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GSL Research Series

Alignment of College and Career Readiness Standards for Adult Education (CCRS) to the Global Scale of English

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Global Scale of English

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About the GSE

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.

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

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

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**

About the College and Career Readiness Standards for Adult Education (CCRS)

For the purposes of this alignment, we worked with the 2013 edition of *College and Career Readiness Standards for Adult Education (CCRS)*. The standards are separated into four strands: Reading, Writing, Speaking and Listening and Language. Each strand contains a number of Anchor statements which are skill specific. For each Anchor statement, there are five bands, A-E, in which the descriptors become progressively more complex.

Table 2: Sample CCRS Anchor statement with A-E band descriptors.

A	B	C	D	E
CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*[4]				
Ask and answer questions about key details in a text. (RI/RL.1.1)	Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. (RI/RL.2.1)	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.7.1) • *Application:* cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1) • *Application:* cite specific textual evidence to support analysis of science and technical texts. (RST. 6-8.1)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1) • *Application:* cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1) • *Application:* cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)

Alignment Methodology and Results

Each level-specific standard was aligned to one or more GSE Learning Objective. Given that the target audience for CCRS is adult learners, GSE Learning Objectives for Adults and for Academic English were used. Two Anchors in the foundational skills for Reading, RF.2 and RF.3, could not be sufficiently aligned given their very fundamental and detailed nature.

The results of the alignment show progression across the grades from A to E. These grades reflect the education levels of adult learning: Beginning Adult Basic Education Literacy, Beginning Basic Education, Low Intermediate Basic Education, High Intermediate Basic Education, and Low Adult Secondary and High Adult Secondary Education.

Table 3: CCRS-GSE alignment by grade

Grade	GSE range	CEFR level
A	28-42	A1/A2+
B	40-53	A2+/B1+
C	50-61	B1+/B2
D	60-71	B2/B2+
E	70–80	B2+/C1

Reading

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
A	RI/RL.1.1	Can read a simple text and extract factual details.	35	A2 (30–35)
		Can make basic inferences from simple information in a short text.	38	A2+ (36–42)
B	RI/RL.1.2	Can scan short texts to locate specific information.	44	B1 (43–50)
		Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)
C	RI/RL.4.1	Can make simple inferences based on information given in a short article.	51	B1+ (51–58)
		Can infer meaning in a simple academic text, in order to answer specific questions.	54	B1+ (51–58)
		Can recognise examples and their relation to the idea they support.	54	B1+ (51–58)
		Can identify key information in an extended text or article.	57	B1+ (51–58)
		Can recognise inferred meaning in a structured text, if guided by questions.	60	B2 (59–66)
	RI/RL.5.1	Can identify different types of supporting details in a simple academic text, in order to answer specific questions.	57	B1+ (51–58)
		Can understand the use of quotes in an academic text.	63	B2 (59–66)
D	RI/RL.7.1	Can identify key information in a linguistically complex text.	69	B2+ (67–75)
		Can understand inferred meaning in formal structured text.	70	B2+ (67–75)
	RST.6-8.1	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)
	RH.6-8.1	Can critically evaluate the quality of sources used in a simple text.	61	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 information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
E	RI/RL.9-10.1	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 examples that support a particular interpretation of a linguistically complex text.	78	C1 (76–84)
	RH.9-10.1	Can identify the sources of information in a linguistically complex academic text.	73	B2+ (67–75)
		Can extract information, ideas and opinions from highly specialised sources within their field.	78	C1 (76–84)
	RST.9-10.1	Can get the gist of specialised articles and technical texts outside their field.	74	B2+ (67–75)
		Can critically evaluate the quality of sources used in a linguistically complex text.	80	C1 (76–84)
		Can understand complex arguments in technical or academic journals.	85	C2 (85–90)
CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
A	RI.1.2	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)
B	RI.3.2	Can identify the main topic and related ideas in a structured text.	49	B1 (43–50)
C	RI.4.2	Can distinguish supporting details from the main points in a text.	61	B2 (59–66)
	RL.4.2	Can identify the main organising themes of simple academic texts in their field of specialisation.	61	B2 (59–66)
D	RI/RL.6.2	Can follow the development of a central theme in an academic text.	65	B2 (59–66)
		Can summarise, comment on and discuss a wide range of factual and imaginative texts.	66	B2 (59–66)

* GSE Learning Objectives with an asterisk indicate provisional levels.

