

# Global Scale of English Assessment Framework



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Students often complain about their lack of perceived progress and will welcome the opportunity to work towards certain, defined objectives.”

*Barbara Gardner,  
Learning Technologies Training Coordinator,  
Study Group*

## Global Scale of English Learning Objectives: making learning more effective

This document introduces the Global Scale of English (GSE) Learning Objectives for Adult Learners. These Learning Objectives have been developed by Pearson English over a number of years in collaboration with teachers, ELT authors and language experts from around the world. They form the backbone of our mission to ensure that our products and services have a positive and measurable impact on learners' lives.

In order to learn English as effectively and efficiently as possible, a learner needs to know three things:

- What level is my English?
- Am I making progress?
- What should I aim to learn next to meet my long-term goals?

To answer these three questions, learners and teachers need the following as part of an overall English learning ecosystem:

- A clear and precise definition of what it means to be at a particular 'level' of proficiency
- English teaching and learning materials which are aligned to the 'level' definitions
- An assessment tool designed to profile a learner's proficiency across all four skills: reading, writing, speaking and listening

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The Global Scale of English represents the most significant advance in performance-based approaches to language learning, teaching and assessment since the development of the Common European Framework of Reference.”

*David Nunan Ph.D., Professor Emeritus of Applied Linguistics, University of Hong Kong*

The GSE Learning Objectives form part of the first point above: providing an accurate definition of what it means to be at a particular 'level' on a scale of English language proficiency.

Five sets of GSE Learning Objectives have been developed to meet the needs of specific audiences: Pre-Primary (aged under 6 years old), Young Learners (6–14), General Adult Learners, learners of Academic English and Professional English.

For more information about our work in this field, please visit [pearsonenglish.com/gse](http://pearsonenglish.com/gse).

## Extending the Common European Framework of Reference for Languages

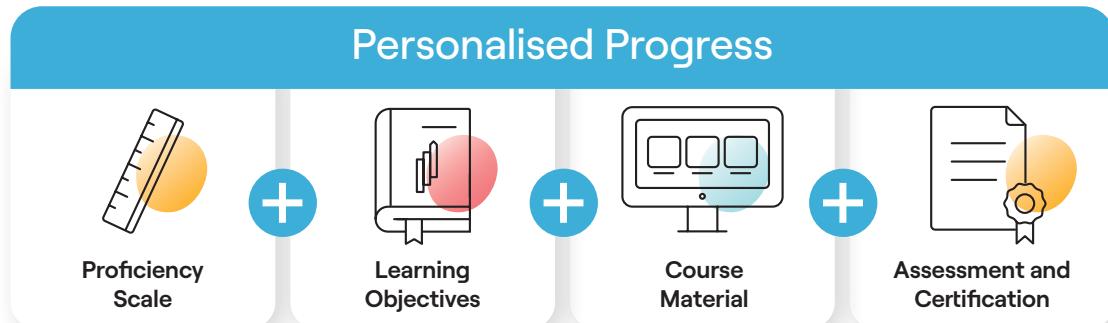
The work to develop the GSE Learning Objectives builds upon the research carried out by Brian North and the Council of Europe in creating the Common European Framework of Reference for Languages (CEFR)<sup>1</sup>.

The Global Scale of English itself has been psychometrically aligned to the CEFR.

Global Scale of English	10	20	30	40	50	60	70	80	90
CEFR	<A1	A1	A2 +	B1 +	B2 +	C1	C2		

The CEFR uses a six-level classification of learner proficiency from A1 (low basic) to C2 (fully proficient). The amount of instruction needed to progress learners from one level to the next varies widely according to level, context, native language, age, ability, and other factors, so it is difficult to quantify exactly. However, it has been observed that most people studying for three or four hours per week (as is the case for the majority of adult learners) may take two or more years to move from one CEFR level to the next – and as proficiency increases, it takes even longer to move to the next CEFR level. **When learners spend two or more years studying without reaching a new CEFR level, it can leave them feeling that they are making little or no progress.**

In developing the GSE Learning Objectives, we have extended the number and range of learning objectives – or ‘Can Do Statements’ – that are included in the CEFR, providing information to support a far more granular definition of language proficiency. Students are much more motivated when they can see every small step in their progression.



For teachers, assessment specialists and content developers, the GSE ecosystem provides a detailed picture of language performance at different levels of proficiency and for individual skills. By combining course materials with assessment tools that are aligned to the Global Scale of English, teachers can:

- understand their students’ levels of proficiency more precisely
- monitor students’ progress at a granular level
- make more informed choices for each student or class

<sup>1</sup> These learning objectives extend and build on the principles of the Common European Framework of Reference for Languages (CEFR) in their intended use “[for]...the planning of language learning programmes in terms of their assumptions regarding prior knowledge, ...their objectives, [and] their content” (Council of Europe, 2001, p6). Like CEFR, the GSE Learning Objectives are also intended for use in “the planning of language certification in terms of the content syllabus of examinations [and] assessment criteria, in terms of positive achievement.” (ibid)

## Using the GSE Assessment Framework

The GSE Assessment Framework is designed to be used alongside the GSE Learning Objectives Descriptors for both classroom and summative assessment.

The following sections outline the assessment features of each skill. These are divided into categories representing the main assessment feature and, within that, a set of subskills which contribute to the overall skill. Teachers may wish to assess student performance holistically in order to reward overall achievement rather than highlighting areas of error. In order to do this, teachers are advised to look across the categories and evaluate an overall performance. In some instances, the assessment will need to focus on more detail, but an evaluation will need to take account of all the subskills in a category rather than focusing on only one.

In the Framework, the criteria in the receptive skills and those in the productive skills tend to reflect each other.

## RECEPTIVE SKILLS

The Framework and criteria for both these skills represents the cognitive processing model where, first and foremost, there is a Purpose for listening or reading and then, as we listen or read, we unconsciously bring our Background Knowledge to bear to support our understanding. In presenting these skills in this order, it is hoped that, through assessment, learners can be supported in developing an awareness of their own meta-cognitive skills, which will in turn support their independence in learning.

### Listening Assessment Criteria

#### MANAGING LISTENING PURPOSE

The criteria consist of the following four subskills: Listening for gist, Listening for detail, Listening for specific information and Inferring meaning. These differing subskills reflect the ways in which we might use a text for obtaining information, e.g. main points, detail and specific needs. The ability to infer meaning when listening emerges from approximately B2 level and is an important skill in conversational and academic contexts.

#### BACKGROUND KNOWLEDGE

The criteria consist of the following four subskills: Topics and contexts, Text types, Predicting and Guessing meaning. As with the Reading skill, Topics and contexts together with Text types reflect what is represented in the productive skills but, as this is a receptive skill, learners are likely to understand more than they can produce. The subskills also reward readers for using strategies, such as predicting and guessing, which they can do with visual support from a low level.

#### LISTENING INTERACTION

The criteria consist of the following three subskills: Ability to respond to and maintain interaction, Turn taking and Appropriacy. This criterion reflects how well learners understand listening as, e.g. part of conversation, and how appropriately in both content and tone their response illustrates their understanding. This understanding can be assessed through their speaking responses, while not necessarily judging their response.

#### LANGUAGE RANGE

The criteria consist of the following three subskills: Sound, stress and intonation, Grammar and vocabulary and Coherence and cohesion. The prosodic features represented here are features we would expect a listener to understand and use to build meaning. However, learners will develop an understanding of stress and intonation as their understanding increases and this is reflected across the levels of the Framework in this category.

# Listening

	<b>GSE 10-21/A1</b>	<b>GSE 22-29/A1</b>	<b>GSE 30-35/A2</b>	
<b>MANAGING LISTENING PURPOSE</b>	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for detail</li> <li>• Listening for specific information</li> <li>• Inferring meaning</li> </ul>	<p>Understands the gist of classroom language and the gist of short, simple conversations when supported by illustrations or gesture.</p> <p>Recognises familiar words within short sentences or phrases when spoken very slowly and clearly, with visual support.</p> <p>Understands specific information in classroom instructions (e.g. <i>Read./Write./Listen.</i>).</p>	<p>Understands the gist of a short, simple message, or a simple conversation, when spoken very slowly and clearly and supported by pictures or gesture.</p> <p>Understands short simple conversational exchanges with personal information (e.g. <i>How old are you?/I'm twenty. Can you swim?/No I can't.</i>) if supported by pictures.</p> <p>Understands details in very short simple talks (e.g. about an event) or conversations on familiar topics (e.g. in shop or in school, at work).</p>	
<b>BACKGROUND KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Topics and contexts</li> <li>• Text types</li> <li>• Predicting</li> <li>• Guessing meaning</li> </ul>	<p>Topics and contexts relate to the learner's immediate environment and to information of close personal relevance (e.g. names, ages, immediate family).</p> <p>Texts may be classroom instructions, an exchange of personal details and very simple 2- or 3-turn conversations.</p>	<p>Topics and contexts relate to the learner's environment, and to information of immediate relevance to their lives (e.g. friends, home, study, work).</p> <p>Texts include classroom instructions, simple descriptions and conversations on familiar or personal topics.</p> <p>Guesses the meaning of some unfamiliar words when supported by pictures.</p>	<p>Topics and contexts relate to 'own world' experiences (e.g. daily routines, hobbies and activities).</p> <p>Texts include exchanges in familiar settings (e.g. a shop, and descriptions).</p> <p>Uses context to help support understanding and to predict (e.g. the flow of a simple conversation).</p> <p>Guesses the meaning of unfamiliar words in short simple listenings when supported by pictures and when the topic is familiar.</p>
<b>LISTENING INTERACTION</b>	<ul style="list-style-type: none"> <li>• Ability to respond to, and maintain, interaction</li> <li>• Turn taking</li> <li>• Appropriacy</li> </ul>	<p>Gives a physical response in an isolated exchange (e.g. nod or shake of the head) or gives a single word or short memorised phrase as a response to indicate understanding.</p> <p>May need a high level of scaffolding or support from the other speaker (e.g. repetition or re-phrasing, modifying speed, supplying missing language, giving non-verbal support).</p> <p>Understands very simple politeness phrases such as <i>Excuse me./Please./Thank you.</i></p>	<p>Shows understanding using words and simple phrases (e.g. <i>Yes, okay.</i>) in simple conversations when language and topic are familiar.</p> <p>May need a high level of scaffolding or support from the other speaker.</p> <p>Understands how turns are managed in very simple conversations on familiar topics.</p> <p>Understands simple politeness conventions such as greetings.</p>	<p>Shows understanding using short expressions (e.g. <i>I think so./Yes, let's do that.</i>) when language and topic are familiar.</p> <p>May need scaffolding or support from other speaker(s) to maintain communication.</p> <p>Understands how turns are managed in simple conversations on familiar topics.</p> <p>Shows understanding of simple politeness conventions by responding appropriately.</p>

