



Coming Up Next!

Overall Rubric Review.

**Specifically
Attacking the
Rubric uplifts
scoring capacity.**

Band Scores	Task Achievement (25%)	Coherence & Cohesion (25%)	Lexical Resource (25%)	Grammatical Range/Accuracy (25%)
Band 9	All the requirements of the task are fully and appropriately satisfied. There may be extremely rare lapses in content.	The message can be followed effortlessly. Cohesion is used in such a way that it very rarely attracts attention. Any lapses in coherence or cohesion are minimal. Paragraphing is skilfully managed.	Full flexibility and precise use are evident within the scope of the task. A wide range of vocabulary is used accurately and appropriately with very natural and sophisticated control of lexical features. Minor errors in spelling and word formation are extremely rare and have minimal impact on communication.	A wide range of structures within the scope of the task is used with full flexibility and control. Punctuation and grammar are used appropriately throughout. Minor errors are extremely rare and
Band 8	The response covers all the requirements of the task appropriately, relevantly, and sufficiently. All bullet points are clearly presented and appropriately illustrated or extended. There may be occasional omissions or lapses in content.	The message can be followed with ease. Information and ideas are logically sequenced, and cohesion is well managed. Occasional lapses in coherence or cohesion may occur. Paragraphing is used sufficiently and appropriately	A wide resource is fluently and flexibly used to convey precise meanings within the scope of the task. There is the skillful use of uncommon and/or idiomatic items when appropriate, despite occasional inaccuracies in word choice and collocation. Occasional errors in spelling and/or word formation may occur but have minimal impact on communication.	A wide range of structures within the scope of the task is flexibly and accurately used. The majority of sentences are error-free, and punctuation is well managed. Occasional, non-systematic errors and inappropriacies occur, but have minimal impact on communication.
Band 7	The response covers the requirements of the task. The content is relevant and accurate – there may be a few omissions or lapses. The format is appropriate. All bullet points are covered and clearly highlighted but could be more fully or more appropriately illustrated or extended. It presents a clear purpose. The tone is consistent and appropriate to the task. Any lapses are minimal.	Information and ideas are logically organized, and there is a clear progression throughout the response. A few lapses may occur. A range of cohesive devices including reference and substitution is used flexibly but with some inaccuracies.	The resource is sufficient to allow some flexibility and precision. There is some ability to use less common and/or idiomatic items. An awareness of style and collocation is evident, though inappropriacies occur. There are only a few errors in spelling and/or word formation, and they do not detract from overall clarity.	A variety of complex structures is used with some flexibility and accuracy. Grammar and punctuation are generally well controlled, and error-free sentences are frequent. A few errors in grammar may persist, but these do not impede communication.
Band 6	The response focuses on the requirements of the task and uses an appropriate format. All bullet points are covered and adequately highlighted. The purpose is generally clear. Some irrelevant, inappropriate, or inaccurate information may occur in areas of detail or when illustrating or extending the main points. Some details may be missing (or excessive), and further extension or illustration may be needed.	Information and ideas are generally arranged coherently and there is a clear overall progression. Cohesive devices are used to some good effect but cohesion within and/or between sentences may be faulty or mechanical due to misuse, overuse or omission. The use of reference and substitution may lack flexibility or clarity	The resource is generally adequate and appropriate for the task. The meaning is generally clear in spite of a rather restricted range or a lack of precision in word choice. If the writer is a risk-taker, there will be a wider range of vocabulary used but higher degrees of inaccuracy or inappropriacy. There are some errors in spelling and/or word formation, but these do not impede communication.	A mix of simple and complex sentence forms is used but flexibility is limited. Examples of more complex structures are not marked by the same level of accuracy as in simple structures. Errors in grammar and punctuation occur, but rarely impede communication

