

# Alignment of the National Reporting System for Adult Education Standards to the Global Scale of English



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## Alignment of the National Reporting System for Adult Education Standards to the Global Scale of English

This report outlines the alignment of the National Reporting System for Adult Education (NRS) standards to the Global Scale of English (GSE), an international standard and scale used to measure the English proficiency of language learners. The report provides an overview of the Global Scale of English, the methodology used for the alignment and a table showing the NRS alignment to the GSE.

### About the Global Scale of English

The Global Scale of English (GSE) is a standardized scale which measures English language proficiency and is psychometrically aligned to the Common European Framework of Reference for Languages (CEFR, 2001). The scale, which ranges from 10 to 90, is designed to motivate learners by accurately demonstrating small increments in progress – within and across CEFR levels. Using the GSE, teachers can match a student to the right course materials to suit their exact level and learning goals. The GSE serves as a standard against which English language courses and assessments worldwide can be benchmarked.

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CEFR level	GSE Scale
Pre-A1	10 – 21
A1	22 – 29
A2	30 – 35
A2+	36 – 42
B1	43 – 50
B1+	51 – 58
B2	59 – 66
B2+	67 – 75
C1	76 – 84
C2	85 – 90

Table 1: The relationship between the GSE Scale and the CEFR

The GSE Learning Objectives are aligned to the GSE proficiency scale and describe what a learner can do at different levels of proficiency on the scale. The work to develop the GSE Learning Objectives builds upon the research carried out by Brian North and the Council of Europe in creating the CEFR, with GSE Learning Objectives following the same “Can Do” formula found in the CEFR. More information about the development of the Global Scale of English can be found in this [\*\*white paper\*\*](#).

To address the specific needs of learners studying English for different purposes, GSE Learning Objectives have been developed for five different learner audiences: adults studying on a general English course, adults studying academic English, adults studying English for the workplace, Young Learners (aged 6-14) and Very Young Learners (aged 3-5). The main learning objectives used for this alignment study were the GSE Learning Objectives for Adult Learners. The full set of GSE Learning Objectives for Adults can be found [\*\*here\*\*](#).

For more information about the Global Scale of English, visit our website at [\*\*pearson.com\*\*](https://www.pearson.com)

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## Alignment of the NRS standards to the GSE

### Methodology

#### Arriving at a guide range for NRS levels

As a first step in the alignment process, an estimated CEFR level was established for each NRS level. This was achieved using an existing alignment of NRS levels to the Lexile Framework for Reading (US Department of Education, 2016). Whilst the Lexile Framework is a measure of reading only, it has been aligned to the CEFR in a separate validated study (Jing Wei, Alistair van Moere, 2021). The estimated CEFR level of each NRS level was used as a guide only, and the final levelling validated through the alignment of the NRS descriptors to the GSE.

The table below shows the amalgamated information from the two studies mentioned above. The final column indicates the estimated CEFR guide range for each NRS level, based on the two sets of data.

NRS Levels	Lexile equivalence for NRS levels	CEFR Level	Lexile range for each CEFR level	Estimated CEFR level for NRS levels
Level 1: Beginning Literacy	<420	A1	<535L	Pre-A1 – A1
Level 2: Beginning Basic	420 – 820	A2	540L – 800L	A2 – low A2+
Level 3: Low Intermediate	740 – 1010	B1	805L – 1090L	A2+ – B1
Level 4: High Intermediate	925 – 1185	B1	805L – 1090L	B1+
Level 5: Low Adult Secondary	1050 – 1335	B2	1095L – 1320L	B2 – low B2+
Level 6: High Adult Secondary	1185 – 1385	C1	1325L – 1460L	High B2+ – C1

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## Dividing NRS descriptors into descriptor segments

NRS level descriptors are presented as paragraphs of running text for each level. To facilitate the alignment process, the paragraphs of text were divided into smaller sections of information for each skill (henceforth referred to as descriptor segments). The wording from the NRS descriptors was retained verbatim.

NRS level descriptors are divided into: Reading, Writing, Speaking & Listening, Language. The Speaking & Listening descriptor segments were aligned separately to both GSE Learning Objectives for Speaking and GSE Learning Objectives for Listening. Descriptor segments from the Language section were aligned to GSE Grammar Learning Objectives in addition to the learning objectives for the four skills.

## Alignment

The study to align NRS standards to the GSE followed a process that has been used to align a number of international assessments, standards and institutional curricula.

1. All NRS descriptor segments were entered into a spreadsheet.
2. Key words from the descriptor segments were used to search for related GSE Learning Objectives in the General Adult set of learning objectives. Where no suitable GSE Learning Objective for Adult Learners was found, a GSE Learning Objective for Young Learners was selected. The values of these GSE Learning Objectives for Young Learners are shown in italics to indicate that the GSE value is to be considered provisional for an Adult audience.
3. The GSE Learning Objective providing the closest possible match was selected, using the estimated CEFR range for each NRS level as a guide. In order to provide a full alignment, multiple GSE Learning Objectives were selected for each NRS descriptor segment where possible.
4. The final list of GSE Learning Objectives was analyzed to see how many learning objectives were at each CEFR level to provide an overview of the distribution of learning objectives across levels.
5. The basic mean of all the learning objectives was calculated and a standard statistical deviation of +/- three was applied to find the upper and lower ends of the level range

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## NRS: GSE range calculations

The full alignment of NRS descriptor segments to GSE Learning Objectives is given in the Appendix. The table below shows the final GSE ranges and corresponding CEFR levels to the NRS level descriptors.

Level NRS	GSE range	CEFR level
Level 1: Beginning Literacy	15 – 30	Pre-A1 – A1
Level 2: Beginning Basic	29 – 42	A2 – A2+
Level 3: Low Intermediate	41 – 52	B1
Level 4: High Intermediate	50 – 60	B1+
Level 5: Low Adult Secondary	59 – 69	B2 – B2+
Level 6: High Adult Secondary	69 – 84	B2+ – C1



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## Appendix

The following tables show the detailed alignment of NRS level descriptors to GSE Learning Objectives.

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## NRS Level 1: Beginning Literacy

### Reading

Individuals ready to exit the Beginning Literacy Level comprehend how print corresponds to spoken language and are able to demonstrate understanding of spoken words, syllables, and sound-letter relationships (phonetic patterns), including consonant digraphs and blends. In particular, students at this level are able to recognize and produce rhyming words, blend and segment onsets and rhymes, isolate and pronounce initial, medial, and final sounds, add or substitute individual sounds, and blend and segment single syllable words. They are able to decode two-syllable words following basic patterns as well as recognize common high frequency words by sight. Individuals are able to read simple decodable texts with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in texts with clear and explicit context. Individuals ready to exit this level are able to determine main ideas, retell key details, and ask and answer questions about key details in simple texts. Individuals are also able to use the illustrations in the text(s), whether print or digital, to describe its key ideas (e.g., maps, charts, photographs, cartoons). They also are able to use text features, both print and digital, to locate key facts or information. When listening to text above their current independent reading level, they are able to identify the reasons an author gives to support points in a text, describe the connections between ideas within a text, and examine the basic similarities in and differences between two texts on the same topic.

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
Individuals ready to exit this level are able to recognize and produce rhyming words blend and segment onsets and rhymes, isolate and pronounce initial, medial, and final sounds, add or substitute individual sounds, and blend and segment single syllable words. They are able to decode two-syllable words following basic patterns.	Can identify individual sounds within simple words.	25	A1 (22-29)
	Can identify the initial sound in simple words.	14	Below A1 (10-21)
	Can combine single letter sounds to read simple words.	18	Below A1 (10-21)
	Can identify the individual vowel and consonant sounds in simple words, if supported by pictures.	21	Below A1 (10-21)
They can recognize common high frequency words by sight, read simple decodable texts with accuracy, appropriate rate, and expression. They can determine the meaning of words and phrases in texts with clear and explicit context, determine main ideas, retell key details, ask and answer questions about key details in simple texts.	Can identify very common food and drink on a menu.	14	Below A1 (10-21)
	Can recognise familiar names, words and very basic phrases on simple notices.	15	Below A1 (10-21)
	Can understand basic phrases in short, simple texts.	27	A1 (22-29)
	Can understand familiar phrases in a simple text.	29	A1 (22-29)
	Can guess the meaning of a word from an accompanying picture.	23	A1 (22-29)
	Can understand basic sentences describing everyday objects (e.g. colour, size), given visual support.	23	A1 (22-29)
	Can understand simple descriptions of places.	27	A1 (22-29)
	Can follow basic instructions for making something simple.	28	A1 (22-29)
	Can understand short, simple messages about when and where to meet.	28	A1 (22-29)
	Can understand familiar phrases in a simple text.	29	A1 (22-29)
	Can understand simple phrases related to familiar, everyday activities.	29	A1 (22-29)
	Can follow simple instructions to carry out a straightforward task.	29	A1 (22-29)
	Can understand basic factual statements relating to pictures or simple texts.	29	A1 (22-29)

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
They can use the illustrations in the text(s), whether print or digital, to describe its key ideas (e.g., maps, charts, photographs, cartoons) and use text features, both print and digital, to locate key facts or information.	Can understand a simple travel itinerary, including places, dates, and times.	24	A1 (22-29)
	Can understand a simple timesheet.	25	A1 (22-29)
	Can understand short, simple descriptions of objects, people and animals, given visual support.	25	A1 (22-29)
	Can follow short, simple written directions (e.g. to go from X to Y).	26	A1 (22-29)
	Can understand short written notices, signs and instructions with visual support.	27	A1 (22-29)
	Can identify key information in short, simple factual texts from the headings and pictures.	35	A2 (30-35)
When listening to text above their current independent reading level, they are able to identify the reasons an author gives to support points in a text, describe the connections between ideas within a text and examine the basic similarities in and differences between two texts on the same topic.	Can recognise the use of simple linking words e.g. 'and', 'so', or 'but' to connect ideas in a short phrase or sentence.	34	A2 (30-35)
	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions.	37	A2+ (36-42)
	Can recognise the use of 'because' to signal the relationship between an action and a reason or explanation.	38	A2+ (36-42)

## Writing

Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as they compose simple sentences or phrases. This includes writing simple informative texts in which they supply some facts about a topic and narratives that include some details regarding what happened. They use simple transition and temporal words to signal event order (e.g., so, and, because, when, next, finally). With support, they are able to gather and use information from provided sources, both print and digital, to answer a simple research question.

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
<p>Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as they compose simple sentences or phrases. This includes writing simple informative texts in which they supply some facts about a topic and narratives that include some details regarding what happened. They use simple transition and temporal words to signal event order (e.g., so, and, because, when, next, finally). With support, they are able to gather and use information from provided sources, both print and digital, to answer a simple research question.</p>	Can write their name, address and nationality.	10	Below A1 (10-21)
	Can list names, numbers, prices and very simple information from texts that are of immediate interest, that are composed in very simple language and contain illustrations.	10	Below A1 (10-21)
	Can copy familiar words and short phrases about everyday objects and set phrases.	18	Below A1 (10-21)
	Can complete simple forms with basic personal details.	23	A1 (22-29)
	Can copy short sentences on everyday subjects (e.g. directions how to get somewhere).	24	A1 (22-29)
	Can write a few basic sentences introducing themselves (e.g. name, age, where they are from), given prompts or a model.	24	A1 (22-29)
	Can write simple sentences about things that they and other people have.	25	A1 (22-29)
	Can write basic sentences describing everyday objects (e.g. colour, size), given a model.	26	A1 (22-29)
	Can use basic punctuation (e.g. commas, full stops, question marks).	26	A1 (22-29)
	Can write simple sentences about personal interests.	27	A1 (22-29)
	Can write simple sentences about their family and where they live.	27	A1 (22-29)
	Can write simple sentences about someone's life and routines.	28	A1 (22-29)
	Can write short, simple notes, emails and postings to friends.	28	A1 (22-29)
	Can write simple sentences about a familiar object.	29	A1 (22-29)
	Can use very basic connectors like 'and', 'but', 'so' and 'then'.	31	A2 (30-35)

## Speaking and Listening

Individuals ready to exit this level are able to participate in conversations of short duration, collaborating with diverse partners and groups, while respecting individual differences. This includes following agreed upon rules for discussion and responding to the comments of others through multiple exchanges. Individuals are able to describe people, places, things, and events with relevant details, producing complete sentences when appropriate to task and situation. They can discuss what they have heard read aloud and ask and answer questions about it.

