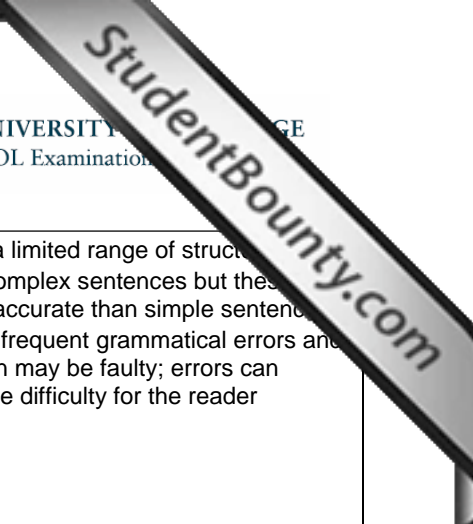


### IELTS Task 1 Writing band descriptors (public version)

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	<ul style="list-style-type: none"> <li>fully satisfies all the requirements of the task</li> <li>clearly presents a fully developed response</li> </ul>	<ul style="list-style-type: none"> <li>uses cohesion in such a way that it attracts no attention</li> <li>skilfully manages paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
8	<ul style="list-style-type: none"> <li>covers all requirements of the task sufficiently</li> <li>presents, highlights and illustrates key features / bullet points clearly and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>sequences information and ideas logically</li> <li>manages all aspects of cohesion well</li> <li>uses paragraphing sufficiently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary fluently and flexibly to convey precise meanings</li> <li>skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>produces rare errors in spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures</li> <li>the majority of sentences are error-free</li> <li>makes only very occasional errors or inappropriacies</li> </ul>
7	<ul style="list-style-type: none"> <li>covers the requirements of the task</li> <li>(Academic) presents a clear overview of main trends, differences or stages</li> <li>(General Training) presents a clear purpose, with the tone consistent and appropriate</li> <li>clearly presents and highlights key features / bullet points but could be more fully extended</li> </ul>	<ul style="list-style-type: none"> <li>logically organises information and ideas; there is clear progression throughout</li> <li>uses a range of cohesive devices appropriately although there may be some under-/over-use</li> </ul>	<ul style="list-style-type: none"> <li>uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>uses less common lexical items with some awareness of style and collocation</li> <li>may produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of complex structures</li> <li>produces frequent error-free sentences</li> <li>has good control of grammar and punctuation but may make a few errors</li> </ul>
6	<ul style="list-style-type: none"> <li>addresses the requirements of the task</li> <li>(Academic) presents an overview with information appropriately selected</li> <li>(General Training) presents a purpose that is generally clear; there may be inconsistencies in tone</li> <li>presents and adequately highlights key features / bullet points but details may be irrelevant, inappropriate or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>arranges information and ideas coherently and there is a clear overall progression</li> <li>uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>may not always use referencing clearly or appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses an adequate range of vocabulary for the task</li> <li>attempts to use less common vocabulary but with some inaccuracy</li> <li>makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex sentence forms</li> <li>makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>



5	<ul style="list-style-type: none"> <li>▪ generally addresses the task; the format may be inappropriate in places</li> <li>▪ (Academic) recounts detail mechanically with no clear overview; there may be no data to support the description</li> <li>▪ (General Training) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate</li> <li>▪ presents, but inadequately covers, key features / bullet points; there may be a tendency to focus on details</li> </ul>	<ul style="list-style-type: none"> <li>▪ presents information with some organisation but there may be a lack of overall progression</li> <li>▪ makes inadequate, inaccurate or over-use of cohesive devices</li> <li>▪ may be repetitive because of lack of referencing and substitution</li> </ul>	<ul style="list-style-type: none"> <li>▪ uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>▪ may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>▪ uses only a limited range of structures</li> <li>▪ attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>▪ may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
4	<ul style="list-style-type: none"> <li>▪ attempts to address the task but does not cover all key features / bullet points; the format may be inappropriate</li> <li>▪ (General Training) fails to clearly explain the purpose of the letter; the tone may be inappropriate</li> <li>▪ may confuse key features / bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>▪ presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>▪ uses some basic cohesive devices but these may be inaccurate or repetitive</li> </ul>	<ul style="list-style-type: none"> <li>▪ uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>▪ has limited control of word formation and/or spelling; <ul style="list-style-type: none"> <li>▪ errors may cause strain for the reader</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>▪ some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>
3	<ul style="list-style-type: none"> <li>▪ fails to address the task, which may have been completely misunderstood</li> <li>▪ presents limited ideas which may be largely irrelevant/repetitive</li> </ul>	<ul style="list-style-type: none"> <li>▪ does not organise ideas logically</li> <li>▪ may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>▪ uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> <li>▪ errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>▪ attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
2	<ul style="list-style-type: none"> <li>▪ answer is barely related to the task</li> </ul>	<ul style="list-style-type: none"> <li>▪ has very little control of organisational features</li> </ul>	<ul style="list-style-type: none"> <li>▪ uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>▪ cannot use sentence forms except in memorised phrases</li> </ul>
1	<ul style="list-style-type: none"> <li>▪ answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>▪ fails to communicate any message</li> </ul>	<ul style="list-style-type: none"> <li>▪ can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>▪ cannot use sentence forms at all</li> </ul>
0	<ul style="list-style-type: none"> <li>▪ does not attend</li> <li>▪ does not attempt the task in any way</li> <li>▪ writes a totally memorised response</li> </ul>			