

Understanding Your Global Assessment Score

Your Global Assessment Score

- Every two weeks, your teacher will give you a **Global Assessment Score**.
- This score reflects two things:
 1. Your result from the monthly progress test.
 2. Your teacher's evaluation of how you are doing in class.

How to See Your Score

- You can see your score on the Virtual Learning Campus (VLC) website or app using your personal login.
- The score includes listening, reading, speaking, writing, mediation, and language use.

The Oxford Scale

- Your score is shown on the **Oxford Scale of Language Proficiency**.
- The scale goes from **1 to 10**. Each number matches a **CEFR level** (for example A1, A2, B1, etc.).

How to Check the CEFR Levels

- In your VLC account, click on the **Information** tab. You will find a chart that shows how the Oxford Scale matches CEFR levels.
- You will also have a printable version of this chart further down in this document. Please save a copy to check your level whenever you get a new score.

Example

- If you get a **4** on the Oxford Scale, this usually means you are at about **B1 level**.
- If you get an **6**, you are closer to **B2 level**.

On the following pages, you will find CEFR levels with their equivalent levels on the Oxford Scale, as well as learning outcomes for each level.

<p>Communicative Tasks</p> <p>The most important things you need to do in the language at this level.</p>	<p>ACTION</p> <p>Spoken and Written production:</p> <ul style="list-style-type: none"> Describe yourself and people, e.g. family and friends (e.g. physical characteristics/ personality traits) and relationships (e.g. family, work, friendship) Describe likes and dislikes and places visited Give directions and personal information on forms Describe the things people do frequently (e.g. habits, routines, work, studies...) & everyday activities Talk about events in the past (e.g. your weekend) <p>INTERACTION</p> <div> <p>Spoken interaction:</p> <ul style="list-style-type: none"> Say hello & goodbye, say who you are and greet people Ask/ answer basic questions to other people politely Talk about what you can / can't do Talk about what you like / dislike Use numbers (e.g. in prices, telephone numbers...). Ask for & give the time and date Ask for & give information in shops and restaurants Ask for & give directions (e.g. Where is the bank?) </div> <div> <p>Written / online interaction:</p> <ul style="list-style-type: none"> Write online messages or posts about hobbies, likes / dislikes, etc. React to other people's posts, videos and photos using words, symbols, emoticons, etc. Give personal information on online forms (e.g. to buy something online) </div> <p>MEDIATION</p> <p>Mediating in a group:</p> <ul style="list-style-type: none"> Show interest in an idea by using simple words and gestures Ask people to repeat words, say when you do not understand something Make a list of information (e.g. names, numbers, prices) from something you listen to Report information about numbers, times, dates and places from something you read / listen to
<p>Receptive Skills</p> <p>What you need to understand at this level.</p>	<p>Listening and Reading Tasks:</p> <ul style="list-style-type: none"> Understand simple descriptions of people and kinds of relationships Understand conversations about things people do Understand basic information (e.g. about numbers, times, dates and places), basic directions, simple descriptions, basic questions, simple conversations Recognize words, names and simple phrases Comprehend simple narrations about the past and basic ideas of news and current events <div> <p>Listening texts: Simple conversations, questions and information about travel, people, things in town, shops and restaurants.</p> </div> <div> <p>Reading texts: Notices and instructions, travel information, menus. Simple information about people and forms.</p> </div>
<p>Language Resources</p> <p>The grammar and vocabulary you need for the communicative tasks at this level.</p>	<p>LANGUAGE RESOURCES</p> <div> <p>Core Grammar:</p> <ul style="list-style-type: none"> The verb 'to be' Imperatives (e.g. Sit down please, Go away) Present simple 'can' & 'can't' (e.g. I can't swim) 'there is', 'there are' 'always', 'sometimes', 'never' '-ing' forms (e.g. I love swimming, I don't like waiting for buses) Yes/no questions and answers Questions with 'what', 'how', 'who', etc. 'can' / 'could' (e.g. Can/could I have a juice?) Present continuous Past Simple 'going to' for plans Countable / Uncountable nouns (e.g. How much money...?, How many sisters...?) 'any', 'some', 'a lot of' Prepositions (e.g. It's on the table) Possessive 's / s' (e.g. the girl's hair) </div> <div> <p>Vocabulary and Topics:</p> <ul style="list-style-type: none"> Basic verbs (e.g. live, work, start, finish) Adjectives to describe things (e.g. a red apple, a beautiful picture) Words to describe yourself Family Free time activities Jobs Months, days, dates, times, prices and telephone numbers Nationalities & countries Things in the town, shops & shopping Travel, services, ways of travelling Holidays Food & drink Clothes Colours Shapes & sizes (e.g. small, long, high, short, big, etc.) </div>

