

Pearson

Global Scale of English

Fast-track your progress

Alignment of the WIDA English Language Development Standards to the Global Scale of English: Grades 9–12

November 2024

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About the GSE

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

The GSE is an ecosystem that underpins the Pearson Connected English Learning Programme:

- **GSE Scale:** a proficiency scale from 10 to 90, with clear statements for what a learner can achieve in speaking, listening, reading, and writing at any point on the scale.
- **GSE Learning Objectives:** descriptions of what learners can do at each level of proficiency in speaking, listening, reading, and writing.
- **Courseware:** all of Pearson's English language learning courseware is developed using the GSE Learning Objectives.
- **Assessment:** institutions can develop their own assessment materials using the GSE Learning Objectives and Assessment Frameworks or choose one of Pearson's digital assessments which report on the GSE.

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

It has been psychometrically aligned to the Common European Framework of Reference or CEFR (see De Jong, Mayor, & Hayes, 2016). The GSE complements and extends the CEFR by adding an extra layer of detail to the CEFR levels and providing thousands of additional learning objectives. This extra information helps learners understand where they are now and offers a step-by-step guide to where they want to go next. Using the GSE, teachers can match a student to course materials to suit their exact level and learning goals.

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

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

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

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

For more information:

pearson.com/languages/why-pearson/the-global-scale-of-english

Alignment methodology

For the purposes of this alignment, we worked with the 2016 list of WIDA Can Do statements for Grades 9-12. We are aware that the WIDA framework was revised in 2020 but any changes to the Can Do statements have not yet been made publicly available. For that reason, we have retained the Sections and Sub-Sections from the 2016 list. However, the WIDA 2020 framework was consulted for the alignment.

Each WIDA Can Do statement was aligned to one or more GSE Learning Objective. Given the age range for Grades 9-12, GSE Learning Objectives for Adults and Academic were predominantly used.

The GSE ranges for each grade are broad, reflecting the range in WIDA proficiency levels from Entering to Reaching. For the purposes of the alignment table, data is included from Entering to Bridging, given that Reaching is generally considered to be beyond the level of an ELL in any grade year. Alignment of GSE Learning Objectives to WIDA Reaching level descriptors is, however, included in the detailed tables in this document.

Alignment Results

WIDA Grade	GSE range
Kindergarten	14-39
Grade 1	17-50
Grades 2 to 3	19-56
Grades 4 to 5	25-63
Grades 6 to 8	27-66
Grades 9 to 12	30-73

Writing

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	1 Entering	Listing content words or phrases that relate to the topic	Can list specific information contained in simple texts on everyday subjects of immediate interest or need.	30	A2 (30–35)
		Including images, diagrams, and charts to add details to the topic	Can write simple sentences using information from diagrams, charts etc.	45	B1 (43–50)
	2 Emerging	Following patterns specific to narrative or informational text (e.g. *orientation, presentation of events, conclusion*)	Can write an everyday connected text using a set of short elements or facts and building them into a sequence.	47	B1 (43–50)
		Sequencing narratives or informational text using linking words and phrases	Can use a range of common connectors to show chronological sequence.	50	B1 (43–50)
	3 Developing	Summarizing content-related material	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 summarise the main message from simple diagrams (e.g. *graphs, bar charts*).	52	B1+ (51–58)
			Can collate short pieces of information and summarise them for somebody else.	58	B1+ (51–58)
			Can write a concise summary of the main ideas of a longer structured text.	64	B2 (59–66)
		Including important information and related details	Can write a structured text clearly signalling main points and supporting details.	62	B2 (59–66)
			Can develop a clear written description or narrative with relevant supporting detail and examples.	65	B2 (59–66)
	4 Expanding	Creating narrative or informational extended text of past events or experiences (e.g. *lab reports, current events*)	Can structure longer texts in clear, logical paragraphs.	65	B2 (59–66)
		Connecting main points, events, and central ideas to conclusions	Can link a logical series of ideas leading to a suggested conclusion in a written report.	68	B2+ (67–75)
	5 Bridging	Sequencing using language that creates coherence	Can describe the sequence in a process when writing a linguistically complex text, using common discourse markers.	70	B2+ (67–75)
		Organizing information according to content-specific expectations	Can modify the language and organisation of written information when moving from one form of delivery to another.	74	B2+ (67–75)
	6 Reaching	Summarizing content-related notes from lectures or readings	Can write bullet points to summarise key points in a linguistically complex academic text.	74	B2+ (67–75)
			Can summarise information from a linguistically complex presentation or lecture.	77	C1 (76–84)
		Producing research reports using multiple sources of information	Can write essays and reports synthesising information from a number of sources.	76	C1 (76–84)