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
Individuals ready to exit this level are able to participate in conversations of short duration, collaborating with diverse partners and groups, while respecting individual differences. This includes following agreed upon rules for discussion and responding to the comments of others through multiple exchanges.	Speaking	Can use a few basic words and phrases to show politeness (e.g. 'please', 'thank you').	12	Below A1 (10-21)
		Can give very limited personal information using basic fixed expressions.	16	Below A1 (10-21)
		Can establish basic social contacts with simple, polite greetings and farewells.	19	Below A1 (10-21)
		Can say what they do (e.g. name of their job, student).	19	Below A1 (10-21)
		Can introduce themselves in a basic way, giving some information about where they live, their family etc.	22	A1 (22-29)
		Can ask and answer basic questions about family and friends in a limited way.	22	A1 (22-29)
		Can give key information to introduce themselves (e.g. name, age, where they are from).	23	A1 (22-29)
		Can greet people, ask how they are and react to news.	24	A1 (22-29)
		Can agree to simple requests using a few basic fixed expressions.	24	A1 (22-29)
		Can ask and answer simple questions in areas of immediate need or on very familiar topics.	25	A1 (22-29)
		Can invite others' contributions to very simple tasks using short, simple phrases prepared in advance. Can indicate that they understand and ask whether others understand.	25	A1 (22-29)
		Can facilitate an intercultural exchange by showing a welcoming attitude and interest with simple expressions and non-verbal signals, by inviting others to contribute, and by indicating whether they understand when addressed directly.	25	A1 (22-29)

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
<p>(cont.)</p> <p>Individuals ready to exit this level are able to participate in conversations of short duration, collaborating with diverse partners and groups, while respecting individual differences. This includes following agreed upon rules for discussion and responding to the comments of others through multiple exchanges.</p>	Speaking	Can recognise when people disagree or when someone has a problem and can use memorised, simple expressions (e.g. "I understand" or "Are you okay?") to indicate sympathy.	25	A1 (22-29)
		Can introduce themselves, their hobbies and interests in a basic way.	26	A1 (22-29)
		Can introduce someone in a basic way, giving their name and job title.	26	A1 (22-29)
		Can make a few basic requests related to immediate personal needs (e.g. 'Can I have a pen, please?').	26	A1 (22-29)
		Can accept offers using basic fixed expressions.	27	A1 (22-29)
		Can ask simple questions about other people (e.g. their name, age, where they live, things they have).	27	A1 (22-29)
		Can use brief, everyday expressions to describe wants and needs, and request information.	28	A1 (22-29)
		Can make an introduction and use basic greeting and leave-taking expressions.	28	A1 (22-29)
		Can ask people for things and give people things.	28	A1 (22-29)
		Can ask and answer simple questions about people they know in a limited way.	28	A1 (22-29)
		Can use brief, everyday expressions to describe wants and needs, and request information.	28	A1 (22-29)
		Can express preferences about food and drink using basic fixed expressions.	28	A1 (22-29)
		Can answer simple questions about their daily activities or routines, given a model.	28	A1 (22-29)
		Can exchange personal details (e.g. where they live, things they have).	28	A1 (22-29)
		Can express how they are feeling using very basic fixed expressions.	28	A1 (22-29)
		Can answer simple questions about habits and routines.	29	A1 (22-29)
		Can ask for simple directions, referring to a map or plan.	29	A1 (22-29)
		Can talk about the family in a basic way, given prompts.	29	A1 (22-29)
		Can respond politely when introduced to someone, using a few basic fixed expressions.	29	A1 (22-29)
	Listening	Can understand basic personal details if given carefully and slowly.	21	Below A1 (10-21)

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
<p>(cont.)</p> <p>Individuals ready to exit this level are able to participate in conversations of short duration, collaborating with diverse partners and groups, while respecting individual differences. This includes following agreed upon rules for discussion and responding to the comments of others through multiple exchanges.</p>	Listening	Can understand basic questions about personal details if addressed slowly and clearly.	21	Below A1 (10-21)
		Can understand the main information when people introduce themselves (e.g. name, age, where they are from).	22	A1 (22-29)
		Can identify a caller's name and phone number from a short, simple telephone conversation.	23	A1 (22-29)
		Can understand questions addressed carefully and slowly.	23	A1 (22-29)
		Can understand simple directions from X to Y on foot or public transport.	26	A1 (22-29)
		Can understand basic information about someone when introduced to them using simple language.	28	A1 (22-29)
		Can follow simple, everyday transactions (e.g. shopping and eating out) if carried out slowly and clearly.	29	A1 (22-29)
<p>Individuals are able to describe people, places, things, and events with relevant details, producing complete sentences when appropriate to task and situation. They can discuss what they have heard read aloud and ask and answer questions about it.</p>	Speaking	Can relay very basic information (e.g. numbers and prices) from short, simple, illustrated texts.	10	Below A1 (10-21)
		Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures.	18	Below A1 (10-21)
		Can relay simple instructions about places and times, provided these are repeated very slowly and clearly.	18	Below A1 (10-21)
		Can ask and answer simple questions about things they have in a limited way.	21	Below A1 (10-21)
		Can say where they and other people are in a limited way.	22	A1 (22-29)
		Can describe objects in a basic way (e.g. colour, size).	24	A1 (22-29)
		Can ask for and give very basic information about the home.	25	A1 (22-29)
		Can read aloud short, familiar fixed expressions in a way that can be understood.	26	A1 (22-29)
		Can ask basic questions about objects (e.g. colour, size).	26	A1 (22-29)
		Can express ability or lack of ability with regard to basic activities using 'can' or 'can't'.	27	A1 (22-29)
		Can ask simple questions about numbers of objects there are using a basic phrase (e.g. 'how many?').	27	A1 (22-29)



NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
<p><i>(cont.)</i></p> <p>Individuals are able to describe people, places, things, and events with relevant details, producing complete sentences when appropriate to task and situation. They can discuss what they have heard read aloud and ask and answer questions about it.</p>	Speaking	Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, places or people), if spoken slowly and clearly.	27	A1 (22-29)
		Can use basic words to describe common weather conditions.	28	A1 (22-29)
		Can ask and answer simple questions about people they know in a limited way.	28	A1 (22-29)
		Can describe a person's likes and dislikes using simple language.	28	A1 (22-29)
		Can answer simple questions about their daily activities or routines, given a model.	28	A1 (22-29)
		Can answer simple questions about the location of people or things in a limited way.	28	A1 (22-29)
		Can describe an object using simple language.	29	A1 (22-29)
	Listening	Can extract the names of people or places from short, simple dialogues, if delivered slowly and clearly.	23	A1 (22-29)
		Can understand basic questions about people's likes and dislikes.	24	A1 (22-29)
		Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures.	24	A1 (22-29)
		Can understand basic questions about objects in pictures or in their immediate surroundings.	24	A1 (22-29)
		Can understand basic information about someone's likes and dislikes.	25	A1 (22-29)
		Can relay (in Language B) simple, predictable information about times and places given in short, simple statements (delivered in Language A).	25	A1 (22-29)
		Can identify how much something costs in short, simple dialogues about the price, if delivered slowly and clearly.	26	A1 (22-29)
		Can understand simple directions from X to Y on foot or public transport.	26	A1 (22-29)
		Can understand basic factual statements.	26	A1 (22-29)
		Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.	26	A1 (22-29)
		Can recognise key information (e.g. place, time) about everyday events, if spoken slowly and clearly.	26	A1 (22-29)

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
<i>(cont.)</i>  Individuals are able to describe people, places, things, and events with relevant details, producing complete sentences when appropriate to task and situation. They can discuss what they have heard read aloud and ask and answer questions about it.	Listening	Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, places or people), if spoken slowly and clearly.	27	A1 (22-29)
		Can understand basic information about prices, times, and dates in familiar contexts, if spoken slowly and clearly.	27	A1 (22-29)
		Can understand simple directions, if spoken slowly and clearly.	28	A1 (22-29)
		Can identify common objects from spoken descriptions, if spoken slowly and clearly.	28	A1 (22-29)
		Can understand what people say they can or can't do from simple sentences spoken slowly and clearly.	29	A1 (22-29)
		Can identify objects, places or people from short spoken descriptions.	29	A1 (22-29)

## Language

When writing and speaking, individuals ready to exit this level are able to correctly use frequently occurring nouns, verbs (past, present, and future), adjectives, pronouns, prepositions and conjunctions. When writing sentences individuals correctly use capitalization, ending punctuation, and commas in dates and to separate single words in a series. They are able to spell words with common patterns and frequently occurring irregular words. Other words they spell phonetically. In response to prompts, they are able to produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences orally. Individuals are able to determine the meaning of unknown and multiple-meaning words, by applying their knowledge of frequently occurring roots and affixes, as well as sentence-level context. They are able to distinguish shades of meaning among verbs (e.g., look, glance, stare, glare) and adjectives differing in intensity (e.g., large, gigantic) by choosing them or acting out their meanings.

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
Frequently occurring nouns	Grammar	Can use regular nouns in the plural form.	24	A1 (22-29)
		Can use common irregular nouns in the plural form.	25	A1 (22-29)
Verbs (past, present, and future)		Can use the present simple to refer to daily routines.	26	A1 (22-29)
		Can make affirmative statements using common irregular past simple forms.	30	A2 (30-35)
		Can express personal plans and intentions for the future using 'going to'.	35	A2 (30-35)
Adjectives		Can use the verb 'be' in the simple present with adjectives.	25	A1 (22-29)
Pronouns		Can use subject personal pronouns.	24	A1 (22-29)
Prepositions and conjunctions		Can use basic prepositions of place with nouns and noun phrases.	26	A1 (22-29)
		Can say where they and other people are using a few basic prepositions.	27	A1 (22-29)
When writing sentences individuals correctly use capitalization, ending punctuation, and commas in dates and to separate single words in a series.	Writing	Can use capital letters appropriately.	24	A1 (22-29)
		Can use basic punctuation (e.g. commas, full stops, question marks).	26	A1 (22-29)
They are able to spell words with common patterns and frequently occurring irregular words. Other words they spell phonetically.		Can spell a range of common names.	27	A1 (22-29)
		Can spell a range of common greetings.	28	A1 (22-29)
		Can spell a range of common jobs.	28	A1 (22-29)
In response to prompts, they are able to produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences orally.	Grammar	Can ask wh- questions using the present simple.	26	A1 (22-29)
		Can use verbs in the imperative.	27	A1 (22-29)
	Speaking	Can initiate and respond to simple statements on very familiar topics.	30	A2 (30-35)
Individuals are able to determine the meaning of unknown and multiple-meaning words, by applying their knowledge of frequently occurring roots and affixes, as well as sentence-level context.	Reading	Can guess the meaning of unfamiliar words in short, simple stories, if supported by pictures.	37	A2+ (36-42)
		Can recognise most frequent everyday words, including those with regular prefixes and suffixes.	40	A2+ (36-42)

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NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
They are able to distinguish shades of meaning among verbs (e.g., look, glance, stare, glare) and adjectives differing in intensity (e.g., large, gigantic) by choosing them or acting out their meanings.	Reading	Can understand the relationship between words from the same vocabulary set (e.g. colours, foods, classroom objects).	23	A1 (22-29)

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## NRS Level 2: Beginning Basic

### Reading

Individuals ready to exit the Beginning Basic Level are able to decode multi-syllable words, distinguish long and short vowels when reading regularly spelled one-syllable words, and recognize the spelling-sound correspondences for common vowel teams. They also are able to identify and understand the meaning of the most common prefixes and suffixes. They can read common irregular sight words. Individuals are able to read level appropriate texts (e.g., texts with a Lexile Measure of between 420 – 820) with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in level-appropriate complex texts. Individuals ready to exit this level are able to determine main ideas, ask and answer questions about key details in texts and show how those details support the main idea. Individuals also are able to explain how specific aspects of both digital and print illustrations contribute to what is conveyed by the words of a text. They are able to compare and contrast the most important points and key details of two texts on the same topic. When listening to text above their current independent reading level, they are able to describe the relationship between ideas in a text in terms of time, sequence, and cause/effect, as well as use text features and search tools, both print and digital, to locate information relevant to a given topic efficiently. They also are able to describe how reasons support specific points an author makes in a text and identify the author's main purpose or what the author wants to answer, explain or describe, as well as distinguish their own point of view from that of the author's.

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
Individuals ready to exit the Beginning Basic Level are able to decode multi-syllable words, distinguish long and short vowels when reading regularly spelled one-syllable words, and recognize the spelling-sound correspondences for common vowel teams. They also are able to identify and understand the meaning of the most common prefixes and suffixes.	Can identify the individual vowel and consonant sounds in simple words, if supported by pictures.	21	Below A1 (10-21)
	Can combine single letter sounds to read simple words.	18	Below A1 (10-21)
	Can combine a range of letter sounds to read some common words (e.g. sing, high).	29	A1 (22-29)
	Can guess the meaning of a new word from knowledge of part of it (e.g. children/ child, your/you, going/go).	40	A2+ (36-42)
	Can recognise most frequent everyday words, including those with regular prefixes and suffixes.	40	A2+ (36-42)
They can read common irregular sight words. Individuals are able to read level appropriate texts (e.g., texts with a Lexile Measure of between 420 – 820) with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in level-appropriate complex texts.	Can recognise familiar names, words and very basic phrases on simple notices.	15	Below A1 (10-21)
	Can understand short, simple texts about everyday activities.	30	A2 (30-35)
	Can derive the probable meaning of simple unknown words from short, familiar contexts.	46	B1 (43-50)
Individuals ready to exit this level are able to determine main ideas, ask and answer questions about key details in texts and show how those details support the main idea.	Can read a simple text and extract factual details.	35	A2 (30-35)
	Can identify specific information in simple letters, brochures and short articles.	37	A2+ (36-42)
	Can scan a simple text, identifying the main topic(s).	40	A2+ (36-42)
	Can identify the main topic and related ideas in a simple structured text.	42	A2+ (36-42)
Individuals also are able to explain how specific aspects of both digital and print illustrations contribute to what is conveyed by the words of a text.	Can understand basic factual statements relating to pictures or simple texts.	29	A1 (22-29)
	Can make basic inferences from simple information in a short text.	38	A2+ (36-42)
They are able to compare and contrast the most important points and key details of two texts on the same topic.	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions.	38	A2+ (36-42)
When listening to text above their current independent reading level, they are able to describe the relationship between ideas in a text in terms of time, sequence, and cause/ effect.	Can understand a simple work schedule.	30	A2 (30-35)
	Can follow a basic sequence of events in a simple text on a familiar topic.	36	A2+ (36-42)
	Can recognise cause and effect relationships between ideas in simple connected text.	49	B1 (43-50)

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
They can use text features and search tools, both print and digital, to locate information relevant to a given topic efficiently.	Can use a simple contents page to locate information.	34	A2 (30-35)
	Can understand a simple payslip, listing earnings and basic deductions.	36	A2+ (36-42)
	Can understand short, simple user tips in a software interface.	38	A2+ (36-42)
	Can understand simple factual titles and headlines relating to common events.	39	A2+ (36-42)
	Can use an index to locate key information in a text.	43	B1 (43-50)
They also are able to describe how reasons support specific points an author makes in a text.	Can understand rules and regulations (e.g. safety) if expressed in simple language.	37	A2+ (36-42)
	Can recognise the use of 'because' to signal the relationship between an action and a reason or explanation.	38	A2+ (36-42)
	Can identify a point of view in a short, simple narrative text.	42	A2+ (36-42)
They can identify the author's main purpose or what the author wants to answer, explain or describe, as well as distinguish their own point of view from that of the author's.	Can understand short, simple personal emails and letters.	37	A2+ (36-42)
	Can understand basic opinions expressed in simple language in short texts.	38	A2+ (36-42)
	Can identify the writer's purpose in writing a short text e.g. to arrange a specific time to meet, to give specific information etc.	47	B1 (43-50)

## Writing

Individuals ready to exit the Beginning Basic Level are able to write opinion pieces on topics or texts, supporting a point of view with reasons. They are able to write simple informative texts in which they examine a topic and convey information clearly. They also are able to write narratives with details that describe actions, thoughts, and feelings. They use transition and temporal words (e.g., also, another, more, but) to link ideas and signal event order. Individuals ready to exit this level are able to use technology to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects and summarize their learning in print. This includes taking brief notes from both print and digital sources, and sorting evidence into provided categories.

