

# ISE: Integrated Skills in English


Exam information booklet

**ISE Digital**



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# Introduction to ISE Digital

Welcome to the exam information booklet for ISE Digital. This document should be read alongside the [ISE qualification specifications](#).

## Main features

ISE Digital assesses all four language skills – speaking, listening, reading and writing. The skills are tested individually and together. This integrated approach reflects how language skills are used in real-life settings.

There are four modules. Each module primarily focuses on one language skill and includes a number of tasks. The Reading and Listening modules are computer adaptive. This means that an algorithm detects each candidate's level and adjusts the difficulty of the questions accordingly.

The main features of the exam are:

### Builds real-life communication skills

Preparing for ISE Digital develops relevant real-life English language skills and transferable communication skills that students need for study and employability.

### Tests integrated skills in English

ISE Digital reflects how people use English in real life, by testing a candidates' ability to use speaking, listening, reading and writing skills in an integrated way.

### Blending digital and communicative skills

ISE Digital has been designed to assess communicative skills within a digital context. It reflects how modern classrooms, projects, learning tasks, independent research and informal assessments function in today's global environment.

### Multi-level and adaptive

Candidates will receive tasks that are suitable for their language proficiency level and are guaranteed to receive a result, with a corresponding CEFR level.

### Personalised

The Speaking module includes a presentation task that candidates prepare in advance, based on their own experiences, interests and opinions. This motivates learning and builds candidates' confidence to perform at their best.

### Assessment by experts

Candidates' performances are marked by experienced assessors who are trained to maintain the highest standards of assessment practice.

### Feedback on candidate performance

Candidates receive detailed post-exam feedback in the form of diagnostic information, providing insights into their strengths and areas for improvement.

### Mediation skills for multilingual contexts

ISE Digital includes mediation skills, through listening into speaking, and reading into writing tasks – an essential component for multilingual communication, emphasised in the Common European Framework of Reference for Languages (CEFR, 2020).

## How is ISE Digital delivered?

ISE Digital is delivered entirely by computer. Candidates take each module under strictly controlled supervision on verified secure computer equipment. Candidates who would like to improve their score may resit one module within 90 days.

## How is ISE Digital structured?

ISE Digital adapts to each candidate's language ability. This means that the test uses each candidate's answers during the exam to determine the CEFR level of the next set of items delivered to the candidate. At the beginning of the exam, candidates will take a 10-minute Levelling test. Each candidate's performance on the Levelling test is used to determine the difficulty of the items that they will receive in each module. This ensures that candidates receive tasks that are suitable for their language proficiency level.

After the Levelling test, candidates will take each module in the following order: Speaking, Listening, Reading, and Writing. Candidates will take each module in sequence and cannot navigate back to earlier parts of the exam.

The length of ISE Digital is 105 minutes. This includes the Levelling test and time for reading the exam instructions.

## Skills and tasks

ISE Digital supports and develops skills that are essential to communication in educational, public and work contexts.

Educational institutions and employers require learners to evidence their language proficiency and skills for completing tasks such as source-based writing, listening to and understanding talks and presentations, giving presentations and contributing to discussions. For this reason, the subjects, genres, skills, texts and real-life language that a candidate encounters in the ISE Digital exam are reflective of the tasks and contexts that they would expect to encounter at school, college or work. Additionally, the digitally mediated nature of ISE Digital reflects how modern classrooms, projects, learning tasks, independent research and informal assessments function in the modern world.

The following table shows the full range of skills and tasks.

## ISE Digital modules, tasks and requirements

Module	Task	Task requirement
Speaking	Responding to questions	Describe objects, people or places and express opinions on a topic
	Delivering a prepared talk	Give a prepared talk on a topic of the candidate's choice and answer a follow-up question
	Interacting	Listen and respond to a scenario; respond to new information
	Summarising a talk or conversation	Listen to a conversation and give a summary with an opinion
Listening	Listening to a description	Listen to a description of people, places, objects or activities and answer questions
	Listening to a conversation	Listen to an informal conversation between two people and answer questions
	Listening to a discussion	Listen to a discussion between invited panellists and a host and answer questions
	Listening to a talk	Listen to a talk followed by a retelling of the talk by a second speaker and answer questions
Reading	Reading a visual text	Read a short text with visuals (eg a poster/leaflet) and answer questions
	Reading a single text	Read a single text on a topic and answer questions
	Reading a paired text	Read two texts on the same theme and answer questions
Writing	Written online communication	Write a short contribution to an opinion-based discussion, give suggestions or feedback, or respond to a group chat
	Writing from sources	Read two or three source texts and write an essay/report in response to a prompt, synthesising relevant information from the source texts and adding own ideas and stance on the topic

## How is ISE Digital marked?

The reading and listening tasks comprise reading or listening input materials accompanied by multiple-choice questions. For each reading and listening multiple-choice question, only one option is correct. The candidates' answers are marked by computer.

The candidate's speaking and writing performances are marked by trained and experienced professional language assessors. Assessors use rating scales that have been developed specifically for the exam. The rating scales focus the assessors' attention on several skills-dependent criteria (eg Content, Language, Style). The assessors judge the performance and assign it a score. Rating scales for speaking and writing are included in the [appendices](#).

## ISE Digital results

### Module results

ISE Digital candidates receive a report for each module. The module report gives their module score on a scale from zero to 150, and the corresponding CEFR level.

### Diagnostic profile report

All candidates receive an individual diagnostic profile report. This gives a diagnostic profile of the candidate's performance in each skill (speaking, listening, reading and writing), showing the areas where they performed well and the areas they might wish to practise and develop further.

## ISE Digital results and the CEFR

ISE Digital is aligned with all six levels of the CEFR as follows:

CEFR level	ISE Digital scaled score (beginning of level)
C2	130
C1	105
B2	80
B1	55
A2	30
A1	5
Not yet A1	</= 4

# ISE Digital | Levelling test

## Levelling test contexts

The Levelling test items are drawn from the following domains:

- ▶ **Personal:** for example, vocabulary related to personal activities such as hobbies, pastimes and personal experiences
- ▶ **Public/social:** for example, vocabulary used in interactions, transactions and informational texts such as notices, leaflets, factsheets, advertisements, regulations and programmes
- ▶ **Educational:** for example, vocabulary used in textbooks, reference books and journal articles; abstracts; infographics; reports; school/university announcements and emails
- ▶ **Occupational:** for example, vocabulary used in business communications, letters, memos, safety notices, job descriptions and announcements

## Structure of the ISE Digital Levelling test

There is one task type in the ISE Digital Levelling test. Candidates answer 15-25 vocabulary questions at a range of CEFR levels. The total time for the Levelling test is 10 minutes. Example questions are available on the Trinity website.

## How is the ISE Digital Levelling test assessed?

The ISE Digital Levelling test is computer scored. The questions are equally weighted, and all correct responses are worth one mark.

### Vocabulary

<b>Task context and format</b>	The candidate reads a single word and selects a word that has a similar meaning from four multiple-choice options.
<b>Input selection</b>	<b>Input:</b> one word <b>Domain:</b> personal, public/social, educational, occupational <b>Part of speech:</b> noun, verb, adjective, adverb
<b>Number of questions</b>	15-25
<b>Assessment</b>	Each item is worth one mark. All items are weighted equally.

# ISE Digital | Speaking module

## Speaking contexts

The Speaking module tasks are drawn from the following domains:

- ▶ **Personal:** for example, personal descriptions, information and accounts; describing interests and activities such as hobbies and pastimes and personal experiences
- ▶ **Public/social:** for example, information exchange and social interactions; contributing to a discussion, understanding an interlocutor and mediating information
- ▶ **Educational:** for example, interactions in educational settings between classmates, and with teachers; addressing audiences through monologue presentations
- ▶ **Occupational:** for example, more formal presentations, interactions, requests and responses

The candidate's oral proficiency is tested in four separate tasks. Candidates will see tasks that are suitable for their English language proficiency level. Example ISE Digital Speaking tasks are available on the Trinity website.

	Responding to questions	Delivering a prepared talk	Interacting	Summarising a talk or conversation
Candidate speaking time	1.5 minutes	2.5 minutes	1.5 minutes	2 minutes

The total time required to complete the Speaking module is approximately 14 minutes.

## How is the ISE Digital Speaking module assessed?

The candidate's responses are marked by trained and experienced professional language assessors. Assessors use rating scales that have been developed specifically for the Speaking module. There are two rating scales. One scale is for the Responding to questions, Delivering a prepared talk, and Interacting tasks. It assesses task fulfilment, language and delivery. The other scale is for the Summarising a talk or conversation task. It assesses task fulfilment, mediation of source text and delivery. The rating scales are available in the [appendices](#).

Assessors mark the Responding to questions and Delivering a prepared talk tasks together. The Interacting and Summarising a talk or conversation tasks are marked separately. To calculate the candidates' final mark for the Speaking module, the tasks are weighted. The Responding to questions and Delivering a prepared talk tasks have a weighting of one (1). The Interacting and Summarising a talk or conversation tasks have a weighting of one and a half (1.5).



