

IELTS

Writing Band Descriptors

Updated May 2023

Please visit [IELTS.org](https://www.ielts2.com) for updates



Writing Task 1

Band Descriptors

IELTS Writing Task 1 Band Descriptors

Scoring criteria for Academic and General Training tests

A script must fully fit the positive features of the descriptor at a particular level. **Bolded text** indicates negative features that will limit a rating.

Band Score	Task Achievement	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
9	<p>All the requirements of the task are fully and appropriately satisfied.</p> <p>There may be extremely rare lapses in content.</p>	<p>The message can be followed effortlessly.</p> <p>Cohesion is used in such a way that it very rarely attracts attention.</p> <p>Any lapses in coherence or cohesion are minimal.</p> <p>Paragraphing is skilfully managed.</p>	<p>Full flexibility and precise use are evident within the scope of the task.</p> <p>A wide range of vocabulary is used accurately and appropriately with very natural and sophisticated control of lexical features.</p> <p>Minor errors in spelling and word formation are extremely rare and have minimal impact on communication.</p>	<p>A wide range of structures within the scope of the task is used with full flexibility and control.</p> <p>Punctuation and grammar are used appropriately throughout.</p> <p>Minor errors are extremely rare and have minimal impact on communication</p>
8	<p>The response covers all the requirements of the task appropriately, relevantly and sufficiently.</p> <p>(Academic) Key features are skilfully selected, and clearly presented, highlighted and illustrated.</p> <p>(General Training) All bullet points are clearly presented, and appropriately illustrated or extended.</p> <p>There may be occasional omissions or lapses in content.</p>	<p>The message can be followed with ease.</p> <p>Information and ideas are logically sequenced, and cohesion is well managed.</p> <p>Occasional lapses in coherence or cohesion may occur.</p> <p>Paragraphing is used sufficiently and appropriately.</p>	<p>A wide resource is fluently and flexibly used to convey precise meanings within the scope of the task.</p> <p>There is skilful use of uncommon and/or idiomatic items when appropriate, despite occasional inaccuracies in word choice and collocation.</p> <p>Occasional errors in spelling and/or word formation may occur, but have minimal impact on communication.</p>	<p>A wide range of structures within the scope of the task is flexibly and accurately used.</p> <p>The majority of sentences are error-free, and punctuation is well managed.</p> <p>Occasional, non-systematic errors and inaccuracies occur, but have minimal impact on communication.</p>
7	<p>The response covers the requirements of the task.</p> <p>The content is relevant and accurate – there may be a few omissions or lapses. The format is appropriate.</p> <p>(Academic) Key features which are selected are covered and clearly highlighted but could be more fully or more appropriately illustrated or extended.</p> <p>(Academic) It presents a clear overview, the data are appropriately categorised, and main trends or differences are identified.</p> <p>(General Training) All bullet points are covered and clearly highlighted but could be more fully or more appropriately illustrated or extended. It presents a clear purpose. The tone is consistent and appropriate to the task. Any lapses are minimal.</p>	<p>Information and ideas are logically organised and there is a clear progression throughout the response. A few lapses may occur.</p> <p>A range of cohesive devices including reference and substitution is used flexibly but with some inaccuracies or some over/under use.</p>	<p>The resource is sufficient to allow some flexibility and precision.</p> <p>There is some ability to use less common and/or idiomatic items.</p> <p>An awareness of style and collocation is evident, though inaccuracies occur.</p> <p>There are only a few errors in spelling and/or word formation, and they do not detract from overall clarity.</p>	<p>A variety of complex structures is used with some flexibility and accuracy.</p> <p>Grammar and punctuation are generally well controlled, and error-free sentences are frequent.</p> <p>A few errors in grammar may persist, but these do not impede communication.</p>

IELTS Writing Task 1 Band Descriptors

Scoring criteria for Academic and General Training tests

A script must fully fit the positive features of the descriptor at a particular level. **Bolded text** indicates negative features that will limit a rating.