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
E	RI/RL.9-10.2	Can identify the main organising themes in a linguistically complex academic text in their field of specialisation.	75	B2+ (67–75)
	RST.11-12.2	Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way.	59	B2 (59–66)
		Can synthesise information from different sources in order to give a written or oral summary.	69	B2+ (67–75)
		Can follow the development of a central theme to support a specific conclusion in an academic text.	72	B2+ (67–75)
CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
A	RI.1.3	Can follow a basic sequence of events in a simple text on a familiar topic.	36	A2+ (36–42)
		Can follow the sequence of actions or events in a text on a familiar everyday topic.	41	A2+ (36–42)
B	RI.3.3	Can follow chronological sequence in a formal structured text.	52	B1+ (51–58)
		Can understand cause and effect relationships in a simple academic text, if clearly signalled.	52	B1+ (51–58)
C	RI.4.3	Can follow the chronological sequence of events in an academic text using numbers, times and dates.	56	B1+ (51–58)
		Can recognise that ideas are parallel in a simple academic text.	56	B1+ (51–58)
		Can understand cause and effect relationships in a structured text.	57	B1+ (51–58)
		Can recognise contrasting ideas in a structured text when signalled by discourse markers.	57	B1+ (51–58)
		Can understand problem and solution relationships in a structured text.	58	B1+ (51–58)
		Can understand relationships between ideas in a simple academic text, if guided by questions.	58	B1+ (51–58)
		Can recognise the use of cohesive devices to link ideas within and between paragraphs in a written text.	62	B2 (59–66)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
D	RI.8.3	Can recognise contrasting arguments in structured, discursive text.	68	B2+ (67–75)
	RH.6-8.3	Can use relevant material in academic textbooks and articles to support or challenge an argument.	72	B2+ (67–75)
	RST.6-8.3	Can understand the details of long complex instructions in their field, rereading as necessary.	68	B2+ (67–75)
E	RI.11-12.3	Can recognise that ideas are parallel 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)
	RH.9-10.3	Can evaluate information in an academic text using specific criteria.	70	B2+ (67–75)
		Can understand cause and effect relationships in a linguistically complex academic text.	74	B2+ (67–75)
	RST.9-10.3	Can understand complex technical information such as operating instructions, specifications for familiar products and services.	68	B2+ (67–75)
CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.				
A	RI.1.4	Can understand the general meaning of short, simple informational material and descriptions if there is visual support.	34	A2 (30–35)
B	RI.3.4	Can identify key subject vocabulary in written descriptions.	45	B1 (43–50)
		Can derive the probable meaning of a few unknown words from short, familiar contexts.	48	B1 (43–50)
C	RI.5.4	Can guess the meaning of an unfamiliar word from context.	55	B1+ (51–58)
		Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary.	59	B2 (59–66)
	RL.5.4	Can understand simple metaphors in an academic text.	60	B2 (59–66)
		Can recognise the author's use of irony in a simple text, if guided by questions.	62	B2 (59–66)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
D	RI/RL.6.4	Can recognise the tone and intended audience of a structured text.	65	B2 (59–66)
		Can understand the positive and negative connotations of words that have similar meanings.	68	B2+ (67–75)
		Can guess the meaning of an unfamiliar word from context in a linguistically complex text.	70	B2+ (67–75)
E	RI/RL.9-10.4	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text.	72	B2+ (67–75)
		Can recognise poetic devices such as rhythm, alliteration or repetition.	72	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 critically evaluate a writer's choice of words to express nuances of meaning in an argumentative text.	87	C2 (85–90)
	RST.9-10.4	Can understand definitions of technical terms presented in a linguistically complex academic text.	75	B2+ (67–75)
CCR Anchor 5: CCR portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.				
A	RI.1.5	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets).	31	A2 (30–35)
		Can identify key information in short, simple factual texts from the headings and pictures.	35	A2 (30–35)
		Can understand simple factual titles and headlines relating to common events.	39	A2+ (36–42)
B	RI.2.5	Can make basic inferences or predictions about text content from headings, titles or headlines.	43	B1 (43–50)
		Can predict the content of a simple academic text, using headings, images, and captions.	48	B1 (43–50)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
C	RI.4.5	Can recognise the organisational structure of a paragraph in a simple academic text.	52	B1+ (51–58)
		Can understand cause and effect relationships in a structured text.	57	B1+ (51–58)
		Can recognise the use of cohesive devices to link ideas within and between paragraphs in a written text.	62	B2 (59–66)
	RI.5.5	Can synthesise information from two or more basic texts, if guided by questions.	58	B1+ (51–58)
		Can compare information given in different texts and media on the same topic.	58	B1+ (51–58)
		Can identify the main organising themes of simple academic texts in their field of specialisation.	61	B2 (59–66)
		Can critically evaluate the effectiveness of a simple problem-solution essay.	61	B2 (59–66)
D	RI.6.5	Can recognise contrasting arguments in structured, discursive text.	68	B2+ (67–75)
	RI.7.5	Can follow the development of a central theme in an academic text.	65	B2 (59–66)
		Can critically evaluate the effectiveness of a simple argumentative essay.	66	B2 (59–66)
E	RI.9-10.5	Can recognise organisational patterns within a linguistically complex academic text.	74	B2+ (67–75)
	RI.11-12.5	Can compare the presentation of a key concept in different texts by different authors using different styles of writing.	79	C1 (76–84)
CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.				
B	RI.2.6	Can skim a short text to identify its main purpose.	45	B1 (43–50)
		Can skim a simple text to identify key concepts.	45	B1 (43–50)
		Can understand the writer's purpose in a simple academic text, if guided by questions.	53	B1+ (51–58)
	RI.3.6	Can recognise the writer's point of view in a simple academic text, if guided by questions.	48	B1 (43–50)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
C	RI.5.6	Can recognise significant points and arguments in straightforward newspaper articles on familiar topics.	56	B1+ (51–58)
		Can compare information given in different texts and media on the same topic.	58	B1+ (51–58)
		Can research a topic by reading simple academic texts.	59	B2 (59–66)
		Can understand differences and similarities between points of view in extended texts.	67	B2+ (67–75)
	RL.5.6	Can distinguish between fact and opinion presented in academic texts on familiar topics.	60	B2 (59–66)
D	RI.8.6	Can identify language used to persuade the reader.	60	B2 (59–66)
		Can distinguish between fact and opinion in complex formal contexts.	71	B2+ (67–75)
	RH.6-8.6	Can distinguish between fact and opinion in linguistically complex academic texts.	69	B2+ (67–75)
E	RI.9-10.6	Can infer the author's attitude in a linguistically complex academic text.	76	C1 (76–84)
	RL.9-10.6	Can identify similar and contrasting opinions, including inferred meaning, across a range of texts.	76*	C1 (76–84)
	RL.11-12.6	Can recognise the author's use of irony in a text.	73	B2+ (67–75)
	RH.9-10.6	Can identify examples that support a particular interpretation of a linguistically complex text.	78	C1 (76–84)
CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.				
A	RI.1.7	Can understand basic factual statements relating to pictures or simple texts.	29	A1 (22–29)
		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 understand the main information from simple diagrams (e.g. graphs, bar charts).	42	A2+ (36–42)
B	RI.3.7	Can follow chronological sequence in a formal structured text.	52	B1+ (51–58)

* GSE Learning Objectives with an asterisk indicate provisional levels.

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
C	RI.4.7	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 interpret the main message from complex diagrams and visual information.	62	B2 (59–66)
	RI.5.7	Can use reference materials to check factual information, when guidance on finding relevant sources of information is provided.	63	B2 (59–66)
D	RI.6.7	Can scan a long text or a set of related texts in order to find specific information.	63	B2 (59–66)
	RST.6-8.7	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)
E	RH.9-10.7	Can extract key details from quantitative data in complex business documents.	74	B2+ (67–75)
		Can research a topic by reading complex data sets.	76	C1 (76–84)
	RI.11-12.7	Can synthesise information from two or more linguistically complex texts in their field of specialisation.	79	C1 (76–84)
CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.				
A	RI.1.8	Can get the gist of short, simple narratives, with visual support.	32	A2 (30–35)
		Can understand basic opinions expressed in simple language in short texts.	38	A2+ (36–42)
B	RI.2.8	Can identify the main topic and related ideas in a structured text.	49	B1 (43–50)
		Can understand the relationship between a main point and an example in a structured text.	50	B1 (43–50)
C	RI.5.8	Can recognise significant points and arguments in straightforward newspaper articles on familiar topics.	56	B1+ (51–58)
D	RI.8.8	Can critically evaluate the effectiveness of a simple argumentative essay.	66	B2 (59–66)
		Can distinguish between fact and opinion in linguistically complex academic texts.	69	B2+ (67–75)
E	RI.9-10.8	Can identify logical flaws in an argument in an academic paper.	77	C1 (76–84)
		Can evaluate evidence presented in a linguistically complex argumentative text.	80	C1 (76–84)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				
A	RI.1.9	Can identify similarities and differences between two short texts.	44	B1 (43–50)
B	RI.3.9	Can compare information given in different texts and media on the same topic.	58	B1+ (51–58)
C	RI.5.9	Can synthesise information from two or more basic texts, if guided by questions.	58	B1+ (51–58)
D	RI.8.9	Can understand differences and similarities between points of view in extended texts.	67	B2+ (67–75)
		Can use a variety of reference materials to check factual information quickly and efficiently.	69	B2+ (67–75)
E	RI.9-10.9	Can understand long and linguistically complex factual and literary texts, appreciating distinctions of style.	87	C2 (85–90)
	RI.11-12.9	Can critically evaluate the structure, content and style of a text using linguistically complex language.	88	C2 (85–90)
	RST.9-10.9	Can compare the presentation of a key concept in different texts by different authors using different styles of writing.	79	C1 (76–84)
	RH.9-10.9	Can extract information, ideas and opinions from highly specialised sources within their field.	78	C1 (76–84)
CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.				
B		Can understand short, simple narrative texts.	37	A2+ (36–42)
C		Can understand the plot of extended narratives written in standard, non-literary language.	62	B2 (59–66)
D		Can understand inferred meaning in formal structured text.	70	B2+ (67–75)
E		Can understand a detailed description in a linguistically complex academic text.	77	C1 (76–84)

