



# Granular Insight Into Learner Assessment, Progress and Performance

Mike Mayor  
Sara Davila



Image by Ruben Alvarado

The image features a vibrant green background adorned with a repeating pattern of dark green, wavy, ribbon-like shapes. In the center, a large white circle contains the text:

**Learners will master  
different skills at  
different times.**



**Assessment doesn't  
always give perfect  
insight into learner  
performance**

# Communicating Proficiency

Talking about learning progress has to be more than

- Beginner
- Intermediate
- Advanced



# Measuring learner progress and proficiency

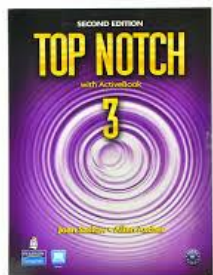
## In the beginning...

Beginner...Intermediate...Advanced

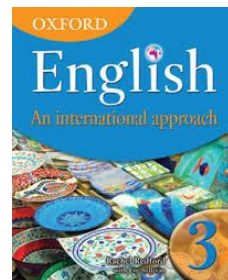
Level 1, 2, 3, 4



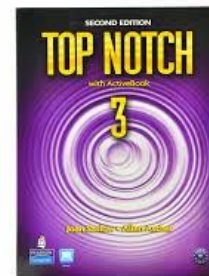
Is Pearson intermediate the same as Oxford intermediate?



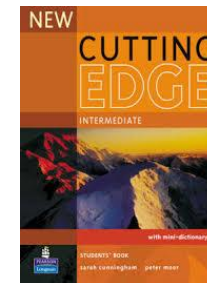
? =



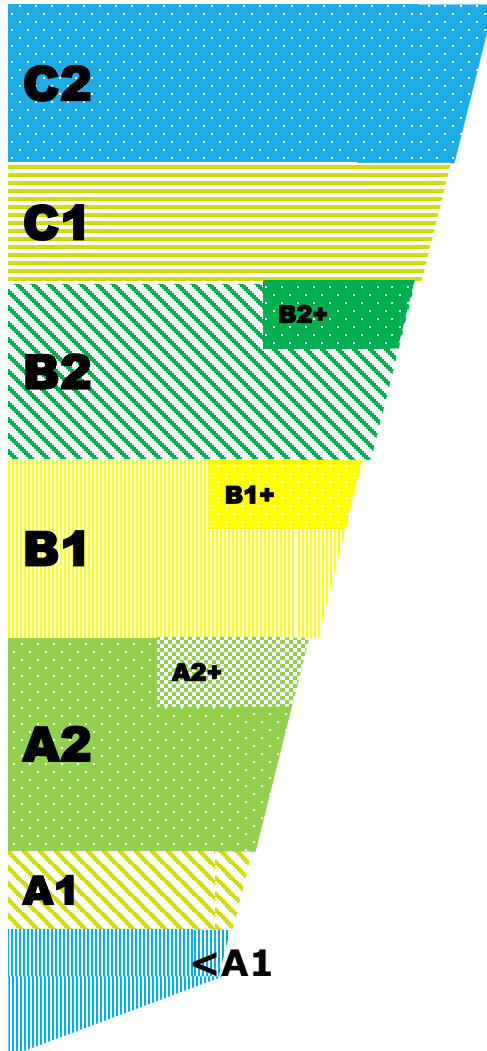
Is *Cutting Edge* Intermediate the same as *Top Notch* Level 3?



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# The CEFR: Game Changer



- A research backed framework for describing learning performance
- Looks at skills individually
- Provides a common language to communicate performance