Band Score	Task Achievement	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
6	<p>The response focuses on the requirements of the task and an appropriate format is used.</p> <p>(Academic) Key features which are selected are covered and adequately highlighted. A relevant overview is attempted. Information is appropriately selected and supported using figures/data.</p> <p>(General Training) All bullet points are covered and adequately highlighted. The purpose is generally clear. There may be minor inconsistencies in tone.</p> <p>Some irrelevant, inappropriate or inaccurate information may occur in areas of detail or when illustrating or extending the main points.</p> <p>Some details may be missing (or excessive) and further extension or illustration may be needed.</p>	<p>Information and ideas are generally arranged coherently and there is a clear overall progression.</p> <p>Cohesive devices are used to some good effect but cohesion within and/or between sentences may be faulty or mechanical due to misuse, overuse or omission.</p> <p>The use of reference and substitution may lack flexibility or clarity and result in some repetition or error</p>	<p>The resource is generally adequate and appropriate for the task.</p> <p>The meaning is generally clear in spite of a rather restricted range or a lack of precision in word choice.</p> <p>If the writer is a risk-taker, there will be a wider range of vocabulary used but higher degrees of inaccuracy or inappropriacy.</p> <p>There are some errors in spelling and/or word formation, but these do not impede communication.</p>	<p>A mix of simple and complex sentence forms is used but flexibility is limited.</p> <p>Examples of more complex structures are not marked by the same level of accuracy as in simple structures.</p> <p>Errors in grammar and punctuation occur, but rarely impede communication</p>
5	<p>The response generally addresses the requirements of the task. The format may be inappropriate in places.</p> <p>(Academic) Key features which are selected are not adequately covered. The recounting of detail is mainly mechanical. There may be no data to support the description.</p> <p>(General Training) All bullet points are presented but one or more may not be adequately covered. The purpose may be unclear at times. The tone may be variable and sometimes inappropriate.</p> <p>There may be a tendency to focus on details (without referring to the bigger picture).</p> <p>The inclusion of irrelevant, inappropriate or inaccurate material in key areas detracts from the task achievement.</p> <p>There is limited detail when extending and illustrating the main points.</p>	<p>Organisation is evident but is not wholly logical and there may be a lack of overall progression. Nevertheless, there is a sense of underlying coherence to the response.</p> <p>The relationship of ideas can be followed but the sentences are not fluently linked to each other.</p> <p>There may be limited/overuse of cohesive devices with some inaccuracy.</p> <p>The writing may be repetitive due to inadequate and/or inaccurate use of reference and substitution.</p>	<p>The resource is limited but minimally adequate for the task.</p> <p>Simple vocabulary may be used accurately but the range does not permit much variation in expression.</p> <p>There may be frequent lapses in the appropriacy of word choice, and a lack of flexibility is apparent in frequent simplifications and/or repetitions.</p> <p>Errors in spelling and/or word formation may be noticeable and may cause some difficulty for the reader.</p>	<p>The range of structures is limited and rather repetitive.</p> <p>Although complex sentences are attempted, they tend to be faulty, and the greatest accuracy is achieved on simple sentences.</p> <p>Grammatical errors may be frequent and cause some difficulty for the reader.</p> <p>Punctuation may be faulty.</p>

IELTS Writing Task 1 Band Descriptors

Scoring criteria for Academic and General Training tests

A script must fully fit the positive features of the descriptor at a particular level. **Bolded text** indicates negative features that will limit a rating.

Band Score	Task Achievement	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
4	<p>The response is an attempt to address the task.</p> <p>(Academic) Few key features have been selected.</p> <p>(General Training) Not all bullet points are presented.</p> <p>(General Training) The purpose of the letter is not clearly explained and may be confused. The tone may be inappropriate.</p> <p>The format may be inappropriate.</p> <p>Key features/bullet points which are presented may be irrelevant, repetitive, inaccurate or inappropriate.</p>	<p>Information and ideas are evident but not arranged coherently, and there is no clear progression within the response.</p> <p>Relationships between ideas can be unclear and/or inadequately marked. There is some use of basic cohesive devices, which may be inaccurate or repetitive.</p> <p>There is inaccurate use or a lack of substitution or referencing.</p>	<p>The resource is limited and inadequate for or unrelated to the task. Vocabulary is basic and may be used repetitively.</p> <p>There may be inappropriate use of lexical chunks (e.g. memorised phrases, formulaic language and/or language from the input material).</p> <p>Inappropriate word choice and/or errors in word formation and/or in spelling may impede meaning.</p>	<p>A very limited range of structures is used.</p> <p>Subordinate clauses are rare and simple sentences predominate.</p> <p>Some structures are produced accurately but grammatical errors are frequent and may impede meaning.</p> <p>Punctuation is often faulty or inadequate.</p>
3	<p>The response does not address the requirements of the task (possibly because of misunderstanding of the data/diagram/situation).</p> <p>Key features/bullet points which are presented may be largely irrelevant.</p> <p>Limited information is presented, and this may be used repetitively.</p>	<p>There is no apparent logical organisation. Ideas are discernible but difficult to relate to each other.</p> <p>Minimal use of sequencers or cohesive devices. Those used do not necessarily indicate a logical relationship between ideas.</p> <p>There is difficulty in identifying referencing.</p>	<p>The resource is inadequate (which may be due to the response being significantly underlength).</p> <p>Possible over-dependence on input material or memorised language.</p> <p>Control of word choice and/or spelling is very limited, and errors predominate. These errors may severely impede meaning.</p>	<p>Sentence forms are attempted, but errors in grammar and punctuation predominate (except in memorised phrases or those taken from the input material). This prevents most meaning from coming through.</p> <p>Length may be insufficient to provide evidence of control of sentence forms.</p>
2	<p>The content barely relates to the task.</p>	<p>There is little relevant message, or the entire response may be off-topic.</p> <p>There is little evidence of control of organisational features.</p>	<p>The resource is extremely limited with few recognisable strings, apart from memorised phrases.</p> <p>There is no apparent control of word formation and/or spelling.</p>	<p>There is little or no evidence of sentence forms (except in memorised phrases).</p>
1	<p>Responses of 20 words or fewer are rated at Band 1.</p> <p>The content is wholly unrelated to the task.</p> <p>Any copied rubric must be discounted.</p>	<p>Responses of 20 words or fewer are rated at Band 1.</p> <p>The writing fails to communicate any message and appears to be by a virtual non-writer.</p>	<p>Responses of 20 words or fewer are rated at Band 1.</p> <p>No resource is apparent, except for a few isolated words.</p>	<p>Responses of 20 words or fewer are rated at Band 1.</p> <p>No rateable language is evident.</p>
0	<p>Should only be used where a candidate did not attend or attempt the question in any way, used a language other than English throughout, or where there is proof that a candidate's answer has been totally memorised.</p>			