## ISE Digital | Speaking module tasks

### Responding to questions

<b>Task context and format</b>	The candidate responds to three questions spoken by a digital interlocutor. The questions are similar to the ones candidates might be asked in situations where they meet someone new and are getting to know them.
<b>Input audio specifications</b>	<p><b>Domain:</b> personal, public/social, educational</p> <p><b>Subject area:</b> general academic and personal, ranging from personal and familiar to more abstract and speculative</p> <p><b>Register:</b> neutral, conversational</p>
<b>Candidate response</b>	<p>The candidate shows that they can:</p> <ul style="list-style-type: none"> <li>▶ respond to questions on personal, familiar, complex or abstract topics</li> </ul> <p>When speaking, the candidate should:</p> <ul style="list-style-type: none"> <li>▶ use a natural conversational style</li> <li>▶ give full responses, avoiding short answers</li> </ul>
<b>Task phases</b>	<ul style="list-style-type: none"> <li>▶ Candidate hears question 1</li> <li>▶ Candidate responds to question 1: 30 seconds</li> <li>▶ Candidate hears question 2</li> <li>▶ Candidate responds to question 2: 30 seconds</li> <li>▶ Candidate hears follow-up to question 2</li> <li>▶ Candidate responds to follow-up question: 30 seconds</li> </ul> <p>Note: Each response is recorded once only. No re-recording is permitted.</p>
<b>Assessment</b>	The recording of each candidate's response is evaluated by a trained assessor.

## Delivering a prepared talk

<b>Task context and format</b>	<p>The candidate gives a talk about a topic they have prepared in advance. The candidate may memorise some key ideas beforehand, but they must not memorise the whole talk. After their talk, the candidate will respond to a follow-up question.</p>
<b>Input audio specifications</b>	<p><b>Domain:</b> public/social, educational, occupational  <b>Subject area:</b> the candidate chooses their own topic  <b>Register:</b> neutral, presentational</p>
<b>Candidate output</b>	<p>The candidate shows that they can:</p> <ul style="list-style-type: none"> <li>▶ present a short talk on a single topic with main and supporting points</li> <li>▶ present their topic to a digital audience and speak without interruption</li> <li>▶ respond to a follow-up question</li> </ul> <p>When speaking, the candidate should:</p> <ul style="list-style-type: none"> <li>▶ use discourse features to structure their presentation</li> <li>▶ use natural intonation to engage the listener</li> <li>▶ avoid memorisation and recitation</li> </ul>
<b>Task phases</b>	<ul style="list-style-type: none"> <li>▶ <b>Candidate hears the task instructions to give a talk</b></li> <li>▶ <b>Candidate gives prepared talk: 2 minutes</b></li> <li>▶ <b>Candidate hears a follow-up question</b></li> <li>▶ <b>Candidate responds to the follow-up question: 30 seconds</b></li> </ul> <p>Note: Each response is recorded once only. No re-recording is permitted.</p>
<b>Assessment</b>	<p>The recording of each candidate's talk and response to the follow-up question is evaluated by a trained assessor.</p>

## Interacting

### Task context and format

The candidate completes an interaction such as a request, suggestion, complaint or apology and responds to an unexpected piece of information.

### Input audio specifications

**Domain:** personal, public/social, educational

**Subject area:** general academic and personal, ranging from personal and familiar to more abstract and speculative

**Register:** varies from polite and formal to neutral and conversational

### Candidate output

The candidate shows that they can:

- ▶ engage in interaction with others
- ▶ make requests, suggestions, complaints; apologise; give advice; negotiate a solution
- ▶ handle familiar, routine and less routine situations and transactions
- ▶ respond to changes in circumstances

When responding, the candidate should:

- ▶ adjust their tone and register according to the purpose of their interaction
- ▶ use politeness conventions
- ▶ use strategic and pragmatic skills

### Task phases

- ▶ **Candidate hears the scenario**
- ▶ **Candidate thinking time:** 15 seconds
- ▶ **Candidate responds to the scenario:** 1 minute
- ▶ **Candidate hears unexpected information**
- ▶ **Candidate responds to the unexpected information:** 30 seconds

Note: Each response is recorded once only. No re-recording is permitted.

### Assessment

The recording of each candidate's response to the scenario and unexpected information is evaluated by a trained assessor.

## Summarising a talk or conversation

### Task context and format

The candidate listens to a conversation, discussion, interview, podcast, talk, presentation or lecture. The candidate summarises what they have heard for another person or group of people and gives their opinion on the topic. The candidate will also respond to a follow-up question.

### Input audio specifications

**Domain:** public/social, educational, occupational

**Subject area:** general knowledge, ranging from concrete and familiar to more abstract and speculative

**Register:** varies from formal to neutral to conversational

**Audio:** one or two people, taking between 4 and 12 turns

### Candidate output

The candidate shows that they can:

- ▶ follow a variety of different spoken texts and interactions, from formal to informal, and can understand and summarise main ideas and specific information
- ▶ understand and summarise the ideas, opinions and attitudes of other speakers
- ▶ make inferences and evaluations
- ▶ express their own ideas and opinions
- ▶ make suggestions or recommendations based on what was heard
- ▶ respond to a follow-up question

When speaking, the candidate should:

- ▶ use an appropriate style for the context, ranging from formal to conversational
- ▶ ensure they answer the bullet points in the prompt
- ▶ give their opinion on the topic and make recommendations

### Task phases

- ▶ **Candidate hears instructions and sees the guide questions**
- ▶ **Candidate hears the conversation**
- ▶ **Candidate thinking time:** 30 seconds
- ▶ **Candidate gives their spoken summary and opinion:** 1 minute
- ▶ **Candidate responds to the follow-up question:** 1 minute

Note: Each response is recorded once only. No re-recording is permitted.

### Assessment

The recording of each candidate's summary and opinion, and their response to the follow-up question are evaluated by a trained assessor.

# ISE Digital | Listening module

## Listening contexts

The Listening module tasks are drawn from the following domains:

- Personal:** for example, listening to personal descriptions and accounts
- Public/social:** for example, listening to exchanges, interactions, transactions, conversations, discussions and debates between two or three people on concrete and abstract topics that might be heard on the news or other public contexts
- Educational:** for example, listening to interactions in educational settings between classmates and with teachers; listening to formal presentations, talks, lessons and lectures; listening to informal retellings of presented educational material
- Occupational:** for example, listening to information, descriptions, conversations and discussions related to work

There are four task types in the ISE Digital Listening module. Candidates will see tasks that are suitable for their English language proficiency level and will answer no more than 30 questions. The total time for the Listening module is approximately 20 minutes. Example ISE Digital Listening tasks are available on the Trinity website.

## Tasks in the ISE Digital Listening module

	Listening to a description	Listening to a conversation	Listening to a discussion	Listening to a talk
Number of speakers	1 speaker, heard twice	2 speakers, heard twice	3 speakers, heard twice	2 speakers, each heard once
Number of questions per task	2-4	3-6	4-8	4-8
Length of recording (excluding instructions etc)	1-1.5 minutes	1.5-2.5 minutes	3-3.5 minutes	2-2.5 minutes

## ISE Digital Listening texts and the CEFR

The CEFR level of the ISE Digital Listening texts is determined by their linguistic characteristics, their content and the method of their delivery, especially the speech rate.

### Characteristics of ISE Digital listening input by CEFR level

#### A1-B1

- Familiar/everyday topics
- Concrete ideas
- High frequency everyday language
- Simple straightforward sentences
- Chronological
- Speech rate is slower than normal pace, similar to language learning resources

#### B2-C2

- Range of topics, including unfamiliar topics, academic or specialised topics
- Abstract concepts
- A broad vocabulary range (with specialised vocabulary being defined within the text)
- Range of constructions, including compound and complex sentences
- Can be non-chronological
- Can include complex arguments
- Speech rate is at a normal pace, similar to radio and television programmes or podcasts

## The Listening sub-skills assessed by ISE Digital

Assessment category	Assessment focus
Understand specific detail	To arrive at the correct response, the candidate will have to...
	recognise, identify and select required concrete, factual information and details
	identify similarities and contrasting information
	identify reasons and explanations
	identify points made for/against an issue
	deduce meaning of unknown words from context
	understand the intended function of simple speech acts (eg suggestions, offers)
Overall text understanding	understand the main point/idea of the input text
	achieve overall global understanding of the input text
	distinguish main topics/points/details/examples/opinions from sub-topics or supporting ones
	connect and integrate new and previous information, including anaphoric referencing
	follow the discourse structure, recognising locally connecting linkers and signposting linkers
	identify any changes of topic between speakers
	follow a line of argument
	identify when people agree/disagree with each other
	understand syntactically complex functions and functions, completed across a number of turns
Inferencing	infer factual information based on overall understanding of the passage
	infer links between points and facts that are only implied
	infer speaker's viewpoints or attitudes using what is said, how it is said and what is left unsaid
	use cues to hypothesise what they think they understand or to anticipate what might come next

Assessment category	Assessment focus
Evaluation	<p>To arrive at the correct response, the candidate will have to...</p> <hr/> <p>decide the relevance and usefulness of new content – is it central, secondary or irrelevant?</p> <hr/> <p>monitor the discourse for speaker (in)consistency</p> <hr/> <p>identify/understand any relationship(s) between speakers and/or content by drawing comparisons, identifying similarities and contrasting information</p> <hr/> <p>identify/understand relationship(s) between speakers' viewpoints, drawing comparisons and identifying similarities and contrasting information</p> <hr/>
Synthesis and integration	<p>connect and integrate new and previous information, including anaphoric referencing</p>

## How is the ISE Digital Listening module assessed?

The ISE Digital Listening module is computer scored. Listening questions are equally weighted and all correct responses are worth one mark.