Writing

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Explain	1 Entering	Producing short responses to questions using word/ phrase banks	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	39	A2+ (36–42)
		Labeling charts, graphs, timelines, or cycles to describe phenomena	Can copy out short texts in printed or clearly handwritten format.	32	A2 (30–35)
	2 Emerging	Using transitions and connectors to show causal relationships or procedures	Can describe the sequence in a process when writing a simple text, using common discourse markers.	47	B1 (43–50)
			Can use common discourse markers to show order of importance.	48	B1 (43–50)
		Choosing everyday or technical language to describe phenomena	Can use pictures and charts to convey basic information in a simple academic text on a familiar topic.	51	B1+ (51–58)
	3 Developing	Choosing words and phrases to provide precise details, descriptions, comparisons, and ordered procedures	Can write a simple descriptive essay, if provided with a model.	53	B1+ (51–58)
			Can choose the most appropriate word from a group of similar words to convey meaning accurately.	57	B1+ (51–58)
		Integrating headings, introductory statements, and other features to organize text	Can write an introduction to a simple academic essay.	59	B2 (59–66)
			Can write a strong topic sentence within a clear paragraph.	59	B2 (59–66)
			Can demonstrate understanding of formality and conventions in standard letters.	59	B2 (59–66)
	4 Expanding	Presenting information objectively by using a neutral tone appropriate to the content area	Can write effective and appropriate paragraphs in a range of genres.	67	B2+ (67–75)
			Can present factual information in an objective way in extended written discourse.	71	B2+ (67–75)
		Integrating images, diagrams, formulas, or charts to describe phenomena	Can use simple graphs and charts to convey information in academic written work.	57	B1+ (51–58)
	5 Bridging	Synthesizing information and details about phenomena from a variety of sources	Can synthesise information from two or more academic texts.	75	B2+ (67–75)
		Organizing information and details logically and cohesively	Can develop a clear written description or narrative with relevant supporting detail and examples.	65	B2 (59–66)
			Can write relevant subheadings to structure longer more complex texts.	67	B2+ (67–75)
			Can organise complex written material into numbered sections and sub-sections.	69	B2+ (67–75)
	6 Reaching	Developing ideas about phenomena with relevant and sufficient facts, extended descriptions, concrete details, or quotations	Can embed quotations and paraphrases in written academic work, if provided with a model.	68	B2+ (67–75)
			Can structure longer complex texts using a range of cohesive devices.	74	B2+ (67–75)
		Maintaining discipline-specific patterns that bridge across key uses (e.g. *explanation to argument in history, explanation to recount for information reports*)	Can demonstrate understanding of structure and conventions of different written genres.	71	B2+ (67–75)

