

# Global Scale of English Assessment Framework



“

The GSE Learning Objectives for Young Learners are truly ground-breaking. They closely reflect the world of young language learners, allowing them and those who work with them to set aims and track progress in a motivating and instructive way.”

*Angela Hasselgreen,  
Professor of Language Didactics,  
University of Bergen, Norway*

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

This document introduces the Global Scale of English (GSE) Learning Objectives for Young 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

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.



**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*

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).

## The Global Scale of English

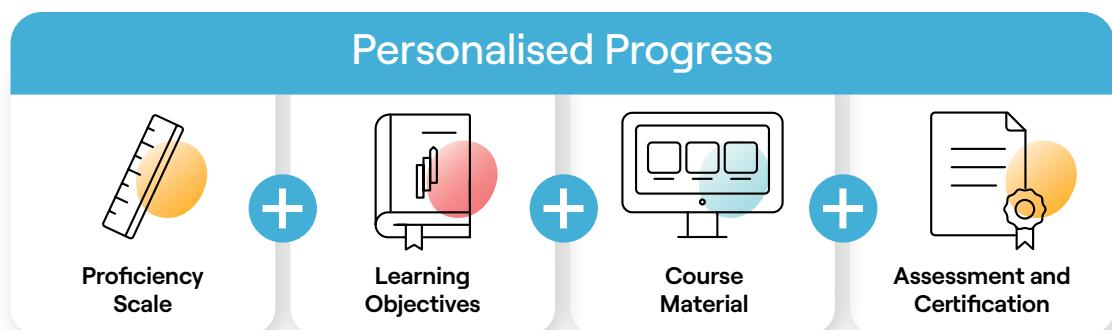
The Global Scale of English (GSE) is a standardised, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the Global Scale of English identifies what a learner can do at each point on the scale across speaking, listening, reading and writing skills.

The scale is designed to motivate learners by giving more granular insight into learning progress.

The Global Scale of English serves as a standard against which English language courses and assessments worldwide can be benchmarked, offering a truly global and shared understanding of proficiency levels.

The GSE Learning Objectives are mapped to the Global Scale of English and describe what a learner can do at different levels of proficiency on the scale. Using the Global Scale of English, teachers can match a student to the right course materials to suit their exact level and learning goals.

For more information about how using the Global Scale of English can support planning and teaching, assessment of your learners, and in creating additional materials to supplement your core programme please go to [pearsonenglish.com/gse](https://pearsonenglish.com/gse).



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:

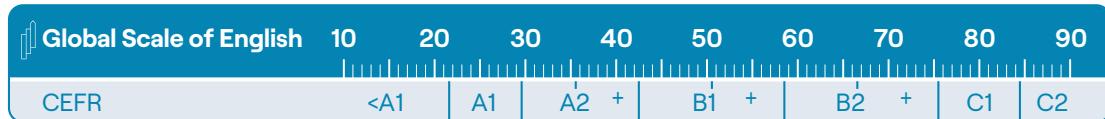
- understand their students' levels of proficiency more precisely
- monitor students' progress at a granular level
- make more informed choices for each student or class

## Extending the CEFR to Young Learners

The project to develop GSE Learning Objectives builds upon the research carried out by Brian North (North, 2000) and the Council of Europe in creating the Common European Framework of Reference for Languages (CEFR, Council of Europe, 2001). This research targeted adult and young adult learners and provides a solid framework for extending the set of learning objectives to include additional learning objectives (Can Do statements) specific to particular adult audiences. As part of the GSE project, we have developed additional GSE Learning Objectives for both Academic and Professional English.

The CEFR, however, was never created with the youngest learners in mind, although many have tried to adapt it with varying degrees of success. This is why we at Pearson English have carried out new research, following the model of the CEFR, to create a similar proficiency framework that specifically targets learners aged 6–14.

The Global Scale of English itself has been aligned to the CEFR following the psychometric principles and procedures used in developing the CEFR – and all new GSE Learning Objectives for Young Learners are given a GSE value on this same scale. In this way, learners can chart their proficiency and progress across ages and stages of development – from primary school to higher education and learning in the workplace.



In developing the GSE Learning Objectives for Young Learners, we have created learning objectives that support a granular definition of language proficiency – enabling teachers to establish clear learning goals for their students, parents to understand more clearly what their children are learning, and perhaps most importantly, ensuring that learners are aware of the small increases being made in their proficiency. All students – and especially young learners – are much more motivated when they can see that progress is being made.

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Pearson’s CEFR-based descriptors of what young learners can do are a unique contribution to assessing young learners. The professional community now has the opportunity to apply them to see how they can help advance the field.”

*Professor Marianne Nikolov, Director of the Doctoral School of Linguistics, University of Pécs, Hungary*

## Creating a proficiency framework for Young Learners

The research project to create a proficiency framework for young learners has focused on the age group 6–14 studying English as a second language in the classroom environment. This document outlines our findings to date and forms part of an ongoing research project.

We are aware that many tasks are inaccessible to young learners not only until they reach a certain level of English but also until they reach a certain stage of cognitive development. Moreover, there isn’t a simple correspondence between chronological age and stage of cognitive development – it varies from individual to individual. The current findings reported in this document do not take into account cognitive development in young learners. Our initial research, however, suggests a high degree of correlation between the difficulty of a learning objective on the Global Scale of English and the age at which teachers think that children can perform the task. This makes intuitive sense, given that cognitive development largely equates with greater ability to think in an abstract and symbolic way, and that the higher-level descriptors are usually related to abstract and symbolic, rather than concrete tasks. This is, however, an area that still requires further research.

## Insights into the assessment of Young Learners

The GSE Assessment Framework for Young Learners draws on broad research into the assessment of young learners. The research literature in this field identifies the following key considerations regarding the assessment of young learners, which are taken account of in this framework:

- **The importance of positivity:** Research shows that in order to have a positive impact on learning, assessment criteria for young learners have more value when they describe strengths and progress rather than identify gaps or errors. To this end, and in line with the *GSE Learning Objectives for Young Learners*, the language used in the assessment grids is presented in positive terms, focusing on achievement (with words such as *contributes, uses, produces*).
- **Developmental differences:** Young learners vary significantly in their socio-, cognitive and emotional development – all of which affects both their learning and their responses to assessment. For this reason the young learner assessment criteria have been deliberately kept as ‘open’ as possible to allow for a range of young learner capabilities within each subskill.
- **Clarity for teachers:** Whilst a holistic approach is preferred for young learners at lower levels, the assessment criteria have been written in such a way as to enable teachers to consider, for example, how one student’s oral performance compares to that of another’s (e.g. more fluent or more self-assured; few words but to the point; few words but body language makes performance clear). Additionally, the elemental details within the criteria across levels have been closely linked in order to highlight the distinguishing factors between one level and another.
- **The relevance of topics and contexts:** The ‘own world’ context and classroom experience of a young learner needs to be taken into consideration when evaluating what they can do so that topics and tasks are rooted in this world. Additionally, many course materials for younger learners are topic-based and the choice and ordering of topics will influence the order in which skills are developed.