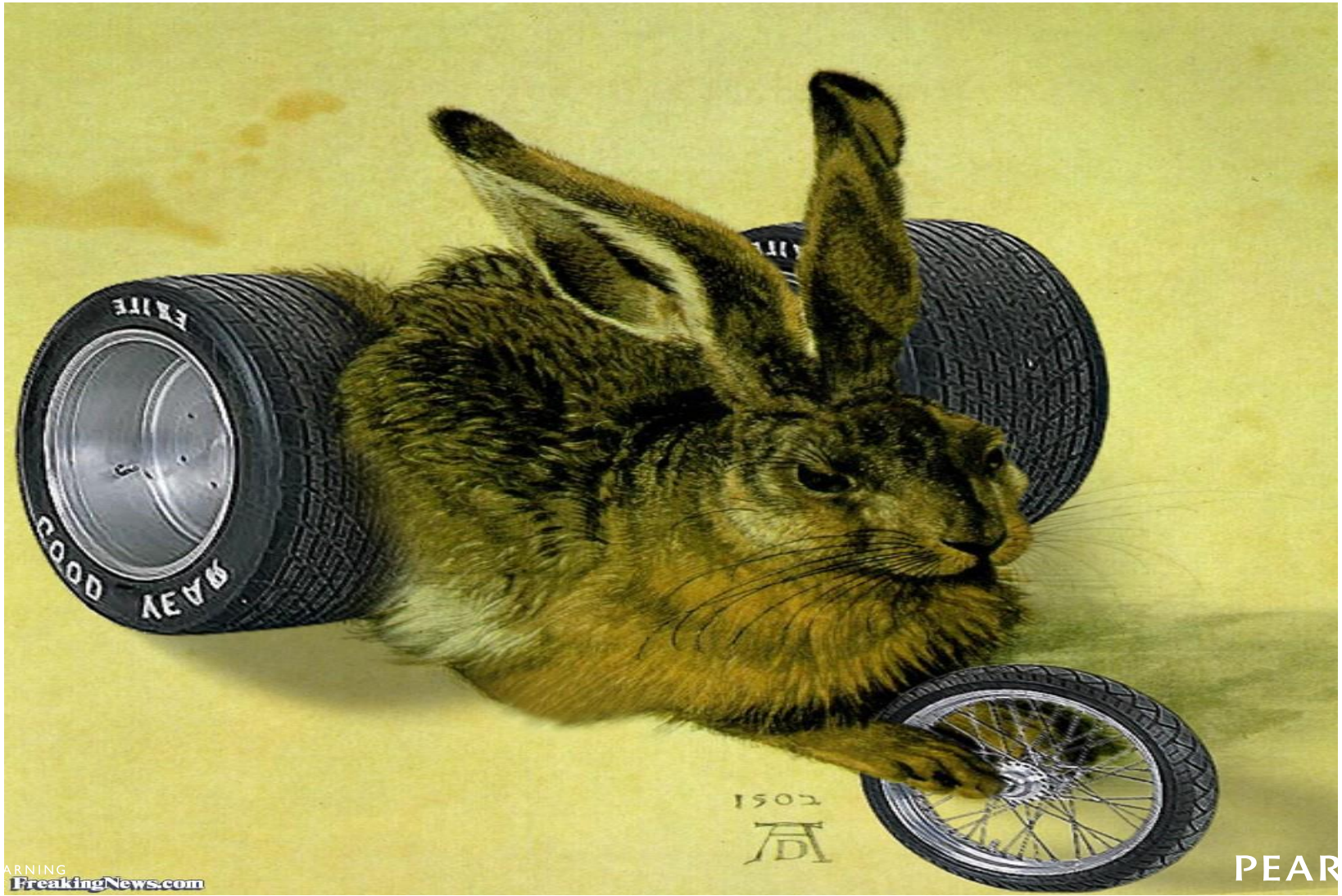


**The Language  
Learning Challenge**





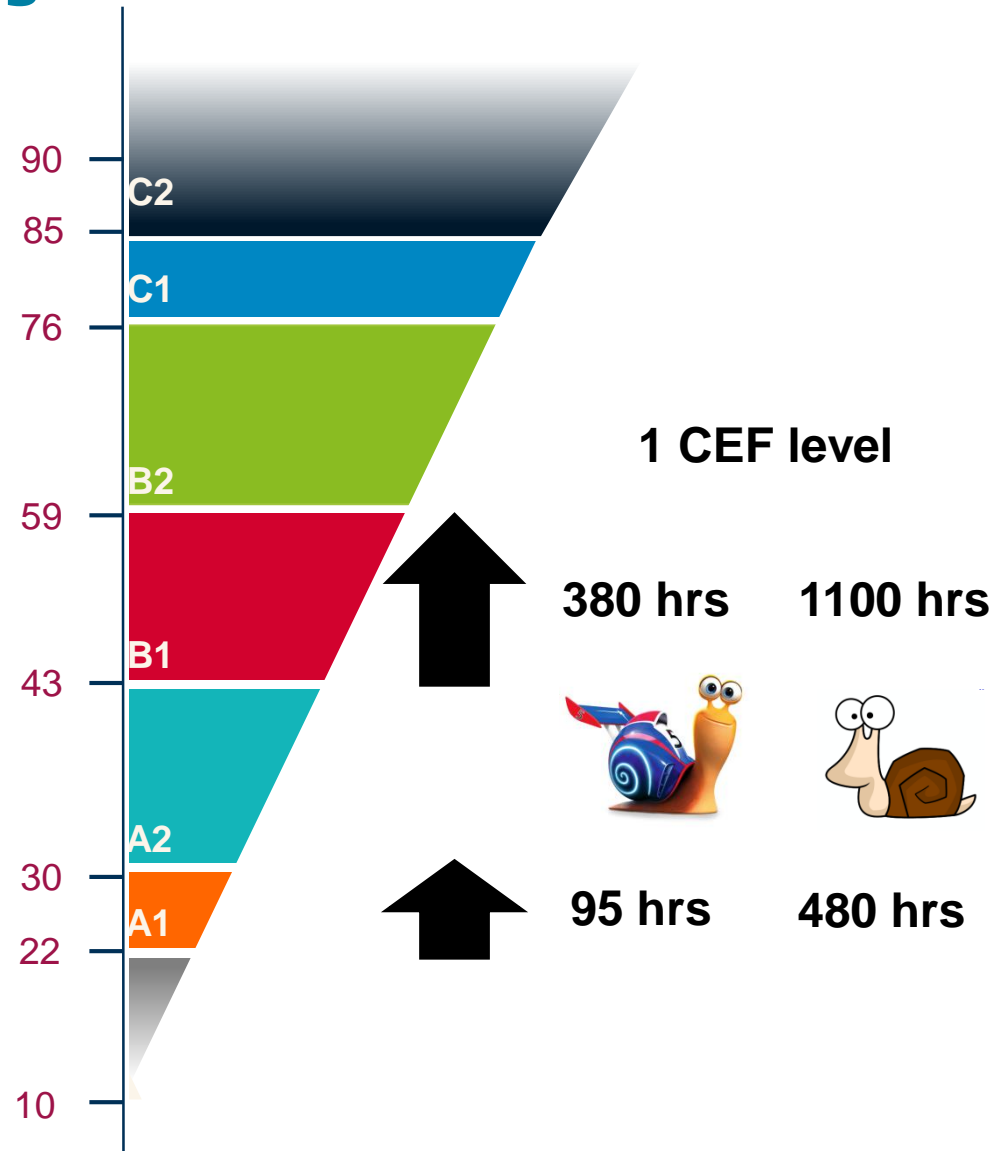
# Everything starts off fast:



