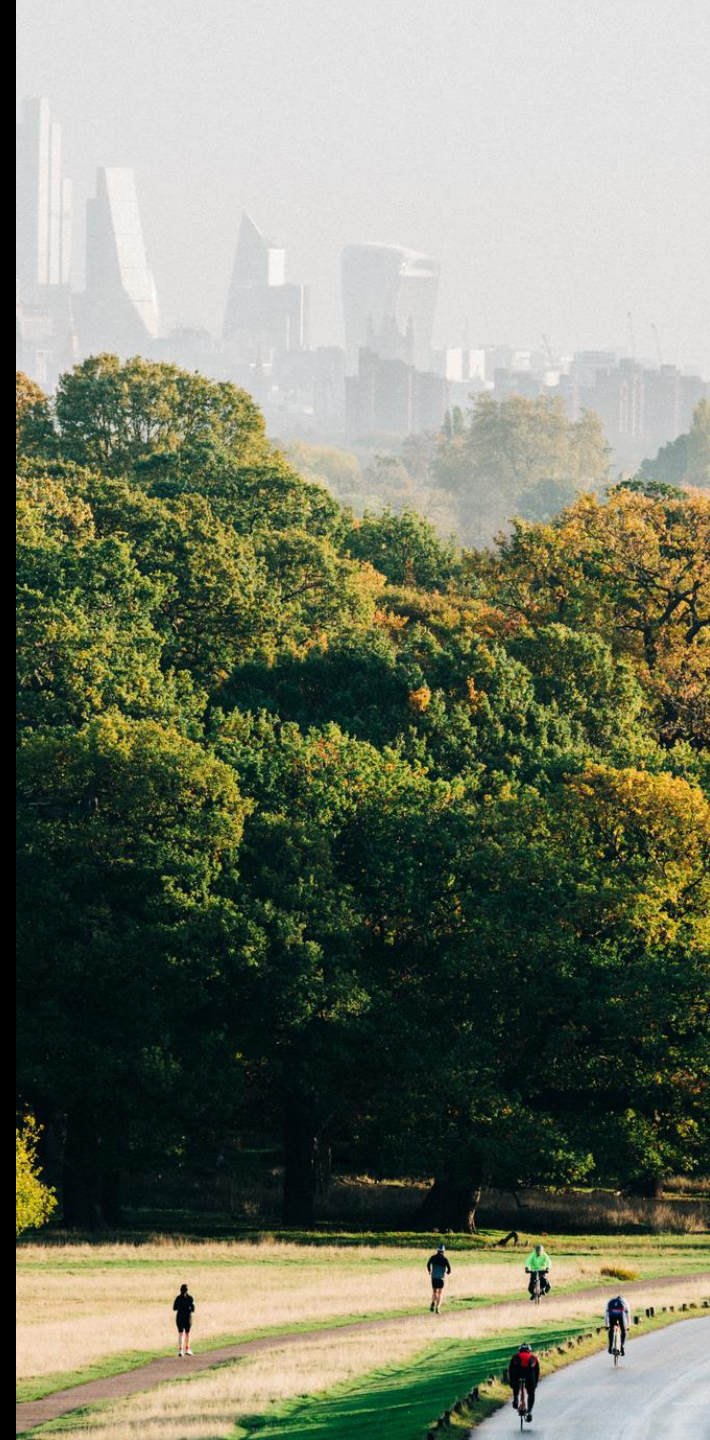


IELTS

Understanding and Setting IELTS Band Scores

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Thursday, February 29, 2024



- 01** Test development, delivery, and 9-band scale
- 02** Translating band scores into language proficiency: Writing
- 03** Translating band scores into language proficiency: Speaking
- 04** Setting your IELTS target scores
- 05** Q&A



Test development

IELTS

The IELTS 9-Band Scale

**4****Limited user**

Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

**3****Extremely limited user**

Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

**2****Intermittent user**

No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.

**1****Non user**

Essentially has no ability to use the language beyond possibly a few isolated words.