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. These subskills are identified in order to support teachers

in understanding the detail of the main skill. Ideally, because young learners have specific assessment needs identified at the start, it is considered more effective if they can be assessed holistically. This allows them to be rewarded for their overall achievement rather than highlighting areas of error. In order to assess holistically, 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 again it is preferred that any evaluation takes 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, young 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

#### PURPOSE

The criteria consist of the following three subskills: Listening for gist, Listening for detail and Listening for specific information. These differing subskills reflect the ways in which we might use a text for obtaining information, e.g. main points, detail and specific needs.

#### 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, young learners are likely to understand more than they can produce. The subskills also reward listeners for using strategies, such as predicting and guessing which they can do with visuals from a low level.

#### LISTENING INTERACTION

The criteria consist of the following three subskills: Responding and maintaining interaction, Turn taking and Appropriacy. The criteria reflect how well young 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, young learners will only slowly develop an understanding of stress and intonation and this is reflected across the levels of the Framework in this category.

# Listening

	<b>GSE 10-21/ &lt;A1</b>	<b>GSE 22-29/A1</b>
<b>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> </ul> <p>Understands the gist of classroom language, of short, simple conversations and of simple songs, when supported by pictures or physical movement.</p> <p>Recognises very familiar words within short sentences or phrases if spoken very slowly and clearly, with visual support.</p> <p>Understands specific information in classroom instructions (<i>Read./Write./Listen./Sing.</i>).</p>	<p>Understands the gist of a short, simple story, or a simple conversation if spoken very slowly and clearly and supported by pictures or gestures.</p> <p>Understands short simple conversational exchanges with personal information (e.g. <i>How old are you?/I'm seven. Can you swim?/No I can't.</i>) if supported by pictures.</p> <p>Recognises familiar words and short phrases in stories and simple conversations if spoken very slowly and clearly (e.g. someone's age, a day of the week).</p> <p>Understands simple classroom instructions (e.g. <i>Sit down./Stand up./Close your books./Hands up.</i>) if supported by gestures.</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 immediate classroom environment and to information of close personal relevance (e.g. names, ages, immediate family).</p> <p>Listening content may be classroom instructions, a very short, simple conversation or an exchange of personal details.</p>	<p>Topics and contexts relate to the classroom environment and to information of immediate relevance to the learners' lives (e.g. family, friends, pets).</p> <p>Listening content includes classroom instructions, simple descriptions and conversations.</p> <p>Guesses the meaning of some unfamiliar words when supported by pictures.</p>
<b>LISTENING INTERACTION</b>	<ul style="list-style-type: none"> <li>• Responding and maintaining 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 support or scaffolding 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 (e.g. <i>Please./Thank you./Sorry.</i>).</p>	<p>Shows understanding using single 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>
<b>LANGUAGE RANGE</b>	<ul style="list-style-type: none"> <li>• Sound, stress and intonation</li> <li>• Grammar and vocabulary</li> <li>• Coherence and cohesion</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 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 seven./What colour is it?</i>).</p> <p>Understands imperatives for basic actions (e.g. <i>stand up, sit down</i>).</p> <p>Understands simple contractions (e.g. <i>I'm, What's</i>).</p> <p>Understands, with visual support, a limited range of isolated vocabulary items (e.g. basic colours and numbers, classroom objects).</p> <p>Understands basic expressions used in social interaction (e.g. <i>Hello./Goodbye./Please./Thank you.</i>) when supported with gesture/facial expression.</p> <p>Understands very simple linking word for addition (e.g. <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/bet/vet</i>).</p> <p>Hears different word stress patterns in 2-syllable familiar words (e.g. names of people/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 old is your sister?</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 to indicate a sequence (e.g. cardinal numbers, and).</p>

	<b>GSE 30-35/A2</b>	<b>GSE 36-42/A2+</b>
<b>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> </ul> <p>Understands the gist of a short story, conversation or description if spoken slowly and clearly and if supported by written text or pictures.</p> <p>Understands details in very short simple talks or conversations on familiar topics (e.g. in a shop or in school).</p> <p>Understands short, simple descriptions (e.g. of places) if spoken slowly and clearly.</p> <p>Identifies specific information (e.g. prices, times) in short conversations or descriptions if spoken slowly and clearly.</p> <p>Understands 2-step classroom instructions (e.g. <i>When you finish, put up your hand.</i>) if supported by pictures or gestures.</p>	<p>Understands the main information in short informal conversations.</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 story or conversation 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 a friend.</i>)</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 own world experiences (e.g. daily routines, hobbies and activities).</p> <p>Listening content includes descriptions and conversations.</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>	<p>Topics and contexts relate to the world as it is relevant to young people, including school subjects.</p> <p>Listening content includes extended descriptions, dialogues and monologues.</p> <p>Uses context to help support understanding and to predict (e.g. the order of information in a simple 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>
<b>LISTENING INTERACTION</b>	<ul style="list-style-type: none"> <li>Responding and maintaining interaction</li> <li>Turn taking</li> <li>Appropriacy</li> </ul> <p>Shows understanding using short expressions (e.g. <i>I think so./Yes, let's do that.</i>) when the language and topic are familiar.</p> <p>May need support from other speaker 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>	<p>Shows understanding of a series of exchanges with one person or more people 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, factual information).</p> <p>Shows understanding of politeness conventions by responding appropriately.</p>
<b>LANGUAGE RANGE</b>	<ul style="list-style-type: none"> <li>Sound, stress and intonation</li> <li>Grammar and vocabulary</li> <li>Coherence and cohesion</li> </ul> <p>Hears consonant clusters at the beginning and end of words (e.g. <i>trousers, smile, went</i>).</p> <p>Hears the difference between familiar vowel sounds (e.g. bed/mat) when the sounds are not subject to confusion with their first language.</p> <p>Hears different word stress patterns in longer words of up to 4 syllables.</p> <p>Understands the difference between past and present in descriptions of events or situations.</p> <p>Understands simple directions and dates.</p> <p>Understands simple phrases and sentences including vocabulary on food, clothes, jobs, places, weather.</p> <p>Understands simple linking words to indicate sequence, contrast and cause (e.g. <i>but, because</i>).</p> <p>Understands the narrative thread of a simple story.</p>	<p>Identifies the difference between vowel and diphthong sounds (e.g. <i>toy/girl, play/cloud</i>) when the sounds are not subject to confusion with their first language.</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 the difference between past, present and future in the description of events and situations.</p> <p>Understands descriptions of frequency and manner and simple comparisons.</p> <p>Understands familiar words and phrases including vocabulary related to holidays, hobbies and sports, food, shopping, animals.</p> <p>Recognises words with the same sound but different meanings.</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>Understands the narrative thread of a story or a simple line of argument.</p>

