

Duolingo English Test: Demographic and Score Properties of Test Takers



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Abstract

The Duolingo English Test Demographic and Score Report provides test-taker demographics, properties of test scores, and statistical characteristics of the Duolingo English Test (DET). This document is designed to provide a retrospective analysis, with new reports created on an annual or semi-annual basis to offer insights into the profile of test takers for particular test versions or across a particular timespan. Moreover, this document is meant as a supplement to the DET Technical Manual, which primarily addresses the technical aspects of the test rather than attributes of test takers.

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Keywords

Duolingo English Test, DET, test scores, demographics, assessment

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1 Introduction

The Duolingo English Test (DET) is a measure of English language proficiency for communication and use in English-medium settings. It assesses a test taker's ability to use linguistic skills required for speaking, writing, reading, and listening, as well as the integration of these skills needed for literacy, conversation, comprehension, and production. This report is intended as a supplement to the [DET Technical Manual \(Naismith et al., 2026\)](#), which provides more information about the test's structure and the theoretical framework for test construction.

This document provides additional evidence called for by the Standards for Educational and Psychological Testing ([AERA et al., 2014](#)), specifically Standard 6 referencing test scoring and interpretation, as well as Standard 7 referencing supporting documentation for test use. It presents demographic and score statistics across various categories, including gender, test-taker country, and test-taker intent. Unlike the DET Technical Manual, which documents the most recent version of the test, this report is a snapshot of test takers across a testing window, typically either those who took a specific test version or those who took the test during an annual or semi-annual period. Moreover, new versions of this document will not replace existing versions, allowing interested users to compare test-taker demographics and score properties over time.

Data Interpretation Guidelines

Readers should keep in mind several caveats when interpreting the tables in this report. A primary caveat is that any sample of test takers is a convenience sample; whether test takers choose to take any given English language proficiency (ELP) test in any given testing window may depend on numerous factors. These factors include legal and economic reasons, such as immigration requirements between different countries; the relative price difference or convenience of taking different tests in a given region; and knowledge or historical preference of different tests in different regions. As such, when interpreting the figures and tables presented in this report, it is crucial to note:

- The data presented in this report describe only the characteristics and scores of test takers **who chose to take the DET** during this period.
- Many factors unrelated to English proficiency and beyond the scope of this report impact whether an individual chooses to take the DET at a particular time.
- As the test takers included in this report are not a representative sample of the demographic subgroups to which they belong, score statistics included in this report **should not be generalized to describe the English language proficiency of the subgroups** featured in this report.

Statistics in this report may also be compared against statistics from other testing windows (e.g., prior annual reports) to look for trends over time. When doing so, readers should not assume that a difference between windows reflects a change in the test itself, nor that it reflects a genuine change in the English proficiency of a given subgroup. The population of test takers choosing to take the DET in a given window can shift for reasons unrelated to test properties or true proficiency. For example, subgroups often take the DET at different times of year for reasons such as scholarship or school application deadlines, and these seasonal patterns can shift the mix of higher- and lower-proficiency test takers represented in a given window. Because this report does not break out scores by sub-annual periods or capture many reasons for test-taking behavior, these effects are not directly visible herein. However, two testing windows can differ in test-taker composition even when nothing about the test or the underlying population's proficiency has changed. Readers should therefore treat differences in statistics across reports as potentially reflecting differences in who took the test during each window, rather than assuming they indicate either a change in the test or an actual shift in a subgroup's English proficiency.

Additionally, some groups of test takers have higher ELP than others, often due to similarity of first language properties or years of learning English in school (e.g., [Kim & Lee, 2010](#)). Thus, group differences in test scores are not necessarily an indication of differential test functioning (DTF). As Stark et al. (2004) described, the observed difference between two groups is due to some combination of bias and impact, where impact is the true mean difference between the groups, and bias (or DTF) is the score difference that is not due to impact. Results reported in this document are not a formal DTF analysis and must be interpreted with caution, given that certain groups are expected to differ in ELP due to background or training rather than test properties.

Finally, some statistics in the report are based on small samples. Aggregate information is provided for a subgroup if the sample size is at least 30. This minimum value was chosen to include information about as many subgroups as possible while maintaining reasonably stable statistics. However, statistics still can vary considerably across random samples, even with sample sizes of 30, so subgroup statistics based on smaller samples should be interpreted with additional caution.

Report Uses

One potential use of this report, bearing in mind the caveats described above, is to assess general trends in demographic or score changes over time. Additionally, this report could be used to compare individual test-taker scores with the typical score of similar test takers from the same window to determine if the scores for that test taker are out of the ordinary. These interpretations are naturally limited by lack of data on certain demographic characteristics, such as socioeconomic status.

When comparing multiple reports, keep in mind that differences across documents do not necessarily reflect changes to the test or properties of test scores. As described above, samples differ for various reasons, and ELP within subgroups fluctuates over the course of the year due to external factors, such as application deadlines. In operational analyses such as those reported in the Technical Manual, multiple methods are applied to ensure a consistent interpretation of test scores over time, including repeater analyses to detect expected versus unexpected score changes and Minimum Discriminant Information Adjustment (MDIA) to control for differences in test-taker characteristics across samples ([Haberman, 1984](#)). See the DET Technical Manual for more information about the justification and technical details of these methods and how they are applied to analyzing the psychometric properties of test scores ([Naismith et al., 2026](#)). Note that the above caveats and adjustments refer only to comparing aggregate test scores across different samples rather than comparing multiple attempts for the same test taker. Examining the behavior of the same test taker across repeated test sessions is included as part of standard QA and reliability analyses.

2 Data and Methods

The following sections summarize test-taker characteristics and test scores based on all certified DET sessions between July 1, 2025 and June 30, 2026. At registration, test takers provide their reason for taking the test, referred to in this report as test-taker intent. During the onboarding and offboarding process of each test administration, test takers are asked to report their first language (L1), date of birth, and gender identity. Test takers are required to provide their date of birth and reason for taking the test, while first language and gender are optional. For the questions about gender identity and intent, test-takers can select one of the pre-defined options or indicate that none of the options are applicable. The issuing country/region of test takers' identity documents is logged when they show government-issued identification during the onboarding process.

Each test session receives an Overall score and individual subscores for Speaking, Writing, Reading, and Listening. The DET also reports integrated subscores for Literacy, Conversation, Comprehension, and Production. Each integrated subscore is the average of two individual subscores. We therefore only report summary statistics for the individual subscores. For more information about DET's reported subscores and how they are calculated, see the [DET Technical Manual \(Naismith et al., 2026\)](#).

Given that the demographic characteristics of an individual can change over time, the statistics included in this report represent the responses reported across all certified test sessions. This means that if a test taker repeated the test multiple times between July 1, 2025 and June 30, 2026, their responses to all completed sessions within that time frame are included in the results reported here.

Test sessions were filtered to only include test takers who reported an age between 16 and 90. Aggregate statistics are only reported for subgroups with at least 30 responses.

3 Summary Statistics

This section provides an overview of the statistical characteristics of the DET, with a focus on the distribution of the Overall score and each subscore.

Table 1 presents descriptive statistics for Overall score and subscores. For each score category the mean and median scores are relatively similar.

Table 1. Distribution of Overall Scores and Subscores Across All Certified Test Sessions (July 01, 2025–June 30, 2026)

	Overall	Speaking	Writing	Reading	Listening
Mean	110.12	109.95	109.80	109.54	108.69
SD	20.29	21.89	22.10	21.36	22.61
25th Percentile	100	95	95	95	95
Median	110	110	110	110	110
75th Percentile	125	125	125	125	125

Table 2 displays Pearson correlations between the Overall score and each subscore. Consistently across subscores, the highest correlation is between each subscore and the Overall score. The lowest correlation was between the Speaking and Reading subscores ($r = 0.68$).

Table 2. Pearson Correlations between Overall Scores and Subscores Across All Certified Test Sessions (July 01, 2025–June 30, 2026)

	Overall	Speaking	Writing	Reading	Listening
Overall	1.00				
Speaking	0.88	1.00			
Writing	0.94	0.79	1.00		
Reading	0.91	0.68	0.81	1.00	
Listening	0.95	0.78	0.86	0.86	1.00

Figure 1 shows the distribution of scores for the Overall score and subscores (on the x-axis of each plot) using data from tests administered between July 1, 2025 and June 30, 2026. The panels show the distribution of test scores using three different visualization techniques. The left panels contain boxplots, the center panels show the relative frequency distributions, and the right panels show the empirical cumulative density functions (ECDFs). The value of the ECDF at a given test score is the proportion of scores at or below that point. The relative frequency plots (center panel) provide evidence that the test is of appropriate difficulty (neither too easy nor too hard) for the test-taker population, given that there is no apparent ceiling effect on the overall score.

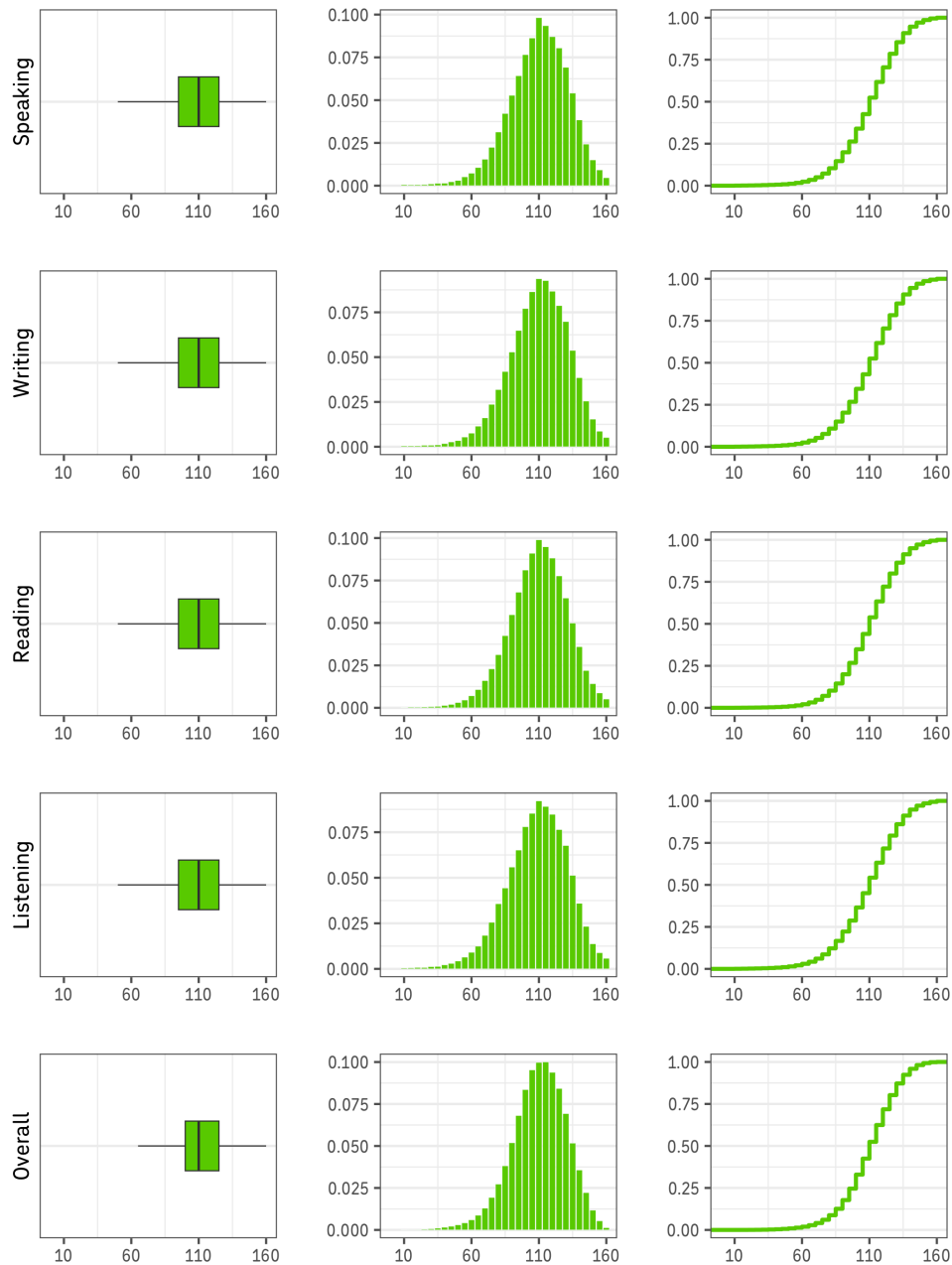


Figure 1. Boxplots (left), Relative Frequency Plots (middle), and Empirical Cumulative Distribution Plots (right) of the Overall Score and Subscores (July 01, 2025–June 30, 2026)

Table 3 further breaks down the distribution of each score by showing the percentile of each possible score value for the Overall score and subscores.

