

SCORING + IMPROVEMENT GUIDE

IELTS Band Guide & Assessment Rubric

Plain Student Guide + Full Teacher Reference

Academic + General Training | Listening, Reading, Writing and Speaking | Bands 0-9

Evidence checked 5 September 2026 | Final edition

Unofficial classroom guide. Part I explains the test in plain language. Parts II and III provide complete teacher scoring detail, classroom records, safeguards and sources. Practice results remain separate from official IELTS results.

Contents

No.	Use	Contents	Page
1	<u>Student: test</u>	Four skills, overall score and Bands 0-9	4
2	<u>Student: Listening</u>	Format, score guide, error patterns and practice	6
3	<u>Student: Reading</u>	Academic/GT, score guide, errors and practice	8
4	<u>Student: Writing</u>	Criteria, every band and common target jumps	9
5	<u>Student: Speaking</u>	Criteria, every band and common target jumps	12
6	<u>Student: action</u>	One-page feedback and recheck plan	15
7	<u>Teacher: foundations</u>	Scoring, fair use, delivery and access	16
8	<u>Teacher: Listening</u>	Answer rules, tasks, optional diagnostics and score tables	18
9	<u>Teacher: Reading</u>	Answer rules, tasks, optional diagnostics and score tables	22
10	<u>Teacher: Writing</u>	Complete criteria, Bands 0-9 and unusual responses	25
11	<u>Teacher: Speaking</u>	Complete criteria, Bands 0-9 and special cases	33
12	<u>Records</u>	Short feedback form and optional detailed records	40
13	<u>Quality checks</u>	Second marking and consistent teacher judgement	54
14	<u>Technical reference</u>	Terms, result types, uncertainty and evidence limits	57
15	<u>Sources</u>	Official, partner and research sources with claim map	61

Students can stop after Section 6. Teachers can move directly to the relevant full rubric in Sections 7-13. Technical definitions and sources are collected in Sections 14-15.

Start here

Student route. Sections 1-6 explain the test, every band, the four skills and how to turn feedback into one practice goal.

Teacher route. Sections 7-13 cover scoring, edge cases, records and second marking. Sections 14-15 give definitions, limits and sources.

Five-step use

Step	Student	Teacher
1	Choose the skill and target band.	Confirm the test type, task and conditions.
2	Find what the current band looks like.	Score each criterion separately from the complete sample.
3	Compare it with the next band.	Record examples from the student's work that support the decision.
4	Choose one improvement and one practice task.	Explain the strongest skill and the main barrier to the next band.
5	Repeat a similar task and compare the evidence.	Re-rate comparable work and use a second marker when the decision needs checking.

Essential words

Band: a score from 0 to 9. **Criterion:** one separately rated part of Writing or Speaking. **Raw score:** correct Listening or Reading answers out of 40. **Practice estimate:** a classroom result, not an official IELTS score. **IE / NR:** too little usable evidence / no usable response.

1. IELTS in one page

Student guide. This section gives the shortest complete route through the test.

1.1 The four scores

Skill	What you do	How it is scored
Listening	Answer 40 questions while listening to four recordings.	One mark for each correct answer. The raw score is converted to a band.
Reading	Answer 40 questions in 60 minutes. Academic and General Training use different texts and score tables.	One mark for each correct answer. The raw score is converted to a band.
Writing	Complete Task 1 and Task 2. Task 2 counts twice as much as Task 1.	Each task is judged for task fulfilment, organisation, vocabulary and grammar.
Speaking	Complete a live three-part interview.	The whole interview is judged for fluency and organisation, vocabulary, grammar and pronunciation.

1.2 Overall score

Add the four official skill scores and divide by four. IELTS then reports the nearest whole or half band. An average ending in **.25** moves to the next **.5**; an average ending in **.75** moves to the next whole band. Examples: **6.25 -> 6.5**, **6.75 -> 7.0**, and **6.125 -> 6.0**. This rule applies to official scores from the same valid result document. [IELTS scoring in detail](#)

1.3 What Bands 0-9 mean

These are broad meanings for the whole test. Writing and Speaking use separate criterion descriptions later in this guide.

Band	Official label	Plain meaning
9	Expert	You understand and use English fully, precisely and naturally. Errors are extremely rare.
8	Very good	You use complex English very well. Occasional errors or misunderstandings have little effect.
7	Good	You communicate well and usually handle complex language. Some errors and unsuitable choices remain.

Band	Official label	Plain meaning
6	Competent	You communicate effectively, especially in familiar situations. Errors are noticeable, but meaning is usually clear.
5	Modest	You manage the main meaning in many situations. Limited language and frequent errors reduce clarity and detail.
4	Limited	You manage basic communication in familiar situations. Breakdowns are frequent when language or ideas become complex.
3	Extremely limited	You communicate only general meaning in very familiar situations. Breakdowns happen often.
2	Intermittent	You understand or produce isolated pieces of English, but sustained communication is extremely difficult.
1	Non-user	You can use only a few isolated words.
0	Did not attempt	No assessable English was provided.

1.4 How to read a rubric

- Writing and Speaking criteria are scored separately. A student can be Band 7 in one criterion and Band 6 in another.
- Read the description for the current band, then the one above it.
- Find examples in the actual response. A descriptor is not a points checklist.
- Turn the main difference into one practice goal.
- Use the complete teacher tables in Sections 10 and 11 when an exact classroom rating is needed.
- Treat one practice result as one performance. Confirm progress through a repeated pattern across similar tasks.

2. Listening for students

Student guide. Correct answers produce the score. Error patterns help you choose what to practise next.

2.1 Test shape

- Four parts with 10 questions each.
- The recording is heard once.
- Parts 1 and 2 use everyday situations. Parts 3 and 4 use education or academic situations.
- Questions follow the order of the recording.
- Several English accents may appear.

2.2 How answers earn a mark

An answer must match the key, follow the requested word or number limit, use the required number of answers, and fit the gap grammatically. Spelling matters. A wrong or blank answer receives no mark, and there is no negative marking. Follow the instructions printed for that exact question.

2.3 Rough practice score guide

Use the conversion supplied with the practice test. Cut scores vary by test version.

Band	Correct /40	Band	Correct /40
9.0	39-40	6.0	23-25
8.5	37-38	5.5	18-22
8.0	35-36	5.0	16-17
7.5	32-34	4.5	13-15
7.0	30-31	4.0	11-12
6.5	26-29		

Practice estimate only. See Section 8.5 for sources and limits.

2.4 What an error may mean

Repeated pattern	Possible problem	Useful practice
You choose an answer mentioned early, then the speaker corrects it.	A distractor or correction is being accepted as final.	Mark correction words such as <i>but</i> , <i>actually</i> and <i>instead</i> while reviewing a transcript.

Repeated pattern	Possible problem	Useful practice
You understand the recording but miss the answer wording.	The question and recording use different words for the same idea.	Match question phrases with their paraphrases in the transcript.
One missed answer leads to several blanks.	You lose your place in the recording.	Practise moving on immediately and using the next question to relocate yourself.
You hear the answer but lose the mark.	Spelling, grammar, word limit or answer count is wrong.	Check the instruction and predict the required word type before listening.
Maps and plans are difficult.	Direction or position language is not secure.	Trace short routes while saying the direction and landmark language aloud.
Parts 3 and 4 collapse.	Speaker tracking, lecture structure or sustained attention is weak.	Note only headings, changes of view and cause-effect links before adding details.

Choose a practice goal only after the pattern repeats across several questions.

3. Reading for students

Student guide. Correct answers produce the score. Read the text as evidence and avoid adding outside knowledge.

3.1 Academic and General Training

Feature	Academic	General Training
Time	60 minutes, including answer entry	60 minutes, including answer entry
Questions	40	40
Texts	Three long texts for a general academic audience	Everyday, workplace and one longer general-interest text
Score conversion	Academic table	General Training table, which usually requires more correct answers for the same band

3.2 True, False and Not Given

- **True or Yes:** the statement agrees with the text or the writer's view.
- **False or No:** the statement contradicts the text or the writer's view.
- **Not Given:** the text does not confirm or contradict the statement.

Use only the text. A statement can sound reasonable and still be Not Given.

3.3 Rough practice score guide

Band	Academic /40	GT /40	Band	Academic /40	GT /40
9.0	39-40	40	6.0	23-26	30-31
8.5	37-38	39	5.5	19-22	27-29
8.0	35-36	37-38	5.0	15-18	23-26
7.5	33-34	36	4.5	13-14	19-22
7.0	30-32	34-35	4.0	10-12	15-18
6.5	27-29	32-33			

Use the table supplied with the practice test. Cut scores vary by test version. See Section 9.6 for sources and limits.

3.4 What an error may mean

Repeated pattern	Possible problem	Useful practice
You find the right paragraph but choose the wrong answer.	A qualifier, comparison, negative or small wording difference was missed.	Underline words such as <i>some</i> , <i>mainly</i> , <i>more</i> , <i>rarely</i> and <i>only</i> .
You choose False when the answer is Not Given.	Missing information is being treated as contradiction.	Write the exact sentence that proves agreement or contradiction. If none exists, test Not Given.
Matching headings takes too long.	Examples are being confused with the paragraph's main point.	Summarise each paragraph in five to eight words before looking at the headings.
You cannot find information quickly.	Scanning terms and paraphrases are weak.	Predict two or three likely text words before scanning.
Completion answers lose marks.	The word limit, spelling or grammar of the gap is wrong.	Predict the word type and check the full completed sentence.
The final passage is unfinished.	Time has been spent unevenly.	Use timed passage targets and move on from one difficult question.

Choose a practice goal only after the pattern repeats across several questions.

4. Writing for students

Student guide. Every task receives four separate criterion ratings. Task 2 counts twice as much as Task 1.

4.1 Tasks and timing

Task	Academic	General Training	Minimum	Suggested time
Task 1	Describe the important information in a chart, table, diagram, process or map.	Write a letter that completes the three bullet requirements in a suitable tone.	150 words	20 minutes
Task 2	Answer an essay question and develop a supported position.	Answer an essay question and develop a supported position.	250 words	40 minutes

4.2 The four Writing criteria

Criterion	Plain meaning
Task Achievement or Task Response	Did you answer every required part clearly, relevantly and with enough support?
Coherence and Cohesion	Are the ideas ordered, developed and connected so the reader can follow them easily?
Lexical Resource	Is the vocabulary varied, precise, natural and correctly formed and spelled?
Grammatical Range and Accuracy	Do you use a useful mix of sentence structures with enough accuracy and clear punctuation?