**The more you know when you start, the longer it takes.**

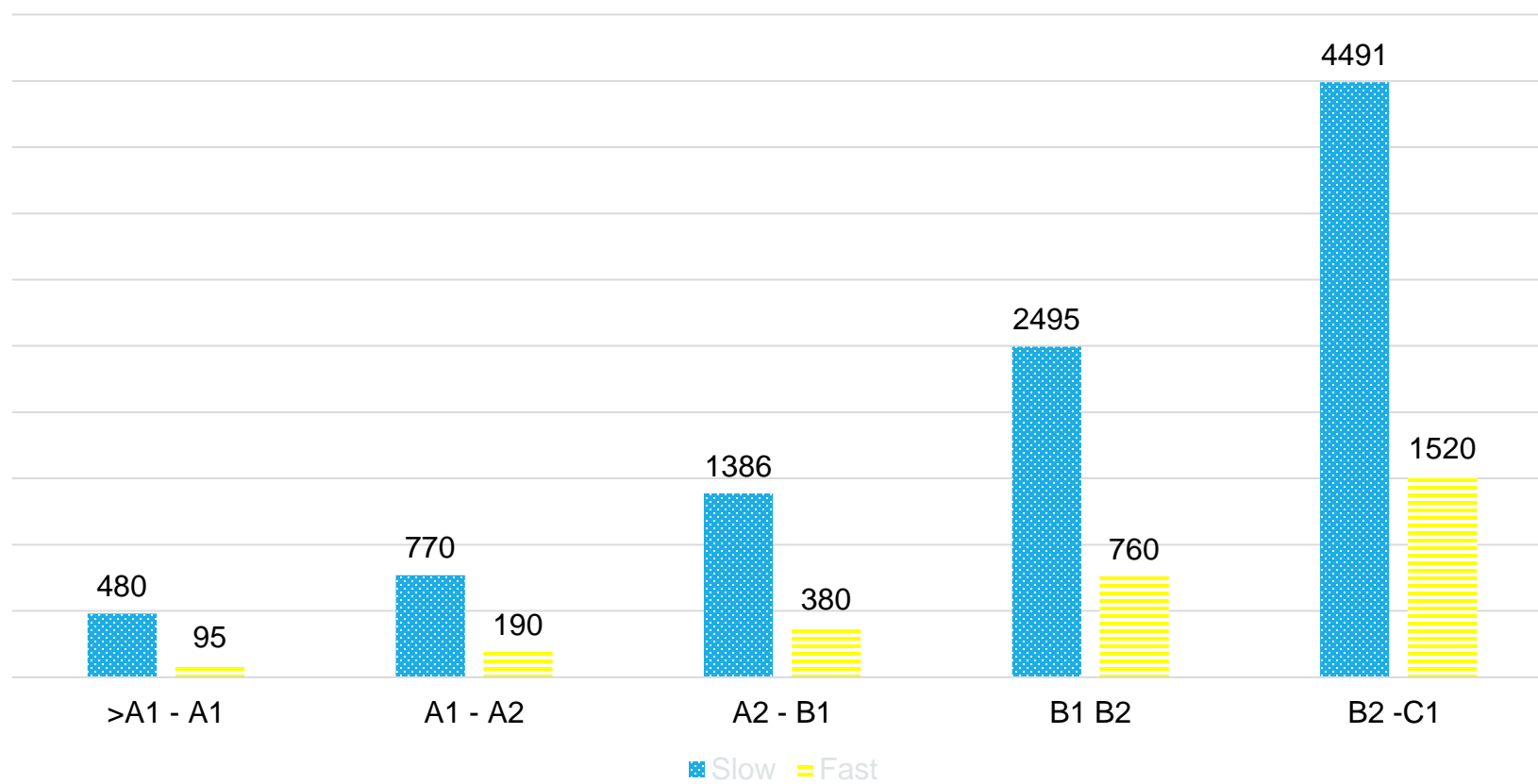


# Progress in hours against the CEFR



# Progress in Cumulative Hours against CEFR Levels

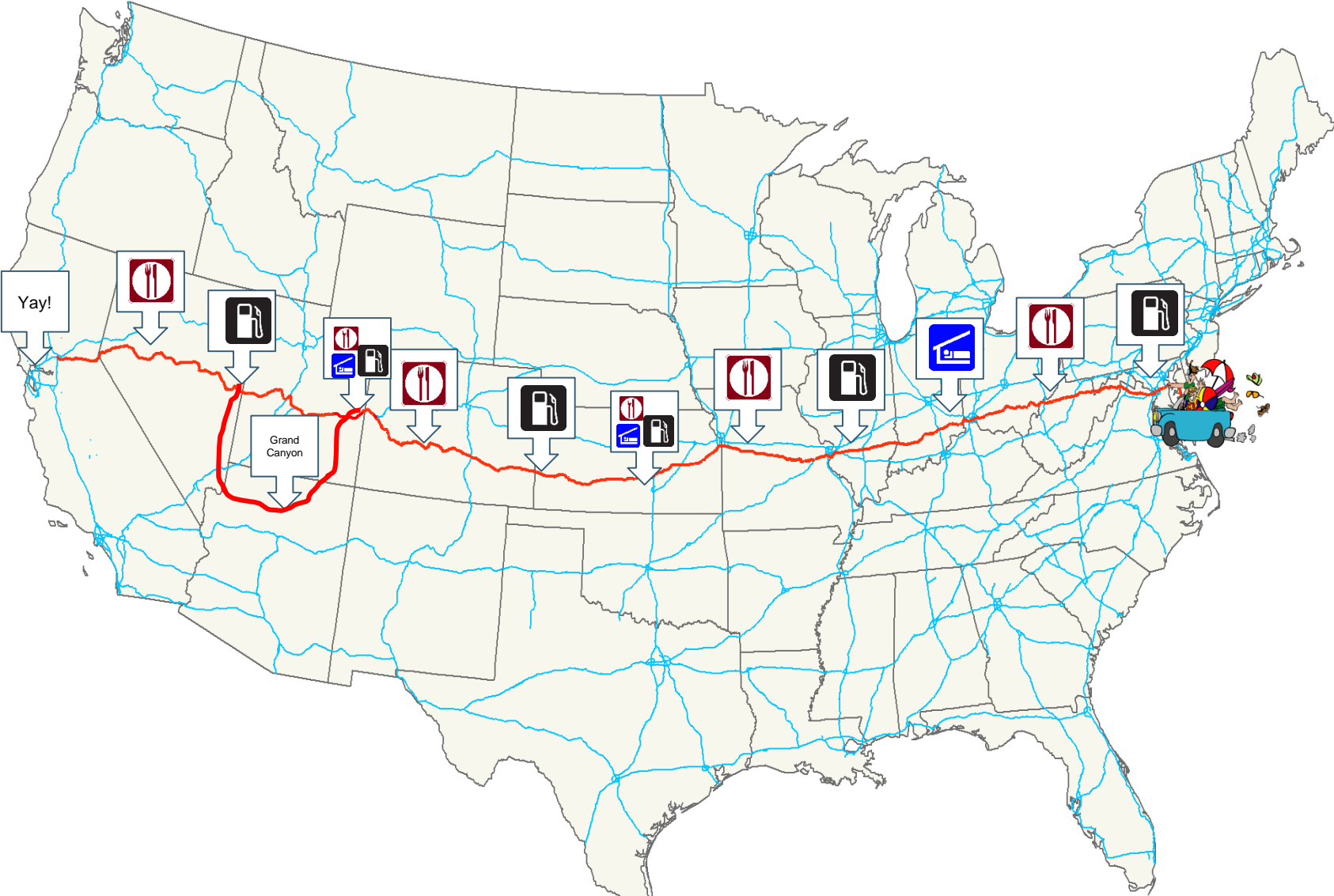
## Cumulative Hours of Study



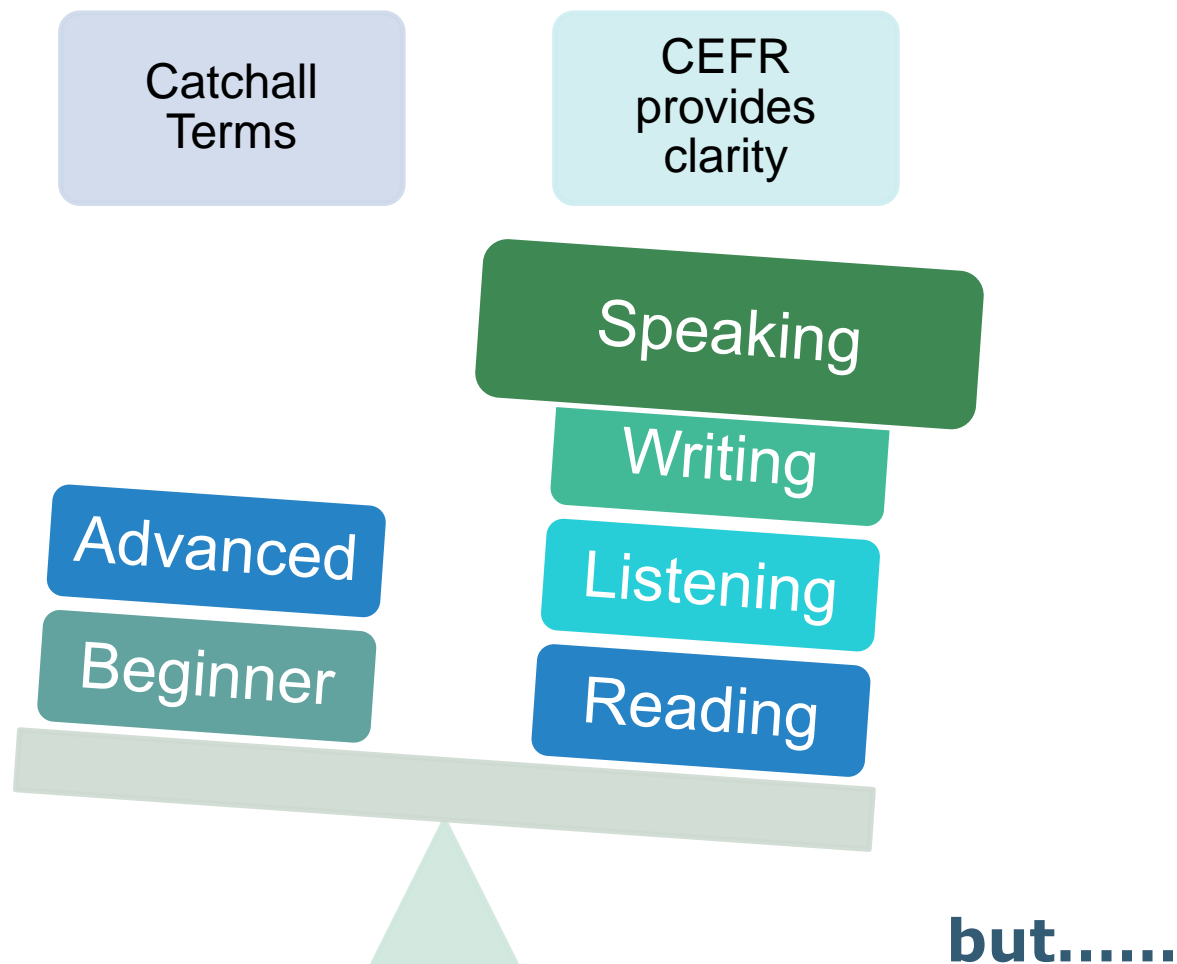
Actual hours will depend on individual factors such as L1, motivation, intensity of study, etc.

