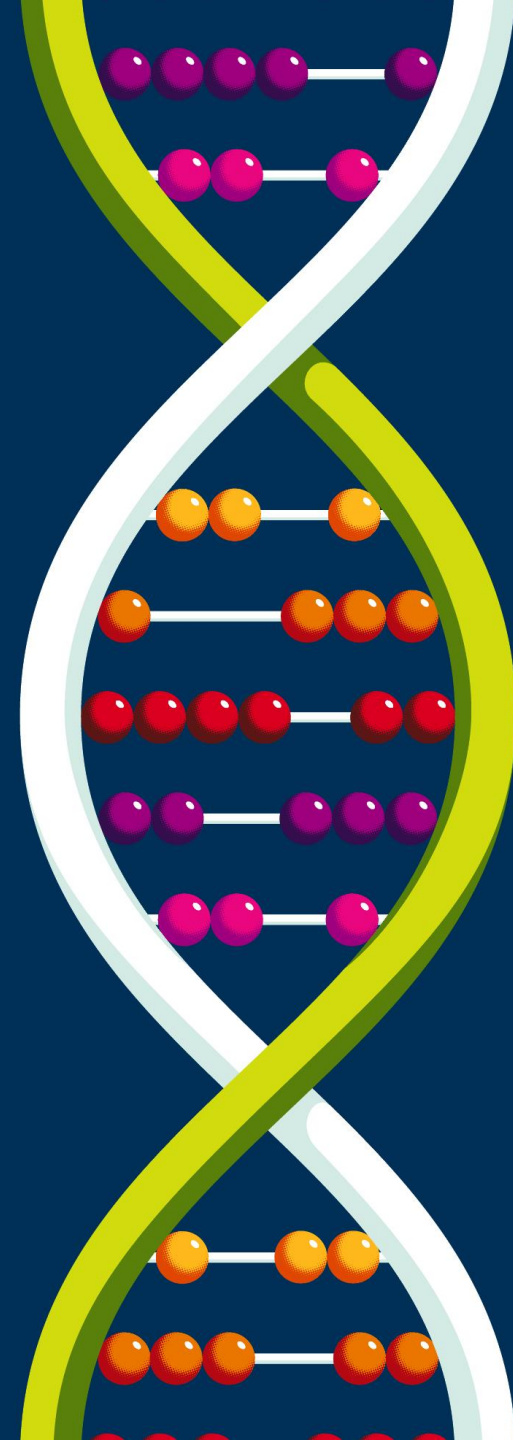




Pearson

Learning Distribution: Using learning metrics to plan for course progress

Sara Davila –
Principal Instructional Designer,
Global Scale of English
Implementation





**Understanding progress is
about understanding goals.**



**Scales and Frameworks to
inform Goals**

Why Scales and Frameworks

- Research Based
- Aligned to international expectations
- Eliminate guesswork





Global Scale of English



Language Programs and Goals

Documenting Learning

Learning Distributions are informed by:

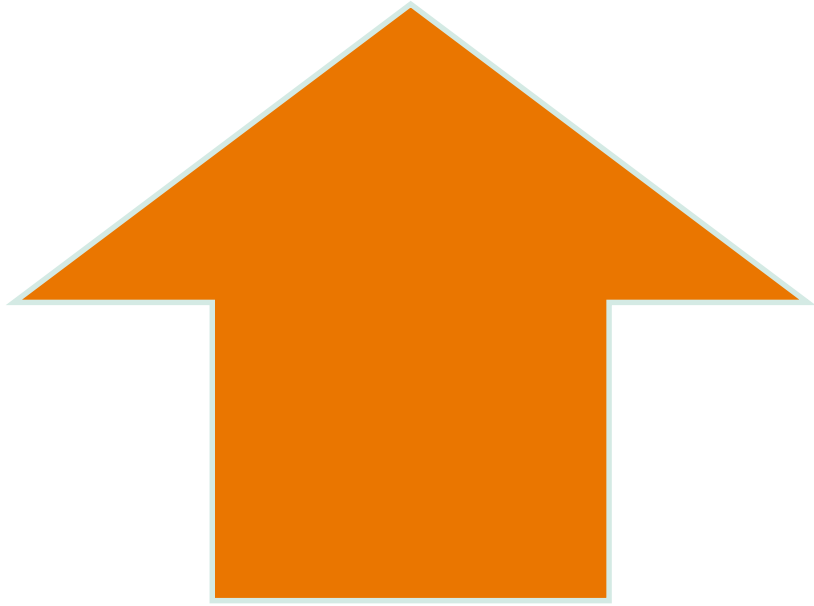
- Program type
- Pedagogical Type
- Length of Program
- Focus of Program

The process provides a full map of learning in a specific class, section, course or program.