Writing

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
B	W.3.1a	Can use simple headings to organise written work.	43	B1 (43-50)
		Can write a simple outline for a piece of writing, given a model.	44	B1 (43-50)
		Can express a personal opinion in a simple academic text.	49	B1 (43-50)
	W.3.1b	Can give a simple reason for an action in an informational text, given a model.	45	B1 (43-50)
	W.3.1c	Can write an everyday connected text using a set of short elements or facts and building them into a sequence.	47	B1 (43-50)
		Can use limited discourse devices to link sentences smoothly into connected discourse.	51	B1+ (51-58)
	W.3.1d	Can write the concluding sentence or sentences of a basic paragraph, given a model.	46	B1 (43-50)
C	W.5.1a	Can write simple structured essays, organising basic ideas.	53	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)
		Can write an introduction to a simple academic essay.	59	B2 (59-66)
		Can write a brief standard report conveying factual information, stating reasons for actions.	61	B2 (59-66)
	W.5.1b	Can show a simple relationship between a main point and an example in a structured text.	55	B1+ (51-58)
	W.5.1c	Can introduce a counter-argument in a simple discursive text using 'however'.	56	B1+ (51-58)
		Can clearly signal cause and effect relationships in a structured text.	60	B2 (59-66)
		Can present additional ideas using a range of linking words and phrases.	62	B2 (59-66)
	W.5.1d	Can write a conclusion to a simple academic essay.	58	B1+ (51-58)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
D	W.7.1	Can support ideas with relevant examples	59	B2 (59-66)
		Can write a response to an academic text giving opinions.	67	B2+ (67-75)
		Can systematically develop an argument giving the reasons for or against a point of view.	67	B2+ (67-75)
		Can summarise opposing arguments in writing, including supporting evidence.	70	B2+ (67-75)
		Can write a detailed, reasoned argument for or against a case.	72	B2+ (67-75)
	W.7.1a	Can show the relationship between an opinion and a counter-argument in a discursive text.	66	B2 (59-66)
	W.7.1b	Can support a line of argument in an academic text using direct quotes.	68	B2+ (67-75)
		Can introduce and reference sources in written academic work.	71	B2+ (67-75)
		Can make the content of a text on a subject in their fields of interest more accessible to a target audience by adding examples, reasoning and explanatory comments.	71	B2+ (67-75)
	W.7.1c	Can clarify a concept in a narrative text using adverbial clauses, phrases and modifiers.	70	B2+ (67-75)
	W.7.1d	Can respond in writing to other people's arguments in an appropriate style.	68	B2+ (67-75)
	W.7.1e	Can end a discursive argument with a clear conclusion and opinion.	61	B2 (59-66)
E	W/WHST.9-10.1	Can select relevant, detailed information and arguments on complex, abstract topics from multiple oral sources (e.g. lectures, podcasts, formal discussions and debates, interviews), provided the delivery is at normal speed.	80	C1 (76-84)
	W/WHST.9-10.1a	Can reorganise a complex source text in order to focus on the points of most relevance to target audience.	81	C1 (76-84)
	W/WHST.9-10.1b	Can develop an extended line of reasoning in a linguistically complex academic text.	82	C1 (76-84)
	W/WHST.9-10.1c	Can clarify a concept in an academic text using adverbial clauses, phrases or modifiers.	76	C1 (76-84)
	W/WHST.9-10.1d	Can present factual information in an objective way in extended written discourse.	71	B2+ (67-75)
		Can use appropriate tone and register when writing academic texts.	75	B2+ (67-75)
	W/WHST.9-10.1e	Can write effective conclusions to a range of academic essays.	78	C1 (76-84)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.				
A	W.1.2	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model.	34	A2 (30-35)
		Can give an example of something in a very simple text using 'like' or 'for example'.	34	A2 (30-35)
B	W.3.2a	Can write a basic paragraph containing a topic sentence and related details, if provided with a model.	45	B1 (43-50)
		Can write short, simple essays with basic structure on familiar topics.	46	B1 (43-50)
		Can write an introduction to a simple essay, if provided with a model.	50	B1 (43-50)
	W.3.2b	Can write an everyday connected text using a set of short elements or facts and building them into a sequence.	47	B1 (43-50)
	W.3.2c	Can use limited discourse devices to link sentences smoothly into connected discourse.	51	B1+ (51-58)
	W.3.2d	Can write the concluding sentence or sentences of a basic paragraph, given a model.	46	B1 (43-50)
C	W.4.2a	Can write simple structured essays, organising basic ideas.	53	B1+ (51-58)
		Can use simple graphs and charts to convey information in academic written work.	57	B1+ (51-58)
		Can write a strong topic sentence within a clear paragraph.	59	B2 (59-66)
	W.4.2b	Can support a main idea with examples and reasons.	57	B1+ (51-58)
		Can comment on factual information within their field of interest.	59	B2 (59-66)
		Can write a brief standard report conveying factual information, stating reasons for actions.	61	B2 (59-66)
	W.4.2c	Can present additional ideas using a range of linking words and phrases.	62	B2 (59-66)
	W.4.2d	Can signal additional information in a formal structured text with a range of language.	62	B2 (59-66)
	W.4.2e	Can write a conclusion to a simple academic essay.	58	B1+ (51-58)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
D	W/WHST.6-8.2a	Can develop a clear written description or narrative with relevant supporting detail and examples.	65	B2 (59-66)
		Can signal cause and effect relationships when writing an academic text by using discourse markers.	65	B2 (59-66)
		Can write clear, detailed descriptions on a variety of subjects related to their field of interest.	67	B2+ (67-75)
		Can organise complex written material into numbered sections and sub-sections.	69	B2+ (67-75)
		Can represent contrasting points of view in a coherent, well structured text.	70	B2+ (67-75)
	W/WHST.6-8.2b	Can compare, contrast and synthesise in writing the information and viewpoints contained in academic and professional publications in their fields of special interest.	72	B2+ (67-75)
	W/WHST.6-8.2c	Can clarify a concept in a narrative text using adverbial clauses, phrases and modifiers.	70	B2+ (67-75)
	W/WHST.6-8.2d	Can explain a term in a text using synonyms, definitions or examples.	65	B2 (59-66)
		Can convey information and ideas on abstract and concrete topics.	70	B2+ (67-75)
	W/WHST.6-8.2e	Can respond in writing to other people's arguments in an appropriate style.	68	B2+ (67-75)
	W/WHST.6-8.2f	Can end a discursive argument with a clear conclusion and opinion.	61	B2 (59-66)
E	W/WHST.9-10.2a	Can write essays and reports synthesising information from a number of sources.	76	C1 (76-84)
		Can explain technical topics within their field, using suitably non-technical language for a recipient who does not have specialist knowledge.	73	B2+ (67-75)
		Can describe in detail technical information contained in a visual in an academic text.	75	B2+ (67-75)
	W/WHST.9-10.2b	Can develop an argument with appropriate highlighting of significant points and relevant supporting detail.	73	B2+ (67-75)
		Can develop an extended line of reasoning in a linguistically complex academic text.	82	C1 (76-84)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
	W/WHST.9-10.2c	Can structure longer complex texts using a range of cohesive devices.	74	B2+ (67-75)
	W/WHST.9-10.2d	Can explain technical terminology and difficult concepts when communicating with non-experts about matters within their field of specialisation.	76	C1 (76-84)
