The Global Scale of English

Improving FLNE Drop Out Rates with a New Scale

MATSOL - 2018

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What do these six states all have in common?

A) Less than 50% of English learners graduate on time.
B) They are not the #1 ranked State education system in the US.
Why is this a challenge?
EL Enrollment Statewide is at 90,204 and has more than doubled since 2000.
FLNE Drop out issue Massachusetts
Students who are learning English drop out of school more and graduate less regularly than any other group.
Their test scores are far off the state average -- between 50 and 84 percent scored "warning/failing" on last year's MCAS test, depending on the subject.
FLNE Drop out issue Massachusetts

And there is little evidence they are catching up...
Dropout rates for ELs

<table>
<thead>
<tr>
<th>Year</th>
<th>All Students</th>
<th>ELs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>2</td>
<td>6.2</td>
</tr>
<tr>
<td>2015</td>
<td>1.9</td>
<td>5.7</td>
</tr>
<tr>
<td>2016</td>
<td>1.9</td>
<td>6.6</td>
</tr>
</tbody>
</table>

Source: SIMS
I Came Here To Learn
The Center For Promise – 4 year graduation rate

87%

Goal: 90%
National Average: 83.2%
Outcome from research:
Language barriers are a challenge to be solved

• Language proficiency is often a barrier, rather than a bridge, to connection to supportive adults and resources.

• Families may provide essential emotional support, but for those who have immigrated to the U.S. without one or both parents, this support is weakened.

• Competing priorities, such as the need to work or care for family members, combined with lack of support and resources, often deter students from staying on the path to graduation.

• They came here to learn. All the young people with whom the authors spoke expressed motivation to better themselves and were seeking supports that would enable them to reach their full potential, in school and in life.
A challenge faced in Massachusetts

But not a new challenge.
Transitional Bilingual Education (TBE)
MA was a pioneer in language education. 
Mandated TBE in 1971 

However, the program had challenges: 

"Students were not really becoming fully literate in their own language or in English," says professor Miren Uriarte, who has studied bilingual education for years and sits on Boston’s School Committee. "There were problems in the implementation of bilingual education that everybody recognized."

Lincoln Tamayo, a former principal of Chelsea High School -"What we were basically creating were Spanish- and Portuguese-speaking ghettos in our public schools," Tamayo says. "And that had to stop".
Sheltered English Immersion
Sheltered English Immersion (SEI)

SEI & ESL

Sheltered English Immersion in content areas (SEI endorsement) + ESL = SEI: Sheltered English Immersion

A two-component program model

“English for the Children” campaign

Question 2 Ballot Question (2002) - required most language learners be placed in "sheltered English immersion" (SEI) classrooms, where books and lessons are in English and students' home languages are only spoken under rare circumstances.
Development of ELL programs continues
Models for teaching FLNE in Mass

1971 - TRANSITIONAL Bilingual (1971) - Bilingual has two goals: Get kids to English proficiency but continue instruction in their native language.

2002 - Sheltered English Immersion (SEI) ENGLISH AS A SECOND LANGUAGE

2018 –LOOK Act - "Language Opportunities for Our Kids“ - Districts will have the latitude to choose which program serves their students best.

DUAL-Language Programs - One part of the school day in English, the other in a different language. (Showing progress in other states)
With so many solutions...
what is blocking success?
Language Learning
Challenges and Barriers
Introducing Sara Davila

Sara Davila is a teacher, teacher trainer, and educational specialist engrossed in language education, professional development, and curriculum construction. She has done extensive research on performance assessment, communicative based instructional strategies, and learning theory with presentations, workshops, and articles around each topic. She is currently working with Pearson, English as the Learning Expert in Higher Education for global English language products. Sara also continues to contribute to the field through her website, which contains presentations, free lesson plans, and free worksheets for teachers, which can be found at saradavila.com.
A crash course
Learners will master different skills at different times.
Assessment doesn’t always give perfect insight into learner performance
Understanding Language Learning through research

- A research backed framework for describing learning performance
- Looks at skills individually
- Provides a common language to communicate performance – *(Tests, exams, textbooks, curriculum, course materials)*
The Language Learning Challenge
Progress in hours against the CEFR

- **C2**: 90 hrs
- **C1**: 85 hrs
- **B2**: 76 hrs
- **B1**: 69 hrs
- **A2**: 59 hrs
- **A1**: 43 hrs
- **<A1**: 30 hrs

- **B2+**: 50 hrs
- **B1+**: 22 hrs

- **1 CEF level**
  - **Intensive**: 380 hrs
  - **Steady**: 1100 hrs
  - **95 hrs**
  - **480 hrs**
Progress in Cumulative Hours against CEFR Levels

