

# Guide for teachers

Test format, scoring  
and preparing  
students for the test



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## Contents

- **Section 1** IELTS overview
- **Section 2** IELTS test format – paper-based and computer-delivered
- **Section 3** IELTS scores and interpretation
- **Section 4** IELTS: an international test of English
- **Section 5** Tips from teachers
- **Section 6** Becoming an IELTS examiner
- **Section 7** Continual research-based improvement
- **Appendix i** IELTS assessment criteria (band descriptors)
- **Appendix ii** How IELTS maps to the Common European Framework of Reference (CEFR)
- **Appendix iii** Teacher resources
- **Appendix iv** Helping your test takers prepare

**“IELTS makes for a confident student.”**

*Senior Teacher, Turning Point, India*

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# 1

## IELTS overview



The International English Language Testing System (IELTS) assesses the English language proficiency of people who want to study or work in English-speaking environments. It provides a fair, accurate and relevant assessment of language skills, based on well-established standards, and covers the full range of proficiency levels, from non-user to expert user.

There are two main tests. Test takers can choose either Academic or General Training tests. Both tests consist of four separate sections, assessing the four language skills – Listening, Reading, Writing and Speaking.

IELTS results are reported on a 9-band scale designed to be simple and easy to understand. This scale has remained consistent and has acquired currency around the world over the past three decades.

### **IELTS for UK Visas and Immigration**

Find out how the IELTS result can be used for this purpose at [ielts.org/unitedkingdom](https://ielts.org/unitedkingdom). For more information on going to or staying in the UK, visit [gov.uk](https://gov.uk)

Find out more about IELTS Life Skills – a test specifically developed for those applying for certain types of UK visa at [ielts.org](https://ielts.org)

- IELTS is the world's most popular high stakes English language test, with over 3.5 million tests taken last year
- Over 10,000 organisations in over 140 countries recognise and use IELTS for selection purposes
- IELTS is offered at over 1,600 test locations worldwide
- Test questions are developed by testing specialists in Australia, Canada, New Zealand, the UK and the US
- Test questions are based on authentic materials sourced from all over the world

### **IELTS for teachers of English**

IELTS is known and respected by teachers of English around the world.

This Guide for Teachers provides further information about the test, detailed descriptions of test scores and resources to assist in preparing students for IELTS.

It also has information about the professional development opportunities for teachers offered by IELTS examining and research.

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View the materials and advice available for teachers at [ielts.org/teachers](https://ielts.org/teachers)

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# 2

## IELTS overview



**“Although we accept other English language tests, we always assess them by comparing them directly with the required IELTS score. IELTS test takers are thoroughly tested in the four main communication skills required for academic work.”**

*Senior Student Recruitment Officer,  
The Scottish Agricultural College, UK*

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View available teacher resources  
and materials at [ielts.org/teachers](https://ielts.org/teachers)

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## An overview of the test

Test takers can choose between IELTS Academic and IELTS General Training, depending on their academic or professional aspirations, or visa requirements.

The difference between the two tests is that the Reading and Writing sections of IELTS Academic have subject matter and tasks suitable for the test takers entering undergraduate or postgraduate studies. The Listening and Speaking sections are the same.

### Listening 30 minutes

Test takers listen to four recorded texts, monologues and conversations by a range of native speakers, and write their answers to a series of questions.

### Reading 60 minutes

The **Academic** test includes three long texts which range from the descriptive and factual to the discursive and analytical. The texts are authentic and are taken from books, journals, magazines and newspapers and are on academic topics of general interest. All have been selected for a non-specialist audience.

The **General Training** test requires test takers to read extracts from newspapers, advertisements, instruction manuals and books. These are materials test takers could encounter on a daily basis in an English speaking country.

### Writing 60 minutes

The **Academic** test includes two tasks. Topics are selected to be of general interest and suitable for test takers entering undergraduate or postgraduate studies or seeking professional registration.

#### Task 1

Test takers are presented with a graph, table, chart or diagram and are asked to describe, summarise or explain the information in their own words. They may be asked to describe and explain data, describe the stages of a process, how something works or describe an object or event.

#### Task 2

Test takers are asked to write an essay in response to a point of view, argument or problem.

Responses to both tasks must be written in an academic or semi-formal neutral style.

The **General Training** test also includes two tasks, and is based on topics of general interest.

#### Task 1

Test takers are presented with a situation and are asked to write a letter requesting information or explaining the situation. The letter may be personal, semi-formal or formal in style.

#### Task 2

Test takers are asked to write an essay in response to a point of view, argument or problem. The essay can be slightly more personal in style than the Academic Writing Task 2 essay.

### Speaking 11–14 minutes

The Speaking test is carried out face-to-face with a trained IELTS examiner, as we believe this is the most effective way of assessing a test taker's speaking skills. This section takes between 11 and 14 minutes to complete. Every test is digitally recorded and consists of three parts:

#### Part 1

Test takers answer general questions about themselves and a range of familiar topics, such as their home, family, work, studies and interests. This part lasts between four and five minutes.

#### Part 2

Test takers are given a booklet which asks them to talk about a particular topic. They have one minute to prepare before speaking for up to two minutes. The examiner may ask one or two questions on the same topic to finish this part of the test.

#### Part 3

Test takers are asked further questions which are connected to the topic in Part 2. These questions give the test taker an opportunity to discuss more abstract issues and ideas. This part lasts between four and five minutes.

The format of the Speaking test is common across both the Academic and General Training tests. It is structured in such a way that does not allow test takers to rehearse set responses beforehand.



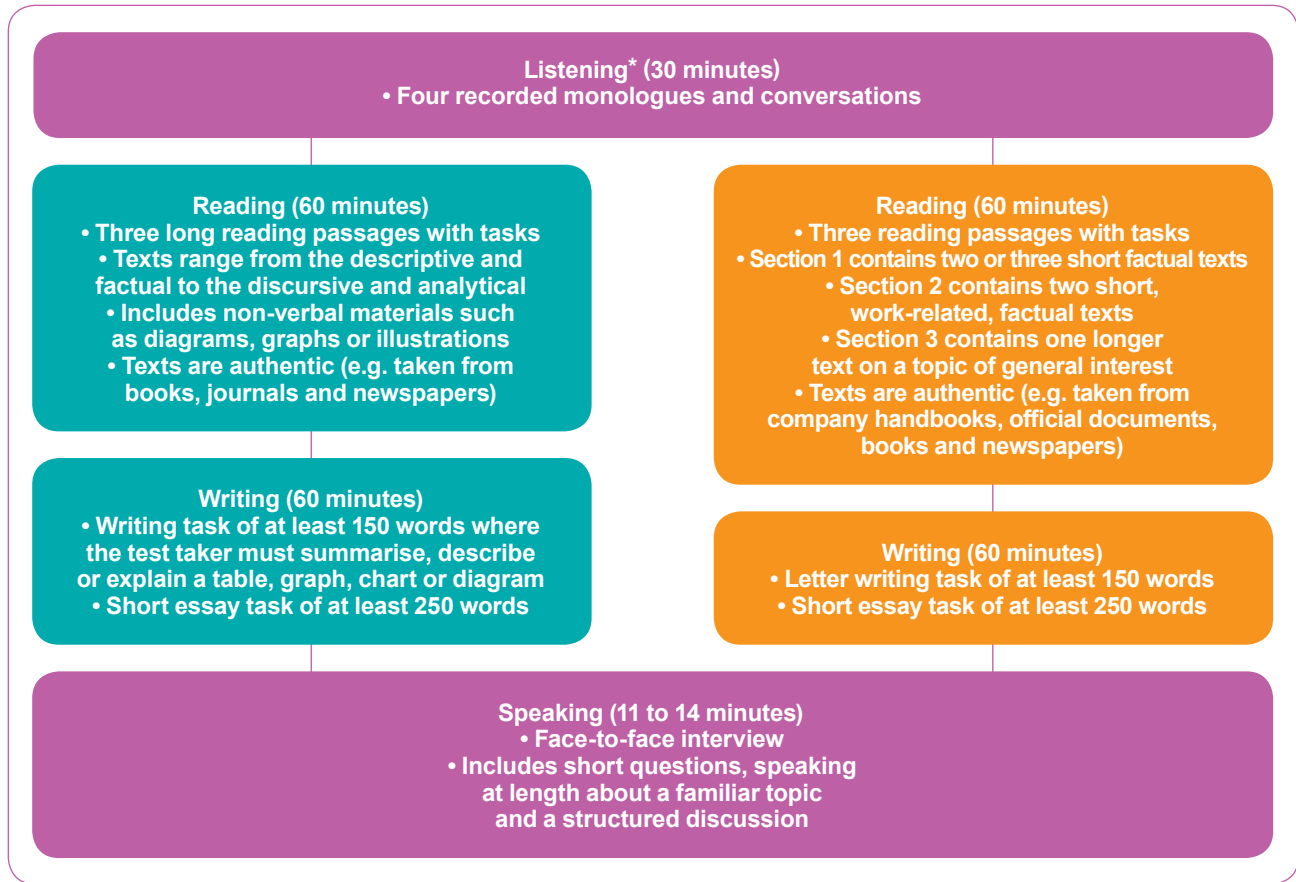
**Read more**  
Additional information for institutions that accept IELTS scores can be found in the *IELTS Guide for Institutions*, available at: [ielts.org/institutions](https://ielts.org/institutions)

