**WRITING TASK 1: Band Descriptors (public version)**

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| **Band Task achievement Coherence and cohesion Lexical resource Grammatical range and accuracy** |
| 9 • fully satisfies all the requirements of the task • uses cohesion in such a way that it attracts no attention • uses a wide range of vocabulary with very natural and • uses a wide range of structures with full flexibility and  • clearly presents a fully developed response • skilfully manages paragraphing sophisticated control of lexical features; rare minor errors accuracy; rare minor errors occur only as ‘slips’  occur only as ‘slips’ |
| 8 • covers all requirements of the task sufficiently • sequences information and ideas logically • uses a wide range of vocabulary fluently and flexibly to • uses a wide range of structures  • presents, highlights and illustrates key features/ bullet • manages all aspects of cohesion well convey precise meanings • the majority of sentences are error-free  points clearly and appropriately • uses paragraphing sufficiently and appropriately • skilfully uses uncommon lexical items but there may be • makes only very occasional errors or inappropriacies occasional inaccuracies in word choice and collocation  • produces rare errors in spelling and/or word formation |
| 7 • covers the requirements of the task • logically organises information and ideas; there is clear • uses a sufficient range of vocabulary to allow some • uses a variety of complex structures  • (A) presents a clear overview of main trends, differences or progression throughout flexibility and precision • produces frequent error-free sentences  stages • uses a range of cohesive devices appropriately although • uses less common lexical items with some awareness of • has good control of grammar and punctuation but may  • (GT) presents a clear purpose, with the tone consistent and there may be some under-/over-use style and collocation make a few errors appropriate • may produce occasional errors in word choice, spelling  • clearly presents and highlights key features/bullet points and/or word formation but could be more fully extended |
| 6 • addresses the requirements of the task • arranges information and ideas coherently and there is a • •uses an adequate range of vocabulary for the task • uses a mix of simple and complex sentence forms  • (A) presents an overview with information appropriately clear overall progression • attempts to use less common vocabulary but with some • makes some errors in grammar and punctuation but they selected • uses cohesive devices effectively, but cohesion within inaccuracy rarely reduce communication  • (GT) presents a purpose that is generally clear; there may and/or between sentences may be faulty or mechanical • makes some errors in spelling and/or word formation, but be inconsistencies in tone • may not always use referencing clearly or appropriately they do not impede communication  • presents and adequately highlights key features/ bullet points but details may be irrelevant, inappropriate or inaccurate |
| 5 • generally addresses the task; the format may be • presents information with some organisation but there may • uses a limited range of vocabulary, but this is minimally • uses only a limited range of structures  inappropriate in places be a lack of overall progression adequate for the task • attempts complex sentences but these tend to be less  • (A) recounts detail mechanically with no clear overview; • makes inadequate, inaccurate or over-use of cohesive • may make noticeable errors in spelling and/or word accurate than simple sentences  there may be no data to support the description devices formation that may cause some difficulty for the reader • may make frequent grammatical errors and punctuation  • (GT) may present a purpose for the letter that is unclear at • may be repetitive because of lack of referencing and may be faulty; errors can cause some difficulty for the times; the tone may be variable and sometimes substitution reader  inappropriate  • presents, but inadequately covers, key features/ bullet points; there may be a tendency to focus on details |
| 4 • attempts to address the task but does not cover all key • presents information and ideas but these are not arranged • uses only basic vocabulary which may be used repetitively • uses only a very limited range of structures with only rare features/bullet points; the format may be inappropriate coherently and there is no clear progression in the or which may be inappropriate for the task use of subordinate clauses  • (GT) fails to clearly explain the purpose of the letter; the response • has limited control of word formation and/or spelling; • some structures are accurate but errors predominate, and tone may be inappropriate • uses some basic cohesive devices but these may be • errors may cause strain for the reader punctuation is often faulty  • may confuse key features/bullet points with detail; parts inaccurate or repetitive may be unclear, irrelevant, repetitive or inaccurate |
| 3 • fails to address the task, which may have been completely • does not organise ideas logically • uses only a very limited range of words and expressions • attempts sentence forms but errors in grammar and misunderstood • may use a very limited range of cohesive devices, and with very limited control of word formation and/or spelling punctuation predominate and distort the meaning  • presents limited ideas which may be largely those used may not indicate a logical relationship between • errors may severely distort the message irrelevant/repetitive ideas |
| 2 • answer is barely related to the task • has very little control of organisational features • uses an extremely limited range of vocabulary; essentially • cannot use sentence forms except in memorised phrases no control of word formation and/or spelling |
| 1 • answer is completely unrelated to the task • fails to communicate any message • can only use a few isolated words • cannot use sentence forms at all |
| 0 • does not attend  • does not attempt the task in any way  • writes a totally memorised response |

(A) Academic │(GT) General Training

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