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
Individuals ready to exit the Beginning Basic Level are able to write opinion pieces on topics or texts, supporting a point of view with reasons.	Can give a simple reason for an action in an informational text, given a model.	45	B1 (43-50)
	Can write a simple structured paragraph giving their opinion on a familiar topic, given a model.	46	B1 (43-50)
	Can express a personal opinion in a simple academic text.	49	B1 (43-50)
	Can provide facts or examples to support a stated opinion in a simple structured paragraph, given a model.	52	B1+ (51-58)
They are able to write simple informative texts in which they examine a topic and convey information clearly.	Can signal contrast in a simple text with a limited range of language.	39	A2+ (36-42)
	Can write about the key information they have read in a short paragraph.	42	A2+ (36-42)
They also are able to write narratives with details that describe actions, thoughts, and feelings.	Can write very short, simple sentences about their feelings.	32	A2 (30-35)
	Can write short descriptive texts (4-6 sentences) on familiar personal topics (e.g. family, possessions), given a model.	34	A2 (30-35)
	Can write a short description of familiar activities, given visual support.	37	A2+ (36-42)
	Can write a simple story or description of an event using basic time expressions.	40	A2+ (36-42)
	Can write a basic description of experiences, feelings and reactions, given a model.	44	B1 (43-50)
They use transition and temporal words (e.g., also, another, more, but) to link ideas and signal event order.	Can use very basic connectors like 'and', 'but', 'so' and 'then'.	31	A2 (30-35)
	Can write about everyday things (e.g. people, places, job, study) in linked sentences.	41	A2+ (36-42)
	Can write a story with a simple linear sequence.	45	B1 (43-50)



NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
Individuals ready to exit this level are able to use technology to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects and summarize their learning in print.	Can write short, simple notes, emails and postings to friends.	28	A1 (22-29)
	Can engage in basic social communication online (e.g. a simple message on a virtual card for a special occasion, sharing news and making/confirming arrangements to meet).	33	A2 (30-35)
	Can respond to simple instructions and ask simple questions in order to accomplish a shared task online with the help of a supportive interlocutor.	35	A2 (30-35)
	Can exchange simple information with someone in online communication, eg. in chat messages.	37	A2+ (36-42)
	Can take part in online communication using a few basic fixed expressions.	38	A2+ (36-42)
	Can write short, simple notes, emails and messages relating to everyday matters.	38	A2+ (36-42)
	Can work online with a partner to complete a simple task, if provided with visuals as support.	40	A2+ (36-42)
	Can post reactions to a simple online posting using basic fixed expressions.	41	A2+ (36-42)
	Can write about personal experiences in a diary or online posting, given a model.	44	B1 (43-50)
	Can write a short online profile.	44	B1 (43-50)
This includes taking brief notes from both print and digital sources, and sorting evidence into provided categories.	Can list simple information (e.g. names, numbers, prices) from short illustrated texts on familiar topics.	25	A1 (22-29)
	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	30	A2 (30-35)
	Can take simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.	32	A2 (30-35)
	Can list the main points of short, clear, simple messages and announcements, provided they are clearly and slowly articulated.	33	A2 (30-35)
	Can make simple notes about the key points of a familiar topic.	43	B1 (43-50)

## Speaking and Listening

Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes gaining the floor in respectful way, linking their comments to the remarks of others, and expressing their own ideas, clearly in light of the discussions. Individuals are able to report on a topic or text or recount an experience, with appropriate facts, and relevant, descriptive details. They are able to speak in complete sentences appropriate to task and situation in order to provide requested detail or clarification. They can discuss what they have heard read aloud and provide the main ideas and appropriate elaboration and detail about the information presented.

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences.	Speaking	Can start or end a short conversation using basic fixed expressions.	32	A2 (30-35)
		Can recognise when people disagree or when difficulties occur in interaction and adapt memorised, simple phrases to seek compromise and agreement.	32	A2 (30-35)
		Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided they can ask for repetition or reformulation from time to time.	32	A2 (30-35)
		Can make simple remarks and pose occasional questions to indicate that they are following.	33	A2 (30-35)
	Listening	Can follow short, simple social exchanges.	33	A2 (30-35)
		Can understand simple, everyday conversations if conducted slowly and clearly.	33	A2 (30-35)
		Can recognise simple, fixed expressions used in small talk.	34	A2 (30-35)
		Can follow a simple conversation or narrative about familiar, everyday activities.	36	A2+ (36-42)
		Can recognise simple expressions of agreement and disagreement in short discussions, if conducted slowly and clearly.	37	A2+ (36-42)
		Can understand enough to manage simple routine exchanges without undue effort.	40	A2+ (36-42)

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
This includes gaining the floor in respectful way, linking their comments to the remarks of others, and expressing their own ideas, clearly in light of the discussions.	Speaking	Can use simple isolated words/signs and non-verbal signals to show interest in an idea.	29	A1 (22-29)
		Can give simple opinions using basic fixed expressions.	34	A2 (30-35)
		Can make suggestions in a simple way.	35	A2 (30-35)
		Can contribute to a group discussion if the discussion is conducted slowly and clearly.	49	B1 (43-50)
		Can politely interrupt during a formal conversation, using fixed expressions.	55	B1+ (51-58)
	Listening	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.	33	A2 (30-35)
		Can recognise when speakers disagree in a conversation conducted slowly and clearly.	36	A2+ (36-42)
Individuals are able to report on a topic or text or recount an experience, with appropriate facts, and relevant, descriptive details.	Speaking	Can relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language.	33	A2 (30-35)
		Can relay specific, relevant information contained in short, simple texts, labels and notices on familiar subjects.	37	A2+ (36-42)
		Can give an extended description of everyday topics (e.g. people, places, experiences).	38	A2+ (36-42)
	Listening	Can extract key factual information such as prices, times and dates from short clear, simple announcements.	30	A2 (30-35)
		Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography).	31	A2 (30-35)
		Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly.	32	A2 (30-35)
		Can generally identify the topic of discussion around them when conducted slowly and clearly.	39	A2+ (36-42)

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
They are able to speak in complete sentences appropriate to task and situation in order to provide requested detail or clarification.	Speaking	Can ask for repetition and clarification when they don't understand, using basic fixed expressions.	30	A2 (30-35)
		Can answer simple questions about their life and experiences.	35	A2 (30-35)
		Can check that someone has understood information, using simple language.	35	A2 (30-35)
		Can ask for repetition or clarification on the phone in a simple way.	35	A2 (30-35)
		Can communicate in routine tasks requiring simple, direct exchanges of information.	36	A2+ (36-42)
		Can answer simple questions and respond to simple statements in an interview.	37	A2+ (36-42)
		Can confirm information using some simple fixed expressions.	37	A2+ (36-42)
		Can answer simple questions and respond to simple statements in an interview.	37	A2+ (36-42)
		Can check or clarify information using some simple fixed expressions.	41	A2+ (36-42)
	Listening	Can recognise some fixed expressions to check or clarify information.	37	A2+ (36-42)
		Can understand enough to respond to direct requests expressed slowly and clearly.	37	A2+ (36-42)
They can discuss what they have heard read aloud and provide the main ideas and appropriate elaboration and detail about the information presented.	Speaking	Can relay in a simple way a series of short, simple instructions provided the original is clearly and slowly articulated.	35	A2 (30-35)
		Can communicate the main point of what is said in predictable everyday situations, conveying back and forth information about personal wants and needs, provided other people help with formulation.	35	A2 (30-35)
		Can give or seek personal views and opinions in discussing topics of interest.	46	B1 (43-50)
	Listening	Can follow the main points in a simple audio recording, if provided with written supporting material.	37	A2+ (36-42)
		Can get the gist of short, simple stories if told slowly and clearly.	37	A2+ (36-42)

## Language

When writing and speaking, individuals ready to exit this level are able to correctly use regular and irregular nouns and verbs, comparative and superlative adjectives and adverbs, and coordinating and subordinating conjunctions. When writing simple, compound and complex sentences, individuals use correct subject-verb and pronoun-antecedent agreement. They also use correct capitalization, ending punctuation, commas, and apostrophes to form contractions and possessives. They also are able to spell words with conventional patterns and suffixes. They are able to use spelling patterns and generalizations (e.g., word patterns, ending rules) in writing words. In response to prompts, they are able to produce, expand, and rearrange simple and compound sentences. Individuals are able to determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. They are able to distinguish literal from non-literal meaning of words, and shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, wondered, suspected). They are able to demonstrate understanding of and use general academic words that signal spatial and temporal relationships.

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
When writing and speaking, individuals ready to exit this level are able to correctly use regular and irregular nouns and verbs, comparative and superlative adjectives and adverbs, and coordinating and subordinating conjunctions. When writing simple, compound and complex sentences, individuals use correct subject-verb and pronoun-antecedent agreement.	Grammar	Can use regular nouns in the plural form.	24	A1 (22-29)
		Can use common irregular nouns in the plural form.	25	A1 (22-29)
		Can make comparisons with 'more' + longer adjectives.	36	A2+ (36-42)
		Can make comparisons with regular shorter adjectives + '-er'.	38	A2+ (36-42)
		Can form irregular superlatives of adjectives and adverbs such as 'best', 'worst'.	38	A2+ (36-42)
		Can use all forms of comparatives and superlatives of adjectives.	40	A2+ (36-42)
		Can use 'before/after' as conjunctions with complement clauses.	40	A2+ (36-42)

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
They also use correct capitalization, ending punctuation, commas, and apostrophes to form contractions and possessives.	Writing	Can use capital letters appropriately.	24	A1 (22-29)
		Can use basic punctuation (e.g. commas, full stops, question marks).	26	A1 (22-29)
		Can use an apostrophe when writing contractions (e.g. 'I'm', 'We're').	26	A1 (22-29)
		Can use an apostrophe to show possession.	31	A2 (30-35)
They also are able to spell words with conventional patterns and suffixes. They are able to use spelling patterns and generalizations (e.g., word patterns, ending rules) in writing words.	Grammar	Can form a range of adjectives from nouns and verbs with common suffixes.	47	B1 (43-50)'
	Speaking	Can ask for the spelling of a word, or for a word to be written down.	22	A1 (22-29)
	Writing	Can spell a range of common greetings.	28	A1 (22-29)
		Can spell words in which letters of the alphabet combine to produce single sounds, e.g. sh, igh.	28	A1 (22-29)
		Can write words correctly using a range of letter-sound patterns.	35	A2 (30-35)
		Can spell some common words in which the same sounds can be written as different letters.	36	A2+ (36-42)
		Can add common suffixes (e.g. -ed, -s, -er) to simple regular words.	38	A2+ (36-42)
		Can spell a range of irregular common words.	42	A2+ (36-42)
In response to prompts, they are able to produce, expand, and rearrange simple and compound sentences.		Can write a short text of 3-4 compound sentences.	41	A2+ (36-42)

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
Individuals are able to determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context.	Reading	Can guess the meaning of a new word from knowledge of part of it (e.g. children/ child, your/you, going/go).	40	A2+ (36-42)
		Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts.	43	B1 (43-50)
		Can guess the meaning of unknown words by linking them to words they already know.	44	B1 (43-50)
		Can derive the probable meaning of simple unknown words from short, familiar contexts.	46	B1 (43-50)
		Can guess the meaning of unfamiliar words from prefixes and suffixes.	52	B1+ (51-58)
	Listening	Can derive the probable meaning of simple, unknown words from short, familiar contexts.	41	A2+ (36-42)
They are able to distinguish literal from non-literal meaning of words, and shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, wondered, suspected).	Grammar	Can soften orders and requests using 'think', 'imagine', 'wonder', etc.	57	B1+ (51-58)'
They are able to demonstrate understanding of and use general academic words that signal spatial and temporal relationships.		Can use a range of common adverbs of frequency.	33	A2 (30-35)
		Can use the correct preposition ('on' or 'at') with various common time expressions.	33	A2 (30-35)
		Can use a range of common adverbs of movement and direction.	35	A2 (30-35)
		Can use a range of common time markers for the past, present and future.	35	A2 (30-35)

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## NRS Level 3: Low Intermediate

### Reading

Individuals ready to exit the Low Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 740 – 1010). They are able to use knowledge of letter-sound correspondences, syllabication patterns, and roots and affixes to accurately decode unfamiliar words. They are able to determine the meaning of words and phrases (e.g., metaphors and similes) in level-appropriate complex texts. Individuals ready to exit this level are able to make logical inferences, summarize central ideas or themes, and explain how they are supported by key details. They are able to explain events, procedures, or ideas in historical, scientific, or technical texts, including what happened and why. They are able to describe the overall structure of a text and compare and contrast the structures of two texts. Individuals ready to exit this level are also able to interpret information presented visually, orally or quantitatively to find an answer to a question or solve a problem. They display this facility with both print and digital media. Individuals are able to explain how authors use reasons and evidence to support particular points in a text and can integrate information from several texts, whether print, media, or a mix, on the same topic. They are able to describe how point of view influences how events are described. They are able to analyze multiple accounts of the same event or topic, noting similarities and differences. They are able to produce valid evidence for their findings and assertions.



NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
Individuals ready to exit the Low Intermediate Level are able to read fluently text of the complexity demanded of this level. They are able to use knowledge of letter-sound correspondences, syllabication patterns, and roots and affixes to accurately decode unfamiliar words. They are able to determine the meaning of words and phrases (e.g., metaphors and similes) in level-appropriate complex texts.	Can identify specific information in simple letters, brochures and short articles.	37	A2+ (36–42)
	Can scan short texts to locate specific information.	44	B1 (43–50)
	Can derive the probable meaning of simple unknown words from short, familiar contexts.	46	B1 (43–50)
	Can understand standard documents related to the daily activities of a company or institution.	49	B1 (43–50)
	Can understand the main idea of a passage using textual clues.	50	B1 (43–50)
Individuals ready to exit this level are able to make logical inferences, summarize central ideas or themes, and explain how they are supported by key details.	Can make basic inferences from simple information in a short text.	38	A2+ (36–42)
	Can understand simple factual titles and headlines relating to common events.	39	A2+ (36–42)
	Can scan a simple text, identifying the main topic(s).	40	A2+ (36–42)
	Can identify the main topic and related ideas in a simple structured text.	42	A2+ (36–42)
	Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions.	43	B1 (43–50)
	Can summarise the main information from short simple texts.	44	B1 (43–50)
	Can make simple inferences based on information given in a short article.	51	B1+ (51–58)
They are able to explain events, procedures, or ideas in historical, scientific, or technical texts, including what happened and why.	Can follow a simple series of written instructions to carry out a task.	35	A2 (30–35)
	Can identify specific information in a simple factual text.	39	A2+ (36–42)
	Can understand simple factual titles and headlines relating to common events.	39	A2+ (36–42)
	Can follow the sequence of actions or events in a text on a familiar everyday topic.	41	A2+ (36–42)
	Can extract the key details from simple informational materials (e.g. company policies).	49	B1 (43–50)
	Can identify links between events in a text to explain why they happened.	50	B1 (43–50)
	Can understand the main information in technical work-related documents.	53	B1+ (51–58)

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
They are able to describe the overall structure of a text and compare and contrast the structures of two texts.	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions.	38	A2+ (36-42)
	Can identify similarities and differences between two short texts.	44	B1 (43-50)
	Can recognise the organisational structure of a paragraph in a simple academic text.	52	B1+ (51-58)
Individuals ready to exit this level are also able to interpret information presented visually, orally or quantitatively (both print and digital media) to find an answer to a question or solve a problem. They display this facility with both print and digital media.	Can understand the main information from simple diagrams (e.g. graphs, bar charts).	42	A2+ (36-42)
	Can make simple inferences based on information given in a short article.	51	B1+ (51-58)
	Can distinguish between fact and opinion presented in simple texts on familiar topics.	47	B1 (43-50)
Individuals are able to explain how authors use reasons and evidence to support particular points in a text and can integrate information from several texts, whether print, media, or a mix, on the same topic. They are able to describe how point of view influences how events are described.	Can understand basic opinions expressed in simple language in short texts.	38	A2+ (36-42)
	Can recognise the writer's point of view in a simple academic text, if guided by questions.	48	B1 (43-50)
	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43-50)
	Can distinguish between fact and opinion in relation to common topics.	51	B1+ (51-58)
They are able to analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view they represent. They consistently produce valid evidence for their findings and assertions.	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions.	38	A2+ (36-42)
	Can scan short texts to locate specific information.	44	B1 (43-50)
	Can identify similarities and differences between two short texts.	44	B1 (43-50)
	Can understand the relationship between a main point and an example in a structured text.	50	B1 (43-50)

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## Writing

Individuals ready to exit the Low Intermediate Level are able to write opinion pieces on topics or texts, supporting a point of view with facts and logically ordered reasons. They are able to produce informative texts in which they develop a topic with concrete facts and details. They convey information clearly with precise language and well-organized paragraphs. They link ideas, opinions and reasons with words, phrases, and clauses (e.g., another, specifically, consequently, because). They are also able to use technology (including the Internet) to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects, making frequent use of on-line as well as print sources. This includes the ability to draw evidence from several texts to support an analysis. They are able to summarize or paraphrase information from and provide a list of those sources.

Speaking and Listening: Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes demonstrating an understanding of teamwork and working well with others by carrying out their assigned roles, and posing and responding to specific questions, and making comments that contribute to and elaborate on the remarks of others. Individuals are able to report on a topic or text or present an opinion, sequencing ideas logically and providing appropriate facts, and relevant, descriptive details that support the main ideas or themes. They are able to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. They also are able to paraphrase and summarize what they have heard aloud and explain how each claim is supported by reasons and evidence.

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
Individuals ready to exit the Low Intermediate Level are able to write opinion pieces on topics or texts, supporting a point of view with facts and logically ordered reasons.	Can write simple informal emails/letters and online postings giving news or opinions.	46	B1 (43-50)
	Can express a personal opinion in a simple academic text.	49	B1 (43-50)
	Can write short, simple essays with basic structure on familiar topics.	46	B1 (43-50)
They are able to produce informative texts in which they develop a topic with concrete facts and details.	Can write an everyday connected text using a set of short elements or facts and building them into a sequence.	47	B1 (43-50)
They convey information clearly with precise language and well-organized paragraphs.	Can make simple, logical paragraph breaks in a longer text.	45	B1 (43-50)
	Can prepare a simple outline to organise ideas and information.	48	B1 (43-50)
They link ideas, opinions and reasons with words, phrases, and clauses (e.g., another, specifically, consequently, because).	Can write about everyday things (e.g. people, places, job, study) in linked sentences.	41	A2+ (36-42)
	Can use limited discourse devices to link sentences smoothly into connected discourse.	51	B1+ (51-58)
They are also able to use technology (including the Internet) to produce and publish writing as well as to interact and collaborate with others.	Can comment on other people's online postings, provided they are written/signed in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way.	42	A2+ (36-42)
	Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided they can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.	49	B1 (43-50)
	Can interact online with a partner or small group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts.	50	B1 (43-50)
They are able to conduct short research projects, making frequent use of on-line as well as print sources. This includes the ability to draw evidence from several texts to support an analysis.	Can write simple questions to get written feedback from employees or customers.	48	B1 (43-50)
	Can take notes while researching a familiar topic.	53	B1+ (51-58)
	Can write a simple project plan with key deliverables.	55	B1+ (51-58)
	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic.	55	B1+ (51-58)
	Can support a main idea with examples and reasons.	57	B1+ (51-58)

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NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
They are able to summarize or paraphrase information from and provide a list of those sources	Can write a basic summary of a simple text using the original wording and paragraph order.	50	B1 (43-50)
	Can paraphrase information from a simple text, if guided by questions.	50	B1 (43-50)
	Can summarise in writing the main points made in straightforward, informational texts on subjects that are of personal or current interest, provided spoken/signed texts are clearly articulated.	50	B1 (43-50)
	Can identify the sources of information in a simple academic text.	53	B1+ (51-58)

## Speaking and Listening

Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes demonstrating an understanding of teamwork and working well with others by carrying out their assigned roles, and posing and responding to specific questions, and making comments that contribute to and elaborate on the remarks of others. Individuals are able to report on a topic or text or present an opinion, sequencing ideas logically and providing appropriate facts, and relevant, descriptive details that support the main ideas or themes. They are able to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. They also are able to paraphrase and summarize what they have heard aloud and explain how each claim is supported by reasons and evidence.

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences.	Speaking	Can show interest in conversation using fixed expressions.	41	A2+ (36–42)
		Can express belief, opinion, agreement and disagreement politely.	45	B1 (43–50)
	Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech.	47	B1 (43–50)
		Can follow most of an everyday conversation if speakers avoid very idiomatic usage.	49	B1 (43–50)
		Can recognise a speaker's feelings or attitudes.	50	B1 (43–50)
They demonstrate an understanding of teamwork and working well with others by carrying out their assigned roles, and posing and responding to specific questions, and making comments that contribute to and elaborate on the remarks of others.	Speaking	Can contribute to a group discussion if the discussion is conducted slowly and clearly.	49	B1 (43–50)
		Can lead a simple discussion, if given time in advance to prepare.	55	B1+ (51–58)
		Can check that everyone agrees in group discussions using fixed expressions.	57	B1+ (51–58)
	Listening	Can extract key details from conversations between colleagues about familiar topics.	44	B1 (43–50)
		Can follow the main points of extended discussion around them if in standard speech.	46	B1 (43–50)
		Can recognise simple expressions of agreement and disagreement in extended discussions, if conducted in clear standard speech.	46	B1 (43–50)
Individuals are able to report on a topic or text or present an opinion, sequencing ideas logically and providing appropriate facts, and relevant, descriptive details that support the main ideas or themes.	Speaking	Can carry out a prepared structured interview with some spontaneous follow-up questions.	45	B1 (43–50)
		Can give a simple presentation on a work-related topic.	51	B1+ (51–58)
		Can present findings from a research project in a simple way.	53	B1+ (51–58)
	Listening	Can identify a simple chronological sequence in a recorded narrative or dialogue.	43	B1 (43–50)
		Can infer speakers' opinions in conversations on familiar everyday topics.	51	B1+ (51–58)

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
They are able to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. They also are able to paraphrase and summarize what they have heard aloud and explain how each claim is supported by reasons and evidence.	Speaking	Can make an invitation using formal language.	48	B1 (43-50)
		Can summarise the main points or events in TV programmes and video clips, provided they can view them several times.	49	B1 (43-50)
		Can summarise the main points made during a conversation on a subject of personal or current interest, provided people articulated clearly.	49	B1 (43-50)
		Can politely interrupt during a formal conversation, using fixed expressions.	55	B1+ (51-58)
	Listening	Can identify a simple chronological sequence in a recorded narrative or dialogue.	43	B1 (43-50)
		Can extract key factual information such as dates, numbers and quantities from a presentation.	45	B1 (43-50)
		Can follow the main points of short talks on familiar topics if delivered in clear standard speech.	45	B1 (43-50)
		Can follow the linear structure of a short formal talk.	49	B1 (43-50)
		Can follow most of an everyday conversation if speakers avoid very idiomatic usage.	49	B1 (43-50)
		Can recognise examples and their relation to the idea they support.	55	B1+ (51-58)

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## Language

When writing and speaking, individuals ready to exit this level are able to use verb tenses to convey various times, sequences, states, and conditions correctly and recognize inappropriate shifts in verb tense. They use prepositions, conjunctions, and interjections properly. Individuals write simple, compound and complex sentences and use correct subject-verb and pronoun-antecedent agreement throughout a piece of writing. They also use correct capitalization, commas, and underlining, quotation marks, and italics to indicate titles of works. They are able to correctly use frequently confused words (e.g., to, too, two; there, their) and spell correctly, consulting references as needed. They are able to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons as well as expand, combine and reduce sentences for meaning, reader interest and style. Individuals are able to determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. Individuals are able to interpret figurative language, including similes and metaphors. They also are able to recognize and explain the meaning of common idioms, adages, and proverbs. They are able to demonstrate understanding of and use general academic words that signal precise actions or emotions (e.g., whined, stammered), signal contrast (e.g., however, nevertheless), or other logical relationships (e.g., however, similarly), and are basic to a particular topic (e.g. endangered when discussing animal preservation).

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
Use verb tenses to convey various times, sequences, states, and conditions correctly and recognize inappropriate shifts in verb tense.	Grammar	Can tell when to use the present simple and when to use the present continuous.	29	A1 (22-29)
		Can use a range of common time markers for the past, present and future.	35	A2 (30-35)
		Can distinguish between the past simple and past continuous.	40	A2+ (36-42)
		Can use the present perfect to refer to personal experiences in the past.	41	A2+ (36-42)
		Can distinguish between the most common ways of expressing the future.	41	A2+ (36-42)
		Can use the present simple with future reference.	46	B1 (43-50)



NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
Use prepositions, conjunctions, and interjections properly.	Grammar	Can use a range of prepositions of place.	30	A2 (30-35)
		Can use a range of common prepositions of movement.	35	A2 (30-35)
		Can use phrases with prepositions + adjectives + nouns.	37	A2+ (36-42)
		Can use 'before/after' as conjunctions with complement clauses.	40	A2+ (36-42)
		Can use 'when' to link two clauses in the past simple.	41	A2+ (36-42)
		Can use a range of prepositions of time, such as 'before', 'during', 'since', 'till/until'.	44	B1 (43-50)
		Can form and use phrases with prepositions + verbs (+'-ing').	47	B1 (43-50)
		Can correctly place prepositions (particles) with phrasal (separable) and prepositional (inseparable phrasal) verbs.	50	B1 (43-50)
Write simple, compound and complex sentences and use correct subject-verb and pronoun-antecedent agreement throughout a piece of writing.	Grammar	Can use verb + '-ing' forms as the subject of a sentence.	43	B1 (43-50)
		Can use a wide range of subject and object relative pronouns, including zero (omission of pronoun).	48	B1 (43-50)
Use correct capitalization, commas, and underlining, quotation marks, and italics to indicate titles of works. They can correctly use frequently confused words (e.g., to, too, two; there, their) and spell correctly, consulting references as needed. They are able to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Writing	Can check and correct spelling, punctuation and grammar in simple written texts.	54	B1+ (51-58)
Expand, combine and reduce sentences for meaning, reader interest and style.		Can paraphrase more simply the main points made in short, straightforward texts on familiar subjects (e.g. short magazine articles, interviews) to make the contents accessible for others.	56	B1+ (51-58)

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
Determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context.	Speaking	Can communicate their ideas when they don't know all the necessary language, using words and phrases that have a similar meaning.	46	B1 (43-50)
	Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts.	46	B1 (43-50)
Interpret figurative language, including similes and metaphors.		Can understand simple metaphors in an academic text.	60	B2 (59-66)
Recognize and explain the meaning of common idioms, adages, and proverbs.	Speaking	Can begin to use a repertoire of common idiomatic phrases in routine situations.	47	B1 (43-50)
Demonstrate understanding of and use general academic words that signal precise actions or emotions, signal contrast, or other logical relationships, and are basic to a particular topic.	Writing	Can write an everyday connected text using a set of short elements or facts and building them into a sequence.	47	B1 (43-50)
	Reading	Can recognise contrasting ideas in a structured text when signalled by discourse markers.	57	B1+ (51-58)

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## NRS Level 4: High Intermediate

### Reading

Individuals who are ready to exit the High Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 925 – 1185). They display increasing facility with academic vocabulary and are able to analyze the impact of a specific word choice on meaning and tone in level-appropriate complex texts. Individuals are able to make logical inferences by offering several pieces of textual evidence. This includes citing evidence to support the analysis of primary and secondary sources in history, as well as analysis of science and technical texts. They are able to summarize and analyze central ideas, including how they are conveyed through particular details in the text. They also are able to analyze how a text makes connections among and distinctions between ideas or events and how major sections of a text contribute to the development of the ideas. They also are able to follow multistep procedures. Individuals are able to identify aspects of a text that reveal point of view and assess how point of view shapes style and content in texts. In addition, they are able to evaluate the validity of specific claims an author makes through the sufficiency of the reasoning and evidence supplied in the text. This includes analyzing how an author responds to conflicting evidence or viewpoints. They are able to analyze how multiple texts address similar themes, including how authors acknowledge and respond to conflicting evidence or viewpoints and include or avoid particular facts. Individuals are also able to analyze the purpose of information presented in diverse media as well as integrate and evaluate content from those sources, including quantitative or technical information presented visually and in words. They are able to produce valid evidence for their findings and assertions, make sound decisions, and solve problems.

