

IELTS TASK 2 Writing band descriptors (public version)

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	<ul style="list-style-type: none"> ▪ fully addresses all parts of the task ▪ presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas 	<ul style="list-style-type: none"> ▪ uses cohesion in such a way that it attracts no attention ▪ skilfully manages paragraphing 	<ul style="list-style-type: none"> ▪ uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' 	<ul style="list-style-type: none"> ▪ uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none"> ▪ sufficiently addresses all parts of the task ▪ presents a well-developed response to the question with relevant, extended and supported ideas 	<ul style="list-style-type: none"> ▪ sequences information and ideas logically ▪ manages all aspects of cohesion well ▪ uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ uses a wide range of structures ▪ the majority of sentences are error-free ▪ makes only very occasional errors or inappropriacies
7	<ul style="list-style-type: none"> ▪ addresses all parts of the task ▪ presents a clear position throughout the response ▪ presents, extends and supports main ideas, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus 	<ul style="list-style-type: none"> ▪ 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 ▪ presents a clear central topic within each paragraph 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ addresses all parts of the task although some parts may be more fully covered than others ▪ presents a relevant position although the conclusions may become unclear or repetitive ▪ presents relevant main ideas but some may be inadequately developed/unclear 	<ul style="list-style-type: none"> ▪ 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 paragraphing, but not always logically 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ uses a mix of simple and complex sentence forms ▪ makes some errors in grammar and punctuation but they rarely reduce communication

5	<ul style="list-style-type: none"> ▪ addresses the task only partially; the format may be inappropriate in places ▪ expresses a position but the development is not always clear and there may be no conclusions drawn ▪ presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail 	<ul style="list-style-type: none"> ▪ 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 ▪ may not write in paragraphs, or paragraphing may be inadequate 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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
4	<ul style="list-style-type: none"> ▪ responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate ▪ presents a position but this is unclear ▪ presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported 	<ul style="list-style-type: none"> ▪ 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 ▪ may not write in paragraphs or their use may be confusing 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ does not adequately address any part of the task ▪ does not express a clear position ▪ presents few ideas, which are largely undeveloped or irrelevant 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	<ul style="list-style-type: none"> ▪ barely responds to the task ▪ does not express a position ▪ may attempt to present one or two ideas but there is no development 	<ul style="list-style-type: none"> ▪ has very little control of organisational features 	<ul style="list-style-type: none"> ▪ uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling 	<ul style="list-style-type: none"> ▪ cannot use sentence forms except in memorised phrases
1	<ul style="list-style-type: none"> ▪ answer is completely unrelated to the task 	<ul style="list-style-type: none"> ▪ fails to communicate any message 	<ul style="list-style-type: none"> ▪ can only use a few isolated words 	<ul style="list-style-type: none"> ▪ cannot use sentence forms at all
0	<ul style="list-style-type: none"> ▪ does not attend ▪ does not attempt the task in any way ▪ writes a totally memorised response 			