



ISE Foundation 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"> Full achievement of the communicative aim The text is easily read and understood by the reader All requirements of the task completely satisfied with no omissions or irrelevance 	<ul style="list-style-type: none"> Use of complete sentences throughout the text Ideas/themes are grouped logically Appropriate format adopted for the task Some use of simple connectors to form compound sentences to avoid repetitious structures Correct use of capital letters for proper nouns 	<ul style="list-style-type: none"> A range of grammatical items relating to common/everyday situations used with high level of accuracy and some degree of sophistication A range of lexical items relating to common/everyday situations used with high level of accuracy and some degree of sophistication Any minor errors do not impede understanding The majority of commonly occurring vocabulary is spelt correctly
3	<ul style="list-style-type: none"> Good achievement of the communicative aim (ie immediate aim addressed, eg expressing thanks, pass notes and messages) Good awareness of the immediate writer-reader relationship, usually personal 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 complete sentences are linked) Clear presentation and logical grouping of most ideas (although a few sentences may seem out of place) Appropriate format in most of the text Good signposting (eg appropriate use of simple connectors) 	<ul style="list-style-type: none"> Appropriate range of simple grammatical items sufficient to the task with good level of accuracy (may contain basic systematic errors, eg tenses, agreement) Appropriate range of lexical items sufficient to the task with good level of accuracy Errors may impede understanding but the overall message is clear Good spelling (with phonetic accuracy) and punctuation
2	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Acceptable organisation of text (complete sentences have been used) Acceptable presentation and logical grouping of most ideas (some sentences may seem out of place) Appropriate format in general Acceptable signposting 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Poor achievement of the communicative aim (ie difficult to follow 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 (heavy use of incomplete sentences) Poor presentation and logical grouping of most ideas Inappropriate format throughout the text Poor signposting (lacks use of any cohesive devices) 	<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 		