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
Individuals are able to make logical inferences by offering several pieces of textual evidence. This includes citing evidence to support the analysis of primary and secondary sources in history, as well as analysis of science and technical texts.	Can recognise common discourse markers that convey emphasis in a simple text.	53	B1+ (51-58)
	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43-50)
	Can understand the main idea of a passage using textual clues.	50	B1 (43-50)
	Can make simple inferences based on information given in a short article.	51	B1+ (51-58)
	Can identify the sources of information in a simple academic text.	53	B1+ (51-58)
	Can understand the main information in technical work-related documents.	53	B1+ (51-58)
	Can infer meaning in a simple academic text, in order to answer specific questions.	54	B1+ (51-58)
	Can infer meaning based on information in a text.	55	B1+ (51-58)
	Can understand relationships between ideas in a simple academic text, if guided by questions.	58	B1+ (51-58)
	Can understand details of written product information (e.g. specifications).	58	B1+ (51-58)
	Can recognise inferred meaning in a structured text, if guided by questions.	60	B2 (59-66)
They are able to summarize and analyze central ideas, including how they are conveyed through particular details in the text.	Can identify the main topic and related ideas in a structured text.	49	B1 (43-50)
	Can extract the key details from simple informational materials (e.g. company policies).	49	B1 (43-50)
	Can identify key details in work-related documents.	55	B1+ (51-58)
	Can identify key information in an extended text or article.	57	B1+ (51-58)
	Can identify different types of supporting details in a simple academic text, in order to answer specific questions.	57	B1+ (51-58)
	Can understand details of written product information (e.g. specifications).	58	B1+ (51-58)
	Can understand the relationship between a main point and an example in a structured text.	50	B1 (43-50)

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
They are also able to analyze how a text makes connections among and distinctions between ideas or events and how major sections of a text contribute to the development of the ideas. They also are able to follow multistep procedures.	Can generally understand details of events, feelings and wishes in letters, emails and online postings.	51	B1+ (51-58)
	Can understand cause and effect relationships in a simple academic text, if clearly signalled.	52	B1+ (51-58)
	Can recognise examples and their relation to the idea they support.	54	B1+ (51-58)
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions.	54	B1+ (51-58)
	Can understand written advice and instructions for resolving a problem with a product or piece of equipment.	55	B1+ (51-58)
	Can understand cause and effect relationships in a structured text.	57	B1+ (51-58)
	Can understand relationships between ideas in a simple academic text, if guided by questions.	58	B1+ (51-58)
Individuals are able to identify aspects of a text that reveal point of view and assess how point of view shapes style and content in texts.	Can recognise the writer's point of view in a simple academic text, if guided by questions.	48	B1 (43-50)
	Can recognise the writer's point of view in a structured text.	58	B1+ (51-58)
They are able to evaluate the validity of specific claims an author makes through the sufficiency of the reasoning and evidence supplied in the text. This includes analyzing how an author responds to conflicting evidence or viewpoints.	Can recognise significant points and arguments in straightforward newspaper articles on familiar topics.	56	B1+ (51-58)
	Can distinguish between fact and opinion in relation to common topics.	51	B1+ (51-58)
	Can distinguish between fact and opinion in a simple academic text.	54	B1+ (51-58)
	Can recognise contrasting ideas in a structured text when signalled by discourse markers.	57	B1+ (51-58)
	Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way.	59	B2 (59-66)
They are able to analyze how multiple texts address similar themes, including how authors acknowledge and respond to conflicting evidence or viewpoints and include or avoid particular facts	Can distinguish between different viewpoints in a simple academic text.	55	B1+ (51-58)
	Can compare information given in different texts and media on the same topic.	58	B1+ (51-58)

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
Individuals are also able to analyze the purpose of information presented in diverse media as well as integrate and evaluate content from those sources, including quantitative or technical information presented visually and in words.	Can understand the writer's purpose in a simple academic text, if guided by questions.	53	B1+ (51-58)
	Can identify the key points presented in graphs and charts in a simple academic text, if guided by questions.	54	B1+ (51-58)
	Can understand numerical values in graphs and charts in a simple academic text.	54	B1+ (51-58)
	Can follow the chronological sequence of events in an academic text using numbers, times and dates.	56	B1+ (51-58)
	Can identify the writers' communicative purpose in a text.	57	B1+ (51-58)
	Can synthesise information from two or more basic texts, if guided by questions.	58	B1+ (51-58)
They are able to produce valid evidence for their findings and assertions, make sound decisions, and solve problems.	Can scan a simple academic text to find specific information.	49	B1 (43-50)
	Can understand updates in emails about actions taken to solve problems.	52	B1+ (51-58)
	Can understand problem and solution relationships in a structured text.	58	B1+ (51-58)

## Writing

Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/ experiments, or technical processes). When writing arguments, they are able to introduce claims, acknowledge alternate or opposing claims, support claims with clear reasons and relevant evidence, and organize them logically in a manner that demonstrates an understanding of the topic. When writing informative texts, individuals are able to examine a topic through the selection, organization, and analysis of relevant facts, concrete details, quotations and other information to aid comprehension. Individuals create cohesion in their writing by clarifying the relationships among ideas, reasons, and evidence; using appropriate transitions; and including a logical progression of ideas, and maintaining consistency in style and tone. Individuals are able to use specific word choices appropriate for the topic, purpose, and audience. They also are able to use technology to produce and publish writing and link to and cite sources. They conduct short research projects, drawing on several sources. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to locate and organize information, assess the credibility and accuracy of each source, and communicate the data and conclusions of others while avoiding plagiarism.

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/ experiments, or technical processes).	Can briefly narrate a familiar historical event, given prompts or a model.	48	B1 (43-50)
	Can write a basic summary of a simple text using the original wording and paragraph order.	50	B1 (43-50)
	Can write a simple, structured informational leaflet/brochure, given a model.	51	B1+ (51-58)
	Can write a simple essay in response to a specific question.	54	B1+ (51-58)
	Can introduce a counter-argument in a simple discursive text using 'however'.	56	B1+ (51-58)
	Can write a detailed description of a simple process.	58	B1+ (51-58)
	Can end a discursive argument with a clear conclusion and opinion.	61	B2 (59-66)
When writing arguments, they are able to introduce claims, acknowledge alternate or opposing claims, support claims with clear reasons and relevant evidence, and organize them logically in a manner that demonstrates an understanding of the topic	Can show a simple relationship between a main point and an example in a structured text.	55	B1+ (51-58)
	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic.	55	B1+ (51-58)
	Can introduce a counter-argument in a simple discursive text using 'however'.	56	B1+ (51-58)
	Can support a main idea with examples and reasons.	57	B1+ (51-58)
	Can use appropriate outlines to organise ideas.	58	B1+ (51-58)
When writing informative texts, individuals are able to examine a topic through the selection, organization, and analysis of relevant facts, concrete details, quotations and other information to aid comprehension.	Can use common discourse markers to show order of importance.	48	B1 (43-50)
	Can write an email giving some detail of work-related news and events.	53	B1+ (51-58)
	Can identify and mark (e.g. underline, highlight) the essential information in a straightforward, informational text, in order to pass this information on to someone else.	54	B1+ (51-58)

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
Individuals create cohesion in their writing by clarifying the relationships among ideas, reasons, and evidence; using appropriate transitions; and including a logical progression of ideas, and maintaining consistency in style and tone. Individuals are able to use specific word choices appropriate for the topic, purpose, and audience.	Can use simple cohesive devices such as repetition in a structured text.	49	B1 (43–50)
	Can use a range of common connectors to show chronological sequence.	50	B1 (43–50)
	Can use simple cohesive devices such as pronouns, conjunctions etc. to structure a text.	51	B1+ (51–58)
	Can use limited discourse devices to link sentences smoothly into connected discourse.	51	B1+ (51–58)
	Can use common connectors to tell a story or describe an event in writing.	51	B1+ (51–58)
	Can clearly signal chronological sequence in narrative text.	52	B1+ (51–58)
	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic.	55	B1+ (51–58)
	Can demonstrate understanding of formality and conventions in standard letters.	59	B2 (59–66)
They are also able to use technology to produce and publish writing and link to and cite sources. They conduct short research projects, drawing on several sources. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to locate and organize information, assess the credibility and accuracy of each source, and communicate the data and conclusions of others while avoiding plagiarism.	Can write simple structured essays, organising basic ideas.	53	B1+ (51–58)
	Can take notes while researching a familiar topic.	53	B1+ (51–58)
	Can summarise simple research findings in an academic text, if provided with a model summary.	55	B1+ (51–58)
	Can summarise in writing the information and arguments contained in texts on subjects of general or personal interest.	58	B1+ (51–58)
	Can use appropriate outlines to organise ideas.	58	B1+ (51–58)
	Can collate short pieces of information and summarise them for somebody else.	58	B1+ (51–58)
	Can compare information from different sources.	61	B2 (59–66)



## Speaking and Listening

Individuals ready to exit the High Intermediate level collaborate well as a member of team by building on others' ideas, expressing their own clearly and maintaining a positive attitude. This includes following the rules for collegial discussions and decision-making and tracking progress toward specific goals and deadlines. It also includes the ability to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence and ideas. During these discussions, individuals are able to qualify, alter, or justify their own views in light of the evidence presented by others. Just as in writing, individuals are able to delineate a speaker's argument, evaluating the soundness of the reasoning and relevance of the evidence. They are able to identify when irrelevant evidence is introduced. They also are able to present their own claims and findings that emphasize salient points in a focused and coherent manner, with relevant evidence, valid reasoning, and well-chosen details. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
Individuals ready to exit the High Intermediate level collaborate well as a member of team by building on others' ideas, expressing their own clearly and maintaining a positive attitude.	Speaking	Can express opinions as regards possible solutions, giving brief reasons and explanations.	51	B1+ (51-58)
		Can use a basic repertoire of conversation strategies to maintain a discussion.	53	B1+ (51-58)
		Can build on an idea in a meeting using simple language.	54	B1+ (51-58)
		Can use polite questions to build rapport in work-related social situations.	54	B1+ (51-58)
		Can respond to ideas and suggestions in informal discussions.	55	B1+ (51-58)
		Can politely interrupt during a formal conversation, using fixed expressions.	55	B1+ (51-58)
		Can explain the main points in an idea or problem with reasonable precision.	55	B1+ (51-58)
		Can express and comment on ideas and suggestions in informal discussions.	56	B1+ (51-58)
		Can give an opinion on practical problems, with support when necessary.	56	B1+ (51-58)

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
<p>(cont.)</p> <p>Individuals ready to exit the High Intermediate level collaborate well as a member of team by building on others' ideas, expressing their own clearly and maintaining a positive attitude.</p>	Speaking	Can express approval and appreciation of other people's ideas in a discussion.	56	B1+ (51-58)
		Can use questions, comments and simple reformulations to maintain the focus of a discussion.	56	B1+ (51-58)
		Can check that everyone agrees in group discussions using fixed expressions.	57	B1+ (51-58)
		Can express support in a manner that shows they were actively listening to the other person.	58	B1+ (51-58)
		Can act in a supportive manner in intercultural encounters, recognising the feelings and different worldviews of other members of the group.	58	B1+ (51-58)
	Listening	Can infer speakers' opinions in conversations on familiar everyday topics.	51	B1+ (51-58)
		Can recognise that ideas in a simple presentation or lecture are similar when signalled by discourse markers.	51	B1+ (51-58)
		Can distinguish between different points of view in a discussion or presentation.	56	B1+ (51-58)
<p>This includes following the rules for collegial discussions and decision-making and tracking progress toward specific goals and deadlines.</p>	Speaking	Can define the task in basic terms in a discussion and ask others to contribute their expertise and experience.	47	B1 (43-50)
		Can repeat back what is said to confirm understanding and keep a discussion on course.	52	B1+ (51-58)
		Can describe how much of a work-related task has been completed.	54	B1+ (51-58)
		Can respond to interruptions in a meeting using fixed expressions.	54	B1+ (51-58)
		Can summarise the position at the end of a negotiation in a simple way.	55	B1+ (51-58)
		Can organise the work in a straightforward collaborative task by stating the aim and explaining in a simple manner the main issue that needs to be resolved.	56	B1+ (51-58)
		Can discuss details of a work-related task (e.g. deadlines, specifications).	59	B2 (59-66)
		Can discuss a plan of action for dealing with a work-related task.	59	B2 (59-66)
		Can discuss options and possible actions.	59	B2 (59-66)
	Listening	Can identify the main action points in a work-related meeting conducted in clear, standard speech.	50	B1 (43-50)
		Can understand conversations about rules or regulations related to the workplace.	51	B1+ (51-58)

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
They are able to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence and ideas. They are able to qualify, alter, or justify their own views in light of the evidence presented by others. Just as in writing, individuals are able to delineate a speaker's argument, evaluating the soundness of the reasoning and relevance of the evidence. They are able to identify when irrelevant evidence is introduced.	Speaking	Can ask closed questions to check facts and details.	46	B1 (43-50)
		Can give simple reasons to justify a viewpoint on a familiar topic.	50	B1 (43-50)
		Can ask someone to clarify or elaborate what they have just said.	50	B1 (43-50)
		Can respond to opinions expressed by others.	51	B1+ (51-58)
		Can briefly give reasons and explanations for opinions, plans and actions.	51	B1+ (51-58)
		Can describe conclusions they have drawn from a simple presentation or lecture, if guided by questions.	53	B1+ (51-58)
		Can ask someone to paraphrase a specific point or idea.	53	B1+ (51-58)
		Can generally follow most of what is said and repeat back details to confirm understanding.	55	B1+ (51-58)
		Can summarise and give opinions on issues and stories and answer questions in detail.	56	B1+ (51-58)
		Can give brief comments on the views of others.	56	B1+ (51-58)
		Can express disagreement in a manner that shows they were actively listening to the other person.	58	B1+ (51-58)
	Listening	Can distinguish between main ideas and supporting details in familiar, standard texts.	51	B1+ (51-58)
		Can identify details that support a point of view in a simple presentation or lecture aimed at a general audience.	51	B1+ (51-58)
		Can distinguish between advantages and disadvantages in a simple presentation or lecture.	52	B1+ (51-58)
		Can recognise discourse markers that compare and contrast ideas.	53	B1+ (51-58)
		Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech.	59	B2 (59-66)
		Can distinguish between relevant and irrelevant content in extended informal speech.	60	B2 (59-66)