Writing Task 2

Band Descriptors

IELTS Writing Task 2 Band Descriptors

Scoring criteria for Academic and General Training tests

A script must fully fit the positive features of the descriptor at a particular level. **Bolded text** indicates negative features that will limit a rating.

Band Score	Task Response	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
9	<p>The prompt is appropriately addressed and explored in depth.</p> <p>A clear and fully developed position is presented which directly answers the question/s.</p> <p>Ideas are relevant, fully extended and well supported.</p> <p>Any lapses in content or support are extremely rare.</p>	<p>The message can be followed effortlessly.</p> <p>Cohesion is used in such a way that it very rarely attracts attention.</p> <p>Any lapses in coherence or cohesion are minimal.</p> <p>Paragraphing is skilfully managed.</p>	<p>Full flexibility and precise use are widely evident.</p> <p>A wide range of vocabulary is used accurately and appropriately with very natural and sophisticated control of lexical features.</p> <p>Minor errors in spelling and word formation are extremely rare and have minimal impact on communication.</p>	<p>A wide range of structures is used with full flexibility and control.</p> <p>Punctuation and grammar are used appropriately throughout.</p> <p>Minor errors are extremely rare and have minimal impact on communication.</p>
8	<p>The prompt is appropriately and sufficiently addressed.</p> <p>A clear and well-developed position is presented in response to the question/s.</p> <p>Ideas are relevant, well extended and supported.</p> <p>There may be occasional omissions or lapses in content.</p>	<p>The message can be followed with ease.</p> <p>Information and ideas are logically sequenced, and cohesion is well managed.</p> <p>Occasional lapses in coherence and cohesion may occur.</p> <p>Paragraphing is used sufficiently and appropriately.</p>	<p>A wide resource is fluently and flexibly used to convey precise meanings.</p> <p>There is skilful use of uncommon and/or idiomatic items when appropriate, despite occasional inaccuracies in word choice and collocation.</p> <p>Occasional errors in spelling and/or word formation may occur, but have minimal impact on communication.</p>	<p>A wide range of structures is flexibly and accurately used.</p> <p>The majority of sentences are error-free, and punctuation is well managed.</p> <p>Occasional, non-systematic errors and inappropriacies occur, but have minimal impact on communication.</p>
7	<p>The main parts of the prompt are appropriately addressed.</p> <p>A clear and developed position is presented.</p> <p>Main ideas are extended and supported but there may be a tendency to over-generalise or there may be a lack of focus and precision in supporting ideas/material.</p>	<p>Information and ideas are logically organised, and there is a clear progression throughout the response. (A few lapses may occur, but these are minor.)</p> <p>A range of cohesive devices including reference and substitution is used flexibly but with some inaccuracies or some over/under use.</p> <p>Paragraphing is generally used effectively to support overall coherence, and the sequencing of ideas within a paragraph is generally logical.</p>	<p>The resource is sufficient to allow some flexibility and precision.</p> <p>There is some ability to use less common and/or idiomatic items.</p> <p>An awareness of style and collocation is evident, though inappropriacies occur.</p> <p>There are only a few errors in spelling and/or word formation and they do not detract from overall clarity.</p>	<p>A variety of complex structures is used with some flexibility and accuracy.</p> <p>Grammar and punctuation are generally well controlled, and error-free sentences are frequent.</p> <p>A few errors in grammar may persist, but these do not impede communication.</p>