Table 3. Percentiles of Overall Scores and Subscores Across All Certified Test Sessions (July 01, 2025–June 30, 2026)

Score	Overall	Speaking	Writing	Reading	Listening
160	100	100	100	100	100
155	100	100	99	99	99
150	99	99	99	99	99
145	98	97	97	97	97
140	96	95	95	95	95
135	92	91	91	91	91
130	87	85	85	86	86
125	80	79	78	80	79
120	72	70	70	72	72
115	62	62	62	63	63
110	52	52	53	54	54
105	42	43	43	44	45
100	33	34	34	35	37
95	25	26	27	27	29
90	18	20	20	20	22
85	13	15	15	14	17
80	9	10	11	10	12
75	6	7	8	7	9
70	4	5	5	5	6
65	3	3	4	3	4
60	2	2	3	2	3
55	1	2	2	1	2
50	1	1	1	1	1
45	1	1	1	1	1
40	< 1	1	1	< 1	1
35	< 1	< 1	< 1	< 1	1
30	< 1	< 1	< 1	< 1	< 1
25	< 1	< 1	< 1	< 1	< 1
20	< 1	< 1	< 1	< 1	< 1
15	< 1	< 1	< 1	< 1	< 1
10	< 1	< 1	< 1	< 1	< 1

4 Test-Taker Intent

This section summarizes test-taker reasons for taking the test, referred to as test-taker intent, by describing the frequency of reasons for taking the DET and the distribution of scores by test-taker intent. Test takers are asked to report their reason for taking the DET during the registration process, and they may select “None of the above” if their reason for taking the test falls outside the prespecified categories (displayed as “other” in the tables and figures in this section). While alternative motivations for taking the DET are not collected as part of the test taking experience, discussions with test takers and other stakeholders have identified placement into English courses, graduation requirements, and personal progress tracking as a few common examples of other reasons for taking the DET.

Undergraduate education was the most commonly reported reason for taking the DET, as reflected in Table 4 and Figure 2, and graduate education was the next most common. Admission to an education institution (combined across secondary school, undergraduate, and graduate) was reported as the reason for taking the DET in 85% of all test sessions.

Table 4. Percentages of Test Sessions by Test-Taker Intent (July 01, 2025–June 30, 2026)

Test-Taker Intent	Percent
Secondary School	5.87%
Undergraduate	43.26%
Graduate	35.99%
Job Or Promotion	3.72%
Other	11.16%

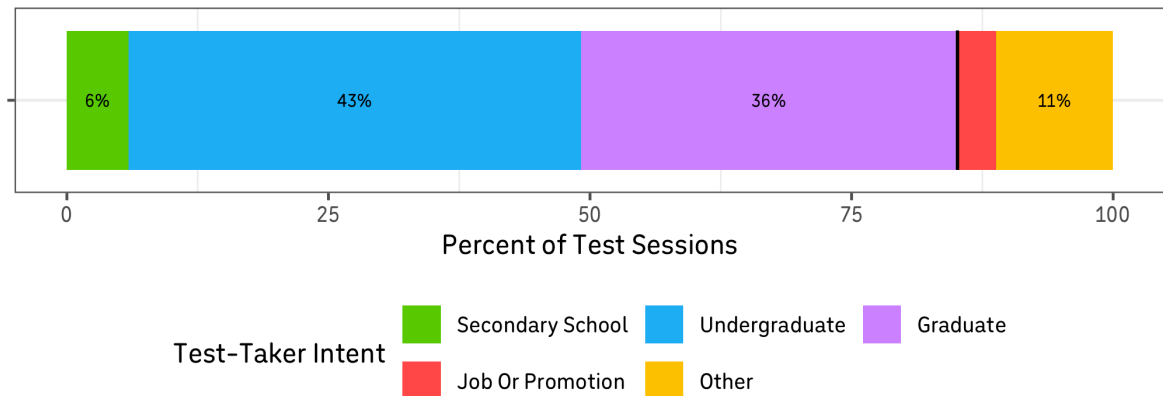


Figure 2. Percentages of Test Sessions by Test-Taker Intent (July 01, 2025–June 30, 2026)

The proportions of reasons for taking the DET vary by country. Figure 3 depicts the proportion of test takers reporting each possible reason for taking the test for all countries with greater than 500 test sessions. The figure is sorted by the total proportion of test takers citing academic reasons (secondary school, undergraduate, graduate) for taking the exam. While test-taker intent varies across countries, academic reasons are by far the most prevalent in all the countries shown, ranging from a maximum of 96% in Ethiopia to a minimum of 50% in Puerto Rico.

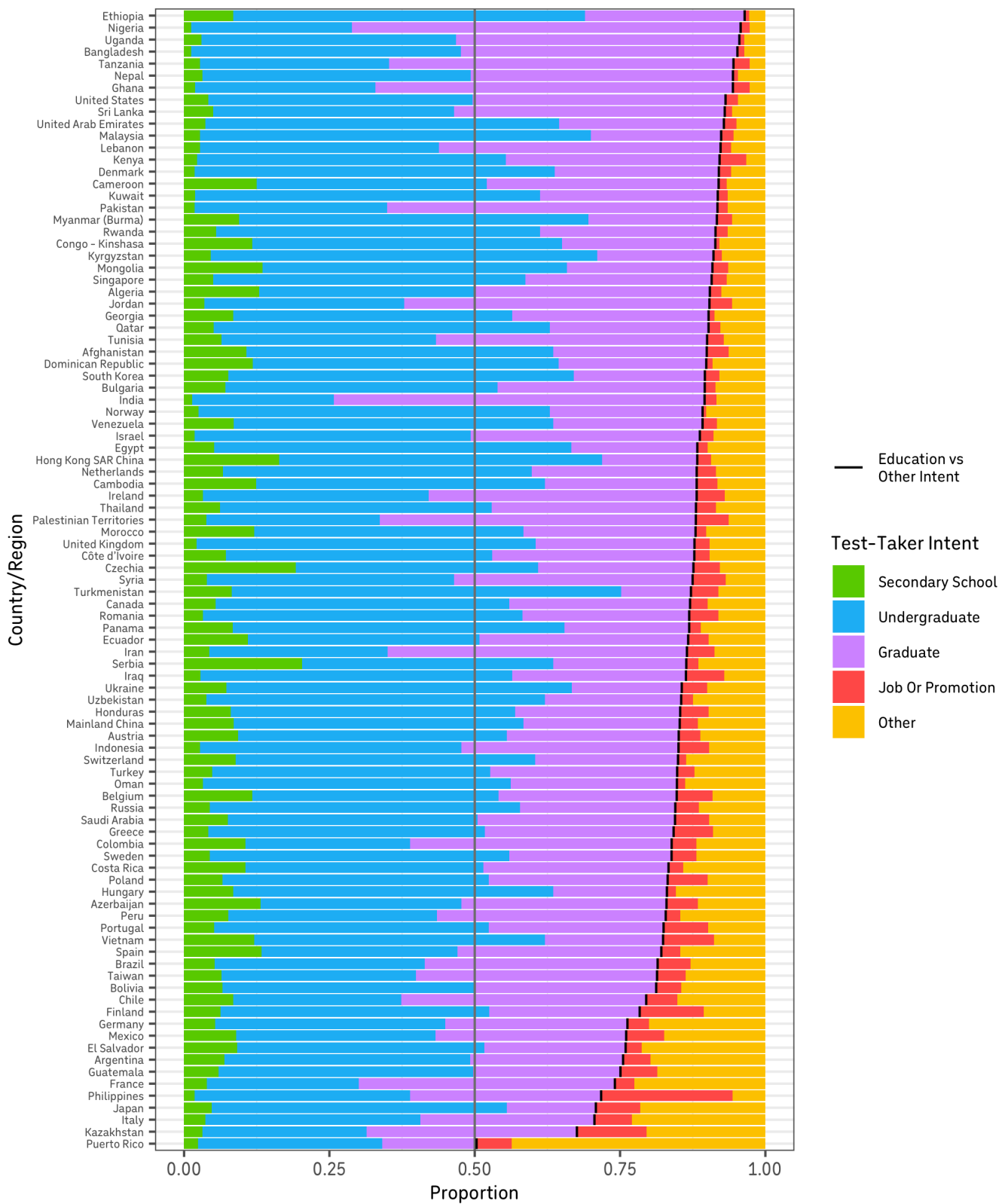
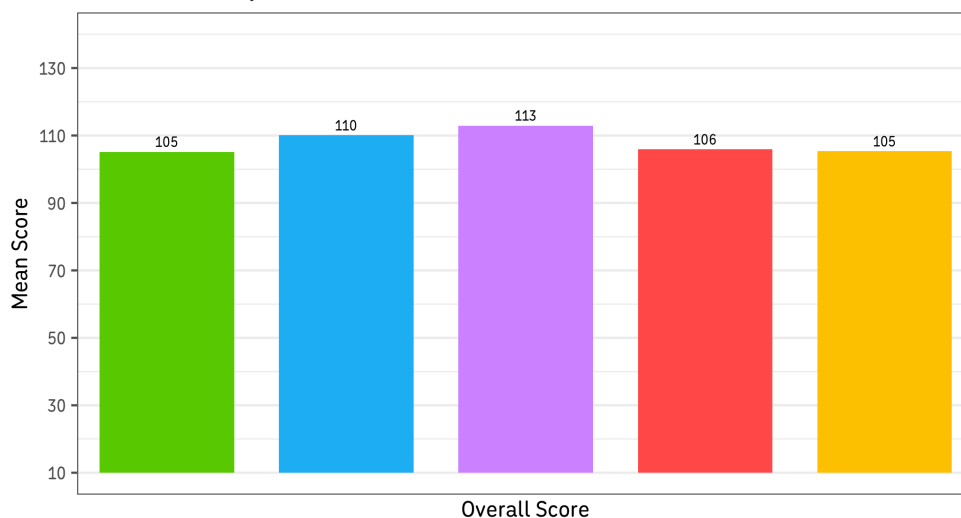


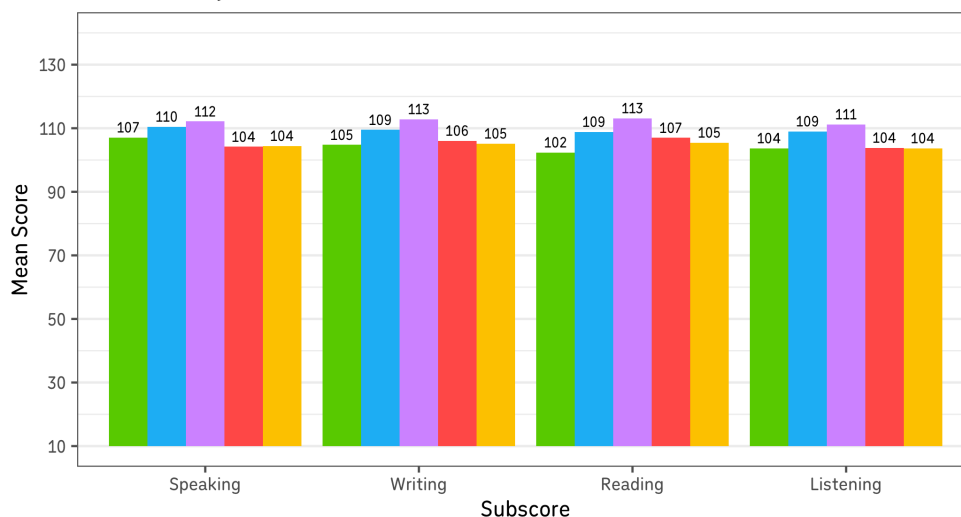
Figure 3. Proportion of Test-Taker Intent by Country (July 01, 2025–June 30, 2026)

The top plot in Figure 4 shows the mean Overall score by test-taker intent, while the lower plot shows the mean of each subscore by test-taker intent. Across the Overall score and each subscore, test takers who intended to use their score for admission to graduate programs tended to have the highest mean score, followed by those who intended to use their score for admission to undergraduate programs. The data supporting these visualizations are reflected in Table 5, which also includes additional summary measures of score distribution by test-taker intent.

Mean Overall Score by Test-Taker Intent



Mean Subscores by Test-Taker Intent



Test-Taker Intent

- Secondary School
- Undergraduate
- Graduate
- Job Or Promotion
- Other

Figure 4. Mean Overall Score and Subscores by Test-Taker Intent (July 01, 2025–June 30, 2026)

Table 5. Distribution of Overall Scores and Subscores by Test-Taker Intent (July 01, 2025–June 30, 2026)

Test-Taker Intent		Overall	Speaking	Writing	Reading	Listening
Secondary School	Mean	105.08	107.04	104.77	102.31	103.66
	SD	21.84	22.48	24.18	22.41	24.08
	25th Percentile	90	95	90	90	90
	Median	105	110	105	105	105
	75th Percentile	120	125	120	120	120
Undergraduate	Mean	110.05	110.44	109.47	108.82	108.98
	SD	20.69	22.56	22.44	21.61	22.97
	25th Percentile	95	95	95	95	95
	Median	110	110	110	110	110
	75th Percentile	125	125	125	125	125
Graduate	Mean	112.95	112.14	112.82	113.11	111.22
	SD	18.12	19.41	19.95	19.58	20.60
	25th Percentile	100	100	100	100	100
	Median	115	115	115	115	110
	75th Percentile	125	125	125	125	125
Job Or Promotion	Mean	105.90	104.18	106.06	107.00	103.84
	SD	22.75	24.25	24.71	23.56	25.01
	25th Percentile	90	90	90	90	90
	Median	105	105	110	110	105
	75th Percentile	120	120	125	125	120
Other	Mean	105.31	104.45	105.19	105.43	103.71
	SD	21.91	24.13	23.66	22.44	24.16
	25th Percentile	90	90	90	90	90
	Median	105	105	105	105	105
	75th Percentile	120	120	120	120	120

The following tables further break down the distribution of scores by providing the percentile of each possible score value within each category of test-taker intent. Table 6 gives percentile distributions of the Overall score by test-taker intent. Tables 7, 8, 9, and 10 give percentile distributions of the Speaking, Writing, Reading, and Listening subscores, respectively.