**0****Did not attempt the test**

No assessable information provided.



9

Expert user

Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

8

Very good user

Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.

7

Good user

Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

6

Competent user

Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

5

Modest user

Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

What is the approximate length of time it takes to produce a question for an IELTS test?



Answer

Approximately 2 Years

Test production process

Commissioning

Language specialists across the globe



Pre-editing

Ensures material meets all specs (eg, topic, level of language, style of writing etc)



Editing

Further revisions fine-tune test questions



Test production process

Pre-testing

Evaluates effectiveness and suitability



Standards fixing

Confirms questions test to the correct level



Test construction and grading

Test papers are constructed, ready for live tests



Can you ask this?



(Writing) “Young drug abuse is a serious problem nowadays in many countries, what are the reasons for this and what can be done to combat it?”



(Speaking) “Would you rather have a dog or a cat as a pet?”

This Speaking test question was trialled

Describe an enjoyable time when you were away from home for more than a few days.

You should say:

- *where you were*
- *how long you were away for*
- *what you did while you were away*
- *and explain why you enjoyed this time.*

Can you ask this?



(Writing) “Young drug abuse is a serious problem nowadays in many countries, what are the reasons for this and what can be done to combat it?”



(Speaking) “Would you rather have a dog or a cat as a pet?”



Writing

IELTS



Academic

Listening
30 minutes | 4 sections | 40 questions

Reading
60 minutes | 3 sections | 40 questions

Writing
60 minutes | 2 tasks

Speaking
11 - 14 minutes | 3 parts



General Training

Listening
30 minutes | 4 sections | 40 questions

Reading
60 minutes | 3 sections | 40 questions

Writing
60 minutes | 2 tasks

Speaking
11 - 14 minutes | 3 parts

Task 1
Summarise
information
contained in a
graph / table /
chart / diagram

Task 2
Write an essay
(formal style)

Task 1
Write a letter

Task 2
Write an essay
(more personal
style)

General Training Writing

Task 1

You saw an advertisement asking for people to help with a project to clean up the local environment.

Write a letter to the project organiser. In your letter

- *say where you saw the advertisement*
- *explain how you can help*
- *give details about when you are available.*

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,

You should spend about 20 minutes on this task.

Write at least 150 words.

Academic Writing

Task 1

XXXX XXXXXXXX - 123456 53 minutes left Settings Help Hide

Part 1
You should spend about 20 minutes on this task. Write at least 150 words.

The diagram below shows the process by which bricks are manufactured for the building industry.

Summarise the information by selecting and reporting the main features and make comparisons where relevant.

The diagram depicts |

Word count: 3

Clay: type of sticky earth that is used for making bricks, pots, etc.

Review Part 1 Part 2

General Training Writing

Task 2

Write about the following topic:

Shopping is becoming more and more popular as a leisure activity. However, some people feel that this has both positive and negative effects.

Why is shopping so popular?

What effects does its increase in popularity have on individuals and on society?