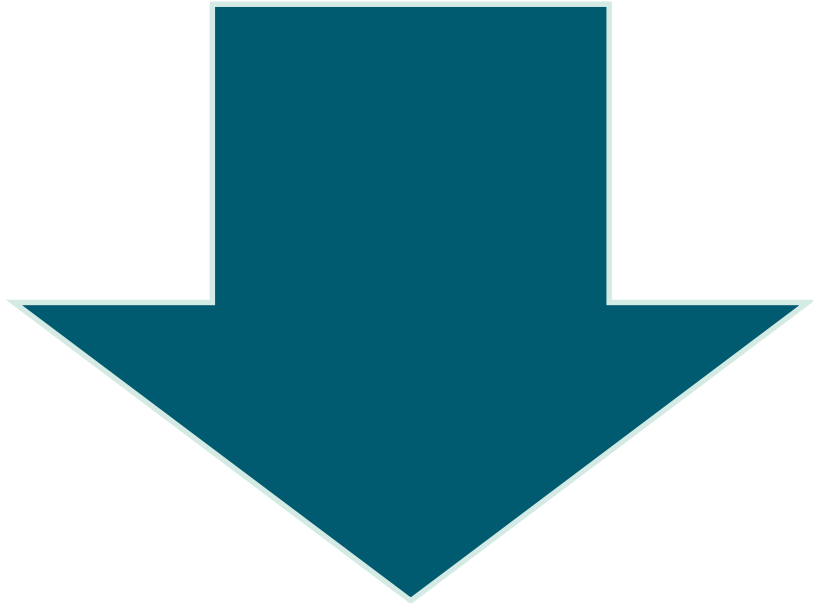




Learning By Design

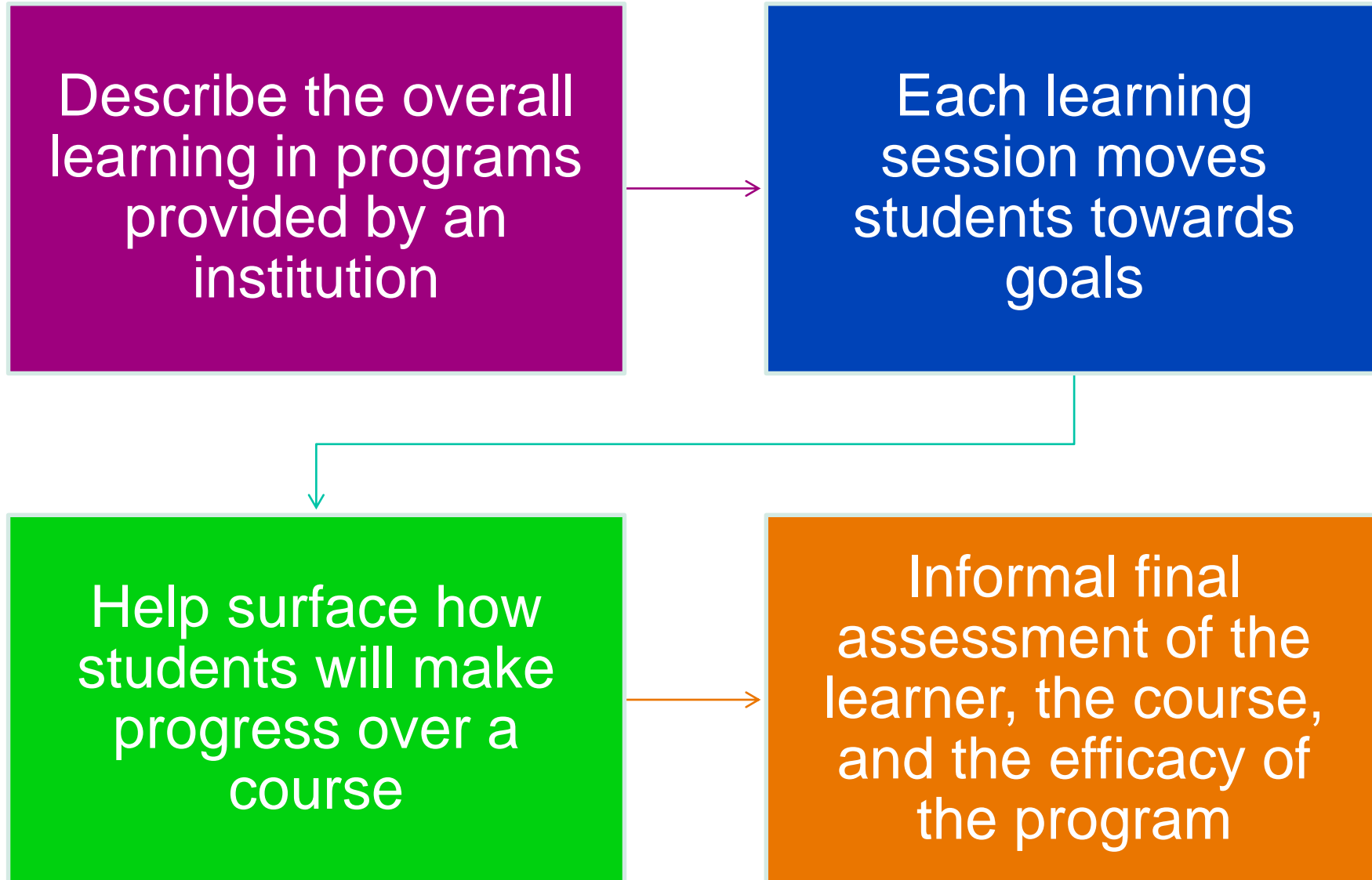


**Learning Outcomes:
The big picture goal**



**Learning Objectives:
The class to class
goal**

Student Learning Outcomes



Student Learning Objective



Aligned to
Learning
Outcomes

Describe the
objective of each
learning session

Can be
observed at
the end of a
class session

Are responsive
to learners
needs

Learning Distributions

What is a learning distribution?

A learning distribution is a summary of how the learning outcomes and objectives aligned to a course create a meaningful learning journey that builds new skills and abilities.



Distributions Inform

Using scales and frameworks available to English language teachers we can create learning distributions that inform:

- How skills are developed
- What skills are emphasized
- What challenges are present
- How challenges creates new learning



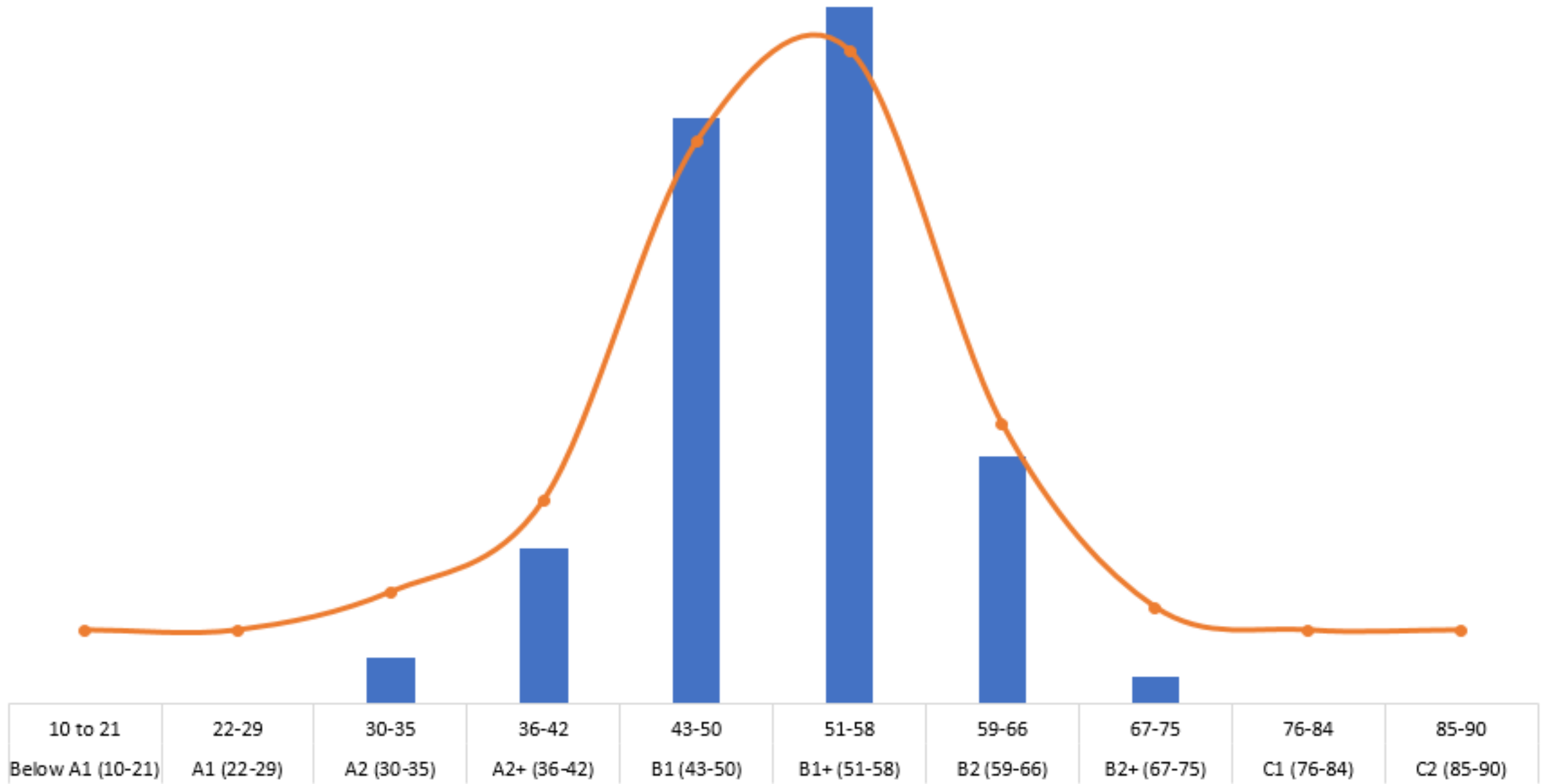
Distributions help

- Inform teachers of course expectations
- Help plan for meaningful progress
- Provide a guideline for diagnostic analysis of a class
- Provide support to students for self-improvement
- Provide support for teachers on how to provide scaffolding and stretch challenges in the classroom



What Are They?