Table 6. Percentiles of Overall Score by Test-Taker Intent (July 01, 2025–June 30, 2026)

Score	Secondary School	Undergraduate	Graduate	Job Or Promotion	Other
160	100	100	100	100	100
155	100	100	100	100	100
150	100	99	99	99	100
145	99	98	98	98	99
140	98	96	96	96	97
135	95	92	92	93	95
130	91	86	86	88	90
125	85	79	79	83	85
120	78	71	70	76	78
115	69	62	59	68	70
110	60	53	48	60	61
105	51	43	36	51	51
100	42	34	26	42	42
95	33	26	18	34	33
90	26	19	12	26	25
85	20	13	8	20	19
80	15	9	5	15	14
75	11	6	3	11	10
70	8	4	2	8	7
65	6	3	1	5	5
60	4	2	1	4	4
55	3	1	1	3	3
50	2	1	< 1	2	2
45	1	1	< 1	1	1
40	1	< 1	< 1	1	1
35	1	< 1	< 1	< 1	1
30	< 1	< 1	< 1	< 1	< 1
25	< 1	< 1	< 1	< 1	< 1
20	< 1	< 1	< 1	< 1	< 1
15	< 1	< 1	< 1	< 1	< 1
10	< 1	< 1	< 1	< 1	< 1

Table 7. Percentiles of Speaking Subscore by Test-Taker Intent (July 01, 2025–June 30, 2026)

Score	Secondary School	Undergraduate	Graduate	Job Or Promotion	Other
160	100	100	100	100	100
155	100	99	100	100	100
150	99	98	99	99	99
145	98	96	97	98	98
140	96	93	95	96	96
135	93	89	92	93	93
130	88	83	86	89	89
125	82	76	79	83	83
120	74	69	70	77	76
115	66	60	60	69	69
110	57	52	49	62	61
105	48	42	38	53	51
100	39	34	29	45	43
95	31	27	21	37	36
90	24	21	15	30	29
85	18	15	10	23	22
80	13	11	7	18	17
75	10	7	4	13	13
70	7	5	3	10	10
65	5	3	2	7	7
60	3	2	1	5	5
55	2	2	1	3	4
50	2	1	< 1	3	3
45	1	1	< 1	2	2
40	1	1	< 1	1	1
35	1	< 1	< 1	1	1
30	< 1	< 1	< 1	1	1
25	< 1	< 1	< 1	< 1	1
20	< 1	< 1	< 1	< 1	< 1
15	< 1	< 1	< 1	< 1	< 1
10	< 1	< 1	< 1	< 1	< 1

Table 8. Percentiles of Writing Subscore by Test-Taker Intent (July 01, 2025–June 30, 2026)

Score	Secondary School	Undergraduate	Graduate	Job Or Promotion	Other
160	100	100	100	100	100
155	100	99	99	99	100
150	99	98	99	98	99
145	98	97	97	97	98
140	96	94	94	94	96
135	93	90	90	91	93
130	89	85	84	86	88
125	83	78	76	80	83
120	75	70	68	73	76
115	68	62	58	66	68
110	59	53	48	58	60
105	51	44	37	50	51
100	43	36	28	42	42
95	35	28	21	35	34
90	29	21	15	28	27
85	23	16	10	22	21
80	17	11	7	17	16
75	13	8	4	13	12
70	10	5	3	9	9
65	7	4	2	6	6
60	5	3	1	5	4
55	4	2	1	3	3
50	3	1	1	2	2
45	2	1	< 1	2	2
40	1	1	< 1	1	1
35	1	< 1	< 1	1	1
30	1	< 1	< 1	1	1
25	1	< 1	< 1	< 1	< 1
20	< 1	< 1	< 1	< 1	< 1
15	< 1	< 1	< 1	< 1	< 1
10	< 1	< 1	< 1	< 1	< 1

Table 9. Percentiles of Reading Subscore by Test-Taker Intent (July 01, 2025–June 30, 2026)

Score	Secondary School	Undergraduate	Graduate	Job Or Promotion	Other
160	100	100	100	100	100
155	100	100	99	99	100
150	99	99	98	98	99
145	99	97	96	97	98
140	98	95	94	95	96
135	96	92	90	91	94
130	93	87	84	87	90
125	88	80	77	81	84
120	82	73	68	74	77
115	74	64	58	66	70
110	65	55	48	57	61
105	56	46	37	49	51
100	47	37	28	40	42
95	38	29	20	32	34
90	30	22	14	25	26
85	24	16	9	19	20
80	18	11	6	14	14
75	13	8	4	11	10
70	10	5	3	8	8
65	7	3	2	5	5
60	5	2	1	3	4
55	3	1	1	2	3
50	2	1	< 1	2	2
45	2	1	< 1	1	1
40	1	< 1	< 1	1	1
35	1	< 1	< 1	1	1
30	1	< 1	< 1	1	< 1
25	< 1	< 1	< 1	< 1	< 1
20	< 1	< 1	< 1	< 1	< 1
15	< 1	< 1	< 1	< 1	< 1
10	< 1	< 1	< 1	< 1	< 1

Table 10. Percentiles of Listening Subscore by Test-Taker Intent (July 01, 2025–June 30, 2026)

Score	Secondary School	Undergraduate	Graduate	Job Or Promotion	Other
160	100	100	100	100	100
155	100	99	99	99	100
150	99	98	98	98	99
145	99	97	97	97	98
140	97	94	95	95	96
135	94	91	91	92	94
130	90	85	85	88	90
125	85	78	78	83	84
120	78	70	70	76	77
115	69	62	61	69	70
110	61	53	51	62	62
105	52	45	41	54	53
100	44	37	32	46	45
95	36	29	24	38	37
90	29	23	17	31	30
85	23	17	12	24	23
80	18	13	8	19	18
75	14	9	5	14	13
70	10	6	4	11	10
65	8	4	2	8	7
60	6	3	2	5	5
55	4	2	1	4	4
50	3	1	1	3	3
45	2	1	< 1	2	2
40	1	1	< 1	2	2
35	1	< 1	< 1	1	1
30	1	< 1	< 1	1	1
25	1	< 1	< 1	< 1	1
20	< 1	< 1	< 1	< 1	< 1
15	< 1	< 1	< 1	< 1	< 1
10	< 1	< 1	< 1	< 1	< 1

5 First-Time and Repeat Test Sessions

This section compares the characteristics of first-time and repeat test sessions. For these purposes, a session is classified as a first-time test session if that session results in the first-ever shareable score for the test taker. A session with a shareable score is defined as a DET session for which the test taker received an official score that could be sent to external recipients, thereby excluding test sessions for which an official shareable score is not provided due to problems like technical errors, ID verification issues, or a violation of rules by the test taker. A repeat test session refers to any subsequent session with a shareable score by the same test taker. When determining whether a session is a first-time or repeat test session, all sessions ever taken by an individual are considered, including those prior to the time frame of reference for this report. As such, if an individual took the DET for the first time prior to July 1, 2025 and received a shareable score for that session, any test session they took during the period of this report would be considered a repeat session.

The majority of test sessions taken between July 1, 2025 and June 30, 2026 were first-time test sessions as reflected in Table 11 and Figure 5.

Table 11. Percentages of Test Sessions by First-Time and Repeat Session Status (July 01, 2025–June 30, 2026)

Session Type	Percent
First-Time	68.28%
Repeat	31.72%

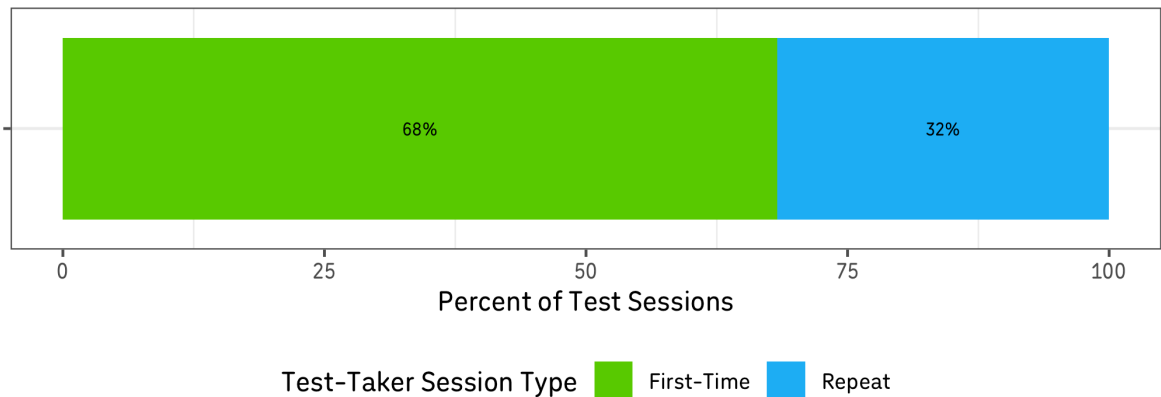


Figure 5. Percentages of Test Sessions by First-Time and Repeat Session Status (July 01, 2025–June 30, 2026)

Figure 6 depicts the proportion of first-time and repeat test sessions sorted in descending order by proportion of first-time test sessions for all countries with more than 500 test sessions. For most countries, over 50% of test sessions represented the first time a test taker took the DET and received a shareable score. Still, the distribution of first-time versus repeat test sessions varies considerably, with the proportion of first-time test sessions ranging from 93% in Denmark to 40% in South Korea.

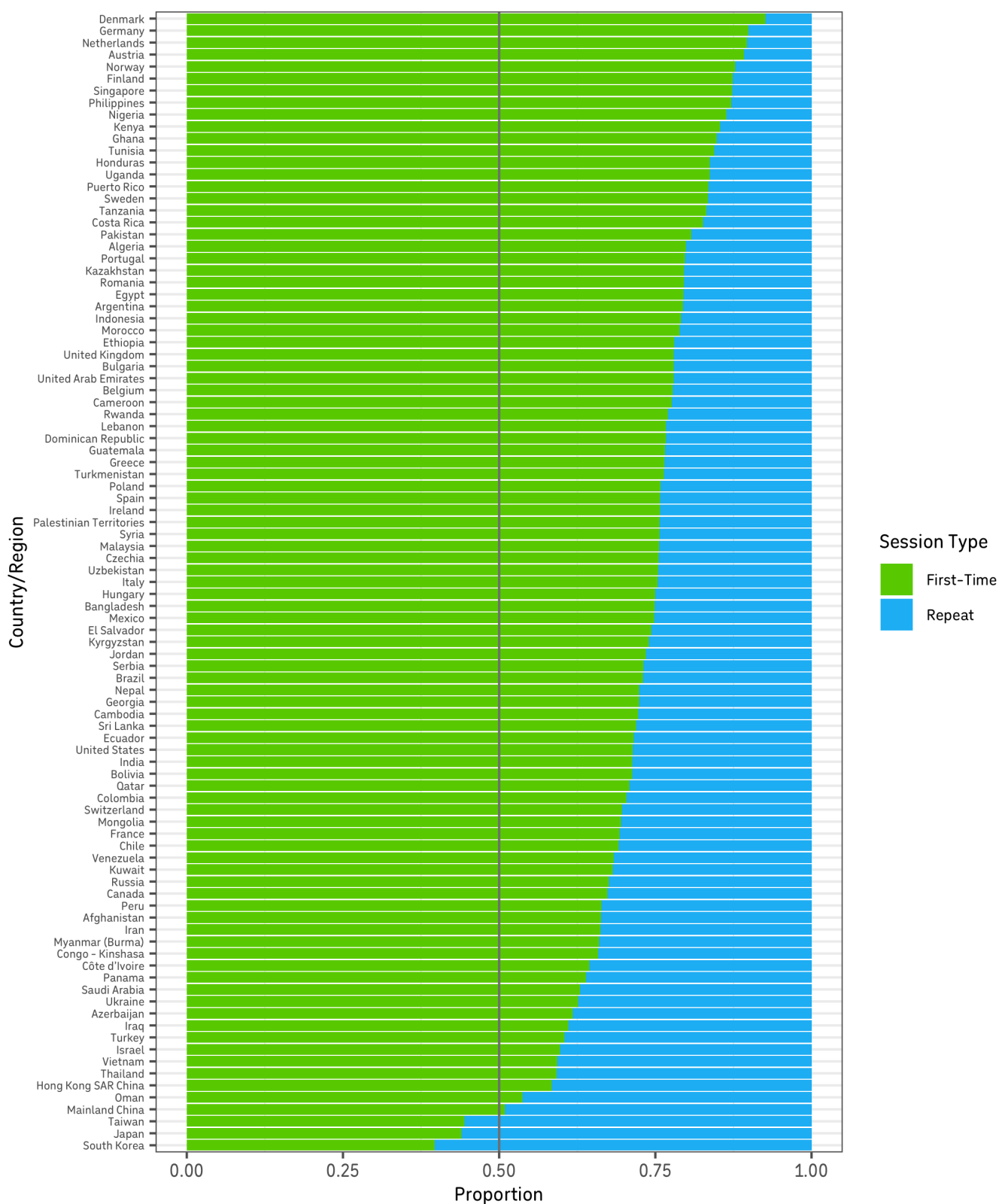


Figure 6. Proportion of First-Time and Repeat Sessions by Country (July 01, 2025–June 30, 2026)

The top plot in Figure 7 compares the mean Overall score among first-time, repeat, and all test sessions, while the lower plot compares the mean of each subscore. Consistently across the Overall score and each subscore, the mean score is higher for first-time test sessions compared to repeat test sessions. Repeat test takers tend to have achieved below-average scores on their first test attempt (not shown). The data supporting these visualizations are reflected in Table 12, which includes additional summary measures of score distribution by first-time and repeat test sessions.

