ISE I Task 3 Reading into writing rating scale

Score	Reading for 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 the straightforward ideas of all source materials demonstrated ▸ A wholly appropriate and accurate selection of relevant content from the source texts ▸ Excellent ability to identify the main conclusions, significant points and common themes within and across the multiple texts ▸ An excellent adaptation of content to suit the purpose for writing ▸ Excellent paraphrasing/summarising skills of short pieces of information demonstrated	▸ Excellent achievement of the communicative aim ▸ Excellent awareness of the writer-reader relationship ▸ All requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met
3	▸ Full and accurate understanding of the straightforward ideas of most source materials 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 the main conclusions, significant points and common themes within and across the multiple texts ▸ A good adaptation of content to suit the purpose for writing ▸ Good paraphrasing/summarising skills of short pieces of information demonstrated (with very limited lifting and few disconnected ideas)	▸ Good achievement of the communicative aim (ie important messages conveyed) ▸ Good awareness of the writer-reader relationship (ie appropriate 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 demonstrated ▸ An acceptable selection of relevant content from the source texts (the content selected must come from more than one text) ▸ Acceptable ability to identify the main conclusions, significant points and common themes within and across the multiple texts ▸ Acceptable adaptation of content to suit the purpose for writing ▸ Acceptable paraphrasing/summarising skills of short pieces of information demonstrated (with some lifting and disconnected ideas)	▸ 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
1	▸ Inaccurate and limited understanding of most source materials ▸ 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 the main conclusions, significant points and common themes within and across the multiple texts (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 short pieces of information 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	

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 (ie clear organisation of text with ideas sequenced in a linear fashion, the use of paragraphs to separate key themes) ▸ Very clear presentation and logical development of all straightforward ideas and arguments ▸ Appropriate format throughout the text ▸ Effective signposting	▸ Good range of grammatical items relating to the task with good level of accuracy ▸ Good range of lexical items relating to the task with good level of accuracy ▸ Any errors do not impede understanding ▸ Excellent spelling and punctuation
3	▸ Good organisation of text (eg appropriately organised into paragraphs, appropriate opening and closing) ▸ Clear presentation and logical development of most straightforward ideas and arguments ▸ Appropriate format in most of the text ▸ Good signposting (eg appropriate use of cohesive devices and topic sentences to address a linear sequence)	▸ Appropriate range of grammatical items relating to the task with good level of accuracy (errors may occur when handling more complex ideas) ▸ Appropriate range of lexical items relating to the task with good level of accuracy (may contain some circumlocutions) ▸ Errors occasionally impede understanding but the overall message is clear ▸ Spelling and punctuation good enough to be followed (punctuation of simple sentences is free from errors)
2	▸ Acceptable organisation of text (ie showed some awareness of the need for structure with new ideas introduced in new sentences) ▸ Presentation and development of most straightforward ideas and arguments are acceptably clear and logical ▸ Appropriate format in general ▸ Acceptable signposting (eg some appropriate use of cohesive devices and topic sentences to address a linear sequence)	▸ 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	▸ Very limited or poor text organisation which causes the reader difficulties ▸ Most ideas and arguments lack coherence and do not progress logically ▸ Inappropriate format throughout the text ▸ Poor signposting (lacks use of simple cohesive devices)	▸ 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	