	<b>GSE 10-21/A1</b>	<b>GSE 22-29/A1</b>	<b>GSE 30-35/A2</b>
<b>LANGUAGE RANGE</b>	<ul style="list-style-type: none"> <li>• Sounds, stress and intonation</li> <li>• Grammar and vocabulary</li> <li>• Cohesion and coherence</li> </ul>	<p>Understands the letters of the alphabet by name and by their sounds.</p> <p>Hears word stress in a small number of very familiar words, when modelled (e.g. the stress in their own name, the name of their country).</p> <p>Understands very simple affirmative structures and questions (e.g. <i>My name's Mia./I'm thirty./What colour is it?</i>).</p> <p>Understands, with visual support, a limited range of isolated vocabulary items (e.g. <i>basic colours and numbers, classroom objects.</i>)</p> <p>Understands basic expressions used in social interaction (<i>Hello./Goodbye./Please./Thank you.</i>) when supported with gesture or facial expression.</p> <p>Understands very simple linking word for addition: <i>and</i>.</p>	<p>Identifies the sound at the beginning of a word and hears sounds within a word (e.g. <i>cat/dad/mat, pet/bed/vet</i>).</p> <p>Hears different word stress patterns in 2 and 3 syllable familiar words (e.g. names of people or places).</p> <p>Understands simple grammatical meaning (e.g. preferences with <i>like/don't like</i>, ability with <i>can/can't</i>).</p> <p>Understands simple questions about personal information (e.g. <i>Where do you live?/How many brothers and sisters have you got?</i>).</p> <p>Understands, with visual support, a simple range of vocabulary items (e.g. numbers, clothes, family members).</p> <p>Understands words and simple phrases in familiar topic areas (e.g. words and phrases used to describe a person).</p> <p>Understands simple linking words for sequence (e.g. <i>and, then</i>).</p>

	<b>GSE 36-42/A2+</b>	<b>GSE 43-50/B1</b>
<b>MANAGING LISTENING PURPOSE</b>	<ul style="list-style-type: none"> <li>Listening for gist</li> <li>Listening for detail</li> <li>Listening for specific information</li> <li>Inferring meaning</li> </ul> <p>Understands the main information in short informal conversations if spoken slowly and clearly.</p> <p>Understands the main information in a short talk, with visual support, if the topic is familiar (e.g. a simple news story, a straightforward announcement about an event, a recorded phone message).</p> <p>Understands the main points in short real-world videos with visual support.</p> <p>Understands the main details in a conversation or news story in familiar contexts.</p> <p>Identifies specific information (e.g. an activity that has been arranged, simple directions) in short conversations or descriptions if spoken slowly and clearly.</p> <p>Understands a set of simple instructions to complete a task which is familiar (e.g. <i>Open your books at page 23, look at the picture and talk about it with your partner.</i>).</p>	<p>Understands the gist of simple real-world video or podcast when the topic is familiar.</p> <p>Understands the main information in extended informal conversations if spoken clearly.</p> <p>Understands the main information in a talk if the topic is familiar (e.g. a factual talk, a commentary in a TV programme).</p> <p>Understands the main details of the events in a short story.</p> <p>Understands the main details in a talk or conversation in familiar contexts in order to take simple notes or repeat those points to another person.</p> <p>Identifies specific information (e.g. how to complete a task and when to hand it in) in descriptions, talks or conversations if spoken clearly.</p> <p>Understands a sequence of instructions to complete a task if supported by pictures or translation.</p>
<b>BACKGROUND KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Topics and contexts</li> <li>Text types</li> <li>Predicting</li> <li>Guessing meaning</li> </ul> <p>Topics and contexts relate to the world as it is relevant to the learners immediate and slightly extended environment (e.g. work, school, local area).</p> <p>Uses context to help support understanding and to predict (e.g. the order of information in a news story or the difference between a conversation asking for information and an invitation).</p> <p>Guesses the meaning of unfamiliar words in simple listenings, with visual support.</p>	<p>Topics and contexts are rooted in work, school, leisure but may expand beyond what is of direct personal relevance.</p> <p>Recognises the difference between a formal and an informal context and uses this to help support understanding.</p> <p>Uses context to help support understanding and to predict (e.g. the flow of a simple discussion).</p> <p>Guesses the meaning of unfamiliar words, when the context is familiar.</p>
<b>LISTENING INTERACTION</b>	<ul style="list-style-type: none"> <li>Ability to respond to, and maintain, interaction</li> <li>Turn taking</li> <li>Appropriacy</li> </ul> <p>Shows understanding of a series of exchanges with one person or more, if the topic is familiar and involves exchanging information.</p> <p>Asks for clarification when needed to support understanding.</p> <p>Understands how turns are managed in simple conversations (e.g. arrangements or factual information).</p> <p>Shows understanding of politeness conventions by responding appropriately.</p>	<p>Shows understanding of extended exchanges, in informal and some formal contexts (e.g. contributing relevant information or expressing opinions).</p> <p>Asks for clarification and checks that something has been understood correctly.</p> <p>Understands how turns are managed in conversations.</p> <p>Shows understanding of politeness conventions and simple formality rules by responding appropriately.</p>
<b>LANGUAGE RANGE</b>	<ul style="list-style-type: none"> <li>Sounds, stress and intonation</li> <li>Grammar and vocabulary</li> <li>Cohesion and coherence</li> </ul> <p>Identifies the difference between vowel and diphthong sounds (e.g. <i>boy/girl, play/cloud</i>) when the sounds are not subject to first language confusion.</p> <p>Recognises that individual words have strong and weak syllables and identifies which words in a sentence are stressed.</p> <p>Recognises simple intonation patterns in isolated phrases when modelled and supported with visuals (e.g. rising intonation for questions).</p> <p>Understands familiar general words and phrases if spoken slowly and clearly.</p> <p>Understands sequence, contrast and cause/effect through a range of simple linking words and phrases (e.g. <i>however, so</i>).</p>	<p>Is aware of sounds in English which may not exist in their first language.</p> <p>Understands when sentence stress alters the focus of meaning (e.g. <i>WHERE are you going?/ Where are YOU going?</i>).</p> <p>Recognises and replicates simple intonation patterns when modelled.</p> <p>Recognises emphasis through intonation/stress.</p> <p>Follows different time aspects within a conversation or talk when spoken clearly (e.g. recognises when a talk alters from discussing the present to discussing the future).</p> <p>Understands a number of words and phrases associated with familiar topics or school/work subjects when spoken clearly.</p> <p>Understands examples, contrast and consequence through a range of linking words (e.g. <i>although, therefore, for instance</i>).</p> <p>Follows the overall purpose or line of argument in a monologue or dialogue by understanding expressions of sequence, contrast, illustration, summary (e.g. <i>Firstly, Next, Finally</i>).</p>

