



## ISE II 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 and accurate understanding of the essential meaning of all source materials demonstrated</li> <li>▶ A wholly appropriate and accurate selection of relevant content from the source texts</li> <li>▶ Excellent ability to identify common themes and links within and across the multiple texts and the writers' stances</li> <li>▶ An excellent adaptation of content to suit the purpose for writing</li> <li>▶ Excellent paraphrasing/summarising skills of factual ideas, opinions, argument and/or discussion demonstrated</li> </ul>	<ul style="list-style-type: none"> <li>▶ Excellent achievement of the communicative aim</li> <li>▶ Excellent awareness of the writer-reader relationship (ie appropriate use of standard style and register throughout the text)</li> <li>▶ All requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>▶ Full and accurate understanding of the essential meaning 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 common themes and links within and across the multiple texts and the writers' stances</li> <li>▶ 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)</li> <li>▶ Good paraphrasing/summarising skills of factual ideas, opinions, argument and/or discussion 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 easy to follow and convincing for reader)</li> <li>▶ Good awareness of the writer-reader relationship (ie appropriate use of standard style and register throughout the text)</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 common themes and links within and across the multiple texts and the writers' stances (eg ability to discern when the same idea has been mentioned in several texts and therefore avoid repeating it)</li> <li>▶ Acceptable adaptation of content to suit the purpose for writing</li> <li>▶ Acceptable paraphrasing/summarising skills of factual ideas, opinions, argument and/or discussion demonstrated</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 common themes and links within and across the multiple texts and the writers' stances (ie misunderstanding of the common themes and links is evident)</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 factual ideas, opinions, argument and/or discussion (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 and unconvincing 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 II 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>▶ Effective organisation of text</li> <li>▶ Very clear presentation and logical development of most ideas and arguments, with appropriate highlighting of significant points and relevant supporting detail</li> <li>▶ Appropriate format throughout the text</li> <li>▶ Effective signposting</li> </ul>	<ul style="list-style-type: none"> <li>▶ Wide range of grammatical items relating to the task with good level of accuracy</li> <li>▶ Wide range of lexical items relating to the task with good level of accuracy</li> <li>▶ Any errors do not impede understanding</li> <li>▶ Excellent spelling and punctuation</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>▶ Good organisation of text (eg appropriately organised into clear and connected paragraphs, appropriate opening and closing)</li> <li>▶ Clear presentation and logical development of most ideas and arguments, with appropriate highlighting of significant points and relevant supporting detail</li> <li>▶ Appropriate format in most of the text</li> <li>▶ Good signposting (eg appropriate use of cohesive devices and topic sentences)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Appropriate range of grammatical items relating to the task with good level of accuracy (with mostly non-systematic errors)</li> <li>▶ Appropriate range of lexical items relating to the task with good level of accuracy (without frequent repetition)</li> <li>▶ Errors only occasionally impede understanding</li> <li>▶ Good spelling and punctuation (may show some signs of first language influence)</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>▶ Acceptable organisation of text</li> <li>▶ Presentation and development of most ideas and arguments are acceptably clear and logical, with some highlighting of significant points and relevant supporting detail</li> <li>▶ Appropriate format in general</li> <li>▶ Acceptable signposting (eg some inconsistent/faulty use of cohesive devices and topic sentences)</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</li> <li>▶ Most ideas and arguments lack coherence and do not progress logically</li> <li>▶ Inappropriate format throughout the text</li> <li>▶ Poor signposting (eg inappropriate or poor use of cohesive devices and topic sentences)</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>	