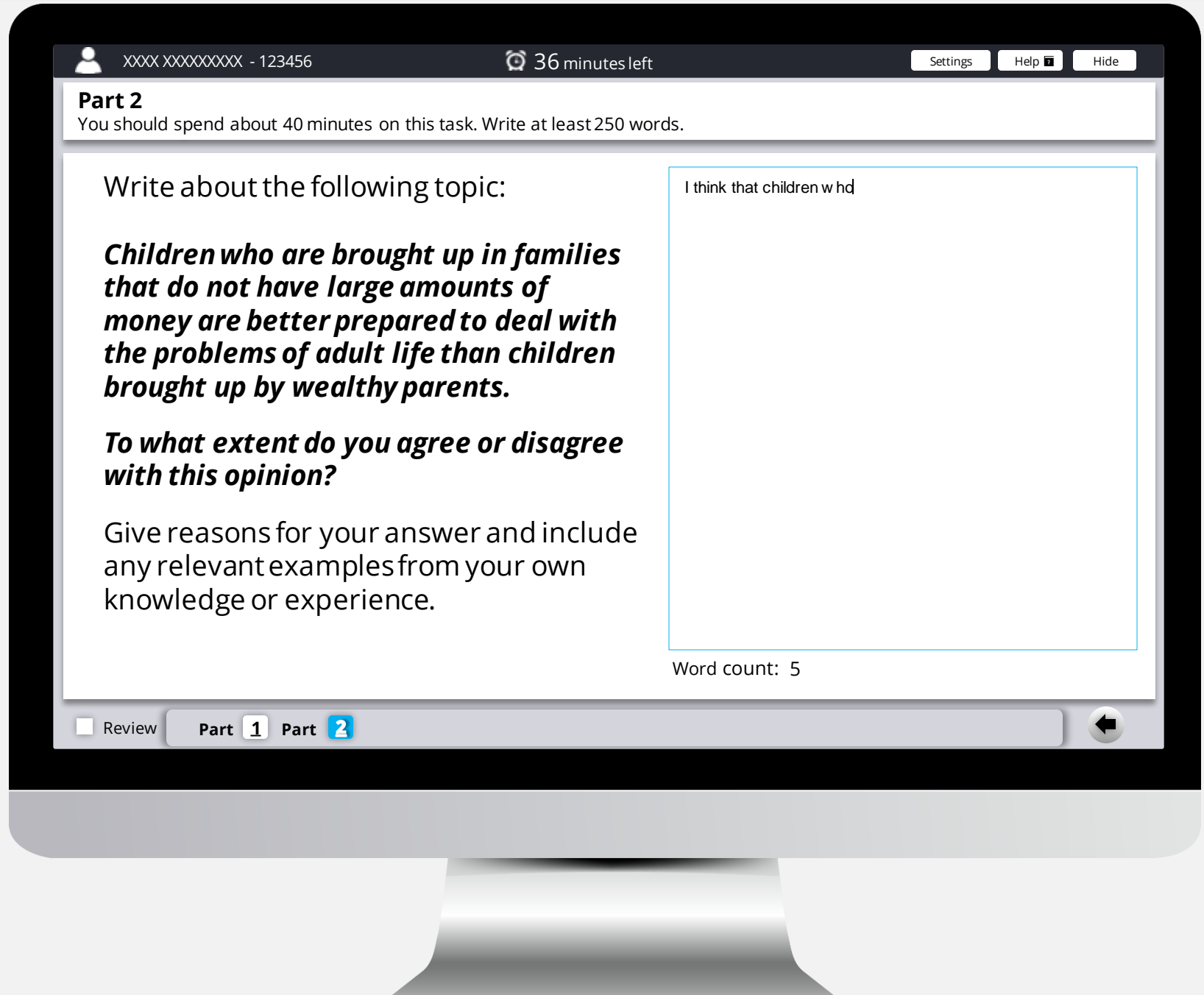
Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should spend about 40 minutes on this task.

Write at least 250 words.

Academic Writing

Task 2



The screenshot shows a computer monitor displaying an IELTS writing task interface. At the top, there is a user profile icon, the text 'XXXX XXXXXXXXXX - 123456', a clock icon showing '36 minutes left', and three buttons: 'Settings', 'Help', and 'Hide'. Below this is a section titled 'Part 2' with the instruction: 'You should spend about 40 minutes on this task. Write at least 250 words.' The main content area contains the following text: 'Write about the following topic: *Children who are brought up in families that do not have large amounts of money are better prepared to deal with the problems of adult life than children brought up by wealthy parents.* To what extent do you agree or disagree with this opinion? Give reasons for your answer and include any relevant examples from your own knowledge or experience.' To the right of this text is a large text input area with a light blue border. Inside the input area, the text 'I think that children w hd' is visible. Below the input area, it says 'Word count: 5'. At the bottom of the screen, there is a navigation bar with a 'Review' button, two buttons labeled 'Part 1' and 'Part 2' (with 'Part 2' highlighted), and a back arrow button.