- Possessive pronouns (e.g. my car, her coat)

Communicative Tasks The most important things you need to do in the language at this level.	ACTION Spoken and Written production: <ul style="list-style-type: none"> Describe places, people, situations and things Describe habits and routines, studies and work Construct clear narratives in the past Describe plans and talk about possibilities Write short emails, notes and messages Report main ideas, specific information and supporting details 	
	INTERACTION Spoken interaction: <ul style="list-style-type: none"> Communicate in everyday situations (e.g. in a restaurant, shopping, ticket office) Talk about work, studies, interests and free time Talk about feelings and give advice Talk about things you like and dislike Invite, offer, suggest, decline offers, apologize Plan a trip (e.g. find information, book tickets) Discuss plans with other people Ask for & give directions using a map / plan Use the telephone (e.g. to arrange to meet a friend) 	Written / online interaction: <ul style="list-style-type: none"> Post feelings and activities online and answer/react to other people's comments Comment on things that other people post online. Make positive or negative comments about links to online media (e.g. videos, photos, text) Exchange information online (e.g. email, buying/selling, or forms)
	MEDIATION Mediating in a group: <ul style="list-style-type: none"> Work in a group to complete simple tasks Ask other people to explain something Ask others their opinion and able to agree or disagree 	Mediating information and ideas: <ul style="list-style-type: none"> Make a list of the main points from a simple spoken/written text Report the main idea of a spoken/written text Report specific information from something you listen to / read
Receptive Skills What you need to understand at this level.	Listening and Reading Tasks: <ul style="list-style-type: none"> Recognise the information you need and changes in topic Understand the main points and the most important information Understand talk about people, places, objects and situations as well as past narratives Distinguish ways to express future plans/ concepts of possibilities Understand descriptions of habits, routines, studies and work 	
	Listening texts: Simple English spoken slowly and carefully; videos on topics you know about.	Reading texts: Common signs and notices, short personal letters, descriptions and instructions, on-line content
Language Resources The grammar and vocabulary you need for the communicative tasks at this level.	LANGUAGE RESOURCES	
	Grammar: <ul style="list-style-type: none"> Questions ('What', 'How', 'Who') Imperatives (e.g. Please don't smoke in here) Present simple; adverbs of frequency Present continuous for present time and future arrangements 'Going to' (for plans) and 'will' Present Perfect for experience (Have you ever...?) Past Simple Zero and 1st Conditional The '-ing' form & infinitives (I like swimming; I want to go swimming) 'Can' & 'could' 'Must', 'have to' & 'should' 'Might', 'may', 'possibly', 'probably' Prepositions of place, time, movement Comparatives & superlatives (e.g. big, bigger, biggest) Countable & uncountable nouns + 'some', 'any', 'a lot of', etc. 	Vocabulary and Topics: <ul style="list-style-type: none"> Numbers, days, months and time Adjectives to describe feelings and experiences (<u>interested</u>; <u>interesting</u>) Adjectives to describe things (size, colour, shape) Adjectives to describe people and personalities Common phrasal verbs (e.g. 'he got up at 6.00', 'put your coat on', 'the plane took off') Activities and hobbies Objects and rooms in the house Food and drink Jobs Education Things in shops and in the town Holidays, travel and services