	<b>GSE 43–50/B1</b>	<b>GSE 51–58/B1+</b>
<b>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> </ul> <p>Understands the gist of simple real-world video or podcast, with visual support and 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 on 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) in descriptions, talks or conversations, when spoken clearly.</p> <p>Understands a sequence of instructions to complete a task, with visual support (e.g. instructions on how to make a classroom display, or a model).</p>	<p>Understands the gist of real-world video or podcast.</p> <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 subject).</p> <p>Identifies specific details from extended descriptions, talks or conversations if spoken clearly.</p> <p>Understands a range of details of the events in an extended story.</p> <p>Understands the main details in a talk or conversation in order to take simple notes or repeat those points to another person.</p> <p>Identifies the difference between fact and opinion if spoken clearly.</p> <p>Understands a sequence of detailed instructions to complete a task, with visual support (e.g. a detailed recipe).</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 may expand beyond what is of direct personal relevance.</p> <p>Understands the difference between a formal and an informal context if spoken clearly.</p> <p>Listening content includes monologues, discussions, interviews and simple news broadcasts.</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>	<p>Topics and contexts may expand into the less familiar.</p> <p>Recognises the difference between a formal and an informal context and uses it to help support understanding.</p> <p>Listening content includes monologues, discussions, interviews, news broadcasts and answer phone messages.</p> <p>Uses context to help support understanding and to predict (e.g. the flow of a presentation, discussion or news story).</p> <p>Guesses the meaning of unfamiliar words or phrases in a familiar context.</p>
<b>LISTENING INTERACTION</b>	<ul style="list-style-type: none"> <li>Responding and maintaining interaction</li> <li>Turn taking</li> <li>Appropriacy</li> </ul> <p>Shows understanding of extended exchanges, in familiar informal and common formal contexts (e.g. by contributing relevant information or expressing opinions).</p> <p>Asks for clarification and checks something has been understood correctly.</p> <p>Understands how turns are managed in conversations.</p> <p>Understands when a speaker signals a return to the main topic (e.g. from the use of <i>anyway</i>, <i>anyhow</i>).</p> <p>Shows understanding of politeness conventions and simple formality rules by responding appropriately.</p>	<p>Shows understanding of a discussion among a group of people on familiar and some less familiar topics (e.g. explaining, expressing support or disagreement).</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 extended conversations and when a speaker signals a return to the main topic.</p> <p>Shows understanding of politeness conventions and formality rules by responding appropriately.</p>

**LANGUAGE RANGE**

- Sound, stress and intonation
- Grammar and vocabulary
- Coherence and cohesion

Is aware of sounds in English which may not exist in their first language.	Distinguishes between pairs of sounds which may not exist in their first language (e.g. <i>ship/sheep</i> ) if spoken clearly.
Understands when sentence stress alters the focus of meaning (e.g. <i>WHERE are you going?/ Where are YOU going?</i> ).	Identifies where the stress falls in compound nouns.
Recognises and replicates simple intonation patterns when modelled.	Identifies the different stress patterns in words with a similar root (e.g. <i>photograph/photography</i> ).
Follows different time references within a conversation or talk when spoken clearly (e.g. can recognise when a talk alters from discussing the present to discussing the future).	Recognises and replicates common intonation patterns within dialogues.
Understands expressions of preference (e.g. <i>I'd rather, I prefer</i> ).	Understands opinions and expressions of intent, obligation and certainty.
Understands a number of words and phrases related to entertainment, music, festivals and celebrations, school and work and personal experiences.	Understand descriptions of past events and actions extending over a period of time.
Understands examples, contrast and consequence through a range of linking words (e.g. <i>although, for example</i> ).	Understands a wide range of words and phrases associated with travel, health and fitness, fashion, nature, science, technology.
Follows the overall purpose or line of argument in a monologue or dialogue by understanding expressions of sequence, contrast, example, summary (e.g. <i>Firstly, Next, Finally</i> ).	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).

# Reading Assessment Criteria

## PURPOSE

The criteria consist of the following four subskills: Decoding, Skimming, Scanning for specific information 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, young 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 visuals from a low level.

## LANGUAGE RANGE

The criteria consist of the following two subskills: Grammar and vocabulary and Coherence and cohesion. 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.

## Reading

	<b>GSE 10–21/ &lt;A1</b>	<b>GSE 22–29/A1</b>
<b>READING PURPOSE</b>	<ul style="list-style-type: none"> <li>Decoding</li> <li>Skimming</li> <li>Scanning for specific information</li> <li>Extensive reading</li> </ul>	<p>Follows a text from left to right and top to bottom of the page.</p> <p>Echoes or reads along when language is new.</p> <p>Relates simple written text to corresponding images.</p> <p>May extract necessary information slowly or require more than one reading.</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 close environment (e.g. numbers, colours, toys).</p> <p>Understands text types often seen in classroom contexts (e.g. signs, posters, labels).</p>
<b>LANGUAGE RANGE</b>	<ul style="list-style-type: none"> <li>Grammar and vocabulary</li> <li>Coherence and cohesion</li> </ul>	<p>Understands very simple affirmative structures and questions (e.g. <i>My name's Tom./How many?</i>).</p> <p>Recognises and understands, with visual support, a limited range of vocabulary items (e.g. very simple instructions: <i>Say./Listen./Sing.</i> basic colours and numbers, some classroom objects).</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>

