APPENDIX (C)
SCORE RUBRICS
<table>
<thead>
<tr>
<th>Task Achievement</th>
<th>Coherence and Cohesion</th>
<th>Lexical Resource</th>
<th>Grammatical Range and Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>fully satisfies all the requirements</td>
<td>way that it attracts no attention</td>
<td>uses a wide range of vocabulary fluently</td>
</tr>
<tr>
<td></td>
<td>the task</td>
<td>skilfully manages paragraphing</td>
<td>uses a wide range of vocabulary fluently</td>
</tr>
<tr>
<td></td>
<td>clearly presents a fully developed response</td>
<td>sequences information and appropriately</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>covers all requirements of the task sufficiently</td>
<td>ideas logically</td>
<td>and flexibility to convey precise meanings</td>
</tr>
<tr>
<td></td>
<td>presents, highlights and illustrates key features / bullet points clearly and appropriately</td>
<td>manages all aspects of cohesion well</td>
<td>skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</td>
</tr>
<tr>
<td></td>
<td>clearly presents and highlights key features / bullet points but could be more fully extended</td>
<td>uses paragraphing sufficiently and appropriately</td>
<td>produces rare errors in spelling and/or word formation</td>
</tr>
<tr>
<td>7</td>
<td>covers the requirements of the task</td>
<td>logically organises information and ideas; there is clear progression throughout</td>
<td>uses a sufficient range of vocabulary to allow some flexibility and precision</td>
</tr>
<tr>
<td></td>
<td>(Academic) presents a clear overview of main trends, differences or stages</td>
<td>uses a range of cohesive devices appropriately although there may be some under-lover-use</td>
<td>uses less common lexical items with some awareness of style and collocation</td>
</tr>
<tr>
<td></td>
<td>(General Training) presents a clear purpose, with the tone consistent and appropriate</td>
<td></td>
<td>may produce occasional errors in word choice, spelling and/or word formation</td>
</tr>
<tr>
<td></td>
<td>clearly presents and highlights key features / bullet points but could be more fully extended</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>addresses the requirements of the task</td>
<td>arranges information and ideas coherently and there is a clear overall progression</td>
<td>uses an adequate range of vocabulary for the task</td>
</tr>
<tr>
<td></td>
<td>(Academic) presents an overview with information appropriately selected</td>
<td>uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</td>
<td>attempts to use less common vocabulary but with some inaccuracy</td>
</tr>
<tr>
<td></td>
<td>(General Training) presents a purpose that is generally clear; there may be inconsistencies in tone</td>
<td>may not always use referencing clearly or appropriately</td>
<td>makes some errors in spelling and/or word formation, but they do not impede communication</td>
</tr>
<tr>
<td></td>
<td>presents and adequately highlights key features / bullet points but details may be irrelevant, inappropriate or inaccurate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IELTS Task 1 Writing band descriptors (public version)
<table>
<thead>
<tr>
<th>Score</th>
<th>General Description</th>
<th>Academic Writing Description</th>
<th>General Training Writing Description</th>
</tr>
</thead>
</table>
| 5     | * 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 points; there may be a tendency to focus on details. | * 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. | * 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     | * 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. | * 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. | * 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. |
| 3     | * fails to address the task, which may have been completely misunderstood.  
  * presents limited ideas which may be largely irrelevant/repetitive. | * 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. |
| 2     | * answer is barely related to the task. | * has very little control of organisational features. | * attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning. |
| 1     | * answer is completely unrelated to the task. | * fails to communicate any message. | * cannot use sentence forms except in memorised phrases. |
| 0     | * does not attend.  
  * does not attempt the task in any way.  