Communicative Tasks The most important things you need to do in the language at this level.	ACTION Spoken and Written production: <ul style="list-style-type: none"> Describe and compare places Describe hopes and ambitions Give detailed directions and instructions Describe events or experiences, express feelings and reactions Describe a story, a film, a book or a concert and give opinions about it Give your opinions about music, films, paintings etc. Write a formal email, letter, document (e.g. job application, CV) 	
	INTERACTION Spoken interaction: <ul style="list-style-type: none"> Start, maintain and close conversations Ask for & give information about feelings and news Talk about likes, dislikes and problems Organise an event and solve problems Give advice and recommendations Talk about possibilities in the future Communicate confidently in a shop, bank, office... Give and ask for opinions, agree and disagree Compare & contrast choices. e.g. where to go & what to do Explain a problem 	Written / online interaction: <ul style="list-style-type: none"> Post details of social events, experiences and activities, share personal feelings online Comment on other people's postings (including links to media) and respond to comments. Exchange detailed information online (e.g. via help-desk or via email).
	MEDIATION Mediating in a group: <ul style="list-style-type: none"> Start, maintain and close conversations, invite others to speak Show interest in what others have to say and ask for clarification Move the discussion forward by making suggestions Give and ask for opinions, agree and disagree 	Mediating information and ideas: <ul style="list-style-type: none"> Pass on specific information from spoken/written sources Summarise the main points made in spoken / written sources Paraphrase short written passages Pass on short pieces of information from several sources
Receptive Skills What you need to understand at this level.	Listening and Reading Tasks: <ul style="list-style-type: none"> Focus on the important information Understand the important details Distinguish the main point from specific details Understand a line of argument and main conclusions. 	
	Listening texts: Clear English in everyday situations, video programmes on familiar topics.	Reading texts: Simple everyday material, simple newspaper articles on familiar topics.
Language Resources The grammar and vocabulary you need for the communicative tasks at this level.	LANGUAGE RESOURCES	
	Core Grammar: <ul style="list-style-type: none"> Past Simple: regular and irregular verbs Past Continuous / Past Simple & Past Perfect Past Simple & Present Perfect Present Perfect + 'still', 'yet', 'already', 'just' Present Perfect Continuous Futures: present continuous for future, contrast with 'will' and 'going to' Comparatives and superlatives Conditionals: 1st, 2nd conditional + 'when', 'before', 'unless' Modal verbs for possibility: (might, may, could, will probably) Modals of obligation / necessity ('must', 'should', 'have to', 'don't have to') Simple passive: (e.g. The lock was broken) 	Vocabulary and Topics: <ul style="list-style-type: none"> Collocation of adjectives (e.g. heavy snow, strong coffee) Verb + noun collocation (e.g. have lunch, make a decision, take a break) Phrasal verbs (e.g. look something up, write something down) Feelings & emotions Common objects Cultural topics e.g. music, films Travel and services vocabulary Leisure activities & lifestyles Education Work

- Linking expressions: (e.g. 'despite')

- News and media

<p>Communicative Tasks</p> <p>The most important things you need to do in the language at this level.</p>	<p>ACTION</p> <p>Spoken and Written production:</p> <ul style="list-style-type: none"> Express abstract ideas and justify your opinions by providing relevant explanations Develop an argument, expanding and supporting your point of view. Present /write about an issue/topic, considering points for & against the various options. Critique/review a book, film, show, etc. Give/write a clear, detailed descriptions Give/write descriptions of events/experiences demonstrating their personal significance. Give/write detailed accounts of plans, activities and experiences. Write a formal letter/email (e.g. an application or complaint). <p>INTERACTION</p> <table border="0"> <tr> <td> <p>Spoken interaction:</p> <ul style="list-style-type: none"> Express news, views and feelings Express emotions, highlight events and experiences and respond to comments Take an active part in a discussion, using a range of language to do so Express agreement, disagreement and reactions including interest, sympathy, surprise, etc. Express attitudes, feelings and emotions Make & respond to assumptions, deductions & hypotheses. </td><td> <p>Written / online interaction:</p> <ul style="list-style-type: none"> Express & respond to news, views and feelings online Express emotions in postings, highlight how important certain events/experiences are to you and respond to comments. Link comments to previous ones in an online discussion & react appropriately. </td></tr> </table> <p>MEDIATION</p> <p>Mediating in a group:</p> <ul style="list-style-type: none"> Manage communication (interrupt, change topic, invite speakers to come in or to continue). Show interest and understanding Find out and pass on detailed information, ask follow up questions, get clarification. Summarise, explain and build on other people's views Evaluate advantages & disadvantages, make suggestions & participate in reaching a decision. <p>Mediating information and ideas:</p> <ul style="list-style-type: none"> Pass on specific information from a complex source / visual Summarise the main content of a complex spoken/written source Summarise and report extended information after a discussion Compare, contrast, synthesise information from various sources. Explain a viewpoint from a complex spoken/written source 	<p>Spoken interaction:</p> <ul style="list-style-type: none"> Express news, views and feelings Express emotions, highlight events and experiences and respond to comments Take an active part in a discussion, using a range of language to do so Express agreement, disagreement and reactions including interest, sympathy, surprise, etc. Express attitudes, feelings and emotions Make & respond to assumptions, deductions & hypotheses. 	<p>Written / online interaction:</p> <ul style="list-style-type: none"> Express & respond to news, views and feelings online Express emotions in postings, highlight how important certain events/experiences are to you and respond to comments. Link comments to previous ones in an online discussion & react appropriately.
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<p>Receptive Skills</p> <p>What you need to understand at this level.</p>	<p>Listening and Reading tasks:</p> <ul style="list-style-type: none"> Can find relevant parts of a text Distinguish the main points from supporting detail/examples Understand main ideas, specific details and essential meaning Recognise different ways in which the same ideas are expressed Distinguish fact from opinion and understand complex lines of argument Understand the writer/speaker's mood and attitude, style or emphasis Can recognise different ways in which the same ideas are expressed <table border="0"> <tr> <td> <p>Listening texts: Standard spoken English, used in conversation and in the media, on topics of personal and general interest.</p> </td><td> <p>Reading texts: Standard written English on topics of personal and general interest.</p> </td></tr> </table>	<p>Listening texts: Standard spoken English, used in conversation and in the media, on topics of personal and general interest.</p>	<p>Reading texts: Standard written English on topics of personal and general interest.</p>
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tasks at this
level.