	<b>GSE 51-58/B1+</b>	<b>GSE 59-66/B2</b>	<b>GSE 67-75/B2+</b>
<b>MANAGING LISTENING PURPOSE</b>	<ul style="list-style-type: none"> <li>Listening for gist</li> <li>Listening for detail</li> <li>Listening for specific information</li> <li>Inferring meaning</li> </ul> <p>Understands the main information and some detail in extended informal conversations if spoken clearly.</p> <p>Understands the main information and some detail in an extended talk if the topic is familiar (e.g. a presentation on a topic of interest or school or work subject).</p> <p>Understands the main information and some detail from a real-world video or podcast when the topic is familiar.</p> <p>Identifies specific details from extended descriptions, talks or conversations on familiar topics if spoken clearly.</p> <p>Understands a range of details of the events in a story.</p> <p>Understands the main details in a talk or conversation in familiar contexts in order to take simple notes or repeat those points to another person.</p> <p>Understands a sequence of detailed instructions to complete a task, with visual support (e.g. a detailed recipe).</p> <p>Identifies the difference between an opinion and a fact if spoken clearly.</p>	<p>Understands the gist of a recording on both familiar and some unfamiliar topics.</p> <p>Understands the main information and some detail in extended informal conversations if spoken clearly.</p> <p>Understands the main information in a talk on familiar and some unfamiliar topics.</p> <p>Understands the main points in everyday real-world videos, radio programmes or podcasts.</p> <p>Understands a range of details of the events in an extended story.</p> <p>Understands detailed information in texts on familiar topics in order to take notes or repeat those points to another person.</p> <p>Identifies specific information in extended conversations or descriptions.</p> <p>Understands extended or detailed instructions to complete a familiar task.</p> <p>Recognises inferred meaning in a simple presentation or talk.</p>	<p>Understands the gist of a recording in a range of familiar and unfamiliar topics.</p> <p>Understands the main information in extended informal and formal conversations at natural speed.</p> <p>Understands the main information in talks on both familiar and unfamiliar topics.</p> <p>Understands the main points in real-world videos, radio programmes or podcasts on complex subjects.</p> <p>Understands the main ideas in a formal discussion.</p> <p>Understands detailed information in texts on familiar and unfamiliar topics in order to take notes or repeat those points to another person.</p> <p>Identifies specific information in extended talks and news stories.</p> <p>Understands extended or detailed instructions to complete an unfamiliar task.</p> <p>Infers attitude and mood in discussions by using context, grammar and vocabulary.</p>
<b>BACKGROUND KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Topics and contexts</li> <li>Text types</li> <li>Predicting</li> <li>Guessing meaning</li> </ul> <p>Topics and contexts will include the familiar and some unfamiliar subject areas of wider relevance. Understands the difference between formal and informal context if spoken clearly. Uses context to help support understanding and to predict (e.g. the flow of a simple presentation or discussion). Guesses the meaning of unfamiliar words or phrases in a familiar context.</p>	<p>Topics and contexts relate to the world in general, including more abstract topics and those of relevance to the learner. Recognises the difference between some formal and informal contexts and uses this to support understanding. Uses context to help support understanding and to predict (e.g. the order of information in a presentation or narrative). Guesses the meaning of unfamiliar words or phrases in a variety of listenings when the topic is familiar.</p>	<p>Topics may be familiar and unfamiliar in personal, social, academic and work contexts. Recognises the difference between a range of formal and informal contexts and uses this to support understanding. Uses context to help support understanding and to predict (e.g. the flow of a presentation, talk or discussion). Guesses the meaning of unfamiliar words or phrases including some unfamiliar contexts.</p>
<b>LISTENING INTERACTION</b>	<ul style="list-style-type: none"> <li>Ability to respond to, and maintain, interaction</li> <li>Turn taking</li> <li>Appropriacy</li> </ul> <p>Shows understanding of a discussion in a group of people on familiar and some less familiar topics (e.g. by explaining or expressing support or disagreement). Identifies when communication breaks down by offering repair techniques, (e.g. repeating back or clarifying for another listener who has misunderstood). Understands how turns are managed in extended conversations. Shows understanding of politeness conventions and formality rules by responding appropriately.</p>	<p>Shows understanding of a series of exchanges on a range of topics, with one person or more, by exchanging information. Asks for clarification when needed to support understanding. Identifies when communication breaks down by offering repair techniques (e.g. repeating back or clarifying for another listener who has misunderstood). Understands how turns are managed in extended conversations and discussions. Shows understanding of conventions of politeness and formality by responding appropriately.</p>	<p>Shows understanding of a series of exchanges in a range of familiar and unfamiliar contexts, with one person or more (e.g. by offering opinions). Asks for clarification when needed to support understanding. Identifies when communication breaks down by offering repair techniques (e.g. repeating back or clarifying for another listener who has misunderstood). Understands how turns are managed in complex discussions. Shows understanding of conventions of politeness and formality by responding appropriately.</p>

	<b>GSE 51-58/B1+</b>	<b>GSE 59-66/B2</b>	<b>GSE 67-75/B2+</b>
<b>LANGUAGE RANGE</b>	<ul style="list-style-type: none"> <li>• Sounds, stress and intonation</li> <li>• Grammar and vocabulary</li> <li>• Cohesion and coherence</li> </ul> <p>Distinguishes between pairs of sounds which may not exist in their first language (e.g. ship/sheep) if spoken clearly.</p> <p>Identifies where the stress falls in compound nouns.</p> <p>Identifies the different word stress patterns in words with a similar root (e.g. photograph/ photography).</p> <p>Recognises and replicates common intonation patterns within dialogues.</p> <p>Understands the effect of intonation on meaning in isolated phrases if spoken clearly.</p> <p>Recognises a variety of functional language within a conversation or talk when spoken clearly.</p> <p>Understands a wide range of words and phrases associated with familiar topics or school subjects when spoken clearly.</p> <p>Understands the connection between ideas or the line of argument in a talk, discussion or conversation through a range of linking words (e.g. for sequence, contrast and counter-argument, cause/effect, summary) if spoken clearly.</p> <p>Recognises topic sentences in a talk and uses them as a guide to extract overall meaning.</p>	<p>Identifies and derives meaning from a range of stress and intonation patterns.</p> <p>Recognises a variety of functional language within a conversation or talk when spoken clearly.</p> <p>Understands a wide range of words and phrases associated with familiar and some unfamiliar topics when spoken clearly.</p> <p>Understands the connection between ideas or the line of argument in a talk, discussion or conversation through a range of linking words (e.g. for sequence, contrast and counter-argument, cause/effect, summary) if spoken clearly.</p> <p>Recognises topic sentences in a talk and uses them as a guide to extract overall meaning.</p>	<p>Identifies and derives meaning from a wide range of stress and intonation patterns.</p> <p>Recognises a wide variety of functional language in a conversation or talk if spoken clearly.</p> <p>Understands a wide range of words and phrases associated with unfamiliar or complex topics if spoken clearly.</p> <p>Understands the connection between ideas or the line of argument in a talk, discussion or conversation through a range of linking words (e.g. for sequence, contrast and counter-argument, cause/effect, summary) if spoken clearly.</p> <p>Recognises topic sentences and organisational structuring of a talk and uses them as a guide to extract overall meaning.</p>

	<b>GSE 76-84/C1</b>	<b>GSE 85-90/C2</b>
<b>MANAGING LISTENING PURPOSE</b>	<p>Understands the gist of a recording in a range of familiar, unfamiliar and specialist or complex topics.</p> <p>Understands details in a linguistically complex recording.</p> <p>Understands the main information in extended conversations, discussions and presentations at natural speed.</p> <p>Understands the main points and specific information in real-world videos, radio programmes or podcasts on complex subjects.</p> <p>Understands detailed information in texts on complex topics in order to take extensive notes or repeat those points to another person.</p> <p>Understands specific information in extended talks and news stories.</p> <p>Infers meaning, opinion and attitude in a range of conversations.</p>	Understands the details of linguistically complex presentations and discussions.
<b>BACKGROUND KNOWLEDGE</b>	<p>Topics and contexts cover abstract and complex topics including those beyond the learner's field of expertise or interest.</p> <p>Understands subtle differences in formality and uses this to support understanding.</p> <p>Uses context to help support understanding and to predict (e.g. the flow of a complex presentation or discussion).</p> <p>Guesses the meaning of unfamiliar words or phrases in a wide range of contexts.</p>	<p>Understands detailed, complex and abstract discussions and presentations on technical and professional topics.</p> <p>Understands a variety of accents and dialects.</p>
<b>LISTENING INTERACTION</b>	<p>Shows understanding of a series of exchanges in a range of familiar and unfamiliar contexts, with one person or more (e.g. by offering opinions or information).</p> <p>Asks for clarification when needed to support understanding.</p> <p>Identifies when communication breaks down by offering repair techniques (e.g. repeating back, clarifying for another listener who has misunderstood).</p> <p>Understands how turns are managed in complex discussions.</p> <p>Shows understanding of conventions of politeness and formality by responding appropriately.</p>	<p>Demonstrates extensive pragmatic understanding and flexibility.</p> <p>Understands linguistically complex speech.</p> <p>Skilled at inferencing.</p> <p>Demonstrates understanding by contributing to, and managing discussions.</p>
<b>LANGUAGE RANGE</b>	<p>Identifies and derives meaning from a wide range of complex stress and intonation patterns.</p> <p>Recognises a wide variety of complex functional language within a conversation or talk.</p> <p>Understands a wide range of words and phrases associated with complex or abstract topics.</p> <p>Understands the connection between ideas or the line of argument in a talk, discussion or conversation through a range of linking words (e.g. for sequence, contrast and counter-argument, cause/effect, summary).</p> <p>Recognises the organisational structuring of a talk and uses this as a guide to extract overall meaning.</p>	Understands colloquial usage specific to the context and a range of connotative meanings.

# Reading Assessment Criteria

## MANAGING READING PURPOSE

The criteria consist of the following four subskills: Decoding, Scanning for specific information, Intensive reading and Extensive reading. These represent the initial process of understanding how to approach a text plus the ways in which we might use a text for information, e.g. main points, detail or orientation.

