

## Trinity's ISE: Integrated Skills in English

### Understanding ISE results

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This document provides information on how to understand the results and accompanying documents for ISE exams.

If you would like to know more about how to prepare for the exam, please refer to the 'How to mark practice exam materials' document available on our website.

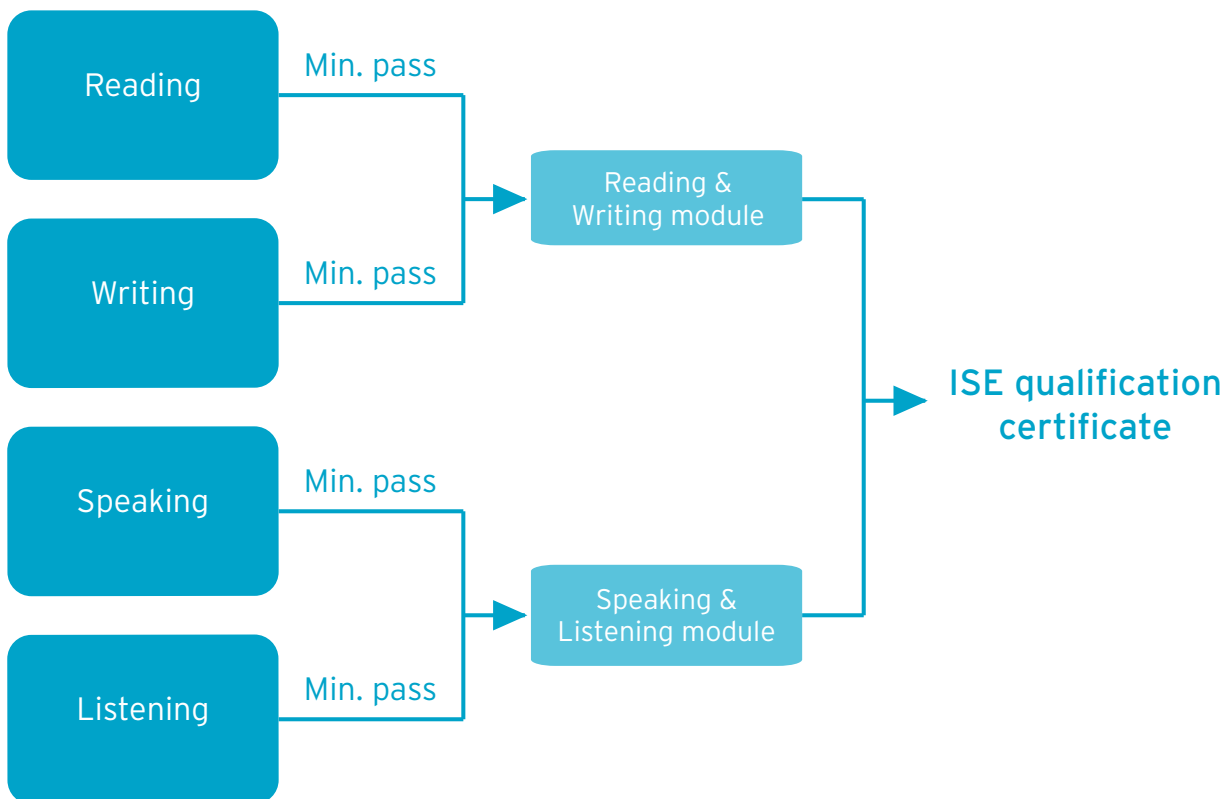
Please note that these documents do not give information on the ISE IV exam because it has a different format than the other ISE levels. For more information on ISE IV, please visit [trinitycollege.com/ISEIV](http://trinitycollege.com/ISEIV)

#### General information

Trinity's Integrated Skills in English (ISE) qualifications assess all four language skills: reading, writing, speaking and listening.

These skills are assessed in two modules: Reading & Writing and Speaking & Listening.

The exam modules can be taken together, or at different times when students are ready (except when taken as a SELT in the UK, where they must be taken on the same day). Students must pass both modules to gain an ISE qualification.