CEFR band	GSE range	Speaking	Listening	Reading	Writing	Count # LOs	%
Below A1 (10-21)	10 to 21	0	0	0	0	0	0%
A1 (22-29)	22-29	0	0	0	0	0	0%
A2 (30-35)	30-35	2	4	1	0	7	11%
A2+ (36-42)	36-42	3	4	0	1	8	13%
B1 (43-50)	43-50	6	3	2	3	14	23%
B1+ (51-58)	51-58	5	8	3	3	19	31%
B2 (59-66)	59-66	4	2	4	1	11	18%
B2+ (67-75)	67-75	0	0	0	2	2	3%
C1 (76-84)	76-84	0	0	0	0	0	0%
C2 (85-90)	85-90	0	0	0	0	0	0%
TOTAL		20	21	10	10	61	100%
Distribution		33%	34%	16%	16%		





**Learning Distribution
Variables**



Institutional Variables

Information in a Learning Distribution

Information that informs a distribution

- Number of teaching hours
- Desired learning range
- Placement Level
- Average Performance
- Exceptional performance

Research on your program informs these points

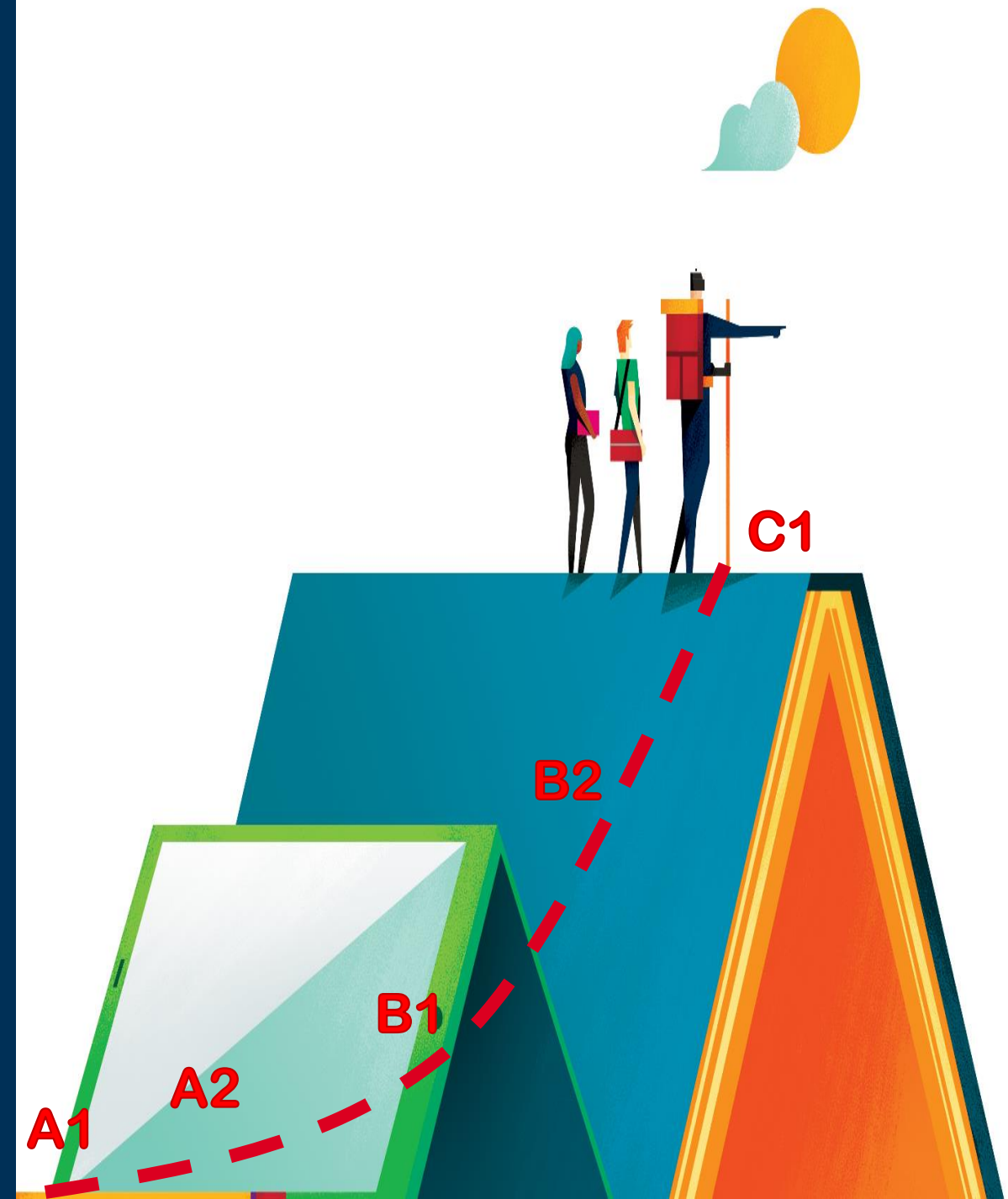


Information Presented by a Learning Distribution

Information Communicated by a distribution

- Skill focus
- Skill distribution
- Level focus
- Distribution of challenge

This information is informed by your course offerings

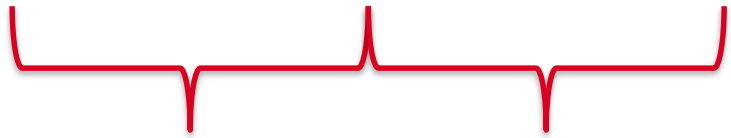
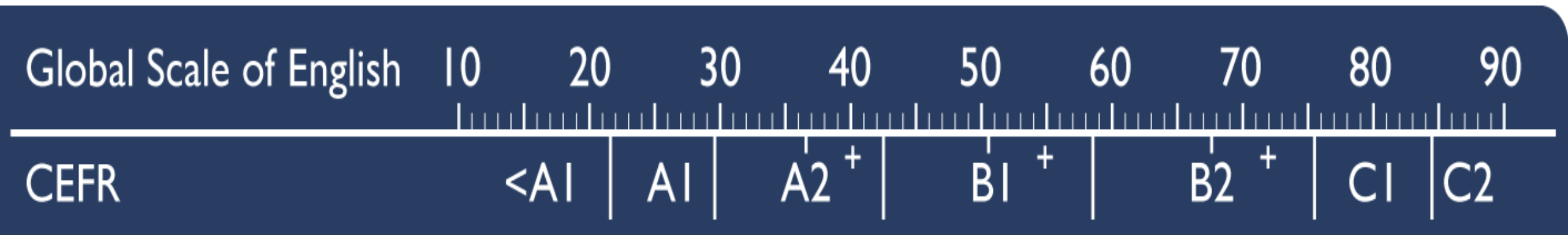




Research Informed Variables



Time



Global Scale of English 10 20 30 40 50 60 70 80 90

CEFR <A1 | A1 | A2⁺ | B1⁺ | B2⁺ | C1 | C2

Fewer learning hours.
Learners make progress
quickly.

Master larger number objectives in a smaller
amount of time.

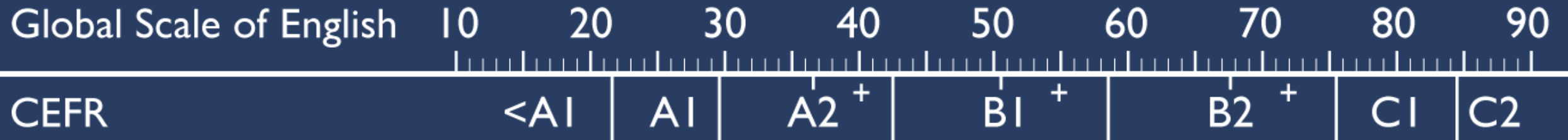
More learning hours.
Learners make progress
slowly.

Master a smaller number of objectives
over a longer amount of time.



Achievement

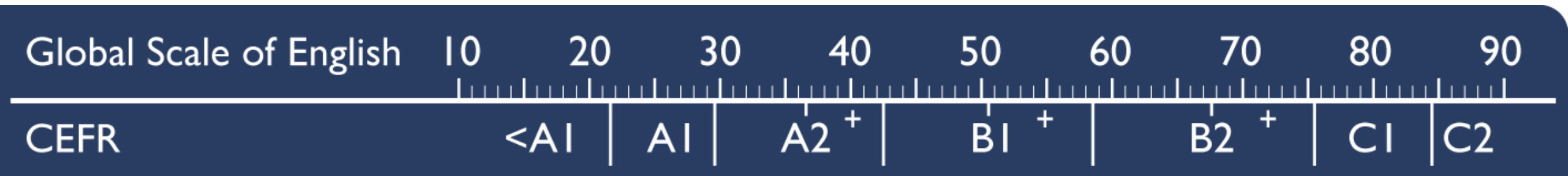
Where is he
at now?



