


# Aligning the 2025 PISA framework and the Global Scale of English



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# Background

## About PISA

The Programme for International Student Assessment (PISA) is an international comparative study carried out by the Organisation for Economic Co-operation and Development (OECD). It assesses 15-year-olds' skills and knowledge in reading, mathematics and science – the 'core' domains – alongside an optional skills domain, which in the past has covered financial literacy, global competency, and collaborative problem solving, among others. The assessment is given to a proportional sample of students in each country, covering all types of institutions and backgrounds.

Students, parents, teachers, and schools also complete questionnaires to gather data about context, attitudes, motivations, and policies. This information is used to analyze and interpret the assessment results.

PISA is carried out every three years, allowing participating countries to track their progress towards key learning goals. Since its launch in 2000, PISA has involved more than 90 countries and 3 million students worldwide.

### **For more information:**

[www.oecd.org/pisa/](http://www.oecd.org/pisa/)

## **PISA Foreign Language Assessment framework**

In 2025, a new core domain will be added to PISA for the first time: Foreign Language Assessment (FLA).

Initially measuring English as a Foreign Language, this new assessment will be repeated every six years (every second PISA). Over time, it may come to cover more languages.

According to the OECD (2021), the FLA aims to improve teaching by providing:

- international comparisons based on the Common European Framework of Reference for Languages (CEFR)
- national diagnostics, showing strengths and weaknesses of mastery, and analysis of trends
- policy and practice lessons, identifying best practices in foreign language teaching in school settings

PISA FLA will measure three skills:

- reading comprehension
- listening comprehension
- spoken production

Writing skills will not be measured in 2025 but may be added in the future.

The assessment framework for the PISA FLA is built on two existing and widely recognised frameworks:

- the CEFR (2001)
- Weir's socio-cognitive model for test development and validation (2005)

The framework defines foreign language proficiency as ‘the ability to use a foreign language to communicate effectively. It requires a combination of communicative language competences and general competences that allow the foreign language learner to perform communicative language activities (reception, production, interaction and mediation), which involve one or a combination of the following skills: reading, listening, speaking or writing. It also requires the activation of appropriate language strategies’ (OECD, 2021, p.27).

## **The PISA FLA test**

The PISA FLA will be a computer-based test.

The reading and listening components of the test will be semi-adaptive, with students assigned to a particular CEFR level based on their performance on an initial section, and given one of a number of test forms pitched at that level. Each item in the receptive-skill sections of the test will relate to one or more of the CEFR Can-Do statements (learning objectives).

The speaking section, by contrast, will not be adaptive, and the items will not be aligned to specific CEFR Can-Do statements. Instead, the scores will be determined by the characteristics of the output.

The test will score each of the three skills (reading, listening, and speaking) on a six-point scale aligned to the CEFR, from ‘below A1’ to ‘C1 and above’.

# About the GSE

Pearson developed the Global Scale of English (GSE) to provide instructors and learners with a more granular understanding of English language proficiency. It has been designed to build learners' confidence by revealing exactly where they are on their learning journey and setting personalised goals to help them progress.

The GSE is an ecosystem, comprising four main parts:

- **GSE Scale:** a scale from 10 to 90, with clear statements for what a learner can achieve in speaking, listening, reading, and writing at any point on the scale.
- **GSE Learning Objectives:** these describe what learners can do at each level of proficiency in speaking, listening, reading, and writing.
- **Courseware:** all of Pearson's English language learning courseware is developed using the GSE Learning Objectives, ensuring learners are studying at the right level.
- **Assessment:** institutions can develop their own assessment materials using the GSE Learning Objectives and Assessment Frameworks, or choose a Pearson's assessment that uses the GSE as its scoring scale.

The GSE is the result of many years of research with more than 6,000 teachers from over 50 countries. It serves as a standard against which English language courses and assessments worldwide can be benchmarked.

It has been psychometrically aligned to the CEFR (see De Jong, Mayor, & Hayes, 2016). The GSE complements and extends the CEFR by adding an extra layer of granularity to the CEFR levels and providing thousands of additional learning objectives.

Table 1: The relationship between the GSE Scale and CEFR

<b>CEFR level</b>	<b>GSE Scale</b>
Below A1	10–21
A1	22–29
A2	30–35
A2+ ('plus level')	36–42
B1	43–50
B1+ ('plus level')	51–58
B2	59–66
B2+ ('plus level')	67–75
C1	76–84
C2	85–90

This extra information helps learners understand where they are now and offers a step-by-step guide to where they want to go next. Using the GSE, teachers can match a student to course materials to suit their exact level and learning goals.

To address the specific needs of learners studying English for different purposes, GSE Learning Objectives have been developed for five different learner audiences:

- adult: adults studying on a general English course
- academic: adults studying academic English
- professional: adults studying English for the workplace
- young learner: English language learners aged 6–14
- pre-primary: English language learners aged 3–5

**For more information:**

[www.pearsonenglish.com/gse](http://www.pearsonenglish.com/gse)



# Alignment between the GSE and PISA FLA

Given that both GSE and the PISA FLA are based on the CEFR, our assumption is that there will be a strong correlation between them. This alignment study aimed to answer the following questions.

- How well does the GSE relate to the PISA FLA?
- How might the GSE be used by different PISA stakeholders?

There are various potential benefits of linking the GSE to PISA FLA. It will allow learners, teachers, and stakeholders to make meaningful comparisons between the two systems and understand their language requirements for learning, teaching, and assessment purposes.

## Methodology

There are various forms of alignment that can be carried out in the area of language learning and assessment – for example:

- alignment between different content standards
- alignment of content standards to the performance standards of tests
- alignment between performance standards across tests

While various assessments use the GSE, the PISA FLA test has not yet been administered. Therefore, this alignment study focuses on aligning content standards – that is, alignment of the PISA FLA framework and the GSE Learning Objectives.

The PISA FLA framework includes an annex with tables which map the PISA assessment tasks to CEFR Can-Do statements, followed by illustrative sample tasks (see Table 2). This study used these tables to align the same tasks to the GSE Learning Objectives.

Table 2: PISA content used for the GSE alignment

<b>Skill</b>	<b>Relevant tables in PISA FLA framework</b>	<b>Pages</b>
Reading	Annex table 4.A.1: Mapping of reading tasks to CEFR level, cognitive process, CEFR can-do statements, and reading type Annex 4.B sample tasks: Reading	92–107
Listening	Annex table 4.C.1: Mapping of listening tasks to CEFR level, cognitive process, and CEFR can-do statements Annex 4.D sample tasks: Listening	108–116
Speaking	Annex 4.E: Mapping of speaking tasks to framework dimensions Annex 4.F sample tasks: Speaking	117–123

The alignment was carried out by a freelance consultant who is experienced and knowledgeable in aligning standards to the GSE. It was then reviewed by Pearson's Director of Global Scale of English.

There is a standard methodology for aligning an institution's curriculum to the GSE Learning Objectives (Stakenburg & Davila, 2019). This study used an adapted version of that methodology. GSE Learning Objectives were identified and assigned using the following three-step process.

## Step 1: Match

- List all CEFR Can-Do statements referenced in the PISA FLA framework annex tables (see Table 2)
- Match each of these CEFR Can-Do statements to one or more relevant GSE Learning Objectives

At 15 years old, PISA test-takers are on the cusp between young learners (6–14) and adults (16+). Given this, the alignment uses GSE Learning Objectives from three of the GSE frameworks: adult, academic, and young learner. The closest matches to each Can-Do statement, in terms of wording and level, were selected from these GSE frameworks.

The GSE alignment follows the structure and content of the PISA FLA framework annex tables in terms of level. GSE alignment data should be thought of as cumulative, with each level building on what has gone before in terms of skills acquisition.

The tables in the PISA FLA framework annexes do not include the CEFR ‘plus’ levels at A2, B1 and B2. Where appropriate, we have included these ‘plus’ levels in this alignment exercise to show the level of stretch afforded in the task types when considering potential learning materials or publications.

## Step 2: Supplement

- Add GSE Learning Objectives which could provide support or scaffolding for the CEFR Can-Do statements in the PISA FLA framework annex tables, or which are generally applicable to the CEFR aim and PISA task type

For example, consider a reading task.

- **CEFR Can-Do statement:** Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject
- **Supporting GSE Learning Objective:** Can guess the meaning of a word from an accompanying picture

The CEFR Can-Do statement relates to text, but the GSE Learning Objective references visual support. In a task like this, the GSE Learning Objective could potentially be useful for practice activities that would lead to mastery of the CEFR Can-Do statement.

## Step 3: Check

- Analyze and cross-reference the sample tasks included in the PISA FLA framework with the corresponding GSE Learning Objectives to make sure there are no gaps
- Flag which GSE Learning Objectives can apply directly to a sample task

Table 3 shows the outcome of the process, using an abridged sample. Rows A to D are taken from annex table 4.A.1: Mapping of reading tasks to CEFR level, cognitive process, CEFR can-do statements, and reading type (OECD, 2021, pp. 93–97). Row E shows the corresponding GSE Learning Objectives and their values on the GSE Scale. For the unabridged alignment, see Appendix 1–3.

Table 3: Abridged sample of the alignment tables for reading

<b>A</b>	Task information	<b>Task type:</b> Reading – discrete definition with graphic <b>Cognitive processes:</b> Word recognition, lexical access <b>Reading type:</b> Careful, local	
<b>B</b>	CEFR level	Below A1	
<b>C</b>	Task description	<b>Input text:</b> Picture <b>Response format:</b> Three short sentences <b>Operation:</b> Select the sentence that defines the picture	
<b>D</b>	CEFR Can-Do statements	<b>Overall reading comprehension:</b> Can recognise familiar words/signs accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary	<b>Identifying cues and inferring:</b> Can deduce the meaning of a word from an accompanying picture or icon
<b>E</b>	Aligned GSE Learning Objectives	<b>14:</b> Can identify very common food and drink on a menu <b>15:</b> Can recognise familiar names, words and very basic phrases on simple notices <b>20:</b> Can understand some simple, everyday signs (e.g. 'car park', 'station', 'bathroom') <b>21:</b> Can recognise single, familiar everyday words if supported by pictures	<b>23:</b> Can guess the meaning of a word from an accompanying picture <sup>1</sup>

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<sup>1</sup> Applicable directly to a sample task.

