

# Trinity College London Integrated Skills in English (ISE)

## Understanding ISE results

This document provides information on how to understand the results and accompanying documents for ISE exams.

If you would like to know more about how to prepare for the exam, please refer to the [How to mark practice exam materials](#) document available on our website.

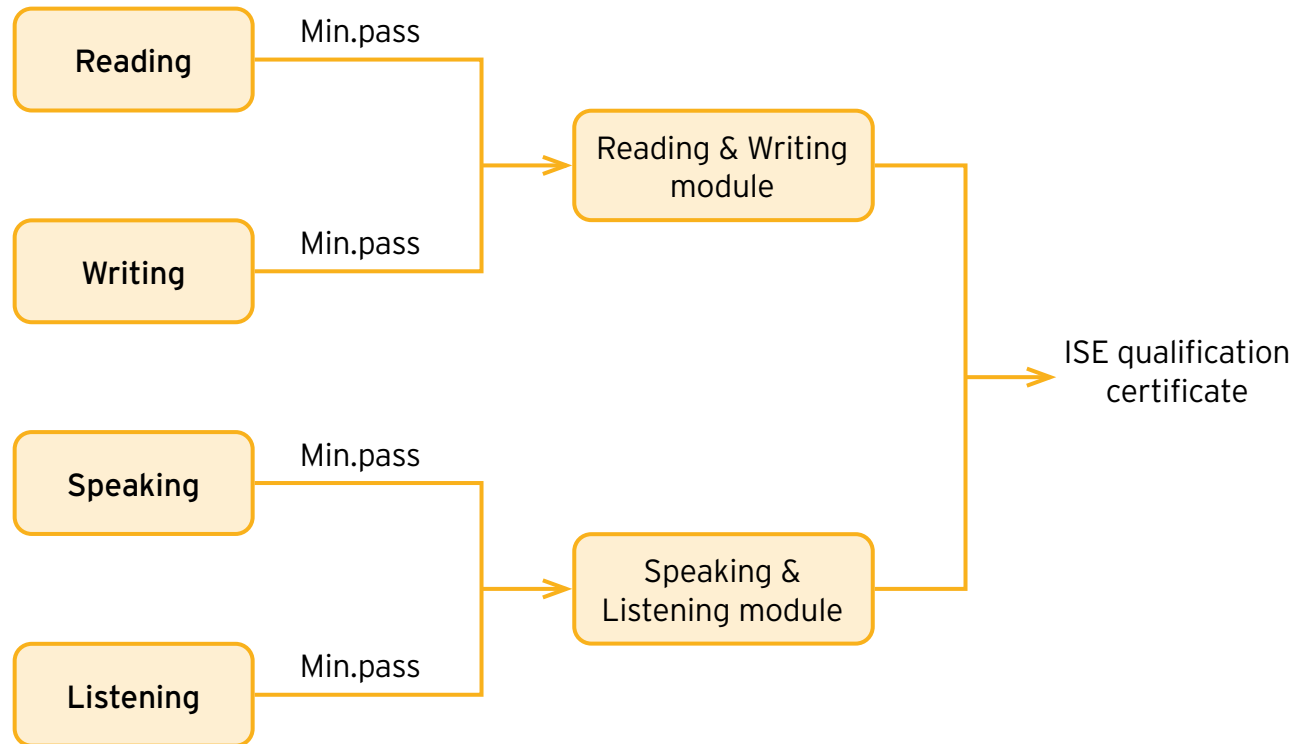
Please note that these documents do not give information on the ISE IV exam because it has a different format than the other ISE levels. For more information on ISE IV, please visit [trinitycollege.com/ISEIV](http://trinitycollege.com/ISEIV).

### General information

Trinity's Integrated Skills in English (ISE) qualifications assess all four language skills: reading, writing, speaking and listening.

These skills are assessed in two modules: Reading & Writing and Speaking & Listening.

The exam modules can be taken together, or at different times when students are ready (except when taken as a SELT in the UK, where they must be taken on the same day). Students must pass both modules to gain an ISE qualification.