XXXX XXXXXXXXXX - 123456 36 minutes left Settings Help Hide

Part 2
You should spend about 40 minutes on this task. Write at least 250 words.

Write about the following topic:

Children who are brought up in families that do not have large amounts of money are better prepared to deal with the problems of adult life than children brought up by wealthy parents.

To what extent do you agree or disagree with this opinion?

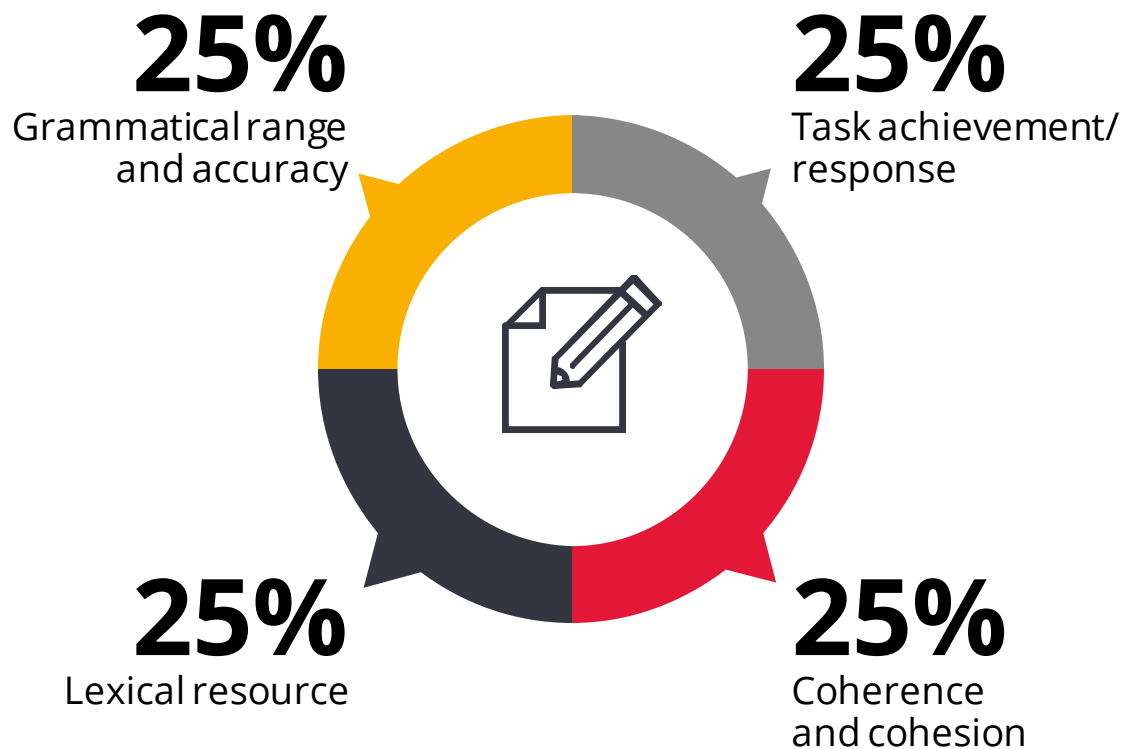
Give reasons for your answer and include any relevant examples from your own knowledge or experience.

I think that children w hd

Word count: 5

Review Part 1 Part 2

Writing criteria



IELTS Writing Task 1 Band Descriptors

Scoring criteria for Academic and General Training tests

Updated May 2023

Please visit [IELTS.org](https://www.ielts.org) for updates

Page 1

A script must fully fit the positive features of the descriptor at a particular level. **Bolded text** indicates negative features that will limit a rating.

