ISE II Task 4 Extended writing rating scale

Score	Task fulfilment ◗ Overall achievement of communicative aim ◗ Awareness of the writer-reader relationship (style and register) ◗ Adequacy of topic coverage	Organisation and structure ◗ 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	Language control ◗ Range and accuracy of grammar ◗ Range and accuracy of lexis ◗ Effect of linguistic errors on understanding ◗ Control of punctuation and spelling
4	◗ Excellent achievement of the communicative aim ◗ Excellent awareness of the writer-reader relationship (ie appropriate use of standard style and register throughout the text) ◗ All requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met	◗ Effective organisation of text ◗ Very clear presentation and logical development of most ideas and arguments, with appropriate highlighting of significant points and relevant supporting detail ◗ Appropriate format throughout the text ◗ Effective signposting	◗ Wide range of grammatical items relating to the task with good level of accuracy ◗ Wide range of lexical items relating to the task with good level of accuracy ◗ Any errors do not impede understanding ◗ Excellent spelling and punctuation
3	◗ Good achievement of the communicative aim (ie easy to follow and convincing for reader) ◗ Good awareness of the writer-reader relationship (ie appropriate use of standard style and register throughout the text) ◗ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met	◗ Good organisation of text (eg appropriately organised into clear and connected paragraphs, appropriate opening and closing) ◗ Clear presentation and logical development of most ideas and arguments, with appropriate highlighting of significant points and relevant supporting detail ◗ Appropriate format in most of the text ◗ Good signposting (eg appropriate use of cohesive devices and topic sentences)	◗ Appropriate range of grammatical items relating to the task with good level of accuracy (with mostly non-systematic errors) ◗ Appropriate range of lexical items relating to the task with good level of accuracy (without frequent repetition) ◗ Errors only occasionally impede understanding ◗ Good spelling and punctuation (may show some signs of first language influence)
2	◗ 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	◗ Acceptable organisation of text ◗ Presentation and development of most ideas and arguments are acceptably clear and logical, with some highlighting of significant points and relevant supporting detail ◗ Appropriate format in general ◗ Acceptable signposting (eg some inconsistent/faulty use of cohesive devices and topic sentences)	◗ 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	◗ 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	◗ Very limited or poor text organisation ◗ Most ideas and arguments lack coherence and do not progress logically ◗ Inappropriate format throughout the text ◗ Poor signposting (eg inappropriate or poor use of cohesive devices and topic sentences)	◗ 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	◗ Task not attempted ◗ Paper void ◗ No performance to evaluate		