## ISE assessment method and scoring

Some tasks within the ISE qualification are objectively marked using an answer key, so students' answers can be marked as either 'correct' or 'incorrect'. Other tasks are scored by specially trained examiners and markers using a rating scale. Trinity examiners and markers undergo rigorous training and standardisation which informs how they come to their decisions when applying the rating scales. The rating scales are specific to each ISE level and reflect the level of the Common European Framework of Reference (CEFR).

The rating scales for the skills assessed at each level can be found at [trinitycollege.com/ratingscales](http://trinitycollege.com/ratingscales) as well as in the appendices of the Teacher Guides. The table below provides an overview of how each task is marked.

## Overview of assessment methods

Skill	Level	Task	Assessment method	Scoring	How overall score is reached	
Reading	ISE A1 to ISE III	Task 1 & 2	Objectively marked through a specific to the task answer key	1 mark for each correct response	Marks for all correct answers are tallied	
		Task 3	Reading into writing scale	A score (0-3) is awarded for each of the four criteria	Scores from both tasks are combined to make overall	
Writing	ISE A1	Task 4	Extended writing scale	A score (0-3) is awarded for each of the three criteria		
		ISE Foundation to ISE III	Task 3	Reading into writing scale		A score (0-4) is awarded for each of the four criteria
			Task 4	Extended writing scale		A score (0-4) is awarded for each of the three criteria
Speaking	ISE A1 to ISE III	All tasks of the speaking exam	Speaking & Listening rating scale	A score (0-4) is awarded for each of the four criteria	Scores from the different criteria are combined to make an overall speaking score	

## Overview of assessment methods (continued)

Skill	Level	Task	Assessment method	Scoring	How overall score is reached
Listening	ISE A1	Task 1	Objectively marked through a specific to the task answer key	1 mark for each correct response	Scores from both task are combined to make an overall listening score
		Task 2	Objectively marked through a specific to the task answer key	1 mark for each correct response	
	ISE Foundation & ISE I	Task 1	Objectively marked through a specific to the task answer key	1 mark for each correct response	Score from both task are combined to make an overall listening score
		Task 2	Independent listening rating scale	A score (0-4) is awarded for overall performance on this task	
	ISE II & ISE III	Task 1	Independent listening rating scale	A score (0-4) is awarded for overall performance on this task	The score awarded for the task

Trinity is committed to ensuring that the standard of each qualification remains consistent over time and so reserves the right to make appropriate adjustments to published grade thresholds and/or methods of aggregating marks.

## ISE raw marks and scaled scores

ISE qualifications have been designed so that each skill is equally weighted. This means that a candidate has to pass all four skills to pass the ISE qualification and receive the qualification certificate.

The results are reported using a 0-150 scale, both per module and overall. The overall score of successful candidates is the average of the candidate's module results.

The pass boundaries in the table below are based on the final, scaled scores and, therefore, differ from guidance found in [How to mark practice exam materials](#).

## Scaled scores and achievement levels in actual Trinity ISE exams

Scaled scores available per module and overall.

Qualification	Pass	Merit	Distinction
ISE A1	5	15	21
ISE Foundation	30	40	46
ISE I	55	65	71
ISE II	80	90	96
ISE III	105	115	121

## Overall result

Candidates need to achieve at least the pass score in each of the relevant skill areas to pass the module. Candidates need to pass both modules to receive the ISE qualification certificate.

The level of achievement (Distinction, Merit, Pass or Fail) for each of the four skills are stated on the qualification certificate. A successful candidate will receive a certificate stating the ISE level they have been awarded and then the four separate achievement levels, one for each skill as well as overall.

## Understanding diagnostic profile reports

Trinity's diagnostic profile report is a tool for teachers and candidates who want to improve their English language skills. The report goes beyond overall language competence and focuses on the detailed performance of each subset of skills. Consequently, it provides a valuable personalised tool for candidates and their teachers by identifying areas for progression and improvement.

Diagnostic profile reports are issued to the centres who register their candidates.

Please note, the diagnostic profile is not an interpretation of results achieved in ISE exams.

We issue a diagnostic profile report for each candidate, showing each part of the exam, ie the skills and sub-skills in reading, writing, speaking and listening.