## ISE Digital | Listening module tasks

### Listening to a description

<b>Task context and format</b>	<p>The candidate listens to an audio description of a person, place, object or activity. They answer multiple-choice questions about what they have heard.</p> <p>The audio recording is played twice.</p>
<b>Input audio specification</b>	<p><b>Number of speakers in the audio:</b> one</p> <p><b>Domain:</b> personal, public/social</p> <p><b>Subject area:</b> general and personal; relating to people, their lives and interests</p> <p><b>Discourse mode:</b> descriptive, informational</p> <p><b>Register:</b> neutral</p> <p><b>Accent:</b> standard British English, with some slight regional variations</p> <p><b>Speech characteristics:</b> descriptive speech with clear emphasis on important words</p>
<b>Task focus</b>	<p>The candidate shows that they can:</p> <ul style="list-style-type: none"> <li>▶ understand the gist of the overall description</li> <li>▶ understand specific detail within the description</li> <li>▶ make inferences or evaluations</li> </ul>
<b>Number of questions in the task</b>	2-4
<b>Task phases</b>	<ul style="list-style-type: none"> <li>▶ <b>Reading time:</b> 15 seconds to read the questions before the audio plays</li> <li>▶ <b>First audio play:</b> 1-1.5 minutes</li> <li>▶ <b>Second audio play:</b> 1-1.5 minutes</li> </ul> <p>Note: Candidates must answer the questions while the listening audio is playing.</p>
<b>Assessment</b>	Each item is worth one mark. All items are weighted equally.

## Listening to a conversation

<b>Task context and format</b>	<p>The candidate listens to a conversation between two people on a single topic. The speakers could be friends or colleagues. They know each other and have an existing cordial or friendly relationship.</p> <p>The candidate answers multiple-choice questions about what they have heard. The audio recording is played twice.</p>
<b>Input audio specification</b>	<p><b>Number of speakers in the audio:</b> two</p> <p><b>Domain:</b> public/social, educational, occupational</p> <p><b>Subject area:</b> the topic of the conversation may relate to studies, workplace, holidays or general knowledge</p> <p><b>Discourse mode:</b> conversational</p> <p><b>Register:</b> informal to semi-formal</p> <p><b>Accent:</b> standard British English, with some slight regional variations</p> <p><b>Speech characteristics:</b> conversational speech with a clear emphasis on important words</p>
<b>Task focus</b>	<p>The candidate shows that they can:</p> <ul style="list-style-type: none"> <li>▶ understand the overall conversation and its context</li> <li>▶ understand the main points and specific details</li> <li>▶ understand the interaction between the speakers and the speakers' aims</li> <li>▶ understand the language functions used</li> <li>▶ make inferences and evaluations</li> <li>▶ synthesise information</li> </ul>
<b>Number of questions in the task</b>	3-6
<b>Task phases</b>	<ul style="list-style-type: none"> <li>▶ <b>Reading time:</b> 25 seconds to read the questions before the audio plays</li> <li>▶ <b>First audio play:</b> 1.5-2.5 minutes</li> <li>▶ <b>Second audio play:</b> 1.5-2.5 minutes</li> </ul> <p>Note: Candidates must answer the questions while the listening audio is playing.</p>
<b>Assessment</b>	Each item is worth one mark. All items are weighted equally.

## Listening to a discussion

<b>Task context and format</b>	<p>The candidate hears a panel discussion between three speakers on a single theme. The speakers could be classmates, professors, work colleagues or public figures who each express their views on the theme for the discussion.</p> <p>The candidate answers multiple-choice questions about what they have heard. The audio recording is played twice.</p>
<b>Input audio specification</b>	<p><b>Number of speakers in the audio:</b> three</p> <p><b>Domain:</b> public/social, educational, occupational</p> <p><b>Subject area:</b> general academic; specialised subjects but no requirement for subject knowledge</p> <p><b>Discourse mode:</b> discussion, with argumentation</p> <p><b>Register:</b> neutral</p> <p><b>Accent:</b> standard British English, with some slight regional variations</p> <p><b>Speech characteristics:</b> conversational speech with variation in speed and pace – there may be instances of overlapping speech</p>
<b>Task focus</b>	<p>The candidate shows that they can:</p> <ul style="list-style-type: none"> <li>▶ follow an interaction between multiple speakers</li> <li>▶ understand the overall discussion and how different parts of the discussion link together</li> <li>▶ identify the speakers' opinions, attitudes, responses and goals, even if these are not directly expressed</li> <li>▶ make inferences and evaluations</li> <li>▶ synthesise information</li> </ul>
<b>Number of questions in the task</b>	4-8
<b>Task phases</b>	<ul style="list-style-type: none"> <li>▶ <b>Reading time:</b> 30 seconds to read the questions before the audio plays</li> <li>▶ <b>First audio play:</b> 3-3.5 minutes</li> <li>▶ <b>Second audio play:</b> 3-3.5 minutes</li> </ul> <p>Note: Candidates must answer the questions while the listening audio is playing.</p>
<b>Assessment</b>	Each item is worth one mark. All items are weighted equally.

## Listening to a talk

<b>Task context and format</b>	<p>The candidate listens to a talk/presentation/lecture by a speaker. This talk is more formal in nature. Next, the candidate hears a retelling of the talk by a classmate/colleague who heard it. The retelling will contain markers of informality.</p> <p>The candidate answers multiple-choice questions about what they have heard. The audio recording is played twice.</p>
<b>Input audio specification</b>	<p><b>Number of speakers in the audio:</b> two</p> <p><b>Domain:</b> public/social, educational, occupational</p> <p><b>Subject area:</b> general academic</p> <p><b>Discourse mode:</b> informational, expository, discursive</p> <p><b>Register:</b> formal/neutral (first monologue); neutral/informal (second monologue)</p> <p><b>Accent:</b> standard British English, with some slight regional variations</p> <p><b>Speech characteristics:</b> the talk is delivered as presentational speech, the retelling is delivered more informally and colloquially</p>
<b>Task focus</b>	<p>The candidate shows that they can:</p> <ul style="list-style-type: none"> <li>▶ understand the overall talk and its retelling</li> <li>▶ follow the speakers' talk and text organising features</li> <li>▶ understand the expository, informational content</li> <li>▶ make inferences and evaluations</li> <li>▶ synthesise information</li> </ul>
<b>Number of questions in the task</b>	4-8
<b>Task phases</b>	<ul style="list-style-type: none"> <li>▶ <b>Reading time:</b> 30 seconds to read the questions before the audio plays</li> <li>▶ <b>First audio play:</b> 2-2.5 minutes</li> <li>▶ <b>Second audio play:</b> 2-2.5 minutes</li> </ul> <p>Note: Candidates must answer the questions while the listening audio is playing.</p>
<b>Assessment</b>	Each item is worth one mark. All items are weighted equally.

# ISE Digital | Reading module

## Reading contexts

The Reading module tasks are drawn from the following domains:

- ▶ **Personal:** for example, texts related to personal activities such as hobbies, pastimes and personal experiences; magazines, newspapers and brochures
- ▶ **Public/social:** for example, interactions, transactions and informational texts such as notices, leaflets, factsheets, advertisements, regulations and programmes
- ▶ **Educational:** for example, excerpts from textbooks, reference books and journal articles; abstracts; infographics; reports; school/university announcements and emails
- ▶ **Occupational:** for example, business communications, letters, memos, safety notices, job descriptions and announcements

## Structure of the ISE Digital Reading module

There are three task types in the ISE Digital Reading module. Candidates see tasks that are suitable for their English language proficiency level and answer no more than 30 questions. The total time for the Reading module is approximately 20 minutes. Example ISE Digital Reading tasks are available on the Trinity website.

## Tasks in the ISE Digital Reading module

	Reading a visual text	Reading a single text	Reading a paired text
Items per task	2-4	3-7	5-10
Word count	90-110	350-400	700-750

## ISE Digital Reading input texts and the CEFR

The CEFR level of the ISE Digital Reading texts is determined by their linguistic characteristics and content.