Band Score	Task Achievement	Coherence & Cohesion	Lexical Resource	Grammatical Range & Accuracy
9	All the requirements of the task are fully and appropriately satisfied. There may be extremely rare lapses in content.	The message can be followed effortlessly. Cohesion is used in such a way that it very rarely attracts attention. Any lapses in coherence or cohesion are minimal. Paragraphing is skilfully managed.	Full flexibility and precise use are evident within the scope of the task. A wide range of vocabulary is used accurately and appropriately with very natural and sophisticated control of lexical features. Minor errors in spelling and word formation are extremely rare and have minimal impact on communication.	A wide range of structures within the scope of the task is used with full flexibility and control. Punctuation and grammar are used appropriately throughout. Minor errors are extremely rare and have minimal impact on communication.
8	The response covers all the requirements of the task appropriately, relevantly and sufficiently. (Academic) Key features are skilfully selected, and clearly presented, highlighted and illustrated. (General Training) All bullet points are clearly presented, and appropriately illustrated or extended. There may be occasional omissions or lapses in content.	The message can be followed with ease. Information and ideas are logically sequenced, and cohesion is well managed. Occasional lapses in coherence or cohesion may occur. Paragraphing is used sufficiently and appropriately.	A wide resource is fluently and flexibly used to convey precise meanings within the scope of the task. There is skilful use of uncommon and/or idiomatic items when appropriate, despite occasional inaccuracies in word choice and collocation. Occasional errors in spelling and/or word formation may occur, but have minimal impact on communication.	A wide range of structures within the scope of the task is flexibly and accurately used. Punctuation is well managed. Occasional, non-systematic errors and inappropriacies occur, but have minimal impact on communication.
7	The response covers the requirements of the task. The content is relevant and accurate – there may be a few omissions or lapses. The format is appropriate. (Academic) Key features which are selected are covered and clearly highlighted but could be more fully or more appropriately illustrated or extended. (Academic) It presents a clear overview, the data are appropriately categorised, and main trends or differences are identified. (General Training) All bullet points are covered and clearly highlighted but could be more fully or more appropriately illustrated or extended. It presents a clear purpose. The tone is consistent and appropriate to the task. Any lapses are minimal.	Information and ideas are logically organised and there is a clear progression throughout the response. A few lapses may occur. A range of cohesive devices including reference and substitution is used flexibly but with some inaccuracies or some over/under use.	The resource is sufficient to allow some flexibility and precision. There is some ability to use less common and/or idiomatic items. An awareness of style and collocation is evident, though inappropriacies occur. There are only a few errors in spelling and/or word formation, and they do not detract from overall clarity.	A variety of complex structures is used with some flexibility and accuracy. Grammar and punctuation are generally well controlled, and error-free sentences are frequent. A few errors in grammar may persist, but these do not impede communication.

How would you rate this?

Academic Task 2

Write about the following topic:

International tourism has brought enormous benefit to many places. At the same time, there is concern about its impact on local inhabitants and the environment.

Do the disadvantages of international tourism outweigh the advantages? Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should spend about 40 minutes on this task.

Write at least 250 words.

How would you rate this?

Academic Task 2

International tourism has brought enormous benefit to many places. At the same time there is concern about its impact on local inhabitants and the environment.

Do the disadvantages of international tourism outweigh the advantages?

In my opinion advantages outweigh the disadvantages. Firstly, many countries like Egypt or Thailand live from tourism. Lots of people work there as seafarers or tourist guides. These countries without support of tourists wouldn't be able to function properly.

Secondly, in countries visited by tourists are plenty of places where people just can't pass because of more animals or plants.

Another thing is that people like traveling and seeing new exotic places. They like to lie on the beach or swim in the ocean.

Furthermore, tourism is now more growing industry, employing thousands of people. There are making new places to work and to have fun.

But on the other hand, people often forget that they aren't the only beings on the planet.

Many tourists are leaving garbage just anywhere. Some of them won't buy an exotic souvenir so they pay for illegal things like dead or live animals or some sculptures.

To sum up I think international traveling is a good thing but people must realize that there is something else besides them. They need to know that flora and fauna needs to be protected. People have to enjoy their holidays but also protect environment.

