

Your 7 Is Not a 7

总分的算法 · 「总分 7」和「单项 7」是两回事

How the IELTS Overall Band Score is actually calculated

The Overall Band Score is an average — and an average hides its own worst part. This briefing shows how four scores become one number, why a single weak paper can cost a whole band, and what an advertised score can and cannot tell you.

总分是四项的平均值，而平均值会把自己最差的那一项藏起来。本文说明四个分数如何变成一个数字、为什么一项薄弱就可能拉掉整整一分，以及一个「几分」的说法到底能说明什么。

1 The rule, quoted 官方规则原文

The calculation 怎么算	<i>"The overall band score is the average of the four section band scores rounded to the nearest half band."</i> 总分是四个单项分的平均值，四舍五入到最近的半分。
The rounding 进位规则	<i>"If the average of the four sections ends in .25, the overall band score is rounded up to the next half band, and if it ends in .75, the overall band score is rounded up to the next whole band."</i> 平均分末尾是 .25 时，进位到下一个半分；末尾是 .75 时，进位到下一个整数。
What gets averaged 平均的是什么	All four section scores — Listening, Reading, Writing, Speaking — are reported in whole and half bands, and all four count equally. 听、读、写、说四项均以整分或半分呈现，四项权重相同。
The band levels 分数等级	9 Expert · 8 Very good · 7 Good · 6 Competent · 5 Modest · 4 Limited · 3 Extremely limited · 2 Intermittent · 1 Non-user.

Source. Both quotations, the worked examples in section 2, the half-band reporting and the band names are published at ielts.org → **Take a test** → **Your results** → **IELTS scoring in detail**. Nothing in section 1 or 2 is my wording.

以上引文、第 2 节的示例、半分制与等级名称，均出自 ielts.org 官方评分说明页。第 1、2 节没有任何一句是我自己的表述。

2 Three examples, published by IELTS 三个官方示例

These are not my examples. They are the ones on the official page, reproduced so you can check every step.

这三个例子不是我编的，是官方页面上的原例，方便你逐步核对。

TEST TAKER	L	R	W	S	AVERAGE	OVERALL
A	6.5	6.5	5.0	7.0	6.25	6.5 — rounds up
B	4.0	3.5	4.0	4.0	3.875	4.0
C	6.5	6.5	5.5	6.0	6.125	6.0 — rounds down

Look at A and C. Identical Listening and Reading. A has a *lower* Writing score than C — 5.0 against 5.5 — and still finishes half a band higher overall, because Speaking carried it. The overall number tells you nothing about which paper did the work.

A 和 C 的听力、阅读完全相同。A 的写作反而比 C 低（5.0 对 5.5），总分却高了半分 —— 因为口语把它拉了上去。总分说明不了是哪一项在起作用。

3 Both .25 and .75 round up .25 和 .75 都往上进

Everything else rounds to whichever half band is nearer. These two are the exact ties, and the tie always breaks upward.

其余情况取最近的半分；.25 和 .75 是正中间的两种，规则是一律向上。

Three sevens and a six 三个 7 加一个 6



$27.0 \div 4 = 6.75$. The average ends in .75, so it rounds up a **whole** band. $27.0 \div 4 = 6.75$, 末尾 .75, 进位到整数 7.0。

Half a band lower, and it collapses 只低半分，结果就变了



$26.5 \div 4 = 6.625$, nearer to 6.5 than to 7.0. Half a band on one paper, half a band off the overall. $26.5 \div 4 = 6.625$, 离 6.5 更近。一项掉半分，总分就掉半分。

A half band anywhere is worth the same. +0.5 on any single paper moves the average by 0.125, whether it is Listening or Writing. The papers are not worth different amounts — but they are not equally *cheap* to move, and that is the whole basis of a sensible retake plan.

任何一项提半分，对平均分的作用完全相同（+0.125）。四项价值一样，但提分难度不一样 —— 这才是重考计划该考虑的。

4 “Overall 7” and “7 in each band” are two different exams 总分与单项，是两场考试

The same result, two verdicts

同一张成绩单，两种结果

7.0 / 7.0 / 7.0 / 6.0 is an **Overall 7.0**. It **passes** a requirement written as “overall 7.0”. It **fails** a requirement written as “7.0 in each band” — on one paper, by half a band, having averaged exactly the target.

7.0 / 7.0 / 7.0 / 6.0 总分是 7.0。写着「总分 7」的要求，过；写着「单项均 7」的要求，不过 —— 只差一项、只差半分。

Why it happens

为什么会这样

Many institutions set both an overall minimum and a minimum in each band, and the second is the one that quietly does the rejecting. Candidates read the headline number in the offer letter and plan against that.