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Argue	1 Entering	Selecting words and phrases to represent points of view	Can write a simple structured paragraph giving their opinion on a familiar topic, given a model.	46	B1 (43-50)
		Listing pros and cons of issues	Can list as a series of bullet points the relevant information contained in short simple texts, provided the texts concern concrete, familiar subjects and contain only simple everyday language	42	A2+ (36-42)
	2 Emerging	Expressing claims with evidence (e.g. "*Socialism is a good government system because...*")	Can provide facts or examples to support a stated opinion in a simple structured paragraph, given a model.	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)
		Listing content-related ideas that represent different points of view on issues	Can develop a simple argument stating their reasons for or against a point of view.	57	B1+ (51-58)
	3 Developing	Justifying reasons or opinions with evidence	Can write short, simple structured opinion essays on familiar topics, supporting their opinions with reasons.	59	B2 (59-66)
			Can clearly signal cause and effect relationships in a structured text.	60	B2 (59-66)
			Can clearly signal the difference between fact and opinion in structured text.	61	B2 (59-66)
		Summarizing opposing positions with evidence	Can summarise in writing different points of view.	64	B2 (59-66)
	4 Expanding	Evaluating and challenging evidence presented	Can compare and evaluate ideas in a structured and logical text.	66	B2 (59-66)
		Creating persuasive essays or reports making adjustments for specific audiences	Can make accessible for others the main contents of a text on a subject of interest (e.g. *an essay, a forum discussion, a presentation*) by paraphrasing in simpler language.	65	B2 (59-66)
	5 Bridging	Organizing information to show logical reasoning	Can write relevant subheadings to structure longer more complex texts.	67	B2+ (67-75)
		Integrating multiple perspectives and evidence from a variety of sources	Can synthesise and evaluate familiar information and arguments from a number of sources.	67	B2+ (67-75)
	6 Reaching	Evaluating positive and negative implications associated with various positions (e.g. *historical events, scientific discoveries, individuals*)	Can systematically evaluate the advantages and disadvantages of various options.	65	B2 (59-66)
		Organizing information logically and coherently to represent contrasting views	Can represent contrasting points of view in a coherent, well structured text.	70	B2+ (67-75)
			Can summarise opposing arguments in writing, including supporting evidence.	70	B2+ (67-75)
			Can challenge the evidence used to support an argument in a written text.	72	B2+ (67-75)

Speaking

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	1 Entering	Naming and briefly describing content topics using visual support (e.g. *posters, diagrams, pictures*)	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help.	34	A2 (30-35)
		Answering select yes/no or Wh-questions	Can answer simple questions about habits and routines.	29	A1 (22-29)
	2 Emerging	Restating information using content-specific terms	Can relay specific, relevant information contained in short, simple texts, labels and notices on familiar subjects.	37	A2+ (36-42)
			Can paraphrase a simple factual statement related to a familiar topic.	43	B1 (43-50)
		Providing examples of content-related information previously studied	Can make an aspect of an everyday topic clearer by providing simple examples.	46	B1 (43-50)
	3 Developing	Posing and responding to questions in small group discussions	Can give or seek personal views and opinions in discussing topics of interest.	46	B1 (43-50)
			Can ask closed questions to check facts and details.	46	B1 (43-50)
		Describing the sequence of processes, cycles, procedures, or events with details	Can give brief reasons and explanations, using simple language.	45	B1 (43-50)
			Can give straightforward descriptions on a variety of familiar subjects.	47	B1 (43-50)
	4 Expanding	Presenting factual information on content-related topics to the class	Can give an effective presentation about a familiar topic.	52	B1+ (51-58)
			Can express and comment on ideas and suggestions in informal discussions.	56	B1+ (51-58)
		Paraphrasing and summarizing content-related ideas in large and small groups	Can summarise information from a simple presentation or lecture aimed at a general audience.	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)
	5 Bridging	Engaging in extended discussion of effects, impacts, or events related to content topics	Can present their ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2 (59-66)
		Giving multimedia oral presentations on content-related material learned from various sources	Can summarize the main points of several related texts.	59	B2 (59-66)
			Can synthesise and report information and arguments from a number of sources.	66	B2 (59-66)
	6 Reaching	Adjusting presentation style, degree of formality, word choice, tone, and information to the context and audience	Can shift between formal and informal registers as and when required.	72	B2+ (67-75)
		Presenting information that follows discipline-specific organization (e.g. *orientation to topic, sequence of events, conclusion*)	Can give clear presentations highlighting significant points with relevant supporting detail.	70	B2+ (67-75)