	W/WHST.9-10.2e	Can write a linguistically complex academic essay in an appropriate style and register.	82	C1 (76-84)
	W/WHST.9-10.2f	Can write effective conclusions to a range of academic essays.	78	C1 (76-84)
CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.				
A	W.1.3	Can write a simple story or description of an event using basic time expressions.	40	A2+ (36-42)
		Can clearly signal the end of a simple narrative or description.	44	B1 (43-50)
		Can write a story with a simple linear sequence.	45	B1 (43-50)
B	W.2.3	Can write a basic description of experiences, feelings and reactions, given a model.	44	B1 (43-50)
		Can describe a character's feelings and explain the reasons for them.	50	B1 (43-50)
		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 write a description of a real or imagined event (e.g. a recent trip).	53	B1+ (51-58)
C-E		Note: Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/ explanatory texts.		
CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
B	W.3.4	Can write short, simple essays with basic structure on familiar topics.	46	B1 (43-50)
C	W.5.4	Can write simple structured essays, organising basic ideas.	53	B1+ (51-58)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
D	W/WHST.6-8.4	Can write effective and appropriate paragraphs in a range of genres.	67	B2+ (67-75)
		Can express the same idea with a different level of formality appropriate to the audience.	70	B2+ (67-75)
		Can demonstrate understanding of structure and conventions of different written genres.	71	B2+ (67-75)
E	W/WHST.11-12.4	Can adapt the language and organisation of a project communication to the needs of different audiences.	76	C1
		Can write effective and appropriate essays in a range of genres.	78	C1 (76-84)
		Can precisely select vocabulary for rhetorical purposes.	79	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)
CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
A	W.1.5	Can rewrite a simple text to correct mistakes.	42	A2+ (36-42)
B	W.3.5	Can prepare a simple outline to organise ideas and information.	48	B1 (43-50)
C	W.5.5	Can check and correct spelling, punctuation and grammar in simple written texts.	54	B1+ (51-58)
		Can edit and improve a simple text.	55	B1+ (51-58)
D	W/WHST.6-8.5	Can edit a source text by deleting the parts that do not add new information that is relevant for a given audience in order to make the significant content more accessible for them.	66	B2 (59-66)
		Can check and correct spelling, punctuation and grammar mistakes in long written texts.	72	B2+ (67-75)
		Can edit a text to make the style more neutral or formal.	74	B2+ (67-75)
E	W.11-12.5	Can edit and add to a linguistically complex text to make it clearer or more concise.	82	C1 (76-84)
		Can use linguistically complex vocabulary and structures to enhance the impact in academic reports and essays.	82	C1 (76-84)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.				
A	W.1.6	Can interact online with a supportive partner in a simple collaborative task, responding to basic instructions and seeking clarification, provided there are visual aids such as images, statistics or graphs to clarify the concepts involved.	42	A2+ (36-42)
B	W.3.6	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)
C	W.4.6	Can interact online with a group that is working on a project, following straightforward instructions, seeking clarification and helping to accomplish the shared tasks.	62	B2 (59-66)
D	W.7.6	Can correctly attribute information from different sources.	64	B2 (59-66)
E	W.9-10.6	Can participate in complex projects requiring collaborative writing and redrafting as well as other forms of online collaboration, following and relaying instructions with precision in order to reach the goal.	80	C1 (76-84)
CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.				
A	W.1.7	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 write simple instructions on how to use a device or product, given a model.	46	B1 (43-50)
B	W.3.7	Can write short, simple essays with basic structure on familiar topics.	46	B1 (43-50)
		Can prepare a simple questionnaire in order to gather data.	48	B1 (43-50)
C	W.5.7	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 create a simple research poster to present research in their field of study.	62	B2 (59-66)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
D	W.7.7	Can take notes while researching an unfamiliar topic.	68	B2+ (67-75)
		Can prepare an academic questionnaire in order to gather data.	69	B2+ (67-75)
		Can create an academic research poster to present research in their field of study.	71	B2+ (67-75)
E	W/WHST.11-12.7	Can write a linguistically complex essay in response to a specific question.	75	B2+ (67-75)
		Can write essays and reports synthesising information from a number of sources.	76	C1 (76-84)
		Can keep an effective and detailed research record for a report.	73	B2+ (67-75)
		Can use research findings to support a hypothesis in an academic text.	77	C1 (76-84)
CCR Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.				
A	W.1.8	Can write about everyday things (e.g. people, places, job, study) in linked sentences.	41	A2+ (36-42)
B	W.3.8	Can write a simple outline for a piece of writing, given a model.	44	B1 (43-50)
		Can use simple headings to organise written work.	43	B1 (43-50)
C	W.5.8	Can take notes on a simple academic text.	50	B1 (43-50)
		Can paraphrase information from a simple text, if guided by questions.	50	B1 (43-50)
		Can summarise simple research findings in an academic text, if provided with a model summary.	55	B1+ (51-58)
D	W/WHST.6-8.8	Can synthesise and evaluate familiar information and arguments from a number of sources.	67	B2+ (67-75)
		Can support a line of argument in an academic text using direct quotes.	68	B2+ (67-75)
		Can embed quotations and paraphrases in written academic work, if provided with a model.	68	B2+ (67-75)
		Can convey information and ideas on abstract and concrete topics.	70	B2+ (67-75)
E	W/WHST.9-10.8	Can embed quotations and paraphrases appropriately in written work.	78	C1 (76-84)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.				
C	W.5.9	Can take notes while researching a familiar topic.	53	B1+ (51-58)
		Can support a main idea with examples and reasons.	57	B1+ (51-58)
		Can write a brief standard report conveying factual information, stating reasons for actions.	61	B2 (59-66)
	W.5.9b	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic.	55	B1+ (51-58)
D	W/WHST.6-8.9	Can develop a clear written description or narrative with relevant supporting detail and examples.	65	B2 (59-66)
		Can take notes while researching an unfamiliar topic.	68	B2+ (67-75)
	W/WHST.6-8.9a	Can write an effective and informative summary.	67	B2+ (67-75)
	W/WHST.6-8.9b	Can convey information and ideas on abstract and concrete topics.	70	B2+ (67-75)
		Can compare, contrast and synthesise in writing the information and viewpoints contained in academic and professional publications in their fields of special interest.	72	B2+ (67-75)
E	W/WHST.11-12.9	Can give a reasoned opinion of a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others.	66	B2 (59-66)
		Can support a thesis in an academic text using statistical examples.	75	B2+ (67-75)
	W/WHST.11-12.9a	Can enhance a text using figurative language such as onomatopoeia, alliteration or hyperbole.	87	C2 (85-90)
	W/WHST.11-12.9b	Can use complex numerical values in an academic text and explain their significance to the reader.	76	C1 (76-84)