## BACKGROUND KNOWLEDGE

The criteria consist of the following four subskills: Topics and contexts, Text types, Predicting and Guessing meaning. Topics and contexts together with Text types reflect what is represented in the productive skills but, as this is a receptive skill, learners are likely to understand more than they can produce. The range of topics and contexts relevant to learners should reflect the curriculum and learning opportunities to which the students have been exposed as well as relevant to their specific needs. The subskills also reward readers for using strategies, such as predicting and guessing which they can do with visuals from a low level.

## LANGUAGE RANGE

The criteria consist of the following three subskills: Grammar and vocabulary, Coherence and cohesion and Literacy. As with productive skills, these subskills represent the breadth of understanding but, again, the understanding of coherence and cohesion would not be expected to emerge until A2 level. Assessing literacy is an option for teachers who are working with learners whose first language(s) have a different alphabet to English or those who are not necessarily literate in their first language(s).

## Reading

	<b>GSE 10-21/A1</b>	<b>GSE 22-29/A1</b>	<b>GSE 30-35/A2</b>	
<b>MANAGING LISTENING PURPOSE</b>	<ul style="list-style-type: none"> <li>Decoding</li> <li>Scanning for specific information</li> <li>Intensive reading</li> <li>Extensive reading</li> </ul>	<p>Is aware of the sound/symbol relationship in English and can sound out basic one syllable words, with support.</p> <p>May extract necessary information slowly or require more than one reading.</p> <p>May need to use a dictionary frequently.</p>	<p>Reads simple texts aloud including short unrecognised items.</p> <p>May extract necessary information slowly or require more than one reading.</p> <p>Identifies familiar words and key information in a short, simple text (e.g. the day of an event in a poster).</p> <p>Understands specific information in short, written instructions for exercises and classroom activities.</p> <p>May need to use a dictionary frequently.</p>	<p>Reads simple texts aloud including short unrecognised items.</p> <p>May extract necessary information slowly or require more than one reading.</p> <p>Extracts specific information (e.g. dates, times, or simple factual information) from a simple text.</p> <p>Understands the general thread of narrative or information when reading for pleasure.</p> <p>May need to use a dictionary frequently.</p>
<b>BACKGROUND KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Topics and contexts</li> <li>Text types</li> <li>Predicting</li> <li>Guessing meaning</li> </ul>	<p>Topics are familiar or related to the immediate environment (e.g. names, numbers, family members). Understands text types frequently seen in classroom contexts (e.g. notices, posters, labels), with a high level of support (e.g. illustrations, actions or translation).</p>	<p>Topics remain 'own world' centred but may include familiar things seen in pictures (e.g. everyday items, daily activities) and short texts.</p> <p>Understands, with visual support, simple dialogues, simple information texts about people and places, illustrated narratives, and short written instructions.</p> <p>Guesses the meaning of some unfamiliar words when supported by visuals.</p>	<p>Topics relate to 'own world' situations, knowledge and experiences (e.g. family and friends, own town).</p> <p>Understands simple descriptions, short illustrated narratives with dialogue and short, simple notes from family or friends.</p> <p>Understands simple notices and diagrams.</p> <p>Predicts the order of information in simple, familiar texts (e.g. website profiles or descriptions).</p> <p>Guesses the meaning of unfamiliar words and phrases when supported by visuals.</p>
<b>LANGUAGE RANGE</b>	<ul style="list-style-type: none"> <li>Grammar and vocabulary</li> <li>Cohesion and coherence</li> <li>Literacy</li> </ul>	<p>Understands very short, simple sentences with personal information (e.g. My name's Mia).</p> <p>Understands a limited range of vocabulary items (e.g. very simple instructions Read/Write/Listen/Sing, basic colours and numbers, some classroom objects and words which are cognates in the first language).</p> <p>Recognises basic plural form of nouns.</p> <p>Recognises the letters of the alphabet in upper and lower case.</p> <p>Recognises basic punctuation (full stops, capital letters, question marks).</p>	<p>Understands simple grammatical meaning (e.g. differentiates between positive and negative statements and questions).</p> <p>Understands a simple range of vocabulary in familiar topic areas (e.g. personal appearance, family members, everyday objects).</p> <p>Recognises and understands familiar classroom words and phrases (e.g. Read the story./What does x mean?).</p> <p>Uses basic punctuation to support understanding (e.g. recognising that question marks can signal a question-and-answer dialogue, or that a capital letter signals the name of a person/country).</p>	<p>Understands simple grammatical meaning and linking of ideas (e.g. He likes cats but he doesn't like dogs).</p> <p>Understands functional language (e.g. polite request Could I have a coffee?).</p> <p>Understands a range of vocabulary on topics of personal relevance and recognises that words and phrases can be grouped into areas of meaning (e.g. clothes, places in a town, food).</p> <p>Recognises the meaning in patterns in words (e.g. verbs ending in -ing).</p> <p>Understands the order of events in a simple text and can differentiate between the beginning, middle and end of a simple narrative.</p> <p>Learners with non-Roman first language alphabets may need support to understand less frequent or longer words.</p>

	<b>GSE 36–42/A2+</b>	<b>GSE 43–50/B1</b>
<b>MANAGING LISTENING PURPOSE</b>	<ul style="list-style-type: none"> <li>Decoding</li> <li>Scanning for specific information</li> <li>Intensive reading</li> <li>Extensive reading</li> </ul> <p>May read more complex or lengthy texts slowly or require more than one reading.</p> <p>Scans a text to find specific information for personal interest or in answer to a comprehension question.</p> <p>Identifies a simple opinion in a text, when guided.</p> <p>Understands basic inferences in short texts.</p> <p>Understands the general thread of narrative or information when reading for pleasure.</p> <p>May need to use a dictionary.</p>	<p>May read more complex or lengthy texts slowly or require more than one reading.</p> <p>Scans an extended text, or a number of short texts, to find specific information.</p> <p>Understands detailed information in texts on familiar topics in order to take simple notes or repeat those points to another person.</p> <p>Identifies the difference between a fact and an opinion in a simple text.</p> <p>Identifies the purpose of a simple text.</p> <p>Makes basic inferences embedded in a simple text.</p> <p>Understands the general thread of narrative or information when reading for pleasure.</p> <p>May need to use a dictionary.</p>
<b>BACKGROUND KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Topics and contexts</li> <li>Text types</li> <li>Predicting</li> <li>Guessing meaning</li> </ul> <p>Topics relate to the world as it is relevant to the learner (e.g. home, study or work).</p> <p>Understands simple descriptive texts, simple factual, informative texts and simple emails and text messages.</p> <p>Understands descriptions and information in diagrams and charts.</p> <p>Predicts the order of information in simple texts (e.g. articles or descriptions).</p> <p>Uses titles, headings and visuals to predict the content of a text and predicts a sequence of events in a narrative text.</p> <p>Guesses the meaning of unfamiliar words in simple texts when supported by visuals.</p>	<p>Topics are still broadly focused on familiar contexts but may expand beyond what is of direct personal relevance.</p> <p>Understands extended narratives, simple factual news stories, text and social media messages and detailed instructions.</p> <p>Uses layout, titles, headings and visuals to predict the content of a text or line of argument.</p> <p>Guesses the meaning of unfamiliar words when the context is familiar.</p>
<b>LANGUAGE RANGE</b>	<ul style="list-style-type: none"> <li>Grammar and vocabulary</li> <li>Cohesion and coherence</li> <li>Literacy</li> </ul> <p>Understands a range of vocabulary related to topics of personal relevance.</p> <p>Recognises the meaning of words built from a common root (e.g. <i>happy/happily, interested/interesting</i>).</p> <p>Identifies simple sequences through linking words (e.g. <i>One day... Next... Later...</i>).</p> <p>Understands cause and contrast through linking word (e.g. <i>because, but</i>).</p> <p>Understands the narrative thread or a simple line of argument in a short text.</p> <p>Identifies key vocabulary in a text and uses it to support understanding.</p> <p>Learners with non-Roman first language alphabets may need support to understand less frequent or longer words.</p>	<p>Understands a range of vocabulary, phrasal verbs and collocations in topic areas which may expand beyond the immediately familiar.</p> <p>Recognises simple prefixes and suffixes and uses them to derive the meaning of unfamiliar words (e.g. <i>un+ usual, happi+ness</i>).</p> <p>Recognises how linking words make connections within a text and uses this information to support understanding (e.g. <i>While he was cooking, the doorbell rang</i>).</p> <p>Follows the overall purpose or line of argument in a text by understanding expressions of sequence, contrast, illustration, summary (e.g. <i>Firstly, Next, Finally</i>).</p> <p>Learners with non-Roman first language alphabets may need support to understand less frequent or longer words.</p>

