ISE III Task 3 Reading into writing rating scale

Score	Reading and writing ▸ 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	Task fulfilment ▸ Overall achievement of communicative aim ▸ Awareness of the writer–reader relationship (style and register) ▸ Adequacy of topic coverage
4	▸ Full and accurate understanding of all source material in detail demonstrated ▸ A wholly appropriate and accurate selection of relevant content from the source texts ▸ Excellent ability to identify common themes and links within and across the multiple texts and finer points of detail ▸ An excellent adaptation of content to suit the purpose for writing ▸ Excellent paraphrasing/summarising skills of long and demanding texts demonstrated	▸ 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
3	▸ Full and accurate understanding of most source materials in detail 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 common themes and links within and across the multiple texts and finer points of detail, eg attitudes implied ▸ A good adaptation of content to suit the purpose for writing (eg apply the content of the source texts appropriately to offer solutions, offer some evaluation of the ideas based on the purpose for writing) ▸ Good paraphrasing/summarising skills of long and demanding texts demonstrated (with very limited lifting and few disconnected ideas)	▸ 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
2	▸ Full and accurate understanding of more than half of the source materials in detail demonstrated ▸ An acceptable selection of relevant content from the source texts (the content selected must come from multiple texts) ▸ Acceptable ability to identify common themes and links within and across the multiple texts and finer points of detail, eg attitudes implied ▸ Acceptable adaptation of content to suit the purpose for writing ▸ Acceptable paraphrasing/summarising skills of long and demanding texts demonstrated	▸ 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
1	▸ Inaccurate and limited understanding of most source materials demonstrated ▸ 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 common themes and links within and across the multiple texts and finer points of detail, eg attitudes implied (ie misunderstanding of the common themes and links is evident) ▸ 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 long and demanding texts demonstrated (with heavy lifting and many disconnected ideas)	▸ 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
0	▸ Task not attempted ▸ Paper void ▸ No performance to evaluate	

ISE III Task 3 Reading into writing rating scale (contd)

Score	Organisation and structure ▷ 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 ▷ Range and accuracy of grammar ▷ Range and accuracy of lexis ▷ Effect of linguistic errors on understanding ▷ Control of punctuation and spelling
4	▷ 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	▷ 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	▷ 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)	▷ 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	▷ 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)	▷ 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	▷ 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	▷ 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	