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
They are able to present their own claims and findings that emphasize salient points in a focused and coherent manner, with relevant evidence, valid reasoning, and well-chosen details. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Speaking	Can develop an argument using common fixed expressions.	53	B1+ (51-58)
		Can give a short, rehearsed talk or presentation on a familiar topic.	53	B1+ (51-58)
		Can present findings from a research project in a simple way.	53	B1+ (51-58)
		Can present results in a meeting or presentation using fixed expressions.	54	B1+ (51-58)
		Can refer to pictures, charts, graphs etc. during a presentation using fixed expressions.	55	B1+ (51-58)
		Can explain the main points in an idea or problem with reasonable precision.	55	B1+ (51-58)
		Can report factual information given by other people.	55	B1+ (51-58)
		Can describe conclusions they have drawn from graphs and charts, using simple language.	55	B1+ (51-58)
		Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59-66)
	Listening	Can extract the key details from a presentation if delivered slowly and clearly.	47	B1 (43-50)
		Can recognise emphasis through intonation and stress, if guided by questions.	50	B1 (43-50)
		Can understand the main points of a work-related recorded presentation.	51	B1+ (51-58)
		Can understand the key points given in diagrams and visual information used as part of a work-related presentation.	53	B1+ (51-58)
		Can recognise examples and their relation to the idea they support.	55	B1+ (51-58)

## Language

When writing and speaking, individuals ready to exit the High Intermediate level are able to ensure pronouns are in the proper case, recognize and correct inappropriate shifts in pronoun number and person, and correct vague or unclear pronouns. They know how to form all verb tenses, and recognize and correct inappropriate shifts in verb voice and mood. They know how to recognize and correct misplaced and dangling modifiers. They are able to adapt their speech to a variety of contexts and tasks when indicated. They are able to choose language that expresses ideas precisely and concisely, recognizing and eliminating redundancy and wordiness as well as maintaining consistency in style and tone. Though errors may be present, the meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
Ensure pronouns are in the proper case, recognize and correct inappropriate shifts in pronoun number and person, and correct vague or unclear pronouns.	Grammar	Can use a wide range of subject and object relative pronouns, including zero (omission of pronoun).	48	B1 (43-50)
	Speaking	Can maintain rapport during a negotiation using personal pronouns of inclusion (i.e. 'we' vs. 'I, you').	58	B1+ (51-58)
Form all verb tenses, and recognize and correct inappropriate shifts in verb voice and mood. Recognize and correct misplaced and dangling modifiers. Adapt their speech to a variety of contexts and tasks when indicated.	Grammar	Can use a range of verb tenses to describe the past, present and future.	53	B1+ (51-58)'
	Speaking	Can use appropriate linking expressions to signal transitions within a presentation.	58	B1+ (51-58)
		Can correct mistakes if they have led to misunderstandings.	60	B2 (59-66)
	Writing	Can check and correct spelling, punctuation and grammar in simple written texts.	54	B1+ (51-58)
Choose language that expresses ideas precisely and concisely, recognizing and eliminating redundancy and wordiness as well as maintaining consistency in style and tone. Though errors may be present, the meaning of their written and oral communications is clear.	Speaking	Can use synonyms to describe or gloss an unknown word.	55	B1+ (51-58)
	Writing	Can review and edit their own email for unnecessary information.	54	B1+ (51-58)
		Can vary the formality of greetings in emails/letters based on intended recipients.	55	B1+ (51-58)
		Can write personal updates on a social media website using an appropriate style.	55	B1+ (51-58)

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NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
Determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.	Reading	Can infer meaning based on information in a text.	55	B1+ (51-58)
		Can guess the meaning of an unfamiliar word from context.	55	B1+ (51-58)
		Can infer the meaning of words from context in work-related documents on familiar topics.	59	B2 (59-66)
	Listening	Can extract the meaning of unknown words from context if the topic discussed is familiar.	57	B1+ (51-58)

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## NRS Level 5: Low Adult Secondary

### Reading

Individuals who are ready to exit Low Adult Secondary Level are able to read fluently texts that measure at the secondary level of complexity (e.g., a Lexile Measure of between 1050 – 1335). This includes increasing facility with academic vocabulary and figurative language in level-appropriate complex texts. This includes determining the meaning of symbols and key terms used in a specific scientific or technical context. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to analyze the development of central ideas over the course of a text and explain how they are refined by particular sentences, paragraphs, or portions of text. They are able to provide an objective summary of a text. They are able to analyze in detail a series of events described in text and determine whether earlier events caused later ones or simply preceded them. They also are able to follow complex multistep directions or procedures. Individuals are able to compare the point of view of two or more authors writing about the same or similar topics. They are able to evaluate the validity of specific claims an author makes through the sufficiency and relevance of the reasoning and evidence supplied. They also are able to identify false statements and fallacious reasoning. They are able to analyze how multiple texts address related themes and concepts, including challenging texts, such as seminal US documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address). In addition, they are able to contrast the findings presented in a text, noting whether those findings support or contradict previous explanations or accounts. Individuals are also able to translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically into words. Through their reading and research, they are able to cite strong and thorough textual evidence for their findings and assertions to make informed decisions and solve problems.

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
Individuals who are ready to exit Low Adult Secondary Level are able to read fluently texts that measure at the secondary level of complexity. This includes increasing facility with academic vocabulary and figurative language in level appropriate complex texts and determining the meaning of symbols and key terms used in a specific scientific or technical context. They are able to analyze the cumulative impact of specific word choices on meaning and tone.	Can understand simple metaphors in an academic text.	60	B2 (59-66)
	Can understand the author's purpose and intended audience.	62	B2 (59-66)
	Can recognise the author's use of irony in a simple text, if guided by questions.	62	B2 (59-66)
	Can recognise the tone and intended audience of a structured text.	65	B2 (59-66)
	Can understand specialised terms used in reports in their field.	65	B2 (59-66)
	Can understand the positive and negative connotations of words that have similar meanings.	68	B2+ (67-75)
Individuals are able to make logical and well-supported inferences about those complex texts.	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines.	60	B2 (59-66)
	Can recognise inferred meaning in a structured text, if guided by questions.	60	B2 (59-66)
	Can infer the author's opinion in straightforward academic texts.	68	B2+ (67-75)
	Can infer meaning from contextual clues in an official document or report.	68	B2+ (67-75)
They are able to analyze the development of central ideas over the course of a text and explain how they are refined by particular sentences, paragraphs, or portions of text. They are able to provide an objective summary of a text.	Can identify key information in an extended text or article.	57	B1+ (51-58)
	Can understand relationships between ideas in a simple academic text, if guided by questions.	58	B1+ (51-58)
	Can distinguish supporting details from the main points in a text.	61	B2 (59-66)
	Can scan a long text or a set of related texts in order to find specific information.	63	B2 (59-66)
	Can extract key details from an article on a business-related topic.	63	B2 (59-66)
	Can summarise, comment on and discuss a wide range of factual and imaginative texts.	66	B2 (59-66)
	Can recognise the repetition of ideas expressed by substitution, paraphrasing, etc.	67	B2+ (67-75)
	Can identify the main topic and related ideas in a linguistically complex text.	68	B2+ (67-75)



NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
They are able to analyze in detail a series of events described in text and determine whether earlier events caused later ones or simply preceded them. They are able to follow complex multistep directions or procedures.	Can understand the details of long complex instructions in their field, rereading as necessary.	68	B2+ (67-75)
	Can understand complex technical information such as operating instructions, specifications for familiar products and services.	68	B2+ (67-75)
	Can identify key information in a linguistically complex text.	69	B2+ (67-75)
	Can quickly scan long, complex texts for key information.	69	B2+ (67-75)
Individuals are able to compare the point of view of two or more authors writing about the same or similar topics.	Can recognise the writer's point of view in a structured text.	58	B1+ (51-58)
	Can understand differences and similarities between points of view in extended texts.	67	B2+ (67-75)
	Can infer the author's opinion in straightforward academic texts.	68	B2+ (67-75)
They are able to evaluate the validity of specific claims an author makes through the sufficiency and relevance of the reasoning and evidence supplied. They are also able to identify false statements and fallacious reasoning.	Can distinguish between fact and opinion presented in academic texts on familiar topics.	60	B2 (59-66)
	Can critically evaluate the quality of sources used in a simple text.	61	B2 (59-66)
	Can critically evaluate the effectiveness of a simple argumentative essay.	66	B2 (59-66)
	Can identify logical flaws in an argument in an academic paper.	77	C1 (76-84)
They are able to analyze how multiple texts address related themes and concepts, including challenging texts, such as seminal US documents of historical and literary significance. They are able to contrast the findings presented in a text, noting whether those findings support or contradict previous explanations or accounts.	Can compare information given in different texts and media on the same topic.	58	B1+ (51-58)
	Can synthesise information from two or more basic texts, if guided by questions.	58	B1+ (51-58)
	Can extract key details from official documents and reports.	58	B1+ (51-58)
	Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way.	59	
	Can follow the development of a central theme in an academic text.	65	B2 (59-66)
Individuals are also able to translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically into words.	Can interpret the main message from complex diagrams and visual information.	62	B2 (59-66)
	Can understand the use of numerical data in graphs and charts in a linguistically complex academic text, if guided by questions.	63	B2 (59-66)

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
Through their reading and research, they are able to cite strong and thorough textual evidence for their findings and assertions to make informed decisions and solve problems.	Can research a topic by reading simple academic texts.	59	B2 (59–66)
	Can critically evaluate the quality of sources used in a simple text.	61	B2 (59–66)
	Can identify examples in an academic text to support an argument.	65	B2 (59–66)
	Can identify different types of supporting details in an academic text.	68	B2+ (67–75)
	Can use a variety of reference materials to check factual information quickly and efficiently.	69	B2+ (67–75)
	Can write a detailed work-related report outlining issues and problems.	69	B2+ (67–75)

## Writing

Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/ experiments, or technical processes). When writing arguments, they are able to introduce precise claims, distinguish the claims from alternate or opposing claims, and support claims with clear reasons and relevant and sufficient evidence. When writing informative texts, they are able to examine a topic through the effective selection, organization, and analysis of well chosen, relevant, and sufficient facts appropriate to the audience’s knowledge of the topic. They use appropriate and varied transitions as well as consistency in style and tone to link major sections of the text, create cohesion, and establish clear relationships among claims, reasons, and evidence. Individuals use precise language and domain-specific vocabulary to manage the complexity of the topic. They are also able to take advantage of technology’s capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source, and communicate the data and conclusions of others while avoiding plagiarism.

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/ experiments, or technical processes).	Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connections between them.	50	B1 (43-50)
	Can write a detailed description of a simple process.	58	B1+ (51-58)
When writing arguments, they are able to introduce precise claims, distinguish the claims from alternate or opposing claims, and support claims with clear reasons and relevant and sufficient evidence.	Can comment on factual information within their field of interest.	59	B2 (59-66)
	Can support ideas with relevant examples.	59	B2 (59-66)
	Can write a simple discursive essay.	59	B2 (59-66)
	Can contrast two ideas when writing a simple academic text by using discourse markers.	61	B2 (59-66)
	Can signal that two ideas are similar when writing a simple academic text by using discourse markers.	61	B2 (59-66)
	Can write a structured text clearly signalling main points and supporting details.	62	B2 (59-66)
	Can show the relationship between an opinion and a counter-argument in a discursive text.	66	B2 (59-66)
	Can systematically develop an argument giving the reasons for or against a point of view.	67	B2+ (67-75)
	Can respond in writing to other people's arguments in an appropriate style.	68	B2+ (67-75)
When writing informative texts, they are able to examine a topic through the effective selection, organization, and analysis of well chosen, relevant, and sufficient facts appropriate to the audience's knowledge of the topic.	Can write a strong topic sentence within a clear paragraph.	59	B2 (59-66)
	Can write a brief standard report conveying factual information, stating reasons for actions.	61	B2 (59-66)
	Can write a chronological paragraph on an academic topic.	64	B2 (59-66)
	Can write business letters/emails using appropriate language and layout.	64	B2 (59-66)
	Can use correct formatting in an academic essay.	65	B2 (59-66)

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
They use appropriate and varied transitions as well as consistency in style and tone to link major sections of the text, create cohesion, and establish clear relationships among claims, reasons, and evidence. Individuals use precise language and domain-specific vocabulary to manage the complexity of the topic. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically.	Can support ideas with relevant examples.	59	B2 (59-66)
	Can clearly signal cause and effect relationships in a structured text.	60	B2 (59-66)
	Can clearly signal problem and solution relationships in structured text.	62	B2 (59-66)
	Can signal additional information in a formal structured text with a range of language.	62	B2 (59-66)
	Can use appropriate register in work-related written communication.	62	B2 (59-66)
	Can use statistical data, fractions, and percentages in an academic text.	62	B2 (59-66)
	Can present additional ideas using a range of linking words and phrases.	62	B2 (59-66)
	Can systematically evaluate the advantages and disadvantages of various options.	65	B2 (59-66)
	Can structure longer texts in clear, logical paragraphs.	65	B2 (59-66)
	Can use a range of chart types (line, bar, etc.) to convey information in an academic text.	66	B2 (59-66)
	Can use descriptive language to support a main idea in written academic work.	67	B2+ (67-75)
They conduct short research projects as well as more sustained research projects to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis.	Can support ideas with relevant examples.	59	B2 (59-66)
	Can summarise in writing different points of view.	64	B2 (59-66)
	Can write a concise summary of the main ideas of a longer structured text.	64	B2 (59-66)
	Can give a structured written explanation of a problem.	65	B2 (59-66)
	Can write a plan of action detailing a problem, how it will be fixed, and by when.	67	B2+ (67-75)
	Can take notes while researching an unfamiliar topic.	68	B2+ (67-75)
	Can develop a clear written description or narrative with relevant supporting detail and examples.	65	B2 (59-66)
	Can compare and evaluate ideas in a structured and logical text.	66	B2 (59-66)
	Can synthesise and evaluate familiar information and arguments from a number of sources.	67	B2+ (67-75)