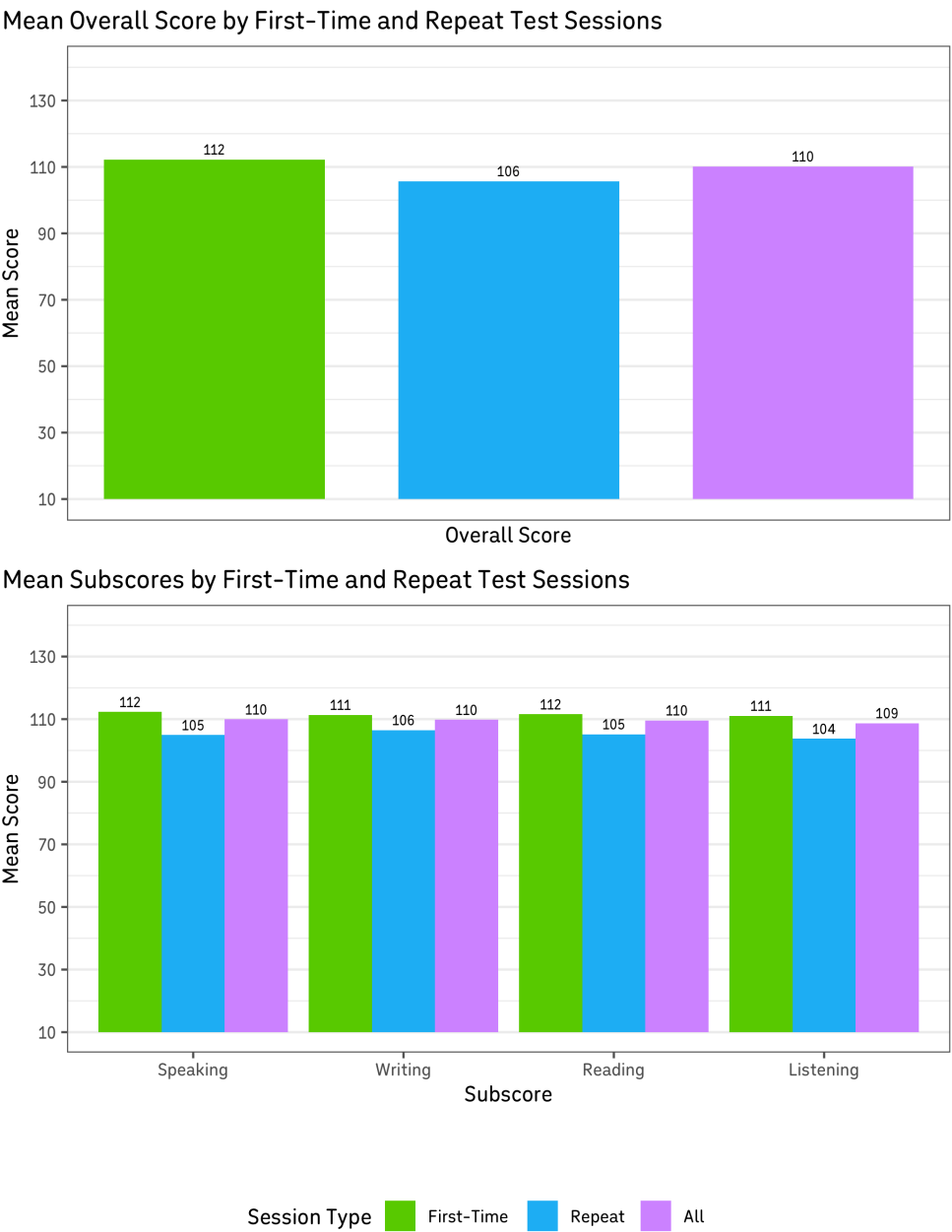


Figure 7. Mean Overall Score and Subscores Compared Across First-Time, Repeat, and All Test Session Status (July 01, 2025–June 30, 2026)

Table 12. Distribution of Overall Scores and Subscores by Test-Taker First-Time and Repeat Test Session Status (July 01, 2025–June 30, 2026)

Session Type		Overall	Speaking	Writing	Reading	Listening
First-Time	Mean	112.18	112.29	111.35	111.57	111.00
	SD	21.40	22.76	23.34	22.28	23.61
	25th Percentile	100	100	95	100	95
	Median	115	115	115	115	115
	75th Percentile	125	130	130	125	130
Repeat	Mean	105.68	104.92	106.44	105.16	103.73
	SD	16.83	18.93	18.72	18.48	19.37
	25th Percentile	95	95	95	95	90
	Median	105	105	105	105	105
	75th Percentile	115	120	120	115	115
All	Mean	110.12	109.95	109.80	109.54	108.69
	SD	20.29	21.89	22.10	21.36	22.61
	25th Percentile	100	95	95	95	95
	Median	110	110	110	110	110
	75th Percentile	125	125	125	125	125

The following tables further break down the distribution of scores by comparing the percentile of a score across first-time, repeat, and all test sessions. Table 13 describes percentile distributions of the Overall score by first-time, repeat, and all test sessions. Tables 14, 15, 16, and 17 describe percentile distributions of the Speaking, Writing, Reading, and Listening subscores, respectively.

Table 13. Percentiles of Overall Score by Test-Taker First-Time and Repeat Test Session Status (July 01, 2025–June 30, 2026)

Score	First-Time	Repeat	All
160	100	100	100
155	100	100	100
150	99	100	99
145	97	100	98
140	94	99	96
135	90	98	92
130	83	96	87
125	75	91	80
120	66	85	72
115	56	76	62
110	47	65	52
105	37	53	42
100	29	41	33
95	22	29	25
90	17	20	18
85	12	13	13
80	9	8	9
75	6	5	6
70	5	3	4
65	3	2	3
60	2	1	2
55	2	1	1
50	1	< 1	1
45	1	< 1	1
40	1	< 1	< 1
35	< 1	< 1	< 1
30	< 1	< 1	< 1
25	< 1	< 1	< 1
20	< 1	< 1	< 1
15	< 1	< 1	< 1
10	< 1	< 1	< 1

Table 14. Percentiles of Speaking Subscore by Test-Taker First-Time and Repeat Test Session Status (July 01, 2025–June 30, 2026)

Score	First-Time	Repeat	All
160	100	100	100
155	99	100	100
150	98	100	99
145	96	99	97
140	93	98	95
135	88	97	91
130	81	94	85
125	73	89	79
120	65	83	70
115	56	75	62
110	47	65	52
105	38	53	43
100	30	43	34
95	23	33	26
90	18	24	20
85	14	17	15
80	10	11	10
75	7	7	7
70	5	5	5
65	4	3	3
60	3	2	2
55	2	1	2
50	1	1	1
45	1	1	1
40	1	< 1	1
35	1	< 1	< 1
30	< 1	< 1	< 1
25	< 1	< 1	< 1
20	< 1	< 1	< 1
15	< 1	< 1	< 1
10	< 1	< 1	< 1

Table 15. Percentiles of Writing Subscore by Test-Taker First-Time and Repeat Test Session Status (July 01, 2025–June 30, 2026)

Score	First-Time	Repeat	All
160	100	100	100
155	99	100	99
150	98	100	99
145	96	99	97
140	93	98	95
135	88	96	91
130	82	93	85
125	74	88	78
120	66	81	70
115	57	72	62
110	48	61	53
105	40	50	43
100	32	40	34
95	25	30	27
90	20	22	20
85	15	15	15
80	11	10	11
75	8	6	8
70	6	4	5
65	4	2	4
60	3	2	3
55	2	1	2
50	1	1	1
45	1	< 1	1
40	1	< 1	1
35	1	< 1	< 1
30	< 1	< 1	< 1
25	< 1	< 1	< 1
20	< 1	< 1	< 1
15	< 1	< 1	< 1
10	< 1	< 1	< 1

Table 16. Percentiles of Reading Subscore by Test-Taker First-Time and Repeat Test Session Status (July 01, 2025–June 30, 2026)

Score	First-Time	Repeat	All
160	100	100	100
155	99	100	99
150	98	99	99
145	97	99	97
140	94	98	95
135	89	96	91
130	83	94	86
125	75	90	80
120	67	84	72
115	58	76	63
110	48	66	54
105	39	55	44
100	31	43	35
95	24	32	27
90	18	23	20
85	14	16	14
80	10	11	10
75	7	7	7
70	5	4	5
65	4	2	3
60	2	1	2
55	2	1	1
50	1	< 1	1
45	1	< 1	1
40	1	< 1	< 1
35	< 1	< 1	< 1
30	< 1	< 1	< 1
25	< 1	< 1	< 1
20	< 1	< 1	< 1
15	< 1	< 1	< 1
10	< 1	< 1	< 1

Table 17. Percentiles of Listening Subscore by Test-Taker First-Time and Repeat Test Session Status (July 01, 2025–June 30, 2026)

Score	First-Time	Repeat	All
160	100	100	100
155	99	100	99
150	98	100	99
145	96	99	97
140	93	98	95
135	89	97	91
130	82	94	86
125	74	90	79
120	66	84	72
115	57	76	63
110	48	67	54
105	40	57	45
100	32	46	37
95	26	36	29
90	20	27	22
85	15	19	17
80	12	13	12
75	9	9	9
70	6	6	6
65	5	3	4
60	3	2	3
55	2	1	2
50	2	1	1
45	1	1	1
40	1	< 1	1
35	1	< 1	1
30	< 1	< 1	< 1
25	< 1	< 1	< 1
20	< 1	< 1	< 1
15	< 1	< 1	< 1
10	< 1	< 1	< 1

6 Test-Taker Demographics

This section summarizes test-taker demographics based on all certified DET sessions between July 1, 2025 and June 30, 2026. During the onboarding and offboarding processes, test takers are asked to report their L1, date of birth, and gender identity. When the test taker submits a government-issued identification during the onboarding process, the issuing country/region is logged. The tables and figures shared in this section provide insight into the range of backgrounds of test takers and describe the distribution of scores across populations with shared demographic characteristics. As many demographic characteristics of an individual, particularly age and gender, can change over time, the statistics reported in this section are aggregated at the test session level rather than at the level of unique test takers.

6.1 Gender

Test takers have the option to report their gender identity as “Male”, “Female”, or “Other”. As of May 1, 2025, the question inquiring about gender identity was made optional*. The proportion of sessions during which the test taker declined to report their gender identity are included in the “No Response” category below. Table 18 and Figure 8 show the distribution of gender identities. In the majority of test sessions, test takers identified as male or female, with approximately equal proportions of male and female gender identities.

Table 18. Percentages of Test Sessions by Gender (July 01, 2025–June 30, 2026)

Gender	Percent
Female	47.86%
Male	47.10%
Other	0.31%
No Response	4.73%

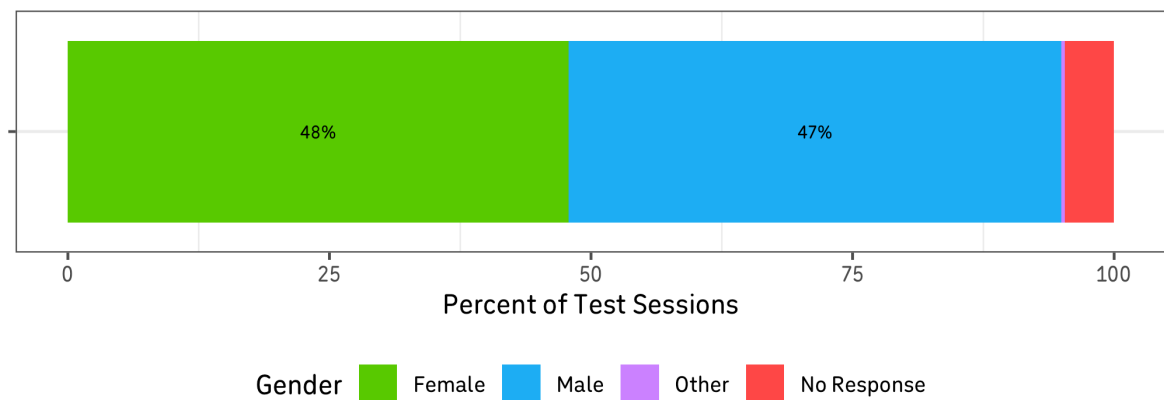


Figure 8. Percentages of Test Sessions by Gender (July 01, 2025–June 30, 2026)

While the proportions of test takers reporting male and female identities are relatively similar for the entire test-taker population, the distribution of gender identities varies considerably across countries. Figure 9 depicts the distributions of gender identities for all countries with more than 500 test sessions, ranging from a maximum of 63% female in the Philippines to a maximum of 69% male in Pakistan.

*Unlike earlier reports, reporting gender was made optional for the entire reporting timeframe, which resulted in a higher proportion of test takers choosing “No Response” as compared with older reports.