Speaking

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Explain	1 Entering	Ordering events or stages of phenomena with sequential language (e.g. *first, next, step 1*)	Can give the order of things using simple language (e.g. '*first*', '*second*', '*third*').	33	A2 (30–35)
		Using words and phrases to identify visually supported phenomena	Can describe familiar activities, given visual support.	33	A2 (30–35)
	2 Emerging	Naming properties, characteristics or features of illustrated content-related topics	Can deal with practical everyday demands, exchanging straightforward factual information.	38	A2+ (36–42)
		Posing and responding to Wh-questions that relate to phenomena	Can ask and answer questions about habits and routines.	38	A2+ (36–42)
			Can ask and answer questions about basic plans and intentions.	38	A2+ (36–42)
			Can ask and answer questions about past times and past activities.	40	A2+ (36–42)
	3 Developing	Connecting causes to effects in a series of statements	Can suggest cause and effect when discussing an academic topic.	58	B1+ (51–58)
		Sequencing processes, cycles, or procedures in short extended discourse	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	57	B1+ (51–58)
	4 Expanding	Describing components of systems in small groups and class discussions	Can describe objects, possessions and products in detail, including their characteristics and special features.	59	B2 (59–66)
		Providing precise words and phrases to provide details, descriptions, classifications, comparisons, causes/ effects, or procedures	Can give clear, detailed descriptions on a wide range of familiar subjects.	66	B2 (59–66)
	5 Bridging	Presenting information using an objective, neutral tone in extended discourse	Can present factual information in an objective way in extended spoken discourse.	69	B2+ (67–75)
		Using nominalization to compress information and maintain coherence (e.g. "*This expansion...,*" "*Weathering...,*" "*An implication...*")	No GSE Learning Objective available.		
	6 Reaching	Providing precision and accuracy in classifications, procedures, processes, and accounts using abstraction, technical language, and a variety of active/passive verb forms	Can present their ideas with precision and respond to complex lines of argument convincingly.	70	B2+ (67–75)
		Following discipline-specific organization (e.g. *orienting the reader, details, conclusion*) and supporting presentations with graphs, formulas, quotes or other media	Can give well-structured, detailed presentations on a wide range of familiar subjects.	71	B2+ (67–75)
			Can describe conclusions they have drawn from graphs and charts, using linguistically complex language.	75	B2+ (67–75)

Speaking

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Argue	1 Entering	Relating points of view with visual support (e.g. *posters, photographs*)	Can make and respond to suggestions.	41	A2+ (36–42)
			Can express opinions using simple language.	45	B1 (43–50)
		Stating pros and cons listed visually on a topic	Can suggest pros and cons when discussing a topic, using simple language.	52	B1+ (51–58)
	2 Emerging	Responding to oral or written claims	Can respond to opinions expressed by others.	51	B1+ (51–58)
		Offering facts or opinion statements as appropriate to discussion	Can express opinions and attitudes using a range of basic expressions and sentences.	52	B1+ (51–58)
	3 Developing	Stating claims matched to evidence using a series of related sentences	Can construct a chain of reasoned argument.	62	B2 (59–66)
		Suggesting details or reasons to reinforce points of view	Can develop an argument giving reasons in support of or against a particular point of view.	63	B2 (59–66)
	4 Expanding	Taking stances and defending them with evidence (e.g. *using data or citations*)	Can effectively use research data in support of an argument.	70	B2+ (67–75)
		Comparing and contrasting different points of view	Can compare and evaluate different ideas using a range of linguistic devices.	70	B2+ (67–75)
	5 Bridging	Challenging evidence and claims in debates	Can effectively and appropriately challenge ideas in an academic discussion.	75	B2+ (67–75)
		Convincing audiences of personal points of view using persuasive language	Can use persuasive language to convince others to agree with their recommended course of action during a discussion.	74	B2+ (67–75)
	6 Reaching	Organizing claims and counter claims in debates with evidence from multiple sources	Can manage discussions to ensure that they are based on facts and evidence rather than speculation.	75	B2+ (67–75)
			Can make a detailed, formal, evidence-based argument in a presentation or discussion.	76	C1 (76–84)
		Negotiating differing cultural perspectives in pairs or small groups	Can negotiate different cultural perspectives in a discussion.	71	B2+ (67–75)