Speaking and Listening

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.				
A	SL.1.1a	Can start or end a short conversation using basic fixed expressions.	32	A2 (30-35)
		Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly.	34	A2 (30-35)
		Can understand enough to respond to direct requests expressed slowly and clearly.	37	A2+ (36-42)
	SL.1.1b	Can initiate and respond to simple statements on very familiar topics.	30	A2 (30-35)
		Can understand enough to manage simple routine exchanges without undue effort.	40	A2+ (36-42)
	SL.1.1c	Can understand standard speech on familiar matters, with some repetition or reformulation.	38	A2+ (36-42)
B	SL.3.1	Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	44	B1 (43-50)
		Can get the gist of explanations of unfamiliar cultural practices and customs, if delivered slowly and clearly.	48	B1 (43-50)
		Can contribute to a group discussion if the discussion is conducted slowly and clearly.	49	B1 (43-50)
		Can generally follow changes of topic in discussions related to their field if conducted slowly and clearly.	49	B1 (43-50)
	SL.3.1a	Can paraphrase a simple factual statement related to a familiar topic.	43	B1 (43-50)
		Can summarise short written passages using the original wording and ordering.	44	B1 (43-50)
		Can follow familiar topics if the speaker is clear and avoids idiomatic usage.	45	B1 (43-50)
		Can follow most of an everyday conversation if speakers avoid very idiomatic usage.	49	B1 (43-50)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
B	SL.3.1b	Can invite others to give their views on what to do next.	46	B1 (43-50)
		Can infer opinions in a simple presentation or lecture, if guided by questions.	49	B1 (43-50)
		Can respond to opinions expressed by others.	51	B1+ (51-58)
	SL.3.1c	Can recognise when a speaker is checking that the listener has understood something in a conversation conducted slowly and clearly.	44	B1 (43-50)
		Can identify specific information in a simple presentation or lecture aimed at a general audience.	48	B1 (43-50)
		Can ask questions about the content of a presentation or lecture aimed at a general audience, using simple language.	50	B1 (43-50)
		Can repeat back what is said to confirm understanding and keep a discussion on course.	52	B1+ (51-58)
	SL.3.1d	Can make an aspect of an everyday topic clearer by providing simple examples.	46	B1 (43-50)
		Can follow the main points of extended discussion around them if in standard speech.	46	B1 (43-50)
C	SL.5.1	Can communicate (in Language B) the main sense of what is said (in Language A) on subjects within their fields of interest, conveying straightforward factual information and explicit cultural references, provided they can prepare beforehand and that the interlocutors articulate clearly in everyday language.	53	B1+ (51-58)
		Can recognise discourse markers that compare and contrast ideas.	53	B1+ (51-58)
		Can recognise that a speaker has summarised ideas in a simple presentation or lecture.	54	B1+ (51-58)
		Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding.	54	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)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
C	SL.5.1a	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)
		Can paraphrase information taken from several simple academic texts.	59	B2 (59-66)
	SL.5.1b	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51-58)
		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)
	SL.5.1c	Can use a basic repertoire of conversation strategies to maintain a discussion.	53	B1+ (51-58)
		Can contribute ideas in a panel discussion, using simple language.	55	B1+ (51-58)
		Can respond to ideas and suggestions in informal discussions.	55	B1+ (51-58)
		Can identify details that support a point of view when taking part in a general discussion.	59	B2 (59-66)
	SL.5.1d	Can describe conclusions they have drawn from a simple presentation or lecture.	57	B1+ (51-58)
		Can recognise generalisations and their supporting ideas.	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)
D	SL.8.1	Can engage in extended conversation in a clearly participatory fashion on most general topics.	61	B2 (59-66)
		Can build on people's ideas and link them into coherent lines of thinking.	66	B2 (59-66)
		Can encourage members of a group to build on one another's information and ideas to come up with a concept or solution.	69	B2+ (67-75)
	SL.8.1a	Can lead a discussion, expanding and developing ideas, if given time in advance to prepare.	64	B2 (59-66)
		Can understand summaries of data or research used to support an extended argument.	69	B2+ (67-75)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
D	SL.8.1b	Can follow the main points in a panel discussion in their field of specialisation.	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 understand the speaker's point of view on most topics delivered at natural speed and in standard language.	65	B2 (59-66)
		Can explain the different roles of participants in the collaborative process, giving clear instructions for group work.	65	B2 (59-66)
	SL.8.1c	Can clearly explain the connections between the goals of the session and the personal or professional interests and experiences of the participant(s).	68	B2+ (67-75)
		Can compare and evaluate different ideas using a range of linguistic devices.	70	B2+ (67-75)
		Can present their ideas with precision and respond to complex lines of argument convincingly.	70	B2+ (67-75)
	SL.8.1d	Can signal a review or revision of assumptions during a discussion, using common discourse markers.	63	B2 (59-66)
		Can follow straightforward lines of argument in a panel discussion, when signalled by discourse markers.	65	B2 (59-66)
E	SL.9-10.1	Can use a wide range of persuasive techniques in presentations and discussions to encourage others to take a course of action.	80	C1 (76-84)
	SL.9-10.1a	Can make a clear strong argument during a formal discussion.	74	B2+ (67-75)
		Can refer to reference sources from written academic texts to support a position in a discussion.	74	B2+ (67-75)
	SL.9-10.1b	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)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
E	SL.9-10.1c	Can effectively and appropriately challenge ideas in an academic discussion.	75	B2+ (67-75)
		Can recognise discourse markers that convey turn-taking in a linguistically complex academic discussion.	75	B2+ (67-75)
	SL.9-10.1d	Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute.	76	C1 (76-84)
		Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimise any offence.	76	C1 (76-84)
CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.				
A	SL.K.2	Can ask for repetition and clarification when they don't understand, using basic fixed expressions.	30	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 take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly.	34	A2 (30-35)
		Can show understanding using a limited range of fixed expressions.	34	A2 (30-35)
		Can generally identify the topic of discussion around them when conducted slowly and clearly.	39	A2+ (36-42)
B	SL.3.2	Can convey simple information of immediate relevance and emphasise the main point.	45	B1 (43-50)
		Can understand the main points of a simple podcast.	48	B1 (43-50)
		Can repeat back what is said to confirm understanding and keep a discussion on course.	52	B1+ (51-58)
		Can distinguish between main ideas and supporting details in familiar, standard texts.	51	B1+ (51-58)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
C	SL.4.2	Can paraphrase information taken from a simple academic text.	55	B1+ (51-58)
		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)
		Can deduce the general meaning of a passage from context in a longer, structured text.	57	B1+ (51-58)
		Can relate information in a presentation to the same information given in graphs, charts and tables.	59	B2 (59-66)
	SL.5.2	Can summarise information from a simple academic text.	53	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 that a speaker has summarised ideas in a simple presentation or lecture.	54	B1+ (51-58)
		Can summarise and comment on a short story or article and answer questions in detail.	56	B1+ (51-58)
D	SL.8.2	Can critically evaluate the effectiveness of slides or other visual materials that accompany a simple presentation.	62	B2 (59-66)
		Can interpret and describe reliably detailed information contained in complex diagrams, charts and other visually organised information on topics in their fields of interest.	66	B2 (59-66)
		Can compare and evaluate different ideas using a range of linguistic devices.	70	B2+ (67-75)
		Can effectively use research data in support of an argument.	70	B2+ (67-75)
		Can understand the main points of complex academic/professional presentations.	72	B2+ (67-75)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
E	SL.11-12.2	Can put forward a smoothly flowing and logical structured argument, highlighting significant points.	73	B2+ (67-75)
		Can summarise relevant data or research in support of an argument in a debate or discussion.	73	B2+ (67-75)
		Can identify logical flaws in a presentation or lecture.	76	C1 (76-84)
		Can summarise conclusions based on inferred knowledge from academic sources in their field of specialisation.	77	C1 (76-84)
		Can effectively discuss the meaning and implications of research data.	78	C1 (76-84)
CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.				
A	SL.K.3	Can understand basic information about prices, times, and dates in familiar contexts, if spoken slowly and clearly.	27	A1 (22-29)
		Can ask for repetition and clarification when they don't understand, using basic fixed expressions.	30	A2 (30-35)
		Can understand key information about arrangements in simple dialogues spoken slowly and clearly.	32	A2 (30-35)
		Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.	33	A2 (30-35)
		Can ask for basic advice using simple language.	34	A2 (30-35)
		Can recognise some fixed expressions used to confirm information.	35	A2 (30-35)
		Can understand enough to respond to direct requests expressed slowly and clearly.	37	A2+ (36-42)
		Can ask for clarification about key words not understood, using fixed expressions.	40	A2+ (36-42)
		Can convey simple relevant information emphasising the most important point.	45	B1 (43-50)
B	SL.3.3	Can ask basic questions in a simple academic discussion.	47	B1 (43-50)
		Can recognise when a speaker is checking that the listener has understood something in a conversation conducted slowly and clearly.	44	B1 (43-50)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
C	SL.5.3	Can describe conclusions they have drawn from a simple presentation or lecture, if guided by questions.	53	B1+ (51-58)
		Can summarise information from a simple presentation or lecture aimed at a general audience.	55	B1+ (51-58)
		Can give brief comments on the views of others.	56	B1+ (51-58)
		Can summarise a short narrative or article, talk, discussion, interview or documentary and answer further questions about details.	56	B1+ (51-58)
		Can describe conclusions they have drawn from a simple presentation or lecture.	57	B1+ (51-58)
		Can justify a viewpoint on a simple topic by discussing some pros and cons of various options.	57	B1+ (51-58)
		Can critically evaluate the main points of a straightforward presentation or lecture.	61	B2 (59-66)
		Can recognise generalisations and their supporting ideas.	59	B2 (59-66)
D	SL.8.3	Can evaluate the advantages and disadvantages of different options during a discussion.	64	B2 (59-66)
		Can give a clear presentation of their reactions to a work, developing their ideas and supporting them with examples and arguments.	66	B2 (59-66)
		Can extract key details from extended informational academic lectures, if delivered in clear standard speech.	67	B2+ (67-75)
		Can understand summaries of data or research used to support an extended argument.	69	B2+ (67-75)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
E	SL.11-12.3	Can distinguish between fact and opinion in a linguistically complex presentation or lecture.	71	B2+ (67-75)
		Can recognise the use of emphasis to highlight significant points supporting an argument in a linguistically complex presentation or lecture.	75	B2+ (67-75)
		Can critically evaluate the effectiveness and appropriateness of a presentation.	77	C1 (76-84)
		Can identify details supporting a point of view in a linguistically complex presentation or lecture in their field of specialisation.	77	C1 (76-84)
		Can compare, evaluate and prioritise ideas using linguistically complex language.	78*	C1 (76-84)
		Can explain subtle distinctions in the presentation of facts and arguments.	80	C1 (76-84)
CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.				
A	SL.1.4	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 identify objects, places or people from short spoken descriptions.	29	A1 (22-29)
		Can talk about everyday things (e.g. people, places, job, study) in a basic way.	31	A2 (30-35)
		Can express their reactions to a work, reporting their feelings and ideas in simple language.	35	A2 (30-35)
		Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.	35	A2 (30-35)
		Can say how they or someone else feels, giving brief reasons.	40	A2+ (36-42)

