

Writing band descriptors

No	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy	Points
1	<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’ 	38-40
2	<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 	33-37
3	<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 	28-32
4	<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 	<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 	23-27

		always logically			
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 	18-22
6	<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 	13-17
7	<ul style="list-style-type: none"> *does not adequately address any part of the task 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 	9-12
8	<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 	5-8

9	*answer is completely unrelated to the task	* fails to communicate any message	* can only use a few isolated words	* cannot use sentence forms at all	1-4
10	does not attend * does not attempt the task in any way * writes a totally memorised response				0



