



## ISE Foundation Task 3 Reading into writing rating scale

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Score	Reading for writing	Task fulfilment
	<ul style="list-style-type: none"> <li>▶ Understanding of source materials</li> <li>▶ Selection of relevant content from source texts</li> <li>▶ Ability to identify common themes and links within and across the multiple texts</li> <li>▶ Adaptation of content to suit the purpose for writing</li> <li>▶ Use of paraphrasing/summarising</li> </ul>	<ul style="list-style-type: none"> <li>▶ Overall achievement of communicative aim</li> <li>▶ Awareness of the writer-reader relationship (style and register)</li> <li>▶ Adequacy of topic coverage</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>▶ Full understanding of source material demonstrated</li> <li>▶ An adequate and accurate selection of relevant content from the source texts</li> <li>▶ An excellent synthesis/interpretation of content from multiple sources</li> <li>▶ An excellent transformation of content from source texts to own text to fulfil the communicative purpose of the task</li> <li>▶ Excellent paraphrasing/summarising skills demonstrated</li> </ul>	<ul style="list-style-type: none"> <li>▶ Full achievement of the communicative aim</li> <li>▶ The text is easily read and understood by the reader</li> <li>▶ All requirements of the task completely satisfied with no omissions or irrelevance</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>▶ Full and accurate understanding of the ideas of most source materials demonstrated</li> <li>▶ An appropriate and accurate selection of relevant content from the source texts (ie most relevant ideas are selected and most ideas selected are relevant)</li> <li>▶ Good ability to identify specific and predictable ideas within and across the multiple texts</li> <li>▶ A good adaptation of content to suit the purpose for writing (eg to provide a solution to a straightforward problem)</li> <li>▶ Good paraphrasing/summarising skills of key words and phrases or short sentences demonstrated (with very limited lifting and few disconnected ideas)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Good achievement of the communicative aim (ie immediate aim addressed, eg expressing thanks, pass notes and messages)</li> <li>▶ Good awareness of the immediate writer-reader relationship, usually personal</li> <li>▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>▶ Full and accurate understanding of more than half of the source materials demonstrated</li> <li>▶ An acceptable selection of relevant content from the source texts (the content selected must come from more than one text)</li> <li>▶ Acceptable ability to identify specific and predictable ideas within and across the multiple texts</li> <li>▶ Acceptable adaptation of content to suit the purpose for writing</li> <li>▶ Acceptable paraphrasing/summarising skills of key words and phrases or short sentences demonstrated (with some lifting and disconnected ideas)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Acceptable achievement of the communicative aim</li> <li>▶ Some awareness of the writer-reader relationship</li> <li>▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction acceptably met</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>▶ Inaccurate and limited understanding of most source materials</li> <li>▶ 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)</li> <li>▶ Poor ability to identify specific and predictable ideas within and across the multiple texts</li> <li>▶ Poor adaptation of content to suit the purpose for writing (ie does not use the source texts' content to address the purpose for writing)</li> <li>▶ Poor paraphrasing/summarising skills of key words and phrases or short sentences demonstrated (with heavy lifting and many disconnected ideas)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Poor achievement of the communicative aim (ie difficult to follow for reader)</li> <li>▶ Poor awareness of the writer-reader relationship</li> <li>▶ Most requirements (ie genre, topic, reader, purpose and number of words) of the instruction are <b>not</b> met</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>▶ Task not attempted</li> <li>▶ Paper void</li> <li>▶ No performance to evaluate</li> </ul>	

## ISE Foundation Task 3 Reading into writing rating scale (contd)

Score	<b>Organisation and structure</b> <ul style="list-style-type: none"> <li>▶ Text organisation, including use of paragraphing, beginnings/endings</li> <li>▶ Presentation of ideas and arguments, including clarity and coherence of their development</li> <li>▶ Consistent use of format to suit the task</li> <li>▶ Use of signposting</li> </ul>	<b>Language control</b> <ul style="list-style-type: none"> <li>▶ Range and accuracy of grammar</li> <li>▶ Range and accuracy of lexis</li> <li>▶ Effect of linguistic errors on understanding</li> <li>▶ Control of punctuation and spelling</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>▶ Use of complete sentences throughout the text</li> <li>▶ Ideas/themes are grouped logically</li> <li>▶ Appropriate format adopted for the task</li> <li>▶ Some use of simple connectors to form compound sentences to avoid repetitious structures</li> <li>▶ Correct use of capital letters for proper nouns</li> </ul>	<ul style="list-style-type: none"> <li>▶ A range of grammatical items relating to common/everyday situations used with high level of accuracy and some degree of sophistication</li> <li>▶ A range of lexical items relating to common/everyday situations used with high level of accuracy and some degree of sophistication</li> <li>▶ Any minor errors do not impede understanding</li> <li>▶ The majority of commonly occurring vocabulary is spelt correctly</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>▶ Good organisation of text (ie complete sentences are linked)</li> <li>▶ Clear presentation and logical grouping of most ideas (although a few sentences may seem out of place)</li> <li>▶ Appropriate format in most of the text</li> <li>▶ Good signposting (eg appropriate use of simple connectors)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Appropriate range of simple grammatical items sufficient to the task with good level of accuracy (may contain basic systematic errors, eg tenses, agreement)</li> <li>▶ Appropriate range of lexical items sufficient to the task with good level of accuracy</li> <li>▶ Errors may impede understanding but the overall message is clear</li> <li>▶ Good spelling (with phonetic accuracy) and punctuation</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>▶ Acceptable organisation of text (complete sentences have been used)</li> <li>▶ Acceptable presentation and logical grouping of most ideas (some sentences may seem out of place)</li> <li>▶ Appropriate format in general</li> <li>▶ Acceptable signposting</li> </ul>	<ul style="list-style-type: none"> <li>▶ Acceptable level of grammatical accuracy and appropriacy relating to the task, though range may be restricted</li> <li>▶ Acceptable level of lexical accuracy and appropriacy relating to the task, though range may be restricted</li> <li>▶ Errors sometimes impede understanding</li> <li>▶ Acceptable spelling and punctuation</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>▶ Very limited or poor text organisation (heavy use of incomplete sentences)</li> <li>▶ Poor presentation and logical grouping of most ideas</li> <li>▶ Inappropriate format throughout the text</li> <li>▶ Poor signposting (lacks use of any cohesive devices)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inadequate evidence of grammatical range and accuracy (may have control over the language <b>below</b> the level)</li> <li>▶ Inadequate evidence of lexical range and accuracy (may have control over the language <b>below</b> the level)</li> <li>▶ Errors frequently impede understanding</li> <li>▶ Poor spelling and punctuation throughout</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>▶ Task not attempted</li> <li>▶ Paper void</li> <li>▶ No performance to evaluate</li> </ul>	