4.3 Quick band comparison

This table is a student overview. Each criterion can receive a different band. The complete task-specific tables are in Section 10.

Band	Task answer	Organisation	Vocabulary	Grammar
9	Fully answers and develops every requirement; tiny lapses are extremely rare.	Effortless progression and natural connections.	Fully flexible, precise and natural.	Wide, flexible and almost completely accurate.
8	Answers every requirement clearly and sufficiently; only occasional lapses.	Easy to follow, logically ordered and well controlled.	Wide and precise with occasional small errors.	Wide and flexible; most sentences are error-free.
7	Answers the main requirements and sustains a clear position or overview; some detail could be fuller.	Clear progression with minor lapses; paragraphs and linking usually work well.	Flexible enough for precise meaning; a few unsuitable choices or spelling errors remain.	Varied complex structures; frequent error-free sentences and a few persistent errors.
6	Answers the main requirements, though some parts are uneven, unclear or underdeveloped.	Overall progression is clear; some linking or paragraphing is mechanical or faulty.	Usually adequate and clear despite limited range or imprecision.	Mixes simple and complex forms; errors occur but rarely block meaning.
5	Gives a partial answer with limited development, repetition or irrelevant detail.	An overall thread exists, though progression and sentence links are weak.	Limited but minimally sufficient; repetition and word-choice errors are noticeable.	Relies on simple sentences; complex attempts contain frequent errors.

Band	Task answer	Organisation	Vocabulary	Grammar
4	Addresses the task only partly or unclearly; important requirements are missing.	Ideas are present but poorly ordered and relationships are often unclear.	Basic and repetitive; frequent errors can block meaning.	Very limited range; frequent errors can block meaning.
3	Does not adequately answer the task; very little relevant content is developed.	No clear logical organisation.	Inadequate range; errors block much of the meaning.	Errors dominate and prevent most meaning.
2	Gives only fragments that barely relate to the task.	Shows little control of organisation.	A few recognisable or memorised strings.	Little evidence of sentence formation.
1	Provides 20 words or fewer, or wholly unrelated content.	Too little usable writing to judge connections.	Isolated words provide almost no usable evidence.	Almost no usable grammar evidence.
0	No assessable attempt in English, or a proven wholly memorised answer.	Global Band 0 condition.	Global Band 0 condition.	Global Band 0 condition.

4.4 Common target jumps

Move	Main change
5 to 6	Complete the main task, create a clear overall line, use enough vocabulary for the topic, and keep most errors from blocking meaning.
6 to 7	Develop the answer more fully, organise paragraphs logically, use vocabulary with greater precision, and produce complex sentences accurately more often.
7 to 8	Make coverage consistently sufficient, connections natural, vocabulary precise and flexible, and most sentences error-free.
8 to 9	Sustain complete control throughout so that content and language lapses become extremely rare.

4.5 A useful feedback sentence

Secure skill: what already works, with one example. **Next-band barrier:** the clearest difference between the current band and the next. **Action:** one rewrite or practice task. **Success check:** what the improved version must show.

5. Speaking for students

Student guide. The examiner rates your average performance across the complete three-part interview.

5.1 Test shape

Part	Time	What happens
1	4-5 minutes	You answer familiar questions about yourself, home, study, work, interests and experience.
2	3-4 minutes	You prepare for one minute, speak for up to two minutes, and answer one or two short follow-up questions.
3	4-5 minutes	You discuss broader and more abstract questions connected with Part 2.

5.2 The four Speaking criteria

Criterion	Plain meaning
Fluency and Coherence	Can you keep speaking, organise the answer and connect ideas without disruptive pauses or repetition?
Lexical Resource	Can you choose precise words, discuss varied topics and explain around a missing word?
Grammatical Range and Accuracy	Can you use varied sentence structures accurately enough for easy understanding?
Pronunciation	Are your sounds, word stress, rhythm, grouping and intonation clear enough for the listener?

5.3 Quick band comparison

This table is a student overview. Each criterion can receive a different band. The complete criterion tables are in Section 11.

Band	Fluency and organisation	Vocabulary	Grammar	Pronunciation
9	Fluent, coherent and fully developed with only very occasional repair.	Completely flexible, precise and natural.	Precise and accurate apart from rare natural slips.	Full, flexible control; effortless to understand.

Band	Fluency and organisation	Vocabulary	Grammar	Pronunciation
8	Fluent and easy to follow; language-search pauses are occasional.	Wide and precise on all topics; paraphrase works well.	Wide and flexible; most sentences are error-free.	Wide, flexible control; easy to understand throughout.
7	Produces long answers readily; occasional hesitation does not damage coherence.	Flexible across topics with effective paraphrase and some less-common language.	Uses varied structures; error-free sentences are frequent.	Meets all Band 6 strengths and some Band 8 strengths.
6	Keeps going and produces longer answers; hesitation or linking problems sometimes reduce coherence.	Supports discussion at length; unsuitable choices occur but meaning stays clear.	Mixes short and complex forms; complex errors rarely block meaning.	Generally clear with uneven control of rhythm, stress, intonation or individual sounds.
5	Usually keeps speaking, though slowly or with frequent repetition and self-correction.	Covers familiar and unfamiliar topics with limited flexibility.	Basic sentences are reasonably accurate; complex attempts cause problems.	Meets Band 4 strengths and some Band 6 strengths.
4	Frequent pauses, repetition and short turns cause some breakdowns.	Handles basic meaning on familiar topics; errors increase on unfamiliar topics.	Uses basic repeated forms with frequent errors.	Limited control; frequent sound and rhythm problems require listener effort.
3	Word-search pauses are frequent and answers are difficult to extend.	Simple vocabulary mainly covers personal information.	Basic forms are attempted, but errors are numerous.	Meets Band 2 strengths and some Band 4 strengths.
2	Long pauses separate isolated words and communication is minimal.	Very limited words or memorised phrases, often supported by gesture.	No clear evidence of basic sentence forms.	Most speech is unintelligible.
1	Almost no usable connected speech.	Only a few isolated words.	Almost no usable grammar evidence.	Occasional sounds or words may be recognised, but no overall meaning is clear.
0	No assessable interview was completed.	Global Band 0 condition.	Global Band 0 condition.	Global Band 0 condition.

5.4 Common target jumps

Move	Main change
5 to 6	Sustain longer answers, make meaning clear despite errors, paraphrase more successfully, and become generally understandable without heavy listener effort.
6 to 7	Speak at length with less effort, connect ideas flexibly, use more precise vocabulary, and produce accurate complex sentences more often.
7 to 8	Make fluency, vocabulary, grammar and pronunciation consistently flexible, precise and easy to follow across all topics.
8 to 9	Sustain near-complete control throughout, with only extremely rare lapses.

5.5 Important clarifications

- A particular accent does not receive a penalty. The effect on understanding is what matters.
- Faster speech is not automatically better. Clear grouping, rhythm and meaning matter.
- The examiner can interrupt to manage time. This does not create a penalty.
- Opinions are not marked as right or wrong. Relevance, development and language are scored.
- Eye contact and confidence are not separate public scoring criteria.

6. Student action plan

Student guide. Use this after one complete practice task. Keep the goal small enough to check in the next task.

Question	Your answer
Skill, task and date	_____
My current result and whether it is official or practice	_____
One skill I can already show	_____
Evidence from my work	_____
The main difference between my work and the next band	_____
One practice task	_____
What I will do differently	_____
What success will look like	_____
Recheck date and result	_____

The detailed teacher records in Section 12 can be used when the score or decision needs a fuller evidence trail.

7. Teacher scoring foundations

Teacher reference. Whole-test scoring, fair use and current delivery.

7.1 How each skill is scored

Skill	Academic versus General Training	Scoring unit	How the score is calculated	Reported result
Listening	Same test	40 questions with set answers	1 mark per correct answer; conversion table varies by test version	Whole or half bands
Reading	Different texts; similar question types	40 questions with set answers	1 mark per correct answer; separate Academic and General Training conversion tables	Whole or half bands
Writing	Task 1 differs; Task 2 uses the same criteria	Two tasks scored separately	Four equally weighted criteria per task; Task 2 carries twice the weight of Task 1	Whole or half band reported for Writing
Speaking	Same test	Average performance across all three parts of the live human-examiner interview	Four equally weighted criteria, 25% each	Whole or half band reported for Speaking

7.2 Overall band calculation

Overall average = (Listening + Reading + Writing + Speaking) / 4

IELTS official: report the average to the nearest whole or half band: **.25** -> next **.5**; **.75** -> next whole; otherwise nearest **.0** or **.5**. Examples: **6.25** -> **6.5**; **3.875** -> **4.0**; **6.125** -> **6.0**. This rule applies only to an official four-component overall result, not classroom productive-skill calculations. [IELTS scoring in detail](#)

7.3 Fair scoring

- Score produced language, not reputation, effort, personality, first language, accent identity as such, handwriting style as such, opinions or assumed potential.

- Rate each Writing/Speaking criterion independently from the complete sample. Choose the whole-band description best supported by the complete sample, then check the band above and below. Apply any explicit condition in the published descriptors. Never count descriptor clauses as points or let strength in one criterion erase weakness in another. Record IE (not enough evidence) when the sample cannot support a fair rating.
- **Copied prompt text:** exclude it as the test taker's language. **Rehearsed language:** judge relevance, integration, adaptability and control.
- Do not convert generic classroom percentages to IELTS bands unless the test matches IELTS and uses the relevant conversion.
- A result describes one performance under recorded conditions. Confirm progress through repeated comparable samples; a **0.5** classroom difference does not by itself prove stable change.
- Use classroom results for feedback, practice, re-sampling, re-rating and low-stakes progress review. Do not use them as official results, exact predictions or the sole basis for admissions, immigration, employment, licensing, certification or scholarships.