Reading

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	1 Entering	Matching key content-related terms and ideas to images, graphs, icons, or diagrams	Can understand the main information from simple diagrams (e.g. *graphs, bar charts*).	42	A2+ (36-42)
		Sequencing illustrated text of narrative or informational events	Can follow the sequence of actions or events in a text on a familiar everyday topic.	41	A2+ (36-42)
	2 Emerging	Identifying patterns specific to narrative or informational text (e.g. *orientation, presentation of events, conclusion*)	Can skim a short text to identify its main purpose.	45	B1 (43-50)
		Locating main ideas in a series of related sentences	Can identify the main topic and related ideas in a simple structured text.	42	A2+ (36-42)
			Can scan short texts to locate specific information.	44	B1 (43-50)
	3 Developing	Recognizing lexical chains that show how characters and ideas are labeled across the text	Can recognise the organisational structure of a paragraph in a simple academic text.	52	B1+ (51-58)
		Identifying detailed descriptions, procedures, and information in paragraphs	Can identify key information in an extended text or article.	57	B1+ (51-58)
	4 Expanding	Reflecting on various accounts of a subject told in different media (e.g. *print* and *multimedia*)	Can compare information given in different texts and media on the same topic.	58	B1+ (51-58)
		Identifying how the authors make language choices and adjusts for audience and purpose	Can identify why a choice of words in a text is effective, if guided by questions or prompts.	59	B2 (59-66)
	5 Bridging	Identifying how text structure supports comprehension and retrieval of information and details	Can identify different styles, genres, and registers in written discourse.	67	B2+ (67-75)
		Identifying the central idea or theme and how it is supported by clear descriptions and extended details	Can distinguish supporting details from the main points in a text.	61	B2 (59-66)
	6 Reaching	Analyzing and comparing how authors use language for specific purposes and audiences	Can recognise the tone and intended audience of a structured text.	65	B2 (59-66)
			Can compare the presentation of a key concept in different texts by different authors using different styles of writing.	79	C1 (76-84)
		Identifying how authors develop and maintain cohesion by connecting ideas or events in extended texts	Can follow the development of a central theme to support a specific conclusion in an academic text.	72	B2+ (67-75)

Reading

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Explain	1 Entering	Identifying key words and phrases that describe the topics or phenomena	Can identify key subject vocabulary in written descriptions.	45	B1 (43-50)
		Recognizing sequence statements and illustrations that describe phenomena	Can follow the sequence of actions or events in a text on a familiar everyday topic.	41	A2+ (36-42)
	2 Emerging	Identifying different types of connectors that show relationships between topics and phenomena	Can identify the connections between short phrases by recognising common linking words.	43	B1 (43-50)
		Differentiating between technical and everyday vocabulary that describe phenomena	No GSE Learning Objective available.		
	3 Developing	Identifying how language provides clarity and precision in describing topics or phenomena	No GSE Learning Objective available.		
		Summarizing information with diagrams, models, flow charts, or illustrations	Can identify the key points presented in graphs and charts in a simple academic text, if guided by questions.	54	B1+ (51-58)
	4 Expanding	Identifying the interdependence of parts of systems (e.g. *technical, government, chemical*)	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 interpret the main message from complex diagrams and visual information.	62	B2 (59-66)
		Comparing information on phenomena across a variety of multimedia sources	Can compare information given in different texts and media on the same topic.	58	B1+ (51-58)
	5 Bridging	Identifying how authors connect related ideas across paragraphs with abstraction, complex sentences, and technical terms	Can recognise the use of cohesive devices to link ideas within and between paragraphs in a written text.	62	B2 (59-66)
		Tracing the central idea of text and how it develops, including how it is shaped by specific details, extended definitions, facts, quotes, or examples	Can follow the development of a central theme in an academic text.	65	B2 (59-66)
	6 Reaching	Recognizing discipline-specific patterns(e.g. *orienting the reader, part-whole classification, neutral/ authoritative tone*)	Can identify key information in a linguistically complex text.	69	B2+ (67-75)
			Can recognise organisational patterns within a linguistically complex academic text.	74	B2+ (67-75)
		Identifying authors' precision and accuracy in classifications, comparisons, accounts, or procedures as a result of clear language choices	Can critically evaluate the writer's choice of words to express nuanced meaning in a linguistically complex text.	90	C2 (85-90)