## IELTS Academic

**IELTS Academic** measures English language proficiency needed for an academic, higher education environment. The tasks and texts are accessible to all test takers, irrespective of their subject focus.

## IELTS General Training

**IELTS General Training** measures English language proficiency in a practical, everyday context. The tasks and texts reflect both workplace and social situations.



### Key similarities

- The **Listening** and **Speaking** sections are the same for both tests. The distinction between 'academic' and 'general' literacy has traditionally been seen as most marked in relation to Reading and Writing skills. The more socially-oriented language skills of Listening and Speaking are equally important in an academic study or professional context
- The same amount of time is allocated to complete the Listening and Speaking sections in both the General Training and Academic tests
- The **Reading** and **Writing** sections are the same length in both tests
- Both tests have the same minimum word requirement
- The same assessment criteria and 9-band scale is used to grade both tests

A detailed breakdown of the test format can be found in the Guide for educational institutions, governments, professional bodies and commercial organisations and the Information for Candidates booklets, both available at [ielts.org](http://ielts.org)

### Differences

The **Reading** section of the Academic and General Training tests is differentiated in terms of:

- The choice of texts (topic, genre, length, number, etc)
- The level of difficulty of the 40 test items. The Academic Reading section has more items pitched at bands 5–8, whereas the General Training has more items pitched at bands 3–6. This is a reflection of the different demands of Academic and General Training

For **Writing**, the Academic and General Training tests are differentiated in terms of:

- The content and nature of the two writing tasks
- The contextual parameters of the tasks

However, given the level of differentiation described above, this does not mean that the scores across Academic and General Training Reading or Writing sections are interchangeable.

## IELTS on paper or computer



To give test takers more choice, IELTS is now offered in both paper-based and computer-delivered formats.

### Paper-based IELTS

This test requires test takers to sit at a desk with the question papers and answer sheets for the Listening, Reading and Writing tests in an official IELTS test centre. Test takers will write their answers in either pen or HB-pencil.

### Computer-delivered IELTS

This test requires test takers to sit the Listening, Reading and Writing tests in front of a computer with the questions presented on the screen in an official IELTS test centre. The test takers then submit their answers through the use of a keyboard and a mouse. The Speaking test is not on computer and is carried out face-to-face with a trained IELTS examiner.

### Still the same trusted IELTS test

Whether test takers take IELTS on paper or computer, they can be confident that they are taking the same trusted English language test, with no differences in:

- Content
- Test timings
- Structure
- Marking
- Question types
- Security
- Speaking test
- Test Report Form

Paper-based and computer-delivered testing are available for both IELTS Academic and General Training

### Should test takers take IELTS on paper or computer?

This comes down to personal choice. They may be used to taking exams on paper from other exam situations they have experienced, whereas other people might feel more comfortable typing or have more experience taking tests on computer. Information on both options is available on [ielts.org](https://ielts.org) and they can contact their test centre if they would like further information.

### Will there be any change to the IELTS Results Verification Service?

No. The IELTS Results Verification Service will continue to operate as usual. As the global roll out of computer-delivered IELTS progresses, enhancements to the current service will continue to be evaluated.

### What practice materials are available for test takers?

Sample test question and familiarisation materials are available [ielts.org/oncomputer](https://ielts.org/oncomputer)

### Is IELTS on a computer harder than IELTS on paper?

No. The test will be the same as paper-based IELTS in terms of content, scoring, level of difficulty and question types.

Learn more about computer-delivered IELTS at [ielts.org/oncomputer](https://ielts.org/oncomputer)

## A test of four skills

IELTS is a task-based test covering the four language skills (Listening, Reading, Writing and Speaking). IELTS test takers receive individual scores for each of the four test sections. The average of the four provides the overall band score.

Each of the four sections is carefully designed to focus on one particular skill. This makes it easier to control task difficulty across the many different tests produced each year and results in a fairer test design when compared with tests that assess multiple skills simultaneously.

Organisations that rely on IELTS as proof of English language proficiency benefit from knowing that the score given for each section of the test is a clear and fair reflection of the test taker's ability in that skill.

This is particularly important in academic and professional settings where one skill is deemed to be more important than others.

For example, in Canada nurses are required to achieve a higher band score in their IELTS Speaking and Writing tests, while teachers in Australia are required to achieve higher scores in their IELTS Speaking and Listening tests.

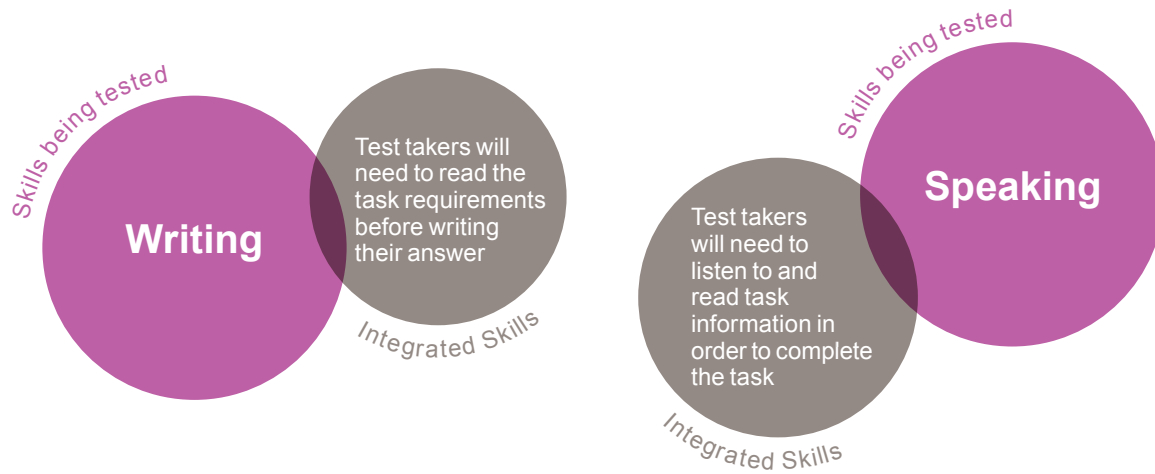
While IELTS focuses on testing the four skills individually, there is inevitably an element of integration in each section, in the same way that language skills are integrated in the real world. Test tasks often entail the use of other skills and are therefore 'integrated' to some degree, for example:

- In the Writing and Speaking sections, information that is read or heard helps shape the test taker's own production. However, this is carefully controlled to ensure that the test taker is not required to carry out extensive or complex reading and listening in order to respond to the task. This is particularly important because a score for each skill is being reported and it would be unfair to test takers if their performance in one skill area was compromised by their lack of proficiency in another
- Tasks in the Reading and Listening sections can involve note-taking, labelling and completion of tables or flow charts. Nonetheless, it is important that any task or test items should focus on reading or listening and should not require detailed writing

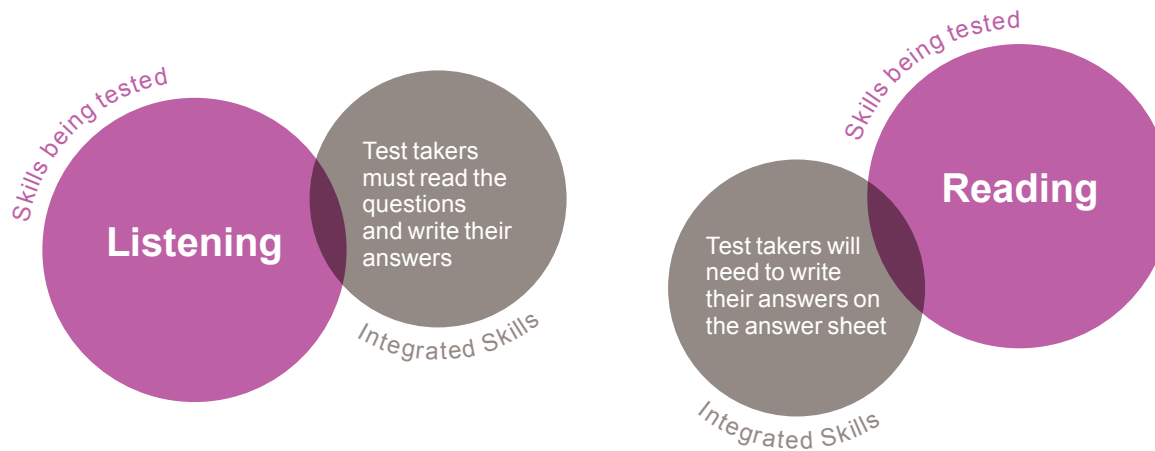




**Productive Skills**



**Receptive Skills**



# 3

## IELTS scores and interpretation

<b>9</b>	<b>Expert user</b>	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
<b>8</b>	<b>Very good user</b>	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex, detailed argumentation well.
<b>7</b>	<b>Good user</b>	Has operational command of the language, although with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
<b>6</b>	<b>Competent user</b>	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
<b>5</b>	<b>Modest user</b>	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
<b>4</b>	<b>Limited user</b>	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
<b>3</b>	<b>Extremely limited user</b>	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
<b>2</b>	<b>Intermittent user</b>	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
<b>1</b>	<b>Non user</b>	Essentially has no ability to use the language beyond possibly a few isolated words.
<b>0</b>	<b>Did not attempt the test</b>	No assessable information provided.

## The IELTS 9-band scale

There is no pass or fail in IELTS. Each band corresponds to a level of competence in English. All parts of the test and the overall band score are reported in whole or half bands, e.g. 7.0, 8.5.

Test takers receive an overall band score as well as individual scores for each test section (Listening, Reading, Writing and Speaking).

The IELTS test provides an accurate picture of a test taker's language skills and abilities at a certain point in time. Skills and abilities inevitably diminish over time if not used. It is recommended that a Test Report Form more than **two years** old should only be accepted if it is accompanied by evidence that a test taker has actively maintained or improved their English.

### How to interpret IELTS

Test takers receive scores on a band scale from 1 to 9. A profile score is reported for each skill. The four individual scores are averaged and rounded to produce an overall band score. Overall band scores and scores for each section (Listening, Reading, Writing and Speaking) are reported in whole bands or half bands.

#### Overall band score

Test takers receive a Test Report Form including or listing their overall band score and their sub-scores on each of the four sections: Listening, Reading, Writing and Speaking. Each of the section scores is equally weighted. The overall band score is calculated by taking the mean of the total of the four individual section scores.

Overall band scores are reported to the nearest whole or half band. The following rounding convention applies; if the average across the four skills ends in .25, it is rounded up to the next half band, and if it ends in .75, it is rounded up to the next whole band.

Thus, a test taker achieving 6.5 for Listening, 6.5 for Reading, 5.0 for Writing and 7.0 for Speaking would be awarded an overall band score of 6.5 ( $25 \div 4 = 6.25 = \text{Band } 6.5$ ). Likewise, a test taker achieving 4.0 for Listening, 3.5 for Reading, 4.0 for Writing and 4.0 for Speaking would be awarded an overall band score of 4.0 ( $15.5 \div 4 = 3.875 = \text{Band } 4.0$ ).

On the other hand, a test taker achieving 6.5 for Listening, 6.5 for Reading, 5.5 for Writing and 6.0 for Speaking would be awarded band 6 ( $24.5 \div 4 = 6.125 = \text{Band } 6$ ).

#### Understanding IELTS scores

IELTS scores are reported on the nine-band scale. The Academic and General Training tests are marked using the same criteria.

- The tasks and grading used for the Listening and Speaking sections are the same for IELTS Academic and IELTS General Training. The more socially oriented language skills of Listening and Speaking are equally important in an academic study or workplace context
- The tasks, test content and grading of the Reading and Writing sections differ between IELTS Academic and IELTS General Training. This is because the distinction between 'academic' and 'general' literacy has usually been seen as most marked in reading and writing skills

### Setting IELTS band score requirements for recognising organisations

IELTS test scores are just one element of the assessment of a test taker's suitability to enrol at an institution or to join an organisation. The level of English needed for a test taker to perform effectively in study, work or training varies from one situation to another. That is why each individual organisation sets its own minimum IELTS score for applicants, depending on specific requirements. Admissions professionals may also wish to take into account whether their organisation provides ongoing language support to students or employees to improve their English.

The *IELTS Scores Guide* provides detailed descriptions of the test sections and sample test materials. This resource contains real examples of test takers' writing and speaking performances at different band score levels. A copy can be requested from your local stakeholder relations teams.

IELTS Online Tutorial also provides an overview of test development, assessment and score processing [ielts.org/online-tutorial](http://ielts.org/online-tutorial)

### Listening

The IELTS Listening test contains 40 questions. Each correct item is awarded one mark. Band scores, ranging from Band 1 to Band 9, are awarded to test takers on the basis of their raw scores.

Band score	Raw score out of 40
8	35
7	30
6	23
5	16

### Writing

Examiners use detailed performance descriptors to award a band score for each of four assessment criteria:

Criterion	Weighting
Task achievement (Task 1)/ Task response (Task 2)	25%
Coherence and cohesion	25%
Lexical resource	25%
Grammatical range and accuracy	25%

### Reading

The IELTS Reading test contains 40 questions. Each correct item is awarded one mark. Band scores, ranging from Band 1 to Band 9, are awarded to test takers on the basis of their raw scores.

Band score	Raw score out of 40
8	35
7	30
6	23
5	15

### Speaking

Examiners use detailed performance descriptors to award a band score for each of four assessment criteria:

Criterion	Weighting
Fluency and coherence	25%
Lexical resource	25%
Grammatical range and accuracy	25%
Pronunciation	25%

### Band score boundaries

Although all IELTS test materials are pretested and standards fixed before being released as live tests, there are inevitably minor differences in the difficulty level across tests. To equate different tests, the band score boundaries are set so that all test takers' results relate to the same scale of achievement. This means, for example, that the Band 6 boundary may be set at a slightly different raw score across individual tests.