7.4 Access arrangements and exemptions

Approved arrangements can include accessible materials, altered Listening playback, extra time or breaks, reader or scribe support, assistive technology and accessible Speaking cards. They alter access conditions, not the scoring criteria. Component exemptions require prior approval; IELTS calculates officially the missing score and explains it on the TRF. Copy a officially calculated score from the TRF; never calculate it locally. [IELTS access arrangements](#)

7.5 Current delivery - checked 5 September 2026

Mode	Current official position
Test-centre computer	Standard test-centre delivery in 2026; Speaking remains a live human-examiner interview.
Writing on Paper	Selected markets only; Writing is handwritten while Listening and Reading remain computer delivered; tasks, timing and scoring are unchanged; unavailable for UKVI.
IELTS Online	Academic only in eligible countries for adults; Speaking is a live video interview; not for immigration or professional registration; confirm recipient acceptance.
Full paper test	Being retired from mid-2026; exact transition dates vary by market. Treat full-paper procedures as legacy or local-transition information.

Listening, Reading and Writing are normally completed on the same day without breaks. Speaking may occur on the same day or up to one week before or after. [IELTS 2026 delivery update](#) [IELTS Guide for Test Takers 2026](#)

8. Listening teacher rubric

Teacher reference. Listening answer rules, error patterns and score ranges.

8.1 Format

Same in Academic and GT: about 30 minutes of listening; four parts, 10 questions each; answers follow recording order; recording heard once; several English accents may appear. Mode-specific check or transfer time is in Section 8.6. [Source 6](#)

Part	Situation and speakers	Primary listening demands
1	Everyday social conversation; two people	Names, numbers, arrangements, facts, speaker turns, corrections
2	Everyday social monologue	Main points, factual detail, description, directions and organisation of a talk
3	Educational/training conversation involving up to four people, often with two main speakers and possibly guided by a tutor	Viewpoints, agreement/disagreement, relationships, speaker tracking, decisions
4	Academic monologue or lecture	Sustained topic development, signposting, classification, cause/effect and detailed note-taking

8.2 How answers are marked

IELTS official: 40 items; each correct answer receives one mark. **Official-partner guidance:** incorrect or blank answers receive no mark and there is no negative marking. Total the raw score **/40**; use that form's supplied conversion when available. General mappings are estimates, not universal converters.

Apply every relevant rule:

Rule	Pass condition	Basis
Key	Accepted key answer or authorised alternative.	IELTS official / item key
Count	Exactly the requested answers or selections.	IELTS official / instructions
Limit	Within the printed word/number limit; excess loses the mark.	IELTS official
Source words	Uses recording words when instructions require them, rather than a free paraphrase.	IELTS official / instructions

Rule	Pass condition	Basis
Grammar	Fits the surrounding form, note, table, flow chart or sentence.	Partner guidance / item key
Spelling	Correct UK or US spelling is accepted; different words with the same meaning, plurals and optional words remain item-key specific.	Partner guidance / item key
Number form	Figures or words only where the item permits either.	Item-key specific
Hyphenation	A hyphenated form such as check-in counts as one word.	IELTS official
Contractions	Contracted forms such as they're are not tested as completion answers.	IELTS official
Extra answers	No extra answer that invalidates the response.	Item-key specific
Order	Either order only when the key authorises it.	Item-key specific
Key notation	Parentheses or slashes permit only that item's shown variants; no universal optional-word, plural or paraphrase rule.	Item-key specific

8.3 Optional teacher error guide

These optional codes record possible causes. One answer may be guessed, so use a code only after the pattern repeats or a follow-up task confirms it.

Question type	Skill commonly used	Possible code(s)
Multiple choice	Understands detail, main point, purpose or inference and rejects distractors	L-DIST; L-PARA; L-SPKR; L-GIST; L-EXTRA
Matching	Tracks items and speakers and recognises relationships	L-SPKR; L-PARA; L-REL; L-EXTRA
Plan labelling	Maps a spoken route or location description onto a plan	L-MAP; L-TRACK; L-DETAIL; L-DIST
Map labelling	Connects place, direction and relative position to a map	L-MAP; L-DIST; L-TRACK
Diagram labelling	Connects object/process description to a visual part	L-DETAIL; L-REL; L-PARA; L-TRACK

Question type	Skill commonly used	Possible code(s)
Form completion	Retrieves names, dates, prices, numbers or contact details	L-DETAIL; L-DIST; L-SPELL; L-FORM; L-LIMIT
Note completion	Selects main points and supporting facts from an organised talk	L-GIST; L-REL; L-FORM; L-DETAIL
Table completion	Sorts information into correct categories, rows and columns	L-DETAIL; L-REL; L-FORM; L-TRACK
Flow-chart completion	Follows stages, order, cause/effect or process movement	L-REL; L-TRACK; L-DIST
Summary completion	Integrates main ideas and essential detail	L-GIST; L-PARA; L-FORM; L-DETAIL
Sentence completion	Identifies information and relationships and completes a grammatical proposition	L-REL; L-FORM; L-LIMIT; L-KEY
Short answer	Retrieves the requested fact or facts	L-DETAIL; L-LIMIT; L-EXTRA; L-KEY

8.4 Teacher shorthand (optional)

Use the item-analysis form to record the error, possible causes, how often it occurs, the check task and the result.

Code	What it may indicate
L-GIST	Main point, purpose or overall meaning not identified
L-DETAIL	Specific fact not located or retained
L-SPKR	Speaker or viewpoint attributed incorrectly
L-TRACK	Place in the recording lost after a missed item
L-DIST	Distractor, self-correction or contrast accepted as the final answer
L-PARA	Paraphrase/synonym between question and recording not recognised
L-REL	Cause, result, comparison, condition or other relationship misunderstood
L-MAP	Spatial language, route or visual mapping failed
L-FORM	Required part of speech or grammatical completion failed
L-KEY	Content does not match an authorised key answer
L-LIMIT	Word/number limit exceeded
L-SPELL	Spelling invalidated an otherwise located answer

Code	What it may indicate
L-EXTRA	Too many selections or answers supplied
L-TIME	Item left blank because of pacing/answer-entry management

Choose one supported code, practise that question type, then check whether the pattern repeats.

8.5 Practice score tables

Published average raw-score examples - exact boundaries vary by test version:

Band	Average Listening raw mark /40
5	16
6	23
7	30
8	35

IDP practice estimates. These are not a universal conversion table.

Band	Raw range /40	Band	Raw range /40
9.0	39-40	6.0	23-25
8.5	37-38	5.5	18-22
8.0	35-36	5.0	16-17
7.5	32-34	4.5	13-15
7.0	30-31	4.0	11-12
6.5	26-29		

Ranges were checked 5 September 2026. They are rough regional estimates, not a universal conversion. Public sources reviewed do not give every raw score or bands below 4. Use the test's own table when supplied. [Source 26](#)

8.6 Delivery mode

Mode	Timing
Test-centre computer	Answers are entered during the test. IELTS.org specifies about 30 minutes; follow the live platform and centre instructions for any final review period.
Writing on Paper	Listening remains computer delivered; no ten-minute paper transfer period applies.
Full-paper legacy/local transition	Use a ten-minute transfer period only where a centre explicitly still delivers the full-paper test during transition.

9. Reading teacher rubric

Teacher reference. Reading answer rules, error patterns and score ranges.

9.1 Academic and GT formats

Feature	Academic Reading	General Training Reading
Time	60 minutes including answer entry	60 minutes including answer entry
Questions	40	40
Organisation	3 long passages; total 2,150-2,750 words	3 sections of increasing difficulty; five or six texts; total 2,150-2,375 words
Texts	Books, journals, magazines, newspapers and online sources for a non-specialist audience; topics are of general interest to undergraduate and postgraduate students	Section 1 everyday texts; Section 2 workplace texts; Section 3 one longer general-interest text
Text structure	Narrative, descriptive, discussion or argument; at least one detailed logical argument; visuals may appear	Notices, advertisements, timetables, instructions, policies, contracts, job/training material and a longer complex text
Technical language	A simple definition is supplied when needed	Context and document conventions carry much of the meaning
Band conversion	Academic test-version conversion	GT test-version conversion; generally more correct answers for the same band

9.2 How answers are marked

IELTS official: each correct answer receives one mark. An incorrect or blank answer receives no mark. Apply the relevant answer-gate rules and exact item instructions; source-word completions must use permitted text words and fit the grammar. Reading's 60 minutes includes answer entry, with no additional transfer time. Spelling and grammar errors can lose marks in typed GT Reading answers.

9.3 True, False and Not Given decisions

Question	Yes/True	No/False	Not Given
True / False / Not Given	Statement agrees with text information.	Statement contradicts text information.	Text neither confirms nor contradicts it.

Question	Yes/True	No/False	Not Given
Yes / No / Not Given	Statement agrees with the writer's view/claim.	Statement contradicts the writer's view/claim.	The view/claim is neither endorsed nor contradicted.

Use textual evidence only. Do not use outside knowledge or turn a fact into the writer's opinion.

9.4 Optional teacher error guide

Optional codes record possible causes. They never change the score. Use one only after the pattern repeats.

Question type	Skill commonly used	Possible code(s)
Multiple choice	Detailed or global understanding and rejection of distractors	R-PARA; R-SCOPE; R-QUAL; R-GIST; R-DETAIL
True/False/Not Given	Compares a factual statement with textual evidence	R-NG; R-QUAL; R-SCOPE; R-DETAIL
Yes/No/Not Given	Compares a proposed claim with the writer's expressed position	R-VIEW; R-NG; R-INFER; R-SCOPE
Matching information	Scans sections for a detail, reason, example, comparison or explanation	R-SCAN; R-PARA; R-SCOPE; R-KEY
Matching headings	Identifies a section's controlling idea rather than its examples	R-GIST; R-SCOPE; R-KEY
Matching features	Relates statements to people, theories, categories or periods	R-DETAIL; R-VIEW; R-REL; R-KEY
Matching sentence endings	Understands semantic and grammatical relationships	R-REL; R-FORM; R-DETAIL
Sentence completion	Transfers exact permitted words into a grammatical sentence	R-FORM; R-SPELL; R-LIMIT; R-KEY
Summary completion	Identifies the scope and essential ideas of a section	R-GIST; R-SCOPE; R-PARA; R-FORM
Note completion	Reconstructs information hierarchy and key details	R-REL; R-FORM; R-PARA; R-DETAIL
Table completion	Classifies information across categories, rows and columns	R-REL; R-DETAIL; R-FORM
Flow-chart completion	Tracks a process, chronology or causal sequence	R-REL; R-REF; R-DETAIL

Question type	Skill commonly used	Possible code(s)
Diagram-label completion	Maps verbal description onto a visual representation	R-REL; R-SCOPE; R-KEY
Short-answer questions	Retrieves the exact requested fact or facts	R-DETAIL; R-LIMIT; R-KEY; R-TIME

9.5 Teacher shorthand (optional)

Use the item-analysis form to record the error, possible causes, how often it occurs, the check task and the result.