  * writes a totally memorised response. | * can only use a few isolated words. | * cannot use sentence forms at all. |
# 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>
<tbody>
<tr>
<td>9</td>
<td>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</td>
<td>uses cohesion in such a way that it attracts no attention □ skilfully manages paragraphing</td>
<td>uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as ‘slips’</td>
<td>uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as ‘slips’</td>
</tr>
<tr>
<td>8</td>
<td>sufficiently addresses all parts of the task; presents a well-developed response to the question with relevant, extended and supported ideas</td>
<td>sequences information and ideas logically □ manages all aspects of cohesion well □ uses paragraphing sufficiently and appropriately</td>
<td>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</td>
<td>uses a wide range of structures □ the majority of sentences are error-free □ makes only very occasional errors or inappropriacies</td>
</tr>
<tr>
<td>7</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>uses a variety of complex structures □ produces frequent error-free sentences □ has good control of grammar and punctuation but may make a few errors</td>
</tr>
<tr>
<td>6</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>uses a mix of simple and complex sentence forms □ makes some errors in grammar and punctuation but they rarely reduce communication</td>
</tr>
<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</td>
<td>presents information with some organisation but there may be a lack of overall progression □ makes inadequate, inaccurate or over-</td>
<td>uses a limited range of vocabulary, but this is minimally adequate for the task □ may make noticeable errors in</td>
<td>uses only a limited range of structures □ attempts complex sentences but these tend to be less accurate than simple sentences</td>
</tr>
</tbody>
</table>

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**Grammatical Range and Accuracy**

- Uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as ‘slips’.
- Uses a wide range of structures; the majority of sentences are error-free; makes only very occasional errors or inappropriacies.
- Uses a variety of complex structures; produces frequent error-free sentences; has good control of grammar and punctuation but may make a few errors.
- Uses a mix of simple and complex sentence forms; makes some errors in grammar and punctuation but they rarely reduce communication.
- Uses only a limited range of structures; attempts complex sentences but these tend to be less accurate than simple sentences.
<table>
<thead>
<tr>
<th>Score</th>
<th>Conclusions Drawn</th>
<th>Use of Cohesive Devices</th>
<th>Spelling and/or Word Formation</th>
<th>May Make Frequent Grammatical Errors and Punctuation May Be Faulty; Errors Can Cause Some Difficulty for the Reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Does not attend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Answer is completely unrelated to the task</td>
<td>Fails to communicate any message</td>
<td>Can only use a few isolated words</td>
<td>Cannot use sentence forms at all</td>
</tr>
<tr>
<td>2</td>
<td>Barely responds to the task</td>
<td>Has very little control of organisational features</td>
<td>Uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling</td>
<td>Cannot use sentence forms except in memorised phrases</td>
</tr>
<tr>
<td>3</td>
<td>Does not adequately address any part of the task</td>
<td>Does not organise ideas logically</td>
<td>Uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</td>
<td>Attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</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</td>
<td>Presents information and ideas but these are not arranged coherently and there is no clear progression in the response</td>
<td>Uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</td>
<td>Uses only a very limited range of structures with only rare use of subordinate clauses</td>
</tr>
<tr>
<td></td>
<td>Presents a position but this is unclear</td>
<td>Uses some basic cohesive devices but these may be inaccurate or repetitive</td>
<td>Has limited control of word formation and/or spelling; errors may cause strain for the reader</td>
<td>Some structures are accurate but errors predominate, and punctuation is often faulty</td>
</tr>
<tr>
<td></td>
<td>Presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported</td>
<td>May not write in paragraphs or their use may be confusing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The table above outlines various aspects of language proficiency, including grammar, vocabulary use, cohesion, and overall response structure, with corresponding scores ranging from 0 to 4.