- Infinitives and gerunds
- Reported speech and reporting verbs
- Relative clauses: Defining / non-defining
- Entertainment & culture, e.g. film, books, art
- News, current affairs and lifestyles
- Media

<p>Communicative Tasks</p> <p>The most important things you need to do in the language at this level.</p>	<p>ACTION</p> <p>Spoken and Written production:</p> <ul style="list-style-type: none"> • Give clear, well-structured descriptions of complex and abstract subjects • Describe feelings, emotion, attitudes in depth • Give / write clear, detailed, well-developed narratives and descriptions of personal experiences • Review or critique a film, book etc., considering stylistic features as well as content • Develop arguments systematically, highlight important points, & support reasoning with examples • Express yourself with clarity and precision in personal correspondence • Be creative with language and develop a personal style • Report information from different resources; distinguish facts and opinions <p>INTERACTION</p> <div> <p>Spoken interaction:</p> <ul style="list-style-type: none"> • Define & clarify an opinion, shades of opinion & ideas • Support, oppose or object to a position / an idea, concede a point • Speculate about causes, consequences, hypothetical situations • Use persuasive / dissuasive language to influence </div> <div> <p>Written / online interaction:</p> <ul style="list-style-type: none"> • Participate in online discussion, asking for and giving clarification of complex issues • Express ideas and opinions with precision in an online discussion, respond to complex lines of argument • Evaluate and challenge arguments in online chat, react diplomatically </div> <p>MEDIATION</p> <p>Mediating in a group:</p> <ul style="list-style-type: none"> • Ask questions/build on what others say/ prompt them to analyse, justify, predict, infer & hypothesise • Relate what you say to what other people have said • Intervene diplomatically in order to redirect talk • Cope linguistically with disagreement, argument and respond appropriately <p>Mediating information and ideas:</p> <ul style="list-style-type: none"> • Summarise the main points from a long, demanding spoken/written source • Use information from a complex source text/visual to discuss a topic, evaluate it, add an opinion, etc. • Report information from a source, distinguishing fact from opinion • Explain the attitude or opinion expressed in a text
<p>Receptive Skills</p> <p>What you need to understand at this level.</p>	<p>Listening and Reading tasks:</p> <ul style="list-style-type: none"> • Distinguish the main point from supporting arguments • Understand the attitude, mood, intentions, • Understand implicit ideas, relationships and opinions • Understand use of humour, irony and implicit cultural references • Recognize what will come next in the text • Recognize variations of style for effect and changes in register <div> <p>Listening texts: A wide range of live or broadcast standard English, & some non-standard usage, including lectures, debates, complex interactions & discussions.</p> </div> <div> <p>Reading texts: A wide range of lengthy, complex texts including manuals, regulations, formal letters & literary texts.</p> </div>
<p>Language Resources</p> <p>The grammar and vocabulary you need for the communicative tasks at this level.</p>	<p>LANGUAGE RESOURCES</p> <div> <p>Grammar:</p> <ul style="list-style-type: none"> • Past Tense review: contrast different forms • Future Tense review: contrast different forms • Conditionals: consolidate all: 1st, 2nd, 3rd, mixed, plus use of modals, wishes and regrets • Modals: review - different functions (e.g. inviting, permission, possibility, advice, ability, obligation, prohibition, offering, suggesting) • Past modals (e.g. 'You might have told me it was her birthday') • Passives: review for all tenses + reporting verbs </div> <div> <p>Vocabulary and Topics:</p> <ul style="list-style-type: none"> • Collocation • Eliminating false friends, confusing words • Generalising expressions • Vague language • Differentiated use of vocabulary • Idiomatic expressions, similes, metaphors • Split phrasal verbs • Colloquial expressions • Markers that structure informal and formal speech and writing • Linkers • Formal and informal language • News, lifestyles & current affairs, Media, arts • Scientific / technological developments </div>

