



## What is oxfordenglishtesting.com?

- It's a website that gives students and teachers of English access to interactive practice tests.
- It's where students who have bought OUP materials can access online practice tests via a MultiROM, and can then buy more tests online if they wish.

## What do the online IELTS practice tests consist of?

The IELTS online practice tests reflect what happens in the real exam, in the same way as printed practice tests from Oxford University Press. The practice tests are complete and full length. For an overview of the content of IELTS, see page 4.

Students do not print the tests in order to do them. They take them online and they are marked automatically online. In addition, there is a range of help features that students can call on while they are doing the test. These include dictionary look-up, exam tips, audio scripts, the ability to mark and change individual answers, and get feedback on answers. See page 3 for more details on these features.

The combination of online marking and help features makes the practice tests ideal for self-study at home, or in the classroom.

## How do students take an online practice test?

Students can do a practice test in their own time wherever they have access to a computer and the Internet. They will need an email address and to be online when they do the tests.

Students have access to the test for 365 days from the time payment is received, or from the time they start the test.

Students do not have to do the whole test at one time. They can answer and then mark a question, a part, a paper, or the whole test. All their answers are automatically saved when they leave the site, and they can come back to the test at any time. They can also skip questions and come back to them later.

Students can monitor their progress via the **Test Overview**, which records questions not attempted, attempted but not marked, right and wrong answers, and questions that cannot be marked online. Students can also print the **Test Overview** and **Results** page. After 365 days they have to submit the test for final marking.

## Marking the practice test

The system can automatically mark the IELTS Reading and Listening papers.

Where students are asked to key in their answers, the automatic marking system will only accept words that are spelt correctly. Answers may be typed in upper case or lower case, but not a mixture of the two (e.g. 'CORRECT ANSWER' and 'correct answer' are acceptable, but not 'Correct answer', unless at the start of a sentence, or a proper name). Both British and American spelling are accepted.

When students take their answer from a text provided, they should make sure they copy the word exactly.

The system cannot automatically mark the IELTS Writing and Speaking papers. However, these parts of the test are provided online, along with exam tips, sample answers for the Writing paper, and useful language for the Speaking paper in order to provide practice of the complete test. The Speaking papers are also available as downloadable PDFs via the link from the learning resources section of the **My Tests** page.

As the system cannot automatically mark the IELTS Writing and Speaking papers online, the default result will exclude these papers. The result the students see includes totals for each of the marked parts and a percentage.

For the Writing paper, your students can enter their answers online, and have the choice of printing them or emailing them to you for marking. They can then enter the marks you give them on the **Results** page, after they have submitted all their answers for final marking. Their final score will then be adjusted to take these marks into account.

If you wish, you can also conduct the Speaking test with students and they can enter their marks on the **Results** page on the website. Their final score will then be adjusted to take these marks into account. If students want to enter marks for Writing and Speaking they need to enter them at the same time.

Finally, it is important to remember that these are practice tests, not the real exam, and so the final mark is only an indication of how your students might perform in the real exam.

See pages 5–9 for more information on assessing the Writing paper and pages 10–12 for more information on assessing the Speaking paper.

For the purposes of the online practice tests, we suggest teachers allocate: 15 marks for Writing Part 1, 25 marks for Writing Part 2, and 40 marks for Speaking Parts 1–3. At this time it is not possible to convert the scores into the IELTS 9-band scale.

### Where can I find out more about [oxfordenglishtesting.com](http://oxfordenglishtesting.com)?

For more help, click on the **Support** tab on the website, [www.oxfordenglishtesting.com](http://www.oxfordenglishtesting.com). You'll find a comprehensive list of **Frequently Asked Questions** (FAQs) covering technical issues, registering, buying tests, doing tests, and other topics. There is a demo on the homepage of the website that will give you a clear understanding of the site and the practice tests. You can also contact us at [customerservice.eltonline@oup.com](mailto:customerservice.eltonline@oup.com)

