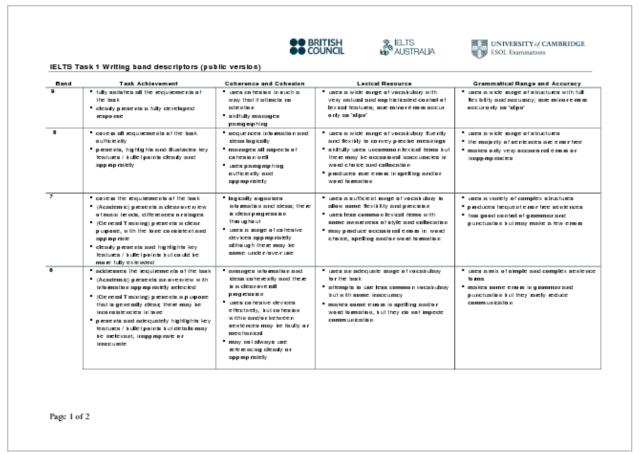
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## **IELTS Task 1 Writing band descriptors (public version)**

Band Task Achievement Coherence and Cohesion Lexical Resource Grammatical Range and Accuracy 9 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
   skilfully 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'

8 - 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
 skilfully 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
- 7 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
- 6 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 • may not always use

referencing clearly or appropriately

uses an adequate range of vocabulary

for the task ■ attempts to use less common vocabulary

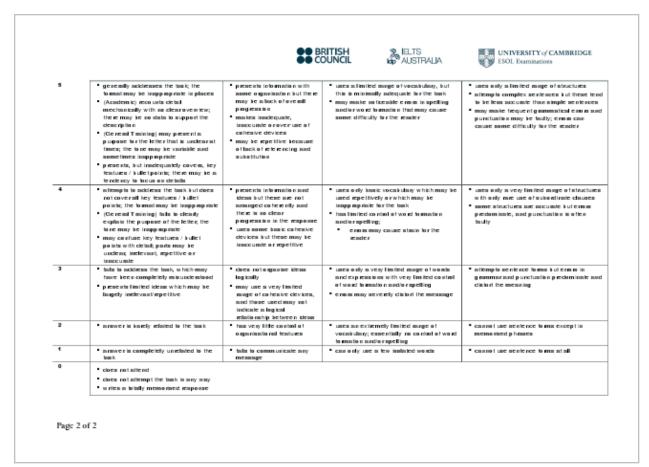
but with some inaccuracy • makes some errors in spelling and/or

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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■ 5 ■ generally addresses the task; the

presents information with

uses only a limited range of structures format may be inappropriate in places some organisation but there • (Academic) recounts detail

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

- attempts complex sentences but these tend to be less accurate than simple sentences mechanically with no clear overview; there may be no data to support the description
   (General Training) may present a
- may make frequent grammatical errors and

punctuation may be faulty; errors can cause some difficulty for the reader

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 4 • 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

- 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
- 3 fails to address the task, which may

have been completely misunderstood • presents limited ideas which may be largely irrelevant/repetitive

- presents information and
- uses only basic vocabulary which may be ideas but these are not
  used repetitively or which may be arranged coherently and
  inappropriate for the task there is no clear progression in the response

basic cohesive

devices but these may be inaccurate or repetitive

has limited control of word formation
 and/or spelling;
 errors may cause strain for the
 reader

- does not organise ideas
- uses only a very limited range of words

attempts sentence forms but errors

in logically

and expressions with very limited control

grammar and punctuation predominate and • may use a very limited

distort the meaning range of

cohesive devices,

- 2 answer is barely related to the task has very little control of organisational features
  of word formation and/or spelling errors may severely distort the message and those
  used may not indicate a logical relationship between ideas
- cannot use sentence forms except in
- memorised phrases
- 1 answer is completely unrelated to the

task

■ uses an extremely limited range of

vocabulary; essentially no control of word formation and/or spelling • 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

fails to communicate any message

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■ 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