	<b>GSE 30-35/A2</b>	<b>GSE 36-42/A2+</b>
<b>READING PURPOSE</b>	<ul style="list-style-type: none"> <li>Decoding</li> <li>Skimming</li> <li>Scanning for specific information</li> <li>Extensive reading</li> </ul> <p>Understands the overall meaning of a simple text when given support in the form of visuals and questions.</p> <p>Understands detail in visual information such as simple graphs and infographics.</p> <p>May extract necessary information slowly or require more than one reading.</p> <p>Extracts specific information (e.g. times, days or simple factual information) from a simple text.</p> <p>Understands the general thread of narrative or information when reading for pleasure.</p>	<p>Understands the overall meaning of simple texts and stories.</p> <p>Recognises that different paragraphs or different sections of a text contain different ideas.</p> <p>Compares different facts or ideas in simple texts.</p> <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 or point of view in a text when guided.</p> <p>Understands the general thread of narrative or information when reading for pleasure.</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 learner's own world situations, knowledge and experiences (e.g. family and friends, their town) and traditional stories.</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. stories or descriptions).</p> <p>Guesses the meaning of unfamiliar words and phrases when supported by pictures.</p>	<p>Topics relate to the world as it is relevant to young people.</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>Uses titles, headings and pictures to predict the content of a text and predicts the ending, or what happens next, in a story.</p> <p>Predicts the order of information in simple texts (e.g. stories or descriptions).</p> <p>Guesses the meaning of unfamiliar words in simple texts, when supported by pictures.</p>
<b>LANGUAGE RANGE</b>	<ul style="list-style-type: none"> <li>Grammar and vocabulary</li> <li>Coherence and cohesion</li> </ul> <p>Understands simple grammatical meaning (e.g. difference between past and present, expressions of movement, direction, time and place).</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, hobbies).</p> <p>Recognises the meaning in patterns in words, (e.g. verbs ending in <i>-ing</i>).</p> <p>Understands linking of ideas (e.g. <i>He likes cats but he doesn't like dogs</i>).</p> <p>Understands the order of events in a simple text and differentiates between the beginning, middle and end of a simple story.</p>	<p>Understands the grammatical meaning of the past, present and future.</p> <p>Understands descriptions of frequency and manner, simple comparisons and sequencing of ideas.</p> <p>Recognises the meaning of words built from a common root (e.g. <i>happy/happily, interested/interesting</i>).</p> <p>Recognises words with the same sound but different meanings.</p> <p>Understands a range of vocabulary related to such topics as entertainment, music, nature, sports and fashion.</p> <p>Identifies simple sequences through linking words (e.g. <i>One day.../Next.../Later...</i>).</p> <p>Understands cause and contrast through linking words (e.g. <i>because, but</i>).</p> <p>Understands the narrative thread of a story or a simple line of argument.</p>

	<b>GSE 43–50/B1</b>	<b>GSE 51–58/B1+</b>
<b>READING PURPOSE</b>	<ul style="list-style-type: none"> <li>Decoding</li> <li>Skimming</li> <li>Scanning for specific information</li> <li>Extensive reading</li> </ul> <p>Uses strategies to aid the understanding of overall meaning (e.g. recognises the topic sentence in a paragraph).</p> <p>Identifies different points of view within a text and makes simple inferences about motives or feelings.</p> <p>May read more complex or lengthy texts slowly or require more than one reading.</p> <p>Skims a short text to get a general idea of the content.</p> <p>Scans an extended text, or a few 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>Understands the general thread of narrative or information when reading for pleasure.</p>	<p>Identifies the overall meaning of different paragraphs or sections of extended texts.</p> <p>Understands the main ideas in news stories or magazine articles.</p> <p>Understands key information in a series of texts or social media exchanges and searches for internet information.</p> <p>Identifies the purpose of a text and the point of view it is written from.</p> <p>Identifies evidence that supports a point of view in a text.</p> <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>Identifies evidence that supports a point of view in a text.</p> <p>Understands detailed information in texts on familiar topics so that they could take simple notes or repeat those points to another person.</p> <p>Understands the general thread of narrative or information when reading for pleasure.</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 may expand beyond what is of direct personal relevance.</p> <p>Understands information in descriptions of simple processes, extended narratives and simple factual news stories, text.</p> <p>Uses titles, headings and pictures to predict the content and the narrative of a text.</p> <p>Predicts the meaning of unfamiliar words when the context is familiar or by making links to the meaning of words they already know.</p> <p>Guesses the meaning of unfamiliar words when the context is familiar.</p>	<p>Topics may expand into the more abstract and less familiar.</p> <p>Identifies the difference between written styles (e.g. formal/informal) and uses this to support understanding.</p> <p>Understands a range of texts including infographics, narratives, extended media exchanges and argument or opinion texts on familiar or school subjects.</p> <p>Uses titles, headings and pictures to predict the content of a text and predict the narrative or line of argument.</p> <p>Guesses the meaning of unfamiliar words or phrases in a familiar context.</p>
<b>LANGUAGE RANGE</b>	<ul style="list-style-type: none"> <li>Grammar and vocabulary</li> <li>Coherence and cohesion</li> </ul> <p>Understands grammatical structures describing the past, present and future, expressing conditionals and basic modality.</p> <p>Recognises linking of additional information (e.g. also, as well as, too).</p> <p>Recognises simple prefixes and suffixes and uses them to guess the meaning of unfamiliar words (e.g. <i>un+usual</i>, <i>happi+ness</i>).</p> <p>Understands a range of collocations and vocabulary related to entertainment, music, festivals and celebrations, school and work and personal experiences.</p> <p>Recognises how linking words make connections within a text and uses this information to support understanding (e.g. <i>They arrived while we were having dinner.</i>).</p> <p>Follows the overall purpose or line of argument of a text by understanding expressions of sequence, contrast, example, summary (e.g. <i>Firstly</i>, <i>Next</i>, <i>Finally</i>).</p>	<p>Understands conditionals, modality, simple passive structures and relative clauses.</p> <p>Recognises patterns in word formation to decode meaning from unfamiliar vocabulary (e.g. <i>un+help+ful</i>, <i>dis+loyal+ty</i>).</p> <p>Understands a range of collocations, some phrasal verbs and vocabulary related to travel, health and fitness, fashion, nature, science, technology.</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>

## PRODUCTIVE SKILLS

### Speaking Assessment Criteria

Within the Speaking skill, assessment of young learners should be on overall communicative achievement to allow them to be rewarded for success. In keeping with this pedagogy, 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.

Young learners can be expected to require a high level of support during the early stages of language learning, a need which gradually diminishes as they gain in proficiency, age and confidence. At very low levels, production is limited but with age and experience young learners begin to develop the ability to extend and sustain speech to a greater extent and with less hesitation.

#### SPOKEN PRODUCTION AND FLUENCY

The criteria consist of four key subskills which include: Extent of contribution, Productive ability, Cohesion and coherence and Pausing and hesitation. The feature of Cohesion and coherence will only be relevant at the higher levels and likely with slightly older children in the group as their understanding of this concept is affected by their cognitive development.

