

ISE Foundation 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 understanding of source material demonstrated ▶ An adequate and accurate selection of relevant content from the source texts ▶ An excellent synthesis/interpretation of content from multiple sources ▶ An excellent transformation of content from source texts to own text to fulfil the communicative purpose of the task ▶ Excellent paraphrasing/summarising skills demonstrated 	<ul style="list-style-type: none"> ▶ Full achievement of the communicative aim ▶ The text is easily read and understood by the reader ▶ All requirements of the task completely satisfied with no omissions or irrelevance
3	<ul style="list-style-type: none"> ▶ Full and accurate understanding of the 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 specific and predictable ideas within and across the multiple texts ▶ A good adaptation of content to suit the purpose for writing (eg to provide a solution to a straightforward problem) ▶ Good paraphrasing/summarising skills of key words and phrases or short sentences demonstrated (with very limited lifting and few disconnected ideas) 	<ul style="list-style-type: none"> ▶ Good achievement of the communicative aim (ie immediate aim addressed, eg expressing thanks, pass notes and messages) ▶ Good awareness of the immediate writer-reader relationship, usually personal ▶ 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 specific and predictable ideas within and across the multiple texts ▶ Acceptable adaptation of content to suit the purpose for writing ▶ Acceptable paraphrasing/summarising skills of key words and phrases or short sentences 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 specific and predictable ideas within and across the multiple texts ▶ 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 key words and phrases or short sentences demonstrated (with heavy lifting and many disconnected ideas) 	<ul style="list-style-type: none"> ▶ Poor achievement of the communicative aim (ie difficult to follow 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 Foundation Task 3 Reading into writing rating scale (contd)

Score	Organisation and structure <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 	Language control <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"> ▶ Use of complete sentences throughout the text ▶ Ideas/themes are grouped logically ▶ Appropriate format adopted for the task ▶ Some use of simple connectors to form compound sentences to avoid repetitious structures ▶ Correct use of capital letters for proper nouns 	<ul style="list-style-type: none"> ▶ A range of grammatical items relating to common/everyday situations used with high level of accuracy and some degree of sophistication ▶ A range of lexical items relating to common/everyday situations used with high level of accuracy and some degree of sophistication ▶ Any minor errors do not impede understanding ▶ The majority of commonly occurring vocabulary is spelt correctly
3	<ul style="list-style-type: none"> ▶ Good organisation of text (ie complete sentences are linked) ▶ Clear presentation and logical grouping of most ideas (although a few sentences may seem out of place) ▶ Appropriate format in most of the text ▶ Good signposting (eg appropriate use of simple connectors) 	<ul style="list-style-type: none"> ▶ Appropriate range of simple grammatical items sufficient to the task with good level of accuracy (may contain basic systematic errors, eg tenses, agreement) ▶ Appropriate range of lexical items sufficient to the task with good level of accuracy ▶ Errors may impede understanding but the overall message is clear ▶ Good spelling (with phonetic accuracy) and punctuation
2	<ul style="list-style-type: none"> ▶ Acceptable organisation of text (complete sentences have been used) ▶ Acceptable presentation and logical grouping of most ideas (some sentences may seem out of place) ▶ Appropriate format in general ▶ Acceptable signposting 	<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 (heavy use of incomplete sentences) ▶ Poor presentation and logical grouping of most ideas ▶ Inappropriate format throughout the text ▶ Poor signposting (lacks use of any 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 	