### IELTS TASK 2 Writing band descriptors (public version)

<table>
<thead>
<tr>
<th>Band</th>
<th>Task Response</th>
<th>Coherence and Cohesion</th>
<th>Lexical Resource</th>
<th>Grammatical Range and Accuracy</th>
</tr>
</thead>
</table>
| 9    | 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 | 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    | sufficiently addresses all parts of the task  
       presents a well-developed response to the question with relevant, extended and supported ideas | 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    | 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 | logically organises information and ideas  
       uses a range of cohesive devices appropriately although there may be some under-/over-use  
       presents a clear central topic within each paragraph | 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 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 | 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 | 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 |
<table>
<thead>
<tr>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>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</td>
</tr>
<tr>
<td>4</td>
<td>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</td>
</tr>
<tr>
<td>3</td>
<td>does not adequately address any part of the task; does not express a clear position; presents few ideas, which are largely undeveloped or irrelevant</td>
</tr>
<tr>
<td>2</td>
<td>barely responds to the task; does not express a position; may attempt to present one or two ideas but there is no development</td>
</tr>
<tr>
<td>1</td>
<td>answer is completely unrelated to the task; fails to communicate any message</td>
</tr>
<tr>
<td>0</td>
<td>does not attend; does not attempt the task in any way; writes a totally memorised response</td>
</tr>
</tbody>
</table>

- 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
- 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
- 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
- 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
- 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
- has very little control of organisational features
- 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 except in memorised phrases
- cannot use sentence forms at all

- 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
- may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas
- 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
- uses only a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas
- attempts sentence forms but errors in grammar and punctuation predominate, and punctuation is often faulty
- cannot use sentence forms at all

- uses only a limited range of structures
- uses a limited range of vocabulary, but this is minimally adequate for the task
- uses a limited range of structures
- uses only a very limited range of structures with only rare use of subordinate clauses
- uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task
- uses only a very limited range of words and expressions with very limited control of word formation and/or spelling; errors may cause strain for the reader
- 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
- 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
- cannot use sentence forms at all
- cannot use sentence forms at all