很多院校既设总分线，也设单项小分线，真正卡人的往往是后者。而考生通常只看录取要求里最显眼的总分。

Do this first

第一步该做什么

Before you plan a single study session, read your own requirement and write it down in full — overall figure *and* per-band minimum.

在制定任何复习计划之前，先把你自己的要求完整抄下来：总分多少，单项各多少。

Which paper to fix

该补哪一项

Overall only: fix whichever paper is cheapest to move, because every half band is worth the same to the average. **Per-band minimum:** fix the paper below the line, however expensive — nothing else can rescue it. The two requirements produce opposite plans, and the wrong one costs months.

只看总分：补最容易提分的那一项。有小分要求：补低于线的那一项，再难也得补，其他项再高也救不了。两种要求对应的计划正好相反，选错要浪费几个月。

5 An average hides its own worst part 平均分会藏起最差的一项

This applies to your own result and to anyone else's. It is arithmetic, not an accusation.

这对你自己的成绩、对别人的成绩同样适用。这是算术，不是指控。

A completely truthful “IELTS 7” 一个完全真实的「雅思 7 分」



$27.5 \div 4 = 6.875$, nearer to 7.0 than to 6.5. Every number is real and “I got IELTS 7” is completely true — alongside a **5.5 in Writing**. $27.5 \div 4 = 6.875$, 更接近 7.0。每个数字都是真的,「我雅思 7 分」也完全属实 —— 同时写作是 5.5。

So an overall band cannot tell you about any single paper. That is true of every overall band ever issued — mine and yours included. It is not a claim about anybody's honesty. It means the overall figure is simply the wrong question to ask.

所以总分说明不了任何单项。这对所有人的成绩都成立,包括我的和你的。这不是在质疑谁的诚信,只是说明:问总分,问错了。

6 Three better questions 三个更该问的问题

- 1 Ask for the **four section scores**, not the overall. If someone is teaching you Writing, the number that matters is the Writing one — and that is exactly the number an overall band is best at hiding.
要四个单项分,不要总分。如果对方教你写作,唯一重要的是写作那一项,而它恰恰是总分最擅长掩盖的。
- 2 Ask **when** it was taken, and which test. IELTS *recommends* a two-year limit on validity rather than enforcing one, and receiving institutions overwhelmingly adopt it as policy. A result from a decade ago describes a decade-ago performance.
问什么时候考的、考的哪一种。两年有效期是官方「建议」而非强制,绝大多数院校将其采纳为自己的政策。十年前的成绩,说明的是十年前的水平。
- 3 Ask about **training in the criteria** — whether they have done any formal training in how the assessment criteria are applied, and what it was. This is a different question from what they scored.
问评分标准培训 —— 是否接受过评分标准应用方面的正式培训,以及是什么培训。这和「你考了多少分」是两个问题。

My judgement, offered as judgement. Sitting the test well and diagnosing why someone else cannot are different skills. A high band demonstrates the first; on its own it does not demonstrate the second. I cannot support that with a citation — it is what a decade of watching strong test-takers struggle to explain *why* an answer scores what it scores has persuaded me of. Weigh it as one teacher's opinion, not as a fact.

这一条是我的个人判断,不是事实。自己考得好,和能诊断别人为什么考不好,是两种能力。高分能证明前者,不能单独证明后者。请把它当作一位老师的看法来看待。

Quoted	The calculation rule, the .25 and .75 rounding rules, the three worked examples, the half-band reporting and the band names are published by the test partners. None of that group is my wording.
Arithmetic	The additional examples — 7/7/7/6, 7/7/6.5/6 and 8/7.5/6.5/5.5 — are mine, but they are only the published rule applied to different numbers. Check them with a calculator; that is the point of using arithmetic rather than assertion.
Opinion	One claim here is opinion and is marked as such: that scoring well and teaching well are different skills. It is the only thing in this document you cannot verify for yourself.
On the descriptors	The criteria are named and the band levels listed as published. The full official band descriptors are not reproduced here; they are published by the IELTS partners and should be read at source.
Credentials	Certified by IDP Education in Understanding the Assessment Criteria for both Speaking and Writing (2026). IDP is one of the three organisations that jointly own IELTS. This is a teacher-training certificate — IELTS has not endorsed this briefing, the books, or the classes.

No band score is promised anywhere in this material. What arithmetic can honestly offer is a clear view of the target you are actually aiming at.

本文不承诺任何分数。算术能诚实提供的，只是让你看清自己真正要打的那个目标。

Sources: [ielts.org](#) — IELTS scoring in detail; British Council — how IELTS is assessed; [ielts.org](#) — review of the recommended two-year validity limit. The full briefing with live links is at [deencoxielts.com/band-score.html](#). If a source page has changed since publication, the source wins — please tell me.