

IELTS Reading and Listening Band Score Table

Number of correctly answered questions	Band score	Level
1	1	
2-3	2	Elementary
4-6	3	
7-9	3,5	
10-12	4	Pre-Intermediate
13-15	4,5	
16-19	5	
20-22	5,5	Intermediate
23-26	6	
27-29	6,5	
30-32	7	Upper-Intermediate
33-34	7,5	
35-36	8	
37-38	8,5	Advanced
39-40	9	

IELTS Task 1 Writing band descriptors (public version)

Band	Task Achievement	Coherence and Cohesion	Lexical Resources
9	<ul style="list-style-type: none"> - fully satisfies all the requirements of the task - clearly presents a fully developed response 	<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 natural and sophisticated control of lexical features - rare minor errors

			occur
8	<ul style="list-style-type: none"> - covers all requirements of the task sufficiently presents, highlights and illustrates key features / bullet points clearly and appropriately 	<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 choice and collocation - produces rare errors in spelling and/or word formation
7	<ul style="list-style-type: none"> - covers the requirements of the task - (Academic) presents a clear overview - (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 	<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 	<ul style="list-style-type: none"> - uses a sufficient range of vocabulary to allow some flexibility and precision - uses less complex lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation
6	<ul style="list-style-type: none"> - addresses the requirements of the task 	<ul style="list-style-type: none"> - arranges information and ideas coherently and there is a clear 	<ul style="list-style-type: none"> - uses an adequate range of vocabulary for

	<ul style="list-style-type: none"> - (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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> task - attempts to use common vocabulary but some inaccuracies - makes some errors in spelling and/or word formation, but do not impede communication
5	<ul style="list-style-type: none"> - 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 	<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 substitution 	<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 cause some difficulty for the reader

	points; there may be a tendency to focus on details		
4	<ul style="list-style-type: none"> - 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 	<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 	<ul style="list-style-type: none"> - uses only basic vocabulary which may be used repetitively or may be inappropriate for the task - has limited control of word formation and spelling; errors may cause strain for the reader

IELTS Task 2 Writing band descriptors (public version)

Band	Task Response	Coherence and Cohesion	Lexical Resource
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, 	<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 a natural and sophisticated control of lexical features; rare minor errors occur

	fully extended and well supported ideas		
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 choice and collocation errors - produces rare errors in spelling and/or word formation
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
6	<ul style="list-style-type: none"> - addresses all parts of the task although some parts may be more fully 	<ul style="list-style-type: none"> - arranges information and ideas coherently and there is a clear overall progression 	<ul style="list-style-type: none"> - uses an adequate range of vocabulary for the task - attempts to use l

	<p>covered than the others</p> <ul style="list-style-type: none"> - 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"> - 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 	<p>common vocabulary but with some inaccuracies and some errors in spelling and/or word formation, but they do not impede communication</p>
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 mistakes - 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
4	<ul style="list-style-type: none"> - responds to the task only in a minimal way 	<ul style="list-style-type: none"> - presents information and ideas but these are not arranged 	<ul style="list-style-type: none"> - uses only basic vocabulary which may be used

	<p>inappropriate</p> <ul style="list-style-type: none"> - 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 	<p>coherently and there is no clear progression in the response</p> <ul style="list-style-type: none"> - uses some basic cohesive devices but these may be inaccurate or repetitive - may not write in paragraphs or their use may be confusing 	<p>repetitively for the task</p> <ul style="list-style-type: none"> - has limited control of word formation and/or spelling; errors may cause strain for the reader
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
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 control of word formation and/or spelling
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
0	<ul style="list-style-type: none"> - does not attend - does not attempt the task in any way - writes a totally memorised response 		

IELTS Speaking **band descriptors (public version)**

Band	Fluency and Coherence	Lexical Resource	Grammatical Range and Accuracy
9	<ul style="list-style-type: none"> - speaks fluently with only rare repetition or selfcorrection; - any hesitation is content-related rather than to find words or grammar - speaks coherently with fully appropriate cohesive features - develops topics fully and appropriately 	<ul style="list-style-type: none"> - uses vocabulary with full flexibility and precision in all topics - uses idiomatic language naturally and accurately 	<ul style="list-style-type: none"> - uses a full range of structures naturally and appropriately - produces consistently accurate structures with few 'slips' characteristic of native speaker
8	<ul style="list-style-type: none"> - speaks fluently with only rare repetition or selfcorrection; - any hesitation is content-related rather than to find words or grammar - speaks coherently with fully appropriate cohesive features - develops topics fully and appropriately 	<ul style="list-style-type: none"> - uses a wide range of vocabulary readily and flexibly to convey precise meaning - uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies - uses paraphrase effectively as required 	<ul style="list-style-type: none"> - uses a wide range of structures flexibly - produces a major error-free sentence with only very occasional inaccuracies or basic/nonsystematic errors

	appropriately		
7	<ul style="list-style-type: none"> - speaks at length without noticeable effort or loss of coherence - may demonstrate language-related hesitation at times, or some repetition and/or self-correction uses a range of connectives and discourse markers with some flexibility 	<ul style="list-style-type: none"> - uses vocabulary resource flexibly to discuss a variety of topics - uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices - uses paraphrase effectively 	<ul style="list-style-type: none"> - uses a range of structures some flexibility - frequently produces error-free sentences though some grammatical mistakes persist
6	<ul style="list-style-type: none"> - is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation - uses a range of connectives and discourse markers but not always appropriately 	<ul style="list-style-type: none"> - has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of occasional inappropriacies generally paraphrases successfully 	<ul style="list-style-type: none"> - uses a mix of simple and complex structures but with some flexibility - may make occasional mistakes with structures, though rarely affects comprehension
5	<ul style="list-style-type: none"> - usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going - may over-use 	<ul style="list-style-type: none"> - manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility - attempts to use paraphrase but with 	<ul style="list-style-type: none"> - produces basic sentence forms with reasonable accuracy - uses a limited range of more complex structures but these usually contain errors and may cause

	<p>certain connectives and discourse markers produces simple speech fluently, but more complex communication causes fluency problems</p>	<p>mixed success</p>	<p>some comprehension problems</p>
4	<ul style="list-style-type: none"> - cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction - links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence 	<ul style="list-style-type: none"> - is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice - rarely attempts paraphrase 	<ul style="list-style-type: none"> - produces basic sentence forms and correct simple structures but sub-structures are rare and are frequent and lead to misunderstandings
3	<ul style="list-style-type: none"> - speaks with long pauses - has limited ability to link simple sentences - gives only simple responses and is frequently unable to convey basic message 	<ul style="list-style-type: none"> - uses simple vocabulary to convey personal information - has insufficient vocabulary for less familiar topics 	<ul style="list-style-type: none"> - attempts basic sentence forms but with limited success, or relies on memorised utterances - makes numerous errors except memorised expressions
2	<ul style="list-style-type: none"> - pauses lengthily before most words - little 	<ul style="list-style-type: none"> - only produces isolated words or memorised utterances 	<ul style="list-style-type: none"> - cannot produce sentence forms

	communication is possible		
1	- no communication possible - no rateable language		
0	- does not attend		