ISE II Task 4 Extended writing rating scale

Score	Task fulfilment	Organisation and structure	Language control
	▸ Overall achievement of communicative aim ▸ Awareness of the writer-reader relationship (style and register) ▸ Adequacy of topic coverage	▸ 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	▸ 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		