Example 1

Examiner explains...

- Introduction is directly copied from the test. This language will not be assessed.
- A relevant position is expressed, though development unclear.
- Paragraphs are short and inappropriate.
- Vocabulary adequate, though with frequent spelling errors.
- There is a use of simple and complex sentences, including subordinate clauses.
- Regular grammatical errors do not impede communication.

Band 5.0

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Ensuring reliability of results

- ❑ Monitoring of all examiners
- ❑ Targeted monitoring
- ❑ Speaking and Writing tests marked by multiple examiners
- ❑ Research and validation analysis
- ❑ Enquiry on results service

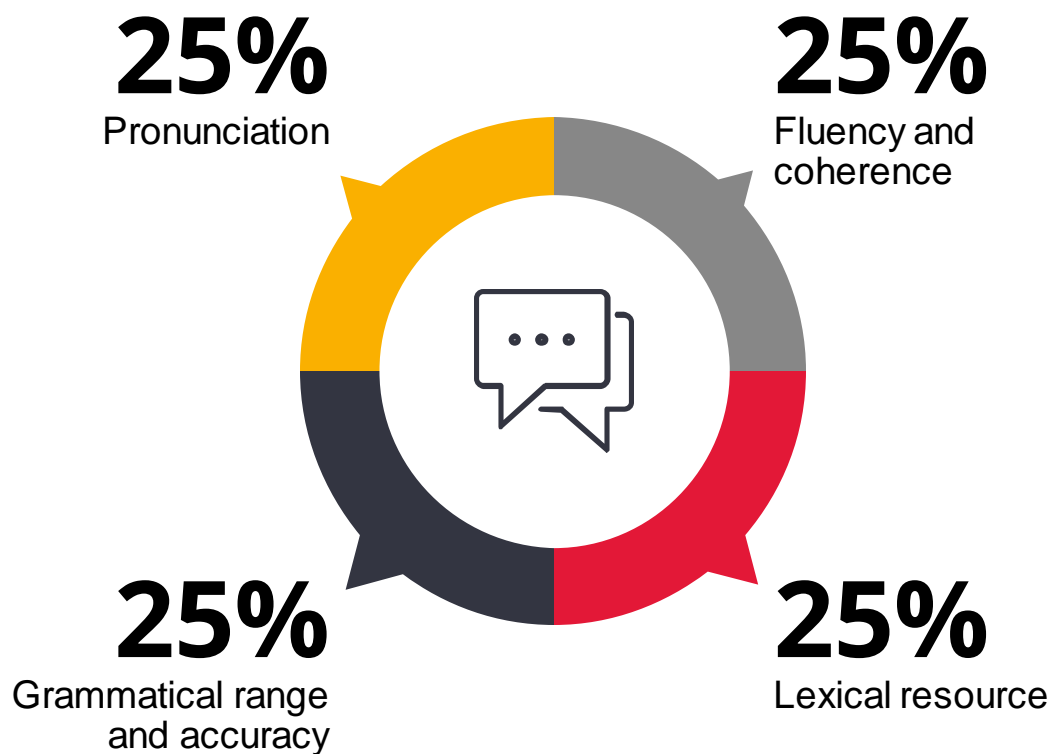




Face-to-face speaking test

IELTS

Speaking criteria



IELTS Speaking Band Descriptors

Scoring criteria for Academic and General Training tests

Please visit IELTS.org for updates
Page 1

Band Score	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	<p>Fluent with only very occasional repetition or self-correction.</p> <p>Any hesitation that occurs is used only to prepare the content of the next utterance and not to find words or grammar.</p> <p>Speech is situationally appropriate and cohesive features are fully acceptable.</p> <p>Topic development is fully coherent and appropriately extended.</p>	<p>Total flexibility and precise use in all contexts.</p> <p>Sustained use of accurate and idiomatic language.</p>	<p>Structures are precise and accurate at all times, apart from 'mistakes' characteristic of native speaker speech.</p>	<p>Uses a full range of phonological features to convey precise and/or subtle meaning.</p> <p>Flexible use of features of connected speech is sustained throughout.</p> <p>Can be effortlessly understood throughout.</p> <p>Accent has no effect on intelligibility.</p>
8	<p>Fluent with only very occasional repetition or self-correction.</p> <p>Hesitation may occasionally be used to find words or grammar, but most will be content related.</p> <p>Topic development is coherent, appropriate and relevant.</p>	<p>Wide resource, readily and flexibly used to discuss all topics and convey precise meaning.</p> <p>Skillful use of less common and idiomatic items despite occasional inaccuracies in word choice and collocation.</p> <p>Effective use of paraphrase as required.</p>	<p>Wide range of structures, flexibly used.</p> <p>The majority of sentences are error free.</p> <p>Occasional inappropriacies and non-systematic errors occur. A few basic errors may persist.</p>	<p>Uses a wide range of phonological features to convey precise and/or subtle meaning.</p> <p>Can sustain appropriate rhythm. Flexible use of stress and intonation across long utterances, despite occasional lapses.</p> <p>Can be easily understood throughout.</p> <p>Accent has minimal effect on intelligibility.</p>