# Findings

Tables 4–6 summarize the alignment for reading, listening, and speaking, showing the extent of GSE coverage. The average GSE level corresponds well to the CEFR level. There are no gaps in the alignment; on the contrary, the GSE provides extensive additional coverage of each of the CEFR descriptors and task types used in the PISA FLA.

Table 4: Descriptive summary of reading alignment

CEFR level	PISA framework		GSE Scale		No. of GSE Learning Objectives		
	No. of CEFR descriptors	Task types	Range	Average	Close match	Supporting	Total
<A1	3	Matching pictures and words Discrete definition with graphic	14–23	19	5	0	5
A1	4	Matching sentences Discrete gapped sentence Discrete multiple-choice	23–29	26	5	2	7
A2 (A2+)	6	Discrete gapped sentence Discrete multiple-choice	30–35	34	7	5	12
B1 (B1+)	8	Discrete multiple-choice Matching gapped text – sentences Multi-item multiple-choice	43–58	48	20	7	27
B2 (B2+)	8	Multi-item multiple-choice Multiple matching	59–71	65	13	7	20
C1 (and above)	5	Multi-item multiple-choice Cross-text matching Matching gapped text – paragraphs	74–80	78	8	3	11
<b>Total</b>	<b>32</b>				<b>58</b>	<b>24</b>	<b>82</b>

Table 5: Descriptive summary of listening alignment

CEFR level	PISA framework		GSE Scale		No. of GSE Learning Objectives		
	No. of CEFR descriptors	Task types	Range	Average	Close match	Supporting	Total
<A1	4	Discrete multiple-choice with graphics	10–21	16	13	5	18
A1	7	Discrete multiple-choice with graphics	20–31	25	21	8	29
A2	5	Discrete multiple-choice with graphics	30–41	35	12	14	26
B1	5	Discrete multiple-choice with text Multi-item multiple-choice	43–53	46	7	10	17
B2	5	Discrete multiple-choice with text	59–75	67	8	13	21
C1 (and above)	7	Discrete multiple-choice with text Multi-item multiple-choice	71–83	78	9	4	13
<b>Total</b>	<b>33</b>				<b>70</b>	<b>54</b>	<b>124</b>

Table 6: Descriptive summary of speaking alignment

CEFR level	PISA framework		GSE Scale		No. of GSE Learning Objectives		
	No. of CEFR descriptors	Task types	Range	Average	Close match	Supporting	Total
<A1	1	Part 1: Read aloud Part 2: Odd one out Part 3: Long turn – picture Part 4: Storytelling Part 5: Long turn	11–19	15	5	2	9
A1	3		22–29	26	2	10	16
A2	2		30–41	34	7	21	36
B1	2		43–50	46	3	11	13
B2	2		59–75	66	2	9	11
C1	2		77–80	78	0	7	6
<b>Total</b>	<b>12</b>				<b>19</b>	<b>60</b>	<b>79</b>

## Usage of GSE with PISA

Given the close alignment between the PISA FLA and the GSE, we anticipate that the GSE could be used:

- by **teachers, authors, and item writers** to create their own materials as part of preparing for PISA
- by **Ministries of Education, institutions, and teachers** to select Pearson courseware and/or assessments that can support students preparing for PISA
- by **anyone using the 2025 PISA FLA assessment results**, to unpack in more detail what students can do at a particular level

# Summary

Overall, the GSE aligns well with the PISA FLA framework.

There is good coverage of suitable learning objectives that map well to both the sample items and the CEFR descriptors underpinning the assessment. While the alignment between the CEFR and the PISA FLA includes a narrow range of CEFR Can-Do statements, the alignment with the GSE broadens out the range to include other GSE Learning Objectives which would be useful in preparation for the task types.

The GSE provides a more nuanced and detailed lens through which to look at the PISA FLA framework, and could be used to provide learners with additional support, allowing them to become more confident in various aspects of the task types.

## References

Council of Europe. (2001). *Common European Framework of Reference for Languages: learning, teaching, assessment*. Cambridge: Cambridge University Press.

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Weir, C. (2005). *Language testing and validation: An evidence-based approach*. Basingstoke: Palgrave Macmillan.



# Appendix 1: Reading

## Full GSE–PISA alignment tables

Where GSE Learning Objectives are shown in *italics*, they provide supporting or scaffolded help rather than a direct match.

### Discrete definition with graphic

<b>Cognitive processes</b>	Word recognition, lexical access
<b>Reading type</b>	Careful, local
<b>Input text</b>	Picture
<b>Response format</b>	Three short sentences
<b>Operation</b>	Select the sentence that defines the picture

<b>CEFR level</b>	<b>CEFR Can-Do statements</b>	<b>Aligned GSE Learning Objectives</b>
Below A1	<b>Overall reading comprehension:</b> Can recognise familiar words/signs accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary	<b>14:</b> Can identify very common food and drink on a menu <b>15:</b> Can recognise familiar names, words and very basic phrases on simple notices <b>20:</b> Can understand some simple, everyday signs (e.g. 'car park', 'station', 'bathroom') <b>21:</b> Can recognise single, familiar everyday words if supported by pictures
	<b>Identifying cues and inferring:</b> Can deduce the meaning of a word from an accompanying picture or icon	<b>23:</b> Can guess the meaning of a word from an accompanying picture

## Matching pictures and words

<b>Cognitive processes</b>	Word recognition, lexical access
<b>Reading type</b>	Careful, local
<b>Input text</b>	Five pictures
<b>Response format</b>	Seven words
<b>Operation</b>	Match the word to the correct picture

<b>CEFR level</b>	<b>CEFR Can-Do statements</b>	<b>Aligned GSE Learning Objectives</b>
Below A1	<b>Overall reading comprehension:</b> Can recognise familiar words accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary	<b>14:</b> Can identify very common food and drink on a menu <b>15:</b> Can recognise familiar names, words and very basic phrases on simple notices <b>20:</b> Can understand some simple, everyday signs (e.g. 'car park', 'station', 'bathroom') <b>21:</b> Can recognise single, familiar everyday words if supported by pictures
	<b>Identifying cues and inferring:</b> Can deduce the meaning of a word from an accompanying picture or icon	<b>23:</b> Can guess the meaning of a word from an accompanying picture

## Matching sentences

<b>Cognitive processes</b>	Establishing propositional meaning at sentence level
<b>Reading type</b>	Careful, local
<b>Input text</b>	Five sentences
<b>Response format</b>	Seven words
<b>Operation</b>	Match the word to the correct sentence

<b>CEFR level</b>	<b>CEFR Can-Do statements</b>	<b>Aligned GSE Learning Objectives</b>
A1	<b>Overall reading comprehension:</b> Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required	<b>23:</b> Can identify familiar words in short, simple texts <b>27:</b> Can understand basic phrases in short, simple texts <b>29:</b> Can understand familiar phrases in a simple text
	<b>Identifying cues and inferring:</b> Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject	<b>23:</b> <i>Can guess the meaning of a word from an accompanying picture</i>

## Discrete gapped sentence

<b>Cognitive processes</b>	Lexical access, propositional meaning at sentence level
<b>Reading type</b>	Careful, local
<b>Input text</b>	Sentence with a word missing
<b>Response format</b>	Three words
<b>Operation</b>	Select the word that fills the gap to complete the sentence

<b>CEFR level</b>	<b>CEFR Can-Do statements</b>	<b>Aligned GSE Learning Objectives</b>
A1	<b>Overall reading comprehension:</b> Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required	<b>23:</b> Can identify familiar words in short, simple texts <b>27:</b> <i>Can understand basic phrases in short, simple texts</i>
	<b>Identifying cues and inferring:</b> Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject	<b>23:</b> <i>Can guess the meaning of a word from an accompanying picture</i>
A2	<b>Overall reading comprehension:</b> Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items	<b>30:</b> Can understand short, simple texts about everyday activities <b>32:</b> <i>Can get the gist of short, simple narratives, with visual support</i>

## Discrete multiple-choice

<b>Cognitive processes</b>	Propositional meaning at sentence level, inferencing
<b>Reading type</b>	Careful, local, global
<b>Input text</b>	Short text
<b>Response format</b>	Three sentences
<b>Operation</b>	Select the sentence that is true according to the text

<b>CEFR level</b>	<b>CEFR Can-Do statements</b>	<b>Aligned GSE Learning Objectives</b>
A1	<b>Overall reading comprehension:</b> Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required	<b>23:</b> Can identify familiar words in short, simple texts <b>27:</b> Can understand basic phrases in short, simple texts <b>29:</b> Can understand familiar phrases in a simple text
	<b>Reading correspondence:</b> Can understand short, simple messages on postcards	<b>25:</b> Can understand a few simple phrases related to familiar, everyday activities <b>27:</b> Can understand simple descriptions of places
	<b>Reading correspondence:</b> Can understand short, simple messages sent via social media or email (e.g. proposing what to do, when and where to meet)	<b>28:</b> Can understand short, simple messages about when and where to meet
	<b>Identifying cues and inferring:</b> Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject	<b>23:</b> <i>Can guess the meaning of a word from an accompanying picture</i>
A2	<b>Overall reading comprehension:</b> Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items	<b>30:</b> Can understand short, simple texts about everyday activities <b>33:</b> <i>Can get the gist of short, simple texts on familiar topics, if supported by pictures</i>
	<b>Reading correspondence:</b> Can understand short, simple personal letters	<b>31:</b> Can understand short, simple messages on postcards, emails and social networks

CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
		<b>34:</b> Can understand short, simple notes from family or friends communicating information of immediate relevance <b>37:</b> Can understand short, simple personal emails and letters
	<b>Reading correspondence:</b> Can understand very simple formal emails and letters (e.g. confirmation of a booking or online purchase)	<b>37:</b> Can identify specific information in simple letters, brochures and short articles
	<b>Identifying cues and inferring:</b> Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum, etc	<b>35:</b> Can identify the context of a short, simple text related to familiar situations <b>39:</b> <i>Can understand simple factual titles and headlines relating to common events</i>
	<b>Identifying cues and inferring:</b> Can exploit numbers, dates, names, proper nouns, etc to identify the topic of a text	<b>31:</b> <i>Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets)</i> <b>37:</b> Can identify specific information related to a familiar topic in a short, simple text
	<b>Identifying cues and inferring:</b> Can deduce the meaning and function of unknown formulaic expressions from their position in a text (e.g. at the beginning or end of a letter)	<b>33:</b> <i>Can identify key information in short, simple factual texts from the headings and illustrations</i>
B1	<b>Overall reading comprehension:</b> Can read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension	<b>44:</b> Can identify facts and opinions in a simple text when explicitly stated <b>45:</b> Can skim a short text to identify its main purpose <b>46:</b> Can generally understand straightforward factual texts on familiar topics <b>47:</b> Can get the gist of short texts on a range of topics <b>49:</b> Can identify the main topic and related ideas in a structured text <b>50:</b> <i>Can identify the key characteristics and structure of a limited range of factual text types (e.g. articles, instructions)</i>

CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
	<b>Reading correspondence:</b> Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen pal	<b>51:</b> Can generally understand details of events, feelings and wishes in letters, emails and online postings
	<b>Reading correspondence:</b> Can understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences	<b>46:</b> Can understand basic types of standard letters and emails on familiar topics (e.g. enquiries, complaints) <b>58:</b> Can understand most correspondence relating to their field of interest
	<b>Identifying cues and inferring:</b> Can make basic inferences or predictions about text content from headings, titles or headlines	<b>43:</b> Can make basic inferences or predictions about text content from headings, titles or headlines <b>56:</b> <i>Can find specific information in extended informational texts using text features such as headings and captions</i>
	<b>Identifying cues and inferring:</b> Can deduce the probable meaning of unknown words/signs in a text by identifying their constituent parts (e.g. identifying roots, lexical elements, suffixes and prefixes)	<b>46:</b> Can derive the probable meaning of simple unknown words from short, familiar contexts <b>48:</b> Can find the meaning of an unknown word using a range of strategies (e.g. from the context or a dictionary) <b>50:</b> Can understand the main idea of a passage using textual clues <b>52:</b> <i>Can guess the meaning of unfamiliar words from prefixes and suffixes</i>

## Multi-item multiple-choice

<b>Cognitive processes</b>	Building a mental model
<b>Reading type</b>	Careful, local and global
<b>Input text</b>	Long text
<b>Response format</b>	1) Five questions with four options per question 2) Two questions with four options per question
<b>Operation</b>	Select the option for each question that is true according to the text

<b>CEFR level</b>	<b>CEFR Can-Do statements</b>	<b>Aligned GSE Learning Objectives</b>
B1	<b>Overall reading comprehension:</b> Can read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension	<b>44:</b> Can identify facts and opinions in a simple text when explicitly stated <b>45:</b> Can skim a simple text to identify key concepts <b>45:</b> <i>Can skim a short text to identify its main purpose</i> <b>46:</b> Can generally understand straightforward factual texts on familiar topics <b>47:</b> Can get the gist of short texts on a range of topics <b>49:</b> Can identify the main topic and related ideas in a structured text <b>50:</b> <i>Can identify the key characteristics and structure of a limited range of factual text types (e.g. articles, instructions)</i>
	<b>Reading for information and argument:</b> Can recognise significant points in straightforward news articles on familiar subjects	<b>43:</b> <i>Can get the gist of news stories where the main information is in the form of numbers and names</i> <b>44:</b> Can scan short texts to locate specific information <b>48:</b> <i>Can extract information from newspaper headlines, if guided by questions</i> <b>50:</b> <i>Can identify the key characteristics and structure of a limited range of factual text types (e.g. articles, instructions)</i>



CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
		<b>52:</b> Can identify the main ideas in straightforward, structured magazine articles on familiar topics <b>56:</b> Can recognise significant points and arguments in straightforward newspaper articles on familiar topics
	<b>Reading for information and argument:</b> Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading	<b>45:</b> Can draw simple conclusions about the information given in a factual text on a familiar topic <b>46:</b> Can generally understand straightforward factual texts on familiar topics <b>49:</b> Can identify the main topic and related ideas in a structured text
	<b>Identifying cues and inferring:</b> Can make basic inferences or predictions about text content from headings, titles or headlines	<b>43:</b> Can make basic inferences or predictions about text content from headings, titles or headlines <b>56:</b> <i>Can find specific information in extended informational texts using text features such as headings and captions</i>
	<b>Identifying cues and inferring:</b> Can follow a line of argumentation or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand)	<b>43:</b> Can identify the connections between short phrases by recognising common linking words <b>45:</b> Can recognise the use of a range of basic linking words/phrases to introduce additional information in simple connected text (e.g. 'also', 'as well as', 'too') <b>57:</b> Can recognise the general line of a written argument though not necessarily all the details <b>57:</b> <i>Can recognise contrasting ideas in a structured text when signalled by discourse markers</i>
	<b>Identifying cues and inferring:</b> Can deduce the probable meaning of unknown words/signs in a text by identifying their constituent parts (e.g. identifying roots, lexical elements, suffixes and prefixes)	<b>46:</b> Can derive the probable meaning of simple unknown words from short, familiar contexts <b>48:</b> Can find the meaning of an unknown word using a range of strategies (e.g. from the context or a dictionary) <b>50:</b> Can understand the main idea of a passage using textual clues <b>52:</b> <i>Can guess the meaning of unfamiliar words from prefixes and suffixes</i>

CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
B2	<b>Overall reading comprehension:</b> Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively	<b>63:</b> Can scan a long text or a set of related texts in order to find specific information <b>63:</b> Can use reference materials to check factual information, when guidance on finding relevant sources of information is provided <b>63:</b> Can distinguish between the main and secondary points in extended informational texts related to general topics <b>66:</b> <i>Can summarise, comment on and discuss a wide range of factual and imaginative texts</i> <b>67:</b> <i>Can identify different styles, genres, and registers in written discourse</i>
	<b>Overall reading comprehension:</b> Has a broad active reading vocabulary, but may experience some difficulty with low- frequency idioms	<b>64:</b> Can guess the meaning of unknown idiomatic language from the context <b>70:</b> <i>Can understand complex, detailed correspondence, with occasional support from a dictionary</i>
	<b>Reading for information and argument:</b> Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted	<b>59:</b> Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way <b>65:</b> Can identify the writer's attitude and opinions in extended texts presenting thoughts, feelings and ideas <b>67:</b> Can understand differences and similarities between points of view in extended texts <b>68:</b> <i>Can recognise contrasting arguments in structured, discursive text</i>
	<b>Reading for information and argument:</b> Can recognise when a text provides factual information and when it seeks to convince readers of something	<b>60:</b> Can identify language used to persuade the reader <b>62:</b> Can understand the author's purpose and intended audience <b>71:</b> <i>Can distinguish between fact and opinion in complex formal contexts</i>
	<b>Reading for information and argument:</b> Can recognise different structures in discursive text: contrasting arguments, problem– solution presentation and cause–effect relationships	<b>59:</b> Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way <b>66:</b> Can identify the key structural characteristics of a range of text types <b>68:</b> Can recognise contrasting arguments in structured, discursive text

CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
	<b>Identifying cues and inferring:</b> Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues	<b>60:</b> <i>Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines</i> <b>61:</b> Can distinguish supporting details from the main points in a text <b>67:</b> <i>Can identify different styles, genres, and registers in written discourse</i> <b>68:</b> Can infer what will come next in an unstructured text by using contextual, grammatical and lexical cues <b>69:</b> Can quickly scan long, complex texts for key information
C1	<b>Overall reading comprehension:</b> Can understand in detail lengthy, complex texts, whether or not these relate to their own area of speciality, provided they can reread difficult sections	<b>74:</b> <i>Can get the gist of specialised articles and technical texts outside their field</i> <b>80:</b> <i>Can understand the details of long complex texts in their field without needing to reread</i>
	<b>Overall reading comprehension:</b> Can understand a wide variety of texts, including literary writings, newspaper or magazine articles, and publications, provided there are opportunities for rereading	<b>79:</b> Can understand complex arguments in newspaper articles
	<b>Reading for information and argument:</b> Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social or academic life, identifying finer points of detail including attitudes, and implied as well as stated opinions	<b>76:</b> Can infer the author's attitude in a linguistically complex academic text <b>77:</b> Can follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion <b>78:</b> Can extract information, ideas and opinions from highly specialised sources within their field <b>79:</b> Can identify different types of supporting details in a linguistically complex academic text <b>79:</b> Can identify inferred meaning in a linguistically complex text
	<b>Identifying cues and inferring:</b> Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions, and anticipate what will come next	<b>76:</b> <i>Can infer the author's attitude in a linguistically complex academic text</i>

## Matching gapped text (sentences)

<b>Cognitive processes</b>	Building a mental model
<b>Reading type</b>	Careful, global
<b>Input text</b>	Long text with five gaps representing missing sentences
<b>Response format</b>	Eight sentences
<b>Operation</b>	Match the missing sentence to the correct gap so that the text is coherent

