Trinity College London Integrated Skills in English (ISE)
Understanding ISE (paper edition) results

This document provides information on how to understand the results and accompanying documents for ISE (paper edition) exams.

Please note that it does not give information on the ISE IV exam because this has a different format. For more information please visit **trinitycollege.com/ISEIV**.
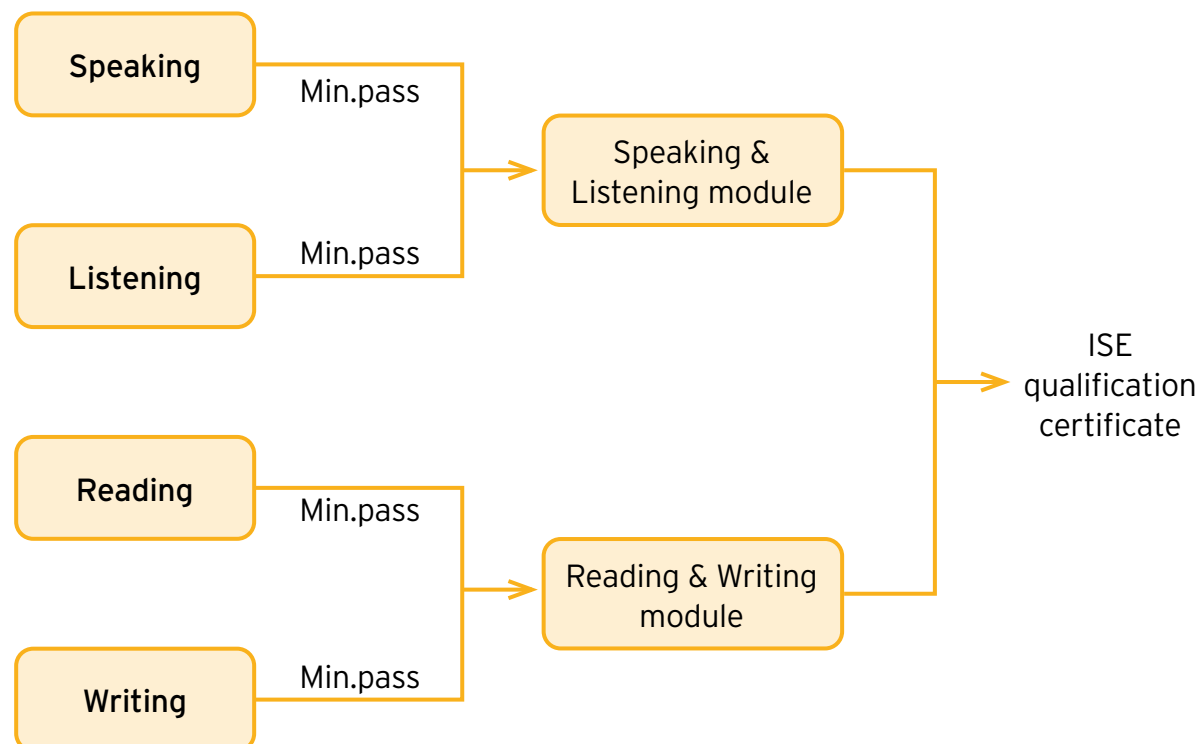
General information

Trinity's Integrated Skills in English (ISE) qualifications assess all four language skills: speaking, listening, reading and writing. These skills are assessed in two modules: Speaking & Listening and Reading & Writing.

The exam modules can be taken together, or at different times when students are ready (except when taken as a SELT in the UK, where they must be taken on the same day).

Results and certificates

Candidates need to achieve at least a pass in each skill to pass the module. Candidates need to pass both modules to receive the ISE qualification certificate.

The **certificate** states the ISE level they have been awarded, the CEFR level, the level of achievement (Distinction, Merit or Pass) for each of the four skills, and a scaled score (0-150) for each skill and overall.

Speaking —Min.pass→ Speaking & Listening module

Listening —Min.pass→

Reading —Min.pass→ Reading & Writing module

Writing —Min.pass→

→ ISE qualification certificate

How scores are reported

ISE qualifications have been designed so that each skill is equally weighted. The results are reported using a 0-150 scale, both per skill and overall. The overall score of successful candidates is the average of their scaled scores in all four skills.

The following scaled scores are reported per skill and overall (table shows minimum scores per achievement level):

		Scaled scores		
Qualification	CEFR level	Pass	Merit	Distinction
ISE A1	A1	5	15	21
ISE Foundation	A2	30	40	46
ISE I	B1	55	65	71
ISE II	B2	80	90	96
ISE III	C1	105	115	121

Assessment method and scoring

Some tasks within the ISE qualification are objectively marked using an answer key, so candidates' 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 as well as in the appendices of the Teacher Guides. The table on the next page provides an overview of how each task is marked.

Overview of assessment methods

Skill	Level	Task	Assessment method	Scoring	How overall score is reached
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	Scores from the different criteria are combined to make an overall speaking score
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
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
Writing	ISE A1	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 an overall writing score
		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	A score (0-4) is awarded for each of the four criteria	Scores from both tasks are combined to make an overall writing score
		Task 4	Extended writing scale	A score (0-4) is awarded for each of the three criteria	

Raw scores and scaled scores

The raw scores a candidate achieves per skill are converted into scaled scores. This allows candidates to directly compare their performance in the four skills.

This table shows the minimum raw scores required for each achievement level.

Qualification	CEFR level
ISE A1	A1
ISE Foundation	A2
ISE I	B1
ISE II	B2
ISE III	C1

Raw scores per skill			
	Pass	Merit	Distinction
Skill	Raw scores	Raw scores	Raw scores
Speaking	8	12	15
Listening	2	4	6
Reading	10	15	18
Writing	10	15	18
Speaking	8	12	15
Listening	3	5	7
Reading	15	23	28
Writing	14	20	25
Speaking	8	12	15
Listening	3	5	7
Reading	15	23	28
Writing	14	20	25
Speaking	8	12	15
Listening	2	3	4
Reading	15	23	28
Writing	14	20	25
Speaking	8	12	15
Listening	2	3	4
Reading	16	23	28
Writing	15	20	25

Understanding diagnostic profile reports

Trinity's diagnostic profile report goes beyond overall language competence and focuses on the detailed performance of each subset of skills. 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 once the results are finalised, so students can see where improvements are needed, if necessary. One report is issued for each candidate, showing each part of the exam, ie the skills and sub-skills in speaking, listening, reading and writing. Please note, the diagnostic profile is not an interpretation of results achieved in ISE exams.

		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 categories in the diagnostic report

▶ 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.

Using the diagnostic report with skills development tables

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. 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	▶ Practise summarising the gist of texts or paragraphs, eg students choose from several options to decide which summary best fits the text or paragraph. ▶ Make sure students discuss the reasons for their choices – why is the text more about one thing than another? How did they decide? ▶ Get students to think about how they read in their own language and encourage them to apply the same skills to reading in English.
Reading carefully for facts or information	▶ 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.
Reading carefully for details, deducing/working out meaning of unknown words	▶ Practice guessing the meaning of unknown words in sentences by looking at the words around the unknown word. ▶ Use gap-fill exercises to practise completing sentences. ▶ Identify words with the same or similar meanings. ▶ Practise identifying viewpoints and attitudes in pieces of discursive writing such as criticism, journalism and literature. ▶ Identify common themes and threads in texts.

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.

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).