IELTS Writing Task 2 Band Descriptors

Scoring criteria for Academic and General Training tests

A script must fully fit the positive features of the descriptor at a particular level. **Bolded text** indicates negative features that will limit a rating.

Band Score	Task Response	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
6	<p>The main parts of the prompt are addressed (though some may be more fully covered than others). An appropriate format is used.</p> <p>A position is presented that is directly relevant to the prompt, although the conclusions drawn may be unclear, unjustified or repetitive.</p> <p>Main ideas are relevant, but some may be insufficiently developed or may lack clarity, while some supporting arguments and evidence may be less relevant or inadequate.</p>	<p>Information and ideas are generally arranged coherently and there is a clear overall progression.</p> <p>Cohesive devices are used to some good effect but cohesion within and/or between sentences may be faulty or mechanical due to misuse, overuse or omission.</p> <p>The use of reference and substitution may lack flexibility or clarity and result in some repetition or error.</p> <p>Paragraphing may not always be logical and/or the central topic may not always be clear.</p>	<p>The resource is generally adequate and appropriate for the task.</p> <p>The meaning is generally clear in spite of a rather restricted range or a lack of precision in word choice.</p> <p>If the writer is a risk-taker, there will be a wider range of vocabulary used but higher degrees of inaccuracy or inappropriacy.</p> <p>There are some errors in spelling and/or word formation, but these do not impede communication.</p>	<p>A mix of simple and complex sentence forms is used but flexibility is limited.</p> <p>Examples of more complex structures are not marked by the same level of accuracy as in simple structures.</p> <p>Errors in grammar and punctuation occur, but rarely impede communication.</p>
5	<p>The main parts of the prompt are incompletely addressed. The format may be inappropriate in places.</p> <p>The writer expresses a position, but the development is not always clear.</p> <p>Some main ideas are put forward, but they are limited and are not sufficiently developed and/or there may be irrelevant detail.</p> <p>There may be some repetition.</p>	<p>Organisation is evident but is not wholly logical and there may be a lack of overall progression. Nevertheless, there is a sense of underlying coherence to the response.</p> <p>The relationship of ideas can be followed but the sentences are not fluently linked to each other.</p> <p>There may be limited/overuse of cohesive devices with some inaccuracy.</p> <p>The writing may be repetitive due to inadequate and/or inaccurate use of reference and substitution.</p> <p>Paragraphing may be inadequate or missing. <small>www.ielts2.com</small></p>	<p>The resource is limited but minimally adequate for the task.</p> <p>Simple vocabulary may be used accurately but the range does not permit much variation in expression.</p> <p>There may be frequent lapses in the appropriacy of word choice and a lack of flexibility is apparent in frequent simplifications and/or repetitions.</p> <p>Errors in spelling and/or word formation may be noticeable and may cause some difficulty for the reader.</p>	<p>The range of structures is limited and rather repetitive.</p> <p>Although complex sentences are attempted, they tend to be faulty, and the greatest accuracy is achieved on simple sentences.</p> <p>Grammatical errors may be frequent and cause some difficulty for the reader.</p> <p>Punctuation may be faulty.</p>

IELTS Writing Task 2 Band Descriptors

Updated May 2023

Scoring criteria for Academic and General Training tests

Please visit [IELTS.org](https://www.ielts.org) for updates

Page 3

A script must fully fit the positive features of the descriptor at a particular level. **Bolded text** indicates negative features that will limit a rating.