Start Here



GSE 20



Start Here



GSE 20



Global Scale of English

10

20

30

40

50

60

70

80

90

CEFR

<A1

A1

A2⁺

B1⁺

B2⁺

C1

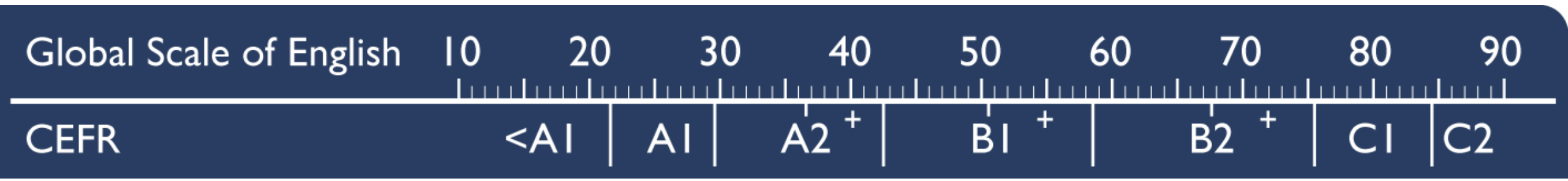
C2



Start Here



GSE 20



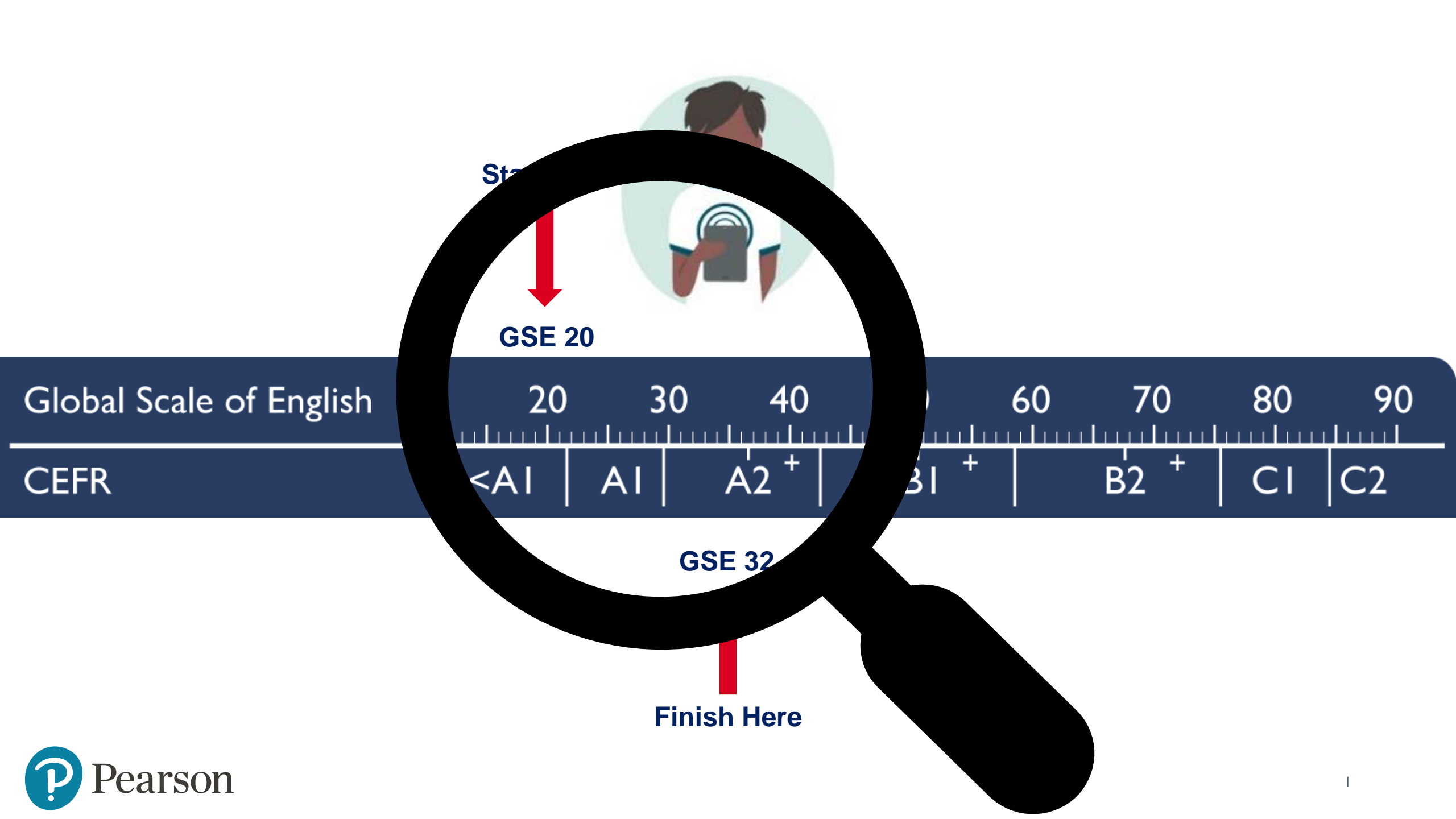
GSE 32



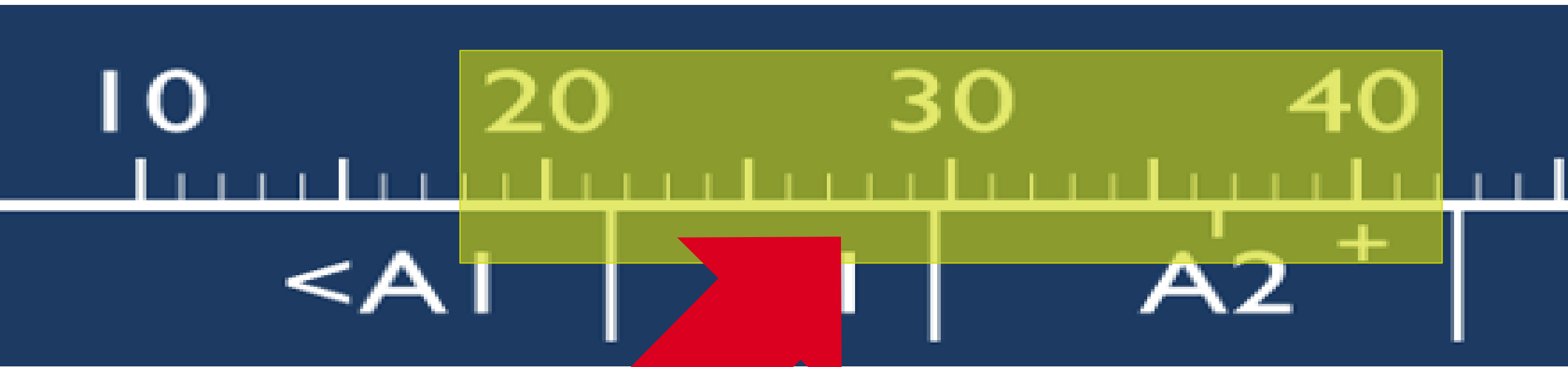
Finish Here



**Learning Science Information
from Learning Science that
can impact variables**

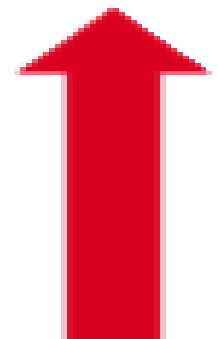


GSE 20

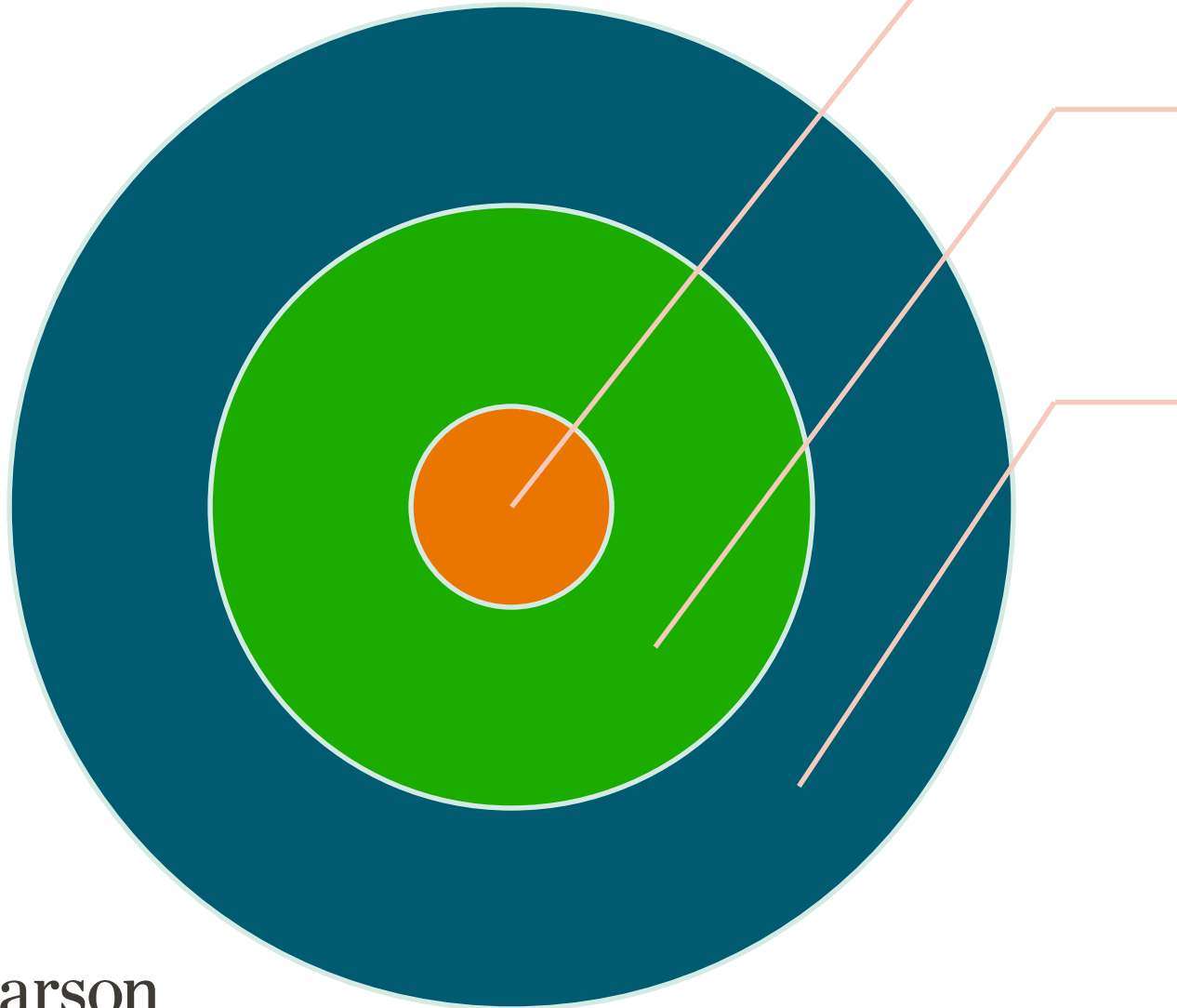


Zone of Proximal Development

GSE 32



ZPD*



Can do it without help.