#### ISE assessment method and scoring

Some tasks within the ISE qualification are objectively marked using an answer key, so students' answers can be marked as either 'correct' or 'incorrect'. Other tasks are scored by specially trained examiners and markers using a rating scale. Trinity examiners and markers undergo rigorous training and standardisation which informs how they come to their decisions when applying the rating scales. The rating scales are specific to each ISE level and reflect the level of the Common European Framework of Reference (CEFR).

The rating scales for the skills assessed at each level can be found at [trinitycollege.com/ratingscales](http://trinitycollege.com/ratingscales) as well as in the appendices of the Teacher Guides. The table below provides an overview of how each task is marked.

### Overview of assessment methods

Skill	Level	Task	Assessment method	Scoring	How overall score is reached
Reading	ISE Foundation- ISE III	Tasks 1 & 2	Objectively marked through a specific to the task answer key	1 mark for each correct response	Marks for all correct answers are tallied.
Writing	ISE Foundation- ISE III	Task 3	Reading into writing rating scale	A score (0-4) is awarded for each of the three criteria	Scores from both tasks are combined to make overall writing score
		Task 4	Extended writing rating scale		
Speaking	ISE Foundation- ISE III	All tasks of the speaking exam	Speaking & Listening rating scale	A score (0-4) is awarded for each of the four criteria	Scores from the different criteria are combined to make an overall speaking score
Listening	ISE Foundation	Task 1	Objectively marked through a specific to the task answer key	1 mark for each correct response	Scores from both tasks are combined to make an overall listening score
		Task 2	Independent listening rating scale	A score (0-4) is awarded for overall performance on this task	
	ISE I	Task 1	Objectively marked through a specific to the task answer key	1 mark for each correct response	Scores from both tasks are combined to make an overall listening score
		Task 2	Independent listening rating scale	A score (0-4) is awarded for overall performance on this task	
	ISE II	Task 1	Independent listening rating scale	A score (0-4) is awarded for overall performance on this task	The score awarded for the task
	ISE III	Task 1	Independent listening rating scale	A score (0-4) is awarded for overall performance on this task	The score awarded for the task

### Marks available for each skill

All the ISE levels have marks allocated for each skill (reading, writing, speaking and listening). The table below shows the maximum scores students can achieve in each skill.

#### Maximum scores for each skill

ISE qualification	Reading	Writing	Speaking	Listening
ISE Foundation	30	28	16	9
ISE I	30	28	16	10
ISE II	30	28	16	4
ISE III	30	28	16	4

## ISE raw marks and scaled scores

ISE qualifications have been designed so that each skill is equally weighted. This means that a candidate has to pass all four skills to pass the ISE qualification and receive the qualification certificate.

To reflect subtle differences in task complexity through the exam, not all questions and tasks are allocated exactly the same value, therefore, for certain parts of the reading, writing and listening tasks of the qualification, scaled scores are used to determine the result.

For the listening tasks, the raw scores of 9 at ISE Foundation and 10 at ISE I, are converted to a scaled score.

For the reading tasks, questions 6-10 and 21-25 are objectively assessed and then the raw marks are converted to accurately reflect the candidate's actual ability in using a range of reading sub-skills to comprehend meaning at sentence level. For the writing tasks, the raw scores of 28 are converted to a scaled score.

The scaled scores are, therefore, not merely the sum of correct answers, because the difficulty of the task/question has also been taken into account.

## Actual Trinity exam results – scaled scores

As explained above, live exam scores are scaled for reading, writing and listening. The pass boundaries in the table below are based on the final, scaled scores and, therefore, differ from guidance found in 'How to mark practice exam materials'.