Band Score	Task Response	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
4	<p>The prompt is tackled in a minimal way, or the answer is tangential, possibly due to some misunderstanding of the prompt. The format may be inappropriate.</p> <p>A position is discernible, but the reader has to read carefully to find it.</p> <p>Main ideas are difficult to identify and such ideas that are identifiable may lack relevance, clarity and/or support.</p> <p>Large parts of the response may be repetitive.</p>	<p>Information and ideas are evident but not arranged coherently and there is no clear progression within the response.</p> <p>Relationships between ideas can be unclear and/or inadequately marked. There is some use of basic cohesive devices, which may be inaccurate or repetitive.</p> <p>There is inaccurate use or a lack of substitution or referencing.</p> <p>There may be no paragraphing and/or no clear main topic within paragraphs.</p>	<p>The resource is limited and inadequate for or unrelated to the task. Vocabulary is basic and may be used repetitively.</p> <p>There may be inappropriate use of lexical chunks (e.g. memorised phrases, formulaic language and/or language from the input material).</p> <p>Inappropriate word choice and/or errors in word formation and/or in spelling may impede meaning.</p>	<p>A very limited range of structures is used.</p> <p>Subordinate clauses are rare and simple sentences predominate.</p> <p>Some structures are produced accurately but grammatical errors are frequent and may impede meaning.</p> <p>Punctuation is often faulty or inadequate.</p>
3	<p>No part of the prompt is adequately addressed, or the prompt has been misunderstood.</p> <p>No relevant position can be identified, and/or there is little direct response to the question/s.</p> <p>There are few ideas, and these may be irrelevant or insufficiently developed.</p>	<p>There is no apparent logical organisation. Ideas are discernible but difficult to relate to each other.</p> <p>There is minimal use of sequencers or cohesive devices. Those used do not necessarily indicate a logical relationship between ideas.</p> <p>There is difficulty in identifying referencing.</p> <p>Any attempts at paragraphing are unhelpful.</p>	<p>The resource is inadequate (which may be due to the response being significantly underlength). Possible over-dependence on input material or memorised language.</p> <p>Control of word choice and/or spelling is very limited, and errors predominate. These errors may severely impede meaning.</p>	<p>Sentence forms are attempted, but errors in grammar and punctuation predominate (except in memorised phrases or those taken from the input material). This prevents most meaning from coming through.</p> <p>Length may be insufficient to provide evidence of control of sentence forms.</p>
2	<p>The content is barely related to the prompt.</p> <p>No position can be identified.</p> <p>There may be glimpses of one or two ideas without development.</p>	<p>There is little relevant message, or the entire response may be off-topic.</p> <p>There is little evidence of control of organisational features.</p>	<p>The resource is extremely limited with few recognisable strings, apart from memorised phrases.</p> <p>There is no apparent control of word formation and/or spelling.</p>	<p>There is little or no evidence of sentence forms (except in memorised phrases).</p>
1	<p>Responses of 20 words or fewer are rated at Band 1.</p> <p>The content is wholly unrelated to the prompt.</p> <p>Any copied rubric must be discounted.</p>	<p>Responses of 20 words or fewer are rated at Band 1.</p> <p>The writing fails to communicate any message and appears to be by a virtual non-writer.</p>	<p>Responses of 20 words or fewer are rated at Band 1.</p> <p>No resource is apparent, except for a few isolated words.</p>	<p>Responses of 20 words or fewer are rated at Band 1.</p> <p>No rateable language is evident.</p>
0	Should only be used where a candidate did not attend or attempt the question in any way, used a language other than English throughout, or where there is proof that a candidate's answer has been totally memorised.			

IELTS Writing Key Assessment Criteria

Both the Academic and General Training Writing Modules consist of two tasks, Task 1 and Task 2. Each task is assessed independently. The assessment of Task 2 carries more weight in marking than Task 1. The key criteria for Task 1 and Task 2 are as follows:

For Task 1 of both the AC and GT Writing tests, the key criteria are:

- Task Achievement
- Coherence and Cohesion
- Lexical Resource
- Grammatical Range and Accuracy

For Task 2 of both the AC and GT Writing tests, the key criteria are:

- Task Response
- Coherence and Cohesion
- Lexical Resource
- Grammatical Range and Accuracy

Candidates should note that scripts may be penalised if they are a) partly or wholly plagiarised, b) not written as full, connected text (e.g. using bullet points in any part of the response, or note form, is not appropriate, etc.).

Task 1

TASK ACHIEVEMENT (TA)

For Task 1 of both AC and GT Writing tests, this criterion assesses how fully, appropriately, accurately and relevantly the response fulfils the requirements set out in the task, using a minimum of 150 words.

Academic Writing Task 1

This Writing task has a defined input and a largely predictable output. It is basically an information-transfer task, which relates narrowly to the factual content of a diagram, graph, table, chart, map or other visual input, not to speculative explanations that lie outside the given data.

The TA criterion assesses the ability to summarise the information provided in the diagram by:

- selecting key features of the information.
- providing sufficient detail to illustrate these features.
- reporting the information, figures and trends accurately.
- comparing or contrasting the information by adequately highlighting the identifiable trends, principal changes or differences in the data and other inputs (rather than mechanical description reporting detail).
- presenting the response in an appropriate format.