**“IELTS gives us a reliable indication of entry level. Other tests are less satisfactory at providing this.”**

*Kings College, UK*



# 4

## IELTS an international test of English

**“With IELTS, the world is a smaller place. I sat the test before leaving Japan and received a band score of 8.5, satisfying visa requirements. Before starting new employment, I was required to undertake the IELTS test again. This time it was the academic version mandated by my employer.”**

*Pavel, employee, large accounting firm, Australia  
(received a band score of 8.5 on his additional IELTS Academic test)*



### **International partners**

IELTS is owned by a global partnership of education and language experts: the British Council, IDP: IELTS Australia and Cambridge Assessment English. These bodies are dedicated to academic excellence, cultural understanding, student recruitment, and creating success worldwide. The IELTS test combines the world-renowned assessment and research expertise of Cambridge Assessment English and the international delivery, evaluation and security expertise of the British Council and IDP: IELTS Australia.

### **International consultation**

IELTS has been developed in close consultation with academics, professional bodies and immigration authorities around the world.

### **International content**

The IELTS approach is recognised by academics and admissions professionals as being fair, reliable and valid to all test takers, whatever their nationality, cultural background, gender or specific needs. The test questions are developed by item writers in Australia, Canada, New Zealand, the UK and the US.

### **International delivery and accessibility**

IELTS tests are offered up to four times a month at over 1,600 test locations in more than 140 countries. The cost of taking the test is set locally and payable in the local currency, making registration more convenient for test takers. Results are issued to test takers 13 days after paper-based tests and after 5–7 days for computer-delivered. IELTS test centres can send Test Report Forms directly to an organisation or institution (provided they have opted in and been nominated by the test taker), either by mail or as an electronic download.

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[View the worldwide list of IELTS test centres at \[ielts.org/testcentres\]\(https://ielts.org/testcentres\)](https://ielts.org/testcentres)

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### **IELTS USA**

IELTS supports organisations in the United States that use IELTS to measure the English language proficiency of international applicants. IELTS USA also manages the administration of IELTS test operations across the United States.

### **International English**

IELTS recognises both British and American English spelling, grammar and choice of words. It also incorporates a mix of native speaker accents from Australia, Canada, New Zealand, the UK and US in the Listening section.

The number of people migrating and studying abroad has multiplied over the last 30 years. This has transformed life in educational institutions.

In English-speaking countries, more and more universities recruit staff internationally, and this is matched by an increasing student intake of non-native speakers of English. Simultaneously, in non-English speaking countries, more organisations are using English as a common language of communication, as well as employing rising numbers of staff from English-speaking countries. Consequently, more people are teaching, studying and working with others who speak different varieties of English.



# 5

## Tips from teachers

The way IELTS results are reported makes it easy for teachers see which areas of a learner's language skills need to be developed, and helps them set learners clear goals and objectives. Teaching techniques for IELTS include presenting language elements such as grammar and vocabulary in a wider context.

The topics in IELTS are both interesting and contemporary, and are based on real world contexts. This means teachers can bring the outside world into their IELTS classes by using a range of authentic source materials adapted to test preparation.





## Tips from teachers

1

### Listening

**Make sure your students:**

- Think about the context before they listen and identify the type of information they will need to listen for
- Read the questions before they hear the text and use the time between each section to prepare for the following section

2

### Reading

**Make sure your students:**

- Use reading skills such as skimming and scanning – they will need to use these skills to answer all the questions in 1 hour
- Know how best to approach each type of reading task
- Answer the questions and transfer their answers to the answer sheet within the time allowed

3

### Writing

**Make sure your students:**

- Analyse the question carefully and plan their answer before starting to write
- Keep in mind the reader and the purpose when writing
- Structure their writing logically and clearly
- Decide on a position and use examples and evidence to support points they make in task 2

4

### Speaking

**Make sure your students:**

- Feel confident and remind them to relax and enjoy the conversation with the examiner
- Listen carefully to the questions
- Use fillers and hesitation devices if they need 'thinking time' before answering
- Realise it is their language level not their opinions which are being evaluated


5

### General

**Make sure your students:**

- Are familiar with the format and types of tasks in the different sections of the IELTS test
- Know what is expected of them and how best to approach each section
- Are aware of the time allowed for each section and include timed practice in class
- Read the instructions carefully and follow them
- Are familiar with the assessment criteria

These tips are relevant to both paper-based and computer-delivered test takers.



“Test takers receive an objective assessment of their English proficiency and have a clearer idea of where they need to make most improvements.”

*Lyndell King, teacher*

# 6

## Becoming an IELTS examiner

**“I love teaching for IELTS as I can make my classes more interactive.”**

*Erika Tennant, IELTS course teacher, Australia*



## Becoming an IELTS examiner

The worldwide recognition of IELTS and the increasing numbers of IELTS test takers has in some countries led to growth in demand for IELTS examiners.

For teachers familiar with IELTS, becoming an IELTS examiner offers a possible opportunity for professional development.

### Becoming an IELTS Speaking examiner

IELTS Speaking examiners worldwide are supported by the IELTS Professional Support Network, a system of recruitment, training, standardisation and monitoring. The Professional Support Network is jointly managed by the British Council and IDP: IELTS Australia.

All IELTS examiner applicants must:

- Have a degree qualification (or equivalent)
- Hold relevant qualifications in Teaching English as a Foreign Language (or equivalent)
- Have substantial relevant teaching experience
- Demonstrate English language ability equivalent to an IELTS Band 9

### Next steps

If you are interested in becoming an IELTS Speaking examiner and you meet the requirements outlined above, please contact your local test centre.

If you are interested in becoming an IELTS Writing examiner and you meet the requirements outlined above, please refer to the British Council or IDP: IELTS Australia career websites.

## The examiner system

### Recruitment

In addition to the required qualifications and experience, the professional and interpersonal skills of examiner applicants are assessed at three stages in the recruitment process: application form, interview, and training.

### Induction

Shortlisted applicants are interviewed and, if successful, complete an induction process.

### Training

Applicants who successfully complete induction proceed to training, which is carried out by an examiner trainer and lasts 1.5 days for each section.

### Certification

Applicants then complete a certification set to demonstrate that they can apply the assessment criteria accurately and reliably; if they pass, they are certified as IELTS examiners.

### IELTS Speaking examiners

#### Year 1: Monitoring

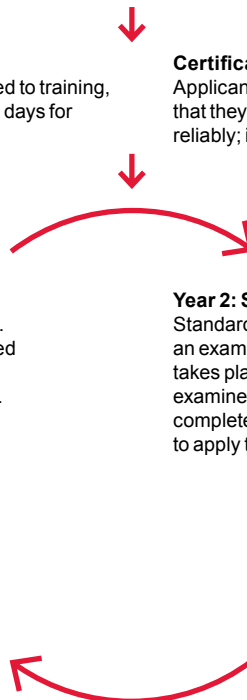
Examiners are monitored at least once every two years. New examiners (and those who have not recently worked as IELTS examiners) are monitored three times in their first year. Monitoring is carried out by examiner trainers. All examiners receive written feedback on their ratings and also on the delivery of the Speaking test. They may be required to take corrective action if any issues are raised about their performance.

#### Year 2: Standardisation and recertification

Standardisation sessions are held every two years and are led by an examiner trainer. Standardisation is completed at the centre and takes place as close as possible to the biennial recertification of the examiner. After the standardisation session, the examiners then complete a different certification set to demonstrate they continue to apply the assessment criteria accurately.

### IELTS Writing examiners

Writing Examiners are monitored on a regular basis by IDP: IELTS Australia or British Council Examiner Standards Managers. Writing examiners also standardise and recertify every two years.



# 7

## Continual research-based improvement

The success of IELTS rests on attention to four key test qualities – validity, reliability, impact and practicality. These four factors have been the subject of a great deal of research involving academics, administrators, teachers and other practitioners throughout the world for more than 40 years.

The IELTS partners lead an extensive programme of international research designed to ensure the quality and continual improvement of IELTS tests.