	<b>GSE 51-58/B1+</b>	<b>GSE 59-66/B2</b>	<b>GSE 67-75/B2+</b>
<b>MANAGING LISTENING PURPOSE</b>	<ul style="list-style-type: none"> <li>Decoding</li> <li>Scanning for specific information</li> <li>Intensive reading</li> <li>Extensive reading</li> </ul> <p>May read more complex or lengthy texts slowly or require more than one reading.</p> <p>Uses features of a text (e.g. titles, paragraph divisions, diagrams) as an aid when scanning for specific information.</p> <p>Understands detailed information in texts on familiar topics in order to take simple notes or repeat those points to another person.</p> <p>Identifies the purpose of a text, and point of view within a text.</p> <p>Infers information about characters or about the author's opinion in an extended narrative or article.</p> <p>Identifies the difference between written styles (e.g. formal/informal) and uses this to support understanding.</p> <p>Understands the general thread of narrative or information when reading for pleasure.</p> <p>May need to use a dictionary.</p>	<p>May read more complex or lengthy texts slowly or require more than one reading.</p> <p>Scans an extended text, or a number of short texts, to find specific information.</p> <p>Understands detailed information in texts on familiar and some unfamiliar topics in order to take notes or repeat those points to another person.</p> <p>Identifies different opinions in a text.</p> <p>Makes inferences about attitudes and feelings based on evidence in a text.</p> <p>Understands the general thread of narrative or information when reading for pleasure.</p> <p>May use a dictionary including a monolingual version.</p>	<p>May read more complex or lengthy texts slowly or require more than one reading.</p> <p>Quickly scans long, complex texts for key information.</p> <p>Understands detailed information in texts on most topics in order to take notes or repeat those points to another person.</p> <p>Understands the general thread of narrative and specific information when reading for pleasure.</p> <p>May sometimes use a dictionary including a monolingual version.</p>
<b>BACKGROUND KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Topics and contexts</li> <li>Text types</li> <li>Predicting</li> <li>Guessing meaning</li> </ul> <p>Topics are more general and may also extend into the more abstract and less familiar.</p> <p>Understands a range of texts including infographics, narratives, extended media exchanges and argument or opinion texts on familiar or study/work contexts.</p> <p>Uses layout, titles, headings and visuals to predict the content of a text and predicts the narrative or line of argument.</p> <p>Guesses the meaning of unfamiliar words or phrases when the context is familiar.</p>	<p>Understands a wide variety of factual and literary texts on familiar and unfamiliar topics and some specialist texts in familiar subject areas (e.g. work or study).</p> <p>Identifies some different styles, registers and genres in texts on familiar subjects and uses this to predict some aspects of content.</p> <p>Predicts the order of information in familiar texts (e.g. articles, essays).</p> <p>Uses titles, headings, visuals and diagrams to predict the content of a text (e.g. the narrative thread in short articles).</p> <p>Guesses the meaning of unfamiliar words in texts on familiar topics or within a familiar subject area.</p>	<p>Understands a wide variety of factual and literary texts on familiar and unfamiliar topics and specialist texts in familiar subject areas (e.g. work or study).</p> <p>Identifies different styles, registers and genres in a range of texts and uses this to predict some aspects of content.</p> <p>Uses layout, titles, headings, visuals and diagrams to predict the content of a text (e.g. the line of argument in articles and essays).</p> <p>Guesses the meaning of unfamiliar words when the context is familiar, including specialist subjects.</p>

	<b>GSE 51-58/B1+</b>	<b>GSE 59-66/B2</b>	<b>GSE 67-75/B2+</b>
<b>LANGUAGE RANGE</b>	<ul style="list-style-type: none"> <li>• Grammar and vocabulary</li> <li>• Cohesion and coherence</li> <li>• Literacy</li> </ul> <p>Understands a range of vocabulary, collocations and phrasal verbs in both familiar and unfamiliar contexts.</p> <p>Recognises patterns in word formation in order to decode meaning from unfamiliar vocabulary (e.g. <i>un+help+ful, dis+loyal+ty</i>).</p> <p>Understands the connection between ideas or line of argument in a text through a range of linking words (e.g. for sequence, contrast and counter-argument, cause/effect, summary).</p> <p>Recognises and uses a range of strategies in a text to support understanding (e.g. topic sentences in paragraphs, headings, links to visual information).</p> <p>Learners with non-Roman first language alphabets may need support to understand less frequent or longer words.</p>	<p>Understands a good range of vocabulary, collocations and functional language.</p> <p>Understands a good range of discourse devices to follow a sequence or line of argument.</p> <p>Understands most punctuation except in very long sentences, such as those found in academic texts.</p>	<p>Understands simple grammatical meaning and linking of ideas (e.g. He likes cats but he doesn't like dogs).</p> <p>Understands functional language (e.g. polite request Could I have a coffee?).</p> <p>Understands a range of vocabulary on topics of personal relevance and recognises that words and phrases can be understood a wide and varied range of vocabulary, collocations and some complex functional language.</p> <p>Understands a variety of discourse devices within and across paragraphs to follow a sequence or line of argument.</p> <p>Understands non-literal meanings of everyday fixed phrases.</p> <p>Understands how complex punctuation contributes to meaning (e.g. colons, inverted commas). e grouped into areas of meaning (e.g. clothes, places in a town, food).</p> <p>Recognises the meaning in patterns in words (e.g. verbs ending in -ing).</p> <p>Understands the order of events in a simple text and can differentiate between the beginning, middle and end of a simple narrative.</p> <p>Learners with non-Roman first language alphabets may need support to understand less frequent or longer words.</p>

	<b>GSE 76-84/C1</b>	<b>GSE 85-90/C2</b>
<b>MANAGING LISTENING PURPOSE</b>	<p>May need to re-read very complex texts or those on an unfamiliar specialist topic.</p> <p>Understands specific or detailed information, ideas and opinions from specialist texts within familiar and some unfamiliar subject areas.</p> <p>Understands detailed information in a wide range of texts in order to take notes or repeat those points to another person.</p> <p>Identifies inferred meaning in lengthy or complex texts.</p> <p>Develops interpretation of a text (e.g. by understanding how examples are used to illustrate points within a linguistically complex text).</p> <p>Reflects and evaluates the form and content of a wide range of texts.</p> <p>Understands the general and specific meanings in text when reading for pleasure.</p> <p>May occasionally need to use a monolingual dictionary.</p>	<p>Can critically evaluate linguistically complex text for its effectiveness of arguments, structure, content, style and choice of words to express nuanced meaning.</p>
<b>BACKGROUND KNOWLEDGE</b>	<p>Understands a very wide variety of lengthy texts in multiple contexts including literary, academic or technically specific texts.</p> <p>Extracts opinions and information from highly specialised sources within their field.</p> <p>Uses layout, titles, headings, visuals, and diagrams to predict the content and line of argument in a complex text.</p> <p>Guesses the meaning of unfamiliar words including unfamiliar contexts, unless the vocabulary is very technical.</p>	<p>Understands highly colloquial language and nuances of meaning in linguistically complex texts.</p> <p>Understands long and linguistically complex factual and literary texts, appreciating distinctions of style.</p>
<b>LANGUAGE RANGE</b>	<p>Understands a broad lexical repertoire including idiomatic expressions.</p> <p>Understands a wide range of specialist vocabulary in academic, professional or leisure topics.</p> <p>Understands how complex or extensive punctuation contributes to meaning (e.g. clauses with semi-colons).</p> <p>Understands a very wide range of vocabulary, complex structure and functional language.</p> <p>Understands the non-literal meaning of a wide range of fixed phrases and structures.</p>	<p>Understands unstructured texts that use complex structures.</p>

## PRODUCTIVE SKILLS

### Speaking Assessment Criteria

When assessing the Speaking skill, teachers are advised to reflect contemporary pedagogies and focus on overall communicative achievement. In keeping with this, the Assessment Framework places more emphasis on the broader communicative aims of Spoken Production and Fluency and Spoken Interaction than on the micro features of Accuracy and Range.

#### SPOKEN PRODUCTION AND FLUENCY

The criteria consist of four key subskills which include: Extent of contribution, Cohesion, Pausing and hesitation and Intelligibility. The feature of Cohesion will come into play slowly across the levels as learners move from communicating their core message and start to incorporate features to make their message clearer for their audience. Intelligibility recognises that there are multiple pronunciations of English and what matters for communication is whether or not a speaker is intelligible across the message. This includes a consideration of, e.g. how fast they speak as much as pronunciation features.

#### SPOKEN INTERACTION

##### SPOKEN INTERACTION

The criteria consist of three key subskills which reflect the sociolinguistic nature of interaction: Ability to maintain or develop interaction, Coherence and Appropriacy. At the lower levels, learners may require some teacher support to manage interaction. This support is likely to include slowing down, repeating and re-phrasing their own speech, using non-verbal signs and repeating learners' speech back to check or reinforce, supplying missing language, modelling language and giving alternative possibilities to help define meaning.

#### LANGUAGE RANGE

The criteria consist of two key sub-skills: Communicative functions and Grammar and vocabulary. Learners will acquire the ability to perform an increasing range of language functions as they progress across levels. These functions can also be performed with a variety of language and learners can be rewarded for having a range of options that they can produce. The whole criterion recognises the breadth of their production.

#### ACCURACY

The criteria consist of one subskill: Structure and vocabulary. The focus here is on accuracy but note how this forms a small part of the overall Speaking Assessment criteria, given that communication is the focus of this skill.