**So why not use the  
CEFR?**

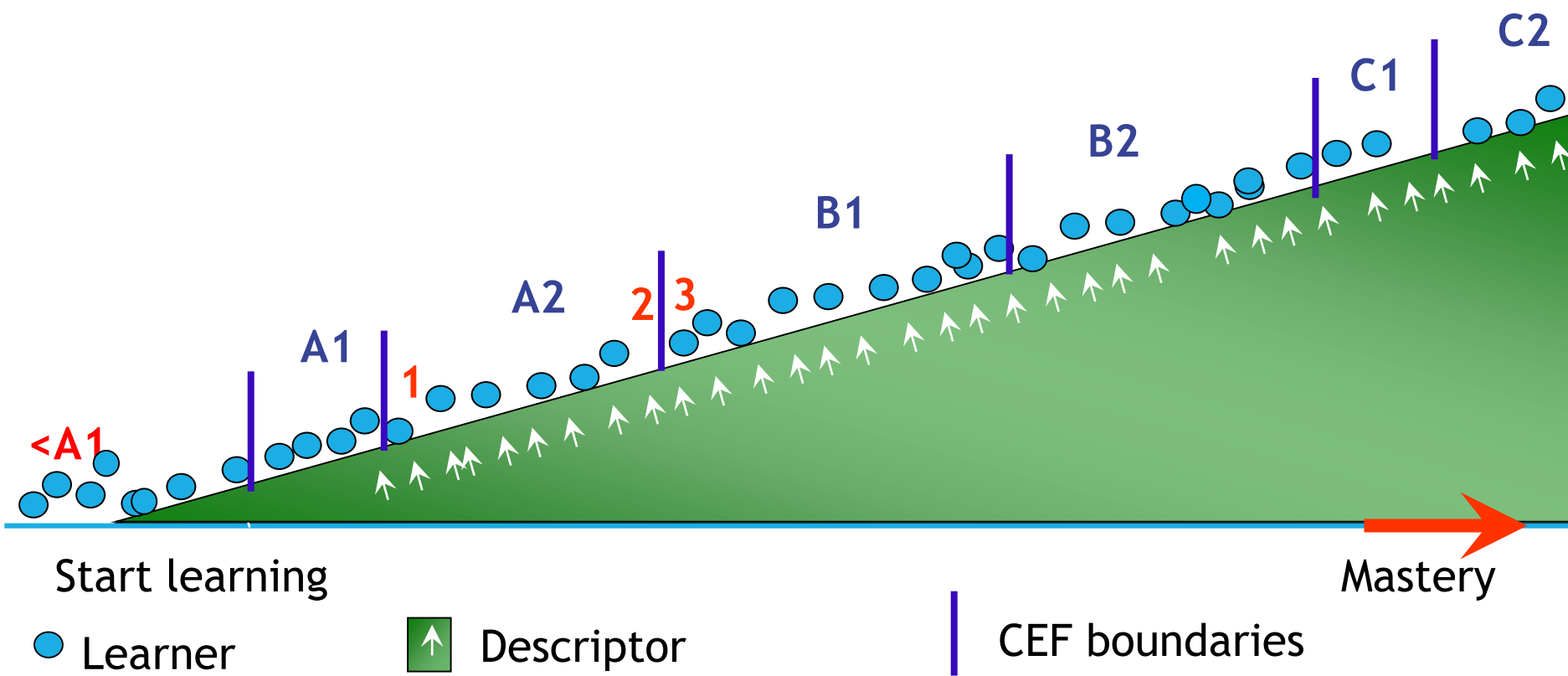
# CEFR: good for distance, not for granular insight



## Gives more information.....

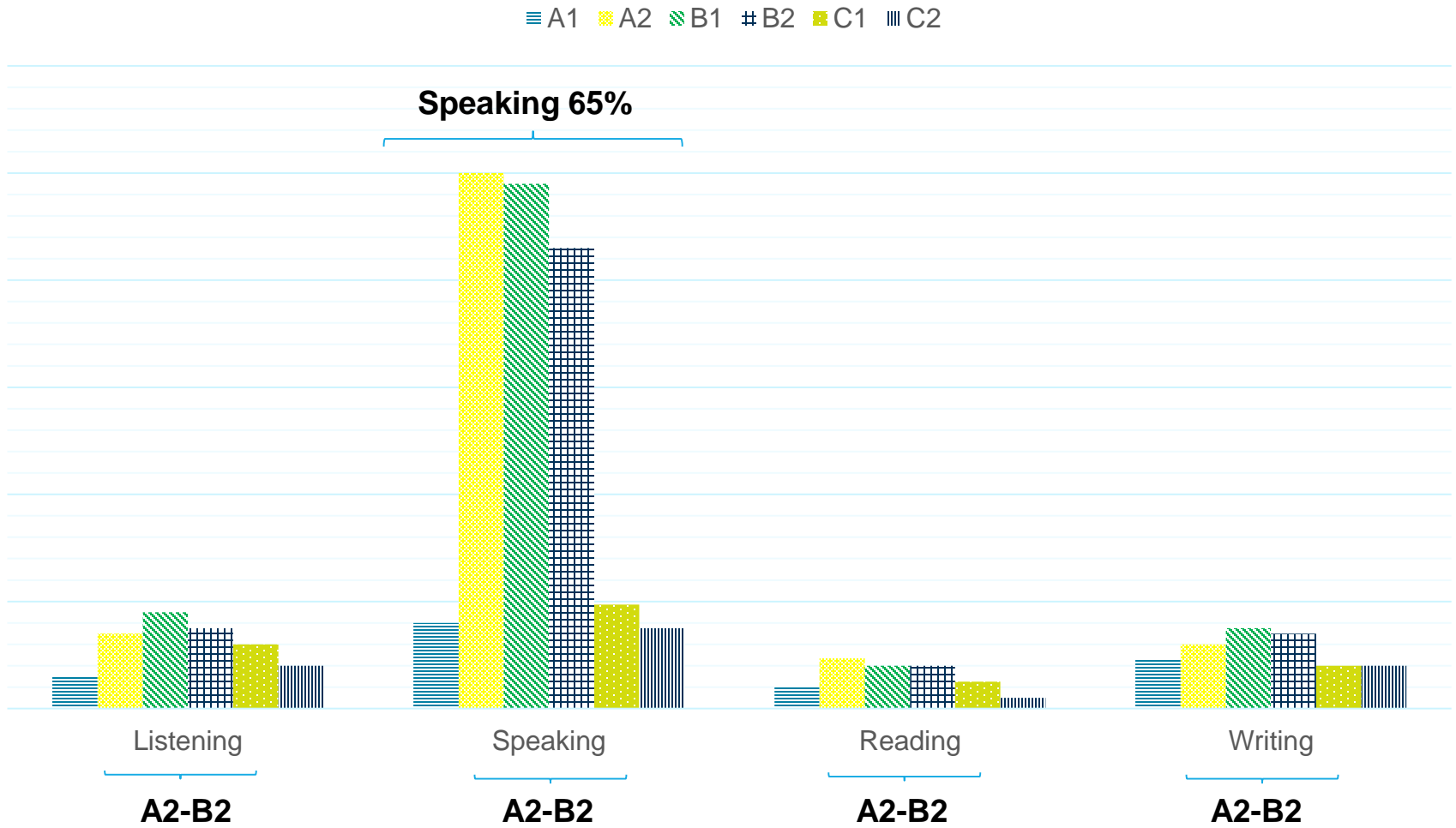


# The CEFR: Losing the details of progress





# An uneven distribution of Can Do statements



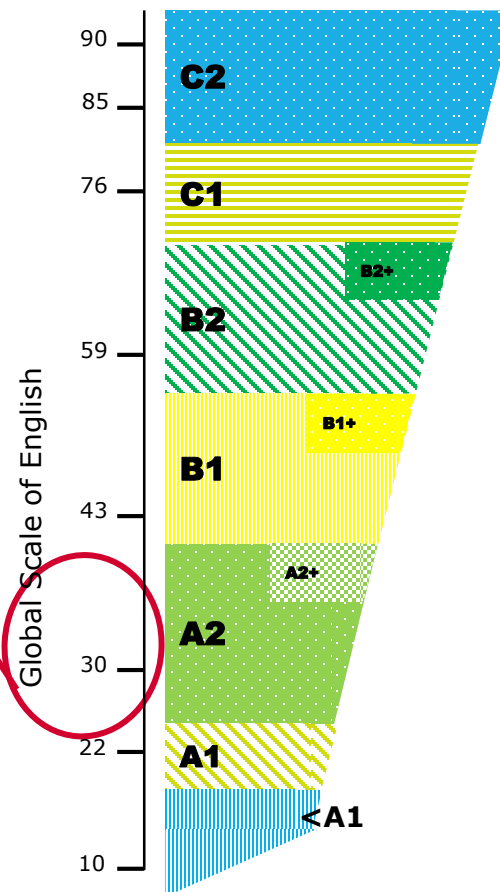
The image features a white circle centered on a blue background. The background is decorated with a repeating pattern of dark blue, wavy, horizontal lines that resemble stylized waves or a topographic map. The white circle is empty and serves as a frame for the text.