-The Known Zone-

Can do it with help.

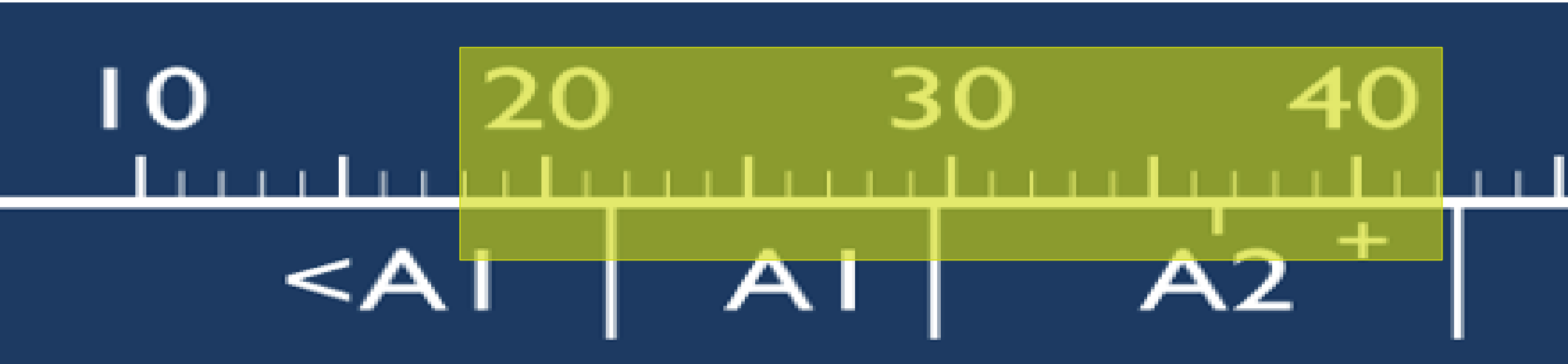
-The Learning Zone-

Can't do it even with help.

-The End of the Zone-

Below Level – Scaffolding and Practice.

Above level – Challenge and Stretch.



GSE and ZPD – Planning Tips

Begins below where students are currently at.

Includes the learning range to be covered.

Extends above the end learning



Creating a Learning Distribution



Sara Go to Spreadsheet

Benefits



**Learning Distributions help
answer questions from key
stakeholders**



1



2



3

Three questions will help all your stakeholders understand progress.

Stakeholders

- Students
- Teachers
- Administrators
- Parents
- Institutions
- National Governments



Use outcomes from your situation to understand where students need to go next.

How will they get there?

Use granular objectives to check your progress towards your goals.

Give feedback about progress using goals.

Where are they going?

Use activities and assessments to understand what students ...do now.

1. Where are they now?

***Learning Distributions inform
Teaching and Learning***

Planning in the Zone

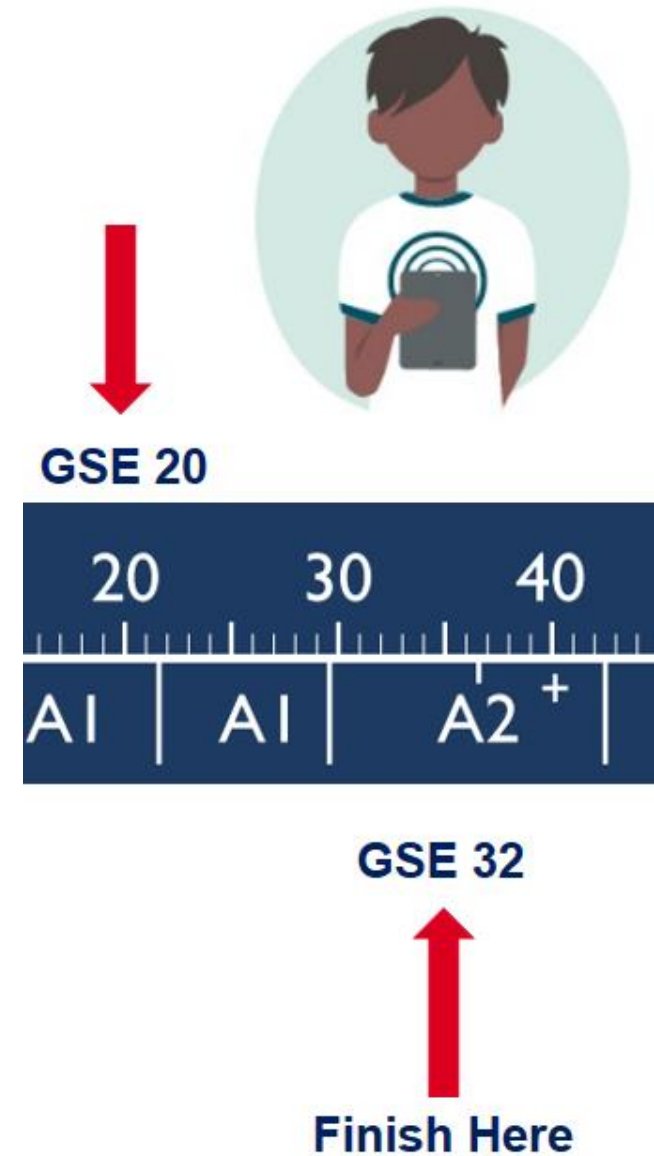
At GSE 20 he can...

Can read aloud familiar single words.

20 (<A1)

without help.

Speaking



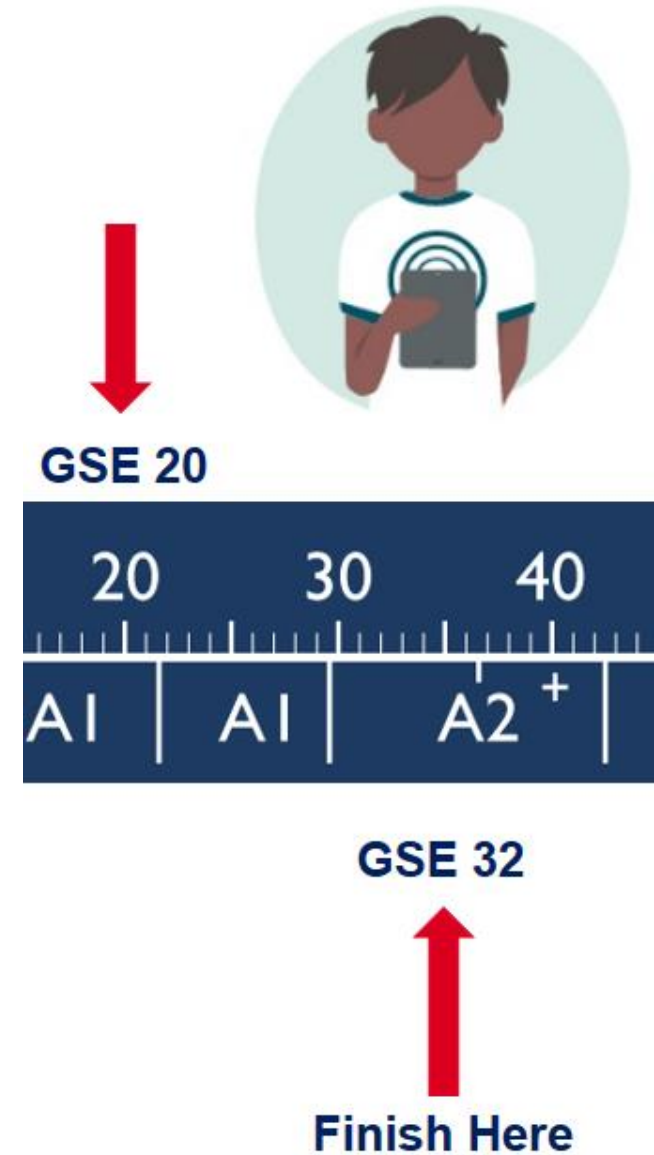
By the end of this year of study he

Can talk about everyday life using basic words and phrases.