## Speaking

	<b>GSE 10-21/&lt;A1</b>	<b>GSE 22-29/A1</b>	<b>GSE 30-35/A2</b>
<b>PRODUCTION AND FLUENCY</b>	<ul style="list-style-type: none"> <li>Extent of contribution</li> <li>Cohesion</li> <li>Pausing and hesitation</li> <li>Intelligibility</li> </ul>	<p>Says a few isolated words.</p> <p>May use a few fixed expressions or partial phrases but cannot necessarily construct sentences.</p> <p>May use long pauses and frequent hesitation.</p>	<p>Says short or fixed expressions and will only use very basic complete sentences or questions.</p> <p>Links simple information with very basic connectors.</p> <p>May pause or hesitate frequently and repair speech.</p> <p>Generally pronounces familiar words intelligibly but intelligibility may break down in longer phrases.</p>
<b>SPOKEN INTERACTION</b>	<ul style="list-style-type: none"> <li>Ability to maintain or develop interaction</li> <li>Coherence</li> <li>Appropriacy</li> </ul>	<p>Only participates in basic interaction or single turn taking using fixed expressions (e.g. <i>Hello/Goodbye</i>).</p> <p>May support or replace interaction by using gestures.</p> <p>May frequently indicate need for repetition.</p>	<p>Interacts in basic exchanges but may sometimes require the other person to repeat or rephrase.</p> <p>May use gestures to support interaction.</p> <p>Asks and answers simple questions on personal information appropriately.</p> <p>Shows very basic awareness of polite forms of social contact.</p>
<b>LANGUAGE RANGE</b>	<ul style="list-style-type: none"> <li>Communicative functions</li> <li>Grammar and vocabulary</li> </ul>	<p>Has a very limited choice of words, structures and fixed expressions related to immediate needs.</p>	<p>Has a limited choice of words, structures and phrases on familiar and routine topics or to give personal details.</p>
<b>ACCURACY</b>	<ul style="list-style-type: none"> <li>Structure and vocabulary</li> </ul>	<p>Has little or no control of structure except in fixed expressions.</p> <p>Isolated words may be misused.</p>	<p>Has limited control of basic structures and phrases.</p> <p>Isolated words may be misused.</p>
			<p>Has control of a set of basic structures, words and functional language for predictable content.</p>

	<b>GSE 36–42/A2+</b>	<b>GSE 43–50/B1</b>
<b>PRODUCTION AND FLUENCY</b>	<ul style="list-style-type: none"> <li>• Extent of contribution</li> <li>• Cohesion</li> <li>• Pausing and hesitation</li> <li>• Intelligibility</li> </ul> <p>Constructs utterances consisting of several simple sentences.</p> <p>Uses the most common connectors to link a series of simple clauses or sentences to show time, reason or contrast.</p> <p>May hesitate, pause and repair speech.</p> <p>Is generally intelligible but this may break down in longer utterances.</p>	<p>Communicates with a series of simple connected clauses and sentences.</p> <p>Maintains a straightforward description or narration using linking words and devices.</p> <p>May hesitate when searching for the appropriate expression(s) and may pause in places.</p> <p>Pausing and repair can interrupt the flow especially in longer contributions.</p> <p>Is generally intelligible and uses basic stress and intonation to support meaning.</p>
<b>SPOKEN INTERACTION</b>	<ul style="list-style-type: none"> <li>• Ability to maintain or develop interaction</li> <li>• Coherence</li> <li>• Appropriacy</li> </ul> <p>Participates comfortably in exchanges on familiar topics but may be less confident when initiating the exchange.</p> <p>Maintains coherence across turns but may struggle to keep interaction going.</p> <p>Shows awareness of appropriacy in a variety of familiar situations.</p>	<p>Initiates interaction and offers extended contributions.</p> <p>Participates in spontaneous interactions on familiar topics connected to the wider world.</p> <p>Reformulates simple responses or asks for clarification if communication breaks down.</p>
<b>LANGUAGE RANGE</b>	<ul style="list-style-type: none"> <li>• Communicative functions</li> <li>• Grammar and vocabulary</li> </ul> <p>Performs a limited range of functions (e.g. agreeing/disagreeing, responding to suggestions).</p> <p>Has an appropriate range of words, structures, some basic collocations and functional language for familiar topics.</p> <p>May be repetitive and have imprecise vocabulary.</p>	<p>Uses functional language to deal with less familiar everyday topics but has very limited range of complex language.</p> <p>Uses a range of words, structures and simple collocations.</p>
<b>ACCURACY</b>	<ul style="list-style-type: none"> <li>• Structure and vocabulary</li> </ul> <p>Communicates using longer stretches of connected clauses and functional language (e.g. compare/contrast; reason/explanation).</p>	<p>Has good control of basic structures and functions but errors occur when expressing more complex ideas or dealing with unfamiliar situations.</p> <p>Generally uses vocabulary appropriately for the topic.</p>

	<b>GSE 51-58/B1+</b>	<b>GSE 59-66/B2</b>	<b>GSE 67-75/B2+</b>	
<b>PRODUCTION AND FLUENCY</b>	<p>Communicates using longer stretches of connected clauses and functional language (e.g. compare/contrast; reason/explanation).</p> <p>Maintains cohesion using a range of cohesive devices (e.g. for sequence, consequence).</p> <p>May pause when handling more complex matters.</p> <p>Is generally intelligible and uses basic stress and intonation to support meaning.</p>	<p>Presents clear, detailed information and points of view on a wide range of familiar topics.</p> <p>Uses cohesive devices to connect arguments though this may be clumsy in places.</p> <p>There are only minor hesitations.</p> <p>Contributions are intelligible, using intonation and stress to convey meaning, though this is not always consistent.</p>	<p>Presents clearly focused information and points of view using extended stretches of language.</p> <p>Talks about a variety of topics and effectively connects ideas and arguments with complex language.</p> <p>There is occasional hesitation.</p> <p>Uses stress and intonation to convey meaning effectively.</p>	
<b>SPOKEN INTERACTION</b>	<ul style="list-style-type: none"> <li>Ability to maintain or develop interaction</li> <li>Coherence</li> <li>Appropriacy</li> </ul>	<p>Maintains and develops the interaction with relative ease and coherence on familiar topics, including some abstract matters.</p> <p>Responds with some flexibility in familiar topic areas and reformulates simple responses but may need to ask for clarification in less familiar topic areas.</p>	<p>Opens or takes the lead in an exchange and is sensitive to turn-taking.</p> <p>Expands coherently and appropriately on points and clearly expresses and invites points of view although this is not always fluent when discussing unfamiliar topics.</p> <p>Reformulates responses with ease and asks for clarification for less familiar topics.</p>	<p>Expresses ideas, including abstract ideas, and opinions with precision and presents and responds to complex or hypothetical lines of argument convincingly.</p> <p>Helps develop discussions by following up statements and inferences.</p> <p>Selects language appropriate to the context and audience and paraphrases where necessary.</p> <p>Only occasionally needs to ask for clarification.</p>
<b>LANGUAGE RANGE</b>	<ul style="list-style-type: none"> <li>Communicative functions</li> <li>Grammar and vocabulary</li> </ul>	<p>Uses functional language to deal with unfamiliar everyday topics but has a limited range of complex language.</p> <p>Uses a range of words, structures and collocations.</p> <p>Searches for unknown words or uses repetitive paraphrases.</p>	<p>May need to search for words and phrases with more abstract topics.</p> <p>Uses a good range of vocabulary, collocations and functions and expresses ideas and opinions on unfamiliar topics by using paraphrase to avoid repetition.</p>	<p>Is able to express ideas and opinions on most topics without obviously searching for words.</p> <p>Exploits pragmatic meanings of everyday fixed phrases.</p> <p>Uses a good and varied range of vocabulary, collocations and some complex functions.</p>
<b>ACCURACY</b>	<ul style="list-style-type: none"> <li>Structure and vocabulary</li> </ul>	<p>Communicates with reasonable accuracy in familiar contexts.</p> <p>Has generally good control of most basic and some complex structures and functional language.</p> <p>Errors occur when using more complex phrases or when talking about unfamiliar or abstract topics.</p> <p>Generally uses vocabulary appropriately for the topic.</p>	<p>Communicates with accuracy on most topics and in most contexts.</p> <p>May make errors when talking about very unfamiliar or more abstract topics but these do not prevent understanding.</p> <p>Self-corrects.</p> <p>Some errors may be either fossilised first language interference or reflect first language identity.</p>	<p>Communicates with accuracy on a wide range of topics.</p> <p>Makes occasional errors when dealing with complex abstract topics but these do not prevent understanding.</p> <p>Self-corrects.</p> <p>Errors may be either fossilised first language interference or reflect first language identity.</p>

	<b>GSE 76-84/C1</b>	<b>GSE 85-90/C2</b>
<b>PRODUCTION AND FLUENCY</b>	<p>Presents clear information on unfamiliar complex subjects and integrates sub-themes.</p> <p>Constructs information so that it is well organised, interesting and persuasive for the audience using complex cohesive devices.</p> <p>Speaks fluently and with immediacy in almost all instances.</p> <p>Uses stress and intonation to convey subtle or inferential meanings.</p>	<p>Demonstrates fluency through automaticity, flexibility and ability to talk about a wide range of topics in depth including those which are unfamiliar.</p>
<b>SPOKEN INTERACTION</b>	<p>Expresses a wide range of ideas and opinions and connects contributions to the other speakers coherently.</p> <p>Responds spontaneously and is flexible in a wide variety of contexts and manipulates language for humour and emotive purposes.</p> <p>Exploits a range of functions, takes the floor and argues a viewpoint convincingly.</p> <p>Infers and expresses attitude, mood and intention.</p> <p>Always selects language appropriate to the audience.</p>	<p>Demonstrates extensive pragmatic understanding and flexibility for a range of audiences.</p> <p>Produces linguistically complex speech.</p> <p>Skilled at inferencing.</p> <p>Contributes significantly to discussions and managing discussions.</p>
<b>LANGUAGE RANGE</b>	<p>Exploits the pragmatic meaning of a wide range of fixed phrases.</p> <p>Has a broad lexical repertoire including idiomatic expressions.</p> <p>Has a very wide range of resources to draw on in terms of vocabulary, structure and functions.</p>	<p>Demonstrates colloquial usage specific to the context.</p> <p>Manages a range of connotative meanings.</p>
<b>ACCURACY</b>	<p>Communicates with a high degree of accuracy across a very wide range of topics.</p> <p>Makes very occasional minor errors that do not distract.</p> <p>Most errors may be either fossilized first language interference or reflect first language identity.</p>	<p>Is wholly accurate; any perceived inaccuracies are connected to manipulating language for personal expression.</p>

## Writing Assessment Criteria

As with Speaking, teachers may well want any assessment to focus on overall communicative achievement. For the writing skill, the Assessment Framework reflects a more formal approach as, for example, errors in writing cannot be corrected for the audience in the way that they can be with spoken tasks. Hence the categories here are more evenly balanced than in the Speaking skill. Again, teachers are advised not to 'require' every subskill but to take a balanced approach to what has been achieved overall across the categories.