**So, what do we need?**

# Getting back to a more granular scale

The original CEFR (granular) research data is mapped to the Global Scale of English (GSE)

| LOGIT | CEFR             |     |
|-------|------------------|-----|
| >3.80 | Mastery          | C2  |
| 2.80  | Operational eff. | C1  |
| 1.74  | Vantage          | B2+ |
| 0.72  |                  | B2  |
| -0.26 | Threshold        | B1+ |
| -1.23 |                  | B1  |
| -2.21 | Waystage         | A2+ |
| -3.23 |                  | A2  |
| -4.29 | Breakthrough     | A1  |
| -5.39 | 'Tourist'        |     |

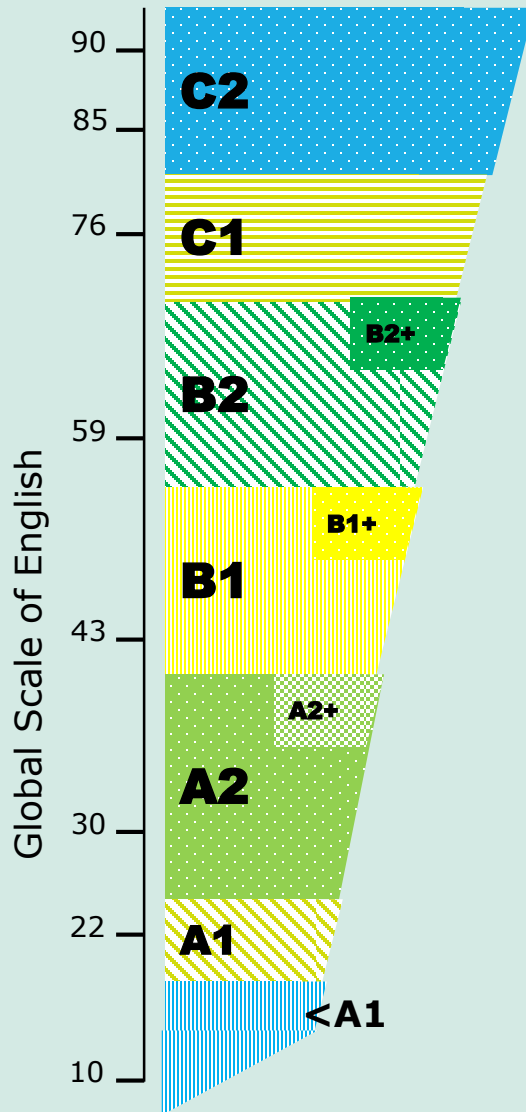




# Granular insight into assessment



# The CEFR and the Global Scale of English



- The Global Scale of English extends the CEFR to enable a more granular measurement of learner progress
- Hundreds of additional research-validated learning objectives have been added to the GSE.
- Over 50 descriptors have been added below A1.
- The new learning objectives were vetted by a large pool of teachers to create a scale that is reflective of the needs of English language learners around the world.

The image features a white circle centered on a blue background. The background is decorated with a repeating pattern of dark blue, wavy, horizontal lines that resemble stylized waves or a topographic map. The white circle is perfectly circular and contains the text "How did we do it?" in a bold, black, serif font.