### Characteristics of ISE Digital Reading texts by CEFR level

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#### A1-B1

- ▶ Definite text type
  - ▶ Familiar/everyday topics
  - ▶ Concrete ideas
  - ▶ High frequency everyday language
  - ▶ Simple straightforward sentences
  - ▶ Chronological
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#### B2-C2

- ▶ Less clear text types and genre mixes
  - ▶ Range of topics, including unfamiliar topics, academic or specialised topics
  - ▶ Abstract concepts
  - ▶ A broad vocabulary range (with specialised vocabulary being defined within the text)
  - ▶ Range of constructions, including compound and complex sentences
  - ▶ Can be non-chronological
  - ▶ Can include complex arguments
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## The Reading sub-skills assessed by ISE Digital

Assessment category	Assessment focus
Retrieval	To arrive at the correct response, the candidate will have to...
	retrieve or select information from the text such as main ideas, key details or supporting details (eg specific facts, descriptions or opinions)
Language	locate finer points of detail
	identify unfamiliar words in familiar topics/contexts
	use familiar words to deduce the meaning of short expressions
	show understanding of slang, idiomatic language and jokes
Text understanding	identify/explain how meaning is enhanced through choice of words and phrases
	grasp the genre/overall purpose of a text, eg narrative, descriptive, expository
	understand the function of parts of a text, such as introducing, summarising or giving examples
	follow the discourse structure, sequence of events or logical development of a text and the details/devices used to support an argument
Inference	recognise a contrasting argument, a problem-solution presentation or a cause-effect relationship
	understand the text's relationships with graphics and images (maps, webs, graphs, charts, frames or clusters) and interpret information from these
	use contextual, grammatical and lexical cues to infer implicit and implied meanings and ideas such as views, opinions and intentions
Inference	use contextual, grammatical and lexical cues to infer or interpret viewpoints, attitudes, mood, emotions
	use cues to deduce information, determine the likelihood that an event took place or anticipate what might come next

Assessment category	Assessment focus
Evaluation	<p>To arrive at the correct response, the candidate will have to...</p> <hr/> <p>recognise the intended meaning of content within the text, eg if a message or idea is factual or seeking to convince readers of something</p> <hr/> <p>decide the relevance and usefulness of content with a text</p> <hr/> <p>identify/understand any relationship(s) between different parts of a text, for example, drawing comparisons, and identifying similarities and contrasting information</p> <hr/> <p>form generalisations about a piece of text and be able to summarise main ideas</p> <hr/> <p>identify a writer's stances or viewpoints</p>
Synthesis and integration	<hr/> <p>decide the relevance and usefulness of content between texts</p> <hr/> <p>identify/understand relationship(s) between texts, for example by drawing comparisons, and identifying similarities and contrasting information</p> <hr/> <p>draw implications or conclusions based on multiple texts</p>

## How is the ISE Digital Reading module assessed?

The ISE Digital Reading module is computer scored. Reading questions are equally weighted and all correct responses are worth one mark.



## ISE Digital | Reading module tasks

### Reading a visual text

<b>Task context and format</b>	The candidate reads a short text with a strong visual component such as a menu in a restaurant, an advertising flyer or a poster. This kind of text is often used to convey information quickly, to offer choices or to persuade. The candidate answers multiple-choice questions about what they have read.
<b>Input text specification</b>	<p><b>Number of texts in the task:</b> one</p> <p><b>Text type:</b> could be an advertisement, poster, announcement, leaflet, menu, factsheet, infographic, notice, guide, instructions</p> <p><b>Word count of input text:</b> approximately 90-110 words</p> <p><b>Domain:</b> personal, public/social, educational, occupational</p> <p><b>Subject areas:</b> general, public, educational, occupational; relating to people's lives and interests</p> <p><b>Register:</b> ranging from neutral (unmarked for formality) to informal (with colloquialisms)</p>
<b>Task focus</b>	<p>The candidate shows that they can:</p> <ul style="list-style-type: none"> <li>▶ understand the main message of the text</li> <li>▶ identify the audience for the text</li> <li>▶ retrieve specific concrete, factual detail</li> <li>▶ make inferences and evaluations</li> </ul>
<b>Number of questions in the task</b>	2-4
<b>Assessment</b>	Each item is worth one mark. All items are weighted equally.

## Reading a single text

<b>Task context and format</b>	The candidate reads a text on a single theme/topic that might be found in publications such as a newspaper, guidebook or textbook. This kind of text is often used to inform, entertain and/or persuade. The candidate answers multiple-choice questions about what they have read.
<b>Input text specification</b>	<p><b>Number of texts in the task:</b> one</p> <p><b>Text type:</b> could be a biography, account of an event/experience, general report, scientific report/article, academic article, email, letter, forum, news article, magazine feature, information (textbook style), blog, opinion piece or critical review</p> <p><b>Word count of input text:</b> approximately 350-400 words, depending on the target CEFR level of the text (A1-B1 or B2-C2)</p> <p><b>Domain:</b> personal, public/social, educational, occupational</p> <p><b>Subject areas:</b> general, public, educational, occupational</p> <p><b>Register:</b> generally ranging from neutral (unmarked for formality) to semi-formal (eg academic register)</p>
<b>Task focus</b>	<p>The candidate shows that they can:</p> <ul style="list-style-type: none"> <li>▶ understand the main aim of a single text</li> <li>▶ understand the text's components and how they contribute to the meaning of the text</li> <li>▶ retrieve specific detail from the text</li> <li>▶ understand specific language features</li> <li>▶ make inferences and evaluations</li> <li>▶ synthesise and integrate information from across the text</li> </ul>
<b>Number of questions in the task</b>	3-7
<b>Assessment</b>	Each item is worth one mark. All items are weighted equally.

## Reading a paired text

<b>Task context and format</b>	<p>The candidate reads two texts on a single theme/topic that might be found in publications such as a newspaper, guidebook or textbook. This kind of text is often used to inform, entertain and/or persuade.</p> <p>Each paired text reading task is a combination of two different texts on the same topic or theme, with an obvious connection. The candidate answers multiple-choice questions about what they have read.</p>
<b>Input text specification</b>	<p><b>Number of texts in the task:</b> two</p> <p><b>Text type:</b> each text will be a different text type and could be a biography, account of an event/experience, general report, scientific report/article, academic article, emails, letters, forum, news article, magazine feature, information (textbook style), blogs, opinion piece or critical review</p> <p><b>Word count of input texts:</b> approximately 700-750 words in total (including both texts)</p> <p><b>Domain:</b> personal, public/social, educational, occupational</p> <p><b>Subject areas:</b> general, public, educational, occupational</p> <p><b>Register:</b> varied ranging from informal to semi-formal (eg academic register)</p>
<b>Task focus</b>	<p>The candidate shows that they can:</p> <ul style="list-style-type: none"> <li>● understand the main aim of each text</li> <li>● understand the main theme running across the two texts</li> <li>● understand the text's components and how they contribute to the meaning of the text</li> <li>● retrieve specific detail from either text</li> <li>● understand specific language features</li> <li>● make inferences and evaluations both within and between texts</li> <li>● synthesise and integrate information from both within and across texts</li> </ul>
<b>Number of questions in the task</b>	5-10
<b>Assessment</b>	Each item is worth one mark. All items are weighted equally.

# ISE Digital | Writing module

## Writing contexts

The Writing module presents tasks and stimuli that are drawn from the following domains:

- ▶ **Public/social:** for example, exchanges, interactions and transactions on concrete and abstract topics
- ▶ **Educational:** for example, tasks which replicate the type of writing students would be expected to do while acquiring, and displaying knowledge of, educational content
- ▶ **Occupational:** for example, business communications, letters, memos

## Structure of the ISE Digital Writing module

The total time for the Writing module is 40 minutes. The testing time includes time for the candidate to read the task instructions and input source texts and create and edit their responses. Example ISE Digital Writing tasks are available on the Trinity website.

## Tasks in the Writing module

There are two task types in the ISE Digital Writing module. Candidates will see tasks that are suitable for their English language proficiency level and will answer no more than two tasks.

	Written online communication	Writing from sources
<b>Word count</b>	approximately 70 words (maximum of 90)	approximately 250 words (maximum of 300)
<b>Recommended time</b>	approximately 5 minutes	approximately 35 minutes

## How is the ISE Digital Writing module assessed?

The candidate's responses are marked by trained and experienced professional language assessors. Assessors use rating scales that have been developed specifically for the Writing module. There are two rating scales, one for each task. The scale for the Written online communication task assesses content, language and style. The scale for the Writing from sources task assesses content and organisation, use of sources, language and style. The rating scales are available in the [appendices](#).

To calculate the candidates' final mark for the Writing module, the tasks are weighted. The Written online communication task has a weighting of one (1). The Writing from sources task has a weighting of one and a half (1.5).

## ISE Digital | Writing module tasks

### Written online communication

#### Task context and format

The Written online communication task is a situation-based task in which the candidate is presented with a brief text and visual input. These create communicative acts relevant to school or work life, carried out through the digital medium.