Writing has often been used as a vehicle to assess structure, vocabulary and spelling. The writing assessment framework has been created to support teachers in assessing writing as a skill in its own right - of which structure, vocabulary, spelling and punctuation are component parts.

### WRITTEN PRODUCTION

The criteria consist of the following five subskills: Features of text (genre) and register, Authorial voice, Organisation, Cohesion and coherence and Repair. The focus for Features of text is to assess how far a learner can produce the recognised elements of a text type, e.g. a letter, a report, an essay and how far the register they use is appropriate. The criterion takes account of contemporary communications where there is a drift towards less formal language in writing in, e.g. letters, essays. Any assessment should focus on the combination of text type and register. Authorial voice introduces a feature of writing that appears at higher levels where the writer constructs text that clearly represents their personal point of view or perspective and is an important feature of academic writing. Repair is the learners' ability to review and revise their writing, which is an essential strategy in most business and educational contexts.

### LANGUAGE RANGE

The criteria consist of the following three subskills: Topics, Communicative functions and Grammar and vocabulary. When designing assessment tasks, topics must reflect those that the learner is familiar with from the classroom setting and the needs of the learner. Communicative Functions emerge with language level and the ability to use language for such purposes. In the very early stages of writing skills development, only the simplest of functional language will be within the reach of the learner. The focus of assessment for grammar and vocabulary is the breadth of the learners' knowledge and usage.

### ACCURACY

The criteria consist of the following three subskills: Control of vocabulary, structure and functions, Punctuation and spelling and Orthography. It is clear that the difference between accuracy in writing in controlled, modelled tasks with familiar language and familiar contexts will be quite different from accuracy when learners are writing with more independence and creativity. Teachers will be more likely to consider the communicative success in the latter rather than detail. The Framework describes the extent to which errors are likely to occur and in what contexts. The term 'basic punctuation' (capital letters, full stops, commas, question marks, apostrophes, exclamation marks and speech marks) has been used in the criteria. Orthography reflects the extent to which learners are literate in their own language and specifically for learners whose progress in a new alphabet needs to be assessed.

## Writing

	GSE 10-21/A1	GSE 22-29/A1	GSE 30-35/A2
<b>WRITTEN PRODUCTION</b>			
<ul style="list-style-type: none"> <li>• Features of text (genre) and register</li> <li>• Authorial voice</li> <li>• Organisation</li> <li>• Cohesion and coherence</li> <li>• Repair</li> </ul>	<p>Has very limited ability to write full words independently other than their own name.</p> <p>Writes words (e.g. address) but is unlikely to do so in correct format or in position appropriate to the genre (e.g. on a form).</p> <p>Has no ability to check or correct writing.</p>	<p>Completes forms with basic personal details.</p> <p>Writes basic lists.</p> <p>Writes short or fixed expressions and very basic complete sentences or questions.</p> <p>Writes a short, basic message but may not always use appropriate openings and closings; may lack logical ordering.</p> <p>Links basic information with very basic connectors.</p> <p>Makes some very basic corrections to spelling.</p>	<p>Writes short, simple notes and messages relating to matters in areas of immediate need.</p> <p>Writes a very simple informal, personal email or letter with generally appropriate opening and closing.</p> <p>Writes very short narratives or descriptions on very familiar topics.</p> <p>Has very limited understanding of features of text and register.</p> <p>Writes sentences and phrases on familiar topics and in routine or everyday forms of writing.</p> <p>Links simple clauses and phrases with basic connectors.</p> <p>Shows some awareness of logical ordering when producing a very short piece of writing.</p> <p>Makes very simple corrections to spelling.</p>
<b>LANGUAGE RANGE</b>			
<ul style="list-style-type: none"> <li>• Topic</li> <li>• Communicative functions</li> <li>• Grammar and vocabulary</li> </ul>	<p>Has a very limited range of words which consist of own name, own address and numbers.</p>	<p>Has a limited range of words, very basic structures and phrases related to personal details or very familiar routine topics.</p>	<p>Produces a basic range of functional language in simple form.</p> <p>Uses an appropriate range of words, structures and phrases for familiar and everyday forms of writing.</p> <p>Vocabulary is limited to basic needs and may be repetitive.</p>
<b>ACCURACY</b>			
<ul style="list-style-type: none"> <li>• Control of vocabulary, structure and functions</li> <li>• Punctuation and spelling</li> <li>• Orthography</li> </ul>	<p>Has little or no control of grammatical structure except in fixed expressions.</p> <p>May have limited orthographic accuracy (depending on the first language) or frequent spelling mistakes.</p>	<p>Has limited control of basic structures, phrases and isolated words.</p> <p>Has basic control of punctuation.</p> <p>Spells personal details but otherwise may have frequent misspellings.</p> <p>May spell words that are similar in the first language accurately.</p> <p>Learners with non-Roman first language alphabets are likely to make systematic mistakes in spelling and orthography at all times.</p>	<p>Has control of a set of basic structures, words and phrases for everyday situations.</p> <p>Makes basic mistakes when dealing with all but the most familiar forms of writing.</p> <p>May make several mistakes with punctuation and layout.</p> <p>Learners with non-Roman first language alphabets are likely to make several systematic mistakes in spelling and orthography.</p>

	<b>GSE 36-42/A2+</b>	<b>GSE 43-50/B1</b>
<b>WRITTEN PRODUCTION</b>		
<ul style="list-style-type: none"> <li>• Features of text (genre) and register</li> <li>• Authorial voice</li> <li>• Organisation</li> <li>• Cohesion and coherence</li> <li>• Repair</li> </ul>	<p>Writes short, simple, informal notes, emails and messages relating to everyday matters.</p> <p>Writes short narratives or descriptions in a simple article, review or basic essay on a very familiar topic.</p> <p>May be able to produce standard features of texts when dealing with very simple narratives or descriptions or informal emails or letters.</p> <p>Writes a series of simple phrases and basic sentence patterns linked with simple connectors.</p> <p>Writes using very simple paragraph structure (e.g. 2 or 3 paragraphs) and shows some awareness of logical ordering of information across a short piece of writing).</p> <p>Corrects some spellings and structure errors and very basic mistakes in logical ordering of information.</p>	<p>Writes a straightforward description or narrative as part of an article or review.</p> <p>Expresses opinions in short simple essays on familiar topics.</p> <p>Writes personal and semi-formal letters and emails relating to everyday matters.</p> <p>Has a basic understanding of standard features of texts when dealing with familiar topics or contexts for an article, review or informal letter or email.</p> <p>Writes straightforward connected text on routine factual information or topics which are familiar and of personal interest.</p> <p>Writes in appropriate paragraphs and generally maintains logical ordering of information across the whole text.</p> <p>Incorporates some relevant detail from external sources.</p> <p>Links a series of shorter, discrete, simple elements into a connected, linear sequence of points.</p> <p>Corrects most spelling and structure mistakes and straightforward mistakes in logical ordering of information.</p>
<b>LANGUAGE RANGE</b>		
<ul style="list-style-type: none"> <li>• Topic</li> <li>• Communicative functions</li> <li>• Grammar and vocabulary</li> </ul>	<p>Uses a limited range of fixed phrases to perform basic functions (e.g. agreeing, responding to suggestions, thanking).</p> <p>Has an appropriate range of words, structures, some basic collocations and functional language for familiar topics/writing contexts.</p> <p>May sometimes be imprecise in the use of vocabulary and repetitive.</p>	<p>Uses functional language to deal with less familiar but everyday topics (e.g. complaining, refusing), but only produces a very limited range of more complex language.</p> <p>Uses a range of words, structures and simple collocations.</p>
<b>ACCURACY</b>		
<ul style="list-style-type: none"> <li>• Control of vocabulary, structure and functions</li> <li>• Punctuation and spelling</li> <li>• Orthography</li> </ul>	<p>Has control of a set of basic structures, words and functional language for predictable content.</p> <p>May still make basic tense errors even in short, simple sentence structures.</p> <p>May have some features of style stemming from first language interference.</p> <p>Makes mistakes with non-basic punctuation and in layout.</p> <p>Learners with non-Roman first language alphabets are likely to make some systematic mistakes in spelling and orthography.</p>	<p>Has good control of basic structures and functions but makes mistakes when expressing more complex ideas or dealing with unfamiliar contexts or writing forms.</p> <p>Generally uses vocabulary appropriately for the topic.</p> <p>May have some features of style stemming from first language interference.</p> <p>Makes mistakes in punctuation of less familiar formats and in spelling of less familiar words.</p> <p>Learners with non-Roman first language alphabets may make mistakes in spelling and orthography of less frequent or longer words.</p>