Advances in applied linguistics, language pedagogy, language assessment and technological capabilities constantly challenge test developers to review, refine and reshape their approaches to test design, development, delivery and evaluation. The steady evolution of IELTS clearly demonstrates how such factors shape the development of a large-scale, high-stakes language test.

The IELTS research programme ensures:

- The ongoing usefulness and contemporary relevance of the test for organisations that use IELTS results
- That IELTS contributes more broadly to the growing understanding of the nature of language proficiency and its place within linguistics and language education

### Internal research

Internal research activities are managed by Cambridge Assessment English and are co-ordinated within a framework for ongoing test development and validation.

Cambridge Assessment English makes a valuable contribution to the wider field of language assessment through a number of presentations and publications, in particular, *Studies in Language Testing (SiLT)*. SiLT is a series of academic volumes that addresses a diverse range of important issues and new developments in language testing and assessment that are of interest to test users, developers and researchers. For more information, go to [cambridgeenglish.org/silt](http://cambridgeenglish.org/silt)

Research relating to IELTS test development and validation activities is also published in *Research Notes (RN)*. For more information, go to [cambridgeenglish.org/research-notes](http://cambridgeenglish.org/research-notes)

### External research

The IELTS research programme, jointly funded by the British Council and IDP: IELTS Australia, ensures an ongoing relationship with the broader linguistics and language testing community and demonstrates the IELTS partners' commitment to continuous improvement of the test.

Since 1995, more than 130 external studies by over 280 researchers in 16 countries have attracted funding under this scheme. Selected reports are available online in *IELTS Research Reports* [ielts.org/research](http://ielts.org/research)

### Annual research grants

Every year, individuals and education institutions with relevant experience are invited to apply to undertake IELTS-related research projects. Details of available grants, awards and application guidelines can be found online at [ielts.org/research](http://ielts.org/research)



## IELTS Research Reports include:

Title	Author/Organiser	Volume and date of publication
IELTS: Student and supervisor perceptions of writing competencies for a Computer Science PhD	Alexandra L. Uitdenbogerd, Kath Lynch, James Harland, Charles Thevathayan, Margaret Hamilton, Daryl D'Souza and Sarah Zydervelt	Online series 1, 2018
An impact study into the use of IELTS by professional associations in the United Kingdom, Canada, Australia and New Zealand, 2014 to 2015	Glenys Merrifield, GBM & Associates	Online series 7, 2016
Investigating the use of IELTS in determining employment, migration and professional registration outcomes in healthcare and early childcare education in Australia	Cate Gribble, Jill Blackmore, Anne-Marie Morrissey and Tanja Capic, Deakin University	Online series 4, 2016
Investigating the language needs of international nurses: insiders' perspectives	Carole Sedgwick, Mark Garner and Isabel Vicente-Macia	Online series 2, 2016
Transitioning from university to the workplace: Stakeholder perceptions of academic and professional writing demands	Ute Knoch, Lyn May, Susy Macqueen, John Pill, Neomy Storch	Online series 1, 2016
Stakeholder perceptions of IELTS as a gateway to the professional workplace: The case of employers of overseas trained teachers	Jill C Murray, Judie L Cross and Ken Cruickshank	Online series 1, 2014
The quest for IELTS Band 7.0: Investigating English language proficiency development of international students at an Australian university	Elizabeth Craven University of Technology, Sydney	Volume 13, 2012
A case study evaluation of the English language progress of Chinese students on two UK postgraduate engineering courses	Gaynor Lloyd-Jones and Chris Binch Cranfield University	Volume 13, 2012
Investigating stakeholders' perceptions of IELTS as an entry requirement for higher education in the UK	David Hyatt, Greg Brooks, The University of Sheffield, UK	Volume 10, 2009
Determination of appropriate IELTS band score for admission into a programme at a Canadian post-secondary polytechnic institution	Katherine Golder, British Columbia Institute of Technology, Kenneth Reeder, University of British Columbia and Sarah Fleming, Simon Fraser University, Canada	Volume 10, 2009

## IELTS Speaking assessment criteria

Band	Fluency and coherence	Lexical resource
9	<ul style="list-style-type: none"> <li>Speaks fluently with only rare repetition or self correction; any hesitation is content-related rather than to find words or grammar</li> <li>Speaks coherently with fully appropriate cohesive features</li> <li>Develops topics fully and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Uses vocabulary with full flexibility and precision in all topics</li> <li>Uses idiomatic language naturally and accurately</li> </ul>
8	<ul style="list-style-type: none"> <li>Speaks fluently with only occasional repetition or self-correction; hesitation is usually content related and only rarely to search for language</li> <li>Develops topics coherently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide vocabulary resource readily and flexibly to convey precise meaning</li> <li>Uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies</li> <li>Uses paraphrase effectively as required</li> </ul>
7	<ul style="list-style-type: none"> <li>Speaks at length without noticeable effort or loss of coherence</li> <li>May demonstrate language-related hesitation at times, or some repetition and/or self-correction</li> <li>Uses a range of connectives and discourse markers with some flexibility</li> </ul>	<ul style="list-style-type: none"> <li>Uses vocabulary resource flexibly to discuss a variety of topics</li> <li>Uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices</li> <li>Uses paraphrase effectively</li> </ul>
6	<ul style="list-style-type: none"> <li>Is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation</li> <li>Uses a range of connectives and discourse markers but not always appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriateness</li> <li>Generally paraphrases successfully</li> </ul>
5	<ul style="list-style-type: none"> <li>Usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going</li> <li>May over-use certain connectives and discourse markers</li> <li>Produces simple speech fluently, but more complex communication causes fluency problems</li> </ul>	<ul style="list-style-type: none"> <li>Manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility</li> <li>Attempts to use paraphrase but with mixed success</li> </ul>
4	<ul style="list-style-type: none"> <li>Cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction</li> <li>Links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence</li> </ul>	<ul style="list-style-type: none"> <li>Is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice</li> <li>Rarely attempts paraphrase</li> </ul>
3	<ul style="list-style-type: none"> <li>Speaks with long pauses</li> <li>Has limited ability to link simple sentences</li> <li>Gives only simple responses and is frequently unable to convey basic message</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple vocabulary to convey personal information</li> <li>Has insufficient vocabulary for less familiar topics</li> </ul>
2	<ul style="list-style-type: none"> <li>Pauses lengthily before most words</li> <li>Little communication possible</li> </ul>	<ul style="list-style-type: none"> <li>Only produces isolated words or memorised utterances</li> </ul>
1	<ul style="list-style-type: none"> <li>No communication possible</li> <li>No rateable language</li> </ul>	
0	<ul style="list-style-type: none"> <li>Does not attend</li> </ul>	

View official sample tests at [ielts.org/prepare](https://ielts.org/prepare)

