

# Trinity College London Integrated Skills in English (ISE)

## Understanding ISE Secure English Language Test 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.

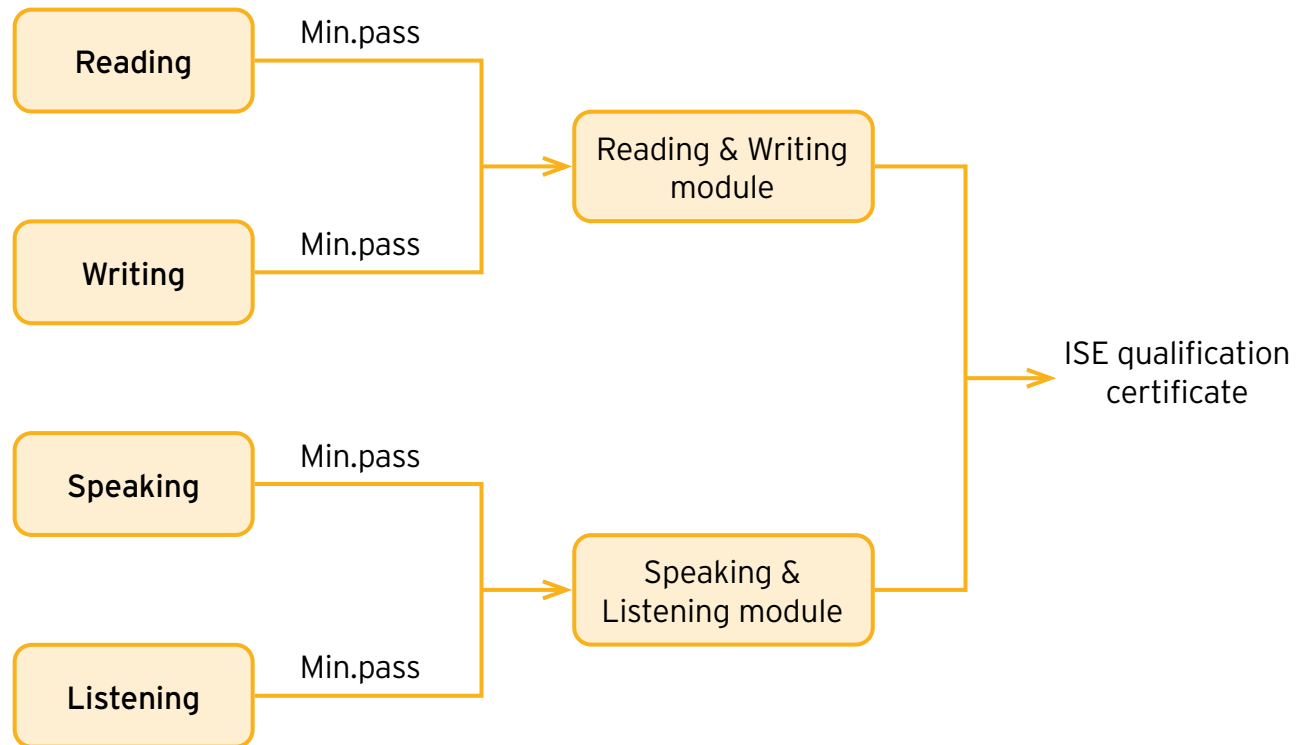
Please note that these documents do not give information on the ISE IV exam because it has a different format than the other ISE levels. For more information on ISE IV, please visit [trinitycollege.com/ISEIV](http://trinitycollege.com/ISEIV)

### 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.

When taken as a Secure English Language Test (SELT) in the UK, both ISE modules must be taken on the same day. The Trinity ISE qualification certificate is issued when a candidate has achieved a pass in both modules.



## 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                              |  |
|         | 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 |

| 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.

## MARKS AVAILABLE FOR EACH SKILL

All the ISE levels have marks allocated for each skill (reading, writing, speaking and listening). The table below shows the maximum scores students can achieve in each skill.

## MAXIMUM SCORES FOR EACH SKILL

| ISE QUALIFICATION | READING | WRITING | SPEAKING | LISTENING |
|-------------------|---------|---------|----------|-----------|
| ISE A1            | 20      | 21      | 16       | 7         |
| ISE Foundation    | 30      | 28      | 16       | 9         |
| ISE I             | 30      | 28      | 16       | 10        |
| ISE II            | 30      | 28      | 16       | 4         |
| ISE III           | 30      | 28      | 16       | 4         |

## 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.

To reflect subtle differences in task complexity through the exam, not all questions and tasks are allocated exactly the same value, therefore, for certain parts of the reading, writing and listening tasks of the qualification, scaled scores are used to determine the result.

For the listening tasks, the raw scores of 9 at ISE Foundation and 10 at ISE I are converted to a scaled score.

At ISE Foundation to ISE III, for the reading tasks, questions 6-10 and 21-25 are objectively assessed and then the raw marks are converted to accurately reflect the candidate's actual ability in using a range of reading sub-skills to comprehend meaning at sentence level. For the writing tasks, the raw scores of 28 are converted to a scaled score.

The scaled scores are, therefore, not merely the sum of correct answers, because the difficulty of the task/question has also been taken into account.

