



## ISE A1 Task 3 Reading into writing rating scale

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Score	Reading for writing	Task fulfilment
	<ul style="list-style-type: none"> <li>▸ Understanding of source materials</li> <li>▸ Selection of relevant content from three source texts</li> <li>▸ Use of source texts' content to suit the purpose for writing</li> </ul>	<ul style="list-style-type: none"> <li>▸ Overall achievement of communicative aim</li> <li>▸ Adequacy of topic coverage</li> </ul>
<b>3</b> <b>(Top of level)</b>	<ul style="list-style-type: none"> <li>▸ Good understanding of most of the task-related source material</li> <li>▸ An appropriate and accurate selection of relevant content from the source texts</li> <li>▸ Good use of content from source texts to fulfil the communicative purpose of the task</li> </ul>	<ul style="list-style-type: none"> <li>▸ Good achievement of the communicative aim; all content points addressed</li> <li>▸ The text is easily read and understood by the reader</li> <li>▸ All requirements of the task, (ie topic, purpose, number of sentences) satisfied with no omissions or irrelevance</li> </ul>
<b>2</b> <b>(At level)</b>	<ul style="list-style-type: none"> <li>▸ Good understanding of over half task-related source materials</li> <li>▸ An acceptable selection of relevant content from the source texts</li> <li>▸ Acceptable use of source texts' content, with a few disconnected ideas, to suit the purpose for writing</li> </ul>	<ul style="list-style-type: none"> <li>▸ Acceptable achievement of the communicative aim; most content points addressed</li> <li>▸ The text can be understood by the reader</li> <li>▸ Most requirements of the instruction appropriately met with few omissions and irrelevance</li> </ul>
<b>1</b> <b>(Below level)</b>	<ul style="list-style-type: none"> <li>▸ Inaccurate and limited understanding of most source materials</li> <li>▸ Inadequate and inaccurate selection of relevant content from the source texts (ie most of the selected information irrelevant)</li> <li>▸ Does not use the source texts' content to address the purpose for writing</li> </ul>	<ul style="list-style-type: none"> <li>▸ Poor achievement of the communicative aim (ie difficult to follow for reader)</li> <li>▸ Most requirements (ie topic, purpose and number of words) of the instruction are not met</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>▸ Task not attempted</li> <li>▸ Paper void</li> <li>▸ No performance to evaluate</li> </ul>	

## ISE A1 Task 3 Reading into writing rating scale (cont)

Score	<b>Organisation and structure</b> <ul style="list-style-type: none"> <li>▶ Grouping of information</li> <li>▶ Use of very simple connectors</li> </ul>	<b>Language control</b> <ul style="list-style-type: none"> <li>▶ Range and accuracy of grammar</li> <li>▶ Range and accuracy of lexis</li> <li>▶ Effect of linguistic errors on understanding</li> <li>▶ Control of very simple punctuation and spelling</li> </ul>
<b>3</b> <b>(Top of level)</b>	<ul style="list-style-type: none"> <li>▶ Good use of short, simple sentences or phrases</li> <li>▶ Information is grouped logically</li> <li>▶ Appropriate use of simple connectors eg 'and', 'then'</li> </ul>	<ul style="list-style-type: none"> <li>▶ A range of simple grammatical items sufficient to the task relating to familiar everyday situations used with good level of accuracy (may contain basic systematic errors)</li> <li>▶ A range of lexical items sufficient to the task relating to familiar everyday situations used with good level of accuracy</li> <li>▶ Any errors do not impede understanding</li> <li>▶ Good spelling (with phonetic accuracy) and punctuation</li> </ul>
<b>2</b> <b>(At level)</b>	<ul style="list-style-type: none"> <li>▶ Some use of short, simple sentences or phrases</li> <li>▶ Most ideas are grouped logically (some may be out of place)</li> <li>▶ Acceptable use of simple connectors eg 'and'</li> </ul>	<ul style="list-style-type: none"> <li>▶ Acceptable level of grammatical accuracy sufficient to the task – although range may be restricted (contain basic systematic errors)</li> <li>▶ Acceptable level of lexical accuracy sufficient to the task – although range may be restricted</li> <li>▶ Errors sometimes impede understanding but the overall message is clear</li> <li>▶ Acceptable spelling (with phonetic accuracy) and punctuation</li> </ul>
<b>1</b> <b>(Below level)</b>	<ul style="list-style-type: none"> <li>▶ Most ideas are disconnected or out of place</li> <li>▶ Difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inadequate evidence of grammatical and lexical range and accuracy</li> <li>▶ Errors frequently impede understanding</li> <li>▶ Poor spelling and punctuation throughout, causing difficulty for reader</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>▶ Task not attempted</li> <li>▶ Paper void</li> <li>▶ No performance to evaluate</li> </ul>	