<b>CEFR level</b>	<b>CEFR Can-Do statements</b>	<b>Aligned GSE Learning Objectives</b>
B1	<b>Overall reading comprehension:</b> Can read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension	<b>45:</b> Can skim a short text to identify its main purpose <b>45:</b> Can skim a simple text to identify key concepts <b>46:</b> Can generally understand straightforward factual texts on familiar topics <b>49:</b> Can identify the main topic and related ideas in a structured text <b>44:</b> Can identify facts and opinions in a simple text when explicitly stated <b>47:</b> Can get the gist of short texts on a range of topics <b>50:</b> <i>Can identify the key characteristics and structure of a limited range of factual text types (e.g. articles, instructions)</i>
	<b>Reading for information and argument:</b> Can recognise significant points in straightforward news articles on familiar subjects	<b>43:</b> <i>Can get the gist of news stories where the main information is in the form of numbers and names</i> <b>44:</b> Can scan short texts to locate specific information <b>48:</b> <i>Can extract information from newspaper headlines, if guided by questions</i>

CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
		<p><b>50:</b> Can identify the key characteristics and structure of a limited range of factual text types (e.g. articles, instructions)</p> <p><b>52:</b> Can identify the main ideas in straightforward, structured magazine articles on familiar topics</p> <p><b>56:</b> Can recognise significant points and arguments in straightforward newspaper articles on familiar topics</p>
	<b>Reading for information and argument:</b> Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading	<p><b>45:</b> Can draw simple conclusions about the information given in a factual text on a familiar topic</p> <p><b>46:</b> Can generally understand straightforward factual texts on familiar topics</p> <p><b>49:</b> Can identify the main topic and related ideas in a structured text</p>
	<b>Identifying cues and inferring:</b> Can make basic inferences or predictions about text content from headings, titles or headlines	<p><b>43:</b> Can make basic inferences or predictions about text content from headings, titles or headlines</p> <p><b>56:</b> Can find specific information in extended informational texts using text features such as headings and captions</p>
	<b>Identifying cues and inferring:</b> Can follow a line of argumentation or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand)	<p><b>43:</b> Can identify the connections between short phrases by recognising common linking words</p> <p><b>45:</b> Can recognise the use of a range of basic linking words/phrases to introduce additional information in simple connected text (e.g. 'also', 'as well as', 'too')</p> <p><b>57:</b> Can recognise the general line of a written argument though not necessarily all the details</p> <p><b>57:</b> Can recognise contrasting ideas in a structured text when signalled by discourse markers</p>
	<b>Identifying cues and inferring:</b> Can deduce the probable meaning of unknown words in a text by identifying their constituent parts (e.g. identifying roots, lexical elements, suffixes and prefixes)	<p><b>46:</b> Can derive the probable meaning of simple unknown words from short, familiar contexts</p>

CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
		<p><b>48:</b> Can find the meaning of an unknown word using a range of strategies (e.g. from the context or a dictionary)</p> <p><b>50:</b> Can understand the main idea of a passage using textual clues</p> <p><b>52:</b> <i>Can guess the meaning of unfamiliar words from prefixes and suffixes</i></p>

## Matching gapped text (paragraphs)

<b>Cognitive processes</b>	Creating a text-level structure
<b>Reading type</b>	Careful, global
<b>Input text</b>	Long text with five gaps representing missing paragraphs
<b>Response format</b>	Seven paragraphs
<b>Operation</b>	Match the missing paragraph to the correct gap so that the text is coherent

<b>CEFR level</b>	<b>CEFR Can-Do statements</b>	<b>Aligned GSE Learning Objectives</b>
C1	<b>Overall reading comprehension:</b> Can understand a wide variety of texts, including literary writings, newspaper or magazine articles, and publications, provided there are opportunities for rereading	<b>74:</b> <i>Can get the gist of specialised articles and technical texts outside their field</i> <b>79:</b> Can understand complex arguments in newspaper articles
	<b>Reading for information and argument:</b> Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social or academic life, identifying finer points of detail including attitudes, and implied as well as stated opinions	<b>76:</b> Can infer the author's attitude in a linguistically complex academic text <b>77:</b> Can follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion <b>78:</b> Can extract information, ideas and opinions from highly specialised sources within their field <b>79:</b> Can identify different types of supporting details in a linguistically complex academic text <b>79:</b> Can identify inferred meaning in a linguistically complex text
	<b>Identifying cues and inferring:</b> Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions, and anticipate what will come next	<b>76:</b> Can infer the author's attitude in a linguistically complex academic text

## Multiple matching

<b>Cognitive processes</b>	Building a mental model
<b>Reading type</b>	Expeditious, local – search reading
<b>Input text</b>	Four short texts on a related theme
<b>Response format</b>	Ten questions
<b>Operation</b>	Select the text that answers the question

<b>CEFR level</b>	<b>CEFR Can-Do statements</b>	<b>Aligned GSE Learning Objectives</b>
B2	<b>Overall reading comprehension:</b> Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively	<b>63:</b> Can scan a long text or a set of related texts in order to find specific information <b>63:</b> Can distinguish between the main and secondary points in extended informational texts related to general topics <b>63:</b> <i>Can use reference materials to check factual information, when guidance on finding relevant sources of information is provided</i> <b>67:</b> <i>Can identify different styles, genres, and registers in written discourse</i>
	<b>Overall reading comprehension:</b> Has a broad active reading vocabulary, but may experience some difficulty with low- frequency idioms	<b>64:</b> <i>Can guess the meaning of unknown idiomatic language from the context</i> <b>70:</b> <i>Can understand complex, detailed correspondence, with occasional support from a dictionary</i>
	<b>Reading for orientation:</b> Can scan quickly through long and complex texts, locating relevant details	<b>63:</b> Can scan a long text or a set of related texts in order to find specific information <b>69:</b> Can quickly scan long, complex texts for key information
	<b>Reading for orientation:</b> Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile	<b>62:</b> Can understand the author's purpose and intended audience <b>65:</b> <i>Can recognise the tone and intended audience of a structured text</i>



CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
	<b>Reading for information and argument:</b> Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted	<b>59:</b> <i>Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way</i> <b>65:</b> Can identify the writer's attitude and opinions in extended texts presenting thoughts, feelings and ideas <b>67:</b> <i>Can understand differences and similarities between points of view in extended texts</i> <b>68:</b> <i>Can recognise contrasting arguments in structured, discursive text</i>
	<b>Reading for information and argument:</b> Can recognise different structures in discursive text: contrasting arguments, problem– solution presentation and cause–effect relationships	<b>59:</b> Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way <b>66:</b> Can identify the key structural characteristics of a range of text types <b>68:</b> <i>Can recognise contrasting arguments in structured, discursive text</i>
	<b>Identifying cues and inferring:</b> Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues	<b>60:</b> <i>Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines</i> <b>61:</b> Can distinguish supporting details from the main points in a text <b>67:</b> <i>Can identify different styles, genres, and registers in written discourse</i> <b>68:</b> <i>Can infer what will come next in an unstructured text by using contextual, grammatical and lexical cues</i> <b>69:</b> Can quickly scan long, complex texts for key information

## Cross-text matching

<b>Cognitive processes</b>	Creating an intertextual representation
<b>Reading type</b>	Careful, global
<b>Input text</b>	Four short texts on a related theme
<b>Response format</b>	Four questions
<b>Operation</b>	Select the text that answers the question

<b>CEFR level</b>	<b>CEFR Can-Do statements</b>	<b>Aligned GSE Learning Objectives</b>
C1	<b>Overall reading comprehension:</b> Can understand in detail lengthy, complex texts, whether or not these relate to their own area of speciality, provided they can reread difficult sections	<b>74:</b> Can get the gist of specialised articles and technical texts outside their field <b>80:</b> Can understand the details of long complex texts in their field without needing to reread
	<b>Overall reading comprehension:</b> Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and academic publications, provided there are opportunities for rereading	<b>74:</b> Can get the gist of specialised articles and technical texts outside their field <b>79:</b> Can understand complex arguments in newspaper articles
	<b>Reading for orientation:</b> Can scan quickly through several sources (articles, reports, websites, books, etc) in parallel, in both their own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand	<b>79:</b> Can synthesise information from two or more linguistically complex texts in their field of specialisation <b>80:</b> <i>Can critically evaluate the quality of sources used in a linguistically complex text</i> <b>81:</b> <i>Can recognise multiple purposes in a linguistically complex academic text</i>
	<b>Reading for information and argument:</b> Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social or academic life,	<b>76:</b> Can infer the author's attitude in a linguistically complex academic text <b>77:</b> Can follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion

CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
	identifying finer points of detail, including attitudes, and implied as well as stated opinions	<b>78:</b> Can extract information, ideas and opinions from highly specialised sources within their field <b>79:</b> Can identify different types of supporting details in a linguistically complex academic text <b>79:</b> Can identify inferred meaning in a linguistically complex text
	<b>Identifying cues and inferring:</b> skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions, and anticipate what will come next	<b>76:</b> Can infer the author's attitude in a linguistically complex academic text

## PISA task types

PISA task type / CEFR level	Below A1	A1	A2	B1	B2	C1
Matching pictures and words						
Reading – Discrete definition with graphic						
Matching sentences						
Discrete gapped sentence						
Discrete multiple-choice						
Matching gapped text – sentences						
Multi-item multiple-choice						
Multiple matching						
Cross- text matching						
Matching gapped text – paragraphs						