Code	What it may indicate
R-GIST	Main idea or author purpose not identified
R-DETAIL	Specific explicit information not located accurately
R-SCAN	Search failed or was too slow to locate the relevant section
R-PARA	Lexical or grammatical paraphrase not recognised
R-SCOPE	Claim applied to a wider/narrower group, time or degree than the text supports
R-QUAL	Quantifier, comparison, modality, negation or limiting phrase ignored
R-INFER	Permitted inference not drawn, or unsupported inference invented
R-VIEW	Writer's view confused with a fact, example or another person's view
R-NG	Absence of evidence mishandled in a Not Given decision
R-REL	Cause, contrast, chronology, classification or reference relation misunderstood
R-REF	Pronoun, demonstrative or lexical reference traced incorrectly
R-FORM	Required grammatical form or answer boundary failed
R-KEY	Response does not match an authorised key form
R-LIMIT	Word/number limit exceeded
R-SPELL	Spelling invalidated an otherwise located answer
R-TIME	Item omitted or guessed because of pacing/answer-entry failure

Choose one supported code, practise that question type, then check whether the pattern repeats.

9.6 Practice score tables

Published average raw-score examples - exact boundaries vary by test version:

Band	Academic Reading average /40	GT Reading average /40
4	Not published	15

Band	Academic Reading average /40	GT Reading average /40
5	15	23
6	23	30
7	30	35
8	35	Not published

IDP practice estimates. These are not universal conversion tables.

Band	Academic /40	GT /40	Band	Academic /40	GT /40
9.0	39-40	40	6.0	23-26	30-31
8.5	37-38	39	5.5	19-22	27-29
8.0	35-36	37-38	5.0	15-18	23-26
7.5	33-34	36	4.5	13-14	19-22
7.0	30-32	34-35	4.0	10-12	15-18
6.5	27-29	32-33			

These rough regional ranges were checked 5 September 2026 and may vary by one raw mark. Public sources reviewed do not give every raw score or a universal table below Band 4. [Sources 27-29](#)

10. Writing teacher rubric

Teacher reference. Writing criteria, bands and unusual responses.

10.1 Tasks, weighting and optional classroom calculation

Task	Academic	General Training	Minimum	Suggested time	Weight
Task 1	Summarise, describe or explain visual information such as graph, chart, table, diagram, process or map	Write a personal, semi-formal or formal letter responding to a situation and three bullet requirements	150 words	20 minutes	1 unit
Task 2	Develop and support a position in response to a question or statement	Discursive essay on a general-interest topic, potentially requiring abstract and complex ideas	250 words	40 minutes	2 units

IELTS official: each task is rated independently; its four criteria are equally weighted; Task 2 counts twice Task 1.

Optional classroom calculation: these formulas model the published equal criterion weights and 1:2 task weighting. IELTS does not publish them as its complete full internal scoring method.

Classroom Task 1 index = (TA + CC + LR + GRA) / 4

Classroom Task 2 index = (TR + CC + LR + GRA) / 4

Classroom Writing index = (Task 1 index + 2 x Task 2 index) / 3

These indices summarise recorded whole-band ratings. They are not published IELTS Writing conversion procedures and must not be rounded or reported as an IELTS Writing band. Calculate only when every required criterion and task has a numeric whole-band rating; otherwise report IE or NR.

10.2 What teachers look for

Use these features as evidence. Do not award a separate point for each feature, and do not require every feature unless the task itself requires it.

Criterion	What to check
TA - Academic Task 1	Select and accurately report key features and principal comparisons with sufficient supporting detail; use figures, trends, stages, locations and changes as applicable; include a clear overview and appropriate report format; avoid exhaustive description or explanations outside the supplied information; 150+ words.
TA - GT Task 1	Clear purpose; all three bullets; relevant extension of each requested function; recognisable letter format; tone/formality suited to recipient and purpose; 150+ words.
TR - Task 2	Every prompt part; relevant ideas and position; clear development throughout; main ideas extended and supported with relevant explanation, reasons, evidence or examples; appropriate essay format; 250+ words.
CC	Logical organisation and progression; focused paragraphs where appropriate; sequencing within/across paragraphs; clear relationships; varied, accurate and proportionate discourse markers; flexible reference/substitution; cohesion that supports meaning without becoming mechanical.
LR	General/topic range; adequacy, relevance, register and precision; controlled variation; collocation (natural word combinations), natural expressions and sophisticated phrasing; how often spelling/word-formation errors occur and their effect; natural, adaptable language rather than copied chunks.
GRA	Appropriate simple, compound and complex structures; flexible clauses/phrases; accuracy across forms; distribution of error-free sentences; how often errors occur and their effect; repeated patterns versus occasional slips; punctuation.

10.3 Unusual responses

These cases affect what can be scored. They do not create a fixed deduction table:

Check	Status	Treatment
No attempt / non-English throughout / proven totally memorised response	IELTS official	Band 0 condition for that task.
20 words or fewer	IELTS official	Band 1 across all four criteria.
Wholly unrelated content	IELTS official	Band 1 for TA/TR only; rate CC, LR and GRA from usable evidence.
Copied task rubric	IELTS official	Discount copied task wording; it cannot evidence the writer's ability.
Partly or wholly plagiarised	IELTS official	May be severely penalised; no public numerical schedule is specified.
Bullet/note form instead of connected text	IELTS official	Inappropriate response form can reduce task fulfilment, cohesion and usable language evidence; no public numerical schedule is specified.
Under 150/250 words	IELTS official / Not specified publicly	A short response may provide insufficient evidence for higher bands and weaken task coverage, LR and GRA; no current public numerical deduction is specified.
Above 150/250 words	IELTS official	No penalty merely for exceeding the minimum; practical risks include lost time, irrelevance and reduced checking.
Off-topic/tangential content	IELTS official	Reflected in TA/TR, from a small lapse to wholly unrelated.
Unreadable text	Classroom procedure / Not specified publicly	Handwriting style as such is unscored; unreadable language supplies no assessable evidence; no public numerical deduction is specified.

Check	Status	Treatment
Rehearsed/formulaic chunks	Classroom procedure	Record exact evidence and judge relevance, integration, adaptability and criterion-specific effects; do not infer total memorisation from formulaic language alone.
Missing one task	IELTS official / Not specified publicly	A blank task meets the Band 0 task condition; do not claim an official final Writing calculation from the classroom weighting formula.

Writing rating rule: choose the whole-band description best supported by the complete response.

Check the band above and below, and apply any explicit condition in the published descriptors.

Descriptor clauses are not points. Record IE (not enough evidence) when the response is too incomplete or unclear for a fair rating.

10.4 Task 1 Academic - Task Achievement bands

Band	What this band looks like
9	Requirements are fully satisfied through selective, accurate coverage of key patterns, comparisons and supporting details; content lapses are extremely rare.
8	All requirements are covered relevantly and sufficiently. Key features are chosen skilfully, clearly made easy to see and effectively illustrated; only occasional content omissions or lapses occur.
7	Requirements are covered in an appropriate format; information is relevant and accurate apart from a few omissions/lapses. A clear overview categorises the data and identifies main trends/differences. Selected features are clear but could be supported or explained more fully.
6	The response focuses on the task and uses an appropriate format. Selected key features are adequately covered and highlighted; a relevant overview is attempted; figures/data support the selection. Some detail may be irrelevant, inaccurate, missing, excessive or insufficiently illustrated.
5	The task is addressed generally but format may lapse. Selected key features are inadequate, detail is largely mechanical, data support may be absent, and the bigger picture may be missed. Important irrelevant/inaccurate material weakens the response; extension is limited.
4	There is an attempt, but few key features are selected. Format may be unsuitable; content may be irrelevant, repetitive, inaccurate or inappropriate.
3	Requirements are not addressed, possibly because the visual was misunderstood. Presented features are largely irrelevant; little information is given and may be repeated.
2	Content only barely relates to the task.

Band	What this band looks like
1	The response has 20 words or fewer, or content is wholly unrelated; copied rubric is ignored.
0	Candidate did not attend/attempt, used a language other than English throughout, or the answer is proven wholly memorised.

10.5 Task 1 General Training - Task Achievement bands

Band	What this band looks like
9	Every requirement is satisfied fully and appropriately; purpose, all functions, tone and format are complete, with only extremely rare content lapses.
8	All requirements are covered appropriately, relevantly and sufficiently. Every bullet is clearly presented and suitably supported with enough detail; occasional content lapses may occur.
7	All bullets are covered and clearly made easy to see, though fuller or more suitable development may be needed. Purpose is clear; tone is consistent and appropriate; format is suitable; lapses are minimal.
6	All bullets are adequately covered and purpose is generally clear. Format is appropriate, with possible minor tone inconsistency. Some detail may be irrelevant, inappropriate, inaccurate, missing, excessive or underdeveloped.
5	All bullets appear, but one or more is inadequately covered. Purpose can become unclear; tone is variable or unsuitable; format may lapse; key irrelevant/inaccurate content and limited development reduce achievement.
4	Not all bullets are presented. Purpose is unclear or confused; tone and/or format may be unsuitable. Presented functions can be irrelevant, repetitive, inaccurate or inappropriate.
3	Requirements are not addressed, perhaps because the situation is misunderstood. Bullet content is largely irrelevant; little information is given and may be repeated.
2	Content only barely relates to the situation.
1	The response has 20 words or fewer, or content is wholly unrelated; copied rubric is ignored.
0	Candidate did not attend/attempt, used a language other than English throughout, or the answer is proven wholly memorised.