* GSE Learning Objectives with an asterisk indicate provisional levels.

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
B	SL.3.4	Can tell a story or describe something in a simple list of points.	40	A2+ (36-42)
		Can report the main points made in simple TV or radio news items reporting events, sports, accidents, etc., provided the topics concerned are familiar and the delivery is slow and clear.	42	A2+ (36-42)
		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 give detailed accounts of experiences, describing feelings and reactions.	49	B1 (43-50)
		Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary.	49	B1 (43-50)
		Can report the opinions of others, using simple language.	51	B1+ (51-58)
C	SL.5.4	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 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 distinguish facts from opinions in a simple, straightforward presentation or lecture.	55	B1+ (51-58)
		Can recognise that ideas in a simple presentation or lecture contrast when signalled by stress.	56	B1+ (51-58)
		Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	57	B1+ (51-58)
		Can report the opinions of others.	58	B1+ (51-58)
		Can give their personal interpretation of the development of a plot, the characters and themes in a story, novel, film or play.	62	B2 (59-66)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
D	SL.8.4	Can justify and sustain views clearly by providing relevant explanations and arguments.	60	B2 (59-66)
		Can develop a clear argument with supporting subsidiary points and relevant examples.	66	B2 (59-66)
		Can adjust to the changes of direction, style and emphasis normally found in conversation.	67	B2+ (67-75)
		Can give clear presentations highlighting significant points with relevant supporting detail.	70	B2+ (67-75)
		Can discuss findings from a research study.	71	B2+ (67-75)
E	SL.9-10.4	Can put forward a smoothly flowing and logical structured argument, highlighting significant points.	73	B2+ (67-75)
		Can synthesise information from two or more academic sources in a discussion or presentation.	75	B2+ (67-75)
		Can present a technically complex process in their field of specialisation referring to visual support.Can present a technically complex process in their field of specialisation referring to visual support.	76	C1 (76-84)
		Can interpret and describe clearly and reliably the salient points and details contained in complex diagrams and other visually organised information on complex academic or professional topics	76	C1 (76-84)
		Can make a detailed, formal, evidence-based argument in a presentation or discussion.	76	C1 (76-84)
CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.				
C	SL.5.5	Can make new information more accessible by using repetition and adding illustrations.	60	B2 (59-66)
		Can relate information in a presentation to the same information given in graphs, charts and tables.	59	B2 (59-66)

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
D	SL.8.5	Can critically evaluate the effectiveness of slides or other visual materials that accompany a simple presentation.	62	B2 (59-66)
		Can interpret the purpose of content of visuals (e.g. diagrams, charts) used to support an academic lecture or presentation.	63	B2 (59-66)
		Can interpret and describe reliably detailed information contained in complex diagrams, charts and other visually organised information on topics in their fields of interest.	66	B2 (59-66)
		Can discuss the information presented in a complex diagram or visual information.	71	B2+ (67-75)
E	SL.11-12.5	Can present a technically complex process in their field of specialisation referring to visual support.	76	C1 (76-84)
		Can critically evaluate the effectiveness of slides or other visual materials that accompany a linguistically complex presentation or lecture.	78	C1 (76-84)
CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.				
A	SL.1.6	Can give simple opinions using basic fixed expressions.	34	A2 (30-35)
		Can read aloud simple sentences with correct pronunciation, stress and intonation.	37*	A2+ (36-42)
		Can express how they feel in simple terms.	38	A2+ (36-42)
		Can use some basic interjections to express understanding, surprise, disappointment, and excitement.	42	A2+ (36-42)
B	SL.3.6	Can react appropriately to good and bad news using fixed expressions.	44	B1 (43-50)
		Can express opinions and attitudes using a range of basic expressions and sentences.	52	B1+ (51-58)

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Speaking and Listening

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
C	SL.4.6	Can clarify points they are trying to make in an academic discussion, using simple language.	59	B2 (59-66)
		Can respond to clearly expressed questions on a presentation they have given.	61	B2 (59-66)
D	SL.8.6	Can introduce a new topic during a formal discussion.	63	B2 (59-66)
		Can adjust to the changes of direction, style and emphasis normally found in conversation.	67	B2+ (67-75)
		Can, based on people's reactions, adjust the way they formulate questions and/or intervene in a group interaction.	71	B2+ (67-75)
E	SL.11-12.6	Can make the main points contained in a complex text more accessible to the target audience by adding redundancy, explaining and modifying style and register.	76	C1 (76-84)
		Can adjust to the changes of direction, style and emphasis in a linguistically complex discussion.	81	C1 (76-84)

Language

Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
A	L.K.1 and 1.1a	Can write the letters of the alphabet in upper and lower case.	10	Below A1 (10-21)
	L.K.1 and 1. 1b	Can use common irregular nouns in the plural form.	25*	A1 (22-29)'
		Can use a limited range of fixed expressions to describe objects, possessions, or products.	35	A2 (30-35)
		Can write short texts describing favourite objects, possessions or household pets.	36	A2+ (36-42)
	L.K.1 and 1. 1c	Can use ''s' to express possession with singular nouns.	28*	A1 (22-29)'
	L.K.1 and 1. 1d	Can use the correct form of 'be' with singular and plural nouns.	24*	A1 (22-29)'
		Can use subject personal pronouns.	24*	A1 (22-29)'
	L.K.1 and 1. 1e	Can describe their daily routines in a simple way.	31	A2 (30-35)
		Can use a range of common time markers for the past, present and future.	35*	A2 (30-35)'
		Can distinguish between the most common ways of expressing the future.	41*	A2+ (36-42)'
	L.K.1 and 1. 1f	Can place adjectives in the correct position (before nouns).	31*	A2 (30-35)'
	L.K.1 and 1. 1g	Can name a few very common everyday objects.	12	Below A1 (10-21)
	L.K.1 and 1. 1h	Can use 'and' to link nouns and noun phrases.	25*	A1 (22-29)'
		Can use 'but' to link clauses and sentences.	28*	A1 (22-29)'
		Can use very basic connectors like 'and', 'but', 'so' and 'then'.	31	A2 (30-35)
		Can link clauses and sentences with a range of basic connectors.	32*	A2 (30-35)'
		Can use 'because' with verb phrases to refer to causes and reasons.	35*	A2 (30-35)'