## Key GSE Learning Objectives used in PISA alignment

<b>CEFR level</b>	<b>GSE Scale</b>	<b>GSE Learning Objectives</b>	<b>No of times used in alignment</b>
Below A1	14	Can identify very common food and drink on a menu.	2
	15	Can recognise familiar names, words and very basic phrases on simple notices.	2
	20	Can understand some simple, everyday signs (e.g. 'car park', 'station', 'bathroom').	2
	21	Can recognise single, familiar everyday words if supported by pictures.	2
	23	Can guess the meaning of a word from an accompanying picture.	2
A1	23	Can identify familiar words in short, simple texts.	3
	25	Can understand a few simple phrases related to familiar, everyday activities.	1
	27	Can understand basic phrases in short, simple texts.	2
		Can understand simple descriptions of places.	1
	28	Can understand short, simple messages about when and where to meet.	1
	29	Can understand familiar phrases in a simple text.	2
A2	30	Can understand short, simple texts about everyday activities.	2
	31	Can understand short, simple messages on postcards, emails and social networks.	1
	34	Can understand short, simple notes from family or friends communicating information of immediate relevance.	1
	35	Can identify the context of a short, simple text related to familiar situations.	1
	37	Can identify specific information in simple letters, brochures and short articles.	1
		Can identify specific information related to a familiar topic in a short, simple text.	1
		Can understand short, simple personal emails and letters.	1
B1	43	Can identify the connections between short phrases by recognising common linking words.	2
		Can make basic inferences or predictions about text content from headings, titles or headlines.	3
	44	Can identify facts and opinions in a simple text when explicitly stated.	3
		Can scan short texts to locate specific information.	2
	45	Can draw simple conclusions about the information given in a factual text on a familiar topic.	2

<b>CEFR level</b>	<b>GSE Scale</b>	<b>GSE Learning Objectives</b>	<b>No of times used in alignment</b>
		Can recognise the use of a range of basic linking words/phrases to introduce additional information in simple connected text (e.g. 'also', 'as well as', 'too').	2
		Can skim a short text to identify its main purpose.	2
		Can skim a simple text to identify key concepts.	2
	46	Can derive the probable meaning of simple unknown words from short, familiar contexts.	3
		Can generally understand straightforward factual texts on familiar topics.	5
		Can understand basic types of standard letters and emails on familiar topics (e.g. enquiries, complaints).	1
	47	Can get the gist of short texts on a range of topics.	3
	48	Can find the meaning of an unknown word using a range of strategies (e.g. from the context or a dictionary).	3
	49	Can identify the main topic and related ideas in a structured text.	5
	50	Can understand the main idea of a passage using textual clues.	3
	51	Can generally understand details of events, feelings and wishes in letters, emails and online postings.	1
	52	Can identify the main ideas in straightforward, structured magazine articles on familiar topics.	2
	56	Can recognise significant points and arguments in straightforward newspaper articles on familiar topics.	2
	57	Can recognise the general line of a written argument though not necessarily all the details.	2
B2	58	Can understand most correspondence relating to their field of interest.	1
	59	Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way.	3
	60	Can identify language used to persuade the reader.	1
	61	Can distinguish supporting details from the main points in a text.	2
	62	Can understand the author's purpose and intended audience.	2
	63	Can distinguish between the main and secondary points in extended informational texts related to general topics.	2

CEFR level	GSE Scale	GSE Learning Objectives	No of times used in alignment
		Can scan a long text or a set of related texts in order to find specific information.	3
		Can use reference materials to check factual information, when guidance on finding relevant sources of information is provided.	1
	64	Can guess the meaning of unknown idiomatic language from the context.	1
	65	Can identify the writer's attitude and opinions in extended texts presenting thoughts, feelings and ideas.	2
	66	Can identify the key structural characteristics of a range of text types.	2
	67	Can understand differences and similarities between points of view in extended texts.	1
	68	Can infer what will come next in an unstructured text by using contextual, grammatical and lexical cues.	1
		Can recognise contrasting arguments in structured, discursive text.	1
	69	Can quickly scan long, complex texts for key information.	3
C1	74	Can get the gist of specialised articles and technical texts outside their field.	1
	76	Can infer the author's attitude in a linguistically complex academic text.	5
	77	Can follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion.	3
	78	Can extract information, ideas and opinions from highly specialised sources within their field.	3
	79	Can identify different types of supporting details in a linguistically complex academic text.	3
		Can identify inferred meaning in a linguistically complex text.	3
		Can synthesise information from two or more linguistically complex texts in their field of specialisation.	1
		Can understand complex arguments in newspaper articles.	3

# Appendix 2: Listening

## Full GSE–PISA alignment tables

Where GSE Learning Objectives are shown in italics, they provide supporting or scaffolded help rather than a direct match.

### Discrete multiple-choice with graphics

<b>Cognitive processes</b>	Input decoding, lexical search, parsing
<b>Audio</b>	Short informal or neutral dialogue
<b>Response format</b>	Question and three picture options
<b>Operation</b>	Select the correct picture according to the audio

<b>CEFR level</b>	<b>CEFR Can-Do statements</b>	<b>Aligned GSE Learning Objectives</b>
<A1	<b>Overall oral comprehension:</b> Can understand short, very simple questions and statements, provided they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding, and repeated if necessary	<b>15:</b> <i>Can understand basic action words (e.g. 'clap', 'stamp', 'jump', 'walk')</i> <b>19:</b> Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly <b>19:</b> Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures <b>21:</b> Can understand basic personal details if given carefully and slowly <b>21:</b> Can understand basic questions about personal details if addressed slowly and clearly <b>21:</b> Can understand simple questions asking for basic information about objects in their immediate surroundings or in pictures (e.g. colour, size), if addressed slowly and clearly

CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
	<b>Overall oral comprehension:</b> Can recognise everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context	<b>10:</b> Can recognise a few familiar everyday words, if delivered slowly and clearly <b>10:</b> Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly <b>11:</b> <i>Can understand some basic words and phrases to show politeness (e.g. 'Please', 'Thank you', 'Excuse me', 'Sorry')</i> <b>15:</b> <i>Can understand basic action words (e.g. 'clap', 'stamp', 'jump', 'walk')</i> <b>16:</b> <i>Can understand very basic common classroom instructions</i> <b>17:</b> <i>Can recognise familiar expressions used to signal the beginning and end of activities in the classroom</i>
	<b>Overall oral comprehension:</b> Can recognise numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a defined, familiar everyday context	<b>10:</b> Can understand cardinal numbers from 1 to 20 <b>10:</b> Can recognise cardinal numbers up to 10 in short phrases and sentences spoken slowly and clearly <b>19:</b> Can recognise basic time words (e.g. days, months) in simple phrases or sentences <b>19:</b> Can understand cardinal numbers from 21 to 100 <b>20:</b> Can understand simple language related to prices and quantities <b>20:</b> <i>Can understand ordinal numbers from 1 to 100</i>
	<b>Identifying cues and inferring:</b> Can deduce the meaning of a word from an accompanying picture or icon	<b>16:</b> Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures <b>19:</b> Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures
A1	<b>Overall oral comprehension:</b> Can follow language that is very slow and carefully articulated, with long pauses for them to assimilate meaning	<b>25:</b> Can follow speech which is very slow and carefully articulated, with long pauses <b>29:</b> Can identify objects, places or people from short spoken descriptions
	<b>Overall oral comprehension:</b> Can recognise concrete information (e.g. places and times) on familiar topics encountered	<b>21:</b> <i>Can understand simple questions asking for basic information about objects in their immediate surroundings or in pictures (e.g. colour, size), if addressed slowly and clearly</i> <b>22:</b> <i>Can recognise basic time words (e.g. days, months) in simple phrases or sentences</i>



CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
	in everyday life, provided it is delivered slowly and clearly	<p><b>22:</b> <i>Can understand the main information when people introduce themselves (e.g. name, age, where they are from)</i></p> <p><b>23:</b> Can understand the time of day when expressed to within five minutes</p> <p><b>23:</b> Can understand the time of day when expressed to the quarter hour</p> <p><b>23:</b> <i>Can identify a caller's name and phone number from a short, simple telephone conversation</i></p> <p><b>25:</b> Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures</p> <p><b>26:</b> Can understand basic factual statements</p> <p><b>26:</b> Can recognise key information (e.g. place, time) about everyday events, if spoken slowly and clearly</p>
	<b>Understanding conversation between other people:</b> Can understand some expressions when people are discussing them, family, school, hobbies or surroundings, provided the delivery is slow and clear	<p><b>21:</b> Can understand simple language related to naming and describing family members</p> <p><b>24:</b> Can understand basic questions about objects in pictures or in their immediate surroundings</p> <p><b>26:</b> Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures</p> <p><b>27:</b> Can understand basic information about free time activities</p> <p><b>27:</b> Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures</p> <p><b>28:</b> <i>Can understand basic information about someone when introduced to them using simple language</i></p> <p><b>29:</b> Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts</p>
	<b>Understanding conversation between other people:</b> Can understand words and short sentences in a simple conversation (e.g. between a customer and a	<p><b>25:</b> <i>Can understand basic expressions or questions related to immediate personal needs, if delivered slowly and clearly</i></p> <p><b>26:</b> Can identify how much something costs in short, simple dialogues about the price, if delivered slowly and clearly</p>

CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
	salesperson in a shop), provided people communicate very slowly and very clearly	<b>27:</b> <i>Can understand basic information about prices, times, and dates in familiar contexts, if spoken slowly and clearly</i> <b>29:</b> Can follow simple, everyday transactions (e.g. shopping and eating out) if carried out slowly and clearly
	<b>Understanding announcements and instructions:</b> Can understand instructions addressed carefully and slowly to them and follow short, simple directions	<b>23:</b> Can understand short, simple instructions addressed carefully and slowly <b>26:</b> Can understand simple directions from X to Y on foot or public transport <b>26:</b> <i>Can understand simple spoken commands in a game or sport</i> <b>28:</b> Can understand simple directions, if spoken slowly and clearly
	<b>Understanding announcements and instructions:</b> Can understand when someone tells them slowly and clearly where something is, provided the object is in the immediate environment	<b>24:</b> Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures <b>24:</b> Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures
	<b>Identifying cues and inferring:</b> Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding [spoken] text is very simple, and on a familiar everyday subject	<b>31:</b> Can understand some unfamiliar words in a short description, if supported by pictures
A2	<b>Overall oral comprehension:</b> Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography), provided people articulate clearly and slowly	<b>30:</b> Can recognise phrases and content words related to basic personal and family information <b>31:</b> Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography) <b>33:</b> Can recognise simple phrases related to familiar topics in slow, clear speech <b>38:</b> <i>Can understand standard speech on familiar matters, with some repetition or reformulation</i> <b>38:</b> <i>Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly</i> <b>39:</b> Can identify key details in a simple recorded dialogue or narrative

CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
		<b>39:</b> Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts <b>39:</b> <i>Can understand the key details of hotel, restaurant, and transport reservations</i>
	<b>Understanding conversation between other people:</b> Can follow in outline short, simple social exchanges conducted very slowly and clearly	<b>32:</b> <i>Can understand information related to people's daily routines</i> <b>32:</b> <i>Can understand key information about arrangements in simple dialogues spoken slowly and clearly</i> <b>33:</b> Can follow short, simple social exchanges <b>33:</b> Can understand simple, everyday conversations if conducted slowly and clearly <b>33:</b> Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly <b>34:</b> Can understand the main information in simple conversations about hobbies and interests <b>35:</b> Can identify the context in which an everyday conversation is taking place <b>37:</b> Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly <b>37:</b> <i>Can identify activities occurring in the past in short, simple dialogues</i>
	<b>Understanding announcements and instructions:</b> Can understand simple directions on how to get from X to Y, by foot or public transport	<b>34:</b> <i>Can understand simple directions for how to get somewhere on foot, if spoken slowly and clearly and using a map</i> <b>37:</b> <i>Can understand simple directions on how to get somewhere by public transport, with reference to a map</i>
	<b>Understanding announcements and instructions:</b> Can understand basic instructions on times, dates and numbers, etc, and on routine tasks and assignments to be carried out	<b>32:</b> Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly <b>33:</b> <i>Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly</i> <b>33:</b> <i>Can identify key information (e.g. day, date, location) in short announcements about events, if spoken slowly and clearly</i> <b>34:</b> <i>Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly</i>

CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
		<b>41:</b> <i>Can follow detailed instructions to complete familiar tasks</i>
	<b>Identifying cues and inferring:</b> Can exploit numbers, dates, names, proper nouns, etc to identify the topic of a text	<b>32:</b> Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly <b>33:</b> <i>Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly</i> <b>35:</b> <i>Can extract key factual information such as prices, times and dates from a recorded phone message</i> <b>35:</b> <i>Can identify the context in which an everyday conversation is taking place</i> <b>38:</b> <i>Can make basic inferences in simple conversations on familiar everyday topics</i>

## Discrete multiple-choice with text

<b>Cognitive processes</b>	Parsing, meaning construction
<b>Audio</b>	Range of input – dialogue, monologue, news report, interview
<b>Response format</b>	Question/statement and three text-based options
<b>Operation</b>	Select the correct option according to the audio

<b>CEFR level</b>	<b>CEFR Can-Do statements</b>	<b>Aligned GSE Learning Objectives</b>
B1	<b>Overall oral comprehension:</b> Can understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at school, leisure, etc, including short narratives	<p><b>43:</b> Can follow the main points in a simple audio recording aimed at a general audience</p> <p><b>43:</b> <i>Can understand the main points of a short, informal interview on a familiar topic</i></p> <p><b>45:</b> <i>Can follow the main points of short talks on familiar topics if delivered in clear standard speech</i></p> <p><b>45:</b> <i>Can follow familiar topics if the speaker is clear and avoids idiomatic usage</i></p> <p><b>47:</b> Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech</p>
	<b>Understanding conversation between other people:</b> Can generally follow the main points of extended discussion around them, provided it is clearly articulated in standard language or a familiar variety	<p><b>44:</b> <i>Can follow everyday conversation, with some repetition of particular words and phrases</i></p> <p><b>46:</b> Can follow the main points of extended discussion around them if in standard speech</p> <p><b>46:</b> Can understand some details in extended dialogues on familiar everyday topics</p>

CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
	<b>Understanding audio media and recordings:</b> Can understand the main points of news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly	<b>43:</b> Can follow the main points in a simple audio recording aimed at a general audience <b>43:</b> <i>Can understand the main points of a short, informal interview on a familiar topic</i> <b>48:</b> <i>Can understand the main points of a simple podcast</i> <b>49:</b> <i>Can identify the main points of short, clear factual talks or presentations on familiar topics</i> <b>53:</b> <i>Can understand the key points about a radio programme on a familiar topic</i>
	<b>Understanding audio media and recordings:</b> Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the delivery is slow and clear	<b>47:</b> Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech <b>48:</b> <i>Can identify specific information in a simple presentation or lecture aimed at a general audience</i> <b>51:</b> Can distinguish between main ideas and supporting details in familiar, standard texts <b>52:</b> <i>Can extract the key details from extended informational monologues, if delivered in clear standard speech</i>
	<b>Identifying cues and inferring:</b> Can follow a line of argumentation or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand)	<b>43:</b> Can identify a simple chronological sequence in a recorded narrative or dialogue <b>44:</b> Can recognise a range of common linking words/phrases signalling the sequence of events in short, simple narratives <b>49:</b> <i>Can follow the linear structure of a short formal talk</i>
B2	<b>Overall oral comprehension:</b> Can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers	<b>59:</b> Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech <b>60:</b> <i>Can distinguish between relevant and irrelevant content in extended informal speech</i> <b>61:</b> Can understand scripted speech delivered quickly, if the accent is familiar

CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
		<p><b>65:</b> <i>Can understand cause and effect relationships in informal conversation at natural speed</i></p> <p><b>65:</b> Can understand the speaker's point of view on most topics delivered at natural speed and in standard language</p> <p><b>65:</b> <i>Can recognise that ideas in a linguistically complex presentation or lecture contrast when signalled by discourse markers</i></p> <p><b>71:</b> Can identify key information in linguistically complex conversations at natural speed</p> <p><b>74:</b> <i>Can follow an animated conversation between two fluent speakers</i></p>
	<b>Understanding conversation between other people:</b> Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety	<p><b>59:</b> Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech</p> <p><b>75:</b> <i>Can follow lines of argument in a linguistically complex presentation or lecture</i></p>
	<b>Understanding conversation between other people:</b> Can follow a chronological sequence in extended informal discourse, e.g. in a story or anecdote	<p><b>65:</b> Can follow chronological sequences in extended informal speech at natural speed</p>
	<b>Understanding audio media and recordings:</b> Can understand most documentaries and most other recorded or broadcast material delivered in the standard form of the language and can identify mood, attitude, etc	<p><b>60:</b> <i>Can understand most of a radio programme about a familiar topic</i></p> <p><b>63:</b> <i>Can recognise the speaker's point of view in a structured presentation</i></p> <p><b>64:</b> <i>Can understand TV documentaries, interviews, plays and most films in standard speech</i></p> <p><b>65:</b> <i>Can extract the main points from news items, etc with opinions, arguments and discussion</i></p> <p><b>70:</b> Can follow a wide range of factual and creative texts and summarise themes and opinions</p> <p><b>71:</b> Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues</p> <p><b>72:</b> <i>Can understand most TV news and current affairs programmes</i></p>

CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
	<b>Identifying cues and inferring:</b> Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues	<b>64:</b> Can understand main points and check comprehension by using contextual clues <b>69:</b> <i>Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture</i> <b>71:</b> <i>Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues</i> <b>72:</b> <i>Can understand the main points of complex academic/professional presentations</i> <b>75:</b> <i>Can recognise the use of emphasis to highlight significant points supporting an argument in a linguistically complex presentation or lecture</i>
C1	<b>Overall oral comprehension:</b> Can understand enough to follow extended discourse on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the variety is unfamiliar	<b>74:</b> <i>Can follow extended speech on abstract and complex topics outside their field, if able to ask for confirmation of details</i> <b>76:</b> Can follow a group discussion on complex, unfamiliar topics <b>79:</b> Can follow presentations on abstract and complex topics outside their field of interest
	<b>Overall oral comprehension:</b> Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts	<b>79:</b> Can understand stories being told by a fluent speaker using colloquial language <b>83:</b> Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts
	<b>Overall oral comprehension:</b> Can follow extended discourse even when it is not clearly structured and when relationships are only implied and not signalled explicitly	<b>73:</b> Can follow extended speech expressing unstructured ideas and thoughts <b>79:</b> Can understand implied meaning in a linguistically complex presentation or lecture
	<b>Understanding conversation between other people:</b> Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex, unfamiliar topics	<b>76:</b> Can follow a group discussion on complex, unfamiliar topics



CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
	<b>Understanding conversation between other people:</b> Can identify the attitude of each participant in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in varieties that are familiar	<b>81:</b> Can infer meaning, opinion, attitude, etc in fast-paced conversations between fluent speakers <b>81:</b> Can recognise a speaker's feelings or attitude in linguistically complex speech
	<b>Understanding audio media and recordings:</b> Can understand a wide range of recorded and broadcast material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between people	<b>78:</b> <i>Can understand most of a linguistically complex podcast</i> <b>82:</b> Can understand the details in a linguistically complex audio recording
	<b>Identifying cues and inferring:</b> Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next	<b>71:</b> <i>Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues</i> <b>77:</b> <i>Can recognise coherence devices and follow complex arguments on unfamiliar topics</i>

## Multi-item multiple-choice

<b>Cognitive processes</b>	Parsing, meaning construction, discourse construction
<b>Input text</b>	Long text
<b>Audio</b>	Range of input – dialogue, extract from a news programme, interview
<b>Response format</b>	Five questions / statements and three text-based options
<b>Operation</b>	Select the correct option according to the audio