General Training Writing Task 1

This Writing task also has a largely predictable output in that each task sets out the context and purpose of the letter and the functions the candidate should cover in order to achieve this purpose.

The TA criterion assesses the ability to:

- clearly explain the purpose of the letter.
- fully address the three bullet-pointed requirements set out in the task.
- extend these three functions appropriately and relevantly.
- use an appropriate format for the letter.
- consistently use a tone appropriate to the task.

Task 2

TASK RESPONSE (TR)

For Task 2 of both AC and GT Writing tests, candidates are required to formulate and develop a position in relation to a given prompt in the form of a question or statement, using a minimum of 250 words. Ideas should be supported by evidence, and examples may be drawn from a candidate's own experience.

The TR criterion assesses:

- how fully the candidate responds to the task.
- how adequately the main ideas are extended and supported.
- how relevant the candidate's ideas are to the task.
- how clearly the candidate opens the discourse, establishes their position and formulates conclusions.
- how appropriate the format of the response is to the task.

Task 1 and Task 2

COHERENCE AND COHESION (CC)

This criterion is concerned with the overall organisation and logical development of the message: how the response organises and links information, ideas and language.

Coherence refers to the linking of ideas through logical sequencing, while cohesion refers to the varied and appropriate use of cohesive devices (e.g. logical connectors, conjunctions and pronouns) to assist in making clear the relationships between and within sentences.

The CC criterion assesses:

- the coherence of the response via the logical organisation of information and/or ideas, or the logical progression of the argument.
- the appropriate use of paragraphing for topic organisation and presentation.
- the logical sequencing of ideas and/or information within and across paragraphs.
- the flexible use of reference and substitution (e.g. definite articles, pronouns).
- the appropriate use of discourse markers to clearly mark the stages in a response, e.g. [*First of all* | *In conclusion*], and to signal the relationship between ideas and/or information, e.g. [*as a result* | *similarly*].

LEXICAL RESOURCE (LR)

This criterion refers to the range of vocabulary the candidate has used and the accuracy and appropriacy of that use in terms of the specific task.

The LR criterion assesses:

- the range of general words used (e.g. the use of synonyms to avoid repetition).
- the adequacy and appropriacy of the vocabulary (e.g. topic-specific items, indicators of writer's attitude).
- the precision of word choice and expression.
- the control and use of collocations, idiomatic expressions and sophisticated phrasing.
- the density and communicative effect of errors in spelling.
- the density and communicative effect of errors in word formation.
-

GRAMMATICAL RANGE AND ACCURACY (GRA)

This criterion refers to the range and accurate use of the candidate's grammatical resource via the candidate's writing at sentence level.

The GRA criterion assesses:

- the range and appropriacy of structures used in a given response (e.g. simple, compound and complex sentences).
- the accuracy of simple, compound and complex sentences.
- the density and communicative effect of grammatical errors.
- the accurate and appropriate use of punctuation.

IELTS

Speaking Band Descriptors

Please visit [IELTS.org](https://www.ielts2.com) for updates



IELTS Speaking Band Descriptors

Scoring criteria for Academic and General Training tests

Band Score	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	<p>Fluent with only very occasional repetition or self-correction.</p> <p>Any hesitation that occurs is used only to prepare the content of the next utterance and not to find words or grammar.</p> <p>Speech is situationally appropriate and cohesive features are fully acceptable.</p> <p>Topic development is fully coherent and appropriately extended.</p>	<p>Total flexibility and precise use in all contexts.</p> <p>Sustained use of accurate and idiomatic language.</p>	<p>Structures are precise and accurate at all times, apart from 'mistakes' characteristic of native speaker speech.</p>	<p>Uses a full range of phonological features to convey precise and/or subtle meaning.</p> <p>Flexible use of features of connected speech is sustained throughout.</p> <p>Can be effortlessly understood throughout.</p> <p>Accent has no effect on intelligibility.</p>
8	<p>Fluent with only very occasional repetition or self-correction.</p> <p>Hesitation may occasionally be used to find words or grammar, but most will be content related.</p> <p>Topic development is coherent, appropriate and relevant.</p>	<p>Wide resource, readily and flexibly used to discuss all topics and convey precise meaning.</p> <p>Skilful use of less common and idiomatic items despite occasional inaccuracies in word choice and collocation.</p> <p>Effective use of paraphrase as required.</p>	<p>Wide range of structures, flexibly used.</p> <p>The majority of sentences are error free.</p> <p>Occasional inappropriacies and non-systematic errors occur. A few basic errors may persist.</p>	<p>Uses a wide range of phonological features to convey precise and/or subtle meaning.</p> <p>Can sustain appropriate rhythm. Flexible use of stress and intonation across long utterances, despite occasional lapses.</p> <p>Can be easily understood throughout.</p> <p>Accent has minimal effect on intelligibility.</p>
7	<p>Able to keep going and readily produce long turns without noticeable effort.</p> <p>Some hesitation, repetition and/or self-correction may occur, often mid-sentence and indicate problems with accessing appropriate language. However, these will not affect coherence.</p> <p>Flexible use of spoken discourse markers, connectives and cohesive features.</p>	<p>Resource flexibly used to discuss a variety of topics.</p> <p>Some ability to use less common and idiomatic items and an awareness of style and collocation is evident though inappropriacies occur.</p> <p>Effective use of paraphrase as required.</p>	<p>A range of structures flexibly used. Error-free sentences are frequent.</p> <p>Both simple and complex sentences are used effectively despite some errors. A few basic errors persist.</p>	<p>Displays all the positive features of band 6, and some, but not all, of the positive features of band 8.</p>