There are three different versions of the task. The candidate will encounter **one** of the following task versions:

- ▶ **Version A:** Online discussion board
- ▶ **Version B:** Submission to a digital suggestion box, eg an email
- ▶ **Version C:** Group chat

#### Input specification

For all three task versions, the input takes the form of:

- ▶ the task instructions
- ▶ a situational prompt that creates an imaginary context and co-participants to which the candidate must respond
- ▶ visual stimuli (avatars, profile pictures, etc) to simulate online communicative environments

**Topic:** related to school/work life or school/work-related online written communication

**Register:** varies from informal to formal (including neutral register), depending on context

**Domain:** social, educational, occupational

#### Candidate output

**Task focus:** The overall focus of the candidate's output is to respond flexibly to whichever task version they encounter, adapting their communication to a variety of contexts, situations, registers and relationships encountered in the school or work environment.

- ▶ **Version A:** The candidate should share their opinion on the topic of discussion, and they should also acknowledge and incorporate the contribution of other participants.
- ▶ **Version B:** The candidate should write a short response and give their feedback, suggestions, preferences, opinions or reactions, as required by the two bullet points in the prompt.
- ▶ **Version C:** The candidate should respond to their classmates/co-workers and carry out the language functions requested by the two bullet points in the prompt (eg agreeing, offering help, asking for information).

**Domain:** varies between informal, neutral or formal, depending on audience

**Word count:** write approximately 70 words (there is a maximum word allowance of 90 words)

**Task time:** spend approximately 5 minutes on this task

#### Assessment

Candidate responses are evaluated by a trained assessor.

## Writing from sources

### Task context and format

Academic and professional writing is frequently source-based writing in which writers must write in response to a variety of source texts: written, visual and audio. The purpose of such writing is usually to acquire, transform and display knowledge by incorporating new and old information together with other writers' viewpoints. The Writing from sources task aims to replicate this kind of writing and is structured as follows:

- ▶ The candidate is presented with a topic question (an essay or report), and two or three source texts on the same topic.
- ▶ The candidate should write a new text in response to the topic question, using information from the source texts. The candidate is expected to make selective, adaptive and interpretative use of the sources to suit the new audience and purpose of writing as dictated by the question, and to incorporate their own ideas and opinions on the topic.

### Source text specifications

**Text types:** All source texts are representative of the educational, occupational and public domain and may contain a visual element. This can include e-books, reports, magazine articles, websites, case studies, summaries of articles/book chapters, reviews of articles/books, message board entries, wikis, infographics, etc.

**Topics:** relevant to secondary education, occupational and public

**Registers:** varied – from neutral to more formal

**Number of source texts:** 2 or 3 sources in total

**Word count of source texts:** approximately 250–350 words

### Candidate output

**Task focus:** The candidate shows that they are able to i) read the source texts, ii) respond to the topic question, iii) select only relevant information from the source texts, iv) adapt and synthesise this information with their own ideas and views on the topic.

**Genre of writing to produce:** essay or report

**Register:** formal

**Word count:** write approximately 250 words (there is a maximum word limit of 300 words)

**Task time:** spend approximately 35 minutes on this task

### Assessment

Candidate responses are evaluated by a trained assessor.

# ISE Digital support

## Support available for teachers, candidates and parents

Support materials can be found at [trinitycollege.com/ISE-Digital](https://trinitycollege.com/ISE-Digital) and are regularly updated. They include:

- ▶ a guide for candidates with information about the exam and what to expect on the day of the exam
- ▶ examples of each task type.

# Appendices

Speaking rating scale: Responding to questions | Delivering a prepared talk | Interacting



Score	Task fulfilment	Language	Delivery
	Ability to respond to task with relevant details, organise ideas coherently and respond fully in the time allowed.	Ability to use a range of grammar and lexis accurately and effectively.	Ability to use stress, intonation and pace for the demands of the context, audience and purpose; effective pronunciation and fluency.
5	<p><b>Task has been comprehensively fulfilled; listener is fully informed.</b></p> <ul style="list-style-type: none"> <li>Response fully addresses task; all parts of task covered comprehensively.</li> <li>Ideas are relevant, clear and well supported by detail.</li> <li>Excellent coherence; response is well organised and progression of ideas is clear and logical.</li> <li>Response is comprehensive and concludes naturally in the time allowed.</li> </ul>	<p><b>Communicates with flexibility and ease, distinguishing between fine shades of meaning.</b></p> <ul style="list-style-type: none"> <li>Range of structures used flexibly, appropriately and effectively.</li> <li>Lexically rich (including collocations, idioms, less common vocabulary); express themselves with clarity and precision.</li> <li>High degree of accuracy, response appropriate and virtually error free, although slips of the tongue may occur.</li> </ul>	<p><b>Virtually no effort required from listener to understand response.</b></p> <ul style="list-style-type: none"> <li>Stress, intonation and pace used effectively to convey key points and add meaning.</li> <li>Clear, accurate pronunciation.</li> <li>High degree of fluency and natural pace; speech flows naturally with hesitations and pauses used to enhance response.</li> </ul>
4	<p><b>Task has been effectively fulfilled; listener is well informed and is left with only minor questions.</b></p> <ul style="list-style-type: none"> <li>Response effectively addresses task; some minor parts of task may be missed, but response is effective.</li> <li>Ideas are relevant and supported by detail with occasional lack of clarity or irrelevance.</li> <li>Good coherence; response is organised and can be followed with ease.</li> <li>Response is complete but end may be slightly rushed or cut off.</li> </ul>	<p><b>Communicates with clarity, with little need to compromise message.</b></p> <ul style="list-style-type: none"> <li>Mix of simple and complex structures used mostly appropriately and effectively.</li> <li>Broad lexical repertoire including some less common vocabulary.</li> <li>Occasional errors in accuracy, but with only minor impact.</li> </ul>	<p><b>Minimal effort required from listener to understand response.</b></p> <ul style="list-style-type: none"> <li>Stress, intonation and pace consistent and used to good effect; easy to understand.</li> <li>Clear pronunciation with occasional errors which do not affect understanding.</li> <li>Fluent with only minor lapses or slow speech; occasional hesitation or pauses to find words.</li> </ul>



Speaking rating scale: Responding to questions | Delivering a prepared talk | Interacting (cont) 

Score	Task fulfilment	Language	Delivery
3	<p><b>Task has been sufficiently fulfilled; listener is informed, but is left with some questions.</b></p> <ul style="list-style-type: none"> <li>Response mostly addresses task; some parts more effectively covered than others, so response is not fully effective.</li> <li>Most ideas are relevant but some parts of response are irrelevant, unclear or not supported by detail.</li> <li>Adequate coherence; some lapses in organisation, but listener can follow message despite some gaps.</li> <li>Response may be incomplete and end abruptly.</li> </ul>	<p><b>Communicates sufficiently, without much sign of a compromised message.</b></p> <ul style="list-style-type: none"> <li>Mix of simple and complex structures; complex forms may be less accurate but do not interrupt flow.</li> <li>Good range of common lexis; some inappropriate choices when attempting less common vocabulary.</li> <li>Errors are noticeable, but do not impede understanding.</li> </ul>	<p><b>Occasional effort required from listener to understand response.</b></p> <ul style="list-style-type: none"> <li>Generally appropriate stress, intonation and pace but some inconsistency.</li> <li>Mostly clear pronunciation; incorrect pronunciation of individual sounds may distract the listener, but comprehensible.</li> <li>Reasonable fluency, but hesitations, pauses, false starts can make response seem disjointed.</li> </ul>
2	<p><b>Task has been partially fulfilled; listener is only minimally informed and is left with significant questions.</b></p> <ul style="list-style-type: none"> <li>Response addresses only some parts of task; what is attempted lacks development, so response is incomplete.</li> <li>A few relevant ideas, but vague response with limited detail and noticeable omissions.</li> <li>Limited coherence; response often lacks organisation and may cause some confusion for listener.</li> <li>Response may be short or some parts are off topic.</li> </ul>	<p><b>Communicates intelligibly, despite signs of a compromised message.</b></p> <ul style="list-style-type: none"> <li>Simple structures used effectively; complex forms, if attempted, have a poor effect on comprehension.</li> <li>Limited range of lexis; inappropriate vocabulary choices may stand out.</li> <li>Errors are noticeable and at times cause interruption or misunderstanding.</li> </ul>	<p><b>Some effort required from listener to understand response.</b></p> <ul style="list-style-type: none"> <li>Issues with stress, intonation and pace (including slow or fast speech) affect comprehension.</li> <li>Pronunciation errors can be intrusive and at times may cause difficulty for listener.</li> <li>Occasional fluency, but hesitations, pauses and false starts impede the response.</li> </ul>

Speaking rating scale: Responding to questions | Delivering a prepared talk | Interacting (cont) 