<b>CEFR level</b>	<b>CEFR Can-Do statements</b>	<b>Aligned GSE Learning Objectives</b>
B1	Overall oral comprehension: Can understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at school, leisure, etc, including short narratives	<p><b>43:</b> Can follow the main points in a simple audio recording aimed at a general audience</p> <p><b>43:</b> <i>Can understand the main points of a short, informal interview on a familiar topic</i></p> <p><b>45:</b> <i>Can follow the main points of short talks on familiar topics if delivered in clear standard speech</i></p> <p><b>45:</b> <i>Can follow familiar topics if the speaker is clear and avoids idiomatic usage</i></p> <p><b>47:</b> Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech</p>
	<b>Understanding conversation between other people:</b> Can generally follow the main points of extended discussion around them, provided it is clearly articulated in standard language or a familiar variety	<p><b>44:</b> <i>Can follow everyday conversation, with some repetition of particular words and phrases</i></p> <p><b>46:</b> Can follow the main points of extended discussion around them if in standard speech</p>

CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
		<b>46:</b> Can understand some details in extended dialogues on familiar everyday topics
	<b>Understanding audio media and recordings:</b> Can understand the main points of news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly	<b>43:</b> <i>Can follow the main points in a simple audio recording aimed at a general audience</i> <b>43:</b> <i>Can understand the main points of a short, informal interview on a familiar topic</i> <b>48:</b> <i>Can understand the main points of a simple podcast</i> <b>49:</b> <i>Can identify the main points of short, clear factual talks or presentations on familiar topics</i> <b>53:</b> <i>Can understand the key points about a radio programme on a familiar topic</i>
	<b>Understanding audio media and recordings:</b> Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the delivery is slow and clear	<b>47:</b> Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech <b>48:</b> <i>Can identify specific information in a simple presentation or lecture aimed at a general audience</i> <b>51:</b> Can distinguish between main ideas and supporting details in familiar, standard texts <b>52:</b> <i>Can extract the key details from extended informational monologues, if delivered in clear standard speech</i>
	<b>Identifying cues and inferring:</b> Can follow a line of argumentation or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand)	<b>43:</b> Can identify a simple chronological sequence in a recorded narrative or dialogue <b>44:</b> Can recognise a range of common linking words/phrases signalling the sequence of events in short, simple narratives <b>49:</b> <i>Can follow the linear structure of a short formal talk</i>
C1	<b>Overall oral comprehension:</b> Can understand enough to follow extended discourse on abstract and complex topics	<b>74:</b> <i>Can follow extended speech on abstract and complex topics outside their field, if able to ask for confirmation of details</i> <b>76:</b> Can follow a group discussion on complex, unfamiliar topics

CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
	beyond their own field, though they may need to confirm occasional details, especially if the variety is unfamiliar	<b>79:</b> <i>Can follow presentations on abstract and complex topics outside their field of interest</i>
	<b>Overall oral comprehension:</b> Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts	<b>79:</b> <i>Can understand stories being told by a fluent speaker using colloquial language</i> <b>83:</b> <i>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts</i>
	<b>Overall oral comprehension:</b> Can follow extended discourse even when it is not clearly structured and when relationships are only implied and not signalled explicitly	<b>73:</b> <i>Can follow extended speech expressing unstructured ideas and thoughts</i> <b>79:</b> <i>Can understand implied meaning in a linguistically complex presentation or lecture</i>
	<b>Understanding conversation between other people:</b> Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex, unfamiliar topics	<b>76:</b> <i>Can follow a group discussion on complex, unfamiliar topics</i>
	<b>Understanding conversation between other people:</b> Can identify the attitude of each participant in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in varieties that are familiar	<b>81:</b> <i>Can infer meaning, opinion, attitude, etc in fast-paced conversations between fluent speakers</i> <b>81:</b> <i>Can recognise a speaker's feelings or attitude in linguistically complex speech</i>
	<b>Understanding audio media and recordings:</b> Can understand a wide range of recorded and broadcast material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between people	<b>78:</b> <i>Can understand most of a linguistically complex podcast</i> <b>82:</b> <i>Can understand the details in a linguistically complex audio recording</i>
	<b>Identifying cues and inferring:</b> Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions, and anticipate what will come next	<b>71:</b> <i>Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues</i> <b>77:</b> <i>Can recognise coherence devices and follow complex arguments on unfamiliar topics</i>

## PISA task types

PISA task type / CEFR level	Below A1	A1	A2	B1	B2	C1
Listening – Discrete multiple-choice with graphics						
Discrete multiple-choice with text						
Multi-item multiple-choice						

## Key GSE Learning Objectives used in PISA alignment

CEFR level	GSE Scale	GSE Learning Objectives	No of times used in alignment
Below A1	10	Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly.	1
		Can recognise a few familiar everyday words, if delivered slowly and clearly.	1
		Can recognise cardinal numbers up to 10 in short phrases and sentences spoken slowly and clearly.	1
		Can understand cardinal numbers from 1 to 20.	1
	16	Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures.	1
	19	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly.	1
		Can recognise basic time words (e.g. days, months) in simple phrases or sentences.	1
		Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures.	2
		Can understand cardinal numbers from 21 to 100.	1
	20	Can understand simple language related to prices and quantities.	1
	21	Can understand basic personal details if given carefully and slowly.	1
		Can understand basic questions about personal details if addressed slowly and clearly.	1

<b>CEFR level</b>	<b>GSE Scale</b>	<b>GSE Learning Objectives</b>	<b>No of times used in alignment</b>
		Can understand simple questions asking for basic information about objects in their immediate surroundings or in pictures (e.g. colour, size), if addressed slowly and clearly.	1
A1	21	Can understand simple language related to naming and describing family members.	1
	23	Can understand short, simple instructions addressed carefully and slowly.	1
		Can understand the time of day when expressed to the quarter hour.	1
		Can understand the time of day when expressed to within five minutes.	1
	24	Can understand basic questions about objects in pictures or in their immediate surroundings.	1
		Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures.	1
		Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures.	1
	25	Can follow speech which is very slow and carefully articulated, with long pauses.	1
		Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.	1
	26	Can identify how much something costs in short, simple dialogues about the price, if delivered slowly and clearly.	1
		Can recognise key information (e.g. place, time) about everyday events, if spoken slowly and clearly.	1
		Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.	1
		Can understand basic factual statements.	1
		Can understand simple directions from X to Y on foot or public transport.	1
	27	Can understand basic information about free time activities.	1
		Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.	1
	28	Can understand simple directions, if spoken slowly and clearly.	1
	29	Can follow simple, everyday transactions (e.g. shopping and eating out) if carried out slowly and clearly.	1

CEFR level	GSE Scale	GSE Learning Objectives	No of times used in alignment
A2		Can identify objects, places or people from short spoken descriptions.	1
		Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts.	1
	31	Can understand some unfamiliar words in a short description, if supported by pictures.	1
	30	Can recognise phrases and content words related to basic personal and family information.	1
	31	Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography).	1
	32	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly.	2
	33	Can follow short, simple social exchanges.	1
		Can recognise simple phrases related to familiar topics in slow, clear speech.	1
		Can understand simple, everyday conversations if conducted slowly and clearly.	1
		Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.	1
	34	Can understand the main information in simple conversations about hobbies and interests.	1
	35	Can identify the context in which an everyday conversation is taking place.	1
	37	Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly.	1
	39	Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts.	1
		Can identify key details in a simple recorded dialogue or narrative.	1
B1	43	Can follow the main points in a simple audio recording aimed at a general audience.	3
		Can identify a simple chronological sequence in a recorded narrative or dialogue.	2
	44	Can recognise a range of common linking words/phrases signalling the sequence of events in short, simple narratives.	2
	46	Can follow the main points of extended discussion around them if in standard speech.	2
		Can understand some details in extended dialogues on familiar everyday topics.	2

<b>CEFR level</b>	<b>GSE Scale</b>	<b>GSE Learning Objectives</b>	<b>No of times used in alignment</b>
	47	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech.	4
	51	Can distinguish between main ideas and supporting details in familiar, standard texts.	2
B2	59	Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech.	2
	61	Can understand scripted speech delivered quickly, if the accent is familiar.	1
	64	Can understand main points and check comprehension by using contextual clues.	1
	65	Can follow chronological sequences in extended informal speech at natural speed.	1
		Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.	1
	70	Can follow a wide range of factual and creative texts and summarise themes and opinions.	1
	71	Can identify key information in linguistically complex conversations at natural speed.	1
		Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues.	1
C1	73	Can follow extended speech expressing unstructured ideas and thoughts.	1
	76	Can follow a group discussion on complex, unfamiliar topics.	4
	79	Can follow presentations on abstract and complex topics outside their field of interest.	1
		Can understand implied meaning in a linguistically complex presentation or lecture.	2
		Can understand stories being told by a fluent speaker using colloquial language.	1
	81	Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers.	2
		Can recognise a speaker's feelings or attitude in linguistically complex speech.	2
	82	Can understand the details in a linguistically complex audio recording.	2
	83	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.	2



# Appendix 3: Speaking

## Full GSE–PISA alignment tables

Where GSE Learning Objectives are shown in *italics*, they provide supporting or scaffolded help rather than a direct match.