IELTS Speaking Band Descriptors

Scoring criteria for Academic and General Training tests

Band Score	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
6	<p>Able to keep going and demonstrates a willingness to produce long turns.</p> <p>Coherence may be lost at times as a result of hesitation, repetition and/or self-correction.</p> <p>Uses a range of spoken discourse markers, connectives and cohesive features though not always appropriately.</p>	<p>Resource sufficient to discuss topics at length.</p> <p>Vocabulary use may be inappropriate but meaning is clear.</p> <p>Generally able to paraphrase successfully.</p>	<p>Produces a mix of short and complex sentence forms and a variety of structures with limited flexibility.</p> <p>Though errors frequently occur in complex structures, these rarely impede communication.</p>	<p>Uses a range of phonological features, but control is variable.</p> <p>Chunking is generally appropriate, but rhythm may be affected by a lack of stress-timing and/or a rapid speech rate.</p> <p>Some effective use of intonation and stress, but this is not sustained.</p> <p>Individual words or phonemes may be mispronounced but this causes only occasional lack of clarity.</p> <p>Can generally be understood throughout without much effort.</p>
5	<p>Usually able to keep going, but relies on repetition and self-correction to do so and/or on slow speech.</p> <p>Hesitations are often associated with mid-sentence searches for fairly basic lexis and grammar.</p> <p>Overuse of certain discourse markers, connectives and other cohesive features.</p> <p>More complex speech usually causes disfluency but simpler language may be produced fluently.</p>	<p>Resource sufficient to discuss familiar and unfamiliar topics but there is limited flexibility.</p> <p>Attempts paraphrase but not always with success.</p>	<p>Basic sentence forms are fairly well controlled for accuracy.</p> <p>Complex structures are attempted but these are limited in range, nearly always contain errors and may lead to the need for reformulation.</p>	<p>Displays all the positive features of band 4, and some, but not all, of the positive features of band 6.</p>
4	<p>Unable to keep going without noticeable pauses.</p> <p>Speech may be slow with frequent repetition.</p> <p>Often self-corrects.</p> <p>Can link simple sentences but often with repetitious use of connectives.</p> <p>Some breakdowns in coherence.</p>	<p>Resource sufficient for familiar topics but only basic meaning can be conveyed on unfamiliar topics.</p> <p>Frequent inappropriacies and errors in word choice.</p> <p>Rarely attempts paraphrase.</p>	<p>Can produce basic sentence forms and some short utterances are error-free.</p> <p>Subordinate clauses are rare and, overall, turns are short, structures are repetitive and errors are frequent.</p>	<p>Uses some acceptable phonological features, but the range is limited.</p> <p>Produces some acceptable chunking, but there are frequent lapses in overall rhythm.</p> <p>Attempts to use intonation and stress, but control is limited.</p> <p>Individual words or phonemes are frequently mispronounced, causing lack of clarity.</p> <p>Understanding requires some effort and there may be patches of speech that cannot be understood.</p>