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Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
A	L.K.1 and 1. 1i	Can use 'a/an' with single countable nouns.	26*	A1 (22-29)'
		Can use 'that' and 'this' as determiners relating to people or objects.	30*	A2 (30-35)'
	L.K.1 and 1. 1j	Can use a range of prepositions of time, such as 'before', 'during', 'since', 'till/until'.	44*	B1 (43-50)'
	L.K.1 and 1. 1k	Can ask simple questions about numbers of objects there are using a basic phrase (e.g. 'how many?').	27	A1 (22-29)
		Can ask simple questions to find out about a subject.	31	A2 (30-35)
		Can ask wh- questions about the subject.	38*	A2+ (36-42)'
	L.K.1 and 1. 1l	Can use some basic interjections to express understanding, surprise, disappointment, and excitement.	42	A2+ (36-42)
		Can respond to a suggestion with 'Yes, let's'.	45*	B1 (43-50)'
B	L.2.1 and 3.1a	No GSE Learning Objective available.		
	L.2.1 and 3.1b	Can explain the meaning of a word or phrase using simple language.	45	B1 (43-50)
	L.2.1 and 3.1c	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)'
	L.2.1 and 3.1d	Can use reflexive pronouns as objects or complements.	44*	B1 (43-50)'
	L.2.1 and 3.1e	Can make affirmative statements using common irregular past simple forms.	30*	A2 (30-35)'
	L.2.1 and 3.1f	Can refer to general concepts using abstract nouns without articles.	49*	B1 (43-50)'
	L.2.1 and 3.1g	Can make affirmative statements using common regular past simple forms.	30*	A2 (30-35)'
	L.2.1 and 3.1h	No GSE Learning Objective available.		
	L.2.1 and 3.1i	Can use subject pronouns with the correct form of the verb 'be' in the simple present.	24*	A1 (22-29)'
	L.2.1 and 3.1j	Can use all forms of comparatives and superlatives of adjectives.	40*	A2+ (36-42)'
	L.2.1 and 3.1k	Can use 'though' and 'although' as conjunctions to express concession.	56*	B1+ (51-58)'
	L.2.1 and 3.1l	Can express opinions and attitudes using a range of basic expressions and sentences.	52	B1+ (51-58)
		Can use limited discourse devices to link sentences smoothly into connected discourse.	51	B1+ (51-58)
	L.2.1 and 3.1m	No GSE Learning Objective available.		

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Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
C	L.4.1 and 5.1a	No GSE Learning Objective available.		
	L.4.1 and 5.1b	Can use a wide range of subject and object relative pronouns, including zero (omission of pronoun).	48*	B1 (43-50)'
	L.4.1 and 5.1c	Can use the present continuous to refer to events at the time of speaking.	30*	A2 (30-35)'
		Can distinguish between the past simple and past continuous.	40*	A2+ (36-42)'
		Can use 'when' to link clauses in the past simple and past continuous.	46*	B1 (43-50)'
		Can use 'while' with the past simple and past continuous to refer to past actions and states.	50*	B1 (43-50)'
		Can use the past continuous to refer to temporary or changing past states or situations.	51*	B1+ (51-58)'
		Can use a range of verbs in the past continuous to refer to past plans and intentions.	58*	B1+ (51-58)'
		Can omit the subject or auxiliary when using the past continuous to describe two connected actions with the same subject.	62*	B2 (59-66)'
	L.4.1 and 5.1d	Can use 'must' to express obligation and necessity in the present and near future.	37*	A2+ (36-42)'
		Can speculate about the future using 'may/ might/could' + infinitive.	46*	B1 (43-50)'
		Can use a range of modals with passive infinitives referring to the present or future.	59*	B2 (59-66)'
		Can use a range of modals + have + past participle to talk about past possibilities.	61*	B2 (59-66)'
	L.4.1 and 5.1e	Can use the past perfect in a range of common situations.	54*	B1+ (51-58)'
		Can use the future perfect with reference to actions to be completed by a specific time in the future.	66*	B2 (59-66)'
	L.4.1 and 5.1f	Can use a range of common linking words to sequence events or activities.	45*	B1 (43-50)'
		Can use the present perfect with 'for/since' to talk about the duration of states and conditions.	44*	B1 (43-50)'

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Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
C	L.4.1 and 5.1g	Can use a range of verb tenses to describe the past, present and future	53*	B1+ (51-58)'
	L.4.1 and 5.1h	Can put a range of different adjectives into the correct sequence.	49*	B1 (43-50)'
	L.4.1 and 5.1i	Can form and use phrases with prepositions + verbs (+'-ing').	47*	B1 (43-50)'
	L.4.1 and 5.1j	Can use 'either ... or ...' in relation to a choice between two things or actions.	49*	B1 (43-50)'
		Can use 'neither ... nor ...' to connect two words or phrases.	53*	B1+ (51-58)'
	L.4.1 and 5.1k	Can edit and improve a simple text.	55	B1+ (51-58)
	L.4.1 and 5.1l	Can check and correct spelling, punctuation and grammar in simple written texts.	54	B1+ (51-58)
D	L.6.1 through 8.1a	No GSE Learning Objective available.		
	L.6.1 through 8.1b	Can use reflexive pronouns as objects or complements.	44*	B1 (43-50)'
	L.6.1 through 8.1c	Can use a wide range of subject and object relative pronouns, including zero (omission of pronoun).	48*	B1 (43-50)'
	L.6.1 through 8.1d-f	No GSE Learning Objective available.	NA	ALL
	L.6.1 through 8.1g	Can distinguish between active and passive voice in an academic text.	57	B1+ (51-58)
	L.6.1 through 8.1h	Can use 'as if/as though' with the past simple to refer to hypothetical or counterfactual circumstances.	71*	B2+ (67-75)'
	L.6.1 through 8.1i	No GSE Learning Objective available.		
	L.6.1 through 8.1j	Can clarify a concept in a narrative text using adverbial clauses, phrases and modifiers.	70	B2+ (67-75)
	L.6.1 through 8.1k	Can express opinions and attitudes using a range of basic expressions and sentences.	52	B1+ (51-58)
	L.6.1 through 8.1l	Can modify a sentence using adverbial clauses.	62	B2 (59-66)
E	L.9-10.1a	Can use parallel structure in academic writing.	70	B2+ (67-75)
	L.9-10.1b	Can clarify a concept in an academic text using adverbial clauses, phrases or modifiers.	76	C1 (76-84)