Grammatical range and accuracy	Pronunciation
<ul style="list-style-type: none"> <li>• Uses a full range of structures naturally and appropriately</li> <li>• Produces consistently accurate structures apart from 'slips' characteristic of native speaker speech</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a full range of pronunciation features with precision and subtlety</li> <li>• Sustains flexible use of features throughout</li> <li>• Is effortless to understand</li> </ul>
<ul style="list-style-type: none"> <li>• Uses a wide range of structures flexibly</li> <li>• Produces a majority of error-free sentences with only very occasional inappropriateness or basic/unsystematic errors</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a wide range of pronunciation features</li> <li>• Sustains flexible use of features, with only occasional lapses</li> <li>• Is easy to understand throughout; L1 accent has minimal effect on intelligibility</li> </ul>
<ul style="list-style-type: none"> <li>• Uses a range of complex structures with some flexibility</li> <li>• Frequently produces error-free sentences, though some grammatical mistakes persist</li> </ul>	<ul style="list-style-type: none"> <li>• Shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8</li> </ul>
<ul style="list-style-type: none"> <li>• Uses a mix of simple and complex structures, but with limited flexibility</li> <li>• May make frequent mistakes with complex structures, though these rarely cause comprehension problems</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of pronunciation features with mixed control</li> <li>• Shows some effective use of features but this is not sustained</li> <li>• Can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times</li> </ul>
<ul style="list-style-type: none"> <li>• Produces basic sentence forms with reasonable accuracy</li> <li>• Uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems</li> </ul>	<ul style="list-style-type: none"> <li>• Shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6</li> </ul>
<ul style="list-style-type: none"> <li>• Produces basic sentence forms and some correct simple sentences but subordinate structures are rare</li> <li>• Errors are frequent and may lead to misunderstanding</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a limited range of pronunciation features</li> <li>• Attempts to control features but lapses are frequent</li> <li>• Mispronunciations are frequent and cause some difficulty for the listener</li> </ul>
<ul style="list-style-type: none"> <li>• Attempts basic sentence forms but with limited success, or relies on apparently memorised utterances</li> <li>• Makes numerous errors except in memorised expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some of the features of Band 2 and some, but not all, of the positive features of Band 4</li> </ul>
<ul style="list-style-type: none"> <li>• Cannot produce basic sentence forms</li> </ul>	<ul style="list-style-type: none"> <li>• Speech is often unintelligible</li> </ul>

## IELTS Task 1 Writing assessment criteria

Band	Task achievement	Coherence and cohesion
9	<ul style="list-style-type: none"> <li>Fully satisfies all the requirements of the task</li> <li>Clearly presents a fully developed response</li> </ul>	<ul style="list-style-type: none"> <li>Uses cohesion in such a way that it attracts no attention</li> <li>Skilfully manages paragraphing</li> </ul>
8	<ul style="list-style-type: none"> <li>Covers all requirements of the task sufficiently</li> <li>Presents, highlights and illustrates key features/bullet points clearly and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Sequences information and ideas logically</li> <li>Manages all aspects of cohesion well</li> <li>Uses paragraphing sufficiently and appropriately</li> </ul>
7	<ul style="list-style-type: none"> <li>Covers the requirements of the task</li> <li>(Academic) presents a clear overview of main trends, differences or stages</li> <li>(General Training) presents a clear purpose, with the tone consistent and appropriate</li> <li>Clearly presents and highlights features/bullet points but could be more fully extended</li> </ul>	<ul style="list-style-type: none"> <li>Logically organises information and ideas; there is clear progression throughout</li> <li>Uses a range of cohesive devices appropriately although there may be some under/over-use</li> </ul>
6	<ul style="list-style-type: none"> <li>Addresses the requirements of the task</li> <li>(Academic) presents an overview with information appropriately selected</li> <li>(General Training) presents a purpose that is generally clear; there may be inconsistencies in tone</li> <li>Presents and adequately highlights key features/bullet points but details may be irrelevant, inappropriate or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>Arranges information and ideas coherently and there is a clear overall progression</li> <li>Uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>May not always use referencing clearly or appropriately</li> </ul>
5	<ul style="list-style-type: none"> <li>Generally addresses the task; the format may be inappropriate in places</li> <li>(Academic) recounts detail mechanically with no clear overview; there may be no data to support the description</li> <li>(General Training) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate</li> <li>Presents, but inadequately covers, key features/bullet points; there may be a tendency to focus on details</li> </ul>	<ul style="list-style-type: none"> <li>Presents information with some organisation but there may be a lack of overall progression</li> <li>Makes inadequate, inaccurate or over-use of cohesive devices</li> <li>May be repetitive because of lack of referencing and substitution</li> </ul>
4	<ul style="list-style-type: none"> <li>Attempts to address the task but does not cover all key features / bullet points; the format may be inappropriate</li> <li>(General Training) fails to clearly explain the purpose of the letter; the tone may be inappropriate</li> <li>May confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>Presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>Uses some basic cohesive devices but these may be inaccurate or repetitive</li> </ul>
3	<ul style="list-style-type: none"> <li>Fails to address the task, which may have been completely misunderstood</li> <li>Presents limited ideas which may be largely irrelevant/repetitive</li> </ul>	<ul style="list-style-type: none"> <li>Does not organise ideas logically</li> <li>May use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>
2	<ul style="list-style-type: none"> <li>Answer is barely related to the task</li> </ul>	<ul style="list-style-type: none"> <li>Has very little control of organisational features</li> </ul>
1	<ul style="list-style-type: none"> <li>Answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>Fails to communicate any message</li> </ul>
0	<ul style="list-style-type: none"> <li>Does not attend</li> <li>Does not attempt the task in any way</li> <li>Writes a totally memorised response</li> </ul>	



Lexical resource	Grammatical range and accuracy
<ul style="list-style-type: none"> <li>• Uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
<ul style="list-style-type: none"> <li>• Uses a wide range of vocabulary fluently and flexibly to convey precise meanings</li> <li>• Skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>• Produces rare errors in spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a wide range of structures</li> <li>• The majority of sentences are error-free</li> <li>• Makes only very occasional errors or inappropriateness</li> </ul>
<ul style="list-style-type: none"> <li>• Uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>• Uses less common lexical items with some awareness of style and collocation</li> <li>• May produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of complex structures</li> <li>• Produces frequent error-free sentences</li> <li>• Has good control of grammar and punctuation but may make a few errors</li> </ul>
<ul style="list-style-type: none"> <li>• Uses an adequate range of vocabulary for the task</li> <li>• Attempts to use less common vocabulary but with some inaccuracy</li> <li>• Makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a mix of simple and complex sentence forms</li> <li>• Makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>
<ul style="list-style-type: none"> <li>• Uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>• May make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Uses only a limited range of structures</li> <li>• Attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>• May make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
<ul style="list-style-type: none"> <li>• Uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>• Has limited control of word formation and/or spelling; errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>• Some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>
<ul style="list-style-type: none"> <li>• Uses only a very limited range of words and expressions with very limited control of word formation and/or spelling; errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
<ul style="list-style-type: none"> <li>• Uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot use sentence forms except in memorised phrases</li> </ul>
<ul style="list-style-type: none"> <li>• Can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot use sentence forms at all</li> </ul>

## IELTS Task 2 Writing assessment criteria

Band	Task response	Coherence and cohesion
9	<ul style="list-style-type: none"> <li>• Fully addresses all parts of the task</li> <li>• Presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Uses cohesion in such a way that it attracts no attention</li> <li>• Skilfully manages paragraphing</li> </ul>
8	<ul style="list-style-type: none"> <li>• Sufficiently addresses all parts of the task</li> <li>• Presents a well-developed response to the question with relevant, extended and supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Sequences information and ideas logically</li> <li>• Manages all aspects of cohesion well</li> <li>• Uses paragraphing sufficiently and appropriately</li> </ul>
7	<ul style="list-style-type: none"> <li>• Addresses all parts of the task</li> <li>• Presents a clear position throughout the response</li> <li>• Presents, extends and supports main ideas, but there may be a tendency to over generalise and/or supporting ideas may lack focus</li> </ul>	<ul style="list-style-type: none"> <li>• Logically organises information and ideas; there is clear progression throughout</li> <li>• Uses a range of cohesive devices appropriately although there may be some under/over-use</li> <li>• Presents a clear central topic within each paragraph</li> </ul>
6	<ul style="list-style-type: none"> <li>• Addresses all parts of the task although some parts may be more fully covered than others</li> <li>• Presents a relevant position although the conclusions may become unclear or repetitive</li> <li>• Presents relevant main ideas but some may be inadequately developed/unclear</li> </ul>	<ul style="list-style-type: none"> <li>• Arranges information and ideas coherently and there is a clear overall progression</li> <li>• Uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>• May not always use referencing clearly or appropriately</li> <li>• Uses paragraphing, but not always logically</li> </ul>
5	<ul style="list-style-type: none"> <li>• Addresses the task only partially; the format may be inappropriate in places</li> <li>• Expresses a position but the development is not always clear and there may be no conclusions drawn</li> <li>• Presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail</li> </ul>	<ul style="list-style-type: none"> <li>• Presents information with some organisation but there may be a lack of overall progression</li> <li>• Makes inadequate, inaccurate or over-use of cohesive devices</li> <li>• May be repetitive because of lack of referencing and substitution</li> <li>• May not write in paragraphs, or paragraphing may be inadequate</li> </ul>
4	<ul style="list-style-type: none"> <li>• Responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate</li> <li>• Presents a position but this is unclear</li> <li>• Presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported</li> </ul>	<ul style="list-style-type: none"> <li>• Presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>• Uses some basic cohesive devices but these may be inaccurate or repetitive</li> <li>• May not write in paragraphs or their use may be confusing</li> </ul>
3	<ul style="list-style-type: none"> <li>• Does not adequately address any part of the task</li> <li>• Does not express a clear position</li> <li>• Presents few ideas, which are largely undeveloped or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>• Does not organise ideas logically</li> <li>• May use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>
2	<ul style="list-style-type: none"> <li>• Barely responds to the task</li> <li>• Does not express a position</li> <li>• May attempt to present one or two ideas but there is no development</li> </ul>	<ul style="list-style-type: none"> <li>• Has very little control of organisational features</li> </ul>
1	<ul style="list-style-type: none"> <li>• Answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to communicate any message</li> </ul>
0	<ul style="list-style-type: none"> <li>• Does not attend</li> <li>• Does not attempt the task in any way</li> <li>• Writes a totally memorised response</li> </ul>	