10.6 Task 2 - Task Response bands

Band	What this band looks like
9	The prompt is answered directly and explored in depth. The position is clear and fully developed; all ideas are relevant, fully extended and well supported; content/support lapses are extremely rare.

Band	What this band looks like
8	The prompt is addressed appropriately and sufficiently. The position is clear and well developed; ideas are relevant, well extended and supported; only occasional omissions or content lapses occur.
7	The main prompt parts are addressed appropriately. A clear developed position is sustained; main ideas are extended and supported, though support may occasionally overgeneralise or lose focus/precision.
6	Main parts are addressed, possibly unevenly, in an appropriate format. A directly relevant position is present, but conclusions may be unclear, unsupported or repetitive. Main ideas are relevant, while some development, clarity or support is inadequate or less relevant.
5	Main prompt parts are incomplete. A position is expressed but not consistently clear in development. Ideas are limited or underdeveloped and may include irrelevant detail or repetition; format may lapse.
4	The prompt is handled minimally or only partly or indirectly, perhaps through misunderstanding. A position is hard to locate; identifiable ideas lack relevance, clarity or support; large sections may repeat; format may be unsuitable.
3	No prompt part is adequately answered or the prompt is misunderstood. No relevant position is identifiable; only a few ideas appear and they may be irrelevant or undeveloped.
2	Content barely relates to the prompt; no position is identifiable; one or two undeveloped idea fragments may appear.
1	The response has 20 words or fewer, or content is wholly unrelated; copied rubric is ignored.
0	Candidate did not attend/attempt, used a language other than English throughout, or the answer is proven wholly memorised.

10.7 Coherence and Cohesion bands - both tasks

Band	What this band looks like
9	The message is effortless to follow. Cohesion is so natural that it almost never attracts attention; lapses are minimal; paragraphing is skilful.
8	The message is easy to follow. Information and ideas are logically sequenced, cohesion is well controlled, and paragraphs are sufficient and appropriate; occasional lapses may occur.
7	Organisation is logical and progression is clear, with only minor lapses. A range of devices, including reference and substitution, is used flexibly but may show some inaccurate, excessive or insufficient use. In Task 2, paragraphs generally support coherence and internal sequencing is logical.
6	Information and ideas are generally coherent with clear overall progression. Devices sometimes work well but can be mechanical or faulty through misuse, overuse or omission. Reference/substitution may lack flexibility or clarity and cause repetition. In Task 2, paragraph logic or central focus may lapse.

Band	What this band looks like
5	Organisation is visible but not fully logical; overall progression may be weak, although an underlying thread remains. Ideas can be followed, but sentences are not linked fluently. Devices may be limited, excessive or inaccurate; weak reference/substitution causes repetition. In Task 2, paragraphing may be inadequate or absent.
4	Ideas are present but not coherently arranged and there is no clear progression. Relationships are unclear or poorly marked; basic devices are repetitive or inaccurate; referencing/substitution is weak or absent. Task 2 may have no paragraphing or no clear main topic within paragraphs.
3	No apparent logical organisation. Ideas are hard to connect; minimal sequencers/devices do not show genuine logical relationships; referencing is difficult to identify. Task 2 paragraph attempts are unhelpful.
2	There is little relevant message, possibly wholly off-topic, and little control of organisation.
1	A response of 20 words or fewer does not provide usable evidence of cohesion or a communicated message.
0	Global Band 0 condition applies.

10.8 Lexical Resource bands - both tasks

Band	What this band looks like
9	Vocabulary is fully flexible and precise for the task. A wide resource is used accurately, appropriately, naturally and with sophisticated control. Spelling/word-formation slips are extremely rare and minimally consequential.
8	A wide resource conveys precise meaning fluently and flexibly. Less-common or idiomatic language is used skilfully when appropriate; occasional word-choice/collocation and spelling/formation errors have minimal impact.
7	Range permits flexibility and precision. Some less-common/idiomatic ability and awareness of style/collocation are evident, despite occasional unsuitable choices. Only a few spelling/formation errors occur and clarity remains intact.
6	Vocabulary is generally adequate and appropriate. Meaning remains clear despite restricted range or imprecision. Risk-taking may broaden range but increase inaccuracies. Some spelling/formation errors occur without obstructing communication.
5	Resource is limited but minimally sufficient. Simple words may be accurate, but variation is weak; inappropriate choices, simplification and repetition recur. Spelling/formation errors are noticeable and can strain the reader.
4	Resource is limited and inadequate or partly unrelated. Basic vocabulary repeats; formulaic, memorised or task/source-copied chunks may be unsuitable. Word-choice, formation and spelling errors can impede meaning.

Band	What this band looks like
3	Resource is inadequate, possibly because the response is significantly underlength. Dependence on prompt/memorised language may be strong; choice and spelling control are very limited and predominant errors can severely block meaning.
2	Only a few recognisable strings, largely memorised; no apparent control of word formation or spelling.
1	At 20 words or fewer, no usable resource beyond isolated words is demonstrated.
0	Global Band 0 condition applies.

10.9 Grammatical Range and Accuracy bands - both tasks

Band	What this band looks like
9	A wide range is used with full flexibility and control. Grammar and punctuation are appropriate throughout; minor slips are extremely rare and have minimal effect.
8	A wide range is used flexibly and accurately. Most sentences are error-free; punctuation is well managed; occasional non-systematic errors or unsuitable forms have minimal effect.
7	Varied complex structures show some flexibility and accuracy. Grammar and punctuation are generally controlled; error-free sentences are frequent. A few errors may persist but do not impede communication.
6	Simple and complex forms are mixed, but flexibility is limited and complex structures are less accurate. Grammar/punctuation errors occur but rarely obstruct communication.
5	Range is limited and repetitive. Complex attempts are faulty; accuracy is strongest in simple sentences. Frequent grammatical errors may cause difficulty and punctuation may be faulty.
4	Range is very limited; simple sentences dominate and subordinate clauses are rare. Some structures are accurate, but frequent grammar errors can impede meaning; punctuation is often inadequate.
3	Sentence forms are attempted, but grammar/punctuation errors dominate except in memorised or task/source-copied phrases and prevent most meaning. Length may be insufficient to demonstrate control.
2	Little or no evidence of sentence forms beyond memorised phrases.
1	At 20 words or fewer, no usable grammar evidence is demonstrated.
0	Global Band 0 condition applies.

10.10 Practice and evidence prompts

Classroom prompts only; they add no scoring points.

Task	Optional student planning / teacher evidence prompts
Academic charts/tables	Dominant pattern; meaningful groups; selective highs, lows, trends and differences; accurate figures, units and time frames; selection is required and exhaustive detail is unnecessary.
Academic processes	Overall sequence, cycle or main phases as applicable; main stages in correct order; accurate key inputs, outputs and transformations; no invented causes.
Academic maps/plans	Main change/spatial pattern; accurate additions, removals, replacements and unchanged features; time-point comparison; clear spatial relations.
Academic mixed visuals	Integrate related data; compare only where inputs permit.
GT letter	Identify recipient relationship; make purpose clear; fulfil rather than copy each bullet; add relevant detail; keep formality consistent in requests, greetings, contractions, vocabulary and closing; suitable salutation/closing; addresses not required.
Task 2	Mark directive/scope terms; answer the exact question; make each paragraph advance the response; explain links between claims and support; check support for relevance and explanation; align any conclusion with the developed position.

Choose the prompt linked to the main criterion barrier, complete a targeted rewrite, and record the result on the relevant Section 12 form.

11. Speaking teacher rubric

Teacher reference. Speaking criteria, bands and unusual responses.

11.1 Format and scoring

Same in Academic and GT: an 11-14 minute recorded, live interview with a human examiner, delivered in person or by approved video call. FC, LR, GRA and Pronunciation each carry 25%; rate average performance across all three parts. Current public sources specify one whole-interview score and no per-part band, Task Response score or factual-correctness score.

Part	Time	What the test taker does
1	4-5 min	Answer familiar questions about identity, home, study/work, interests and experience.
2	3-4 min	Use one minute to prepare, speak from a task card for up to two minutes, then answer one or two brief follow-up questions.

Part	Time	What the test taker does
3	4-5 min	Discuss broader and more abstract issues related to Part 2.

Classroom Speaking index = (FC + LR + GRA + Pronunciation) / 4

Calculate the index only from a complete Parts 1-3 interview with a numeric whole-band rating for every criterion. It is a classroom index, not a reported IELTS Speaking band; do not apply official overall-band rounding.

11.2 What teachers listen for

These features help teachers listen carefully. They are evidence rather than a checklist of extra points.

Criterion	What to listen for across the interview
Fluency and Coherence	Ability to keep speaking in short and long answers; pauses used for thinking about ideas rather than repeatedly searching for language; limited disruptive repetition or restarting; answers that are relevant, developed and logically connected; linking words that support meaning.
Lexical Resource	Enough vocabulary for familiar and unfamiliar topics; precise and suitable word choice; natural word combinations and expressions; successful paraphrase when a word is missing; limited formulaic repetition.
Grammatical Range and Accuracy	A useful mix of short and complex sentences; natural use of clauses, verb forms and modification; frequency and pattern of errors; effect of errors on clarity and precision.
Pronunciation	Clear grouping of words; rhythm, stress and intonation that support meaning; accurate word stress and individual sounds; clarity across longer answers; listener effort and any effect of accent on understanding.

Speaking rating rule: choose the whole-band description best supported by the complete interview.

Check the band above and below, and apply any explicit condition in the published descriptors.

Descriptor clauses are not points. Record IE (not enough evidence) when the interview is too incomplete or unclear for a fair rating.

11.3 Fluency and Coherence bands

Band	What this band looks like
9	Speech is fluent with only very occasional repetition/self-correction. Hesitation serves content planning, not language search. Language suits the situation; cohesion is fully acceptable; topics are coherently and appropriately extended.
8	Speech is fluent with very occasional repetition/self-correction. Language-search hesitation occurs only occasionally and most pausing plans content. Development is coherent, appropriate and relevant.