Score	Task fulfilment	Language	Delivery
1	<p>Ability to respond to task with relevant details, organise ideas coherently and respond fully in the time allowed.</p> <p><b>Task has been insufficiently fulfilled; listener is scarcely informed.</b></p> <ul style="list-style-type: none"> <li>▶ Response addresses task in a very restricted way; response is brief or repetitive with limited connection to task.</li> <li>▶ Very few relevant ideas, and supporting detail is basic or irrelevant.</li> <li>▶ Lack of coherence; response is not organised and requires effort from the listener.</li> <li>▶ Response short or off topic; may have misunderstood some part of the task.</li> </ul>	<p>Ability to use a range of grammar and lexis accurately and effectively.</p> <p><b>Manages to express only a simple message.</b></p> <ul style="list-style-type: none"> <li>▶ Simple structures attempted but with frequent inaccuracies.</li> <li>▶ Very limited range of lexis; often searches for words.</li> <li>▶ Errors predominate and disrupt communication.</li> </ul>	<p>Ability to use stress, intonation and pace for the demands of the context, audience and purpose; effective pronunciation and fluency.</p> <p><b>Considerable effort required from listener, and some parts of response unintelligible.</b></p> <ul style="list-style-type: none"> <li>▶ Inaccurate stress, intonation and pace cause difficulty for the listener.</li> <li>▶ Mostly inaccurate pronunciation frequently causes difficulty for the listener.</li> <li>▶ Fluency not maintained; hesitations, frequent pauses and false starts make some parts of the response unintelligible.</li> </ul>
0	<b>Task is either: Not attempted OR not audible OR not answered in English.</b>		

Speaking rating scale: Summarising a talk or conversation 

Score	Task fulfilment	Mediation of source text	Delivery
5	<p><b>Task has been comprehensively fulfilled; listener is fully informed.</b></p> <ul style="list-style-type: none"> <li>▶ Response fully addresses task; all parts of task covered comprehensively.</li> <li>▶ Ideas are relevant, clear and well supported by detail.</li> <li>▶ Excellent coherence; response is well organised and progression of ideas is clear and logical.</li> <li>▶ Response is comprehensive and concludes naturally in the time allowed.</li> </ul>	<p><b>Full understanding of source with main points clearly reported.</b></p> <ul style="list-style-type: none"> <li>▶ Able to comprehensively summarise and report relevant main points, points of view and inferences presented in source.</li> <li>▶ Effective and natural paraphrasing, reporting.</li> </ul>	<p><b>Virtually no effort required from listener to understand response.</b></p> <ul style="list-style-type: none"> <li>▶ Stress, intonation and pace used effectively to convey key points and add meaning.</li> <li>▶ Clear, accurate pronunciation.</li> <li>▶ High degree of fluency and natural pace; speech flows naturally with hesitations and pauses used to enhance response.</li> </ul>
4	<p><b>Task has been effectively fulfilled; listener is well informed and is left with only minor questions.</b></p> <ul style="list-style-type: none"> <li>▶ Response effectively addresses task; some minor parts of task may be missed, but response is effective.</li> <li>▶ Ideas are relevant and supported by detail with occasional lack of clarity or irrelevance.</li> <li>▶ Good coherence; response is organised and can be followed with ease.</li> <li>▶ Response is complete but end may be slightly rushed or cut off.</li> </ul>	<p><b>Effective understanding of source with selection of relevant points.</b></p> <ul style="list-style-type: none"> <li>▶ Able to summarise and explain relevant main points and points of view presented in source, with some minor omissions.</li> <li>▶ Effective paraphrasing or reporting with minor lapses; direct use of source may lack sufficient acknowledgment.</li> </ul>	<p><b>Minimal effort required from listener to understand response.</b></p> <ul style="list-style-type: none"> <li>▶ Stress, intonation and pace consistent and used to good effect; easy to understand.</li> <li>▶ Clear pronunciation with occasional errors which do not affect understanding.</li> <li>▶ Fluent with only minor lapses or slow speech; occasional hesitation or pauses to find words.</li> </ul>

## Speaking rating scale: Summarising a talk or conversation (cont)



Score	Task fulfilment	Mediation of source text	Delivery
3	<p>Ability to respond to task with relevant details, organise ideas coherently and respond fully in the time allowed.</p> <p><b>Task has been sufficiently fulfilled; listener is informed, but is left with some questions.</b></p> <ul style="list-style-type: none"> <li>Response mostly addresses task; some parts more effectively covered than others, so response is not fully effective.</li> <li>Most ideas are relevant but some parts of response are irrelevant, unclear or not supported by detail.</li> <li>Adequate coherence; some lapses in organisation, but listener can follow message despite some gaps.</li> <li>Response may be incomplete and end abruptly.</li> </ul>	<p>Ability to understand and select relevant information from source and use language from source appropriately.</p> <p><b>Adequate understanding of text but some relevant ideas missed.</b></p> <ul style="list-style-type: none"> <li>Able to summarise most relevant main points and points of view presented in source, but some points left out or not fully understood.</li> <li>Mostly successful paraphrasing or reporting of key information, but some points missed and some overuse of source without acknowledgment.</li> </ul>	<p>Ability to use stress, intonation and pace for the demands of the context, audience and purpose; effective pronunciation and fluency.</p> <p><b>Occasional effort required from listener to understand response.</b></p> <ul style="list-style-type: none"> <li>Generally appropriate stress, intonation and pace but some inconsistency.</li> <li>Mostly clear pronunciation; incorrect pronunciation of individual sounds may distract the listener, but comprehensible.</li> <li>Reasonable fluency, but hesitations, pauses, false starts can make response seem disjointed.</li> </ul>
2	<p><b>Task has been partially fulfilled; listener is only minimally informed and is left with significant questions.</b></p> <ul style="list-style-type: none"> <li>Response addresses only some parts of task; what is attempted lacks development, so response is incomplete.</li> <li>A few relevant ideas, but vague response with limited detail and noticeable omissions.</li> <li>Limited coherence; response often lacks organisation and may cause some confusion for listener.</li> <li>Response may be short or some parts are off topic.</li> </ul>	<p><b>Limited understanding of text with key points misunderstood.</b></p> <ul style="list-style-type: none"> <li>Able to use some information from source, but may not select most relevant points and some points may be misunderstood or misrepresented.</li> <li>Attempts to paraphrase but with mixed results; some points directly lifted from source without acknowledgement.</li> </ul>	<p><b>Some effort required from listener to understand response.</b></p> <ul style="list-style-type: none"> <li>Issues with stress, intonation and pace (including slow or fast speech) affect comprehension.</li> <li>Pronunciation errors can be intrusive and at times may cause difficulty for listener.</li> <li>Occasional fluency, but hesitations, pauses and false starts impede the response.</li> </ul>

Speaking rating scale: Summarising a talk or conversation (cont)



Score	Task fulfilment	Mediation of source text	Delivery
1	<p><b>Task has been insufficiently fulfilled; listener is scarcely informed.</b></p> <ul style="list-style-type: none"> <li>▶ Response addresses task in a very restricted way; response is brief or repetitive with limited connection to task.</li> <li>▶ Very few relevant ideas and little detail.</li> <li>▶ Lack of coherence; response is not organised and requires effort from the listener.</li> <li>▶ Response short or off topic; may have misunderstood some part of the task.</li> </ul>	<p><b>Little to no understanding of text and ability to use source.</b></p> <ul style="list-style-type: none"> <li>▶ Able to convey only a few simple concepts related to points in source, but source used in very limited way and most key points missed.</li> <li>▶ Limited paraphrasing, mostly directly lifts from source.</li> </ul>	<p><b>Considerable effort required from listener, and some parts of response unintelligible.</b></p> <ul style="list-style-type: none"> <li>▶ Inaccurate stress, intonation and pace cause difficulty for the listener.</li> <li>▶ Mostly inaccurate pronunciation frequently causes difficulty for the listener.</li> <li>▶ Fluency not maintained; hesitations, frequent pauses and false starts make some parts of the response unintelligible.</li> </ul>
0	<p><b>Task is either: Not attempted OR not audible OR not answered in English.</b></p>		

Writing rating scale: Written online communication 

Score	Content	Language	Style
5	<p>Demonstrates ability to answer the question with relevant supporting detail, presenting ideas logically.</p> <p><b>The reader is well informed and not left with any, or only minor, questions. Both parts of the prompt are addressed.</b></p> <ul style="list-style-type: none"> <li>Ideas are relevant, well supported by details which are clear, pertinent and question-specific.</li> <li>The sequencing of ideas is fully coherent. The reader can follow the thread without confusion or strain.</li> </ul>	<p>Demonstrates ability to use a range of grammar and vocabulary effectively.</p> <p><b>Overall, expresses themselves with clarity and precision, with little sign of having to compromise their message.</b></p> <ul style="list-style-type: none"> <li>Uses a mixture of simple and complex structures effectively, with only minor signs of rigidity or awkwardness.</li> <li>Uses a mixture of common and less common lexis and idiomatic expressions effectively, with only minor signs of inappropriacy.</li> <li>Makes few errors with only minor impact.</li> </ul>	<p>Demonstrates ability to adjust the writing style to the demands of the context, audience and purpose. The style features relevant for this task are:</p> <ul style="list-style-type: none"> <li><b>Register</b> (should match the prompt: informal, neutral or formal)</li> <li><b>Tone</b> (should be positive and polite).</li> </ul>
4	<p>The reader is sufficiently informed but is left with some questions. Both parts of the prompt are addressed.</p> <ul style="list-style-type: none"> <li>Most ideas are relevant and, overall, sufficiently supported by detail. Some points are not clear, pertinent or question-specific.</li> <li>The sequencing does not create any significant confusion. The reader may need to fill in some gaps but can generally follow the thread.</li> </ul>	<p>Overall, expresses themselves with sufficient clarity, without much sign of a compromised message. However, may be somewhat lacking in expressiveness or precision.</p> <ul style="list-style-type: none"> <li>Uses a mixture of simple and some complex structures. The latter are limited and/ or are noticeably rigid or awkward, but they are comprehensible.</li> <li>Uses a good range of common lexis, and some less common lexis and idiomatic expressions comprehensibly, despite noticeable signs of inappropriacy.</li> <li>Errors may be noticeable but generally do not impede understanding.</li> </ul>	<p>Shows good control over style features.</p> <ul style="list-style-type: none"> <li>There is clear evidence of control in both style features.</li> <li>Lapses do not cause much distraction or any irritation or offence.</li> </ul>

