

Two out of three is not that band.

三条里符合两条，就不是那一档。

One sentence printed under the official band descriptors decides how every band is awarded. It is not a technique and it is not inside information — it is a footnote on a public PDF. A briefing for teachers, with a free tool.

1 The sentence under the table 表格下面的那句话

QUOTED IN FULL · 完整引用

“A candidate must fully fit the positive features of the descriptor at a particular level.”

考生必须完全符合该分档描述中的全部正面特征。

— IELTS Speaking Band Descriptors, closing note. The Writing descriptors carry the same sentence on every page, and add: **bolded text indicates negative features that will limit a rating.**

—— 雅思口语评分标准结尾注释。写作评分标准每一页都印着同一句话，并补充：加粗文字表示会限制评分的负面特征。

Read it slowly, because it is stricter than how most people mark. **Fully fit** means all of them. If Band 7 Fluency and Coherence lists three positive features and a candidate shows two, that is not a Band 7 with a small gap. It is a Band 6. The scale does not average within a band, and it gives no partial credit for getting most of the way there.

慢慢读这句话，因为它比大多数人打分的方式严格得多。完全符合意味着全部符合。如果 7 分的流利度与连贯性列出三条正面特征，而考生只表现出两条，那不是“接近 7 分”，而是 6 分。分档内部不做平均，也不为“差不多做到了”给部分分数。

BAND 7 F&C	FEATURE · 特征
✓ present	Keeps going and readily produces long turns without noticeable effort 不费力地持续说下去，能自然展开长回答
✓ present	Flexible use of discourse markers, connectives and cohesive features 灵活使用话语标记与衔接手段
✗ missing	Coherence is not affected by whatever hesitation occurs 出现的停顿与自我修正没有影响连贯性

Result: Band 6. Not “almost a 7”. Marking by impression rewards the two features that were present; the descriptors ask about the one that was not. That single difference explains most of the gap between a teacher's estimate and a real result.

结果是 6 分，不是“接近 7 分”。凭印象打分，看到的是已经具备的那两条；评分标准问的，是缺失的那一条。这一点差别，就能解释老师估分与真实成绩之间的大部分落差。

2 Pronunciation has no descriptor at 7, 5 or 3 发音在 7 分、5 分、3 分没有自己的描述

Until August 2008 Pronunciation was not scored on nine bands at all. It ran on four levels only — 2, 4, 6 and 8 — while the other three criteria used the full scale. Examiners found it too coarse, and IELTS-commissioned research found something worse: evidence that having only four bands **encouraged examiners to award a Band 6 by default.**

2008 年 8 月之前，发音根本不是按九档评分的，只有 2、4、6、8 四个等级，而其他三项用的是完整九档。考官觉得太粗，雅思委托的研究还发现了更严重的问题：只有四档会促使考官默认给 6 分。

So the scale was expanded to nine. But rather than write three new descriptors, IELTS defined the new odd bands by comparison: a Band 7 shows **all** the positive features of Band 6 and **some, but not all**, of Band 8. The same report is candid that examiners then struggled with "some, but not all".

于是量表扩展到九档。但雅思没有另写三条描述，而是用比较来定义新增的单数档：7 分要具备 6 分的全部正面特征，再加上 8 分的部分而非全部特征。同一份报告也坦率承认，考官此后难以把握“部分而非全部”。

Why this matters in a classroom. Pronunciation is the cheapest criterion to move from 6 to 7, because 7 does not require meeting a full descriptor — it requires meeting Band 6 completely, then adding a few Band 8 features. Sustained rhythm, and flexible stress and intonation across a long utterance, will do it. That is drillable in a way the other three are not.

这在课堂上的意义：发音是从 6 分推到 7 分成本最低的一项，因为 7 分不要求满足一整条描述，而是要求完全达到 6 分，再加上少数 8 分特征——稳定的节奏，以及长句中灵活的重音与语调。这是可以直接训练的。

Source: Yates, Zielinski & Pryor, *The assessment of pronunciation and the new IELTS Pronunciation scale*, IELTS Research Reports Volume 12, published at ielts.org.

3 What a teacher may and may not do 教师能做什么，不能做什么

QUOTED IN FULL · 完整引用

“Teachers should not award IELTS band scores using the public Band Descriptors, but can highlight features in the assessment criteria that match written and spoken performance.”

教师不应使用公开版评分标准给出雅思分数，但可以指出考生的书面与口语表现符合评分标准中的哪些特征。

— IDP Education, IELTS Teacher Training Program.

—— IDP Education，雅思教师培训课程。

I hold both certificates from that programme, Speaking and Writing, 2026 — which is exactly why the free tool that goes with this briefing is built the way it is. It shows you **which features match** and **which are missing**. That is the permitted output, and it happens to be the more useful one: "every Band 7 feature except paraphrase" tells a student what to do on Monday. "You're a 6.5" tells them nothing.

我持有该课程口语与写作两份 2026 年证书——这正是配套工具如此设计的原因。它显示哪些特征已经符合、哪些还缺。这是被允许的输出方式，而且恰好更有用。

4 Indicative, and no substitute for practice 参考而已，也替代不了练习

Everything the tool produces is **indicative**. It is not an official band score, it is not a prediction of one, and no score is promised by it. Only certified examiners, rating a live test inside the exam system, award band scores. Even IELTS's own practice test, marked by official IELTS markers, calls its result indicative.

这个工具给出的一切都只是参考。它不是官方分数，也不是对官方分数的预测，更不承诺任何分数。只有认证考官在考试体系内对真实考试评分，才能给出分数。连雅思自己的模拟测试，由官方评分员批改，给出的也只是参考分数。

And getting genuinely good at this takes a lot of marking. Examiners are selected, trained and re-standardised at intervals precisely because judgement drifts. The way a teacher builds the same reliability is unglamorous: mark full mock tests, mark them repeatedly, record what you awarded and why, and check yourself against samples whose rating you already know. The checklist gives that practice something firm to work against. It does not shorten it.

而要真正做好这件事，需要大量的批改实践。考官之所以要经过选拔、培训并定期重新校准，正是因为判断会漂移。教师建立同样可靠性的方式并不光鲜：批改完整的模考，反复批改，记录自己给了什么分、依据是什么，再回头用已知评分的样本核对自己。这份清单为那种练习提供了明确的参照，但不会缩短它。

What it is actually for. Three things. Understanding what the criteria are really asking. Locating the specific feature a student is missing, so the next lesson has a target. And checking your own eye against the descriptors from time to time, instead of against your impression of the student.

它真正的用途有三个：理解评分标准到底在问什么；找出学生具体缺的那一条特征，让下一堂课有明确目标；以及不时用评分标准而不是用自己对学生的印象，来校准自己的眼光。

The free tool. 203 tick boxes, paraphrased from the published descriptors across Bands 4 to 9, for Speaking and Writing Tasks 1 and 2. Tick what a performance actually shows and it tells you which band it fully meets and exactly which features are missing at the next one. Print it blank and work on paper if you prefer.

deencoxielts.com/marksheet.html

免费工具：203 个勾选项，改写自公开评分标准 4 到 9 分的内容，涵盖口语与写作 Task 1、Task 2。免费，无需注册，也可打印使用。

Descriptor wording is paraphrased throughout, never reproduced; the published documents at ielts.org are the source and should be read there. Deen Cox — IDP Education teacher training, Understanding the Assessment Criteria for Speaking and for Writing, 2026. IELTS has not endorsed my books, my classes or this tool. No band score is promised anywhere in this material.