Band	What this band looks like
7	Long turns are produced readily without noticeable effort. Some mid-sentence hesitation, repetition or repair may reveal language-access difficulty but does not damage coherence. Discourse markers, connectives and cohesive features are flexible.
6	The candidate keeps going and is willing to produce long turns. Hesitation, repetition or repair sometimes damages coherence. A range of discourse/cohesive devices is used, though not always appropriately.
5	Speech usually continues through slow delivery, repetition and self-correction. Basic word/grammar searches occur mid-sentence; some devices are overused. Complexity causes disfluency, while simple language can remain fluent.
4	Speech cannot continue without noticeable pauses; it may be slow, repetitive and frequently self-corrected. Simple sentences are linked through repetitive connectives and coherence sometimes breaks down.
3	Frequent, sometimes long, word-search pauses occur. Linking and extension beyond simple responses are limited; basic messages often fail.
2	A long pause precedes almost every word. Isolated recognisable words have virtually no communicative value.
1	Essentially no usable fluency/coherence; speech is wholly incoherent.
0	Candidate does not attend or does not complete the test.

11.4 Lexical Resource bands

Band	What this band looks like
9	Vocabulary is completely flexible and precise across contexts; accurate and idiomatic use is sustained.
8	A wide, readily flexible resource conveys precise meaning on all topics. Less-common/idiomatic language is skilful despite occasional choice/collocation inaccuracy; paraphrase is effective.
7	Vocabulary is flexible across varied topics. Some less-common/idiomatic ability and awareness of style/collocation are evident despite unsuitable choices; paraphrase works effectively.
6	Resource supports discussion at length. Some vocabulary is unsuitable, but meaning remains clear; paraphrase generally succeeds.
5	Resource covers familiar and unfamiliar topics but flexibility is limited; paraphrase is attempted with mixed success.
4	Resource is adequate for familiar topics but conveys only basic meaning on unfamiliar ones. Word-choice errors are frequent and paraphrase is rare.
3	Simple vocabulary mainly handles personal information; it is inadequate for unfamiliar topics.

Band	What this band looks like
2	Very limited isolated words or memorised utterances; communication largely depends on gesture/mime.
1	Only a few isolated words; communication is impossible.
0	Candidate does not attend or does not complete the test.

11.5 Grammatical Range and Accuracy bands

Band	What this band looks like
9	Structures are precise and accurate throughout apart from slips typical of spontaneous native-speaker speech.
8	A wide range is used flexibly; most sentences are error-free. Occasional non-systematic/unsuitable forms occur and a few basic errors may remain.
7	A range is used flexibly and error-free sentences are frequent. Simple and complex sentences work effectively despite some errors; a few basic errors may persist.
6	Short and complex forms are mixed with some variety but limited flexibility. Complex-form errors are frequent yet rarely obstruct communication.
5	Basic sentence forms are produced with reasonable accuracy. Complex structures are attempted, but their range is limited and errors may cause comprehension problems.
4	Basic forms and some short error-free utterances occur. Subordination is rare; turns are short; structures repeat and errors are frequent.
3	Basic forms are attempted, but errors are numerous except in apparently memorised utterances.
2	No evidence of basic sentence forms.
1	No usable language evidence unless memorised.
0	Candidate does not attend or does not complete the test.

11.6 Pronunciation bands

Band	What this band looks like
9	A full phonological range is used with precision, subtlety and sustained flexibility. Understanding is effortless throughout and accent has no effect on intelligibility.
8	A wide phonological range conveys precise and subtle meaning with sustained flexibility and only occasional lapses. Speech is easy to understand throughout and accent has minimal effect on intelligibility.
7	All positive Band 6 features plus some, but not all, positive Band 8 features. This is an intentional official bridge; do not invent a separate feature checklist.

Band	What this band looks like
6	A feature range is present but control varies. Chunking is generally appropriate; weak stress timing or excessive speed can disturb rhythm. Stress/intonation work sometimes but are not sustained. Some word/phoneme errors briefly reduce clarity; understanding generally needs little effort.
5	All positive Band 4 features plus some, but not all, positive Band 6 features. This is an intentional official bridge.
4	Some acceptable but limited features and chunking occur; rhythm lapses frequently. Stress/intonation are attempted with limited control. Frequent word/phoneme errors reduce clarity; listener effort is needed and some stretches are unintelligible.
3	Some Band 2 features plus some, but not all, positive Band 4 features. This is an intentional official bridge.
2	Few acceptable features are evident. Delivery prevents connected speech; most words and phonemes are mispronounced, little meaning emerges, and speech is often unintelligible.
1	Occasional words/phonemes may be recognisable, but no overall meaning is conveyed; speech is unintelligible.
0	Candidate does not attend or does not complete the test.

11.7 Speaking edge cases

Issue	Status	Rating treatment
Hesitation	IELTS official	Judge frequency, location, content planning versus language search, and effect on coherence; no automatic deduction.
Self-correction	IELTS official / Classroom procedure	An isolated useful repair can show monitoring; frequent reliance may reduce fluency; no fixed deduction.
Rehearsed language	IELTS official / Classroom procedure	No public flat penalty is specified. Judge relevance, flexibility, natural integration and remaining spontaneous evidence; low bands recognise memorised utterances.
Off-topic response	Classroom procedure	No Task Response score. Irrelevance can weaken relevant/coherent development and reduce LR/GRA evidence.

Issue	Status	Rating treatment
Accent	IELTS official	Accent identity is not separately scored. Rate phonological range and control, chunking, connected speech, rhythm, stress, intonation, word and phoneme production, listener effort and the accent's effect on intelligibility.
Factual truth/opinion	Classroom procedure	Rate language, not whether an opinion is correct or an example happened; relevance and development still matter.
Examiner interruption	Classroom procedure	Do not penalise time management or a move to the next question; rate the whole interview.
Gesture/mime	IELTS official	At very low LR bands, dependence on gesture shows inadequate verbal resource; otherwise body language is unscored.
Eye contact/confidence	Not specified publicly	Unscored in the public criteria reviewed. Rate only language consequences such as inaudibility, minimal development or long pauses.
Speed	Classroom procedure	Faster is not better if chunking, rhythm, clarity or connected meaning suffers.
Delivery/rating mode	Research finding / Classroom procedure	Record delivery as in-person or video and rating as live, video replay or audio-only; record completeness and technical quality. Audio-only evidence is limited by the recording method and should be used formatively.
Access arrangements	IELTS official	Apply the scoring criteria unchanged and record the altered conditions; see Section 7.4.

11.8 Part-by-part evidence and practice map

Evidence opportunities only; no feature is compulsory and no separate part band is calculated.

Part	Fluency/coherence evidence	Lexical evidence	Grammar evidence	Pronunciation evidence
1	Delay before answering; relevant extension where appropriate; repair pattern	Everyday precision; variation; familiar-topic paraphrase	Basic control; spontaneous expansion	Baseline clarity, stress and chunking
2	Sustained continuity; staging; topic development	Descriptive/narrative range; variation; paraphrase around gaps	Time reference; subordination; modification; sentence variety	Rhythm/intelligibility across a long turn
3	Analytical turns; follow-up adaptability; qualification	Abstract vocabulary; stance; comparison; precise paraphrase	Modality, conditionals or other complex relations when natural; information focus	Stress/intonation for contrast, qualification and emphasis

Choose one cell linked to the main criterion barrier, practise a comparable part, and record the new evidence on the Speaking form.

12. Classroom records and detailed forms

Part III: Records and technical reference. Use the short form for everyday teaching. Use the detailed forms when a fuller evidence trail is useful. Classroom records do not produce official IELTS results.

12.1 Everyday feedback record

Use this short form for normal lessons. The longer forms later in this section are optional and suit formal tracking, difficult cases or second marking.

Record	Entry
Student, task and date	_____
Result and result type	_____
Strongest supported skill	_____
Evidence from the work	_____
Main barrier to the next band	_____
Practice action	_____
Success check and review date	_____

12.2 Assessment identity and evidence status

Record	Entry
Student / sample ID	_____
Date / attempt / target	_____ Attempt _____ Target band or criterion _____
Test and task	Academic / GT _____ Skill/task/form ID _____
Conditions	Mode _____ Timed/untimed _____ Independent/draft/revised _____
Completeness	Complete/partial/unusable _____ Missing evidence _____
Access conditions	Standard/adjusted _____ Actual adjustment or deviation _____
Rating record	Marker/date _____ Benchmark source/date _____
Interpretation	One-sample feedback / repeated comparable evidence / recheck required _____

12.3 Component record

Component	Evidence and reported value	Result type	Source or limitation
Listening	Raw /40 _____ Value/range _____	Official / converted with the test's own table / estimated range / IE / NR _____	Form/conversion source _____ Limitation _____

Component	Evidence and reported value	Result type	Source or limitation
Reading	Academic/GT _____ Raw /40 _____ Value/range _____	Official / converted with the test's own table / estimated range / IE / NR _____	Form/conversion source _____ Limitation _____
Writing Task 1	TA _____ CC _____ LR _____ GRA _____ Index _____	Classroom index / IE / NR _____	Prompt/conditions _____
Writing Task 2	TR _____ CC _____ LR _____ GRA _____ Index _____	Classroom index / IE / NR _____	Prompt/conditions _____
Writing	Official band _____ Weighted classroom index _____	Official / classroom index / IE / NR _____	Official record or missing input _____
Speaking	Official band _____ FC _____ LR _____ GRA _____ Pronunciation _____ Classroom index _____	Official / classroom index / IE / NR _____	Delivery/rating mode and limitation _____

12.4 Official overall and classroom summary

Record	Entry
Official result	Copy from one TRF/eTRF: identifier _____ Original/OSR _____ Overall band _____
Classroom summary	If all four components are complete and comparable: indicative classroom range _____. Not an IELTS overall band; do not apply official rounding.
Missing or incomparable evidence	IE/NR reason _____ New sample/recheck needed _____

For an official result, use only the components on the same original or authorised OSR TRF and apply the published overall rule. Never create a best-of-sittings result. For mixed or classroom evidence, do not report an IELTS overall band or apply official rounding.

Uncertainty. A result describes one performance under recorded conditions. It may vary across test versions, tasks, dates, conditions, Speaking formats and markers. A **0.5** difference alone does not prove change. Official IELTS reliability data cannot show how precise a classroom score is.