7	<p>Able to keep going and readily produce long turns without noticeable effort.</p> <p>Some hesitation, repetition and/or self-correction may occur, often mid-sentence and indicate problems with accessing appropriate language. However, these will not affect coherence.</p> <p>Flexible use of spoken discourse markers, connectives and cohesive features.</p>	<p>Resource flexibly used to discuss a variety of topics.</p> <p>Some ability to use less common and idiomatic items and an awareness of style and collocation is evident though inappropriacies occur.</p> <p>Effective use of paraphrase as required.</p>	<p>A range of structures flexibly used. Error-free sentences are frequent.</p> <p>Both simple and complex sentences are used effectively despite some errors. A few basic errors persist.</p>	<p>Displays all the positive features of band 6, and some, but not all, of the positive features of band 8.</p>

Hendrick

from Germany

Part 3:
A well-known person



Examiner explains...



- Maintain the flow of speech without noticeable effort
- Referencing is sometimes inaccurate
- Meaning is clear
- Uses a wide range of vocabulary, and less common and idiomatic items
- Many of his sentences are error-free, but some mistakes
- Pronunciation is clear and easy to follow

Band 7.0



How are IELTS scores set?

IELTS

Education institutions around the world



Australia	La Trobe University		Undergraduate	AC	6.0	(Minimum 6.0 in each skill)
			Postgraduate	AC	6.5	(Minimum 6.0 in each skill)
	TAFE South Australia		Certificates and Diplomas	AC	5.5	(Minimum 5.0 in each skill)
Canada	University of British Columbia		Undergraduate	AC	6.5	(Minimum 6.0 in each skill)
			Graduate	AC	6.5	(Minimum 6.0 in each skill)
	Centennial College		Certificate and Diploma	AC	6.0	(Minimum 5.5 in each skill)
			Degree and Grad Certificate	AC	6.5	(Minimum 6.0 in each skill)
United Kingdom	University of St Andrews	Faculty of Science	Undergraduate	AC	6.5	(Minimum 6.0 in each skill)
		Faculty of Medicine	Undergraduate	AC	7.0	(Minimum 7.0 in each skill)
	Kensington College of Business		Diploma	AC or GT	5.5	(Minimum 5.5 in R and W)
United States of America	Yale University		Undergraduate	AC	7.0	
	Bellevue College		Associate	AC	6.0	(Minimum 5.5 in each skill)