Reading

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Argue	1 Entering	Matching media (e.g. *posters, photos, banners*) with point of view words and phrases	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)
		Connecting characters/historical figures with positions or stances on various issues	Can identify basic biographical information in short simple texts about other people.	35	A2 (30–35)
	2 Emerging	Making connections between statements that make claims and those providing evidence	Can understand the relationship between a main point and an example in a structured text.	50	B1 (43–50)
			Can identify evidence that supports the writer's point of view in extended texts on a familiar topic.	57	B1+ (51–58)
		Distinguishing language that identifies facts and opinions	Can distinguish between fact and opinion in a simple academic text.	54	B1+ (51–58)
	3 Developing	Identifying their purposes and audiences	Can understand the author's purpose and intended audience.	62	B2 (59–66)
		Evaluating the strength of evidence statements	Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way.	59	B2 (59–66)
	4 Expanding	Identifying persuasive language across content areas	Can identify language used to persuade the reader.	60	B2 (59–66)
		Following the progression of logical reasoning	Can identify the main line of argument in an academic text.	63	B2 (59–66)
	5 Bridging	Recognizing multiple perspectives and points of view on any given issue	Can recognise contrasting arguments in structured, discursive text.	68	B2+ (67–75)
			Can distinguish between different viewpoints in a linguistically complex academic text.	74	B2+ (67–75)
		Identifying evidence of bias and credibility of sources	Can identify logical flaws in an argument in an academic paper.	77	C1 (76–84)
	6 Reaching	Evaluating word choice and nuance as tools for distinguishing facts, claims, reasoned judgment, and opinions	Can critically evaluate a writer's choice of words to express nuances of meaning in an argumentative text.	87	C2 (85–90)
		Identifying the logical connections among claims, counterclaims, reasons, and evidence	Can follow the sequence of events or arguments in an extended and linguistically complex academic text.	77	C1 (76–84)
			Can evaluate evidence presented in a linguistically complex argumentative text.	80	C1 (76–84)

Listening

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	1 Entering	Matching everyday oral content-related words and phrases to pictures, diagrams, or photographs	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.	26	A1 (22-29)
		Selecting resources, places, products, or figures from oral statements and visual supports	Can identify objects, places or people from short spoken descriptions.	29	A1 (22-29)
	2 Emerging	Matching oral descriptions of characters or main events in content-related topics	Can identify specific events from short spoken descriptions.	38	A2+ (36-42)
		Following modeled oral commands	Can understand enough to respond to direct requests expressed slowly and clearly.	37	A2+ (36-42)
	3 Developing	Identifying main ideas from short content-related oral presentations	Can understand basic information in a short presentation.	39	A2+ (36-42)
		Classifying examples of genres read aloud (e.g. *types of narration*)	No GSE Learning Objective available.		
	4 Expanding	Identifying details from oral discussions (e.g. *when, who, where, what,* and *why*)	Can identify key details in a simple recorded dialogue or narrative.	39	A2+ (36-42)
		Following the steps of content-related tasks or assignments given orally	Can understand instructions delivered at normal speed and accompanied by visual support.	43	B1 (43-50)
	5 Bridging	Reconstructing past experiences or series of events based on oral discourse	Can understand the details of extended talks or interviews about people's lives and experiences, if delivered in clear standard speech.	56	B1+ (51-58)
		Recognizing nuanced meanings of words and phrases in extended oral discourse	Can understand nuances of meaning in a linguistically complex presentation or lecture.	82	C1 (76-84)
	6 Reaching	Categorizing perspectives of multiple speakers	Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.	65	B2 (59-66)
		Identifying important information on specific events and concepts from lectures and presentations	Can identify specific information in a linguistically complex presentation or lecture.	72	B2+ (67-75)