IELTS Speaking Band Descriptors

Scoring criteria for Academic and General Training tests

Band Score	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
3	<p>Frequent, sometimes long, pauses occur while candidate searches for words.</p> <p>Limited ability to link simple sentences and go beyond simple responses to questions.</p> <p>Frequently unable to convey basic message.</p>	<p>Resource limited to simple vocabulary used primarily to convey personal information.</p> <p>Vocabulary inadequate for unfamiliar topics.</p>	<p>Basic sentence forms are attempted but grammatical errors are numerous except in apparently memorised utterances.</p>	<p>Displays some features of band 2, and some, but not all, of the positive features of band 4.</p>
2	<p>Lengthy pauses before nearly every word.</p> <p>Isolated words may be recognisable but speech is of virtually no communicative significance.</p>	<p>Very limited resource. Utterances consist of isolated words or memorised utterances.</p> <p>Little communication possible without the support of mime or gesture.</p>	<p>No evidence of basic sentence forms.</p>	<p>Uses few acceptable phonological features (possibly because sample is insufficient).</p> <p>Overall problems with delivery impair attempts at connected speech.</p> <p>Individual words and phonemes are mainly mispronounced and little meaning is conveyed.</p> <p>Often unintelligible.</p>
1	<p>Essentially none.</p> <p>Speech is totally incoherent.</p>	<p>No resource bar a few isolated words.</p> <p>No communication possible.</p>	<p>No rateable language unless memorised.</p>	<p>Can produce occasional individual words and phonemes that are recognisable, but no overall meaning is conveyed.</p> <p>Unintelligible.</p>
0	Does not attend			

Notes:

(i) A candidate must fully fit the positive features of the descriptor at a particular level.

(ii) A candidate will be rated on their average performance across all parts of the test.

www.ielts2.com

IELTS Speaking Key Assessment Criteria

There are nine bands and four criteria: Fluency and Coherence; Lexical Resource; Grammatical Range and Accuracy; and Pronunciation.

1. Fluency and Coherence

This refers to the ability to talk with normal levels of continuity, rate and effort, and to link ideas and language together to form coherent, connected speech.

Key indicators of fluency

- speech rate: ideally, not too slow (hard to keep links between words/propositions in mind)
- speech continuity: ideally, flow of speech will not be excessively interrupted by false starts, backtracking, functionless repetitions of words and phrases, and/or pausing during which the test taker searches for words.

Key indicators of coherence

- logical sequencing of 'spoken sentences'*
- clear marking (with appropriate use of pausing, and spoken discourse markers and fillers) of stages in a discussion, narration or argument
- relevance of spoken sentences to the general purpose of a turn
- use of cohesive devices within and between spoken sentences (e.g. logical connectors, pronouns and conjunctions).

*A 'spoken sentence' is the unit of speech which most closely corresponds to a written sentence. It is usually the same as a simple or complex written sentence, but may also include verbless structures, sometimes involving ellipsis, which perform a sentence-like function but lack elements which would be found in acceptable writing. Such units will usually be further distinguished by a pause at the end, which may be very brief, and 'final' intonation, typically a pitch fall.

2. Lexical Resource

This refers to the range of vocabulary at the test taker's disposal, which will influence the range of topics which they can discuss, and the precision with which meanings are expressed and attitudes conveyed.

Key indicators of lexical resource

- variety of words used
- adequacy and appropriacy of vocabulary in relation to the requirements of:
 - referential meaning (the correct labelling of things and concepts)
 - style (formal/informal)
 - collocation (including idiomatic expressions)
 - indicating the speaker's attitude to content (whether favourable, neutral or unfavourable)
- ability to use paraphrase (getting round a vocabulary gap by using other words), with or without noticeable hesitation.

3. Grammatical Range and Accuracy

This refers to the accurate and appropriate use of syntactic forms in order to meet Speaking test requirements, and to the test taker's range of grammatical resources, a

feature which will help to determine the complexity of propositions which can be expressed.

Key indicators of range

- the length of spoken sentences
- appropriate use of subordinate clauses within clauses and phrases
- complexity of the verb phrase (correct use of auxiliaries in continuous/perfect aspect, modality and passive voice)
- complexity of other phrases (use of pre- and post-modification: items before and after the head noun/adjective, etc.)
- range of sentence structures, especially to move elements around for information focus.

Key indicators of accuracy

- error density (the number of grammatical errors in a given amount of speech)
- the communicative effect of error (its effect on intelligibility and precision or expression).

4. Pronunciation

This refers to the accurate and sustained use of a range of phonological features to convey meaningful messages.

Key indicators of pronunciation

- the ability to divide speech into meaningful utterances or chunks within spoken sentences
- the appropriate use of rhythm and stress timing, and the linking of sounds, using features such as elision to produce connected speech
- the use of stress (e.g. emphatic/contrastive) and intonation to enhance meaning
- the production of sounds at the word and phoneme level (e.g. word stress, vowel and consonant production), and the degree of effort required of the listener to understand these
- the overall effect of accent on intelligibility.