#### SPOKEN INTERACTION

The criteria consist of three key subskills which reflect the sociolinguistic nature of interaction: Understand, contribute and maintain interaction, Support required, Appropriacy of language and communicative functions. It should be noted that with interaction young learners will need a significant level of support. This support is likely to include slowing down, repeating and re-phrasing their own speech, using non-verbal signs and repeating young learners' speech back to check or reinforce, supplying missing language, modelling language and giving alternative possibilities to help define meaning.

Children's speaking can be assessed in a number of ways and not only through tasks which have been designed specifically to elicit spoken language (e.g. talking about something familiar or rehearsed). There are frequent opportunities for young learners to speak with the teacher and peers as part of classroom interaction and these interactions can serve as useful indicators of spoken proficiency.

#### LANGUAGE RANGE

The criteria consist of two key sub-skills: Topics and contexts and Grammar and vocabulary. Young learners' grammar and vocabulary will typically develop along the following scale.

*Non-verbal communication > Responses in mother-tongue > Single words > Two or three words > Basic phrases > Simple sentences > Longer sentences > Complex sentences > Extended speech.*

The range of topics and contexts relevant to young learners should reflect the curriculum and learning opportunities to which children are exposed. Prompts should also be relevant to the age and context of the learner. At A1 and A2 levels, an appropriate spoken task may need to be scaffolded with reference to visual prompts: a menu or a personal message from mother to child, an advertisement or announcement, a greetings card, a public sign, caption, comic strip or sketch depicting a story.

#### ACCURACY

The criteria consist of the following two subskills: Sound, stress and intonation and Control of vocabulary, structure and functions. Certain criteria, e.g. intonation, are not included in all levels as they are less relevant until learners have reached a higher level of proficiency.

# Speaking

	<b>GSE 10–21/ &lt;A1</b>	<b>GSE 22–29/A1</b>
<b>PRODUCTION AND FLUENCY</b>	<ul style="list-style-type: none"> <li>• Extent of contribution</li> <li>• Productive ability</li> <li>• Cohesion and coherence</li> <li>• Pausing and hesitation</li> </ul> <p>Uses single words and very short formulaic phrases (e.g. numbers, colours, <i>My name is...</i>) given a prompt. May use non-verbal communication to support meaning. Uses <i>and</i> to link two simple words. May pause frequently or need considerable thinking time before starting to speak.</p>	<p>Uses simple phrases and fixed or formulaic expressions (e.g. <i>What time is it?/Do you have a pencil?</i>). May use non-verbal communication to support meaning. Uses <i>and</i> to link two simple words or phrases. May pause frequently or need thinking time before starting to speak.</p>
<b>SPOKEN INTERACTION</b>	<ul style="list-style-type: none"> <li>• Understand, contribute and maintain interaction</li> <li>• Support required</li> <li>• Appropriacy of language and communicative functions</li> </ul> <p>Contributes to basic exchanges using single words or very simple fixed phrases with scaffolding from the other speaker. May need a high level of support or scaffolding from the other speaker (e.g. repetition or re-phrasing, modifying speed, supplying missing language, giving non-verbal support). Uses basic words to observe social conventions (e.g. polite greetings, <i>please, thank you</i>).</p>	<p>Contributes to short exchanges on familiar topic areas with some support, both asking and answering formulaic questions. Asks basic questions on very familiar topics. May need a high level of scaffolding or support from the other speaker (e.g. asking questions). Uses simple fixed expressions to observe social conventions (e.g. <i>How are you?/I'm sorry!</i>).</p>
<b>LANGUAGE RANGE</b>	<ul style="list-style-type: none"> <li>• Topics and contexts</li> <li>• Grammar and vocabulary</li> </ul> <p>Uses single words and short fixed expressions related to information of personal relevance or the immediate personal environment and situation (e.g. <i>Hello./Goodbye./I'm Alex./I'm 7.</i>). Uses common nouns in singular and plural (e.g. book/books), present simple tense of the verb <i>to be</i> and simple adjectives (e.g. <i>small, big</i>). Vocabulary covers single words (e.g. colours, numbers up to 20, pets).</p>	<p>Uses basic phrases and fixed expressions related to family, friends and home life as well as the immediate classroom environment (e.g. <i>It's my sister./I have a dog.</i>) Expresses simple personal opinions (likes and dislikes). Talks about the position of objects. Uses present simple tense, possessive pronouns, prepositions of place, <i>there is/there are</i> and <i>have/have got</i>. Uses vocabulary related to family and friends, animals, household and classroom objects, possessions, days of the week.</p>
<b>ACCURACY</b>	<ul style="list-style-type: none"> <li>• Sound, stress and intonation</li> <li>• Control of vocabulary, structure and functions</li> </ul> <p>Produces intelligible language if supported with questions or modelling from other interlocutors.</p>	<p>Produces intelligible language with more independence, although modelling and display questions may often still be necessary. Has some control, although errors may be frequent and modelling still needed to achieve communication.</p>