## Features of the online practice tests

Exam tips	There is a tip on how to answer every question type.
Dictionary look-up	Students can look up the meaning of any word in the practice test. They just double click it and a definition will pop up from the <b>Oxford Student's Dictionary</b> . They will need to have pop-up windows enabled.
Instant marking and feedback	When a student has answered a question, they can mark it straight away to see whether they got it right. If the answer was wrong, they can get <b>Feedback</b> to find out why it was wrong.
Change your answer or try again	Students can then go back and have another go as many times as they like. Understanding why they answered a question incorrectly helps them think more clearly about a similar question next time.
Save and come back later	Students don't have to complete a Paper in one go. When they log out it saves what they've done. They can come back to it at any time. Students have 365 days before they have to submit the practice test for final marking. The <b>My tests</b> page tells students how many days they have left to access the test.
Mark individual answers, a part, a paper, or the whole test	However much students have done of the practice test, they can mark it and see how well they're doing.
Audio scripts	These are available for all parts of the Listening test. Reading the <b>Audio script</b> will help students understand any areas they didn't understand when they were listening.
Sample answers for essay questions in the Writing paper	Students can see <b>Sample answers</b> after they've written their own. They've been written by real students, and will give them a good idea of what's expected. What they write will not be marked automatically. If you would like to mark your student's essay, tell them and they can either print it off to give to you, or email it to you. When you've marked it, they can enter the mark on their <b>Results</b> page. It does not matter if they do not enter a mark for the essay. The final marks will be adjusted to take that into account.
Useful language for the Speaking paper	Students get sample Speaking papers and <b>Useful language</b> to help them practise offline. If you want to assess your students they can print the Speaking paper from the <b>My tests</b> page, and ask you to do the Speaking paper with them. As with the Writing paper, you can give them a mark and they can enter the mark on the <b>Results</b> page. However, if you don't, their final marks will be adjusted to take that into account.
Results page	Remember this is a practice test not the real exam. Students will see their score by paper and part and as a percentage. This will only be an indication of their score in an actual IELTS exam.
Try a sample test first	You can try out a short version of a practice test yourself. Go to <a href="http://oxfordenglishtesting.com">oxfordenglishtesting.com</a> and click on <b>Try</b> . You can also ask your local OUP office for a demo.

# IELTS content and overview

Duration and format	Task types	Marks
<p><b>LISTENING</b></p> <p>About 30 minutes</p> <p>Four sections</p> <p>40 questions</p>	<p>Sections 1 and 2: concerned with social needs. Section 1 is a conversation between two speakers. Section 2 is a monologue.</p> <p>Sections 3 and 4: concerned with situations related more closely to educational or training contexts. Section 3 is a conversation between up to four people. Section 4 is a monologue.</p> <p>A variety of questions are used, chosen from the following types:</p> <ul style="list-style-type: none"> <li>• multiple choice</li> <li>• short-answer questions</li> <li>• sentence completion</li> <li>• note/summary/flow-chart/table completion</li> <li>• labelling a diagram</li> <li>• classification</li> <li>• matching</li> </ul>	<p>One mark for each correct answer.</p> <p>Scores out of 40 are translated into the IELTS 9-band scale.</p>
<p><b>ACADEMIC READING</b></p> <p>60 minutes</p> <p>40 questions</p> <p>There are three texts, taken from magazines, journals, books, and newspapers. Texts have been written for a non-specialist audience and are of general interest.</p> <p>At least one text contains detailed logical argument. Texts may contain non-verbal materials such as diagrams, graphs or illustrations. If texts contain technical terms, a simple glossary is provided.</p>	<p>A variety of questions are used, chosen from the following types:</p> <ul style="list-style-type: none"> <li>• multiple choice</li> <li>• short-answer questions</li> <li>• sentence completion</li> <li>• note/summary/flow-chart/table completion</li> <li>• labelling a diagram</li> <li>• matching headings for identified paragraphs / sections of the text</li> <li>• identification of information in the text – true, false or not given</li> <li>• classification</li> <li>• matching lists/phrases</li> </ul>	<p>One mark for each correct answer.</p> <p>Scores out of 40 are translated into the IELTS 9-band scale.</p>
<p><b>ACADEMIC WRITING</b></p> <p>60 minutes</p> <p>Two tasks. It is suggested that about 20 minutes is spent on Task 1 (150 words) and about 40 minutes on Task 2 (at least 250 words).</p>	<p>Task 1 Candidates are asked to describe some information (graph, table, chart, or diagram) in their own words.</p> <p>Task 2 Candidates are presented with a point of view or argument or problem.</p>	<p>Task 1 is assessed according to the following criteria: task achievement, coherence and cohesion, lexical resource, grammatical range and accuracy.</p> <p>Task 2 is assessed according to the following criteria: task response, coherence and cohesion, lexical resource, grammatical range and accuracy.</p>
<p><b>SPEAKING</b></p> <p>11-14 minutes</p>	<p>Part 1 Examiner interviews candidate using verbal questions selected from familiar topic frames. 4–5 minutes.</p> <p>Part 2 Examiner asks candidate to speak for 1–2 minutes on a particular topic based on a written input in the form of a candidate task card and content-focused prompts. Examiner asks one or two questions to round off the long turn. 3-4 minutes (including 1 minute preparation time).</p> <p>Part 3 Examiner invites candidate to participate in discussion of a more abstract nature, based on verbal questions thematically linked to Part 2 topic. 4–5 minutes.</p>	<p>Assessed according to the following criteria: fluency and coherence, lexical resource, grammatical range and accuracy, pronunciation.</p>