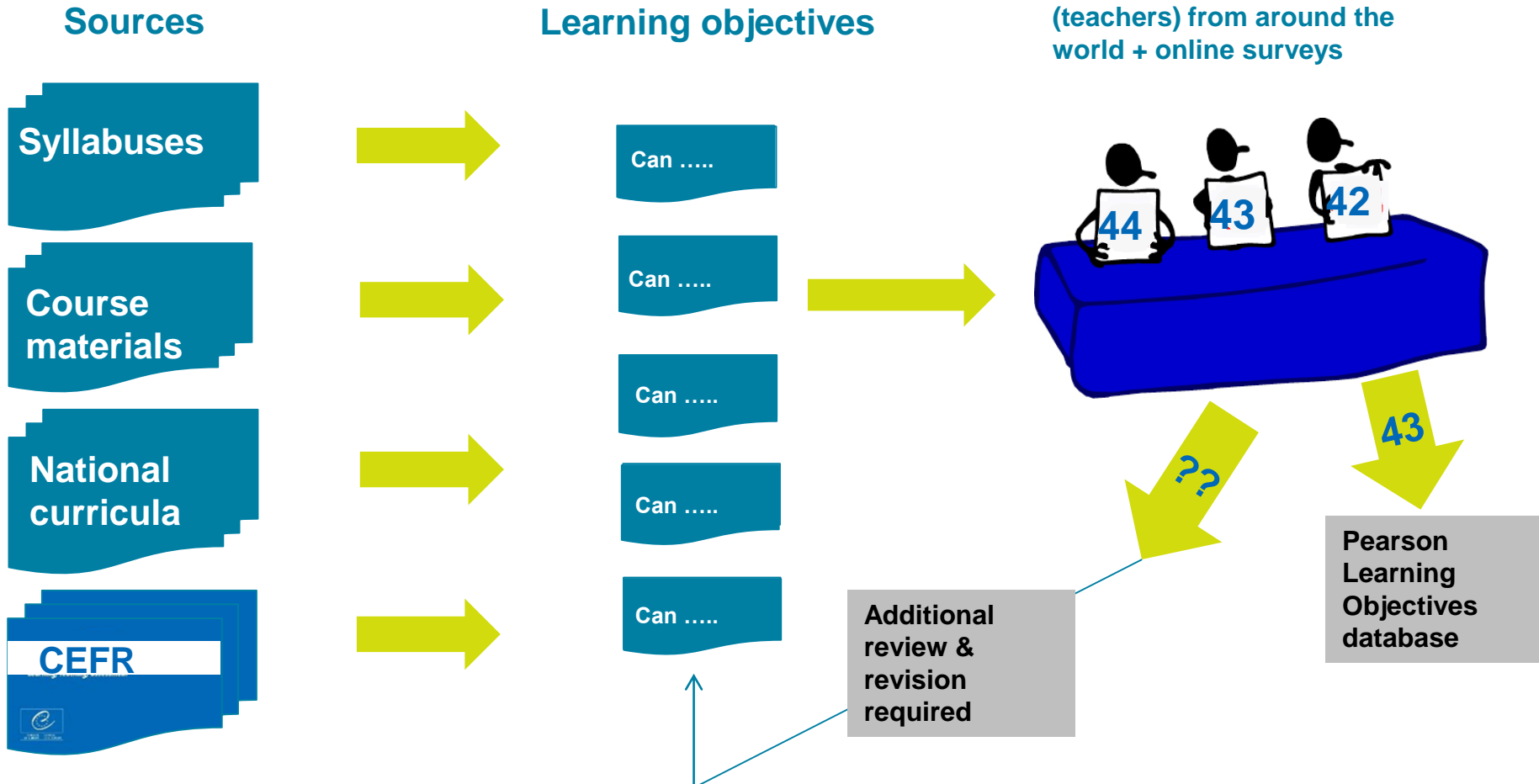
**How did we do it?**

# Creating Learning Objectives

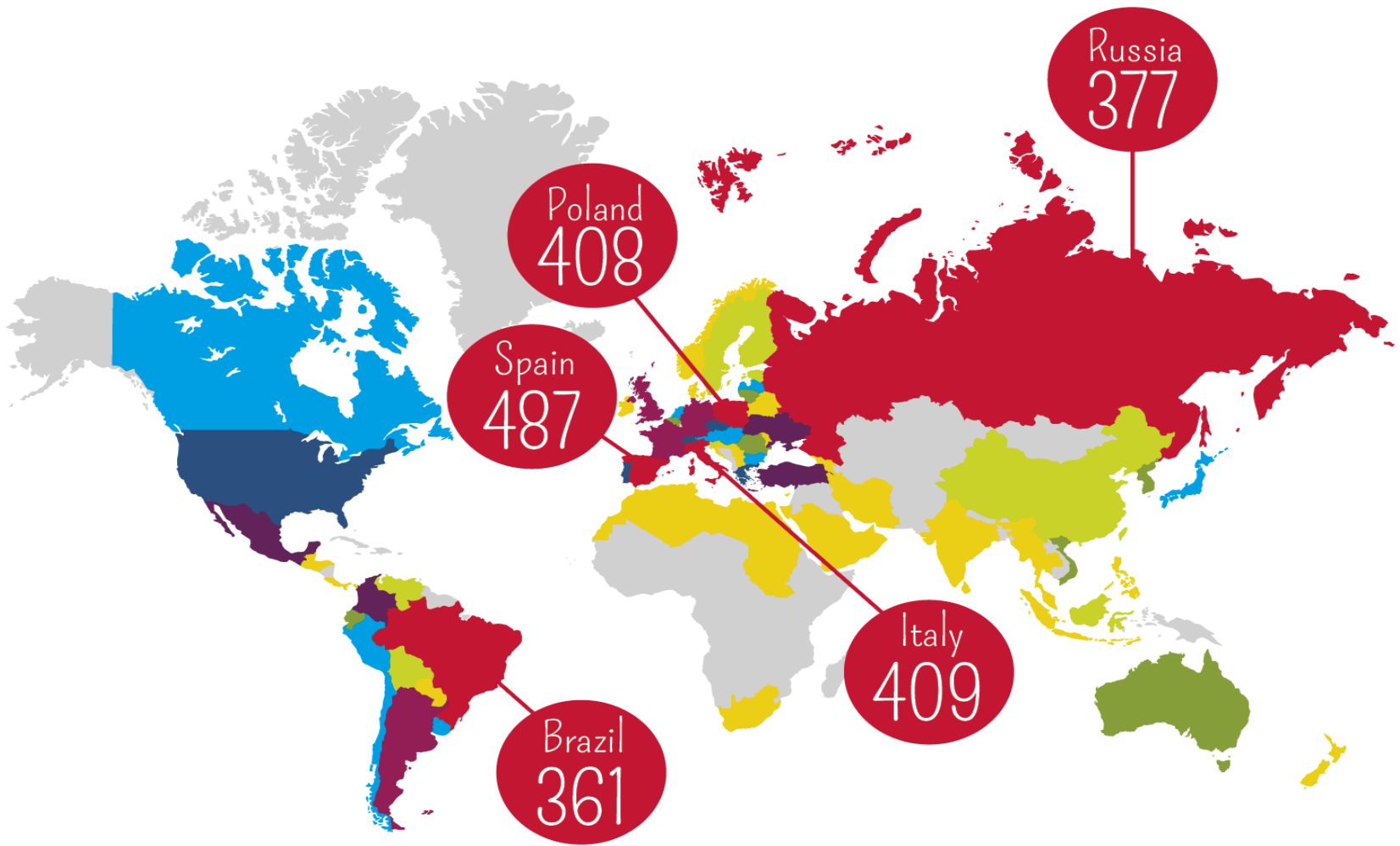
Defining what a learner “can do” at specific levels of the Global Scale of English



Workshops with expert raters (teachers) from around the world + online surveys

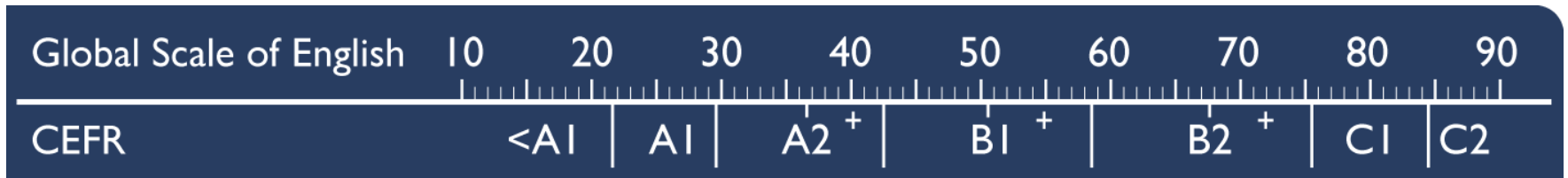








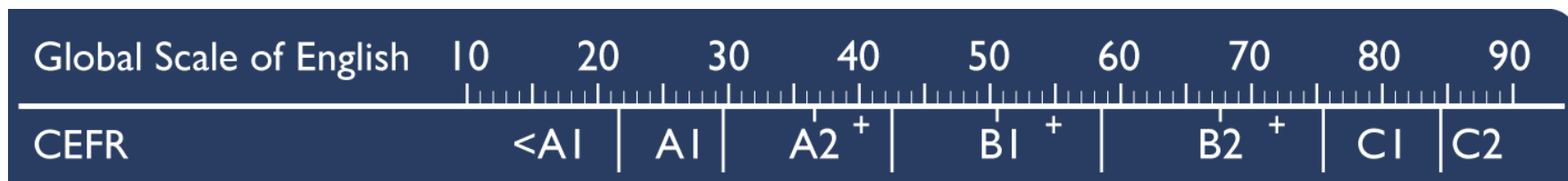
**Rating Learning  
Objectives: higher or  
lower?**



Can identify details that support a point of view in a panel discussion on a general topic.

58

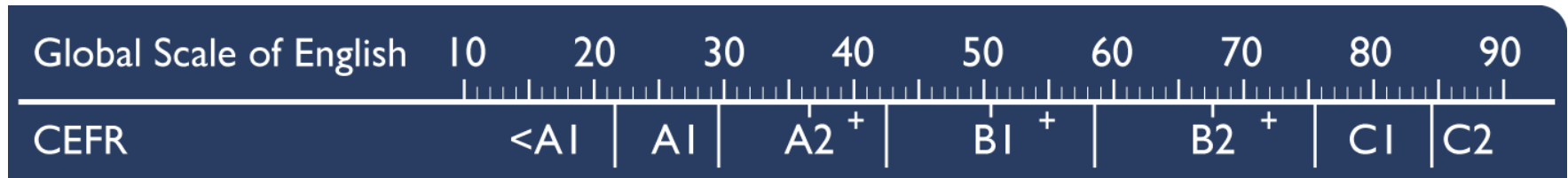
Can identify details that support a point of view in a panel discussion on a general topic. **58**



Can take notes on a simple academic text.

**50**

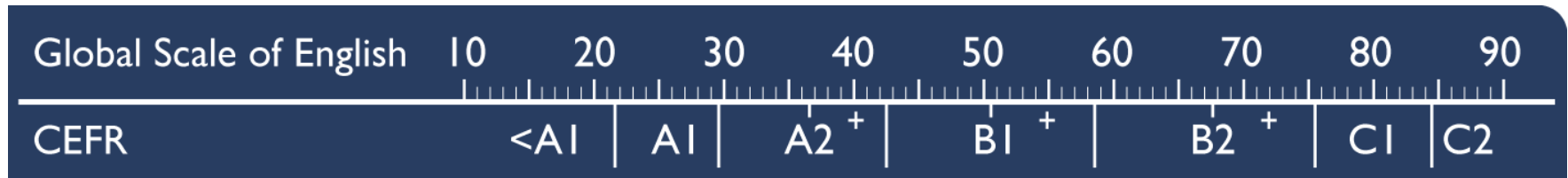
Can take notes on a simple academic text. **50**



Can recognise the use of language that expresses doubt in a simple presentation or lecture.

**55**

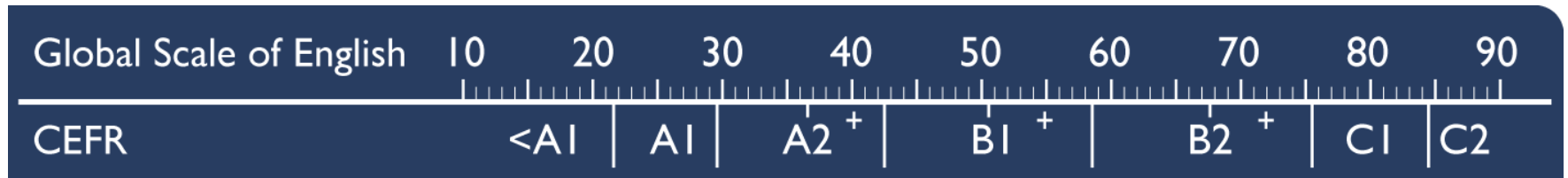
Can recognise the use of language that expresses doubt in a simple presentation or lecture. **55**



Can suggest alternatives to hypothetical proposals in a general discussion.