	<b>GSE 30-35/A2</b>	<b>GSE 36-42/A2+</b>
<b>PRODUCTION AND FLUENCY</b>	<ul style="list-style-type: none"> <li>Extent of contribution</li> <li>Productive ability</li> <li>Cohesion and coherence</li> <li>Pausing and hesitation</li> </ul> <p>Uses extended utterances in prompted and some unprompted contexts (e.g. <i>This is my best friend. He's got short brown hair. He likes going to the cinema.</i>).</p> <p>Describes in novel as well as formulaic ways.</p> <p>Sustains speech beyond short isolated phrases.</p> <p>Connects ideas using very simple linkers (e.g. <i>but, and</i>).</p> <p>May pause for thinking time.</p> <p>May hesitate especially between meaning chunks.</p>	<p>Describes (e.g. routines, places, people) using self-generated language with some formulaic expressions.</p> <p>Uses longer utterances with simple connectors in a less controlled context and with greater independence.</p> <p>May be able to repair or re-formulate.</p> <p>Connects ideas using simple linkers (e.g. <i>but, and, because</i>).</p> <p>May hesitate, especially when searching for vocabulary, and may pause in places but not so that it affects fluency.</p>
<b>SPOKEN INTERACTION</b>	<ul style="list-style-type: none"> <li>Understand, contribute and maintain interaction</li> <li>Support required</li> <li>Appropriacy of language and communicative functions</li> </ul> <p>Contributes to simple exchanges on topics of personal importance or everyday relevance using simple language and some fixed expressions.</p> <p>Asks simple questions in familiar situations, makes requests and offers invitations.</p> <p>May achieve the interactive process (e.g. turn taking) without support.</p> <p>Uses simple fixed expressions to observe social conventions in a widening range of contexts (e.g. introducing people, responding to apologies, politely refusing a request).</p>	<p>Contributes to exchanges on topics relevant to themselves, their routine and their environment using mainly self-generated language and expressions.</p> <p>Contributes to extended exchanges in familiar topics.</p> <p>Asks questions on familiar topics and in familiar settings (e.g. making an arrangement, past activities).</p> <p>Asks for clarification when needed to support understanding.</p> <p>Communicates in a range of language appropriate for familiar social interaction (e.g. asking for someone's news, giving a reason along with an apology).</p>
<b>LANGUAGE RANGE</b>	<ul style="list-style-type: none"> <li>Topics and contexts</li> <li>Grammar and vocabulary</li> </ul> <p>Contexts are still learner's world centred but may be broader in range (e.g. their own childhood, their past holidays, their friend's routines).</p> <p>Uses simple, often repetitive, language related to their own world situations and experiences (e.g. <i>Let's go to the cinema./Can I have some juice, please?</i>).</p> <p>Uses a wide variety of language needed within the classroom to express needs and wants and to complete classroom activities.</p> <p>Uses <i>can/can't</i>, past simple of the verb to be, present continuous and prepositions of movement, time and place.</p> <p>Uses vocabulary related to weather, free time, jobs, places, shops, food and clothes.</p>	<p>Topics and contexts relate to the world as it is relevant to young people.</p> <p>Uses a range of simple language to interact and offer extended contributions on familiar topics related to their own world experience.</p> <p>Uses past simple of regular and common irregular verbs, present continuous and going to for future.</p> <p>Uses comparatives and superlatives of adjectives, adverbs of manner and frequency and <i>like + -ing</i>.</p> <p>Uses vocabulary related to holidays, hobbies and sports, food, shopping, animals.</p>
<b>ACCURACY</b>	<ul style="list-style-type: none"> <li>Sound, stress and intonation</li> <li>Control of vocabulary, structure and functions</li> </ul> <p>Produces utterances intelligible for the context most of the time.</p> <p>Uses simple word and sentence stress to convey meaning.</p> <p>May produce several errors, especially when attempting more complex language for the level but there is less need for modelling to achieve communication.</p>	<p>Produces intelligible speech, although pronunciation of individual items may still cause issues.</p> <p>Uses word and sentence stress to convey meaning, such as contrast emphasis in simple utterances (e.g. MY brother plays tennis.).</p> <p>May produce errors but these generally do not hinder communication.</p>

	<b>GSE 43–50/B1</b>	<b>GSE 51–58/B1+</b>
<b>PRODUCTION AND FLUENCY</b>	<p>Produces self-generated extended speech.</p> <p>Delivers a sustained monologue (e.g. a short talk) if given preparation time.</p> <p>Uses simple repair or re-formulation.</p> <p>Connects ideas using linking words expressing comparison (e.g. <i>also</i>, <i>too</i>), cause and effect (e.g. <i>so</i>) and sequence (e.g. <i>before</i>, <i>after</i>, <i>next</i>).</p> <p>May hesitate when searching for the appropriate expression(s) and may pause in places but not so that it affects fluency.</p>	<p>Produces self-generated extended speech.</p> <p>Delivers a monologue with some detail on a topic of general interest if given preparation time.</p> <p>Uses connectors to form a coherent and cohesive whole.</p> <p>Connects ideas using linking words expressing sequence, contrast, counter-argument, cause/effect and summary.</p> <p>May hesitate when searching for the appropriate expression(s) and may pause in places but not so that it affects fluency.</p>
<b>SPOKEN INTERACTION</b>	<p>Participates fully in exchanges on topics relevant to themselves and the world around them.</p> <p>Initiates and maintains interaction.</p> <p>Ask questions to manage familiar interactions and to extend the exchange and elicit opinions.</p> <p>Asks for clarification and checks something has been understood correctly.</p> <p>Communicates in a wide range of polite and appropriate functional language in social interactions in familiar settings (e.g. invites others to have their say in a discussion or makes suggestions about what to do).</p>	<p>Participates fully in discussions on topics of general interest if given preparation time.</p> <p>Initiates, maintains, develops and closes interaction, although may need support if topic area is not familiar.</p> <p>Asks questions to clarify points or to extend an exchange.</p> <p>Identifies when communication breaks down by offering repair techniques (e.g. repeating back, clarifying for another listener who has misunderstood).</p> <p>Communicates in a wide range of polite and functional language in familiar and unfamiliar social settings (e.g. expressing tentative disagreement, approval).</p>
<b>LANGUAGE RANGE</b>	<p>Topics and contexts may expand beyond what is of direct personal relevance.</p> <p>Uses a range of language leading to detailed and extended spoken contributions (e.g. expresses opinions, agreement and disagreement and reports information from a listening and reading input).</p> <p>Uses present perfect, will for future, reflexive pronouns, first conditional and modal verbs for future.</p> <p>Uses vocabulary related to entertainment, music, festivals and celebrations, school and work and personal experiences.</p>	<p>Contexts and topics may expand into the less familiar.</p> <p>Uses past continuous, present continuous for future, zero and first conditional, restrictive relative clauses, past simple passive and question tags.</p> <p>Uses vocabulary related to travel, health and fitness, fashion, nature, science, technology.</p>
<b>ACCURACY</b>	<p>Produces intelligible speech, despite occasional errors.</p> <p>Uses stress and basic intonation patterns to support meaning mostly accurately.</p> <p>May produce errors but these do not hinder communication.</p>	<p>Produces intelligible speech, with infrequent errors.</p> <p>Uses a range of stress and intonation patterns to support meaning (e.g. raising intonation for questions).</p> <p>May produce errors but these do not hinder communication.</p>

## Writing Assessment Criteria

As with Speaking, teachers of young learners will want any assessment to focus on overall communicative achievement in order to allow a more holistic approach to the assessment. 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 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.

**Making the writing process relevant:** The output of writing is generally less interactive than speaking and thus can be less motivating for young learners. As a result, the onus is on the teacher to make the writing task – and the written output – meaningful and relevant to their students in the choice of topic, context and text type.

**Writing as a skill in its own right:** 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 four subskills: Text types, Content and organisation, Coherence and cohesion and Ability to correct. In terms of language progress in young learners, it is the range of text types that will broaden and develop as the young learner increases in age and ability. Content refers to more than simply including the facts. It also involves presenting those facts in an organised and appropriate manner. Young learners can be assessed on their ability to produce texts which are cohesive at sentence and paragraph level, and coherent overall. Their ability to do this depends both on language ability and also on their maturity so these features tend to be relevant at the higher levels or the older age group. In terms of correcting their work, at Below A1 level, young learners will rely on copying and it is their gradual movement away from a high level of support which is a marker of their improvement. The ability to assess their own work critically is a key skill in moving towards greater independence and assessing this will motivate them to do so.