# Assessing the Academic Writing Module

See page 4 for an overview of the content of the Academic Writing Module.

The following points should be borne in mind when marking the Writing Module:

- Each of the two tasks on the Writing paper is assessed independently.

Depending on the type of input and the task suggested, in Task 1 candidates are assessed on their ability to:

- organize, present and possibly compare data
- describe the stages of a process or procedure
- describe an object, event or sequence of events
- explain how something works.

In Task 2, candidates are assessed on their ability to:

- present the solution to a problem
- present and justify an opinion
- compare and contrast evidence, opinions and implications
- evaluate and challenge ideas, evidence or an argument.
- The assessment of Task 2 carries more weight in marking than Task 1.
- Each task is assessed using detailed band descriptors at the nine IELTS bands (see pages 6–9), according to the four criteria below: Task Achievement (Task 1) or Task Response (Task 2), Coherence and Cohesion, Lexical Resource, Grammatical Range and Accuracy. A band score is awarded for each of the four criterion areas. The four criteria are equally weighted.

## Task Achievement (Task 1)

This criterion assesses how appropriately, accurately and relevantly the response fulfils the requirements set out in the task, using the minimum of 150 words.

Academic Writing Task 1 is a writing task which has a defined input and a largely predictable output. It is basically an information-transfer task which relates narrowly to the factual content of an input diagram and not to speculated explanations that lie outside the given data.

## Task Response (Task 2)

Task 2 requires the candidates to formulate and develop a position in relation to a given prompt in the form of a question or statement. Ideas should be supported by evidence, and examples may be drawn from the candidates' own experience. Responses must be at least 250 words in length.

## Coherence and Cohesion

This criterion is concerned with the overall clarity and fluency of the message: how the response organizes and links information, ideas and language. Coherence refers to the linking of ideas through logical sequencing. Cohesion refers to the varied and appropriate use of cohesive devices (for example, logical connectors, pronouns and conjunctions) to assist in making the conceptual and referential relationships between and within sentences clear.

## Lexical Resource

This criterion refers to the range of vocabulary the candidate has used and the accuracy and appropriacy of that use in terms of the specific task.

## Grammatical Range and Accuracy

This criterion refers to the range and accurate use of the candidate's grammatical resource as manifested in the candidate's writing at the sentence level.

- Scores are reported in whole and half bands.
- Scripts under the required minimum word limit will be penalized.

IELTS Writing Band Descriptors Academic Writing Task 1 (public version)

Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> <li>fully satisfies all the requirements of the task</li> <li>clearly presents a fully developed response</li> </ul>	<ul style="list-style-type: none"> <li>uses cohesion in such a way that it attracts no attention</li> <li>skilfully manages paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
8	<ul style="list-style-type: none"> <li>covers all requirements of the task sufficiently</li> <li>presents, highlights and illustrates key features/ bullet points clearly and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>sequences information and ideas logically</li> <li>manages all aspects of cohesion well</li> <li>uses paragraphing sufficiently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary fluently and flexibly to convey precise meanings</li> <li>skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>produces rare errors in spelling and/ or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures</li> <li>the majority of sentences are error-free</li> <li>makes only very occasional errors or inappropriacies</li> </ul>
7	<ul style="list-style-type: none"> <li>covers the requirements of the task</li> <li>presents a clear overview of main trends, differences or stages</li> <li>clearly presents and highlights key features/bullet points but could be more fully extended</li> </ul>	<ul style="list-style-type: none"> <li>logically organizes information and ideas; there is clear progression throughout</li> <li>uses a range of cohesive devices appropriately although there may be some under-/over-use</li> </ul>	<ul style="list-style-type: none"> <li>uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>uses less common lexical items with some awareness of style and collocation</li> <li>may produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of complex structures</li> <li>produces frequent error-free sentences has good control of grammar and punctuation but may make a few errors</li> </ul>
6	<ul style="list-style-type: none"> <li>addresses the requirements of the task</li> <li>presents an overview with information appropriately selected</li> <li>presents and adequately highlights key features/ bullet points but details may be irrelevant, inappropriate or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>arranges information and ideas coherently and there is a clear overall progression</li> <li>uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>may not always use referencing clearly or appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses an adequate range of vocabulary for the task</li> <li>attempts to use less common vocabulary but with some inaccuracy</li> <li>makes some errors in spelling and/ or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex sentence forms</li> <li>makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>
5	<ul style="list-style-type: none"> <li>generally addresses the task; the format may be inappropriate in places</li> <li>recounts detail mechanically with no clear overview; there may be no data to support the description</li> <li>presents, but inadequately covers, key features/ bullet points; there may be a tendency to focus on details</li> </ul>	<ul style="list-style-type: none"> <li>presents information with some organization but there may be a lack of overall progression</li> <li>makes inadequate, inaccurate or over-use of cohesive devices</li> <li>may be repetitive because of lack of referencing and substitution</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a limited range of structures</li> <li>attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>

Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
4	<ul style="list-style-type: none"> <li>attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate</li> <li>may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>uses some basic cohesive devices but these may be inaccurate or repetitive</li> </ul>	<ul style="list-style-type: none"> <li>uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>has limited control of word formation and/or spelling; errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>
3	<ul style="list-style-type: none"> <li>fails to address the task, which may have been completely misunderstood</li> <li>presents limited ideas which may be largely irrelevant/repetitive</li> </ul>	<ul style="list-style-type: none"> <li>does not organize ideas logically</li> <li>may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> <li>errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
2	<ul style="list-style-type: none"> <li>answer is barely related to the task</li> </ul>	<ul style="list-style-type: none"> <li>has very little control of organizational features</li> </ul>	<ul style="list-style-type: none"> <li>uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms except in memorized phrases</li> </ul>
1	<ul style="list-style-type: none"> <li>answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>fails to communicate any message</li> </ul>	<ul style="list-style-type: none"> <li>can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms at all</li> </ul>
0	<ul style="list-style-type: none"> <li>does not attend</li> <li>does not attempt the task in any way</li> <li>writes a totally memorized response</li> </ul>			

IELTS Writing Band Descriptors Academic Writing Task 2 (public version)

Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> <li>fully addresses all parts of the task</li> <li>presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses cohesion in such a way that it attracts no attention</li> <li>skilfully manages paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
8	<ul style="list-style-type: none"> <li>sufficiently addresses all parts of the task</li> <li>presents a well-developed response to the question with relevant, extended and supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>sequences information and ideas logically</li> <li>manages all aspects of cohesion well</li> <li>uses paragraphing sufficiently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary fluently and flexibly to convey precise meanings</li> <li>skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>produces rare errors in spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures</li> <li>the majority of sentences are error-free</li> <li>makes only very occasional errors or inappropriacies</li> </ul>
7	<ul style="list-style-type: none"> <li>addresses all parts of the task</li> <li>presents a clear position throughout the response</li> <li>presents, extends and supports main ideas, but there may be a tendency to over-generalize and/or supporting ideas may lack focus</li> </ul>	<ul style="list-style-type: none"> <li>logically organizes information and ideas; there is clear progression throughout</li> <li>uses a range of cohesive devices appropriately although there may be some under-/over-use</li> <li>presents a clear central topic within each paragraph</li> </ul>	<ul style="list-style-type: none"> <li>uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>uses less common lexical items with some awareness of style and collocation</li> <li>may produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of complex structures</li> <li>produces frequent error-free sentences</li> <li>has good control of grammar and punctuation but may make a few errors</li> </ul>
6	<ul style="list-style-type: none"> <li>addresses all parts of the task although some parts may be more fully covered than others</li> <li>presents a relevant position although the conclusions may become unclear or repetitive</li> <li>presents relevant main ideas but some may be inadequately developed/unclear</li> </ul>	<ul style="list-style-type: none"> <li>arranges information and ideas coherently and there is a clear overall progression</li> <li>uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>may not always use referencing clearly or appropriately</li> <li>uses paragraphing, but not always logically</li> </ul>	<ul style="list-style-type: none"> <li>uses an adequate range of vocabulary for the task</li> <li>attempts to use less common vocabulary but with some inaccuracy</li> <li>makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex sentence forms</li> <li>makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>
5	<ul style="list-style-type: none"> <li>addresses the task only partially; the format may be inappropriate in places</li> <li>expresses a position but the development is not always clear and there may be no conclusions drawn</li> <li>presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail</li> </ul>	<ul style="list-style-type: none"> <li>presents information with some organization but there may be a lack of overall progression</li> <li>makes inadequate, inaccurate or over-use of cohesive devices</li> <li>may be repetitive because of lack of referencing and substitution</li> <li>may not write in paragraphs, or paragraphing may be inadequate</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a limited range of structures</li> <li>attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>

Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
4	<ul style="list-style-type: none"> <li>responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate</li> <li>presents a position but this is unclear</li> <li>presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported</li> </ul>	<ul style="list-style-type: none"> <li>presents information and ideas but these are not arranged coherently and there is no clear progression</li> <li>in the response</li> <li>uses some basic cohesive devices but these may be inaccurate or repetitive</li> <li>may not write in paragraphs or their use may be confusing</li> </ul>	<ul style="list-style-type: none"> <li>uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>has limited control of word formation and/or spelling; errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>
3	<ul style="list-style-type: none"> <li>does not adequately address any part of the task</li> <li>does not express a clear position</li> <li>presents few ideas, which are largely undeveloped or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>does not organize ideas logically</li> <li>may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> <li>errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
2	<ul style="list-style-type: none"> <li>barely responds to the task</li> <li>does not express a position</li> <li>may attempt to present one or two ideas but there is no development</li> </ul>	<ul style="list-style-type: none"> <li>has very little control of organizational features</li> </ul>	<ul style="list-style-type: none"> <li>uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms except in memorized phrases</li> </ul>
1	<ul style="list-style-type: none"> <li>answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>fails to communicate any message</li> </ul>	<ul style="list-style-type: none"> <li>can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms at all</li> </ul>
0	<ul style="list-style-type: none"> <li>does not attend</li> <li>does not attempt the task in any way</li> <li>writes a totally memorized response</li> </ul>			

## Assessing the Speaking Module

See page 4 for an overview of the contents of the Speaking Module. The following points should be borne in mind when marking the Speaking Module:

- Students are assessed using detailed performance descriptors. These describe spoken performance at the nine IELTS bands (see page 11–12), according to the four criteria below: Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy, Pronunciation. A band score is awarded for each of the four criterion areas. The four criteria are equally weighted.
- The final speaking score is reported as whole and half bands.

### Fluency and Coherence

This criterion refers to the ability to talk with normal levels of continuity, rate and effort and to link ideas and language together to form coherent, connected speech.

The key indicators of fluency are speech rate and speech continuity. The key indicators of coherence are logical sequencing of sentences, clear marking of stages in a discussion, narration or argument, and the use of cohesive devices (e.g. connectors, pronouns and conjunctions) within and between sentences.

### Lexical Resource

This criterion refers to the range of vocabulary the candidate can use and the precision with which meanings and attitudes can be expressed.

The key indicators are the variety of words used, the adequacy and appropriacy of the words used and the ability to circumlocute (get round a vocabulary gap by using other words) with or without noticeable hesitation.

### Grammatical Range and Accuracy

This criterion refers to the range and the accurate and appropriate use of the candidate's grammatical resource. The key indicators of grammatical range are the length and complexity of the spoken sentences, the appropriate use of subordinate clauses, and the range of sentence structures, especially to move elements around for information focus.

The key indicators of grammatical accuracy are the number of grammatical errors in a given amount of speech and the communicative effect of error.

### Pronunciation

This criterion refers to the ability to produce comprehensible speech to fulfil the Speaking test requirements. The key indicators will be the amount of strain caused to the listener, the amount of the speech which is unintelligible and the noticeability of L1 influence.