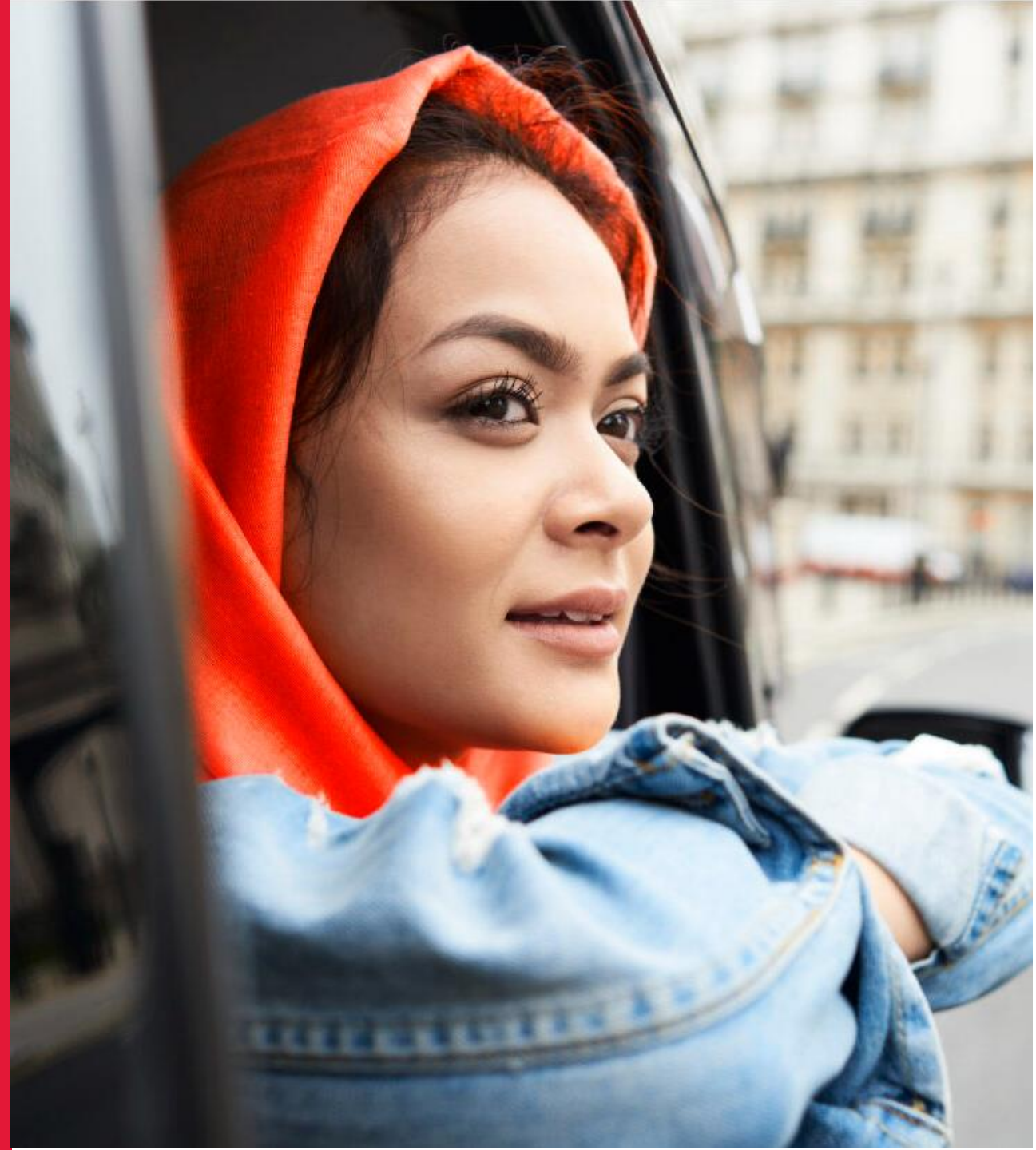
Factors to consider

Organisations can ask themselves some or all of the following key questions:

- What is the minimum level of English we need?
- What ongoing language support do we provide?
- What is required upon graduation for registration or employment purposes?
- What number of places do we have available?
- What is in the public interest?
- How does the minimum level of English skill we require translate into IELTS scores?



Questions?



Thank you



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Contact us



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