

ISE I Task 3 Reading into writing rating scale

Score	Reading for writing	Task fulfilment
	<ul style="list-style-type: none"> ▶ Understanding of source materials ▶ Selection of relevant content from source texts ▶ Ability to identify common themes and links within and across the multiple texts ▶ Adaptation of content to suit the purpose for writing ▶ Use of paraphrasing/summarising 	<ul style="list-style-type: none"> ▶ Overall achievement of communicative aim ▶ Awareness of the writer-reader relationship (style and register) ▶ Adequacy of topic coverage
4	<ul style="list-style-type: none"> ▶ Full and accurate understanding of the straightforward ideas of all source materials demonstrated ▶ A wholly appropriate and accurate selection of relevant content from the source texts ▶ Excellent ability to identify the main conclusions, significant points and common themes within and across the multiple texts ▶ An excellent adaptation of content to suit the purpose for writing ▶ Excellent paraphrasing/summarising skills of short pieces of information demonstrated 	<ul style="list-style-type: none"> ▶ Excellent achievement of the communicative aim ▶ Excellent awareness of the writer-reader relationship ▶ All requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met
3	<ul style="list-style-type: none"> ▶ Full and accurate understanding of the straightforward ideas of most source materials demonstrated ▶ An appropriate and accurate selection of relevant content from the source texts (ie most relevant ideas are selected and most ideas selected are relevant) ▶ Good ability to identify the main conclusions, significant points and common themes within and across the multiple texts ▶ A good adaptation of content to suit the purpose for writing ▶ Good paraphrasing/summarising skills of short pieces of information demonstrated (with very limited lifting and few disconnected ideas) 	<ul style="list-style-type: none"> ▶ Good achievement of the communicative aim (ie important messages conveyed) ▶ Good awareness of the writer-reader relationship (ie appropriate use of style and register throughout the text) ▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met
2	<ul style="list-style-type: none"> ▶ Full and accurate understanding of more than half of the source materials demonstrated ▶ An acceptable selection of relevant content from the source texts (the content selected must come from more than one text) ▶ Acceptable ability to identify the main conclusions, significant points and common themes within and across the multiple texts ▶ Acceptable adaptation of content to suit the purpose for writing ▶ Acceptable paraphrasing/summarising skills of short pieces of information demonstrated (with some lifting and disconnected ideas) 	<ul style="list-style-type: none"> ▶ Acceptable achievement of the communicative aim ▶ Some awareness of the writer-reader relationship ▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction acceptably met
1	<ul style="list-style-type: none"> ▶ Inaccurate and limited understanding of most source materials ▶ Inadequate and inaccurate selection of relevant content from the source texts (ie fewer than half of the relevant ideas are selected and most of the selected ideas are irrelevant) ▶ Poor ability to identify the main conclusions, significant points and common themes within and across the multiple texts (ie misunderstanding of the common themes and links is evident) ▶ Poor adaptation of content to suit the purpose for writing (ie does not use the source texts' content to address the purpose for writing) ▶ Poor paraphrasing/summarising skills of short pieces of information demonstrated (with heavy lifting and many disconnected ideas) 	<ul style="list-style-type: none"> ▶ Poor achievement of the communicative aim (ie difficult to follow and unconvincing for reader) ▶ Poor awareness of the writer-reader relationship ▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction are not met
0	<ul style="list-style-type: none"> ▶ Task not attempted ▶ Paper void ▶ No performance to evaluate 	

ISE I Task 3 Reading into writing rating scale (contd)

Score	Organisation and structure	Language control
	<ul style="list-style-type: none"> ▶ Text organisation, including use of paragraphing, beginnings/endings ▶ Presentation of ideas and arguments, including clarity and coherence of their development ▶ Consistent use of format to suit the task ▶ Use of signposting 	<ul style="list-style-type: none"> ▶ Range and accuracy of grammar ▶ Range and accuracy of lexis ▶ Effect of linguistic errors on understanding ▶ Control of punctuation and spelling
4	<ul style="list-style-type: none"> ▶ Effective organisation of text (ie clear organisation of text with ideas sequenced in a linear fashion, the use of paragraphs to separate key themes) ▶ Very clear presentation and logical development of all straightforward ideas and arguments ▶ Appropriate format throughout the text ▶ Effective signposting 	<ul style="list-style-type: none"> ▶ Good range of grammatical items relating to the task with good level of accuracy ▶ Good range of lexical items relating to the task with good level of accuracy ▶ Any errors do not impede understanding ▶ Excellent spelling and punctuation
3	<ul style="list-style-type: none"> ▶ Good organisation of text (eg appropriately organised into paragraphs, appropriate opening and closing) ▶ Clear presentation and logical development of most straightforward ideas and arguments ▶ Appropriate format in most of the text ▶ Good signposting (eg appropriate use of cohesive devices and topic sentences to address a linear sequence) 	<ul style="list-style-type: none"> ▶ Appropriate range of grammatical items relating to the task with good level of accuracy (errors may occur when handling more complex ideas) ▶ Appropriate range of lexical items relating to the task with good level of accuracy (may contain some circumlocutions) ▶ Errors occasionally impede understanding but the overall message is clear ▶ Spelling and punctuation good enough to be followed (punctuation of simple sentences is free from errors)
2	<ul style="list-style-type: none"> ▶ Acceptable organisation of text (ie showed some awareness of the need for structure with new ideas introduced in new sentences) ▶ Presentation and development of most straightforward ideas and arguments are acceptably clear and logical ▶ Appropriate format in general ▶ Acceptable signposting (eg some appropriate use of cohesive devices and topic sentences to address a linear sequence) 	<ul style="list-style-type: none"> ▶ Acceptable level of grammatical accuracy and appropriacy relating to the task, though range may be restricted ▶ Acceptable level of lexical accuracy and appropriacy relating to the task, though range may be restricted ▶ Errors sometimes impede understanding ▶ Acceptable spelling and punctuation
1	<ul style="list-style-type: none"> ▶ Very limited or poor text organisation which causes the reader difficulties ▶ Most ideas and arguments lack coherence and do not progress logically ▶ Inappropriate format throughout the text ▶ Poor signposting (lacks use of simple cohesive devices) 	<ul style="list-style-type: none"> ▶ Inadequate evidence of grammatical range and accuracy (may have control over the language below the level) ▶ Inadequate evidence of lexical range and accuracy (may have control over the language below the level) ▶ Errors frequently impede understanding ▶ Poor spelling and punctuation throughout
0	<ul style="list-style-type: none"> ▶ Task not attempted ▶ Paper void ▶ No performance to evaluate 	