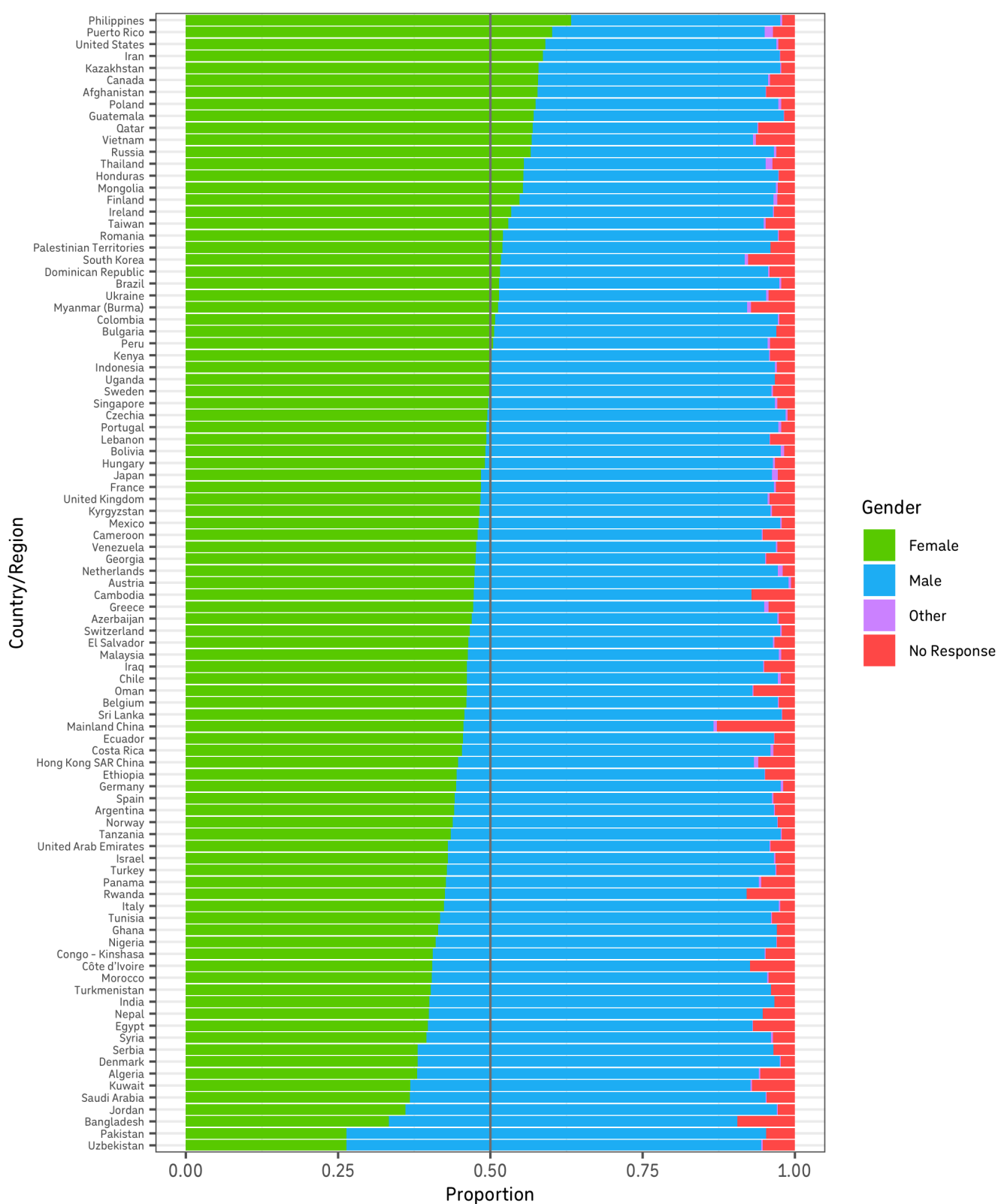


Figure 9. Proportion of Reported Test-Taker Gender by Country (July 01, 2025–June 30, 2026)

The top plot in Figure 10 compares the mean Overall score across reported gender identities, while the lower plot compares the mean of each subscore. Consistently across the Overall score and each subscore, the mean score is relatively similar for male and female gender identities. The data supporting these visualizations are reflected in Table 19, which includes additional summary measures of score distribution by gender identity.

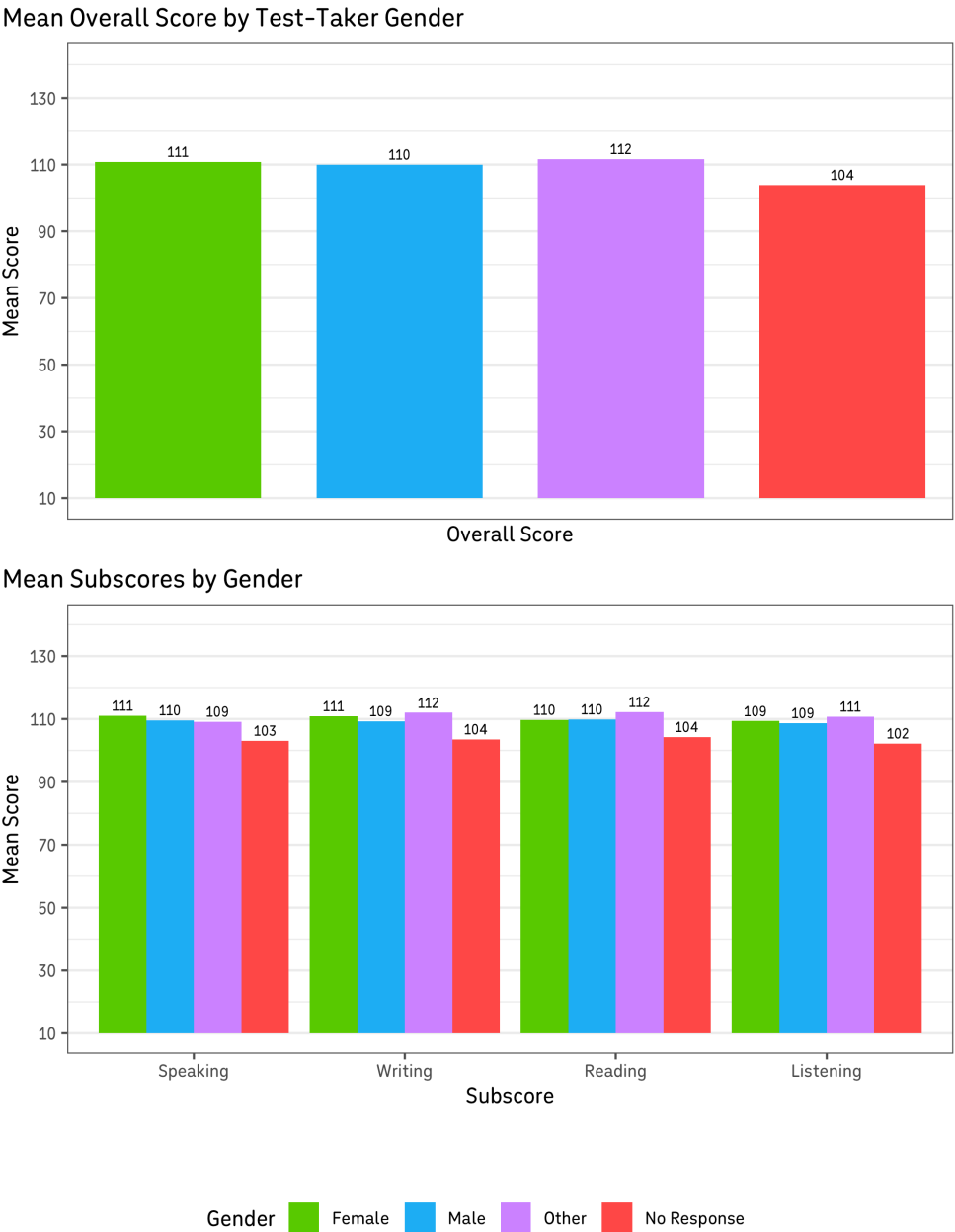


Figure 10. Mean Overall Score and Subscores by Test-Taker Gender (July 01, 2025–June 30, 2026)

Table 19. Distribution of Overall Scores and Subscores by Test-Taker Gender (July 01, 2025–June 30, 2026)

Gender		Overall	Speaking	Writing	Reading	Listening
Female	Mean	110.85	111.00	110.89	109.68	109.33
	SD	20.09	22.25	21.62	20.83	22.27
	25th Percentile	100	95	100	95	95
	Median	110	110	110	110	110
	75th Percentile	125	125	125	125	125
Male	Mean	109.99	109.58	109.30	109.90	108.68
	SD	20.45	21.43	22.52	21.73	22.84
	25th Percentile	100	95	95	95	95
	Median	110	110	110	110	110
	75th Percentile	125	125	125	125	125
Other	Mean	111.69	109.14	111.99	112.19	110.77
	SD	25.98	27.89	26.91	26.65	28.08
	25th Percentile	95	90	95	95	95
	Median	115	110	115	115	115
	75th Percentile	130	130	130	130	130
No Response	Mean	103.88	103.08	103.53	104.27	102.19
	SD	19.23	20.85	20.99	21.91	22.27
	25th Percentile	95	90	90	90	90
	Median	105	105	105	105	105
	75th Percentile	115	115	120	120	115

6.2 Age

Reporting date of birth is required during the onboarding process, and the age of the test taker at the time of their test session is calculated from their submission. The statistics presented in this report only describe test takers who were aged sixteen or older at the time of their exam. A small percentage of test takers reported ages less than 16. These test takers have been removed from the sample to ensure compliance with data privacy regulations in all relevant jurisdictions. The median age of test-takers was 22 while the mean was slightly higher at 25. Table 20 and Figure 11 describe the proportion of test takers by age group.

Table 20. Percentages of Test Sessions by Age Group (July 01, 2025–June 30, 2026)

Age Group	Percent
16-20	37.26%
21-25	29.18%
26-30	15.24%
31-40	12.90%
≥ 41	5.41%

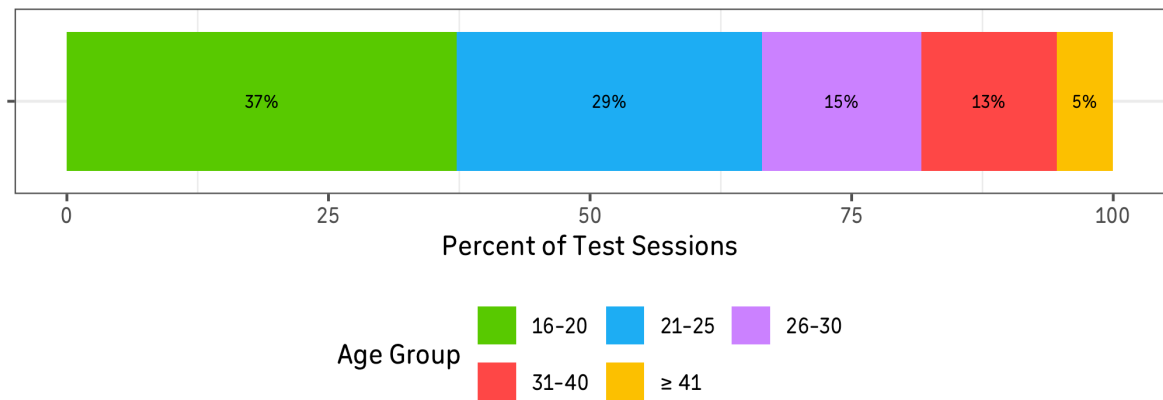


Figure 11. Percentages of Test Sessions by Age Group (July 01, 2025–June 30, 2026)

The distribution of test-taker age varies widely by country. Figure 12 depicts the proportion of test takers by age group for all countries with more than 500 test sessions between July 1, 2025 and June 30, 2026. Within Figure 12, rows are sorted by median age. The median age reported across test-sessions varies widely across the countries ranging from 18 to 34. While in most countries, the majority of test takers are between ages 16 and 25, there is still variation in the proportion of test takers within each age group, particularly concerning the proportion of test takers between ages 16 and 20 which ranged from a maximum of 76.5% in Egypt to a minimum of 5.8% in Ireland.

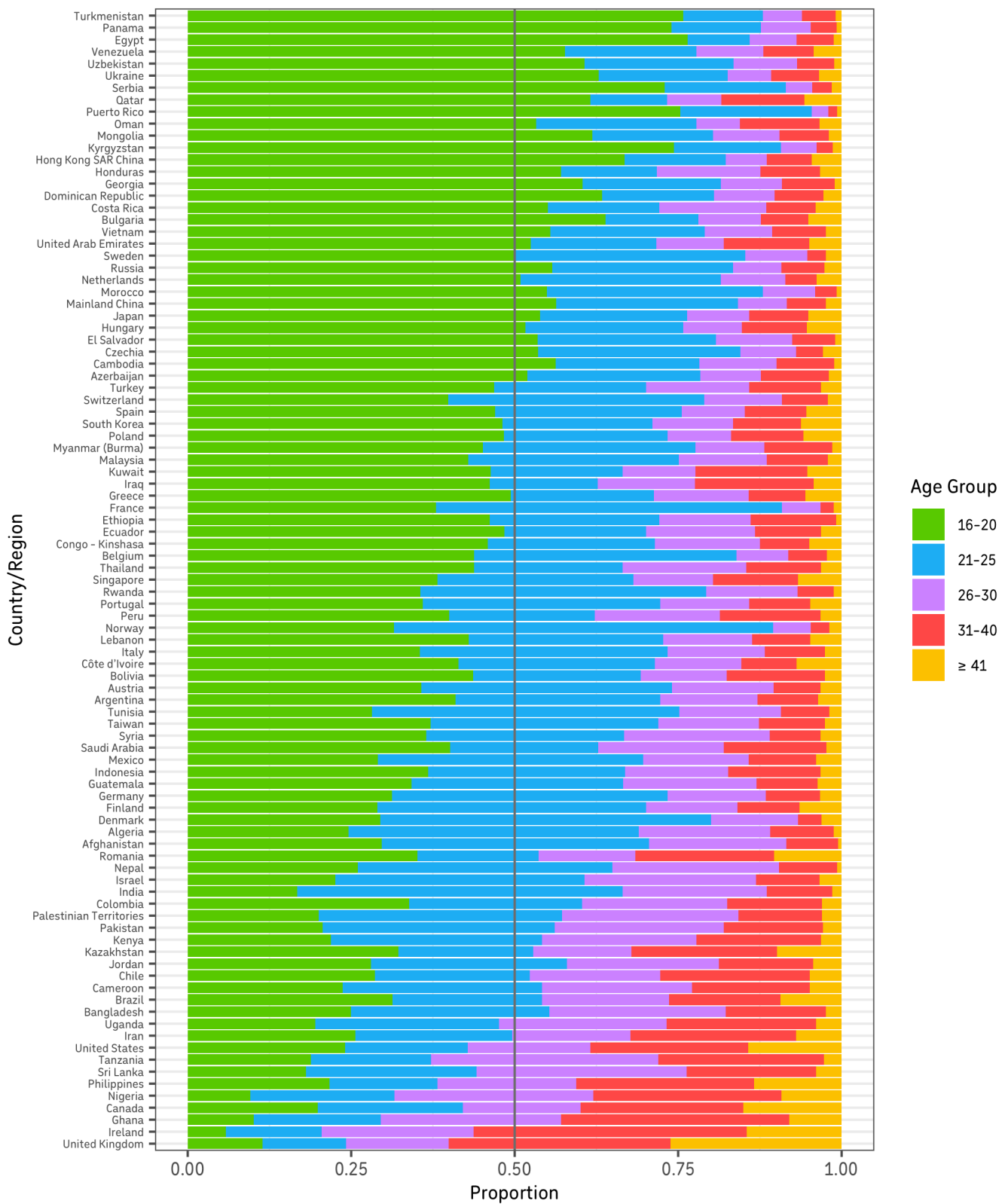


Figure 12. Proportion of Test-Taker Age Groups by Country (July 01, 2025–June 30, 2026)

The top plot in Figure 13 compares the mean Overall score across age groups, while the lower plot compares the mean of each subscore. Consistently across the Overall score and each subscore, test takers over age 40 had the lowest mean scores. The data supporting these visualizations are reflected in Table 21, which includes additional summary measures of score distribution by age group.