**73**

Can suggest alternatives to hypothetical proposals in a general discussion. **73**

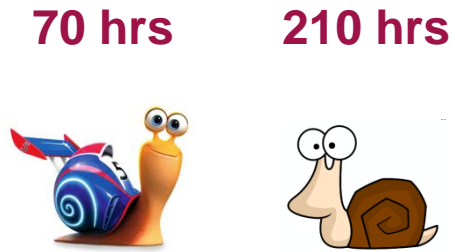


Can respond appropriately to complex and controversial questions.

**73**

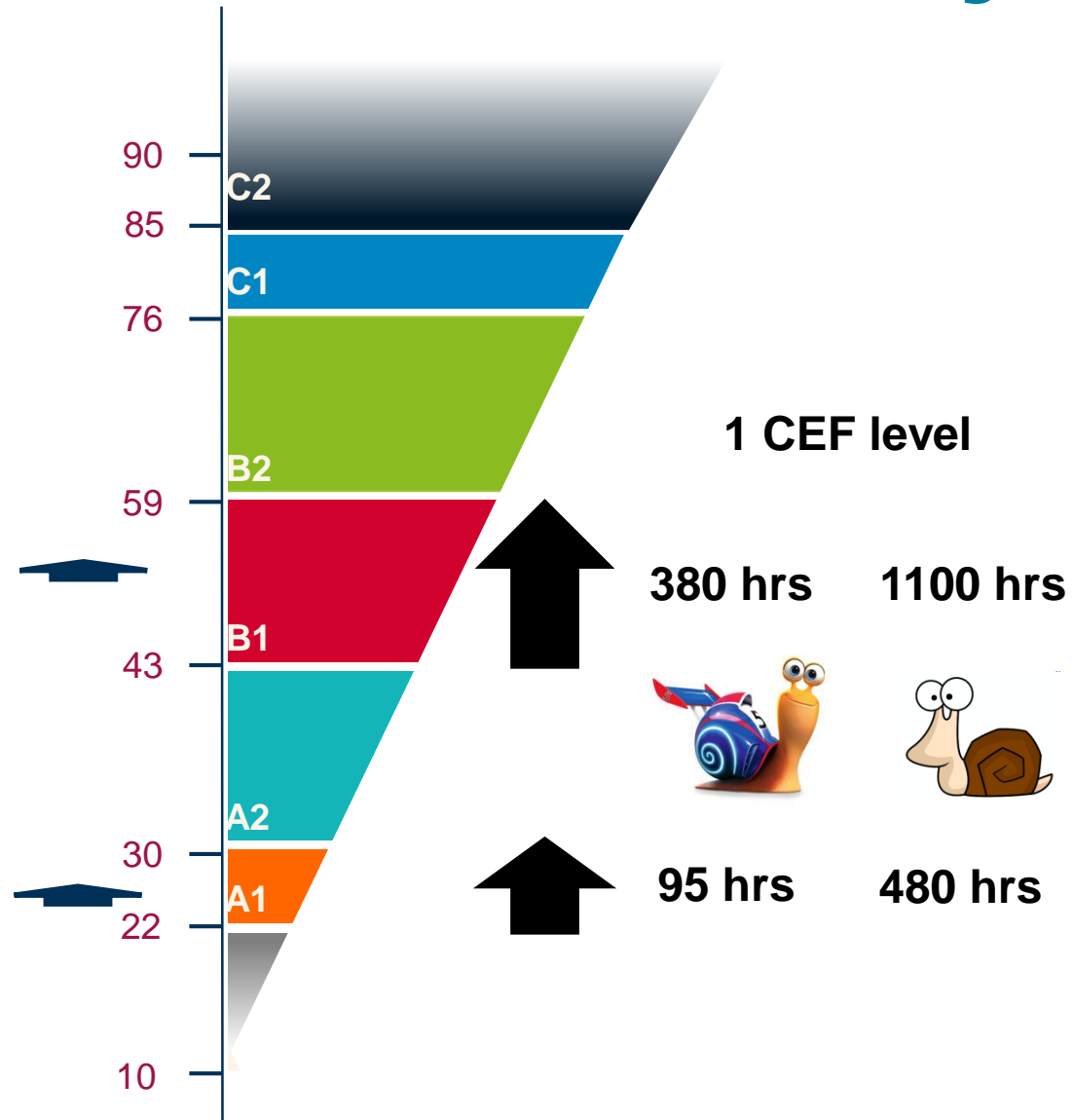
# Motivational benefits of the Global Scale of English

A more granular scale enables us to demonstrate progress over a shorter period of time.



**25 hrs**      **120 hrs**

**3 pts GSE (smallest measurable progress)**





The background is a vibrant blue color with a repeating pattern of dark blue, wavy, organic lines that resemble stylized waves or a topographical map. In the center of the image is a large, solid white circle. Inside this circle, the text "The GSE and You" is written in a bold, black, serif font, centered horizontally and vertically.

# **The GSE and You**

## LEARN ENGLISH in NEW YORK



- ▶ [English Language Courses](#) +
- ▶ [New York Language School](#) -
  - ▶ [Letter from the Director](#)
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### New York

Welcome to **Rennert**, the best choice in schools for achieving your English language goals in two fabulous locations: New York City and Miami. Whether you want to improve your English communication skills for professional purposes, to attend an American university, make international friends or to travel, Rennert has the program and the expertise you need.

Since 1973, **Rennert** has been teaching languages to students from all over the world. In fact, Rennert attracts a diverse group of students including actors and actresses, film makers, government officials, diplomats and leading business professionals. Our qualified, dedicated teachers bring the English language to life through communicative activities.

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- ▶ [Summer plus! Teen Program](#) +
- ▶ [Academy plus! Dance or Sports NYC](#)
- ▶ [Summer Adventures NYC](#)
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# Rennert Center



## Applying the GSE

### Challenge:

General Adult Courses cut across 13 different levels

Time to completion is limited

Descriptors created for the purpose of communicating course outcomes and accreditation

Can Do descriptors based on coursebook

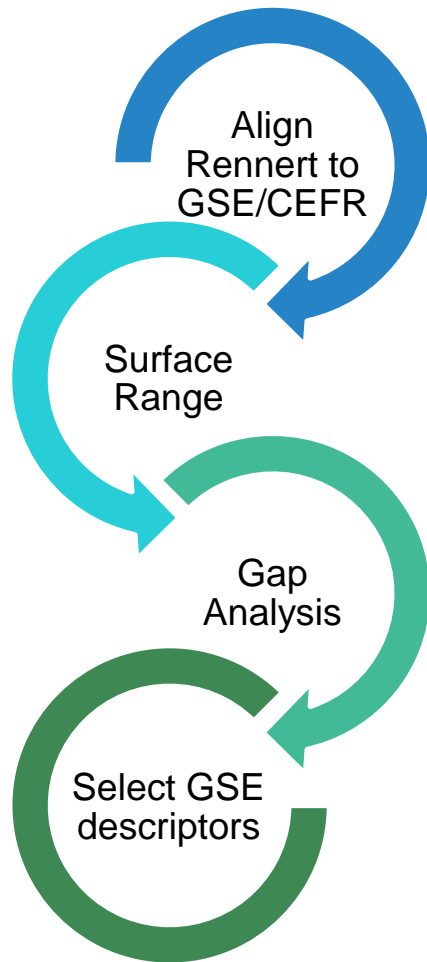
### Goals:

Independent review of descriptors to determine level of course

Independence from a single course book series

Improve alignment of course materials to published learning outcomes

# GSE Alignment



- Using the GSE mapped the published Rennert Descriptors for course
  - Identifying large gaps in the range and a range that covered A2+ to B2
- Identified desired target range
- Selected descriptors in the target range aligned to course needs
- Identified gaps in the course for in-house materials development
- Republished new GSE descriptors

