

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

## The four (4) criteria:

- (1) Task Achievement,
- (2) Coherence and Cohesion,
- (3) Lexical Resource,
- (4) Grammatical Range & Accuracy

## **Band 9 - Excellent**

- Fully satisfies all the requirements of the task
- Clearly presents a fully developed response
- Uses cohesion in such a way that it attracts no attention
- Skillfully manages paragraphing
- Uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'
- Uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'

## **Band 8 - Excellent**

- Covers all requirements of the task sufficiently
- Presents, highlights and illustrates key features / bullet points clearly and appropriately
- Sequences information and ideas logically
- Manages all aspects of cohesion well
- Uses paragraphing sufficiently and appropriately
- Uses a wide range of vocabulary fluently and flexibly to convey precise meanings
- Skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation
- Produces rare errors in spelling and/or word formation
- Uses a wide range of structures
- The majority of sentences are error-free
- Makes only very occasional errors or inappropriacies

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### **Band 7 – Very Good**

- Covers the requirements of the task
- (Academic) presents a clear overview of main trends, differences or stages
- (General Training) presents a clear purpose, with the tone consistent and appropriate
- Clearly presents and highlights key features / bullet points but could be more fully extended
- Logically organises information and ideas; there is clear progression throughout
- Uses a range of cohesive devices appropriately although there may be some under-/over-use
- Uses a sufficient range of vocabulary to allow some flexibility and precision
- Uses less common lexical items with some awareness of style and collocation
- May produce occasional errors in word choice, spelling and/or word formation
- Uses a variety of complex structures
- Produces frequent error-free sentences
- Has good control of grammar and punctuation but may make a few errors

### **Band 6 – Quite Good**

- Addresses the requirements of the task
- (Academic) presents an overview with information appropriately selected
- (General Training) presents a purpose that is generally clear; there may be inconsistencies in tone
- Presents and adequately highlights key features / bullet points but details may be irrelevant, inappropriate or inaccurate
- Arranges information and ideas coherently and there is a clear overall progression
- Uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical
- Sentences may be faulty or mechanical
- May not always use referencing clearly or appropriately
- Uses an adequate range of vocabulary for the task
- Attempts to use less common vocabulary but with some inaccuracy
- Makes some errors in spelling and/or word formation, but they do not impede communication
- Uses a mix of simple and complex sentence forms
- Makes some errors in grammar and punctuation but they rarely reduce communication

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### **Band 5 – Weak**

- Generally addresses the task; the format may be inappropriate in places
- (Academic) recounts detail mechanically with no clear overview; there may be no data to support the description
- (General Training) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate
- Presents, but inadequately covers, key features / bullet points; there may be a tendency to focus on details
- Presents information with some organisation but there may be a lack of overall progression
- Makes inadequate, inaccurate or over-use of cohesive devices
- May be repetitive because of lack of referencing and substitution
- Uses a limited range of vocabulary, but this is minimally adequate for the task
- May make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader
- Uses only a limited range of structures
- Attempts complex sentences but these tend to be less accurate than simple sentences
- May make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader

### **Band 4 – Very Weak**

- Attempts to address the task but does not cover all key features / bullet points; the format may be inappropriate
- (General Training) fails to clearly explain the purpose of the letter; the tone may be inappropriate
- May confuse key features / bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate
- Presents information and ideas but these are not arranged coherently and there is no clear progression in the response
- Uses some basic cohesive devices but these may be inaccurate or repetitive
- Uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task
- Has limited control of word formation and/or spelling;
- Errors may cause strain for the reader
- Uses only a very limited range of structures with only rare use of subordinate clauses
- Some structures are accurate but errors predominate, and punctuation is often faulty

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### Band 3

- Fails to address the task, which may have been completely misunderstood
- Presents limited ideas which may be largely irrelevant/repetitive
- Does not organise ideas logically
- May use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas
- Uses only a very limited range of words and expressions with very limited control of word formation and/or spelling
- Errors may severely distort the message
- Attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning