IELTS Writing band descriptors (Public version)
雅思考试写作评分标准 （公众版）

Task 2

Band	Task Response	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
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; 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	♦ 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

5	♦ 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	♦ 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	♦ 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	♦ 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	♦ 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	♦ 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	♦ does not adequately address any part of the task ♦ does not express a clear position ♦ presents few ideas, which are largely undeveloped or irrelevant	♦ 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	♦ attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	♦ barely responds to the task ♦ does not express a position ♦ may attempt to present one or two ideas but there is no development	♦ has very little control of organisational features	♦ uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	♦ cannot use sentence forms except in memorised phrases
1	♦ 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
0	♦ does not attend ♦ does not attempt the task in any way ♦ writes a totally memorised response			

写作任务 2   **(* 评分标准以英文版本为准，中文翻译仅供参考。)**

分数	写作任务回应情况	连贯与衔接	词汇丰富程度	语法多样性及准确性
9	♦ 全面地回应各部分写作任务 ♦ 就写作任务中的问题提出充分展开的观点，并提出相关的、得以充分延伸的以及论据充分的论点	♦ 衔接手段运用自如，行文连贯 ♦ 熟练地运用分段	♦ 使用丰富的词汇，能自然地使用并掌握复杂的词汇特征；极少出现轻微错误，且仅属笔误	♦ 完全灵活且准确地运用丰富多样的语法结构；极少出现轻微错误，且仅属笔误
8	♦ 充分地回应各部分写作任务 ♦ 就写作任务中的问题进行较为充分展开的回应，并提出相关的、得以延伸的以及含有论据的论点	♦ 将信息与论点进行有逻辑的排序 ♦ 各种衔接手段运用得当 ♦ 充分且合理地使用分段	♦ 流畅和灵活地使用丰富的词汇，达意准确 ♦ 熟练地使用不常用词汇，但在词语选择及搭配方面有时偶尔出现错误 ♦ 拼写及/或构词方面错误极少	♦ 运用丰富多样的语法结构 ♦ 大多数句子准确无误 ♦ 只在极偶然情况下出现错误或存在不当之处
7	♦ 回应各部分写作任务 ♦ 回应写作任务过程中始终呈现一个清晰的观点 ♦ 呈现、发展主要论点并就其进行论证，但有时出现过于一概而论的倾向及/或论点缺乏重点的倾向	♦ 符合逻辑地组织信息及论点；清晰的行文推进发展贯穿全文 ♦ 恰当地使用一系列衔接手段，尽管有时使用不足或过多 ♦ 每个段落均有一个清晰的中心主题	♦ 使用足够的词汇，体现一定灵活性及准确性 ♦ 使用不常见词汇，对语体及搭配有一定认识 ♦ 在选择用词、拼写及/或构词方面可能偶尔出现错误	♦ 运用各种复杂的语法结构 ♦ 多数句子准确无误 ♦ 对语法及标点符号掌握较好，但有时出现少许错误
6	♦ 回应了各部分写作任务，但某些部分的论证可能比其他部分更为充分 ♦ 提出了一个切题的观点，尽管各种结论有时不甚清晰或重复 ♦ 提出了多个相关的主要论点，但某些论点可能未能充分展开进行论证或不甚清晰	♦ 连贯地组织信息及论点，总体来说，能清晰地推进行文发展 ♦ 有效地使用衔接手段，但句内及/或句间的衔接有时有误或过于机械 ♦ 有时无法保持一贯清晰或恰当地使用指代 ♦ 使用段落写作，但未能保持段落间的逻辑	♦ 使用足够的词汇开展写作任务 ♦ 试图使用不常用词汇，但有时使用不准确 ♦ 在拼写及/或构词方面有错误，但不影响交流	♦ 综合使用简单句式与复杂句式 ♦ 在语法及标点符号方面有一些错误，但这些错误很少影响交流

5	♦ 仅回应了部分写作任务；写作格式有时在某些地方不甚恰当 ♦ 表述了一个观点，但展开论证过程未能保持一贯清晰，且可能缺乏结论 ♦ 提出一些主要论点但十分有限，且未能充分展开论证；有时出现无关细节	♦ 有一定组织性地呈现信息，但总体来说有时缺乏清晰的总体行文推进 ♦ 衔接手段不足、不准确或过度使用 ♦ 由于指代和替换不足显得行文重复 ♦ 没有使用段落写作，或者分段不足	♦ 使用词汇范围有限，但能达到进行写作任务的最低限度 ♦ 在拼写及/或构词方面可能出现明显的错误，且可能会对读者造成一定的阅读困难	♦ 仅能使用有限的语法结构 ♦ 试图使用复杂句，但复杂句的准确性常不及简单句的准确性 ♦ 可能经常出现语法及标点符号使用的错误；这些错误会对读者造成一定的阅读困难
4	♦ 仅最低限度地回应了写作任务，或所答相关性不大；写作格式有时不甚恰当 ♦ 提出了一个观点但并不清晰 ♦ 提出了一些主要论点但难以在文中确认，且这些观点可能重复、不相关或缺乏论据支持	♦ 呈现了信息及论点，但未能连贯地组织这些信息及论点，且未能清晰地推进行文发展 ♦ 使用了一些基本的衔接手段，但有时出现不准确或重复的使用 ♦ 没有使用段落写作，或段落使用造成疑惑	♦ 只使用基本词汇，且有时重复使用这些词汇或使用于写作任务不恰当的词汇 ♦ 对构词及/或拼写掌握有限；错误可能对读者造成阅读困难	♦ 仅能使用非常有限的语法结构，只能偶尔使用从句 ♦ 一些语法结构使用正确，但错误占多数，且标点符号经常出错
3	♦ 未能足以回应任一部分的写作任务 ♦ 未能表达一个清晰的论点 ♦ 提出甚少论点，且基本上未能就其展开论证或观点不切题	♦ 不能有逻辑地组织论点 ♦ 所用衔接手段有时非常有限，且有时未能体现论点之间的逻辑性	♦ 只使用非常有限的词汇及表达方式，对构词及/或拼写掌握也非常有限 ♦ 错误可能严重地影响信息的传达	♦ 尝试造句，但语法及标点符号错误占多数，意思被扭曲
2	♦ 几乎未回应写作任务 ♦ 未能表达一个观点 ♦ 可能试图提出一两个论点，但未能展开论证	♦ 在内容组织方面能力非常有限	♦ 词汇的使用极其有限；基本上未能掌握构词及/或拼写	♦ 除了使用预先背诵的短语外，无法造句
1	♦ 写作内容与写作任务完全无关	♦ 未能传达任何信息	♦ 仅能孤立地使用少数单词	♦ 完全无法造句
0	♦ 缺考 ♦ 未以任何方式尝试写作 ♦ 写作内容完全是预先背诵的内容			

(* 评分标准以英文版本为准，中文翻译仅供参考。)