# Before

24 descriptors

Reading and Listening Blended,  
Limited Writing

Tied to Textbook

Wide Range

# After

41 descriptors

All four skills covered, more even  
distribution

Textbook now must align to Rennert

Content is leveled in Range

Clear pathway for in-house materials  
development

Clear pathway for assessment

Externally Validated Levels aligned to  
CEFR and GSE

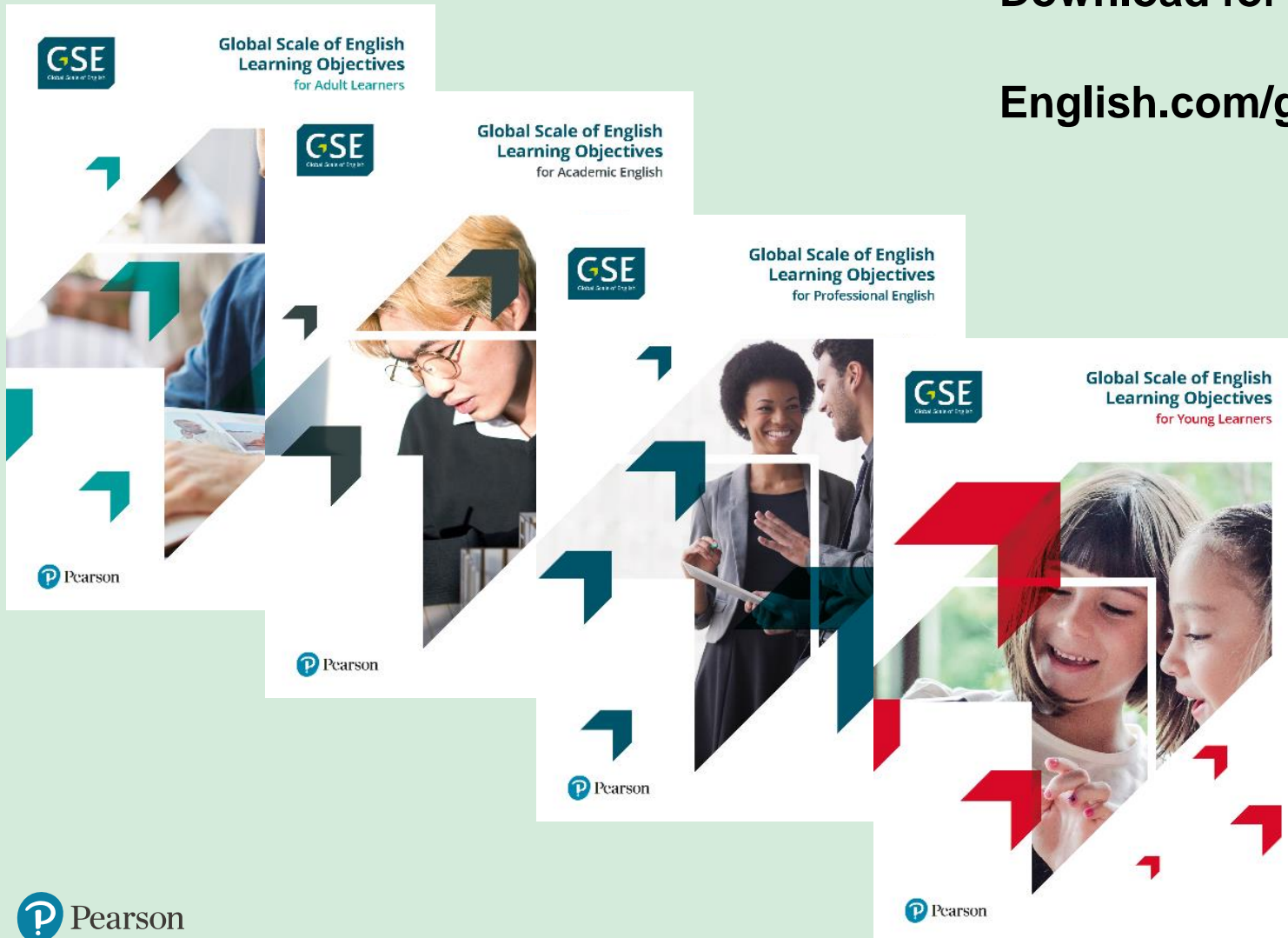


**GSE**

# The Global Scale of English

Download for free at

[English.com/gse](https://www.english.com/gse)





Pearson

Questions?







# **There's so much more to learn**

Find out more about us at  
[English.com/gse](https://www.english.com/gse)

# Creating Content

Based on your teaching pedagogy, you know how you are going to teach.

Granular descriptors of performers help you analyze gaps in your program.

Identify student learning needs.

Plan content that specifically addresses learning gaps.

Using descriptors “levels” the content, it’s more than just a feeling.

# Descriptors of Performance

Can follow a wide range of factual and creative texts and summarize themes and opinions (75) *using a policy statement from an arts education institute.*

Can recognize generalization and their supporting ideas (67) *in a group discussion about education and the benefit of the arts.*

Can identify a speaker's bias in a presentation or discussion (78) *by listening to a news interview related to teaching the arts.*

Can follow a wide range of factual and creative texts and summarize (75) *by using information from personal experience, an arts education institute policy statement and information from an interview on teaching in the arts.*

*GSE Range: 67-78*

*CEFR B2+*



# Example Lesson: Culture and History

In 1948, in a roughly 3 day period, more than 20 people died, and an additional 7,000 were sickened in the city of Donora.

## Roles:

Details about what happened, why did it happen, find out the science, find similar examples

Personal stories: Who was involved, who were the villains? Who were the heroes?

The impact: What were the consequences. How do we see those consequences today?

What are possible additional solutions to prevent this kind of event?

Include at least four sources in your final panel discussion. Where did you find your information.

Objectives: SWBAT contribute to a panel discussion, following lines of argument and expanding on points made by peers to describe details related to a historical event.

|                                                                                                                      |    |
|----------------------------------------------------------------------------------------------------------------------|----|
| Can identify details that support a point of view in a panel discussion on a general topic.<br><i>Level CEFR B2+</i> | 58 |
| Can summarize and reformulate ideas from members of a panel discussion to clarify a point.<br><i>GSE 70</i>          | 76 |
| Can contribute ideas in a panel discussion using linguistically complex language.                                    | 78 |

# Example: Math and Science

Campus survey of eating habits

Assign groups of 3

Responsibilities

Construct a 5 question survey

Survey included basic demographic questions (gender, age, degree of study)

Conduct survey with answers from at least 20 students (100 if possible, dream big)

In groups Ss analyze the data using excel or other program. Answer key questions

Report findings include charts and graphs

- General findings
- Trends
- Differences between male/female/gender neutral respondents
- Differences by age
- Differences by degree of study
- Indicate ideas for changing an unhealthy eating habit based on the findings
- Questions the project generated for future research

Can carry out a prepared interview, checking and confirming information as necessary.

*Level CEFR B2+*

57

Can explain information in detailed charts and graphs.

*GSE 67*

66

Can discuss charts and graphs in an academic text, using linguistically complex language.

78

# Example: Problem Solving

## DISAPPEARING LANGUAGES

### Problem:

Language is the soul of a culture. The survival of a culture may depend on the language used for rituals and to describe cultural ideas, beliefs, and understandings. What is the impact on culture when its language disappears? By some estimates, of the six thousand languages left on Earth, 90% are expected to disappear or be endangered before the end of this century. Will anyone be able to read the rich literature embodied in the disappearing languages in the years to come? What can governments, institutions, and communities do to preserve endangered languages?

### Finished project includes:

- List of 10 potential solutions, top 3 with detailed action plans for how to put the solution into action. Shared online in a forum. Discussed in class as a jigsaw.

Can explain the main points of an idea or problem with reasonable precision.

55

Can express opinions as regards possible solutions, giving brief reasons and explanations.

70

Can compare the advantages and disadvantages of possible approaches and solutions to an issue or a problem.

73

*Level CEFR B2*

*GSE 66*

ALWAYS LEARNING