

Raw score	Descriptor	Criterion	Task type
1	Show an awareness of the topic and the task, though without necessarily producing a recognisable story.	Cont	Na
2	Produce a recognisable (possibly very brief) story including some narrative elements such as characters, setting or a problem to be resolved.	Cont	Na
3	Develop a story, with a simple plot, that may be episodic or descriptive rather than a connected narrative.	Cont	Na
4	Develop a story that includes key elements such as a logical sequence of events, main character/s, and a setting.	Cont	Na
5	Show an understanding of narrative writing, with most ideas contributing to the story and an emerging ability to develop characters.	Cont	Na
6	Shape writing with a clear beginning and end, with ideas, details and events chosen to enhance the story. Create distinct characters.	Cont	Na
7	Link ideas and events within a well-constructed story. Create individualized characters. Deliberately engage the audience.	Cont	Na
8	Develop a story with a strong overall structure and a consistent narrative point of view. Show a developed sense of audience.	Cont	Na
9	Write a sustained and convincing story that engages the reader. May include some reflection. Create characters with some depth.	Cont	Na
10	Write a sustained and unified story that may reflect on attitudes and values. Experiment with structure or style. Strongly capture the reader's interest.	Cont	Na
11	Write a thought-provoking story with complexity of purpose, viewpoint or subject matter. Construct a skilful and original plot.	Cont	Na
1	Use simple sentence forms, possibly without punctuation.	Lang	Na
2	Use simple sentences and some linking words such as "and", "but", "then", "because". Use full stops / periods and capital letters.	Lang	Na
3	Control simple sentence structures, using common punctuation and demonstrating a sense of sentence shape.	Lang	Na
4	Include compound and complex sentences. Vary sentence beginnings. Punctuate using full stops / periods, capital letters and question marks.	Lang	Na
5	Write with a degree of fluency using a variety of sentence forms, and possibly paragraphs. Attempt to select vocabulary for effect.	Lang	Na
6	Write fluently and smoothly overall. Use a variety of sentence forms. Use paragraphs. Use a vocabulary suited to the content and type of text.	Lang	Na
7	Control grammar and punctuation in complex sentences. Use standard or conventional vocabulary appropriately.	Lang	Na
8	Control a variety of complex sentences forms. Select vocabulary that is precise and effective, though not necessarily sophisticated or extensive.	Lang	Na
9	Demonstrate control of standard English, using correct grammar and punctuation. Use appropriate structure and organisation for the genre.	Lang	Na
10	Structure the story effectively overall. Select imaginative vocabulary and phrasing to create mood and atmosphere. Use an individual voice.	Lang	Na
11	Write maturely and fluently. Use effectively a sophisticated but unpretentious vocabulary. Display a strong individual voice and considerable flair.	Lang	Na
1	Mostly spell correctly frequently used words and one- and two-syllable words with common spelling patterns. (e.g. "boy", "thick", "sunny")	Spell	Na
2	Spell common words and words with common patterns correctly, but other readily recognised words inconsistently.	Spell	Na
3	Spell common words and readily recognised words of one- and two- syllables consistently and accurately. (e.g. "might", "because", "friend")	Spell	Na
4	Show understanding of phonetic and visual patterns when attempting less common words. (e.g. "diffrant" for "different"; "mayby" for "maybe")	Spell	Na
5	Spell most words accurately, within a limited student vocabulary. (e.g. "knocked", "climb", "making", "happily")	Spell	Na
6	Mostly spell correctly a wide range of vocabulary commonly used by school students, with some uncertainty or inconsistencies.	Spell	Na
7	Spell a carefully selected (student) vocabulary correctly, including irregularly spelt words and homophones. (e.g. "there", "they're" and "their")	Spell	Na
8	Spell correctly most words from a conventional (adult-level) vocabulary, with some irregularities and inconsistencies.	Spell	Na
9	Spell correctly most standard English words from an adult-level vocabulary.	Spell	Na
10	Spell a wide-ranging vocabulary with virtually no errors. (e.g. "glimpsed", "budget", "government")	Spell	Na

KEY

CRITERION: Cont=Content, Lang=Language, Spell=Spelling TASK TYPE: Na=Narrative.