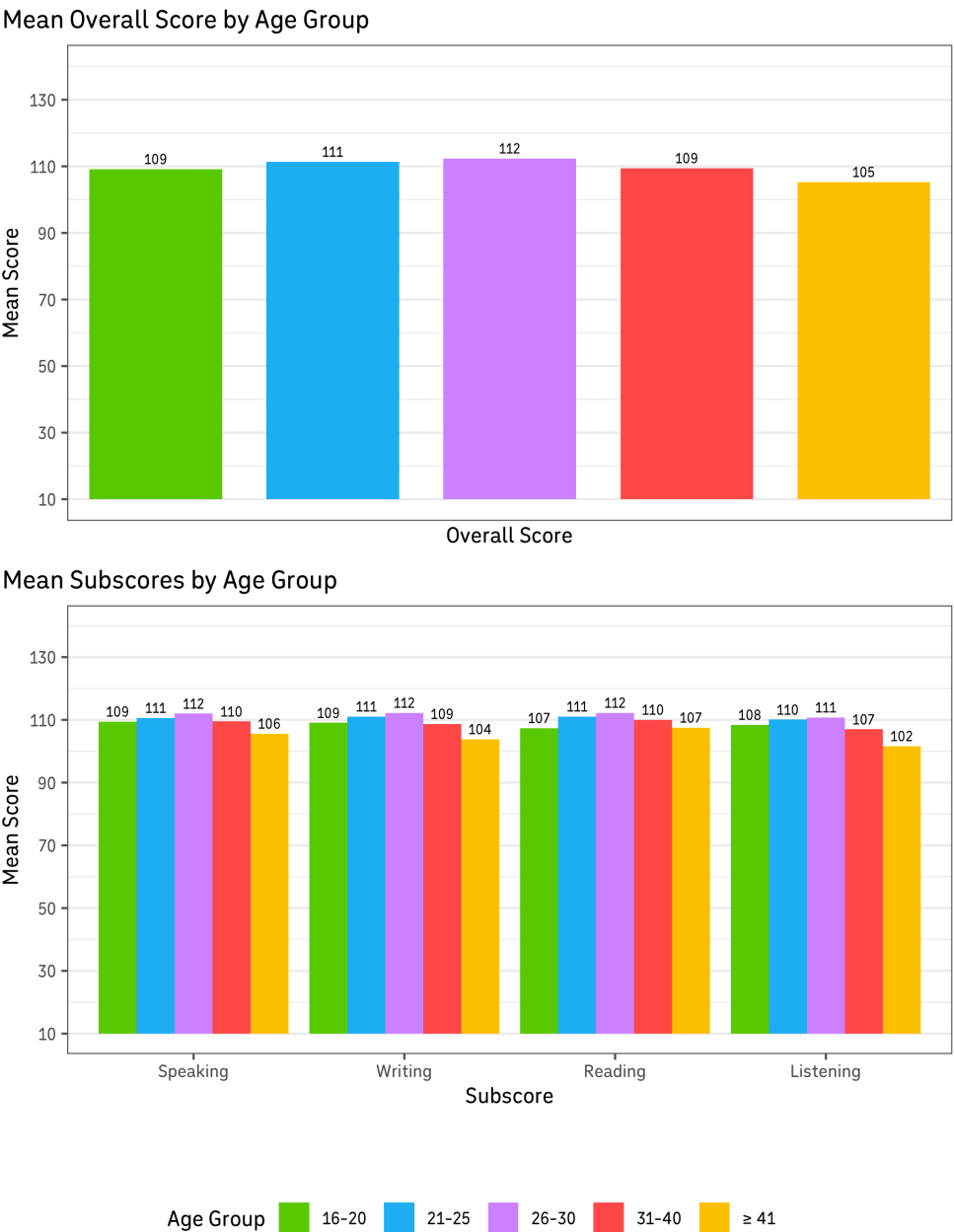


Figure 13. Mean Overall Score and Subscores by Test-Taker Age Group (July 01, 2025–June 30, 2026)

Table 21. Distribution of Overall Scores and Subscores by Test-Taker Age Group (July 01, 2025–June 30, 2026)

Age Group		Overall	Speaking	Writing	Reading	Listening
16-20	Mean	109.18	109.43	109.06	107.36	108.40
	SD	21.50	23.47	23.25	21.98	23.72
	25th Percentile	95	95	95	95	95
	Median	110	110	110	110	110
	75th Percentile	125	125	125	125	125
21-25	Mean	111.33	110.55	111.08	111.08	110.08
	SD	19.48	21.06	21.19	20.80	21.90
	25th Percentile	100	100	100	100	95
	Median	110	110	110	110	110
	75th Percentile	125	125	125	125	125
26-30	Mean	112.39	111.99	112.19	112.21	110.69
	SD	18.86	19.97	20.83	20.26	21.17
	25th Percentile	100	100	100	100	100
	Median	115	115	115	115	110
	75th Percentile	125	125	125	125	125
31-40	Mean	109.43	109.50	108.70	110.02	106.99
	SD	19.28	20.34	21.33	20.82	21.58
	25th Percentile	100	95	95	100	95
	Median	110	110	110	110	110
	75th Percentile	120	125	125	125	120
≥ 41	Mean	105.23	105.55	103.78	107.49	101.62
	SD	20.97	22.92	22.48	22.64	23.07
	25th Percentile	95	90	90	95	90
	Median	105	105	105	110	105
	75th Percentile	120	120	120	120	115

6.3 First Language (L1)

Test takers are asked to report their L1s during the offboarding process. The most commonly reported* L1s include Spanish, Mandarin, English, Arabic, and French (see Table 22). Based on prior research (e.g., Cardwell et al., 2024) and the distribution of test scores among test takers reporting English as their L1 (Table 23), we suspect that some proportion of test takers are misinterpreting this question and instead reporting their first **additional** language (i.e., primary L2). The proportion of L1-English test takers given in Table 22 should thus be considered an overestimate. Moreover, some test takers might consider English as their L1 but still be required to demonstrate English proficiency, either due to having completed their previous education in a non-English language or being from a country for which international institutions require demonstrating ELP regardless of L1. Note also that L1 groups represent speakers of the language all around the world and not necessarily residing in countries where the language is the primary language spoken.

Table 22. Percentages of Test Sessions by L1 for Top 10 Most Frequently Reported L1s (July 01, 2025–June 30, 2026)

First Language	Percent
Spanish	12.71%
Chinese - Mandarin	8.39%
English	6.91%
Arabic	6.71%
French	6.00%
Portuguese	5.56%
No Response	4.75%
Korean	4.04%
Chinese - Cantonese	2.69%
Urdu	2.61%

*Unlike earlier reports, reporting L1 status was made optional for the entire reporting timeframe, which resulted in a higher proportion of test takers choosing “No Response” as compared with older reports.

There were 119 languages that were reported as L1s during 30 or more test sessions between July 1, 2025 and June 30, 2026. Means and standard deviations of the Overall score and each subscore for these languages are included in Table 23.

Table 23. Distribution of Overall Scores and Subscores by Test-Taker L1 (July 01, 2025–June 30, 2026)

First Language		Overall	Speaking	Writing	Reading	Listening
Afrikaans	Mean (SD)	104.90 (23.09)	108.91 (23.66)	101.17 (25.03)	105.60 (25.26)	101.37 (25.50)
Akan	Mean (SD)	109.49 (19.71)	112.91 (18.74)	104.42 (21.47)	110.85 (22.71)	107.23 (23.39)
Albanian	Mean (SD)	114.67 (21.28)	119.65 (20.64)	113.31 (24.05)	110.34 (22.60)	113.24 (22.98)
Amharic	Mean (SD)	109.64 (18.79)	111.66 (18.99)	103.98 (21.98)	110.69 (19.27)	109.87 (20.77)
Arabic	Mean (SD)	108.26 (21.72)	113.59 (20.06)	105.15 (25.18)	103.84 (23.27)	108.01 (23.97)
Armenian	Mean (SD)	118.47 (19.05)	119.50 (19.03)	119.75 (21.38)	114.86 (19.40)	117.84 (21.31)
Assamese	Mean (SD)	127.14 (17.08)	124.21 (18.55)	125.21 (19.94)	128.64 (16.04)	129.00 (18.76)
Azerbaijani	Mean (SD)	106.36 (17.70)	103.30 (19.17)	107.29 (19.79)	107.47 (20.49)	105.11 (20.45)
Bambara	Mean (SD)	94.62 (22.59)	99.06 (23.37)	90.66 (23.62)	95.57 (24.03)	91.42 (24.46)
Basque	Mean (SD)	111.62 (20.58)	110.15 (20.53)	114.12 (21.32)	112.21 (21.88)	107.06 (23.26)
Belarusian	Mean (SD)	112.18 (17.28)	113.95 (18.58)	111.61 (20.31)	109.80 (18.05)	110.60 (18.71)
Bemba	Mean (SD)	120.31 (14.25)	126.41 (14.62)	115.47 (18.38)	119.06 (15.25)	118.91 (15.29)
Bengali	Mean (SD)	113.56 (15.62)	113.26 (16.10)	111.23 (18.33)	114.49 (18.11)	112.70 (17.97)
Berber	Mean (SD)	107.84 (19.76)	109.31 (20.53)	103.62 (21.06)	106.55 (20.61)	108.71 (22.02)
Bosnian	Mean (SD)	122.44 (17.66)	124.51 (17.58)	122.50 (20.82)	119.09 (19.09)	120.85 (20.29)
Bulgarian	Mean (SD)	118.08 (19.30)	119.42 (17.18)	116.26 (23.07)	116.97 (20.53)	117.33 (21.63)
Burmese	Mean (SD)	107.83 (15.66)	101.88 (17.63)	111.83 (17.17)	109.71 (15.53)	105.40 (18.06)
Catalan	Mean (SD)	110.13 (21.42)	110.92 (20.55)	112.13 (23.23)	107.77 (21.78)	107.27 (24.15)
Cebuano	Mean (SD)	123.12 (17.87)	119.81 (19.21)	121.04 (19.51)	125.24 (18.47)	123.73 (19.53)
Chichewa	Mean (SD)	97.88 (24.47)	96.07 (25.01)	97.47 (24.16)	100.87 (28.14)	94.76 (27.85)
Chinese - Cantonese	Mean (SD)	93.45 (21.32)	88.40 (21.11)	95.21 (22.57)	97.32 (26.55)	90.39 (24.77)
Chinese - Mandarin	Mean (SD)	106.62 (18.24)	101.75 (19.29)	108.43 (19.79)	108.75 (21.87)	105.09 (21.20)
Croatian	Mean (SD)	124.26 (16.46)	125.57 (15.69)	122.49 (18.92)	123.20 (18.79)	123.35 (18.02)
Czech	Mean (SD)	119.92 (17.05)	121.41 (16.60)	119.76 (19.33)	117.34 (19.35)	118.80 (18.59)
Danish	Mean (SD)	130.41 (13.82)	135.23 (11.97)	129.92 (15.61)	125.80 (17.44)	127.91 (15.97)
Dutch	Mean (SD)	129.31 (13.74)	132.31 (13.25)	128.50 (16.28)	124.92 (16.65)	129.06 (15.41)
English	Mean (SD)	118.97 (20.49)	122.47 (20.47)	115.63 (22.82)	118.28 (21.76)	116.99 (23.04)
Estonian	Mean (SD)	128.45 (16.75)	127.77 (17.00)	128.74 (19.41)	126.93 (18.40)	128.28 (18.22)
Ewe	Mean (SD)	105.47 (17.86)	109.14 (18.57)	99.69 (18.68)	108.44 (18.81)	101.64 (22.91)
Farsi	Mean (SD)	110.70 (15.83)	113.26 (16.49)	109.37 (18.81)	107.94 (19.13)	109.70 (18.06)
Finnish	Mean (SD)	125.86 (17.24)	124.22 (17.37)	126.33 (19.43)	124.37 (18.48)	126.36 (19.46)
French	Mean (SD)	108.79 (20.04)	107.99 (20.56)	109.64 (21.53)	107.45 (20.43)	107.54 (22.50)
Fulah	Mean (SD)	109.51 (20.13)	112.99 (18.36)	103.82 (20.79)	110.21 (23.26)	108.47 (23.73)
Ga	Mean (SD)	115.61 (16.04)	119.09 (12.84)	108.18 (18.28)	118.18 (18.66)	114.39 (19.52)
Galician	Mean (SD)	113.64 (17.87)	108.79 (18.88)	116.52 (17.21)	114.39 (20.34)	111.52 (21.63)
Ganda	Mean (SD)	119.63 (14.69)	121.03 (13.06)	114.19 (19.15)	121.76 (17.72)	119.56 (17.36)
Georgian	Mean (SD)	119.44 (16.81)	119.75 (17.15)	119.98 (19.63)	116.57 (17.64)	118.83 (18.46)