12.5 Shared evidence-to-action record

Teacher evidence	Student action
Target / next higher band _____	My target in my own words _____
Secure evidence _____	Secure strength _____
What prevents the next band / priority _____	What I understand the feedback to mean _____
Practice task and behaviour _____	What I will do _____
Observable success check _____	Review date _____
Evidence reviewed / result _____	Outcome and next step _____

Optional detailed forms. These forms are fillable in Word and remain usable when printed. Evidence notes explain a decision and add no points.

12.6 Listening/Reading item-analysis form

Classroom record. Use the official key where supplied. Diagnostic codes are hypotheses with no score effect.

Record	Entry
Student / teacher / date	Student _____ Teacher _____ Date _____
Test / attempt / target	Academic/GT _____ Listening/Reading _____ Attempt _____ Target _____
Form and conditions	Form ID _____ Mode _____ Timing _____ Standard/adjusted _____ Adjustment used _____

Record	Entry
Completion and source	Complete/IE/NR _____ Exact-form/general mapping/none _____ Source/version _____
L/R score record	Entry
Raw and reported result	Correct /40 _____ Value/range _____ Result type _____
Pattern	Part/section/passage performance _____ Timing _____ Blanks/guesses _____
Interpretation	One-form feedback / repeated comparable forms _____ IE/NR reason _____

12.6.1 Item log and teacher record

One row may group a question type or section; identify the relevant item numbers.

Item range	Question type	Correct / total	Answer-rule issue	Diagnostic code + instances	Practice action + success check
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

L/R teacher record	Entry
Observed error and possible cause	_____
Alternative or unknown cause	_____
Student explanation / observed strategy	_____
Confirmation task and result	_____

12.6.2 Student action and recheck

L/R student action	Entry
Secure strength	_____
Target / next higher band	_____
Practice task and behaviour	_____
Success check; review date / result	_____

12.7 Writing Task 1 rating form

Classroom record. Use adjacent whole-band ratings. Evidence checks add no points; record IE/NR when the sample is insufficient.

Record	Entry
Student / teacher / date	Student _____ Teacher _____ Date _____
Test / attempt / target	Academic/GT _____ Attempt _____ Target _____
Prompt and conditions	Prompt ID _____ Timed yes/no _____ Independent/draft _____ Standard/adjusted _____ Adjustment used _____
Completion	Complete/partial/unusable _____ IE/NR reason _____

Task 1 criterion	Band / IE / NR	Supporting evidence	Next higher band checked and what prevents the next band
Task Achievement - Section 10.4 or 10.5	_____	_____	_____
Coherence and Cohesion - Section 10.7	_____	_____	_____
Lexical Resource - Section 10.8	_____	_____	_____
Grammatical Range and Accuracy - Section 10.9	_____	_____	_____

Task 1 teacher record	Entry
Task and word count	Exact word count _____ Sufficient-evidence concern _____ No numerical deduction assumed _____
Academic only	Key-feature selection _____ Overview _____ Report format _____
GT only	Purpose _____ All bullets _____ Tone/formality _____ Letter format _____
Source evidence	Exact copied wording _____ Formulaic-language observation _____ Mark unused Academic/GT block N/A _____
Outcome	Set of criterion ratings _____ Classroom task index _____ Result type _____
Rating control	Marker/date _____ Benchmark set/date _____ Second rating/final review _____
Task 1 student action	Entry
Secure strength	_____
Target / next higher band	_____
Practice task and behaviour	_____
Success check; review date / result	_____

12.8 Writing Task 2 rating form

Classroom record. Use adjacent whole-band ratings. Evidence checks add no points; record IE/NR when the sample is insufficient.

Record	Entry
Student / teacher / date	Student _____ Teacher _____ Date _____
Test / attempt / target	Academic/GT _____ Attempt _____ Target _____
Prompt and conditions	Prompt ID _____ Timed yes/no _____ Independent/draft _____ Standard/adjusted _____ Adjustment used _____
Completion	Complete/partial/unusable _____ IE/NR reason _____

Task 2 criterion	Band / IE / NR	Supporting evidence	Next higher band checked and what prevents the next band
Task Response - Section 10.6	_____	_____	_____
Coherence and Cohesion - Section 10.7	_____	_____	_____
Lexical Resource - Section 10.8	_____	_____	_____
Grammatical Range and Accuracy - Section 10.9	_____	_____	_____

Task 2 teacher record	Entry
Task and word count	Exact word count _____ Sufficient-evidence concern _____ No numerical deduction assumed _____
Task response	Prompt parts _____ Position _____ Relevance _____
Development	Supporting ideas _____ Explanations/evidence/examples _____ Progression _____
Source evidence	Exact copied wording _____ Formulaic-language observation _____
Outcome	Set of criterion ratings _____ Classroom task index _____ Result type _____
Rating control	Marker/date _____ Benchmark set/date _____ Second rating/final review _____
Task 2 student action	Entry
Secure strength	_____
Target / next higher band	_____
Practice task and behaviour	_____
Success check; review date / result	_____

12.9 Speaking rating form

Classroom record. Use the complete interactive interview and adjacent whole-band ratings. Audio-only evidence is limited by the recording method; record IE/NR when evidence is insufficient.

Record	Entry
Student / teacher / date	Student _____ Teacher _____ Date _____
Test / attempt / target	Academic/GT _____ Attempt _____ Target _____
Delivery and rating	In-person/video delivery _____ Live/video replay/audio-only rating _____
Conditions and quality	Standard/adjusted _____ Adjustment used _____ Technical quality/disruption _____
Completion	Part 1 _____ Part 2 _____ Part 3 _____ Complete/partial/unusable _____

Speaking criterion	Band / IE / NR	Supporting evidence across Parts 1-3	Next higher band checked and what prevents the next band
Fluency and Coherence - Section 11.3	_____	_____	_____
Lexical Resource - Section 11.4	_____	_____	_____
Grammatical Range and Accuracy - Section 11.5	_____	_____	_____

Speaking criterion	Band / IE / NR	Supporting evidence across Parts 1-3	Next higher band checked and what prevents the next band
Pronunciation - Section 11.6	_____	_____	_____
Speaking teacher record	Entry		
Language evidence	Content-planning/language-search pauses _____ Paraphrase _____ Range/accuracy _____		
Pronunciation evidence	Feature range/control _____ Chunking/rhythm/stress/intonation _____ Word/phoneme clarity _____ Listener effort/accent effect _____		
Evidence status	Complete/partial/unusable _____ IE/NR reason _____ Limited by the recording method yes/no _____		
Outcome	Set of criterion ratings _____ Classroom Speaking index _____ Result type _____		
Rating control	Marker/date _____ Benchmark set/date _____ Second rating/final review _____		
Interpretation	One-sample feedback/repeated trend _____ Re-sample/review date _____		

12.9.1 Student action and recheck

Speaking student action	Entry
Secure strength	_____
Target / next higher band	_____
Practice task and behaviour	_____
Success check; review date / result	_____

13. Teacher quality checks

Part III: Records and technical reference. This section is for teachers and programmes that need consistent marking across people or time.

13.1 First marking

1. Review the complete response or Parts 1-3 interview.
2. Rate each criterion independently and record evidence supporting the rating and any published condition that limits it.
3. Choose the whole-band description best supported by the complete sample. Record IE when the evidence is too incomplete for a fair rating.
4. Calculate a classroom index only from complete numeric inputs.
5. Record the result type, conditions and interpretation before giving feedback.

13.2 When a second check is useful

- The result may affect a high-stakes decision or be close to a cut score.
- The sample, task, interview part, key or conversion is incomplete or uncertain.
- Administration, recording quality or Speaking rating mode may have affected the evidence.
- The decision depends mainly on one error, phrase, paragraph or speech measure.
- Memorisation, copying, plagiarism, unreadability or unrelated content is material.
- The two ratings differ by more than the institution's stated limit.

No universal IELTS second-marking threshold is specified publicly. Define any local trigger before live classroom rating and review it using records of how closely markers agree.

13.3 Separate marking and final review

1. Markers work independently before discussion.
2. Each records criterion ratings or IE/NR and cites representative evidence.
3. Compare ratings criterion by criterion.
4. Resolve differences by returning to the complete sample and the published descriptors. Do not bargain between scores or average them automatically.
5. If disagreement remains, a designated lead or third teacher reviews the work independently and makes the final decision.

6. Retain both original ratings, the final reviewed result, rationale, names and dates.
7. If the evidence cannot support a decision, report IE and obtain a new sample.

13.4 Keeping teacher judgements consistent

- Use current official descriptors, scored samples and examiner comments; samples are reference points rather than templates or exhaustive definitions.
- Mark benchmark samples before discussion. Record the benchmark, reference score, marker score and difference.
- Define the local acceptance rule before live classroom rating.
- Re-mark reference or repeated samples periodically to check whether ratings are becoming unusually strict, generous or inconsistent; record corrective action.
- Run a new benchmark check after descriptor, task or delivery changes. Training attendance alone does not establish acceptable rating performance.
- Use error frequency and effect rather than fixed counts; use speech research for practice rather than band thresholds.

13.5 Second-marking record

Second-marking record	Entry
Trigger and local rule/version	_____
Marker 1 record	Marker _____ Date _____ Benchmark set _____
Marker 2 record	Marker _____ Date _____ Benchmark set _____
Original criterion ratings	_____
Evidence disagreement	_____
Final review	Final reviewer _____ Date _____
Final status	Confirmed / revised / IE / NR / unresolved _____
Rationale and action	Rationale / new-sample action _____ Review date _____

14. Technical reference and evidence limits

Part III: Records and technical reference. Read this section when the status of a rule, score or classroom procedure matters.

14.1 Where each rule comes from

Label	Meaning
IELTS official	Published by IELTS or its joint owners.
Official-partner guidance	Published by IDP, British Council or Cambridge; subordinate to newer IELTS.org material where sources conflict.
Research finding	Study or assessment standard informing cautious classroom practice; not an IELTS scoring rule.
Classroom procedure	Local evidence, calculation or second-marking process; never an extra IELTS scoring rule.
Diagnostic hypothesis	Possible explanation requiring confirmation; no score effect by itself.
Not specified publicly	Not specified in the current public official sources reviewed; do not invent an official rule.