34 (A2)

without help.

Speaking



To meet the goal he needs to be able to:

- ...reproduce words from taught vocabulary lists.
- ...describe someone's physical appearance using one or two words.
- ...talk about familiar people and places using single words.
- ...say how someone is feeling using single words, if guided by questions or prompts.
- ...act out parts of a picture story using simple actions and words.
- ...tell someone what another person needs using simple words and gestures.
- ...talk about their everyday life using basic words and phrases.
- ...talk about basic personal experiences, using simple linking words.
- ...give simple definitions for familiar words.

23

24

26

27

31

31

34

37

40



GSE 20

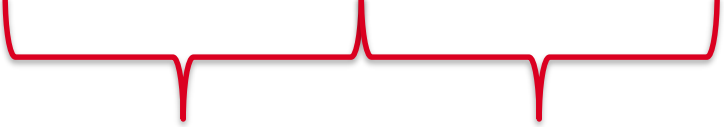
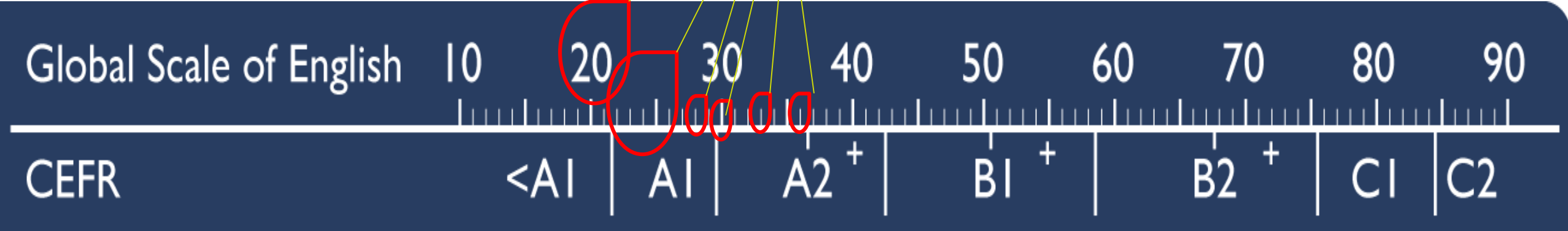


GSE 32

Finish Here

without my help.

Challenge | Difficulty



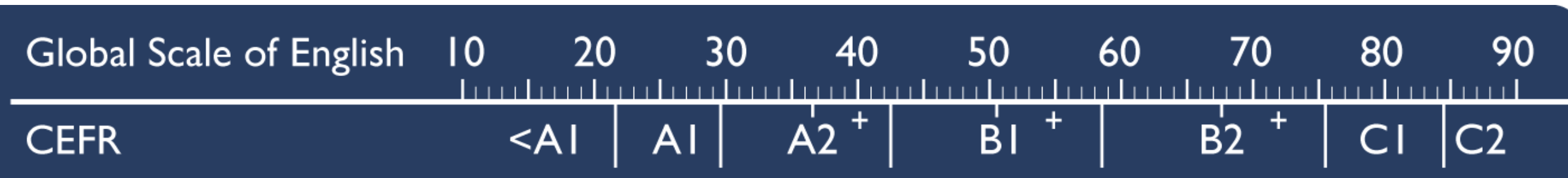
Hours

Start Here



GSE 20

Each point of the GSE is a new level of challenge.



The higher the GSE value, the more challenging it is to master.

To meet the goal he needs to be able to:

- ...reproduce words from taught vocabulary lists.
- ...describe someone's physical appearance using one or two words.
- ...talk about familiar people and places using single words.
- ...say how someone is feeling using single words, if guided by questions or prompts.
- ...act out parts of a picture story using simple actions and words.
- ...tell someone what another person needs using simple words and gestures.
- ...talk about their everyday life using basic words and phrases.
- ...talk about basic personal experiences, using simple linking words.
- ...give simple definitions for familiar words.

23

24

26

27

31

31

34

37

40



GSE 20



GSE 32



Finish Here

without my help.

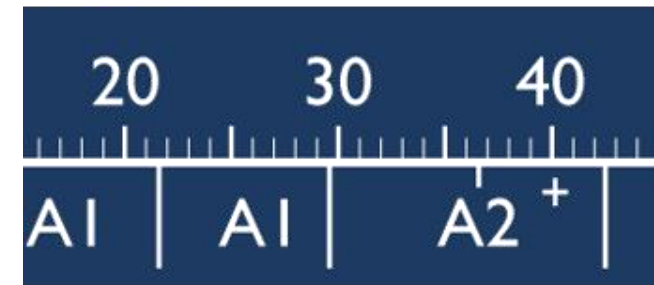
Time and Learning Objectives

- ...reproduce words from taught vocabulary lists.
- ...describe someone's physical appearance using one or two words.
- ...talk about familiar people and places using single words.
- ...say how someone is feeling using single words, if guided by questions or prompts.
- ...act out parts of a picture story using simple actions and words.
- ...tell someone what another person needs using simple words and gestures.
- ...talk about their everyday life using basic words and phrases.
- ...talk about basic personal experiences, using simple linking words.
- ...give simple definitions for familiar words.

23
24
26
27
31
31
34
37
40



GSE 20



GSE 32

Finish Here

At this level, he will make progress quickly. He can master more objectives in a shorter amount of time at this level.



**Aligning classroom goals to
curriculum goals and other
metrics.**

Meeting Goals with Objectives

...Curriculum Goal: describe physical appearance of people and objects in simple conversations.