(continued)

First Language		Overall	Speaking	Writing	Reading	Listening
German	Mean (SD)	128.99 (13.77)	131.95 (13.55)	129.21 (15.26)	124.37 (16.39)	127.93 (15.54)
Greek	Mean (SD)	123.49 (15.37)	123.20 (15.56)	123.10 (17.94)	120.97 (16.75)	124.29 (17.46)
Gujarati	Mean (SD)	109.78 (15.25)	108.74 (16.58)	107.26 (17.62)	113.25 (19.60)	107.43 (17.97)
Hausa	Mean (SD)	116.74 (15.23)	118.28 (13.58)	112.52 (17.61)	118.92 (17.83)	114.55 (19.19)
Hebrew	Mean (SD)	118.22 (18.06)	124.58 (16.12)	115.40 (22.22)	114.08 (20.48)	116.34 (19.36)
Hiligaynon	Mean (SD)	121.53 (17.87)	118.63 (19.21)	119.68 (20.78)	124.11 (15.56)	120.97 (19.98)
Hindi	Mean (SD)	117.44 (16.91)	119.91 (16.55)	114.84 (19.63)	117.27 (18.01)	115.25 (19.50)
Hungarian	Mean (SD)	119.48 (18.83)	119.61 (18.44)	119.55 (21.30)	116.83 (20.11)	119.23 (20.83)
Icelandic	Mean (SD)	127.09 (12.48)	130.62 (12.68)	126.12 (15.18)	124.41 (15.82)	125.00 (13.91)
Igbo	Mean (SD)	117.95 (13.96)	120.73 (11.75)	111.71 (16.77)	119.97 (17.26)	116.73 (17.47)
Iloko	Mean (SD)	116.01 (15.19)	112.09 (15.72)	115.68 (16.62)	118.11 (16.42)	116.28 (17.44)
Indonesian	Mean (SD)	112.44 (18.06)	107.75 (19.02)	113.63 (20.29)	112.79 (18.43)	113.06 (19.55)
Italian	Mean (SD)	117.99 (16.59)	115.80 (17.33)	118.83 (18.61)	117.81 (17.28)	117.08 (18.56)
Japanese	Mean (SD)	88.69 (20.98)	79.83 (24.87)	91.77 (22.76)	92.86 (19.93)	87.77 (22.39)
Javanese	Mean (SD)	82.97 (18.15)	72.13 (21.45)	85.77 (19.59)	89.09 (19.25)	82.31 (19.59)
Kannada	Mean (SD)	118.03 (15.23)	120.95 (13.94)	115.01 (17.84)	117.30 (17.49)	116.46 (18.22)
Kashmiri	Mean (SD)	120.85 (14.70)	124.15 (14.75)	115.79 (17.07)	122.06 (15.67)	119.65 (17.39)
Kazakh	Mean (SD)	95.36 (19.67)	89.54 (23.16)	92.74 (22.32)	101.89 (23.20)	94.75 (22.77)
Khmer	Mean (SD)	108.51 (20.54)	109.94 (20.27)	110.33 (22.47)	105.34 (21.55)	105.68 (22.60)
Kikuyu	Mean (SD)	120.83 (16.30)	120.00 (16.73)	115.70 (19.14)	124.17 (16.92)	121.17 (19.95)
Kinyarwanda	Mean (SD)	113.00 (16.47)	115.12 (15.33)	111.05 (18.77)	112.14 (18.08)	111.55 (19.85)
Kirundi	Mean (SD)	106.02 (18.68)	105.84 (17.97)	104.67 (20.54)	106.68 (20.10)	104.49 (22.08)
Konkani	Mean (SD)	122.30 (17.23)	124.86 (15.35)	119.73 (21.85)	122.23 (18.00)	120.34 (19.38)
Korean	Mean (SD)	105.35 (17.83)	98.02 (21.30)	108.89 (20.14)	105.97 (16.73)	105.98 (19.26)
Kurdish	Mean (SD)	101.70 (18.72)	109.89 (18.73)	98.19 (20.99)	96.34 (20.21)	99.83 (21.57)
Lao	Mean (SD)	95.32 (27.60)	96.67 (28.50)	95.77 (29.87)	93.40 (27.38)	94.10 (29.11)
Latvian	Mean (SD)	118.56 (19.84)	124.62 (17.59)	117.07 (22.98)	114.67 (22.42)	115.95 (21.73)
Lingala	Mean (SD)	99.27 (25.44)	107.20 (24.70)	95.85 (24.67)	96.83 (27.81)	95.24 (29.87)
Lithuanian	Mean (SD)	121.82 (16.92)	124.75 (16.61)	120.30 (20.51)	118.45 (19.21)	120.34 (18.02)
Luo	Mean (SD)	123.85 (14.13)	126.67 (11.58)	119.72 (17.11)	124.80 (15.52)	121.98 (17.63)
Luxembourgish	Mean (SD)	128.60 (17.08)	128.53 (17.73)	128.16 (19.06)	126.03 (17.93)	127.72 (17.82)
Macedonian	Mean (SD)	123.80 (17.85)	125.74 (18.17)	123.54 (20.48)	121.04 (18.25)	122.29 (19.92)
Malagasy	Mean (SD)	108.67 (19.47)	105.04 (19.52)	109.58 (21.06)	109.71 (20.05)	108.07 (22.35)
Malay	Mean (SD)	123.46 (15.76)	119.14 (16.07)	124.41 (18.91)	124.68 (16.28)	122.76 (16.93)
Malayalam	Mean (SD)	115.54 (15.03)	117.22 (14.79)	112.61 (17.25)	116.83 (15.82)	113.06 (18.02)
Mandingo	Mean (SD)	111.83 (15.24)	119.15 (16.47)	106.10 (18.15)	111.71 (17.59)	109.88 (18.99)
Marathi	Mean (SD)	117.62 (15.29)	118.84 (15.07)	115.81 (17.46)	117.47 (16.74)	116.22 (17.99)
Mende	Mean (SD)	116.90 (10.82)	122.74 (14.32)	113.21 (15.49)	116.07 (12.02)	112.98 (14.82)
Mongolian	Mean (SD)	107.44 (19.44)	103.01 (21.16)	108.04 (21.28)	106.73 (19.53)	109.39 (20.93)

(continued)

First Language		Overall	Speaking	Writing	Reading	Listening
Nepali	Mean (SD)	109.95 (14.97)	110.68 (14.54)	109.74 (16.70)	109.48 (15.80)	107.38 (18.01)
Norwegian	Mean (SD)	126.25 (11.56)	131.47 (11.65)	126.71 (13.87)	120.52 (14.65)	123.66 (13.48)
Oriya	Mean (SD)	123.78 (18.30)	121.84 (18.45)	124.69 (18.50)	126.22 (19.24)	120.10 (21.42)
Oromo	Mean (SD)	102.30 (17.30)	104.28 (15.87)	98.92 (19.95)	102.88 (20.88)	100.81 (20.05)
Polish	Mean (SD)	118.01 (17.71)	119.23 (16.86)	117.85 (20.24)	116.14 (19.67)	116.57 (19.68)
Portuguese	Mean (SD)	111.29 (20.40)	111.93 (21.03)	112.44 (21.79)	108.99 (20.96)	109.28 (22.83)
Punjabi	Mean (SD)	106.90 (13.95)	112.39 (14.23)	102.63 (16.12)	105.89 (15.38)	104.21 (16.33)
Pushto	Mean (SD)	110.02 (14.68)	112.93 (14.48)	107.64 (17.75)	107.94 (17.52)	108.80 (17.39)
Romanian	Mean (SD)	114.90 (19.13)	117.45 (16.90)	112.24 (23.79)	114.12 (20.60)	113.21 (21.58)
Russian	Mean (SD)	109.76 (18.75)	109.09 (19.62)	108.47 (21.05)	109.56 (20.42)	109.43 (20.92)
Serbian	Mean (SD)	117.08 (18.12)	119.56 (18.12)	115.59 (20.86)	114.44 (19.27)	116.08 (19.35)
Sesotho	Mean (SD)	124.13 (15.23)	127.38 (14.05)	120.16 (17.34)	123.17 (17.72)	122.54 (18.53)
Shona	Mean (SD)	125.54 (13.63)	125.98 (14.74)	121.26 (15.77)	126.87 (15.12)	125.16 (16.45)
Sindhi	Mean (SD)	116.41 (14.76)	117.27 (14.58)	115.77 (17.76)	116.18 (15.95)	114.03 (16.96)
Sinhalese	Mean (SD)	108.24 (17.05)	107.62 (17.68)	107.78 (19.09)	108.25 (17.66)	106.86 (19.17)
Slovak	Mean (SD)	122.58 (17.11)	122.75 (17.56)	122.18 (19.36)	121.23 (18.59)	121.54 (18.50)
Slovenian	Mean (SD)	128.26 (13.92)	128.57 (13.59)	126.57 (16.83)	127.03 (16.13)	128.17 (15.44)
Somali	Mean (SD)	104.65 (18.21)	109.02 (17.77)	100.62 (21.18)	102.72 (20.33)	103.71 (20.20)
Spanish	Mean (SD)	112.42 (19.94)	114.01 (20.20)	112.99 (21.82)	110.04 (20.30)	110.13 (22.40)
Sundanese	Mean (SD)	108.67 (20.05)	114.49 (17.51)	102.96 (22.61)	106.53 (21.80)	106.84 (23.31)
Swahili	Mean (SD)	118.19 (16.75)	120.05 (15.95)	113.61 (18.65)	119.03 (19.23)	117.28 (20.05)
Swedish	Mean (SD)	125.74 (15.36)	131.89 (13.92)	125.84 (17.58)	119.62 (18.78)	123.14 (17.49)
Tagalog	Mean (SD)	121.00 (17.29)	117.89 (17.48)	119.04 (20.00)	122.69 (18.14)	121.63 (19.38)
Tajik	Mean (SD)	102.17 (17.62)	104.94 (16.63)	99.65 (20.19)	100.66 (18.97)	100.81 (20.04)
Tamil	Mean (SD)	115.58 (16.42)	117.43 (15.81)	113.04 (18.95)	115.89 (17.61)	113.49 (19.29)
Telugu	Mean (SD)	115.32 (13.57)	113.02 (14.84)	111.52 (16.37)	119.67 (17.26)	114.57 (17.10)
Thai	Mean (SD)	100.57 (20.49)	98.63 (21.47)	99.98 (23.00)	100.97 (20.95)	100.08 (21.68)
Tibetan	Mean (SD)	118.31 (15.67)	118.59 (14.50)	116.76 (17.28)	118.24 (18.34)	117.11 (17.06)
Tigrinya	Mean (SD)	105.31 (19.42)	107.63 (18.40)	100.16 (21.58)	105.78 (21.49)	104.78 (22.02)
Tonga	Mean (SD)	118.91 (16.05)	124.06 (16.58)	115.78 (19.14)	119.69 (16.85)	114.38 (18.70)
Tswana	Mean (SD)	126.48 (13.91)	128.44 (14.61)	122.03 (15.70)	127.66 (14.80)	125.94 (16.06)
Turkish	Mean (SD)	104.59 (20.32)	103.72 (20.66)	104.68 (23.08)	102.15 (20.53)	105.34 (22.39)
Turkmen	Mean (SD)	99.10 (17.52)	99.45 (17.36)	96.51 (19.56)	99.08 (18.16)	98.74 (20.78)
Twi	Mean (SD)	117.17 (15.65)	118.38 (14.67)	111.73 (17.14)	119.05 (18.37)	116.88 (18.24)
Uighur	Mean (SD)	95.71 (24.24)	97.12 (23.57)	94.68 (27.01)	93.72 (25.30)	94.29 (25.17)
Ukrainian	Mean (SD)	109.68 (18.35)	112.85 (17.27)	107.59 (21.60)	106.91 (19.57)	108.77 (20.54)
Urdu	Mean (SD)	115.03 (15.45)	115.64 (16.32)	113.05 (17.95)	115.11 (16.80)	113.80 (17.71)
Uzbek	Mean (SD)	105.00 (16.32)	100.90 (18.02)	103.54 (18.90)	109.02 (21.20)	104.57 (19.37)
Vietnamese	Mean (SD)	101.49 (20.32)	95.43 (21.78)	109.83 (21.51)	101.67 (20.35)	96.43 (23.54)

(continued)

First Language		Overall	Speaking	Writing	Reading	Listening
Wolof	Mean (SD)	109.72 (17.73)	110.41 (18.85)	105.41 (19.44)	111.06 (18.42)	109.28 (20.55)
Xhosa	Mean (SD)	125.29 (16.78)	131.03 (16.27)	120.88 (19.17)	122.79 (18.01)	123.97 (18.17)
Yoruba	Mean (SD)	118.08 (15.47)	118.44 (14.04)	113.01 (18.59)	121.82 (17.80)	116.20 (18.97)
Zulu	Mean (SD)	124.03 (16.56)	128.19 (17.98)	119.65 (17.67)	122.99 (18.53)	122.08 (19.63)
No Response	Mean (SD)	103.91 (19.23)	103.13 (20.84)	103.56 (20.99)	104.31 (21.91)	102.23 (22.26)

¹ Languages not reported due to small sample size of <30 test sessions include Aymara, Bashkir, Bikol, Chuvash, Dyula, Efik, Fijian, Guarani, Gwichin, Kanuri, Kongo, Kosraean, Kurukh, Luba-Lulua, Madurese, Maltese, Marshallese, Minangkabau, Mossi, Nauru, Northern Sotho, Palauan, Pohnpeian, Samoan, Tatar, Umbundu, Yapese, and Zhuang

6.4 Geographic Region

For each test session, the issuing country of the test taker's identity document is recorded, as well as the country in which they are taking the test (based on IP address). Accepted forms of identification vary by country, including, for some countries, documents available to both temporary and permanent residents are accepted (e.g. driver's license). As such, the ID-issuing country may not represent the country of citizenship, birth, or permanent residence for some test takers, including recent immigrants or temporary residents. For 83% of test takers, the ID issuing country and the country in which they take the test are the same. The tables and figures in this section summarize the geographic origin of test takers and the distribution of scores based on the test taker's ID-issuing country.