### Part 1: Read aloud

CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
All	NA	<b>20:</b> <i>Can read aloud familiar single words</i>
		<b>26:</b> <i>Can read aloud short, familiar fixed expressions in a way that can be understood</i>
		<b>29:</b> <i>Can read aloud short, familiar phrases with intelligible pronunciation</i>
		<b>35:</b> <i>Can read aloud a short, simple story in a way that can be understood</i>

## Parts 2–5: Odd one out, Long turn – picture, Storytelling, Long turn

CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
<A1	<b>Overall oral production:</b> Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality)	<b>12:</b> Can introduce themselves using a basic phrase (e.g. 'My name's ') <b>13:</b> Can say what nationality they are using a basic phrase <b>14:</b> <i>Can spell out their own name and address</i> <b>15:</b> <i>Can say other people's nationalities</i> <b>16:</b> Can give very limited personal information using basic fixed expressions <b>16:</b> Can say what country they are from using a basic phrase <b>19:</b> Can answer short, simple questions related to basic personal information, using a single word or phrase
A1	<b>Overall oral production:</b> Can produce simple, mainly isolated phrases about people and places	<b>22:</b> Can say where they and other people are in a limited way <b>22:</b> <i>Can name items of clothing if supported by pictures</i> <b>23:</b> <i>Can name common parts of the body</i> <b>23:</b> <i>Can describe the size of everyday objects using a basic phrase (e.g. 'It's big')</i> <b>24:</b> Can describe someone's physical appearance using one or two words <b>27:</b> <i>Can say how someone is feeling using single words, if guided by questions or prompts</i> <b>28:</b> <i>Can draw simple conclusions about people in pictures (e.g. 'he's happy'), using a limited range of fixed expressions</i> <b>28:</b> <i>Can answer simple questions about the location of people or things in a limited way</i> <b>29:</b> <i>Can say who something belongs to</i> <b>29:</b> <i>Can answer simple questions about very familiar topics, if delivered slowly and clearly</i> <b>29:</b> <i>Can describe someone's physical appearance in a basic way, if guided by questions or prompts</i>
A2	<b>Overall oral production:</b> Can give simple description or presentation of people, living or working conditions, daily routines, likes and dislikes, etc as a short	<b>30:</b> Can describe a person's hobbies and activities using simple language <b>30:</b> Can describe someone's likes or dislikes in a simple way <b>30:</b> <i>Can give a short description of their home, family and job, given some help with vocabulary</i> <b>30:</b> <i>Can talk about familiar topics using a few basic words and phrases</i> <b>30:</b> <i>Can initiate and respond to simple statements on very familiar topics</i> <b>31:</b> Can talk about everyday things (e.g. people, places, job, study) in a basic way

CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
	series of simple phrases and sentences linked into a list	<p><b>31:</b> Can describe what someone is wearing using a limited range of expressions</p> <p><b>31:</b> Can talk about furniture and rooms using simple language</p> <p><b>31:</b> Can describe their daily routines in a simple way</p> <p><b>31:</b> Can describe common everyday objects using simple language</p> <p><b>31:</b> Can answer simple questions about habits and daily routines</p> <p><b>31:</b> Can describe where someone lives in a basic way</p> <p><b>33:</b> Can describe the appearance of a person or animal using simple language</p> <p><b>33:</b> Can describe basic activities or events that are happening at the time of speaking</p> <p><b>33:</b> Can describe familiar activities, given visual support</p> <p><b>34:</b> Can describe people's everyday lives using a short series of simple phrases and sentences</p> <p><b>34:</b> Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly</p> <p><b>34:</b> Can use simple language to describe people's appearance</p> <p><b>34:</b> Can give simple opinions using basic fixed expressions</p> <p><b>34:</b> Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions</p> <p><b>36:</b> Can communicate in routine tasks requiring simple, direct exchanges of information</p> <p><b>37:</b> Can describe everyday activities in town (e.g. buying food at the supermarket, borrowing a book from the library) using simple language</p> <p><b>38:</b> Can describe habits and routines</p> <p><b>38:</b> Can give an extended description of everyday topics (e.g. people, places, experiences)</p> <p><b>38:</b> Can give the location of common shops or amenities in a town, using simple language, with reference to a map</p> <p><b>39:</b> Can describe basic differences between two pictures showing familiar activities, using simple language</p>

CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
B1	<b>Overall oral production:</b> Can reasonably fluently sustain description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points	<p><b>43:</b> Can describe the position of things in a picture using a range of fixed expressions (e.g. 'in the foreground/background', 'at the back')</p> <p><b>44:</b> Can give a short talk about a familiar topic, with visual support</p> <p><b>45:</b> Can give brief reasons and explanations, using simple language</p> <p><b>45:</b> Can convey simple relevant information emphasising the most important point</p> <p><b>45:</b> Can express belief, opinion, agreement and disagreement politely</p> <p><b>45:</b> Can use basic discourse markers to structure a short presentation</p> <p><b>47:</b> Can describe events, real or imagined</p> <p><b>47:</b> Can give straightforward descriptions on a variety of familiar subjects</p> <p><b>47:</b> Can describe past events or experiences, using simple descriptive language to add interest</p> <p><b>47:</b> Can give a short description with logically connected facts, given a model</p> <p><b>48:</b> Can give brief reasons for their opinions on familiar topics</p> <p><b>49:</b> Can add detail to descriptions of everyday topics (e.g. people, places, experiences) using a range of nouns and verbs</p> <p><b>50:</b> Can give their opinions on general topics, using a range of fixed expressions</p>
B2	<b>Overall oral production:</b> Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas as subsidiary points and relevant examples	<p><b>59:</b> Can exchange information on a wide range of topics within their field with some confidence</p> <p><b>60:</b> Can justify and sustain views clearly by providing relevant explanations and arguments</p> <p><b>61:</b> Can describe what they would do and how they would react to situations in a text</p> <p><b>63:</b> Can give a clear, detailed spoken description of how to carry out a procedure</p> <p><b>63:</b> Can develop an argument giving reasons in support of or against a particular point of view</p> <p><b>66:</b> Can give clear, detailed descriptions on a wide range of familiar subjects</p> <p><b>71:</b> Can give well-structured, detailed presentations on a wide range of familiar subjects</p> <p><b>71:</b> Can use a variety of linking words efficiently to mark clearly the relationships between ideas</p> <p><b>72:</b> Can describe places in detail using linguistically complex language</p> <p><b>75:</b> Can express attitudes using linguistically complex language</p>

CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
C1	<b>Overall oral production:</b> Can give clear, detailed descriptions on complex subjects, integrating subthemes, developing particular points and rounding off with an appropriate conclusion	<p><b>77:</b> <i>Can justify a point of view using linguistically complex language</i></p> <p><b>78:</b> <i>Can give a detailed account of a complex subject, ending with a clear conclusion</i></p> <p><b>78:</b> <i>Can give reasons and explanations for their opinions using linguistically complex language</i></p> <p><b>78:</b> <i>Can conclude a discursive argument using a range of linguistic devices</i></p> <p><b>79:</b> <i>Can contribute fluently and naturally to a conversation about a complex or abstract topic</i></p> <p><b>80:</b> <i>Can participate in discussions using linguistically complex language to compare, contrast and summarise information</i></p>

## Parts 1–5: Read aloud, Odd one out, Long turn – picture, Storytelling, Long turn

CEFR level	CEFR Can-Do statements	Aligned GSE Learning Objectives
A1	<b>Overall phonological control:</b> Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group	<b>26:</b> <i>Can read aloud short, familiar fixed expressions in a way that can be understood</i>
	<b>Overall phonological control:</b> Can reproduce correctly a limited range of sounds as well as stress for simple, familiar words and phrases	<b>25:</b> <i>Can accurately repeat clearly spoken words, phrases, and short sentences</i> <b>29:</b> <i>Can read aloud short, familiar phrases with intelligible pronunciation</i>
A2	<b>Overall phonological control:</b> Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time A strong influence from the other language(s) they speak on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors Nevertheless, pronunciation of familiar words is clear	<b>41:</b> <i>Can speak with appropriate intonation to correctly convey intended meaning</i> <b>41:</b> <i>Can act out a simple role-play or dialogue with correct intonation</i>
B1	<b>Overall phonological control:</b> Pronunciation is generally intelligible; intonation and stress at both utterance and word levels do not prevent understanding of the message Accent is usually influenced by the other language(s) they speak	None available
B2	<b>Overall phonological control:</b> Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility	<b>65:</b> <i>Can use intonation to indicate various degrees of certainty during a discussion</i>
C1	<b>Overall phonological control:</b> Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout Can articulate virtually all the sounds of the target language; some features of accent(s) retained from other language(s) may be noticeable, but they do not affect intelligibility	None available

## PISA task types

PISA task type / CEFR level	Below A1	A1	A2	B1	B2	C1
Part 1: Read aloud						
Part 2: Odd one out						
Part 3: Long turn – picture						
Part 4: Storytelling						
Part 5: Long turn						

## Key GSE Learning Objectives used in PISA alignment

CEFR level	GSE Scale	GSE Learning Objectives	No of times used in alignment
Below A1	12	Can introduce themselves using a basic phrase (e.g. 'My name's ...').	1
	13	Can say what nationality they are using a basic phrase.	1
	16	Can give very limited personal information using basic fixed expressions.	1
		Can say what country they are from using a basic phrase.	1
	19	Can answer short, simple questions related to basic personal information, using a single word or phrase.	1
A1	22	Can say where they and other people are in a limited way.	1
	24	Can describe someone's physical appearance using one or two words.	1
A2	30	Can describe a person's hobbies and activities using simple language.	1
		Can describe someone's likes or dislikes in a simple way.	1
	31	Can talk about everyday things (e.g. people, places, job, study) in a basic way.	1
	33	Can describe the appearance of a person or animal using simple language.	1
	34	Can describe people's everyday lives using a short series of simple phrases and sentences.	1
	38	Can describe habits and routines.	1
		Can give an extended description of everyday topics (e.g. people, places, experiences).	1

<b>CEFR level</b>	<b>GSE Scale</b>	<b>GSE Learning Objectives</b>	<b>No of times used in alignment</b>
B1	47	Can describe events, real or imagined.	1
		Can give straightforward descriptions on a variety of familiar subjects.	1
	49	Can add detail to descriptions of everyday topics (e.g. people, places, experiences) using a range of nouns and verbs.	1
B2	66	Can give clear, detailed descriptions on a wide range of familiar subjects.	1
	72	Can describe places in detail using linguistically complex language.	1



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