IELTS Speaking band descriptors (public version)

Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	<ul style="list-style-type: none"> <li>speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar</li> <li>speaks coherently with fully appropriate cohesive features</li> <li>develops topics fully and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses vocabulary with full flexibility and precision in all topics</li> <li>uses idiomatic language naturally and accurately</li> </ul>	<ul style="list-style-type: none"> <li>uses a full range of structures naturally and appropriately</li> <li>produces consistently accurate structures apart from 'slips' characteristic of native speaker speech</li> </ul>	
8	<ul style="list-style-type: none"> <li>speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language</li> <li>develops topics coherently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide vocabulary resource readily and flexibly to convey precise meaning</li> <li>uses less common and idiomatic vocabulary skilfully with occasional inaccuracies</li> <li>uses paraphrase effectively as required</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures flexibly</li> <li>produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors</li> </ul>	<ul style="list-style-type: none"> <li>is easy to understand throughout, with L1 accent having minimal effect on intelligibility</li> <li>uses a wide range of phonological features to convey meaning effectively</li> </ul>
7	<ul style="list-style-type: none"> <li>speaks at length without noticeable effort or loss of coherence</li> <li>uses a range of connectives and discourse with some flexibility</li> <li>may demonstrate language-related hesitation at times, or some repetition and/or self-correction</li> </ul>	<ul style="list-style-type: none"> <li>uses vocabulary resource flexibly to discuss a variety of topics</li> <li>uses some less common and idiomatic vocabulary and shows some awareness of style and collocation with some inappropriate choices</li> <li>uses paraphrase effectively</li> </ul>	<ul style="list-style-type: none"> <li>uses a range of complex structures with some flexibility</li> <li>frequently produces error-free sentences, though some grammatical mistakes persist</li> </ul>	
6	<ul style="list-style-type: none"> <li>is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation</li> <li>uses a range of connectives and discourse markers but not always appropriately</li> </ul>	<ul style="list-style-type: none"> <li>has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies</li> <li>generally paraphrases successfully</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex structures, but with limited flexibility</li> <li>may make frequent mistakes with complex structures, though these rarely cause comprehension problems</li> </ul>	<ul style="list-style-type: none"> <li>can be understood throughout, though mispronunciation may occasionally cause momentary strain for the listener</li> </ul>
5	<ul style="list-style-type: none"> <li>usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going</li> <li>may over-use certain connectives and discourse markers</li> <li>produces simple speech fluently, but more complex communication causes fluency problems</li> </ul>	<ul style="list-style-type: none"> <li>manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility</li> <li>attempts to use paraphrase but with mixed success</li> </ul>	<ul style="list-style-type: none"> <li>produces basic sentence forms with reasonable accuracy</li> <li>uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems</li> </ul>	
4	<ul style="list-style-type: none"> <li>cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction</li> <li>links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence</li> </ul>	<ul style="list-style-type: none"> <li>is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice</li> <li>rarely attempts paraphrase</li> </ul>	<ul style="list-style-type: none"> <li>produces basic sentence forms and some correct simple sentences but subordinate structures are rare</li> <li>errors are frequent and may lead to misunderstanding</li> </ul>	<ul style="list-style-type: none"> <li>produces some acceptable features of English pronunciation but overall control is limited and there can be severe strain for the listener</li> </ul>

Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
3	<ul style="list-style-type: none"> <li>• speaks with long pauses</li> <li>• has limited ability to link simple sentences</li> <li>• gives only simple responses and is frequently unable to convey basic message</li> </ul>	<ul style="list-style-type: none"> <li>• uses simple vocabulary to convey personal information</li> <li>• has insufficient vocabulary for less familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>• attempts basic sentence forms but with limited success, or relies on apparently memorized utterances</li> <li>• makes numerous errors except in memorized expressions</li> </ul>	
2	<ul style="list-style-type: none"> <li>• pauses lengthily before most words</li> <li>• little communication possible</li> </ul>	<ul style="list-style-type: none"> <li>• only produces isolated words or memorized utterances</li> </ul>	<ul style="list-style-type: none"> <li>• cannot produce basic sentence forms</li> </ul>	<ul style="list-style-type: none"> <li>• speech is often unintelligible</li> </ul>
1	<ul style="list-style-type: none"> <li>• no communication possible</li> <li>• no rateable language</li> </ul>			
0	<ul style="list-style-type: none"> <li>• 0 does not attend</li> </ul>			

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