## ACTUAL TRINITY EXAM RESULTS – SCALED SCORES

As explained above, except at ISE A1, live exam scores are scaled for reading, writing and listening. 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**

| QUALIFICATION  | SKILL     | PASS | MERIT | DISTINCTION | MAXIMUM SCORE |
|----------------|-----------|------|-------|-------------|---------------|
| ISE A1         | Listening | 3    | 4     | 6           | 7             |
|                | Speaking  | 8    | 12    | 15          | 16            |
|                | Reading   | 10   | 15    | 19          | 20            |
|                | Writing   | 11   | 15    | 19          | 21            |
| ISE Foundation | Listening | 3*   | 5*    | 7*          | 8*            |
|                | Speaking  | 8    | 12    | 15          | 16            |
|                | Reading   | 15*  | 23*   | 28*         | 30*           |
|                | Writing   | 14*  | 20*   | 25*         | 28*           |
| ISE I          | Listening | 3*   | 5*    | 7*          | 8*            |
|                | Speaking  | 8    | 12    | 15          | 16            |
|                | Reading   | 15*  | 23*   | 28*         | 30*           |
|                | Writing   | 14*  | 20*   | 25*         | 28*           |
| ISE II         | Listening | 2    | 3     | 4           | 4             |
|                | Speaking  | 8    | 12    | 15          | 16            |
|                | Reading   | 15*  | 23*   | 28*         | 30*           |
|                | Writing   | 14*  | 20*   | 25*         | 30*           |
| ISE III        | Listening | 2    | 3     | 4           | 4             |
|                | Speaking  | 8    | 12    | 15          | 16            |
|                | Reading   | 16*  | 23*   | 28*         | 30*           |
|                | Writing   | 15*  | 20*   | 25*         | 28*           |

\*scale score

## 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, but these are not conflated to give an overall level of achievement. 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.

## NOTIFICATION OF RESULTS FOR SELT CANDIDATES

Candidates taking ISE as a SELT, that is at one of Trinity's UK SELT centres, will receive an email together with the diagnostic profile report (see [Understanding diagnostic profile reports](#)) and, if successful, a link to access their digital certificate. A candidate who is awarded a pass in both modules of the ISE qualification will receive an email similar to the one below:

Dear Jo Bloggs

Unique Electronic Reference Number: TCL/00000/00000/0000000000

Candidate ID: 1-446605990

### Your final result

Your final result is Pass.

Congratulations, you have passed your **Integrated Skills in English Level I** exam.

Your Diagnostic Report is attached which shows your performance in each skill tested. To help you understand your result please visit our website for more information.

### Your digital certificate

Within 24hrs of receiving this email you will receive an email from, 'Trinity College London via Accredible', which will include a link to access your digital certificate. Please remember to check your junk/spam folder for this email.

Your Unique Electronic Reference Number is TCL/00000/00000/0000000000. You can quote this number when making your application to the Home Office, however, we strongly recommend that you wait until you have viewed your digital certificate to ensure that your details have been uploaded to our verification system used by the Home Office.

**Would you like to purchase a printed certificate?**

You can purchase a printed certificate by calling us on 0333 358 3183.

**Let us know what you think.**

We hope you had a great experience with Trinity College London. If you did, we would love to hear about it. Please leave a review here to let us and future candidates know.

Please contact us if you have any concerns or questions - we are always happy to help.

Remember to quote your Candidate ID TCL/00000/00000/000000000.

Kind regards,

Trinity College London  
Secure English Language Tests approved by UKVI

A candidate who fails one or both modules and, therefore, has not been issued a certificate, will receive an email similar to the one below:

Dear Jo Bloggs

Unique Electronic Reference Number: TCL/00000/00000/0000000000

Candidate ID: 1-446605990

**Your final result**

Your final result is Fail.

Your result is now final and unfortunately you did not pass the **Integrated Skills in English Level I** exam.

Your Diagnostic Report is attached which shows your performance in each skill tested.

Please visit our [website](#) for more information to help you improve in the areas identified on your report.

Our ISE study books are also available to purchase during registration or via our [online shop](#). We recommend taking 4-6 weeks to prepare before re-taking the test again.

Please contact us if you have any concerns or questions - we are always happy to help.

Remember to quote your Candidate TCL/00000/00000/0000000000.

We look forward to welcoming you back to one of our Trinity SELT Centres when you are ready to re-take your test.

Kind regards,

Trinity College London

Secure English Language Tests approved by UKVI



## INFORMATION ON THE CERTIFICATE

All successful candidates will receive the qualification certificate with the information detailed below:

The diagram shows a certificate with the following text:

**ISE II**  
**Integrated Skills in English**  
**CEFR Level B2**  
**Level 1 Certificate in ESOL International\***

|           |             |            |
|-----------|-------------|------------|
| Reading   | Distinction | July 2023  |
| Writing   | Distinction | July 2023  |
| Speaking  | Distinction | August2023 |
| Listening | Merit       | August2023 |

Certificate issued 17 September 2023

Callout 1 (top right): The level achieved appears on the certificate (points to ISE II).

Callout 2 (left): The candidate achieved at least a pass in each skill, which means they were awarded the full qualification certificate (points to the table).

## 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)

Reading: Merit

|                             |   | 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                                 |                            |                        |                      |                      |                             |
| 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 SCALE:

- 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).