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source, and communicate the data and conclusions of others while avoiding plagiarism.	Can clearly signal the difference between fact and opinion in structured text.	61	B2 (59–66)
	Can compare information from different sources.	61	B2 (59–66)
	Can correctly attribute information from different sources.	64	B2 (59–66)
	Can write relevant subheadings to structure longer more complex texts.	67	B2+ (67–75)
	Can write an effective and informative summary.	67	B2+ (67–75)
	Can synthesise and evaluate familiar information and arguments from a number of sources.	67	B2+ (67–75)
	Can summarise sources and data appropriately.	68	B2+ (67–75)

## Speaking and Listening

Individuals ready to exit the Low Adult Secondary level are able to participate in a thoughtful, respectful, and well-reasoned exchange of ideas as a member of a team. As they collaborate with peers, they are able to set rules for collegial discussions and decisionmaking, clear goals and deadlines. They are able to propel these conversations forward by clarifying, verifying or challenging ideas that are presented, actively incorporating others into the discussion, responding thoughtfully to diverse perspectives, and summarizing points of agreement and disagreement. They also are able to qualify, alter, or justify their own views and understanding in light of the evidence and reasoning presented by others. Just as in writing, individuals are able to evaluate a speaker's point of view, and in particular, assess the links among ideas, word choice, and points of emphasis and tone used. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
Participate in a thoughtful, respectful, and well-reasoned exchange of ideas as a member of a team.	Speaking	Can exchange information on a wide range of topics within their field with some confidence.	59	B2 (59-66)
		Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59-66)
		Can show interest and appreciation in conversation using a range of expressions.	60	B2 (59-66)
		Can engage in extended conversation in a clearly participatory fashion on most general topics.	61	B2 (59-66)
		Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex.	66	B2 (59-66)
	Listening	Can follow a natural group discussion, but may find it difficult to participate effectively.	62	B2 (59-66)
As they collaborate with peers, they are able to set rules for collegial discussions and decision making, clear goals and deadlines.	Speaking	Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	58	B1+ (51-58)
		Can discuss options and possible actions.	59	B2 (59-66)
		Can discuss details of a work-related task (e.g. deadlines, specifications).	59	B2 (59-66)
		Can encourage decision-making in meetings using fixed expressions.	60	B2 (59-66)
		Can help define goals for teamwork and compare options for how to achieve them.	64	B2 (59-66)
		Can explain ground rules in collaborative discussion in small groups that involves problem solving or the evaluation of alternative proposals.	64	B2 (59-66)
		Can describe goals using a range of expressions.	65	B2 (59-66)
	Listening	Can understand problem and solution relationships in informal conversation.	58	B1+ (51-58)

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
They are able to propel these conversations forward by clarifying, verifying or challenging ideas that are presented, actively incorporating others into the discussion, responding thoughtfully to diverse perspectives, and summarizing points of agreement and disagreement.	Speaking	Can clarify points they are trying to make in an academic discussion, using simple language.	59	B2 (59-66)
		Can encourage agreement in meetings using fixed expressions.	59	B2 (59-66)
		Can correct mistakes if they have led to misunderstandings.	60	B2 (59-66)
		Can ask open-ended questions to better understand the specific details of a problem.	60	B2 (59-66)
		Can encourage discussion by inviting others to join in, say what they think, etc.	62	B2 (59-66)
		Can ask for a detailed explanation of the reasons for a disagreement.	62	B2 (59-66)
		Can introduce a new perspective on the topic of a discussion.	63	B2 (59-66)
		Can manage discussion on familiar topics confirming comprehension, inviting others in, etc.	65	B2 (59-66)
		Can summarise the conclusions at the end of a meeting.	65	B2 (59-66)
		Can introduce new information during a formal discussion or presentation.	66	B2 (59-66)
		Can initiate, maintain and end discourse naturally with effective turn-taking.	68	B2+ (67-75)
		Can politely intervene to prevent someone from dominating a group discussion.	68	B2+ (67-75)
		Can encourage agreement during group discussions by indicating the areas where people have the same opinion.	68	B2+ (67-75)
	Listening	Can identify details that support a point of view when taking part in a general discussion.	59	B2 (59-66)
		Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech.	59	B2 (59-66)
		Can distinguish between fact and opinion in informal discussion at natural speed.	66	B2 (59-66)

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
They also are able to qualify, alter, or justify their own views and understanding in light of the evidence and reasoning presented by others. Just as in writing, individuals are able to evaluate a speaker's point of view, and in particular, assess the links among ideas, word choice, and points of emphasis and tone used.	Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments.	60	B2 (59–66)
		Can justify the reasons for a particular decision or course of action.	62	B2 (59–66)
		Can develop an argument giving reasons in support of or against a particular point of view.	63	B2 (59–66)
		Can signal a review or revision of assumptions during a discussion, using common discourse markers.	63	B2 (59–66)
		Can express views clearly and evaluate hypothetical proposals in informal discussions.	64	B2 (59–66)
		Can use intonation to indicate various degrees of certainty during a discussion.	65	B2 (59–66)
		Can present their ideas with precision and respond to complex lines of argument convincingly.	70	B2+ (67–75)
	Listening	Can identify details that support a point of view when taking part in a general discussion.	59	B2 (59–66)
		Can recognise emphasis through intonation and stress.	61	B2 (59–66)
		Can recognise the speaker's point of view in a structured presentation.	63	B2 (59–66)
		Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.	65	B2 (59–66)
		Can understand cause and effect relationships in informal conversation at natural speed.	65	B2 (59–66)
		Can recognise the tone and intended audience of a formal presentation.	66	B2 (59–66)



NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
They are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.	Speaking	Can construct a chain of reasoned argument.	62	B2 (59–66)
		Can recommend a course of action, giving reasons.	62	B2 (59–66)
		Can speculate about causes, consequences or hypothetical situations.	64	B2 (59–66)
		Can develop a clear argument with supporting subsidiary points and relevant examples.	66	B2 (59–66)
		Can develop an argument well enough to be followed without difficulty most of the time.	66	B2 (59–66)
		Can link a logical series of ideas leading to a suggested conclusion in a presentation.	68	B2+ (67–75)
		Can justify points made during a presentation by referring to information in graphs and charts.	68	B2+ (67–75)
		Can precisely express the potential consequences of actions or events.	69	B2+ (67–75)
	Listening	Can understand the advantages and disadvantages of different options during a discussion.	64	B2 (59–66)
		Can understand summaries of data or research used to support an extended argument.	69	B2+ (67–75)
Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Speaking	Can express ideas in a discussion or presentation using an appropriate tone and register.	65	B2 (59–66)
		Can adjust to the changes of direction, style and emphasis normally found in conversation.	67	B2+ (67–75)
	Listening	Can recognise the tone and intended audience of a formal presentation.	66	B2 (59–66)

## Language

Individuals ready to exit the Low Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. Though some errors may be present, meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
Demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing.	Speaking	Can fluently substitute an equivalent term for a word they can't recall.	64	B2 (59-66)
		Can use stock phrases to gain time and keep the turn whilst formulating what to say.	64	B2 (59-66)
		Can express ideas in a discussion or presentation using an appropriate tone and register.	65	B2 (59-66)
		Can speculate about a future event using a range of linguistic devices.	66	B2 (59-66)
		Can use hyperbole to emphasise a point (e.g. 'It's going to take me years to do this.').	69	B2+ (67-75)
		Can paraphrase an idea using a range of linguistic devices.	69	B2+ (67-75)
	Writing	Can review and edit their own email messages for rude or hostile language.	60	B2 (59-66)
		Can use appropriate grammar and vocabulary to give cohesive structure to a text.	61	B2 (59-66)
		Can modify a sentence using adverbial clauses.	62	B2 (59-66)
		Can adopt a level of formality appropriate to the circumstances.	66	B2 (59-66)
		Can write effective and appropriate paragraphs in a range of genres.	67	B2+ (67-75)

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings.	Speaking	Can make a specific, complex piece of information in their field clearer and more explicit for others by paraphrasing it in simpler language.	70	B2+ (67-75)
	Writing	Can contrast two ideas when writing a simple academic text by using discourse markers.	61	B2 (59-66)
		Can use parallel structure in academic writing.	70	B2+ (67-75)
	Reading	Can recognise that ideas are parallel in a simple academic text.	56	B1+ (51-58)
They are able to adapt their speech to a variety of contexts and tasks when indicated. Though some errors may be present, meaning of their written and oral communications is clear.	Speaking	Can plan what is to be said and the means to say it, considering the effect on the recipient.	64	B2 (59-66)
		Can adjust to the changes of direction, style and emphasis normally found in conversation.	67	B2+ (67-75)
	Writing	Can reformulate an idea in different words to emphasise or explain a point.	61	B2 (59-66)
		Can explain a term in a text using synonyms, definitions or examples.	65	B2 (59-66)
Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.	Reading	Can infer the meaning of words from context in work-related documents or publications on unfamiliar topics.	64	B2 (59-66)
	Listening	Can extract the meaning of unknown words from context if the topic discussed is familiar.	57	B1+ (51-58)
		Can understand main points and check comprehension by using contextual clues.	64	B2 (59-66)

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## NRS Level 6: High Adult Secondary

### Reading

Individuals who are ready to exit High Adult Secondary Level are able to read fluently at the college and career readiness level of text complexity (e.g., a Lexile Measure between 1185 – 1385). This includes increasing facility with academic vocabulary and figurative language sufficient for reading, writing, speaking, and listening at the college and career readiness level. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to summarize the challenging ideas, concepts or processes contained within them. They are able to paraphrase texts in simpler but still accurate terms. Whether they are conducting analyses of complex primary and secondary sources in history or in scientific and technical texts, they are able to analyze how the ideas and concepts within them develop and interact. Individuals are able to assess how points of view shape style and content in texts with particular attention to distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). Individuals are able to analyze how multiple texts address related themes and concepts, including challenging texts such as US founding documents (Declaration of Independence, the Bill of Rights). In addition, they are able to compare and contrast treatments of the same topic in several primary and secondary sources. Individuals are also able to integrate and evaluate multiple sources of information presented in diverse media in order to address a question. Through their reading and research at complex levels, they are able to cite strong and thorough textual evidence for their findings and assertions to make sound decisions and solve problems.

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
Individuals who are ready to exit High Adult Secondary Level are able to read fluently at the college and career readiness level of text complexity (e.g., a Lexile Measure between 1185 – 1385). This includes increasing facility with academic vocabulary and figurative language sufficient for reading, writing, speaking, and listening at the college and career readiness level. They are able to analyze the cumulative impact of specific word choices on meaning and tone.	Can recognise common discourse markers that convey emphasis in a linguistically complex text.	68	B2+ (67-75)
	Can understand complex or extended metaphors in an academic text.	84	C1 (76-84)
	Can critically evaluate the way in which structure, language and rhetorical devices are exploited in a work for a particular purpose and give a reasoned argument concerning their appropriateness and effectiveness.	85	C2 (85-90)
	Can critically evaluate a writer's choice of words to express nuances of meaning in an argumentative text.	87	C2 (85-90)
They can make logical and well-supported inferences about those complex texts.	Can understand inferred meaning in formal structured text.	70	B2+ (67-75)
	Can understand inferred meaning in narratives.	73	B2+ (67-75)
	Can identify similar and contrasting opinions, including inferred meaning, across a range of texts.	76	C1 (76-84)
	Can identify inferred meaning in a linguistically complex text.	79	C1 (76-84)
They are able to summarize the challenging ideas, concepts or processes contained within them. They are able to paraphrase texts in simpler but still accurate terms. Whether they are conducting analyses of complex primary and secondary sources in history or in scientific and technical texts, they are able to analyze how the ideas and concepts within them develop and interact.	Can summarise, comment on and discuss a wide range of factual and imaginative texts.	66	B2 (59-66)
	Can synthesise information from different sources in order to give a written or oral summary.	69	B2+ (67-75)
	Can extract key details from a scientific article.	70	B2+ (67-75)
	Can get the gist of specialised articles and technical texts outside their field.	74	B2+ (67-75)
	Can understand the use of paraphrasing in a linguistically complex academic text.	76	C1 (76-84)
	Can follow the sequence of events or arguments in an extended and linguistically complex academic text.	77	C1 (76-84)

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
Individuals are able to assess how points of view shape style and content in texts with particular attention to distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Can identify different styles, genres, and registers in written discourse.	67	B2+ (67-75)
	Can recognise the author's use of irony in a text.	73	B2+ (67-75)
	Can distinguish between literal and allegorical meaning in a literary text.	77	C1 (76-84)
	Can recognise multiple purposes in a linguistically complex academic text.	81	C1 (76-84)
	Can understand the use of satire in a linguistically complex text.	84	C1 (76-84)
	Can identify and understand the use of parody in a linguistically complex academic text.	86	C2 (85-90)
Individuals are able to analyze how multiple texts address related themes and concepts, including challenging texts such as US founding documents (Declaration of Independence, the Bill of Rights). They are able to compare and contrast treatments of the same topic in several primary and secondary sources.	Can follow the development of a central theme to support a specific conclusion in an academic text.	72	B2+ (67-75)
	Can identify the main organising themes in a linguistically complex academic text in their field of specialisation.	75	B2+ (67-75)
	Can compare the presentation of a key concept in different texts by different authors using different styles of writing.	79	C1 (76-84)
Individuals are able to integrate and evaluate multiple sources of information presented in diverse media in order to address a question.	Can evaluate information in an academic text using specific criteria.	70	B2+ (67-75)
	Can extract information, ideas and opinions from highly specialised sources within their field.	78	C1 (76-84)
	Can critically evaluate the quality of sources used in a linguistically complex text.	80	C1 (76-84)
	Can synthesise information from multiple linguistically complex academic texts related to similar content.	82	C1 (76-84)
Through their reading and research at complex levels, they are able to cite strong and thorough textual evidence for their findings and assertions to make sound decisions and solve problems.	Can use a range of linguistically complex reference sources to check factual information.	77	C1 (76-84)
	Can identify examples that support a particular interpretation of a linguistically complex text.	78	C1 (76-84)
	Can identify different types of supporting details in a linguistically complex academic text.	79	C1 (76-84)
	Can evaluate evidence presented in a linguistically complex argumentative text.	80	C1 (76-84)

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## Writing

Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/ experiments, or technical processes). When writing arguments, they are able to create an organization that establishes clear relationships among the claim(s), counterclaim(s), reasons and evidence. They fully develop claims and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. When writing informative texts, they are able to organize complex ideas, concepts, and information to make important connections and distinctions through the effective selection and analysis of content. They use appropriate and varied transitions to clarify the relationships among complex ideas, create cohesion, and link major sections of the text. Individuals are able to maintain a formal style while they attend to the norms and conventions of the discipline in which they are writing. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects that require the synthesis of multiple complex sources to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source in answering the research question, noting any discrepancies among the data collected.