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Explain	1 Entering	Ordering events or stages of phenomena from oral statements	Can follow the sequence of events in a short, simple dialogue or narrative.	37	A2+ (36–42)
		Identifying words and phrases related to sequence	Can recognise the use of common linking words/phrases (e.g. '*firstly*', '*also*') to list similar ideas in simple talks on familiar topics.	44	B1 (43–50)
	2 Emerging	Sequencing steps in processes or procedures described orally	Can identify a simple chronological sequence in a recorded narrative or dialogue.	43	B1 (43–50)
		Comparing information, symbols, or icons on charts or tables described orally	Can extract key factual information such as dates, numbers and quantities from a presentation.	45	B1 (43–50)
	3 Developing	Recognizing relationships in a series of oral statements	Can recognise that ideas in a simple presentation or lecture are similar when signalled by discourse markers.	51	B1+ (51–58)
		Identifying causes for particular events or phenomena in short oral presentations	Can identify specific information in a simple presentation or lecture aimed at a general audience.	48	B1 (43–50)
	4 Expanding	Identifying components of systems from multimedia	Can understand simple technical instructions for everyday equipment.	49	B1 (43–50)
		Interpreting cause and effect from oral discourse	Can recognise cause and effect relationships in a simple presentation or lecture when signalled by discourse markers.	54	B1+ (51–58)
	5 Bridging	Identifying interdependence of different parts of systems from multimedia presentations	Can relate information in a presentation to the same information given in graphs, charts and tables.	59	B2 (59–66)
		Identifying effects and consequences of events and phenomena from class discussions	Can understand cause and effect relationships in informal conversation at natural speed.	65	B2 (59–66)
	6 Reaching	Recognizing specific language used to enhance clarity and precision	Can understand specialised vocabulary used in presentations or discussions within their field.	66	B2 (59–66)
			Can identify the use of clarification language in a linguistically complex presentation or lecture.	72	B2+ (67–75)
		Recognizing and following language related to the same event or phenomenon throughout presentations	Can recognise that ideas in a linguistically complex presentation or lecture are similar when signalled by discourse markers.	68	B2+ (67–75)
			Can understand the main points of complex academic/ professional presentations.	72	B2+ (67–75)