IELTS Examiner Rubric Key Assessment Criteria

Task Achievement	Cohesion and Coherence	Lexical Resource	Grammatical Range and Accuracy
<p>The TA criterion assesses the ability to:</p> <ul style="list-style-type: none"> ▪ clearly explain the purpose of the letter. ▪ fully address the three bullet-pointed requirements set out in the task. ▪ extend these three functions appropriately and relevantly. ▪ use an appropriate format for the letter. ▪ consistently use a tone appropriate to the task. 	<p>The CC criterion assesses:</p> <ul style="list-style-type: none"> ▪ the coherence of the response via the logical organization of information and/or ideas, or the logical progression of the argument. ▪ the appropriate use of paragraphing for topic organization and presentation. ▪ the logical sequencing of ideas and/or information within and across paragraphs. ▪ the flexible use of reference and substitution (e.g. definite articles, pronouns). ▪ the appropriate use of discourse markers to clearly mark the stages in a response, e.g. [First of all In conclusion], and to signal the relationship between ideas and/or information, e.g. [as a result similarly]. 	<p>The LR criterion assesses:</p> <ul style="list-style-type: none"> ▪ the range of general words used (e.g. the use of synonyms to avoid repetition). ▪ the adequacy and appropriacy of the vocabulary (e.g. topic-specific items, indicators of writer's attitude). ▪ the precision of word choice and expression. ▪ the control and use of collocations, idiomatic expressions and sophisticated phrasing. ▪ the density and communicative effect of errors in spelling. ▪ the density and communicative effect of errors in word formation. 	<p>The GRA criterion assesses:</p> <ul style="list-style-type: none"> ▪ the range and appropriacy of structures used in a given response (e.g. simple, compound and complex sentences). ▪ the accuracy of simple, compound and complex sentences. ▪ the density and communicative effect of grammatical errors. ▪ the accurate and appropriate use of punctuation.

Aligning Your Writing With the Task 1 Rubric

Task Achievement	Cohesion and Coherence	Lexical Resource	Grammatical Range and Accuracy
<p>Clearly Explain the Purpose: Clearly state the purpose of the letter. Identify if it is a formal, informal, or semi-formal letter. Example: Begin with a clear salutation and opening that matches the tone and purpose of the letter.</p> <p>Fully Address the Requirements: Address all three bullet-pointed requirements provided in the task prompt. Example: If asked to explain a situation, provide detailed information and context.</p> <p>Extend Functions Appropriately: Elaborate on each of the three functions mentioned in the task prompt. Example: Use relevant details and examples to support your points.</p> <p>Use Appropriate Format: Follow the appropriate format for the type of letter requested (e.g., formal, informal). Example: If it's a formal letter, include a proper salutation and closing.</p> <p>Consistent Tone: Maintain a tone that is appropriate to the task. For example, remain formal in a formal letter. Example: Avoid overly casual language in a formal letter, and vice versa.</p>	<p>Logical Organization: Organize your ideas in a logical and coherent manner. Ensure a clear progression. Example: Use paragraphs to separate distinct ideas and topics.</p> <p>Appropriate Paragraphing: Use paragraphs effectively for organization and presentation. Example: Begin a new paragraph when introducing a new point or idea.</p> <p>Logical Sequencing: Arrange ideas and information in a sequence that makes sense. Example: Present events or points in chronological or thematic order.</p> <p>Flexible Use of Reference: Use reference and substitution (pronouns, definite articles) appropriately. Example: Instead of repeating a noun, use a pronoun for variety.</p> <p>Appropriate Use of Discourse Markers: Employ discourse markers to signal stages in the response and relationships between ideas. Example: Use phrases like "first of all" or "in conclusion" to guide the reader.</p>	<p>Range of General Words: Use a variety of general words, employing synonyms to avoid repetition. Example: Instead of repeatedly using "happy," use alternatives like "content" or "joyful."</p> <p>Adequacy and Appropriacy of Vocabulary: Use vocabulary that is adequate and appropriate for the context. Example: Choose words that suit the formality level of the letter.</p> <p>Precision of Word Choice: Be precise in your word choice, avoiding vague or overly general language. Example: Instead of saying "good," specify the aspect that is positive.</p> <p>Control and Use of Collocations, Idiomatic Expressions: Use collocations and idiomatic expressions appropriately. Example: Incorporate idiomatic expressions or collocations that enhance the language.</p> <p>Error Density in Spelling and Word Formation: Minimize errors in spelling and word formation. Example: Proofread carefully to catch and correct any spelling mistakes.</p>	<p>Range and Appropriacy of Structures: Use a variety of sentence structures (simple, compound, complex) appropriately. Example: Incorporate complex sentences to demonstrate grammatical range.</p> <p>Accuracy of Sentences: Ensure accuracy in the use of simple, compound, and complex sentences. Example: Use proper subject-verb agreement and avoid grammatical errors.</p> <p>Density of Grammatical Errors: Minimize the density of grammatical errors throughout the response. Example: Proofread for common grammatical mistakes and correct them.</p> <p>Accurate and Appropriate Use of Punctuation: Use punctuation accurately and appropriately. Example: Ensure correct placement of commas, periods, and other punctuation marks.</p>
<p>Checking: Review your letter to ensure that you have explicitly addressed the purpose and all specified requirements. Check if your tone aligns with the formality level of the letter. Verify that you have followed the appropriate format for the given task.</p>	<p>Checking: Ensure that your response has a clear and logical structure. Verify that paragraphs are used appropriately, and each paragraph has a distinct focus. Check for the effective use of reference, and confirm that discourse markers guide the reader through</p>	<p>Checking: Ensure that your vocabulary is varied and contextually appropriate. Check for precision in word choice and eliminate vague or overly general language. Proofread specifically for spelling and word formation errors.</p>	<p>Checking: Confirm the presence of a variety of sentence structures. Check for sentence accuracy and grammatical correctness. Minimize grammatical errors that may affect communication. Verify the accurate use of punctuation</p>