<p>Communicative Tasks</p> <p>The most important things you need to do in the language at this level.</p>	<p>ACTION</p> <p>Spoken and Written production:</p> <ul style="list-style-type: none"> • Give a clear, well-structured account of a specialist or complex topic • Write clearly in a natural style appropriate to the genre • Express yourself with clarity and precision in formal and informal correspondence • Review or critique a paper or a project considering stylistic features as well as content • Edit and proof-read written work to achieve a more differentiated and appropriate style • Can present articulately on a complex or specialized topic and able to flexibly change styles to cater to audience <p>INTERACTION</p> <div> <div> <p>Spoken interaction:</p> <ul style="list-style-type: none"> • Speculate about causes, consequences, hypothetical situations • Convey in depth degrees of emotion articulately and persuasively • Use persuasive and dissuasive language to convince others • Employ irony and understatement in an appropriate manner </div> <div> <p>Written / online interaction:</p> <ul style="list-style-type: none"> • Use colloquialisms, humorous language, idiomatic abbreviations and/or specialised register to enhance the impact of comments made in an online discussion • Anticipate and deal effectively with possible misunderstandings, communication problems and emotional reactions occurring in an online discussion </div> </div> <p>MEDIATION</p> <p>Mediating in a group:</p> <ul style="list-style-type: none"> • Lead discussion effectively, recognise undercurrents and guide the direction of the talk • Respond appropriately, sensitively and confidently to other people's feelings and attitudes • Define and clarify opinions, perspectives, conveyed through hint or innuendo • Cope linguistically with confrontation, disagreement and argument and respond appropriately <p>Mediating information and ideas:</p> <ul style="list-style-type: none"> • Explain how facts and arguments are presented in a text, drawing attention to the writer/speaker's use of understatement, veiled criticism, irony and sarcasm • Interpret and present data from conceptually complex data • Summarise and evaluate complicated information from different sources distinguishing fact, assumption, inference, and viewpoint
<p>Receptive Skills</p> <p>What you need to understand at this level.</p>	<p>Listening and Reading Tasks:</p> <ul style="list-style-type: none"> • Recognise subtle distinctions of style, recognise understatement • Understand implied attitudes, opinions, relationships • Understand nuances and finer shades of meaning • Understand metaphors, connotations and their function within a text • Recognise irony, sarcasm, satire and its function • Understand the use of humour, plays on words, puns. <div> <div> <p>Listening texts: All kinds of live or broadcast, standard and non-standard spoken English.</p> </div> <div> <p>Reading texts: All kinds of texts including complex reports, manuals, classical & contemporary literary texts in different genres & formal / informal correspondence.</p> </div> </div>
<p>Language Resources</p> <p>The grammar and vocabulary you need for the communicative tasks at this level.</p>	<p>LANGUAGE RESOURCES</p> <div> <div> <p>Core Grammar:</p> <ul style="list-style-type: none"> • Time & Tense review: contrasting different forms • Modals review: pure and semi-modals; functionality • Conditionals: non-standard forms • Participle clauses: 'to' + infinitive and reduced clauses • Prepositions after nouns, adjectives & verbs; prepositional phrases • Substitution and ellipsis • Inversion and fronting </div> <div> <p>Vocabulary and Topics:</p> <ul style="list-style-type: none"> • Eliminating confusing / similar words • Collocations, Colloquial expressions • Register: informal, formal & neutral • Phrasal Verbs: literal & idiomatic meaning • Idiomatic expressions, similes and metaphors • Adverbials, prepositions & conjunctions • Markers which structure informal & formal speech & writing • Linkers • Media and the arts, Social and legal issues • News, lifestyles and current affairs • The Environment and natural world • Business and economics; Education • Scientific and technological developments </div> </div>