## Diagnostic profile report

Jo Bloggs

Candidate number: 1-446605990

ISE I

Exam date: August 2023

Centre: Abi Test (30779)

		Incorrect or not attempted	More practice required	Adequate performance	Skilled in this area	Highly skilled in this area
Reading: Merit	Task 1 - Long reading					
	Reading for the main idea					
	Reading carefully for facts or information					
	Reading carefully for details, working out meaning of unknown words					
Task 2 - Multi-text reading	Reading for the main ideas or the purpose, skim reading					
	Reading carefully for facts or information					
	Reading carefully for details, working out meaning of unknown words, summarising what you have read					

## Explanation of categories in the diagnostic report

- Incorrect or not attempted – a candidate does not yet have sufficient skills in a given area or did not provide a response
- More practice needed – the candidate has some skills but they need improvement to reach the required standard for the level
- Adequate performance but more practice required – the candidate’s language skills are on the borderline and more practice is needed to achieve a secure standard for the level attempted
- Skilled in this area – the candidate has sufficient skills in this area to achieve the standard required at the level
- Highly skilled in this area – the candidate’s language skills in this area are very good

The outcomes shown on the scale for each sub-skill should be the basis for future study of English language.

The diagnostic profile report is best used with the skills development tables as explained in the next section.

## Using skills development tables

Diagnostic profile reports are sent to centres once the results are finalised so students can see where improvements are needed, if necessary. Skills development tables are available online, with practical advice on how to develop the sub-skills required to achieve at least a Pass for each skill.

An example of an ISE III Reading profile is shown below. However, the principles for using the diagnostic profile reports and skills development tables apply to all levels and skills. Although this candidate’s sub-skills in reading for the main idea and reading carefully for details are good (ie the bars correspond to ‘adequate performance’), the sub-skill of reading carefully for facts or information needs further development (ie corresponds to ‘more practice required’).

		Incorrect or not attempted	More practice required	Adequate performance	Skilled in this area	Highly skilled in this area
Task 1 - Long reading	Reading for the main idea					
	Reading carefully for facts or information					
	Reading carefully for details, working out meaning of unknown words					

In this case, the candidate should refer to the skills development table below for suggestions on how to improve this particular sub-skill of reading. Advice on this sub-skill appears in two parts of the table, as the sub-skill is assessed in both task 1 and task 2. However, the suggestion is the same, so only the task 1 skills development table is printed here:

### Task 1 – Long reading

Skills tested	How to practise these skills
Reading for the main idea	<ul style="list-style-type: none"> <li>▶ Practise summarising the gist of texts or paragraphs, eg students choose from several options to decide which summary best fits the text or paragraph.</li> <li>▶ Make sure students discuss the reasons for their choices – why is the text more about one thing than another? How did they decide?</li> <li>▶ Get students to think about how they read in their own language and encourage them to apply the same skills to reading in English.</li> </ul>
Reading carefully for facts or information	<ul style="list-style-type: none"> <li>▶ Practise scanning texts for specific information – for example to check whether statements are true or false, or to complete missing information in a text summary.</li> </ul>
Reading carefully for details, deducing/working out meaning of unknown words	<ul style="list-style-type: none"> <li>▶ Practice guessing the meaning of unknown words in sentences by looking at the words around the unknown word.</li> <li>▶ Use gap-fill exercises to practise completing sentences.</li> <li>▶ Identify words with the same or similar meanings.</li> <li>▶ Practise identifying viewpoints and attitudes in pieces of discursive writing such as criticism, journalism and literature.</li> <li>▶ Identify common themes and threads in texts.</li> </ul>

## Using Trinity Results Verification

Trinity Results Verification (TRV) allows approved users to verify qualifications against Trinity's central database.

Users request access using an online form. These requests are approved/rejected accordingly by Trinity.

Once access has been granted, users can search for existing exam records using the Trinity ID (Order Number: Candidate Number), which is found at the base of certificates.

Note: Initially, we aim to offer the search for language qualifications, with the rollout to other subject areas following soon after.

When a search exactly matches a record in the Trinity database, the below fields will be presented to the user:

- ▶ Candidate's first, middle and last name
- ▶ Candidate's date of birth
- ▶ Exam taken
- ▶ Date the exam was taken
- ▶ Result for each skill (Distinction, Merit, Pass, Fail).