How it Reads When Failing in One or More Category

Task Achievement	Cohesion and Coherence	Lexical Resource	Grammatical Range and Accuracy
<ul style="list-style-type: none"> ❑ Failure to Clearly Explain the Purpose: <ul style="list-style-type: none"> ❑ The writer may fail by not explicitly stating the purpose of the letter or misunderstanding the tone required for the task. ❑ Incomplete Address of Requirements: <ul style="list-style-type: none"> ❑ Failure could occur if the writer overlooks one or more of the specified requirements, providing insufficient information. ❑ Lack of Extension on Functions: <ul style="list-style-type: none"> ❑ The writer may fail by providing minimal details and failing to extend or elaborate on the three functions required in the task. ❑ Incorrect Format: <ul style="list-style-type: none"> ❑ Failure might occur if the writer uses an inappropriate format for the letter, such as using an informal tone in a formal letter. ❑ Inconsistent Tone: <ul style="list-style-type: none"> ❑ Failing to maintain a consistent tone appropriate to the task, like using overly formal language in an informal letter, can lead to a lower score. 	<ul style="list-style-type: none"> ❑ Illogical Organization: <ul style="list-style-type: none"> ❑ Failure in this category may result from presenting ideas in a disorganized manner, making it challenging for the reader to follow the flow of information. ❑ Ineffective Paragraphing: <ul style="list-style-type: none"> ❑ The writer may fail by not using paragraphs appropriately, leading to a lack of clarity and coherence in the structure. ❑ Disjointed Sequencing: <ul style="list-style-type: none"> ❑ Failure could occur if there is a lack of logical sequencing of ideas, making it difficult for the reader to understand the progression of the argument. ❑ Limited Use of Reference: <ul style="list-style-type: none"> ❑ Failing to use reference and substitution effectively, leading to repetitive language or unclear pronoun usage, may result in a lower score. ❑ Inappropriate Discourse Markers: <ul style="list-style-type: none"> ❑ Failure may occur if the writer does not use appropriate discourse markers to guide the reader through the response, making the structure less coherent. 	<ul style="list-style-type: none"> ❑ Limited Range of General Words: <ul style="list-style-type: none"> ❑ A writer may fail by using a narrow range of vocabulary, lacking synonyms and leading to repetitive language. ❑ Inadequate Vocabulary: <ul style="list-style-type: none"> ❑ Failure may result from using inappropriate or insufficient vocabulary for the context, affecting the overall effectiveness of communication. ❑ Lack of Precision: <ul style="list-style-type: none"> ❑ A failure in precision may occur if the writer uses vague or overly general language, diminishing the impact of the response. ❑ Poor Control of Collocations and Idiomatic Expressions: <ul style="list-style-type: none"> ❑ Failure might happen if the writer misuses collocations or idiomatic expressions, impacting the fluency and naturalness of the language. ❑ High Density of Spelling and Word Formation Errors: <ul style="list-style-type: none"> ❑ Failing to control errors in spelling and word formation can lead to a negative impact on the communicative effect of the response. 	<ul style="list-style-type: none"> ❑ Limited Range of Structures: <ul style="list-style-type: none"> ❑ A writer may fail by using a restricted range of sentence structures, such as relying solely on simple sentences, without demonstrating complexity. ❑ Inaccuracies in Sentences: <ul style="list-style-type: none"> ❑ Failure might result from frequent grammatical errors, including issues with subject-verb agreement, verb tense, or sentence construction. ❑ High Density of Grammatical Errors: <ul style="list-style-type: none"> ❑ Failing to control grammatical errors throughout the response can negatively impact the overall coherence and clarity of the writing. ❑ Inaccurate Punctuation Use: <ul style="list-style-type: none"> ❑ Failure could occur if there are consistent errors in punctuation use, hindering the reader's understanding of the writer's intended meaning.