Lexical resource	Grammatical range and accuracy
<ul style="list-style-type: none"> <li>• Uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
<ul style="list-style-type: none"> <li>• Uses a wide range of vocabulary fluently and flexibly to convey precise meanings</li> <li>• Skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>• Produces rare errors in spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a wide range of structures</li> <li>• The majority of sentences are error-free</li> <li>• Makes only very occasional errors or inappropriateness</li> </ul>
<ul style="list-style-type: none"> <li>• Uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>• Uses less common lexical items with some awareness of style and collocation</li> <li>• May produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of complex structures</li> <li>• Produces frequent error-free sentences</li> <li>• Has good control of grammar and punctuation but may make a few errors</li> </ul>
<ul style="list-style-type: none"> <li>• Uses an adequate range of vocabulary for the task</li> <li>• Attempts to use less common vocabulary but with some inaccuracy</li> <li>• Makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a mix of simple and complex sentence forms</li> <li>• Makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>
<ul style="list-style-type: none"> <li>• Uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>• May make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Uses only a limited range of structures</li> <li>• Attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>• May make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
<ul style="list-style-type: none"> <li>• Uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>• Has limited control of word formation and/or spelling; errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>• Some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>
<ul style="list-style-type: none"> <li>• Uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> <li>• Errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
<ul style="list-style-type: none"> <li>• Uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot use sentence forms except in memorised phrases</li> </ul>
<ul style="list-style-type: none"> <li>• Can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot use sentence forms at all</li> </ul>



# How IELTS maps to the Common European Framework of Reference for Language (CEFR)

## How should the CEFR be used by recognising institutions wishing to set language ability requirements?

In fulfilling its purpose as a common reference tool, the Common European Framework of Reference for Languages was not designed to provide the basis for precise equating, nor was it intended to be a prescriptive tool to impose standardised solutions. Rather it was designed as a common framework of reference, primarily intended as 'a tool for reflection, communications and empowerment', as described by John Trim, its coordinating author, (Saville, N (2005)). The IELTS partners recommend that all test result users should look at the IELTS bandscore descriptors and use the *IELTS Scores Guide* to establish the appropriate level of language ability required for their particular institution or course.

However, test users may also find the Council of Europe's Common European Framework of Reference for Languages helpful. The Framework, a series of descriptions of abilities at different learning levels, which can be applied to any language, can provide a starting point for interpreting and comparing different language qualifications, and is increasingly used as a way of benchmarking language ability not only within Europe but worldwide.

To help test users understand the relationship between IELTS band scores and the six CEFR levels, Cambridge Assessment English has conducted a number of studies to map the IELTS scale to the CEFR, drawing on the interrelationship between IELTS and Cambridge Assessment English Qualifications and the known relationship of these latter qualifications to the CEFR.

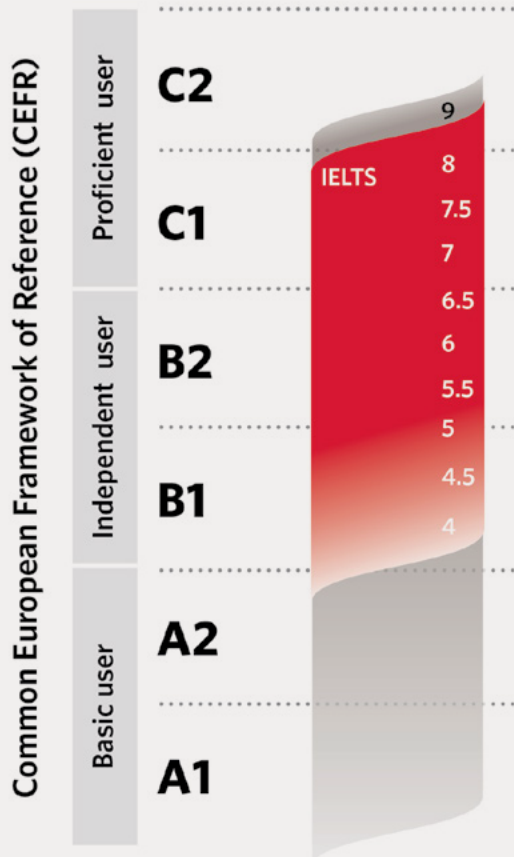


Figure 1: The mapping of the IELTS scale to the Common European Framework above is derived from the interrelationship between IELTS and Cambridge Assessment English Qualifications and the mapping of these latter qualifications to the CEFR. Further information on this can be found at [cambridgeenglish.org/cefr](http://cambridgeenglish.org/cefr)

### General information

Making comparisons between scores on different tests is challenging because many of the current range of test products differ in their design, purpose, and format (Taylor, 2004a). Test takers' aptitude and preparation for a particular type of test may also vary and individual test takers or groups of test takers may perform better in certain tests than in others.

Specifying the relationship between a test product and the CEFR is challenging because, in order to function as a framework, the CEFR is deliberately underspecified (Davidson & Fulcher, 2007; Milanovic, 2009; Weir, 2005). Establishing the relationship is also not a one-off activity, but rather involves the accumulation of evidence over time (e.g. it needs to be shown that test quality and standards are maintained).

The relationship of IELTS with the CEFR is complex as IELTS is not a level-based test, but rather designed to span a much broader proficiency continuum. It also utilises a different 9-point band scoring system; thus, there will not be a one-to-one correspondence between IELTS scores and CEFR levels. It is important to bear in mind the differences in test purpose, test format, test populations, and measurement scales when seeking to make comparisons.

With the above in mind, Cambridge Assessment English has conducted a number of research projects since the late 1990s to explore how IELTS band scores align with the CEFR levels. A number of these were summarised in Taylor (2004b), while cautioning that, “As we grow in our understanding of the relationship between IELTS and the CEFR levels, so the frame of reference may need to be revised accordingly.”

Note that the IELTS band scores referred to in Figure 1 above are the overall band scores, not the individual module band scores for Listening, Reading, Writing and Speaking. It is important to recognise that the purpose of this figure is to communicate the relationship between IELTS performances and the CEFR. They should not be interpreted as reflecting strong claims about exact equivalence between assessment products or the scores they generate, for the reasons given in Taylor (2004a).

