**IELTS Writing Task 2 Checklist**

**Task Response:**
- Is the essay between 250 and 300 words?
- Is the task clearly identified in the introduction?
- Is the opinion clear in the introduction and conclusion
- Is each paragraph related to the task and topic?

**Coherence & Cohesion:**
- Are the paragraphs clear and well constructed?
- Is there an introduction, body and conclusion in the essay?
- Are there clear topic sentences for each paragraph?
- Are examples, reasons and results included?
- Has correct punctuation been used?
- Are the sentences well linked together?

**Lexical Resource:**
- Has the question been suitably paraphrased?
- Has consistent repetition of vocabulary been avoided?
- Is there sufficient use of academic vocabulary?
- Does the essay contain vocabulary specific to the topic?

**Grammar Range & Accuracy:**
- Has spelling been checked?
- Have the verb tenses and subject verb agreement been checked?
- Are the sentences between 15 and 25 words long?

**Timing:**
- Did I complete the task in less than 40 minutes?
- Did I start writing with 5 minutes?
## IELTS Writing Band Descriptors: Task 2 (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</td>
<td>uses cohesion in such a way that it attracts no attention</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</td>
<td>uses sequence information and ideas logically; manages all aspects of cohesion well</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</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</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>
<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>
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<tr>
<td>6</td>
<td>addresses all parts of the task although some parts may be more fully covered than others</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; attempts to use less common vocabulary but with some inaccuracy</td>
<td>uses a mix of simple and complex sentence forms; makes some errors in grammar and punctuation but they rarely reduce communication</td>
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<tr>
<td>5</td>
<td>addresses the task only partially; the format may be inappropriate in places</td>
<td>presents information with some organisation but there may be a lack of overall progression</td>
<td>uses a limited range of vocabulary, but this is minimally adequate for the task</td>
<td>uses only a limited range of structures; attempts complex sentences but these tend to be less accurate than simple sentences</td>
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<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>presents only basic cohesive devices which may be inaccurate or repetitive</td>
<td>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</td>
</tr>
<tr>
<td>3</td>
<td>does not adequately address any part of the task</td>
<td>may 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; errors may severely distort the message</td>
<td>attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</td>
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<tr>
<td>2</td>
<td>barely responds to the task</td>
<td>does not express a position</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 mumbled phrases</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>
</tbody>
</table>
| 0    | does not attempt to do the task | writes a totally memorised response | *UCLES 2005