<table>
<thead>
<tr>
<th>Band</th>
<th>Fluency and coherence</th>
<th>Lexical resource</th>
<th>Grammatical range and accuracy</th>
<th>Pronunciation</th>
</tr>
</thead>
</table>
| 9    | • speaks fluently with only rare repetition or self-correction; any repetition is content-related rather than to find words or grammar  
• speaks coherently with fully appropriate cohesive features  
• develops topics fully and appropriately | • uses vocabulary with full flexibility and precision in all topics  
• uses idiomatic language naturally and accurately | • uses a full range of structures naturally and appropriately  
• produces consistently accurate structures apart from isolated characteristics of native speaker speech | • uses a full range of pronunciation features with precision and subtlety  
• sustains flexible use of features throughout; it is effortless to understand |
| 8    | • speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language  
• develops topics coherently and appropriately | • uses a wide vocabulary resource readily and flexibly to convey precise meaning  
• uses less common and idiomatic vocabulary with occasional inaccuracies  
• uses paraphrase effectively as required | • uses a wide range of structures flexibly  
• produces a majority of error-free sentences with only very occasional inappropriacies or breakdowns  
• shows some of the features of Band 6 and some, but not all, of the positive features of Band 8 | • uses a wide range of pronunciation features  
• sustains flexible use of features, with only occasional lapses  
• is easy to understand throughout, L1 accent has minimal effect on intelligibility |
| 7    | • speaks at length without noticeable effort or loss of coherence  
• may demonstrate language-related hesitation at times, or some repetition and self-correction  
• uses a range of connectives and discourse markers with some flexibility | • 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 | • uses a range of complex structures with some difficulty  
• frequently produces error-free sentences, though some grammatical mistakes persist  
• shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8 | • uses a range of pronunciation features with mixed control  
• shows some effective use of features but this is not sustained  
• can generally be understood throughout, though mispronunciation of individual words or sounds may occur rarely |
| 6    | • 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 | • has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies  
• generally paraphrases successfully | • uses a mix of simple and complex structures, but will limit/fix errors  
• may make frequent mistakes with complex structures, though these rarely cause comprehension problems  
• shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6 | • uses a range of pronunciation features with mixed control  
• shows some effective use of features but this is not sustained  
• can generally be understood throughout, though mispronunciation of individual words or sounds may occur rarely |
| 5    | • usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going  
• may over-use certain connectives and discourse markers  
• produces simple speech fluently, but more complex communication causes fluency problems | • manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility  
• attempts to use paraphrase but with mixed success | • produces basic sentence forms with reasonable accuracy  
• uses a limited range of more complex structures, though these usually contain errors and may cause some comprehension problems  
• shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6 | • uses a range of pronunciation features with mixed control  
• shows some effective use of features but this is not sustained  
• can generally be understood throughout, though mispronunciation of individual words or sounds may occur rarely |
| 4    | • cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction  
• lacks basic sentences but with repetitious use of simple connectives and some breakdowns in coherence | • 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 | • produces basic sentence forms and some correct simple sentences but subordinate structures are rare  
• errors are frequent and may lead to misunderstanding  
• shows some of the features of Band 2 and some, but not all, of the positive features of Band 4 | • uses a limited range of pronunciation features  
• attempts to control features but lapses are frequent  
• mispronunciations are frequent and cause some difficulty for the listener |
| 3    | • speaks with long pauses  
• has limited ability to link simple sentences  
• gives only simple responses and is frequently unable to convey basic messages | • uses simple vocabulary to convey personal information  
• has excellent vocabulary for less familiar topics  
• attempts basic sentence forms but with limited success, or relies on apparently memorised utterances  
• makes numerous errors except in memorised expressions  
• shows some of the features of Band 2 and some, but not all, of the positive features of Band 4 | • uses a range of pronunciation features with mixed control  
• shows some effective use of features but this is not sustained  
• can generally be understood throughout, though mispronunciation of individual words or sounds may occur rarely |
| 2    | • uses language based on most recent  
• little communication possible | • produces relatively simple words and memorised utterances  
• has limited ability to link simple sentences | • uses a range of pronunciation features with mixed control  
• shows some effective use of features but this is not sustained  
• can generally be understood throughout, though mispronunciation of individual words or sounds may occur rarely |
| 1    | • no communication possible  
• no usable language | • produces basic sentence forms but with limited success, or relies on apparently memorised utterances  
• makes numerous errors except in memorised expressions | • uses a limited range of pronunciation features  
• attempts to control features but lapses are frequent  
• mispronunciations are frequent and cause some difficulty for the listener |
| 0    | • does not attempt | • uses a range of pronunciation features with mixed control  
• shows some effective use of features but this is not sustained  
• can generally be understood throughout, though mispronunciation of individual words or sounds may occur rarely |