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Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
A	L.K.2 and 1.2a	Can use capital letters appropriately.	24	A1 (22-29)
	L.K.2 and 1.2b	Can write dates using both digits and words.	28	A1 (22-29)
	L.K.2 and 1.2 c-e	Can use basic punctuation (e.g. commas, full stops, question marks).	26	A1 (22-29)
	L.K.2 and 1.2f-i	No GSE Learning Objective available.		
B	L.2.2 and 3.2 a-b	Can check and correct spelling, punctuation and grammar in simple written texts.	54	B1+ (51-58)
	L.2.2 and 3.2 c-e	Can use basic punctuation (e.g. commas, full stops, question marks).	26	A1 (22-29)
	L.2.2 and 3.2f	Can use ''s' to express possession with singular nouns.	28*	A1 (22-29)'
	L.2.2 and 3.2g	Can use possessive adjectives such as 'my', 'your', etc.	25*	A1 (22-29)'
	L.2.2 and 3.2h	Can form a range of nouns from adjectives and verbs with common suffixes.	46*	B1 (43-50)'
		Can form a range of adjectives from nouns and verbs with common suffixes.	47*	B1 (43-50)'
	L.2.2 and 3.2i-j	No GSE Learning Objective available.		
	L.2.2 and 3.2k	Can, with the help of a dictionary, render simple phrases, but may not always select the appropriate meaning.	24	A1 (22-29)
CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.				
B	L.3.3a	Can use persuasive techniques appropriately in academic writing.	49*	B1 (43-50)
	L.3.3b	Can vary the formality of greetings in emails/ letters based on intended recipients.	55	B1+ (51-58)
C	L.4.3 and 5.3a	Can convey simple information of immediate relevance and emphasise the main point.	45	B1 (43-50)
		Can express and comment on ideas and suggestions in informal discussions.	56	B1+ (51-58)
		Can support a main idea with explanations and examples in a structured paragraph on a familiar topic.	55	B1+ (51-58)
	L.4.3 and 5.3b	Can check and correct spelling, punctuation and grammar in simple written texts.	54	B1+ (51-58)
	L.4.3 and 5.3c	Can express ideas in a discussion or presentation using an appropriate tone and register.	65	B2 (59-66)

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Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
C	L.4.3 and 5.3d	Can edit and improve a simple text.	55	B1+ (51-58)
	L.4.3 and 5.3e	Can compare two works, considering themes, characters and scenes, exploring similarities and contrasts and explaining the relevance of the connections between them.	66	B2 (59-66)
D	L.6.3 and 7.3a	Can shift between formal and informal registers as and when required.	72	B2+ (67-75)
		Can use appropriate tone and register when writing academic texts.	75	B2+ (67-75)
	L.6.3 and 7.3b	No GSE Learning Objective available.		
	L.6.3 and 7.3c	Can edit notes or bullet points to make them more concise.	64	B2 (59-66)
		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)
		Can edit a text to make the style more neutral or formal.	74	B2+ (67-75)
CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.				
A	L.1.4a	Can, with the help of a dictionary, render simple phrases, but may not always select the appropriate meaning.	24	A1 (22-29)
		Can understand the general meaning of short, simple informational material and descriptions if there is visual support.	34	A2 (30-35)
		Can derive the probable meaning of simple, unknown words from short, familiar contexts.	41	A2+ (36-42)
		Can check or clarify information using some simple fixed expressions.	41	A2+ (36-42)
	L.1.4b	Can form adjectives from nouns with common affixes.	42*	A2+ (36-42)'
	L.1.4c	No GSE Learning Objective available.		

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Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
B	L.2.4a	Can derive the probable meaning of simple unknown words from short, familiar contexts.	46	B1 (43-50)
	L.2.4b	Can use a range of common prefixes with verbs.	47*	B1 (43-50)'
	L.2.4c	Can use a range of common prefixes with nouns.	50*	B1 (43-50)'
	L.2.4d	Can form compound nouns from nouns plus other nouns and adjectives.	43*	B1 (43-50)'
	L.2.4e	Can derive the probable meaning of a few unknown words from short, familiar contexts.	48	B1 (43-50)
C	L.4.4 and 5.4a	Can understand the main idea of a passage using textual clues.	50	B1 (43-50)
	L.4.4 and 5.4a	Can infer meaning based on information in a text.	55	B1+ (51-58)
	L.4.4 and 5.4a	Can extract the meaning of unknown words from context if the topic discussed is familiar.	57	B1+ (51-58)
	L.4.4 and 5.4b	No GSE Learning Objective available.	NA	ALL
	L.4.4 and 5.4c	Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary.	59	B2 (59-66)
D	L.6.4a	Can guess the meaning of an unfamiliar word from context in a linguistically complex text.	70	B2+ (67-75)
	L.6.4b	Can form adjectives from nouns with common affixes.	42*	A2+ (36-42)'
	L.6.4c	Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary.	59	B2 (59-66)
	L.6.4d	Can understand main points and check comprehension by using contextual clues.	64	B2 (59-66)
		Can infer what will come next in an unstructured text by using contextual, grammatical and lexical cues.	68	B2+ (67-75)
E	L.11-12.4a	Can ask for clarification during an academic discussion, using linguistically complex language.	74	B2+ (67-75)
	L.11-12.4b	No GSE Learning Objective available.	NA	ALL
	L.11-12.4c	Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary.	59	B2 (59-66)
	L.11-12.4d	Can understand definitions of technical terms presented in a linguistically complex academic text.	75	B2+ (67-75)

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Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
A	L.1.5a	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)
	L.1.5b	Can describe common everyday objects using simple language.	31	A2 (30-35)
	L.1.5c	Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography).	31	A2 (30-35)
	L.1.5d	Can convey the main point(s) contained in clearly structured, short, simple texts, supplementing their limited repertoire with other means (e.g. gestures, drawings, words/ signs from other languages) in order to do so.	35	A2 (30-35)
B	L.3.5a	Can begin to use a repertoire of common idiomatic phrases in routine situations.	47	B1 (43-50)
	L.3.5b	Can use simple language to describe people's personality and emotions.	39	A2+ (36-42)
		Can write descriptions of real or imaginary people.	47	B1 (43-50)
	L.3.5c	Can refer to certainty and probability using 'certain/likely/due to' with verb phrases.	59*	B2 (59-66)'
		Can use intonation to indicate various degrees of certainty during a discussion.	65	B2 (59-66)
		Can describe future plans and intentions in detail, giving degrees of probability.	60	B2 (59-66)
C	L.5.5a	Can understand simple metaphors in an academic text.	60	B2 (59-66)
	L.5.5b	Can recognise when a speaker uses basic rhetorical questions in conversation.	57	B1+ (51-58)
	L.5.5c	Can use synonyms to describe or gloss an unknown word.	55	B1+ (51-58)

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Grade	CCRS level-specific standard code	GSE Learning Objective	GSE	CEFR
CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.				
A	L.1.6	Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly.	34	A2 (30-35)
		Can use 'because' with verb phrases to refer to causes and reasons.	35*	A2 (30-35)'
		Can use 'before/after' as conjunctions with complement clauses.	40*	A2+ (36-42)'
		Can use very basic connectors like 'and', 'but', 'so' and 'then'.	31	A2 (30-35)
B	L.2.6	Can use a range of common adverbs of movement and direction.	35*	A2 (30-35)
		Can use a range of adverbial intensifiers with adjectives.	51*	B1+ (51-58)
	L.3.6	Can use the past continuous to refer to temporary or changing past states or situations.	51*	B1+ (51-58)'
C	L.4.6 and 5.6a	Can describe people's personality and emotions in some detail.	59	B2 (59-66)
	L.4.6 and 5.6b	Can speak in general terms about environmental problems.	52	B1+ (51-58)
	L.4.6 and 5.6c	Can introduce a counter-argument in a simple discursive text using 'however'.	56	B1+ (51-58)
		Can contrast two ideas when writing a simple academic text by using discourse markers.	61	B2 (59-66)
D	L.8.6	Can infer the meaning of words from context in work-related documents or publications on unfamiliar topics.	64	B2 (59-66)
E	L.11-12.6	Can understand specialised terms used in reports in their field.	65	B2 (59-66)
		Can understand specialised vocabulary used in presentations or discussions within their field.	66	B2 (59-66)

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