Addressing All Parts of Task Achievement

Clearly Explain the Purpose of the Letter:

Illustrative Example: *"I am writing to express my dissatisfaction with the recent service at your restaurant. My purpose is to bring to your attention the issues I encountered during my visit on [date]."*

What Does Not Illustrate:
"I had a bad experience at your restaurant. Fix it."
(Explanation of the purpose is vague and lacks clarity.)

Fully Address the Three Bullet-Pointed Requirements:

Illustrative Example: *"In response to your inquiry, I am providing information regarding the recent changes to our company policy, outlining the key adjustments, and detailing the implementation timeline."*

What Does Not Illustrate:
**"I got your letter. Here's some stuff about our policy changes."* (The writer does not fully address the specific requirements outlined in the task.)

Extend These Three Functions Appropriately and Relevantly:

Illustrative Example: *"To elaborate on the proposed marketing strategy, I have outlined the key tactics, provided data on expected outcomes, and discussed potential challenges that may arise during implementation."*

What Does Not Illustrate:
**"We should do better marketing. That's it."* (The writer provides minimal details and does not extend the three functions appropriately.)

Use an Appropriate Format for the Letter:

Illustrative Example: *"Dear [Recipient's Name], I hope this letter finds you well. I am writing to inform you about the recent changes to our company policy and to provide a comprehensive overview of the modifications that have been implemented."*

What Does Not Illustrate:
**"Hey, so our policy changed. Just wanted to let you know."* (The format lacks formality and is not appropriate for the type of letter required.)

Consistently Use a Tone Appropriate to the Task:

Illustrative Example: *"I am writing to express my gratitude for the opportunities provided during my internship. I wanted to convey my appreciation for the valuable experiences and mentorship I received."*

What Does Not Illustrate:
**"Hey, thanks for the internship, I guess."* (The tone is too casual and lacks the appropriate level of formality for expressing gratitude.)



Addressing All Parts of Coherence and Cohesion

Coherence of the Response via Logical Organization:

Illustrative Example: *"In my letter, I will begin by introducing the purpose of my writing, followed by a clear description of the issue. Subsequently, I will present supporting details and conclude with a polite request for resolution."*

What Does Not Illustrate: *"I have a problem, and I need your help. Here are some details about it. Thanks."* (The response lacks a clear and logical organization of ideas.)

Appropriate Use of Paragraphing for Topic Organization:

Illustrative Example: *"I have divided my letter into three paragraphs. The first addresses the issue, the second provides additional context, and the third requests specific actions for resolution."*

What Does Not Illustrate: *"Everything is in one big paragraph. It's all there."* (The writer fails to use paragraphs effectively to organize and present distinct ideas.)

Logical Sequencing of Ideas and Information:

Illustrative Example: *"I have arranged the information in a logical sequence, starting with the introduction of the issue, followed by relevant details, and concluding with a clear call to action."*

What Does Not Illustrate: *"I started with the solution I want. Then, I explained the problem. Lastly, I said thanks."* (The sequence of ideas lacks logic and coherence.)

Flexible Use of Reference and Substitution:

Illustrative Example: *"I mentioned the product's popularity in my opening paragraph. This popularity was evident in the sales figures provided later in the letter."*

What Does Not Illustrate: *"I mentioned the product's popularity in my opening paragraph. The popularity of the product was evident in the sales figures provided later in the letter."* (Repetitive use of the same term without substitution affects coherence.)

Appropriate Use of Discourse Markers:

Illustrative Example: *"To begin with, I would like to outline the issue at hand. In conclusion, I will appreciate your prompt attention to this matter. Additionally, I have attached relevant documents for your reference."*

What Does Not Illustrate: *"I have a problem. Also, please solve it. I attached some stuff."* (The writer does not use discourse markers effectively to guide the reader through the response.)



Addressing All Parts of Lexical Resource

Range of General Words Used:

Illustrative Example: *"I have employed a variety of words to convey my message effectively. For instance, I used 'enhance' instead of 'improve' and 'optimize' instead of 'make better.'"*

What Does Not Illustrate:
*"I wrote a lot of words. It's all here." (The response lacks a variety of words, and repetition is evident.)

Adequacy and Appropriacy of Vocabulary:

Illustrative Example: *"In my letter, I have utilized vocabulary suitable for the formal context. I avoided overly complex terms while ensuring clarity and formality in expression."*

What Does Not Illustrate:
*"I used some words. Hope they're right." (The vocabulary used may not be suitable for the context, and clarity may be compromised.)

