



## ISE I Task 4 Extended writing rating scale

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Score	Task fulfilment	Organisation and structure	Language control
	<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>	<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>	<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>
4	<ul style="list-style-type: none"> <li>Excellent achievement of the communicative aim</li> <li>Excellent awareness of the writer-reader relationship</li> <li>All requirements (ie genre, topic, reader, purpose and number of words) of the instruction appropriately met</li> </ul>	<ul style="list-style-type: none"> <li>Effective organisation of text (ie clear organisation of text with ideas sequenced in a linear fashion, the use of paragraphs to separate key themes)</li> <li>Very clear presentation and logical development of all straightforward ideas and arguments</li> <li>Appropriate format throughout the text</li> <li>Effective signposting</li> </ul>	<ul style="list-style-type: none"> <li>Good range of grammatical items relating to the task with good level of accuracy</li> <li>Good 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>
3	<ul style="list-style-type: none"> <li>Good achievement of the communicative aim (ie important messages conveyed)</li> <li>Good awareness of the writer-reader relationship (ie appropriate use of 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>	<ul style="list-style-type: none"> <li>Good organisation of text (eg appropriately organised into paragraphs, appropriate opening and closing)</li> <li>Clear presentation and logical development of most straightforward ideas and arguments</li> <li>Appropriate format in most of the text</li> <li>Good signposting (eg appropriate use of cohesive devices and topic sentences to address a linear sequence)</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate range of grammatical items relating to the task with good level of accuracy (errors may occur when handling more complex ideas)</li> <li>Appropriate range of lexical items relating to the task with good level of accuracy (may contain some circumlocutions)</li> <li>Errors occasionally impede understanding but the overall message is clear</li> <li>Spelling and punctuation good enough to be followed (punctuation of simple sentences is free from errors)</li> </ul>
2	<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>	<ul style="list-style-type: none"> <li>Acceptable organisation of text (ie showed some awareness of the need for structure with new ideas introduced in new sentences)</li> <li>Presentation and development of most straightforward ideas and arguments are acceptably clear and logical</li> <li>Appropriate format in general</li> <li>Acceptable signposting (eg some appropriate use of cohesive devices and topic sentences to address a linear sequence)</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>
1	<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>	<ul style="list-style-type: none"> <li>Very limited or poor text organisation which causes the reader difficulties</li> <li>Most ideas and arguments lack coherence and do not progress logically</li> <li>Inappropriate format throughout the text</li> <li>Poor signposting (lacks use of simple 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>
0	<ul style="list-style-type: none"> <li>Task not attempted</li> <li>Paper void</li> <li>No performance to evaluate</li> </ul>		