### LANGUAGE RANGE

The criteria consist of the following three subskills: Topics and contexts, Communicative functions and Grammar and vocabulary. When designing assessment tasks, topics must be young learner oriented and familiarity and relevance are the strongest considerations. Communicative functions emerge with maturity/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 young learner. The focus of assessment for grammar and vocabulary is the breadth of the young learners' knowledge and usage.

### ACCURACY

The criteria consist of the following four subskills: Control of vocabulary, structure and functions, Spelling, Punctuation 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 young learners are writing with more independence and creativity. In the latter case, teachers will be more likely to consider the communicative success 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 young learners are literate in their own language and specifically for learners whose progress in a new alphabet needs to be assessed.

# Writing

	<b>GSE 10–21/ &lt;A1</b>	<b>GSE 22–29/A1</b>
<b>WRITTEN PRODUCTION</b>		
<ul style="list-style-type: none"> <li>• <a href="#">Text types</a></li> <li>• <a href="#">Content and organisation</a></li> <li>• <a href="#">Coherence and cohesion</a></li> <li>• <a href="#">Ability to correct</a></li> </ul>	<p>Produces single words and very short phrases or sentences when provided with a model.</p> <p>Writes the letters of the alphabet in upper and lower case.</p> <p>Copies short words and may be able to copy very short phrases (e.g. <i>This is Mary.</i>) once familiarised with them.</p>	<p>Produces very basic text types, such as lists, and completes simple tables, grids or forms with basic information (e.g. a greeting in a card).</p> <p>Writes basic isolated sentences (e.g. <i>I can swim./I like dogs and cats.</i>) with a model.</p> <p>Writes short answers to questions in a reading text (e.g. <i>What colour is the book? → It is red.</i>).</p> <p>May produce 2–3 sentences on a familiar topic, when modelled.</p> <p>Connects simple ideas with and.</p> <p>Is aware of errors in spelling when guided.</p>
<b>LANGUAGE RANGE</b>		
<ul style="list-style-type: none"> <li>• <a href="#">Topics and contexts</a></li> <li>• <a href="#">Communicative functions</a></li> <li>• <a href="#">Grammar and vocabulary</a></li> </ul>	<p>Topics are familiar or related to the immediate environment (e.g. names, numbers, classroom objects).</p> <p>Structures are limited to very simple affirmatives (e.g. <i>This is.../I am...).</i></p> <p>Vocabulary covers single words (e.g. for colours, pets, family members).</p>	<p>Topics are own world centred but may include familiar things presented in pictures or stories (e.g. everyday items, daily activities).</p> <p>Uses some basic communicative functions (e.g. simple personal preferences, card greetings, basic factual information).</p> <p>Produces basic affirmative structures in present simple tense.</p> <p>Uses vocabulary related to family and friends, animals, household and classroom objects, possessions, days of the week.</p>
<b>ACCURACY</b>		
<ul style="list-style-type: none"> <li>• <a href="#">Control of vocabulary, structure and functions</a></li> <li>• <a href="#">Spelling</a></li> <li>• <a href="#">Punctuation</a></li> <li>• <a href="#">Orthography</a></li> </ul>	<p>Errors may be frequent if not copying from a model.</p> <p>Spells simple words correctly when copying from a model.</p> <p>Uses capital letters on names and may use a capital to begin a sentence.</p> <p>Learners with non-Roman first language alphabets are likely to make systematic mistakes in spelling and orthography at all times.</p>	<p>May show good control of structure and vocabulary when closely guided by a model.</p> <p>Errors in spelling may be frequent.</p> <p>Spells familiar words correctly.</p> <p>Has an awareness of very simple spelling rules (e.g. <i>cat → cats, bus → buses</i>).</p> <p>Punctuates a sentence correctly (using capital letters and full stops) and may use question marks.</p> <p>Uses apostrophes for contractions.</p> <p>Learners with non-Roman first language alphabets are likely to make systematic mistakes in spelling and orthography at all times.</p>

	<b>GSE 30-35/A2</b>	<b>GSE 36-42/A2+</b>
<b>WRITTEN PRODUCTION</b>	<ul style="list-style-type: none"> <li>Text types</li> <li>Content and organisation</li> <li>Coherence and cohesion</li> <li>Ability to correct</li> </ul> <p>Produces a limited range of text types appropriately, including simple notes and invitations, short, basic descriptions, and lists for specific purposes (e.g. recording an activity).</p> <p>Writes simple sentences (e.g. <i>My friend has got brown hair./I don't like doing my homework.</i>) with a model.</p> <p>May produce simple texts with relevant content on a familiar topic, when modelled.</p> <p>Uses very simple sequential and contrastive linking devices (e.g. and, but) to connect sentences.</p> <p>Makes corrections to spelling and layout when guided.</p>	<p>Produces a range of text types appropriately, including simple emails and letters, simple diary entries and short simple descriptive texts.</p> <p>Produces simple texts in linked sentences, of relevant content or of personal interest, with guidance.</p> <p>Uses a range of simple sequential, contrastive and cause and effect linking devices to connect ideas (e.g. <i>and, but, so</i>).</p> <p>Corrects spellings and errors in layout with guidance.</p>
<b>LANGUAGE RANGE</b>	<ul style="list-style-type: none"> <li>Topics and contexts</li> <li>Communicative functions</li> <li>Grammar and vocabulary</li> </ul> <p>Topics relate to the learner's own world situations, knowledge and experiences (e.g. family and friends, their town).</p> <p>Uses a limited range of communicative functions (e.g. inviting or thanking someone) if given a model.</p> <p>Produces simple affirmative and negative structures in present simple and past simple tense (e.g. <i>I went to the park. /I don't walk to school.</i>).</p> <p>Uses vocabulary related to weather, free time, jobs, places, shops, food and clothes.</p>	<p>Topics relate to the world as it is relevant to young people.</p> <p>Uses language for a range of functions (e.g. giving instructions, simple advice) if given a model.</p> <p>Produces a range of simple structures (e.g. comparative and superlative adjectives, past simple with regular and irregular verbs, present continuous, <i>like + -ing</i>), although may need guidance.</p> <p>Uses vocabulary related to holidays, hobbies and sports, food, shopping, animals.</p>
<b>ACCURACY</b>	<ul style="list-style-type: none"> <li>Control of vocabulary, structure and functions</li> <li>Spelling</li> <li>Punctuation</li> <li>Orthography</li> </ul> <p>Controls structure and vocabulary when using familiar language.</p> <p>Errors are likely with less familiar language in less controlled contexts.</p> <p>Spells familiar words correctly, errors may occur with new vocabulary.</p> <p>Is aware of simple spelling rules (e.g. <i>dance</i> → <i>dancing</i>).</p> <p>Uses a range of punctuation accurately including commas and possessive apostrophes.</p> <p>Learners with non-Roman first language alphabets are likely to make several systematic mistakes in spelling and orthography.</p>	<p>Shows good control of structure and vocabulary with familiar language.</p> <p>Errors may be frequent in less controlled tasks.</p> <p>Spelling is accurate with familiar words.</p> <p>Is aware of a range of spelling rules (e.g. <i>tidy</i> → <i>tidied</i>, <i>big</i> → <i>bigger</i>).</p> <p>Uses basic punctuation (e.g. capitals, full stops, commas, question marks) with accuracy.</p> <p>May use exclamation marks accurately, although may under- or over-use them.</p> <p>Features of the first language are likely to interfere, and learners with non-Roman first language alphabets may make mistakes in spelling and orthography.</p>