Control and Use of Collocations, Idiomatic Expressions, and Sophisticated Phrasing:

Illustrative Example: *"To add sophistication, I incorporated collocations like 'strategic planning,' used idiomatic expressions such as 'up in arms,' and employed sophisticated phrasing for a nuanced expression of ideas."*

What Does Not Illustrate:
*"I put words together. Hope it's okay." (The response lacks the intentional use of collocations, idiomatic expressions, or sophisticated phrasing.)

Density and Communicative Effect of Errors in Spelling:

Illustrative Example: *"I have proofread my letter to eliminate spelling errors. For instance, I corrected 'recieve' to 'receive' for accuracy."*

What Does Not Illustrate:
*"I might have some spelling mistakes. Don't worry about it." (The response contains spelling errors that may affect communication.)

Density and Communicative Effect of Errors in Word Formation:

Illustrative Example: *"I ensured proper word formation throughout my letter. For instance, 'happening' was corrected to 'happening' for clarity."*

What Does Not Illustrate:
*"My words might not be right. Don't mind it." (The response contains errors in word formation that may hinder understanding.)



Addressing All Parts of Grammatical Range and Accuracy

Sentence Structure:

Aim for a Mix of Structures:

Importance: Using various sentence structures showcases a command of language.

Example: Combine simple sentences with complex ones, e.g., "Although sales increased, the overall growth was slower than anticipated."

Use a Variety of Sentence Types:

Importance: Demonstrating grammatical range adds complexity and depth to writing.

Example: Include declarative, interrogative, and conditional sentences in your response.

Emphasis:

Varied Sentence Structures: A mix of sentence structures adds sophistication to the writing, showcasing a command of language.

Example: Combining short, punchy sentences with longer, more complex ones creates a dynamic response.

Common Pitfalls:

Monotonous Sentence Structure: *Pitfall:* Using the same sentence structure throughout the response.

Avoidance: Intentionally vary sentence structures, incorporating both simple and complex sentences.

Correct Grammar and Punctuation:

Pay Attention to Grammar and Punctuation:

Importance: Proper grammar and punctuation enhance the clarity of the response.

Example: Ensure subject-verb agreement, proper use of commas, and appropriate use of semicolons for clarity.

Proofread for Common Errors:

Importance: Proofreading helps identify and correct errors before submission.

Example: Check for common errors such as subject-verb agreement, verb tense consistency, and punctuation mistakes.

Emphasis:

Correct Grammar and Punctuation: Proper grammar and punctuation contribute to the clarity and professionalism of the writing.

Example: Accurate punctuation, such as using commas appropriately, ensures the reader understands the intended meaning.

Common Pitfalls:

Grammar and Punctuation Errors: *Pitfall:* Overlooking common errors that can impact clarity.

Avoidance: Pay careful attention to grammar rules and punctuation during the proofreading process.

Range of Tenses:

Demonstrate Command of Different Tenses:

Importance: Using different tenses accurately reflects a strong command of the English language.

Example: If describing a past event, use past simple, past continuous, and past perfect tenses appropriately.

Ensure Consistency in Tense Usage:

Importance: Consistency in tense usage maintains coherence throughout the response.

Example: If you start a paragraph in the past tense, maintain the same tense throughout that paragraph.

Emphasis:

Consistent and Appropriate Tense Usage: Demonstrating a range of tenses used consistently reflects a nuanced understanding of language.

Example: Shifting from past to present tense should be intentional and contextually justified.

Common Pitfalls:

Inconsistent Tense Usage: *Pitfall:* Switching between tenses inconsistently.

Avoidance: Be mindful of the chosen tense and maintain consistency throughout the response.



Coming Up Next!

IELTS Academic Task 1

**Conducting a
Question Analysis &
Short Outline**

Question Analysis - Outlining

Academic Task 1

Introduction

- ❑ Clearly state the purpose of the letter (expressing dissatisfaction with a product).

- ❑ Summarize the main points briefly.
- ❑ Express hope for a prompt resolution.

Conclusion

Main Body

- ❑ **Paragraph 2 (Discussion Point 1):** Explain the issue (e.g., received a faulty product).
- ❑ **Paragraph 3 (Discussion Point 2):** Provide details (e.g., product details, purchase date).
- ❑ **Paragraph 4 (Discussion Point 3):** Suggest a resolution or request further action.

- ❑ Begin with an appropriate salutation based on the type of letter and your knowledge of the recipient's name (e.g., "Dear Sir/Madam" or "Dear Mr. Smith").
- ❑ Use a formal closing appropriate for the context (e.g., "Yours faithful

Greeting and Closing