Writing rating scale: Written online communication (cont) 

Score	Content	Language	Style
3	<p>Demonstrates ability to answer the question with relevant supporting detail, presenting ideas logically.</p> <p><b>The reader is only partially informed and is left with significant questions.</b></p> <ul style="list-style-type: none"> <li>▶ A few relevant ideas are presented. Overall, the supporting detail is limited or not sufficiently clear, pertinent or question-specific.</li> <li>▶ The sequencing of ideas may cause some confusion, but this can be overcome by re-reading.</li> </ul>	<p>Demonstrates ability to use a range of grammar and vocabulary effectively.</p> <p><b>Overall, they communicate intelligibly, despite signs of a compromised message. May require some effort from the reader.</b></p> <ul style="list-style-type: none"> <li>▶ Uses simple structures effectively. Complex structures are absent or, if attempted, have a poor effect on comprehension.</li> <li>▶ Uses a sufficient range of common lexis. Less common lexis and idiomatic expressions are absent or, if attempted, have a poor effect on comprehension.</li> <li>▶ Errors are noticeable and, at times, they cause misunderstanding.</li> </ul>	<p>Demonstrates ability to adjust the writing style to the demands of the context, audience and purpose. The style features relevant for this task are:</p> <ul style="list-style-type: none"> <li>▶ <b>Register</b> (should match the prompt: informal, neutral or formal)</li> <li>▶ <b>Tone</b> (should be positive and polite).</li> </ul> <p><b>Shows sufficient control over style features.</b></p> <ul style="list-style-type: none"> <li>▶ There is clear evidence of control in one feature of style, but the other lacks evidence.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>▶ There is some, but limited, evidence of control in both style features.</li> <li>▶ Lapses may at times distract from the message, but do not cause significant irritation or offence.</li> </ul>
2	<p><b>The reader is scarcely informed.</b></p> <ul style="list-style-type: none"> <li>▶ Very few relevant ideas are presented. The supporting detail is very basic, or mostly irrelevant.</li> <li>▶ Parts of the response are incoherent, even after re-reading.</li> <li>▶ May have misunderstood parts of the question.</li> </ul>	<p><b>Overall, they manage to express a simple message. May require significant effort from the reader.</b></p> <ul style="list-style-type: none"> <li>▶ Uses simple sentences and basic vocabulary fairly effectively.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>▶ May show flashes of more complex structures or lexis, but with limited comprehensibility.</li> <li>▶ Errors are frequent and cause misunderstanding.</li> <li>▶ The reader is able to extract a simple message.</li> </ul>	<p><b>Shows little control over style features.</b></p> <ul style="list-style-type: none"> <li>▶ Some attempts at addressing style features can be discerned, but evidence of control is very limited or noticeably inconsistent.</li> <li>▶ Lapses may distract from the message, possibly causing irritation or offence.</li> </ul>

Writing rating scale: Written online communication (cont) 

Score	Content	Language	Style
1	<p>Demonstrates ability to answer the question with relevant supporting detail, presenting ideas logically.</p> <p><b>The reader is not informed.</b></p> <ul style="list-style-type: none"> <li>▶ Virtually no relevant ideas are presented. The supporting detail is missing or irrelevant.</li> <li>▶ The response is largely incoherent. The reader is mostly confused even after re-reading.</li> <li>▶ May have misunderstood the question.</li> </ul>	<p>Demonstrates ability to use a range of grammar and vocabulary effectively.</p> <p><b>Overall, they struggle to communicate even a simple message, despite significant effort from the reader.</b></p> <ul style="list-style-type: none"> <li>▶ The response comes in the form of basic words and phrases.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>▶ May show flashes of more complex structures or lexis, but with virtually no comprehensibility.</li> <li>▶ Errors predominate and cause misunderstanding.</li> <li>▶ The reader struggles to extract even a simple message.</li> </ul>	<p>Demonstrates ability to adjust the writing style to the demands of the context, audience and purpose. The style features relevant for this task are:</p> <ul style="list-style-type: none"> <li>▶ <b>Register</b> (should match the prompt: informal, neutral or formal)</li> <li>▶ <b>Tone</b> (should be positive and polite).</li> </ul> <p><b>Shows no control over style features.</b></p> <ul style="list-style-type: none"> <li>▶ No evidence of stylistic control can be discerned.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>▶ Both style features are applied consistently inappropriately.</li> <li>▶ Response may show serious stylistic transgressions, causing serious irritation or offence.</li> </ul>
0	<p><b>The task is not attempted. This includes blank scripts, unintelligible strings of characters, responses written in a different language, or responses which are entirely off-topic.</b></p>		



Writing rating scale: Writing from sources 

Score	Content & organisation	Use of sources	Language	Style
6	<p><b>The reader is fully informed and satisfied with the comprehensiveness of the response.</b></p> <ul style="list-style-type: none"> <li>▶ All ideas are relevant and very well supported by detail, amounting to a comprehensive, well-rounded response.</li> <li>▶ The staging of ideas is seamlessly developed into a coherent, smoothly flowing whole.</li> <li>▶ All textual organisation features are managed naturally to enhance the message.</li> </ul>		<p><b>Overall, expresses themselves with flexibility and ease, distinguishing between fine shades of meaning.</b></p> <ul style="list-style-type: none"> <li>▶ Uses a broad range of structures flexibly and effortlessly.</li> <li>▶ Lexically rich, with less common lexis and idiomatic expressions used appropriately and naturally.</li> <li>▶ Virtually error free.</li> </ul>	

Writing rating scale: Writing from sources (cont) 

Score	Content & organisation	Use of sources	Language	Style
	<ul style="list-style-type: none"> <li>▶ Demonstrates ability to answer the question with relevant supporting detail.</li> <li>▶ Demonstrates ability to organise ideas into a coherent whole.</li> <li>▶ Demonstrates ability to use textual organisation features to support the message.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Demonstrates ability to select relevant information from the source texts.</li> <li>▶ Demonstrates ability to repurpose information to serve the new purpose for writing.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Demonstrates ability to use a range of grammar and vocabulary effectively.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Demonstrates ability to adjust the writing style to the demands of the context, audience and purpose. The style features relevant for this task are: <ul style="list-style-type: none"> <li>– formal register</li> <li>– academic tone</li> <li>– following conventions of the essay/report genre.</li> </ul> </li> </ul>
5	<p><b>The reader is well informed and not left with any, or only minor, questions.</b></p> <ul style="list-style-type: none"> <li>▶ Ideas are relevant, and generally well supported by detail. There are small lapses in clarity/relevance, or missed opportunities to reach a fully comprehensive, well-rounded response.</li> <li>▶ The staging of ideas is logically developed into a coherent whole. The reader can follow the thread without confusion or strain.</li> <li>▶ Textual organisation features are managed effectively to support the message.</li> </ul>	<p><b>Effectively selects and repurposes information from <u>all</u> the sources to suit the new purpose for writing.</b></p> <ul style="list-style-type: none"> <li>▶ Relevant information from <u>all</u> the source texts is selected, synthesised, and used effectively to support the writer's own ideas and opinion.</li> <li>▶ The writer's own ideas and opinions are clearly distinguishable from the source texts.</li> <li>▶ There is some evidence of referencing devices (eg citations, reporting verbs, etc).</li> </ul>	<p><b>Overall, expresses themselves with clarity and precision, with little sign of having to compromise their message.</b></p> <ul style="list-style-type: none"> <li>▶ Uses a mixture of simple and complex structures effectively, with only minor signs of rigidity or awkwardness.</li> <li>▶ Uses a mixture of common and less common lexis and idiomatic expressions effectively, with only minor signs of inappropriacy.</li> <li>▶ Makes few errors with only minor impact.</li> </ul>	<p><b>Shows very good control over style features.</b></p> <ul style="list-style-type: none"> <li>▶ There is clear evidence of control in all three style features, and this is maintained throughout most of the response.</li> <li>▶ Occasional lapses are minor.</li> </ul>

Writing rating scale: Writing from sources (cont) 