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/ experiments, or technical processes).	Can describe the sequence in a process when writing a linguistically complex text, using common discourse markers.	70	B2+ (67-75)
	Can write a detailed description of a complex process.	74	B2+ (67-75)
	Can write a detailed account of an experiment, including theoretical background, findings, and conclusions.	83	C1 (76-84)

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
When writing arguments, they are able to create an organization that establishes clear relationships among the claim(s), counterclaim(s), reasons and evidence. They fully develop claims and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Can summarise relevant data or research in support of an argument.	69	B2+ (67-75)
	Can summarise opposing arguments in writing, including supporting evidence.	70	B2+ (67-75)
	Can represent contrasting points of view in a coherent, well structured text.	70	B2+ (67-75)
	Can write a detailed, reasoned argument for or against a case.	72	B2+ (67-75)
	Can structure an essay to incorporate counter-arguments.	72	B2+ (67-75)
	Can develop an argument with appropriate highlighting of significant points and relevant supporting detail.	73	B2+ (67-75)
	Can refute a counter-argument in written work.	75	B2+ (67-75)
	Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary.	81	C1 (76-84)
When writing informative texts, they are able to organize complex ideas, concepts, and information to make important connections and distinctions through the effective selection and analysis of content.	Can organise complex written material into numbered sections and sub-sections.	69	B2+ (67-75)
	Can convey information and ideas on abstract and concrete topics.	70	B2+ (67-75)
	Can present factual information in an objective way in extended written discourse.	71	B2+ (67-75)
	Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern, and reinforcing the message by repeating the key aspects in different ways.	79	C1 (76-84)
	Can write linguistically complex and logically structured reports and articles.	85	C2 (85-90)
	Can write about complex subjects, underlining the key issues and in a style appropriate to the intended reader.	85	C2 (85-90)



NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
They use appropriate and varied transitions to clarify the relationships among complex ideas, create cohesion, and link major sections of the text. Individuals are able to maintain a formal style while they attend to the norms and conventions of the discipline in which they are writing. They are able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically.	Can link a logical series of ideas leading to a suggested conclusion in a written report.	68	B2+ (67-75)
	Can summarise findings in a work-related report using appropriate language and style.	69	B2+ (67-75)
	Can demonstrate understanding of structure and conventions of different written genres.	71	B2+ (67-75)
	Can edit a text to make the style more neutral or formal.	74	B2+ (67-75)
	Can structure longer complex texts using a range of cohesive devices.	74	B2+ (67-75)
	Can modify the language and organisation of written information when moving from one form of delivery to another.	74	B2+ (67-75)
	Can use appropriate tone and register when writing academic texts.	75	B2+ (67-75)
	Can adapt the language and organisation of a project communication to the needs of different audiences.	76	C1 (76-84)
	Can express themselves fluently in writing, adapting the level of formality to the context.	77	C1 (76-84)
	Can smoothly switch between a range of writing styles to address specific audiences and topics in a personal way.	82	C1 (76-84)
	Can give complex information using appropriate register and conventions.	84	C1 (76-84)
	Can adapt the language of a very wide range of texts in order to present the main content in a register and degree of sophistication and detail appropriate to the audience concerned.	90	C2 (85-90)
They conduct short research projects as well as more sustained research projects that require the synthesis of multiple complex sources to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis.	Can write a detailed work-related report outlining issues and problems.	69	B2+ (67-75)
	Can write a structured report analysing advantages and disadvantages of a situation and recommending action.	70	B2+ (67-75)
	Can write essays and reports synthesising information from a number of sources.	76	C1 (76-84)
	Can use research findings to support a hypothesis in an academic text.	77	C1 (76-84)
	Can base a conclusion on a logically linked series of complex ideas in an academic research paper.	82	C1 (76-84)
	Can synthesise information from multiple linguistically complex academic texts.	82	C1 (76-84)

NRS Descriptor Segment	GSE Learning Objective	GSE Level	CEFR Level
It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source in answering the research question, noting any discrepancies among the data collected.	Can write a critical analysis of a simple academic text.	70	B2+ (67-75)
	Can challenge the evidence used to support an argument in a written text.	72	B2+ (67-75)
	Can explain information from sources in academic texts.	73	B2+ (67-75)
	Can support a thesis in an academic text using statistical examples.	75	B2+ (67-75)
	Can use citations effectively and appropriately in an academic paper.	76	C1 (76-84)

## Speaking and Listening

Individuals ready to exit the High Adult Secondary level demonstrate flexibility, integrity, and initiative when collaborating as an effective member of a team. They are able to manage their time and other resources wisely in order to contribute to the team's overarching goal(s) and meet the agreed upon deadlines. This includes the ability to exercise leadership, resolve conflicts as they arise, and pose and respond to questions that relate the current discussion to broader themes or larger ideas. They are able to express alternative views clearly and persuasively, verify or challenge others' ideas and conclusions, and think creatively and critically in light of the evidence and reasoning presented. Just as in writing, individuals are able to evaluate a speaker's point of view, stance, premises, evidence, reasoning, rhetoric, and tone. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, making strategic use of digital media. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
Individuals ready to exit the High Adult Secondary level demonstrate flexibility, integrity, and initiative when collaborating as an effective member of a team.	Speaking	Can politely bring a discussion back to the main point when the participants have gone off topic.	70	B2+ (67-75)
		Can develop the interaction and tactfully help steer it towards a conclusion.	80	C1 (76-84)
		Can take on different roles according to the needs of the participants and requirements of the activity (resource person, mediator, supervisor, etc.) and provide appropriate individualised support.	85	C2 (85-90)
	Listening	Can follow extended speech expressing unstructured ideas and thoughts.	73	B2+ (67-75)
		Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute.	76	C1 (76-84)
		Can follow a group discussion on complex, unfamiliar topics.	76	C1 (76-84)
They are able to manage their time and other resources wisely in order to contribute to the team's overarching goal(s) and meet the agreed upon deadlines. This includes the ability to exercise leadership, resolve conflicts as they arise.	Speaking	Can lead a discussion so that the group is able to make a decision.	69	B2+ (67-75)
		Can contribute to collaborative decision making and problem solving, expressing and co-developing ideas, explaining details and making suggestions for future action.	73	B2+ (67-75)
		Can organise and manage collaborative group work efficiently.	73	B2+ (67-75)
		Can intervene supportively in order to focus people's attention on aspects of the task by asking targeted questions and inviting suggestions.	75	B2+ (67-75)
		Can intervene diplomatically in order to redirect discussion, prevent one person dominating or confront disruptive behaviour.	82	C1 (76-84)
		Can manage the participants in a fast-moving discussion to keep it on course.	81	C1 (76-84)
		Can recognise undercurrents in interaction and take appropriate steps to guide the direction of discussion.	83	C1 (76-84)
	Listening	Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers.	81	C1 (76-84)

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
They are able to listen actively, build on others' ideas, express alternative views clearly and persuasively, verify or challenge others' ideas and conclusions, and think creatively and critically in light of the evidence and reasoning presented.	Speaking	Can express disagreement in a manner that shows they were actively listening to the other person.	58	B1+ (51-58)
		Can express support in a manner that shows they were actively listening to the other person.	58	B1+ (51-58)
		Can comment tactfully on other people's contributions to a discussion.	69	B2+ (67-75)
		Can evaluate problems, challenges and proposals in a collaborative discussion in order to decide on the way forward.	72	B2+ (67-75)
		Can suggest alternatives to hypothetical proposals in a general discussion.	73	B2+ (67-75)
		Can use persuasive language to convince others to agree with their recommended course of action during a discussion.	74	B2+ (67-75)
		Can effectively and appropriately challenge ideas in an academic discussion.	75	B2+ (67-75)
		Can contribute to group discussions even when speech is fast and colloquial.	76	C1 (76-84)
		Can give a detailed account of a complex subject, ending with a clear conclusion.	78	C1 (76-84)
		Can give reasons and explanations for their opinions using linguistically complex language.	78	C1 (76-84)
		Can participate in discussions using linguistically complex language to compare, contrast and summarise information.	80	C1 (76-84)
	Listening	Can identify key information in linguistically complex conversations at natural speed.	71	B2+ (67-75)
		Can evaluate the strength of a speaker's argument in a linguistically complex presentation or discussion.	74	B2+ (67-75)
		Can evaluate the strength of a speaker's source materials used to make a point in a presentation or discussion.	76	C1 (76-84)
		Can identify logical flaws in a presentation or lecture.	76	C1 (76-84)
		Can recognise coherence devices and follow complex arguments on unfamiliar topics.	77	C1 (76-84)

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
They are able to relate the evidence and reasoning presented to broader themes and ideas. Just as in writing, individuals are able to evaluate a speaker's point of view, stance, premises, evidence, reasoning, rhetoric, and tone.	Speaking	Can compare and evaluate different ideas using a range of linguistic devices.	70	B2+ (67-75)
		Can manage discussions to ensure that they are based on facts and evidence rather than speculation.	75	B2+ (67-75)
	Listening	Can recognise the tone and intended audience of a formal presentation.	66	B2 (59-66)
		Can understand summaries of data or research used to support an extended argument.	69	B2+ (67-75)
		Can follow a wide range of factual and creative texts and summarise themes and opinions.	70	B2+ (67-75)
		Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues.	71	B2+ (67-75)
		Can identify a speaker's bias in a presentation or discussion.	73	B2+ (67-75)
		Can evaluate hypothetical proposals in a presentation or lecture.	73	B2+ (67-75)
		Can evaluate the effectiveness of a selected speaking style in a presentation or lecture to support a point of view.	74	B2+ (67-75)
	Can identify analogies and metaphors used to support a position in a linguistically complex presentation or lecture.	81	C1 (76-84)	
They are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, making strategic use of digital media.	Speaking	Can give clear presentations highlighting significant points with relevant supporting detail.	70	B2+ (67-75)
		Can talk about hypothetical events and actions, and their possible consequences.	70	B2+ (67-75)
		Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem.	70	B2+ (67-75)
	Listening	Can identify details supporting a point of view in a linguistically complex presentation or lecture in their field of specialisation.	77	C1 (76-84)

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Speaking	Can shift between formal and informal registers as and when required.	72	B2+ (67-75)
		Can switch between formal and informal language during a work-related discussion to build rapport.	74	B2+ (67-75)
		Can adapt their language (e.g. syntax, idiomaticity, jargon) in order to make a complex specialist topic accessible to recipients who are not familiar with it.	82	C1 (76-84)
	Listening	Can evaluate the effectiveness of a selected speaking style in a presentation or lecture to support a point of view.	74	B2+ (67-75)
		Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.	83	C1 (76-84)

## Language

Individuals ready to exit the High Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. The meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
Demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing.	Speaking	Can use a range of cohesive devices to structure an academic presentation.	77	C1 (76–84)
		Can reformulate what they want to say during a conversation or discussion using linguistically complex language.	80	C1 (76–84)
		Can convey finer shades of meaning precisely by accurately using a wide range of modification devices.	87	C2 (85–90)
	Writing	Can express the same idea with a different level of formality appropriate to the audience.	70	B2+ (67–75)
		Can clarify a concept in a narrative text using adverbial clauses, phrases and modifiers.	70	B2+ (67–75)
		Can check and correct spelling, punctuation and grammar mistakes in long written texts.	72	B2+ (67–75)
		Can use a range of verb tenses to convey nuances of meaning in an academic text.	74	B2+ (67–75)
		Can modify the language and organisation of written information when moving from one form of delivery to another.	74	B2+ (67–75)
		Can use exaggeration and hyperbole to enhance the impact of a text.	78	C1 (76–84)
		Can use linguistic devices such as fronting to emphasise key information in a sentence.	79	C1 (76–84)
		Can precisely select vocabulary for rhetorical purposes.	79	C1 (76–84)
		Can use linguistically complex vocabulary and structures to enhance the impact in academic reports and essays.	82	C1 (76–84)
		Can employ high-level vocabulary and structures to enhance impact in written correspondence.	84	C1 (76–84)
		Can enhance a text using figurative language such as onomatopoeia, alliteration or hyperbole.	87	C2 (85–90)
		Can use parallel structure in academic writing.	70	B2+ (67–75)
This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings.	Reading	Can recognise that ideas are parallel in a linguistically complex academic text.	76	C1 (76–84)

NRS Descriptor Segment	GSE Skill	GSE Learning Objective	GSE Level	CEFR Level
They are able to adapt their speech to a variety of contexts and tasks when indicated. The meaning of their written and oral communications is clear.	Speaking	Can shift between formal and informal registers as and when required.	72	B2+ (67-75)
		Can adapt their language (e.g. syntax, idiomaticity, jargon) in order to make a complex specialist topic accessible to recipients who are not familiar with it.	82	C1 (76-84)
	Writing	Can adapt the language and organisation of a project communication to the needs of different audiences.	76	C1 (76-84)
		Can express themselves fluently in writing, adapting the level of formality to the context.	77	C1 (76-84)
Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.	Reading	Can guess the meaning of an unfamiliar word from context in a linguistically complex text.	70	B2+ (67-75)
		Can identify ambiguous language in extended linguistically complex academic texts.	84	C1 (76-84)



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