Rule status and result status are different. The labels above describe information in this guide. They do not describe a learner's result.

Test: GT = General Training; L/R/W/S = Listening/Reading/Writing/Speaking; T1/T2 = Task 1/Task 2.

Writing: TA = Task Achievement; TR = Task Response; CC = Coherence and Cohesion; LR = Lexical Resource; GRA = Grammatical Range and Accuracy. **Speaking:** FC = Fluency and Coherence.

14.2 Complete teacher glossary

Term	Meaning	Term	Meaning
Raw score	Correct answers before band conversion.	Test form	One specific test version.
Criterion	One scored dimension.	Band anchor	Published description used for comparison.

Term	Meaning	Term	Meaning
Evidence-based band match	Choose the whole-band description best supported by the complete sample; apply explicit conditions in the published descriptors and never count clauses as points.	Form conversion	Raw-to-band table for one test version.
Distractor	Plausible but wrong option.	Register/tone	Style suited to audience and purpose.
Coherence	Logical progression.	Cohesion	Language connecting ideas.
Collocation	Words naturally used together.	Chunking	Grouping speech into meaningful units.
Intelligibility	How readily speech is understood.	Reference/substitution	Words that point back or replace repeated content.
Discourse marker	Word/phrase signalling an idea relationship.	Modality/aspect	Grammar showing certainty/obligation or how an action unfolds.
Subordination	A dependent clause linked to a main clause.	Phoneme/elision	A speech sound / omitted sound in connected speech.
Circumlocution	Explaining around a missing word.	Stance/qualification	A viewpoint / language limiting or refining it.
Scope	Who, what, time or degree a claim covers.	Test taker	Person taking the test.
Next higher band	The band immediately above the current decision.	Next-band barrier	Evidence that prevents the work from reaching that higher band.
IE	Insufficient evidence for a fair result.	NR	No rating made or no usable submission.
Comparable sample	A similar task completed and scored under similar conditions.	Second-marking check	A separate rating followed by a recorded final decision.

14.3 Types of results

Result type	Meaning
Official IELTS result	Component or overall result copied from one valid TRF/eTRF, including an authorised One Skill Retake TRF.
Practice result using the test's own conversion table	Listening/Reading raw score converted with a named table supplied for that exact form; not an official result.
Estimated practice range	Listening/Reading range based on a dated general practice mapping when no exact-form conversion exists.
Classroom average	Arithmetic summary of whole-band Writing or Speaking criterion ratings using published weights; not an IELTS band.
IE - Insufficient evidence	Some performance exists, but its completeness, quality or conditions do not support a fair band rating or calculation.
NR - Not rated	No rating decision was made or no usable submission was available.

IE and NR are administrative outcomes, not bands. Never convert them to zero, impute them or include them in an average.

14.4 Uncertainty and responsible use

- An official result comes from IELTS under official test and rating conditions.
- A classroom result supports feedback and practice. It does not become official through detailed forms or calculations.
- A raw-score conversion can vary by test version. Use the exact test's table when available.
- One Writing task, one interview or one practice test may not show stable ability. Confirm important conclusions through comparable samples.
- A diagnostic label records a possible explanation for an error. It does not prove a cognitive, motivational, learning or medical cause.
- Approved access arrangements change access conditions while the scoring criteria remain the same. Copy an officially calculated exemption score from the result document and never calculate it locally.

14.5 What public information does not establish

Do not present these as current official IELTS rules:

- one immutable Listening or Reading raw-to-band table for every live form;
- a universal band for every raw score from 0 to 40, especially below Band 4;

- qualitative analytic Band 0-9 descriptors for Listening or Reading comparable with Writing/Speaking;
- standalone public descriptors for Writing or Speaking half bands;
- exact productive-skill half-band assignment, internal rounding or a final decision for a response with mixed criterion bands beyond the published descriptors;
- exact official aggregation after a blank Writing task;
- numerical deductions for underlength, plagiarism, bullet form, illegibility, memorisation or off-topic content;
- fixed Writing word-count rules for hyphenated words, numerals and contractions in current public guidance;
- fixed error counts, connector counts, vocabulary lists, words-per-minute thresholds, pause counts or accent categories for any band;
- one universal computer-Listening final-review period stated by IELTS.org;
- public per-part Speaking bands or equivalence between an audio-only monologue and the interactive Speaking test;
- classroom reliability, standard errors, confidence intervals, sample-count rules or second-marking thresholds copied from official IELTS statistics;
- diagnostic mastery scores or proof that one error reveals a cognitive, learning, motivational or medical cause;
- confidential examiner handbooks, standardisation sets, live-form equating data or administrative malpractice procedures.

Official productive-skill scores depend on certificated, standardised IELTS examiners and controlled procedures; classroom use cannot reproduce official status.

15. Sources and claim map

15.1 Core official sources

1. IELTS. [IELTS scoring in detail: band scores explained](#).
2. IELTS. [IELTS Writing Band Descriptors](#). Updated May 2023.
3. IELTS. [IELTS Writing Key Assessment Criteria](#).
4. IELTS. [IELTS Speaking Band Descriptors](#).
5. IELTS. [IELTS Speaking Key Assessment Criteria](#).
6. IELTS. [IELTS Academic Listening format](#).
7. IELTS. [IELTS Academic Reading format](#).
8. IELTS. [IELTS General Training Reading format](#).
9. IELTS. [IELTS Academic Writing format](#).
10. IELTS. [IELTS General Training Writing format](#).
11. IELTS. [IELTS Academic Speaking format](#).
12. IELTS. [Listening Sample Tasks 2023](#).
13. IELTS. [Academic Writing Sample Tasks 2023](#).
14. IELTS. [General Training Writing Sample Tasks 2023](#).
15. IELTS. [IELTS Guide for Test Takers 2026](#).
16. IELTS. [Updates to IELTS test delivery](#). 5 March 2026.
17. IELTS. [Writing on Paper](#).
18. IELTS. [Ways to take IELTS](#).
19. IELTS. [IELTS Online](#).
20. IELTS. [Getting and sharing your results](#).
21. IELTS. [One Skill Retake](#).
22. IELTS. [Access arrangements](#).
23. IELTS. [Test statistics 2024-25](#).
24. IELTS. [Official sample test questions](#).
25. IELTS. [Scored Academic Writing examples and examiner comments](#).

15.2 Official-partner score and procedure sources

26. IDP IELTS. [Listening band-score estimates](#).
27. IDP IELTS. [Reading band-score estimates - Nigeria](#).
28. IDP IELTS. [Reading band-score estimates - Thailand](#).
29. IDP IELTS. [Reading band-score estimates - Egypt](#).
30. Cambridge English / IELTS partners. [IELTS General Training FAQs](#).
31. British Council. [IELTS Reading guide](#).
32. British Council. [IELTS Listening format](#).

15.3 Research and document-use evidence

33. Mueller et al. [Grammatical error rates, stakeholder perceptions and risk](#). IELTS Research, 2022.
34. Yan et al. [Cognitive and social aspects of IELTS Speaking performances](#). IELTS Research, 2023.
35. Banerjee et al. [Features of written language production at IELTS score levels](#). IELTS Research, 2007.
36. Cotton et al. [Examiner rating of Coherence and Cohesion in Academic Writing Task 2](#). IELTS Research, 2011.
37. Nakatsuhara et al. [An investigation into double-marking methods](#). IELTS Research Reports 2017/1.
38. Jang et al. [Improving IELTS Reading score interpretations and utilisation](#). IELTS Research Reports 2019/2.
39. AERA, APA and NCME. [Standards for Educational and Psychological Testing](#). 2014.
40. Pearson. [Comprehensive and focused feedback in IELTS Writing](#). 2022.
41. Sadler. [Formative assessment and instructional systems](#). 1989.
42. Panadero et al. [Effects of rubrics on academic performance and self-regulated learning](#). 2023.
43. Accessibility Standards Canada. [Plain-language audience and structure standard](#). 2025.
44. Government of Canada. [Accessible Word documents in Microsoft 365](#). Updated 2026.
45. W3C. [PDF table relationships](#). Updated 2025-26.

Undated live pages were accessed 5 September 2026. Dated 2026 IELTS guidance controls residual legacy pages where they conflict; local transition dates still vary.

15.4 Claim-source map

Claim-source group	Source numbers	Boundary
Overall bands/rounding	1	Overall four-component score only.
Result identity and OSR	20, 21	Official results come from a TRF/eTRF; the non-mixing rule is a classroom integrity control.
2026 delivery transition	15-19	Dated guidance controls residual legacy pages; local timing varies.
Access arrangements / exemptions	22	Record altered conditions; copy officially calculated scores from the result document.
Listening format/tasks/answers	6, 12, 15, 32	Timing treatment is mode-specific.
Reading formats/tasks/answers	7, 8, 15, 30, 31	Academic and GT are separated.
Listening/Reading scores and averages	1	Exact test-version boundaries vary.
L/R practice ranges	26-29	Regional partner estimates, not universal official boundaries.
Writing criteria / weights / penalties	2, 3, 9, 10	Internal conversion and numeric penalty schedules are not specified publicly.
Writing band profiles/examples	2, 13, 14	Whole-band descriptions are paraphrased; examples are illustrative.

15.5 Claim-source map continued

Claim-source group	Source numbers	Boundary
Speaking format/weighting	1, 11, 15	Whole interview; equal criteria.
Speaking criteria/bands	4, 5	Whole-band descriptions are paraphrased; Pronunciation Bands 7, 5 and 3 bridge adjacent published bands.
Speaking modes and edge cases	4, 5, 15, 37	Delivery and rating mode are separate; audio-only evidence is mode-limited.
Rating consistency	23-25, 36, 39	Official IELTS data does not establish the precision of classroom ratings.
Diagnostic hypotheses	38, 39	Codes support follow-up; they are not validated causes or subscores.
Student action and feedback focus	40-42	Research supports an action loop; exact priority counts are guidance.
Dual-audience structure/accessibility	43-45	Design guidance requires user and technical testing; tagging alone is insufficient.
Public limits	1-45	Evidence gaps remain gaps; confidential material is excluded.