamada**

Overall score

**152** / 230CEFR level **B1.2** Intermediate

Where these scores sit on the CEFR bands



Listening

**163** / 230  
**B2.1**

Reading

**157** / 230  
**B1.2**

Speaking

**144** / 230  
**B1.1**

Writing

**146** / 230  
**B1.1**

### What this level looks like

Understands the main points and communicates within their own area of work. Complex or unfamiliar topics still need support.

### How to read this report

1. The CEFR level is the primary result. The PCAT Score shows where you sit within that band.
2. The PCAT Score is not a percentage of correct answers. It reflects how difficult the questions you answered correctly were.
3. It is normal for skills to differ. Look at the per-skill results as well as the overall one.

### Glossary

#### PCAT Score

The PCAT Score runs from 80 to 230 and represents your ability to work in English. Each CEFR level spans 20 points: 100 enters A1, 120 A2, 140 B1, 160 B2, 180 C1 and 200 C2. **It is not a percentage of correct answers.** The test adapts to your responses, so the difficulty of the questions you answered is reflected in the score. The same score means the same ability regardless of which questions you saw.

#### CEFR and sublevels

CEFR is the Common European Framework of Reference, an international standard describing language ability in six levels from A1 to C2. PCAT adds a sublevel: **.1** for the lower half of a band and **.2** for the upper half (B1.2 is the upper half of B1).

#### Below A1

This sitting did not show evidence of reaching the A1 requirements. **This does not mean a score of zero.** Circumstances during the test — running out of time, equipment problems, or how you were feeling — may have played a part.

#### The two-tier bands

Speaking and Writing are assessed on two dimensions. **Communication** asks whether your intent landed and the task was achieved. **Language Quality** looks at accuracy of grammar, vocabulary and pronunciation. Because PCAT is about getting through in practice, Communication contributes 85% of the score and Language Quality 15%.

#### The dash

A dash means the skill was not attempted, or there were too few responses to score it. **This is different from a score of zero.**

### Skill scores

#### Listening

**163** / 230 **B2.1**

##### What this level looks like

Understands meeting discussions including speakers' intent and where they agree or disagree, and grasps the main points and reasoning even outside their own field. Strong accents and overlapping speech remain demanding.

**What this skill measures** Measures how well you understand workplace speech at a conversational pace — not only concrete details, but also speakers' intent and conclusions.

#### Reading

**157** / 230 **B1.2**

##### What this level looks like

Understands the main points of work emails and simple specifications and identifies what is being asked. Meaning that is implied rather than stated can be misread.

**What this skill measures** Measures how well you extract what you need from work documents, including interpreting conditions and implications rather than only stated facts.

## Speaking

144 / 230 B1.1

### What this level looks like

Explains a situation and gives an opinion with reasons within their own area of work. Pace is uneven and complex explanations require searching for words.

### Dimension scores

|                         |                        |     |
|-------------------------|------------------------|-----|
| Task achievement        | <div><div></div></div> | 3.0 |
| Intelligibility         | <div><div></div></div> | 2.5 |
| Appropriateness         | <div><div></div></div> | 3.0 |
| Coherence & cohesion    | <div><div></div></div> | 2.5 |
| Strategic competence    | <div><div></div></div> | 2.0 |
| Grammar accuracy        | <div><div></div></div> | 2.5 |
| Vocabulary range        | <div><div></div></div> | 2.5 |
| Pronunciation precision | <div><div></div></div> | 2.0 |

**What this skill measures** Measures how well you get your point across and sustain an exchange. **Whether your intent lands matters more than grammatical accuracy.** Pronunciation is judged on whether a listener can understand you.

## Writing

146 / 230 B1.1

### What this level looks like

Conveys the main point of a request or report in a work email. Text generally connects, though explaining complicated circumstances can become long-winded or unclear.

### Dimension scores

|                      |                        |     |
|----------------------|------------------------|-----|
| Task achievement     | <div><div></div></div> | 3.0 |
| Readability          | <div><div></div></div> | 3.0 |
| Appropriateness      | <div><div></div></div> | 2.0 |
| Coherence & cohesion | <div><div></div></div> | 2.5 |
| Grammar accuracy     | <div><div></div></div> | 2.5 |
| Vocabulary range     | <div><div></div></div> | 2.5 |

**What this skill measures** Measures how well you communicate in writing for your reader and purpose. **Meeting the task's requirements and being read without misunderstanding** carry the most weight.

## Scoring detail

### Speaking — Dimension scores

| Dimension               | Score | Feedback                                                                                                                                                                           |
|-------------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Task achievement        | 3.0   | In the role-play you raised the slow support response and proposed revisiting the SLA. Offering an alternative when the other side sets conditions would complete the negotiation. |
| Intelligibility         | 2.5   | Your meaning comes across overall, but when you said "next next week" the listener could not pin down the date. Say "the week after next" or give the actual date.                 |
| Appropriateness         | 3.0   | You stayed polite with the vendor while stating what you needed clearly.                                                                                                           |
| Coherence & cohesion    | 2.5   | Your main points are there, but the order jumped around at times. Moving from the current situation to the problem to your proposal would be easier to follow.                     |
| Strategic competence    | 2.0   | When you missed the other side's question, there was a long silence. Asking "Sorry, could you say that again?" keeps the conversation moving.                                      |
| Grammar accuracy        | 2.5   | There are a few third-person agreement slips such as "She don't have the file yet", but they do not get in the way of the meaning.                                                 |
| Vocabulary range        | 2.5   | You use core work vocabulary well. More phrases for requests and proposals, such as "Would it be possible to ...", would widen your range.                                         |
| Pronunciation precision | 2.0   | Individual sounds are mostly clear. Watching word stress (for example "deVElopment") would make you easier to follow.                                                              |

### Strengths / Areas to improve

|                  |                                                                                               |
|------------------|-----------------------------------------------------------------------------------------------|
| Strengths        | Speaking: Task achievement / Speaking: Appropriateness / Writing: Task achievement            |
| Areas to improve | Writing: Appropriateness / Speaking: Pronunciation precision / Speaking: Strategic competence |

### Writing — Dimension scores

| Dimension            | Score | Feedback                                                                                                                        |
|----------------------|-------|---------------------------------------------------------------------------------------------------------------------------------|
| Task achievement     | 3.0   | You answered all three points you were asked about: where the file is, when it was updated and who owns it.                     |
| Readability          | 3.0   | Short sentences make this an easy reply to read in a chat.                                                                      |
| Appropriateness      | 2.0   | Ending a reply to your manager with "ASAP" can sound abrupt. Something like "when you have a moment" fits better.               |
| Coherence & cohesion | 2.5   | The content is complete. Stating your purpose in one sentence at the start of the email would help the reader grasp it at once. |
| Grammar accuracy     | 2.5   | There are missing articles ("I sent report"), but the meaning is clear.                                                         |
| Vocabulary range     | 2.5   | The same word ("check") repeats often. Try "review" or "confirm" for variety.                                                   |

### Test environment

|                         |               |
|-------------------------|---------------|
| Camera                  | Enabled       |
| Focus loss              | 1 times / 4 s |
| Blocked action attempts | None          |



SAMPLE — fictitious d