Score	Content & organisation	Use of sources	Language	Style
	<ul style="list-style-type: none"> <li>▶ Demonstrates ability to answer the question with relevant supporting detail.</li> <li>▶ Demonstrates ability to organise ideas into a coherent whole.</li> <li>▶ Demonstrates ability to use textual organisation features to support the message.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Demonstrates ability to select relevant information from the source texts.</li> <li>▶ Demonstrates ability to repurpose information to serve the new purpose for writing.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Demonstrates ability to use a range of grammar and vocabulary effectively.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Demonstrates ability to adjust the writing style to the demands of the context, audience and purpose. The style features relevant for this task are:               <ul style="list-style-type: none"> <li>– formal register</li> <li>– academic tone</li> <li>– following conventions of the essay/report genre.</li> </ul> </li> </ul>
4	<p><b>The reader is sufficiently informed, but is left with some questions.</b></p> <ul style="list-style-type: none"> <li>▶ Most ideas are relevant and, overall, sufficiently supported by detail. Some points are not clear, pertinent or question-specific.</li> <li>▶ The staging of ideas shows an attempt at developing a coherent whole. The reader may need to fill in some gaps but can generally follow the thread.</li> <li>▶ Textual organisation features are generally helpful, but there may be signs of mechanical, inaccurate or over/under usage.</li> </ul>	<p><b>Adequately selects and repurposes information from <u>all</u> the sources to suit the new purpose of writing.</b></p> <ul style="list-style-type: none"> <li>▶ Relevant information from <u>all</u> the source texts is selected and paraphrased. Synthesis is attempted, but may not be fully successful (eg some ideas seem 'tagged on').</li> <li>▶ Distinguishing own ideas and stance from the sources is attempted but may not be fully successful (eg some ideas are appropriated).</li> </ul>	<p><b>Overall, expresses themselves with sufficient clarity, without much sign of a compromised message. However, may be somewhat lacking in expressiveness or precision.</b></p> <ul style="list-style-type: none"> <li>▶ Uses a mixture of simple and some complex structures. The latter are limited and/or are noticeably rigid or awkward, but they are comprehensible.</li> <li>▶ Uses a good range of common lexis, and some less common lexis and idiomatic expressions comprehensibly, despite noticeable signs of inappropriacy.</li> <li>▶ Errors may be noticeable but generally do not impede understanding.</li> </ul>	<p><b>Shows good control over style features.</b></p> <ul style="list-style-type: none"> <li>▶ There is clear evidence of control in all three style features, but this is not maintained throughout the response.</li> <li>▶ Lapses do not cause much distraction from the message.</li> </ul>

Writing rating scale: Writing from sources (cont) 

Score	Content & organisation	Use of sources	Language	Style
3	<p><b>The reader is only partially informed and is left with significant questions.</b></p> <ul style="list-style-type: none"> <li>▶ A few relevant ideas are presented. Overall, the supporting detail is limited or not sufficiently clear, pertinent or question-specific.</li> <li>▶ The sequence of ideas can be followed most of the time, but overall development is lacking.</li> <li>▶ Textual organisation features are attempted but mechanical, inaccurate, or over/under usage is evident.</li> </ul>	<p><b>Attempts to use information from the sources but either under-uses or over-uses them.</b></p> <p><b>Under-use of sources:</b></p> <ul style="list-style-type: none"> <li>▶ Clearly refers to all the source texts, but only briefly, without exploiting any.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>▶ Completely ignores one or more of the source texts, but exploits the other(s) well.</li> </ul> <p><b>Over-use of sources:</b></p> <ul style="list-style-type: none"> <li>▶ Makes substantive, but not selective or adaptive use of the sources. The response is driven by the source texts rather than own purpose.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>▶ Attempts to paraphrase but with mixed results. Some attempts are near-copies.</li> </ul>	<p><b>Overall, they communicate intelligibly, despite signs of a compromised message. May require some effort from the reader.</b></p> <ul style="list-style-type: none"> <li>▶ Uses simple structures effectively. Complex structures are absent or, if attempted, have a poor effect on comprehension.</li> <li>▶ Uses a sufficient range of common lexis. Less common lexis and idiomatic expressions are absent or, if attempted, have a poor effect on comprehension.</li> <li>▶ Errors are noticeable and, at times, they cause misunderstanding.</li> </ul>	<p><b>Shows sufficient control over style features.</b></p> <ul style="list-style-type: none"> <li>▶ There is clear evidence of control in some features of style, but others lack evidence.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>▶ There is some, but limited, evidence of control in all three style features.</li> <li>▶ Lapses may at times distract from the message.</li> </ul>

Writing rating scale: Writing from sources (cont) 

Score	Content & organisation	Use of sources	Language	Style
	<ul style="list-style-type: none"> <li>▶ Demonstrates ability to answer the question with relevant supporting detail.</li> <li>▶ Demonstrates ability to organise ideas into a coherent whole.</li> <li>▶ Demonstrates ability to use textual organisation features to support the message.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Demonstrates ability to select relevant information from the source texts.</li> <li>▶ Demonstrates ability to repurpose information to serve the new purpose for writing.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Demonstrates ability to use a range of grammar and vocabulary effectively.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Demonstrates ability to adjust the writing style to the demands of the context, audience and purpose. The style features relevant for this task are:               <ul style="list-style-type: none"> <li>– formal register</li> <li>– academic tone</li> <li>– following conventions of the essay/report genre.</li> </ul> </li> </ul>
2	<p><b>The reader is scarcely informed.</b></p> <ul style="list-style-type: none"> <li>▶ Very few relevant ideas are presented. The supporting detail is very basic, or mostly irrelevant.</li> <li>▶ A simple sequence of ideas can be identified. Parts of the message are incoherent.</li> <li>▶ Textual organisation features are either basic or used incorrectly, with a poor effect on comprehension.</li> <li>▶ May have misunderstood parts of the question.</li> </ul>	<p><b>Scarcely or inappropriately uses the sources.</b></p> <p><b>Scarce use of the sources:</b></p> <ul style="list-style-type: none"> <li>▶ Completely ignores one or more of the source texts, and clearly but only briefly mentions the other(s).</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>▶ There is very limited evidence of source use (vaguely implied ideas, or isolated examples of short phrases or lexical items).</li> </ul> <p><b>Inappropriate use of the sources:</b></p> <ul style="list-style-type: none"> <li>▶ Most paraphrasing attempts are near copies.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>▶ Some of the information from the sources is misrepresented.</li> </ul>	<p><b>Overall, they manage to express a simple message. May require significant effort from the reader.</b></p> <ul style="list-style-type: none"> <li>▶ Uses simple sentences and basic vocabulary fairly effectively.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>▶ May show flashes of more complex structures or lexis, but with limited comprehensibility.</li> <li>▶ Errors are frequent and cause misunderstanding.</li> <li>▶ The reader is able to extract a simple message.</li> </ul>	<p><b>Shows little control over style features.</b></p> <ul style="list-style-type: none"> <li>▶ Some attempts at addressing style features can be discerned, but evidence of control is very limited or noticeably inconsistent.</li> <li>▶ Lapses may frequently distract from the message.</li> </ul>

Writing rating scale: Writing from sources (cont) 

Score	Content & organisation	Use of sources	Language	Style
1	<p><b>The reader is not informed.</b></p> <ul style="list-style-type: none"> <li>▶ Demonstrates ability to answer the question with relevant supporting detail.</li> <li>▶ Demonstrates ability to organise ideas into a coherent whole.</li> <li>▶ Demonstrates ability to use textual organisation features to support the message.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>▶ The response is largely incoherent. The reader is mostly confused even after re-reading.</li> <li>▶ May have misunderstood the question.</li> </ul>	<p><b>Does not use the sources or uses them highly inappropriately.</b></p> <p><b>No use of the sources:</b></p> <ul style="list-style-type: none"> <li>▶ There is no evidence of source use in the candidate's response.</li> </ul> <p><b>Highly inappropriate use of the sources:</b></p> <ul style="list-style-type: none"> <li>▶ Copies multiple and/or large chunks of text, with virtually no evidence of paraphrasing.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>▶ Information from the sources is frequently or seriously misrepresented.</li> </ul>	<p><b>Overall, they struggle to communicate even a simple message, despite significant effort from the reader.</b></p> <ul style="list-style-type: none"> <li>▶ The response comes in the form of basic words and phrases.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>▶ May show flashes of more complex structures or lexis, but with virtually no comprehensibility.</li> <li>▶ Errors predominate and cause misunderstanding.</li> <li>▶ The reader struggles to extract even a simple message.</li> </ul>	<p><b>Shows no control over style features.</b></p> <ul style="list-style-type: none"> <li>▶ No evidence of stylistic control can be discerned.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>▶ All three features of style are applied consistently inappropriately.</li> <li>▶ Response may show serious stylistic transgressions.</li> </ul>
0	<p><b>The task is not attempted. This includes blank scripts, unintelligible strings of characters, responses written in a different language or responses which are entirely off-topic.</b></p>			