GSE Objectives

Can describe someone's physical appearance in a basic way, if guided by questions or prompts. 29

Can describe everyday objects using simple language. 33

Can describe the appearance of a person or animal using simple language. 33

Can describe the basic differences between common objects or animals w/ model. 34

Can describe basic similarities between common objects (and people) w/ model. 38

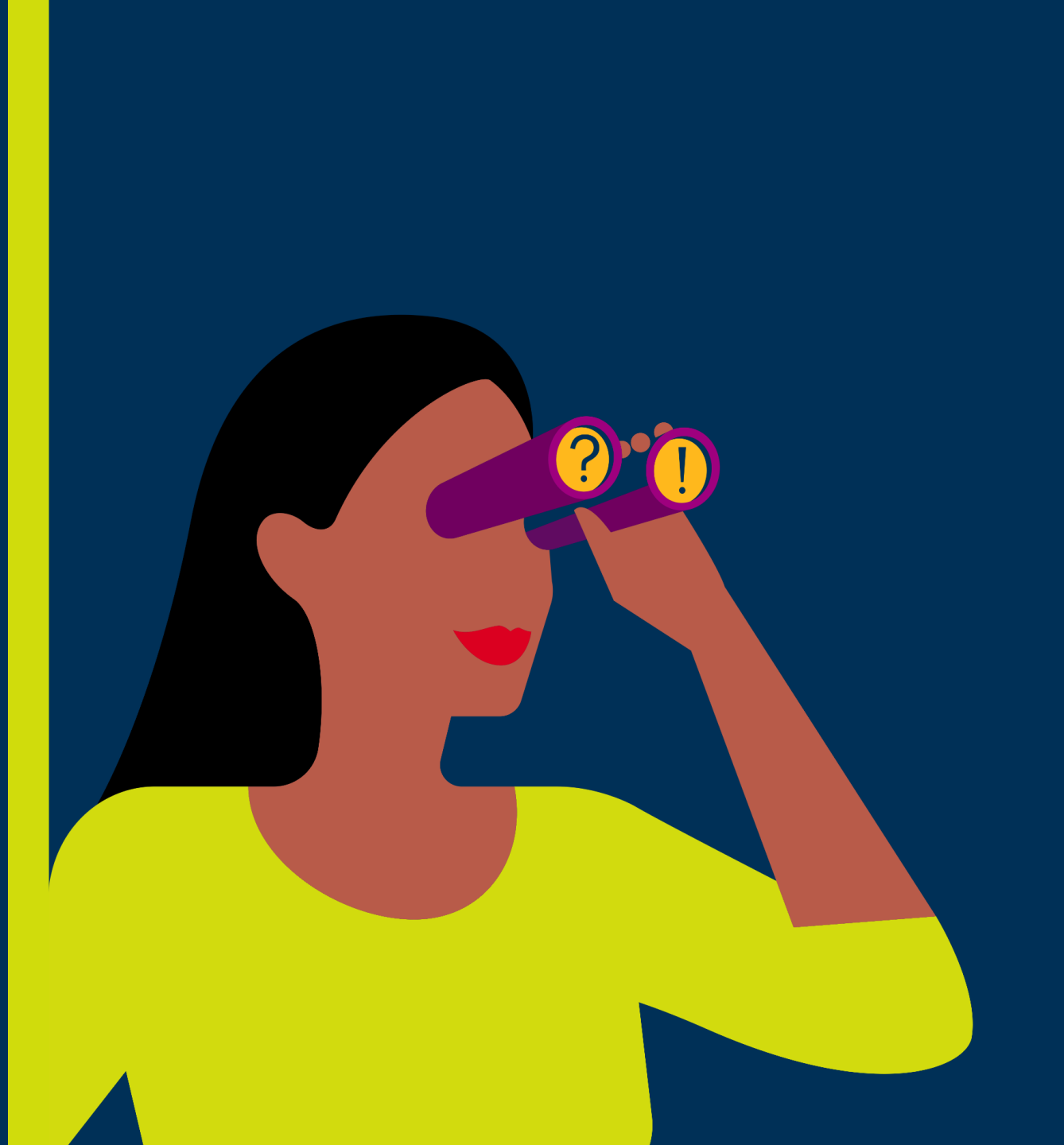
Tracking Progress Day to Day



Seeing Progress

Begin with an in class assessment that let's me observe if students can:

- Describe people
- Describe objects
- Describe the similarities and differences between objectives.
- Describe the similarities and differences between people.





Monday	Tuesday	Wednesday	Thursday	Friday
Can describe someone's physical appearance in a basic way, if guided by questions or prompts. 29	Can describe everyday objects using simple language. 33	Can describe the appearance of a person or animal using simple language. 33	Can describe someone's physical appearance in a basic way, if guided by questions or prompts. 29	Can describe everyday objects using simple language. 33
Can describe someone's physical appearance in a basic way, if guided by questions or prompts. 29	Can describe the appearance of a person or animal using simple language. 33	Can describe the basic differences between common objects or animals w/ model. 34	Can describe everyday objects using simple language. 33	Can describe everyday objects using simple language. 33 Can describe the basic differences between common objects or animals w/ model. 34
Can describe the appearance of a person or animal using simple language. 33	Can describe basic similarities between common objects (and people) w/ model. 38	Can describe everyday objects using simple language. 33	Can describe basic similarities between common objects (and people) w/ model. 38	Can describe someone's physical appearance in a basic way, if guided by questions or prompts. 29
Can describe basic similarities between common objects (and people) w/ model. 38	Can describe basic similarities between common objects (and people) w/ model. 38	Can describe basic similarities between common objects (and people) w/ model. 38		




Context	Monday	Tuesday	Wednesday	Thursday	Friday
People and things in your classroom	Can describe someone's physical appearance in a basic way, if guided by questions or prompts. 29	Can describe everyday objects using simple language. 33	Can describe the appearance of a person or animal using simple language. 33	Can describe someone's physical appearance in a basic way, if guided by questions or prompts. 29	Can describe everyday objects using simple language. 33
People and things at the park	Can describe someone's physical appearance in a basic way, if guided by questions or prompts. 29	Can describe the appearance of a person or animal using simple language. 33	Can describe the basic differences between common objects or animals w/ model. 34	Can describe everyday objects using simple language. 33	Can describe everyday objects using simple language. 33 Can describe the basic differences between common objects or animals w/ model. 34
People and things at the supermarket	Can describe the appearance of a person or animal using simple language. 33	Can describe basic similarities between common objects (and people) w/ model. 38	Can describe everyday objects using simple language. 33	Can describe basic similarities between common objects (and people) w/ model. 38	Can describe someone's physical appearance in a basic way, if guided by questions or prompts. 29
People and things at the zoo	Can describe basic similarities between common objects (and people) w/ model. 38	Can describe basic similarities between common objects (and people) w/ model. 38	Can describe basic similarities between common objects (and people) w/ model. 38		

Seeing Progress

Finish with an in class assessment that let's me observe if students can:

- Describe people
- Describe objects
- Describe the similarities and differences between objectives.
- Describe the similarities and differences between people.





**Using granular objectives
aligned to international
scales and frameworks to
see day to day progress.**



**Learning Distributions help
you communicate that
progress.**

Questions



The GSE Teacher Toolkit

Find it on [english.com/gse](https://www.english.com/gse)

With Learning Objectives, Vocabulary and Grammar, the GSE Teacher Toolkit is a comprehensive, free and fully searchable online tool.

The GSE Teacher Toolkit can help:

- Plan a curriculum, lesson or assessment
- Map existing materials to the GSE/CEFR or create new materials at the right level
- Create admin reports and give feedback





Pearson

sara.davila@pearson.com

English.com/GSE