Cumulative Hours of Study

- **A1 - A1**: 480 Slow, 95 Fast
- **A1 - A2**: 770 Slow, 190 Fast
- **A2 - B1**: 1386 Slow, 380 Fast
- **B1 - B2**: 2495 Slow, 760 Fast
- **B2 - C1**: 4491 Slow, 1520 Fast

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

Start learning

Learner

Descriptor

CEF boundaries

Mastery

No Literacy

Beg

H Beg

2

3

Int

H Int

Adv

Fluent
So, what do we need?
# Global Scale of English

<table>
<thead>
<tr>
<th>CEFR</th>
<th>&lt;A1</th>
<th>A1</th>
<th>A2+</th>
<th>B1+</th>
<th>B2+</th>
<th>C1</th>
<th>C2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Scale of English</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
</tr>
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Getting back to a more granular scale

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

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<tr>
<td>&gt;3.80</td>
<td>Mastery</td>
</tr>
<tr>
<td>2.80</td>
<td>Operational eff.</td>
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<tr>
<td>1.74</td>
<td>Vantage</td>
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<tr>
<td>0.72</td>
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<tr>
<td>-0.26</td>
<td>Threshold</td>
</tr>
<tr>
<td>-1.23</td>
<td></td>
</tr>
<tr>
<td>-2.21</td>
<td>Waystage</td>
</tr>
<tr>
<td>-3.23</td>
<td></td>
</tr>
<tr>
<td>-4.29</td>
<td>Breakthrough</td>
</tr>
<tr>
<td>-5.39</td>
<td>‘Tourist’</td>
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The original CEFR (granular) research data is mapped to the Global Scale of English (GSE).
• The Global Scale of English extends the CEFR to enable a more granular measurement of learner progress

• Thousands of additional research-validated learning objectives have been added to the GSE.

• Over 120 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.
Benefits of Global Scale of English

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

- 70 hrs (A1)
- 210 hrs (B1+)
- 25 hrs (A2+)
- 120 hrs (B2+)
- 3 pts GSE (smallest measurable progress)

1 CEF level

- 380 hrs
- 1100 hrs
- 95 hrs
- 480 hrs
How does this support learning?
GSE and Differentiation

- Understand learner readiness
- Target specific goals
- Enhance IEPs
- Accelerate acquisition
- Design for Parallel Skills
- Add elements of career readiness
Descriptors at different levels

Can identify specific information in simple letters, brochures and short articles.  

Can identify specific information in a simple factual text.  

Can scan short texts to locate specific information.  

Can scan a long text or a set of related texts in order to find specific information.  

Can identify specific information in a linguistically complex factual text.  

Reading 37  A2+ (36-42)

Reading 39  A2+ (36-42)

Reading 44  B1 (43-50)

Reading 63  B2 (59-66)

Reading 73  B2+ (67-75)
Parallel Descriptors at Level

Can ask someone to repeat a specific **point or idea**. Speaking 34 A2 (30-35)

Can identify the main topic and **related ideas** in a structured text. Reading 49 B1 (43-50)

Can distinguish between **main ideas** and supporting details in familiar, standard texts. Listening 51 B1+ (51-58)

Can write simple structured essays, organizing **basic ideas**. Writing 53 B1+ (51-58)
Descriptors for Career Readiness

Can understand short written notices, signs and instructions with visual support.  
Reading 27 A1 (22-29)

Can understand a simple work schedule.  
Reading 30 A2 (30-35)

Can understand rules and regulations (e.g. safety) if expressed in simple language.  
Reading 37 A2+ (36-42)

Can understand the main information from simple diagrams (e.g. graphs, bar charts).  
Reading 42 A2+ (36-42)

Can understand written instructions for taking medication.  
Reading 44 B1 (43-50)

Can understand standard documents related to the daily activities of a company or institution.  
Reading 49 B1 (43-50)

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Planning for Language Development

**Plan and Prepare**
- Start with local standards, benchmarks, and expectation
- Use the GSE to plan for communicative needs and learner progress

**Select and Apply**
- Use the GSE to understand core material alignment to language acquisition

**Teach and support**

**Reflect and Evaluate**
- Plan course assessment
  - Assessment can include looking at both placement, progress, and exit proficiency

Share information with students to help motivate learners and provide clear goals and timelines

*Titles with GSE mapping booklets*
Placement and goal setting

Course content and materials

Assessment
Global Scale of English
Research, Tools and Resources
Learning Objectives databases include

Learning objectives cover all four skills:

Speaking
Listening
Reading
Writing

And the two enabling skills:

Grammar
Vocabulary
The Learning Objectives / ‘Can-do’ statements
Implications to address the drop out challenge
Questions?

sara.davila@pearson.com
There’s so much more to learn
Find out more about us at English.com/gse