Table 24 and Figure 14 describe the proportion of test takers submitting IDs issued by countries within each of six major regions of the world. Test takers submitting IDs from countries in Asia comprised 47% of the test-taker population between July 1, 2025 and June 30, 2026. Less than 1% of test takers submitted IDs from countries in Oceania. Other regions each represented 8–20% of test takers.

Table 24. Percentages of Test Sessions by Region (July 01, 2025–June 30, 2026)

Region	Percent
Africa	7.90%
Asia	46.89%
Europe	17.31%
North America	19.53%
Oceania	0.16%
South America	8.21%

¹ Region based on country reported on test-taker ID

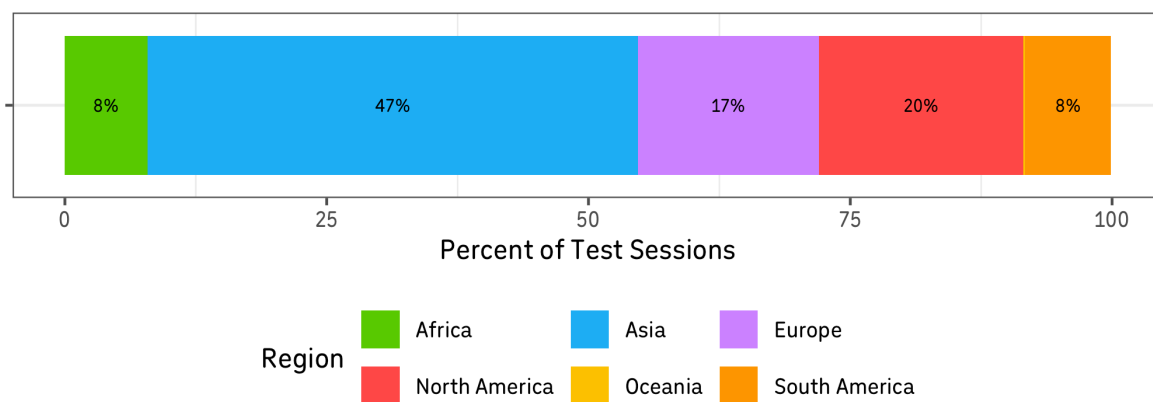


Figure 14. Percentages of Test Sessions by Region (July 01, 2025–June 30, 2026)

The top plot in Figure 15 compares the mean Overall score across regions, while the lower plot compares the mean of each subscore. The data supporting these visualizations are reflected in Table 25, which includes additional summary measures of score distribution by region.

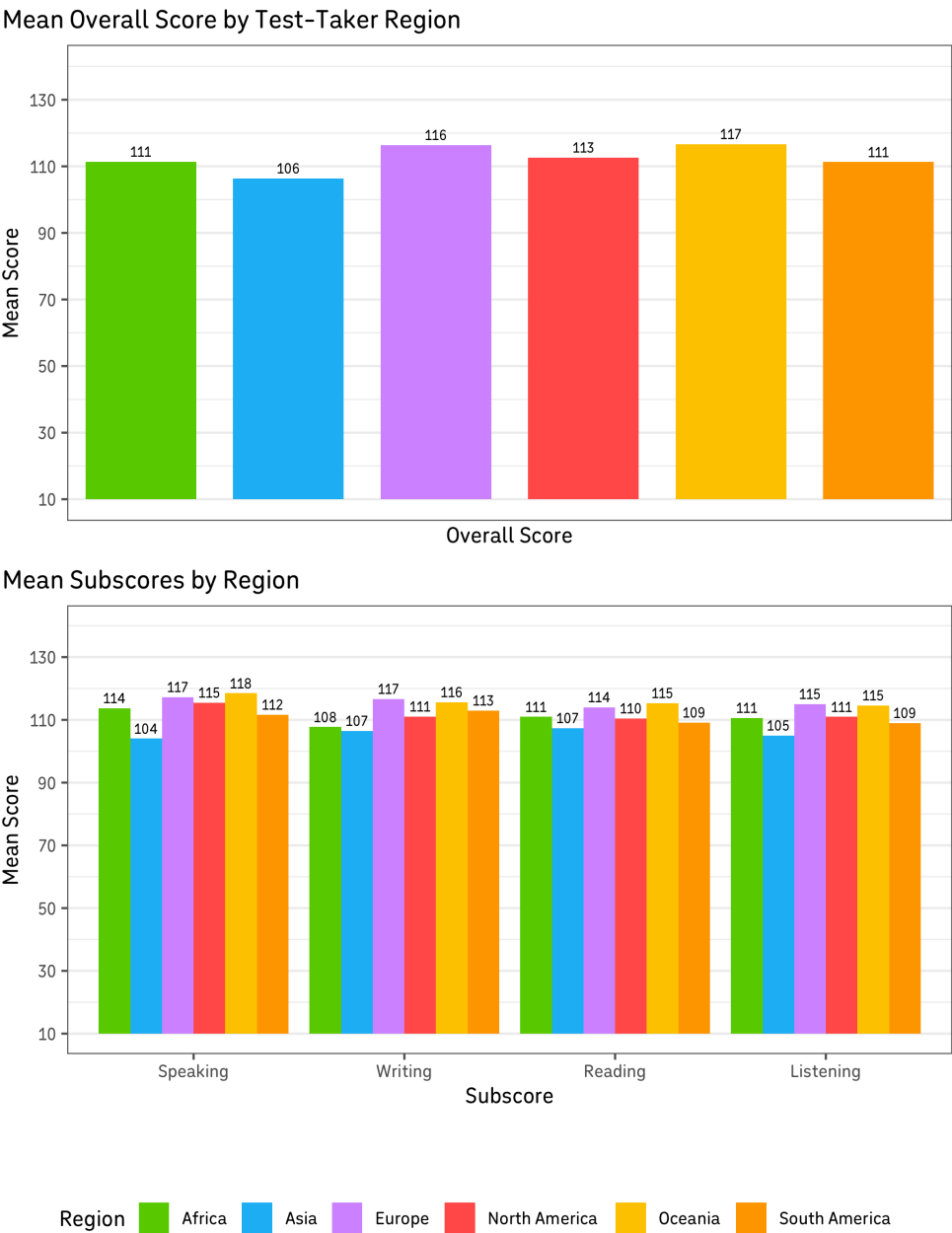


Figure 15. Mean Overall Score and Subscores by Test-Taker Region (July 01, 2025–June 30, 2026)

Table 25. Distribution of Overall Scores and Subscores by Test-Taker Region (July 01, 2025–June 30, 2026)

Region		Overall	Speaking	Writing	Reading	Listening
Africa	Mean	111.37	113.71	107.73	110.95	110.61
	SD	20.75	20.22	22.84	22.08	23.61
	25th Percentile	100	100	95	100	95
	Median	115	115	110	115	115
	75th Percentile	125	130	125	125	125
Asia	Mean	106.34	104.02	106.51	107.34	105.00
	SD	20.09	22.19	21.83	21.79	22.59
	25th Percentile	95	90	95	95	90
	Median	105	105	110	110	105
	75th Percentile	120	120	120	120	120
Europe	Mean	116.35	117.22	116.67	113.97	115.04
	SD	18.92	19.52	20.76	19.85	20.97
	25th Percentile	105	105	105	100	100
	Median	120	120	120	115	115
	75th Percentile	130	130	130	130	130
North America	Mean	112.61	115.45	111.07	110.43	110.98
	SD	19.89	20.36	22.04	20.92	21.87
	25th Percentile	100	105	100	100	100
	Median	115	115	110	110	110
	75th Percentile	125	130	125	125	125
Oceania	Mean	116.62	118.47	115.56	115.31	114.56
	SD	21.54	22.50	23.06	23.10	23.43
	25th Percentile	105	105	100	100	100
	Median	120	120	120	120	115
	75th Percentile	130	135	130	130	130
South America	Mean	111.31	111.59	112.97	109.17	109.01
	SD	20.27	20.82	21.68	20.53	22.80
	25th Percentile	100	100	100	95	95
	Median	115	115	115	110	110
	75th Percentile	125	125	130	125	125

Figure 16 depicts the percent of test sessions by the test taker's ID-issuing country. The figure demonstrates a high concentration of test takers from mainland China and Canada, which are the two most commonly reported ID-issuing countries (see Table 26). Together, these countries comprised 18% of test takers between July 1, 2025 and June 30, 2026.

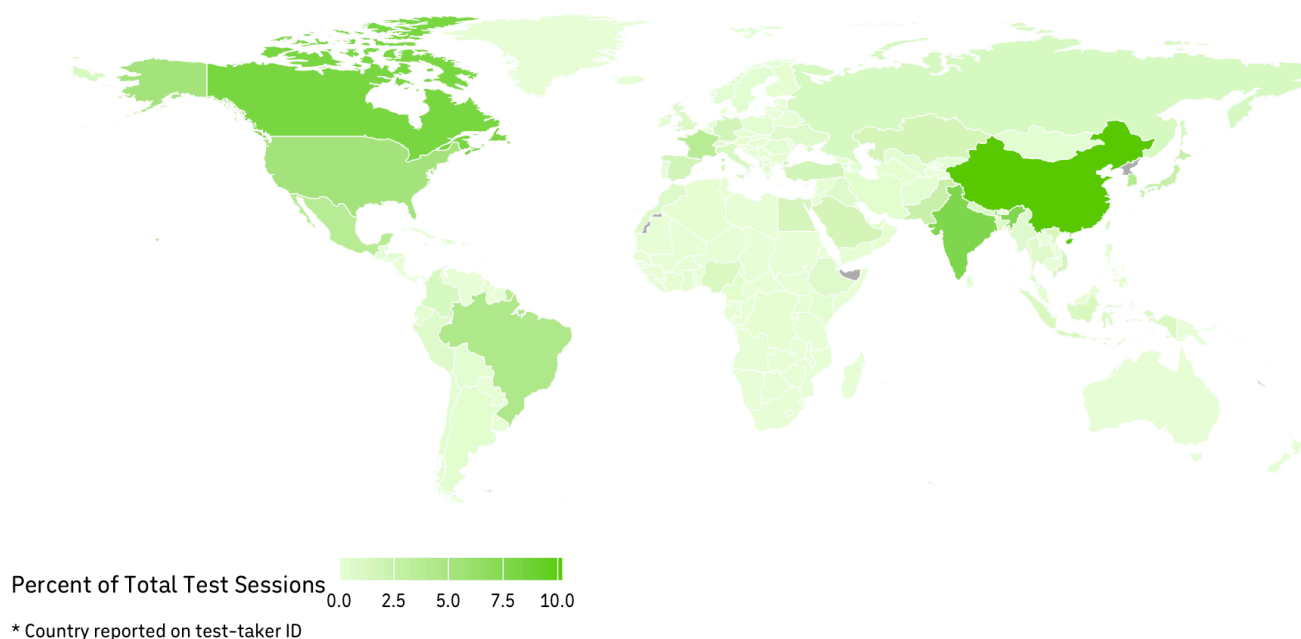


Figure 16. Percentages of Test Sessions by Test-Taker Country (July 01, 2025–June 30, 2026)

Table 26. Percentages of Test Sessions by Test-Taker ID Country for Top 10 Most Frequent Countries (July 01, 2025–June 30, 2026)

Reported Country	Percent
Mainland China	10.19%
Canada	8.33%
India	7.83%
United States	5.19%
Brazil	4.38%
South Korea	4.03%
France	3.83%
Mexico	3.70%
Japan	2.51%
Pakistan	2.47%

¹ Country reported on test taker's ID

7 Conclusion

This report was generated on August 19, 2026 and describes the test-taker characteristics and score properties of certified test sessions between July 1, 2025 and June 30, 2026. The summaries of test-taker attributes and scores presented in this report supplement the detailed overview from the DET Technical Manual by contributing evidence to score interpretation and test usage as described by the *Standards for Educational and Psychological Testing* (AERA et al., 2014). Note that subgroup characteristics and score comparisons in this document should be treated with caution due to small sample sizes, self-selection, and properties of background characteristics. None of the comparisons made in this report should replace a formal differential test functioning (DTF) analysis. Updated versions of this document will be available regularly, often at an annual or semi-annual cadence. Unlike the DET Technical Manual, these versions are intended to summarize performance or demographic characteristics over a window rather than describe properties of the current version of the test.

8 References

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