	<b>GSE 43–50/B1</b>	<b>GSE 51–58/B1+</b>
<b>WRITTEN PRODUCTION</b>	<ul style="list-style-type: none"> <li>Text types</li> <li>Content and organisation</li> <li>Coherence and cohesion</li> <li>Ability to correct</li> </ul> <p>Produces a wide range of both straightforward and more complex text types appropriately (e.g. narratives, factfiles, posters, recipes and more extended letters).</p> <p>Produces simple, structured texts using connected sentences, with guidance.</p> <p>Uses a range of linking devices to connect ideas across the text (e.g. for sequence, comparison, cause and effect).</p> <p>Structures texts into simple paragraphs to organise content cohesively.</p> <p>Corrects errors with spelling, layout and organisation, with guidance.</p>	<p>Produces a range of complex text types appropriately (e.g. short essays, more extended narratives, reviews, dialogues and articles).</p> <p>Content is relevant, organised and focused.</p> <p>Writes from a personal viewpoint.</p> <p>Produces structured texts with appropriate paragraphing, using a variety of linking devices and organisational patterns.</p> <p>Reviews writing and self-corrects, with little direct guidance needed.</p>
<b>LANGUAGE RANGE</b>	<ul style="list-style-type: none"> <li>Topics and contexts</li> <li>Communicative functions</li> <li>Grammar and vocabulary</li> </ul> <p>Topics may expand beyond what is of direct personal relevance.</p> <p>Uses a range of communicative functions appropriately (e.g. thank you letters, letters of apology, more detailed invitations, more complex instructions) if given a model.</p> <p>Produces a range of complex structures (e.g. present perfect, will for future, first conditionals, some uses of modals).</p> <p>Uses appropriate verb tenses (e.g. distinguishing between uses of past simple and present perfect) although may need guidance.</p> <p>Uses vocabulary related to entertainment, music, festivals and celebrations, school and work and personal experiences.</p>	<p>Topics may expand into the more abstract and less familiar.</p> <p>Uses a range of complex communicative functions (e.g. can produce persuasive texts, opinions, recommendations and complaints) if given a model.</p> <p>Uses a range of complex structures (e.g. relative clauses, past simple passive), and a range of verbs to express aspect and modality.</p> <p>Uses vocabulary related to travel, health and fitness, fashion, nature, science, technology.</p>
<b>ACCURACY</b>	<ul style="list-style-type: none"> <li>Control of vocabulary, structure and functions</li> <li>Spelling</li> <li>Punctuation</li> <li>Orthography</li> </ul> <p>Shows control of structure, vocabulary and function with familiar, and some less familiar language.</p> <p>Errors are likely to be common when using complex language, and in unfamiliar contexts.</p> <p>Spells common and some less frequent words accurately and is aware of spelling rules (e.g. ‘i before e’).</p> <p>Uses a range of basic punctuation with accuracy and to good effect.</p> <p>Features of the first language may interfere and learners with non-Roman first language alphabets may make mistakes in spelling and orthography of unfamiliar language.</p>	<p>Shows good control of structure, vocabulary and function with familiar, and some less familiar language.</p> <p>Errors may occur when attempting to express complex ideas, or attempting complex language, and first language interference is possible.</p> <p>Spells common and less frequent words with good overall control. Errors are possible but do not obscure meaning.</p> <p>Uses a wide range of punctuation with accuracy, and to good effect, including colons, semi-colons and hyphens.</p> <p>Learners with non-Roman first language alphabets may make mistakes in spelling and orthography of unfamiliar language.</p>

## Glossary

Term	Definition
Audience	The person or people being addressed or for whom a text is written.
Content	The information included in spoken language or a piece of writing.
Discourse	A stretch of spoken or written language that is longer than a single phrase or sentence.
Function or Purpose	The communicative reason for speaking or writing (e.g. to persuade/to invite).
Genre	A particular form of writing: narrative, recount, procedure, report, explanation or exposition.
Interlocutor	A person who takes part in a conversation.
Prompt	A question, photo, object etc. used by a teacher to help a learner give a response in the foreign language.
Text type	The format of a piece of writing: e.g. a letter, a story, a recipe, a newspaper article.
Topics and contexts	The subject area of a discussion or piece of writing.

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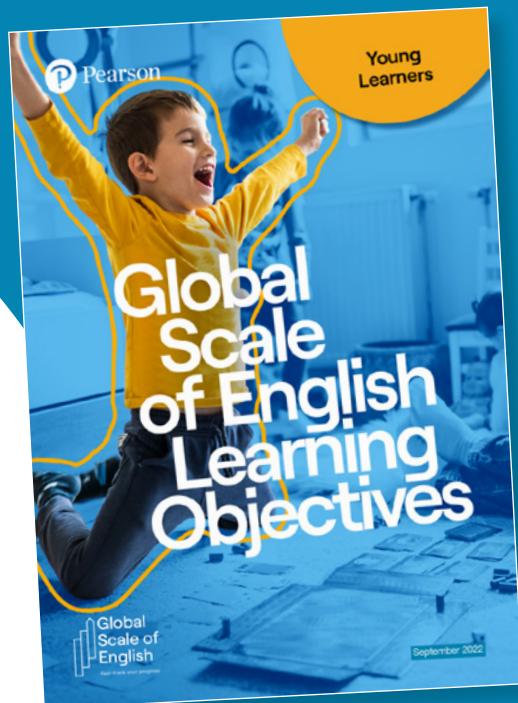
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