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Argue	1 Entering	Matching oral information to pictures, diagrams, or photographs that show points of view	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.	35	A2 (30–35)
		Distinguishing words and phrases related to opinions or facts from oral statements	Can understand basic factual statements.	26	A1 (22–29)
			Can follow the main points in a simple audio recording aimed at a general audience.	43	B1 (43–50)
	2 Emerging	Recognizing the pros or cons of issues from short oral statements	Can distinguish between advantages and disadvantages in a simple presentation or lecture.	52	B1+ (51–58)
		Identifying claims in oral statements	Can infer opinions in a simple presentation or lecture, if guided by questions.	49	B1 (43–50)
	3 Developing	Organizing information related to different perspectives presented orally	No GSE Learning Objective available.		
		Identifying language choices that represent specific points of view from a series of oral statements	Can identify a speaker's point of view in a simple presentation or lecture aimed at a general audience.	48	B1 (43–50)
	4 Expanding	Classifying claims and evidence from oral presentations	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 facts from opinions in a simple, straightforward presentation or lecture.	55	B1+ (51–58)
			Can follow most of a clearly structured presentation within their own field.	57	B1+ (51–58)
		Differentiating multiple perspectives presented orally	Can distinguish between different points of view in a discussion or presentation.	56	B1+ (51–58)
	5 Bridging	Evaluating the purpose of arguments presented by others	Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech.	59	B2 (59–66)
		Identifying how language choices connect to particular audiences	Can recognise the tone and intended audience of a formal presentation.	66	B2 (59–66)
	6 Reaching	Identifying strengths, limitations, and potential biases from oral presentations	Can evaluate the strength of a speaker's argument in a linguistically complex presentation or discussion.	74	B2+ (67–75)
		Organizing claims and counter claims presented in debates	Can follow extended speech on abstract and complex topics outside their field, if able to ask for confirmation of details.	74	B2+ (67–75)

Oral language

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Discuss	1 Entering	Representing one's ideas using various media	No GSE Learning Objective available.		
		Responding to yes and no questions posed by the group	Can ask and answer simple questions in areas of immediate need or on very familiar topics.	25	A1 (22-29)
		Using nonverbal signals to demonstrate engagement in conversations	Can show interest in an idea using simple language and gestures.	26	A1 (22-29)
	2 Emerging	Asking and answering questions	Can answer simple questions about their life and experiences.	35	A2 (30-35)
		Communicating need for clarity of messages	Can ask for clarification about key words not understood, using fixed expressions.	40	A2+ (36-42)
		Recognizing intonation used to achieve various purposes of communication	Can speak with appropriate intonation to correctly convey intended meaning	41*	A2+ (36-42)
	3 Developing	Suggesting creative ways to resolve communication issues	Can suggest a resolution to a conflict in a simple negotiation using fixed expressions.	53	B1+ (51-58)
		Clarifying one's own ideas using a variety of strategies (e.g. *analogies or metaphors, paraphrasing*)	Can clarify points they are trying to make in an academic discussion, using simple language.	59	B2 (59-66)
		Asking clarifying questions in a respectful manner	Can ask questions to invite people to clarify their reasoning.	58	B1+ (51-58)
	4 Expanding	Demonstrating stamina when building ideas in a small group	No GSE Learning Objective available.		
		Validating ideas of others	Can express approval and appreciation of other people's ideas in a discussion.	56	B1+ (51-58)
		Sorting through one's own ideas to determine relevant ones	Can convey simple information of immediate relevance and emphasise the main point.	45	B1 (43-50)
		Providing and receiving constructive feedback from others tactfully	Can comment tactfully on other people's contributions to a discussion.	69	B2+ (67-75)

* GSE Learning Objectives with an asterisk indicate provisional levels.

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Discuss *(cont.)*	5 Bridging	Co-creating novel perspectives on issues	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)
		Responding to diverse perspectives and recognizing bias in one's own view	Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas.	66	B2 (59–66)
		Generating new ideas or questions to sustain conversations	Can introduce a new perspective on the topic of a discussion.	63	B2 (59–66)
	6 Reaching	Identifying and reacting to subtle differences in speech and register (e.g. *hyperbole, satire, comedy*)	Can shift between formal and informal registers as and when required.	72	B2+ (67–75)
			Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.	83	C1 (76–84)
		Producing coherent oral discourse appropriate to task, purpose, and audience	Can engage in extended conversation in a clearly participatory fashion on most general topics.	61	B2 (59–66)
			Can, in intercultural encounters, demonstrate appreciation of perspectives other than that of their own worldview, and express themselves in a way appropriate to the context.	71	B2+ (67–75)
		Synthesizing and sharing information from a variety of sources and perspectives	Can synthesise information from two or more academic sources in a discussion or presentation.	75	B2+ (67–75)

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