### Scaled scores and achievement levels in actual Trinity ISE exams

Qualification	Skill	Pass	Merit	Distinction	Maximum score
ISE Foundation	Listening	3*	5*	7*	8*
	Speaking	8	12	15	16
	Reading	15*	23*	28*	30*
	Writing	14*	20*	25*	28*
ISE I	Listening	3*	5*	7*	8*
	Speaking	8	12	15	16
	Reading	15*	23*	28*	30*
	Writing	14*	20*	25*	28*
ISE II	Listening	2	3	4	4
	Speaking	8	12	15	16
	Reading	15*	23*	28*	30*
	Writing	14*	20*	25*	28*
ISE III	Listening	2	3	4	4
	Speaking	8	12	15	16
	Reading	16*	23*	28*	30*
	Writing	15*	20*	25*	28*

\* scaled score

## Overall result

Candidates need to achieve at least the pass score in each of the relevant skill areas to be awarded a module certificate. Candidates need to pass both modules to receive the ISE qualification certificate.

The level of achievement (Distinction, Merit, Pass or Fail) for each of the four skills are stated on the qualification certificate, but these are not conflated to give an overall level of achievement. A successful candidate will receive a certificate stating the ISE level they have been awarded and then the four separate achievement levels, one for each skill.

## Notification of results

### Results summary

Candidates taking ISE receive details of their provisional results via the centre where they took their exams. Trinity sends each centre a results summary form, which provides the details of candidate achievement for each skill.

Please note, the results issued in the results summary form are provisional until confirmed by the issue of the certificate (or otherwise).

An example of a results summary form is provided overleaf.

<b>TRINITY</b> COLLEGE LONDON											<b>Results Summary</b>
Centre: Trinity Centre (00000)							Pages: 1 including this page				
Order number: 1-123456789											
Candidate name	Candidate no	Candidate DOB	Exam date	Level	R&W	Reading	Writing	S&L	Speaking	Listening	Overall
Alessandro A	1-AAAAAAAAA	01/01/2000	07/03/2017	I	Pass	Pass	Merit	Pass	Merit	Merit	Pass
Bruno B	1-XXXXXXXXXX	01/02/2001	07/03/2017	I	Pass	Pass	Pass	Fail	Fail	Fail	Fail
Chiara C	1-YYYYYYYYYY	01/03/2002	07/03/2017	II	Fail	Fail	Fail	Fail	Fail	Pass	Fail
Donatella D	1-ZZZZZZZZZ	01/04/2003	07/03/2017	II	Pass	Merit	Merit	Pass	Distinction	Merit	Pass

**Trinity Online**

Trinity Online is a system that allows centres to see result information in more detail:

The screenshot shows the Trinity Online interface for candidate Srilanka TukTuk. It includes sections for General, Contact, Address, and Region Details. Below these is a 'Results Enquiry' table with columns for Subject Area, Syllabus, Examination, Examination Date, and Status. A 'Marks' table shows the breakdown of scores for each section of the exam. Callout boxes highlight 'Overall results for each skill' and 'Breakdown of the score achieved in each part of the exam'.

**Information on the certificate**

All successful candidates will receive the qualification certificate with the information detailed below:

**ISE I**

**Integrated Skills in English**

**CEFR Level B1**

**Entry Level Certificate in ESOL International (Entry 3)\***

Reading	Distinction	October 2016
Writing	Distinction	October 2016
Speaking	Distinction	November 2016
Listening	Merit	November 2016

Certificate issued 17 November 2016

The level achieved appears on the certificate

The candidate achieved at least a pass in each skill, which means they were awarded the full qualification certificate

## Understanding diagnostic profile reports

Trinity's diagnostic profile report is a tool for teachers and candidates who want to improve their English language skills. The report goes beyond overall language competence and focuses on the detailed performance of each subset of skills. Consequently, it provides a valuable personalised tool for candidates and their teachers by identifying areas for progression and improvement.

Diagnostic profile reports are issued to the centres who register their candidates.

Please note, the diagnostic profile is not an interpretation of results achieved in ISE exams.

We issue a diagnostic profile report for each candidate, showing each part of the exam, ie the skills and sub-skills in reading, writing, speaking and listening.