	<b>GSE 51-58/B1+</b>	<b>GSE 59-66/B2</b>	<b>GSE 67-75/B2+</b>
<b>WRITTEN PRODUCTION</b>			
<ul style="list-style-type: none"> <li>• Features of text (genre) and register</li> <li>• Authorial voice</li> <li>• Organisation</li> <li>• Cohesion and coherence</li> <li>• Repair</li> </ul>	<p>Writes short simple essays on topics of interest giving their opinion.</p> <p>Conveys information and ideas on some abstract as well as concrete topics.</p> <p>Writes articles and reviews which include some expression of self.</p> <p>Writes short basic informational reports.</p> <p>Writes longer formal emails and letters to express opinion and complaint.</p> <p>Has a basic understanding of features of texts and register when dealing with familiar topics or contexts.</p> <p>Writes using longer stretches of connected clauses and functional language (e.g. compare/contrast; reason/explanation).</p> <p>Summarises, reports and gives their opinion about factual information on familiar routine and some non-routine topics, including basic information from external sources, and maintains logical ordering of information or argument across the whole text.</p> <p>May mix up clause ordering when writing about more complex or abstract matters.</p> <p>Corrects most spelling and structure mistakes and basic mistakes in cohesion.</p>	<p>Develops a clear description or narrative, expanding and supporting main points with relevant supporting detail and examples.</p> <p>Writes a simple proposal on a familiar topic.</p> <p>Writes a range of formal letters or emails which have the desired effect on the target reader.</p> <p>Produces standard features of different text types in the relevant register though not always appropriately when dealing with more complex topics.</p> <p>Develops a clear description or narrative with good expression of self.</p> <p>Presents clear, detailed information and points of view on a wide range of familiar topics.</p> <p>Uses functional language to express evaluation, make supporting points and give relevant examples to express feelings.</p> <p>Writes an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.</p> <p>Summarises main points from external sources.</p> <p>Uses cohesive devices to connect arguments across paragraphs though this may be awkward in places.</p> <p>Reviews and corrects writing including spelling and structure mistakes as well as mistakes in the logical ordering of the argument and style.</p>	<p>Produces standard features of a variety of texts in the appropriate register.</p> <p>May use features of the first language style to express identity.</p> <p>Writes articles and reviews with good expression of self that persuade and engage.</p> <p>Presents clearly focused information and points of view using extended stretches of language.</p> <p>Writes an essay, proposal or report that develops an argument systematically, with appropriate highlighting of significant points and relevant supporting detail.</p> <p>Evaluates different ideas or solutions to a problem.</p> <p>Summarises main points and arguments from external sources.</p> <p>Writes about a variety of topics and effectively connects ideas and arguments with complex language.</p> <p>Reviews, corrects and improves writing including mistakes in cohesion, the logical ordering of the argument and style.</p>
<b>LANGUAGE RANGE</b>			
<ul style="list-style-type: none"> <li>• Topic</li> <li>• Communicative functions</li> <li>• Grammar and vocabulary</li> </ul>	<p>Expresses ideas and opinions on some unfamiliar topics.</p> <p>Has an adequate range of discourse devices but has limited vocabulary and expressions when writing on more abstract topics.</p> <p>Uses a good range of vocabulary, collocations and functions.</p> <p>Uses paraphrase to avoid repetition on familiar topics.</p>	<p>Expresses ideas and opinions on some abstract and cultural topics.</p> <p>Has a good range of discourse devices but lexical gaps can still cause the use of more words than necessary.</p> <p>Uses a good range of vocabulary, collocations and functions.</p> <p>Uses paraphrase to avoid repetition.</p>	<p>Expresses ideas and opinions on most topics without the use of too many unnecessary words.</p> <p>Uses a variety of discourse devices within and across paragraphs for audience effect.</p> <p>Uses a good and varied range of vocabulary, collocations and some complex functions.</p> <p>Exploits non-literal meanings of everyday fixed phrases.</p>

	<b>GSE 51-58/B1+</b>	<b>GSE 59-66/B2</b>	<b>GSE 67-75/B2+</b>
<b>ACCURACY</b>	<ul style="list-style-type: none"> <li>• Control of vocabulary, structure and functions</li> <li>• Punctuation and spelling</li> <li>• Orthography</li> </ul> <p>Is reasonably accurate in familiar contexts.</p> <p>Generally good control of most basic and some complex structures and functional language.</p> <p>Errors occur when attempting more complex language, especially in longer sentences and when writing about less familiar topics.</p> <p>Generally uses vocabulary appropriately for the topic.</p> <p>May have some features of style stemming from first language interference.</p> <p>Makes mistakes in punctuation of less familiar formats and in spelling of less familiar words.</p> <p>Learners with non-Roman first language alphabets may make mistakes in spelling and orthography of less frequent or longer words.</p>	<p>Communicates with accuracy on most topics and in most contexts.</p> <p>May make errors when dealing with very unfamiliar or abstract topics but these do not prevent understanding.</p> <p>Makes very few mistakes in punctuation and with only less familiar formats and in spelling of less familiar words.</p> <p>Learners with non-Roman first language alphabets may make mistakes in the spelling of less frequent or longer words.</p>	<p>Communicates with accuracy on a wide range of topics.</p> <p>May still create some clumsy expressions or structures when writing about complex abstract topics but these do not prevent understanding.</p> <p>Generally accurate punctuation and spelling.</p> <p>Learners with non-Roman first language alphabets may still make minor mistakes in spelling of less frequent or longer words.</p>

	<b>GSE 76-84/C1</b>	<b>GSE 85-90/C2</b>
<b>WRITTEN PRODUCTION</b>	<ul style="list-style-type: none"> <li>Features of text (genre) and register</li> <li>Authorial voice</li> <li>Organisation</li> <li>Cohesion and coherence</li> <li>Repair</li> </ul> <p>Has good control of the standard features and appropriate register of a wide range of texts. May use features of the first language style to express identity. Expresses attitude and intention and expresses a strong authorial voice. Presents clear information on unfamiliar complex subjects and integrates sub-themes. Expresses a wide range of ideas and opinion and connects with and effectively summarises a range of external sources. Manipulates language for humour or emotive purposes and exploits a range of functions and argues a viewpoint convincingly. Has good control of the logical ordering of argument. Constructs information so that it is well organised, interesting and persuasive for the target reader using complex cohesive devices within and across paragraphs. Reviews and improves writing including mistakes or clumsiness in cohesion, logical ordering of the argument and style.</p>	<p>Writing has natural flow and covers a wide range of fields, including those which are unfamiliar. Is skilled at crafting audio and written text sources into own words and for a range of audiences.</p>
<b>LANGUAGE RANGE</b>	<ul style="list-style-type: none"> <li>Topic</li> <li>Communicative functions</li> <li>Grammar and vocabulary</li> </ul> <p>Expresses themselves clearly on a wide range of general, academic, or professional topics. Uses a very wide variety of vocabulary, structure and functions. Exploits non-literal meaning of a wide range of fixed phrases and structures. Has a broad lexical repertoire including idiomatic expressions.</p>	<p>Uses a wide range of style and linguistically complex text. Skilled at inferencing.</p>
<b>ACCURACY</b>	<ul style="list-style-type: none"> <li>Control of vocabulary, structure and functions</li> <li>Punctuation and spelling</li> <li>Orthography</li> </ul> <p>Communicates with a high degree of accuracy across a very wide range of topics. Very occasional minor errors that do not interfere with understanding. Generally accurate punctuation and spelling. Learners with non-Roman first language alphabets may still make minor mistakes in spelling of less frequent or longer words.</p>	<p>Is wholly accurate; any perceived inaccuracies are connected to manipulating language for personal expression.</p>

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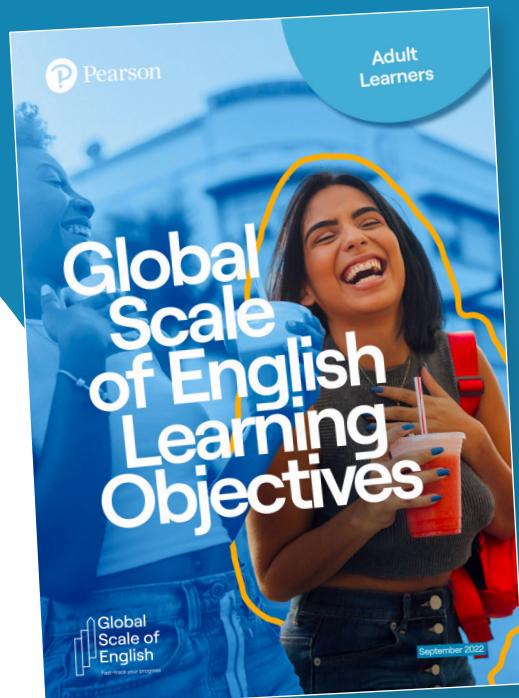
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