



ISE III Task 4 Extended writing rating scale

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Score	Task fulfilment	Organisation and structure	Language control
	<ul style="list-style-type: none"> ▶ Overall achievement of communicative aim ▶ Awareness of the writer-reader relationship (style and register) ▶ Adequacy of topic coverage 	<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 	<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"> ▶ Excellent achievement of the communicative aim with clarity and precision ▶ Excellent awareness of the writer-reader relationship ▶ All requirements (ie genre, topic, reader, purpose and number of words) of the instruction completely met 	<ul style="list-style-type: none"> ▶ Effective organisation of text ▶ Very clear presentation and logical development of all ideas and arguments, underpinning the salient issues with expanding and supporting details at some length ▶ Appropriate and helpful format throughout the text ▶ Effective signposting 	<ul style="list-style-type: none"> ▶ Wide range of grammatical items relating to the task with high level of accuracy ▶ Wide range of lexical items relating to the task with high level of accuracy ▶ Any errors do not impede understanding ▶ Excellent spelling and punctuation of complex sentences
3	<ul style="list-style-type: none"> ▶ Good achievement of the communicative aim with clarity and precision ▶ Good awareness of the writer-reader relationship (ie appropriate and helpful use of style and register throughout the text) ▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met 	<ul style="list-style-type: none"> ▶ Good organisation of text (ie a clear and well-structured text of complex subjects) ▶ Clear presentation and logical development of most ideas and arguments, underpinning the salient issues with expanding and supporting details at some length ▶ Appropriate and helpful format in most of the text ▶ Good signposting (eg appropriate and flexible use of cohesive devices and topic sentences) 	<ul style="list-style-type: none"> ▶ Appropriate range of grammatical items relating to the task with good level of accuracy ▶ Appropriate range of lexical items relating to the task with good level of accuracy (with little evidence of avoidance strategies and good command of colloquialisms) ▶ Errors do not impede understanding ▶ Good spelling and punctuation of complex sentences, apart from occasional slips
2	<ul style="list-style-type: none"> ▶ Acceptable achievement of the communicative aim with clarity and precision ▶ Some awareness of the writer-reader relationship (ie appropriate and helpful use of style and register in general) ▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction acceptably met 	<ul style="list-style-type: none"> ▶ Acceptable organisation of text (shows awareness of the need for structure, but may only be partially achieved with limited use of introductions/conclusions and topic sentences – however, paragraphs are used throughout) ▶ Presentation and development of most ideas and arguments are acceptably clear and logical, underpinning the salient issues with expanding and supporting details at some length (but arguments may not follow in a predictable order) ▶ Appropriate and helpful format in general ▶ Acceptable signposting (some signposting used but may be inconsistent – some use of cohesive devices but may be inconsistent) 	<ul style="list-style-type: none"> ▶ Acceptable range of grammatical items relating to the task with acceptable level of accuracy ▶ Acceptable range of lexical items relating to the task with acceptable level of accuracy ▶ Errors sometimes impede understanding (sometimes require the reader to reread and/or reflect) ▶ Acceptable spelling and punctuation of complex sentences
1	<ul style="list-style-type: none"> ▶ 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 	<ul style="list-style-type: none"> ▶ Very limited or poor text organisation (the writing appears to lack structure with limited use of introductions/conclusions and topic sentences. Paragraphing may be absent/inappropriate) ▶ Most ideas and arguments lack coherence and do not progress logically, ideas are arranged in an entirely unpredictable order) ▶ Inappropriate format throughout the text ▶ Poor signposting 	<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 		