



Alignment of the Texas English Language Proficiency Standards (K12) to the GSE – An Overview

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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 English Journey:

- **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+	36–42
B1	43–50
B1+	51–58
B2	59–66
B2+	67–75
C1	76–84
C2	85–90

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

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](https://www.pearson.com/languages/why-pearson/the-global-scale-of-english)

About Texas English Language Proficiency Standards Kindergarten–Grade 12

The Texas English Language Proficiency Standards (ELPS) are statewide standards adopted by the Texas State Board of Education that define how emergent bilingual students develop and demonstrate English proficiency across the K–12 curriculum. The ELPS function alongside the Texas Essential Knowledge and Skills (TEKS) and are mandatory in every subject area, ensuring that language development is addressed as an integral part of academic instruction rather than as a separate discipline. The standards establish a common framework for supporting English acquisition while enabling students to access grade-level content meaningfully across all content areas.

Within the ELPS framework, English development is understood as a cross-curricular, developmental process that occurs through authentic engagement with academic content. The standards organize language learning into four domains: listening, speaking, reading and writing, and describe a continuum of proficiency levels (from pre-production to advanced) that reflect how students' language use becomes increasingly complex, precise, and independent over time.

For more information about Texas ELPS K12, visit <https://tea.texas.gov/academics/curriculum-standards/teks-review/english-language-proficiency-standards-review>.

Alignment Methodology & Results

Across the two cycles: Kindergarten–Grade 3 and Grades 4–12, GSE Learning Objectives were aligned to proficiency level descriptors across five mastery levels: Pre–production, Beginning, Intermediate, High Intermediate and Advanced.

GSE Pre–Primary and GSE Young Learner Learning Objectives were used for the first cycle. In the G4–12 cycle, Young Learner Learning Objectives were applied in Pre–production to High Intermediate and a combination of Young Learner and Adult Learning Objectives were applied in Advanced. Each descriptor was aligned to one or more GSE Learning Objectives.

The results of the alignment show progression across the cycles, reflecting the advancement from the very early learning stages to confident, advanced use of language. There is an overlap between the GSE ranges in the cycles, to accommodate a varying pace of progress.

	Pre–production	Beginning	Intermediate	High Intermediate	Advanced
Kindergarten–Grade 3	10–21	17–27	26–33	32–43	43–50
Grades 4–12	10–21	20–42	43–53	51–62	60–72

Table 2: Overall Texas K12–GSE alignment by range.

Sample Alignment

The following table is an excerpt from the Texas ELPS for Kindergarten–Grade 3 alignment. It shows examples of proficiency descriptors from the Language pattern called Discourse in the Speaking section and the corresponding GSE Learning Objectives.

Full alignment documentation is available on request via our website: [Educator sales enquiries](#) | [Pearson Languages](#).

Skill	Language pattern	Level	Proficiency Descriptor	GSE Learning Objective	GSE value
Speaking	Discourse	Pre-production	The EB student can communicate ideas through gestures and a few isolated words.	Can use a few basic words to say how they feel, if supported by pictures.	14*
				Can say what food or drink they would like using single words and gestures.	19
				Can say how they feel, using a limited range of common adjectives (e.g. 'happy', 'cold').	22
		Beginning	The EB student can describe ideas and reasoning orally using isolated words and vocabulary.	Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures.	19
		Intermediate	The EB student can describe and justify ideas and reasoning orally using high-frequency terms and phrases.	Can connect ideas using a few simple linking words.	35

Skill	Language pattern	Level	Proficiency Descriptor	GSE Learning Objective	GSE value
		High Intermediate	The EB student can describe and justify ideas, reasoning, and arguments orally using sentences.	Can express disagreement using basic fixed expressions.	37
		Advanced	The EB student can explain and justify ideas, reasoning, and arguments orally using a variety of sentence types.	Can communicate their ideas when they don't know all the necessary language, using words and phrases that have a similar meaning.	46
				Can suggest possible reasons why a situation or event has happened, if guided by questions and prompts.	48

* GSE Learning Objectives with an asterisk indicate provisional levels.

Table 3: An excerpt from the Texas ELPS G3, Speaking, showing GSE alignment.