The current alignment is based upon a growing body of internal and external research, some of which has also appeared in peer-reviewed academic journals, attesting to their quality (e.g. Hawkey & Barker, 2004). This research has been further combined with long established experience of test use within education and society, as well as feedback from a range of stakeholders regarding the uses of test results for particular purposes.

As further work, such as that being undertaken in the English Profile project, enriches our understanding of the CEFR levels, further refinements may be possible.

#### Further information

##### **Q1. Some IELTS band scores are shown as borderline (e.g. it is not clear whether band 5 is B1 or B2). How should institutions and organisations interpret this?**

As IELTS preceded the CEFR, IELTS band score thresholds have never aligned exactly with the CEFR transition points. Previously (Taylor 2004a), we provided advice as to the score on IELTS that a test taker who was at a given CEFR level might achieve. However, our research shows that a C1 minimum threshold would fall between the 6.5 and 7 thresholds on the IELTS scale. Therefore, whilst many 6.5 test takers would be at C1, a number will be marginally below. The present table makes this clearer. So if an institution requires a high degree of confidence that an applicant is at C1, they may wish to set a requirement of 7, rather than 6.5.

##### **Q2. Does IELTS differentiate at C2 level?**

Band scores of 8.5 and higher constitute C2 level performance. Band 8 is borderline.

##### **Q3. If a student has an IELTS score of 6.5 should this be treated as a B2 equivalent score?**

6.5 is borderline B2/C1. It is for institutions to decide alignment to a particular level of the CEFR is critical. Otherwise, our general advice remains that an overall IELTS band 7.0 will probably meet the language requirements of most university courses, though 6.5 may be adequate for courses which are less linguistically demanding. Institutions need to consider a range of factors in setting their requirements, including, for example the amount of pre-sessional or in-sessional language-learning support which will be available to prospective students, and whether a minimum standard should also be specified in a particular individual skill.

##### **Q4. How does this compare to the mappings that other language testers have published?**

We do not comment on the benchmarking exercises that other language testers have provided.

#### References

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Further information can be found at [ielts.org/cefr](http://ielts.org/cefr)

## Teacher resources

A range of resources have been developed to help teachers engage test takers and prepare them for their test.

### Online videos

The IELTS YouTube channel features a number of teaching tips videos, including:

- Bingo
- Chain writing
- Speed dating
- Reading race

Go to [youtube.com/IELTSOfficial](https://youtube.com/IELTSOfficial)

### Classroom exercises

These classroom exercises are a good way to help test takers develop specific skills and prepare for different parts of the test.

#### Pre-reading

to help test takers prepare for a reading text

- Give test takers the title of a reading text and perhaps a relevant picture or song
- In groups, test takers predict vocabulary, phrases, information and ideas that might be in the text
- Test takers then read the text to check whether their predictions were correct
- Give test takers the opportunity to ask questions about the text or specific expressions or language

#### Getting to know graphs

to help test takers understand how data can be communicated

- As a whole class, brainstorm how people learn English outside the classroom – keep the list to about eight options
- In pairs, test takers survey staff and students at their institution on how best to learn a language outside of the classroom, making note of the age, sex, and nationality of interviewees. As homework, test takers organise their notes
- In class, test takers get in to bigger groups and share the data they have collected
- Then, in pairs again, test takers choose a type of graph out of a hat, e.g. line graph, bar chart or pie chart
- Test takers make their graph according to the data they have gathered from the survey
- They then write an introductory paragraph summarising their graph and the information it shows
- Once this stage is complete, they give the graph and introduction to another pair who write the body of the text

#### Topic dice

to familiarise test takers with topics that may come up in Part 2 and to develop fluency

- Test takers work in groups and brainstorm topics that may come up in Part 2 of the speaking test. Teacher checks that all topics are relevant
- From the list, test takers choose six topics – three that they like and three that they don't
- Together, they brainstorm everything that they know about the topics
- The topics are numbered 1–6 and each group is given a dice
- Test takers take turns to throw the dice and talk about the topic that corresponds with their number
- Test takers should talk for 1–2 minutes. They can use the notes made during the brainstorming session

#### Bingo

to help test takers practise listening for specific words

- Tell test takers they are going to listen to a text from an IELTS Listening test, e.g. a conversation about leisure activities, an interview for a part-time job, etc.
- As a group, they have to predict words they think will hear in the text. Individually, they choose nine words and write them in a bingo grid
- Play the Listening test. If test takers hear any of the words on their grid, they should cross them out
- When a test taker has crossed out three words in a row, they should shout 'BINGO!'



## Helping your test takers prepare

Preparation materials and advice for test takers can be found online at [ielts.org/prepare](https://ielts.org/prepare)

### Test takers are advised to:

- Consider taking an English language course. Although it is not a requirement for test takers to attend a language course, it is proven to be one of the most effective ways to improve language proficiency. A course will not only provide more opportunity for your test takers to practise their English, it will also ensure they receive constructive feedback to help them improve
- Read the Information for Candidates booklet. This contains essential guidance which every test taker should read in relation to test format, task types, time limits and test procedures
- Understanding the IELTS band scale (page 6) and the IELTS assessment criteria ([ielts.org/criteria](https://ielts.org/criteria)). This will help your test takers determine whether they are ready to sit the test
- Use their English everyday at home and at work/university – this includes speaking English with friends, watching and listening to English language programmes, reading English publications and practising their written skills wherever possible
- Practise with the free test samples available at [ielts.org/sampletest](https://ielts.org/sampletest) in order to better understand what is expected in each part of the test
- Consider purchasing the IELTS Official Practice Materials books from an IELTS test centre. Many independent IELTS products are also available
- Take an official IELTS practice test online at [ieltsprogresscheck.com](https://ieltsprogresscheck.com), which includes a feedback report on areas for improvement
- Think about taking an IELTS preparation course where test takers will receive feedback on their answers to practice questions

### Advise your test takers

#### Re-sitting the test

There are no restrictions on retaking the test. If the required score is not achieved, test takers can register for another test as soon as they feel they are ready. Test takers should be advised, however, that they are unlikely to gain a better score unless they work to improve their English and prepare for the test (see above).

### Further information

Further IELTS information and resources can be found online at [ielts.org](https://ielts.org) including:

- ‘Find a test centre’ search tool
- ‘Who accepts IELTS?’ database listing of over 10,000 organisations
- Information on IELTS for UK visas and immigration
- Sample test questions
- Data showing the average performance of takers by nationality and language group
- Information for Candidates booklet
- Ensuring quality and fairness in international language testing

### IELTS for UK, Australian, Canadian and New Zealand visas and immigration

Find out how your test takers can use an IELTS result for these purposes at:  
[ielts.org/unitedkingdom](https://ielts.org/unitedkingdom)  
[ielts.org/australia](https://ielts.org/australia)  
[ielts.org/canada](https://ielts.org/canada)  
[ielts.org/newzealand](https://ielts.org/newzealand)

**BRITISH COUNCIL**

Bridgewater House  
58 Whitworth Street  
Manchester M1 6BB  
United Kingdom  
TEL: +44 (0) 161 957 7755  
Email: [ielts@britishcouncil.org](mailto:ielts@britishcouncil.org)

**IDP: IELTS AUSTRALIA**

Level 8  
535 Bourke Street  
Melbourne VIC 3000  
Australia  
TEL: +61 (0)3 9612 4400  
Email: [ielts.communications@idp.com](mailto:ielts.communications@idp.com)

**CAMBRIDGE ASSESSMENT ENGLISH**

The Triangle Building  
Shaftesbury Road  
Cambridge CB2 8EA  
United Kingdom  
[cambridgeenglish.org/help](http://cambridgeenglish.org/help)

**IELTS USA**

825 Colorado Boulevard  
Suite 221  
Los Angeles CA 90041  
USA  
TEL: +1 323 255 2771  
Email: [ielts@ieltsusa.org](mailto:ielts@ieltsusa.org)

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