See also Guidelines to ISA Reports 2007-8

Raw score	Descriptor	Criterion	Task type
1	Make a simple statement or give an opinion related to the topic, without offering reasons or support.	Cont	ExAg
2	Write a simple statement (maybe one or two sentences) with minimal explanation. May be heavily reliant on the writing prompt.	Cont	ExAg
3	Present a few ideas and/or offer an opinion, based on personal involvement. Offer brief, simple comments on the topic.	Cont	ExAg
4	Present several ideas related to the issue, either as a single opinion or a range of views. Ideas tend to be within a limited or personal range.	Cont	ExAg
5	Present a discussion relevant to the issue though a position or stance may not be maintained consistently. Present several supporting ideas.	Cont	ExAg
6	Show evidence of thinking beyond simply personal experience, and beyond ideas obviously derived from the prompt. Support position in detail.	Cont	ExAg
7	Present a coherent approach to the issue, using evidence or reasoning. Maintain focus on the issue. May try to engage or persuade the reader.	Cont	ExAg
8	Develop a sustained and coherent discussion of the issue. Demonstrate a degree of critical distance, rather than merely personal involvement.	Cont	ExAg
9	Present a consistent and comprehensive account of the issue that goes beyond the obvious, though it is not necessarily highly original.	Cont	ExAg
10	Present a convincing discussion with authority and individuality. Move beyond a response to a specific issue to broader socio-cultural questions.	Cont	ExAg
1	Produce a text that may be difficult to follow. Demonstrate serious problems with tenses and/or other verb form. Omit key words.	ESOL	ExAg
2	Compose a piece that is readable but does not flow, due to prominent grammatical mistakes.	ESOL	ExAg
3	Control syntax in simple and compound sentences and possibly attempt more complex structures. Use a basic range of vocabulary.	ESOL	ExAg
4	Use a variety of sentence forms but lack control in more complex sentences. Use mostly accurate vocabulary including some less common words.	ESOL	ExAg
5	Use a variety of sentence forms, mostly accurately. Consciously vary vocabulary and syntax. May make occasional errors of grammar or idiom.	ESOL	ExAg
6	Write fluent text, at native or near-native speaker level. Demonstrate control of grammar and syntax, and use a range of vocabulary.	ESOL	ExAg
7	Demonstrate a mature and sophisticated command of English.	ESOL	ExAg
1	Use sentence(s), but with little evidence of shaping. May lack logical sequence.	Struc	ExAg
2	Show emerging evidence of understanding the task: for example, may begin with "I think" and have an introduction or conclusion.	Struc	ExAg
3	Show evidence of shaping and sequencing ideas in part of the writing, but not a sense of structure overall.	Struc	ExAg
4	Present ideas in a generally logical order, possibly attempting paragraphing. Attempt to use introduction, development and/or conclusion.	Struc	ExAg
5	Write a piece that has overall coherence and shapes ideas to a resolution. Attempt to use paragraphing to develop and separate ideas.	Struc	ExAg
6	Write a well-constructed piece with a clear thesis, development and conclusion. Use some devices to make transitions between and within paragraphs.	Struc	ExAg
7	Convey a sense of development with, for example, an introduction to orient the reader and a conclusion that goes beyond restatement.	Struc	ExAg
8	Organise content to show inter-relationships between ideas and to build to a logical and coherent conclusion.	Struc	ExAg
9	Organise writing skilfully. Build and shape ideas to an effective and satisfying conclusion. May manipulate formal structure for effect.	Struc	ExAg

KEY

CRITERION: Cont=Content, ESOL=Language with ESOL focus, Struc=Structure and Organisation

TASK TYPE: ExAg=Exposition/Argument,

See also Guidelines to ISA Reports 2007-8



Writing Task		Language Background	Gender	Task A - Narrative					Task B - Exposition/Argument				
				Content Raw Score	Language Raw Score	Spelling Raw Score	Raw Score	Scale Score	Content Raw Score	ESOL Raw Score	Structure Raw Score	Raw Score	Scale Score
Maximum Raw Score				11	11	10	32	N/A	10	7	9	26	N/A
All Grade 10 Average				7.8	7.6	7.2		581^	7.4	5.4	6.6		607^
This Class Average				8.3	8.5	7.8		618^	7.3	5.4	6.5		601^
Cho	Won Young	N	M	9	8	7	24	609	8	5	7	20	619
Dixon	Philip	E	M	7	9	6	22	578	5	4	6	15	502
Griffiths	Isabella	E	F	6	10	9	25	624	8	5	7	20	619
Kammerman	David	E	M	8	9	9	26	638	7	6	6	19	597
Manolopoulos	Lukas	N	M	10	10	10	30	705	7	6	8	21	641
Miyazawa	Fionna	E	F	7	7	7	21	560	7	6	6	19	597
Park	Richard	E	M	10	11	9	30	705	8	6	6	20	619
Peason	Matthew	E	M	7	7	8	22	578	6	5	5	16	526
Peter	Sophia	E	F	9	8	7	24	609	6	5	5	16	526
Polland	Luke	E	M	9	9	8	26	638	7	6	7	20	619
Rubinstein	Ryan	E	M	9	8	6	23	594	7	5	6	18	574
Sagasaki	Akane	N	F	8	7	8	23	594	9	6	8	23	692
Seagate	Isabelle	E	F	11	11	9	31	732	8	5	5	18	574
Seibel	Laura	E	F	8	8	6	22	578	6	5	6	17	549
Stackmann	Laura	E	F	8	8	7	23	594	8	5	7	20	619
Teller	Nicole	E	F	8	8	7	23	594	9	6	7	22	664
Teo	Billy	N	M	9	10	9	28	669	7	5	7	19	597
Thomas	Alison	E	F	11	10	10	31	732	7	5	7	19	597
Tse	Talia	N	F	6	6	7	19	519	8	6	7	21	641
von Goldman	Jacob	N	M	9	9	8	26	638	9	6	8	23	692
Walker	Harley	E	M	7	8	7	22	578	9	6	8	23	692
Webster	Jennifer	E	F	8	8	6	22	578	7	6	6	19	597
Widjojo	Helen	E	F	7	5	9	21	560	6	4	6	16	526
Wilson	Duncan	E	M	8	9	9	26	638	6	6	5	17	549

^ This is the average Scale Score.

Key

Language Background:
 E = English Speaking Background
 N = Non-English Speaking Background

Gender:
 M = Male
 F = Female

Scores:
 a = Absent
 m = Missing