		Diagnostic profile report				
		Incorrect or not attempted	More practice required	Adequate performance	Skilled in this area	Highly skilled in this area
<b>TRINITY</b> COLLEGE LONDON						
<b>Joe Bloggs</b>		<b>Candidate number: 1-446605990</b>				
<b>ISE I</b>		<b>Exam date: August 2016</b>				
<b>Centre: Abi Test (30779)</b>						
<b>Reading: Merit</b>						
<b>Task 1 - Long reading</b>	Reading for the main idea					
	Reading carefully for facts or information					
	Reading carefully for details, working out meaning of unknown words					
<b>Task 2 - Multi-text reading</b>	Reading for the main ideas or the purpose, skim reading					
	Reading carefully for facts or information					
	Reading carefully for details, working out meaning of unknown words, summarising what you have read					

Explanation of scale:

- Incorrect or not attempted – a candidate does not yet have sufficient skills in a given area or did not provide a response
- More practice needed – the candidate has some skills but they need improvement to reach the required standard for the level
- Adequate performance but more practice required – the candidate's language skills are on the borderline and more practice is needed to achieve a secure standard for the level attempted
- Skilled in this area – the candidate has sufficient skills in this area to achieve the standard required at the level
- Highly skilled in this area – the candidate's language skills in this area are very good

The outcomes shown on the scale for each sub-skill should be the basis for future study of English language. The diagnostic profile report is best used with the skills development tables as explained in the next section.

## Using skills development tables

Diagnostic profile reports are sent to centres once the results are finalised so students can see where improvements are needed, if necessary. Skills development tables are available online, with practical advice on how to develop the sub-skills required to achieve at least a Pass for each skill.

An example of an ISE III Reading profile is shown below. However, the principles for using the diagnostic profile reports and skills development tables apply to all levels and skills. Although this candidate's sub-skills in reading for the main idea and reading carefully for details are good (ie the bars correspond to 'adequate performance'), the sub-skill of reading carefully for facts or information needs further development (ie corresponds to 'more practice required').

		Incorrect or not attempted	More practice required	Adequate performance	Skilled in this area	Highly skilled in this area
Task 1 - Long reading	Reading for the main idea					
	Reading carefully for facts or information					
	Reading carefully for details, working out meaning of unknown words					

In this case, the candidate should refer to the skills development table below for suggestions on how to improve this particular sub-skill of reading. Advice on this sub-skill appears in two parts of the table, as the sub-skill is assessed in both task 1 and task 2. However, the suggestion is the same, so only the task 1 skills development table is printed here:

### Task 1 – Long reading

Skills tested	How to practise these skills
Reading for the main idea	<ul style="list-style-type: none"> <li>Practise summarising the gist of texts or paragraphs, eg students choose from several options to decide which summary best fits the text or paragraph.</li> <li>Make sure students discuss the reasons for their choices – why is the text more about one thing than another? How did they decide?</li> <li>Get students to think about how they read in their own language and encourage them to apply the same skills to reading in English.</li> </ul>
Reading carefully for facts or information	<ul style="list-style-type: none"> <li>Practise scanning texts for specific information – for example to check whether statements are true or false, or to complete missing information in a text summary.</li> </ul>
Reading carefully for details, deducing/working out meaning of unknown words	<ul style="list-style-type: none"> <li>Practise guessing the meaning of unknown words in sentences by looking at the words around the unknown word.</li> <li>Use gap-fill exercises to practise completing sentences.</li> <li>Identify words with the same or similar meanings.</li> <li>Practise identifying viewpoints and attitudes in pieces of discursive writing such as criticism, journalism and literature.</li> <li>Identify common themes and threads in texts.</li> </ul>

## Using Trinity Results Verification

Trinity Results Verification (TRV) allows approved users to verify qualifications against Trinity's central database.

Users request access using an online form. These requests are approved/rejected accordingly by Trinity.

Once access has been granted, users can search for existing exam records using the Trinity ID (Order Number : Candidate Number), which is found at the base of certificates.

Note: Initially, we aim to offer the search for language qualifications, with the rollout to other subject areas following soon after.

When a search exactly matches a record in the Trinity database, the below fields will be presented to the user:

- ▶ Candidate's first, middle and last name
- ▶ Candidate's date of birth
- ▶ Exam taken
- ▶ Date the exam was taken
- ▶ Result for each skill (Distinction, Merit, Pass, Fail)